

## Foreword: Reissue of *Innovations in Linguistics Education*

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*Innovations in Linguistics Education (Innovations)* was first published by the Indiana University Linguistics Club (IULC) in October of 1979. The journal was initiated under the auspices of the Committee on Institutional Cooperation (now the Big Ten Academic Alliance) as the first institutionalized effort to promote communication about the way linguistics is taught (Aronoff & Sridhar, 1983/2017). Daniel Dinnsen (Indiana University) served as the editor for the full run of the journal, and the editorial board drew from institutions across the United States (see the end of this Foreword for a complete list). The goal of the journal was to move discussion about teaching beyond anecdotes shared over lunch at academic conferences by providing a formal and enduring forum for the exchange of ideas and materials for teaching linguistics. The following mission statement was printed on the inside cover of the first issue:

Intended (1) to stimulate the development of courses that address specific problems primarily in other disciplines or areas where there may be some benefit from linguistic theory, methodology, or findings and (2) to promote faculty development in these new teaching areas. Also, intended (3) to vitalize more conventional linguistics courses through the exchange of new data-based problems in phonology, syntax, and historical/comparative linguistics.

In all, 10 issues of *Innovations* were published over the next 13 years, consisting of 58 articles from 62 authors. The first two issues present articles in three categories: 1) Innovative Courses, 2) Data-Based Problems, and 3) Reviews, Remarks, and Replies. This narrow organizational scheme had been abandoned by volume 2.1 to permit the acceptance of valuable contributions from outside these areas of focus. Volume 3.1 (originally published in March 1983), edited by Mark Aronoff and S. N. Sridhar, is of particular note in this regard. This volume consists of 13 papers presented at a 1981 conference on “The Teaching of Linguistics” held at the State University of New York at Stony Brook and an Introduction by Aronoff and Sridhar. Some of the papers in this volume address the nuts-and-bolts of teaching, but others consider big-picture questions about curriculum design and the role of linguistics in a liberal arts education (Aronoff & Sridhar, 1983/2017; Raffler-Engel, 1983/2017; Sandberg, 1983/2017). In addition to articles, *Innovations* issues included announcements for conferences, new books, and pedagogical newsletters.

Despite developments in curricular priorities, pedagogical strategies, and classroom technologies over the past 38 years, the articles published in *Innovations* feel remarkably fresh and relatable. They highlight universal teaching concerns, including methods for actively engaging students in challenging material, making abstract theoretical concepts relevant for non-majors (e.g., the transition from phones to phonemes), recruiting emerging technologies for use in the classroom, and adjusting to intellectual upheavals (e.g., the shift in syntax from transformational grammar to government and binding theory). And many of the articles are written in narrative styles

that capture both the frustrations and the optimism of innovative instructors trying to balance the challenges of intellectually rigorous material with the level of intellectual development of their students and their (in)tolerance for academic jargon. Although specific implementations of some proposed teaching strategies are dated (e.g., there's a lot of programming in BASIC and Pascal), the pedagogical principles that they draw from are modern and student-centered, drawing linguistic puzzles from authentic data sets, emphasizing the use of inductive reasoning and other active learning techniques, and describing innovative and dynamic methods through which students can collect, interact with, and visualize language data.

About a third of the articles published in *Innovations* describe the learning goals, structure, and content of specific courses. Some of these courses are revamped presentations of classic topics: there is a course on traditional grammar for graduate students (Gildin & Reid, 1983/2017) and one on the classical foundations of English words for undergraduates (Taylor & Sloat, 1979/2017). Others describe a clear approach to core linguistics courses like acoustic phonetics (Port, 1981/2017) and field methods (Hutchinson & Stenson, 1983/2017). Still other articles show linguistics instructors embracing hot new academic trends like gender studies (Freed, 1983/2017; Wheatley, 1979/2017) and interdisciplinarity (Tsiapera & Andresen, 1980/2017), as well as emerging technologies like the personal computer (Jensen, 1983/2017). Several articles highlight the challenges associated with engaging particular audiences in the study of language. There are introductory courses for non-majors that focus on the linguistic features of particular languages, with languages either determined by the program (Grundstrom, 1983/2017) or selected by each individual student (Faber & Blejer, 1980/2017); one that focuses on the application of language issues in human service professions, like medicine, teaching, and social work (Herbert & Waltensperger, 1982/2017); and one that combines a unit mastery model with a flipped-classroom approach, allowing students to progress through the course at their own pace (Lee, 1991/2017). There is also guidance for linguists who find themselves stretched in new directions—either teaching courses in which they are expected to uphold the bastions of Prescriptivism, including freshman composition (Barratt, 1985/2017) and English grammar (Barry, 1985/2017), or interacting with the public on topics like sexism in language (Wheatley & Badami, 1980/2017) and trademark law (Dinnsen, 1987/2017).

Approximately half of the articles in *Innovations* describe instructional methods and/or materials. Several articles are concerned with the metatheory of linguistics pedagogy (Bar-Lev, 1983/2017; Dillinger, 1983/2017; Freeman, 1983/2017)—identifying gaps between expert and novice approaches to linguistic analysis and suggesting methods for modeling them in (what would currently be called) a student-centered classroom. Some articles present specific tips for introducing students to threshold concepts like markedness (Joseph, 1980/2017), phonemes (Benware, 1987/2017; Zwicky, 1982a/2017a), and morphophonological generalizations (Moravcsik, 1981/2017). Others focus on methods for making linguistic topics accessible to non-majors (Ellison, 1983/2017; Goodluck, 1991/2017; Levin, 1983/2017). Still others describe pedagogical application of linguistic methodologies like contrastive analysis (Fainberg, 1983/2017) and computer programming (Becker, 1982/2017; Hammond & Norris, 1991/2017; Smith, 1987/2017; Sobin, 1991/2017). There is also a rich collection of data-based problems that present well-organized datasets and observations about the

patterns they demonstrate that can be adapted in various ways for the classroom (e.g., Raskin, 1981/2017). These problems include overviews of phonological processes in Catalan (DeCesaris, 1979/2017) and other languages (Zwicky, 1982b/2017b), morphophonology in Iraqi Arabic (Bakir, 1980/2017) and Quebecois (Picard, 1981/2017), syntactic processes in Siberian (Ard, 1979/2017) and Indonesian (Sanders, 1982/2017). There are also data sets that present phonological puzzles from Spanish-speaking second language learners of English (Eckman, 1980/2017) and English-speaking children with speech-language disorders (Dinnsen & Maxwell, 1981/2017; Gierut, 1985/2017; Williams & Dinnsen, 1987/2017). Finally, several articles present substantial texts that could form the basis of entire courses: these include a bibliography of readings on language typology (Schwartz, 1981/2017), lecture notes and handouts for a course on theoretical linguistics (Dubinsky, 1987/2017), and textbooks and workbooks on linguistic structure (Bar Lev, 1985/2017), comparative linguistics (Wescott, 1986/2017), and for assessing syntactic structures while doing fieldwork (Burquest, 1985/2017).

The remainder of the articles published in *Innovations* consist of book reviews, a report on the *Conference on Linguistics and the University Education* held in 1980 at Michigan State University (Hudson, 1981/2017), and remarks on the constructed language *Intergloss* as a pedagogical tool (Csik, 1979/2017). Among the book reviews are a review of the first edition of *Language Files* (Newman, 1980/2017), an overview of a book on linguistics and science fiction (Zwicky & Zwicky, 1982/2017), a review of Lieberman's (1977) book *Speech Physiology and Acoustic Phonetics* as an introductory textbook for acoustic phonetics (Weismer, 1980/2017), a comparison of three introductory psycholinguistics textbooks (Hastings, 1979/2017), and several swings by Arnold Zwicky at Kenstowicz & Kisseberth's (1979) introductory phonology textbook *Generative Phonology: Description and Theory* (Zwicky, 1985/2017c; Zwicky, 1987/2017d). Although the books in these reviews may no longer be at the top of the list for use in the classroom, the reviews themselves are worth a look for the thoughtful way that they consider the structure and content of the texts in light of what information is critical to communicate to students about various topics and how that information might best be presented to them.

I am excited to have the opportunity to make *Innovations* available in an open-access digital format. This reissue consists of scans of the original issues of the journal. Whenever possible, these scans were made from article proofs, but when proofs were not available, scans were made from printed issues of the journal. This production choice preserves the charming typeface of the original publication as well as its occasional printing imperfections. By making these articles more easily accessible to a wider audience, I hope that they will serve as both a resource and a stimulus in the growing conversation about Linguistics pedagogy and Scholarship of Teaching and Learning. Instructors who are inspired to share their own pedagogical experiences and research are encouraged to join the TeachLing listserv ([www.jiscmail.ac.uk/teachling](http://www.jiscmail.ac.uk/teachling)), moderated by Dave Sayers (Sheffield Hallam University) and Charlotte Selleck (University of Worcester), and to contribute to teaching initiatives of the Linguistic Society of America ([linguisticsociety.org](http://linguisticsociety.org)), including *Teaching Linguistics*, a section of the journal *Language* that is devoted to pedagogical issues, and the Linguistic Academic Depository, an online

database of shared teaching materials. In addition, the journal *American Speech* publishes an annual issue devoted to linguistics pedagogy (*Teaching American Speech*).

Finally, I would like to thank the original authors, editors, and IULC members who made generous contributions of their time and expertise to create this journal. I would also like to thank the modern-day IULC Working Papers editorial board, who made this reissue possible by tracking down old manuscripts, contacting authors, and sacrificing their summer vacations to the scanning room: Samson Lotven, Ashley Parker, Silvina Bongiovanni, Eliot Raynor, Philip Weirich, Yiwen Zhang, and Ken de Jong.

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**References** [All citations not listed here are for *Innovations* articles.]

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