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***Catalan Linguistics: New Trends and Findings***  
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## CATALAN LINGUISTICS: NEW TRENDS AND FINDINGS\*

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*Catalan Review* is an international journal devoted to issues related to all aspects of Catalan culture. However, upon browsing the journal, one realizes that the bulk of the published articles deals with literature; see, e.g., the "Bibliographic and Thematic Index" of volumes I-X (1986-96) published in volume XI.1-2 (1997) by Mercè-Vidal Tibbits, the managing editor of the journal. For instance, in the period between 1986 and 1996, seven issues were monographs, but only one dealt with linguistics — volume IX.2 (1995), on "Sociolinguistics," edited by Milton Azevedo, Albert Bastardas, Emili Boix, and Paul O'Donnell. The situation has not changed much since then: since 1996, six more issues were devoted to specific themes, but none was committed to linguistics exclusively. However, in recent years, linguistics has shyly increased its presence in the journal and the scope of the aspects being treated in these studies has significantly broadened.

This general trend moved us to put together a cluster on linguistics, with a twofold challenge: to bring together the work of scholars that carry out research on Catalan linguistics but do not usually publish in *Catalan Review* and to collect in a single issue papers devoted to new insights — and in some cases novel perspectives — on Catalan linguistics. The title of the cluster, "New Perspectives in Linguistics," refers thus to both situations: new authors for *Catalan Review* and new perspectives in the study of the Catalan language. We thank the authors for their generous contributions and their willingness to accommodate their works to the readership of *Catalan Review*.

The current article has two objectives. First, it provides a summary of all the linguistics articles published so far in *Catalan Review*, and second, it frames the volume within discussions in the definition of the academic disciplines that study language; namely, linguistics, applied linguistics, and educational linguistics.

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LINGUISTICS IN *CATALAN REVIEW* (1986-2006)

## Volumes I-X (1986-96)

Leaving aside for the moment the aforementioned 1995 issue dedicated to sociolinguistics, during the 1986-96 period only twenty-two of the articles published in *Catalan Review* covered linguistic aspects. Six articles dealt with historical linguistics: Philip D. Rasico's studies on 19th-century Minorcan Catalan, in I.2 (1986), and on the phonology of old Northwestern Catalan, in III.2 (1989); Joan Martí's works on the history of Catalan, in II.1 (1987) and V.1 (1991); Curt J. Wittlin's study on editions of old Catalan texts, in III.2 (1989); and Joan-Antoni Mesquida's study on lexicon, in VIII.1-2 (1994). An additional article covered the history of Catalan linguistics between 1775 and 1900 by Joan Solà, in V.2 (1991). Two articles dealt with Catalan grammars: Antoni Arnal's paper on Ballot's grammar, in III.1 (1989), and Philip D. Rasico's on Crowley's grammar, in V.2 (1991). One article presented new methodologies for learning Catalan: Toni Ibarz's paper on *Digui, digui*, in VIII.1-2 (1994). Sociolinguistics and bilingualism were featured in eight articles: Albert Bastardas' study on the extension of use of Catalan due to linguistic normalization, in III.1 (1989); Carme Pinyana's work on language standardization in the lexicon used in the administration, in VIII.2 (1994); Emili Boix's paper on the use of different styles and languages in conversations, in IX.2 (1995); Nicolau A. Dols' evaluation of the situation of Catalan in *Catalunya Nord*, in VIII.1-2 (1994); and, on linguistic attitudes, the articles by Paul E. O'Donnell in III.2 (1989), Montserrat Mir in V.2 (1991), Quim Monzó in V.2 (1991), and Cristina Sanz in V.2 (1995). Only four articles analyzed specific grammatical aspects from a synchronic point of view: Milton M. Azevedo's study on adjectives, in III.1 (1990); Josep M. Vidal's work on meaning, in IV.1-2 (1990); Richard Schreiber's paper on verbs, in VI.1-2 (1992); and Pelegrí Sancho's work on prepositional adverbs, in IX.1 (1995).

The monographic IX.2 (1995) issue on sociolinguistics (and bilingualism) included fourteen articles written by the following scholars: Joan A. Argenté, Albert Bastardas, Hope N. Doyle, Anthony P. Espósito, Isidor Marí, Brauli Montoya in partnership with Manuela R. Hernández and Francisco Gimeno, Luci Nussbaum in partnership with Amparo Tusón, Paul E. O'Donnell, Joan Pujolar, Juan A. Sempere, Maria Teresa Turell, Francesc Vallverdú, Robert E. Vann, and Kathryn A. Woolard. It also included an overview and a bibliographical thematic index on sociolinguistics and pragmatics (1989-96) by Emili Boix and Lluís Payrató.

In sum, during the 1986-96 period, linguistics articles in *Catalan*

*Review* mostly focused on sociolinguistics (even if excluding the monographic issue on sociolinguistics), followed by issues related to historical linguistics.

### Volumes XI-XX (1997-2006)

During the 1997-2006 period, five issues of *Catalan Review* featured monographs and one issue contained a special cluster. Linguistics, however, was only present in some of the papers of the issues during this period: in volume XIII.1-2 (1999), dedicated to Joseph Gulsoy and edited by Philip D. Rasico, Donna M. Rogers, and Curt Wittlin; in the two volumes that contained selected works of the papers presented at colloquiums of the NACS in 2002 (volume XVI.1-2) and 2005 (XIX.1-2); and in one article of volume XVIII.1-2 (2004), devoted to "Barcelona and Modernity" and edited by Brad Epps.

Volume XIII.1-2 (1999) contained the largest number of papers on linguistics (nine out of thirteen), because the volume was dedicated to Joseph Gulsoy, the distinguished scholar in Romance and Catalan historical linguistics. In accordance with Gulsoy's interests, the contents of most of the linguistics papers in this volume focused on historical topics (eight out of nine; one article was on sociolinguistics). Historical linguistics was covered by the following authors: Cosme Aguiló, with an article on old toponyms in the Balearic islands; Emili Casanovas, with a study on the preservation of post-tonic internal vowels; Germà Colón, with an etymological study on the word *inxà*; Joaquim Martí, with an article on the edition of old texts; Antoni Mas and Brauli Montoya, with a study on the use of anthroponyms in Elx in 16-17th centuries; Josep Moran, with a study on old toponyms in l'Hospitalet de Llobregat; Joan-Rafel Ramos, with work on morphological syncretism and syntactic change; Philip D. Rasico, with a study on the edition of an old text; and Joan Veny, with an article on the centralization of unstressed [o] in Catalan. The sociolinguistics article included in that volume, by Abelard Saragossà, discussed the situation of Valencian with respect to standard Catalan.

Volume XVI.1-2 (2002), edited by Enric Bou and Mercè Vidal-Tibbits, contained a selection of the papers presented at the Tenth Colloquium of the NACS, held at Brown University (2001). Almost a third of the articles in the issue (five out of sixteen) were devoted to linguistics, which is an indication of the number of linguistics papers presented at the colloquium. To no great surprise, most of the papers (three of them) are within a sociolinguistic perspective: Josep M. Baldaquí's evaluation of the results obtained by bilingual educational programs in the area of Alacant, Paul E. O'Donnell's research on

minority languages, and Robert E. Vann's study on the signs of Catalan identity. The other two papers are about lexicology (Emili Casanova) and phonology (Clàudia Pons).

Volume XVIII.1-2 (2004) was devoted to "Barcelona and Modernity." It contained one article on linguistics, which covered sociolinguistics once more: Llorenç Comajoan's evaluation of the situation of Catalan at the turn of the 21st century.

Volume XIX.1-2 (2005), edited by Josep Anton Fernández and Elisa Martí-López, included a selection of the papers presented at the Eleventh Colloquium of the NACS, held at Éton College (2004) together with the Fiftieth Annual Conference of the A-CS (Anglo-Catalan Society). The papers on linguistics included in the volume amounted to five out of fifteen (approximately, a third of the papers). For the first time, papers on grammatical issues outnumbered those on sociolinguistics. As for grammatical aspects, one paper dealt with morphophonology (proclisis in Northern Central Catalan, by Elisenda Campmany), another paper analyzed a morphosemantic aspect (the emergence of L2 imperfective morphology, by Llorenç Comajoan), and the third paper was in phonetics (Joan Julià and Imma Creus presentation of a pronouncing dictionary with dialectological information). As for sociolinguistics, M. Carme Junyent discussed issues on multilingualism, and Josep M. Baldaquí evaluated the situation of Valencian.

In addition to the contents of these four specific volumes, ten more articles on linguistics were published in the remaining 1997-2006 issues. Only one of the papers studied a historical aspect: Maurice Westmoreland's work on the 15th-century Catalan preterite, in XI.1-2 (1997). Four articles were related to sociolinguistics: Maria Pilar Perea's sociolinguistic approach to Alcover and Moll's dialectological data on the verbal inflection of Catalan, in XV.1 (2001); Robert Vann's study on Catalan features in the Spanish spoken in Barcelona, in XV.1 (2001); Margaret Simmons work on the use of Catalan and Spanish in Barcelona in 1991-92, in XV.2 (2001); and Carles de Rosselló and Emili Boix's study on linguistic ideologies of the students at the University of Barcelona, in XX (2006). Two papers dealt with phonetics and phonology: Josefina Carrera's study on the feature known as "segregació de iod" (i.e., pronouncing [j] in *-ix* sequences) in Lleida and Maria-Rosa Lloret's study on the resolution of the special consonantal clusters that appear in the verbal system of Balearic Catalan, both in XVII.2 (2003). Three articles were about lexicology: Xavier Rull's paper on new trends in the use of prefixes and suffixes in Catalan, in XV.1 (2001); Pelegrí Sancho's contrastive study of fixed expressions, in XVII.2 (2003); and Elisenda Bernal's work on the suffix *-itzar*, in XX (2006). Two additional articles that tangentially touched upon linguistics were Maria Conca and Josep

Guia's study on the idioms contained in an anonymous 15th-century text as a means to determine its authorship, in XVII.2 (2003), and William Sayers work on the lexicon of naval tactics in Ramon Muntaner's *Crònica*, in XVII.2 (2003).

In sum, little by little, *Catalan Review* seems to have captured the interest of scholars working in linguistics. This situation has benefited the journal and its readers in two senses: the percentage of papers published covering linguistic aspects has increased (and hence the number of new authors publishing in the journal has become larger), and the topics and views being treated in the articles have broadened. The current cluster on linguistics in addition to the two articles by Montserrat Adam and Maria Josep Marín in this volume attest to this trend.

#### WHAT IS (CATALAN) LINGUISTICS TODAY?

To include such a basic question in a volume devoted to "New Perspectives in Linguistics" may disorient readers, but hopefully the following discussion will show that finding an answer to this question has not proven easy in the history of the field and also that changes in the definition of linguistics are related to changes in the sociology of science. In this sense, the difficulty in defining linguistics as an academic discipline is not to be seen as problematic, but rather as a dynamic process that is to be expected for a discipline that deals with language, probably one of the most complex faculties of human beings.

Contemporary linguistics can be divided into two phases (Howatt). During the period of the Emergence of Modern Linguistics (phase 1, until the early 1930s), there was a major transformation from philology to linguistics — thanks to Saussure — that Howatt summarizes in five basic principles: 1) Linguistics is the scientific study of language for its own sake, 2) linguistics is not prescriptive, 3) spoken language is the primary object of study, 4) linguistics is an autonomous discipline, and 5) synchronic studies at a specific point in time take precedence over diachronic (historical) studies. In between the first and second phases, there was a period of transition (from the early 1930s to the 1960s), in which linguistics in Europe and the United States were pursued differently. Whereas North-American linguistics focused on descriptive and structural linguistics (with an emphasis on form), European linguistics tended to focus on issues related to functional aspects of texts and language use (functionalism). After this transition, in the period of Expansion and Diversification of Linguistics (phase 2, since 1960), what had been common threads in linguistics in the two continents became distinct schools of linguistics: generativism (going back to American structuralism, with emphasis on

the faculty of language and a disinterest in social issues related to language) and functionalism (with an emphasis on the relationship between language, use, and social issues). During this period, linguistics diversified, mostly due to the development of the study of linguistic typology, sociolinguistics, and psycholinguistics (Howatt).

Contemporary Catalan linguistics followed its own path of development. Whereas linguistics in general disconnected itself from philology earlier in the 20th century, this did not happen as quickly in the case of Catalan, and to a certain extent it has not completely happened yet. Thus, nowadays, only two universities in Catalonia offer a degree in linguistics; namely, the Universitat de Barcelona and the Universitat Pompeu Fabra, but only the Universitat de Barcelona has a department of linguistics (the Universitat Pompeu Fabra offers a linguistics degree through the Department of Translation and Philology). In most other universities, Catalan linguistics is studied at departments of Catalan philology (e.g., the Universitat de Barcelona has a section of Catalan linguistics within the Department of Catalan Philology, not within the Department of Linguistics). In a similar way, the *Reports de la recerca a Catalunya: 1996-2002* by the Institut d'Estudis Catalans are divided into two different reports, one for *Filologia Catalana: llengua* (Martí) and the other one for *Lingüística i ciències del llenguatge* (Argenter). The author of the report for *Filologia Catalana: llengua* clearly addresses this dichotomy and relates it to issues of prestige and artificial classification (by the Spanish Ministry of Education and other authorities):

Hem d'insistir en una ambigüitat que ja s'assenyalava en el primer report: la poca precisió del concepte *filologia*. Un primer retret, per tant, que ens hem de fer, perquè la reiteració en la delimitació poc clara de les matèries que abraça significa que no s'ha fet l'esforç suficient per a progressar en la seva definició. Hem de continuar partint d'una divisió que no convenç del tot ningú: la lingüística i sociolingüística, per un costat, i, per l'altre, la filologia, és a dir, la dialectologia, la història de la llengua, la gramàtica i la lexicografia històriques, i l'onomàstica. Costa d'entendre, si no és per prejudicis discriminatoris, per què no s'encabeixen totes dins la denominació *ciències del llenguatge*, per exemple, o d'alguna altra de semblant. Probablement hi són determinants qüestions de prestigi que pesen en la consideració que mereix la sincronia i la diacronia, tot i que tant la dialectologia com l'onomàstica no tenen per què ser estudiades metodològicament des de la perspectiva de l'evolució a través del temps. Esperem que en la propera elaboració dels reports de la recerca a Catalunya puguem partir d'una classificació més comprensible de tot allò que afecta l'estudi de la llengua catalana. (Martí 887-88)<sup>1</sup>

<sup>1</sup> We have to insist on an ambiguity that was already pointed out in the first report: the scant precision of the concept of *philology*. This is a first reproach, therefore, that we

The ambiguity of Catalan Philology is rooted in the idiosyncrasy of the history of Catalan linguistics and its focus on diachronic aspects of language. In a review of Catalan linguistics, Badia (31) argues for a "fisiognòmica específica de la lingüística catalana" based on the fact that Catalan linguistics had its own chronology and characteristics, which made it different from other Romance linguistics. Badia exemplifies the idiosyncrasies of Catalan linguistics with three examples. First, sociolinguistics, since its inception with the publication of *Languages in Contact* by Weinreich in 1953, became a discipline in the Romance languages, whereas in the case of Catalan, early sociolinguistics was mostly "instinctive" and improvised. Second, at the beginning of the 20th century, Romance linguistics focused on historical grammar, whereas Catalan linguistics was mainly devoted to descriptive work (Pompeu Fabra wrote a Catalan descriptive grammar in 1912). Finally, since the Spanish Civil War, research in Catalan linguistics as well as in many other disciplines that developed in the years of the Second Spanish Republic stalled and had to start from scratch at later years.

These differences configure a "lingüística sui generis" for Catalan that in some respects goes hand in hand with European linguistics and in others it takes its own path.<sup>2</sup> What is important, according to Badia, is that taking into account the history of Catalan and the history of Catalan linguistics, all in all Catalan linguistics has had plenty of "strong moments." More specifically, Badia identifies twenty-one strong moments, which he divides into three types: 1) Inherited linguistics (shared with most of the other Romance languages), 2) Constructive linguistics ("spontaneous singularity of the language" (49)), and 3) Defensive linguistics (what has been brought about by "adverse" external factors) (Table 1).

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have to make; the continuing lack of definition vis-à-vis the areas that it embraces points to the fact that not enough effort has been made to define it properly. We start from a division that does not convince anyone: that of linguistics and sociolinguistics, on the one hand, and, on the other hand, that of philology, that is, dialectology, history of the language, and historical grammar and lexicography. It is difficult to understand, if it is not for discriminatory prejudices, why all these areas are not included within the denomination *language sciences*, for instance, or one that is similar. This is probably due to questions of prestige that figure in how synchrony and diachrony are considered, even though dialectology as well as onomastics does not have to be studied methodologically from the perspective of evolution in time. We hope that in the next edition of the reports of research in Catalonia we can start from a classification that is more comprehensive of everything that affects the Catalan language.

<sup>2</sup> Badia (34) ponders the possibility of having two Catalan linguistics: "la lingüística catalana europea" and "la lingüística catalana autòctona."



TABLE I  
21 "STRONG MOMENTS" OF CATALAN LINGUISTICS (BADIA)

Linguistics	Strong moments
I. Inherited linguistics	<ol style="list-style-type: none"> <li>1. Romanization and the pre-Roman substrate</li> <li>2. Historical grammar</li> <li>3. Dictionaries</li> <li>4. Dialectology</li> <li>5. Onomastics</li> <li>6. Academic activities in contact with other Romance linguistics</li> <li>7. New methodologies in Catalan linguistics</li> </ol>
II. Constructive linguistics	<ol style="list-style-type: none"> <li>8. Popular support (e.g., popular initiatives to contribute to major linguistic endeavors such as the foundation of the Institut d'Estudis Catalans or the First International Congress of the Catalan Language)</li> <li>9. Consolidation of Catalan linguistics in the international arena</li> <li>10. Descriptive grammar and normativization of Catalan</li> <li>11. Ramon Llull and the Catalan <i>koine</i> in Medieval times</li> <li>12. The (re)construction of a language of culture (Pompeu Fabra)</li> <li>13. <i>Precocious</i> sociolinguistics (i.e., interest in social issues related to language before the establishment of sociolinguistics as a field in the middle of the 20th century)</li> <li>14. Autonomy of Catalonia in 1932: Catalan as a co official language</li> </ol>
III. Defensive linguistics	<ol style="list-style-type: none"> <li>15. Silence: persecution of Catalan (1939-75)</li> <li>16. Immigration of non-Catalan speakers toward Catalonia (until the 1960s)</li> <li>17. Toward a Catalan sociolinguistics (e.g., the first sociolinguistic survey of Barcelona by Badia in 1969)</li> <li>18. Internationalization of Catalan linguistics (e.g., the Anglo-Catalan Society, the North-American Catalan Society)</li> <li>19. The new Institut d'Estudis Catalans (since the 1980s, e.g., the new <i>Diccionari</i> in 2006 and the new <i>Gramàtica</i> to appear)</li> <li>20. Defense of the integrity of Catalan (e.g., from constant attacks coming from monolingual linguistic ideologies)</li> <li>21. Defense of the unity of Catalan (e.g., from secessionist political positions in Valencia)</li> </ol>

Badia's twenty-one strong moments of Catalan linguistics rely heavily on historical facts, and one may wonder whether this is not the case for all linguistics (cf. the foundation of language academies and the Enlightenment in Europe, developments in language teaching and World War II, or English as a world *lingua franca* and globalization). In this sense, Catalan linguistics may not be as idiosyncratic as Badia claims to be, but rather what makes Catalan linguistics to a certain extent more original than other linguistics is that it includes more moments of what Badia has called "defensive linguistics." Such defensive moments have become decisive by themselves from a sociopolitical perspective (e.g., the foundation of the Institut d'Estudis Catalans within a wider political project) as well as from a linguistic perspective (e.g., the Catalan dictionary and grammar sponsored by the Institut d'Estudis Catalans).

#### LINGUISTICS APPLIED AND APPLIED LINGUISTICS

When examining the list of articles of the current volume, one finds titles such as "The Use of Present Perfect in the Expression of Past Temporality in L2 Spanish and Catalan by Children of Moroccan Origin," "Constructing Diversity: Teachers' Perspectives on Classrooms in Catalonia," and "Some Current Phonological Features in the Catalan of Barcelona." Probably, upon reading the index of the volume more than one reader will conclude that it includes articles on linguistics and *applied* linguistics, a distinction that has turned problematic and has caused plenty of professional discussion.

The term *applied linguistics* was born associated to language teaching (with the publication of the journal *Language Learning: A Journal of Applied Linguistics* in 1948), and it continues to be for some nonexperts; but soon the term was associated to other issues, namely language use and language teaching (Grabe, "Applied" 3). Thus, by the 1970s applied linguistics had still at its core language teaching, but it also included subfields, such as language assessment, second language acquisition, and language planning. At the time, what all these areas had in common was that somehow they dealt with "real-world problems." In this sense, the main characteristic of applied linguistics was to apply linguistic theories to a practical domain (Payrató, *De professió* 19). Epistemological discussions on the difference between linguistics and applied linguistics were common in the field as applied linguistics was developing (creating its own professional organizations, journals, and so on) and linguistics was trying to defend its own turf. For the longest time, as argued by Payrató (*De professió* 36), there was some ignorance on the part of linguists of what applied

linguistics was in reality, and thus some misrepresentations of it abounded. Specifically, Payrató states that the reasons for this were four: 1) Lack of clear definitions of what was understood by theory and application and interdisciplinarity, 2) rejection by traditional academic institutions of new trends in area studies, 3) lack of interest from some linguists of anything that was not "theoretical," and 4) the incapacity on the applied linguistics' side to organize the discipline with specific goals and common methodologies.

In a way, the idea that linguistics could solve real-world problems turned out to be naïve, and soon it was realized that other (sub)disciplines related to linguistics would be needed. This was the origin of the distinction between applying linguistics (one discipline) to real-world problems (*linguistics applied*) and applying different disciplines (linguistics, anthropology, language teaching, sociology, and so on) to tackle a problem related to language (*applied linguistics*).

The distinction between linguistics applied and applied linguistics finds a relevant spot in *The Handbook of Applied Linguistics* by Davies and Elder, where one of its authors argues that where the difference is most visible and useful is in the orientation of the researchers, that is, in how they approach a problem and the data they collect: "If they regard themselves as linguists applying linguistics because they wish to validate a theory, that is linguistics applied (L-A). If they see themselves as applied linguists because they seek a practical answer to a language problem, that is applied linguistics (A-L)" (Davies and Elder 19). This definition seems to be a simplified version of the view that linguists (or those who do linguistics applied) do theory, whereas the rest just apply the theory validated by the others (i.e., a unidirectional relationship). Further, the definition presupposes that researchers in language studies see themselves as either linguists or applied linguists and that this basically determines what one does.<sup>3</sup> In sum, Davies's definition is problematic because it focuses too much on the disciplines and too little on the objects of study.

Thus, Grabe ("Applied"), in a second handbook of applied linguistics, titles one of the sections of his chapter "The problem-based nature of applied linguistics: the problems, not the disciplines," where he argues the following:

In the many discussions of trends, and disciplines, and subfields, and theorizing, the idea is sometimes lost that the focus of applied linguistics is on trying to resolve language-based problems that people encounter in the real world, whether they be learners, teachers, supervisors, academics, lawyers,

<sup>3</sup> Davies and Elder (12) later acknowledge that in reality the difference between linguistics applied and applied linguistics can be only seen at the extremes of the two poles.

service providers, those who need social services, test takers, policy developers, dictionary makers, translators, or a whole range of business clients. (9)

In Grabe's view, the fact that so many people intervene in applied linguistics does not necessarily imply that the field will be too disperse or that it will be atheoretical, but rather he admits that — as in other disciplines — there is a core in applied linguistics and a periphery. This means that problem-solving (focused on language teaching issues) may be at the core, but other disciplines can be at the periphery. This view seems more satisfactory than the applied linguistics vs. linguistics applied that Davies and Elder advocate for, because it centers on the matter of study and how knowledge from different disciplines can contribute to solving a problem rather than on how the disciplines organize themselves and dichotomies related to theory and data.<sup>4</sup>

#### FROM APPLIED LINGUISTICS AND LINGUISTICS APPLIED TO EDUCATIONAL LINGUISTICS

Discussions on the epistemology of linguistics and applied linguistics became perennial, and a few researchers grew out of discontent with discussions that tended to simplify the issues and were a return to the idea that anything that was to be applied was related to language teaching. And a new discipline was born: *educational linguistics*. Spolsky (1), the founder of the discipline, explains its origins as follows:

I first proposed the term 'educational linguistics' because of my dissatisfaction with efforts to define the field of applied linguistics. In the narrowest definition, courses and textbooks on applied linguistics in the 1960s dealt with the teaching of foreign languages; in the widest definition ... it came to include all of what Charles Voegelin had called "hyphenated linguistics," that is to say, everything but language theory, history, and description.

Basically, Spolsky realized that applied linguistics had failed at what everyone considered a best bet: applying linguistic knowledge to the teaching of foreign languages (i.e., failure of the audio-lingual method and the so called natural approach, and the failure of transformational linguistics to be applied to practical matters), and thus the term applied linguistics became too ambiguous. As a result of this, a unidirectional approach in which theory from linguistics had to

<sup>4</sup> It is also common to relate linguistics applied and applied linguistics to issues of explanation vs. description, respectively. See Grabe ("Where" 513) for a discussion on description and explanation and the need for doing description work in applied linguistics.

be applied by others became too prevalent (Hult 15). As a solution, the discipline of educational linguistics proposed a "dynamic and reciprocal approach" (Hult 15) that Spolsky defined as "providing the essential instruments for designing language education policy and for implementing language education management" (2). In this view, educational linguistics has two main characteristics. First, it is not interdisciplinary (several disciplines participating in the solution to a problem), but rather transdisciplinary (Hult 17):

On the part of the individual researcher, the idea is that one does not simply apply disciplinary knowledge to a specific situation. Instead, in educational linguistics, the researcher starts with a problem (or theme) related to language and education and then 'synthesizes the research tools in her/his intellectual repertoire to investigate and explore it' (Hornberger and Hult 78).

As Hult (18) aptly puts it, "Educational linguists are concerned with the dynamic ways in which theory, research, policy, and practice inter-relate," which takes us to the second characteristic of educational linguistics, that is, its critical perspective and the connections with critical applied linguistics.

The two characteristics of educational linguistics (transdisciplinary and critical) are discussed in relationship to the Catalan research situation by Camps ("Introducció," "Introducció"), Camps and Milian, and Payrató ("Present"). Camps has been the main precursor of establishing the field of *didàctica de la llengua* ('language teaching') from an educational perspective that necessarily integrates knowledge from other disciplines. For instance, her definition of the field retakes some of the ideas that have been presented so far, such as complexity, dynamicity, and the theory-practice dichotomy:

La recerca en didàctica de la llengua té el seu objecte en la complexitat de les activitats relacionades amb l'ensenyament i l'aprenentatge, i el seu objectiu és elaborar coneixement sistemàtic d'aquesta realitat per tal de poder-hi intervenir fonamentalment per millorar-la. La relació, però, no és unidireccional... (Camps, "Introducció 13)<sup>5</sup>

This definition of *didàctica de la llengua* relates to some of the issues discussed in educational linguistics, but it focuses too much on language teaching and learning per se to be considered equivalent with educational linguistics. Interestingly, however, Camps and Milian refer

<sup>5</sup> Research in language teaching has as its objective the complexity of the activities related to teaching and learning, and its goal is to elaborate systematic knowledge of this reality in order to be able to intervene in it mainly in order to improve it. The relationship, however, is not unidirectional.

to “recerca sobre l’educació lingüística i literària” (‘research about linguistic and literary education’) and include research done by 19 research groups and more than 250 researchers who investigate the multiple sides of linguistic and literary education in Catalonia (e.g., teachers’ base knowledge and ideology, language teaching and immigration, critical reading in secondary schools and how it is presented in textbooks, second language acquisition, oral and written discourse, age and second language learning, and so on). This is a welcome multidimensional perspective, because it emphasizes the complexity of language teaching — specially in multilingual settings such as Catalonia— and encourages collaborative work among research teams and researchers in and outside of Catalonia.

Regarding the role of critical skills as they relate to university education in Catalonia and more specifically to the training of philologists, Payrató (“Present” 119) asks himself the following question: “¿podem continuar formant filòlegs sense ensinistrar-los perquè adquireixin una base crítica?”<sup>6</sup> In his answer, he argues for new studies of Catalan Philology that go beyond the teaching of grammar and history of the literature and incorporate knowledge from more “applied” and “critical” disciplines related to the study of languages.<sup>7</sup>

In sum, educational linguistics as a field has not yet developed in Catalonia, but research from different disciplines (language teaching, philology, linguistics, sociolinguistics, etc.) have studied most of the topics that educational linguistics tackle. Furthermore, research networks such as LLERA (*Llengua i Literatura, Ensenyament, Recerca i Aprentatge*, ‘Language and literature, Teaching, Research and Learning’) (Camps and Milian) seem to be a good start to promote a transdisciplinary perspective of language teaching that captures all the complexity of learning and teaching language in different environments.

(APPLIED) (EDUCATIONAL) (CATALAN) (LINGUISTICS) (APPLIED)  
IN THIS VOLUME

What kind of linguistics will the reader find in this volume of *Catalan Review*? The ten articles included in the volume are a good example of how language has become the object of study from multiple

<sup>6</sup> Can we keep training philologists without instilling in them the need to acquire a critical base?

<sup>7</sup> Payrató (“Present” 114) is in favor of keeping the denomination *filologia* and not change it for *lingüística* at universities, but he would like to see *filologia* (the term itself, as well as the contents of courses at the university) associated with terms such as *lingüística*, *comunicació*, and *ciències del llenguatge*.

perspectives and how they complement each other. In this regard, we agreed with Grabe's view that the disciplines themselves are not so important but rather the issues they tackle from multiple vantage points. Thus, the volume includes four articles that can be characterized as belonging to what is traditionally considered linguistics, because they study issues on the three long-lasting linguistic disciplines (phonetics, morphology, and syntax) from a synchronic point of view (Herrick; Lleó, Benet, and Cortés) and from a historical perspective (Juge; Ramos), with sociolinguistic insights in two of them (Juge; Lleó, Benet, and Cortés). Four other articles (Comellas; Clua; Dooly; Vila et al.) study language matters as they relate to educational environments in general and solving real-world problems (e.g., how teachers view diversity, how certain sociolinguistic variables interview with language acquisition, and teaching intercomprehension of languages), which situate them close to educational linguistics. Finally, two articles (Canals; Tolchinsky, Salas, and Parera) take what can be considered a linguistics applied perspective, since they study the second language acquisition of Catalan past forms and indefinite determiner phrases not from a "practical" perspective but rather from a semantic and syntactic perspective, respectively.

In "An Acoustic Description of Central Catalan Vowels Based on Real and Nonsense Word Data," Dylan Herrick designs an acoustic experiment to investigate to what extent vowel height data taken from real words differ from data taken from nonsense words, and he finds no statistically significant differences between the two sets. The importance of this study cannot be apprehended without taking into account the fact that many studies on phonetics and phonology deal with nonsense data, because, when studying specific controlled parameters (such as size of words in stress patterns), languages are sometimes restrictive and do not provide an appropriate word-list exclusively containing real words. As the author notes, when this happens, the important methodological question that arises is whether the conclusions drawn on nonsense words are in fact truthful or, alternatively, they do not inform us of anything, since these words are not properly included in a language. On that ground, Herrick's results provide support for methodologies that collect data from nonsense words — at least in so far as vowel height in Catalan is concerned — and, overall, provide laboratory phonologists with supporting evidence for the use of nonsense data where complete sets of real words are unavailable, despite the criticisms of practitioners of functional linguistics.

✓ The study by Conxita Lleó, Ariadna Benet, and Susana Cortés, "Some Current Phonological Features in the Catalan of Barcelona," explores another facet of the Catalan vowel system. It focuses on the

production of Catalan vowels in two neighborhoods of Barcelona, Gràcia (with a strong presence of Catalan) and Nou Barris (with a limited use of Catalan), in order to investigate current phonological changes in Barcelona. The analysis takes into account data from three generations and reaches some interesting conclusions. In Nou Barris, mid-open vowels ([ɛ, ɔ]) are often replaced by mid-close ([e, o]) and schwas are replaced by [a]. These changes are traditionally attributed to the influence of Spanish —an external factor—, but the authors draw attention to the fact that these substitutions also go along the lines of the predictions made by internal factors such as markedness and complexity: a vowel system with open and closed mid vowels is more marked than a vowel system with only one degree of opening in the mid-vowel series, and the replacement of [a] for [ə] suggests a tendency to simplify the system, because it avoids the complication of a vocalic system with a vowel (schwa) that only appears in unstressed contexts and creates allomorphy. Additionally, enhancement of contrast is another internal factor that benefits reduction to [a]: the presence of the low vowel [a] instead of the mid vowel [ə] in the three-vowel reduction pattern ([a, i, u]) better guarantees maximal distinction and best use of dispersion within the vowel space, a particular good effect in a context disfavoring perceptual contrasts such as the unstressed position. In keeping with internal considerations, though, one would expect an ongoing massive process of simplification from the eight-vowel (Catalan) inventory to a five-vowel (Spanish-like) inventory; the findings in Gràcia, however, clearly contradict this hypothesis. In Gràcia, the younger generation of speakers produces mid-open vowels and schwas more often than the older generation, and this can only be attributed —the authors claim— to external factors such as the positive influence of school and the strong presence of Catalan in the area. Hence, a schooling experience focusing on good knowledge of Catalan and policy reinforcing Catalan as the default language in everyday situations seem to be the strategies to follow in order to maintain the genuine, differential (with respect to Spanish) characteristics of Catalan.

"Catalan's Place in Romance Revisited," by Matthew L. Juge, is a contribution to the large debate over the position of Catalan within the Romance family. Counter to the traditional view that groups Catalan with Ibero-Romance and Occitan with Gallo-Romance or the view of Catalan as a bridge language between Ibero- and Gallo-Romance, Juge argues that the application of the principles of contact linguistics to data from the Catalan variety spoken in Alghero supports the classification of Catalan and Occitan together in a separate subbranch. The choice of Algherès as the focus of study is due to the special situation of this dialect, which has not been in contact



with the closest relatives of Catalan (Occitan and Spanish) and thus provides a unique opportunity to separate contact features from signs of genetic relatedness. Juge adduces lexical, morphological, and phonological evidence to discuss the difficulties involved in applying the comparative method to the Romance languages, and resorts to contact linguistics insights to put forward his claim. His results add to Pèire Bec's position, who already proposed an intermediate branch between Gallo-Romance and Ibero-Romance to group Occitan and Catalan together. Juge, however, is more cautious and does not take the risk of establishing the exact relation between the three groups.

"Les relacions espacials: les localitzacions metafòriques," by Joan-Rafel Ramos, shows the importance of the spatial dimension to refer to abstract notions by means of metaphorical locations. The study is framed within cognitive linguistics and focuses on the prepositional structure "copula verb (*ésser/estar* 'be') + *en* 'in' + NP," which is analyzed from a diachronic and a synchronic point of view. It compares data from Catalan with data from other European languages to emphasize the argument being put forward. The approach is interesting insofar as it is able to explain the spread of syntactic patterns that are typically used to express physical spatial dimensions to its use in expressing metaphorical dimensions such as properties, states or changes of state, and possession. According to Ramos findings, Old Catalan made a broad use of locative syntactic patterns to express abstract notions, whereas contemporary Catalan has restricted its use to physical states or fixed expressions. This is an important contribution to the study of syntactic change in Catalan, an issue that remains unexplored (see also the cluster on "Microvariació sintàctica: el català i el castellà comparats" to appear in *Caplletra*, 2007). Additionally, interlinguistic comparison brings the syntax of Old Catalan near that of languages like (contemporary) Finnish and Welsh, and further proves the adequacy of cognitive linguistics to account for changes over time.

"Idees entorn del llenguatge i de les llengües a l'ensenyament secundari públic de Barcelona: visibilitat, diversitat i correcció" by Pere Comellas and "Constructing Diversity: Teachers Perspectives on Classrooms in Catalonia" by Melinda Dooly are two articles that investigate linguistic ideology and how it relates to the visibility of linguistic diversity in secondary schools (Comellas) and the categorizing processes used by teachers (Dooly). The first article is based on questionnaire analyses of 74 secondary school teachers in Barcelona and investigates how teachers in secondary schools view linguistic diversity as it pertains to Catalan/Spanish and other languages, more specifically those spoken by students of immigrant origin in today's high schools. The results show that some languages

are more visible than others in high schools and that their visibility has to do with having a nation-state to support the language. Thus, many teachers, when asked to name the languages spoken at the high school, tended to provide names of "official" languages and not those spoken by their students (many of them without national status). Overall, the results showed that teachers view linguistic diversity as problematic and anomalous and that they seem to be incoherent in their reasoning in favor of preserving linguistic diversity (arguing in favor of support for Catalan but denying it for other languages). The results of this study<sup>2</sup> are of particular interest for educational linguists, because they examine an issue (linguistic ideology) that can shape students' performance in schools in the future. The article by Dooly is an introduction to interactional analysis and Membership Categorization Analysis (Schegloff and Sacks) and how it can be used to analyze discourse. Dooly examines the discourse of linguistic diversity provided by preservice and inservice teachers in Catalan schools (students training to become foreign language teachers, foreign teacher trainees, and inservice teachers working in several schools in Barcelona). The analysis of discourse data shows how commonsense background knowledge and spontaneous production of discourse create three basic categories: ethnicity, immigrant, and linguistically diverse classroom. The results of the study—in agreement with Comellas results—showed that the teachers view the multilingual classroom as "difficult," "problematic," a "disadvantage," or a problem, even though some of the trainees were capable of readdressing such a negative categorization of language diversity. As was the case in Comellas study, the article will be of interest to researchers in discourse analysis and educators in Catalonia who study not only what teachers think but how they come to think what they think about linguistic diversity.

Esteve Clua's paper, "Intercomprehension and Catalan: The EuroCom Project," stresses the importance of methodologies that enforce multilingual learning for minority languages like Catalan. The author frames his work within EuroCom, one of the projects that have received support from European institutions aiming to preserve linguistic and cultural wealth as an identity sign of Europe. EuroCom develops a strategy for the simultaneous acquisition of receptive competences within languages of the same family. It involves languages from the three larger European families: Romance (EuroComRom), Germanic (EuroComGerm), and Slavonic (EuroComSlav). Clua has collaborated in the adaptation of EuroComRom—the most developed branch of the project—for Catalan and Spanish speakers, following the methodology proposed by H. G. Klein and T. D. Stegmann in the first manual published for the intercomprehension of Romance languages.

The methodology of EuroCom focuses on the correspondences between the language of the learner and the languages being learned in seven areas (or *sieves*), which are presented and discussed in the article: international vocabulary, Pan-Romance vocabulary, sound correspondences, spelling and pronunciation, Pan-Romance syntactic structures, morphosyntactic elements, and affixes. As Clua points out, the intercomprehension methodology allows small languages like Catalan to establish more even relations with neighboring languages, both in Europe and in Spain. Beyond a shadow of a doubt, it is indeed the more realistic way of truly extending knowledge of Catalan in a global world where alternative options, whether monolingualism (predominant use of a single language) or oliglossia (predominant use of a few languages), will always benefit large languages (like English or Spanish) in the detriment of small ones. Hence, proposals along these lines should be especially welcome from the point of view of Catalan.

Still in line with issues pertaining to linguistic diversity, the article "Les aules d'acollida de l'educació primària i secundària obligatòria de Catalunya: un estudi comparatiu" by Vila et al. studies the acquisition of Catalan by students who attended the *aules d'acollida* in Catalonia in 2005-06 (classes where Catalan for academic and conversational purposes is taught to those students of immigrant origin who do not have enough knowledge of Catalan to be in a regular class). This macro study of more than 16,000 students of primary and secondary education examines the acquisition of specific language skills in Catalan (e.g., reading, writing, speaking, and listening) and how it relates to some sociolinguistic variables, such as number of hours spent in the *aula d'acollida*, date of arrival in Catalonia, previous schooling, country or origin, and first language. The variables that accounted for most differences in the acquisition of Catalan were number of hours spent in the *aula* (the fewer the hours, the higher the language competence), adaptation to the school environment (students who felt more adapted had a higher competence in Catalan), and first language (students who had a Romance language as their first language obtained higher scores than those who had a non-Romance language). These findings are of great relevance, because they validate the Catalan system of *aules d'acollida* and the importance for students to be most of the time in contact with their regular peers in the regular classroom. In addition, results regarding better receptive skills than production skills are an indication that classroom practice must find a balance between the two types of skills and that acquisition in one may not necessarily be an indicator of acquisition in the other type of skills.

Eulàlia Canals in "The Use of Present Perfect in the Expression of Past Temporality in L2 Spanish and Catalan by Children of Moroccan Origin" studies how children of Moroccan origin in the Barcelona

metropolitan area acquire Catalan and Spanish past-tense forms (Preterite, Present Perfect, and Imperfect). The article reviews the similarities and differences in marking tense and aspect in Catalan, Spanish, Arabic, and Tamazight, the second and first languages of the participants in the study, respectively. Retell narrative data from 32 children of Moroccan origin (ages 6-12) and 10 Spanish-Catalan bilinguals in the same age group showed that the children learning Catalan and Spanish had more difficulties learning the functions of the verbs than learning their forms. More specifically, the results showed —contrary to previous findings— that learners had difficulties distinguishing the functions of the preterite both in Catalan and Spanish (and not so much learning the functions of the imperfect). The author of the article examines these results in light of current research in the acquisition of perfective and imperfective morphology and argues that type of input, correspondences between form and function of the verbs, and the role of the first language may be possible explanations for the results. Canals study adds to the current body of the acquisition of perfective and imperfective morphology in Romance languages (cf. Salaberry and Ayoun) by studying how learners incorporate three verb forms (not just two as is usually the case in previous studies) into their interlanguage.

Finally, the study by Liliانا Tolchinsky, Naymé Salas, and Joan Perera, titled "Spoken and Written Representation of Number in L2 Catalan Indefinite Determiner Phrases," is part of a larger project that investigates the process of becoming literate in Catalan as a second language in a bilingual (Catalan/Spanish) environment. The current study explores how young children learning Catalan as a second language establish relationships between the spoken and written representation of number inflection within an indefinite-article determiner phrase (e.g., *un cotxe* 'a car'; *uns cotxes* 'a-PL cars') and to what extent the first language plays a role in the acquisition of the linguistic structure under study. The authors provide a succinct summary of number and definiteness in Catalan, Chinese, and Moroccan Arabic as well as the writing systems for each of the languages. The participants for the study were children between the ages of 5 and 10 who spoke Chinese and Moroccan Arabic and carried out production and comprehension tasks of determiner phrases in Catalan. The results of the study showed that comprehension preceded production of singular and plural indefinite-article determiner phrases (irrespective of the children's first language) and that the production of plural indefinite-article determiner phrases was more difficult than its singular counterpart. In sum, despite typological differences among the three languages compared, both groups of learners, even the Catalan control group, underwent similar

processes. These results are an indication that at such an early age the children's first language plays a weak role in their language acquisition process.

To conclude, the articles on this cluster are a witness to how the study of Catalan language is alive from multiple perspectives (applied, educational, etc.) and how studies on Catalan have adapted to new theoretical perspectives as well as to a new sociolinguistic situation. We hope that the contents of the articles will inspire researchers to pursue new themes in the study of Catalan as well as delve into old topics that need further exploration from newer points of view.

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