

# References for Students of Language Planning

by  
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and  
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EAST-WEST CENTER  
EAST-WEST CULTURE LEARNING INSTITUTE  
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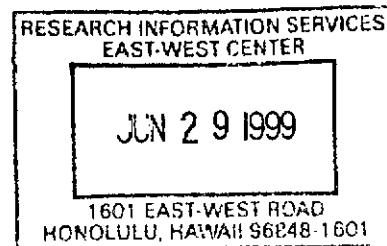
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REFERENCES FOR STUDENTS OF LANGUAGE PLANNING

by

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## INTRODUCTION

### A. General

This volume has grown out of many years' collection of odd references for a variety of teaching and research purposes in sociolinguistics and language planning by Björn Jernudd and Joan Rubin. It reflects that which people have written about -- it does not reflect that which many of us would perhaps like to see treated in the field of language planning. When we put an introductory list together in 1968 for students of language planning<sup>1</sup> we felt at that time that there was a need for a more extensive bibliography which would lay out what is known in the field. Since then, the field of language planning has grown both theoretically and practically and we have continued to search for and register references. Through the good offices of the East-West Culture Learning Institute we have been able to engage two assistants, Merle Stetser and Christine Bouamalay, to help us find more references and to assist with the work of abstracting.

### B. Purpose

There are several purposes to this reference work. The first main purpose is to try to challenge and stimulate the kind of detailed study language planning deserves. As we grouped and regrouped the references, a theoretical outline began to emerge. This outline made us discover gaps in the literature. For example, in the section "getting the message across", we have found very few references. We seem to know almost nothing about how use of different varieties affects message reception. So, although we started out by organizing what we found in the literature only, we think we have ended up by also providing an approach to the field. We should like you to note, however, that both the list of references and the system of categorization are open-ended; we merely exemplify the kinds of categories which should be included. This is especially clear in the category "purpose" where many other purposes could be included for which references would specify the respective qualities of language required by the field. It should also be noted that the references selected are not always exactly suited to the category but they are the closest we have found thus far in each category.

The second main purpose is to make available to students of language planning references which might otherwise be difficult to identify and to provide them with an orientation to the existing English language literature. This at least will provide a starting point to the existing literature.

### C. Rationale for Organization of References

As we indicated above, the categories in which references are classified represent an attempt to systematize the whole field. In working with the outline of categories, we have found it increasingly useful as a means to explain the field to others and to orient students to new problems.

There are five basic divisions in the outline: theory, planning the language corpus, allocating language use, logistics, and examples. In the theory section we have deliberately focused on references which are concerned with planning and not with policy alone. That is, titles which contain a massive policy discussion without subsequent treatment through language planning are not included. Although we are well aware of the fact that planning begins with a policy statement, we feel that it is essential at this point to focus on actual planning so as to understand its complexities. Many policy statements by legislative, executive, or judicial branches of government are not implemented; when this is the case the title is not the focus of our concern. Many students of language planning are

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<sup>1</sup> In Can Language Be Planned? Edited by Joan Rubin and Björn H. Jernudd, University Press of Hawaii, 1971.

also interested in the links to nationalism. Insofar as these do not result in planning, they are not included. Readers are forewarned that they will not find this sort of reference. Many articles which focus on language policy express the authors' prescriptions for the best possible policy solutions. This approach differs from serious study of policy processes re: language planning which rather deals with the structure of policy making, its dynamics, setting and execution (e.g. Das Gupta 1973). Such articles have of course been considered for inclusion. There are two other sections which are related to theory: the discipline of language planning and the relationship of language planning and linguistics.

Next there are two sections which are parallel and related. First, there are references to planning the language corpus. This section refers to attempts to change some aspect(s) of a language variety, ranging from pronunciation to discourse or style. Then, there is a section called allocating language use. This refers to planning that attempts to change the domains of a given variety or varieties. The section on language use is, in some sense, a continuation of the former (a "next step" beyond style) but since allocation of use is often treated differently in the literature, it is therefore useful to keep it separate. In both the corpus and the language use sections there are subsections called "purposes." As indicated above, those sections are quite open-ended. In fact, they could encompass the whole of life. However, we list titles in fields where there are references which emphasize the function/purpose for which language is to be used and in some sense define how the language is to be planned. In many cases, the problems or cases discussed in "purposes" have not been subjected to language planning. However, in our experience either the problems have been subjected to planning somewhere else in the world (although this has not been reflected in the English language literature) or these are the kinds of issues which language planners will and do face. Within the corpus section, there is also a subsection which focuses on the manipulation of language features, namely "linguistic aspects" without overly specifying or considering requirements given by the function for which the linguistic feature is to be used. Both the corpus and use sections have a more general, first subsection "general" in which are included references which either deal with both linguistic features and function (e.g. Danes) or which deal with more than one kind of linguistic feature.

The section on implementation is a very important one from the practitioner's point of view. As more and more explicit, organized language planning is done, practitioners will be searching for models from which to build their implementation process. This is a most important section and one for which relatively little is known with the possible exception of the field of terminology which has a well-established tradition of work. The subsections try to indicate some of the considerations which must be taken into account when implementation is begun. There is a subsection on "who does language planning." Included here are agencies, associations and individuals doing language planning and a description of their backgrounds and characteristics. There is a subsection on "how language planning is done." Given here are references that describe routines required to actually plan a language corpus or implement language use. The subsection entitled "providing information and feedback for language planning (evaluation)" contains a general introduction to the enormously complicated field of evaluation plus some indication of how evaluation for language planning might be done. Work in this field uses methodologies and data from sociolinguistics and censuses. However, general references to methodology are not included as these would constitute an extensive reference list in and of themselves. Instead, only references which indicate problems in the use of evaluation techniques for language planners or which illustrate evaluation in actual cases of language planning are included.

Finally, there is a section which gives illustrations of language planning in some countries. These are the best we could find although there may be others we have missed. The items listed here are usually focused on the details of a particular country rather than explicitly providing principles for language planning although such principles can often in fact be derived from working through each item.



In addition to these five basic divisions there are some service sections which users may find helpful. There is a section on language planning bibliographies, and a section giving one reference to the enormously rich and varied field of planning, a field with which any student of language planning should at least be somewhat familiar.

There are two topics which, while related to language planning, have deliberately and after due consideration, been left out. These are the fields of literacy and translation. The reason for doing so is because the primary objective of these fields is not to change the language corpus nor to allocate language use. The fields do impinge on language planning to the extent that demands for translation may lead to demands for more terms which may lead to demands for a systematic way to add such terms; or when working on literacy one may be required to produce a standard orthography. Readers interested in these topics will find a rich literature to guide them.

#### D. Rationale for Selection of References

This list of references is not complete. Rather it is selective of what we think are the best, most representative and well-motivated titles available at this point in time (April, 1977) in English. We think that we have found most of the relevant English language references in language planning although there may well be issues which we have not fully accessed. For example, we suspect that there may be a better literature in English for onomastics. What is included comes from our search of the literature here in Hawaii, what was available through interlibrary loan and our own collection of references over the years. We freely admit that there may be more titles particularly in the European English language literature which we have somehow missed. If there are, we would entreat readers to send these in for inclusion in our revision. We do feel we have included most of the major discussions in language planning theory and language issues.

Most of the references in this list are in English. Our rationale for this decision is twofold -- the greater accessibility of such references and our inability to adequately access foreign language materials. This in no way implies that there are not superb references in other languages -- we are aware of many in Russian, Swedish<sup>2</sup>, Japanese, Czech, Chinese<sup>3</sup>, among others. However, in most instances they are not included. We did include a very few foreign references in the case study section (14) and when no English sources dealing with a topic we considered important could be found. In all instances when an English version of a foreign article was found, we listed the reference first, even if it was only partially translated.

Most of the references are fairly recent. However, we did include some references which are older when they indicated a point of view that we felt strongly about which was not found in later references.

In general, we stuck to references which are readily available in most libraries. A few items which are still in mimeographed stage are included. Again, these were included when no other like it could be found and it was known that the author could be contacted. We would be happy to indicate their addresses so readers may acquire these items.

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<sup>2</sup>Cf. Björn Jernudd's "Language Treatment in Sweden, an Indexed List of References" in the Preliminary Report of the International Research Project on Language Planning Processes, mimeo, Stanford University, October, 1973.

<sup>3</sup>Cf. Rosaline Kwan-wai Chiu's Language Contact and Language Planning in China (1900-1967) A Selected Bibliography. Québec: Les Presses de l'Université Laval, 1970.

The reader will find that anthologies were treated in several ways. In some cases, when all of the anthology was relevant and seemed to deal with the same topic, it was listed only once. In other cases, when only a few articles were relevant, these were listed under the appropriate topic. Yet again, when most of the volume was relevant but individual articles related to different topics, the book as a whole was listed under the relevant category and then the individual articles were listed under the appropriate topic. We hope that this approach will be of maximum use to the reader.

Our abstracting was "analytical" in the sense that we did not try to abstract the whole of an item but rather focused on that part which was relevant to language planning. When it made a point strongly in a topic we were interested in, we tended to abstract that part of the article and not the rest. Our abstract was, however, descriptive and no attempt was made to be evaluative. We did not provide abstracts for section 14 since these are all case studies, nor for the bibliographies.

We have tried to cover titles which appeared up to the date of this manuscript which is April, 1977. We have made every effort to include the most recent information on items which are in press, although we may have missed some facts about them.

We have provided a list of authors and works to help the specialist who is interested in particular authors or particular articles or books.

#### E. Thanks

We are most grateful to the Director, Dr. Verner Bickley, of the East-West Culture Learning Institute for graciously providing us with time and staff to work on this volume for the past two years. When we first proposed the volume, Dr. Bickley immediately saw the relevance of it for the field and for practitioners and encouraged us to go ahead. We wish to extend our heartfelt thanks to him.

We also wish to acknowledge the work of Merle Stetser and Chris Bouamalay who did most of the hard work. Together these women helped gather the references and did almost all of the abstracting. Their continued interest and loyalty is hereby acknowledged with great thanks. Their insights into the field have been stimulating.

We also wish to acknowledge the assistance of Gail Hume who worked with Björn Jemudd as an assistant at Monash University, Melbourne, Australia.

Finally, we wish to thank our colleague, Jiří V. Neustupný for his willingness to serve as critic. We think that the volume is much better for his insightful criticism although its form and contents in no way reflects his view of the field.

One more final thanks in advance. We wish to thank our readers for their willingness to share any criticism and references with us. We enclose a form which we hope you will send us with your remarks and additions.

## 1. INTRODUCTION TO PLANNING

Myrdal, Gunnar. 1968. Spread and Impact of the Ideology of Planning, and, The "Ideal Plan" and Planning as a Practical Art. In Asian Drama: An Inquiry into the Poverty of Nations, V. II: Ch. 15, and V. III: Appendix 2: Sec. III. New York: Pantheon, 709-740 and 1878-1896.

## 2. THEORY OF LANGUAGE PLANNING

Das Gupta, Jyotirindra. 1973. Language Planning and Public Policy: Analytical Outline of the Policy Process Related to Language Planning in India. In Shuy, Roger (ed.), Report of the Twenty-Third Annual Round Table Meeting on Linguistics and Language Studies. Georgetown Monograph Series on Languages and Linguistics, 25. Washington, D.C.: Georgetown University Press, 157-165.

Views language planning as only one area of national planning, sharing and competing with other sectors. Highlights policy process episodes in India in order to yield an outline of language planning. Recommends that language planning be studied as a delimited set of policy processes in order to better be able to analyze planned language change as compared to unplanned change and development. Such "theory regards planning as an organizational device to process diverse demands in a framework of reconciling conflicting groups and interests in a manner that allows the attainment of a feasible and coherent sequence of objectives in a reasonable order of time."

Fishman, Joshua A. 1971. The Impact of Nationalism on Language Planning. In Rubin, Joan and Björn Jernudd (eds.), Can Language Be Planned? Honolulu: University of Hawaii Press, 3-20. Reprinted 1972 in Fishman, Joshua A., Language in Sociocultural Change Essays by Joshua A. Fishman. Comp. by Anwar S. Dil. Stanford: Stanford University Press, 224-243.

Fishman distinguishes three competing goals of unification, authentication, and modernization within the thrust of nationalism. The linguistic policies of nations in early twentieth-century Europe manifested an overwhelming concern with authentication in accordance with their emphasis on national identity. Nations in South and Southeast Asia, in accordance with their emphasis on the state, have generally followed language policies aimed at unification and modernization, such as mass literacy campaigns. However, these nations are now displaying a greater concern for authentication, indigeneness, and socio-cultural integration.

Fishman, Joshua A. 1973. Language Modernization and Planning in Comparison with Other Types of National Modernization and Planning. Language in Society, 2: 1: 23-43. Reprinted 1974 in Fishman, Joshua A. (ed.), Advances in Language Planning. The Hague and Paris: Mouton, 79-102.

Sees a need for language planning literature to achieve a greater conformity and clarity in certain basic terms which have been more fully defined in the literature for other types of planning, especially economic. Looks for similarities in goals of other-than-language planning (development, modernization, and westernization) and language planning, in order to introduce new concepts and dimensions. Notes that language

planning seems similar to cultural planning conceptually and functionally: both pursue social goals and are, unfortunately, rarely evaluated systematically. Discusses the implications of some other-than-language planning difficulties (unexpected consequences and evaluation) for language planning. Suggests that value problems should concern all types of planning and lists recommendations for the improvement of planning to render it more effective. Ideally, the role of planners in achieving specified goals should be the elaboration of the best solution to the problem(s), whereas the client is responsible for its successful implementation.

Fishman, Joshua A., Jyotirindra Das Gupta, Björn H. Jernudd, and Joan Rubin. 1971. Research Outlines for Comparative Studies. In Rubin, Joan and Björn Jernudd (eds.), Can Language Be Planned? Honolulu: University of Hawaii Press, 293-305.

Offers a set of questions that can be considered at the initial stages of research into language planning. Suggests approaches to the following aspects of language planning: policy formation, including the interests behind language policies; codification and elaboration, including the personnel and financial structure of language planning agencies; and implementation, including programs aimed at target populations.

Garvin, Paul L. 1973. Some Comments on Language Planning. In Rubin, Joan and Roger Shuy (eds.), Language Planning: Current Issues and Research. Washington, D.C.: Georgetown University Press, 24-33. Reprinted 1974 in Fishman, Joshua A. (ed.), Advances in Language Planning. The Hague and Paris: Mouton, 69-78.

Distinguishes between language choice, which is a yes/no decision involving many extra linguistic factors, and language development, which is a matter of degree involving more purely linguistic issues. Notes that the need for a national language to fulfill both separatist and participatory functions creates a conflict in many developing nations. Questions the universality of European experiences in language standardization.

Haugen, Einar. 1966. Linguistics and Language Planning. In Bright, William (ed.), Sociolinguistics Proceedings of the UCLA Sociolinguistics Conference, 1964. The Hague and Paris: Mouton, 50-71. Reprinted 1972 in Haugen, Einar, The Ecology of Language Essays by Einar Haugen. Comp. by Anwar S. Dil. Stanford: Stanford University Press, 159-190.

Defends the possibility of planned language change. Language planning today concentrates on identifying alternative courses of action, and evaluating them according to criteria of efficiency, adequacy, and acceptability. The linguist can contribute to this process in his capacity as historian, descriptivist, and teacher.

Haugen, Einar. 1969. Language Planning, Theory and Practice. In Graur, A., et al. (eds.), Actes du X<sup>e</sup> Congrès International de Linguistes, Bucarest, 28 Août - 2 Septembre 1967. Bucharest: Éditions de l'Académie de la République Socialiste de Roumanie, V. 1: 701-711. Reprinted 1972 in Haugen, Einar, The Ecology of Language Essays by Einar Haugen. Comp. by Anwar S. Dil. Stanford: Stanford University Press, 287-298.

Defines language planning as all forms of language cultivation and proposals for language reform or standardization, including the normative work of language academies and committees. Sketches a scheme for the analysis and evaluation of various programs of language planning. Includes Norwegian linguist-reformer Ivar Aasen's classic 1836 essay translated into English as a paradigm of a program of language planning.

Havránek, Bohuslav and Miloš Weingart (eds.). 1973. General Principles for the Cultivation of Good Language. (Trans. from the Czech by Paul Garvin.) In Rubin, Joan and Roger Shuy (eds.), Language Planning: Current Issues and Research. Washington, D.C.: Georgetown University Press, 102-111. (First appeared in Havránek and Weingart (eds.). 1932. Spisovná čeština a jazyková kultura [Standard Czech and the cultivation of good language]. Prague: Melantrich, 245-258.)

Presents the Prague School's position on contributions of theoretical linguistic work to the conscious fostering of the standard language. Linguistics must provide a theoretical understanding of the real norm of contemporary standard language as the basis for cultivation. Linguistics can also contribute: first, to stabilizing the standard language, most notably in the area of orthography; and second, to enriching the functional and stylistic differentiation of the standard language, for example, through collaboration on the creation of technical terminology. Lists principles for the standardizing and enriching activities of linguists.

Jernudd, Björn H. 1973. Language Planning as a Type of Language Treatment. In Rubin, Joan and Roger Shuy (eds.), Language Planning: Current Issues and Research. Washington, D.C.: Georgetown University Press, 11-23.

Jernudd argues for the need to consider level of language development separately from level of socio-economic development. Societies may solve their language problems by planning, but this is only one kind of decision-making. Studies of other ways of resolving problems are needed; again to help with the explanation of the differential salience of language planning.

Jernudd, Björn H. Prerequisites for a Model of Language Treatment. Forthcoming in Rubin, J., B. Jernudd, J. Das Gupta, J. A. Fishman, C. A. Ferguson, et al., Language Planning: A Cross-National Survey. The Hague and Paris: Mouton.

Argues that it is incorrect to assume a direct and inevitable relationship between the degree of language "development" and the degree of modernization. Proposes the concept of a stable (as distinct from developed) speech community, in which a system of language treatment successfully accommodates and foresees language problems. Thus aboriginal speech communities are stable insofar as their system of language treatment meets their goal of preserving ritual and through the latter, social order. Distinctions between "language cultivation" and "language policy" approaches to language planning, which appear to be practiced simultaneously in nations such as India, need to be clarified by empirical study.

Jernudd, Björn H. and Jyotirindra Das Gupta. 1971. Towards a Theory of Language Planning. In Rubin, Joan and Björn Jernudd (eds.), Can Language Be Planned? Honolulu: University of Hawaii Press, 195-215.

Justifies language planning by the recognition of language as a societal resource, and a common goal. Defines language planning as a political and administrative process of orderly decision-making to solve language problems in society. Identifies the most significant task of language planning to be determining the effect of decision variables on the societal use of language products.

Karam, Frances X. 1974. Toward a Definition of Language Planning. In Fishman, Joshua A. (ed.), Advances in Language Planning. The Hague and Paris: Mouton, 103-124.

Notes various views of what language planning is and varied terminology used. Discusses types and dimensions of language planning activities, pointing out that they must be viewed in the context of the political, economic, scientific, social, cultural, and/or religious situation. Considers a language planning program for a hypothetical newly emerging nation in order to illustrate the tasks of planning, implementation, and evaluation, and the processes of graphization, modernization, and standardization.

Khubchandani, Lachman M. 1975. Review of Rubin and Shuy's Language Planning: Current Issues and Research (1973). International Journal of the Sociology of Language, 4: 159-164.

Suggests that the present language planning framework of determination, development, and implementation *does not account for "the pluri-functional characteristics of language."* An integrative approach is recommended, taking into account not only linguistic characteristics but also political and social functions such as language image, posture, and use. Stresses that more attention should be paid to the rationale of language planning than to terminological issues.

Khubchandani, Lachman M. Language and Communication in Modern Setting: Implications of Cultural Pluralism and Modernization in South Asia. Forthcoming. Honolulu: University of Hawaii Press.

Considers dynamic patterns of language behavior more realistic than static accounts such as census reports, which for example indicate a very conservative amount of bilingualism in India. Language identity pressures sway mother tongue declarations especially in India's "Fluid Zone." However, census returns may be a useful indicator of language attitudes, e.g. anxiety to attain prestige, pride in exclusiveness, or religious or regional identity. Sociolinguistic factors such as 1) degree of homogeneity, 2) stratified social structure, 3) fluid language boundaries, and 4) situational norms, should be considered in Indian language promotion programs. Stresses that pluralistic communication patterns are the direct consequence of societal stratification. Speech variation is often related to identity and purpose of the interaction, and it is wrong to encourage codification and elaboration of urban elite language for the masses. Advocates promotion of gradual stabilization of a pan-regional standard for South Asian English, and proposes that the English-elite take the lead in developing Indian languages for use in written communication with the masses.

Miller, George A. 1950. Language Engineering. Journal of the Acoustical Society of America (November), 22: 6: 720-725.

Lists some problems for a proposed field of language engineering, e.g. an auxiliary international language, spelling reform, developing special vocabularies, standardization, recoding procedures, translation. Discusses a sample problem of an international language for airline communication to illustrate the interdependence of several approaches. Relates to this problem three psychological experiments in group communication, e.g. the effects of passage length and approximation to English on memory ability, in order to illustrate the role of the psychologist in language engineering.

Neustupný, Jiří V. 1968. Some General Aspects of 'Language' Problems and 'Language' Policy in Developing Societies. In Fishman, Joshua A., C. A. Ferguson, and J. Das Gupta (eds.), Language Problems of Developing Nations. New York: John Wiley and Sons, 285-294.

The fundamental concepts, "language problems" and "language policy," need to be defined within a general theoretical framework encompassing the broader field of verbal and nonverbal communications problems. Language policy involves conscious choice. Language patterns, the networks of influence between social factors and the use of language, need to be investigated and then evaluated in terms of furthering explicit goals such as development and the promotion of unity.

Neustupný, Jiří V. 1974. Basic Types of Treatment of Language Problems. In Fishman, Joshua A. (ed.), Advances in Language Planning. The Hague and Paris: Mouton, 37-48. Revised version called, Language Treatment. Forthcoming in Post-Structural Approaches to Japanese Linguistics. Tokyo: University of Tokyo Press.

Proposes ranking the treatment of language problems along a scale of rigorousness. Distinguishes two approaches to language problems: a policy approach, typical of developing nations, and a cultivation approach, typical of modern industrial states. Illustrations are drawn from language planning in Japan and Czechoslovakia (the Prague School).

Neustupný, Jiří V. 1974. The Modernization of the Japanese System of Communication. Language in Society (April), 3: 1: 33-50. Revised version called, The Sociolinguistic Type of Japanese. Forthcoming in Post-Structural Approaches to Japanese Linguistics. Tokyo: University of Tokyo Press.

Suggests an evolutionary typology of languages (tribal, early modern, modern, contemporary) and specifies present-day Japanese as early modern/modern. Following Fishman's suggested viewpoints of macro- and micro-sociolinguistics, Neustupný considers the modernization of the Japanese language in both areas, discussing linguistic homogeneity, development, equality, and developed alliance. The macro-modernization process affects Japanese society as a whole, and has modern features such as a highly homogeneous national language. The micro-modernization process affects primarily the individual, and has premodern features such as honorifics usage dependent on addressee or situation.

Neustupný, Jiří V. 1974. An Outline of a Theory of Language Problems. First Draft. Mimeo. 21 pp. Revised version called, A Theory of Language Problems. Forthcoming in Post-Structural Approaches to Japanese Linguistics. Tokyo: University of Tokyo Press.

Attempts to systematize some areas of language problems and link this system with grammatical theories of language. Suggests that language problems can be reformulated as occurrences of the marker "inadequate," which can be attached to certain features of communicative acts or systems, and which under certain conditions switches on correction processes. A correction process can consist of any or all of: 1) inadequacy marking, 2) an action being selected, and 3) implementation of the decision (including "no action"). Neustupný discusses variation in correction systems, and also similarities and differences between linguistic correction, such as reissuance of an utterance, and meta-linguistic correction, such as language planning.

Neustupný, Jiří V. 1975. Language Planning for Migrant Languages in Australia: A Theoretical Framework. Paper presented at the conference Migrants, Migration, and National Population Enquiry, Monash University. Mimeo. (October), 11 pp. Forthcoming in Language Sciences.

Language problems of migrant groups should be recognized as a subset of communicative problems, concerned with the establishment of networks, selection of topics, use of non-verbal channels, etiquette, etc. Therefore, planning for communicative problems must move beyond the limitations of pure "language" teaching into teaching the interpretation of culturally different behavior, and establishing new networks (e.g. for Japanese women in the larger community). Treatment of communicative problems should also be more rigorous, incorporating components of enquiry, policy formation, implementation, and social and communicative systems.

Ray, Punya Sloka. 1961. Language Planning. Quest (October), 31: 32-39.

Defines language planning as "an active recommendation towards a preferred solution to an existing problem concerning linguistic usage." Although planning is at first a matter of individual leadership, later support may come from Church or State, which does not necessarily guarantee success. "Success in language planning depends on the already existing network of social communication, that is, on the established channels of commerce in material and intellectual goods," and on an increasing social mobilization. Ray reviews the main types of situations calling for language planning and suggests some steps toward a solution of the Indian problem.

Rubin, Joan. 1973. Language Planning: Discussion of Some Current Issues. In Rubin, Joan and Roger Shuy (eds.), Language Planning: Current Issues and Research. Washington, D.C.: Georgetown University Press, 1-10.

Language planning has as its central focus the identification of language problems, which must have a much wider scope than just choice and standardization of language code. Discusses three proposals for typologies of language problems, suggesting that more comprehensive ones still await formulation. Suggests questions illustrating the focus of language planning, such as what it consists of, and whether it is restricted to governmental bodies and developing nations only. Notes that comparison of types of treatment of language problems has not yet been much discussed.

Rubin, Joan. Attitudes towards Language Planning. Forthcoming in Festschrift for Karl-Hampus Dahlstedt.

Negative attitudes toward language planning often stem from the questionable assumptions that all language is equally good, and that language itself is an entity with fixed boundaries and fixed relations. Opponents of language planning often stereotype it as elitist-oriented, reactionary, and unresponsive to social change. However, good language planning offers the benefits of looking at real communications problems more systematically, avoiding false problems, and selecting better strategies and more specific goals.

Rubin, Joan and Björn H. Jernudd (eds.). 1971. Can Language Be Planned? Honolulu: University of Hawaii Press, 343 pp.

The concepts of socio-economic planning, linguistic theory, standardization theory, modernization theory, evaluation theory, and nationalism are brought to bear on the



processes of planned change in language. This volume is one of the first attempts to place the theory of language planning within the context of social change. There are several studies on the motivation and rationalization for language policy and seven case studies of language planning (Ireland, Israel, the Philippines, East Africa, Turkey, Indonesia-Malaysia, and Pakistan). A research outline for comparative studies of language planning is also included.

Rubin, Joan and Björn H. Jernudd. 1971. Introduction: Language Planning as an Element in Modernization. In Rubin and Jernudd (eds.), Can Language Be Planned? Honolulu: University of Hawaii Press, xiii-xxiv.

Defines language planning as deliberate language change, planned by organizations established or given a mandate to fulfill such purposes. Adopts the distinction between the cultivation approach to language planning practiced in many Western nations, and the policy approach, reflecting strong government concern with language, adopted by many developing nations. Cites some literature on existing traditions of language cultivation and development, as well as recent academic formulations of language planning as a discipline. Recognizes close and potentially enriching relationships between language planning and various other disciplines, such as economics, political science, demography, etc.

Rubin, J., B. Jernudd, J. Das Gupta, J. A. Fishman, C. A. Ferguson, et al., Language Planning: A Cross-National Survey. Forthcoming. The Hague and Paris: Mouton.

A report of some of the results of a cross-national survey to evaluate language planning in four countries: India, Indonesia, Israel, and Sweden. Offers a theoretical framework in which to view language planning processes. Several articles describe various aspects of the language planning agencies and associations. Others assess the public view of such agencies. One paper presents the major survey results of the comparative evaluation of the success of lexical elaboration in three countries. Other papers discuss public opinion on linguistic sources for terminological innovation, language standardization processes, and the use of the language planning agency for language innovations. A comparative paper on language planning in China is included.

Rubin, Joan and Roger W. Shuy (eds.). 1973. Language Planning: Current Issues and Research. Washington, D.C.: Georgetown University Press, 111 pp.

These papers point to the need for clarifying the dimensions of language planning, particularly in relation to the larger field of language treatment. Basic terms such as codification, standard language, etc., also require further consideration and clarification. A translation of an article stating Czech principles for the cultivation of language is included. Articles survey the current language situation and the status of language planning in Canada, China, Peru, and Kenya.

Tauli, Valter. 1964. Practical Linguistics: The Theory of Language Planning. In Lunt, Horace G. (ed.), Proceedings of the Ninth International Congress of Linguists, Cambridge, Mass., August 27-31, 1962. The Hague and Paris: Mouton, 605-609.

Defines language planning as the activity of improving existing languages and creating new common regional, national, or international languages. Defines practical or applied linguistics as a science which methodically investigates the ends, principles,

methods and tactics of language planning. Practical linguistics is a normative science, based on the ideal of language as an efficient instrument, whereas the practice of language planning must take into account "the existing language and the social and other conditions of the language community."

Tauli, Valter. 1968. Introduction to a Theory of Language Planning. Uppsala: University of Uppsala, 227 pp.

Tauli outlines a normative theory, "which methodically investigates the ends, principles, methods and tactics" of language planning. Such planning is defined as "the methodical activity of regulating and improving existing languages or creating new common regional, national, or international languages." In his normative task of finding a language ideal, the author seeks an answer to the "ideal norm" and, in turn, to morphological, syntactical, lexical, and graphemic language problems, basing himself on principles of clarity, economy, and aesthetics.

Tauli, Valter. 1974. The Theory of Language Planning. In Fishman, Joshua A. (ed.), Advances in Language Planning. The Hague and Paris: Mouton, 49-67. Also appeared as, El Planeamiento del Lenguaje. 1974. In Villegas, Oscar Uribe (ed.), Las Concepciones y Problemas Actuales de la Sociolingüística. Mexico: Universidad Nacional Autónoma de México, 246-269.

Since language is a social code, linguistic norms are inherent in the nature of language. Since language is a "means," it can be evaluated according to ideals of clarity, economy, and beauty, and changed in order to become a more efficient instrument. "Language planning is the methodical activity of regulating and improving existing languages or creating new common regional, national, or international languages." Language planning is applied as well as normative insofar as its tactics must take into account current socio-economic conditions.

### 3. DISCIPLINE OF LANGUAGE PLANNING

Fishman, Joshua A. 1974. Language Planning and Language Planning Research: The State of the Art. In Fishman, Joshua A. (ed.), Advances in Language Planning. The Hague and Paris: Mouton, 15-33. Also 1974 in Linguistics, 119: 15-34.

Relates content and purposes of Advances to two other collections: Fishman, Ferguson, and Das Gupta (1968) and Rubin and Jernudd (1971). Surveys publications from the late 1960's to 1974. No major additions were proposed to the theoretical dimensions of language planning, despite greater emphasis on code elaboration, inter-translatability, and the evaluation of planning efforts. Most research focused on the policy deliberation and decision stages of language planning, yet provided little information about the actual process of decision-making. There remains a great need for micro-level studies of implementation and evaluation.

Language Planning Newsletter (East-West Culture Learning Institute, Honolulu), beginning February 1975.

A quarterly information organ for the discipline of language planning and language planning practitioners. Free.

Rubin, Joan. Attitudes towards Language Planning. Forthcoming in Festschrift for Karl-Hampus Dahlstedt.

See abstract under Theory of Language Planning.

#### 4. RELATIONSHIP OF LANGUAGE PLANNING AND LINGUISTICS

Bailey, Charles-James N. 1975. The New Linguistic Framework and Language Planning. International Journal of the Sociology of Language, 4: 153-157.

Calls attention to the implications of recent theoretical advances for language planning, particularly in the area of phonology. New dynamic models provide for a unified underlying representation in polylectal grammars. This frees language planners from having to select a single idiolect as the basis for orthographic standardization.

Havránek, Bohuslav and Miloš Weingart (eds.). 1973. General Principles for the Cultivation of Good Language. (Trans. from the Czech by Paul Garvin.) In Rubin, Joan and Roger Shuy (eds.), Language Planning: Current Issues and Research. Washington, D.C.: Georgetown University Press, 102-111. (First appeared in Havránek and Weingart (eds.). 1932. Spisovná čeština a jazyková kultura [Standard Czech and the cultivation of good language]. Prague: Melantrich, 245-258.)

See abstract under Theory of Language Planning.

Jemudd, Björn H. 1977. The Study of Language and Language Problems. In Språkvi-  
tenskapens forhold til samfunnsvitenskapene. Oslo: Norges almenvitenskapelige  
forskningsråd, 53-75.

Intradisciplinary conflicts within linguistics should be solved by recognizing that linguistics concerns itself with multiple aspects of language, such as biological and social, not merely with the formal properties of language. Eventually, basic research into the limits of human language ability should define the discipline. Linguistics must train specialists capable of solving identified, socially relevant language problems. To this end, mechanisms for continuous evaluation of what linguists do, how well they do it, and how they are prepared to do it must be instituted; degree structures and educational sequences must be continuously reorganized to facilitate specialization into diverse professional careers in language.

Neustupný, Jiří V. 1975. E. Haugen and the History of Sociolinguistics. A review of Haugen's Ecology of Language (1972). Language (March), 51: 1: 236-242. (Pre-printed 1973 in Linguistic Communications (Melbourne), 11: 74-88.)

Haugen's focus within sociolinguistics shifted from general problems of bilingualism to the consideration of language problems. He attacked the structuralist policy of "leave your language alone," and consciously strove for a firm theoretical framework for language planning, an innovation for American sociolinguistics. Neustupný compares the stages of recent approaches to language problems (policy, cultivation, and planning) to the historical stages of general linguistic theory (pre-structural, structural, and post-structural). Three post-structural lines of thought can be observed in Haugen's socio-linguistics: his theoretical approach to language planning, his interest in international linguistics, and his attempt to reconcile linguistics with the fact of linguistic indeterminacy, gradience, and the dynamic character of language. Neustupný suggests that

the various systems of solution of language problems must be accommodated within a single theory which is connected with the existing grammatical theories.

Rubin, Joan. 1977. New Insights into the Nature of Language Change Offered by Language Planning. In Blount, Ben and Mary Sanches (eds.), Sociocultural Dimensions of Language Change. New York: Academic Press, 253-269.

Despite popular and scholarly opinion to the contrary, argues that all aspects of language are malleable, including morphology and syntax, as the language reforms in Estonia and Turkey demonstrate. Although language planning at the national level may be a recent phenomenon, language treatment in the sense of "native, conscious (deliberate) concern with the speech community's language resources" is as old as speech itself and should be accounted for in theories of language evolution. Motivations for changing language may relate consciously or in some cases almost exclusively to social-political goals as well as linguistic goals. There is a need to know more about how people feel about language in order to understand the conditions under which language treatment and especially language planning can be successful.

## 5. LANGUAGE PLANNING BIBLIOGRAPHIES

Jernudd, Björn and Joan Rubin. 1971. Some Introductory References Pertaining to Language Planning. In Rubin, Joan and Björn Jernudd, Can Language Be Planned? Honolulu: University of Hawaii Press, 311-323.

Kjolseth, Roth and Fritz Sack. Bibliographie: Ausgewählte und Gegliederte Literatur zur Soziologie der Sprache, 12.2: Geplanter Sprachwandel. In Kjolseth, Roth and Fritz Sack (eds.), Zur Soziologie der Sprache. Ausgewählte Beiträge vom 7. Weltkongress der Soziologie. Kölner Zeitschrift für Soziologie und Sozialpsychologie, Sonderheft 15. Opladen: Westdeutscher Verlag, 383-386.

Rubin, Joan. 1974. Selected Bibliographies: 3. Language Planning Theory and Documents, and, Selected Bibliographies: 4. Language Problems in Language Planning. The Linguistic Reporter (April), 16: 4: 7-10, and (May), 16: 5: 7-10.

## 6. PLANNING THE LANGUAGE CORPUS: GENERAL

Chejne, Anwar G. 1969. The Arabic Language: Its Role in History. Minneapolis: University of Minnesota Press, 240 pp.

Gives an account of the development, growth, decline, and modern revival of Arabic, with particular attention to key individuals and political events. One chapter considers a number of the problems and proposals for the reform of Arabic including the principles for coining new technical terms, script, and the use of classical versus colloquial Arabic. Offers interesting insights into the rationale behind some of the discussions, and the significance of Arabic for Arab-Muslim society.

Daneš, František. 1970. The Problems of Value-Judgements in the Process of Standardization. Proceedings from the Sociolinguistic Days (Rome). Mimeo. 5 pp.

Standardization, as an applied science (or art), necessarily involves value judgments. Such value judgments can be objective if founded on a consideration of three fundamental aspects of language: (1) its form and substance, that is, language as a dynamic system of phonic or graphic signs; (2) its social nature, that is, language as a social institution and norm; and (3) its functions, that is, language as an instrument by means of which articulated thinking, self-expression, and inter-individual communication may be accomplished.

Das Gupta, Jyotirindra and John Gumperz. 1968. Language, Communication and Control in North India. In Fishman, Joshua A., C. A. Ferguson, and J. Das Gupta (eds.), Language Problems of Developing Nations. New York: John Wiley and Sons, 151-166. Reprinted 1971 in Gumperz, John, Language in Social Groups Essays by John J. Gumperz. Comp. by Anwar S. Dil. Stanford: Stanford University Press, 129-150.

Das Gupta and Gumperz begin from the premise that modernization is usually accompanied by a decrease in the dysfunctional diversity and an increase in the functional diversity of language systems. They follow the development, political sponsorship and propagation of modern Hindi, designated as the national language of India. Das Gupta and Gumperz note the cultural and nationalist motivations behind the trend towards Sanskritization, which seems, however, to conflict with broader goals of religious and socio-economic integration.

Ferguson, Charles A. 1968. Language Development. In Fishman, Joshua A., C. A. Ferguson, and J. Das Gupta (eds.), Language Problems of Developing Nations. New York: John Wiley and Sons, 27-35. Reprinted 1971 in Ferguson, Charles A., Language Structure and Language Use Essays by Charles A. Ferguson. Comp. by Anwar S. Dil. Stanford: Stanford University Press, 219-232.

Defines three criteria for measuring language development: graphization, standardization, and modernization. Graphization provides a new, more conservative variety of language. Standardization involves various sociolinguistic factors in the acceptance of one widely-accepted norm. Modernization means the acquisition of specialized sub-vocabularies and the development of new styles and forms of discourse.

Garvin, Paul L. 1959. The Standard Language Problem: Concepts and Methods. Anthropological Linguistics, 1: 3: 28-31. Reprinted 1964 in Hymes, Dell (ed.), Language in Culture and Society. New York: Harper and Row, 521-526.

A conceptual framework for discussing the degree of language standardization: 1) the intrinsic properties of a standard language (flexible stability and intellectualization; measured by vocabulary and style), 2) functions of a standard language in the culture of a speech community (unifying, separatist, prestige, and frame-of-reference; inferred from cultural observations), and 3) the attitudes of the community towards the standard language (language loyalty, pride, and awareness of the norm; measured by behavioral and situational variables). Garvin notes that the realistic objective of literacy is not the same as standard language.

Hancock, Ian F. 1974. Problems in the Creation of a Standard Dialect of Romanés. Paper presented to the Language Planning Session, Eighth World Congress of Sociology, Toronto, Canada, August 1974. Mimeo. 40 pp.

Romanés, the language spoken by groups of Rom throughout the world, is actually a collection of dialects; the resulting difficulties of communication represent a major obstacle to Rom cultural and political unity. Linguistic differences historically introduced by successive waves of Rom migration have been exacerbated by the still common social prejudice against "Gypsies." Suggests that a standard language be created, based upon the Vlach and Northern groups of dialects, and proposes an orthography for this language. However, Rom traditions, particularly negative attitudes towards education, and the fear of a "gypsy elite," would work against the dissemination of any standard so devised.

Haugen, Einar. 1965. Construction and Reconstruction in Language Planning: Ivar Aasen's Grammar. Word (August), 21: 2: 188-207. Reprinted 1972 in Haugen, Einar, The Ecology of Language Essays by Einar Haugen. Comp. by Anwar S. Dil. Stanford: Stanford University Press, 191-214.

Shows how Aasen's creation of the landsmål (nynorsk) language was actually a reconstruction of the classical standard for the Norwegian dialects, based on comparative and historical linguistics. Aasen recognized a network of relationships between Scandinavian languages and Norwegian dialects, all more or less "genuine," i.e. more or less faithful to the Ursprache, Old Norse. Nevertheless, "In detail Aasen was not committed to Old Norse as a model; he also had in mind the practical problems of his potential followers."

Haugen, Einar. 1966. Dialect, Language, Nation. American Anthropologist (August), 68: 4: 922-935. Reprinted 1972 in Haugen, Einar, The Ecology of Language Essays by Einar Haugen. Comp. by Anwar S. Dil. Stanford: Stanford University Press, 237-254.

Stresses the relative nature of the terms dialect and language, and discusses the origins of the terms and their various meanings, including structural versus functional dimensions. Considers the relation of language to nation in order to understand how a vernacular develops into a standard language. Defines language development goals for a standard language as 1) selection of norm, 2) codification of form, 3) elaboration of function, and 4) acceptance by the community.

Haugen, Einar. 1966. The Problem of Language. In Language Conflict and Language Planning The Case of Modern Norwegian, Ch. 1. Cambridge: Harvard University Press, 1-26.

Briefly surveys efforts for language standardization throughout history, noting that the need for positive language planning and the means for implementing it were first widely available in the nineteenth century. Discusses principles of language planning, such as the initiation of linguistic form (selection of a norm), implementation (codification of form), elaboration of function, and community acceptance.

Haugen, Einar. 1971. Instrumentalism in Language Planning. In Rubin, Joan and Björn Jernudd (eds.), Can Language Be Planned? Honolulu: University of Hawaii Press, 281-289.

Briefly presents the viewpoints of Tauli and Ray on language planning, noting that both consider language mainly as an instrument of communication. Argues against this instrumentalism hypothesis, as it is only one aspect of language, the means, not the

purpose. Language planners cannot judge a language by strictly logical standards such as efficiency, clarity, and economy, but must take into account many other factors, such as historical stability of the code, social values, etc.

Kloss, Heinz. 1967. "Abstand" Languages and "Ausbau" Languages. Anthropological Linguistics, 9: 7: 29-41.

Speech varieties may be judged to constitute distinctly separate languages by the application of linguistic criteria alone ("abstand" languages) or by sociological criteria ("ausbau" languages). The latter have been reshaped by deliberate action, in order to become distinct standardized tools of literacy expression. "Dialectization" is the reversal of the status of an ausbau language. Examples of ausbau activity and dialectization are given, and some generalizations are offered. For a fuller theoretical treatment and exemplification, see his Die Entwicklung neuer germanischer Kultursprachen, 1952 (Munich: Pohl).

Morag, Shelomo. 1959. Planned and Unplanned Development in Modern Hebrew. Lingua, 8: 3: 247-263.

Although originally a decision was made in favor of the "Oriental" pronunciation, modern Hebrew phonology has evolved largely according to the European linguistic backgrounds of its speakers. Evolution of morphology is largely a spontaneous response to the needs of a modern society. Planning by official bodies has been most effective in vocabulary expansion, where it could supply new and useful tools.

Mukařovský, Jan. 1964. Standard Language and Poetic Language. (Trans. from the Czech by Paul Garvin.) In Garvin, Paul (ed.), A Prague School Reader on Esthetics, Literary Structure, and Style. 3rd printing. Washington, D.C.: Georgetown University Press, 17-30. (First appeared as, Jazyk spisovný a jazyk básnický. 1932. In Havránek, Bohuslav and Miloš Weingart (eds.), Spisovná čeština a jazyková kultura [Standard Czech and the cultivation of good language]. Prague: Melantrich, 123-156.)

Points out that poetry depends on the existence of the standard in order to achieve its special effects. Poetry makes few direct contributions to the development of the standard. For example, poetry appreciates neologisms which are unique rather than capable of generalization. But the mere existence of poetry serves to reveal certain linguistic properties implicit in the common language, particularly structural inter-relationships.

Noreen, Adolf. 1888. Om språkriktighet [On correct language]. Uppsala: W. Schultz, 52 pp. Adapted to German by A. Johansson as "Über Sprachrichtigkeit." 1892. Indogermanische Forschungen, 1: 95-157. Original version reprinted 1895 in Noreen, Adolf, Spriidda studier. Populära uppsatser. Stockholm: Hugo Gebers, 143-212.

Makes explicit, exemplifies, and criticizes the literary-historical and natural-historical approaches to language cultivation. The former seeks the norm for language cultivation in past usage, and it is the linguist (mainly the historical linguist) who has the authority to judge; the latter has spoken language as its source of norms; what is correct is determined by quantitative studies of usage, the majority usage rules. Noreen favors the rational approach in which that usage is best which best communicates

that which shall be communicated in a particular speech act. No expression, therefore, is always best. Best is that language which combines the greatest simplicity with necessary clarity. Noreen elaborates on the rational approach with a great many examples.

Ray, Punya Sloka. 1962. Formal Procedures of Standardization. Anthropological Linguistics, 4: 3: 16-41.

Discusses formal alternatives involved in the standardization of orthographies: choices in orientation and design of script, expansion of script, nature of code, and type of spelling. Evaluates three means of lexical expansion: invention, borrowing, and reconstruction. Defines sociological "drift" as the power potential of the elite for the spread of linguistic forms; and discusses the relevance of "drift" for standardization.

Ray, Punya Sloka. 1963. Language Standardization: Studies in Prescriptive Linguistics. The Hague and Paris: Mouton, 159 pp.

Sets forth a theory of standardization comprising three components of efficiency, rationality, and commonality. Proposes criteria of efficiency for writing, grammar, and lexical formation; defines rationality in terms of semiotic, semantic, and cognitive form; analyses commonality along non-symmetrical axes of formal linguistic structure, knowledge of subject matter, and social relationships. Offers some applications of this theory, especially a scheme for describing and evaluating orthographies.

Rubin, Joan. Language Standardization. Forthcoming in Rubin, J., B. Jernudd, J. Das Gupta, J. A. Fishman, C. A. Ferguson, et al., Language Planning: A Cross-National Survey. The Hague and Paris: Mouton.

Standardization is a complex process, comprising the following interrelated parts: isolating a norm, assigning it value, specifying its use, accepting it, and utilizing it over a given period of time. Organized language standardization is often motivated by rapid social change, which gives rise to the recognition of language diversity as an adverse condition. Standardization serves linguistic, semi-linguistic and extra-linguistic goals, such as political control and socio-cultural identity, which greatly influence its outcome.

Wexler, Paul N. 1974. Purism and Language: A Study in Modern Ukrainian and Belorussian Nationalism (1840-1967). Bloomington: Indiana University, 446 pp.

A well-documented case study of prescriptive intervention into Ukrainian and Belorussian, through purism, from the early 19th century, with rich linguistic exemplification.

## 7. PLANNING THE LANGUAGE CORPUS: PURPOSES

### Education

Berg, Cornelius C. 1951. The Question of the Methodical Simplification and Development of Language in Connection with Educational Problems in Underdeveloped Areas. (UNESCO/EDCH/Meeting Vern./9, Paris, 16 November 1951).



Del Rosario, Gonsalo. 1968. A Modernization-Standardization Plan for the Austro-nesian-derived National Languages of Southeast Asia. Asian Studies, 6: 1: 1-18.

Discusses three possible sources for scientific vocabulary creation: from within a language, consistency with related regional languages, or borrowing from world languages. Del Rosario suggests that the first source will probably lead to faster learning of science by elementary-school children, although the second would also be acceptable to him. The third source, he suggests, should probably be limited to a very small number of scientific names; national languages should not rely heavily on the vocabulary of the Languages of Wider Communication because this impedes their function.

Rubin, Joan. 1971. A Few Questions about Standardization and the Teaching of Bahasa Indonesia in Sekolah Dasar (Primary Schools). Paper presented to a Ministry of Education Seminar. Linguistic Communications (Melbourne), 3: 72-87.

Bahasa Indonesia, as the medium of instruction in Indonesian primary schools, serves as the key instrument of socialization as well as the major tool of communication and thinking. Indonesia must evaluate its national language with regard to how much standardization is desirable in what areas: pronunciation, spelling, grammar, terminology. The linguistic relationship between the regional languages and Bahasa Indonesia must be clarified so that proper teaching techniques are employed instead of merely corrective ones.

UNESCO (United Nations Educational, Scientific, and Cultural Organization). 1974. Interactions between Linguistics and Mathematical Education. Final Report of the Symposium sponsored by UNESCO, CEDO, and ICMI, Nairobi, Kenya, September 1-11, 1974. (ED-74/CONF. 808). Mimeo. 136 pp.

Presents overviews of six symposium papers dealing with the relationships between language and mathematics education, especially as relating to African countries. Recommends areas of theoretical research, such as the use of mother tongue or other languages as the medium of instruction, and the relation of mathematics to the cultural and linguistic background of a region. Teachers should recognize the importance and practicability of small-scale research at the classroom level, and be given simple guidance. Suggests that everyday language be used to discuss mathematical concepts before the appropriate technical vocabulary is introduced. Where necessary, an officially recognized national institution should develop the mathematical register of a language used as the medium of learning, and disseminate the results to teachers.

### Technology

Flood, Walter Edgar. 1957. The Problem of Vocabulary in the Popularisation of Science. University of Birmingham, Institute of Education. Educational Monographs, 2. Edinburgh: Oliver & Boyd, 121 pp.

The problem addressed by this book is: "Can the main facts and ideas of science be explained to the ordinary, average person in terms which he understands? Can we devise a system or set of rules which will enable an author or lecturer to do this?" Flood considers a limited vocabulary essential for simplified texts; he offers and illustrates principles for compiling scientific word-lists.

Nutting, H. S. 1953. Nomenclature in Industry. In Patterson, Austin M., A. F. Holleman, et al., Chemical Nomenclature A collection of papers comprising the Symposium on Chemical Nomenclature, presented before the Division of Chemical Literature at the 120th meeting - Diamond Jubilee - of the American Chemical Society, New York, N. Y., September 1951. Washington, D.C.: American Chemical Society, 95-98.

The standardization of chemical nomenclature assumes increasing economic importance as the size and complexity of industrial organization increases. In a large corporation, it is vital to internal communications, record-keeping, and communications with others. The expected expansion of chemical literature also makes vital the standardization of nomenclature.

Smeaton, B. Hunter. 1973. Lexical Expansion Due to Technical Change, as illustrated by the Arabic of Al Hasa, Saudi Arabia. Bloomington, Ind.: Indiana University Press.

Study shows how Hasawi Arabic underwent accelerated and uncontrolled lexical expansion to include technical notions previously more or less lacking. Although the process was wholly laissez-faire (new terms came into being on the job as the situation required, without the intervention of scholars or the constraints of policy), many of the phenomena would have to be considered also in a system that controls language expansion for technological purposes.

#### Law

Hager, John. 1959. Let's Simplify Legal Language. Rocky Mountain Law Review, 32: 74-86.

Contents that the language of lawyers, courts, and laws is unnecessarily complicated. Hager warns that annoyance with legal language may lead clients to dispense with lawyers' professional services, and offers a brief program for simplification.

O'Barr, William M. 1976. The Language of the Law -- Vehicle or Obstacle. Mimeo. Duke University, 45 pp.

There is a traditional debate between those who perceive the language of courts and laws as an obstacle that prevents greater popular understanding, and those who perceive it as a vehicle that insures consistent and highly predictable interpretations. O'Barr feels that contemporary concern with the importance of court interpreters for non-English speakers should lead to concern with the importance of translation services for all who do not speak the legal language. Instead of more rhetoric, "What is needed ... is a greater understanding, through empirical social science research, of the degree to which the assumptions which the courts make about the communication and linguistic systems in which they are embedded are indeed supported by empirical evidence."

#### Identity, Access, Control

Baskakov, Nikolay Aleksandrovich. 1960. The Turkic Languages of Central Asia; problems of planned culture contact. (Trans. from the Russian by Stefan Wurm.) Rev. ed. London: Central Asian Research Centre, 43 pp.

Wurm, Stefan. 1960. Comments. In Baskakov, Nikolay Aleksandrovich, *The Turkic Languages of Central Asia; problems of planned culture contact*, Appendix I. Rev. ed. London: Central Asian Research Centre, 44-58.

Divides processes of developing Turkic languages of the U.S.S.R. into the pre-revolutionary period, with the birth of the national languages (e.g. Tatar, Azerbaydzhani, and Uzbek), and the post-revolutionary period, with the developing of independent nations "thanks to the Lenin-Stalin nationalities policy" (e.g. Khakass and Altays). Discusses some effects of social and political conditions on languages, and the development of literary written languages, which should be coordinated with spoken languages. Advocates the russification of Turkic languages by introducing the Cyrillic script and Russian loanwords, eventually expecting to modify even grammar and phonetics.

Wurm criticizes various statements of Baskakov. He finds it most surprising that orthography and script changes were advocated for uniting the Turkic languages, because he suggests that differences in these languages had formerly been consciously created for political purposes.

Brass, Paul R. 1974. Language, Religion, and Politics in North India. London: Cambridge University Press, 467 pp.

An analysis of three language movements: Maithili, Urdu, and Punjabi, questioning why it is that some develop into powerful political movements whereas others do not. Offers an explicit comparison of the conditions under which language and religion, two powerful symbols of group identity, are manipulated by political groups to achieve their goals. Elaborates on three themes: "(1) Objective marks of group identity, such as language or religion, are not 'givens' from which group identities naturally spring, but are themselves subject to variation; (2) In the formation of group identities, nationalist elites tend to emphasize one symbol above others and strive to bring other symbols into congruence with the primary symbol; and (3) The centrality of politics and political organization to the formation and channeling of group identities."

Dahlstedt, Karl-Hampus. 1976. *Societal Ideology and Language Cultivation: The Case of Swedish*. University of Umeå, Department of General Linguistics, Publication 11. Mimeo. Umeå, 43 pp. Also 1976 in International Journal of the Sociology of Language, 10: 17-50.

Discusses how Swedish language cultivation must work within a context of six ideologies: nationalism, Nordic regionalism, internationalism, traditionalism, rationalism, and democratism. Some control of the semantic content of languages is seen to exist even in democratic societies in the form of traditional authoritative languages, which protect the bureaucratic authorities from criticism by the majority of citizens. Recommends the maintenance of a standard language with tolerance for regional standards. "The freedom of language must be energetically vindicated . . . within the limits of basic inter-intelligibility." Swedish language cultivation should aim to equalize language communication conditions through consistent and easily acquired orthography, lexical transparency, a bridge between technical languages and the common standard, democratization of official Swedish, and avoidance of negatively value-laden words referring to social groups.

De Francis, John F. 1975. *The Singlish Affair*. Mimeo. 32 pp.

A report on wartime manuscript documents and notes prepared by a Committee on English Language Planning consisting of a Japanese, a Chinese, a Korean, and a

Vietnamese. In anticipation that Hawaii, Australia, New Zealand, and eventually continental United States would become part of the Japanese empire, the committee attempted to decide on a policy for the implementation of writing system reform of these countries to Chinese-based characters, (given the name Singlish). De Francis discusses the rationale of these scholars for the promotion of Singlish and their debates about its implementation: a) the isolated rendering of English words in Chinese, b) major extension of Chinese characters in their phonetic value to represent American words, c) Chinese characters mixed in their semantic and phonetic value.

De Francis, John F. Language, Writing, and Government in Viet Nam. Forthcoming. The Hague and Paris: Mouton.

Throughout its history the Vietnamese language has been represented via several writing systems. Selection and implementation of which writing system was used was very much related to political forces and political hegemony. De Francis traces this process from 111 B.C. to the present. He contrasts the representation of Vietnamese with that of other languages in use in the country, namely, Chinese and French.

Fishman, Joshua A. 1972. Language and Nationalism. Rowley, Mass.: Newbury House, 184 pp.

Surveys economic development, urbanization, and the mobilization of elites as basic forces behind nationalism. Ethnocultural integration involves a transformation from state into nation or from nation into state. Language offers nationalism a means of authentication and a link with the glorious past; nationalism needs language planning in order to select, codify, and elaborate a national language.

### International Communication

Felber, Helmut. 1972. Terminological Compatibility -- A Basic UNISIST Requirement. First Meeting of the UNISIST Working Group on Systems Interconnection. Including Appendix 1. List of ISO Recommendations (Drafts) on terminological principles and their national versions. (UNISIST/I/SI/72/1.5). Paris: UNESCO. (April), 20 pp.

Stresses the need for international unification of scientific, technological, and economic concepts and terms, in order to prevent misunderstandings in communication. This unification is especially needed in the World Information System (UNISIST), a multilingual network of existing or future information systems. Standardized methods in terminology and lexicography must be used to ensure that terminologies of the various languages are compatible. Worldwide coordination of terminological work will be more effective in that it will prevent duplication of effort. Lists various organizations and works dealing with unification of terminology, including seven recommendations by the International Organization for Standardization (ISO) on principles of terminology and lexicography. Also see the items by the ISO listed under Logistics -- How Language Planning is Done: Implementing Terms.

Garrison, Gary L. 1975. Arabic as a Unifying and Divisive Force. In Jemudd, Björn H. and Gary L. Garrison, Language Treatment in Egypt. Mimeo. Cairo: The Ford Foundation, 2-37.

Classical Arabic as a unifying force is a historical reality and is true today as a practical reality for those who understand and use it. Its strength for the unity of Arabs (of all nations) lies in the emotions it arouses and in the belief that there is a form of organic unity between Arabism and the Arabic language. With independence and the growth of public participation language differences, through the spoken varieties of Arabic, began to pose a problem on the practical level. A solution to these differences such as the rise of a "modern literary Arabic" seems to be in the making now. Cf. also pp. 161-168 in Chejne (see Corpus: General) for a review of Arab discussion concerning this issue.

Jespersen, Otto. 1928. An International Language. London: G. Allen & Unwin, 196 pp.

A plea for an artificial international auxiliary language. Discusses the need and advantages of an interlanguage, what kind of a language could be used, and the history of the international language movement. Presents a new scheme for an international auxiliary language, Novial, based on various (European) national languages and on the best schemes of artificial languages.

Kachru, Braj B. 1976. Models of English for the Third World: White Man's Linguistic Burden or Language Pragmatics. TESOL Quarterly (June), 10: 2: 221-239.

A plea for "linguistic tolerance" on the part of native speakers (and, in particular, teachers of EFL or ESL) towards the development of non-native varieties of English in the Third World. Argues that proponents of "linguistic purism" overemphasize speech uniformity in American or English society and ignore the role of context in determining intelligibility. According to Kachru, English serves as a link within the linguistically and culturally pluralistic society of India; and in accordance with its different functions, Indian English should have a different form.

Mazrui, Ali A. 1976. Language and World Culture, and, A Model World Federation of Cultures. In A World Federation of Cultures: An African Perspective, Ch. 16 and Appendix. New York: Free Press.

Mazrui argues in favor of a sub-federation of Anglophone cultures, each sector of the English-speaking world maintaining its own distinctiveness without departing so far from mutual intelligibility as to render the language no longer useful as a universal currency; issues involved are decolonizing, de-Anglicizing, de-racializing and Africanizing (regionalizing) English.

The Model suggests English, French, Russian, Arabic, and Chinese as world languages; and proposes that in a new world every child be required to learn three languages -- a world language, a regional language, and either a national language or a communal language.

McQuown, Norman A. 1964. A Planned Auxiliary Language. [A review of Jacob's A Planned Auxiliary Language (1947).] In Hymes, Dell (ed.), Language in Culture and Society: A Reader in Linguistics and Anthropology. New York and Evanston and London: Harper and Row, 555-563.

McQuown summarizes and comments upon each of Jacob's topics: a survey of the chief characteristics of the most important international languages (Esperanto, Ido, Occidental, Novial, and Interlingua), a sketch of the structural differences and problems, the viewpoint of the technician and scientist re an international language, and an account of the attempts of the International Auxiliary Language Association to solve the problem. He believes that the major difficulty has been a political and social one in that the world is not yet ready to choose an international language.

Omar, Asmah Haji. 1975. Supranational Standardization of Spelling System: The Case of Malaysia and Indonesia. International Journal of the Sociology of Language, 5: 77-92.

Briefly discusses the factors motivating the international cooperation between Malaysia and Indonesia in achieving a common spelling system in 1972. Describes some of the linguistic and historical principles involved in the spelling agreement, and points out certain structural innovations in Malay which are favorable to borrowing of scientific terms. Gives a few indications of public attitude towards the new spelling system.

Prator, Clifford H. 1968. The British Heresy in TESL. In Fishman, Joshua A., C. A. Ferguson, and J. Das Gupta (eds.), Language Problems of Developing Nations. New York: John Wiley and Sons, 459-476.

Polemic against British tendency to encourage local varieties of English as a second language with considerable phonological deviations from standard use. Argues that such local varieties can scarcely be properly delimited, might be more unintelligible to natives than the standard, and would lead to the disappearance of English as a second language from the given country.

Savory, Theodore H. 1962. World Wide Rules. In Naming the Living World: An Introduction to the Principles of Biological Nomenclature, Ch. 5. New York: John Wiley and Sons.

One of the characteristics of the scholarly naming of animals and plants is that it is an international concern, because science is. When differences of opinion exist, international debate is likely to follow. Discusses how agreement on a continuously evolving botanical nomenclature is maintained through an internationally recognized code.

## 8. PLANNING THE LANGUAGE CORPUS: LINGUISTIC ASPECTS

### Pronunciation

Holmberg, Börje. 1964. On the Concept of Standard English and the History of Modern English Pronunciation. Lunds Universitets årsskrift. N.F. Avd. 1. Bd. 56. Nr. 3. Lund: C. W. K. Gleerup, 88 pp.

Briefly describes the development from the sixteenth century towards the Received Standard Pronunciation of today's British English, when and in what connections a desire

to reach uniformity has been expressed, and what types of pronunciation have been accepted, as revealed in orthoepists' and lexicographers' writings.

### Writing Systems

Berry, Jack. 1958. The Making of Alphabets. In Sivertson, Eva, et al. (eds.), Proceedings of the Eighth International Congress of Linguists. Oslo: Oslo University Press, 752-770. Reprinted 1968 in Fishman, Joshua A. (ed.), Readings in the Sociology of Language. The Hague and Paris: Mouton, 737-753. Reprinted 1972 in Sivertson, Eva, et al. (eds.), Proceedings of the Eighth International Congress of Linguists. Nendeln and Liechtenstein: Kraus Reprints, 752-770.

Recognizes that the selection of an alphabet represents a "calculated compromise" among conflicting principles, goals, and needs. Mentions linguistic and social criteria affecting the choice of an alphabet, such as typography and the status of the language involved. Draws attention to the need for a sounder knowledge of the psychological aspects and pedagogical implications of various orthographies.

Burns, Donald. 1953. Social and Political Implications in the Choice of an Orthography. Fundamental and Adult Education (Paris), 5: 2: 80-85.

Because of social and psychological pressures, the choice of an orthography cannot always be determined solely on linguistically desirable grounds. Burns reviews various attempts to arrive at an acceptable orthography for Haitian Creole. The tradition of French culture, national interest, and the Catholic church all played a role in the movement away from McConnell and Laubach's phonetic orthography in favor of a modified orthography more closely linked with French. The Ministries of Education and Labor also influenced public opinion by using the modified orthography.

De Francis, John F. 1950. Nationalism and Language Reform in China. Princeton: Princeton University Press, 306 pp.

Discusses the history of interest in and promotion of an alphabetic script for Chinese from the linguistic as well as the social point of view. Considers the relation between: attitudes toward social change and attitudes toward linguistic reform; goals of nationalist movements and goals of script reform; and willingness to pay for reform and acceptance of script reform.

De Francis, John F. 1967. Language and Script Reform. Current Trends in Linguistics, 2: 130-150. Reprinted 1972 in Fishman, Joshua A. (ed.), Advances in the Sociology of Language, II. The Hague and Paris: Mouton, 450-475.

The language reform program in contemporary mainland China focuses on character simplification; approximately half the characters in common use have been officially abbreviated. The promotion of a common language (based on North China dialects and Peking pronunciation) involves many theoretical and practical difficulties, but continues to be emphasized. A phonetic alphabet, pinyin, has been approved; thus far it has only limited uses. For a more recent study of Chinese language planning, see Miller Dayle Barnes (Language Planning in Some Countries: Case Studies).

Fishman, Joshua A. (ed.). 1977. Advances in the Creation and Revision of Writing Systems. The Hague and Paris: Mouton.

The table of contents (volume not available yet) shows that the volume deals with successes and failures in the creation and revision of writing systems in a variety of situations, and some theoretical topics.

Garvin, Paul L. 1954. Literacy as a Problem in Language and Culture. In Muller, Hugo J. (ed.), Report of the Fifth Annual Round Table Meeting on Linguistics and Language Studies. Georgetown Monograph Series on Language and Linguistics, 7. Washington, D.C.: Georgetown University Press, 117-129.

Recognizes some of the socio-political facts that constrain the construction of and acceptance of an adequate orthography for a standard language. Suggests that the devising of an acceptable spelling system is not purely a linguistic matter but must be "tempered by a consideration of cultural attitudes, traditions, and even prejudices."

Klima, Edward S. 1972. How Alphabets Might Reflect Language. In Kavanaugh, James F. and Ignatius G. Mattingly (eds.), Language by Ear and Eye: The Relationships between Speech and Reading. Cambridge, Mass.: MIT Press, 57-80.

Chomsky and Halle in The Sound Pattern of English observe that the general principle of English orthography lies in the direction of representing underlying abstract forms which preserve the identity of phonemes appearing in morphophonemic alternations. They suggest that an optimal orthography is one in which no phonetic variation is indicated orthographically where it is predictable by general phonological rule. Klima points out that goals of an optimal orthography should be to 1) minimize arbitrariness, 2) minimize redundancy, 3) maximize expressiveness, and 4) standardize spelling. Keeping these goals in mind, he describes various letter assignment conventions resulting from different positions one might take regarding the relative accessibility of various levels of linguistic structure, including Chomsky and Halle's position.

Rabin, Chaim. 1971. Spelling Reform -- Israel 1968. In Rubin, Joan and Björn H. Jernudd (eds.), Can Language Be Planned? Honolulu: University of Hawaii Press, 95-121.

Discusses the problems of vowel indication in Hebrew writing, covering proposals for spelling reform and difficulties in implementing a reform. Discusses in detail the language planning work of committees of the Hebrew Academy and outside groups, regarding spelling proposals and decisions, noting that the issue has not yet been resolved. Contrasts the difficulty of success in spelling reform with the relative ease of success in vocabulary planning. Recommends research on implementation procedures of spelling reforms in various countries, with some critical evaluation and legal and sociological comment.

Rabin, Chaim and I. M. Schlesinger. 1974. The Influence of Different Systems of Hebrew Orthography on Reading Efficiency. In Fishman, Joshua A. (ed.), Advances in Language Planning. The Hague and Paris: Mouton, 555-571.

There are four ways to write Hebrew, which indicate the vowels with varying degrees of ambiguity. Presents the inconclusive results of an experiment attempting to validate the hypothesis that different systems of writing affect the comprehension and speed of reading.



Sjoberg, Andr  e F. 1966. Socio-Cultural and Linguistic Factors in the Development of Writing Systems for Preliterate Peoples. In Bright, William (ed.), Sociolinguistics Proceedings of the UCLA Sociolinguistics Conference, 1964. The Hague and Paris: Mouton, 260-276.

Describes socio-cultural variables affecting the creation of orthographies for pre-literate nations, including broader historical influences, nationalist sentiments, and regional and local traditions. Notes possibilities of conflict between socio-cultural and purely linguistic factors. Numerous illustrations are drawn from Amerindian languages.

Smalley, William Allen, et al. (eds.). 1964. Orthography Studies: Articles on New Writing Systems. London: United Bible Societies, and Amsterdam: North-Holland Publishing Company, 173 pp.

The articles consider procedures and problems of providing orthographies for hitherto unwritten languages. The phonemic principle is given as the prime linguistic criterion for a new system, but other possibilities, such as morphophonemic and syllabic spellings, are taken into account as well. Cultural and technological conditions often limit the range of choice of spellings. Includes case studies of orthography development in Africa and Southeast Asia.

Vachek, Josef. 1973. Written Language: General problems and problems of English. The Hague and Paris: Mouton, 80 pp.

Surveys the approaches of various scholars, highlighting the pre-functionalist views of written language and also the functionalist approach to written language, with some of its consequences. Discusses problems involved with the structural correspondence between spoken and written norms. Vachek's functionalist framework stresses that some structural correspondence is essential. Gives historical cases where the written norm has influenced the spoken norm. In the reverse cases, that is, spelling reforms, socio-linguistic factors are also involved. Looks at some specific issues of the written norm of Modern English with respect to spelling reform.

Walker, Willard. 1969. Notes on Native Writing Systems and the Design of Native Literacy Programs. Anthropological Linguistics, 11: 5: 148-166.

Suggests three prerequisites for the success of native literacy campaigns: acceptance by the target population, acceptance by the "establishment," and "reasonable" efficiency. The success of the Cherokee and Cree syllabaries are examined to illustrate these prerequisites. Where target populations are acquainted with the orthography of a second language, considerations of efficiency may have to be compromised with considerations of transferability.

Wellisch, Hans (Hanan). 1975. Transcription and Transliteration: an annotated bibliography on conversion of scripts. Silver Spring, Md.: Inst. of Modern Languages, xxiv, 133 pp.

### Terms and Words

Akhmanova, Olga and Galena Agapova (eds.). 1974. Terminology: Theory and Method. Moscow: Moskovskii Gosudarstvennyi Universitet.

Close, Elizabeth. 1974. The Development of Modern Rumanian: linguistic theory and practice in Muntenia, 1821-1838. London: Oxford University Press, xxi, 316 pp.

Surveys the linguistic theory and practice in Bucharest in the early nineteenth century, which was to become the basis of modern literary Rumanian. "The theorists among the Rumanian writers/language developers gave most prominence to the task of creating a modern literary language through the enrichment of vocabulary: borrowing, creation of derivatives, loan-translations, semantic borrowing." They did not always agree on the type of neologism to be preferred, which languages to use as models, the circumstances requiring new words, and the assimilation of loans. Discusses each writer's ideas concerning linguistic innovation, how far he put them into practice in his writing, and whether he influenced other writers in his generation.

Dermer, O. C., G. Gorin, and K. L. Loening. 1976. The Standardization of Chemical Language. International Journal of the Sociology of Language, 11: 61-83.

The International Union of Pure and Applied Chemistry (IUPAC) is responsible for standardizing chemical language through its Commissions on Nomenclature. Chemical Abstracts Service (CAS) has also engaged in standardization for indexing purposes. Thus far, efforts have concentrated on naming compounds, in order to designate a unique word or set of words for each compound, "which conveys at least its empirical formula and if possible its principle structural features." In the United States, chemical language planners and journal editors do little to promote the use of published rules, although textbook language tends to be uniform and up-to-date.

Hamzaoui, Rachad. 1965. L'Académie Arabe de Damas et le problème de la modernisation de la langue arabe. Leiden: E. J. Brill, 26-36 and 63-71.

Principles for vocabulary enrichment adopted by the Arab Academy of Damascus include revival, derivation, and less desirably, compound expressions and borrowing. Hamzaoui notes that the Academy's terminology has gained little currency, and criticizes the Academy for an overly theoretical approach. He feels that the Academy should adopt the role of classifying and correcting neologisms already in use or devised by specialists.

International Organization for Standardization (ISO). 1968. International Unification of Concepts and Terms. (ISO/R 860-1968). (October), 16 pp.

Concepts should be unified through establishing a system of concepts on an international scale. Internationalization of the external form of terms should be pursued through preferring or at least introducing synonyms common to other languages. Latinate terms are to be preferred to internationally used ethnic terms. The adoption of the original written form is to be preferred to phonetic equivalents of international terms.

International Organization for Standardization (ISO). 1968. Naming Principles. (ISO/R 704-1968). (April), 15 pp.

Outlines principles to be observed in the selection or construction of concepts, definitions, and terms. Language economy and accepted usage should receive priority. Intrinsic rather than extrinsic characteristics often serve better to identify concepts; both the intension and extension of concepts must be considered in formulating definitions. Deals with ambiguous words, synonyms, and changes of meaning, including many examples from English and other European languages.

Moon, Parry and Domina E. Spencer. 1948. Modern Terminology for Physics. American Journal of Physics, 16: 100-104.

Points out that some terms in fields of physics are not suitable for modern needs because they are ambiguous, cumbersome, non-international, or redundant. Suggests modern terminology for concepts, names, dimensions and units in classical physics, on the basis of names in common use or words selected from classical Greek. The requirements for a good name for a scientific concept are considered to be: 1) non-ambiguity, 2) internationality, 3) simplicity, and 4) euphony.

Roudný, Miroslav. 1969. The Theory of the Prague Linguistic School and the Terminological Activities in Czechoslovakia. Babel, 15: 3: 147-155.

The Prague School of Linguistics established the theory and methodology for terminological work in Czech, which includes research and analysis of scientific texts, systematic improvement of the language, application of naming principles, and application of logical principles for the classification of concepts.

Sartori, Giovanni, Fred W. Riggs, and Henry Teune. 1975. Tower of Babel: On the Definition and Analysis of Concepts in the Social Sciences. International Studies Association, Occasional Paper No. 6. Pittsburgh, 107 pp.

Concentrating on key words, which are nearly always ambiguous, leads to increasingly greater confusion in the social sciences today. Instead, a common set of fundamental and unambiguous concepts should be established. Discusses how such a set of concepts could be isolated, organized in hierarchies of abstraction, and interrelated by means of their functional models.

Savory, Theodore H. 1962. Naming the Living World. An Introduction to the Principles of Biological Nomenclature. New York: John Wiley and Sons, 128 pp.

Introduction to the naming of animals and plants; emphasizes systematization of names into nomenclatures that follow internationally authorized codes within each discipline; discussion of principles of codes, common problems of their application and naming follies.

Swann, Harvey J. 1918. French Terminologies in the Making: Studies in Conscious Contributions to the Vocabulary. New York: Columbia University Press, xxvii, 250 pp. Reprinted 1966. New York: Ams Press, xxvii, 250 pp.

Detailed descriptive study of introduction, evaluation through discussion and comment, and acceptance or rejection in use of the terminology of the railroad, the word-elements "auto-" and "aéro-", the nomenclature of the Republican calendar, the metric terminology, and the terminologies for the ideas of Equality, Liberty, and Democracy in the French language of France.

Weston, A. B. 1965. Law in Swahili: problems in developing the national language. East African Law Journal (December), 1: 4: 60-75. Also 1965 in Swahili, Journal of the East African Swahili Committee (Arusha, Tanganyika; September), 35: 2: 2-13.

In Tanganyika, a committee composed of Swahili and legal experts compiled a list of Swahili equivalents for about three thousand English legal terms. Explains, with

examples, the sources of the new terms devised: derivation from appropriate verb stems, adaptation of popular words, literal translation of compound expressions, borrowing from Arabic or English, and, least desirably, explanation or paraphrase. Notes juridical and social consequences of this process, which include greater accessibility of legal jargon to lay people in Swahili than in English.

Wüster, Eugen. 1931. Internationale Sprachnormung in der Technik. Besonders in der Elektrotechnik (Die nationale Sprachnormung und ihre Verallgemeinerung) [International language standardization in engineering. Particularly in electrical engineering]. Sprachforum, Beiheft Nr. 2. 1st ed. Berlin: VDI-Verlag, 431 pp. Reprinted 1966. 2nd enlarged ed. Bonn: H. Bouvier and Co., 470 pp. plus folding diagrams.

Detailed study of linguistic aspects of standardizing technical terminology with emphasis on international coordination of national efforts, with regard both to conceptual and terminological systems, and to symbol systems. Discusses requirements of varieties of natural languages and constructed languages for serving as international auxiliary languages of technical communication. While the first edition favors Esperanto, the addendum to the second edition favors the writing and distribution by Terminological Committee 37 of the ISO of a "terminological key" as a practical start towards an international technical language.

Zgusta, Ladislav. 1971. Manual of Lexicography. Prague: Academia, and The Hague and Paris: Mouton, 360 pp.

Presents a theoretical basis for lexicography: lexical meaning, including polysemy, homonymy, and synonymy; formal variations of words, including canonical forms and derivatives; and linguistic variants. Describes various types of dictionaries (encyclopedic, diachronic, restricted, etc.). Explains, with illustrations, the process of compiling monolingual and bilingual dictionaries.

#### Geographical and Personal Names

Ashley, Leonard R. N. 1971. Changing Times and Changing Names: Reasons, Regulations, and Rights. Names (September), 19: 3: 167-187.

Reviews the motivations behind changes of personal name. In the U.S., it is easy to change, especially the given name, although to make this legal requires court action. In Britain also there is a tradition of relative ease of name change; in France, regulations have recently been relaxed to permit, for example, more scope for ethnic influence in given names. By contrast, the author indicates that it is still difficult to change names in Germany. Ashley asks for a reconsideration of the importance of personal names.

Delaney, G. F. 1972. Language Problems in Canadian Toponymy. In Dorion, Henri and Christian Morissonneau (eds.), Place Names and Language Contact (Les noms de lieux et le contact des langues). Centre international de recherches sur le bilinguisme/International Center for Research on Bilingualism (CIRB), 4. Québec: Les Presses de l'Université Laval, 302-331.

Use of French and English as the two official languages of Canada has resulted in the proliferation of dual names for geographical features. Delaney supports the retention of unique specific names (e.g. "St. Lawrence") where possible, together with the translation of generic names (e.g. "River/Fleuve") as the language of the map may dictate.

The "toponymic rights of native peoples" have been "largely ignored" in the past, but formidable linguistic and practical problems arise in standardizing, transliterating, and even discovering, Indian and Eskimo names.

Lindstam, Carl Sigfrid. 1962. Göteborgs gatunamn [Street names of Gothenburg]. 2nd ed.

Offers explanations of and history of naming of streets. Discusses linguistic and other practical implications of street naming, and presents some principles for how to do it.

Rayburn, Alan. 1972. Some Problems Relating to English and French Hydronymy. In Dorion, Henri and Christian Morissonneau (eds.), Place Names and Language Contact (Les noms de lieux et le contact des langues). Centre international de recherches sur le bilinguisme/International Center for Research on Bilingualism (CIRB), 4. Québec: Les Presses de l'Université Laval, 356-374.

Reviews recent policies and practices in Canada relating to the translation of water-related generics, e.g. "inlet," "fjord," from English to French and vice versa. French Canadian geographers seem to agree that translated terminology should be related to their concepts of the geographical configuration of features rather than a direct translation; however, they often omit the generic terms altogether. Rayburn regrets the complete francisation of Quebec's terminology by the Quebec Geographical Commission, because many changes are arbitrarily made with no reference to local usage nor to the geographical distribution of terminology usage based on historical principles. He notes many inconsistencies in hydronym nomenclature, and deplores changes made without seeking the opinion and agreement of the official permanent commissions established by law to standardize nomenclature.

Smart, Michael B. 1972. Generic Names in Ontario: The Case for Retention of the Place Element in Geographical Nomenclature. In Dorion, Henri and Christian Morissonneau (eds.), Place Names and Language Contact (Les noms de lieux et le contact des langues). Centre international de recherches sur le bilinguisme/International Center for Research on Bilingualism (CIRB), 4. Québec: Les Presses de l'Université Laval, 344-355.

The Ontario Geographic Names Board is against a proposal to eliminate place generics, e.g. "creek" in "Coldwater Creek," in Canadian geographical names. The Board accords prime consideration to local usage, which includes local generics. Smart argues that the site element is usually an inseparable part of English toponyms, but not of French names, where the descriptive approach has been replaced with the commemorative name approach. "With French and English accorded equal status as official languages in Canada, a bicultural policy in toponymy is unavoidable."

United Nations Conference on the Standardization of Geographical Names [1st, Geneva, 4-22 September, 1967]. 1968. Report. (E/CONF. 53/3). New York: United Nations, 2 v.

The United Nations Conference on the Standardization of Geographical Names contained committees which discussed the codification of national names, problems connected with transferring names from one language to another, and international cooperation in the writing of geographical names. The Conference recommended that a U.N. Permanent

Committee of Experts on Geographical Names be established. The Conference also recommended that efforts be made to establish a single, internationally-recognized system of romanization for each non-Roman orthography. The second volume contains reports submitted by participating countries concerning: policies, procedures, and agencies in the standardization of geographical names; particular problems encountered in such work; and principles of transliteration and transcription.

### Grammar

Close, Elizabeth. 1974. Innovations in Syntax. In The Development of Modern Rumanian: linguistic theory and practice in Muntenia, 1821-1838, Ch. 10. London: Oxford University Press, 219-234.

Although adjectival use of the present participle/gerund is the only syntactic innovation discussed by Eliade in his works on linguistic theory, his and his colleagues' language development work had wider consequences for Rumanian.

Hamzaoui, Rached. 1975. La Morphologie, and, La Syntaxe. In L'Académie de Langue Arabe du Caire. Histoire et Oeuvre, Ch. 10 and Ch. 11. Tunis: Université de Tunis, 317-403.

In Chapter 10, Hamzaoui critically reviews the Cairo Arabic Language Academy's linguistic work on regulating Arabic derivational and inflectional morphology, essentially in order to cope with problems posed by matter-of-fact or proposed neologisms in modern Arabic, and work on how to handle borrowing. In Chapter 11, the author discusses Academy work on the semantax of verb tense and aspect, on syntactic consequences of change and vagueness in the semantics of verb stems (particularly re prepositional phrases), and on some other minor issues.

Stetkevych, Jaroslav. 1970. The Modern Arabic Literary Language Lexical and Stylistic Developments. Chicago and London: The University of Chicago Press, 135 pp.

Discusses, with numerous illustrations, methods used in the lexical elaboration of Arabic: derivation by analogy, the formation of compound words, and the assimilation of foreign words. Various proposers of grammar reform have come to accept the "emergence of a distinctive contemporary language," which has much in common with the traditionally-ignored colloquial dialects, in particular the disappearance of the 'i'rab, a desinential flection. Proposals to eliminate the 'i'rab would affect some of the basic notions of Arabic syntax; proposals to restore the 'i'rab would require the complete vocalization of everything published. Other conscious efforts to develop modern Arabic syntax include a trend toward the simplification and standardization of gender agreement between verbs and nouns where the verb precedes the noun, and a trend to reduce the number of possible plural forms of a noun.

Wurm, Stephen A. 1975. Descriptive and Prescriptive Grammar in New Guinea Pidgin. Paper presented to the International Conference on Pidgins and Creoles, Honolulu. Mimeo.

New Guinea Pidgin has been standardized to some extent by the widespread use of the North East coast dialect in print. However, as Wurm illustrates by examining verb forms, other dialects contain greater morphological and syntactic elaboration. Suggests that

"standardization and language planning on the morphological and syntactic levels could prescriptively aim for an enrichment and greater differentiation and disambiguity of New Guinea Pidgin . . . on the basis of the results of described observations of usages in different varieties of New Guinea Pidgin."

### Discourse and Style

Havránek, Bohuslav. 1964. The Functional Differentiation of the Standard Language. (Trans. from the Czech by Paul Garvin.) In Garvin, Paul (ed.), A Prague School Reader on Esthetics, Literary Structure, and Style. 3rd printing. Washington, D.C.: Georgetown University Press, 3-16. (First appeared as, Úkoly spisovného jazyka a jeho kultura. 1932. In Havránek and Weingart (eds.), Spisovná čeština a jazyková kultura [Standard Czech and the cultivation of good language]. Prague: Melantrich, 32-84.)

The functional and stylistic differentiation of language, expressed through lexical, syntactic, and to a certain extent phonological and morphological features, is not merely "an inventory of different words or grammatical forms, but also of different modes of utilization of the devices of the language." Intellectualization (adaptation to precision and abstraction), automatization (the lexicalization of phrases), and foregrounding (creative or unexpected use of language), are described as the major modes of utilizing language. Havránek notes that "it is incorrect to try to raise any one functional dialect or style to the status of a criterion for the others."

Milic, Louis T. 1967. Style and Stylistics An Analytical Bibliography. New York: The Free Press, and London: Collier-Macmillan, 199 pp.

See particularly works with one or several of the descriptors: Consciousness, Correctness, Formation, Innovation.

## 9. ALLOCATING LANGUAGE USE: GENERAL

Anonymous. 1963. Choice of a National Language: Factors and Consequences. Leverhulme Conference Working Party Report #3. In Spencer, John (ed.), Language in Africa Papers of the Leverhulme Conference on Universities and the Language Problems of Tropical Africa, held at University College, Ibadan. Cambridge: Cambridge University Press, 129-135.

Outlines factors to be considered in the selection of a national language, including the linguistic history of the country, the current socioeconomic condition of the country, the current status of the languages under consideration, and the capacities of these languages for vocabulary expansion and efficient usage. The consequences of choosing a foreign Language of Wider Communication include greater social stratification and disruptive effects on local patterns of culture, and the consequences of choosing a vernacular include alienating those for whom it is not the mother tongue and retarding technological development.

Hymes, Dell. 1973. Speech and Language: On the Origins and Foundations of Inequality among Speakers. Daedalus (Summer), 59-85.

Stresses the point that linguistic structure is interdependent with social and political variables, and subject to human needs and evolutionary adaption. Considers the linguist's usual conception of language as too narrow, because one must consider speech communities and the problems of the diversity, medium, structure, and functioning of language. Speech communities have a repertoire of "ways of speaking" containing speech styles and contexts of discourse, plus relations of appropriateness between them. Hymes disagrees with the concept that all languages are equal and gives supporting arguments.

Kelman, Herbert C. 1971. Language as an Aid and Barrier to Involvement in the National System. In Rubin, Joan and Björn Jernudd (eds.), Can Language Be Planned? Honolulu: University of Hawaii Press, 21-51. Reprinted 1972 in Fishman, Joshua A. (ed.), Advances in the Sociology of Language, II. The Hague and Paris: Mouton, 185-212.

Individuals and subgroups are bound to the national system by sentimental attachment and socioeconomic satisfaction. A common language may help in enhancing the national spirit, improving material conditions, and strengthening the interconnection between spiritual and material well-being. However, a multilingual society ought to concentrate on socioeconomic development, instead of imposing a "national language," which would probably only exacerbate problems of national identity.

## 10. ALLOCATING LANGUAGE USE: PURPOSES

### Education

ALSED (Anthropology and Language Science in Educational Development). Advisory Group of Consultants on the Role of Linguistics and Sociolinguistics in Language Education and Policy. 1972. Report on the Role of Linguistics and Sociolinguistics in Language Teaching. (ED/WS/286). Mimeo. Paris: UNESCO, 25 pp.

A summary of a meeting of language specialists concerning the development of the Anthropology and Language Science in Educational Development program (ALSED) Discusses language policy, planning, and development with reference to mother tongue and multilingual education. Stresses the importance of studying the uses and roles of languages in each cultural setting. Points out that many "language problems" in education are not linguistic problems, but rather social problems. Choice of languages for education has been decided sometimes by the number of speakers involved, or because of educational, political, religious and economic factors, plus the attitudes of cultural groups toward their languages. Encourages the use of mother tongue programs, especially for primary and literacy education, in conjunction with national development goals and aims.

Aarons, Alfred C. (ed.). 1974. Issues in the Teaching of Standard English. The Florida FL Reporter, Special Issue, 12: 1 and 2: 114 pp.

Contains articles which give various perspectives on the issues involved in the teaching of Standard English in the schools. One issue is whether there is a "General American" Standard English or not, apart from regional dialects. It is suggested that a levelling process which affected early non-standard regional dialects could also affect the



regional standards to produce a General American norm. Other issues addressed concern what aspects of Standard English should be taught, and in what period of the child's education. Several articles look at attitudes toward non-standard dialects, which are important in whether Standard English can be taught and learned effectively. It was found that the teaching of Standard English to non-standard speakers is not merely a linguistic process, but also a social one.

Aarons, Alfred, Barbara Gordon, and William Stewart (eds.). 1969. Linguistic-Cultural Differences and American Education. The Florida FL Reporter, Special Anthology Issue (Spring/Summer), 7: 1: 175 pp.

A collection of articles dealing with issues in the education of children of various minority groups: Black, Mexican-American, Amerindian, Puerto Rican, Chinese, and Appalachian. Several address the issue of whether "standard" English should be taught, and if so what kind. Motivation in learning and teaching, and the linguistic and cultural aspects of reading, are also major topics. Contains many specific references to classroom situations, e.g. on the use of minority literature and the adaptation of second language teaching drills.

Bull, William E. 1955. Review of UNESCO, The Use of Vernacular Languages in Education (1953). International Journal of American Linguistics, 21: 228-294. Reprinted 1964 in Hymes, Dell (ed.), Language in Culture and Society. New York: Harper and Row, 527-533.

After a brief summary of the UNESCO monograph, Bull criticizes some of the Committee's operational assumptions. Their central thesis is that all children should be taught in their mother tongue for as long as possible. Bull considers that what is best for a child psychologically and pedagogically is not necessarily what is best for society in the long run, and some practical compromises must be made. He suggests that a long-range educational program be formulated aiming at a gradual reduction in the number of languages and dialects spoken, because 1) linguistic self-determination is not feasible in terms of the economics of a modern education, and 2) too much stress on the immediate benefits for the individual endangers the elaboration of a long-range program compatible with the needs and potentials of modern society.

Centre International de Recherches sur le Bilinguisme/ International Center for Research on Bilingualism (CIRB). International Bibliography on Bilingualism (Bibliographie internationale sur le bilinguisme). Prepared under the direction of William F. Mackey. Québec: Les Presses de l'Université Laval, xxviii, 337, 209, 203 pp. (in one volume).

Alphabetical listing by author of about eleven thousand books and articles pertaining to bilingualism, biculturalism, and language contact; including historical, juridical, psychological, sociological, and geographical aspects of bilingualism. Contains references to language learning but not language teaching. Subject indexes (in English and French translation), designed to permit computer retrieval of titles, have long listings under general headings undifferentiated by subheadings.

Dakin, Julian. 1968. The Arguments for the Mother Tongue: The Medium of Instruction in Schools. In Dakin, Julian, B. Tiffen, and H. D. Widdowson, Language in Education: The Problems of Commonwealth Africa and the Indo-Pakistan Sub-continent. London: Oxford University Press, 20-40.

A UNESCO conference of experts has asserted that instruction in the mother tongue is most favorable to the intellectual, emotional, and social development of individual children. However, the promotion of politico-economic progress often requires instruction in a language of national communication as well as the mother tongue. Studies are needed to determine the actual educational advantages, if any, of mother tongue instruction.

De Stefano, Johanna A. (ed.). 1973. Language, Society, and Education: A Profile of Black English. Worthington, Ohio: Charles A. Jones, 326 pp.

De Stefano introduces a collection of articles which provide a comprehensive view of Black English. Labov presents two models of Black English and discusses their educational implications. Abrahams describes some differences between the Black English system and the Standard English system which cause breakdowns in communication. Four articles deal with teachers' attitudes towards children's Black English, and the implications of these attitudes. Shuy suggests changes in the training curriculum for teachers. Various articles discuss assumptions on which "teaching Standard English as a second dialect" programs are based, suggestions on how to teach a more standard variety to Black speakers, and positions and tentative recommendations on reading programs. Wolfram suggests that sociolinguistic criteria are more important than linguistic ones in deciding what order to teach standard forms and in determining reading success or failure.

Engle, Patricia Lee. 1975. The Use of Vernacular Languages in Education Language Medium in Early School Years for Minority Language Groups. Papers in Applied Linguistics. Bilingual Education Series: 3. Arlington, Va.: Center for Applied Linguistics, 33 pp.

Surveys experimental studies on whether children should be taught initial reading and other subject areas in their native language before receiving such instruction in their second language. Isolates and contrasts possible advantages of two basic approaches: the Native Language Approach and the Direct Method Approach. All studies thus far display significant conceptual and/or methodological weaknesses. Offers a list of issues to be considered in designing future research, as factors which must be controlled in studying any one question or as potential variables to be studied.

Fox, Melvin J., et al. 1975. Language and Development A Retrospective Survey of Ford Foundation Language Projects 1952-1974. New York: Ford Foundation, 2 v.

Ford Foundation support for language education, initially directed at programs for teaching English abroad, now encompasses perspectives on the roles of various languages in pluralistic societies (including the U.S.). In 1973-4, case studies were made of eighteen Foundation-supported projects; some are reprinted in Volume 2 of this report. In the first volume, Fox provides a critical summary, identifying in particular the failure of projects at the sub-university level due to lack of understanding of non-Western systems of education, and poor evaluation reports by outsiders who didn't delve into the relevance of the project for the local scene. Fox also cites the need for more insightful and innovative approaches to training, stronger reinforcement of people and projects, and long-term planning.

Fox, Melvin J., with Betty P. Skolnick. 1975. Language in Education: problems and prospects in research and training. New York: Ford Foundation, 36 pp.

Discusses the role of linguistics and the need for an interdisciplinary approach in contributing in practical ways to decisions about language planning, language in education, and individual learning problems. Gives an overview of directions in research and problem areas in second language learning, language and society, literacy, and translation. Briefly discusses some basic issues concerning language in education, such as standardization, bilingualism, motivation, and teacher training.

Khubchandani, Lachman M. 1972. Planned Change in the Media of Instruction: Problems of Switch-over. La Monda Lingvo-Problemo, 4: 12: 142-152.

The "three-language formula" recently adopted by India will require students at the completion of the Lower Secondary stage to have some degree of control over three languages: their mother tongue, Hindi, and English. In the transitional period, the Higher Secondary stage should provide instruction in the mother tongue as well as in Hindi and English. In the enrichment of Indian vernaculars to serve as media of modern education, borrowing should be encouraged rather than deriving ambiguous neologisms from the classical languages.

Macnamara, John. 1966. Bilingualism and Primary Education: A Study of the Irish Experience. Edinburgh: Edinburgh University Press, 173 pp.

Presents the results of a national sample survey of Irish schoolchildren. Critically reviews the conclusions of previous experiments with bilingual children, and attempts to submit its own experiments to rigorous measures of control and interpretation. Concludes that instruction in Irish retards the progress in problem arithmetic of children whose native tongue is English. Moreover, these children do not score as well on English tests as do native speakers who are instructed only in English.

Noss, Richard B. 1967. Language Policy and Higher Education. In Higher Education and Development in South East Asia, 3: 2. Paris: UNESCO and the International Association of Universities, 216 pp.

Surveys language policies, implementation processes and the implications of policy decisions for higher education in eight South East Asian countries. Examines for each country: language policy and its instruments of implementation, ethnic groups and media of instruction, language courses and their objectives, language teaching resources, and the effects of language policy on non-language subjects. Two major language problems are 1) the propagation of the national language within the country, and 2) the role of Languages of Wider Communication (French, English, and Mandarin). Attempts to show what kind of specific results a country can expect from rigorous application of its policy to the kinds of problems that actually exist. Isolates some cost factors to consider in policy decisions, pointing out which solutions seem to be most economical.

Österberg, Tore. 1961. Bilingualism and the First School Language -- an educational problem illustrated by results from a Swedish dialect area. Inaugural dissertation, Umeå. 158 pp.

Österberg made a study of children whose first language was pitemål, a dialect not readily understood by speakers of Swedish elsewhere. The experimental group, which first received instruction in and first learned to read in pitemål before switching to standard school Swedish, achieved superior scores on a variety of tests.

Paulston, Christina Bratt. 1974. Implications of Language Learning Theory for Language Planning: Concerns in Bilingual Education. Papers in Applied Linguistics. Bilingual Education Series: 1. Arlington, Va.: Center for Applied Linguistics, 37 pp.

Supports a model of language planning which distinguishes between cultivation and policy approaches. A second section discusses language learning theory, concluding that studies of primary school bilingual programs yield such conflicting results that "different language teaching methods account for very little of achieved language proficiency." Considerations of social class and the quality of instruction seem to be most crucial in determining language achievement. Therefore, language planning is better served at present by sociolinguistic enquiry than by language learning theory.

Rubin, Joan. 1968. Language and Education in Paraguay. In Fishman, Joshua A., C. A. Ferguson, and J. Das Gupta (eds.), Language Problems of Developing Nations. New York: John Wiley and Sons, 477-488.

Discusses problems associated with using Spanish as the exclusive medium of instruction in Paraguay, basically a Guaraní-speaking country with a high proportion of Guaraní-Spanish bilinguals. Maintains that materials and methods of instruction should be reorganized in accordance with the fact that Spanish is a second language for many rural students.

Rubin, Joan. Bilingual Education and Language Planning. In Spolsky, Bernard and Robert Cooper (eds.), Frontiers of Bilingual Education. Forthcoming. Rowley, Mass.: Newbury House.

Policy makers and planners of bilingual programs need to take into account many extralinguistic factors such as social identity, social aspirations, opportunities and desires for use, and available resources (including teachers and teacher training programs), in both languages. Successful bilingual education must be planned and implemented in correspondence with general social trends and community patterns of language use. Language planning should help clarify and make more specific the goals, strategies, and projected outcomes of bilingual education. Thus, planning should also facilitate more meaningful evaluation of bilingual programs.

Rubin, Joan. Indonesian Language Planning and Education. Forthcoming in Rubin, J., B. Jernudd, J. Das Gupta, J. A. Fishman, C. A. Ferguson, et al., Language Planning: A Cross-National Survey. The Hague and Paris: Mouton.

Educational systems must determine which languages are to serve as media of instruction, what relationships should obtain between these languages and Languages of Wider Communication, and how language competence is to be attained. Language Planning Agencies can help educational systems through research, standards setting, materials preparation and publication, and consultation and clearinghouse services. The role of LPAs in education depends upon available resources and the salience of the problems involved.

UNESCO (United Nations Educational, Scientific, and Cultural Organization). 1953. The Use of Vernacular Languages in Education. Monographs on Fundamental Education, 8. Paris: UNESCO, 156 pp. Partially (pp. 45-75) reprinted 1968 in Fishman, Joshua A. (ed.), Readings in the Sociology of Language. The Hague and Paris: Mouton, 688-716.

Discussion of the universal reasons why education should, if at all possible, be provided in the Mother Tongue. Isolates some of the relevant variables that constrain implementation of such recommendations, as well as some of the logistic problems that must be considered in the implementation process. Includes case studies indicating: the value of the Mother Tongue in education -- Mexico, Philippines; the difficulties of deciding on a variety for education -- New Guinea; the further need to develop the variety from a lexical, grammatical, or graphic point of view regardless of whether it be used in education -- Indonesia, Finland, and Arabic.

### Technology

Emmans, Keith, Eric Hawkins and Adam Westoby. 1974. Foreign Languages in Industry/Commerce: The Use of Foreign Languages in the Private Sector of Industry and Commerce. Language Teaching Center, University of York. (For copies write: Pilot Survey of National Manpower, Requirements in modern languages, University of York, The King's Manor, York YO1 2EP United Kingdom.)

This Pilot project was conducted in 1971-2 and surveyed self-reported ability and function of foreign language use at present place of appointment for language graduates from British universities; for a sample of employees of leading British private sector companies and for foreign-exchange telephonists; it studied job advertisements; and did a very small survey of translation bureaus. It is a good example of a survey of foreign language use in the economic life of a nation. One implication of the study is that the British educational system could benefit from taking into account a rather strong demand for German.

Wood, D. N. 1967. The Foreign-language Problem Facing Scientists and Technologists in the United Kingdom -- report of a recent survey. Journal of Documentation (London), 23: 2: 117-130.

Much scientific information is published in languages other than English. Recommends an increase in Russian courses, publicity for and improvement of translation information services, establishment of a centralized Japanese translation service, and a national collection of German translations.

### Law

1974. (U.S.A.) The Bilingual Courts Act Hearings. United States Senate, Ninety-third Congress, Second Session on S. 1724. 202 pp.

Senate hearings on a bill to implement the right of non-English speakers to a translation of court proceedings by prescribing the occasions for, the quality of, and the machinery for providing competent and effective translation.

Du Bow, Fred. 1976. Language, Law, and Change: Problems in the Development of a National Legal System in Tanzania. In O'Barr, William M. and Jean F. O'Barr (eds.), Language and Politics. The Hague and Paris: Mouton, 85-99.

Discusses the implications of language competence for the functioning of the legal system in Tanzania. Currently, people without a knowledge of Swahili may be inhibited from and/or impeded in bringing their cases before primary courts. The use of English by higher courts may prevent lower courts from being acquainted with and following their precedents.

Kidder, Robert L. 1976. Language and Litigation in South India. In O'Barr, William M. and Jean F. O'Barr (eds.), Language and Politics. The Hague and Paris: Mouton, 235-251.

In Bangalore, English is the official language of the courts despite the general inability of the population to use it. Kidder's conclusion, based on observation of court proceedings as well as interviews of lawyers and clients, is that use of English in the courtroom represents just one factor among many (such as adversarial procedures and rules of evidence) reinforcing elite control of the legal system.

#### Getting the Message Across

Cooper, Robert L., Joshua A. Fishman, Linda Lown, Barbara Schaiier, and Fern Seckbach. Language, Technology, and Persuasion: Three Experimental Studies. Forthcoming in Fishman, Joshua A., Robert L. Cooper, et al., The Spread of English The International Sociology of English as an Additional Language, Ch. 7. Rowley, Mass.: Newbury House.

Three experiments were conducted to investigate whether a persuasive message based on scientific grounds would be more convincing if presented to bilinguals in the language they presumably associate more strongly with science and technology. One, involving Muslim residents of the West Bank, showed that Hebrew was the more convincing medium for a scientific appeal and Arab the more convincing for an appeal to tradition, but only as registered by an indirect solicitation of opinion. Two studies involving Israelis in Jerusalem yielded no evidence that English was more "convincing" as a language of science and technology than Hebrew. These results may be accounted for by a greater polarity between languages on the West Bank than in Jerusalem.

Cripwell, Kenneth R. 1976. The Mother Tongue and Non-formal Education. Paper presented to the Fourteenth International African Seminar, Kinshasa, Dec. 13-15, 1976. Mimeo. 5 pp.

The success of non-formal education projects for improving agriculture depends upon helping peasant farmers acquire an effective set of communicative skills for oral interchange and record-keeping. Notes that it is difficult to combine and sustain programs for agricultural improvement and literacy in Africa today since their rate of change is often disparate.

Gumperz, John J. 1957. Language Problems in the Rural Development of North India. Journal of Asian Studies, 16: 251-259. Reprinted 1962 in Rice, Frank A. (ed.), Study of the Role of Second Languages in Asia, Africa, and Latin America. Washington, D.C.: Center for Applied Linguistics of the Modern Language Association of America, 79-90. Reprinted 1971 in Gumperz, John J., Language in Social Groups Essays by John J. Gumperz. Comp. by Anwar S. Dil. Stanford: Stanford University Press, 12-24.

A study conducted in a North Indian village revealed that announcements in standard Hindi are likely to be misinterpreted even by literate villagers and poorly understood by illiterates, due to lexical and stylistic differences. Village dialects ought to be recognized as barriers to communication and the spread of new ideas.

### Identity, Access, Control

Aracil, Lluís V. 1973. Bilingualism as a Myth. (Trans. from the Catalan by Lluís V. Aracil and L. P. Harvey.) Interamerican Review (Winter), 2: 4: 521-533.

The use of the term bilingualism itself tends to neutralize the tensions and uncertainties inherent in the Valencian situation, attempting to substitute a vague combination for a mandated language requirement. Bilingualism also implies that Catalan and Castilian are compatible and stable, whereas it is really taken for granted that Catalan is inferior. Notes that the melting-pot doctrine is closely bound to uncompromising unilingual policies.

Bernstein, Basil. 1971. Class, Codes, and Control. V. 1: Theoretical Studies towards a Sociology of Language. Primary Socialization, Language, and Education Series. London: Routledge and Kegan Paul, xiv, 239 pp.

A collection of articles which develop the distinction between elaborated and restricted codes of language. Elaborated codes contain a greater variety of syntactic devices and a greater proportion of explicit meanings. Middle class families tend to use elaborated codes, whereas working class families tend to use restricted codes. Hence working class children encounter difficulties in education due to the different functional orientation of their language code. (For further exemplification of this theory see: Cook-Gumperz, Jenny. 1973. Social Control and Socialization. A Study of Class Differences in the Language of Material Control. London: Routledge and Kegan Paul, 290 pp.)

Fishman, Joshua A. 1972. Language and Nationalism. Rowley, Mass.: Newbury House, 184 pp.

See abstract under Planning the Language Corpus: Purpose: Identity, Access, Control.

Fishman, Joshua A., Vladimir C. Nahirny, John E. Hofman, and Robert G. Hayden. 1966. Language Loyalty in the United States. The Hague and Paris: Mouton, 478 pp.

Fishman and others open with a historical survey of foreign language communities in the U.S. and proceed to outline the broad patterns of foreign language activity and maintenance among various ethnic groups. Radio broadcasts, for example, are found to reach largely a first-generation audience; the school and the church are found to be most effective in promoting language maintenance. Four communities -- German, French,

Spanish, and Ukrainian -- are singled out as case studies. The time, geographic location, and social composition of immigration movements are significant in determining patterns of language maintenance. In conclusion, Fishman strongly supports bilingualism and biculturalism.

Kloss, Heinz. 1969. Grundfragen der Ethnopolitik im 20. Jahrhundert. Die Sprachgemeinschaften zwischen Recht und Gewalt [Basic issues of the politics of ethnicity in the twentieth century. Rights of speech communities in law and government]. Ethnos, Schriftenreihe der Forschungsstelle für Nationalitäten und Sprachfragen, Band 7. Vienna: Wilhelm Braumüller, and Bad Godesberg: Verlag Wissenschaftliches Archiv, 624 pp.

An enquiry into the emancipation of speech communities; detailed empirical and analytical study of human rights of linguistically defined groups of people, with historical perspective and with emphasis on expression thereof in law.

Kloss, Heinz. 1971. Language Rights of Immigrant Groups. International Migration Review, 5: 2: 250-268.

Criticizes arguments for the linguistic assimilation of immigrant groups, including the antighettoization theory and the theory of national unity. Concludes that certain rights should be granted to immigrant as well as indigenous minority groups that wish to cultivate their own language tradition. Mentions two aspects of internal migration, the European concept of "speech-area" and the linguistic privileges often accorded members of dominant groups who move into minority areas.

Kloss, Heinz. 1977. American Bilingual Tradition in Public Administration. Rowley, Mass.: Newbury House.

Leibowitz, Arnold H. 1969. English Literacy: Legal Sanction for Discrimination. Notre Dame Lawyer (Fall), 45: 1: 7-67. Reprinted 1970 in Revista Juridica de la Universidad de Puerto Rico, 39: 313 ff.

Reviews state and federal regulations requiring a knowledge of English, especially the condition of English literacy as a prerequisite of voting. Concludes that the majority of these policies currently tend to discriminate against non-immigrant minority groups identifiable by color, including Blacks, Mexicans, Puerto Ricans, and Amerindians.

Leibowitz, Arnold H. 1971. Educational Policy and Political Acceptance: The Imposition of English as the Language of Instruction in American Schools. Washington, D.C.: Center for Applied Linguistics, ERIC Clearinghouse for Linguistics, 129 pp.

Explores the reasons behind the U.S. governmental decision leading to the "English-only" instructional policy and to the recent reversal of policy in the Bilingual Education Act (1967). Analyzes the experience of various migrant and native American groups in the U.S., showing how the governmental policy changed toward these groups. Policy decisions had little to do with the ability of non-English-speaking children to learn more readily in their native tongue, nor with their willingness to learn English. Rather, official acceptance or rejection of bilingualism in American schools depended on whether the group involved was considered politically and socially acceptable. Language restrictions were coupled with other discriminatory legislation and practices, such as segregation, indicated that the issue was a broader one.



Leibowitz, Arnold H. 1974. *Language as a Means of Social Control: The United States Experience*. Paper prepared for the Eighth World Congress of Sociology, University of Toronto, Toronto, Canada. Microfiche, Educational Resources Information Center (ERIC), ED093168.

Leibowitz supports the thesis that language is a means of social control by contending that English language requirements represent one aspect of discriminatory legislation against ethnic groups seen as alien in the U.S. The history of English language requirements in education, voting, citizenship, and economic life follows a pattern consistent with broader socio-political trends. Early in U.S. history there was tolerance for foreign languages and ethnic groups, later a policy of exclusion by the imposition of English language requirements, and recently, the relaxation of such requirements and greater tolerance.

Leibowitz, Arnold H. 1976. *Language and the Law: The Exercise of Political Power through Official Designation of Language*. In O'Barr, William M. and Jean F. O'Barr (eds.), Language and Politics. The Hague and Paris: Mouton: 449-466.

Hypothesizes that language is primarily a means of control, and considers the case when the government acts officially to designate a specific language requirement as a condition of participating in some activity. Investigates the varying U.S. political and legal practices of language designation in the school system, citizenship and voting, and in economic life in order to demonstrate common processes. Language restrictions were always coupled with other discriminatory legislation and practices in other fields, indicating that the issue was a much broader one.

Pool, Jonathan. 1975? *Language Planning and Identity Planning*. Mimeo. 33 pp.

Hypothesizes a complex of relationships among pairs of variables relating language and identity, e.g. "wanting to learn the other language" and "seeing oneself as resembling those who speak the other language." Urges language planners to study the effects of planned linguistic change on identity, and to study identity planning as a means of accomplishing their goals. If a policy of standardization or differentiation succeeds in making two languages resemble or differ from each other more than before, it will also effect an identity change. The relationships between language and identity are shown to be much stronger in some countries than others and also in some groups than others.

#### International Communication

Anonymous. 1968. *How to Organize Francophonie*. Africa Report (June), 13: 6: 12-15.

Sets forth the plan of the Organisation Commune Africaine et Malgache (OCAM) to organize Francophonie in multinational "concentric circles of solidarity." At the center would be France and a core of French-speaking Black African states; the next circle would enclose other developing nations that use French (e.g. Haiti, Lebanon); and the outermost circle would enclose developed states with French as one (of at least two) national languages (e.g. Canada, Belgium). Within the two innermost circles, cooperation would be strengthened by regular meetings of heads of state, ministers in charge of all aspects of culture, and parliamentarians; within the outermost circle, ties would be developed with "great discretion."

Allen, Philip M. 1965. Francophonie Considered. Africa Report (June), 13: 6: 12-15.

Allen critically examines the rationale behind proposals for a French-speaking Commonwealth. "Francophones study French in order to enter a civilization and share its values," to participate in a cultural orthodoxy. Cites weaknesses of the Francophone movement: competition with English and Russian; the shallow penetration of French even in Francophone Africa; and France's own preference for bilateral relations rather than more universal ties. Nevertheless, Francophonie has made some progress towards "a community in which the commonness of culture shall be stronger than divisions of race."

Guérard, Albert Léon. 1922. A Short History of the International Language Movement. New York: Boni and Liveright, and London: T. F. Unwin, 268 pp.

Promotes the adoption of one world language to encourage peace. Considers both the claims of French, English, and Latin to international dominance and the rationale behind promotion of artificial languages such as Esperanto, Ido, and Romanal. Written from a post-World War I perspective.

Mazrui, Ali A. 1976. Language and World Culture, and, A Model World Federation of Cultures. In A World Federation of Cultures: An African Perspective, Ch. 16 and Appendix. New York: Free Press.

See abstract under Planning the Language Corpus: Purpose: International Communication.

McQuown, Norman A. 1964. A Planned Auxiliary Language. [A review of Jacob's A Planned Auxiliary Language (1947)]. In Hymes, Dell (ed.), Language in Culture and Society: A Reader in Linguistics and Anthropology. New York and Evanston and London: Harper and Row, 555-563.

See abstract under Planning the Language Corpus: Purpose: International Communication.

Ostrower, Alexander. 1965. Language, Law, and Diplomacy: A Study of Linguistic Diversity in Official International Relations and International Law. Philadelphia: University of Pennsylvania Press, 2 v.

Distinguishes between international languages and diplomatic languages. Gives a historical survey of diplomatic languages, including Latin, French, Chinese, and Arabic; describes the recent importance of English. Reviews language policies and practices of international conferences and organizations. Concludes that diplomatic languages, although rarely governed by specific rules, have recognized status in international law.

Shenton, Herbert N. 1933. Cosmopolitan Conversation: The Language Problems of International Conferences. New York: Columbia University Press, xviii, 803 pp.

Provides a historical survey of the themes, meeting-places, and participants of international conferences between the 1860's and the 1930's. Focuses on the language policies and procedures of international conferences, during these years. Recommends that international conferences adopt an artificial auxiliary language.

Shenton, Herbert N., Edward Sapir, and Otto Jespersen. 1931. International Communication: A Symposium on the Language Problem. London: Kegan Paul, Trench, Trubner, and Co., 120 pp.

Written in the atmosphere of "progressive internationalism" which followed the First World War. Shenton describes the need for an international lingua franca; Sapir explains why this ought to be an artificial rather than already existing European language; and Jespersen surveys proposed international languages that have been constructed.

Weinstein, Brian. 1976. Francophonie: A Language-based Movement in World Politics. International Organization (Summer), 30: 3: 485-507.

The transnational French language movement has resulted from the shared interests of former colonial elites, both French and non-French, around the world. Within this movement there remain tensions between the ethnic French of France, Switzerland, etc., and the peoples of Africa and Asia, as well as tensions between the français favoring the uniform standardization of French and the francophones favoring local pronunciation and syntax. The strongest backing for the French language movement is still provided by agencies of the French government despite the activities of various transnational organizations.

## 11. LOGISTICS -- WHO DOES LANGUAGE PLANNING

Almhult, Artur. 1967. Svenska Akademien. 2nd ed. Stockholm: Norstedt, 94 pp.

Ljunggren, Gustaf. 1886. Svenska Akademiens historia 1786-1886. På Akademiens uppdrag författad. Stockholm: Kong. boktr., 2 v.

Schück, Henrik. 1935-9. Svenska Akademiens historia. 7 v.

Holmberg, Olle. 1953. Den unge Leopold. 1756-1785. 322 pp.; 1954. Leopold och Gustaf III. 1786-1792. 340 pp.; 1957. Leopold och Reuterholmska tiden. 1792-1796. 320 pp.; 1962. Leopold under Gustaf IV. Adolf. 1796-1809. 391 pp.; 1965. Leopold och det nya riket. 1809-1829. 318 pp. Stockholm: Bonnier.

The Swedish Academy was modelled on l'Académie Française. It was founded in 1786 to develop and cultivate the Swedish language and to foster good taste in poetry and rhetoric. In fact, the first foreigner to visit a meeting of l'Académie Française was a Swede (Sparre).

Almhult is a brief up-to-date historical sketch; Ljunggren and Schück offer in-depth descriptions, the latter until around 1920 for spelling reform and the production of the word book (etymological dictionary). For insight into early Academy work and also for early spelling reform, see also Holmberg.

Canada. Commissioner of Official Languages. First issued 1970-1. Annual Report. (Includes French version.) Ottawa: Information Canada.

A yearly report of activities of the "language ombudsman" of Canada, a unique position to implement policy re: language use. The Commissioner's duties are "to take

all actions and measures within his authority with a view to ensuring recognition of the status of each of the official languages and compliance with the spirit and intent of this Act ..." The reports indicate exactly how this office fulfilled its mandate.

Covington, Virginia. Problems for a Sign Language Planning Agency. International Journal of the Sociology of Language, 11: 85-106.

Numerous varieties of American Sign Language, with their own syntax and concept signs, have emerged across the country. The most crucial issue at present is whether Sign English, which uses English syntax and fingerspelled words, should replace American Sign Language or serve as a tool for bilingual education in American Sign Language and English. There exists a great need for a national sign language planning agency, as various private agencies concerned with the deaf develop conflicting solutions.

Dahān, Sami and Henri Laoust. 1949-50. L'Oeuvre de l'Académie Arabe de Damas. Bulletin d'Études Orientales (Damascus), 13: 160-219.

Briefly describes the founding, goals, structure, and activities of the Academy of the Arab Language in Damascus. Chronologically lists, with brief descriptions, major articles published in the Academy's Journal from 1921 to 1950, and all publications (language monographs, critical editions of earlier works) of the Academy during the same period.

Das Gupta, Jyotirindra. 1970. Language Conflict and National Development: Group politics and national language policy in India. Berkeley: University of California Press, viii, 293 pp.

Das Gupta claims that the relative strength of language interests in India cannot be calculated from "the position of the language communities in the (overall) language situation" alone; political considerations are crucial, and in particular the activities of voluntary associations for language promotion. Analyzes the development and structure of language associations: their bases of support (e.g. interaction with key government officials, independent status as educational institutions), their funding from both private and government sources, their internal power struggles and public campaigns. Concludes that the important contribution of language associations has been "the initiation of large numbers of people in organizational modes of participation."

Das Gupta, Jyotirindra. Language Planning in India. Forthcoming in Rubin, J., B. Jernudd, J. Das Gupta, J. A. Fishman, and C. A. Ferguson, et al., Language Planning: A Cross-National Survey. The Hague and Paris: Mouton, 22-31.

India has several official agencies to promote Hindi at the national level, characterized by their bureaucratic and hierarchical nature, their poor linkages with domestic clientele communities (the media, educators) as well as the international academic community, and the political context of their founding and authorization. These agencies have less status within the government than rhetoric might suggest. Their work has been characterized by a quantitative approach to producing terms, texts, and translations, and a lack of evaluation, particularly with regard to usage.

Fellman, Jack. 1976. Language Planning in Israel: The Academy of the Hebrew Language. Language Planning Newsletter (Honolulu; May), 2: 2: 1 and 6. Fuller version appeared as, The Academy of the Hebrew Language: Its History, Structure, and Function. 1974. International Journal of the Sociology of Language, 1: 95-103 (= Linguistics (January), 120: 95-103).

An historical overview indicates the continuity of the Academy with the earlier Hebrew Language Committee. Describes in detail the membership, sessions, and publications of the Academy. Thus far the Academy has been largely concerned with terminology; however, its contacts with the Israeli media are increasing and general problems of style and grammar represent a challenge for the future.

Fellman, Jack. What Do the Members of the Hebrew Language Academy Know and Think about its Operation? In Rabin, Chaim, J. A. Fishman, and J. Fellman (eds.), Language Planning in Israel. (English and Hebrew editions.) Forthcoming.

Considers responses to questions about the Academy's past, present, and future, based on private interviews with three-fourths of its members. Discusses when, why, and how the Academy was established and its present internal structure and functions, including its publications. Considers the existence and strength of the Academy's external links to other organizations in Israel and on a global scale, and concludes that there are no firmly fixed links. All respondents saw a need for stronger external ties in the future, and many suggested a more active promotion of the Academy's products, a broadening of scope and funding, and more young native-speaker members.

Garrison, Gary L. 1975. The Arabic Language Academy, and, The Arab Science Union. In Jemudd, Björn H. and Gary L. Garrison, Language Treatment in Egypt. Mimeo. Cairo: The Ford Foundation, 38-67 and 94-96.

Discusses the goals, publications, structure, and membership of the Academy since it was founded in 1932. Its activities include 1) facilitation of the corpus and rules of the language and its writing, 2) creation of scientific and everyday terminology, 3) revision of dictionaries, and creation of an etymological dictionary of Arabic, 4) encouraging literary production, and 5) reviving ancient literature. Includes opinions of some members regarding the successes and failures of the Academy. The Arab Science Union, founded in 1956, attempts to standardize scientific terminology in Arabic. Garrison lists the steps decided upon for carrying out this project, but he notes that the Union has no implementation power. In the same volume (pp. 68-93), Jemudd and Garrison review the contents of numbers 28 to 32 of the Arabic Language Academy's Journal.

Guitarte, Guillermo L. and Rafael Torres Quintero. 1968. Linguistic Correctness and the Role of the Academies. Current Trends in Linguistics, 4: 562-606. Reprinted with revisions 1974 in Fishman, Joshua A. (ed.), Advances in Language Planning. The Hague and Paris: Mouton, 315-368.

Latin American language academies are patterned after the model of the Royal Spanish academy. Two themes running through the history of Latin American academies have been the desire to establish national identity, and the desire to maintain linguistic unity with Spain and the whole Spanish-speaking world as well as with other South American nations. Latin American language academies have produced studies on orthographic and phonetic standardization, lexical development, and literary usage.

Hamzaoui, Rachad. 1965. L'Académie Arabe de Damas et le problème de la modernisation de la langue arabe. Leiden: E. J. Brill, 84 pp.

The Damascus Academy, the first successful Academy of the Arab Language, clearly staked out its defense of classical Arabic and its mission to modernize through vocabulary enrichment. Includes a description of the Academy's membership and activities, and an annotated list of major articles published in its Journal. Hamzaoui concludes that attempts to reform the writing system, grammar, dialects, and vocabulary have produced limited and ambiguous results thus far.

Hänninger, Nils. 1969. Nämnden för svensk språkvård 1944-1969 [The Swedish Language Committee 1944-1969]. Skrifter utgivna av Svensk Språkvård, 36. Stockholm: Läromedelsförlagen; Svenska bokförlaget, 65 pp.

A presentation of the Swedish Language Committee: how it got started, its economy, examples of its major task of giving advice on language use, its training activities, Nordic cooperation, publications, statutes and officers.

Hanse, Joseph. 1939. L'Office de la Langue Française. Études Classiques (Namur), 8: 36-47 and 211-219.

The 1932 Grammar of the Academy of the French Language merely rejected or accepted certain words which had been in popular use for at least fifty years. Many claimed that the Academy had lost its power and privilege as guardian of the language. As a result of this controversy, L'Office de la Langue Française (The French Language Agency) was created in 1937, consisting of literary and academic figures as well as an Academy representative. The new Agency's work, rulings on questions of usage (largely lexical), is summarized in a brief manual under alphabetized headings.

Heath, Shirley Brice. 1976. A National Language Academy? Debate in the New Nation. International Journal of the Sociology of Language, 11: 9-43.

When the United States was founded, language was recognized as an important societal resource, particularly in the fields of science, literature, and politics. Nevertheless, a centralized program of enrichment, standardization, and rationalization, as exemplified by European language academies, was repeatedly rejected in favor of the individual citizens' freedom to make language choice and changes. English was not designated the official language; it was believed that "the pragmatic and universal appeals and functions of the English language would establish it as the national tongue in practice without pronouncement of an official choice." Other European languages, recognized as valuable for modernization and diplomacy, continued to be promoted by various associations, schools, and churches within the U.S.

Jernudd, Björn H. Agency Man. Forthcoming in Rubin, J., B. Jernudd, J. Das Gupta, J. A. Fishman, C. A. Ferguson, et al., Language Planning: A Cross-National Survey. The Hague and Paris: Mouton.

Members of the Indonesian and Israeli language academies who were interviewed were rarely dominant in the national language in their childhood, and had extensive background in other languages. The Israelis seem to have made relatively greater efforts to organize and use Hebrew, which may account for their stricter views on promoting the national language. Although Indonesian and Israeli agencies are "vitality" concerned with

technical terminologies, their agency officers, as language specialists, lack technical training. In Sweden, technical terminology is codified not by the agency for language cultivation, but by a separate agency which includes engineers.

Kirk-Greene, Anthony H. M. 1964. The Hausa Language Board. Afrika und Übersee (Berlin; June), 47: 3/4: 187-203.

Describes the origin and functions of the Hausa Language Board, founded to safeguard the purity of Hausa and standardize its orthography. Lists publications of the Board.

Malaysia. Dewan Bahasa dan Pustaka [The Language and Literature Agency]. 1967. Dewan Bahasa dan Pustaka in Ten Years; a general outline of its first ten-year progress and achievement. Kuala Lumpur, 44 pp.

Gives a brief history of the development of the Malay language. Describes the rationale behind the establishment of this agency. Reviews the agency's progress and achievement in the areas of publication, terminology, atlas, encyclopedias, dictionary, national language teaching, and the development of a library.

Nahir, Moshe. 1974. Language Academies, Language Planning and the Case of Hebrew Revival. Ph. D. Diss., University of Pittsburgh.

Suggests that the functions of Language Planning Agencies can be classified under five basic headings: purification, revival, reform, standardization, and lexical modernization. The Hebrew Language Committee, and, later, the Hebrew Language Academy, are seen as having successively assumed the functions of revival, standardization, and now lexical modernization. Examination of pertinent literature on informants indicated greater acceptance of the Academy's approved terminology in the more specialized area of "mechanical hand tools" than in the area of "(popular) photography."

Neustupný, Jiří V. 1973? Personnel in Japanese Language Treatment. Mimeo. 21 pp.

A preliminary study of the types, extension, structure, and performance of language treatment personnel, with special reference to Japan. Folk systems of language treatment, consisting of rules for "correct language," an evaluation component, and suggestions for removal of inadequate features, are of considerable importance in Japan. Language associations in Japan constitute policy, not cultivation networks, and are differentiated according to their objectives. Professional and commercial agencies active in post-war language treatment are discussed, as well as governmental agency networks.

Noss, Richard B. 1974? Scientific and Technological Vocabulary in the Less Common Languages: Some Solutions in Search of a Problem. Eighth World Congress of Sociology, Toronto, Canada, 1974. Mimeo. 11 pp.

Aspects of scientific and technological vocabulary usage include 1) selection of discipline vocabulary, 2) establishment of an acceptable vocabulary for a discipline, and 3) selection of explanatory words. Noss discusses linguistic sources for vocabulary terms (solutions in search of a problem) and procedural options for selecting vocabulary. The latter include: national terminology planning agencies, committees of scholars,

sociolinguistic research, data banks of existing usage, and zero planning. Noss considers the real problem for less common languages not to be the creation and standardization of technical terms, but rather the acceptance and propagation of terms. "If the teachers' words and the learners' words are to mean the same thing, research is necessary, followed by engineering based on that research."

Robertson, D. Maclaren. 1910. A History of the French Academy, 1635 [4] - 1910, with an outline sketch of the Institute of France, showing its relation to its constituent academies. New York: G. W. Dillingham, xi, 379 pp.

Focuses on the membership of the French Academy, including a brief biographical entry for each member between 1635 and 1910. Social status was often as important a criterion as literary distinction for membership; the Academy refused to admit certain outstanding writers, but Robertson excuses many such cases by citing the political and social circumstances of the times. One chapter briefly describes patterns of interaction between members working on successive editions of the Academy's dictionary of the French language.

Wüster, Eugen. 1931. Internationale Sprachnormung in der Technik. Besonders in der Elektrotechnik (Die nationale Sprachnormung und ihre Verallgemeinerung) [International language standardization in engineering. Particularly in electrical engineering]. Sprachforum, Beiheft Nr. 2. Berlin: VDI-Verlag. 2nd enlarged ed. 1966. Bonn: H. Bouvier and Co., 137-170 and 203-225.

Enumerates and briefly characterizes national and international agencies that standardized technical language (mainly terms) in the 1920's.

## 12. LOGISTICS -- HOW LANGUAGE PLANNING IS DONE

### General Aspects of Implementation

India (Republic). Ministry of Education. 1956. Programme for the Development and Propagation of Hindi. Ministry of Education Publication No. 225. English rev. ed. New Delhi, 40 pp.

Outlines plans for a fifteen-year government program to enact the transition from English to Hindi as the official language of India. Lists grants, awards, proposals, etc. designed to encourage the development of Hindi literature, promote Hindi through the educational system, and propagate Hindi in the various provinces.

Ireland. Comhairle na Gaeilge [Consultative Council for the Irish Language]. 1971. Towards a Language Policy. Occasional Paper 2. Dublin: The Stationery Office. Reprinted 1974 in Fishman, Joshua A. (ed.), Advances in Language Planning. The Hague and Paris: Mouton, 519-526.

Ireland. Comhairle na Gaeilge [Consultative Council for the Irish Language]. 1972. Implementing a Language Policy. Dublin: The Stationery Office, 32 pp. Reprinted



1974 in Fishman, Joshua A. (ed.), Advances in Language Planning. The Hague and Paris: Mouton, 527-553.

The first item gives a set of procedures to be established with State support and guidance, for restoring the Irish language as a general medium of communication. Illustrates how diglossia might be used to promote bilingualism and therefore greater use of Irish. Efforts to establish Irish would have to be effectively supported by the educational system, and the Gaeltacht area would need support in maintenance of its already existing diglossia. Suggests need for more research in this area and other diglossia situations in Ireland.

The second document examines some of the planning and organizational issues involved in gradually restoring the Irish language as a general medium of communication. Reviews existing organizations, such as Roinn na Gaeltachta (Ministry for the Gaeltacht), involved in promoting the Irish language, and discusses the language recommendations of the Devlin Report. The Comhairle na Gaeilge recommends assigning the two main language development functions (general and Gaeltacht) to separate statutory boards in a new department, Roinn na Gaeilge (Ministry for the Irish Language), which should also include the Linguistic Institute of Ireland and the organization responsible for general publications in Irish.

Sibayan, Bonifacio P. 1967. The Implementation of Language Policy. In Ramos, Maximo, Jose V. Aguilar, and Bonifacio P. Sibayan, The Determination and Implementation of Language Policy. Quezon City: Alemar Phoenix, and New York: Oceana Publications, 126-189.

Gives a historical sketch of language laws in the Philippines and analyzes how language policy was implemented, especially by the Department of Education from 1957-66. Contains suggestions on how language policy may be properly implemented, through 1) research-based preparation of materials, texts, tests, language studies, etc., 2) teacher and administrator preparation and education, 3) development of methodology and techniques, with provision for evaluation, 4) public information, and 5) financing. Emphasizes the importance of proceeding slowly in putting official decisions into effect.

### Implementing Terms

Canada. Gouvernement du Québec. 1973. Guide de travail en terminologie. Cahiers de l'Office de la langue française, 20. Québec: Ministère de l'Éducation, 103 pp.

A terminological file of Canadianisms, neologisms, and borrowings from English is currently being compiled by the Canadian Office of the French Language. Sample entries from this file are presented and explained.

Felber, Helmut. 1976. Developing International Co-operation in Terminology and Terminological Lexicography. In International Cooperation in Terminology. First Infoterm Symposium, Vienna, 9 to 11 April, 1975, sponsored by UNESCO. Infoterm Series, 3. Munich: Verlag Dokumentation.

Felber notes that the International Organization for Standardization (ISO) is "strongly engaged" in the standardization of terminology on an international scale. Committee 37 of the ISO has produced documents laying down theoretical principles for the science of

terminology. Documentalists and information specialists in particular require not dictionaries but thesauruses based upon establishing a system of concepts in any given field. The International Centre for Terminology (Infoterm) is attempting to coordinate terminological activities all over the world.

1976. International Co-operation in Terminology. First Infoterm Symposium, Vienna, 9 to 11 April, 1975, sponsored by UNESCO. Infoterm Series, 3. Munich: Verlag Dokumentation.

Fellman, Jack and Joshua A. Fishman. How Do Terminological Committees of the Hebrew Language Academy Actually Work? In Rabin, Chaim, J. A. Fishman, and J. Fellman (eds.), Language Planning in Israel. (English and Hebrew editions.) Forthcoming.

Examines the mode of operation of the Hebrew Academy Committee on the Terminology of Librarianship and the Committee on Terminology for Inorganic Chemistry. Discusses how the committees were initiated, their constituents, their general work cycles and recurring processes, procedures for recommending terms, and difficulties arising. Principles involved in choosing terminology are listed, but Fellman and Fishman raise the questions: Are the rationales field-specific? Is there an order of preference? Are they comparable to other Academies?

International Organization for Standardization (ISO). 1969. Guide for the Preparation of Classified Vocabularies (Example of Method). (ISO/R 919-1969). (January), 15 pp.

Outlines, with recommendations, the stages in the preparation of technical vocabularies. The number of concepts to be listed must be set, not to exceed approximately one thousand. References must be systematically consulted, especially national and international standards and recommendations. The methodology of manuscript preparation and index compilation is also considered.

International Organization for Standardization (ISO). 1969. Vocabulary of Terminology. (ISO/R 1087-1969). (June), 23 pp.

Defines, with examples, a certain number of basic terms in terminology and lexicography, which are recommended for all terminological work in the field of standardization. The terms are introduced sequentially under classifications which include: "Concepts and concepts systems," "Definitions," "Writing," "Term-concept correspondence," and "Vocabularies, glossaries, and dictionaries." An alphabetical index of terms is appended.

International Organization for Standardization (ISO). 1951-73. Lexicographical Symbols Particularly for Use in Classified Defining Vocabularies. (ISO 1951-1973 (E)). 30 pp.

Presents a number of symbols to be used in classified multilingual defining vocabularies, which may also be useful in alphabetical vocabularies and terminological papers. The symbols are classified according to meaning, presented in visual form, and clarified with regard to usage, both conceptually and methodologically. An index lists symbols according to form.

Noss, Richard B. 1974? Scientific and Technological Vocabulary in the Less Common Languages: Some Solutions in Search of a Problem. Eighth World Congress of Sociology, Toronto, Canada, 1974. Mimeo. 11 pp.

See abstract under Logistics -- Who Does Language Planning.

Wüster, Eugen. 1974. The Road to Infoterm. Two reports prepared on behalf of UNESCO: Inventory of sources of scientific and technical terminology, and, A plan for establishing an international information centre (clearinghouse) for terminology. Infoterm Series, 1. Pullach (bei München): Verlag Dokumentation, ix, 141 pp.

The first report is essentially a classified bibliography listing indexes of terminologies, works on the process of standardizing terminology, and works on terminological and layout principles. It also lists national and international organizations involved in terminological work.

The second report documents efforts by UNESCO and the Council of Europe to found an international center for terminology, and describes its possible tasks and affiliations. In 1971, such a center, Infoterm, was established by UNESCO.

#### Implementing Words (Including Lexicography)

Barnhart, C. L. 1962. Problems in Editing Commercial Dictionaries. In Householder, Fred W. and Sol Saporta (eds.), Problems in Lexicography Report of the Conference on Lexicography held at Indiana University, November 11-12, 1960. Bloomington, Ind.: Indiana University Research Center in Anthropology, Folklore, and Linguistics, 161-181.

Discusses theoretical and practical considerations in the preparation of commercial monolingual English dictionaries: determining 1) the interest of the probable buyer, 2) the size, and 3) priorities for kinds and levels of information, e.g. meaning, spelling, pronunciation, synonyms, levels of usage, and etymology. Most dictionaries differ not in words entered, but in treatment of basic vocabulary, inclusion of idioms, abbreviation, geographical and biographical names, fullness of definitions, use of illustrative sentences, and derivative or run-on entries. Suggests semantic counts and quotation files be made for selecting meaning. Discusses sampling methods, as a major consideration in editing. Advises the formation of an editorial advisory committee.

Haywood, John A. 1965. Arabic Lexicography Its history, and its place in the general history of lexicography. 2nd ed. Leiden: E. J. Brill, 147 pp.

A detailed history of Arabic lexicography: motivation, scope, arrangements of dictionaries, principles, lexicographical discussion and scholarly evaluation.

International Organization for Standardisation (ISO). 1969. Layout of Multilingual Classified Vocabularies. (ISO/R 1149-1969). (November), 23 pp.

Provides a detailed description of appropriate forms for classified multilingual vocabularies. Filing slips should be organized according to purpose and use during preparation. The sequence of data within a monolingual section and of monolingual sections within an entry is specified. A vocabulary should pass through the stages of working manuscript, discussion manuscript, and printer's manuscript.

Lowe, Pardee, Jr. 1970. Postulates for Making Bilingual Dictionaries. In Benediktsson, Hreinn (ed.), The Nordic Languages and Modern Linguistics Proceedings of the International Conference of Nordic and General Linguistics, University of Iceland. Reykjavík: Vísindafélag Íslendinga, and Copenhagen: Fr. Bagges Kgl. Hofbogtrykkeri, 404-417.

Sets out 16 varied postulates useful in dictionary-making, the prime goal being the display of a word's meaning(s) in simplest and clearest form. Notes the usefulness of a computer in such work, because it leads to a more precise statement of the gathering procedures, the ordering of the materials, and the way the user will retrieve information. Suggests information which should be included in the preface of a dictionary.

Sledd, James H. and Wilma R. Ebbitt. 1962. Dictionaries and That Dictionary: a case-book on the aims of lexicographers and the targets of reviewers. Chicago: Scott, Foresman, and Co., 273 pp.

Two articles on the history of English dictionaries, five on the issues of authority scope of dictionaries, and 65 articles reacting to the appearance of a third edition of Webster's New International Dictionary, thus illustrating all uses of dictionaries, be it for reference or judgment.

Zgusta, Ladislav. 1971. Manual of Lexicography. Prague: Academia, and The Hague and Paris: Mouton, 360 pp.

Zgusta, Ladislav. 1971. Planning and Organization of Lexicographical Work. In Manual of Lexicography, Ch. 8. Prague: Academia, and The Hague and Paris: 345-357.

For the book, see the abstract under Planning the Language Corpus: Purpose: Terms and Words.

Chapter 8 outlines the sequence of necessary dictionaries (types of dictionaries) in languages not yet fully standardized. Suggests how to organize staff work; lists other "practical necessities," such as the choice of type(s), to be handled. Computers are most useful where things to be categorized are in one-to-one correlation with observable class properties; machines cannot replace the lexicographer in his deductive process of constructing entries.

### Implementing Language Use

Canada. 1970. What does the Official Languages Act Mean to Canadians? Information Canada Catalog No. S42-170. Ottawa: The Official Languages Program, Dept. of the Secretary of State, 6 pp.

Canada. 1975? Twenty Questions... and a few more, on Canada's Official Languages (On veut savoir... de qu'il faut savoir des Langues Officielles du Canada). Ottawa: Commissioner of Official Languages (Commissaire aux langues officielles), 12 pp.

Two documents which illustrate attempts of the Canadian government to promote the appropriate use of French and English.

Fishman, Joshua A. 1966. Planned Reinforcement of Language Maintenance in the United States: Suggestions for the Conservation of a Neglected National Resource. In Fishman, Joshua A., et al., Language Loyalty in the United States. The Hague and Paris: Mouton, 369-391. Reprinted 1972 in Fishman, Joshua A., Language in Sociocultural Change Essays by Joshua A. Fishman. Comp. by Anwar S. Dil. Stanford: Stanford University Press, 16-47.

Fishman advocates a national campaign, promoted by a distinguished commission, to promote the goal of biculturalism, without which bilingualism must lose its vitality. He calls for a reconsideration of the ties immigrants may maintain with their native lands and a review of American immigration policies in general. With regard to education, Fishman advises the use of ethnic bilinguals as teachers, public support for ethnic schools, and public instruction in languages other than English. Above all, Fishman calls for a level-headed approach to the issue of ethnicity, which has met with much indifference and even hostility.

### 13. LOGISTICS -- PROVIDING INFORMATION AND FEEDBACK FOR LANGUAGE PLANNING (EVALUATION)

#### Introduction to Evaluation

Guba, Egon G. and Daniel L. Stufflebeam. 1968. Evaluation: The Process of Stimulating, Aiding, and Abetting Insightful Action. Columbus, Ohio: Evaluation Center, The Ohio State University, College of Education, 70 pp.

Phi Delta Kappa. 1971. Educational Evaluation and Decision Making. Bloomington, Ind.: Phi Delta Kapa, 368 pp.

#### General References

Aguilar, Jose V. 1967. The Determination of Language Policy: The Role of Research. In Ramos, Maximo, Jose V. Aguilar, and Bonifacio P. Sibayan, The Determination and Implementation of Language Policy. Quezon City: Alemar Phoenix, and New York: Oceana Publications, 18-125.

Four steps of national policy planning must be subject to evaluation: 1) Orientation and investigation leading to new facts; 2) The continuing redefinition of the implication of facts to policy should lead to policy determination; 3) Policy planning defines the motivation of proposed curriculum designs and describes their probable effect; 4) Ideas revealed by new facts are implemented. Aguilar discusses three language teaching experiments in the Philippines and stresses the importance of such controlled research in guiding the determination of educational policy on language.

Jernudd, Björn H. 1971. Notes on Economic Analysis for Solving Language Problems. In Rubin, Joan and Björn Jernudd (eds.), Can Language Be Planned? Honolulu: University of Hawaii Press, 263-276.

Stresses that both quantifiable and non-quantifiable factors must be accounted for in the economic analysis of language problems. Points out the need for systems analyses

on the micro-level, and for the aggregation of such models on the macro-level. Suggests two sources for macro-level theorizing about language problems: macroeconomic generalizations about modernization, and hypotheses about the correlation of linguistic with other aggregate entities.

Rubin, Joan. 1971. Evaluation and Language Planning. In Rubin, Joan and Björn Jernudd (eds.), Can Language Be Planned? Honolulu: University of Hawaii Press, 217-252. Reprinted 1972 in Fishman, Joshua A. (ed.), Advances in the Sociology of Language, II. The Hague and Paris: Mouton, 476-510.

Presents a review of current evaluation theory and relates this to emerging language planning theory. Indicates that formal evaluation techniques can help to isolate and assess alternative goals, strategies, and predicted outcomes for consideration in the process of language planning. Evaluation better enables one to keep track of changes (feedback), and investigate the consistency of strategies with goals, strategies with predicted outcomes, and goals with predicted outcomes. Evaluation must be continuous and systematic, in order to minimize limitations such as uncertainty of environment. To date, evaluation in language planning has rarely been specific or systematic enough.

Thorburn, Thomas. 1971. Cost-Benefit Analysis in Language Planning. In Rubin, Joan and Björn Jernudd (eds.), Can Language Be Planned? Honolulu: University of Hawaii Press, 253-262. Reprinted 1972 in Fishman, Joshua A. (ed.), Advances in the Sociology of Language, II. The Hague and Paris: Mouton, 511-517.

Thorburn shows how language planning could be subjected to the same type of cost-benefit analysis as any other public resource. He takes as an example identifying, quantifying, and evaluating the consequences expected to result from choosing a Language of Wider Communication instead of a vernacular as the official language.

### Evaluation Re Terms

Alloni-Fainberg, Yafa. 1974. Official Hebrew Terms for Parts of the Car: A Study of Knowledge, Usage, and Attitudes. In Fishman, Joshua A. (ed.), Advances in Language Planning. The Hague and Paris: Mouton, 493-517. Also 1974 in International Journal of the Sociology of Language, 1: 67-94 (= Linguistics (January), 120: 67-94). Also forthcoming in Rabin, Chaim, J. A. Fishman, and J. Fellman (eds.), Language Planning in Israel. (English and Hebrew editions.) (Originally appeared in Hebrew. 1972. Language-Behavior Papers, 1: 32-59.)

Presents the results of a survey on the terms for automobile parts officially approved by the Academy of the Hebrew Language. Concludes that the adoption of neologisms is limited by the prior existence of other suitable alternatives. Familiarization with official terms usually takes place in formal institutions of learning.

Fishman, Joshua A. Selected Dimensions of Language Planning: A Comparative Analysis. Forthcoming in Rubin, J., B. Jernudd, J. Das Gupta, J. A. Fishman, C. A. Ferguson, et al., Language Planning: A Cross-National Survey. The Hague and Paris: Mouton.

The International Research Project on Language Planning Processes (IRPLPP) was an attempt to provide comparative data pertaining to certain aspects of the effectiveness of one of the major tasks of language planning: lexical elaboration for modernization.

The project surveyed selected populations of three countries and compared their responses vis à vis attitudes and information re: language planning and usage of language planning products (namely, terminology). The survey attempts to ascertain whether there are significant similarities and/or differences between countries and/or populations with respect to language planning success.

Hofman, John E. 1974. The Prediction of Success in Language Planning: The Case of Chemists in Israel. International Journal of the Sociology of Language, 1: 39-65 (= Linguistics (January), 120: 39-65).

A study of attitudinal factors (social attitudes, language attitudes, and private identity) versus non-attitudinal ones (personal background, language history, and claimed language proficiency) as predictors of certain criteria of successful language planning. These criteria were knowledge of and positive attitudes towards the central Language Planning Agency, i.e. the Academy of the Hebrew Language, and other agencies advocating work of the planners, and use of Academy-approved chemical terminology. Background factors were found to be dominant over attitudes in determining the extent to which 71 Israeli chemists used approved Hebrew rather than non-Hebrew terminology.

Hofman, John E. 1974. Predicting the Use of Hebrew Terms Among Israeli Psychologists, International Journal of the Sociology of Language, 3: 53-65.

An extension of Hofman's above-mentioned investigation to investigate the relative weight of variables associated with the use of Hebrew versus non-Hebrew terms. A person's language background was again found to influence his tendency to use Hebrew or vernacular terms, but it appeared to carry more weight with chemists. Attitudes were also important: those who had a broader value orientation toward language (as a symbol of national prestige, solidarity, culture, group mentality, and statehood), tended to use Hebrew terms coined for and by psychologists, more than those who considered language more narrowly, in terms of pleasure or utility. Private and public instrumentalism tended to contribute less directly to the use of Hebrew than in the previous study. Suggests that oral speech samples rather than written ones be analyzed to assess the deterioration of Hebrew as a medium of communicating scientific terminology.

Jernudd, Björn H. Linguistic Sources for Terminological Innovation: Policy and Opinion. Forthcoming in Rubin, J., B. Jernudd, J. Das Gupta, J. A. Fishman, C. A. Ferguson, et al., Language Planning: A Cross-National Survey. The Hague and Paris: Mouton.

A study exploring opinions on the development of terminologies, using data from Language Planning Agencies, teachers and students, and textbook writers in Israel, Indonesia, and Sweden. Discusses preferred source languages for terminology, preferred principles for selecting roots, and procedures for creating and standardizing terminologies. Indonesian respondents preferred that terminological development depend on prevailing usage. The Hebrew Academy respondents decidedly preferred etymologically fully Hebrew-derived terminology, but Israeli students, teachers, and textbook writers did not. Swedish agencies encourage international cooperation on terminology. All three countries share the conflicting goals of making communication easier both within and beyond their nation.

Rubin, Joan. Textbook Writers and the Language Planning Agency. Forthcoming in Rubin, J., B. Jernudd, J. Das Gupta, J. A. Fishman, C. A. Ferguson, et al., Language Planning: A Cross-National Survey. The Hague and Paris: Mouton.

Surveys of textbook writers in Indonesia and Israel reveal an awareness of language problems, in particular of terminological and spelling problems. Although the Indonesian Language and Literature Agency and the Academy of the Hebrew Language, respectively, were listed as important sources in the casual learning of terminology, writers most often consulted existing reference works (which may have been produced by the LPA) and personal resources when actively seeking terms for their textbooks. In general the LPA and its products do not seem very well known or widely utilized by textbook writers in either country.

#### Evaluation Re Writing Systems

Rabin, Chaim and I. M. Schlesinger. 1974. The Influence of Different Systems of Hebrew Orthography on Reading Efficiency. In Fishman, Joshua A. (ed.), Advances in Language Planning. The Hague and Paris: Mouton, 555-571.

See abstract under Planning the Language Corpus: Linguistic Aspects: Writing Systems.

Ramakrishna, B. S., K. K. Nair, et al. 1962. Some Aspects of the Relative Efficiencies of Indian Languages (A Study from Information Theory Point of View). Bangalore: Dept. of Electrical Engineering, Indian Institute of Science, xii, 90 pp.

An attempt at evaluating the relative efficiencies of several Indian or English scripts for different Indian languages, using an information theory approach. The principal measure is writing-time with controls for syllable-type and experimental subjects' writing practice.

#### Evaluation Re Varieties

Ferguson, Charles A. 1959. Myths about Arabic. In Harrell, Richard S. (ed.), Report of the Tenth Annual Round Table Meeting on Linguistics and Language Studies. Monograph Series on Languages and Linguistics, 12. Washington, D.C.: Georgetown University Press, 75-82. Reprinted 1968 in Fishman, Joshua A. (ed.), Readings in the Sociology of Language. The Hague and Paris: Mouton, 375-381.

Informal investigation of attitudes about Arabic, which are called "myths." Considers reasons why Arabs consider their language superior, and notes that each speaker considers his own dialect as the nearest to classical, the easiest to learn, and the most widely understood. Most Arabs feel that in the future Arabic will be unified, standardized, and universal in the Arab world. Points out need for more precise research techniques for attitudinal research.



Nadel, Elizabeth, Robert L. Cooper, and Joshua A. Fishman. English in Israel A Sociolinguistic Study. Forthcoming in Fishman, Joshua A., Robert L. Cooper, et al., The Spread of English The International Sociology of English as an Additional Language. Rowley, Mass.: Newbury House.

Particularly since the 1967 war, Israelis have received increasingly greater exposure to English, which has lost its political sensitivity and in its functions as a Language of Wider Communication poses no threat to the dominance of Hebrew. But English proficiency, as measured by school examinations, has remained below expectations. Further research is needed on the effects of exposure to English both through the media and in the classroom. Information is needed "concerning what students can do with English and what they actually do do with it."

Seckbach, Fern. 1974. Attitudes and Opinions of Israeli Teachers and Students about Aspects of Modern Hebrew. International Journal of the Sociology of Language, 1: 105-124 (= Linguistics (January), 120: 105-124). Part of a longer report forthcoming in Rabin, Chaim, J. A. Fishman, and J. Fellman (eds.), Language Planning in Israel. (English and Hebrew editions.)

A survey of selected high school students, teachers, and literary experts revealed little consensus with regard to which journalists and authors use the best Hebrew. Respondents showed more agreement concerning dialects in modern Hebrew and groups that speak and write poor Hebrew. Concludes that in general the state of language issues in Israel "is not something of current, common interest."

### Surveys and Censuses

Abdulaziz, M. H. 1975. Methodology of Sociolinguistic Surveys - Problems of Interpretation and Implementation. International Conference on the Methodology of Sociolinguistic Surveys, Montreal, Canada, May 19-21. Mimeo. Montreal, 43 pp.

Presents critical comments on methodology, interpretation, and implementation as "closely interrelated" factors in sociolinguistic surveys, with particular reference to the East African Language Survey. Contends that the goals of sociolinguistic surveys should be clearly spelled out, and a system provided to check whether they are being met; also that as many local people as possible should be involved in the planning and administration of surveys. Suggests establishing a clear distinction between sociolinguistic surveys which are not or are intended to influence official policy; in the latter case, then the authorities concerned should be involved as much as possible in setting goals, providing funds, and selecting personnel.

Ernest Dichter International Institute for Motivational Research. 1968. A Motivational Research Study for the Greater Use of the Irish Language. 2 v.

Fishman, Joshua A. 1974. The Comparative Dimensionality and Predictability of Attitudinal and Usage Responses to Centralized Language Planning Activity. In Verdoort, A. (ed.), Applied Sociolinguistics Proceedings of the Association Internationale de Linguistique Appliquée (Third Congress, Copenhagen, 1972), V. II. Heidelberg: Julius Groos Verlag, 71-80.

Summarizes the results of surveys of students, teachers, and adults in India, Indonesia, and Israel. Knowledge of and attitudes toward the national Language Planning

Agency and its products appear to be "very appreciably predictable across countries and across populations on the basis of a rather small set of predictor dimensions." Demographic and language repertoire characteristics appear more predictive of the teachers' and adults' responses to the LPA, whereas attitudinal and informational characteristics appear more predictive of the students' responses to the LPA.

Fishman, Joshua A., Robert L. Cooper, Roxana Ma, et al. 1971. Bilingualism in the Barrio. Bloomington, Ind.: Indiana University Press, 696 pp.

A two-volume report of an extensive research project on the bilingualism of Puerto Ricans in Jersey City and the Greater New York area. Attempts to 1) "describe sociolinguistic norms on the basis of data representative of larger societal contexts," 2) devise better ways of measuring widespread and relatively stable bilingualism, and 3) find the best methods to use in language surveys. Devises new self-report measures of bilingualism and attempts to validate them by comparing their data with that obtained by other measures of bilingual proficiency and usage. Includes instruments and code sheets used, and Fishman's summary of what was learned and is yet to be learned.

International Conference on the Methodology of Sociolinguistic Surveys, Montreal, Quebec, Canada, May 19-21. 1975. Conference Proceedings with a paper on Sociolinguistic Surveys: State of the Art. Arlington, Va.: Center for Applied Linguistics, 45 pp.

Pool summarizes the conference papers and discussions. Many useful suggestions are noted, such as the need for careful liaison with governmental agencies and local researchers, for making use of what is known about survey organization from previous studies, and for adequate funding of report writing and publication after data are collected. Includes Barber's paper from a Ford Foundation perspective, which stresses the importance of information exchange. Also includes Cooper's paper on sociolinguistic surveys, which outlines some of their major goals, motivations, and procedures.

Ireland. Committee on Irish Language Attitudes Research. 1975. Report (Tuarascáil) [Main Report (Príomh Thuarascáil)]. Submitted to the Minister for the Gaeltacht. (In English). 478 pp. (For copies write: Government Publications, G.P.O. Arcade, Dublin 1, Ireland.)

Records, in full statistical detail, the results of a national survey on the ability to use and attitudes towards Irish. Positive feelings about Irish as a symbol of ethnicity are usually derived from parental attitudes. In general, exposure to Irish through the public school system is the factor most conducive to ability in Irish. For the nation as a whole, the losses of primary bilinguals are just being offset by quantitatively equal gains in secondary bilinguals.

Irish Marketing Surveys Ltd. 1969. Report on a Survey Conducted to Assess Public Reaction to "Buntús Cainte." Dublin: IMS Ltd.

Jernudd, Björn H. Review of Harrison, William, Clifford Prator, and G. Richard Tucker (eds.), English-Language Policy Survey of Jordan. A Case Study in Language Planning. With an Introductory Essay by Thomas P. Gorman (1975). Forthcoming in Sudan Research and Information Bulletin.

Raises the issue of what sociolinguistic surveys really measure. Questions the validity of assessing the role of English in relative isolation from other languages used in

Jordan. This survey also over-represented educated persons, supposedly in order for results to reflect the future composition of society after expected expansion of the educational system. However, the survey thereby ignores other segments of Jordanian society that could significantly influence the present use of and future policy towards English. Moreover, the "need" for English reported by the educated respondents may reflect use for reasons of self-interest rather than "legitimate instrumental need."

Khubchandani, Lachman M. 1974. Fluidity in Mother Tongue Identity. In Verdoodt, A. (ed.), Applied Sociolinguistics Proceedings of the Association Internationale de Linguistique Appliquée (Third Congress, Copenhagen, 1972), V. II. Heidelberg: Julius Groos, 81-102.

The term, "mother tongue," beyond its narrow definition as the home language, often expresses the greater symbolic significance of identification with a particular tradition. For example, in the Northcentral region of India, numerous languages are identified under the wider labels "Hindi" and "Urdu" which in turn are actually two styles of the same linguistic code, conceived of as diametrically opposite due to religious differences. Great fluctuations in language censuses reveal sociocultural trends rather than actual changes in speech.

Khubchandani, Lachman M. (ed.). Explorations in Language Demography. Selection of Papers Presented at the 'Language Census' Session, Eighth World Congress of Sociology, Toronto, Canada, 1974. Forthcoming.

A compilation of papers on basic issues connected with the collection, analysis, and use of census data across a wide variety of situations and countries. Considers such issues as the use of qualitative data to supplement census statistics, the repercussions of the legal use of statistical data, and the relations between language and ethnic identification.

Liebersohn, Stanley. 1966. Language Questions in Censuses. Sociological Inquiry, 36: 262-279. Also 1966 in Liebersohn, Stanley (ed.), Explorations in Sociolinguistics. Bloomington, Ind.: Indiana University Research Center on Anthropology, Folklore, and Linguistics, 134-151.

Census data can be valuable because they span a wider geographical and historical range than individual researchers may be able to reach. Often, algebraic computations with census figures may yield additional information. Nevertheless, errors arising from the inconsistent wording of censuses and inefficient administration of censuses should be monitored by a series of validity checks.

Macnamara, John. 1966. Bilingualism and Primary Education: A Study of the Irish Experience. Edinburgh: Edinburgh University Press, 173 pp.

See abstract under Allocating Language Use: Purpose: Education.

Otanes, Fe T. and Bonifacio P. Sibayan. 1969. Language Policy Survey of the Philippines, Initial Report. Manila: Philippine Normal College, Language Study Center, 227 pp.

Presents in detail the results of an official national survey of householders and teachers. Filipino languages are still preferred for oral communication; English still

dominates reading. Career success is widely associated with multilingualism, at least in Tagalog and English. Tagalog still lacks widespread appeal as a medium for purposes such as education and self-expression.

Pool, Jonathan. 1973. Mass Opinion on Language Policy: The Case of Canada. In Rubin, Joan and Roger Shuy (eds.), Language Planning: Current Issues and Research. Washington, D.C.: Georgetown University Press, 55-66. Reprinted 1974 in Fishman, Joshua A. (ed.), Advances in Language Planning. The Hague and Paris: Mouton, 481-492.

Presents the results of a national sample survey of Canada. Finds a correlation between the language repertoire of respondents and their attitude towards language policy. Refutes the hypothesis that there exists a separate group of bilinguals with distinct policy interests. Geographic proximity is conducive to greater tolerance instead of polarization between French and English speakers.

#### 14. LANGUAGE PLANNING IN SOME COUNTRIES

##### Who Does Language Planning: Great Movers

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Bar-Adon, Aaron. 1972. S. Y. Agnon and the Revival of Modern Hebrew. Texas Studies in Literature and Language.

Belić, Aleksandar. 1948. Vukova borba za narodni i književni jezik: Rasprave i predavanja Izd. [Five articles on Vuk Karadžić and his reforms in language and orthography]. Belgrade: Prosveta, 279 pp.

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Fellman, Jack. 1973. The Revival of a Classical Tongue: Eliezer Ben Yehuda and the modern Hebrew language. The Hague and Paris: Mouton, 151 pp.

Haugen, Einar. 1965. Construction and Reconstruction in Language Planning: Ivar Aasen's Grammar. Word (August), 21: 2: 188-207. Reprinted 1972 in Haugen, Einar, The Ecology of Language Essays by Einar Haugen. Comp. by Anwar S. Dil. Stanford: Stanford University Press, 191-214.

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Australian Broadcasting Commission. 1957. Guide to the Pronunciation of Australian Place Names compiled by The ABC Standing Committee on Spoken English. Sydney: Angus and Robertson.

Bouthillier, Guy and Jean Meynaud. 1972. Le choc des langues au Québec, 1760-1970. Montréal: Les Presses de l'Université du Québec, 767 pp.

Canada. Government of Quebec. 1972. Report of the Commission of Inquiry on the Position of the French Language and on Language Rights in Quebec. Book I, The Language of Work; the position of French in work and consumer activities of Quebecers. Québec: L'Éditeur officiel du Québec, 362 pp.

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- Burns, Donald, Social and Political Implications in the Choice of an Orthography (25)
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