The British Association for Applied Linguistics

No. 20　　　　　　　N E W S L E T T E R　　　　　　Spring 1984

CONTENTS

EDITORIAL & NEWSLETTER PROSPECT

This issue is not merely, like the last, curtailed; it's beheaded.
It lacks the splendid key-note paper, 'Success and failure in
language learning: some findings from the Bristol study', which
Gordon Wells gave at the Annual Meeting in Leicester (September
83). This, plus Notices, Notes, Etc., will appear in the Summer
issue, together with reviews by Pam Czerniewska (Willes: Children
into pupils), Alan Davies (Pateman (ed.): Languages for life),
Einar Haugen (Baetens Beardsmore: Bilingualism), and Peter Trudgill
(Kachru (ed.) The other tongue: English across cultures).

Newsletters are made possible by contributors. I want to thank
them all warmly - and to apologise again to those whose
contributions were held over from the last issue.

After contributors of the word come the processors of the word.
I want to thank no less warmly Barbara Ingram whose skilful and
thoughtful - and cheerful - typing of recent issues has now resumed
language studies sérieusement, and the Newsletter, by a happy
conjuncture, is moving into the new technology. This issue is the
first to go on disk.

There are, of course, other processors to thank, but all shall be
nameless for the present except one - Superbrain. Gordon Wells'
talk, taped and transcrbed by Carolyn Letts, and revised by Gordon
is even now being typed into Superbrain ... Your Editor is
struggling to keep up.

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 upon:

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N.B. The copydate for the Summer issue, N/L21, is
      Saturday 28 April, and for the Autumn issue,
      Saturday 29 September 1984.
      Copy is always welcome in advance of copydates - especially
      with Superbrain!

I   BAAL-RELATED MATTERS

1. Notes on the career of Professor S. Pit Corder

2. Response to the D.E.S. consultation paper 'Foreign
    Languages in the School Curriculum'

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

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1. Notes on the career of Professor S. Pit Corder

** Pit Corder retired last year and N/L18 ended with our best
wishes to him. He was the Association's first Chairman, in the
1960s. In N/L17 he was mentioned in passing as the first Chairman
(of the Standing Committee) of the National Congress for Languages
in Education, in the 1970s. These are not Pit's only firsts by any
means - as the following notes, sent by Alan Davies, make clear.

Notes on the career of Professor S. Pit Corder

Pit Corder was born in 1918 of a Dutch mother and an English
father. The Dutch connection explains both the given name, Pit,
and the fact that in later years Pit could say that his Dutch was
that of a fluent 5 year old. The Corders are a Quaker family and
Pit attended Bootham School in York where his father was a teacher.
He studied Modern and Medieval Languages at Merton College, Oxford,
gaining his degree in 1939. His arrangements to spend a year in
France as an assistant were interrupted because of the outbreak of
the War and instead he registered as a conscientious objector and
joined the Friends Ambulance Unit, serving in Scandinavia and the
Middle East. His wife, Nancy, is a first cousin. They have three
children and it has always been very clear that he is rooted in
family life, whether cutting the grass, rewiring the house, making
furniture, travelling, fell walking, playing chamber music or week-
ending in the Lake District. The Corders have a cottage in the
Lakes and have now retired there.

After the War, Pit joined the staff of the British Council and
remained in the service until 1961. From 1954 he had special
responsibility for the administration of teacher training courses
at institutes and universities in his posts abroad. In 1960 he
obtained the Diploma in Applied Linguistics with distinction at the
University of Edinburgh and in 1961 left the British Council to
become Assistant Director for English Teaching Studies in the
Department of Contemporary English at the University of Leeds. It
was during his time in Leeds that he was responsible for setting up
the first educational TV studio in a British University. He was
appointed Senior Lecturer and Head of Department in the Department
of Applied Linguistics at the University of Edinburgh in 1964, was
promoted to the Directorship of the Department four years later and
to a Personal Chair in Applied Linguistics in 1970. He has been

prominent in establishing Applied Linguistics Associations: in 1967 he was elected the first Chairman of the newly-formed British Association for Applied Linguistics and from 1969 to 1973 held office as President of the International Association of Applied Linguistics. After the amalgamation of his Department of Applied Linguistics with the Department of Phonetics and General Linguistics he became in 1970 the first Head of the newly formed Department of Linguistics, which at the time was the largest Department of Linguistics in Europe.

Pit Corder's publications reflect the range of his interests and their development over time. His early interests in the pedagogic application of descriptions of English Grammar and in the teaching of langugae by television led to his books: An Intermediate English Practice Book (Longman 1960), English Language Teaching and Television (Longman 1961) and The Visual Element in Language Teaching (Longman 1966). His lead in the design of Applied Linguistic courses and in the establishing of a coherent discipline of Applied Linguistics in relation to language teaching produced in 1973 Introducing Applied Linguistics (Penguin) and the first three volumes of the Edinburgh Course in Applied Linguistics (Oxford University Press, 1973-75) which he edited with Patrick Allen. He had always been interested in error analysis and written about it, but it was not until the early 1970s that he combined this interest in the methodology of error analysis with a growing interest in second language acquisition. Pit Corder thus established Interlanguage as a theoretical component, further defining the Applied Linguistics core. His book Error Analysis and Interlanguage (Oxford University Press, 1981) brings together his papers in this field.

Pit Corder retired from his Chair at Edinburgh in September 1983, only a few months ago. It is too soon to form a rounded assessment of his contribution to Applied Linguistics. But two judgements can be made now and it is unlikely that we will wish to go back on them. The first is that with the team he assembled in Edinburgh between 1965 and 1975 he made Applied Linguistics a coherent discipline which was neither Linguistics for language teachers nor English Language Teaching. The view always presented of Applied Linguistics was eclectic; the encouragement to his colleagues was generous; the inspiration he provided was that of curiosity. Pit Corder's direction made Edinburgh the leading department of Applied Linguistics, certainly in Britain and probably internationally. His colleagues and students went on to establish their own departments in British Universities and overseas.

The second judgement is that in his later work on Interlanguage, he has been largely responsible for the creation of a model of second language acquisition which has a claim to be called a theory. He always regretted the lack of interest in Interlanguage in Britain and had to look to colleagues in North America and Europe for collaboration. In North America and in Europe, Pit Corder is held in very high regard. No doubt he has had occasion

to think ruefully that 'a prophet is not without honour save in his own country and among his own people'. It is never easy to distinguish between 'mere speculation' and theory building. If Pit's work had been more empirical there might have been greater awareness in Britain of his contribution to theory. His North American and European colleagues were entirely clear about this. For them Pit Corder was the theory maker and if there does now exist a theory of Interlanguage and of Second Language Acquisition then it is because of Pit Corder's thinking and writing about the issues. He himself has never disdained the label 'speculation' not only because it can be another name for theory but also because speculation necessarily antedates the empirical work that leads to the development of theory.

On retirement Pit said that he was leaving formal academic work. He certainly gave away his academic books when he moved from Edinburgh. However, he has agreed to participate in the Seminar on Interlanguage to be held in Edinburgh in his honour in April 1984. Who knows? - perhaps that will inspire him to come out of retirement and grace our discussions once more with his delight in the juxtaposition of ideas. Whatever happens we wish him and Nancy Corder much happiness in their retirement. What those of us who have had the privilege to work as his colleagues over the years can do is to echo Chaucer's line about his own clerk of Oxenford:

'And gladly wolde he lerne, and gladly teche.'

Alan Davies

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2. Response to the D.E.S. consultative paper 'Foreign Languages in the School Curriculum'

1) The Association welcomes the initiative represented by this document, and particularly the following points:-

   a) the view that a policy for foreign language teaching in schools must be co-ordinated with the provision at other levels;

   b) recognition that foreign language learning is not a self-contained experience but should have a facilitating effect on later language learning;

   c) support for the teaching of languages other than French;

   d) the proposal that advanced courses should be more readily available to those who do not intend to become language specialists;

   e) recognition that the languages of minority communities need to be considered in any formulation of policy.

2) At the same time, the Association feels that the document is often imprecise on issues which require clear analysis. For example, beliefs which are 'widely held' are accepted as proven (e.g. paras 30 and 34), and the characterisation of good teaching (para 45) begs questions of specific types of student and individual learning styles. In general the document underestimates the role that research can legitimately play in obtaining precise answers to many of the questions touched upon.

3) We feel that the issue of modern languages in schools needs to be seen within a wider context affecting institutions other than schools (for example the attitudes of broadcasting in providing 'translation over' foreign languages) in which multilingualism needs to be presented as a positive goal. The advantages of proficiency in foreign languages need to be spelt out much more fully, preferably within a framework which includes all contact relevant to British residents. These include not only advantages of communication with speakers of major world languages (perhaps present and future trade and cultural relations with speakers of major world languages need to be quantified to make the point), but also historical and local needs which relate variously to demands for the Gaelic languages for students outside Wales and Scotland as well as inside, for languages of other ethnic minorities, and for classical languages, including Old English. The scope of this document is unimaginatively traditional in its categories.

4) The remark at the beginning of para 55 suggests that resources put into the schools in the 1960s and early 1970s failed to have the effect desired. A detailed analysis of why that was so is a necessary preliminary to serious promotion of more effective teaching, and this analysis should be accompanied by fuller documentation of the successes and failures of other similar European countries than is provided here.

5) We would welcome fuller discussion of the implications for teacher training of a policy to encourage the teaching of languages of ethnic minorities - for the certification of teachers for these languages will only be possible through a more flexible attitude to funding and staffing of training institutions than is traditional.

6) Even though Teaching English as a Foreign Language is usually seen as a different sector from Modern Language Teaching, the document could usefully discuss ways of integrating some of the expertise developed in that field, internationally and in Britain, with work in Modern Languages.

7) The issue of language awareness for all learners is insufficiently examined. Much good contemporary practice exploits language awareness very successfully. The joint committee between BAAL and the Linguistics Association of Great Britain (Committee for Linguistics in Education) has performed important work in this area, which should be referred to.

Conclusion All in all, we welcome this document as a first step, but we hope that subsequent documents will take a firmer stand on the issues mentioned above. Particularly, we would welcome a policy which considered all aspects of multilingualism (in relation to the perceived needs of all those living in Britain, from casual to totally committed, from those simply needing oral communication to those with literary, historical or academic needs, in all possible languages other than English. We would also welcome a recognition that all teachers cannot be native-speaker-like in their capabilities in the target language, so that the implications of this fact can be explored in relation to teaching materials and methodology. Linguistic and applied linguistic research in recent years has made it difficult to think of language acquisition as either all or nothing; yet much language teaching assumes total competence to be the presumed goal. In this, and in many other areas, we would welcome a greater questioning of the received categories - linguistic, pedagogic and administrative - in which the argument has been couched.

** The DES/Welsh Office consultation paper (15pp + tables; no date) was circulated last year, and the above response was drafted by the Chairman in consultation with the Executive Committee. (For the Joint Committee mentioned in point 7, see next item.) For the NCLE's response, see NCLE item in Section II.

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3. CLIE

Bill Littlewood, Secretary of the BAAL/LAGB Joint Committee, has supplied the following up-to-date list of its composition (1983-4).

Representatives of BAAL	Representatives of LAGB
Thomas Bloor Modern Languages Dept. University of Aston.	Connie Cullen Dept. of Linguistics University of Hull.
William Littlewood (Secretary) University College of Swansea Dept. of Education.	Dr Richard Hudson Dept. of Phonetics & Linguistics University College London.
Dr Mary Willes West Midlands College of H.E. Walsall.	Mike Riddle (Chairman) Faculty of Humanities Middlesex Polytechnic, Barnet.

Representatives of DES:

   Ron Arnold, Staff HMI - Teacher Training (Curriculum)
      Dept. of Education and Science, London.
   Peter Gannon, HMI, Dept. of Education and Science, London.
   Sally Twite, HMI, Dept. of Education and Science, London.

Representative of NAAE (National Association of Advisers in English):

  David Hoffman, Senior Adviser, Bolton Metropolitan Borough
      Education Dept.

Representative of BALT (British Association for Language Teaching):

  Vlasta Smith, St Gregory's High School, Kenton, Middlesex.

Representative of CILT:

  John Trim, Centre for Information on Language Teaching & Research
      London.

Co-options:

  Arthur Brookes, School of Education, Durham University.
  John Rudd, 80 Pepys Road, New Cross, London SE14 5SD.
  Geoffrey Thornton, 29 Carew Road, Northwood, Middlesex.

Minutes Secretary: Marilyn Rowland, Dept. of Adult & Community
  Studies, Hendon College of F.E., London.

** The Joint Committee met in the Autumn Term and will be meeting again in the Summer Term. For CLIE's Working Paper 1983 No.1, which came out in December, and the discussion of 'Linguistic Equality' which it reports, see LAGB report in Section II.

II   OTHER MATTERS ELSEWHERE

1. Linguistics Association of Great Britain

2. Centre for Information on Language Teaching & Research (CILT)

3. National Congress on Languages in Education (NCLE)

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1. News from LAGB

The Linguistics Association will be holding its 25th Anniversary Meeting (29-31 March) at the University of Hull where it began in 1959. The Local Organiser is Connie Cullen (Dept. of Linguistics). We wish LAGB a happy Silver Jubilee!.

  The theme of the second meeting of the Educational Linguistics section will be 'Higher level differences between speech and writing'. The section was inaugurated by Dick Hudson and Connie Cullen at LAGB's last meeting (Newcastle, September 1983), and we thank them for providing the following reports. (Dick and Connie are two of LAGB's representatives on the BAAL/LAGB Joint Committee - see CLIE in Section I.)

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Discussion on 'Linguistic Equality' at the first meeting of the Educational Linguistics section of the LAGB (22 September 1983).

i)   Dick HUDSON

As Chairman and, with Connie Cullen, co-founder of the Educational Linguistics section of the LAGB, I feel quite pleased with the discussion that we had in this first meeting. The attendance was good - over 50 people, including a number of people who told me they had come to Newcastle specially for the occasion; and that was in the face of stiff opposition from the parallel session, which included a paper by a top linguist (Peter Seuren). We had two hours for the whole discussion, and could certainly have gone on profitably for another hour; and this included almost as much time for discussion from the floor as for the three prepared papers (by Dick Leith, Margaret Deuchar and Jim Milroy, who all did a splendid job). Maybe on another occasion we should consider trying a pattern in which all the time was for free discussion, tied to an agenda; that would give more people a chance to express their views, and if the aim of the exercise is (as it is) to sound out a wide range of expert opinion, then this is probably important.

  As far as the topic of 'linguistic equality' is concerned, we made some progress, I think. We managed to distinguish three different kinds of equality (structural, communicative and cognitive), two different states of equality (actual and potential)

and two different things that might be compared (varieties of language and communicative repertoires). We agreed (I think) that at least temporary communication gaps could arise not only in a particular language variety, but also in the complete repertoire of the individual or even the community, so in this sense we might find communicative inequality between two varieties or repertoires. So we implicitly accepted the need for intervention in language, such as teaching or planning - an obvious point for BAAL members, perhaps, but not so obvious to some linguists. We agreed on lots of other things too, and even managed to disagree in a productive way on some issues, but I hope that a report on the debate may soon be available for general consumption, through the LAGB/BAAL Joint Committee for Linguistics in Education. Meanwhile, Jenny Coates' report contains a (less euphoric) summary of what went on, and of the prepared papers in particular.

<div align="right">R.A.H.</div>

ii) <u>Jenny COATES</u>

When we say <u>equal</u>, do we mean that languages or dialects are similar in structure? Or do we mean that different languages or dialects are equally capable of fulfilling the needs of their speakers? This crucial distinction surfaced rather late in the afternoon's discussion - we should really have defined what sort of equality we were talking about before we began.

Dick Leith gave a stimulating account of the Orality-Literacy Hypothesis, which claims that literacy is associated with higher cognitive development. Dick warned linguists to be sceptical of cognitive arguments. He argued that the relationship between spoken and written language was still to be explored and urged linguists to look at children's writing. Margaret Deuchar then focused on the restrictive relative clause as a unit of structure which appears in language at the point in its development when non-interactive discourse becomes important. She gave examples from Tok Pisin, English and American Sign Language, and predicted that, given an increase in its use in non-interactive processes such as broadcasting and Higher Education, <u>British</u> Sign Language would also develop restrictive relative clauses. Jim Milroy argued that standardisation encourages uniformity and suppresses variation. This has the linguistic benefit of greater comprehensibility over time and space, but at the cost of suppressing variability and inhibiting change.

In terms of equality, we can summarise these papers by saying that Dick argued that writing and speech are not the same, Margaret showed us that languages will differ structurally depending on the needs of their speakers, and Jim demonstrated that there <u>are</u> differences between standard and non-standard varieties. All the speakers were clearly in agreement that these linguistic differences were not to be equated with saying that some varieties are 'better' than others.

The final discussion was heated but rather unproductive. The session closed with an impassioned plea from Bob Le Page that communities and people should be the object of study, rather than language.

<div align="right">J.C.</div>

iii) <u>Abstracts of the three papers given</u>

1.   Margaret Deuchar (Sussex) 'Relative clauses and linguistic equality'

This paper examines the tacit assumption that relative clauses are often considered criterial for linguistic status. This assumption probably derives from the importance attributed to recursion in syntax, and to the fact that relative clauses are a good example of this property in English. The examination of data from a range of languages such as sign languages, pidgins and creoles, as well as written and spoken English, will show that English-type relative clauses are distributed unequally in languages and dialects. However, the function fulfilled by English relative clauses will be shown to be fulfilled by various means. This will provide the basis for a discussion of the appropriate criteria for 'linguistic equality'.

2.   Dick Leith (Birmingham Poly) 'Orality, literacy and linguistic equality'

In asserting that all languages and dialects are linguistically equal linguists tend to make no distinctions between those dialects and languages that have developed writing systems and those that haven't. But a rich and varied tradition of research into 'orality' (summarised by W. Ong in <u>Orality and Literacy</u>, 1982, Methuen) suggests that the oral mind cannot develop the kinds of analytical and syllogistic thinking that education systems in literate cultures tend to favour. Even in highly literate societies some people may behave and use language in ways that are more characteristic of oral cultures than literate ones. If it is true (as Ong proposes) that literacy is 'consciousness-raising', is it enough for linguists to be content with defending oral thought as being merely different than that of literature culture? Or is the distinction between oral and literate much too crude and unsophisticated to be of any use in this debate?

3.   Jim Milroy (Sheffield) 'On possible differences of a linguistic kind between standard and non-standard varieties of language'

It is usual to claim that there are no purely linguistic differences between standard and non-standard varieties of language and that favourable and unfavourable evaluations of the varieties are purely socially motivated. The present paper produces evidence, mainly from phonological variation in English vowels, which suggests that the suppression of optional variability (which

is a characteristic of standardisation) leads to some observable linguistic differences between standard and non-standard varieties. These are:

(1) The phonological structure of a standard variety is simpler than that of a non-standard variety in so far as it may show a more limited range of allophonic variation and less overlapping in realisations;

(2) The standard variety requires uniquely 'correct' realisations of lexical items (even when these realisations are not predictable from phonetic environments), whereas non-standard varieties permit a range of predictable variants for the same lexical item.

In more general terms, standardisation tends to maintain irregularities at various levels of the grammar, whereas non-standard varietes tend to 'regularise' by analogy and related process.

To the extent that these differences are observable, it may be argued that whereas standard varieties are describable in terms of invariant realisations, non-standard varieties require description in terms of 'variable rules' or some similar approach.

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2. News from CILT

Contributed by Helen LUNT, Senior Research Information Officer

Publications

CILT has now published, for BAAL, Learning and teaching languages for communication: applied linguistic perspectives, the collection of papers from BAAL's 1982 Annual Meeting that was mentioned in Newsletter No.18. The papers provide detailed analyses of language teaching and learning activity; as the Chairman says in his Introduction:-

'Writers like Littlewood and Page are not speculating from outside the teaching profession, but from continuing involvement with innovation and attempts at improvement, and one of BAAL's major functions is undoubtedly to ensure that researchers, theorists and practitioners are not only people who talk to each other regularly, but also are very often the same people at different times and places. ...These papers are indications of what we could be doing on a much larger scale.'

The book is A5 paperback, 128 pages; it is available from CILT Mail Order, 20 Carlton House Terrace, London SW1Y 5AP; order code RP20; price £5.95 + 10% for postage/handling (UK), or + 15% (overseas).

CILT has issued its Publications Catalogue 1983/4, which includes details of many new and forthcoming titles. The catalogue is available on request; please note that orders should now be sent to CILT Mail Order (address above).

Teaching languages to adults, edited by Duncan Sidwell, is being published by CILT in February. It is a guide to the general principles for teaching and organising language courses to adults, in six sections: MODERN LANGUAGES AND THE ADULT STUDENT: analyses the motivation of adults joining evening classes and describes ways in which the teacher can adjust to the students' needs; LANGUAGE LEARNING THEORIES AND THEIR IMPLICATIONS FOR THE CLASSROOM: a brief survey of the main theories of language learning before the 1970s is followed by a detailed examination of more recent developments; SYLLABUS DESIGN AND MULTI-MEDIA COURSE ORGANISATION: describes the work done by the Council of Europe on syllabus development and examines the way in which a multi-media learning system can help language learning; IN THE CLASSROOM: detailed practical advice on classroom activities: how to create the right atmosphere, how to structure a course and choose textbooks, how to present material, and much more; THE TUTOR, THE HEAD OF CENTRE AND IN-SERVICE EDUCATION: considers the relationship between the different parts of the service, what contribution they should make and what may be done in the way of in-service training; PUBLIC EXAMINATIONS AND ACHIEVEMENT TESTS IN FOREIGN LANGUAGES: a helpful guide to the bewildering choice of examination/test styles and levels currently available.

A5 paperback, about 128 pages, available from CILT Mail Order (address above); order code TL3; price £4.95 + 10% for postage/handling (UK) or + 15% (overseas).

Minority community languages in school

(edited papers from a Working Party Report presented to the Third Assembly of the National Congress on Languages in Education (NCLE) held at Nottingham University, July 1982), edited by Euan Reid, has been published by CILT for NCLE. The task assigned to the Working Party, and the purpose of these thought-provoking papers, is:

'To examine the implications for schools and local education authorities 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 the pupils and of the wider community.' The publication sets out the case for offering support in LEA schools to the learning of minority

community languages in Britain. Some of the implications in terms of teaching materials, examination and teacher training are explored, and recommendations for short-term and long-term action are included. The volume includes the Working Party Report itself, individual papers by members of the Working Party, and some examples of practice. Appendices include a ten-page, select annotated bibliography on the subject, and a list of recent and current research projects in England.

A5 paperback, 176 pages, available from CILT Mail Order (address above); order code NPR4; price £5.00 + 10% for postage/handling (UK) or + 15% (overseas).

Library

The Language Teaching Library, maintained jointly by CILT and the British Council, has reopened at 20 Carlton House Terrace, as part of the Language Teaching and Media Resource Centre. The Library is an open-access reference collection open to everyone professionally concerned with the learning and teaching of languages in the United Kingdom and overseas. It is open to individual users as before; CILT and British Council staff can also receive visiting groups by appointment (a briefing room is now available); appointments should be made well in advance. The new Resource Centre now holds the British Council's ELT country collection (including locally produced teaching materials), and unpublished articles. There is also a multi-media resources reference collection available to those interested in the general applications of media and technology to education and communication.

Events

CILT CALL workshop. A workshop on Computer-Assisted Language Learning for some forty invited participants was held at St Martin's College, Lancaster, on 13-14 September 1983. Its purpose was to assess current programs and prospects.

After an opening talk on 'Computer developments in speech research and their implications', given by Dr John Holmes of the Joint Speech Research Unit in Cheltenham, the workshop was given over to demonstration sessions in which participants gained hands-on experience of a number of programs in modern languages and in English as a foreign language. In the concluding plenary session, the shape of a follow-up workshop for an invited group of participants was worked out. It is to be held in September 1984.

A report of the workshop, including an appendix containing details of CALL work so far carried out or being carried out by participants, is available from Eric Brown, CILT (£1.00 inclusive of postage).

Second language learning; research needs and priorities. CILT is convening an invited specialist conference on this subject in February 1984, so that research workers and representatives of major funding bodies may attempt:-

1. to gain a view of the scope of empirical research that is relevant to language learning/teaching;

2. to consider whether it is possible to establish a set of questions to which research could supply answers that would extend the body of firm and reliable knowledge underpinning language learning/teaching;

3. to assess priorities in terms of the usefulness and feasibility of particular areas of work and kinds of study, taking into account not only what questions are at present unanswered, but also what are the questions to which answers are most urgently needed, in this field;

4. to consider ways in which research workers, individually and collectively, can communicate with those who need to interpret and to apply research findings in this area, for the benefit of language learning/teaching;

5. to consider the possibility of establishing guidelines for various kinds of research methodology;

6. to suggest ways in which inter-institutional and international co-operation could assist research in this area.

The Centre intends to produce a report on the conference for the Social Science Research Council (which has offered financial support for the conference) and for wider circulation.

3. News from NCLE

Notice - from Alan MOYS (Secretary, NCLE):

The next biennial assembly of NCLE will take place at York from 12-14 July. BAAL will, of course, be invited to send representation, and Euan Reid will be presiding in his current capacity of Chairman of the Standing Committee. A number of other places will be available for individual participants. Details from CILT.

The two working parties (Language and Languages 16-19; Language Awareness) have completed their draft reports, which will be circulated to constituent organisations, including BAAL, by the end of February. Preliminary responses from associations are invited by May 14th, final responses to be presented at the Assembly.

News from the NCLE:

Compiled by Bob POWELL (member of the NCLE Standing Committee 1982-84)

The National Congress on Languages in Education provides a forum for discussion among its constituent organisations of issues concerning languages and languages in education. It attaches prime importance to the need for an agreed national policy or policy guidelines in this field. The Standing Committee, therefore, welcomed the opportunity to express its views on the DES consultative document Foreign Languages in the School Curriculum. This appeared, last year, to be an invitation to all concerned to contribute to the formulation of national guidelines. NCLE hopes that any such policy statements will include consideration of the relationship between foreign languages, the learning of English as a mother tongue and second language and the learning of other languages as mother tongue.

On the positive side, NCLE welcomes the prominence given in the consultative paper to the need for language learning to be related to the world outside and beyond school. Other promising features for which NCLE has itself been campaigning over the years include the stated need for examination reform and the need to set realistic goals and encourage success. The increasing pressure for reducing the prominence of French in favour of other languages and the exhortations to teachers and administrators to achieve greater participation post-14 and in sixth forms are also to be welcomed.

However, it is vital that policy guidelines should be persuasively addressed to society in general, not just to the teaching profession, in order to give a positive lead in public attitudes. In the view of the Standing Committee the document lacks and needs a powerfully and cogently presented 'case' or 'justification' for language learning. For whatever reason, perhaps because of its consultative nature, perhaps because of drafting compromises, the document is tentative and cautious in tone and preoccupied with material constraints. There is also the tendency to catalogue failure in detail while understating positive achievements such as the graded objectives movement, the degree of unanimity on 16+ reform and the work of pioneering groups in the field of minority languages.

Evidence of such pioneering work has now been gathered together in the form of an NCLE volume entitled Minority Community Languages in School recently published by CILT. The book represents the endeavours of one of the working parties during the 1980-82 cycle of NCLE activities.

Meanwhile the current two-year cycle will culminate later this year with the 4th biennial Assembly to be held at the University of York in July. The working party on Language Awareness, following a successful conference at Leeds early in 1983, has continued to

attract interest from many quarters. A Newsletter is now distributed regularly and the mailing list increases weekly. The first couple of issues have recorded events across the country and other newsworthy items. There is also a list of speakers, mainly school teachers, who are prepared to talk about their practical experiences of curricular developments.

An interim bibliography produced by members of the working group has already sold out its first print run. A final bibliography will form part of the set of papers to be presented to the Assembly in July. These will also include documentation of the 8 case studies that are currently taking place. Topics in the final publication will reflect the wide range of Language Awareness programmes now operating. There will also be papers on syllabus design, evaluation and assessment, and implications for teacher training.

The second working party, Language and Languages 16-19, is now near to completing its work and has already submitted draft papers to the scrutiny of the Standing Committee. This group is making a bold attempt to present a tightly argued rationale for language education in the 16-19 age range. At all points of their discussion they have sought to bridge that seemingly insurmountable gap between the teaching of foreign languages on the one hand and the teaching of English and communications on the other. They have also managed to survey existing provision, in itself no mean achievement, and make recommendations for future course developments. The working parties' proposals will be drawn up with the prime aim of making all students in post-compulsory schooling

-more sensitive to the social nature of language,
-more tolerant of language variety,
-more aware of the structures and registers they use in their first and other languages,
-more organised in their learning and use of language
-and, ultimately, more interested in studying languages, including their own.

(** For BAAL's response to the consultative paper, see Section I.)

***

NCLE was formed eight years ago with the object of formulating recommendations for policy and action by central government, local authorities, the constituent organisations and other appropriate bodies. NCLE is ready and anxious to play a full part in the process of negotiation if an effective national policy on language education is to be evolved. A clear set of policy proposals on foreign languages coming from the DES in 1984 would form an excellent starting point for such negotiations.

All enquiries about the work of NCLE should be addressed to CILT, 20 Carlton House Terrace, London SW1Y 5AP.

III   ARTICLES

1. Peter TRUDGILL Linguistic 'Equality'

Area up-dates:-

2. Pam GRUNWELL (compiler) East Midlands Applied Linguistics
   review: University of Leicester School of Education (Roy
   DUNNING, Nicki LEES, Elaine FREEDMAN); Leicester Polytechnic
   (Pam GRUNWELL); University of Nottingham (Walter GRAUBERG).

3. Carl JAMES Applied Linguistics in Wales
   or Ieithyddiaeth Gymhwysol yng Nghymru.

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1. Peter TRUDGILL

              Linguistic 'Equality'

It is fortunate that the session on Linguistic Equality at the LAGB
Newcastle 1983 meeting coincided with recent discussion in the BAAL
Newsletter of Honey's pamphlet The language trap. One of the
points that Honey attempts to make in his pamphlet is that no one
has succeeded in proving that "all languages are equal". The LAGB
session did not discuss Honey's pamphlet as such, but it is
nevertheless pleasing to note that participants demonstrated
clearly that academic linguists are unanimous in agreeing: that
proof on this issue is not possible; that all languages are
potentially equivalent - no reputable linguist has ever argued for
actual equivalence; and that it is really potential equivalence of
linguistic repertoires we are arguing for, rather than of
individual languages. Indeed, there was wide agreement at the
meeting with the LePagean point that the whole notion of a language
is a complex and often misleading one.

As Dick Hudson has shown, there is a great deal that linguists'
are agreed upon, and this degree of unanimity at the meeting on the
subject of linguistic equality is therefore not surprising.
Unfortunately, however, much that linguists agree upon and know to
be the case runs contrary to what the community at large believes
to be true about language and languages. It is therefore important
that linguists should attempt to make their views known on Honey's
pamphlet as a whole, since it has received very wide publicity in
spite of the fact that it is based to an extent on misrepresen-
tations of linguists' work and on misunderstandings of linguistics
and the nature of language.

For the benefit of those who have not read the pamphlet, let me
give, briefly, a few examples. Honey argues that, just as it
cannot be shown that all languages are equal, there is no reason to
suppose that all dialects of a language such as English are equal
either. It follows, he claims, that Standard English, as a

superior dialect, should be taught to all children in British
schools. Now, in spite of Honey's claims to the contrary, all
British linguists that I am aware of are agreed that children
should be taught to use the Standard English dialect, in spite of
the fact that it is actually spoken natively by at most 15 per cent
(not, as Honey says, a majority) of the population. (There is, of
course, some debate as to how, when, and for what purposes it
should be taught.) But it is clear to all of us, as it is not
clear to Honey, that this is for the obvious social (economic etc.)
reasons, rather than because of any linguistic superiority. Honey
fails, in arguing for the benefits of Standard English, to observe
that there is no necessary connection at all between dialect and
vocabulary. Obviously, children who do not acquire sufficiently
large vocabularies on particular topics will be at a disadvantage,
but there is no linguistic reason at all why they should have to
abandon their non-standard morphology in order to acquire such
vocabularies. It is important, that is, to distinguish, in an
analytical way, between issues concerning dialect, accent, style,
vocabulary, slang, and so on, and this Honey fails to do.

He also appears to fail to comprehend the nature of dialect
differences in English. It is true that a very few semantic/
syntactic differences occur, such as the south-western aspectual
distinction between habitual I do go and punctual I goes, a
distinction which Standard English fails to make. It is also true
that dialects do differ as to which grammatical categories they
choose to mark: in the case of do, for example, Standard English
distinguishes between preterite did and past participle done, while
most non-standard dialects distinguish instead between preterite
full verb done and preterite auxiliary did, as in you done it, did
you? But dialect differences within English English are generally
so trivial and/or so purely formal (e.g., themselves vs.
theirselves) that it is much clearer than it is in the case of
cross-language comparisons that there can be no differences in the
expressive potential or cognitive consequences of different
dialects. Expressiveness has to do with vocabulary, as we saw
above, and with style and many other factors that have nothing to
do with dialect.

Honey's pamphlet also contains a number of linguistic
non-sequiturs. In one of them, on page 16, he suggests that
because linguists are not agreed upon an analysis of American Black
Vernacular English, it is "difficult to judge when a BEV speaker is
using his own grammar correctly". Obviously, except in
pathological cases, one does not have to decide, as far as
grammatical structure is concerned, whether or not speakers speak
their own dialect correctly since, apart from performance errors,
they always do. And, of course, linguists are agreed as to what
forms occur in BVE and are therefore perfectly capable of advising
on BVE child language development and language pathology.

Honey's pamphlet is an attempt to discuss the issue of the
Standard English dialect in British schools, and this is indeed an

issue which needs discussing and has been discussed many times by
linguists and others well qualified to deal with this topic.
Honey, however, has done us all a great disservice by appearing to
confirm, at least to the casual lay reader of newspaper articles,
many of the illogicalities and inaccuracies about language that are
still part of the conventioanl wisdom in this country. After all,
the main reason why expert linguists have spent so much time, in
introductory text-books and elsewhere, in arguing for the potential
equality of languages and dialects is precisely that the non-expert
majority of the population "knows" that some languages and dialects
are linguistically better than others. Labov has recently argued
that linguists who have obtained data from a speech community and
who, as a result of linguistic research, have come to certain views
on the subject of language, have a duty to use that data for the
benefit of that community (if the members so desire) and to unmask
and oppose inaccuracies and errors about language where these are
having unfortunate social or other consequences.

Linguists have not, as Honey claims, been conspiring to deprive
the majority of British children of the opportunity to learn
Standard English. We have, on the contrary, argued that they have
to be taught this dialect. But we have also argued that there is
no linguistic reason why this should be so - and that recognition
of this fact may even lead to different methods and greater success
in this endeavour. We have suggested that all languages are
probably potentially equivalent, and that, even if we cannot show
that this is the case, we can certainly show that all dialects of
English have potential equivalence. Many of us also believe that
if this fact were more widely known, there would be a greater
degree of linguistic self-confidence in Britain, with a consequent
increase in articulateness and expressive ability, and a possible
decrease in linguistic prejudice and discrimination. In any case,
Honey's pamphlet makes it clear that, as Labov suggests, we must as
experts on language continue to attempt to ensure that the issues
of language in education and of linguistic equality are discussed
rationally rather than emotionally, analytically rather than
confusedly, and from a position of knowledge rather than one of
ignorance.

Department of Linguistic Science   Peter Trudgill
University of Reading

** John Honey's pamphlet The Language Trap - race, class, and the
'standard English' issue in British schools was reviewed in N/L18
by David Crystal and by Dick Hudson. Professor Honey replied in
N/L19. The Educational Linguistics section of the LAGB took
Linguistic Equality as its topic at its inaugural session at the
LAGB meeting at Newcastle (September 1983); see reports in this
issue, and CLIE Working Paper 1983 No. 1 available from Dick Hudson
(s.a.e. plus first-class stamp: University College, London WC1E
6BT). Dick's 'Some issues on which linguists can agree' appeared
in JL17, reproduced in BAAL N/L15. William Labov's 'Objectivity

and commitment in linguistic science: the case of the Black English
trial in Ann Arbor' appeared in Language and Society 11 (1982),
pp.165-202.

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2. Area up-date: I East Midlands

This 'East Midlands Applied Linguistic review', held over from
N/L19, was compiled by Pam GRUNWELL in the course of last year.

A. University of Leicester School of Education

1st) Roy DUNNING writes:

The work centres on the East Midlands Graded Assessment Feasibility
Study (EMGAFS). Its applied linguistics aspects may be summarised
under two heads:-

   1) the raising of teachers' awareness of the value of
       discussing theories of, and issues raised by, applied
       linguistics;

   2) the research interest generated by the Study.

1) Teacher awareness

EMGAFS is now in its fifth year. The task originally set by the
East Midland Regional Examinations Board (EMREB) was to examine the
feasibility of replacing the existing 16+ provision in modern
languages by a series of criterion-referenced, graded levels of
achievement, focusing on communicative abilities, which are
assessed in terms of acceptability and appropriacy. Three Levels
now exist: Level One, which was certificated for the first time in
1982; Level Two, which is just completing its first certification;
and Level Three, which will be certificated from September 1983.
Each Level consists of three Units. Assessment of performance is
continuous and takes place in three modes: Talking (=listening and
speaking), Writing and Reading, of which Talking only is
compulsory. Local (i.e. LEA-organised) standardisation meetings
are obligatory on all participating schools. At the Final
Certification meeting teachers are invited to propose an
appropriate criterion score for each mode. The consensus view
prevails and certificates are awarded accordingly. The
certificates are awarded by EMREB acting as an agency on behalf of
the LEAs taking part. About 5000 children are at present involved
at Level One.

The Study is unique in four respects:-

   a) it links a University, a Regional Examinations Board and
       LEAs in an ongoing research and development project;
   b) it forms part of a wider scheme to reform the 16+;
   c) it issues no tests, but requires teachers to make their

own assessment in accordance with the criteria laid down
in the syllabus guidelines;
d) assessment is continuous and referenced against
linguistic criteria.

The development of the 16+ in the Midlands is now the affair of
the Midlands Examination Group (MEG). We have formally approached
MEG for their permission to conduct a pilot scheme with
experimental schools using the communicative model for the 16+
which I presented to Leicestershire teachers in 1981 and which was
overwhelmingly preferred by them to the models presented by the
Joint Council of Language Associations (JCLA) and the Schools
Council.

2) Research

In addition to the papers contributed to recent BAAL conferences,
the following research degrees are helping to develop the Study:-

PhD: (a) Nicola Lees' research is described below; (b) a
seconded teacher from Lincolnshire LEA will be looking at some
aspects of curriculum evaluation in the light of the development of
the graded assessment movement in the East Midlands.

Master of Educational Studies (MEdStud): (a) a seconded teacher
from Leicestershire is currently analysing the spoken and written
French of second year pupils used in a descriptive language-
eliciting task involving visual stimuli in a communicative setting;
(b) a seconded teacher from Leicestershire will be looking at the
spoken and written performance of third year pupils across the
ability range with a view to establishing positive criteria for
differentiating between levels of performance; (c) a colleague
seconded from the Leicestershire Advisory Service will conduct a
participant/observer action-research experiment in a local Upper
School (14-18), focusing on the observable effects on learning of
concerted language teaching in a developing communicative
framework.

Publication A book describing various aspects of the work of the
Feasibility Study, French for Communication edited by Roy Dunning,
has been published by the University of Leicestere. (** See review
in Section IV.)

2nd) Nicki LEES writes:

The aim of my research is to investigate the extent to which the
syllabus guidelines exerted a standardising influence on the
teaching strategies and the assessment procedures and judgements of
participating teachers. Data for the research were collected
during the first year of certification of Level One 1981-82, and
the analysis is currently under way.

The research consisted of two main lines of investigation.

Firstly systematic classroom observation of eight Leicestershire
teachers was carried out using an observation instrument developed
specifically for this study. Observation visits were made on a
weekly basis throughout the school year, yielding a total of 194
record sheets. The teachers selected, although probably not
representative of the Feasibility Study teachers as a whole,
nevertheless differed from each other in terms of their schools,
classes taught, teaching experience and involvement in Graded
Assessment. It is hoped that the analysis of the data acquired
from systematic observation will enable similarities and
differences to be measured amongst these eight sample teachers
concerning their teaching strategies over the Level One year.

The second part of the research consisted of establishing and
monitoring assessment standardisation meetings. Standardisation
procedures were felt to be necessary in view of the inevitable
subjectivity of communicative assessment and of the unfamiliar
nature of the specified communicative criteria. Discussion of
standardisation meetings centred on three issues: the adminis-
tration of assessment, the assessment of pupils' performance of
Talking tasks, and the assessment of Writing.

In order to follow up the above investigations, the eight sample
teachers were interviewed about their teaching, their assessment
procedures, and their interpretation of the communicative criteria.
They were asked for their opinions on standardisation and on the
Feasibility Study as a whole. Furthermore samples of pupils' oral
and written work were presented to French native speakers in order
to elicit their judgements as to the acceptability and appropriacy
of the learners' performance.

It is hoped that the research outlined above will indicate
criteria by means of which teaching and assessing within a
communicative assessment syllabus can be both moderated and
standardised, and furthermore that it will thereby lead to a fuller
understanding of these communicative criteria and of their
relationship to teaching and assessment.

3rd) Elaine FREEDMAN writes:

Part of the work of the East Midland Regional Examinations Board
CSE Research Project, which ends this autumn, has involved the
evaluation of the East Midlands Graded Assessment Feasibility
Study. The results of the 1979-80 Study have been published in CSE
Research Project Report No.10, 'Evaluation of the East Midlands
Graded Assessment Feasibility Study for the Year 1979-80'. The
findings suggested that both teachers and pupils have liked
participating in the scheme, and that the work has been enjoyable
and appropriate for the children, irrespective of their level of
general ability.

Currently, analyses of data from the 1980-81 and 1981-82 Studies
are under way. Possible links between pupil achievement and

attitudes are being explored, using the information from the 1980-81 study. That from 1981-82 is being processed with the aim of providing a way of establishing the reliability, from school to school, of the teachers' assessments of their pupils' performance.

B. Leicester Polytechnic

Pam GRUNWELL writes:

While the main concentration of applied linguistic activity is in the School of Speech Pathology there are also several diverse ventures involving applied linguistic inputs in other Schools in the Polytechnic.

John Connolly (of the School of Speech Pathology) is an Associate Investigator in the SERC-funded Human Computer Interface Research Unit (HCIRU), centred in the School of Mathematics, Statistics & Computing. His main area of concern here is projects designed to develop the speech recognition potential of computers. The research is using the Expert Systems or Knowledge Engineering approach. Two projects of interest are concerned with:-
1) identifying the criterial features on spectrograms for the recognition of phonemes and words in natural utterances, i.e. defining the knowledge required by the computer;
2) making accessible to the user the information the computer derives from the incoming speech signal, i.e. ensuring reversibility of information.
Plans to develop a full speech recognition system are well advanced.

In the School of Graphic Design, a well-known BAAL Member, Mary Willes, is a visiting lecturer on the MA in Information Graphics in which she discusses the applications of linguistics to the study of Information Design. This area is related to what is now her main concern at West Midlands College, her involvement there being in the BA in Visual Communication. Her paper at the 1983 Annual Meeting will be outlining the role she has developed in this area.

As one might expect applied linguistics has been in evidence in the School of Education. Readers of this Newsletter cannot fail to be aware of John Honey's recent controversial publication The Language Trap (** see, in this issue, Peter Trudgill on 'Linguistic Equality'). Anne Wilkins, a member of BAAL and recently retired member of the School of Education, was primarily concerned with the Language components in the BEd degrees in the School, now being phased out, both the degree and Anne's post being victims of the recent Education/Initial Teacher Training cuts. Her main research interests are in the languages and linguistic difficulties of linguistic minorities, in particular the language development of Gujarati-speaking children in the U.K.

It goes without saying that the clinical applications of linguistics are the focus of attention of those members of the

School of Speech Pathology with specifically linguistic interests. Rae Smith, who will give a paper at the 1983 Annual Meeting (** see abstract in N/L19), is particularly interested in applying linguistics in the assessment and remediation of children's language learning difficulties. Chris Code has two main areas of applied linguistic interest, neurolinguistics, with specific reference to the insights gained from language disturbances in acquired aphasia, and instrumental clinical phonetics, i.e. using the techniques of experimental phonetics to investigate objectively the characteristics of speech disorders.

John Connolly and Pam Grunwell were both involved in a project concerned with another aspect of applied phonetics which has recently been completed; this is the Phonetic Representation of Disordered Speech (PRDS) Project, funded by the King Edward's Hospital Fund for London. This project involved clinical phoneticians from many centres throughout the U.K. and was convened by Pam Grunwell. The Final Report has been published this year by the King's Fund.

Pam Grunwell's own research interests continue to be focused on the applications of linguistics to the assessment and remediation of phonological disorders, primarily in children but also in adults. As well as The Nature of Phonological Disability in Children (Academic Press 1981) reviewed in N/L16 by Ron Beresford, she has written a student text book, Clinical Phonology (Croom Helm 1982). In addition she has recently completed a longitudinal investigation into phonological development in phonological disability which has been written up in conference papers and journal articles.

John Connolly, as well as working at the HCIRU, has a major research interest in Functional Grammar and is currently engaged upon developing the functional approach to constituent ordering, on both-the syntagmatic and diachronic axes. In regard to the clinical application of the functional approach, he is interested in the notions of function and dysfunction, in particular with reference to the consequences of failures to signal contrasts in both phonology and syntax. His data base covers both child language and disordered language.

Finally, a forward-look: A DHSS-funded research project into objective criteria for the assessment of phonological disability in children is about to commence in October 1983 and will last initially for three years. John Connolly and Pam Grunwell are the joint directors of this project, which will investigate two dimensions of phonology relevant to phonological assessment:-
1) the functional load of phonological contrasts and the communicative implications of the loss of contrasts which result from children's mispronunciations;
2) the type and degree of phonetic difference between target (adult) phonemes and their incorrect realisations in children's speech in relation to the intelligibility of the children's speech.

C. University of Nottingham

Walter GRAUBERG writes:-

The major current research activity in applied linguistics is carried out in the School of Education within the field of reading comprehension. The 'Reading for Learning Project' was funded by the Schools Council over the period 1978-82. Its aim was to develop procedures for helping secondary school pupils to gain information by studying running text and discussing it with one another. Procedures include rediscovery of the text following deliberate modification by the teacher and analytical study of the text, especially by searching for key information categories and subsequent tabular and diagrammatic representation. It has been found that authors use a number of distinct frames for different kinds of expository material. These semantic frames contribute more to coherence than the syntactic cohesion ties frequently noted in the literature. Systematic evaluation of the method has shown that it produces measured gains in confidence; the respective efficiency of individual techniques (e.g. diagrammatic representation versus cloze exercises) is still being investigated. Several publications arising out of the project are in the press or forthcoming, e.g. Eric Lunzer, Keith Gardner, Florence Davies and Terry Greene Learning from the Written Word (Oliver and Boyd 1983).

Colin Harrison has been supervising a number of experiments in which children in the lower years of comprehensive school rewrite different texts collaboratively. Differences between original and rewritten texts have been analysed, and three main findings noted: (a) children tend to make vocabulary simpler; (b) the rewritten versions do not display simpler grammatical complexity; (c) one aspect that children frequently alter is 'macrostructure signalling', i.e. they foreground latent macrostructure by introducing phrases such as 'first ... second' or 'on the other hand'. The results of this work are currently being written up for publication.

Bill Harpin, also in the School of Education, is engaged in 'some follow-up of his work on 'The writing performance of first year BEd students' (1981).

Activities in the Department of Linguistics have already been reported in the BAAL Newsletter. Shortly before the BAAL Annual Meeting in Leicester (September 1983), the Tenth International Systemic Workshop will take place in Nottingham. Its theme will be the contribution that Systemic Linguistics can make to the analysis of spoken and written texts (**see report by David Young in N/L19).

In October (1983) the first year of the MA course on Linguistics & Modern English Language begins. Its main focus is on linguistic variation and text analysis, but through the recent appointment of Joanna Channell it has been possible to add TEFL to the options available. Finally, Mike Stubbs continues in his post as General

Editor of the Routledge series on Education, Language and Society. He has described this work in a recent BAAL Newsletter (N/L16).

3. Area up-date: II Wales

Carl JAMES

Applied Linguistics in Wales
or Iethydiaeth Gymhwysol yng Nghymru

Pit Corder once told me that Wales must be the unexploited Eldorado for AL research; this brief survey proves his point. Although AL is taught as a 'subject' (at postgrad and undergrad levels) only at Bangor, other colleges of the federal University of Wales conduct both teaching and research that qualifies as AL, but in departments of Education, English, Welsh, Psychology or Social Theory. Then there are the various teaching-orientated agencies doing AL-relevant work. These are the Welsh Joint Education Committee, the Welsh Schools Council and the NPER; the WJEC houses at Pontypridd the National Language Unit of Wales (NLUW). Accordingly, in October 1983 I sent out, in bilingual format, a call for information on AL activities in Wales. Out of 50 addressees I received 16 responses to questions on the following:-
- Native and Second Language teaching or learning: syllabuses, tests, materials, computer assisted teaching.
- Studies of language attitude.
- Dialect and accent studies.
- Bilingualism and biculturalism.
- Reading/writing literacy programmes.
What follows is a summary of information returned.

1. Welsh Language Teaching and Learning

The improvement of the teaching of Welsh in schools is an urgent priority, since the language is still in decline: in Gwynedd for example there were, in January 1983, 11,426 primary school children fluent in Welsh compared with 13,001 in 1978. Countermeasures are taking two lines of approach: the NFER has been funding since 1976 the development of Assessment Materials in Welsh. This research, directed by Eurwen Price in Swansea, has now entered its third phase, broadening its scope to the 13+ age group. Reading tests for first and second language learners have been produced, as have tests of listening and speaking. The Welsh Office recently published the Project's survey of the writing skills of 10-11 year old first language Welsh children. The major resource for arresting the decline of Welsh takes the form of Graded Objectives schemes for use in mixed ability groups in comprehensive schools. here the NLUW, under Bill Raybould's direction, has played a major role. Materials have been prepared by two working parties of Welsh teachers, one in South Glamorgan and the other in Clwyd. The Clwyd materials Clebran ('Chatter') are available and are lively in parts but still old fashioned in others - where the mutations are taught

as 'letter changes' for instance. The strength of the Graded
Objectives movement is that it gets teachers involved at local
level; the danger is that it can lead to the duplication of locally
produced materials of mixed quality. There seems to be a need for
research on pupils' motivation and learning styles to provide a
more solid foundation for the G.O. projects. Some has been done -
e.g. Morris Jones' work at Aberystwyth on the conceptual
development of young children - but more is needed and needs to be
publicly available.

There are large numbers of Adult Learners of Welsh,
instrumentally and integratively highly motivated. They are
prepared to spend money and time to become proficient in Welsh, but
aren't really getting a good deal. The immersion programmes where
they are taught Welsh by what is called the ULPAN Method are
frequently unstructured. Here again there is a need for serious
research into learning style and into needs analysis. The WJEC
unit for Welsh for Adults seems to be content to perpetuate
'experimental teaching' rather than promote serious research.

Some research relevant to the teaching and learning of Welsh is
under way at Bangor. Bruce Griffiths and his team have been
engaged since 1975 on a new Colloquial English-Welsh dictionary to
replace the highly literary ones now in use. They are modelling
theirs on the Harrap's New Shorter English-French Dictionary and
collecting colloquial forms from archives, the St. Fagan's Folk
Museum and the UCNW Dialect Survey. My own work is a study of
Welsh Foreigner talk: I feel that the newcomer to Wales finds
access to functional practice difficult, for the simple reason that
the Welsh native speaker prefers to switch to English than indulge
in foreigner talk. I am also keen to see whether Welsh FT really
is essentially Welsh or is the translation of English FT:
Frankenstein has been dubbed into Welsh but not Tarzan!

Alan Thomas (Linguistics) and Glyn Williams (Social Theory) have
a Welsh Office grant to enquire into viewing patterns of the new
television channel S4C and their effects on the Welsh language. At
the moment Thomas is analysing one week's contents of Welsh
programmes on S4C for register variation, to determine the range of
linguistic models provided by the channel. This will be compared
to the variability in the speech of two sample communities, one in
the Welsh heartland of the Llyn, the other in the industrial
heartland of Cardiff, where support for the language is confined to
the school.

2.   Modern Languages

Bill Littlewood (Swansea) is internationally known for his work in
Communicative Language Teaching methodology. His prime interest is
in teaching, but he has done as much as anyone to promote
antecedent research into naturalistic acquisition. His attention
is now turning to the pressing problem of the status of modern
language teaching in the Sixth Form.

Margaret Boydell is the Modern Languages Officer of the WJEC's
National Language Unit of Wales. She has been supervising the
preparation of Graded Objectives materials for Levels One and Two
in French, German and Spanish. The Level One French, authored by
O. Myhre, is now used in several counties. These books are not
course books in the traditional sense, but supplementary exercises
and activities for pupil involvement stressing the main learning
objectives in functional terms.

Elaine England is nearing completion of her PhD at UWIST on
microcomputers in TESL. This thesis considers various types of
exercise format and their potential in TEFL.

3.   Speech and Language Therapy

It is claimed that, in the past, Welsh-dominant victims of aphasia
have been treated by monolingual speech therapists using English
assessment and remediation materials. David Crystal has made
efforts to update speech therapy in Wales, and the Department of
Linguistics attempted to provide resources for Welsh-medium speech
therapy ten years ago, only to be disqualified through the
unavailability of a nearby teaching hospital. The education
committee of Gwynedd has again in 1984 expressed concern over the
lack of such facilities. There is a School of Speech Therapy at
the South Glamorgan Institute of Higher Education, where Martin
Ball and Sian Munro are now designing a Welsh Phonological
Assessment Procedure to be produced as a handy test-kit with the
associated norms. Sian is doing her PhD on the communication
problems encountered by simultaneous Welsh-English bilingual
children.

4.   Sociolinguistics

Recall that it was Howard Giles, during his too brief engagement at
University College Cardiff, who pioneered the serious study of
attitudes to Welsh- versus RP-accented speech in Wales. He was led
to conclude that 'Welsh is beautiful'. His methods have been
adopted by numerous people working on Master's degrees in Wales
since. Susan Bates has just concluded such a study of attitudes to
Cardiff-accented speech as a UWIST MEd.

Probably the most interesting and most versatile work in Socio-
linguistics in Wales is that of Nikolas Coupland at UWIST. His
data base is Cardiff English, and he has been able to explore the
discourse dimension. His study of travel agency talk illustrates
the social differentiation of functional language use; he has
studied style-shifting in the Cardiff work setting and
sociolinguistic aspects of place names, namely the ways in which
the pronunciation of Welsh place names has become a marker of
ethnic affiliation in Cardiff. Paul Tench, also at UWIST, is
investigating the discourse intonation of English.

5. Conclusion

To sum up this survey of Applied Linguistics in Wales, I think it fair to say that the level of organised and rigorous activity is not high. This is all the more surprising in view of two factors: the ubiquity of concern for matters of language in Wales today, where the Welsh language is nurtured by a forceful minority while it is spoken by a 15% minority of the people; and the provisions made by Government, through the various specialised agencies, for the investigation of language matters in Wales. Especially disturbing is the low intensity of research into bilingualism in Wales: many come from abroad, often on British Council money, to see what is being done in Wales, and discover very little.

We hope to get a fuller picture at the BAAL Annual Meeting to be held in Bangor in September this year: roll up, roll up!

Carl James
University College of North Wales
Department of Linguistics
Bangor, Gwynedd LL57 2DG.

** The dates of BAAL '84 at Bangor are Friday 14 - Sunday 16 September. Carl is the Local Organiser.

IV

1. WODE (Ed.) Papers on language acquisition   Ellis

2. DUNNING (Ed.) French for communication   Littlewood

3. CRAWSHAW & RENOUARD (Eds) The media and the teaching of French   Uren

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1. H. WODE (Ed.): Papers on language acquisition, language learning and language teaching (Julius Groos Verlag, 1983) ISBN 3-87276-260-5.

Reviewed by Rod ELLIS

Henning Wode has collected together a number of previously published papers on language acquisition (both first and second). All the papers are written by Wode himself, but two of them have co-authors. Wode has added brief introductions and commentaries to the different sections of the book. These serve to highlight the key issues, but do not add any new material. Despite the title of the book none of the papers deals directly with language teaching, although reference is made to 'Foreign Language Teaching' as a particular type of language acquisition. I am also puzzled why the title makes reference to 'acquisition' and 'learning', as I can find no point in the book where a meaningful distinction is drawn between the two terms. As far as I can discern they are used interchangeably throughout.

The papers report on various studies that were part of the Kiel project in language acquisition. This project is unique in that it has comprehensively set out to examine the nature of language acquisition in a variety of contexts. The following are the acquisitional types to which reference is made:-

(1) First language acquisition
(2) Second language acquisition (i.e. naturalistic)
(3) Foreign language teaching (i.e. the acquisition that takes place in a classroom)
(4) Relearning a second language

The bulk of the research reported in this book, however, deals with (1) and (2). There are only scattered paragraphs on (3) and (4). Readers interested in (3) can turn to Felix (1981;1982). Felix worked with Wode in the Kiel project.

I shall begin with those aspects of Wode's work that I find impressive. It should be stated immediately, however, that this book contains no new information and no new theoretical insight. For the reader who is interested in an overall picture of Wode's work I recommend Wode (1980) which provides in book form a

comprehensive and coherent statement of both his empirical research and theoretical position. For the language acquisition researcher a collection of Wode's articles is useful, but otherwise the 1980 book is to be preferred.

Perhaps the single most impressive aspect of the Kiel project is its ambitiousness. Its overall aim was 'to develop an integrated theory of language acquisition which brings within the scope of one integrated theory all types of language acquisition' (p.1). The project is built around the study of Wode's own children. Both their first language acquisition of German (see articles 3,4,5) and their second language acquisition of English in the USA are reported on. In addition, data were collected on the second language acquisition of German by English-speaking children in Germany and also on thirty children's acquisition of English as a foreign language in a German high school. More recently, Wode has researched his children's relearning of English on a return visit to the USA. The data, therefore, are comprehensive and provide a sound basis for examining the similarities and the differences among the acquisitional types.

Wode provides detailed analyses of the first and second language acquisition of negatives and interrogatives. He also examines phonology in both acquisitional types, but, as different aspects are covered, no direct comparison is possible. There is a study of pluralization in second (but not first) language acquisition. Unfortunately there is a lot of repetition of information from one article to another. For instance, summaries of the transitional stages in the acquisition of L2 negatives can be found in articles 9, 11 and 13, while identical information relating to L2 phonology can be found in 10, 12 and 14. This is perhaps inevitable in a collection of papers, but makes for tedious reading.

Not surprisingly, one of the principal issues Wode tackles is language transfer. This is clearly an important issue for the development of an 'integrated theory'. Wode is in an unique position to examine the role that previous knowledge of a first language plays in second language acquisition and the contribution he makes to our understanding of this issue is an important one. He documents with great thoroughness the specific instances of transfer in negatives, interrogatives and phonology. His analyses show that transfer does play a significant part (contrary to claims elsewhere, e.g. Dulay & Burt 1974), but that its role can only be understood in terms of the overall developmental profile. That is, transfer occurs at developmental points when there is 'a crucial similarity measure' between the formal properties of the learner's transitional rule and those of his L1. Thus, in L2 acquisition of English phonology by Wode's children some sounds are substituted by a German sound (e.g. [s] for /θ/) while others are not (e.g. /r/). The latter follow a similar developmental path to that observed for the same sounds in the L1 acquisition of English. Similarly negatives of the pattern V + neg (e.g. 'He goes not') are observed after negatives with the pattern Neg + V (e.g. 'He's not going').

In other words, in this instance a correct negative pattern is replaced by an incorrect one when a certain stage of development is reached. Later the children produce examples of the correct TL form again. Kellerman (1983) has referred to this kind of phenomenon in L2 acquisition as 'U-shaped behaviour'. Wode's explanation in terms of a developmental theory of language transfer is intuitively satisfying. However, Wode admits (p.210) that he is not yet in a position to describe in detail what the crucial formal properties in the L1 and L2 are before transfer can take place.

Wode's reaffirmation of the importance of language transfer does not mean a return to behaviouristic views of L2 acquisition. He rejects the view of transfer as a negative factor. Transfer is developmental, not 'negative' or 'positive'. Contrastive analysis is useful, providing that it becomes part of an overall learning theory and not just a set of techniques for linguistic comparisons. In fact, Wode argues that the ability to rely on the L1 is part of the innate capacity that the L2 learner possesses for language learning.

The theoretical orientation of the book is clearly mentalistic as the above account of Wode's views on transfer illustrates. While this helps to make greater sense of the notion of transfer, it is in other respects a limiting factor in the book as a whole. Given that the Kiel project started in the late 60s, the mentalist perspective is not surprising. Wode, however, does not appear to have substantially altered his position by 1980, despite the increasing evidence that both first and second language acquisition are, in some respects at least, dependent on the development of communicative skills. More seriously, Wode does not debate the alternative non-nativist positions. I can only find one brief discussion of the domain of language learning theory (p.192) and this strikes me as confused. Wode appears to accept that language learning is motivated by the need to communicate, but argues that this does not account for the way in which linguistic structures are learned. He makes the demonstrably wrong claim that no communication via speech can take place unless the speakers already know the linguistic structures. Language learners, both first and second, are perfectly able to communicate without syntactical knowledge by using vocabulary and exploiting the context. Wode ignores the potential conversational basis of language (as described, for instance, by Hatch 1978).

He provides no discussion of the possible contribution of the input to language acquisition despite the increased interest in this elsewhere (e.g. Long 1981). It is, therefore, strange that he should assert that 'language acquisition must be studied within an interactional/communicative framework' when this is reflected in neither his theoretical position nor his methodological approach. I do not wish to argue that an interactional perspective is to be preferred to a nativist one, but I want to emphasise the inadequacy of a book published in 1983 that fails to consider the case for the environment's contribution. It is simply not sufficient to assert

that 'one fundamental assumption of linguistics is that a language can be structured only in such a way that it is learnable by human beings' (p.169), when this means ignoring the possibility that the structure of language is derived from its function in communication (as argued by Halliday 1973).

Not only does Wode dismiss interactional accounts of language acquisition, but also cognitive explanations. Wode's basic position is that the determinants of the learning process are the formal devices found in natural languages. The learner is equipped with an innate capacity to process linguistic information, but this functions differently according to the specific nature of the rules to be learnt in the target language. Wode is contemptuous of any learning theory that does give central place to these formal properties - Piagetian cognitivism, Krashen's monitor model, and socio-cultural explanations are all dismissed as inadequate or incomplete (p.141). Slobin's 'operating principles' are 'vacuous' because they are framed as cognitive processes, about which little is known. Wode argues that the principles underlying language acquisition are linguistic rather than cognitive - he calls them 'developmental principles' (p.135). However, whereas in the early papers Wode appears to conceive of these principles in Chomskian terms (i.e. as part of an independent linguistic faculty), in later papers (e.g. 13), he accepts that 'man's language system seems to agree with at least some of the general properties of other learning systems' (p.200). Wode's rejection of cognitive accounts of language acquisition is a reflex of his preoccupation with the linguistic aspects of development. The cognitive explanations associated with Sinclair-de-Zwart (1972) and Greenfield and Smith (1976), among others, were based on semantic analyses of acquisitional data, and these are absent from Wode's work. It should be added, however, that they are missing from L2 acquisition research in general.

What are the 'developmental principles' that Wode identifies? Each principle is defined in terms of the relationship between the formal properties of the target language and the output of the learner. They are defined in linguistic terms and relate to another key concept, that of 'developmental sequence'. This refers to the order of development in transitional structures such as negatives, interrogatives and plurals. Wode rightly devotes considerable space to describing these developmental sequences in both first and second language acquisition. An example of a developmental principle that can be derived from these sequences is 'intonation questions are acquired before pronominal questions' (p. 135). There are also developmental principles of a more general kind such as that which states that free morphemes (e.g. 'not') are acquired before bound morphemes (e.g. 'n't'). The concept of 'developmental principle' is an important one, but, as Wode himself admits, we do not know very much about the psychological bases of such principles. Wode is reluctant to speculate.

In conclusion, this collection of articles provides some useful

evidence of the process of first and second language acquisition. This evidence is well-organised and explicit. But for my taste the emphasis on formal linguistic properties and the failure to give detailed consideration to interactional and cognitive issues leads to a lack of theoretical depth. We are not given enough insights into how learners acquire languages. To some extent Wode's account of language transfer, which I find convincing, compensates for these omissions, but in general these articles shed little light on many of the major current issues in language acquisition research. In many respects it is not so much Wode's overall position that I find myself responding to as some of the side-issues he deals with (e.g. the importance of distinguishing spontaneous and elicited data or the well-prepared critique of the morpheme studies) and it is here, perhaps, that the value of this book lies.

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2. Roy DUNNING (ed.) French for Communication: The East Midlands
    Graded Assessment Feasibility Study (University of Leicester
    School of Education, 1983) 183 pages.

Reviewed by William LITTLEWOOD

This book is the result of a large-scale investigation into ways of establishing communicative objectives and communicative assessment criteria for the learning of French in British schools. The initiative for the investigation came from the East Midlands Regional Examination Board. Aware of a general sense of dissatis-faction amongst teachers with the existing C.S.E. examinations in Modern Languages, the Board not only introduced revised syllabuses but also decided to explore alternatives to concentrating the assessment in the fifth year of schooling. They appointed Roy Dunning to co-ordinate a project to investigate the feasibility of 'graded assessment', in which teachers would assess their own pupils at regular intervals during the whole course of learning. The assessment should measure the pupils' ability to use the foreign language to carry out communication tasks, such as seeking, giving and denying information, about topics relevant to their needs and interests.

French for Communication gives an account of the making of Level One in the assessment scheme. The book contains individual or joint articles from eleven contributors, all involved in the scheme in various roles, and provides a clear and many-sided picture of the aims, successes and difficulties of what has been (and indeed still is) a major co-operative enterprise.

In the first chapter, Don Ramsden (of the East Midlands Examination Board) outlines the Board's reasons for initiating the project. There follows an account by Roy Dunning of some of the aims and principles that underlie the investigation. For example, Level One focuses on the assessment of communication skills and is intended to cater for 90% of the learners in the age-group; pupils' oral language is assessed according to its 'acceptability' and 'appropriacy' (rather than its formal accuracy); the teacher assesses pupils as they interact in pairs, exchanging information displayed on cue-cards. Roy Dunning also touches on some of the problems which have arisen, such as thee management of assessment during class-time and the definition of notions like 'appropriacy'.

Chapters Three and Four concentrate on the work in schools. Four teachers (Maureen Bound, Pauline Sidwell, Doreen Coyle and Bernadette McGhee) write from the classroom teacher's viewpoint. They give impressive evidence of the participant teachers' readiness to experiment and of the huge work-load they undertook. Three members of Leicestershire's team of advisers (Duncan Sidwell, David Smith and Bernard Kananagh) then give a more global view of how the investigation has affected teachers in their area. They also offer thoughtful discussion of the study's wider implications for language teaching in British schools.

Chapters Five and Six deal with 'control' aspects of the study: the evaluation of its effects on participants and the efforts to ensure standardisation of the assessment procedures. Elaine Freedman provides evidence, mainly from questionnaires to pupils and teachers, of the 'enthusiasm and great sense of involvement' which the work seemed to generate. Nicola Lees describes the procedures (e.g. series of meetings) by which teachers tried to arrive at comparable standards for assessing their pupils' work. She gives a useful summary of some of the main problem-areas which arose, such as varying degrees of tolerance towards faulty pronunciation or anglicised spellings, and different views about the acceptability of one-word answers.

The five Appendices to the book contain useful additional material, such as the detailed syllabuses for Level One, cue-cards used during assessment, and examples of pupils' work.

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The whole book is an impressive testimony to the dedication and co-operation that the study stimulated. It reveals a full chain of interlocking agencies for change, from the examining board through advisers, teacher-trainers, teachers and researchers. Each link in the chain has proved both responsible and responsive with respect to the others. In the current climate of debate about the future of foreign language teaching in Great Britain, the study gives ample cause for optimism about the vitality and capacity for development amongst practitioners at all levels.

A fact which is equally significant for the future of foreign language teaching in Great Britain is that this dedication and co-operation have been centred on the desire to teach French for communication. The point has often been made that France and the French represent only hazy, remote notions to most British people, so that there are difficulties involved in attempting to motivate learning for communication. Nonetheless, it has become clear from a number of reports and studies (e.g. the survey conducted by Michael Buckby in the north of England) that children have reacted favorably to a communicative approach based on graded objectives. This is confirmed by the East Midlands Study. We read of classrooms where the use of French for communication has become part of the children's everyday experience. When this experience is opened up to increasing numbers of people, we can hope that British attitudes and assumptions about speaking foreign languages will shift and create a more favourable context for classrooms of the future.

This is the first extensive study in Great Britain that has grappled with the practical problems that emerge when communicative assessment takes place with large numbers of pupils and teacher-assessors, within a public examination structure where a high degree of standardisation has to be achieved. Given the present

role accorded to examinations in our society, a satisfactory
solution to these problems is a crucial step in establishing
communication, rather than formal accuracy, as the goal of foreign-
language teaching in British schools. From reading French for
Communication, it becomes clear not only that determined progress
has been made, but also that there are still many problems for
those who must conduct the assessment in these circumstances. Many
of these problems are discussed at various points in the book,
which is as concerned to depict the difficulties encountered as the
successes achieved. However, a dimension which seems to be missing
in the study so far is an objective and controlled evaluation of
how much standardisation and reliability have, in fact, been
achieved in the assessment procedures. To what extent, in
practice, is the same sample of performance likely to receive the
same grade from different assessors or, indeed, from the same
assessor on different occasions? To what extent does the procedure
of testing pupils in pairs give a reliable picture of each pupil's
level of competence, or is the level of performance crucially
affected by the ability and/or personality of his or her partner?
Perhaps accounts of later stages of the East Midlands Study will
reveal more information about factors such as these.

   In conclusion, then, French for Communication is to be warmly
welcomed for the important development that it represents in
British language teaching, for the clear, many-sided picture that
it gives of the investigation, and for the many significant issues
that it raises in relation to communicative assessment in schools.
We may look forward to hearing more about later stages in the East
Midlands Study.

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3. Association for French Language Studies. Proceedings of the
    National Conference, University of Lancaster 21st-23rd
    September 1982. The Media and the Teaching of French. Edited
    by Robert CRAWSHAW and Madeleine RENOUARD.

    Reviewed by Ormond UREN

Half way through the 1960s a number of teachers of French in Higher
Education, dissatisfied with the "state of the art" in their
institutions, came together in Reading for a Conference on Post A-
level French Language Teaching. Subsequently a Society for
Research in French Language Teaching (SRUFLAT) was set up and
enjoyed a brief existence. In the following years there was a
sporadic activity in a number of Universities and polytechnics
where traditional thinking - or lack of it - was more or less
successfully challenged. Until recently, however, with the

creation of the Association for French Language Studies, there was
no central organisation to give unity to these diverse initiatives.

   The publication of the Proceedings of the First National
Conference of AFLS represents a new stage in the development of
this movement and must be welcomed as evidence of its present
maturity. The papers brought together here show a common concern
to exploit the rich resources made available by the media, but also
reflect a wide diversity of perspectives and approaches.

   The report is divided into five sections. The first, Theoretical
Preliminaries, contains three articles. Claude Abastado's Les
médias et la "culture mosaïque" is a model of lucidity and
concentrated thought that defies easy summary but deserves careful
reading by anyone interested in the topic.

   In his subtle and detailed analysis he deals with the differences
between media culture and other forms of culture, the
characteristics of the messages transmitted by the media, the
typical rhetorical devices or "strategies" used by the media (as
well as those they neglect) and the problems involved in
interpreting messages conveyed simultanenously in a number of
different codes. He points to the underlying factors which give
coherence to what superficially appears as a "mosaic" of disparate
items. Finally, since the media are selective in the messages and
rhetorical devices they employ, he warns us against the assumption
that the media can be taken as reflecting all forms of language and
every aspect of culture.

   Daniel Coste's contribution, Média et pédagogie mosaïque, is a
meditation on certain analogies and interactions between the
teaching situation and the media. The media potentially offer
"authentic" material and greater autonomy for the learner, but,
paradoxically, when the teacher makes a selection from this
material he may both destroy its authenticity and inhibit the
learner's autonomy.

   Roger Bell's short paper, On classroom management: how can we
manage?, argues for the introduction into language teaching of
concepts and practices developed in management studies. It is not
easy to see, however, given the very general level of his
discussion, what this would actually mean in practice.

   There are four papers in the second section, The Analysis and
Perception of the Media Message. Geoffrey Hare's long and detailed
study, Images speak louder than words: television coverage of the
1981 presidential election will be compulsive reading to those
primarily interested in French politics, but it is also a notable
contribution to understanding the methods of the media.

   Hare examines the coverage by television channels TF1 and A2 in
the run-up to the election in terms of: equity of access to
television, technical and editorial choices, agenda setting (choice

of issues) and interviewing styles. Along the way he provides a fascinating catalogue of the often subtle and not always immediately obvious means available to the media for slanting the coverage of events.

Anne-Marie Houdebine, L'écoute de la radio. Enquêtes et analyses du discours des auditeurs, discusses an ongoing piece of research into the way anecdotes told on the radio are perceived by the listeners. Interestingly it is not the details and structure of the anecdotes but the voice and personal qualities of the raconteur which appear to be most memorable. (cf. Trenaman, 1967, who makes a similar point.)

An early study of English newspaper headlines (Straumann, 1935) lays major emphasis on syntactic analysis. Francine Pricam, in Pourquoi analyser les titres?, shows that the full interpretation of headlines involves much more than a mere decoding of the syntax. The study of headlines proves to be a useful introduction to the analysis and interpretation of the typically multiply-coded media text.

Ken George's L'actualité lexicale dans la presse écrite française provides a wealth of information about recent additions to the vocabulary of French, but rather disappointingly he relies less on the press itself than on secondary sources, dictionaries of neologisms and the like. In the press itself he quotes articles where the new terms are commented on rather than used. In 1930 P.G. Wilson was already saying, "amongst your tools you must count the daily newspaper as being one of the most important ... we must rely mainly on the newspaper to keep us abreast with the vocabulary of everyday life." George echoes this when he says, "Mais la grande majorité des formes intéressantes ... sont dispersées un peu partout dans les textes, et ce n'est qu'à force de glaner systéma-tiquement dans ces textes qu'on arrive à apprécier leur vraie valeur." (My emphasis-OU). Unfortunately this important point is not developed.

Two short articles in the third section of the report deal with Producing Courses For Radio. The title of Alan Wildings's Making a language teaching course for radio: a survey of some of the problems involved is self-explanatory.

Madeleine Renouard's Du côté de la radio, "Personne n'est maître du temps ..." discusses both the explicit temporal and other con-straints and some of the unformulated and often hidden constraints involved in the making of a short radio programme for schools. She follows this with some pertinent remarks of news bulletins and their limitations as representative samples of "authentic" French.

The fourth section is headed, Exploiting the Media in Language Teaching, a title which, of course, applies just as well to many of the papers in other sections.

D.E. Ager, Real? Media -- a comment, brings into the open a concern touched on many times in these papers. How can a text, however "genuine" (a French speaker actually produced it), be "authentic" (evoke the originally intended response) when presented out of its original context of utterance? After a discussion of the ethics of selection and adaptation, he concludes that one must aim at the closest approximation to native-speaker response. The learner can be assisted towards such a response by an analysis and commentary that relates the text to its conditions of production. The tools for such an analysis are to be found in various "ethnographies of communication".

David Bickerton, Consuming the media: raw, processed or cooked?, questions the suitability of the raw media for the specific linguistic purposes of the language teacher, since media objectives are not educational objectives. The solution being worked on by SUFLRA (Scottish Universities French Language Research Association) involves course producers themselves taking on the role of media creators and working together with media people to devise a course which will have authenticity but also correspond to the linguistic requirements of second year university students.

P.M. Sewell's Parallel texts seen in context and Marie-Christine Press's La chanson - texte médiatique, text pédagogique give accounts of actual classroom practice using media texts. Both papers should be useful to teachers unfamiliar with this use of material.

Section five, Teaching the Non-Specialist, contains two reports. Peter Dyson's Using material from the media with non-specialist learners outlines the procedures adopted in courses for two different groups of learners.

L.J. Watson's paper, French reading courses at tertiary level for non-specialists: problems, methodology and materials, does not, surprisingly, refer directly to the media (except to mention writing as a "medium") but, after so much emphasis on the audio-visual, it is useful to be reminded of Marcelle Kellerman's "Forgotten Third Skill". Until recently there had been a great shortage of work on reading in a foreign language (which makes the announcement in the last BAAL Newsletter of a new journal Reading in a Foreign Language very welcome indeed), but, as Watson shows, insights derived from the study of the reading process in L1 are often applicable to the design of FL reading courses.

The volume is completed by two appendices. A problem familiar to many of us is the difficulty of making available to students an adequate amount of varied reading material, particularly when this material is to be found scattered among a large number of different sources. In Appendix I, Raymond Gallery tells us of a promising attempt to solve this problem by using microfiches. In Appendix II Jim Coleman outlines three projects being worked on by the Scottish Universities French Language Research Association.

The papers reviewed here only give a somewhat "mediate" version of the real "proceedings" of the Conference, since in many cases they are a write-up after the event of what was in fact a workshop session with visual aids, hand-outs and lively discussion. Even so they are consistently stimulating and it is no surprise to see that AFLS has followed up with a further conference on these and other issues at Aston in September 1983. Presumably we can now look forward to its becoming a regular annual event.

Two themes surfaced briefly but were not treated very fully at the conference; they could usefully become the focus of some future meeting of this sort. Firstly, in spite of the reservations raised, particularly in Coste's paper, the media would seem to offer opportunities for developing a high degree of autonomy on the learner's part. One would like to see more concentrated attention given to this question along the lines suggested by the team who are teaching English to French learners in Nancy. Secondly, the media are surely an ideal field in which to carry out comparative cross-cultural and cross-linguistic studies. I can envisage such studies having some of the virtues claimed (but scarcely ever realised) for traditional translation exercises while avoiding their well-known drawbacks. The structure and content of the media are similar in both countries, but with interesting national differences: very often identical products are advertised and the same events are reported and commented on. As I was reading this report I came across Fritz Spiegl's amusing and informative collection of extracts from the English press, Keep Taking the Tabloids. It would make a good starting point for a comparative study of English and French headlines.

These reservations apart, there is something in these proceedings for everyone who wishes to help their students towards an awareness of present-day French language and society. And that surely means all French language teachers?

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