Annotated Bibliography of Linguistic Resources

Linguistics

Linguistics is the study of languages and how they work. Linguists describe a language the way it is in real life unlike grammarians who prescribe or correct language behavior. Linguistics covers topics like phonetics, phonology, morphology, syntax, neurolinguistics, sociolinguistics and historical linguistics. Phonetics describes the sounds like vowels and consonants used in a language to make different words. It explains the difference between the words path and bath, which are exactly the same phonetically except for the first sound. Phonology is the branch of phonetics that looks at the patterns of sound in a language. Phonological rules define where in a series of sounds a specific sound may occur. For example, in English, the ‘n’ sound in the word English can not appear at the beginning of a word according to the phonetic and phonological rules of English.

Morphology looks at the parts of words that have their own meaning like bio-, which means life, and –ed, which indicates the past tense of most verbs in English. Morphology also describes the rules a language has for putting these parts of words together to form new words. Syntax is the study of sentence construction from words and phrases. It defines a language’s rules for things like the order of words in a sentence and the formation of questions. Linguists also coordinate their efforts with anthropologists, psychologists and historians in order to better understand concepts that overlap with these other fields. Neurolinguistics attempts to understand how the brain processes language. They study the parts of the brain that activate when people use language skills in order to comprehend why humans are the only species with language instead of just communication. Sociolinguistics observes the relationship between people and language.
by looking at the effects they have on each other. This includes studying the effect of language laws on minority languages, the effects of languages coming into close contact with other languages, and whether the language someone speaks effects how they view reality. Historical linguistics describes how languages have changed and evolved over time while trying to explain the causes of each change. For example, historical linguists believe that Hindi, Latin, Persian and German all derived from Proto-Indo-European, an ancient language that has been lost because it was never written. Linguists in this field try to describe languages as they were before writing existed.

Linguistics requires very little study in order to master the most basic of the basics, but for any student desiring a more complete knowledge of the field additional resources are necessary. This bibliography is designed to provide materials that supplement class lectures and textbooks. It is intended for undergraduate students and thus avoids individual languages, aside from English, and research studies that are too specific. Each item in the bibliography is an introduction or overview of its topic. Most of them are the most current on the subject and contain bibliographies for further research. Like most sciences, linguistic resources go out-of-date quickly and must be judged on whether a more current edition with sufficient peer reviews is available. The goal is to give the students a variety of opinions and theories without providing them with a theory that has been disproven since it was published.

**Information Needs and Behavior of Undergraduates**

This bibliography is intended for undergraduate students, who are interested in or taking a course in linguistics. Since a broad range of students fits into this audience, the research
on information needs and information seeking behavior of students focuses on undergraduate students of ages 18-22, which is the average age of lower division students. Undergraduate students utilize “…book[s] for leisure reading…” (Weber, M. & Flatley, R., 2008, p.8) but rely on electronic resources for academic research because “…they are able to access all the information they need through websites and research databases.” (Karos, M. & Green, R., 2007, p.104) The information needs that students fulfill during research seem to be focused on completing the task as quickly as possible, while still receiving the best possible grade for the assignment. Barbara Valentine reports “…their desire for knowledge seemed to have little influence on how the [research] process was negotiated.” (1993, p.302) The pressure of grades forced many students in Valentine’s study “…to pinpoint faculty expectations and then modify strategies to meet them.” (1993, p.303) This stifles free thought and causes students to focus on more familiar strategies of research to complete the assignment ‘correctly.’ There is also a social aspect towards quick research since other students admire the ability to procrastinate on an assignment while still getting an acceptable grade. (Valentine, B., 1993, p.302)

According to Valentine (1993, p.302) undergraduates use “…the easiest, least painful way to complete a research project in a timely and satisfactory fashion.” This comment implies that these students pick one resource and apply it everywhere that they can. Karas and Green add that “Many undergraduates find it far easier, and less time consuming, to stick to the familiar…” (2007, p.207) resources meaning that they tend to utilize the same resources whether they are appropriate for the assignment or not. Both these studies indicate that links on a library’s homepage can be a good method of redirecting students’
research patterns. Students “…were using the library’s webpage as a gateway…to fulfill[ing] their needs.” (Weber et al., 2008, p.7)

Like many researcher, casual and scholarly, undergraduate students are lacking in information seeking and evaluating skills. Even with resources that they prefer, like search engines, they make mistakes that inhibit their ability to get authoritative information. Undergraduates like most “…user do not take advantage of advanced search features…” because they prefer “…single-word queries…” despite their word choice being mostly “…unclear.” (Nowicki, S., 2003, p.510) Then, when they do get enough results back to start evaluating them to decide whether to use them, they lack the experience to do so. Karas and Green’s “Results indicated that non-students verified the credibility of information online more than students,” (2007, p.105) which they attribute to “…many students lack[ing] the ability to discern credible information from non-credible information.” (2007, p.107) This means that the more often an educator or librarian can point to a quick, but authoritative source of sources; the more often a student might use a credible source instead of Wikipedia.

This bibliography consists mostly of books despite the research that states that students “…preferred electronic resources for their academic work” (Weber et al., 2008, p.8) because the books provide a better starting place for research. The student can select a book based on the entry in the bibliography, and then use the book’s bibliography to find shorter or more specific articles online as needed.

**Sources Used:**


Search Description

General Databases

For this bibliography, the resources needed to include both books and articles because the research showed that undergraduate students prefer online articles. Unfortunately, most of the articles on linguistics are too specific and detailed to work as additional resources for undergraduate students. In fact, many of them confused the creator of the bibliography as someone who has a bachelor's degree in the subject. This limited the number of articles selected in comparison to books in spite of the first resources being general databases like Academic Search Complete and SocINDEX with Full Text.

Academic Search Complete

(Accessed through and provided by EBSCOhost which is Copyright 2009 to EBSCO Industries, Inc.) Available through the UNT Electronic Resources at http://irservices.library.unt.edu/

SocINDEX with Full Text

(Accessed through and provided by EBSCOhost which is Copyright 2009 to EBSCO Industries, Inc.) Available through the UNT Electronic Resources at http://irservices.library.unt.edu/

Academic Search Complete was chosen because it provides articles on almost every academic subject with most of them in full text. SocINDEX with Full Text was selected because it covers all the social sciences, which includes linguistics, in full text that appeals to the audience. Since they are both provided by EBSCOhost, they were search simultaneously with the same search terms. The first search used the keyword ‘linguistics’ which was then further narrowed by including with AND the subject terms:
‘LANGUAGE & languages,’ ‘LINGUISTIC analysis (Linguistics),’ and ‘METALANGUAGE’. The search returned 24 results, which were then browsed to for currency and simplicity of the language used. Two articles were selected from this search. The second search also started with ‘linguistics’ AND ‘LANGUAGE & languages’ but then included with AND the subject terms: ‘GRAMMAR, Comparative & general’ and ‘LINGUISTIC analysis (Linguistics).’ This returned 38 results which were then browsed in order to select one article. The third and final successful search started with ‘linguistics,’ but then included with AND the subject terms: ‘LINGUISTIC analysis (Linguistics),’ ‘GRAMMAR, Comparative & general,’ and ‘LANGUAGE & languages – Grammar.’ This search returned 14 results from which one article was selected. Other searches using the terms already stated in other combinations yielded no useful articles for the bibliography.

**Subject Databases**

Two subject databases were searched for relevant materials: Digital Dissertations via ProQuest and Linguistics and CSA Language Behavior Abstracts via ProQuest. The subject databases were looked at second because they provide mostly abstracts and not full text materials. Despite both of them being offered by the UNT Electronic Resources and the same publisher, there was no way to search them at the same time.

**Digital Dissertations**

(Accessed through and provided by ProQuest which is Copyright 2009 to ProQuest LLC.) Available through the UNT Electronic Resources at http://irservices.library.unt.edu/
This resource was originally chosen under the false assumption that there would be a large number of linguistics dissertations available. Using the term ‘linguistics’ and looking in the citation and abstract, only 26 dissertations appeared in the results. Further searching might have brought more results, but the dissertations were not appropriate resources for the bibliography because they generally were not full text and were more complicated than a beginning linguistics student could comprehend. It would be a good resource for anyone trying to write a new theory to determine what theories have been offered.

**CSA Linguistic and Language Behavior Abstracts**

(Accessed through and provided by ProQuest which is Copyright 2009 to ProQuest LLC.) Available through the UNT Electronic Resources at http://irservices.library.unt.edu/

This database proved to be a very good resource for finding linguistic scholars, citations of the peer-reviewed journals concerning linguistics, and reviews of linguistic books and articles. Unfortunately, since it does not provide much in full text immediately, the articles were not very useful for the database. Also, there were links to a large number of linguistics web sites, but many of them were broken. The unbroken ones were still not suitable for this bibliography because the majority were linguistic associations’ minutes and events with no research or helpful resources. The first search used the title field with ‘linguistics’ OR ‘metalanguage’ and came back with 2007 peer-reviewed journals, 874 scholars and 269 books. Narrowing the scholars for linguistics still resulted in 432. The second search used the same terms as the first, but limited the search to the years 1995-2009 and English. This search resulted in 544 peer-reviewed journals and 178 books.
Among the books, an encyclopedia of linguistics and a guide to linguistic resources were selected, but the full-text was only available elsewhere. Among the peer-reviewed journals, several stood out and were later confirmed as useful by the UNT catalog. The main use for this database was to find reviews for books selected for their currency and simplicity of language.

**Catalogs**

The UNT Library Catalog and Amazon.com both proved useful in finding current books for non-linguists. These were examined after determining that the bibliography would be mostly books due to the complex and highly specific language found in the majority of articles. They aided in the selection of books to look at first when heading to the UNT Willis Library.

**Amazon.com**

(Copyright 1996-2009 to Amazon.com Inc.) Available at their site http://www.amazon.com

Amazon.com was chosen because it has one of the largest selections of books out of all the bookstores. It also has a neat feature in the search box that tries to figure out what is being searched for by offering possible queries based on what has already been typed. This feature led to the first search being ‘linguistics for non-linguists’ which pulled 138 results from which only one seemed to be authoritative enough. The next search started with ‘linguistics’ and was then narrowed by ‘books,’ ‘nonfiction,’ ‘social sciences,’ and ‘linguistics.’ The third search did the same narrowing for the search term ‘syntax.’ Neither of these searches really brought very many good resources when compared to the UNT Catalog.
UNT Library Catalog
(Maintained by WebPAC PRO which is Copyright to Innovative Interfaces Inc.)
Available at their site http://iii.library.unt.edu/
The UNT Catalog, combined with a bit of browsing done in Willis Library, provided the most sources for the bibliography. It was chosen partly because UNT has a linguistics department that would justify the catalog containing a decent number of authoritative resources. Also, the catalog acted as a gateway to the shelves of Willis Library by providing the Library of Congress designator for linguistics P. The catalog was searched with keywords: linguistics, semantics, phonetics, syntax, phonology, sociolinguistics and historical linguistics. It was also searched using subject terms: linguistics, sociolinguistics, phonetics and historical linguistics. The results were then browsed to create a list of about fifty books. Thirteen of the fifteen books finally selected after browsing the shelves were available at Willis Library through the UNT Catalog. The Catalog also provided access to the journals selected from the CSA Linguistics and Language Behavior Abstracts.

Books

(Author: DeMiller, Anna)(Publisher: Libraries Unlimited; Englewood, CO; 2000)
While even this edition of the book is outdated, DeMiller offers a broad range of annotated resources for linguistics. This book was not useful for picking sources for the bibliography because it is dated, but it would give students a starting point for some of the basics. Hopefully, a new edition is on the way.

(Author: Matthews, P.H.) (Publisher: Oxford University Press, USA; 2007)
This book contains over three thousand entries that define linguistic terms, theories and important figures. It was chosen because its language is accessible to both linguistic students and enthusiasts alike. It is better than the first edition because of increased coverage of sociolinguistic topics. It is a good starting point for a student who does not understand the terms well enough to start researching.

**Journals**

All the journals in this section came from either EBSCOhost or ProQuest because they were selected either because of an article from ESBSCOhost or because of the listing in the ProQuest database. All of them have current issues available through UNT Library’s Electronic Resources and all of them are peer-reviewed.

**Journal of Linguistics**


This journal is the longest running of the three. It purports to address all current theories as well as provide a current survey of linguistics and reviews of linguistics materials. There are no articles from this journal included in the bibliography because it is more scholarly than the intended audience can handle. The journal does provide a good source of further materials on just about every part of linguistics for a slightly more experienced student.

**Studies in Language**

This journal has more accessible language than Journal of Linguistics. It is sponsored by the Foundations of Language and includes articles on a broad range of language issues with linguistics as a focus. Only the issues from February 2003 until the present are available online.

**Language Awareness**

(Publisher: Formerly Multilingual Matters; Since 2008 Routledge) Available through UNT Library’s Electronic Journals http://dq4wu5nl3d.search.serialssolutions.com/

This journal is the official publication of the Association for Language Awareness. It focuses primarily on sociolinguistic issues, which makes it unique from the other three journals. The issues available through UNT are from October 2002 until the present.
Annotated Bibliography


This article explains the term metalanguage, “…language about language…” (abstract) and distinguishes it from metadiscourse, which is a much larger subject area that does not always indicate the same thing. The article starts with the introduction that defines metalanguage partly with citations from other linguists to display the disparity of definitions. There are several tables exhibiting the relationships amongst terms as well as a section describing domains in which metalanguage is useful like second language instruction. At the end of the article, there is a long list of references following several final notes. Theses references can double as further reading as well. Roger Berry has written articles at least nine peer-reviewed articles in journals such as *Language Awareness* about metalanguage, grammar and second language instruction.


This book was written to be used for an introductory course in linguistics with students with little to no exposure to the subject. It provides information about the theoretical and applied linguistics. This second edition also includes more material concerning English grammar and new topics like computational linguistics. The book includes a thirty page glossary of terms used in it, and a twenty page bibliography at the end as well as further
reading entries at the end of each chapter. There are also questions and possible projects provided. It enables access through a table of contents at the beginning and an index at the end. Steven Brown and Salvatore Attardo have both completed work in peer-reviewed journals. The majority of Attardo’s work concerns cognitive linguistics and humor. Brown does not have as much work to his name, but he has published independently.


This book is written in British English, but the slight differences in spelling should not impede students. It was published as part of a series of introductory linguistics books called Learning about Language. Syntax is confusing to most students, which is why most introductions focus on English syntax hoping that the student will be more familiar with the basic parts of speech in their own language. This book provides numerous sentence trees, which are the visual aid for syntax rules. These diagrams should help explain the narratives on structure rules. It has exercises at the end of each chapter as well as a final set at the end. There is a bibliography section at the end, but it is rather small. Access to the material is through the table of contents and an index. This is the oldest book in the bibliography, but syntax has not changed much since Noam Chomsky in the 1950s and 60s. Noel Burton-Roberts has over ten articles on pragmatics and syntax in journals like Language Sciences and Journal of Linguistics.

This book contains overviews of key thinkers and their ideas about language from antiquity to modern times. The thinkers range from philosophers to mathematicians to psychologists to linguists and are listed in alphabetical order from Aristotle to Wittgenstein. Each entry contains biographical notes on the person, their contributions to the philosophy of language and its description, a list of their main works and further readings on their topics of study. With the variety of disciplines represented, this book features key contributions in more than just linguistic ideology. The only point of access other than the table of contents is an index that includes some of the subjects discussed by the thinkers as well as the pages on which the people are mentioned. Siobhan Chapman has written several peer-reviewed articles on pragmatics and language philosophy including one with Christopher Routledge.


Practical Phonetics offers readers an introduction to phonetics and phonology, develops understanding of the subject through examples in English, explores different accents in English and other languages and provides articles concerning topics like attitudes towards accents and talking computers. The articles, which extend awareness of the contributions of phonetics to the real world such as its use in criminal investigations, are by linguists like Ladefoged, Pinker and Crystal. Right after the table of contents, there is a list of the figures (pictures and diagrams), tables, audio CD tracks, acknowledgements and phonetic
symbols used in the book. The acknowledgements include a list of reprinted copyrighted material in the book including some of Peter Ladefoged, who was one of the top phonetics researchers before his death. At the back of the book after the articles, there is a glossary of terms, a further readings section, a list of references, the table for the International Phonetic Alphabet and an index. The book comes with an audio CD without which the book would be less valuable. Understanding phonetics is nearly impossible without being able to hear the sound articulated. The book also contains a section explaining how to use this book, which is very helpful. This resource book is part of a series called the Routledge English Language Introductions, which is consulted on by an editor on several of Routledge’s linguistic series. Beverley Collins and Inger Mees have published a couple peer-reviewed articles about pronunciation and the history of English together.


This book is an introduction to the way language works including spoken, written and sign language, the structure of language, dialects, discourse, multilingualism and language preservation. Crystal is using this book to promote awareness of linguistic issues like language preservation and death to people who do not normally think linguistically. In doing so, he has to explain complex topics and ideas in a manner that a non-linguistic scholar will understand. This makes sure that the language is accessible to beginning students and inexperienced enthusiasts, while still explains the linguistic concepts involved in these issues. The book has some figures, which are listed after the
table of contents. It also contains an index and list of further readings at the end. David Crystal has published over twenty peer-reviewed articles on various topics in linguistics including text messaging and word play. He has also written books including Language Death and Language and the Internet.


This book contains papers by psycholinguistics specialists, who presented at the workshops entitled The Four Cornerstones of Psycholinguistics at the Max Planck Institute for Psycholinguistics in 2003. It is divided into the same four sections: psychology and linguistics, biology and behavior, comprehension and production, model and experiment. The papers are not all in the same section in which they were presented, but the themes of the papers fit into the section in which they appear in the book. Access to the material is granted through the table of contents and an author index. Each article features a different array of pictures, figures and tables, but they all contain their own reference list. Anne Cutler has written over ninety peer-reviewed articles mostly on phonetics and pragmatics. She was picked as the editor for her vast experience in the field as well as the fact that she attended these workshops and introduced at least one of the discussion sessions. Cutler also wrote the introductory article along with Wolfgang Klein and Stephen C. Levinson.

As is stated in the title, this book provides an introduction to applied linguistics, which is the part of linguistics that puts it into practical applications like improving second language teaching methods. The book defines applied linguistics and then explains the practices and people involved in the field. Access to the content is granted through the table of contents, but more immediately through the index, which allows a reader to pick a subject more precisely. After the table of contents, the author includes acknowledgements of reprinted copyrighted material and a list of abbreviations used within the text. Before the index, there are exercises associated with different sections of the text, a glossary of terms and a list of references. This book is part of the series entitled Edinburgh Textbooks in Applied Linguistics. Alan Davies is one of the editors of the series. Davies has also written over twenty peer-reviewed articles mostly concerning second language teaching of English, which is a large area in applied linguistics.


This article explains the Natural Semantic Metalanguage (NSM) approach to linguistics, which the author believes has shifted linguistic thought. It is divided into four sections: an introduction and history of NSM, the theoretical and methodological principles behind NSM and the application of NSM. This fourth section features in examples in multiple languages in order to properly display the reason for using NSM. Fortunately, the examples are mostly simple, but this article is slightly more advanced in its language and
subject than the other three articles. At the end of the article is a long list of references that can be used for further reading. Uwe Durst has at least two other peer-reviewed articles on semantics to his credit.


This book is designed to compliment an introductory textbook about linguistics by providing easy to understand explanations of concepts and terms used in the field. In addition to an explanation on how to use the book, the author provides a note on the phonetics used in the book in which he explains that a dialect of British English is the represented pronunciation. The author divides the book into a brief survey of linguistics, general terms and concepts, the terms and concepts of some of the major areas in linguistics and explanations of the main branches of linguistics. Each of these sections includes a discussion and a glossary of terms. The table of contents and the index allow access to the material in the text. The reference list contains general linguistics materials, but is also divided into sections by the area of linguistics upon which the reference focuses. This book is part of the Palgrave Key Concepts series. Geoffrey Finch has also written another second edition book called *How to Study Linguistics* as well as an introduction to language and communication.

The Development of Language covers first language acquisition using a developmental approach that runs from infancy to adulthood. This ninth edition adds updated material on language disorders and possible brain mechanisms for language, as well as new information on computer use in language learning and new topics such as the genetic basis for language. The book is divided into chapters based on the developmental language stages a person goes through with a break for chapters seven, eight and nine to discuss language acquisition theories, reasons for studying language acquisition and atypical language development. Each chapter includes several sections defined in the table of contents as well as a summary, suggested readings and projects, key words and a list of references. Access is through the detailed table of contents as well as two indices: name and subject. This book also offers a glossary of terms. Jean Berko Gleason has written almost twenty peer-reviewed articles about cognitive linguistics and child language. Nan Bernstein Ratner has published over twenty-five peer-reviewed articles about speech pathology and child language.


This book explains language change through the use of the methodologies of the major areas of linguistics. It is different from the Smith book on the history of English because it takes a wider look at historical linguistics by utilizing examples from other languages. The author discusses the theories behind historical linguistics as well as discussing areas of language change like phonological, syntactic and semantic changes. All languages change, but it is very difficult to track the changes that occurred before writing was
developed. This book explains the different methods of discovering language changes and the theories that have resulted from these discoveries. It features diagrams, tables and pictures to illustrate these changes and theories. Access to the material is granted by the table of contents and the index. The list of references is included before the index after the last chapter. This book is one of the Blackwell Textbooks in Linguistics. Mark Hale has written almost ten peer-reviewed articles on language history and phonetics.


This article was chosen as an alternate view of metalanguage because multilingual people have different methods of dealing with languages and language learning. The author begins after the introduction by discussing the research on multilingualism and then looking at metalanguage as it appeared in multilingual studies. Since metalanguage and multilingualism have not been studied much together, this study looked at how seventeen multilinguals dealt with metalanguage questions during a linguistic study. The article includes examples of responses and tables displaying the results of the study. It concludes with a discussion of likely impact on further research. The article also features a list of references at the end that would enlighten someone researching multilingualism. Ulrike Jessner has published at least three other peer-reviewed articles on metalanguage and multilingualism.

This book is meant to serve as an introductory text for morphology and as such is useful for both linguistics and English students. The second edition updates the references from the 1993 first edition as well as adding Optimality Theory and including additional exercises for practice. The book is divided into three parts: background, morphology and phonology, and morphology, lexicon, and syntax. There are eleven chapters each subdivided into sections, some of which are divided into subsections. At the end of each chapter, there is a mix of further reading suggestions, exercises and a conclusion. The table of contents is very detailed and there are three indices: language, subject and author. After the table of contents, the author included a list of abbreviations used in the text and the International Phonetic Alphabet. Before the indices, there is a glossary of terms and a reference list that includes its own set of abbreviations at the beginning. This book is part of Palgrave’s Modern Linguistics Series. Francis Katamba has published at least seven peer-reviewed articles on African languages and phonology. John Stonham wrote a peer-reviewed article on what makes a good morphology textbook as well as several other articles on morphology.


The Development of Language presents a new approach to language acquisition as well as introducing theories on the natural selection of the faculty for language. The book
examines child language as part of the reason behind language change. It features ten chapters starting with an introduction, continuing different explanations of grammar and language change, and ending with an argument that the study of language history is similar to the study of the history of science. The table of contents and an index provide access to the text. The reference list provides eleven pages of articles and books for further research. This book was reviewed by Mark Hale of Concordia University, who said it should be required reading for anyone interested in the area. It is part of a series of Maryland lectures on language and cognition published by Blackwell. David Lightfoot has published almost thirty peer-reviewed articles on language history and evolution. He is Professor of Linguistics at the University of Maryland.


This paperback is designed to be an easy-to-carry reference to terms and concepts in linguistics. It includes over three thousand dictionary entries on linguistic topics and theorists, which in this edition features more sociolinguistic entries. It contains a directory of symbols in order to provide easy reference for introductory students. The only access point to this book is the alphabetic nature of the entries. Many reviews also suggest buying David Crystal’s linguistics dictionary since they compliment each other. P.H. Matthews published almost ten peer-reviewed articles on historical linguistics and language theories. Matthews was also the editor of *Linguistics: A Very Short Introduction*, which is part of the Very Short Introduction series.

This article explains the different parts of speech including parts of speech that do not exist in English through examples in multiple languages. The analysis of each part of speech is slightly more complex than some of the other introductory texts in this bibliography, but it provides good explanation of the English parts of speech. The author begins by explaining the importance of dictionaries to defining parts of speech. The parts of speech are introduced with examples in a language in which they appear. It includes some tables and discussions of disputed parts of speech. The article concludes with a section of notes on the gathered material and several footnote type notes on specific sections of the study. The reference list at the end will also aid a student seeking a slightly more general introduction to grammar or more detailed information. Pamela Munro has published almost twenty peer-reviewed articles on American and Caribbean languages as well as phonology and grammar.


This book explains second language acquisition in terms that a non-linguist can easily understand. The first chapter explains what exactly second language acquisition is, and each subsequent chapter adds another piece. Chapters include connections to psychology and language instruction. The final chapters try to explain the reasons why some people
acquire a second language more quickly and with greater ease than others. Each chapter has a list of terms, two summaries, and activities to go along with the material. Some of the chapters include suggestions for further reading. Access to the content in the text is provided by the table of contents and an index. The book includes answers to self-guided questions, a glossary of terms and a list of references concerning second language acquisition. This book is part of the Cambridge Introductions to Language and Linguistics series of textbooks. It was favorably reviewed by Robert Bayley at University of Texas at San Antonio. Muriel Saville-Troike has written about ten peer-reviewed articles on Native American languages and second language acquisition.


*Sound Change* describes the changes that English has undergone over the centuries from ‘Pre-English,’ which is descended from Proto Germanic and Proto Indo European. The first three chapters explain what sound change is, how linguists know that it occurred, and explanations of the phonological processes involved in describing sound changes.

The next three chapters describe the sound changes that happened to English specifically. The last chapter provides some explanations for sound changes and a discussion about historical linguistics. After the table of contents, there is a list of the figures in the text and an explanation of the notation and conventions used by the author. At the end of the book, there are two appendices explaining different phonological phenomena in English, some suggestions for further reading and a reference list which provides further reading.
on phonology, historical linguistics and the history of English. Jeremy Smith has written at least five peer-reviewed articles on Middle English and sound change.


This book is a collection of lectures on typology, endangered languages, methodology of linguistics and the interaction between language and the mind. Since this collection of lectures represents the work of the 2003 International Committee of Linguists, it is the most current conglomeration of recent topics in linguistics until the next publication of the Committee’s work. Each article is by a different linguist and contains their conclusions and suggestions of further readings. The book includes an audio CD of the full text of the conference proceedings. Although Piet van Sterkenburg has not been well received by his colleagues, this book contains materials that were only edited by him and were well received at the 17th International Conference of Linguists at which they were presented.