

TEXTOS DOCENTS

241

LINGÜÍSTICA APLICADA INGLESA

Carme Muñoz Lahoz

Departament de Filologia Anglesa i Alemanya



UNIVERSITAT DE BARCELONA



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Publicacions i Edicions



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TABLE OF CONTENTS

TABLE OF CONTENTS	1
THE COURSE	
1. <i>Lingüística aplicada anglesa in Filologia anglesa</i>	3
1.1. The subject and the field	3
1.2. Relations with other subjects	3
2. General objectives	3
3. Contents	4
4. Assessment	4
CHAPTER I	
1. Applied Linguistics. What is it?	5
1.1. Definitions	5
1.2. Origins. Applied Linguistics and English Language Teaching	8
1.3. The meaning of “applied”	11
1.4. Applied Linguistics and Linguistics	11
1.5. Applied Linguistics and Linguistics Applied	12
1.6. The scope of Applied Linguistics	13
Bibliographical references	16
CHAPTER II	
2. First language acquisition	19
2.1. Stages in first language development	19
2.2. The study of child language. Methodological aspects	23
Bibliographical references	26
CHAPTER III	
3. Bilingual language acquisition and use	27
3.1. Definitions	27
3.2. Classifications	28
3.3. Stages in the study of bilingualism	28
3.4. Cognitive theories of bilingualism	28
3.4.1. <i>The Thresholds Theory</i>	28
3.4.2. <i>The Developmental Interdependence Theory</i>	29
3.5. Educational Aspects of Bilingualism: BICS and CALP	29
Bibliographical references	33

CHAPTER IV	
4. Second language acquisition and use	35
4.1. Introduction to SLA	35
4.1.1. <i>Definition</i>	35
4.1.2. <i>The goals of SLA</i>	36
4.1.3. <i>The scope of SLA</i>	36
4.2. Interlanguage	36
4.3. Second language acquisition and language pedagogy	38
Bibliographical references	40
CHAPTER V	
5. Language processing	43
5.1. General overview	43
5.1.1. <i>The mental lexicon</i>	45
5.2. An area of study: slips of the tongue	46
5.2.1. <i>Implications for a model of speech production/comprehension</i>	48
Bibliographical references	50
CHAPTER VI	
6. Language disorders and impairment	53
6.1. Speech pathology	53
6.1.1. <i>Definitions</i>	53
6.1.1. <i>A specific area of application: The LARSP profile</i>	54
6.2. Language and the brain	57
Bibliographical references	60
CHAPTER VII	
7. Multilingualism and education	61
7.1. Multilingual education across Europe	62
7.2. English education in Europe	66
7.3. Multilingualism and education in Britain	66
7.3.1. <i>Old minorities and New minorities</i>	66
7.4. Multilingualism and education in the USA	66
7.4.1. <i>Linguistic minorities in the USA</i>	67
Bibliographical references	68
CHAPTER VIII	
8. Language planning and education	71
8.1. What is language planning?	71
8.1.1. <i>Illustrations of language policies</i>	73
8.2. Status planning and Corpus planning	74
8.3. Language-in-education planning	75
Bibliographical references	81
GLOSSARY	84
EVALUATION SAMPLES	85
APPENDIX	86

THE COURSE

1. *LINGÜÍSTICA APLICADA ANGLESA* IN *FILOLOGIA ANGLESA*

1.1. The subject and the field

"Lingüística aplicada anglesa" is a compulsory subject of the second cycle of English Philology, and belongs to the "*matèria Lingüística aplicada*". In this one-semester six-credit course, students are expected to have studied "Introducció a la Lingüística general" in the first cycle, a compulsory subject. It would also be convenient for students to have followed a few of the optional subjects offered in the area of general or applied linguistics, in particular "Adquisició de la llengua anglesa I" i "Ensenyament de la llengua anglesa I", but also theoretical subjects such as "Lexicologia i Morfologia angleses".

The subject offers an overview of the field of applied linguistics, and introduces those areas which are both of special interest for English Philology students and which present more vitality, both in terms of theory and research, at the moment.

1.2. Relations with other subjects

It is recommended that "Lingüística aplicada anglesa" is taken at the beginning of the second cycle, so that it is, preferably, previous (or simultaneous, but not subsequent) to those optional subjects with which it is directly connected: "Adquisició de la llengua anglesa II", "Ensenyament de la llengua anglesa II", "Anàlisi del discurs anglès", "Fonaments de la traducció" i "Lingüística computacional anglesa". All of them represent developments in important fields of applied linguistics and give the students a deeper view into their contents and methods. "Lingüística aplicada anglesa" is also connected with the theoretical linguistic subjects: "Semàntica anglesa", "Fonètica i Fonologia angleses II", "Sintaxi anglesa", which give students the necessary theoretical foundations of Linguistics, the most important source discipline in applied linguistics. These may be taken simultaneously with or subsequently to "Lingüística aplicada anglesa".

2. GENERAL OBJECTIVES

The general aims of the subject "Lingüística aplicada anglesa" are:

1. to offer the students an overview of the field of applied linguistics, and in particular of its source disciplines, interdisciplinarity, and fields of application
2. to prepare students to choose among and to follow other applied linguistics optional subjects (see above)
3. to increase the students' awareness of the real world problems in which language is a crucial element, and the role of applied linguistics in the resolution of language conflicts
4. to make students aware of new professions in the area of applied linguistics and enlarge their professional opportunities

3. CONTENTS

The subject includes a set of seven core topics which appear in the table of contents above and are dealt with in this book, and a set of optional topics chosen by the students each year.

The core topics of the course will be presented by the teacher in class. It is expected that after completing the assigned readings and tasks following the indications in the *Text-guía*, students will be prepared to contribute to the session through providing both the answers to the tasks questions and their own questions and reflections.

The optional topics of the course will be selected by the students from those listed in the introductory chapter (chapter 1) in the *Text-guía*. Students in groups will prepare a written essay about the topic selected, and may be asked to present it orally in class (in which case they will be asked to provide all other students with a handout containing the main characteristics of the topic and a selected brief bibliography.)

4. ASSESSMENT

Evaluation in the course will take into account the continuous effort of the student in accomplishing the assigned tasks and contributing to the class discussions, as well as the level of knowledge of the field of applied linguistics achieved.

Evaluation will be based on both contributions to class and topic presentation, and on the final written test. The assessment of the written piece of work will take into account the originality of the approach, the research of the relevant literature undertaken, and the formal characteristics of the text. The assessment of oral presentations will take into consideration the oral procedures and the quality of the oral language.

CHAPTER 1. APPLIED LINGUISTICS: WHAT IS IT?

1.1. Definitions

1.2. Origins. Applied Linguistics and English Language Teaching

1.3. The meaning of "applied"

1.4. Applied Linguistics and Linguistics

1.5. Applied Linguistics and Linguistics Applied

1.6. The present-day scope of Applied Linguistics

The specific aims of this chapter are:

1. to introduce the students to the field of applied linguistics and
2. to offer a general perspective of the research that is currently undertaken in the field, from which students can select their topic for group work.

1.1. Definitions

The Longman's Dictionary of Language Teaching and Applied Linguistics:

1 the study of second and foreign language learning and teaching.

2 the study of language and linguistics in relation to practical problems, such as lexicography, translation, speech pathology, etc. Applied linguistics uses information from sociology, psychology, anthropology, and information theory as well as from linguistics in order to develop its own theoretical models of language and language use, and then uses this information and theory in practical areas such as syllabus design, speech therapy, language planning, stylistics, etc.

Task 2

Read the following excerpts from two Applied Linguistics specialists and answer the questions:

1. "... applied linguistics has been called a *problem-based* activity. The problems are solved or the questions are answered according to the principles or knowledge derived from the scientific study of the structure of language, how it is learned and its role in society. There are three things to be said about this: when we use the term *problem* in this context we do not mean to refer only to specially difficult questions, but to any questions; secondly, we do not wish to suggest that all the questions which we must answer or problems we must solve can be answered or solved by reference to specifically linguistic principles or knowledge; thirdly, we do not wish to imply that the applied linguist is simply called in as a consultant when some particularly knotty problem turns up in the course of planning. (...) (The applied linguist is the person) who has to ask the questions in the first place, who identifies the problems and specifies their nature. (...) (Two general such questions in language teaching are) *what to teach* and *how to teach it* (emphasis in the original). These are the problems of content and method...". (Corder 1973:137-139)
2. Stern defines the research component of language teaching as "the systematic study of questions or problems related to language teaching and learning." (Stern 1983: 59)

Questions:

1. How are these conceptions of Language Teaching similar to the definitions of AL above? Relate this to the *Longman's Dictionary* definition.
2. What is the synonym of *problem*? And of *solution*?

1.2. Origins. Applied Linguistics and English Language Teaching

"... applied linguistics as a unified field of study came into being only in the late 1950s (...) The term *applied linguistics* (AL) has been in use at least since the founding of the University of Edinburgh School of Applied Linguistics in 1956, and of the Center for Applied Linguistics in Washington, D.C., in 1957. In the case of Edinburgh the impetus behind the creation of a new department with an unfamiliar title came from two different directions. From the one side came an initiative from "cultural diplomacy": the British Council for English aimed at providing specialist courses for high-level teacher trainers and senior educators from both Britain and overseas countries so that the practical teaching and learning of English in Commonwealth countries and the developing world would be substantially improved. (...) The Center for Applied Linguistics in Washington, D.C., owes its genesis largely to the concern of the Ford Foundation to assist in solving the problems in language education then being encountered in many countries in the developing world. They saw the need to collect and analyze data about the role and use of English and other languages, international and local, particularly in those countries that had recently obtained their independence from France or Britain, or were about to do so. As a consequence of these surveys, it was anticipated that large-scale projects would be mounted for the design and production of language-teaching materials and for the training of teachers in their use."
(from Strevens 1992: 13-14)

Task 3

Read the chapter by Strevens (1992) and answer the following questions:

1. What similar characteristics can you find in the development of applied linguistics in Britain and in the United States?
2. On page 17 the author presents a list of "disciplines that have been drawn upon (or contributed to) for applied linguistics purposes". Why does the author state that the list is *open-ended*?

3. What is the difference between a *theory-dominated paradigm* and a *pragmatic paradigm* in applied linguistics, according to the author?

4. The annotated bibliography at the end of the chapter aims at showing the link between applied linguistics and language teaching "over the past quarter century". Look for at least one more such piece of work from the 1990's and beyond to update the list and comment on its contents following the model by Stevens.

Task 4

Read the section "The impact of applied linguistics" in Howatt (1984) *A History of English Language Teaching* (pp. 265-273), in your reading pack. Answer the following questions individually and discuss your answers in groups.

1. What are the links between descriptivist linguistics, applied linguistics and language teaching?

2. What are the main differences between the British and the American interpretation of applied linguistics in language teaching?

3. The notions of competence (Chomsky) and communicative competence (Dell Hymes) are mentioned in the text. What is the difference between them? *(If you don't know, don't try to guess! It's easier to look up these terms in a specialized dictionary.)*

Table 1. Linguistic-psychological parallels

(from Brown 1987. *Principles of Language Learning and Teaching*, 2nd ed. New Jersey: Prentice-Hall)

SCHOOLS OF PSYCHOLOGY	SCHOOLS OF LINGUISTICS	CHARACTERISTICS
Behaviouristic*	Structural Descriptive	Repetition and reinforcement Learning, conditioning Stimulus-response Publicly observable responses Empiricism Scientific method Performance Surface structure Description- "what"
Cognitive	Generative Transformational	Analysis and insight Acquisition, innateness States of consciousness Rationalism Process Mentalism, intuition Competence Deep structure Explanation- "why"

*Behaviourist views of language learning and of language teaching drew on general theories of learning propounded by psychologists such as Watson, Thorndike and Skinner. Three general principles of language learning derive from these theories (see Dakin, 1973):

- the law of exercise: language learning is promoted when the learner makes active and repeated responses to stimuli
- the law of effect: rewarding target-like responses and correcting non-target-like ones reinforces the learners' responses
- the principle of shaping: learning will proceed most smoothly and rapidly if complex behaviours are broken down into their component parts and learnt bit by bit

Underlying these principles was the assumption that language learning, like any other kind of learning, took the form of habit formation, a "habit" consisting of an automatic response elicited by a given stimulus. Learning was seen to take place inductively through "analogy" rather than "analysis". The main impediment to learning was interference from prior knowledge.
(from Ellis, 1994: 299).

1.3. The meaning of "applied"

Eliasson (1987: 36): ... in applied linguistics... "the theory is used to elucidate problems in the real world, with the express aim of formulating a possible modification (usually improvement) of some real world structure, behavior or situation."

On the other hand, *application* is not simply *applicability* (i.e., the projection of a general theory), nor *practice* (i.e., the work with the theory to study problems in the real world):

"application is an essentially scientific activity, involving research or research-oriented work. We are, in other words, still dealing with science here. Applied science itself raises scientific issues (albeit often heavily practice-oriented and highly specific in their import), employs scientific methods, and formulates answers and conclusions in scientific terms. Practice, on the other hand, belongs in actual life or in instruction for practical purposes".

This relation is shown in the following figure.



Figure 1. Applied science as a mediator between pure science and practice (Eliasson 1987: 39).

1.4. Applied Linguistics and Linguistics

1. "I am enough of a purist to believe that "applied linguistics" presupposes "linguistics", that one cannot apply what one does not possess. (...) The applied linguist is a consumer, or user, not a producer, of theories" (Corder 1973: 7-10)
2. "The fact that applied linguistics does not primarily aim to contribute to the development of linguistics does not mean that no such contributions of applied linguistics exist. Studying the way in which the L2 learning process can be influenced through teaching, for example, will regularly cast a different light on the theories about language structure, language learning and language use as developed by theoretical linguists (...). Furthermore it is the case that although the primary aim of applied linguistics may not be the development of theoretical linguistics, applied linguists may still do

research which properly speaking comes under the heading of theoretical linguistics." (van Els, Bongaerts, Extra, van Os and Janssen-van Dielen, 1984: 8)

3. "... la *Lingüística aplicada* no es la vertiente práctica de la *Lingüística teórica*, ni, por consiguiente, la *Lingüística teórica* es la única fuente de la que se sirve la *Lingüística aplicada*. Ninguna de las dos disciplinas es la contrapartida -sin más- de la otra. ... la catalogación de *teórica* o *aplicada* responde no a las herramientas, procedimientos o rasgos esenciales y exclusivos de cada ámbito, sino que aquellos calificativos derivan de las metas en las que se sitúen los objetivos: o sólo en el conocimiento, en la *teoría*, o más allá de la teoría, del conocimiento, en proyecciones y *aplicaciones* para resolver problemas." (Fernández Pérez 1996: 32 f.)
4. "... entre fondamentale et appliquée il y a une relation bilatérale ou circulaire. (...) Souvent, le progrès dans la théorie et les méthodes de la linguistique est stimulé par la nécessité de trouver des solutions aux problèmes pratiques. Ce phénomène circulaire, cette osmose bilatérale se remarque de plus en plus en linguistique, en même temps que le développement toujours accru de la LA." (Slama-Cazacu 1984: 76 f.)
5. "... while there are strong arguments for maintaining a distinction between linguistics and applied linguistics - a distinction that should be evident from the extensive interdisciplinary contacts in applied-linguistics research - there is an equally strong argument for viewing linguistics as the major resource for applied-linguistics research. By extension, applied linguists must be trained linguists." (Grabe 1992: 57)

1.5. Applied Linguistics and Linguistics Applied

"Both are involved in intervention, in the referring of linguistic insights of a theoretical or descriptive nature to some language problem in the real world (...) The difference between these modes of intervention is that in the case of linguistics applied the assumption is that the problem can be reformulated by the direct and unilateral application of concepts and terms deriving from linguistic enquiry itself. That is to say, language problems are amenable to linguistic solutions. In the case of applied linguistics, intervention is crucially a matter of mediation. Here there is the recognition that linguistic insights are not self-evident but a matter of interpretation; the ideas and findings from linguistics can only be *made* relevant in reference to other perceptions and perspectives that define the context of the problem. Applied linguistics is in this respect a multilateral process which, of its nature, has to relate and reconcile different representations of reality, including that of linguistics without excluding others." (Widdowson, H. 2000)

Task 5

Read Grabe (1992) in G and K and answer the following questions:

1. Identify at least three concerns of AL and the linguistic subfields that contribute to them.

For example, Morphology to terminology development ...

2. Identify at least one issue or theory in Pragmatics that has had an impact on AL.

3. Identify at least one issue or theory in Sociolinguistics that has had an impact on AL.

1.6. The scope of Applied Linguistics

Task 6

This is the list of the Scientific Commissions of AILA (2001). In pairs or groups of a maximum of 4 people, provide one key word for each.

Key word

1. Adult language learning
2. Child language
3. Communication in the Professions
4. Contrastive Linguistics and Error Analysis
5. Discourse Analysis
6. Educational Technology and Language Learning
7. Foreign Language Teaching Methodology and Teacher Education
8. Forensic Linguistics
9. Immersion Education
10. Interpreting and Translating
11. Language Contact and Language Change
12. Language and Ecology

13. Language and Education in Multilingual Settings
14. Language and Gender
15. Language and the Media
16. Language for Specific Purposes
17. Language Planning
18. Learner Autonomy in Language Learning
19. Lexicography indexical
20. Literacy
21. Mother Tongue Education
22. Psycholinguistics
23. Rhetoric and Stylistics
24. Second Language Acquisition
25. Sign Language

Task 7

The list of Scientific Commissions in Task 6 gives you information on which areas are more active in research nowadays. You can choose any of them as your area of work and narrow them to have a topic of your interest. Here is a list of topics as an illustration.

Begin your work by:

-Doing an electronic search of the books in our library that deal with the topic using the relevant keywords

and browsing through the table of contents of those books to choose the relevant sections, etc.

-Consulting the electronic dossiers that have been prepared on the topic by T. Navés (www.ub.es/filoan/naves.html)

-Doing an electronic search through the Internet.

Possible topics:

- Conversational analysis
- Code switching and Code mixing
- Pidginization and Creolization
- Classroom Research
- Language Testing
- Non-verbal communication
- Turn-taking system
- Classroom Discourse

-.....

Task 8

Write definitions of the following terms, relevant to this chapter, using your own words:

PERFORMANCE

STRUCTURALISM

CONTRASTIVE ANALYSIS

PRAGMATICS

GENERATIVISM

Task 9

Now, begin your own **Glossary** at the end of this book. Write down all the terms that you did not fully understand in this chapter and summarize the meanings you found in reference books (dictionaries, etc.).

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Journals

Journals received at the *Biblioteca de Filologia* (UB):

- ❑ AILA: Association Internationale de Linguistique Appliquée Review
- ❑ ARAL: Annual Review of Applied Linguistics
- ❑ ATLANTIS (Journal of the Asociación Española de Estudios Anglo-Norteamericanos)
- ❑ Bulletin of the CAAL (Canadian Association of Applied Linguistics)
- ❑ ET: English Today (E-TOC since 1998)
- ❑ IRAL: International Review of Applied Linguistics in Language Teaching (E-TOC since 1998)
- ❑ Journal of Pragmatics
- ❑ Journal of Second Language Writing
- ❑ Language in Society
- ❑ Language Teaching and Linguistics Abstracts
- ❑ System: an International Journal of Educational Technology and Applied Linguistics (Electronic edition since 1995; E-TOC since 1998)
- ❑ The Canadian Journal of Applied Linguistics
- ❑ The Modern Language Journal (Electronic edition since 2000; E-TOC since 1998)

Some of the journals received at the *Biblioteca de Ciències de l'Educació* (UB):

- ❑ Applied Linguistics (Searchable archive of abstracts since 1980; E-TOC since 1998)
- ❑ Applied Psycholinguistics (Electronic edition since 1999; E-TOC since 1998)
- ❑ Canadian Modern Language Review / La revue canadienne des langues vivantes (E-TOC since 1998)
- ❑ EJ: English Journal (E-TOC)
- ❑ ELT Journal: An International Journal for Teachers of English to Speakers of Other Languages (Searchable archive of abstracts since 1981; E-TOC since 1998)
- ❑ ITL: Review of Applied Linguistics (E-TOC since 1998)
- ❑ Journal of Multilingual and Multicultural Development
- ❑ Language Learning: A Journal of Applied Linguistics (Electronic edition since 1998; E-TOC since 1997)
- ❑ Language Teaching: The International Abstracting Journal for Language Teachers and Applied Linguists (E-TOC)
- ❑ Research in the Teaching of English (E-TOC since 1988)
- ❑ Second Language Research (Electronic edition since 1997; E-TOC since 1998)
- ❑ Studies in Second Language Acquisition (On-line full text from the UB campus; E-TOC since 1998)
- ❑ TESOL Quaterly: Teachers of English to Speakers of Other Languages Quarterly

Text

- ◆ The following address offers updated information on applied linguistics journals (ELT and SLA) at the UB or with electronic access from the UB. Selection of journals and creation and keeping of web page by Teresa Navés:

<http://www.ub.es/filoan/naves/Journals.html>

- ◆ Other applied linguistics electronic addresses:

<http://www.aila.ac>

<http://www.aesla.uji.es>

<http://www.linguistlist.org>