

LANGUAGE AND LINGUISTICS IN THE HUMAN SERVICES

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The search for theoretical and practical applications of linguistic science has a long and checkered career in the history of our discipline. On the one hand, various allied disciplines would seem to have incorporated some aspects of linguistic theory into their own theoretical frameworks (cf. Greenberg 1971). For example, the vast influence of American structural linguistics is easily detected in many anthropological theories and models, e.g. in their efforts to distinguish functional and nonfunctional aspects of sociocultural behavior. In more recent applications, there are numerous attempts, with varying degrees of success and elegance, to apply the methodology and formalism of generative grammar within the field of anthropology, e.g. many treatments of kinship terminologies.

In the realm of more practical applications of linguistic theory, it is more difficult to construct a convincing list of real contributions both within and without the fields which comprise the language sciences. Certainly there is a tradition of seeking applications in language teaching, particularly in the teaching of English as a Second Language; despite the voluminous literature on this subject, there seems to be unstated agreement among TESL educators and growing realization on the part of theoretical linguists that the actual contribution of the latter was initially overestimated and has not yet fulfilled its promise. Although linguists continue to be involved, this same disappointment is also felt by practitioners in the fields of bilingual education, reading, language remediation, speech pathology, etc. In fact, the designation "clinical linguist" has recently been coined by some linguists in order to reassert their role in the speech pathology setting. The field of language planning provides yet another example of the limitations apparent in the practical applications of much linguistic theory. For example, in the areas of policy planning, language choice, standardization, elaboration, etc., the contribution of the linguist in an interdisciplinary team is necessarily secondary to those of the social psychologist, political scientist, economist, and sociologist. The same situation seems to exist in literacy policy and planning as does in language teaching methodology. In fact, it is only in very limited areas that the contribution of the linguist is primary, e.g. the evaluation of an efficient writing system; here too, however, history demonstrates that social and psychological attitudes of the consumer are more important than linguistic efficiency in acceptance.

Nevertheless, from a historical viewpoint, it is abundantly clear that linguists have at least an expressed interest in the applications and contributions of their discipline. This early commitment is also demonstrated in the founding of the Center for Applied Linguistics in 1959. In recent years the search for applications has achieved new levels of energy as linguists attempted to deal with the difficulties of finding employment for graduate students and recent Ph.D.s as well as the problem of explaining to the practical-minded undergraduates of the 1970s why anyone would want to major in linguistics.

The scurry for relevance and applicability is demonstrated by the number of conferences and special sessions devoted to such topics, e.g. the conference on the Applications of Linguistic Theory in the Human Sciences held at Michigan State University in 1979. One year later, the same university hosted a conference on the Role of Linguistics in the University Education. The reports from the latter conference indicate that those introductory courses in linguistics which enjoy very healthy enrollments are given at universities in which linguistics is a required course in some large field such as education, speech science and audiology, or where linguistics is a possible substitute from an even less attractive elective, e.g. foreign language study or English composition.

This situation has led to the development of a number of service courses aimed at specific student populations. Many of these so-called service courses have been little more than retitled versions of the standard introductory linguistics course with little or no modification to meet the actual specific needs and career goals of the student consumers. In certain of these cases, the dilemma is that there probably are not any real specific applications; however, there certainly are some disciplines/fields in which linguistic theory and professional linguistics do have a significant contribution to offer practitioners.

In this paper, we would like to describe one audience for whom linguistics and language play an essential role in daily professional activities. This very broad audience is composed of practitioners in human service fields. Despite recent interest in language behavior on the part of these professionals, linguistics has not systematically addressed their interests or needs. After an initial profile of the audience, we will discuss the relevance of linguistic theory to the particular professional needs and then in Section 3, we turn our attention to a sample course and curriculum which has been tested by one of the authors at the State University of New York at Binghamton in a graduate program for the training of human service professionals.

2. Human service professionals are applied behavioral scientists who utilize theoretical and practical knowledge from anthropology, psychology, economics, philosophy, political science, etc., in developing technologies

for work with individuals, families, groups, communities, and other social entities. The scope of such a definition is intentionally very broad in order to include all practitioners in the various helping professions, including, for example, physicians, mental health workers, activity therapists, clinical psychologists, nurses, paraprofessionals, etc. Language science, as the theoretical and applied discipline described above has not held any important place in the background, training, or knowledge required of such professionals. Thus, helping professionals are not trained to be as sensitive to language and language needs as they might be, and this lack of sensitivity can impact directly on their work with clients and co-workers alike. In part, this lack of emphasis in professional preparation is explained by the outsiders' view of linguistics as a field which is marginal to the mainline behavioral sciences. Yet, providers of human services are everyday confronted with language problems on several levels. First a professional must listen to and understand a client's self-report in order to be able to assess needs and respond to them effectively and therapeutically. A professional must be able to communicate clearly and efficiently and to know that the service recipient has understood. The professional must be able to evaluate minimally a client's language and speech in order to recognize potential neurological impairment for referral purposes. Finally, professionals from the various human service disciplines must be able to talk with each other in order to maximize service benefits to the consumers.

Potential problems in linguistics and communication obviously run a very wide gamut, e.g.:

- a physician's frustration with patients who fail to comply with treatment instructions

- a welfare worker's dismay with a client who reverts to his/her mother tongue under stress

- a school counselor's fear that bilingual students will never be fully proficient in either of their languages

- a teacher's confusion when a deaf student with impaired English language skills is mainstreamed into the classroom

- an activity therapist's difficulty in understanding and communicating with a schizophrenic patient

- a mental health worker's confusion at a client's codeswitching in two languages causes her to note in the case record that the client often "talks gibberish"

- a white social worker's observation that there are some seemingly illogical structures in her black clients' language which might reflect thought processes

-a psychotherapist's failure to recognize clinical symptoms of neurological disorder in a client whose language patterns are bizarre and ungrammatical

-a nurse's remark that she "just can't talk to the psychiatrist on the ward"

It is clear then that findings in neuro-, psycho-, and sociolinguistics are relevant to the everyday work of professions in the human services and that an integration of language knowledge could well allow a service provider to sharpen old skills and develop new ones in the helping relationship.

The purpose of this paper is to discuss the motivation and make suggestions for integrating findings from theoretical and applied linguistics into EXISTING human services curricula. Thus, it is not a reshaping of the introductory linguistics course within a linguistics department that is at issue, but rather the development of a new introductory linguistics course, albeit a goal-directed one, in professional education. The intended audience for this course is not linguists or would-be linguists, but rather professional students in human service fields. Nevertheless, linguists need to speak to this audience directly since, as we have seen, the skillful manipulation of language is the tool and trade of these professions. Further, there is a great deal of interest on the part of service professionals in topics such as child language development, doctor-patient communication, conversational semantics, therapeutic discourse, determination of informed consent, etc.

Many of the recent publications purporting to address the topics mentioned above are only marginally credible and survey the fringe areas of linguistics (e.g. Watzlawick 1977, 1978; Grinder and Bandler 1975), or are too technical and theoretical for the non-linguist to profit from (e.g. numerous works on language in therapy). Additionally, these publications and others (e.g. Shapiro 1979) do not attempt to address and integrate the broad range of language topics relevant to human services practice. Muma (1978) is an excellent sourcebook for clinicians, incorporating many findings from linguistics and cognitive science, but its stress is on assessment and intervention techniques rather than on the broader-based curriculum discussed above.

For those professional schools interested in introducing the fundamentals and applications of language and linguistics in some formal manner into their curricula, there exists no comprehensive guide for curriculum design and resources specific to the helping professions. While there are a number of publications offering curriculum models for an introductory linguistics course in the liberal arts setting (e.g. Fromkin and Rodman 1978; Akmajian et al. 1978), these models are essentially inappropriate for application in professional human services curricula, which are most often at the graduate level. Despite distinctions in marketing titles between,

for example, introduction to language and introduction to linguistics, these are all reworkings of more or less formal linguistics, which pay only marginal attention to the more applied and interdisciplinary aspects. Therefore, it is a mistake to select one of these texts and expect it to provide the curriculum basis for a human services course without very significant modification.

One text which does seem to lend itself to this kind of application, however, is Howell and Vetter (1976), a very significant reworking of Howell (1969). Although also limited in scope, this particular text treats the interrelationships of linguistics and anthropology, cross-cultural psychology, sociology, with a stress on the social science aspects and foundations of linguistics rather than on more formal structural models. This text, appropriately titled *Language in Behavior*, was used as the core textbook in the pilot course described in Section 3.

Professional linguists need to come to terms with the fact that significant reworkings of introductory linguistics courses are not necessarily intellectual dilutions or prostitutions of the field. There is nothing sacrosanct about the core areas of phonetics, phonology, syntax, semantics so that they necessarily form the central concerns of all introductory courses taught by linguists. Generative semantics or the universal basis of vowel nasalization might be appropriate topics in an introductory course in which the goal is to expose students to the range of formal linguistic concerns, or in interdisciplinary courses in language and philosophy or language and speech science respectively, but they are irrelevant to linguistics as an applied social and behavioral science. Students from the helping professions are frequently tolerant, but they can easily come to share the belief that the preoccupation of linguists, like cognitive psychologists, is the construction and destruction of black boxes in the abstract. Since linguistics is viewed as a marginal science by helping professionals, it is especially important that linguists take care to avoid such prejudicial categorization by insuring that the actual applications and interdisciplinary contributions of linguistics are presented and not merely a repackaging of the standard introduction.

Historically, there seem to be two basic reasons why developments in linguistics, psycholinguistics, and sociolinguistics have not been incorporated into human service professional education as have developments in, for example, anthropology, psychology, and sociology. The first reason concerns the fact that research findings in linguistics are not adequately disseminated to the professional schools. Most human services practitioners have only limited access to the relevant literature because of its wide dispersal and the fact that their job demands are too great to permit the necessary literature searches. The second problem, related to our comments above on existing curricular models in linguistics, is that basic research is not sorted, integrated, and translated for practical application. In this way, valuable knowledge of human behavior frequently goes unnoticed or unexploited by the human service professions. It would seem that one role

of such organizations as the Center for Applied Linguistics should be precisely this kind of sorting, integrating, and translating, followed by wide dissemination. The task of acting as an information service to linguists is certainly an important one, but its counterpart (i.e. acting as an information service about linguistics) is certainly as important.

According to Herbert and Waltensperger (forthcoming), there are four critical questions which must be addressed in this present context:

1. What can a language specialist contribute to a professional human services education faculty?

2. What can linguistics contribute to a better understanding of higher mental processes and sociocultural behavior?

3. Where does linguistics stand in relation to the other behavioral sciences that form the theoretical background for applied human services practice?

4. What is clinical linguistics? What are its contributions, its limitations, and its relations to the disciplines of speech pathology and clinical neurolinguistics?

Herbert (1980) noted that these same questions, posed from the viewpoint of human services educators, are translated into two basic questions from the viewpoint of a clinical practitioner:

1. What do we need to know?

2. How should we apply what we know?

3. In the above section we attempted to sketch the need and justification both from the point of view of the intended audience and linguistics itself for a course introducing human service professionals to language science. In the following section, we will discuss one possible model for such a course along with suggestions for other directions such offerings might take.

When the course "Linguistics and Human Services" was piloted in Spring 1980 at the State University of New York at Binghamton, it attracted approximately a dozen students, most of them graduate professional students in the Master of Arts in Social Sciences (MASS) program. It is important to note that the course was offered, not under the auspices of the campus linguistics program, but rather as a regular MASS offering, bearing a MASS course number, and it was therefore listed with the various other elective courses for MASS students. The visibility of the course in registration materials for its intended audience was therefore greater than if the course had been listed among the regular linguistics offerings.

The diversity of students enrolled in the course reflected the professional cross-section reflected in the MASS program itself. Among the students were several social workers, a parole officer, a worker with the aged (gerontologist), a rehabilitation counselor, a special educator, a crisis counselor, and a high school English teacher. Obviously, it is impossible to provide tailor-made introductory courses for such a diverse group of professionals within a single classroom setting, or even a single introductory course that will cover the full breadth of language in human services performance. Therefore, the instructor in such a situation must attempt to balance student needs and interest with his/her own competencies and skill areas. Thus, the course that will be described below is one possible presentation of this theme. The course described is skewed, necessarily so, because of the authors' interests and backgrounds in mental health, neurolinguistics, cross-cultural psychology, and psychiatric anthropology. The field of mental health and community psychiatry served as the primary background for this particular course. However, students seemed able to transfer the relevant information from the examples and discussions presented in class to their own areas of professional specialization. In fact, such a transfer was a goal for the major course paper required of each student at the end of term.

What follows, then, will be a somewhat arbitrary list and discussion of topics which were actually included in the pilot introductory course. It is important to bear in mind throughout the following presentation that this course was not viewed by the instructor or students as an introduction to linguistics, but rather as an introduction to language science and language problems for human service professionals. In general, the topics bridge the so-called hyphenated areas of linguistics and allow for a great deal of flexibility in discussion. The actual syllabus distributed to students in the pilot course is appended to this description. In order to accommodate the types of students for whom the course was designed, we met one evening per week for a three-hour block. Thus, each of the following modules corresponds to one three-hour class session. However, each of these modules could be subdivided and reorganized to accommodate other scheduling patterns. For each of these separate modules, a short list of suggested resources, some of which may be appropriate for recommended student reading, is provided. It is evident that this selected bibliography is not intended to be comprehensive; instead, it serves as a general guide, reflecting the authors' own prejudices. Whenever possible, the items mentioned are rich in bibliographic reference, which will be useful to readers. Finally, several of the resources listed are general references and have applicability in more than one module.

Module I - Overview of Language and Linguistics in Human Sciences

The lecture begins by asking students to respond to the simple question "What is a linguist?" After a brief discussion, a consensus was reached that a linguist is someone who speaks at least three languages. When asked, however, to discuss the possible contributions of such a person in the context of professional education, students were at a loss to give any satisfactory response other than a brief allusion to the fact that it is frequently useful to know Spanish in the provision of services. Thus, it is necessary to spend some time discussing the differences in definition between the popular and scientific terms "linguist"; such a distinction is absolutely essential in the situation where a self-proclaimed, trained linguist is attempting to establish professional credibility.

The same introductory lecture is then used to provide an overview of the distinctions made by linguists in levels of grammar, competence-performance, relationships between language and cognition, language and intelligence, etc. It is perhaps useful to separate and elucidate the two rather different roles filled by linguists. On the one hand, linguists frequently do study foreign languages, but not necessarily with a view toward speaking them. An analogy is drawn between this approach to language research with the way in which anthropologists study a culture without attempting actually to become part of it, or medical researchers who study diseases without attempting to succumb to them. On the other hand, in the cross-disciplinary concerns of linguists, e.g. the relationship between language and the brain, language and mind, language and social interaction, there are assumed to be certain universal patterns, valid across all languages, and it is these concerns which are of interest to the practicing professional.

A definition of linguistics is eventually presented to the effect that linguistics is very simply the scientific study of human language, language referring to the collectivity of natural human languages, i.e. those communication systems used by man to establish and define relationships, to express everyday desires, needs, and emotions, to transmit ideas and challenges, to deceive, to praise, etc. Thus, one goal of this entire first module is to provide the student with an appreciation of the extent to which language permeates the human condition. Except in cases of pathology, language exists wherever human beings interact. Service professionals have long recognized that the absence or aberration of languages frequently defines a pathological condition, but they are often naive about the complex relationship between language as a vehicle of illness for the patient and a vehicle of diagnosis, treatment, and maintenance for the professional.

Module 1

Elgin, Suzette. 1979. *What is Linguistics?* Englewood Cliffs: Prentice-Hall.

Farb, Peter. 1973. *Word Play*. New York: Bantam.

Fromkin, Victoria and Robert Rodman. 1978. *An Introduction to Language*. New York: Holt, Rinehart & Winston.

Greenberg, Joseph. 1971. *A New Invitation to Linguistics*. Garden City: Anchor Press.

Hickerson, Nancy. 1980. *Linguistic Anthropology*. New York: Holt, Rinehart & Winston.

Hornbeam Press. 1979. *What is Linguistics?* Columbia, S.C.: Hornbeam Press.

Module II - Non-Verbal Communication

In this module, an overview of research in non-verbal communication is presented, the goal being for students to acquire an appreciation for the vast importance of these systems in all human interaction. After an exposition of the traditional distinctions between paralanguage, kinesics, and proxemics, students are asked to provide examples illustrating how violations of the rules of nonverbal behavior are manifested in the behavior of certain service recipient populations, how nonverbal strategies can be exploited by service providers, e.g. in counseling interviews, and of situations in which there is a conflict between nonverbal and verbal cues. Some mention is made of cross-cultural differences in nonverbal behavior and the role that such differences might play in human services delivery, but this discussion is postponed until after the modules dealing with language and culture and sociolinguistics. This module lends itself well to audiovisual aids, depending on time and budget. The standard references and resources on nonverbal communication are obviously applicable in this present context. However, it is essential to provide students with a recognition of the critical reading required of this literature since it seems that those studies receiving the most recognition and acclaim in the popular press are frequently unscholarly and unscientific. Titles incorporating the term "body language" seem particularly prone to such treatments.

Module II

Hall, Edward. 1973. *The Silent Language*. Garden City: Anchor Press.

Harper, R., A. Wiens, J. Matarazzo. 1978. *Nonverbal Communication: The State of the Art*. New York: John Wiley.

Hinde, Robert A. (ed.) 1972. *Nonverbal Communication*. Cambridge: Cambridge University Press.

Rosenthal, R. (ed.) 1979. *Skill in Nonverbal Communication: Individual Differences*. Cambridge, Mass.: Oelgeschlager, Gunn & Hain.

Siegmán, A. and S. Feldstein, (eds.) 1978. *Nonverbal Behavior and Communication*. Hillsdale, N.J.: Lawrence Erlbaum.

Module III - Child Language Acquisition

The area of developmental psycholinguistics is treated in a nontechnical fashion in this module. There are a number of reasons for treating this topic at this particular time in the course. For example, the exposition on this area in class and the textbook serves to reinforce the discussion provided in the first module two sessions earlier of topics such as the various levels of grammar, asymmetry in comprehension and production, etc. Second, the study of language development provides another context for observation of the integration of verbal and nonverbal patterns as acquired or learned behavior. Third, the discussion of child language, including patterns of pathological acquisition, will serve to foreshadow the next module on language and the brain. One particular way in which this is accomplished is by examining various cases of feral children discussed in the literature with a view towards an informal correlation between age of discovery, therapeutic regime, and extent of language development. Particular attention is paid to the case of Genie, partly for the human interest value of such cases. Genie's case is well-documented and bridges the gap between such suspect legendary cases as the Bear Boy of Lithuania, the Sheep Boy of Ireland, the Chicken Girl of Peru, and the actual applications in the treatment of language deprivation in the clinical setting.

Module III

Clark, H. and E. Clark. 1977. *Psychology and Language*. New York: Harcourt, Brace, Jovanovich.

Curtiss, Susan. 1977. *Genie: A Psycholinguistic Study of a Modern-Day "Wild Child"*. New York: Academic Press.

_____. 1980. The critical period and feral children. *UCLA Working Papers in Cognitive Linguistics* 2.21-36.

DeVilliers, J. and P. DeVilliers. 1978. *Language Acquisition*. Cambridge, Mass.: Harvard University Press.

Morton, J. and J. C. Marshall, (eds.) 1973. *Psycholinguistics: Developmental and Pathological*. Ithaca, N.Y.: Cornell University Press.

Module IV - Neurolinguistics

This is probably the most technical module in the course, but it is seen as a necessary one for two reasons: (1) to provide a general overview for all students of the complex relationship that exists between the symbolic communication system called language and the brain, a biological organ; (2) to provide more specific information and resources for those students whose professional activity involves them in areas which are more directly relevant to neuropsychology, e.g. those who work with autistic children or stroke victims. The initial presentation takes the form of a lecture-slide presentation introducing basic brain anatomy and physiology, some remarks on the history of neuropsychology and neurolinguistics, and a report of the current status of our knowledge about the representation of language in the human brain. As is common in presentations on neuropsychology, the emphasis is on pathological conditions, e.g. the aphasias, an understanding of which is directly relevant to the professional needs of many students. In addition, however, some attention is paid to language disturbances concomitant with other neuropathologies, e.g. the dissolution of language functions seen in some degenerative neurological conditions, such as Picks and Alzheimers diseases, as well as the more purely motor speech disturbances. The presumed cultural invariance of these language-brain relationships is stressed, mentioning such points as the biological predisposition (imperative) for language acquisition at a certain age. This discussion provides a basis for an examination of the various critical age hypotheses; students are told to refer back to the class session on normal and pathological childhood acquisition of language. The question of the neurolinguistics of bilingualism is also examined, albeit in a cursory fashion, with a view toward introducing the important distinction between compound and coordinate bilinguals, i.e. individuals with intersecting representations for their two languages. This question is obviously critically linked to age of acquisition, which has been previously discussed, but also it serves to introduce one of the modules on sociolinguistics which deals with the sociolinguistics of bilingualism.

Module IV

- Albert, M. and L. Obler. 1978. *The Bilingual Brain*. New York: Academic Press.
- Dingwall, W. O. and H. Whitaker. 1974. Neurolinguistics. *Annual Review of Anthropology* 3.323-55.
- Geschwind, N. 1970. The organization of language in the brain. *Scientific American* 217 (2).24-9.
- Heilman, K. and E. Valenstein, (eds.) 1979. *Clinical Neuropsychology*. New York: Oxford University Press.
- Lamendella, J. 1979. Neurolinguistics. *Annual Review of Anthropology* 8.373-91.
- Lenneberg, E. 1973. The neurology of language. *Daedalus* 102 (3).115-33.
- Whitaker, H. 1976. Disorders of speech production mechanisms. In E. Carterette and M. Friedman (eds.), *Handbook of Perception*, vol. 7. New York: Academic Press. pp. 429-42.
- _____ and H. Whitaker, (eds.) 1976--. *Studies in Neurolinguistics*, vols. 1--. New York: Academic Press.

Module V - Sociolinguistics

In the first of two modules devoted to an examination of selected topics in sociolinguistics, attention is directed to the more traditional areas of this particular discipline such as language variation, language attitudes, etc. Students are asked initially to compose a sociolinguistic autobiography. These autobiographies are discussed in class in order to assist students in gaining some insight into linguistic influences in their own lives and sensitivity into their own attitudes about language and language varieties. This exercise also provides a background for a systematic exposition of sociolinguistic variables. Since these students have no training in formal linguistics, and the course does not attempt to provide such training, with rare exception, the only variable mentioned in the autobiographies is geography. This fact is not surprising, however, since this is the only variable which seems to be emphasized in the media. Of course, it is true that students are aware of some other patterns which do not emerge from their autobiographies, e.g., students seem to have some awareness of Black English and other ethnic varieties of English, although such awareness will surely vary depending on the institution in which the course is offered. Using various linguistic stimuli, however, it is easily demonstrated to students that certain vocabulary patterns are correlated with such variables as age, sex, education level, etc. Particular attention is given to social class as a variable which has direct impact in the human services setting. A discussion of the now-classic findings on language attitudes and speech stereotyping follows. The application of this research is especially evident when one considers that the majority of service recipients in most urban areas are not speakers of a standard dialect of American English, whereas most service providers, on the other hand, are typically white middle-class individuals who hold typical attitudes toward nonstandard dialects and foreign accents.

Module V

- Scherer, K. and H. Giles, (eds.) 1979. *Social Markers in Speech*. Cambridge: Cambridge University Press.
- Shuy, R. and R. Fasold, (eds.) 1973. *Language Attitudes*. Washington, D.C.: Georgetown University Press.
- Trudgill, P. 1974. *Sociolinguistics*. London: Penguin.
- Williams, F. 1976. *Explorations of the Linguistic Attitudes of Teachers*. Rowley, Mass.: Newbury House.

Module VI - Sociolinguistics

The purpose of discussing language attitudes, nonstandard dialects, and related issues is not to encourage the professional to engage in "street talk". There is some informal research which demonstrates that clients who seek professional help are seeking someone with education, training, and expertise, all of which, from a client's point of view, ought to be reflected in the professional's language patterns. That is, clients have attitudes about language and language varieties, and they frequently place higher value, and therefore greater credibility, on formal registers and standard English in certain appropriate contexts. Therefore, the professional's use of street talk may be self-defeating in the therapeutic milieu though use of informal (rather than formal) registers may help a client to feel more at ease. The second part of this module deals with the application of sociolinguistic knowledge to human services practice, with particular attention to the notion of situational appropriateness. For example, in discussing the clinical interview, it is important to point out that language attitudes, as well as cross-cultural patterns of verbal and nonverbal behavior, have an important impact on both clients and professionals. Clients who engage in inappropriate code-switching, for example, are often misunderstood, and this misunderstanding can affect a service provider's clinical assessment and therapeutic recommendations. Other topics appropriate to the present context include the problem of compliance in the medical and legal settings, the question of whether a client can be expected to be aware adequately of his/her rights and protect self-interests in a system which does not provide for linguistic accommodation on the part of professionals.

Module VI

Alatis, J. and G. R. Tucker, (eds.) 1979. *Language in Public Life*. Washington, D.C.: Georgetown University Press.

Giglioli, P.P. (ed.) 1972. *Language and Social Context*. London: Penguin.

Robinson, W. P. 1972. *Language and Social Behavior*. London: Penguin.

Module VII - Language and Culture

There are a large number of diverse topics directly relevant to human services practice which are appropriately discussed in the module on language and culture. Within the context of social and cultural anthropology, ethnolinguists study the role of language in transmitting culture, in maintaining cultural systems, in defining social roles, in measuring cultural change, and in shaping cognition and personality. In addition, ethno-linguists are concerned with the ethnopsychological issues in perception implied by the dual notions of linguistic relativism and linguistic determinism.

The Sapir-Whorf hypothesis provides a starting point for this discussion, with students asked for their views on the question of whether individuals with different linguistic backgrounds necessarily interpret the universe differently, i.e. whether behavior is determined by the "realities" of one's language. This leads to a recognition of the fact that language in no way constrains or compromises concept formation, although this topic holds special interest for behavioral scientists working with bilinguals. The course textbook briefly summarizes the early research of Ervin-Tripp with Japanese-English bilinguals. In the context of service providing, this same relationship between language and sociocultural patterns has obvious significance for bilingual clients whose true feelings in times of stress may be obscured by expected patterns of sociolinguistic behavior imposed by the cultural norms appropriate to a particular linguistic group.

Module VII

- Bauman, R. and J. Sherzer, (eds.) 1974. *Explorations in the Ethnography of Speaking*. Cambridge: Cambridge University Press.
- Ervin-Tripp, S. 1964. An analysis of the interaction of language, topic, and listener. *American Anthropologist* 66(6,2).86-102.
- Lieberman, D. and W. Dressler. 1977. Bilingualism and cognition of St. Lucian disease terms. *Medical Anthropology* 1.81-110.
- Saville-Troike, M. (ed.) 1977. *Linguistics and Anthropology*. Washington, D.C.: Georgetown University Press.
- Whorf, B. L. 1956. *Language, Thought and Reality*. Cambridge, Mass.: M.I.T. Press.

Module VIII - Culture, Society, and Pathology

It is well-known that language behavior is directly correlated with clinical psychodiagnosis. However, the question then arises as to what implications sociolinguistic and sociocultural differences in behavior might have in the area of psychopathology. First, language has a direct and powerful impact on the treatment of many psychiatric disorders which rely heavily on some variant of the "talking cure". Most currently fashionable talking therapies, e.g. Transactional Analysis (TA) or Rational Emotive Therapy (RET), are heavily dependent on language facility and demand a certain amount of verbal sophistication on the part of the consumer. RET therapists, basing their therapy on the theory and methods of psychotherapist Albert Ellis, attempt to facilitate behavioral change by trying literally to talk the client out of irrational beliefs and into more rational ones. Another of the post-Freudian talking therapies, TA, originated with psychiatrist Eric Berne, and has gained current status and popularity among mental health practitioners in the United States. This approach replaces the terms *id*, *ego*, and *superego* with *child*, *adult*, and *parent*, while retaining the fundamental concepts, in an effort to give the client an everyday vocabulary with which to work out his/her own analysis of interpersonal transactions and life scripts (=personality structure).

It is not surprising then that consumers of the so-called talking therapies are members of the upper classes, who can not only afford treatment by private psychotherapists but also have the verbal sophistication to benefit from the talking process. In light of the above, it is a bit surprising to accept the common dictum that the neuroses (the "minor" mental illnesses) are more accessible to treatment with psychotherapy of the talking varieties while the psychoses (the "major" mental illnesses) are more adequately treated by other psychosocial and medical means such as electroshock or chemotherapy. It is not surprising then to discover that members of the upper- and middle-classes are more frequently diagnosed as "neurotic" while members of the lower classes are more often labelled "psychotic". Lower class members of society, who cannot afford the luxury of private treatment and who, due perhaps to "unsophisticated" language skills and facility, might not benefit so much from the talking therapies, are more often consumers of chemotherapy, behavior modification techniques, electroconvulsive therapy, and psychosurgery in public psychiatric institutions, in which the large population of foreign psychiatric residents and the shortage of support personnel in many cases further precludes the possibility of "talking one's way back to health". As many medical sociologists have pointed out in the past, one of the most disturbing facts about the treatment of mental illness in the United States is that people in different social classes receive markedly different care even though their behavior may be the same.

Other variation in language ability correlated with social class differences may be used to illustrate the importance of the sociocultural environment in shaping cognitive functioning and personality. For example, child-rearing practices, speech models heard by children, etc., may affect language development. In family counseling, the professional needs to be aware of these variations in order to assist parents in evaluating child development, social skill levels, etc.

Module VIII

- Bandler, R. and J. Grinder. 1979. *Frogs into Princes: Neuro Linguistic Programming*. Moab, Utah: Real People.
- Brownlee, A. T. 1978. *Community, Culture, and Care: A Cross-Cultural Guide for Health Workers*. St. Louis: C. V. Mosby.
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- Szasz, R. 1961. *The Myth of Mental Illness*. New York: Dell.
- Vetter, H. (ed.) 1968. *Language Behavior in Schizophrenia*. Springfield: Charles C. Thomas.
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Module IX - Special Populations

An especially important section of the course deals with specific needs of particular client populations. One example which readily lends itself to such a treatment is the American deaf community. In addition to a description of the nature of American Sign Language and its relation to Standard English, Manual English, etc., considerable time is spent discussing the sociolinguistic organization of the deaf community and its attitudes and interactions with non-deaf society. This topic leads well into a discussion of the area of the relationship between language and thought and other psycholinguistic topics. These same sorts of sociolinguistic concerns are extended to other populations, e.g. the aging, in which generational differences between service recipient and provider, with their concomitant sociolinguistic and sociocultural differences, seemingly impact directly on the effectiveness of service delivery. Other special populations of possible interest to human service professionals include the retarded and developmentally disabled (e.g. cerebral palsied), autistic children, schizophrenic populations, etc.

Module IX

Hoemann, H. 1978. *Communicating with Deaf People*. Baltimore: University Park Press.

Schlesinger, H. and K. Meadow. 1972. *Sound and Sign: Childhood Deafness and Mental Health*. Berkeley: University of California Press.

Sign Language Studies

Stokoe, W. (ed.) 1980. *Sign and Culture*. Silver Spring: Linstok Press.

Module X - Becoming a Professional

This module recognizes the fact that the task of meeting a client's emotional, social, and environmental needs will be shared by an interdisciplinary team of allied professionals. Unfortunately, these professionals sometimes have as much difficulty in communicating effectively with each other as they have with the clients to whom they are providing services. This professional communication gap is a result of the ways in which different disciplines analyze information, define terms, and report data and findings. Thus, while it is a common strategy for clinicians to ask clients to paraphrase as a check on understanding, professionals rarely use this same check with one another. Professionalism is achieved through a lengthy process of academic education, inservice training, field practice, and socialization by fellow professionals. The socialization process, perhaps the most significant factor in development of the professional identity, is achieved largely through communication and interchange of ideas, with the emerging professional acquiring the technical terminology, jargon, and communicative style of his/her senior colleagues. Part of becoming a professional, then, is the acquisition of the specialized language specific to a particular discipline. Territorialism and clanishness in practical human services settings can be attributed, at least in part, to various professionals "not talking the same language."

During this module, students are encouraged to draw from their own experiences and to share their own professional languages with fellow students.

4. The ten modules presented in Section 3 should be viewed as suggestions for one possible course on Language and Linguistics in the Human Services. As we stressed in the introduction to this paper, it is neither possible nor desirable to present a comprehensive outline or course syllabus since the content of such a course will vary so greatly with the backgrounds and experiences of the students and instructor. The focus in the pilot course described above was on human service generalists, particularly those working in mental health and community psychiatry. It is important to bear in mind that many of the concerns discussed have come to the forefront of clinical practice only in the past few decades, due to the shift in emphasis from hospitalization and institutionalization to more active treatment philosophies in which patients are encouraged to cope with forces impinging on them in atmospheres designed to facilitate social reintegration and readaptation. This is particularly important because it has meant that a wide range of service professionals, in addition to physicians and psychiatrists, now function within the therapeutic milieu. Thus, the simple communication between doctor and patient (doctor \leftrightarrow patient) has been replaced by a complicated switchboard involving not only doctor and patient, but a wide range of professionals and paraprofessionals, all of whom must communicate with each other in order to maximize service benefits and therapeutic treatment. To ignore the communication interactions and dynamics of this milieu is to reduce the likelihood of effective clinical treatment to the outcome of a kind of slot machine treatment in which a lucky combination of factors may produce a jackpot for one individual patient, but this situation will be the exception rather than the general rule.

In conclusion, language science has a unique role in clinical practice for human service providers. Yet, findings from linguistics are largely ignored in professional training. It would seem that this is one area in which professional linguists have a great and real contribution to offer another discipline. However, it is no doubt true that an effective curriculum design in this area will require input from a number of separate but related professional disciplines. It is hoped that the ideas discussed in this paper will generate interest in and an appreciation for the contributions of linguistics in the applied behavioral sciences.

SYLLABUS

Language and Linguistics in Human Services

Catalogue Description:

Interrelations of linguistics and the allied fields of anthropology, psychology, sociology, neurology, and mental health from the perspective of human services practice and education. Topics include doctor-patient (professional-client) communication, language in therapy, conversational semantics, language in behavior and clinical practice, special needs of particular client populations. NO PREREQUISITES.

Textbook:

R. W. Howell and H. J. Vetter. 1976. *Language in Behavior*. New York: Human Services Press.

(Other readings to be distributed in class.)

General remarks:

This course stresses the interactions of language and human behavior. The general question addressed in the course is the following: what should a provider of human services know about language structure and behavior in order to be a more efficient service provider? Providers of human services are continually confronted with language problems on several levels. First, the professional must listen to and understand a client's self-report in order to be able to assess needs and respond effectively and therapeutically. A professional must be able to communicate effectively and clearly and to know that the service recipient has understood. The professional must be able to evaluate minimally a client's language and speech in order to recognize potential neurological impairment. Finally, professionals from various human services must be able to communicate with each other in order to maximize service benefits to the recipient.

Evaluation:

Participants will be required to submit a written report, discussing a particular language problem in human service practice, applying some of the principles of analysis presented in class. If time permits, we will arrange for oral presentations in class as well. Active participation and discussion throughout the term will be encouraged.

- Week 1 - Module I
Introduction to Linguistics as a Discipline
What is a linguist?
What is language?
Relationship of linguistics to other behavioral and
and social sciences.
- Week 2 - Module II
Nonverbal Communication
Overview
Paralanguage, kinesics, proxemics
Cross-cultural differences
- Week 3 - Module III
Child Language
Normal language acquisition
Acquisition of language in its social context
Abnormal language acquisition
Language isolation
- Week 4 - Module IV
Neurolinguistics
Overview of neuroanatomy and neuropsychology
Language localization
Language disturbances
Critical age hypothesis
Neurolinguistics of bilingualism
- Week 5 - Module V
Sociolinguistics I
Language variation and variation theory
Language attitudes
Speech stereotyping
- Week 6 - Module VI
Sociolinguistics II
Nonstandard dialects
Registers and code switching
Clinical interview
Language and the professions
- Week 7 - Module VII
Language and Culture
Sapir-Whorf hypothesis
Language and thought
Ethnography of speaking
Bilingualism

Week 8 - Module VIII

- Culture, Society, and Pathology
- Overview of psychopathology
- The "talking cures"
- Social class and mental health

Week 9 - Module IX

- Special Populations
 - A. Sign Language and the Deaf
 - Sociolinguistics of the Deaf community
 - Service delivery to the Deaf
 - B. Language and the Aged
 - C. Other special populations
 - Retarded
 - Schizophrenics

Week 10 - Module X

- A. Becoming a professional
 - Occupational registers
 - Jargons and professional languages
 - Interdisciplinary communication
- B. Oral presentations of student research papers
- C. Conclusion and evaluation

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