DOCUMENT RESUME

ED 158 576 FL 009 677

AUTHOR Falk, Julia S.
TITLE Language and Linguistics: Bases for a Curriculum. Language in Education: Theory and Practice, No. 10.
INSTITUTION ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Jun 78
NOTE 35p.
AVAILABLE FROM Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Annotated Bibliographies; *Course Content; *Course Organization; Curriculum Design; *Curriculum Guides; *Curriculum Planning; Higher Education; Instructional Materials; Junior Colleges; Language; Language Role; Language Variation; *Linguistics; Morphology (Languages); Phonology; Semantics; Syntax; Written Language
IDENTIFIERS Information Analysis Products

ABSTRACT

This is a guide for instructors in community, junior, and four-year colleges who are not trained extensively in the field of linguistics but who are interested in designing an introductory course in language and linguistics. Among the variables that may affect the nature of the course are the students' and the instructor's backgrounds and interests, the institution, and the disciplines chosen for inclusion in the scope of the course, such as anthropology, psychology, and sociology. The content of an introductory course on language and linguistics should provide a dual focus: (1) presentation of the basic structure of languages; and (2) exploration of a wide variety of questions, issues, and concerns with respect to the roles of language in our lives. A sample syllabus for this content is provided, grouping the material under the following divisions: (1) views of language; (2) morphology; (3) phonology; (4) writing systems; (5) syntax; (6) semantics and pragmatics; (7) language change and variation; (8) language learning; (9) language in education; and (10) overview. A selected, annotated bibliography of materials and resources completes the volume. (Author/AM)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED158576

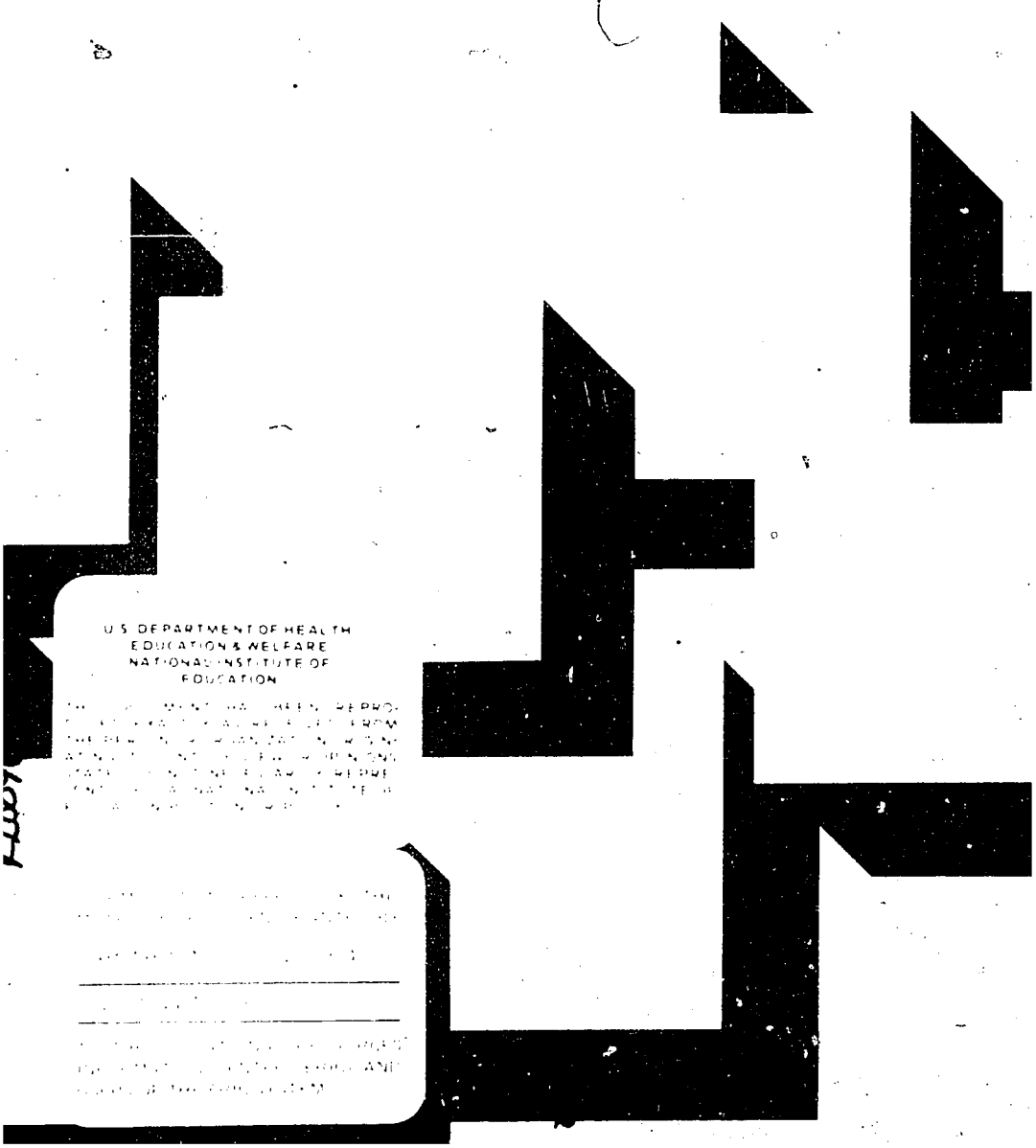
# LANGUAGE IN EDUCATION:

## THEORY & PRACTICE

10

**Language and Linguistics: Bases for a Curriculum**

Julia S. Falk



U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

LANGUAGE IN EDUCATION: THEORY AND PRACTICE

# 10

## Language and Linguistics: Bases for a Curriculum

Julia S. Falk

*Published by*
Center for Applied Linguistics

*Prepared by*
ERIC Clearinghouse on Languages and Linguistics

ISBN: 87281-088-7

June 1978
Copyright © 1978
By the Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

Printed in the U.S.A.

## LANGUAGE IN EDUCATION: THEORY AND PRACTICE

ERIC (Educational Resources Information Center) is a nationwide network of information centers, each responsible for a given educational level or field of study. ERIC is supported by the National Institute of Education of the U.S. Department of Health, Education and Welfare. The basic objective of ERIC is to make current developments in educational research, instruction, and personnel preparation more readily accessible to educators and members of related professions.

ERIC/CLL. The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL), one of the specialized clearinghouses in the ERIC system, is operated by the Center for Applied Linguistics. ERIC/CLL is specifically responsible for the collection and dissemination of information in the general area of research and application in languages, linguistics, and language teaching and learning.

LANGUAGE IN EDUCATION: THEORY AND PRACTICE. In addition to processing information, ERIC/CLL is also involved in information synthesis and analysis. The Clearinghouse commissions recognized authorities in languages and linguistics to write analyses of the current issues in their areas of specialty. The resultant documents, intended for use by educators and researchers, are published under the title Language in Education: Theory and Practice.* The series includes practical guides for classroom teachers, extensive state-of-the-art papers, and selected bibliographies.

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the Linguistic Society of America for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either LSA or NIE.

This publication may be purchased directly from the Center for Applied Linguistics. It also will be announced in the ERIC monthly abstract journal *Resources in Education* (*RIE*) and will be available from the ERIC Document Reproduction Service, Computer Microfilm International Corp., P.O. Box 190, Arlington, VA 22210. See *RIE* for ordering information and ED number.

For further information on the ERIC system, ERIC/CLL, and Center/Clearinghouse publications, write to ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 1611 N. Kent St., Arlington, VA 22209.

---

*From 1974 through 1977, all Clearinghouse publications appeared as the CAL-ERIC/CLL Series on Languages and Linguistics. Although more papers are being added to the original series, the majority of the ERIC/CLL information analysis products will be included in the Language in Education series.*

This material has been prepared as an aid for instructors in community, junior, and four-year colleges who, while not trained extensively in the field of linguistics, are interested in designing an introductory course in language and linguistics. Included are a discussion of curricular issues and guidelines, an outline of possible content areas and course organization, and a selected, annotated list of materials and resources.

# LANGUAGE AND LINGUISTICS: BASES FOR A CURRICULUM

While there are innumerable ways of designing and organizing a course on the nature of language, certain common features consistently emerge when such a course is based--at least in part--on the assumptions and the findings of modern linguistic studies. The essential material, or the core, of most introductory courses deals with the systematic nature of language and the fundamental components and characteristics of all human languages. Such courses, therefore, generally include consideration of sounds, words, sentence structures, and meaning. Additional content is selected from a range of topics on language change, variation, learning, and use.

Large educational institutions offering more than one course in language frequently make a distinction between an "Introduction to Language" and an "Introduction to Linguistics," with the latter considered as more technical. In practice, however, all the courses normally include a continuum of nontechnical and technical material.

The degree of emphasis accorded to each topic, the order of presentation, and the particular manner in which each is considered are dependent on a number of variables that each instructor must consider on an individual basis. There is no single "ideal" curriculum for a course introducing the nature of language and the results of linguistic research. In addition to the discussion here, readers may wish to consult the views presented in Linguistics: Teaching and Interdisciplinary Relations,[1] and in "Linguistics for Non-Majors."[2] No matter which view is followed in any particular case, course content and organization will be affected by characteristics of students, the instructor, the institution at which the course is offered, and the disciplines to be investigated.

---

[1]Georgetown University Round Table on Languages and Linguistics 1974, ed. Francis P. Dinneen (Washington, D.C.: Georgetown University Press).

[2]Timothy Shopen, The Linguistic Reporter 20 (May 1978), 4-5, 8-9.

## Students

Students enrolling in their first course on language and linguistics, regardless of their class levels or majors, display a common set of beliefs, misconceptions, and oversimplifications about the English language, other languages, language use, language learning, and language teaching. These views reflect typical, often subjective, opinions fostered by our culture, society, and educational institutions. Frequent and open discussion of these deeply embedded views is necessary for acquiring more objective, nondogmatic perceptions. Therefore, throughout the course (but with particular emphasis during the first half of the term), students should be encouraged to participate in active discussion and exploration of a variety of views about language--their own as well as those of others. Most of the introductory textbooks available for such courses deal in the opening chapters with the basic properties of human languages and with the attitudes and the misconceptions commonly displayed by beginning students.

Throughout the course, students' interests are often focused on practical matters of language use and language learning. Does the study of grammar improve an individual's writing? What is the best way to learn a foreign language? Why do different dialects exist? Can people who speak nonstandard dialects think logically? Are there really children who begin to talk in complete sentences? The questions that students ask are often personal. Why didn't my grandfather lose his Polish accent even though he lived in the United States for fifty years? My sister is two years old and still hasn't produced a recognizable word; is there something seriously wrong with her? I can't spell very well; why? what can I do to improve? Although it may not be possible to answer everything in a single course, any successful introduction to the nature of language will address the students' questions either directly or indirectly.

## Instructor

The areas of instructor interest, specialization, and training also affect course content. Those called upon to teach introductory classes on the nature of language have frequently had little or no formal background in linguistics or the other social sciences that investigate human language. Indeed, no instructor, no matter how extensive his or her background in linguistics, can be expected to command all of the research from every discipline that has contributed to our understanding of language. Even within linguistics per se, publications of research results appear at a rate that precludes scholars and teachers from remaining fully informed about developments in all but their primary areas of concern. The avail-

ability of many excellent textbooks, anthologies, and surveys, as well as relatively nontechnical accounts providing background information on language and linguistics, makes this situation less difficult for the individual instructor than might be assumed initially.

In selecting the content for an introductory course on language and linguistics, it is natural for the instructor to emphasize those areas of particular personal interest. Fortunately, the scope of the subject matter allows this, provided the core topics and a sampling of other issues are included. The instructor's preferred teaching style also will affect course format. Whether oriented toward textbook and lecture or toward everyday examples and discussion, an introductory course can be designed to cover the major areas of language structure and student interest.

## Institution

In planning a course on language and linguistics, a number of institutional factors must be considered. The educational goals of the institution at times will require the inclusion of certain topics; if humanistic values are a central focus, the study of language should include an understanding of linguistic similarities and diversity, with the goal of tolerance for linguistic variation. Where institutions serve prospective teachers, language learning and language education will be appropriate central issues. Class size will affect the mode of presentation: small classes normally permit discussion and readings from a variety of sources available at the library, while larger classes often demand the more structured format of lectures and the use of a required text purchased by the students.

Institutional resources obviously affect course format and content. If projection equipment is unavailable or if materials budgets are very limited, it may be impossible to use films. Minimal library holdings may also necessitate dependence on texts purchased by students. Even when required and recommended supplementary reading materials may be ordered through the library, this must be determined at least six months prior to the start of the course in order to allow time for them to enter the library circulation system.

## Disciplines

Any course that deals with the structure and the characteristics of human language must be firmly grounded in the discipline of linguistics. Depending on the topics selected for additional consideration, perspectives will also come from such fields as anthropology, education, psychology, sociology, and even the more technical sciences, e.g., neurophysiology. The relevant disciplines provide

both opportunities and constraints with respect to course content and format.

Broadly defined, linguistics encompasses all aspects of language study based on objective description and scientific explanation. Thus, a linguistically oriented course may legitimately cover a very wide range of topics. However, there are certain aspects of language that must be included; these involve the core material already described and are specified in greater detail in the following section on 'Course Content." Instructors must select the particular linguistic approach that will provide the framework for presentation of core and related topics.

Within the field of linguistics, there are a variety of "schools" or theories, each of which sets forth claims of adequacy for providing insights into the nature and structure of human language. Depending on training and personality, instructors will differ in their choice of framework for presentation to beginning students. Some feel that discussion of a variety of approaches best represents the current state of the discipline. Others are more comfortable presenting a single comprehensive theory to which all topics can be related in a systematic and readily comprehensible manner. For the most part, introductory textbooks follow the latter approach, although more eclectic works are available.

Prior to the development of modern scientific linguistics, traditional views of language tended to focus on formal written language, subjective evaluations of language variation, and concern for regulating language use. Structural linguistics, which evolved during the first half of the twentieth century, developed different concerns. Within this framework, linguists emphasized speech and concentrated on describing objectively the language structures that could be observed in samples of normal, everyday speech. Evaluative judgments about the "correctness" of an utterance or about the relative "worth" or "beauty" of different languages and dialects were carefully avoided. This objective, descriptive focus on the elements of language structure for a time tended to overshadow interest in such issues as language learning and use in the full context of natural situations. While the scope of contemporary linguistics has broadened since the development of structural linguistics, many of the basic principles of that approach are still followed, and most introductory linguistics textbooks present at least a summary of the basic findings of structural work.

Originating in the 1950s, transformational linguistics is today the approach to language study with the greatest number of practitioners. In this theory, there is a major concern not only with describing but also with explaining the nature of human language and the linguistic knowledge possessed by users of particular languages. Transformational linguistics maintains that a full account of human language requires more than the inspection of observable samples of speech: speakers' judgments about language, their

ability to produce and understand novel sentences, and the learning and use of language in various contexts are all viewed as important aspects of linguistic study. It is partly for these reasons that many issues of educational, psychological, philosophical, and societal concern have been explored within this framework. All contemporary introductory linguistics textbooks include some discussion of transformational linguistics; in fact, at present a majority of the most widely used texts offer an overall transformational perspective.

The general distinction between structural and transformational approaches to the study of language is supplemented by a wide variety of more specific theoretical views. Fortunately, despite this diversity of emphases and opinions, all professional linguists agree on many aspects of the nature of language and the terminology, goals, and assumptions appropriate for describing and explaining language structure. The facts of human language remain the same no matter which framework is used to present them, and the basic facts will appear in all but the most superficial textbooks.

Other disciplines that engage in language study also have internal theoretical issues that affect the ways in which language is viewed. The differing positions of behavioral and cognitive psychology are one example; others could be cited from education and the variety of techniques that have been proposed for the teaching of reading, writing, and foreign languages. Major differences of these kinds are usually discussed in those basic linguistics textbooks that treat such disciplines; a range of differing views is often represented in surveys and anthologies that deal with the interdisciplinary areas of psycholinguistics and sociolinguistics or with the implications of linguistics for related fields.

## Course Content

To meet the varying needs and interests of students drawn from a wide range of majors and backgrounds, the content of an introductory course on language and linguistics should provide a dual focus: (1) presentation of the basic structure of all human languages as determined through the objective, descriptive research of linguistic science and (2) exploration of a wide variety of questions, issues, and concerns with respect to the roles of language in our lives. These two foci are frequently interrelated, since the answers to some common questions about language can be found in the conclusions of linguistic studies, and other questions involve integrating linguistic research with the perspectives found in related disciplines.

### Structure of Language

The linguistic core of a course on the nature of language should

comprise the fundamental data with which all linguists work, the principles and assumptions that govern objective, scientific investigation of language, and the basic concepts and terminology used by linguists to present generalizations about language, language use, and language learning. Such information is organized and presented in a number of textbooks, some of which are described on pages 15-16. Whichever text is selected, the topics discussed in the section below require presentation, either within the text or in class, or both. The amount of technical detail, formalism, and terminology will be determined by each instructor; all such matters, however, should be amply illustrated by actual language data. For example, the study of the vocal tract is important, since it is the physical sound-producing mechanism shared by all "normal" human beings; from this study, we can understand not only the sounds of English but also speech abnormalities, pronunciation differences among dialects, slips of the tongue, and even the reason why people with colds sound different from those whose nasal passages are not congested.

Descriptive linguistics deals with four basic aspects of language: morphology (words and their structure), phonology (the sounds of human languages and the organization of these sounds into systems), syntax (sentence structure and sentence relationships), and semantics (linguistic meaning). Within each area, several concepts are basic to an understanding of how language works; these concepts are also important as the foundation for later discussion of such topics as language use and language learning.

Morphology. The study of words and their structure consists of two basic concepts: morphemes (minimal units of meaning of which words are composed) and principles of word formation. In describing morphemes, it is necessary to discuss procedures for identifying morphemes, types of morphemes, and the motivation for segmenting words into morphemes. The principles of word formation concern the rules by which morphemes are combined in a language, including such processes as inflection, derivation, and compounding, all of which occur in contemporary English. Discussion of morphology also may include a historical perspective, in which case additional types of word formation may be discussed; borrowing, extension, narrowing, shortening, back formation, and coining are examples. The fact that a morpheme may have more than one pronunciation or spelling (i.e., morphophonemic phenomena) may be included here or following discussion of other aspects of phonology, as described below.

Morphological concepts can be extended from descriptive investigation to a number of popular concerns and questions. Examples of such topics are problems in the translation of words from one language to another; the nature of slang, professional terminology and other sets of words; culturally and socially determined reactions to word use and "abuse"; dialect and stylistic variation in word

meaning and use; changes in word meanings and forms over time; creative use of principles of word formation in poetry; the content and functions of dictionaries; wording of legal documents; verbal humor (e.g., puns) and word games (e.g., Scrabble, television game shows).

Phonology. In an exploration of sounds and their organization in human languages, three aspects of phonology are important: phonetics, phonemics, and morphophonemics. Basic phonetic topics are the production of sounds by the human vocal tract, the transcription of sounds through a phonetic alphabet, and the description of sounds through the use of features or labels that describe vocal tract activities. In phonemics, the major considerations are the distinctive and predictable features or components of sounds, the organization of phonetically similar sounds into a phonemic system, and the corresponding concepts from the structural linguistics approach (phonemes and allophones) or from that of transformational linguistics (redundancy, phonological rules, and phonetic and phonemic representations). In morphophonemics, importance is placed on alternation or variation of the sounds used to represent a morpheme in speech and the idea of a single phonological specification for each morpheme. The corresponding concepts from structural linguistics are morphemes, allomorphs, and phonological and morphological conditioning; from transformational linguistics the concepts are morphophonemic (or lexical) representation, phonological rules, and phonetic representation.

Phonological concepts provide a basis for exploring a variety of practical aspects of language use. Discussion of these aspects may be worked into the presentation of the theoretical elements described above, follow it immediately, or be held at a later point, depending on course organization. Among the issues and concerns relevant to phonology are articulation problems arising in speech therapy; slips of the tongue in daily language use; "accents" in foreign language learning; pronunciation differences among dialects and styles of speech; historical changes in the pronunciation of words; the nature of alphabetic writing systems; phonics approaches to teaching reading; and advantages and disadvantages of phonemic and morphophonemic bases for spelling.

Syntax. The structure of sentences, the principles of sentence formation, and the grammatical relationships among sentences constitute the major areas in the study of syntax. For discussing sentence structure, the following concepts are useful: constituent structure, constituent types, surface structure, and deep (or underlying) structure. Grammatical relationships among sentences can be determined by comparing such various sentence types as active and passive, affirmative and negative, and statement and question; these relationships are often described by means of transformational

rules. Constituent structure rules, as well as transformational rules, represent generalizations about the principles of sentence formation; in addition, sentence formation should include discussion of simple and complex sentence types--the latter arising from processes of conjoining and embedding. Parts of speech, syntactic functions (e.g., subject and object), case relations (e.g., agent and instrument), and intrasentence phenomena (e.g., co-occurrence restrictions, concord, and agreement) may also be discussed.

Related issues of general concern may include speakers' knowledge of the grammar of their language; the effectiveness of the study of formal grammar in improving writing ability; stylistic differences of syntax in casual speech and in formal writing; syntactic variation among dialects; the origins of prescriptive (or regulative) rules of grammar; societal attitudes and judgments concerning violations of prescriptive rules; and such practical matters as syntactic principles for creating newspaper headlines or composing telegrams.

Semantics. Semantics is concerned with the study of literal, linguistic meaning and can be investigated for morphemes and words (lexical semantics) and for sentences (sentence semantics); it is also possible to study the direct meaning of texts longer than the sentence, in which case we are dealing with discourse semantics. In lexical semantics, the basic concepts include the semantic features or components useful in describing the meanings of words, as well as the semantic issues raised by synonyms, antonyms, and homonyms. At this point, the distinction between denotation and connotation is relevant. In the case of sentences, it appears that semantics and syntax are often interrelated, and there are a variety of linguistic approaches used to describe this interrelationship. It is not necessary in a general introductory course to survey all these descriptive techniques, but certain common semantic phenomena should be discussed, e.g., ambiguity, paraphrase, and vagueness. The contribution of the concept of surface structure and deep structure to the semantic interpretation of sentences is another topic that may serve to illustrate the relationship between syntax and semantics.

Concepts from semantics, considered independently as well as in relation to concepts from morphology and syntax, provide the basis for discussion of numerous areas of practical concern to students. These include deliberate use of ambiguity and vagueness in advertising; everyday misunderstandings resulting from differences in the connotations of words; structured, systematic choices among synonyms and paraphrases as indicators of a particular author's literary or poetic style; the creation and use of metaphors; and prescriptive rules concerning the "correct" meanings of words or sentence structures.

Related Concerns

The scope of modern linguistics has broadened considerably in the United States over the past fifty years and today includes many topics that interest scholars from other fields as well as beginning students and the average person. Thus, many introductory textbooks on language and linguistics include chapters dealing with the topics outlined below. In some cases, however, it will be necessary to supplement the basic text with reading material on cross-disciplinary or applied topics; suggestions are offered in the "Materials" section of this paper.

Other topics mentioned here have traditionally been a part of linguistic research, although not the core of descriptive studies of language structure. Writing systems, changes in language over time, and language variation have engaged the attention of linguists; beginning texts and courses, however, tend to make only cursory mention of these topics, and instructors who wish to focus on them will have to use supplementary materials.

No single introductory survey of language and linguistics can include discussion of all the topics listed in this section. Individual instructors must select from the list those areas in which they and their students are primarily interested. The order of presentation is not intended to imply any priority of significance or extent of common concern; the list is not exhaustive; furthermore, these general topics overlap in many ways with the specific practical issues cited earlier.

Writing Systems. Three types of writing systems are used for human languages: logographic, syllabic, and alphabetic. The nature of these systems, their advantages and disadvantages for reading and writing, and their historical development can be discussed. Since students are likely to be particularly interested in the nature of English orthography, special attention should be accorded to alphabetic writing, with particular emphasis on the relationship between alphabetic symbols and phonological units. This provides a foundation for discussing such topics as the similarities and differences between British and American spelling or the problems in spelling encountered by students. Various conventions of the English writing system can be included: capitalization, punctuation, and syllabification. Students with particular career goals may be interested at this point in comparing regular English orthography with other representations such as shorthand, braille, or sign language.

Language Change. Change is a fundamental characteristic of human languages; all languages change over time, and all change continually. When approached from a historical perspective, language

change can be considered in terms of the techniques that linguists use to understand and to reconstruct earlier forms of existing languages (the comparative method and internal reconstruction). Another approach would be to investigate the types of changes that have occurred in English, as well as the various factors often associated with language change (e.g., intercommunication and language contact, ease of articulation, simplification, the role of children's language acquisition, or the development of dialects). Study of language change can provide a framework for understanding such matters as prescriptive rules of grammar, the conservative nature of writing as opposed to speech, spellings that appear inconsistent or greatly different from modern pronunciation, and popular reactions to all aspects of language change (including the language use of young people).

Language Variation. This broad topic can be discussed from a historical perspective in terms of the sources of differences among related languages, regional and social dialect variation, and differences among various spoken and written styles and registers. From a contemporary perspective, variation can be described or actively explored through the use of questionnaires to which students respond or which they use to gather data in their own community. A sociological, or sociolinguistic, investigation can include such matters as bilingualism, bidialectism, and code switching as well as the functions and the development of pidgin and creole languages and the differences in language use among people of different sexes, ages, cultures, ethnic or social backgrounds, incomes, and degrees of formal education. Also of interest to some students may be issues of language planning and language policy, particularly in nations where a variety of languages and dialects are in use.

Language Learning. Investigation of language learning concerns the acquisition of oral and written forms of language by children and adults of their native or a foreign language. While not all aspects of language learning need be included in a particular course, most is known about children's acquisition of the spoken form of their native language; this, then, serves as the best introduction to general issues of language learning and can offer a basis of comparison and contrast for other aspects of language acquisition. In describing children's oral native language acquisition, several topics are important: the linguistic structures acquired, the normal sequence of acquisition, variability and commonalities of strategies of natural language acquisition, environmental influences, the influence of cognitive development, and the functions of language for the child. Among specific issues are the roles of imitation and hypothesis formation, overgeneralization, and the nature of the language used by adults when talking to children.

Children's native language acquisition establishes a productive framework for discussion of foreign or second language acquisition by both children and adults. In addition to issues of foreign language pedagogy, this topic may involve consideration of the capacities and strategies available in foreign language learning, techniques for predicting language learners' errors (contrastive analysis, for example), means for analyzing and explaining errors that such learners actually make (error analysis), factors that influence success in foreign language learning (motivation, aptitude, amount of exposure, context), and the extent of similarity and difference between child and adult language learning. Also relevant at this point is discussion of bilingualism and bidialectism. Some instructors may wish to compare and contrast human language learning and animal communication, including those systems that occur naturally to animals and those that have been adapted or developed and then taught to them, e.g., sign language to chimpanzees.

Consideration of the learning of reading and writing is appropriate either in this context or within a discussion of language in education. If treated as a part of language learning, the significant questions concern the possible interaction of a learner's knowledge of the spoken form of a language with that learner's acquisition of the written form. The contexts in which natural oral language acquisition occurs and the relevance of oral language acquisition capacities and strategies may also be discussed in relation to the acquisition of written language.

Language in Education. Students' own educational experiences with language can provide much of the data and the topics for discussion in this section of a course. Many students will be able to recall the methods that were used in their classrooms when they were learning to read, write, and spell in elementary school or when they studied a foreign language or English grammar and composition in high school. Teaching methods that are successful and those that are not can be discussed in terms of their compatibility with what is known about the structure of language and the nature of human language learning. Where students have career goals in the teaching professions, it may be appropriate to survey the various pedagogical techniques for teaching composition, reading (e.g., language experience, phonics, special alphabets, whole-word), or foreign languages (e.g., grammar-translation, audiolingual, cognitive).

Language in education also concerns a number of language situations in the schools that call for sensitivity to particular issues or special programs: mainstreaming of children with speech or hearing problems, bilingual educational opportunities for children whose native language is not English, and dialect maintenance programs and instruction in standard dialects of English for children whose native variety of English is not widely accepted. Also relevant

here is the exploration of language use in the classroom and of teachers' attitudes toward language variation and language use among their pupils.

Language in Use. Of relatively recent interest to contemporary American linguists, but long explored by other scholars, are a series of issues and questions concerned with language use; a number of these topics have been outlined under the categories above. In linguistic studies, language in use is often considered under the heading of "pragmatics" and includes such topics as presupposition, illocutionary force, entailment, performative analysis, and conversational principles and postulates. More informally, language in use can be explored through its actual functions, e.g., referential, persuasive, emotive, metalinguistic, imaginative, and so on, and through consideration of such matters as ambiguity and vagueness, truth and falsity, misunderstanding, appropriateness, or acceptability. Data for the study of language in use may be drawn from ordinary conversation, literary works, advertising, newspapers, and even humor, as well as from scholarly works on such topics. In addition, the effects of nonverbal communication as a supplement to language is an appropriate topic here; this includes the use of gestures and "body language."

## Course Organization

The course content described above may be organized in a variety of ways, depending on the interests of the students and the instructor and on the text or texts selected for assigned reading. Basic textbooks on language and linguistics generally present discussion of the structure of language prior to exploration of topics of related concern. The justification for this organization is that understanding of "applied" topics presupposes understanding of the fundamental issues in linguistics that are to be applied to areas of general concern. While this organization generally works well in courses for advanced undergraduates and graduate students, it often requires some modification for students new to higher education. A number of general concerns and issues should be integrated or interspersed with the more descriptive material for such students; this can be accomplished without excessive oversimplification, as illustrated by the outline presented above of course content areas in the structure of language.

The following sample syllabus has been used by the author with apparent success at Michigan State University in four different courses that introduce language and linguistics to students at levels ranging from first-term freshmen through seniors and beginning graduate students. The courses were offered through both the Department of English and the Department of Linguistics and attracted students from major fields as diverse as elementary edu-

cation, foreign language study, natural sciences, music, pre-law, advertising, communication, and, of course, linguistics and English. These courses followed the organization of the basic survey text Linguistics and Language by Falk, with most lectures and classroom discussion based on the exercises and topics for further exploration that follow each chapter. Students also read selected chapters from the following surveys and supplementary materials (full, annotated references to these and other materials are provided on pp. 15-27 of this study): An Introduction to Language, by Fromkin and Rodman; Readings in Applied Transformational Grammar, edited by Lester; Language as a Human Problem, edited by Bloomfield and Haugen; and Teaching English to Speakers of English, by Arthur. Audiovisual materials occasionally provided additional bases for class discussion, e.g., the NOVA programs "The First Signs of Washoe" and "Tongues of Men."

This outline is offered merely as a sample; it is both possible and reasonable to use different materials, different arrangements, and different selections from among the topics that relate issues in the study of language to the concerns of students and society.

I. Views of Language
   Historical approaches to language study; assumptions and goals of linguistic approaches to language study; socially and culturally based views of language and language use; interests and concerns expressed by students.

II. Morphology
   Words and morphemes; types of morphemes; principles of word formation in modern English; history of English word formation; changes in words and their usage; attitudes toward words; slang and technical words; dictionaries.

III. Phonology
   Phonetic transcription; the vocal tract and the description of major types of sounds in English; predictable aspects of English pronunciation; phonemics; morphophonemics; dialect pronunciation differences; problems in pronouncing foreign languages; slips of the tongue.

IV. Writing Systems
   Types of writing systems; the nature of alphabetic writing systems; issues of spelling, writing, and reading in the writing system of English.

V. Syntax
   Constituent structure and constituent types; surface structure and deep structure; transformations of Eng-

lish; comparison of descriptive and prescriptive rules of grammar; speakers' tacit knowledge of the descriptive grammar of their language; use of grammatical terminology and the formal study of grammar in the teaching of foreign languages and in courses in English composition.

VI. Semantics and Pragmatics
Issues of meaning in language and language use; lexical and sentence semantics; ambiguity and paraphrase; conversational principles, presupposition, and illocutionary force.

VII. Language Change and Variation
Historical change; related languages; development and maintenance of regional and social dialect differences; variation in language use correlated with such factors as age, sex, social class, education, and occupation.

VIII. Language Learning
Children's acquisition of their native spoken language; foreign and second language learning by adults; methods of foreign language teaching; animal communication.

IX. Language in Education
Learning and teaching reading and writing; social variation and minority languages in the schools; high school programs in language use and literary style.

X. Conclusions
Overview of the nature of language, language learning, and language use; implications for individuals and society.

## Materials

The range of materials available for a course on language and linguistics is extensive. The materials described here represent only a sampling of the selection from which an instructor may choose; almost certainly, a number of useful--even excellent--materials are not mentioned, and no instructor should feel that selection must be limited to this list. The annotations are descriptive, not evaluative.

Except for a few items that have not been superseded in recent years, all materials listed have appeared since 1970 and represent current insights and findings from linguistics and related disciplines. Materials known to be out of print or otherwise not generally available in the United States have been excluded; also omitted are highly technical studies that require substantial background

in linguistics or other disciplines. Items are listed alphabetically by author under each category.

Basic Textbooks

This category includes texts for beginning students of language and linguistics. Each of the books listed here includes the core topics of language structure (phonology, morphology, syntax, and semantics), as well as discussion of several related concerns (e.g., language variation, language learning, language in education); texts that deal solely with language structure or that do not cover all the core topics have been omitted. These works are suitable for use as the primary or only required text for the course. In each case, it is possible to use the text while omitting portions that are irrelevant or overly detailed for the goals of the course. When included, topics for discussion, exercises, and suggested readings may be used for homework, class discussion, or lecture material.

Bolinger, Dwight. Aspects of Language. 2nd ed. New York: Harcourt Brace Jovanovich, 1975. 682 pp.

An eclectic presentation of the structure of language, including discussion of a variety of "schools" of linguistics, and chapters on language change, variation, learning, and style. Each chapter concludes with additional remarks, topics for consideration, and references. Words, symbols, names, and subjects are indexed; a cumulative bibliography is organized by topic. Accompanying workbook available.

Falk, Julia S. Linguistics and Language: A Survey of Basic Concepts and Implications. 2nd ed. New York: John Wiley & Sons, 1978. 448 pp.

A transformationally oriented presentation of language structure and such related topics as issues in language study, writing systems, language change, variation, native and foreign language learning, and language in education. Each chapter concludes with a summary, annotated recommendations for additional reading, topics for discussion, and exercises. Indexes of subjects, languages, and authors; cumulative bibliography.

Fromkin, Victoria and Robert Rodman. An Introduction to Language. 2nd ed. New York: Holt, Rinehart and Winston, 1978. 386 pp.

Covers the structure of language from a transformational perspective, as well as writing systems, animal communication, child language acquisition, language change and variation, and language and computers. Chapters end with summaries, exercises, and references. Indexed.

Lehmann, Winfred P. Descriptive Linguistics: An Introduction. 2nd ed. New York: Random House, 1976. 339 pp.

Deals with the structure of language from traditional, structural, and transformational perspectives, and provides surveys of language change, psycholinguistics, sociolinguistics, and the study of language and literature. Chapters end with bibliographical notes, questions for review, and exercises. Selected bibliography; index. Workbook available.

Pearson, Bruce L. Introduction to Linguistic Concepts. New York: Alfred A. Knopf, 1977. 376 pp.

An historically organized overview of five linguistic approaches to the description of language structure, including surveys of language variation and applications of linguistics. Chapters conclude with summaries and references. Accompanying workbook available.

Wardhaugh, Ronald. Introduction to Linguistics. New York: McGraw-Hill, 1972. 239 pp.

Focuses on the structure of language, language change, and language variation. Glossary of technical terms, cumulative bibliography, index. Accompanying workbook available.

## Related Surveys

This category includes anthologies, collections, and surveys introducing aspects of language that relate to issues of "real world" concern. The items listed do not include presentation of the core topics of language structure; most have been designed for use as supplements to such basic textbooks as those represented above.

Bloomfield, Morton and Einar Haugen, eds. Language as a Human Problem. New York: W. W. Norton, 1974. 266 pp.

A collection of essays on language variation, language learning, and the functions of language.

Clark, Virginia P., Paul A. Eschholz and Alfred F. Rosa, eds. Language: Introductory Readings. 2nd ed. New York: St. Martin's Press, 1977. 532 pp.

Forty-two articles, arranged by subject and followed by topics for discussion and a selected bibliography. Main topics covered are animal communication and the human brain, language change, words and dictionaries, grammar, regional and social varieties of English, and gestures and body movement.

Eschholz, Paul, Alfred Rosa and Virginia Clark, eds. Language Awareness. 2nd ed. New York: St. Martin's Press, 1978. 297 pp.

Articles, quotations, and poems on attitudes toward the uses of language in politics, advertising, and other media; discussion of language prejudice; censorship; and taboos. Each article is followed by suggestions for writing assignments. Designed primarily for use in writing courses, this book can be used as a basis for discussion of popular attitudes about language and language use.

Farb, Peter. Word Play: What Happens When People Talk. New York: Bantam Books, 1975. 421 pp.

Treats the use of language as a medium for human interaction in different cultures and situations. Includes consideration of linguistic chauvinism, language acquisition, language change, and such communication devices as puns, riddles, slang, and obscenity.

Hungerford, Harold, Jay Robinson and James Sledd, eds. English Linguistics: An Introductory Reader. Glenview, IL: Scott, Foresman, 1970. 491 pp.

A collection of essays by major twentieth century scholars (primarily from structural linguistics) on language theories, language variation, and language change. Each essay is introduced by the editors and followed by questions for study.

Johnson, Nancy Ainsworth, ed. Current Topics in Language: Introductory Readings. Cambridge, MA: Winthrop, 1976. 462 pp.

A collection of articles and excerpts organized around four main topics: language acquisition, language variation, modern grammars, and the reading process.

Lester, Mark, ed. Readings in Applied Transformational Grammar. 2nd ed. New York: Holt, Rinehart and Winston, 1973. 402 pp.

An anthology of articles on psycholinguistics, stylistic analysis, composition, second language teaching, reading, and social variation in English with relevance to education.

Shores, David L., ed. Contemporary English: Change and Variation. Philadelphia: J. B. Lippincott, 1972. 380 pp.

Twenty-five articles that survey attitudes toward and descriptions of variation in English, including historical change and regional and social dialects. Problems in learning and teaching standard dialects are discussed.

Wardhaugh, Ronald. The Contexts of Language. Rowley, MA: Newbury House, 1976. 228 pp.

Deals with language in relation to physical, psychological, sociological, and historical issues. References for further reading conclude each chapter.

## Supplementary and Background Materials

Listed below are a number of works devoted to specific topics that may be included in a course on language and linguistics. As most of these studies presuppose little or no knowledge of linguistics or the other disciplines treated, they are suitable for both students and instructors who wish to pursue a topic in greater depth than is accorded in the textbooks and surveys listed above.

The following summary may aid the reader in locating works on particular topics. Since some works deal with more than one topic, the same numbers may appear under several categories.

Bilingualism:
9, 16, 33

Core topics in the structure of language:
30 (phonology); 2, 20 (syntax); 4, 14 (semantics)

Education (see also Bilingualism and Foreign language learning):
1, 3, 7, 8, 12, 19, 37

Foreign language learning and teaching:
10, 13, 15, 23, 36

Native language acquisition:
3, 5, 8, 11, 22, 25, 31, 32

Regional and social variation:
1, 7, 12, 24, 27, 28, 37, 38

Social and cultural factors:
1, 16, 21, 25, 26, 34, 38

Words and special uses:
29 (dictionaries); 17 (literary style); 6 (translation)

Writing systems:
18

Item 35 is a survey of many of these topics; it was not included under the section on "Related Surveys" since it presupposes knowledge of the general principles and basic terminology of linguistics and is suitable primarily as a resource for the instructor.

1. Abrahams, Roger D. and Rudolph C. Troike. Language and Cultural Diversity in American Education. Englewood Cliffs, NJ: Prentice-Hall, 1972. 339 pp.

A collection of articles describing the diversity of languages and cultures in the United States and exploring some of the effects of this diversity on teachers of students who are linguistically and/or culturally different from mainstream, middle class pupils.

2. Akmajian, Adrian and Frank Heny. An Introduction to the Principles of Transformational Syntax. Cambridge, MA: MIT Press, 1975. 419 pp.

Designed to introduce readers to the methods of argumentation and the types of evidence used in constructing syntactic descriptions. Data are almost entirely from English. Exercises are included. Suitable primarily for instructors' use as background material.

3. Arthur, Bradford. Teaching English to Speakers of English. New York: Harcourt Brace Jovanovich, 1973. 157 pp.

A nontechnical text treating the concerns of public school teachers with reference to language. Includes discussion and examples of language learning, language variation, reading, and writing.

4. Austin, J. L. How to Do Things with Words. 2nd ed., edited by J. O. Urmson and Marina Sbisa. Cambridge, MA: Harvard University Press, 1975. 169 pp.

Treats philosophical and linguistic aspects of pragmatics and the use of language, focusing on such matters as performatives, presupposition, truth, sincerity, and illocution. Suitable primarily as background reading for instructors.

5. Bloom, Lois and Margaret Lahey. Language Development and Language Disorders. New York: John Wiley & Sons, 1978. 685 pp.

A major overview of normal and deviant language development of children. Summaries and suggested readings follow each chapter. Technical, but with necessary terms and concepts clearly defined.

6. Brislin, Richard W., ed. Translation: Applications and Research. New York: Gardner Press, 1976. 312 pp.

A collection of articles on the skills necessary for translation, including understanding of social and cross-cultural situations. Topics include machine translation, bible translation, and sign language.

7. Burling, Robbins. English in Black and White. New York: Holt, Rinehart and Winston, 1973. 178 pp.

A nontechnical description of the nature of language variability, with presentation of some of the phonological and grammatical characteristics of black English, issues concerning the history and use of black English, and implications for educational policy.

8. Cazden, Courtney. Child Language and Education. New York: Holt, Rinehart and Winston, 1972. 314 pp.

An introductory overview of children's language development, language differences and use, and oral language education. Includes a glossary of technical terms and an appendix on testing and analyzing children's speech.

9. Cordasco, Francesco. Bilingual Schooling in the United States: A Sourcebook for Educational Personnel. New York: McGraw-Hill, 1976. 387 pp.

An extensive collection of articles, documents, court decisions, and program descriptions dealing with bilingual education. Includes definitions, historical background, linguistic perspectives, and practical discussions of projects and teacher training programs. Numerous bibliographic references.

10. Corder, S. Pit. Introducing Applied Linguistics. Baltimore, MD: Penguin, 1973. 392 pp.

A discussion of the relevance of linguistics for foreign language learning and teaching, including sections on techniques for studying learners' errors, organizing foreign language courses, using grammatical descriptions, and testing.

11. Dale, Philip S. Language Development: Structure and Function. 2nd ed. New York: Holt, Rinehart and Winston, 1976. 358 pp.

A survey of the research, data, and results of studies on children's oral language acquisition. Includes discussion of dialect differences in relation to language development, and connections between phonology and learning to read.

12. Dillard, J. L. Black English: Its History and Usage in the United States. New York: Vintage Books, 1973. 361 pp.

A nontechnical survey of the history and structure of black English and a discussion of educational issues. Includes an appendix on black English pronunciation.

13. Diller, Karl C. Generative Grammar, Structural Linguistics,

and Language Teaching. Rowley, MA: Newbury House, 1971. 124 pp.

Discusses approaches to language learning and teaching based on concepts from structural linguistics and transformational linguistics; describes the principles, strengths, and weaknesses of three methods of foreign language teaching.

14. Dillon, George L. Introduction to Contemporary Linguistic Semantics. Englewood Cliffs, NJ: Prentice-Hall, 1977. 150 pp.

Discusses the meaning and structure of words, modification, semantic roles, pragmatics, and such semantic phenomena as negatives, quantifiers, and connectives.

15. Di Pietro, Robert J. Language Structures in Contrast. Rowley, MA: Newbury House, 1971. 193 pp.

A survey of technical procedures and examples of contrastive analysis in foreign language teaching. Includes phonology, syntax, and semantics. Occasionally technical; suitable as background for instructors.

16. Fishman, Joshua A. Bilingual Education: An International Sociological Perspective. Rowley, MA: Newbury House, 1976. 208 pp.

A nontechnical discussion of the benefits of bilingual education for majority and minority language groups, teachers, and schools, with descriptions of bilingual educational programs in other nations.

17. Freeman, Donald C., ed. Linguistics and Literary Style. New York: Holt, Rinehart and Winston, 1970. 491 pp.

A collection of articles on the theories and methods of linguistic stylistics and on approaches to the analysis of prose style and metrics. Some articles are quite technical.

18. Gelb, I. J. A Study of Writing. Rev. ed. Chicago: University of Chicago Press, 1963. 319 pp.

A major work on the world's writing systems, with numerous examples and illustrations. Includes discussion of the evolution of writing.

19. Gibson, Eleanor J. and Harry Levin. The Psychology of Reading. Cambridge, MA: MIT Press, 1975. 630 pp.

A survey of research and results from experimental psychology, developmental psychology, and linguistics on the learning of reading. First portion is often technical, but concluding

chapters address questions about reading often raised by parents and elementary school teachers.

20. Grinder, John T. and Suzette H. Elgin. Guide to Transformational Grammar: History, Theory, Practice. New York: Holt, Rinehart and Winston, 1973. 237 pp.

A chronological treatment of transformational grammar, with special emphasis on syntax and some discussion of semantics and phonology as these were treated by linguistics until approximately 1970.

21. Lakoff, Robin. Language and Woman's Place. New York: Harper & Row, 1975. 85 pp.

A nontechnical discussion of the language used by and about women in American society. Treats issues of general social concern, including the roles of women and men as revealed by language use, politeness forms, and metaphorical expressions.

22. Lenneberg, Eric H. and Elizabeth Lenneberg, eds. Foundations of Language Development: A Multidisciplinary Approach. 2 volumes. New York: Academic Press, 1975. Vol. 1, 350 pp.; Vol. 2, 403 pp.

Studies of linguistic, biological, physiological, and neurological aspects of language development. Volume 1 deals primarily with aspects of normal language acquisition, while Volume 2 is devoted to articles on aphasia, deafness and blindness, clinical issues, and the acquisition of reading and writing. Frequently technical; may serve as background information for instructors.

23. Oller, John W., Jr. and Jack C. Richards, eds. Focus on the Learner: Pragmatic Perspectives for the Language Teacher. Rowley, MA: Newbury House, 1973. 306 pp.

Provides a practical perspective on theories of language learning, with the focus on learners' capacities, strategies, and attitudes in foreign language learning. Includes psycholinguistic, sociolinguistic, sociocultural, and motivational issues. Each major section is followed by discussion questions.

24. Reed, Carroll E. Dialects of American English. Rev. ed. Amherst: University of Massachusetts Press, 1977. 135 pp.

A nontechnical survey of the major features of words, pronunciation, and grammar in American regional dialects, with chapters on black English and urban dialects. Includes 35 maps showing the occurrence of regional features.

25. Rogers, Sinclair, ed. Children and Language: Readings in Early Language and Socialization. London: Oxford University Press, 1975. 346 pp.

Discussions of language acquisition in relation to the child's social, cognitive, and perceptual development.

26. Sanches, Mary and Ben G. Blount, eds. Sociocultural Dimensions of Language Use. (Language, Thought, and Culture: Advances in the Study of Cognition, 3.) New York: Academic Press, 1975. 404 pp.

A collection of articles on the special ritual and symbolic functions of language in a variety of cultures; includes studies on language use by drug addicts and schizophrenics, and in theatre, song, jokes, magic, and courtship.

27. Shuy, Roger W. Discovering American Dialects. Urbana, IL: National Council of Teachers of English, 1967. 68 pp.

A practical manual describing dialects and dialect research procedures, with forms and questionnaires that students may use to explore their own speech or that of people in their community.

28. _____ and Ralph W. Fasold, eds. Language Attitudes: Current Trends and Prospects. Washington, DC: Georgetown University Press, 1973. 201 pp.

A dozen articles on common attitudes and subjective reactions to different languages and varieties of American English. Some studies involve technical research designs.

29. Sledd, James and Wilma R. Ebbitt, eds. Dictionaries and THAT Dictionary. Glenview, IL: Scott, Foresman, 1962. 274 pp.

Reviews the historical development of English dictionaries, provides instruction and exercises for using contemporary dictionaries, and contains examples of the reactions of individuals and the popular press to the publication of Webster's Third New International Dictionary.

30. Sloat, Clarence, Sharon H. Taylor and James E. Hoard. Introduction to Phonology. Englewood Cliffs, NJ: Prentice-Hall, 1978. 205 pp.

A detailed presentation of the fundamental facts, assumptions, and issues of phonology, with data and exercises from a variety of languages. May provide supplementary information for instructors.

31. Smith, Frank. Comprehension and Learning: A Conceptual Framework for Teachers. New York: Holt, Rinehart and Winston, 1975. 275 pp.

Presents linguistic and psychological aspects of comprehension, with special reference to comprehending speech and written material, and discussion of language learning.

32. _____. Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read. New York: Holt, Rinehart and Winston, 1971. 239 pp.

A nontechnical discussion of the linguistic, psychological, and physiological aspects of the reading process and its acquisition.

33. Spolsky, Bernard, ed. The Language Education of Minority Children. Rowley, MA: Newbury House, 1972. 200 pp.

A compilation of articles on multilingualism in the United States, bilingual education, and language education in practice. Most articles are nontechnical; several conclude with a brief bibliography.

34. Thorne, Barrie and Nancy Henley, eds. Language and Sex: Difference and Dominance. Rowley, MA: Newbury House, 1975. 311 pp.

A collection of papers on sex differences in language, with an extensive annotated bibliography arranged by topic. Some papers are occasionally technical.

35. Wardhaugh, Ronald and H. Douglas Brown, eds. A Survey of Applied Linguistics. Ann Arbor: University of Michigan Press, 1976. 308 pp.

A survey of research results in language learning, written language, language variation, language disorders, and language in education. Presupposes knowledge of general linguistic principles and terminology; most suitable as background for instructors.

36. Wilkins, D. A. Linguistics in Language Teaching. Cambridge, MA: MIT Press, 1972. 243 pp.

An eclectic discussion of the role of linguistics in the theories and practices of foreign language teaching. Includes chapters on language variation, language learning, and foreign language teaching methods.

37. Wolfram, Walt and Donna Christian. Appalachian Speech. Arlington, VA: Center for Applied Linguistics, 1976. 190 pp.

A description of the phonological and grammatical features found in the speech of people living in Appalachia. Includes discussion of linguistic variation and the educational implications of dialect diversity, particularly with respect to reading.

38. Wolfram, Walt and Ralph W. Fasold. The Study of Social Dialects in American English. Englewood Cliffs, NJ: Prentice-Hall, 1974. 239 pp.

An introductory survey of the range of linguistic variation found in American English. Includes methods for collecting and analyzing data, discussion of features of speech that are socially diagnostic or that elicit social stigma, and relevance of social dialect factors to education.

## Resources

Regularly published resources for the instructor of a course on language and linguistics include the following items. Instructors can find references in these to the latest textbooks, surveys, background readings, and audiovisual aids.

Annual MLA International Bibliography, Volume III: Linguistics. New York: The Modern Language Association of America.

Annual, unannotated listing of books and articles dealing with linguistic topics. Arranged under general topic headings, e.g., "General Linguistics," "Theoretical and Descriptive Linguistics," "Comparative and Historical Linguistics," and specific language families. The most recent issue (1976) includes references to a number of topics of general interest: stylistics, child language, socio- and ethnolinguistics, language interaction, dialects, animal communication, and nonverbal communication.

Language in Education: Theory and Practice and CAL-ERIC/CLL Series on Languages and Linguistics. ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

These series contain a number of specialized bibliographies on topics relevant to a course surveying aspects of language and linguistics. Recent topics include careers in linguistics, dialect studies, child language acquisition, sign language, language teaching and learning, bilingual and bicultural education, materials and studies on teaching and testing English as a second language, and annotated bibliographies of audiovisual materials for the teaching of language variation and language acquisition. Write to the Clearinghouse for specific information.

The Linguistic Reporter. Published nine times per year by the Center for Applied Linguistics.

A nontechnical newsletter containing articles on interdisciplinary and applied linguistic topics, with descriptions of recently published books and frequent annotated bibliographies on such topics as language acquisition, language teaching, social and cultural aspects of language, and sign language.

NOVA. WGBH Boston, 125 Western Avenue, Boston, Massachusetts 02134.

The NOVA television series is broadcast over the PBS network and frequently includes programs of interest to students of language and linguistics. Students can be assigned to watch regularly broadcast programs; local PBS affiliate stations may provide a source for videotapes of programs. Recent programs of interest include "The First Signs of Washoe" (on the progress of chimpanzees in acquiring communications systems similar to human languages), "Why Do Birds Sing?" (on "bird language"), and "Tongues of Men" (a two-part series on diversity among human languages, with discussion of the effects of diversity on human social behavior, the role of English in international communication, machine translation, and various efforts to construct a universal language). A Teacher's Guide to NOVA is available for current programs from WGBH.

Films, videotapes, and audio cassettes on topics in language and linguistics are available from many distributors. Each of the following offers a number of items; write for catalogues and further information.

Canadian Broadcasting Company Learning Systems
Box 500, Terminal A
Toronto, Ontario 116
Canada

Stuart Finley
3428 Mansfield Road
Falls Church, Virginia 22041

Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

National Center for School and College Television
Box A
Bloomington, Indiana 47401

National Resource & Dissemination Center
University of South Florida
Tampa, Florida 33620

Windhoven, Inc.
24200 Chagrin Boulevard
Cleveland, Ohio 44122

Julia Falk (Ph.D., University of Washington) is Professor of Linguistics at Michigan State University. Dr. Falk is the author of *Linguistics and Language: A Survey of Basic Concepts and Implications* (John Wiley & Sons, 1978) and has published or presented papers in the journals and at the conferences of the Linguistic Society of America, the Center for Applied Linguistics, the National Council of Teachers of English, the International Reading Association, the American Educational Research Association, and the American Council on the Teaching of Foreign Languages.

## Language in Education Series

1. Directory of Foreign Language Service Organizations—$3.95
   *Sophia Behrens*
2. The Linguist in Speech Pathology—$2.95
   *Walt Wolfram*
3. Graduate Theses and Dissertations in English as a Second Language: 1976-77—$2.95
   *Stephen Cooper*
4. Code Switching and the Classroom Teacher—$2.95
   *Guadalupe Valdes-Fallis*
5. Current Approaches to the Teaching of Grammar in ESL—$2.95
   *David M. Davidson*
6. From the Community to the Classroom: Gathering Second Language Speech Samples—$2.95
   *Barbara F. Freed*
7. Kinesics and Cross-Cultural Understanding—$2.95
   *Genelle G. Morain*
8. New Perspectives on Teaching Vocabulary—$2.95
   *Howard H. Keller*
9. Teacher Talk: Language in the Classroom—$2.95
   *Shirley B. Heath*
10. Language and Linguistics: Bases for a Curriculum—$2.95
    *Julia S. Falk*
11. Teaching Culture: Strategies and Techniques—$2.95
    *Robert C. Lafayette*
12. Personality and Second Language Learning—$2.95
    *Virginia D. Hodge*

*To subscribe to the complete series of publications, write to the Publications Department, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. The subscription rate is $32.00. Titles may also be ordered individually: add $1.50 on orders under $10.00 (postage and handling). Virginia residents add 4% sales tax.* **All orders must be prepaid.**