

The British Association for Applied Linguistics

No.17

NEWSLETTER

Spring 1983

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The British Association for Applied Linguistics

INFO

* * A synopsis of information (I've put this together on a sheet of Association note paper in the hope that it will be useful to members. JDM)

Membership of BAAL was reported as 464 at the end of 1982 – an increase on the number listed in the address-list of May '82. (For recent new members, see p.45.)

The current Executive Committee consists of:-

- 1 Tom Bloor
- 2 Christopher Brumfit (Chairman)
- 3 Pam Grunwell (Treasurer)
- 4 Bill Littlewood
- 5 Rosamond Mitchell
- 6 John Mountford (co-opted, Newsletter Editor)
- 7 Janet Price (Membership Secretary)
- 8 Euan Reid (Assistant Secretary)
- 9 John Roberts (Secretary)
- 10 Richard Rossner
- 11 Carol Sanders
- 12 Sam Spicer (co-opted)
- 13 John Trim (co-opted).

The Committee met last on 20 December and will meet next on Tuesday 22 March at 11.15 (at CILT).

Seminars and the programme of the Annual Meeting (not to be confused with the A.G.M.!) are the purview of the Assistant Secretary.

BAAL 1983 (the 16th Annual Meeting) will be held at Leicester Polytechnic, Fri. 16 – Sun. 18 September. The Local Organiser is Pam Grunwell.

There are normally three mailings to members each year. This year an extra mailing was made in February which contained: Notice of the Annual Meeting and call for papers; notice re postgraduate scholarships for the Annual Meeting; discount-rate subscription form for Journal of Applied Linguistics; AILA BRUSSELS 1984 – leaflet re 7th World Congress; AILA Bulletin no. 30 (1981.2) on 'Language Planning'; AILA Bulletin no. 31 (1982.1); Edie Garvie's leaflet; and a leaflet on the 11th Gregynog Anglo-French Conference, 11 – 13 March '82, on 'Writing'.

The Newsletter: there are three issues each year (Autumn, Spring and Summer) contained in the regular mailings. It is very much a newsletter for members, who are invited to make full use of it! (See Editorial and Newsletter Prospect)

(Names underlined in this issue are those of members in the May '82 address-list.)

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I

FROM THE CHAIRMAN

Christopher BRUMFIT writes:-

It is a great pleasure, though something of a responsibility, to take over as Chairman of a thriving Association. BAAL, now with more than fifteen years of activity to its credit, is large and well established, so perhaps this is a good time to take stock. During the next year the Executive Committee will be reviewing the administration and activities of the Association in order to determine where our service to members can be improved and what additional activities can be usefully developed. At the moment the Association's work is concentrated on the specialised Seminars, the Annual Meeting, which is usually an opportunity for more general discussion, the Newsletter, representation on various committees including AILA, and occasional support for publications and other professional activities. Ideas for improvement and expansion will be welcomed by all Committee members, and can be put to the whole membership directly in the Newsletter.

However excellent ideas for development may be, though, we have to work within the increasing strains of a larger Association demanding more time from officers, while support of all kinds is inevitably decreasing as Higher Education is cut back. Officers sometimes feel themselves reeling under successive postal blows from AILA officials, interested outsiders, prospective members, existing members and each other. The hard, routine work without which the Association would soon founder is made worthwhile by the knowledge that the membership will continue to supply a steady stream of offers to run and support Seminars, to write and review for the Newsletter, to keep us up to date with changes of address, and to inform us of all important activity in the Applied Linguistics world.

We need more members: we would like to think that anyone who is working within Applied Linguistics, broadly conceived, or who completes an M.A. in this area, would automatically apply for membership on the advice of a colleague or tutor. We need much more news of members' activities for the Newsletter. We need more subscribers to Applied Linguistics, the major public journal with which we are associated (and for which members are entitled to a reduced subscription). Above all we need suggestions for new Seminars, which form the core around which our professional contribution has traditionally been built (see pp. 2-3).

All of us will welcome comments, suggestions and proposals of any kind. The only limitations on our activity are those of time and money, and all suggestions and comments will be considered very seriously.

C.J.B.

Future

* * After a spate of four Seminars between September '81 and April '82 there has been a lull. The next one coming up is the Hatfield (BAAL) Discourse Conference, Mon. 11 - Wed. 13 April 1983 (see Eugene Winter in N/L16 p.29). The Second Circular was issued in December: it contains a long and impressive provisional list of papers including ten or so speakers from abroad. Talks will be informal 30-minute ones, followed by discussion. The booking form (Conference Fee £12; board and lodging for the two days @ £17.50 per day, if taken full -including Full English Breakfast @ £3 ...) is due in by 25 March, if you want to be sure of those breakfasts. For information, contact James Monaghan or Eugene Winter at Hatfield Polytechnic, Hatfield AL10 9AB. (We seem to have no BAAL members at Hatfield at present; perhaps there will be more after the Conference!)

Suggestions and proposals for Seminars are always welcome to the Assistant Secretary (Euan Reid).

Past

* * In the absence of recent seminars to have news about, (the participants list from Hatfield's predecessor, on Intonation & Discourse, at Aston in April 1982, is the only item outstanding), this is a good opportunity to set out the record of BAAL Seminars since David Wilkins' first gathering in the Great Western Hotel, Reading, on March 8th, 1969. The list has been compiled by John ROBERTS, not without effort, and not without thanks from the rest of us. It's good reading! -Thirty Seminars (soon to be 31) in 14 years is comfortably a rate of two a year.

BAAL Seminars and Workshops up to January 1983

1968/69:

1. Linguistics in Colleges of Education
Univ. of Reading, 8-9 March 1969 (D. Wilkins)
2. Error Analysis
Univ. of Edinburgh, 26-27 April 1969 (S.P. Corder)
3. Cost Effectiveness
Waverley Hall Hotel, Clacton, 17-18 May 1969 (D.C. Riddy)

1969/70:

4. The Function of University Language Centres
Univ. of Nottingham, 17-19 April 1970 (W. Grauberg)
- 1970/71:
5. Problems in the Preparation of FL Teaching Materials
Univ. of York, 18-20 September 1970 (R.W. Rutherford)
6. Aims of the English Language Part of Main and Subsidiary Courses in Colleges of Education
Margaret McMillan Coll. of Educ., 16-18 October 1970 (L.L. Keane)
7. Science and Technology through the Medium of a Second Language
Univ. of Birmingham, 27-29 March 1971 (V. Adamson)

1971/72:

8. Linguistics and the Language Teacher (with AVLA)
Knuston Hall, Northants, 29-31 October 1971 (D.L. Forrester)
9. German (Applied) Linguistics
Univ. of Nottingham, 24-26 March 1972 (R.R.K. Hartmann)

- 1972/73:
10. Workshop on the BAAL Submission to the Bullock Committee
Northumberland Coll. of Educ., 15-17 December 1972 (S. Whitley)
 11. The Communicative Teaching of English
Univ. of Lancaster, 30 March - 1 April 1973 (C.N. Candlin)
- 1973/74:
12. Recent Descriptions of English
University of Nottingham, 19-21 September 1973 (S. Murison-Bowie (OUP),
P. Strevens, M. Willes)
 13. Developmental and Clinical Applications of Linguistics
Univ. of Newcastle-upon-Tyne, 8-10 April 1974 (R. Beresford)
 14. The Analysis of Spoken Discourse
Univ. of Birmingham, 23-25 April 1974 (C.J. Brumfit, M.W. Stubbs)
- 1974/75:
15. Testing at University Entrance Level and Beyond
Univ. of Southampton, 24-26 March 1975 (G. Seidmann)
 16. The English Language Problems of Overseas Students in Higher Education in the UK (with SELMOUS)
Univ. of Birmingham, 16-18 April 1975 (J.B. Heaton)
- 1975/76:
17. Reading Courses in Foreign Languages
Univ. of Nottingham, 24-26 March 1976 (W. Grauberg)
- 1976/77:
18. Translation
Univ. of Exeter, 13-14 September 1976 (R. Hartmann, S. Dodd)
 19. Languages for Life
La Sainte Union Coll. of Higher Educ., 13-15 Dec. 1976 (J. Mountford)
 20. Towards a Communicative Methodology in FL Teaching
Univ. of Bath, 19-21 April 1977 (W. Littlewood)
- 1977/78:
21. Comprehension
Univ. of Edinburgh, 28-30 September 1977 (A. Davies)
 22. Linguistics and the Teaching of Language in Schools (with LAGB)
North Worcestershire Coll. of Higher Educ., 8-10 July 1978 (J. Rudd)
- 1978/79:
23. Lexicography
Univ. of Exeter, 15-17 December 1978 (R.R.K. Hartmann)
- 1979/80:
24. Linguistics as a School Subject (with LAGB)
North Worcestershire Coll. of Higher Educ., 24-26 April 1980 (J. Rudd)
 25. The Application of Linguistics in the Teaching of the Mother Tongue
(with LAGB)
North Worcestershire Coll. of Higher Educ., 26-28 April 1980 (J. Rudd)
- 1980/81:
26. Teaching and Learning Vocabulary in a Second Language
Univ. of Leeds, 4-6 September 1980 (P. Meara and B. Page)
- 1981/82:
27. Interpretive Strategies in Language Learning
Univ. of Lancaster, 24-28 Sept. 1981 (C. Candlin and M.P. Breen)
 28. Research in Language Testing
Univ. of Reading, 11-13 Dec. 1981 (A. Hughes and D. Porter)
 29. Language and Ethnicity (with Linguistic Minorities Project)
Univ. of London, 7-9 January 1982 (A. Davies and V. Saifullah Khan)
 30. Intonation and Discourse
Univ. of Aston in Birmingham, 5-7 April 1982 (C. Johns-Lewis)

15th Annual Meeting of the British Association for Applied Linguistics (Henderson Hall, University of Newcastle-upon-Tyne, 17-19 September 1982)

Participants (93)

Members (62) Addresses are given where they do not appear in the Membership List distributed in May 1982 (* = new member).

Brian ABBS, Richard ALEXANDER, *Guy ASTON (Via S. Margherita 8, Bologna, Italy), Alan BARR, *Roy BEVAN (Sch. of Educ., Newcastle Univ.), Ruth BIRNIE, Tom BLOOR (Mod. Langs. Dept., Aston Univ.), Julie BRADSHAW, Chris BRUMFIT, Michael BUCKBY, Joan BUTTERWORTH, M.S. BYRAM, David COBB, Pit CORDER, Robert CRAWSHAW, Alan DAVIES, Silvia DINGWALL, Roy DUNNING, Keith EMMANS, Harold FISH, Elaine FREEDMAN, Edie GARVIE, Neville GRANT, Walter GRAUBERG, Peter GREEN, Pam GRUNWELL, Liz HAMP-LYONS, Édith HARDING, Nicholas HAWKES, Janet HOLMES, Tony HOWATT, Pat HOWE, Vaughan JAMES, *Nicola LEES (Sch. of Educ., Leicester Univ.), Bill LITTLEWOOD, Mark LOWE, Katharine MENDELSON, Ros MITCHELL, Bill MITTINS, David MORLEY, John MOUNTFORD, Alan McLEAN, Brian PAGE, M.J. PALMER, Brian PARKINSON, Janet PRICE, Euan REID, John ROBERTS, Richard ROSSNER, R.W. RUTHERFORD, Carol SANDERS, David SCARBROUGH, Philip SHAW (Lang. Centre, Newcastle Univ.), Sam SPICER, Richard TOWELL, Laurence URDANG, Jenny VANSTONE, Jean WALLWORK, Christina WHITECROSS, Josephine WILDING, Mary WILLES, *Mary WILLIAMS (Sheffield City Poly.).

Associate Members (7) were represented as follows:-

Basil Blackwell Publisher: Mary SHIELDS.
Cambridge University Press: Christine CAIRNS.
Centre for Inf. on Lang. Tchg. (CILT): Helen LUNT, John TRIM.
Longman Group Ltd: David COBB (R.D.U.), Lucy McCULLAGH.
Thos. Nelson & Sons: Sue CHAPPLE, Jane ROLLASON, Lucy SAUNDERS.
Oxford University Press: Katharine Mendelsohn, Christina Whitecross.
Pergamon Institute of English: Vaughan James.

(9 participants, excluding individual members (underlined). Mark Lowe was present from Harcourt Brace Jovanovich Ltd., 24/28 Oval Rd., London.)

Visitors (22)

John ARNOLD (Eurocentre Bournemouth, 26 Dean Park Rd., Bournemouth), Des CARROLL (Centre for the Study of Language, Bristol Univ.), Fernando CASTAÑOS (London Univ./ 75 Broadlands Way, Colchester), Siew-Yue KILLINGLEY (Sub-dept. of Speech, Newcastle Univ.), Hanna LAWRENCE (New College, King St., Wellington, Telford), Michael LYONS (c/o Liz Hamp-Lyons), Michael MCCARTHY (Upper Flat, West Hills Lodge, West Hills Lane, Birmingham), Mseben-Kimanese MAYALA (Institut Pédagogique National, P.O. Box 8815, Kinshasa 1, Zaire / 1982/3: Eng. Lang. Dept., Durham Univ., Elvet Riverside II, New Elvet, Durham), J. Brian PICKERING (Phonetics Lab., 41 Wellington Square, Oxford), & Sarah PICKERING, Bryan ROLLASON (Language Centre, Royal Military College of Canada, Kingston, Ontario, Canada K7L 2W3), Peter SANDERS (44 The Meadows, Walberton, Arundel, Sussex), Roger SCOTT (Eurocentre Bournemouth, 26 Dean Park Rd., Bournemouth), Marion TRIM (7 Sonning Meadows, Sonning-on-Thames, Berks.), Anna TROSBORG (Dept. of English, Aarhus Univ., 8000 Aarhus C, Denmark), Polly ULICHNY (Bologna Univ., Italy), Alan WATERS (Lancaster Univ.), Kay WIKBERG (Sch. of Langs. & Lit., Tromsø Univ., P.O. Box 1090, N-9001 Tromsø, Norway); CHEN RONG, HAN AL-GUO, LIAO FEI, RAO DU JUN (Xian Univ., People's Republic of China / Lancaster Univ., c/o Alan Waters).

IV

RECENT CONFERENCES AND ACTIVITIES ELSEWHERE

1. NCLE

The Newsletter of March 1979 contained the official report of the first Assembly of the NATIONAL CONGRESS ON LANGUAGES IN EDUCATION (Durham 1978), over the signatures of Pit Corder, Chairman, and George Perren, Secretary. BAAL members have continued to play a prominent part in the NCLE - Euan REID is the present Chairman of the Standing Committee, John SINCLAIR is Chairman of the current Language Awareness Working Party - though the Newsletter has not been chronicling its (or their) activities as it should.

We hope to do better in the future, especially as NCLE has recently decided to co-ordinate its publicity through Bob Powell of the School of Education, University of Bath. In the meantime Gillian DONMALL has nobly supplied three up-to-date items, which follow immediately, and Euan has asked us to reproduce the fourth item below, the discussion document of the earlier Languages of Minority Communities Working Party of which he was Chairman. As Gillian points out in her first article, on the history and structure of NCLE, the Congress's secretariat is provided by CILT.

i) The National Congress on Languages in Education

NCLE was constituted in 1976 to act as an organisation to further the interests of all those involved in English and Foreign Language teaching of all kinds and at all levels, from Primary through to Higher Education.

NCLE consists of its member organisations, which represent EFL, ESL, EMT, FL, MTT¹ and Linguistics. The Congress meets every two years at an Assembly, when a new Standing Committee is elected by the representatives which serves for the next two years. Standing Committee is responsible for initiating activities, usually of an investigative nature, following recommendations made at the Assembly, which culminate in reports and recommendations for implementation, for action, for further work as the case may be. These specific undertakings are usually carried out by working parties. Standing Committee is also responsible for publishing resolutions arising from the Congress assemblies, for making statements, and for otherwise responding on behalf of NCLE to events as they arise.

There is no body of people external to the organisations in NCLE and no individual or group permanently in an organisational position. The Centre for Information on Language Teaching and Research (CILT) provides an official secretariat. Funding hitherto has been by the DES. However, in the present climate of financial stringency, this has been curtailed and it is necessary to seek supplementary financial resources elsewhere.

Strengths and weaknesses NCLE has strengths potentially in several areas. As an umbrella organisation aiming specifically to serve a broad spectrum of language interests it is able to bring together and co-ordinate work which is otherwise carried out by people in a narrowly defined area (e.g. secondary school French) and by disparate groups throughout the United Kingdom.

¹ English as a Foreign Language, English as a Second Language, English as Mother Tongue, Foreign Languages, Mother Tongue Teaching (of languages other than English).

At this time, when much interest focuses on common concerns in the field of language per se, it is a particularly appropriate organisation to bring together activities in this field.

Another strength lies in the number and diverse nature of its constituent organisations whose activities it aims to bring together. For too long activities relating to English teaching in its many varieties have been neglected by Modern Linguists and vice versa, and the area of such immediate importance, viz. the teaching of the languages of the minority communities, has yet to be related closely, with mutual benefit to the two areas mentioned above. However, much NCLE time and effort has been devoted to putting this right and the results are available in published form (obtainable from CILT, 20, Carlton House Terrace, London SW1Y 5AP, as follows:-

NCLE Reports and Papers 1	<u>Foreign Languages in Education</u>
NCLE Reports and Papers 2	<u>The Mother Tongue and Other Languages in Education</u>
NCLE Reports and Papers 3	<u>Issues in Language Education</u>
NCLE Reports and Papers 4	<u>16+ Examinations 1980-1982: A Review (Foreign Languages)</u>
NCLE Reports and Papers 5	<u>Minority Community Languages in School</u>

Through its membership NCLE is able to operate in a variety of ways. It may initiate, co-ordinate, organise, publicise, disseminate, and it may call upon class-room practitioners, theoreticians and specialists in a variety of fields whose interaction may be hoped to produce valuable results.

Considerable difficulty is experienced arising from the scope of NCLE, however, in that communication with so many constituent organisations is a recurring problem. The organisations have a vital two-way role to play both in soliciting views, responses and information from their members to be given to working parties, to Standing Committee or at Congress assemblies, and in ensuring that, in return, information concerning NCLE activities is fully disseminated to their members. This is no easy task. Organisations' meetings are not frequent and all are under pressure of work and time. Also, financial constraints do not allow frequent mailings. Respective Standing Committees have looked for ways to improve this area and suggestions as to how this might be achieved would be welcomed.

Present cycle of activities There are two working parties in operation during the 1982-1984 cycle which are notable particularly in that they bring together teachers and other specialists from all the language sectors in consideration of undertakings of mutual concern.

The first, the Language Awareness Working Party, was set up during the 1980-1982 cycle following strong recommendations made at the previous Assembly that work already carried out on behalf of NCLE in this field of language should be developed. It is essentially a school-based undertaking with the emphasis on post-Bullock courses in Language Awareness (see (ii) below).

The second, the '16-19' Working Party, has undertaken to look at issues of language and languages in the tertiary sector, i.e. with particular concern for the needs of learners aged approximately 16-19 in the various post-secondary institutions.

The 1984 Assembly The next Assembly will take place in the Summer of 1984, when it is hoped that the positive developments arising from the working together of representatives of all sectors of the language spectrum will be underlined. Every effort will be made to ensure the full involvement of all constituent organisations before, during and after that event.

ii) NCLE Language Awareness Working Party

The setting up of this working party was a natural development following the findings of (a) a working party of the 1978-1980 cycle which had been given the remit to make recommendations (following research) concerning language policies in schools, and (b) a working party of the subsequent cycle which had examined the methodological relations between the teaching of FLs, EMT and EFL/ESL. These investigators had noted the divergence between the teaching of EMT and other languages and sought to indicate areas for, and to establish means of, bringing these more closely together within a common conceptual framework to their mutual benefit.

Little evidence of effective implementation of the recommendations of the Bullock report (which excluded foreign languages from its consideration) was found. As was to be expected, the Working Party members reached no consensus agreement on 'language' as a separate subject in the curriculum but a useful variety of considerations was spelled out in their publications (see (i) above). They recommended also the monitoring of experiments in this field.

In January 1981 CILT organised a conference on Language Awareness which had a good response, and the NCLE Language Awareness Working Party (LAWP) which was set up later in the year was able to draw usefully on information gained and suggestions made at this conference as well as on the aforementioned work.

The focus is now emphatically on practical issues. A small number of schools in which Language Awareness programmes have been introduced or are being implemented forms a nucleus for co-operative activities with Working Party members. The schools' programmes are being monitored and co-ordinated and opportunities for sharing experiences are being made. Case-study descriptions of the courses will eventually be produced. For the schools concerned, participation in the scheme may bring the following advantages:-

- impetus for staff involvement
- assistance with drawing up co-ordinated schemes of work within a common conceptual framework
- input (from books, visiting speakers, seminar meetings and conferences) of appropriate knowledge of linguistics
- knowledge of other theoretical and practical work in the field
- limited funding to meet additional expenses.

In addition, the Working Party is establishing contact with other schools engaged in developing Language Awareness programmes in order to encourage co-operation amongst them. An enquiry has already been carried out with the assistance of CEOs and members of the advisory body in order to

establish where initiatives in the field of Language Awareness have been taken throughout the country and a map indicating these areas of activity has been drawn up, although it is not yet complete.

Membership

T.R.W. Aplin,	The Henry Box School, Witney.
Ms. J. Brewster,	School of Language Studies, Ealing College of Higher Education.
Dr. M. Byram,	School of Education, Durham University.
Mrs. F.I. Davies,	School of Education, Sheffield University.
C.E. Dawson,	King Alfred's College, Winchester.
Ms. B.G. Donmall, (Secretary)	Dept. of Education, King's College, London.
P.J. Downes,	Hinchingsbrook School, Huntingdon.
Professor E.W. Hawkins,	Emeritus Professor, York University.
Ms. A. Piper,	School of Language Studies, Ealing College of Higher Education.
Professor J.M. Sinclair, (Chairman)	Dept. of English Language and Literature, Birmingham University.
A.J. Tinkel,	The Oratory School, Woodcote, near Reading.
J.L.M. Trim,	Director, <u>CILT</u> .

iii) NCLE Conference on Language Awareness
(Leeds University, 7-8 January 1983)

This was a two-day conference attended by just under 100 people, more than half of whom are practising teachers; amongst the remainder were advisers, teacher trainers, exam board representatives, publishers, representatives of university subject departments, materials writers and others representing the full range of language interests. In its broad framework the format of the conference was a familiar one - plenary in-put followed by discussion in groups - but a particular feature, in accordance with the intentions of the Working Party, was the focus on activities in schools.

Teachers from six 'core' schools spoke on the aims and objectives, syllabus, course content and methodology and any observable outcomes of their work. Other plenary in-put, from people outside schools, was given by Professor John Sinclair of Birmingham University, Chairman of the Working Party, Mr. Ron Hardie of Brighton Polytechnic and Mr. Peter Cannon HMI. In addition, Dennis Freeborn spoke for the University of London Examination Board about the new A-level examination 'Varieties of English', representatives of Cambridge University Press spoke on a series of books on Language Awareness (LA) in process of publication (editor and part writer, Professor E. W. Hawkins, Emeritus Professor, York University) and Amanda Gray demonstrated materials produced by the ILEA Learning Materials Service. The EPC made available a book display.

The 'core' schools

There is considerable variation in the intention, content and design of the courses taught in the schools, as evidenced below:-

School A: LA modules - one lesson per week within the second language learning timetable provision plus 2-week end-of-term courses. FL learning is closely associated with the LA elements. Modular contents include:

- | | |
|--------------------------|--------------------|
| -origins of language(s) | -Bahasa Indonesia |
| -how we learn a language | -Semitic languages |
| -language families | -Russian |
| | -Bengali |
| | -Chinese |

More than 70 languages are represented in the school. The school is especially concerned to help the pupils realise the relationships between languages and their interdependence and to encourage an appreciation of the parity of value of languages.

- School B: A 7-week course in LA to first-year children in groups of mixed ability prior to and with particular emphasis on further language learning. The staff of this school have produced and published a course of their own entitled 'Introduction to Language'.
- School C: A one-year course in LA to the first year of the Sixth Form leading to an Oxford and Cambridge Board AO examination with the title 'Principles of Language'. The examination is still at the piloting stage but a number of schools have expressed interest in teaching to it once it is fully recognised.
- School D: LA as part of a one-year course for first-year pupils within the foreign language teaching framework; it includes 'tasters' in French and German. Course content includes: how sounds are made, how babies learn to talk, factors affecting word-formation, foreign loan-words, names, nonsense language, the changing nature of language, register, slang, dialect, accent, learning to listen, reading.
- School E: A 2-year cross-curricular LA course with emphasis on the reading skill, 2 lessons per week in English teaching time.
- School F: Language as part of a 'Preparation for Parenthood' course.
- School G: Bridging the gap between primary school and secondary school.
- School H: LA as part of language learning in primary school.

Aims and objectives common to many of the above courses were:-

- to strengthen study skills for the learning of the mother tongue and foreign languages, also other curricular subjects;
- to provide a means of strengthening pupils' grasp of the mechanics of how language works (without resorting to grammar grind) so as to increase the effectiveness of their own language use and to sharpen their perception of messages conveyed;
- to help pupils overcome the discrepancy between the language of the home or neighbourhood and the school language of secondary education and of the text book;
- to foster better relations between all ethnic groups by arousing pupils' awareness of the origins and characteristics of their own language and dialect, their place in the wider map of languages and dialects used in the world beyond,
- to improve the reading skills of the verbally less able;
- to bring together all teachers of 'language across the curriculum' in profitable collaboration;
- to impart an understanding of the value of language as part of human life.

Most of these courses were non-assessed although evaluation of their effectiveness is now a major concern of some schools. All feel able to report positively about their work, but without the necessary evaluation scheme or structure, comments are necessarily personal and impressionistic. As will have been noted, the pre-O-level courses are not intended as full and separate courses leading to examinations but, as Bullock recommended, are designed to serve cross-curricular language interests. There is much here which underlines the seriousness of the omission of languages other than English as Mother Tongue from the Bullock Report (A Language for Life).

The main talks

Not surprisingly, the need for tighter definition of terms (especially linguistics, Language Awareness and Language, in relation to each other) was raised, although this appeared to cause more concern to those outside schools than to those in them. Most of the teachers' presentations were notable for their clarity and precision, although in fairness, they did not attempt to address themselves to the finer semantic implications of the terms they used. It is the intention of the Working Party now to produce papers taking into account opinions expressed on this occasion and previously, in order to reach a clarification which might be acceptable to language and linguistics experts as well as to the teachers in the schools.

Professor Sinclair indicated the need for further penetration of the issue of conscious versus unconscious knowledge and the study of language for its own sake. A consideration of the problem of the adjectival forms of the words 'language' and 'linguistics' may serve as a useful starting-point when endeavouring to overcome the inadequacies of our language in use. He pointed out the special nature of the study of language in schools; it is a topic dominated by the pupils' resources, viz their operational skills in one or more languages.

Peter Gannon, in his talk entitled 'Assessment' talked more fully on issues of definition as well. He is of the opinion that the work the schools are carrying out falls clearly in the category 'linguistics', which has had an unfortunate history with regard to understanding of the term and the work of the experts. He suggested that teachers should not be afraid of the metalanguage of their own subjects. Theoretical description and pedagogical presentation should not be confused. Given the number of teacher practitioners in his audience, his assertion that teaching and assessment of school 'linguistics' should only be carried out by those trained in the field together with his further assertion that teacher training courses are quite inadequate in training in this area (and —author's comment— as long as the brevity of PGCE courses persists, the situation cannot be expected to improve there), one might have expected gloom and despondency to set in as a result of a consequent appreciation of the futility of the present exercises. Those present appeared, however, on the whole to concur with the view of the chairman of the session, J.L.M. Trim, that the above assertions overlooked altogether the value of the explorational and experiential components of work done in schools.

Degree in Applied Language

The degree course in Applied Language at Brighton Polytechnic, which was described by Ron Hardie, Course Director, must be of special interest to those Sixth Formers who enjoy the study of language and languages and

would like to continue at a higher level but who do not wish to pursue in-depth study of literature. The teachers present will have taken note on behalf of their pupils and will themselves also have been encouraged that the work they are doing is complemented in the Higher Education sector.

The course is a study of 'one area of human behaviour summed up in language'. Among its aims are:-

- to develop the students' interest in the structure, learning and use of language;
- to equip the students with descriptive and theoretical frameworks in terms of which language can be understood;
- to promote critical modes of thought in the study of linguistics and of languages;
- to enhance the students' knowledge of language through studies in their first language and in both a familiar and an initially unfamiliar second language.

Students on the course bring to it a knowledge of their mother tongue and some knowledge of a second language (e.g. French or German learnt at school) which they develop, and are introduced to the study of Russian. They therefore operate at three different stages of language learning during the course and monitor their own progress. It is not intended that these second languages are pursued to degree standard in themselves, which raises questions concerning further training or employment, but French is used also as a means of instruction in several parts of the course. Space does not permit a more detailed description; those interested should contact the Polytechnic directly.

Suggestions made at the conference focused on issues of dissemination of information e.g. to teachers interested in starting such work, between those already operating, to advisers, to other local authority representatives, to heads. Banks of syllabuses and materials available for consultation might be set up (CILT is likely to help in this). In-service training might be provided. Clearly, the scope of the NCLE Working Party is limited, but encouragement and promotion of the successful work already taking place will continue and be developed in as real and practical ways as possible for the remainder of its cycle.

(Items i - iii)

B.G. Donmall
King's College,
London University

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* Ms Donmall is Lecturer in Education at King's College and Secretary of the NCLE Language Awareness Working Party.

iv) Working Party 1980-82: The Languages of Minority Communities

Origins This Working Party was set up in November 1980 following a resolution put forward at the July 1980 Assembly of NCLE by representatives of CCMTT (now NCMTT), NAME and NATE as follows: 'Since linguistic variety is a resource to be valued by a multicultural society, steps should be taken to maintain, develop and build upon languages and varieties in use by all ethnic groups resident in the United Kingdom'. This resolution also received widespread support from other constituent organisations present at Durham, including teachers of Italian and of Dutch.

Brief On the basis of this resolution, the task assigned to the Working Party was to examine the implications for schools and LEAs of the range of languages at present in use among members of ethnic and cultural minorities and to make recommendations for more effective development and exploitation of these language resources for the benefit of pupils and of the wider community.

Membership

John Broadbent	Modern Languages Department, Alperton High School, Brent
Barré Fitzpatrick	Education Department, Bradford College
June Geach	Centre for Information on Language Teaching and Research
M Akram Khan-Cheema	Education Department, Bradford Metropolitan Borough Council (formerly Birmingham MBC)
<u>Rosamond Mitchell</u>	Education Department, University of Stirling
<u>Otto Polling</u>	Thomas Gray Centre, Slough
<u>Euan Reid</u> (Chair)	Linguistic Minorities Project, University of London Institute of Education
Arturo Tosi	Department of Modern Languages, Oxford Polytechnic
Roy Truman (Secretary)	National Council for Mother Tongue Teaching
John Wright	Advisory Centre for Education (formerly ILEA)
John Singh, HMI	(Observer)

Full Report & Papers The full Report of the Working Party, together with supporting papers on Rationales, Materials, Teacher Training and Examinations, was circulated early in 1982 to NCLE constituent associations, and comments were received from some of the associations in time for the July 1982 Assembly in Nottingham. An updated collection containing the Report and papers, with some supplementary material since produced, is to be published by CILT in mid-1983, under the provisional title Minority Community Languages in Education.

Meanwhile, the Working Party's Discussion Document, prepared for the July 1982 Assembly, is reprinted below. We hope it will provoke further interest and response within the Associations.

DISCUSSION DOCUMENT (July '82)

A) Principles At present the teaching of the languages of minority communities takes place in Britain largely through voluntary effort, outside the formal school sector. There are three basic types of justification for an increased contribution from the official school system to what we will refer to in this document as Community Language Teaching (CLT):-

- 1) For the individual child CLT provides a link between home and school; it supports the development of an extended competence in more than one language rather than perhaps allowing early skills in a language other than English simply to wither away; it contributes to the development of a secure personal identity.
- 2) For the minority language communities CLT in schools can enhance their sometimes marginal position in the education system by making it clear that their languages are fully valued by the mainstream.
- 3) For all pupils and students CLT can increase awareness, knowledge and understanding regarding minority communities, and contribute to the development of a genuinely multicultural curriculum.

In areas of Britain where sufficient numbers of children speaking particular community languages other than English are to be found in schools, and where substantial local community demand can be shown to exist, as part of the normal process of responding to local conditions, the education system ought to respond by making provision for CLT.

B) Priorities We suggest the following as the points where the education system should first develop its contribution:-

- 1) In the use of community languages in the initial school reception of young children speaking such a language before school entry.
- 2) In the development for such potentially bilingual children of literacy in the community language as well as in English.
- 3) In the establishment of community languages as school subjects certificated on the same basis as other modern languages.

C) Detailed Recommendations

For implementation at Local Level by LEAs and Schools:-

- 1) On the basis of up-to-date information regarding the numbers and distribution of children in their area having languages other than English as a mother tongue (available for example from the Schools Language Surveys designed by the Linguistic Minorities Project), and on the basis of consultation with minority language communities in order to establish local demand, LEAs should develop an explicit CLT policy appropriate to local circumstances. Such a policy should include the identification of a limited number of local languages on which available resources would in the first place be concentrated.

2) With reference to each of the languages identified in such a policy, advice should be sought from all interested parties about the scope and objectives of CLT syllabuses, as well as about the division of responsibility for CLT between voluntary and maintained sectors.

3) A staffing policy should be adopted within the LEA with the object of including at least one speaker of each of the identified languages among the permanent staff of relevant schools. School-based and/or peripatetic teachers, as well as auxiliaries and community helpers, should be allocated to meet the level of CLT provision locally felt appropriate.

4) Through its Teachers' Centres and Advisory Service the LEA should also provide facilities for in-service training, local materials production, and communication between different local groups working in CLT and in other types of language teaching.

5) For each locally identified language, LEAs should provide places for children in nursery and reception classes which have bilingual staff; in such classes, alongside systematic instruction in English as a second language, learning would also continue through the medium of the home language.

6) It should be the objective for CLT to children of primary age that all children speaking one of the locally identified languages would have the opportunity to become literate in that language. To this end systematic instruction should be provided for such children in literacy skills, for a specified number of hours per week, whether by their class teacher, another teacher in the school, or a peripatetic teacher.

7) At secondary school level, speakers of locally identified languages should have the opportunity to pursue studies of these languages to an advanced level, and LEAs should ensure, as part of any language diversification policy, that sufficient schools in their area were offering courses in them.

8) Some community languages should be available to all children whether or not they have family connection with the language, on a similar basis to other modern languages, and as an addition to the range of languages generally on offer in the schools.

9) Special attention should be given to the development of learning methods appropriate to very mixed levels of previous experience of a language, so that an at least partial integration of 'native speakers' and other learners may be made possible; self-access approaches should be considered in this context.

10) School records should normally include information on languages used at home, and on parents' views about which languages should be fostered at school; and school prospectuses should as a matter of course include details of CLT facilities offered.

11) LEAs should offer tangible assistance to local language teachers to extend their own knowledge of community languages.

12) Since the development of CLT within the maintained sector will involve many organisational and methodological innovations, LEAs and schools should begin immediately by mounting pilot projects with particular languages and at different stages of schooling, building on existing experience, as a foundation for the implementation of larger-scale programmes.

For implementation at National Level:-

13) To provide a national focus for the all-sided development of CLT in both maintained and voluntary sectors, we propose the establishment of a number of Language Development & Training Units, in the first place for the most widely-used languages of minority communities in Britain. Their functions would include the preparation of syllabuses, development of methodologies, materials, examinations, in-service and initial teacher training, and related research.

14) We recommend that there should also be a single national 'clearing-house' for the exchange of information regarding all aspects of CLT, including the progress of the pilot projects referred to in 12 above.

15) A long-term planned approach to the provision of public examinations in community languages is an essential element in the promotion of CLT on a national basis. Between them the various examination boards and groupings should ensure the availability of a full range of examinations at each level. New developments in the form of assessment and certification ought also to take account of these languages, and we recommend that the skills in all the languages with which an individual is acquainted should be recorded in a profile prepared in the final year of schooling.

16) Opportunities for study at degree and postgraduate level of languages which are important to the minority communities in Britain and for teacher training in these languages should be safeguarded and developed on a planned national basis, with particular reference to the staffing needs implied by our recommendations.

2. ESF (European Science Foundation) Summer School in Linguistics

In the Newsletter for Spring '82 (N/L14 p.24) John LYONS kindly supplied some notes on 'ESF involvement in Applied Linguistics' including one on ESF Summer Schools in Linguistics, the first of which was due to be held in the Summer at Sussex University on the theme of sociolinguistics.

BAAL helped in this venture. In response to an approach from the Steering Committee responsible for the Summer School, it made a financial contribution to the School, and John HARRIS, who attended, in his own words, 'thanks to a generous grant from BAAL', has kindly sent the Newsletter the following report with details of the course. John writes from the Linguistics Dept., Sheffield University.

Two other reports are added, from Michael BYRAM and Ros MITCHELL, who also attended and have written their personal observations for the Newsletter.

1st ESF SUMMER SCHOOL IN LINGUISTICS

Theme: Sociolinguistics

University of Sussex, 18 July - 7 Aug. 1982

Chairman of the Steering Committee and Local Organiser: Prof. J. Lyons

i. John HARRIS writes:

Purpose The purpose of these summer schools, which are to be held every two years in different countries of Europe, is to provide advanced training in branches of Linguistics of a kind and quality that cannot readily be provided in any single European university and to promote pan-European cooperation in teaching and research. The theme of this year's (the first) summer school was Sociolinguistics. It is hoped that the next school will be held in France with Psycholinguistics as the projected theme.

The 60 participants on this year's summer school were mainly young university teachers or researchers with a knowledge of the three languages used in the lectures and seminars, French, German and English.

Programme The programme comprised six mini-courses, each consisting of five 1½-hour lectures and ten 1-hour seminars.

A. General overview of current research areas Norbert Dittmar (Berlin) and Wolfgang Klein (Nijmegen): Language and inequality. Fieldwork techniques. Theories of linguistic variation. Sociolinguistics and social practice. Multilingualism in Europe.

B. Conversational analysis and social pragmatics Ragnar Rommetveit (Oslo): Interdisciplinary approach to pragmatics. Social-interactional features of verbal communication. Dynamic and social-interactional approach to semantics.

C. First language acquisition in a social framework Annette Karmiloff-Smith (Geneva, Paris) and Maya Hickman (Nijmegen): Theoretical approaches to first language acquisition. Socio-contextual aspects of first language acquisition. First language acquisition as a multifunctional process. Educational and clinical implications.

cont.

D. Dialects and minority languages Suzanne Romaine (Birmingham):
Types of languages and speech communities. Verbal repertoires and
communicative competence in multilingual settings and minority communities.
Pidginisation, creolisation, decreolisation and language death. Language
rights and social policy.

E. Second language acquisition in a social framework Norbert Dittmar
and Wolfgang Klein: Competing theories of second language acquisition.
Overview of various projects. Heidelberger Forschungsprojekt 'Pidgin-
Deutsch'. Educational policy for migrant workers.

F. Historical linguistics in a social context Roger Lass (Edinburgh)
and Richard Coates (Sussex): Classical historical linguistics and the
social world. Variation as the source of linguistic change. Dimensions
in the transmission of change: time, society and the lexicon. Social
explanation of linguistic change.

John Harris
Dept. of Linguistics
Univ. of Sheffield

ii. Michael BYRAM writes:

The Summer School was advertised to young academics and researchers
wishing to move into research in sociolinguistics and looking for an over-
view of the field. For myself, interested in linguistic minorities and
bilingual education, this seemed to be the ideal preparation for my sab-
batical leave, and in essence I was not disappointed. However my first
meeting with another BAAL member on the course deflated any hopes I might
have of entirely fitting the bill, when she said how glad she was to see
another person as old as herself, since she had expected to be the only
one there!

In fact, the people attending from a large number of countries covered
a wide age-range, so I didn't feel so bad. Inevitably on an intensive
three-week course in a campus university, the participants are as important
a feature as the academic input, and indeed often provided academic input
themselves. The sociolinguistic phenomena observable among participants
—particularly with regard to code-switching among the three official
languages and the many unofficial others— were as interesting as the
lectures. In addition I found people with similar research topics as
myself, but further advanced in their work and the informal discussions
and semi-formal presentation of work outside the course timetable were
most valuable. It was also clear from presentations in some of the
official seminars that individuals had found colleagues interested in the
same issues and in at least one case, made significant advances in their
research during the three weeks.

Although I have begun with extra-curricular activities, this is not to
decry the official curriculum. In general it lived up to my expectations,
although we all had our reservations. The course did what it set out to
do for people it intended to cater for, but the means to the end were not
always satisfactory. Although all participants were expected to have the
three languages —French, German, English— it was clear that the delivery
of the lectures and the flow of discussion in seminars was affected by
comprehension difficulties. French in particular was not well supported.
The language factor prevented all participants, teachers and learners,

from operating at their best but it was compounded by a style of teaching dominated by the transmission model. This was particularly unfortunate when the majority of learners were in fact better equipped than had been expected to contribute to the teaching and learning. This was to some extent improved by changing the programme in the last few days, to allow discussion of philosophical issues in sociolinguistics, rather than passing on information about the state of the art. Given that this was the first Summer School, I think it points to a need for greater flexibility of approach in the future.

Nonetheless, I would not like to end on a sour note. The teachers were good, the opportunity for discussion with them and the fellow participants were many, the weather was "kind", the food was tasty and I enjoyed being a student again.

Michael Byram
School of Education
University of Durham

iii. Ros MITCHELL writes:

The first good thing to be said about the ESF Summer School in Linguistics is that, economic recession or not, it actually happened. Three cheers for John Lyons, the main mover in persuading the ESF to commit itself to the project, not just as a one-off venture, but as the first in a proposed bi- or triennial series. In a general climate of retrenchment such an initiative is good news for linguistics as an academic discipline.

This first Summer School was of course especially so for those concerned with sociolinguistics, the central theme. There are many would-be sociolinguists about these days who lead somewhat isolated professional lives, as perhaps the only person in their institution concerned with social aspects of language. For most of us, the chance to spend three weeks living with a like-minded group was a rare and correspondingly valuable opportunity, involving the immediate recharging of mental batteries and the beginning of many longer term professional contacts and friendships.

The participants were certainly a varied group. 'Europe' was defined in an elastic manner, to include Brazil and Israel! Unfortunately while in Britain there was competition to attend -helped by BAAL publicity- in some countries the relevant academic bodies could apparently not get themselves organised either to publicise the School or to select participants. France, Italy and Austria, for example, were represented only by people, mainly non-nationals, who had made individual approaches to the ESF; in general Northern Europeans predominated, with predictable consequences for the intellectual climate and languages spoken (the preeminence of English as the effective language of communication being the most obvious example). The Dutch and Germans fitted the selection criteria best, being both young and already impressively active in sociolinguistic research; the rest of us were more heterogeneous on both counts, which certainly created some headaches for the organisers.

The tutors on the course were scholars of high calibre, whom it was a privilege to meet and learn from. The main form of teaching was the magisterial lecture, however, in which they were required to present a large quantity of information concerning the current state of sociolinguistic theory and findings, making few assumptions about prior background knowledge. This approach, reminiscent of a solid, high-quality Master's course,

was perhaps not the most suitable one for a group of researchers and would-be researchers, in spite of the students' varied starting points. Indeed this emphasis on the transmission of content spilled over even into many of the seminars; thus the methodology, as opposed to the findings, of sociolinguistics consistently received only secondary consideration. For example, one lecture on quantitative versus qualitative methods in social research is merely tantalising for people already grappling with the issue in planning their own professional work. The group could also have benefited from more participatory forms of instruction. For example, the Summer School community itself, with its declared policy of trilingualism but actually very varied levels of competence in French/German/English among participants, could have provided subject-matter for a variety of small research studies looking at different aspects of language behaviour. But in the event, issues of language policy, linguistic engineering, code-switching etc. etc. were all studied at second hand. Participant observation, where were you?

But of course gaps in the official programme were constantly filled in informal discussion; and these criticisms do not cancel out the fact that the courses were excellent examples of their kind. Suzanne Romaine, Ragnar Rommetveit and Annette Karmiloff-Smith left their several impressions on this particular participant's subsequent thoughts and activities; and I'm sure many participants will do better research work in the future for having attended the School and met such people.

Finally, is there any such thing as a distinctively 'European' sociolinguistics? A long North American shadow lay inevitably over the proceedings; two tutors were of American origin, and at least one other had studied there. And the reading lists showed similar influences: Labov, Goffman and Sankoff could not be denied their due place! Perhaps a stronger French presence would have done something to disturb the view of sociolinguistics as a North Atlantic phenomenon, part of a largely unified Anglo-Saxon/Nordic/Germanic scientific culture; as it was, the Sussex programme confirmed it.

Nothing seems decided yet for the next Summer School; it may be in France, maybe in 1984 ... But for anyone prepared to define him/herself as 'young', 'trilingual', 'European' etc., it is well worth watching out for.

Rosamond Mitchell
Dept. of Education
Univ. of Stirling

3. 18th International Conference on (Polish-English) Contrastive Linguistics (Błazejewko, 2-4 December 1982)

Howard JACKSON writes:

Despite its title, this conference, held at Błazejewko near Poznan and organised by Professor Jacek Fisiak of the Institute of English, Adam Mickiewicz University Poznan, was devoted to Contrastive Linguistics in general rather than just Polish-English Contrastive Linguistics. It attracted some 80 participants from both Poland and abroad in almost equal numbers. Besides Poland, countries represented included: Belgium, Austria, West Germany, East Germany, Hungary, Denmark, Sweden, Norway, Finland, U.K., U.S.A.. Some twenty-five papers were presented and discussed,

either in plenary sessions (mornings) or in two sections (afternoons). Most of the papers had been distributed beforehand, so that more conference time was taken up with discussion than with presentation.

From a British perspective Contrastive Linguistics is a cinderella among the applied linguistic disciplines (I was the only UK representative at the conference apart from Dr. W. R. Lee (IATEFL) and John Shorter, the local British Council representative). I am pleased to report that the conference gave evidence that Contrastive Linguistics is alive and flourishing in our continent. Moreover, it was clear from the papers presented that individual linguists work contrastively in a number of different ways: for some, the contrastive approach represents a heuristic procedure, whereby the features of one language are uncovered and described by setting it against another contrasting language; for others, contrastive analysis retains its more traditional role in elucidating language similarities and differences in the service of language pedagogy. In neither case are contrastive studies confined to the more formal aspects of language: topics dealt with by papers at the conference ranged from phonetic distinctive features to pragmatics. Most of the contributions represented attempts to get to grips with the data of language behaviour, to analyse it and to describe it; a healthy change from the same conference four years ago, where many of the papers merely used contrastive data in order to illustrate the latest esoteric trends in a particular linguistic theory.

I would not like to be thought to be disparaging theory nor to be suggesting that the conference was without it. There were distinct attempts to draw clear frameworks for particular areas of study. Karol Janicki (Poznan), in characterising what he understood by Contrastive Sociolinguistics, suggested that there were two alternatives: the study of the linguistic behaviour of sociologically predefined speech communities in predefined situations; or the study of the distribution of linguistic items in social space, without the sociological predefinition of speaker and situation categories. Marie-Louise Liebe-Harkort (Munich) drew on her recent experience developing bilingual education programmes among the Apache Indians in the USA in order to define the area of Contrastive Pragmatics (the relationship between people and signs) and to show its relevance to teachers from one cultural group teaching students from another. Jane Johnson (Poznan) showed how a Labovian analysis correlating social variables with phonological variables was as applicable to the Polish of Poznan as to the English of New York or Norwich, thus providing a measure of comparability.

As mentioned earlier, descriptive studies predominated at the conference, but often raising interesting theoretical points at the same time. Rosemarie Gläser (Leipzig), in a paper on phraseological units (proverbs, quotations, maxims) in English and German, raised the question of interlingual equivalence relations at this level of comparison and suggested that Contrastive Linguistics should move from an orientation to the language system towards an orientation to communicative equivalence. Eva Stephanides (Budapest) presented a fascinating exposition of 'some' and 'any' in English and their equivalents in Hungarian to express indefiniteness. Wolf-Dietrich Bald (Aachen) contrasted English 'one' in its numeral and more especially its pronoun functions with German 'ein' and 'man', basing his observations on corpuses of spoken English and spoken German. Kay Wikberg (Tromsø), currently at Essex, looked at question-answer sequences in English and Swedish, and argued that a purely grammatical analysis is not sufficient, but must be extended to include discourse and pragmatic considerations.

Some of the papers were more explicitly pedagogical in orientation. Werner Hüllen (Essen) began from the observation that German learners of English rarely exploit the transitive uses of verbs in English that may be used both intransitively and transitively (e.g. 'grow', 'sail'), and he sought to explain this phenomenon by a contrastive analysis of the uses of such verbs with those of their German counterparts. Waldemar Marton (Poznan) provided a useful exposition of what he called 'second language acquisition tactics', defined as "acquisitional activities in response to local conditions of learning"; he demonstrated an appealing eclecticism in his evaluation of different methods of teaching and learning a foreign language.

Although Contrastive Linguistics is usually conceived as being inter-lingual, there is no reason why it should not be applied intra-lingually in appropriate circumstances. Anna-Brita Stenström (Lund) described a project currently in progress at Lund examining the differences between spoken and written English on the basis of the London-Lund Corpus of English Conversation and the Lancaster-Oslo/Bergen Corpus of written materials. Another paper that possibly falls into this category was one by Udo Jung (Marburg) under the title 'Contrastive Patholinguistics', which sought to compare the performance of German dyslexics in learning English with that of their non-dyslexic counterparts: both sets of learners had problems with the learning of English plurals, but the dyslexics had lower scores on the tests than the non-dyslexics.

At any conference it is not just the content of the papers and discussion that are important, but also the informal contact with people having similar linguistic interests. This conference was particularly sociable. Besides confirming again that contrastive linguistic studies are worthwhile enterprises to be engaged in, and that the contrastive approach has much to commend it, this conference also for me emphasised the European dimension of linguistic studies, which can be a healthy antidote to impressions of Anglo-American dominance.

(I would like to acknowledge financial assistance from the British Council which made possible my attendance at this conference.)

Howard Jackson
Dept. of English & Foreign
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City of Birmingham Polytechnic

David CRYSTAL - a reply to Shuy; the dark side
of series-editing and a cri de coeur

Action reaction and inaction
in Applied Linguistics

I'm grateful to John Mountford for this opportunity to take further some of the points raised by Roger Shuy, in his review of Directions in Applied Linguistics (DAL) in the last Newsletter (N/L16). And, indeed, I'm extremely grateful to Shuy himself, for such sympathetic consideration and constructive criticism. It seems to have brought to the fore a polarity of opinion concerning the nature of Applied Linguistics (AL), which it may be fruitful to consider further. We apparently differ, in our 'negative' vs. 'positive' conceptions of the subject. In DAL, I gave an account which saw AL as primarily a problem-solving subject, where the problems are encountered and initially defined by those professionals (language teachers, speech therapists, etc.) for whom language is a means of earning a living. Shuy considers this conception too negative, and argues instead for an account of AL in which positive problems are central, i.e. 'the way to get things done with language, whether or not a negative problem intrudes itself'. He favours a 'pro-active' perspective for the subject, rather than a 're-active' one.

I am quite happy, in fact, to accept a pro-active account of the subject, as a long-term view of AL. I look forward to a day when we will have a theory of AL which will, as it were, generate all and only the linguistic problems which interfere with language learning, teaching and use. But I do not believe that Shuy's emphasis is a desirable one, at present. I do not think it can work, in practice. At least, it hasn't worked for me, at any rate. I see now a point which I did not make clear, in Chapter 1 of DAL: originally, I did hold a strongly pro-active conception of AL, along the lines Shuy suggests. But in recent years, I have found this to be less helpful

than the re-active position presented in that Chapter. From time to time, I find myself switching directions, especially in teaching formal courses to speech therapists and others, where the aim is, as Shuy suggests, to make linguistic knowledge an integral part of professional awareness. But only a minority of the world's therapists, teachers, critics, lexicographers, translators (etc.) receive any formal linguistic training—an anomaly which, I hope, the re-active approach will do something to help resolve.

Apart from in the formal teaching situation, I find the pro-active approach rarely works, in practice. Some examples. I have tried to be positive with literary critics, to introduce them to the illumination which a linguistic analysis of a text can provide, and have been greeted with a range of reactions from incomprehension to hostility. On the other hand, when I have begun by reacting to critics' own disagreements about the interpretation of a text, and used this as a motivation for doing some linguistic analysis, their reactions have been much more favourable. Or again, I used to present teacher groups with an account of various aspects of linguistics, and used this to demonstrate what I felt to be interesting and important patterns in children's work, in textbooks, teaching styles, and so on. But I have never found this to be as successful as an approach which began with the teachers' own practice, establishing their methods and attitudes, and using this as a perspective within which to evaluate what counted as a problem, for them. I have had the same experience in working with speech therapists, lexicographers and translation panels.

Why doesn't the pro-active approach work? Because the class of potential language problems which the linguist can and does expound is far greater than the class of problems which actually worry the professionals. The class of potential solutions is greater still. The professional is too easily swamped by the pro-active approach, finding himself unable to relate the linguist's observations to his own concerns. The result is the familiar criticisms of linguistics as irrelevant, abstract, technical, etc. The first two of these criticisms are certainly avoided by the re-active approach, where the relevance and concreteness of the analyses, one hopes, provide sufficient motivation for the professionals to cope with the inevitable technicality. The generalisations in which we (as ALs) are ultimately interested will come, in due course. We have to be patient. After

15 years of working in the field of linguistic pathology, I am only now at the point where I dare to make tentative generalisations (i.e. diagnoses). I am in no doubt that only a reactive approach to the work of speech therapists enabled this progress to be made so quickly (sic).

There is another reason why the pro-active approach fails: because it too rapidly involves the professional in the inadequacies and controversies of current theoretical and descriptive linguistics. Imagine trying to put Shuy's example of speech-act theory to work at classroom level. I agree that such a theory might indeed 'point the way' to a class of interesting problems, which in due course could lead to increases in the language learner's ability. There are several interesting papers around, discussing the potential of the approach. And it's not difficult to give a talk to a group of teachers which will give them an idea of the potential significance of speech-acts for their work. But after the initial general insight is accepted, all kinds of difficulties emerge, as one tries to work through the detailed implications of the approach —difficulties of conception, method and terminology, which it would be premature to expect current linguistic theory to resolve, and which take up an inordinate amount of the time that ought to be devoted to the problem-solving. During the past year, we must have had about 30 papers submitted to the Journal of Child Language which try to analyse some aspect of child language using a speech-act type of framework: no two papers ever use the same set of descriptive categories, and there are often enormous differences in criteria. So, I ask, what does a pro-active approach actually do, in such a messy situation? And what does the AL do, when, as often happens on national workshops (such as the ones organised by the DES Inspectorate), he is faced with a group of teachers who have picked up fragments of different linguists' different approaches? I know what happens in practice: one tries to develop the teachers' sense of the theoretical issues involved, so that they can see why there are differences of opinion at all. This way, one reasons, they will be in a better position to cope with the diversity of approaches in the field, and see the strengths and limitations of their own approach better. But this is glib linguistics, not applied linguistics. I am not convinced that this brings their problems any nearer to being solved.

cont.

What has to be appreciated is that this is not a problem unique to speech-act theory: many other aspects of linguistic analysis are similar, especially when it comes to settling on descriptive categories in grammar, or deciding what to do in relation to semantics, discourse, or sociolinguistics generally. Recently, I note there has been a fashion of having linguists hold hands and agree about things. This is nice, but it's the way in which linguists disagree about things that causes the real trouble, and which certainly gets in the way of pro-active approaches to AL. Of course, the same difficulties sooner or later have to be coped with by a re-active approach too; but my point is that it's going to be later, rather than sooner, as the narrower initial focus of a re-active approach reduces the opportunities for linguistic disagreement to come to the fore, and the attention of the professionals can be concentrated on what to them are the real issues. The big problems (from the linguist's point of view) are, as it were, postponed until a point when the professional has developed sufficient motivation to go into them. In the end, one hopes to build up in the professional's mind a pro-active view of the subject; but this, as I say, is a long-term view.

There's another way of looking at this, which leads to the interesting question of materials. Shuy says that we know the potential linguistics has to offer. Well, I don't. I agree with this statement, as an article of faith, of course; and I can give some examples of linguistics working well in practice. But I have no idea what the overall potential of the subject is; and the only way I know of finding out reasonably quickly is by collaborating in the production of materials. Now, a word about this last clause, for Shuy may have misunderstood what I meant by it. When I talk about collaboration, I don't mean the kind of advisory work which he refers to, and which led to his dozen wasted years. Consultancy work of this kind, I've found also, rarely gets anywhere (and usually doesn't even pay very well). No, I mean actually writing the materials myself, in collaboration with representatives of the professions for whom the materials are intended. For me, this completes the chain of reasoning: I have an opportunity to check out in practice what my view of linguistics has recommended in theory, without the distracting complication of an intermediary author. This is no news to ELT applied linguists, of course, but it is rare indeed to find other

branches of AL being approached in this way. Take all the effort that has been put into the task of analysing the way in which teachers talk to children in class, or the way in which teachers mark children's essays. It is not difficult to describe the inadequacies, to analyse why they are there, and to point out to teachers (less often, the children) the dangers of unpremeditated talking or marking. But that is where this literature stops. 'How', the teacher might reasonably ask, 'can I do things better?' 'Ah', says the AL, 'you're asking me to be prescriptive, and I can't be that. All I can do is show you a set of alternatives which ought to do the job better (if the linguistic theory is right) and suggest you try them out.' I have used this reasoning myself, often, but I view it as an abdication of my responsibility, as an AL. And the same applies to those courses and books which spend so long leading the teachers to water, but stop short of showing them how or where to drink. ALs have to grasp this nettle, it seems to me. We have to provide a principled basis for prescriptivism—a term which for too long has been a snarl-word amongst linguists, encapsulating all that they hate most in traditional grammar. How else can we reconcile intellectually such varied activities as, on the one hand, doing descriptive linguistics, and on the other hand, teaching foreigners on EFL summer schools, agreeing on usage labels for dictionaries, making decisions about language planning, or teaching our children linguistic manners? We can't avoid prescriptivism in everyday life. What we ought to do, as linguists, is to identify it (as an important cultural linguistic phenomenon) and explain its occurrence; and as applied linguists, examine the effects of different kinds of prescriptive approach on language learning, teaching and use. Materials production focuses the mind marvelously on all these issues.

My experience in this domain has to date been very limited, but it may be interesting to record that it has been the reverse of Shuy's. In writing the Skylarks language programme (Nelson 1976), and currently in doing the Edward Arnold Databank remedial readers, I have found only sympathetic publishers and enthusiastic co-authors. Both of these projects, moreover, were re-active. Databank, for instance, was started to solve the problem of the excessive demands being made on the reading abilities of 11-13-year-old children in secondary remedial classes. The books are only 24 pages long, but each one takes an extraordinary

amount of time to do, when one considers the structural, acquisitional and typographical principles which have to be borne in mind, in deciding on which words and sentences to use. I don't begrudge the time. It's rewarding work, especially when I visit remedial classes and observe the pupils working with the materials, and get teachers' reactions about the relative ease or difficulty of various parts of the books (thus evaluating the hypotheses which motivated the original selection of structures). In due course, I hope to have enough experience of this kind accumulated, to be able to make some generalisations about relative ease and difficulty in reading structures at this level. That statement, when it comes, will be a perfectly familiar paper or chapter, in the genre of applied linguistic publication. But I see the materials themselves no less as part of the business of doing applied linguistics --an essential, early, hypothesis-testing step.

* * * *

Ironically, my experience has been the same as Shuy's in a somewhat different domain of (what I suppose is a higher-order branch of) AL: editing series for publishers. I am reminded about this by Mike Stubbs' article in the last Newsletter on his new series (or non-series, almost, given his disclaimers!). He paints a very rosy picture of this kind of work --a pro-active picture, indeed, as Shuy would want-- and I suppose any series starts off in this way. But my experience has been that they don't continue thus. Life steps in, and wasted months, if not years, are the norm. Thus, for example, when I was asked to set up the Penguin series, in 1968, I was given carte blanche to give broad coverage to the whole field of linguistics and applied linguistics, at two levels (Pelican and Penguin Education) --a bit like the way Brian Foss had previously done for Psychology. I spent an enormous amount of time planning and contacting, and discussing with authors or editors individual proposals. A handful of Pelicans and Penguin Education Readings and monographs came out, and then Penguin Education went to the wall, when they suffered their reverse takeover by Longman, and the whole of the Education work went up in smoke. That is why, for instance, Dennis Fry's Readings in Acoustic Phonetics, published by CUP, looks inside just like a Penguin book: it was, originally (it had reached page-proof stage when the

bomb dropped —if you'll forgive a third metaphor). That's also why there's a Book One, but no Book Two, on syntactic theory. And so on. I resigned at that point. When Penguin Education went, the interesting side of the venture, for me, disappeared.

Things haven't changed, and Newsletter readers will be interested to hear of the current controversy of this kind, which is affecting the very series in which DAL appeared. Here again, we have a publisher wishing to expand into the linguistic domain, and deciding to set up a series in order to do it: Applied Language Studies. I felt this notion needed to be interpreted systematically (pace Stubbs), and proposed a proper coverage of the field of AL. This was the whole philosophy of the series: to cover the domain of AL in the broadest sense. But several of the books which have been proposed for the series have led to difficulties —not of an academic kind (though there are plenty of those), but of a commercial kind. Naturally, the press feels it can take on only those books which it feels it can market efficiently; and as (for example) they have not previously published in the literary domain, they are unwilling to accept proposals on literary stylistics. But where does this leave a series which is attempting to cover the field of AL properly? At the moment, then, I am engaged in lengthy correspondence with the press about the purpose of the whole enterprise, and just as lengthy correspondence with several authors whose books are in limbo. It is when you get this conflict between academic merit and commercial viability that the lot of an academic middle-man becomes an extremely unhappy one. Currently, I have had it up to here, as they say, with this kind of editing problem, and I've no idea how it will resolve itself, in this case.

There is, then, the dark side of series (or journal) editing, which doesn't come across in Stubbs' article. No mention of the enormous quantities of rubbish sent in by members of the public, who see a series about language and think 'Ah, this is for my monograph on spelling reform, or my new world language'. It has to be read, and courteously replied to. No mention of the fat volumes in execrable English sent in by authors from abroad, which have got to be interpreted, before they can be read and evaluated. No mention of the lengthy correspondence one sometimes has to enter into, when having turned down a proposal, the author fights back. On the positive side, there are indeed the excitements of seeing a good

book through; of forcing you out of your academic cell to meet and discuss linguistics with interesting people; and of realising, after it's all over, that you've read a book properly --I mean really properly! But I see editing more as a duty than as a pleasure, and wish more people were willing to take it on. I also think that it's for the good of a journal or series for there to be a change in editorial direction at reasonable intervals --but that's easier said than done. After ten years, for example, I'm currently trying to find someone to take over the Journal of Child Language --so far, not with much success.

Ah well, enough said. In today's post has come another 300-pager, and Boys from the Black Stuff is being repeated tonight. Another conflict, but this time I think I know which will win!

January 1983

David Crystal
University of Reading

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1. John LYONS Language & Linguistics: An introduction
(Cambridge: Cambridge University Press, 1981).
pp. xii + 356. ISBN 0 521 29775 3 (paperback). £4.50

Reviewed by Frank PALMER

John Lyons is best known for his work in the field of semantics and, in particular, for his scholarly, encyclopaedic two-volume publication Semantics. Such a work could have been written only by someone with the breadth of knowledge and, above all, catholicity of approach that Lyons exhibits. There is no one simple solution to the problem of meaning and Lyons approaches the task of talking about it from many angles and without assuming that 'everything referred to as meaning is similar, if not identical, in nature' (see below). It should not be a matter of surprise that although he has contributed greatly to our understanding of semantics, especially in the area of sense relations, Lyons is not to be associated with any particular linguistic theory or model of his own.

Language and Linguistics is very different in both level of exposition and its coverage. It is an elementary, introductory book dealing with all the more important aspects of linguistics, with semantics occupying just one chapter in ten. But it is written in the same spirit as Semantics and is, perhaps, more typical of Lyons than his earlier (but excellent) Theoretical Linguistics. Much of what it contains is, naturally, familiar and relatively uncontroversial; only the completely uninitiated will find anything new in, for instance, Chapter 3 'The Sounds of Language'. But the whole 'feel', the 'ethos' or 'philosophy' of the book is very different from most introductory books on linguistics. The earlier ones were mostly structuralist (in the American sense) while more recent ones are mainly derivate from Chomsky and his followers, with a few attempting rather unsuccessfully to combine the two viewpoints.

* * * *

The tone is set quite early in the discussion of the definition of language. Chomsky's definition is contrasted with four earlier ones from Bloomfield, Bloch & Trager, Hall and Robins, in that it 'says nothing about the communicative function of either natural or non-natural languages' but has as its purpose to focus attention upon the purely structural properties of languages and to suggest that these properties can be investigated from a mathematically precise point of view (p.7). Lyons himself accepts the more general view that languages are 'systems of symbols designed, as it were, for the purpose of communication' (p.8) and

believes that languages may be looked at as 'behaviour or activity, some of which at least is observable' (p.9). For this reason there is a whole section entitled 'The semiotic point of view' (1.5).

The section entitled 'Is Linguistics a Science?' (2.1) makes it quite clear that Lyons would reply to the question in the affirmative: 'Linguistics is empirical rather than speculative or intuitive: it operates with publicly verifiable data, obtained by means of observation or experiment'. Closely associated with this is the property of objectivity (p.38). But the section is worth reading with care; it discusses with great clarity what are the problems concerned with the term 'scientific', in particular the relation between observation and theory, and the nature and relevance of intuition. It is all too easy to decide that linguistics must be scientific in a crude verificationist or reductionist sense, or conversely that, since language study cannot possibly be either of these, linguistics is not scientific.

It is, perhaps, a little surprising, then, that Lyons treats Chomsky's mentalism with some sympathy in 'Language and Mind' (Ch.8). He suggests that it has a negative and a positive aspect. The negative aspect is its anti-physicalism or anti-materialism and more particularly ... its anti-behaviourism'. The positive aspect is his rationalist view 'that the principles whereby the mind acquires knowledge are innate' (p.244). (In fact, Chomsky goes further than this and claims that languages have a highly restricted set of innate principles which the child does not learn any more than he 'learns to breathe ... or to have two arms'.) It is undoubtedly true that Chomsky 'can take much of the credit for the fact that it (behaviourism) has lost much of the support that it had, in linguistics and psychology, a generation ago' (p.243). But, on the other hand, the behaviourist views of Bloomfield and, even more, of Skinner were extraordinarily naive and easy targets (Bloomfield in his claim that all the relevant events were physical and Skinner in his simplistic view of stimulus and response). Chomsky himself is prone to argue that disproving the details of a theory does not disprove the theory itself, and it is not difficult to envisage more sophisticated versions of behaviourism. On the other hand, there are clear arguments against the 'positive' aspect of Chomsky's mentalism which Lyons does not bring out. First, whatever disclaimers are made, there will always be the suspicion that there is some equivocation or confusion between 'mind' and 'brain'. (The equivocation is abundantly clear in the seminal article 'Mentalism in linguistics' by Katz.) Secondly, Chomsky's main argument in favour of innateness is that the underlying principles are too abstract to be learnt by the child from mere observation - they must, therefore, be innate (and, of course, it follows, also be universal). But if one does not accept Chomsky's linguistic model and, in particular, argues that the basic principles of language

are not 'deep' and abstract, but very much on the 'surface' and open to fairly direct observation, the whole argument collapses. Indeed one could argue in the reverse direction -that because language is so easily learnt by the child, it cannot possibly have much underlying abstract principles. (Of course, we would all agree that there is an innate ability to learn a language that other creatures do not possess; if believing that is mentalism, we are all mentalists!)

A minor, but important aspect of Lyons' 'scientific' approach is his insistence on precision in 'Terminology and Notation' (2.3). One important distinction which he has attempted to clarify is between sentences and utterances, and, particularly, between 'sentence meaning' and 'utterance meaning' (5.5), the latter being context dependent, the former being 'maximally decontextualised'. This enables us to deal clearly with the relation between lexical/grammatical meaning and meaning associated with speech acts, pre-supposition, etc. Another distinction is that between 'lexemes' and 'word forms'. The former used to be indicated in small capitals. They appear here in single quotes (with forms in italics). This may be typographically more convenient, but could lead to some confusion with meanings, which are placed in double quotes ('cat', *cat*, "cat"). Occasionally, one feels that Lyons overdoes his making of distinctions. I am far from convinced of the usefulness of the distinction between the 'complete' and 'absolute' synonymy, the former being in terms of having 'the same descriptive, expressive and social meaning (in the range of contexts in question), the latter requiring 'the same distribution' plus complete synonymy 'in all their meanings and all their contexts of occurrence' (p.148), for Lyons admits that complete synonymy is rare and absolute synonymy almost non-existent!

The importance of context is clear enough from the last paragraph. It is almost incredible that so many linguists have sought to exclude context from linguistics. Arguments that context cannot properly be included (e.g. those from Katz and Fodor) are usually based on the complexity and lack of systematicity in the relation between language and context. But language clearly does function in context and one can no more exclude context from linguistics than economics from history. The final two chapters (9 and 10) of the book - 'Language and Society' and 'Language and Culture' together with the relevant section on Semantics (ch.5)- provide excellent summaries of the manifold relations between language and 'the world'.

A willingness to consider contexts involves the acceptance that language is in many ways unsystematic and inconsistent, with few clear, discrete elements and categories. Lyons comments on the 'fiction of homogeneity' (pp.24-5, 234), but shows only incidentally that this is more than a matter of variation of dialect, style, etc. His lack of enthusiasm for formal semantics stems from his recognition that the notions of formal semantics are not well adapted to natural-

language data -though he rather optimistically adds that the attempt to extend such notions to natural language 'sharpens our understanding of the data' (p.174)- and, as noted above, he rejects the view that everything referred to as meaning is similar, if not identical, in nature (p.136). There is, too, at least one implicit rejection of Chomsky's attempt to investigate the properties of language 'from a mathematically precise point of view' (p.8).

* * * *

I have said little in detail about the various chapters. They fall essentially into three parts. The first two are introductory on 'Language' and 'Linguistics'. The next five deal with phonetics and phonology ('The Sounds of Language'), 'Grammar', 'Semantics', 'Language-change', and 'Some Modern Schools and Movements', while the last three are all 'Language and ...':- '... Mind', '... Society' and '... Culture', covering roughly psycholinguistics, sociolinguistics, and anthropological linguistics. The most surprising gap in the book is that of a section on transformational grammar. Although Chomsky's present position is too difficult for a book of this nature, one would have expected to find the notion of transformation given at least one section alongside 'Parts of Speech ...' (4.3) and 'Constituent-structure' (4.5). The notion of transformation in its earlier, less technical, sense in which, for instance, there is a transformational relation between active and passive sentences was a very important contribution to syntax, and clearly here to stay. It is fashionable today to write 'grammars without transformations', but that means that they are without transformational devices of the kind found in Chomsky's works. Transformations are still found in such grammars, but under another guise, e.g. the 'metarules' of Gazdar's 'Generalised Phrase-Structure Grammar'.

There are no doubt some, like a rather ill-informed reviewer of one of my books, who would see the attitudes expressed in this book as 'Firthian'. But that is misleading. Lyons did not work with Firth at any time (and even my own views were formed before I had even heard of him). They belong rather to the long empiricist tradition that has been so characteristic of philosophical and scientific work in the West, especially in Britain and America. There have naturally been some excesses -e.g. Bloomfield's and Skinner's behaviourism and logical positivism- but it is not a tradition that anyone should be ashamed of. Genuine empiricism and objectivity are an essential ingredient of any scientific discipline; and linguistics is or should be the scientific study of language.

F. R. Palmer
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* Professor Palmer has been a member of BAAL since 1968. A review by him of Lyons' Language, Meaning and Context (Fontana, 1980) will be found in the Australian Journal of Linguistics 2.2 (Dec.1982) pp. 227-31.

2. R. MITCHELL, B. PARKINSON, & R. JOHNSTONE The Foreign Language Classroom: An Observational Study, Stirling Educational Monographs No. 9 (Department of Education, University of Stirling, 1981) ISBN 0-901636-38-X.

Reviewed by Frank CORLESS

This study is one of two monographs produced as part of a research project funded by the Scottish Education Department, the overall purpose of which was 'to investigate the skills of foreign-language teaching... at an elementary level, and to produce materials for the training of teachers in some of these skills' (p.1). This particular monograph seeks to provide a systematic account of classroom practice in six secondary schools, involving the use of a conventional audio-visual course, during the school year 1977-8. Its findings are based on data obtained from 147 mixed-ability first-year lessons, taught by 17 different teachers in Terms 1 and 3.

Whilst the systematic observation of classroom practice is well developed as a research strategy, it has attracted a good deal of criticism: at best, it can yield only a partial, motivated account of the teaching/learning process. This study takes such criticism into account, without examining it in any detail. However, a critical review is presented of some of the few systems of analysis developed specifically for the observation of lessons in a foreign language, including one or two which draw on the insights provided by discourse analysis. None of these more recent systems appears to involve the identification of higher-level discourse units of a sort which correspond roughly to the teacher's practical concept of teaching activities (presentation, repetition and so on). The Stirling researchers based their own system of analysis on a unit of this type, which they called a segment: 'a stretch of lesson discourse, having a particular topic, and involving the participants (teacher and pupils) in a distinctive configuration of roles, linguistic and organisational' (p.12). In order to translate this definition into operational terms, five dimensions of analysis were identified:-

Topic,
Language Activity,
Teacher Mode of Involvement,
Pupil Mode of Involvement,
Class Organisation.

For each of these five dimensions, a set of categories was worked out: the 12 categories for the Topic dimension, for example, include Civilisation, Situation (course/other), Language Point (course/other) and Real Life (aspects of the teacher's or pupils' life or interests). In the lessons observed, each segment identified was allocated to one category on each dimension. The study claims that 'the system worked well in dividing most lessons into natural-looking units, mostly of between one and ten minutes duration, and did so with reasonable reliability' (p.23).

For each lesson segment identified, this analytical system, it is claimed, provides an indication of what is being talked about; what language is being spoken and for what purpose; in what way teacher and pupils are involved with each other. As is clearly acknowledged, the instrument provides no information about minor divergences from the intended lesson pattern, 'such as failures of comprehension, of attention, or of discipline' (p.22); nor does it say anything about the number of pupils actually participating in a particular way at a particular moment. This reviewer also noted that the Class Organisation dimension does not make the potentially useful distinction between small-group and pair work; nor does the Topic dimension distinguish between fictional situations (course book or other) and situations involving the use of authentic texts or documents. In the event, as the researchers' account of their empirical study demonstrates, neither of these distinctions would have been of any practical value to them.

It is difficult to do justice, in a few sentences, to the chapters which present an analysis of the data collected in relation to the lessons observed. What emerges most clearly is that the vast majority of teaching segments were spent in a 'whole-class' mode of organisation, and that these dealt, for the most part, with course book situations and language or with 'fragmented/non-contextualised' topics. There was a correspondingly low incidence of segments dealing with civilisation, with linguistic material other than that of the course book, with the real-life interests of the pupils and their teachers. Moreover, whilst nearly 70% of the segments involved activities in the foreign language, these activities themselves were predominantly of a tightly constrained type: pupils appeared to spend very little time 'involved in foreign-language activities with any primary focus on meaning' (p.28). The account of teaching materials used, which complements the lesson analysis, underlines the dominance of the course book, along with the black-board and the pupils' exercise books: flash-cards, real objects and the overhead projector, to mention just three items, hardly had a look in. Even the filmstrip and tape components of this 'audio-visual' course were relatively little used.

The researchers devised and administered an achievement test to sample the performance of randomly selected pupils on the syllabus covered. This indicated that even those pupils belonging to the group identified by their teachers as 'least able' had made some progress towards mastering most of the material. Hence, as the study's conclusion points out, 'this general teaching strategy of intensive practice in a restricted language syllabus was achieving a reasonable measure of success, in its own terms' (p.67). What the conclusion also highlights, rightly, it would appear, is the relative absence of some of those elements of the foreign-language learning environment which theorists currently favour: 'a rich and varied foreign-language input; a degree of individualisation of syllabus and of learning experiences; and above all, experience in putting the foreign language to communicative use' (p.67).

This useful, illuminating study presents a scheme of analysis which deserves the attention of all those interested in the systematic observation of foreign-language lessons. At a more fundamental level, perhaps, it highlights what must be a widely held conviction among professional observers of foreign-language classrooms, that one of the major influences shaping what happens in them is the course book being used. The course materials that are published are, of course, subject to the vagaries of market-place economics: what matters, in the final analysis, is the use that teachers make of them. If the potential advances offered by recent thinking about foreign-language teaching are to find adequate expression in the classroom, then one of the things which those of us responsible for the initial and in-service education of teachers will need to do, as a priority, is to encourage the creative, discriminating use of course materials.

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* Frank Corless lectures in the teaching of Modern Languages at Southampton. He was a member of the Hampshire Study Group which produced the recently published document French 16-19 (Hodder & Stoughton). He is currently working with a colleague on a collection of post-O-level French teaching materials.

VII

NOTICES, NOTES ETC.

A. NOTICES

1. English for Academic Purposes (edited by A.P. Cowie & J.B. Heaton; published by BAAL for SELMOUS, 1977): Keith Morrow who master-minded and dog's-bodied this publishing venture -very profitably for BAAL- writes to say he still has some copies. Price: £3.00 incl. postage & packing. Available from him at:-

School of English for Specific Purposes,
The Old House, 49 Church Lane,
Eaton, NORWICH. NR4 6NW Tel: (0603-)56321

(The School is part of The Bell School of Languages, run by the Bell Educational Trust (Director: Peter Strevens), of which Keith is Assistant Director (Norwich).)

2. CILT: Linguistic Minorities Information Officer

CILT announced this new post in December together with the appointment to it of Mrs. June Geach, previously Research Information Officer at the Centre.

The new Information Officer will 'collect, store and disseminate information relating to the language problems of minorities, including English as a second language and ethnic minority community languages; she will maintain contact with researchers, teachers and educational bodies and authorities in this area of work. In agreeing to the establishment of this new post, the Department of Education and Science wishes CILT to contribute, through improved dissemination and understanding, to the better use of resources already provided by LEAs and others for work with ethnic minorities. Mrs. Geach will be pleased to receive offers of materials, announcements of meetings, and any other information that can usefully be made available.'

* * This is a signal step forward and we send our best wishes to CILT and to June Geach! See also the report of the NCLE Working Party on the Languages of Minority Communities (pp. 12-15 of this issue).

Conferences

3. AILA BRUSSELS 84 The first information leaflet has been sent out for the 7th World Congress of Applied Linguistics to be held in Brussels from 5th (Sunday) to 10th (Friday) of August 1984, organised by the Belgian Association of Applied Linguistics (ABLA-BVTL) and hosted by the University of Brussels. The President of the Organizing Committee is Jos Nivette.

The leaflet announces the main theme, 'The contribution of Applied Linguistics to international understanding', and 36 topics under six divisions:-

- Language problems in developing nations
- Language and society
- Language and mind
- Language teaching and learning (foreign language and mother tongue)
- Communication and interaction
- Logico-linguistics

It also contains a Call for Papers (abstracts for 30-minute papers, preferably 'well in advance of the deadline, which is September 1, 1983'), registration details etc. (normal rate for members 290 Swiss Francs, roughly £96 at present), and a preliminary registration form for those interested in receiving further information. Address: AILA World Congress 1984, University of Brussels, ITO/VUB, Pleinlaan 2, B-1050 Brussels, Belgium (Tel: 02/641.26.07).

* * 'Member' means member of an AILA affiliate, e.g. BAAL. The fee covers lunches, social events, abstracts and a volume of papers. 'Normal rate' contrasts with 'Discount rate' (250 SF) and 'Late rate' (330 SF). Late rate applies after 1st March 1984. Discount rate applies, alarmingly, before 1st January 1983, i.e. four days before the leaflet reached me! Has someone slipped up in both the English and the French versions? Swiss francs are 3,03 to the £ —today, 4 Feb. 83. JDM

The NEWSLETTER will welcome rapporteurs for the Brussels Congress — individuals prepared to write informal informative observations on the Congress for the Autumn '84 issue. In the meantime it will welcome the names of members intending to go and the titles of papers accepted. —And, as always, any comments you wish to circulate.

4. LAGB Spring Meeting 1983 at Sheffield: Wed.23 — Fri. 25 March, at Sorby Hall, University of Sheffield. The Second Circular, sent out early in February to members of LAGB, gives details of booking (closing date, 23 Feb.; non-members should contact the Local Organizer, Nigel Botteri, Dept. of Linguistics, University of Sheffield, Sheffield S10 2TN. Tel: (0742) 78555), of the conference expenses fund ('The LAGB is not short of funds and is eager to assist participants who are;' available to LAGB members; closing date, 23 Feb.), and of the programme. This last begins with a Teach-in on Generalized Phrase Structure Grammar (with Gerald Gazdar (Sussex), Bob Borsley (UCL), Ewan Klein (Newcastle) as instructors), goes on to the Linguistics Association 1983 Lecture to be given by Eve Clark (Stanford) on 'Productivity in the Lexicon', and then settles down mostly to syntax, ending with two papers on phonology.

Future meetings feature the Henry Sweet Lecture to be given by Wolfgang Dressler (Vienna) at the Autumn Meeting 1983 (Newcastle, 21-23 September) and LAGB's Silver Jubilee (Spring Meeting 1984: Hull, 29-31 March).

There is also a useful list of conference dates and basic details for 1983:-

Mar.	27-30	Eng. Hist. Lings. (Sheffield, Sorby Hall)
	27-29	Poetics & Lings. Ass. (Sheffield, Poly)
	28-30	GLOW Colloquium (York)
Apr.	11-13	Discourse structure (Hatfield (BAAL))
Aug.	29 -3	Linguistique et Philologie Romanes (Aix-en-Provence)
Sept.	9-11	Dependency phonology (Essex)
	9-12	LEXeter '83: Lexicography (Exeter)
	24-27	Urban pidgins and creoles (York).

(* * AILA Brussels '84 is in the list too —but not BAAL Leicester '83!
There must be a hiccup in our communication ...)

5. TESOL (Teachers of English to Speakers of Other Languages)

- i) TESOL Summer Institute 1983 This will be held in Toronto from 4 July to 12 August, hosted jointly by the Dept. of Linguistics, University of Toronto, and the Modern Language Centre, Ontario Institute for Studies in Education (OISE), with the theme

'English in bilingual and multicultural societies'.

Among the 22 six-week courses listed are: Christopher Candlin (Curriculum issues in L2 education), Peter Trudgill (English as a second dialect; Varieties of English round the world), Bernard Mohan (Computers & TESL), Jack Chambers (Canadian English), Charles Fillmore (the structure of English), Bernard Spolsky (Sociolinguistic approach to literacy), H. H. Stern (Theory of second language learning); and among the 12 2-week courses listed are: Christopher Candlin (Discourse analysis and learner communication strategies in the classroom), Richard Handscombe (TV in the classroom), Jean Handscombe (The development of thinking skills in young children).

In addition to this variety of courses, there will be a series of Forum Lectures, and other activities, including the annual summer meeting of TESOL, 21-23 July.

Accommodation for participants will be available on the campus of the University of Toronto. A handbook containing details on all matters relevant to the Institute (course descriptions, faculty, scheduling, mini-courses, accommodation, fees, visa requirements, lectures, scholarships, related activities) will be available in January, 1983. Requests and inquiries should be addressed to:-

TESOL Summer Institute
School of Continuing Studies
158 St. George Street
Toronto, Ontario
M5S 2V8 Canada.

* *
* We add here for information:-

- ii) TESOL Toronto '83, the 17th Annual Convention, is being held at the Sheraton Centre, Toronto from Tues. 15 to Sun. 20 March. The preliminary program makes clear the impressive size and scope of the Convention. It includes:-
- Plenary Sessions (Patrick Early, Darlene Larson et al., David Olson, Jack Richards, Frank Smith),
 - Symposia (e.g. 'Sociopolitical concerns in the TESOL field - an international perspective');
 - Papers and Demonstrations (60 or more, grouped under: ESL in elementary and secondary schools; ESL in bilingual education and Standard English as a second dialect; ESL in adult education and refugee concerns; ESL in higher education and EFL for foreign students in English-speaking countries; Teaching English abroad; Applied Linguistics and research); Workshops (e.g. 'After basic literacy in ESL: what's next?' 'Using suggestopedia in the ESL classroom' 'How to design an effective workshop');
 - Colloquia; Mini-Courses; Poster Sessions; Interest Section Academic Sessions; Special Sessions; and exhibitions and other features (including facilities for job-interviews and ice-skating).

BAAL members participating include Richard Rossner (Paper: 'The matrix: a very versatile resource'), Christopher Candlin (Workshop: 'Teaching grammar in the communicative classroom', with Michael Breen), Christopher Brumfit, Christopher Candlin, Henry Widdowson (Colloquium on syllabus/

curriculum design, with J.P. Allen et al.), Dick Allwright (Colloquium on classroom-centred research, with Stephen Gaies), Braj Kachru (Colloquium on 'Teaching world Englishes: importance, focus, resources', with Larry Smith), Michael Gregory (Mini-course: 'A functional English grammar in a communicative framework'), Liz Hamp-Lyons (Special session on the international role of TESOL, chairing with John Haskell).

6. Association for French Language Studies The first national Conference of AFLS (Chairman: Carol Sanders) held at Lancaster in September '82 on 'L'enseignement du français et les médias' was so successful (see report in French Studies) that the next conference (21-23 Sept. '83) will be on the same theme (** doubtless with 'médianalystes' and certainly with workshop demonstrations). Details from Prof. Dennis Ager, Aston.

Other activities:-

- | | |
|----------------|--|
| Tues. 29 March | Joint session with Society for French Studies on Phonetics of French and advanced language teaching (Ms E. Falaize, University of Birmingham). |
| Sat. 19 March | Workshop on alternative language A-levels; Birkbeck College, London.
(Mr. A. Hersch, Brunel University). |
| Sat. 4 June | Workshop on contemporary French linguistics (Dr. J. Durand, Dept. of Lang. & Lings., University of Essex). |

AFLS' Membership Secretary is Dr. Gertrud Aub-Buscher (Hull -in address-list under B).

7. DSNA & ADS The Dictionary Society of North America will hold its biennial meeting at the University of Delaware, 9-11 June 1983, on the theme 'The lexicon and lexicography', jointly with the summer meeting of the American Dialect Society. Contacts: Prof. Roger J. Steiner, Dept. of Langs. & Lit. (for DSNA) and Prof. W. Bruce Finnie, Dept. of English (for ADS), University of Delaware, Newark, DE 19711, U.S.A.

8. China: Christopher Brumfit has visited China recently and reports that interest in Applied Linguistics is high. We have been asked to repeat the notice which first appeared in N/L11 (Mar '81):-

People completing postgraduate diplomas, M.A. or M.Phil courses, who might be interested in a one-year post in China are invited to write to Alan Maley, First Secretary (Cultural), British Embassy, Peking, enclosing a CV.

Also, Lecturers in Applied Linguistics/Methodology who could go to China for a minimum of three months to run workshops etc., should contact Alan Maley.

B. NOTES

Publications

9. Journal of Applied Language Study The first issue (April 1982) was a thematic one, based on the AILA 1981 papers on Evaluation and Testing, beginning with Arthur Hughes and Anthony Woods on 'Unitary Competence and Cambridge Proficiency'.

On the North/South dimension, this Journal is designed to appeal to a scattered readership in the South: it will offer an information service and exchange, and will appear three times a year at an individual

subscription of £8.00 which includes post by air.

The joint editors are Mahavir P. Jain (Indian Institute of Technology, New Delhi) and Christopher Candlin (Dept. of Linguistics & Mod. Eng. Lang., University of Lancaster). The editorial board consists of: Funso Akere (Lagos), M.V. Nadkarni (Hyderabad), Jagdish P. Jain (San Francisco), Y. Ikegami (Tokyo), Henry Widdowson (London), Braj Kachru (Illinois), and Jan Svartvik (Lund).

The Journal is intended 'to be a major forum for on-going research and evolving experience in the field of applied language study, particularly in Asia, Africa, Australasia, Latin America and the Commonwealth'. Applied language study embraces 'such fields of inquiry as first and second language acquisition & teaching' & a wide range of related fields. Many issues 'may have a bias for improvement in second/foreign language learning and teaching'.

Further information from: English Language Teaching Information Services, 66 York Road, Weybridge, Surrey, KT13 9ET, England.

10. CILT: Language & Culture Guides

Newly revised series of 28 booklets on resources in Britain for teaching and learning the following languages:-

Arabic	Gaelic (Scottish)	Polish
Bengali	Modern Greek	Portuguese
Bulgarian	Gujarati	Punjabi
Chinese:	Modern Hebrew	Romanian
(Cantonese,	Hindi	Serbo-Croat
Mandarin)	Hungarian	Swahili
Czech/Slovak	Irish	Swedish
Danish	Japanese	Turkish
Dutch/Afrikaans	Norwegian	Urdu
Finnish	Persian (Farsi)	Welsh

Each booklet contains ten sections of information, the most extensive being sections 4 and 9:-

- | | |
|--|---|
| 1) Introduction to the language, its history and characteristics | 6) Radio broadcasts |
| 2) Embassies and national tourist offices | 7) Specialist booksellers and subscription agents |
| 3) Organisations and centres | 8) Film distributors |
| 4) Teaching, learning and resource materials | 9) Opportunities for learning the language |
| 5) Libraries and special collections | 10) Examinations |

Publication has begun and will extend over 18-24 months. Prices will not exceed £1.95 (e.g. Portuguese and Modern Greek, already available, cost £1.50 and £1.75 respectively). For further information and special terms for Standing Orders, contact CILT (20 Carlton House Terrace, London SW1Y 5AP; Tel: 01-839 2626).

11. Network Issues no. 4 of Network contains many good things. Among them are: four reactions to the Ninth International Systemic Workshop, held with great success at York University, Toronto, in August 1982; news of a large number of publications in or related to systemic theory, including Readings in systemic linguistics edited by Halliday & Martin (Batsford 1981) and New developments in systemic linguistics, edited by

Halliday and Fawcett (to be published by Batsford); news of readers' activities, including the Cardiff Linguistic Circle's recent meetings, and research, including systemic work done at the Hyderabad Central Institute; a 4-page interim report on Robin Fawcett's project 'Language development in children aged 6 - 12'; the first of three instalments of a bibliography, with his own annotations, of books and articles by Michael Halliday, covering the years 1956 to 1966; and finally a review by Paul Simpson of Coulthard and Montgomery Studies in discourse analysis (Routledge and Kegan Paul 1981).

Network's subtitle is 'News, views and reviews in systemic linguistics and related areas'. It's good value and easy to obtain: send £2.00 —or more like £3.00 if you're abroad— to Robin Fawcett, and copies will come with, eventually, a call for renewal of subscription.
(Dr. R. P. Fawcett, Dept. of Behavioural and Communication Studies, The Polytechnic of Wales, Treforest, Cardiff CF37 1DL; Tel: (Work) 0443-405133 Ext. 2777, (Home) 0222-842016)

12. Languages for Life This is the title, much to be approved, of the latest Occasional Paper (no. 10) of University of Sussex Education Area; it is edited by Trevor Pateman, lecturer in the Education Area and director of an M.A. course 'Language, the Arts and Education'. It contains:-

Harold Rosen: 'Language in the education of the working class'.

Carol Sanders: 'Changing attitudes to language: Diglossia in British schools'.

Richard Coates: 'How standard is Standard?'

Carol Sanders: 'Current developments in foreign language teaching'.

Alan Davies will be reviewing Languages for Life for the Newsletter. One piquant quotation might be permitted vis-à-vis item (15) below: 'The SSRC gives grants to sociolinguists to do research in Albania or Tanzania, but no proper study has yet been done of the way children speak in schools in Brixton' (C.S. p.21).

Employment/Resources

* * * Unemployment among linguists led LAGB in 1981 to set up their Employment Information Exchange (N/L14 p.42). Unemployment among applied linguists is not on the same scale (see Sam Spicer, N/L16, p.11) and has not led to the same degree of collective concern, though we probably all know of individuals who have been affected in one way or another by the recession. The NEWSLETTER would be glad to have views (a) on why applied linguistics is relatively immune —we need to know more about the economic structure of the profession— and (b) on what steps BAAL might consider taking in order to minimise professional unemployment among linguists and applied linguists or to alleviate it. For minimisation, see Sam Spicer on the Birkbeck M.A. course (N/L16 as above); for alleviation, note that reduced subscriptions are available to unemployed members (N/L16 as above, and subscription reminder in Dec. '82 mailing).

The next three items have a bearing on this topic (as has no.8 above).

13. The British Linguistic Newsletter (BLN not to be confused with BAAL's N/L!) continues its good work month by month (Oct. to June) of listing job opportunities in linguistics and applied linguistics at home and abroad. The Feb. '82 issue gave details of 10 or more posts including the Birkbeck lectureship. (BLN also publicises conferences-to-come, publications, publication opportunities, programmes of linguistic circles, etc. Contact Howard Jackson (Aston; tel: 021-454-5106) or his co-editors, David Cordiner, Dick Leith.)
14. LAGB Employment Information Exchange Marion Owen circulated Employment Information Sheet no. 3 in September '82. It describes the Exchange's Employment Register, now established and in operation for members of LAGB looking for full-time or part-time employment; it gives some vacancies (including 10 in Ghana); information on a 64-page book Careers in linguistics: New horizons by Donald Byrd, summarised in the June '82 issue of the Linguistic Reporter (both published by the Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007); news of MLA's service to job-hunting Arts Ph.Ds (Mod. Lang. Assoc. of America), and of extra-mural activity in England; and information on the National Centre for Industrial Language Training (NCILT) and ILT Units; together with an Employment Register Form 'to be completed by anyone in linguistics looking for work'.
- For the Linguistic Reporter article send 4 x 12½p stamps to Dr. Marion Owen, LAGB Employment Information Exchange, Dept. of Linguistics, Sidgwick Avenue, Cambridge CB3 9DA.
15. Social Science Research Council 'The SSRC still welcomes project applications in linguistics; of late it has received virtually none. Address: 1, Temple Avenue, London EC4Y 0BD.
- * * * This note appears in LAGB's circular which has just come to hand (Feb. '83). When the SSRC set up its Panel on Research in Linguistics and the Social Sciences in 1973 it was focused on 'core' linguistics; but there was room for projects in 'psycholinguistics, sociolinguistics, etc.' to be considered by the SSRC. See, hearteningly, item (19) below. I will seek up-to-date information -JDM.

Courses - two innovations worth noting:-

16. Lancaster University: Modular MA Programmes Chris Candlin has sent announcements of three newly-developed Modular M.A. Programmes offered by the Dept. of Linguistics & Modern English Language, the Dept. of English Literature and the Institute for English Language Education: (1) Applied Linguistics; (2) English Studies; (3) Language Studies. The Modular Scheme in Applied Linguistics is for students who wish to study at Lancaster for only part of each academic year, joining their Programme there in October, January, April or July of any year and completing their degree in two or three years. The Modular Courses are in addition to the existing full-time M.A. course in Linguistics for English Language Teaching. More information from Chris Candlin (Professor of Applied Linguistics and Head of Department), or enquiries to The Graduate Studies Secretary in the Dept. of Linguistics & Modern English Language, Univ. of Lancaster, LA1 4YT (Tel: 0524-65201).

17. Brighton Polytechnic: B.A.(Hons) Applied Language This is the course described by Ron Hardie at the Language Awareness conference (see Gillian Donmall on the NCLE in this issue). Some quotations from the information folder:-

'This new full-time three-year Honours degree course is for students who want to understand the nature and variety of human language. The course combines, in a challenging and interesting way, recent work in linguistics with modern approaches to language learning.' 'The course will expand and develop your present knowledge of English, and extend the principles of that new knowledge to two other major languages, French and Russian. You will learn to understand how languages can cross or create barriers to mutual and national understanding' 'We are looking for students whose background is in either the arts or sciences The main requirement is that a student should have a fresh enquiring attitude and a keen interest in language and the way we use it.'

More information from the Course Leader, Applied Language Dept. of Language Studies, Brighton Polytechnic, BN1 9PH (Tel: 0273-606622).

Members' activities

18. Janet Holmes (Victoria University of Wellington, New Zealand): During the second half of 1982 Janet was on sabbatical leave in Britain, based at Lancaster University as a Visiting Research Fellow. Her research topic -an investigation of the lexical devices used by English speakers to express epistemic modality or degrees of certainty- was the subject of a paper at the 1982 BAAL Conference (see N/L16 p.19). In the later stages of her leave she turned her attention to the ways in which such devices could be used to modify illocutionary force and in particular to an examination of the distribution of lexical hedges in the speech of men and women.

En route back to Wellington Janet will be visiting the Ontario Institute for Studies in Education (OISE) in Toronto to observe bilingual education programmes in action and to collect information on evaluation methods. Bilingual programmes involving English and Maori are in their infancy in New Zealand and she feels that information from a country with greater experience in bilingual education will be of great value to those working in this area in New Zealand.

19. Viv Edwards has recently joined BAAL and has sent the following note on a research project which began on February 1st:-

Patterns of Language Use in the British Black Community

Viv Edwards and David Sutcliffe are to begin work in early 1983 on a two-year SSRC-sponsored project entitled 'Patterns of Language Use in the British Black Community'. The project will focus on the language of British-born people of Jamaican descent in the 14-21 age-range, and fieldwork will be undertaken in the West Midlands by Carol Tomlin, herself a British-born Black. Young people representing a wide range of life-styles, including Church-goers, Rastafarians and adherents of various black youth cultures, will be recorded in formal and informal racially mixed and racially homogeneous situations. We intend to carry out both a quantitative sociolinguistic analysis and an analysis of the rapid code-switching from 'English' to 'patois' which characterizes much black peer-group speech. The project will be based at

Bulmershe College of Higher Education, Woodlands Ave., Reading,
and further information can be obtained from Viv Edwards or
David Sutcliffe at that address.

- * *
* David Sutcliffe wrote his M.Ed. thesis 'The language of first and second generation West Indian children in Bedfordshire' for the University of Leicester in 1977. His book British Black English was published last year by Blackwell (April 1982).

Viv's publications include: The West Indian Language issue in British schools (RKP, 1979); 'British Black English: a bibliographical essay on the language of children of West Indian origin' (Sage Race Relations Abstracts, vol.5, nos. 3/4); 'Research priorities in the sociolinguistic description of British Black English' written for the BAAL/LMP Seminar on Language & Ethnicity; and, due out in September 1983 from Batsford Academic, Language in multicultural classrooms, a fuller form of a pamphlet published in 1982 by the Centre for the Teaching of Reading, Reading.

Viv lives in Reading, and in between jobs produced a daughter in December. Congratulations to Viv, Chris, and Sián (b. 7.12.82)!

20. Sarah Barrett The publishers Edward Arnold have been without their Language and Social Science editor for some time while she, too, has been bringing out a daughter. Sarah, formerly Cohen, now Barrett, will be back in office on April 1st. Congratulations to Sarah, Anthony, and Grace (also born in December)!

* * So far the Newsletter has greeted three births - all girls.
* Counter-instances just as welcome!

21. New members

Finally, greetings to 21 more new members who have joined BAAL since September '82: Penelope ANSARI, Guy ASTON, Roy BEVAN, Susan BOARDMAN, Urs DÜRMÜLLER, Mary Edwards, Mike FRIEL, Ali Nasser Mansouri HARB, Glyn HATHERALL, David HEATH, Braj KACHRU, Nicola LEES, Ian McARDLE, Suzanne ROMAINE, D.G. SMITH, Neil SMITH, Jeannette de SUAREZ, Stephen THOMAS, Paul WESTNEY, Ann WHITFIELD, Mary WILLIAMS.

* *
* Names only for the present. We hope to put some flesh on them later! New members are most welcome to write in to the Newsletter with an up-to-date 'spot' like Viv's above.

VIII

EDITORIAL & NEWSLETTER PROSPECT

It's (more than) possible that CILT will be publishing a selection of papers from BAAL '82, the Newcastle Meeting. So we must count ourselves lucky that we got Roy Dunning's paper in full in the Autumn Newsletter (N/L16). Publication is obviously a Good Thing, both for the presenters and for the Association.

I am glad, too, that in the last issue we had a message from Sam Spicer, the retiring Chairman, and that in this issue we have one from the new Chairman, Christopher Brumfit. BAAL has been thriving, and is thriving.

The Newsletter is here to help it thrive —not as the organ of the Executive Committee, but as the Newsletter of all the members. It will itself thrive, the more the members make use of it. There are many ways of making use of it —and no-one, from the oldest member (who's that?) to the newest, has to wait to be invited.

While I'm sorry we can't include Bill Littlewood's Newcastle paper, which I had in hand in November, I'm glad that we have, thanks to Gillian Donmall (who's about to become our newest member), plenty of material about the National Congress for Languages in Education. There's more to come about NCLE —I hope in the next issue, together with some apposite contributions from Alan Davies. Books under review at present include: Roger Bell's An Introduction to Applied Linguistics (Ian Catford); Jenny Cheshire's Variation in an English dialect (Lesley Milroy); Bilingualism: Basic principles by Hugo Baetens Beardsmore (Einar Haugen); and Bilingual children: Guidance for the family by George Saunders (Charlotte Hoffman).

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

John Mountford

Editor

69 Glen Eyre Road
Southampton SO2 3NP
(Tel: Southampton (0703-) 767373)

N.B. The copydate for the Summer issue, N/L18, is Saturday 7 May 1983, and for the Autumn issue, N/L19, will be Saturday 8 October 1983. Copy is always welcome in advance of copydates.