ABSTRACT
                An article and a bibliography constitute this issue
of the "Illinois English Bulletin." In "Keep the Natives from Getting
Restless," Barry Gadlin examines native language learning by children
from infancy through high school and discusses the theories of
several authors concerning the teaching of the native language. The
"Bibliography of Linguistics and the English Language" by Donald
Nemanich lists books under the following headings: Teaching the
English Language, General Books about Language, Anthologies, History
of the English Language, Specific Topics in English Language History,
Historical Linguistics, American English, Dialects, Social Dialects,
Sociolinguistics, Usage, Traditional Grammar, Structural Grammar,
Transformational Grammar (Theory), Transformational Grammar
(Textbooks), Stratificational and Tagmemic Grammars, Eclectic
Grammars and Surveys of Grammars, Phonology, Stylistics (Linguistic
Analysis of Literature), Psycholinguistics and Child Language,
Semantics, and Kinesics and Proxemics. (JM)

DECEMBER 1974

LANGUAGE

ILLINOIS ENGLISH BULLETIN

ILLINOIS ASSOCIATION OF TEACHERS OF ENGLISH

CONTENTS

Keep the Natives from Getting Restless

BARRY GADLIN
FOREST VIEW HIGH SCHOOL
ARLINGTON HEIGHTS

I wonder if parents should be paid as much as English teachers. This idea may seem absurd or frightening, but in terms of language teaching and in terms of providing a suitable environment for language learning, the parent plays a far more important role than the teacher. M. A. K. Halliday, in his book *The Linguistic Sciences and Language Teaching*, points to the importance of family environment for language learning: "The child's first language introductions are from his parents and family. He makes mistakes but corrects them on his own (phonetical, phonological, grammatical, and lexical."[1] Charlton Laird agrees with Halliday's notion of family importance; he also agrees strongly with Halliday's 'self-teaching' theory in infants. Laird traces his granddaughter's language growth and the conditions under which her language growth occurred. Laird begins with the premise that "a vocal, happy household where speaking is fun allows for language learning which is enjoyable."[2] He then follows her language growth process and ends with some meaningful conclusions and a startling suggestion. I am going to discuss Hanna's (his granddaughter's) language learning process along with the author's conclusions and startling suggestion. I begin with Hanna for two reasons: first, so that I might show the changes in the language learning process as the child grows and as she proceeds through school; secondly, so that I might point out the need for different teaching techniques as the child develops.

Laird notices a language growth pattern in Hanna which he felt was typical in most infants. The first understandable sounds a child utters result by direct imitation--that is, the imitation of

I

a sound directly after hearing it. This situation can be compared
to the parakeet owner who spends weeks teaching "Billy Boy"
how to say "cracker" or "pretty." Neither the parakeet nor the
child knows what he is saying; the reward is the thing. I should
mention, however, that the above comparison is only an ob-
servable one; a more complex, organized process continues with-
in the child enabling him to develop more difficult language
structures. Laird notes the interesting fact that the child would
repeat a word only when part of an imperative sentence pattern
(e.g. "Say 'kitty,' Hanna" as opposed to "The kitty wants some
milk."). During the following months, Hanna learned words
necessary for a child's wants--names of family members, names
of meals, and names of individual foods. One notes that Hanna's
language grasp has grown from direct imitation to remembered
sounds. From this stage Hanna develops a capacity to grasp
phrases, imitating them with similar stress, pitch, and juncture
but often not with identical phonemes. Simple exclamations like
"oh-oh" playfully stated by Hanna's mother were easily dupli-
cated by Hanna. However, statements used to describe some-
thing, for instance, a merry-go-round, became phonologically
mangled. "It goes round and round" became "ronaron." Gradu-
ally, Hanna was able to assemble noun-verb combinations as her
ear for imitation became sharper and as her vocabulary became
larger. If one were to draw up a brief diagram of Hanna's lan-
guage progress, the diagram would look similar to the following:

(1)   (2)   (3)   (4)   (5)   (6)   (7)
Sound---Imitation----Result---Meaning---Word Combination---Result---Idea

In explanation, a child imitates(2) a sound(1) receiving similar
results(3) each time he utters it; from this result he uncon-
sciously learns meaning(4). When his vocabulary and his memory
have increased to a certain level, he imitates word combinations
(5), even sentence patterns, gradually gaining enough skill and
confidence through continuous results and reinforcements(6) to
combine his own words into an idea(7).

Laird stresses three important conditions under which lan-
guage growth occurs to its fullest. First, he restresses that
"happiness and playfulness are essential ingredients of language
learning."[3] Much learning springs from a cheerful, game-like
situation. Secondly, "Hanna did her best learning without
help."[4] That is, her parents never consciously taught her
sentence structure and vocabulary. And thirdly, Hanna learned
most of her language in some kind of context.[5] In other words,
Hanna learned language in the process of doing something else,

I admit being repulsed by a suggestion which Laird makes to increase an individual's language growth during childhood. Since language learning is essentially an intellectual activity except during childhood, he feels, and since a child even unconsciously learns sentence patterns, why could Hanna not have been exposed to more complex sentence patterns so that she would have less trouble learning these patterns in school? This in itself does not seem too unreasonable, for I often must leave the room when I hear parents, cousins, and grandparents talking to a child as if he were a cocker spaniel. I find myself rushing into the kitchen to see where the parents have newspapers spread. However, Laird's idea of *how* to achieve greater exposure to more complex sentence patterns when an infant reminds me too much of trying to create a super-intellectual race. He suggests that a child should listen to recordings of the Gettysburg Address. Laird presupposes that learning more complex structure is necessary to improve one's eventual level of communication. I am not sure whether Laird is thinking of Hanna's enjoyment although, granted, listening to a tape recorder can be enjoyable.

As I mentioned in my introduction, I am mentioning Hanna to show where the native speaker has been to achieve his nativeness. Since language growth and the elements of vocabulary and sentence structure are so closely tied into experience, one can imagine the various levels of language achievement the teacher must confront by the time these children are of school age. What should a teacher do with the language structure the child brings into the classroom? How applicable in a school situation are Laird's three conclusions--that a child learns language best without help, in context, and in a playful, happy atmosphere? And how should methods of language instruction change, if indeed important, between grade school and high school? In the remainder of this paper, I will present possible answers to these three questions.

Halliday describes three approaches to teach language. The *productive* approach deals with the teaching of new skills. The *prescriptive* approach attempts to replace one pattern of language ability already successfully acquired with another pattern. The *descriptive* approach seeks to demonstrate how language works; it involves talking about skills already acquired without trying to show how these skills are used.

Halliday notes that each of the three approaches implies an answer to the question: "What do we teach the native language for?" The teacher using the productive approach assumes the

philosophy, "I teach English to natives to help extend the use of his native language in the most effective way. This attitude implies that there may not be one effective way of speaking, for the productive approach seeks not to replace one's dialect but only to extend it. The teacher using the prescriptive approach assumes the philosophy, "I am teaching the native language to teach the children to replace those patterns of language activity which are unacceptable with other acceptable patterns. One notes the difference between the productive and prescriptive approaches here; while the productive approach seeks to extend, the prescriptive approach seeks to replace. One sees also in the prescriptive approach a narrower viewpoint toward the acceptability of any dialect other than a standard one found in the classroom texts. The third teacher, the one taking the descriptive approach, assumes the philosophy, "I teach English to native speakers in order to show the child how language works by displaying, ordering, and adding to his use of his native language." Using this philosophy, the teacher seeks to make the student aware of the language system he uses so that he might make other additions to his language growth even outside of the classroom situation. This last point--continuous growth outside of the classroom--is an important advantage. The productive and the prescriptive approaches are more classroom oriented since a teacher is usually needed to help the student substitute or extend language patterns. When one follows the descriptive approach, language growth follows language understanding; this would appear to have more lasting effects on an individual's language process.

I am partial to the descriptive teaching approach, but I do not mean to imply that the other two approaches do not have a place in teaching. When a child enters grade school, he brings with him the vocabulary and word structure he has developed over a five-year period. However, these elements are oral, not written. In this situation a pleasant balance must be achieved, a balance of descriptive language teaching to continue and increase his speaking ability, productive language teaching to introduce the student to a new medium--written language, and prescriptive language teaching to try and substitute more understandable idioms in speaking and writing and to correct certain writing skills the student might have grown into. This last approach might be shunned entirely by the individual arguing strongly for keeping one's dialect and forgetting about a standard dialect. However, I strongly feel the need for some form of communi-

cation, written or spoken, to which all members of a given society can turn in order to exchange ideas. Using this criterion, one eliminates the idea of social snobbishness being attached to a language and instead substitutes social need. Even if standard English becomes a totally pictographic language, this will be something to which all dialects can turn to communicate. Along this line of thinking, a standard spelling and punctuation system should be taught, and no matter how a teacher might attack spelling and punctuation, he will invariably be taking a prescriptive approach when trying to correct letter formation, faulty punctuation habits, and erroneous spelling. Once the individual has a grasp of how to express thought through writing, the prescriptive approach can be tossed aside entirely, and the descriptive approach may assume sole place in written language teaching.

Paula Backscheider, in her article "Punctuation for the Reader," shows how punctuation can be learned through induction and self-prescription. She recommends that for the first few weeks of the semester the teachers merely circle or cross out incorrect uses of punctuation marks. For best results the focus should be on two punctuation marks at a time, say, the apostrophe and the semi-colon. Since writing problems will vary among students, each student might be focusing on a different mark. At the end of a three week period, the student and teacher go over where the punctuation errors occur. The student, after noting where punctuation is needed and/or omitted, assumes the responsibility for formulating his own rules about where certain punctuation marks should go. One student composed the following rule about the apostrophe: "We use it *only* to show ownership and when letters are left out."[7] One notes that he arrived at this definition on his own through an understanding of certain language patterns.

I would like to evaluate Backscheider's idea by measuring it against the three conditions Laird proposes to insure language growth in an infant. First, Laird proposes that the infant learns best by himself. The student who formulated his own apostrophe definition seems to show that he does indeed learn concepts on his own. The learning he had to accomplish, moreover, can be more difficult than an infant's learning, for the student had to "unlearn" an erroneous language habit. Secondly, Laird proposes that language is best learned in context. Backscheider's approach seems to correlate with Laird here, also. Rather than going over some formal, possibly boring and unrelated exercises,

the student deals with a problem he *knows* is embedded in his own language structure. He works with words and structures he is familiar with. Laird's third proposal, the essentiality of playfulness and cheerfulness, is dependent upon both the student's and the teacher's attitudes in Backscheider's language activity. The format of her activity, however, certainly makes language learning more enjoyable.

Stanley Bank, in a recent article "Playing with the English Language," enumerates some game playing techniques for teaching language in the high school. Bank bases most of his activities on the philosophy that "most students neither need nor want a system for describing the structure and processes of the language, but that many of them enjoy behaving like linguists on a limited scale, directing their curiosity toward their (own) language."[8] Bank calls his classroom language activities "playing" because each activity is the end in itself; each game doesn't seek to approach a description or a development of a language system. In short, the teacher is creating a junior corps of T-G grammarians. Bank's games can be divided into three categories: the unstructured, whenever-it-seems-appropriate games; the planned language games, focusing on literature and writing; and the planned language games, focusing on language itself. The first game may occur while the class is reading any piece of literature, say, *Huck Finn*. While reading aloud, a student pronounces Cairo (Illinois) as if he were pronouncing Cairo, Egypt. The teacher then might direct the students to think of other pairs of words which are pronounced differently although they look alike: *graduate, predicate, progress, Vice (nice), Job (job)*. The second game activity is planned but it operates essentially the same as the first. This type of activity can work within the confines on one short story using an unfamiliar dialect. John Updike uses many words which are understandable yet are of a part of a distinct dialect. The word *phosphate* in relation to other dialect terms meaning the same item (soda, pop, tonic) can lead the class into a discussion of other geographic or peer group dialects. The third type of game activity focuses on language as language. This game is similar to the first two in that it may use literature as its springboard, but it leaves the context of the literary work, and instead focuses on language as language. For example, after a class has studied a work of literature and has become annoyed because of the number of obsolete words or words whose meanings have changed since the time the work was written, the opportunity may have arrived to gather a small list of words used by the

9 **BEST COPY AVAILABLE**

author and to trace the changes in meaning. Games with word tone may present opportunities for students to turn a science fiction writer into a writer of comedy or romance.

These word games provide another important function. Because one objective of the English teacher should be to teach the individual to communicate effectively with both a standard, written dialect and his own dialect, these games expose him to a number of dialects--his classmates', people living centuries ago, and people living in other regions of the U.S. Seeing how various dialects have grown and are used effectively, the student can observe speech habits other than his own and those shown to him in language texts. Activities like those above aim at eliminating snobbish attitudes toward the standard dialect but do not aim at eliminating a standard dialect.

Using Backscheider and Baker as examples to show what is being done to teach English in the classroom, one sees definite uses for Laird's findings. Laird's conclusions about learning environments for infants have great relevance in setting up a learning environment for any individual. Education's focus on individualized instruction, the elective system, and new teaching approaches are all signs that the schools recognize the need for certain learning environments. In curriculum planning many schools now offer extensive elective programs. Forest View High School in Arlington Heights, Illinois, presents students with more than fifty English courses from which they can choose. The list ranges from Composition Skills to Advanced Placement English, from Oral Communications to Advanced Speech, and from Detective and Science Fiction to Psychological Approaches to Literature. Although the aim of each course is to increase the verbal and written language abilities of the student, the objectives are placed into various contexts so that the student may choose the context in which he will get most enjoyment.

One gains insight from the growth of an infant as to how language should be taught in the classroom. First, as the infant develops, he gathers linguistic information most of which will stay with him for his lifetime. Because of this fact, how advisable would it be to deny this individual the language pattern he has assimilated? The prescriptive approach, then, has little use in the teaching of oral language to a student. And secondly, when one examines the conditions under which the infant learns language best, he finds that these same conditions are extremely useful to lead the student to an awareness of language structure-- his own and a standard one. Studying language in a vacuum through drill in a classroom of forty students seems to go against everything Laird found in his studies.

FOOTNOTES

1. M. A. K. Halliday, Angus McIntosh, and Peter Strevens, *The Linguistic Sciences and Language Teaching*, (Bloomington, Indiana: Indiana University Press, 1964), p. 224.
2. Charlton Laird, *And Gladly Teche*, (Englewood Cliffs, New Jersey: Prentice Hall, 1970), p. 105.
3. Laird, p. 105.
4. Laird, p. 106.
5. Laird, p. 106.
6. Halliday, p. 226.
7. Paula Backscheider, "Punctuation for the Reader," *English Journal*, 61(1972), 876.
8. Stanley Bank, "Playing with the English Language," *English Journal*, 62(1973), 419.

REFERENCES

Agee, Hugh. "The Analysis of Student Talk: Classroom Possibilities for Dialect Studies." *English Journal*, 61(1972), 878-81.

Backscheider, Paula. "Punctuation for the Reader." *English Journal*, 61(1972), 874-77.

Bank, Stanley. "Playing with the English Language." *English Journal* 61(1973), 419-422, 440.

Carrithers, Dennis. "Parting--A Reply--Adieu." *English Journal*, 61(1971), 1333.

Grady, Michael. "On Teaching Christensen Rhetoric." *English Journal*, 61(1972), 859-73.

Halliday, M. A. K., et. al. *The Linguistic Sciences and Language Teaching*. Bloomington, Indiana: Indiana University Press, 1964.

Herndon, Jeanne H. *A Survey of Modern Grammars*. New York: Holt, Rinehart, and Winston, 1970.

Laird, Charlton. *And Gladly Teche*. Englewood Cliffs, New Jersey: Prentice Hall, 1970.

Lattizori, Debbi. "Parting." *English Journal*, 61(1972), 1333.

Linguistics in School Programs. Ed. Albert Markwardt. Chicago: University of Chicago Press, 1970.

Linguistics Today. Ed. Archibald Hill. New York: Basic Books, 1968.

Pilgrim, Geneva Hanna. *Learning and Teaching Practices in English*. New York: Center for Applied Research in Education, Inc., 1968.

Bibliography of Linguistics and the English Language

DONALD NEMANICH
UNIVERSITY OF ILLINOIS

TEACHING THE ENGLISH LANGUAGE

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

Beechhold, Henry and Behling, John. *The Science of Language and the Art of Teaching.* New York: Charles Scribner's Sons, 1972.

Britton, James. *Language and Learning.* Harmondsworth, England: Penguin, 1972.

Cashden, A., et al., editors. *Language in Education: A Source Book.* London: Routledge and Kegan Paul, 1972.

Halliday, M. A. K., et al. *The Linguistic Sciences and Language Teaching.* Bloomington, Indiana: Indiana University Press, 1964.

Hogan, Robert, editor. *The English Language in the School Program.* Champaign, Illinois: National Council of Teachers of English, 1967.

Gleason, H. A., Jr. *Linguistics and English Grammar.* New York: Holt, Rinehart and Winston, 1965.

Harsh, Wayne. *Grammar Instruction Today.* Davis: University of California, Davis, 1965.

Laird, Charlton. *And Gladly Teche.* Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

Lefevre, Carl. *Linguistics, English, and the Language Arts.* New York: Teachers College Press, 1973.

Marckwardt, Albert. *Linguistics and the Teaching of English.* Bloomington, Indiana: Indiana University Press, 1966.

Milosh, Joseph E. *Teaching the History of the English Language in the Secondary Classroom.* Urbana, Illinois: National Council of Teachers of English, 1972.

Pooley, Robert C. *The Teaching of English Usage.* Urbana, Illinois: National Council of Teachers of English, 1974.

Reed, Carroll, editor. *The Learning of Language.* New York: Appleton-Century-Crofts, 1971.

Shane, Harold G. *Linguistics and the Classroom Teacher.* Champaign, Illinois: National Council of Teachers of English, 1967.

Wilkinson, Andrew. *The Foundations of Language: Talking and Reading in Young Children.* London: Oxford University Press, 1971.

GENERAL BOOKS ABOUT LANGUAGE

Allen, Harold B. *Linguistics and English Linguistics*. (Golden-
tree Bibliography) New York: Appleton-Century, 1966.

Bloomfield, Leonard. *Language*. New York: Holt, Rinehart and
Winston, 1933.

Bolinger, Dwight. *Aspects of Language*. New York: Harcourt
Brace Jovanovich, 1968.

Crystal, David. *Linguistics*. Harmondsworth, England: Penguin,
1971.

Davis, Phillip. *Modern Theories of Language*. Englewood Cliffs,
New Jersey: Prentice Hall, 1973.

DeSaussure, Ferdinand. *Course in General Linguistics*. Trans-
lated by Wade Baskin. New York: Philosophical Library,
1959.

Dineen, Francis. *An Introduction to General Linguistics*. New
York: Holt, Rinehart and Winston, 1967.

Elgin, Suzette. *What Is Linguistics?* Englewood Cliffs, New
Jersey: Prentice-Hall, 1973.

Francis, W. Nelson. *The English Language: An Introduction*.
New York: W. W. Norton and Company, 1965.

Framkin, Victoria and Rodman, Robert. *An Introduction to Lan-
guage*. New York: Hold, Rinehart and Winston, 1974.

Gaeng, Paul. *Introduction to the Principles of Language*. New
York: Harper and Row, 1971.

Gleason, H. A., Jr. *An Introduction to Descriptive Linguistics*.
New York: Holt, Rinehart and Winston, 1961.

Gleason, H. A., Jr. *Linguistics and English Grammar*. New
York: Holt, Rinehart and Winston, 1965.

Greenberg, Joseph. *Universals of Language*. Second edition.
Cambridge, Massachusetts: The M.I.T. Press, 1960.

Hockett, Charles. *A Course in Modern Linguistics*. New York:
Macmillan, 1958.

Hughes, John. *The Science of Language*. New York: Random
House, 1965.

Jacobson, Roman and Halle, Morris. *Fundamentals of Language*.
The Hague: Mouton and Co., 1956.

Laird, Charlton. *You and Your Language*. Englewood Cliffs, New
Jersey: Prentice Hall, 1973.

Langacker, Ronald. *Language and Its Structure*. Second edition.
New York: Harcourt Brace and Jovanovich, 1973.

Lyons, John. *Introduction to Theoretical Linguistics*. Cambridge:
University Press, 1969.

Pyles, Thomas and Algeo, John. *English: An Introduction to
Language*. New York: Harcourt Brace Jovanovich, 1970.

Sapir, Edward. *Language: An Introduction to the Study of Speech.* New York: Harcourt Brace, 1921.

Trager, George L.. *Language and Languages.* San Francisco: Cha. ller Publishing Company, 1972.

Waterman, John. *Perspectives in Linguistics.* Chicago: University of Chicago Press, 1963.

ANTHOLOGIES

Allen, Harold. *Readings in Applied English Linguistics.* Second edition. New York: Appleton-Century-Crofts, 1964.

Clark, Virginia P.. *et al. Language: Introductory Readings.* New York: St. Martin's Press, 1972.

Dean, Leonard, *et al.,* editors. *The Play of Language.* London: Oxford University Press, 1971.

Hill, Archibald A.. editor. *Linguistics Today.* New York: Basic Books, 1969.

Hungerford, Harold, *et al. English Linguistics: An Introductory Reader.* Glenview, Illinois: Scott, Foresman and Co., 1970.

Laird, Charlton and Gorrell, Robert, editors. *Reading About Language.* New York: Harcourt Brace Jovanovich, 1971.

Lyons, John. editor. *New Horizons in Linguistics.* Harmondsworth, England: Penguin Books, 1970.

Salus, Peter. *On Language: Plato to Von Humboldt.* New York: Holt, Rinehart and Winston, 1969.

HISTORY OF THE ENGLISH LANGUAGE

Baugh, Albert C. *A History of the English Language.* Second edition. New York: Appleton-Century-Crofts, 1957.

Bloomfield, Morton and Newmark, Leonard. *A Linguistic Introduction to the History of English.* New York: Alfred A. Knopf, 1963.

Brook, G. L. *A History of the English Language.* New York: W. W. Norton and Co.. 1958.

Farnham, Anthony, editor. *A Sourcebook in the History of English.* New York: Holt, Rinehart and Winston, 1969.

Francis, W. Nelson. *The History of English.* New York: W. W. Norton and Company, 1963.

Gordon, James D. *The English Language: An Historical Introduction.* New York: Thomas Y. Crowell, 1972.

Jespersen, Otto. *Growth and Structure of the English Language.* New York: The Free Press, 1968.

Lass, Roger. editor. *Approaches to English Historical Linguistics.* New York: Holt, Rinehart and Winston, 1969.

McLaughlin, John. *Aspects of the History of English.* New York: Holt, Rinehart and Winston, 1970.

Myers, L. M. *The Roots of Modern English*. Boston: Little,
    Brown and Co., 1966.

Nist, John. *A Structural History of English*. New York: St.
    Martin's Press, 1966.

Peters, Robert. *A Linguistic History of English*. New York:
    Houghton Mifflin Company, 1968.

Pyles, Thomas. *The Origins and Development of the English
    Language*. New York: Harcourt Brace Jovanovich, 1964.

Rigg, A. G., editor. *The English Language: A Historical Reader*.
    New York: Appleton-Century-Crofts, 1968.

Robertson, Stuart and Cassidy, Frederic. *The Development of
    Modern English*. New York: Prentice-Hall, 1954.

Stevick, Robert D. *English and Its History: The Evolution of a
    Language*. Boston: Allyn and Bacon, 1968.

Strang, Barbara. *A History of English*. London: Methuen and
    Co., 1970.

SPECIFIC TOPICS IN ENGLISH LANGUAGE HISTORY

Abbott, Edwin. *A Shakespearian Grammar*. New edition. London:
    Macmillan, 1888.

Barber, Charles. *Linguistic Change in Present-Day English*.
    Edinburgh: Oliver-Boyd, 1964.

Cassidy, Frederic and Ringler, Richard. *Bright's Old English
    Grammar and Reader*. Fourth edition. New York: Holt, Rine-
    hart and Winston, 1971.

Clark, John. *Early English*. New York: W. W. Norton and Co.,
    1957.

Jones, Charles. *An Introduction to Middle English*. New York:
    Holt, Rinehart and Winston, 1972.

Marckwardt, Albert and Rosier, James. *Old English Language
    and Literature*. New York: W. W. Norton and Co., 1972.

Moore, Samuel and Knott, Thomas. *The Elements of Old English*.
    Revised by James Hulbert. Ann Arbor, Michigan: George Wahr
    Publishing Company, 1961.

Mosse, Fernand. *A Handbook of Middle English*. Translated by
    James A. Walker. Baltimore: Johns Hopkins Press, 1952.

Mustanoja, Tauno. *A Middle English Syntax*. Helsinki: Societe
    Neophilologique, 1960.

Quirk, Randoph and Wrenn, C. L. *An Old English Grammar*.
    Second edition. London: Methuen, 1958.

Schlauch, Margaret. *The English Language in Modern Times*.
    New York: Oxford University Press, 1959.

Skeat, Walter W. *English Dialects from the Eighth Century to the
    Present Day*. Cambridge: Cambridge University Press, 1912.

Traugott, Elizabeth Closs. *The History of English Syntax.* New York: Holt, Rinehart and Winston, 1972.

HISTORICAL LINGUISTICS

Arlotto, Anthony. *An Introduction to Historical Linguistics.* Boston: Houghton-Mifflin, 1972.

Bloomfield, Leonard. *Language.* New York: Holt, Rinehart and Winston, 1933.

Hoenigswald, Henry. *Language Change and Linguistic Reconstruction.* Chicago: University of Chicago Press, 1960.

King, Robert. *Historical Linguistics and Generative Grammar.* Englewood Cliffs, New Jersey: Prentice-Hall, 1969.

Lehmann, Winfred. *Historical Linguistics.* New York: Holt, Rinehart and Winston, 1962.

Pedersen, Holgar. *The Discovery of Language.* Bloomington, Indiana: Indiana University Press, 1962.

AMERICAN ENGLISH

Krapp, George Philip. *The English Language in America.* Two volumes. Second edition. New York: Ungar, 1960.

Laird, Charlton. *Language in America.* Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

Marckwardt, Albert. *American English.* London: Oxford University Press, 1971.

Mencken, H. L. *The American Language.* Revision by Raven I. McDavid. New York: Alfred A. Knopf, 1963.

Pyles, Thomas. *Words and Ways of American English.* New York: Random House, 1952.

Stewart, George R. *Names on the Land: A Historical Account of Place-Naming in the United States.* Revised edition. Boston: Houghton-Mifflin, 1958.

DIALECTS

Allen, Harold B. and Underwood, Gary N., editors. *Readings in American Dialectology.* New York: Appleton-Century-Crofts, 1971.

Atwood, E. Bagby. *A Survey of Verb Forms in the Eastern United States.* Ann Arbor, Michigan: University of Michigan Press, 1953.

Brook, G. L. *English Dialects.* London: Andre Deutsch, 1963.

Kurath, Hans. *A Word Geography of the Eastern United States.* Ann Arbor, Michigan: University of Michigan Press, 1949.

Kurath, Hans and McDavid, Raven. *The Pronunciation of English In the Atlantic States.* Ann Arbor, Michigan: University of Michigan Press, 1961.

Malmstrom, Jean and Ashley, Annabel. *Dialects USA*. Champaign,
    Illinois: National Council of Teachers of English, 1963.
Reed, Carroll. *Dialects of American English*. Cleveland: World
    Publishing, 1967.
Shores, David L., editor. *Contemporary English: Change and
    Variation*. Philadelphia: J. B. Lippincott, 1972.
Shuy, Roger. *Discovering American Dialects*. Champaign, Illi-
    nois: National Council of Teachers of English, 1967.
Williamson, Juanita and Burke, Virginia, editors. *A Various
    Language: Perspectives on American Dialects*. New York:
    Holt, Rinehart and Winston, 1971.

SOCIAL DIALECTS

Aarons, Alfred, *et al.*, editors. *Linguistic-Cultural Differences
    and American Education*. Special anthology issue, *The Florida
    Foreign Language Reporter*. Vol. 7, No. 1 (Spring-Summer
    1969).
Abrahams, Roger D. and Troike, Rudolph, editors. *Language and
    Cultural Diversity in American Education*. Englewood Cliffs,
    New Jersey: Prentice Hall, 1972.
Alatis, James, editor. *Proceedings of the Twentieth Annual
    Round Table Meeting on Linguistics*. Washington, D.C.:
    Georgetown University Press, 1970.
Bailey, Richard W. and Robinson, Jay L. *Varieties of Present-
    Day English*. New York: Macmillan, 1973.
Bentley, Robert H. and Crawford, Samuel D. *Black Language
    Reader*. Glenview, Illinois: Scott-Foresman, 1973.
DeStefano, Johanna. *Language, Society, and Education: A Pro-
    file of Black English*. Worthington, Ohio: Charles E. Jones,
    1973.
Dillard, J. L. *Black English: Its History and Usage in the
    United States*. New York: Random House, 1972.
Fasold, Ralph and Shuy, Roger. *Teaching Standard English in
    the Inner City*. Washington, D.C.: Center for Applied Lin-
    guistics, 1970.
Jacobson, Rodolfo, editor. *Studies in Teaching English to
    Speakers of Other Languages and Standard English to
    Speakers of a Non-Standard Dialect*. Special anthology issue,
    The English Record. Vol. 21, No. 4 (April 1971).
Kochman, Thomas. *Rappin' and Stylin' Out: Communication in
    Urban Black America*. Urbana, Illinois: University of Illinois
    Press, 1973.
Labov, William. *The Study of Non-Standard English*. Urbana,
    Illinois: National Council of Teachers of English, 1970.

17

Labov, William. *The Social Stratification of English in New York City.* Washington, D.C.: Center for Applied Linguistics, 1966.

Wolfram, Walter and Fasold, Ralph. *The Study of Social Dialects in American English.* Englewood Cliffs, New Jersey: Prentice Hall, 1974.

SOCIOLINGUISTICS

Burling, Robbins. *Man's Many Voices: Language in its Cultural Context.* New York: Holt, Rinehart and Winston, 1970.

Fishman, Joshua, editor. *Readings in the Sociology of Language.* The Hague: Mouton and Company, 1968.

Fishman, Joshua. *The Sociology of Language.* Rowley, Massachusetts: Newbury House, 1972.

Giglioli, Pier Paolo, editor. *Language and Social Context.* Harmondsworth, Middlesex, England: Penguin, 1972.

Hertzler, Joyce O. *A Sociology of Language.* New York: Random House, 1965.

Hymes, Dell, editor. *Language in Culture and Society: A Reader in Linguistics and Anthropology.* New York: Harper and Row, 1964.

Landar, Herbert. *Language and Culture.* New York: Oxford University Press, 1966.

Robinson, W. P. *Language and Social Behavior.* Harmondsworth, Middlesex, England: Penguin, 1972.

Weinreich, Uriel. *Languages in Contact.* The Hague: Mouton, 1953.

USAGE

Bryant, Margaret. *Current American Usage.* New York: Funk and Wagnalls, 1962.

Evans, Bergen and Evans, Cornelia. *A Dictionary of Contemporary American Usage.* New York: Random House, 1957.

Fries, Charles C. *American English Grammar.* New York: Appleton-Century-Crofts, 1940.

Joos, Martin. *The Five Clocks.* Bloomington, Indiana: Indiana University Research Center in Anthropology, Folklore, and Linguistics, 1962.

Lamberts, J. J. *A Short Introduction to English Usage.* New York: McGraw Hill Book Company, 1972.

Leonard, Sterling. *Current English Usage.* Chicago: National Council of Teachers of English, 1932.

Marckwardt, Albert H. and Walcott, Fred. *Facts About Current English Usage.* New York: Appleton-Century-Crofts, 1938.

Perrin, Porter. *Writer's Guide and Index to English*. Fourth edition. Chicago: Scott, Foresman and Company, 1965.

Pooley, Robert C. *The Teaching of English Usage*. Urbana, Illinois: National Council of Teachers of English, 1974.

Sledd, James and Ebbitt, Wilma, editors. *Dictionaries and THAT Dictionary*. Chicago: Scott, Foresman and Company, 1962.

TRADITIONAL GRAMMAR

Curme, George O. *English Grammar*. New York: Barnes and Noble, 1947.

Curme, George O. *Parts of Speech and Accidence: A Grammar of the English Language. Volume II*. Boston: D. C. Heath and Co., 1935.

Curme, George O. *Syntax: A Grammar of the English Language. Volume III*. Boston: D. C. Heath and Co., 1931.

House, Homer C. and Harman, Susan E. *Descriptive English Grammar*. Second edition. Englewood Cliffs, New Jersey: Prentice-Hall, 1950.

Jespersen, Otto. *A Modern English Grammar on Historical Principles*. Seven volumes. Copenhagen: Ejnar Munksgaard, 1909-1949.

Jespersen, Otto. *Essentials of English Grammar*. Reprint. University, Alabama: University of Alabama Press, 1964.

Long, Ralph. *The Sentence and Its Parts: A Grammar of Contemporary English*. Chicago: University of Chicago Press, 1961.

Long, Ralph and Long, Dorothy. *The System of English Grammar*. Glenview, Illinois: Scott, Foresman and Co., 1971.

Pence, R. W. and Emery, D. W. *A Grammar of Present-Day English*. Second edition. New York: The Macmillan Co., 1963.

Zandvoort, R. W. *A Handbook of English Grammar*. London: Longmans, Green and Company, 1960.

STRUCTURAL GRAMMAR

Brown, Dona Worrall, Brown, Wallace, and Bailey, Dudley. *Form in Modern English*. New York: Oxford University Press, 1958.

Francis, W. Nelson. *The Structure of American English*. New York: The Ronald Press Co., 1958.

Fries, Charles C. *American English Grammar*. New York: Appleton-Century-Crofts, 1940.

Hill, Archibald A. *An Introduction to Linguistic Structures: From Sound to Sentence in English*. New York: Harcourt Brace Jovanovich, 1958.

Nida, Eugene. *A Synopsis of English Syntax*. The Hague: Mouton
and Company, 1966.

Roberts, Paul. *Patterns of English*. New York: Harcourt Brace
Jovanovich, 1956.

Roberts, Paul. *Understanding English*. New York: Harper and
Row, 1958.

Sledd, James. *A Short Introduction to English Grammar*. Chicago:
Scott, Foresman and Co., 1959.

Strang, Barbara. *Modern English Structure*. New York: St. Mar-
tin's Press, 1962.

Whitehall, Harold. *Structural Essentials of English*. New York:
Harcourt Brace Jovanovich, 1956.

TRANSFORMATIONAL GRAMMAR: THEORY

Bach, Emmon. *Syntactic Theory*. New York: Holt, Rinehart and
Winston, 1974.

Bach, Emmon and Harms, Robert, editors. *Universals in Lin-
guistic Theory*. New York: Holt, Rinehart and Winston, 1968.

Chomsky, Noam. *Aspects of the Theory of Syntax*. Cambridge,
Massachusetts: The M.I.T. Press, 1965.

Chomsky, Noam. *Language and Mind*. New York: Harcourt Brace
Jovanovich, 1968.

Chomsky, Noam. *Chomsky: Selected Readings*. Edited by J. P.
B. Allen and Paul Van Buren. New York: Oxford University
Press, 1971.

Chomsky, Noam. *Syntactic Structures*. The Hague: Mouton and
Co., 1957.

Fodor, Jerry and Katz, Jerrold, editors. *The Structure of Lan-
guage: Readings in the Philosophy of Grammar*. Englewood
Cliffs, New Jersey: Prentice-Hall, 1964.

Jacobs, Roderick and Rosenbaum, Peter, editors. *Readings in
English Transformational Grammar*. Waltham, Massachusetts:
Ginn and Co., 1970.

Katz, Jerrold and Postal, Paul M. *An Integrated Theory of
Linguistic Descriptions*. Cambridge, Massachusetts: The
M.I.T. Press, 1964.

Kimball, John. *The Formal Theory of Grammar*. Englewood
Cliffs, New Jersey: Prentice-Hall, 1973.

Lakoff, George. *Irregularity in Syntax*. New York: Holt, Rinehart
and Winston, 1970.

Lees, Robert. *The Grammar of English Nominalizations*. The
Hague: Mouton and Co., 1963.

Lester, Mark. *Readings in Applied Transformational Grammar*.
New York: Holt, Rinehart and Winston, 1973.

BEST COPY AVAILABLE

Perlmutter, David. *Deep and Surface Structure Constraints in Syntax*. New York: Holt, Rinehart and Winston, 1971.

Reibel, David and Schane, Sanford, editors. *Modern Studies in English*. Englewood Cliffs, New Jersey: Prentice-Hall, 1969.

Stockwell, Robert, *et al. The Major Syntactic Structures of English*. New York: Holt, Rinehart and Winston, 1973.

TRANSFORMATIONAL GRAMMAR: TEXTBOOKS

Burt, Marina. *From Deep to Surface Structure*. New York: Harper and Row, 1971.

Cattell, N. R. *The New English Grammar: A Descriptive Introduction*. Cambridge, Massachusetts: The M.I.T. Press, 1969.

Geist, Robert J. *An Introduction to Transformation Grammar.* New York: Macmillan, 1971.

Grinder, John. *A Guide to Transformational Grammar*. New York: Holt, Rinehart and Winston, 1973.

Jacobs, Roderick and Rosenbaum, Peter S. *English Transformational Grammar*. Waltham, Massachusetts: Blaisdell Publishing, 1968.

Jacobs, Roderick and Rosenbaum, Peter. *Transformation, Style, and Meaning*. Waltham, Massachusetts: Xerox, 1971.

Langendoen, D. Terence. *The Study of Syntax: The Generative-Transformational Approach to American English*. New York: Holt, Rinehart and Winston, 1969.

Langendoen, D. Terence. *Essentials of English Grammar*. New York: Holt, Rinehart and Winston, 1970.

Lester, Mark. *Introduction to Transformational Grammar*. New York: Holt, Rinehart and Winston, 1971.

Liles, Bruce. *An Introductory Transformational Grammar*. Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

Malmstrom, Jean and Weaver, Constance. *Transgrammar: English Structure, Style, and Dialects*. Glenview, Illinois: Scott-Foresman, 1973.

Roberts, Paul. *English Syntax*. New York: Harcourt Brace Jovanovich, 1964.

Roberts, Paul. *Modern Grammar*. New York: Harcourt Brace Jovanovich, 1968.

Thomas, Owen and Kintgen, Eugene. *Transformational Grammar and the Teacher of English*. Second edition. Holt, Rinehart and Winston, 1974.

Williams, John. *Style and Grammar*. New York: Dodd, Mead, 1973.

STRATIFICATIONAL AND TAGMEMIC GRAMMARS

Cook, Walter. *Introduction to Tagmemic Analysis*. New York: Holt, Rinehart and Winston, 1969.

Elson, Benjamin and Pickett, Velma. *An Introduction to Morphology and Syntax.* Santa Ana, California: Summer Institute of Linguistics, 1965.

Lamb, Sidney. *Outline of Stratificational Grammar.* Washington, D.C.: Georgetown University Press, 1967.

Lockwood, David. *Introduction to Stratificational Linguistics.* New York: Harcourt Brace Jovanovich, 1972.

Longacre, Robert. *Grammar Discovery Procedures: A Field Manual.* The Hague: Mouton and Co., 1964.

Pike, Kenneth. *Language in Relation to a Unified Theory of the Structure of Human Behavior.* Second revised edition. The Hague: Mouton and Co., 1967.

Young, Richard *et al. Rhetoric: Discovery and Change.* New York: Harcourt Brace Jovanovich, 1970.

ECLECTIC GRAMMARS AND SURVEYS OF GRAMMARS

Allen, Robert. *English Grammars and English Grammar.* New York Charles Scribner's Sons, 1972.

Hook, J. N. and Crowell, Michael. *Modern English Grammar for Teachers.* New York: Ronald Press, 1970.

Herndon, Jeanne. *A Survey of Modern Grammars.* New York: Holt, Rinehart and Winston, 1970.

Malmstrom, Jean. *An Introduction to Modern English Grammar.* New York: Hayden Book Company, 1968.

Quirk, Randolph and Greenbaum, Sidney. *A Concise Grammar of Contemporary English.* New York: Harcourt Brace Jovanovich, 1971.

Quirk, Randoph *et al. A Grammar of Contemporary English.* New York: Seminar Press, 1973.

PHONOLOGY

Abercrombie, David. *Elements of General Phonetics.* Chicago: Aldine Press, 1967.

Chomsky, Noam and Halle, Morris. *The Sound Patterns of English.* New York: Harper and Row, 1968.

Denes, Peter B. and Pinson, Elliot N. *The Speech Chain.* Bell Telephone Laboratories, 1963.

Harms, Robert T. *Introduction to Phonological Theory.* Englewood Cliffs, New Jersey: Prentice-Hall, 1968.

Jones, Daniel. *An Outline of English Phonetics.* Ninth edition. Cambridge, England: Heffer, 1960.

Kurath, Hans. *A Phonology and Prosody of Modern English.* Ann Arbor: University of Michigan Press, 1964.

Ladefoged, Peter. *Elements of Acoustic Phonetics.* Chicago: University of Chicago Press, 1962.

Pike, Kenneth. *The Intonation of American English.* Ann Arbor, Michigan: The University of Michigan Press, 1945.

Schane, Sanford, *Generative Phonology.* Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

STYLISTICS: LINGUISTIC ANALYSIS OF LITERATURE

Babb, Howard S. *Essays in Stylistic Analysis.* New York: Harcourt Brace Jovanovich, 1972.

Chatman, Seymour and Levin, Samuel R., editors. *Essays on the Language of Literature.* Boston: Houghton-Mifflin, 1967.

Chatman, Seymour, editor. *Literary Style: A Symposium.* New York: Oxford University Press, 1971.

Christensen, Frances. *Notes Toward a New Rhetoric.* New York: Harper and Row, 1967.

Crystal, David and Davy, Derek, editors. *Investigating English Style.* Bloomington, Indiana: Indiana University Press, 1969.

Dolezel, Lubomir and Bailey, Richard W., editors. *Statistics and Style.* New York: American Elsevier, 1969.

Fowler, Roger, editor. *Essays on Style and Language.* London: Routledge and Kegan Paul, 1966.

Freeman, Donald, editor. *Linguistics and Literary Style.* New York: Holt, Rinehart and Winston, 1970.

Gibson, Walker. *Tough, Sweet and Stuffy.* Bloomington, Indiana: Indiana University Press, 1966.

Lodge, David. *The Language of Fiction.* New York: Columbia University Press, 1966.

Love, Glenn and Payne, Michael. *Contemporary Essays on Style.* Glenview, Illinois: Scott, Foresman and Co., 1969.

Milic, Louis. *A Quantitative Approach to the Style of Jonathan Swift.* The Hague: Mouton, 1967.

Ohmann, Richard. *Shaw: The Style and the Man.* Middletown, Connecticut: Wesleyan University Press, 1962.

Sebeok, Thomas, editor. *Style in Language.* Cambridge, Massachusetts: The M.I.T. Press, 1960.

PSYCHOLINGUISTICS AND CHILD LANGUAGE

Bar-Adon, Aaron and Leopold, Werner. *Child Language: A Book of Readings.* Englewood Cliffs, New Jersey, Prentice-Hall, 1971.

Britton, James. *Language and Learning.* Harmondsworth, England: Penguin, 1972.

Brown, Roger. *A First Language.* Cambridge, Massachusetts: Harvard University Press, 1973.

Brown, Roger. *Psycholinguistics.* New York: Free Press, 1970.

Cashden, A., *et al.,* editors. *Language in Education: A Source Book.* London: Routledge and Kegan Paul, 1972.

Chomsky, Carol. *The Acquisition of Syntax in Children from 5 to 10.* Cambridge, Massachusetts: M.I.T. Press, 1969.

Deese, James. *Psycholinguistics.* Boston: Allyn and Bacon, 1970.

Greene, Judith. *Psycholinguistics: Chomsky and Psychology.* Harmondsworth, Middlesex, England: Penguin, 1972.

Lenneberg, Eric. *The Biological Foundations of Language.* New York: John Wiley and Sons, 1967.

McNeill, David. *The Acquisition of Language.* New York: Harper and Row, 1970.

Osgood, Charles and Sebeok, Thomas. *Psycholinguistics: A Survey of Theory and Research Problems.* Bloomington, Indiana: Indiana University Press, 1965.

Piaget, Jean. *The Child's Conception of the World.* New York: Harcourt Brace Jovanovich, 1929.

Piaget, Jean. *The Language and Thought of the Child.* New York: Harcourt Brace Jovanovich, 1926.

Reed, Carroll, editor. *The Learning of Language.* New York: Appleton-Century-Crofts, 1971.

Saporta, Sol. *Psycholinguistics: A Book of Readings.* New York: Holt, Rinehart and Winston, 1961.

Slobin, Dan. *Psycholinguistics.* Glenview, Illinois: Scott-Foresman, 1971.

Smith, Frank and Miller, George, editors. *The Genesis of Language: A Psycholinguistic Approach.* Cambridge, Massachusetts: The M.I.T. Press, 1966.

Weir, Ruth Hirsch. *Language in the Crib.* The Hague: Mouton and Co., 1962.

Wilkinson, Andrew. *The Foundations of Language: Talking and Reading in Young Children.* London: Oxford University Press, 1971.

SEMANTICS

Alston, William P. *Philosophy of Language.* Englewood Cliffs, New Jersey: Prentice-Hall, 1965.

Austin, J. L. *How To Do Things With Words.* Edited by J. O. Urmson. New York: Oxford University Press, 1965.

Breal, Michel. *Semantics: Studies in the Science of Meaning.* New York: Dover Publications, 1964.

Chafe, Wallace. *Meaning and the Structure of Language.* Chicago: University of Chicago Press, 1970.

Chase, Stuart. *The Tyranny of Words*. New York: Harcourt Brace Jovanovich, 1938.

Fillmore, Charles and Langendoen, D. Terence, editors, *Studies in Linguistic Semantics*. New York: Holt, Rinehart and Winston, 1971.

Hayakawa, S. I. *Language in Thought and Action*. Second edition.

Leech, Geoffrey. *Toward a Semantic Description of English*. Bloomington, Indiana: Indiana University Press, 1970.

Ogden, C. K. and Richards, I. A. *The Meaning of Meaning*. Third edition revised. New York: Harcourt Brace Jovanovich, 1930.

Stern, Gustav. *Meaning and Change of Meaning. With Special Reference to the English Language*. Bloomington, Indiana: Indiana University Press, 1965.

Thurman, Kelly. *Semantics*. Boston: Houghton-Mifflin, 1960.

Ullmann, Stephen. *Semantics: An Introduction to the Science of Meaning*. New York: Barnes and Noble, 1962.

Vygotsky, Lev. *Thought and Language*. Translated by Eugenia Hanfmann and Gertrude Vakar. Cambridge, Massachusetts: The M.I.T. Press, 1962.

Whorf, Benjamin Lee. *Language, Thought, and Reality*. Edited by John B. Carroll. New York: John Wiley, 1956.

KINESICS AND PROXEMICS

Birdwhistell, Ray. *Kinesics and Context: Essays on Body Motion Communication*. Philadelphia: University of Pennsylvania Press, 1970.

Fast, Julius. *Body Language*. New York: M. Evans and Co., 1970.

Goffman, Erving. *Strategic Interaction*. Philadelphia: University of Pennsylvania Press, 1969.

Hall, Edward T. *The Silent Language*. Garden City, New York: Doubleday and Company, 1959.

Hall, Edward T. *The Hidden Dimension*. Garden City, New York: Doubleday and Company, 1966.