

A STUDY IN DEVELOPING A TECHNIQUE OF METHOD EVALUATION
IN THE TEACHING OF ENGLISH AS A SECOND LANGUAGE
TO ADULTS IN MULTILINGUAL CLASSES

by

ADELIA FRANCES LIVESEY
B.A., University of British Columbia, 1957

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

in the Faculty and College
of
Education

We accept this thesis as conforming to the
required standard

THE UNIVERSITY OF BRITISH COLUMBIA
August 1961

In presenting this thesis in partial fulfilment of the requirements for an advanced degree at the University of British Columbia, I agree that the Library shall make it freely available for reference and study. I further agree that permission for extensive copying of this thesis for scholarly purposes may be granted by the Head of my Department or by his representatives. It is understood that copying or publication of this thesis for financial gain shall not be allowed without my written permission.

Department of Education

The University of British Columbia,
Vancouver 8, Canada.

Date October 18, 1961

A STUDY IN DEVELOPING A TECHNIQUE OF METHOD EVALUATION
IN THE TEACHING OF ENGLISH AS A SECOND LANGUAGE
TO ADULTS IN MULTILINGUAL CLASSES

ABSTRACT

The promotion of a successful programme of second language learning requires that the best possible choice of method¹ be made. Reason and argument should support choice of method. A technique of method evaluation is necessary to supply reason and argument and to assist in the promotion of a successful programme.

The development and illustration of a technique of method evaluation is the purpose of this study. Three steps are outlined in the proposed technique:

- (1) A survey of the judgments of authorities in the fields of language teaching and linguistics is made to determine those characteristics stressed as necessary to a good method. The common characteristics of the judgments of the authorities become the yardstick for evaluating a method.
- (2) A structure of method analysis which will reveal the nature of the method is outlined.

¹For definition of "method" as used throughout this study see p. 4.

- (3) The final step is examination of the analysis of the method to determine to what extent the common characteristics of a good method are present.

The worth and validity of the survey of the judgments of authorities are dependent upon two factors:

- (1) the extent of the judgments reviewed, and (2) the recency of the judgments reviewed.

The need to substitute fact for opinion, and to substitute objectivity for subjectivity in choice of method has prompted the study. The procedure recommended is able to supply reason and argument for choice of method. Method evaluation is a means to ensure choice of a good method, and therefore is a means to an improved language programme.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED	1
The Problem	2
Statement of the problem	2
Delimitations of the study	2
Justification of the study	3
Definitions of Terms Used	4
Organization of Remainder of the Thesis	5
II. REVIEW OF THE LITERATURE	7
III. A PROCEDURE OF METHOD EVALUATION STATED	14
IV. A PROCEDURE OF METHOD EVALUATION DEMONSTRATED . .	17
Survey of Authorities	17
Examination of Two Methods	26
Evaluation of Two Methods	50
V. SUMMARY AND CONCLUSIONS	56
Summary	56
Conclusions	57
BIBLIOGRAPHY	60

CHAPTER I

THE PROBLEM AND THE DEFINITIONS OF TERMS USED

The promotion of a successful programme of second language learning involves consideration of the three items: teacher, student, method.¹ It is not feasible to consider these three items within the limits of a single study. This study is confined to the third item, method.

The question of the best possible method for the promotion of a second language teaching programme is today the concern of UNESCO, of governments, and of private agencies, both religious and social. Such concern is not new. The teaching and learning of second languages have been discussed for two thousand years.² But despite the centuries of concern, despite the contribution of the developing science of linguistics, the contribution of psychology, despite the vitalizing of second language teaching provided by World War II, and despite the post-war volume of research no one answer has been reached by

¹For definition of "method" as used throughout this study see p. 4.

²Leonard Bloomfield, Language (London: George Allen and Unwin Ltd., 1958), pp. 10-11.

authorities.³ The question remains.

I. THE PROBLEM

Statement of the problem. Because no one method has been accepted as best, because no systematic body of reference on language teaching is available,⁴ and because choice of method must needs be made objectively, with neither inertia nor resistance to change, nor wilful ignorance, nor vested interest having any part, a technique for evaluating methods is necessary to the language teacher. A technique of method evaluation is necessary in order that the best possible choice be made to the end that a successful programme be more nearly realized. The development and illustration of a means of evaluating the effectiveness of a method is the purpose of this study.

Delimitations of the study. The study is concerned with: (1) the teaching of English as a second language to

³Randolph Quirk, and A.H. Smith (eds.), The Teaching of English. Studies in Communication 3 (London: Secker and Warburg, 1959), p. 166; Harold E. Dunkel, Second-Language Learning (New York: Ginn and Company, 1948), pp. 2-11; Peter Hagboldt, Language Learning (Chicago: The University of Chicago Press, 1935), p. 110; Vernon Mallinson, Teaching a Modern Language (London: William Heinemann Ltd., 1953), p. 44; Isaac Morris, The Teaching of English as a Second Language (London: Macmillan, 1954), p. vi; UNESCO. The Teaching of Modern Languages (Amsterdam: UNESCO, 1955), p. 47.

⁴This was pointed out by Professor William F. Mackey on July 10, 1958 in the course "Teaching English as a Second Language" at the University of Alberta.

adults, and (2) the teaching of multilingual classes.⁵

Justification of the study. Examination of the publications listed in the bibliography of this study and examination of current educational research has revealed no means of evaluating a language teaching method.

Palmer,⁶ Dunkel,⁷ Henkl,⁸ and the UNESCO⁹ seminar of 1953 give sets of principles of language teaching. With the exception of the UNESCO report no author states how the principles were derived, whose opinions were sought, or in what manner the opinions were obtained. An attempt has been made in this study to employ means of which the foregoing criticisms cannot be made.

Mackey¹⁰ presents a procedure for investigating a method; his main categories of investigation are used

⁵Multilingual classes are usual in British Columbia, whether held under the auspices of the Night Schools, the University of British Columbia, or private agencies. The only exceptions have been special classes arranged for Hungarians following their reception in the province after the "October Revolution of 1956." and special classes arranged for Chinese in the Vancouver and Victoria areas at times when immigration numbers justified such classes. Monolingual classes are not a regular feature of the language learning scene in British Columbia.

⁶Harold E. Palmer, The Principles of Language Study (London: George H. Harrap, 1928).

⁷Dunkel, op. cit.

⁸Rolf Henkl, Philology-Linguistics (Ferozsons, Peshawar: University of Kabul, 1952).

⁹UNESCO, op. cit.

¹⁰William F. Mackey, "Selection", Second Language Teaching, Vol. 7 (1952-3), pp. 77-84, "Grading," ibid., Vol. 8 (1953-4), pp. 45-52, "Presentation," ibid., Vol. 9 (1954-5), pp. 41-57.

in this study.¹¹ His procedure provides a means of determining the constitution of a method. It is a technique of method analysis; it is not a technique of evaluation.

II. DEFINITIONS OF TERMS USED

Content words. This term shall be used to describe nouns, action verbs, adjectives, and adverbs. In the words of Fries "... the body of 'content' words of our language is our analysis of 'reality' in English these words fall roughly into three classes: (a) words for 'things'; (b) words for 'actions', and (c) words for 'qualities'."¹²

Function words. This term shall be used to describe those words which primarily operate as a means of expressing relations of grammatical structure, or which serve to indicate the relationship or functions of other words.¹³ These include articles, prepositions, conjunctions, pronouns, auxiliary verbs, auxiliary adverbs (or intensifiers), inflections (e.g. the "s" of "days", and affixes.¹⁴

¹¹See Chap. II, p. 13, and Chap. III Pt. II p. 15.

¹²Charles C. Fries, Teaching and Learning English as a Foreign Language (Ann Arbor: University of Michigan Press, 1953), p. 44.

¹³Cf. Fries, op. cit., p. 46; Mario A. Pei and Frank Gaynor, A Dictionary of Linguistics (New York: Philosophical Library, 1954), p. 79.

¹⁴An "affix" is any element added to a root word to change its meaning, e.g. "-ly" in "kindly" or "be-" in "behead". The term "affix" includes suffixes, prefixes, and infixes.

Method. This word means "way" or "procedure for attaining an objective." The term "method" has been applied loosely to that which is but a feature of a method. Thus the "Direct. Method" is not a method but a technique of presentation, e.g. as used in the method "English Through Pictures."¹⁵ The term "method" throughout this study shall be used to mean the selection, grading, and presentation of language by authors for teaching any or all of the language skills (i.e. understanding, speaking, reading, and writing).

Sentence Pattern. This term shall be used to describe any group of sentences with identical structure, e.g. "What is this?" (interrogative pronoun + verb + demonstrative pronoun) is different from "Whose book is this?" (interrogative adjective + noun + verb + demonstrative pronoun).

III. ORGANIZATION OF REMAINDER OF THE THESIS

Chapters III and IV comprise the text of the study. Chapter III contains the statement of the proposed evaluation technique; Chapter IV contains the demonstration of the proposed technique.

General procedure for dealing with the problem:

- (a) A survey of the judgments of authorities in the fields of language teaching and linguistics is

¹⁵I.A. Richards and C.M. Gibson, English Through Pictures (New York: Pocket Books, Inc., 1953).

to be used to determine the common characteristics of those factors stressed as necessary to a good method. These common characteristics become the yardstick for measuring the worth of a method. This survey is Step I of Chapter III and its demonstration is Step I of Chapter IV.

- (b) A procedure of examination is recommended in Step II of Chapter III and its demonstration is Step II of Chapter IV.
- (c) The final step in the evaluation technique is to determine to what extent the common characteristics of a good method (Step I) are present.

CHAPTER II

REVIEW OF THE LITERATURE

"Improperly designed materials," states Brooks, "have been a millstone about the teacher's neck for many decades Meanwhile, even with the materials we now have, there may be far greater returns almost overnight if teachers are more fully informed about methods, more selective in their choice of methods leading to coordinate learnings, and more determined to keep inadequate materials from deflecting learnings away from true objectives."¹ Brooks' statement points up the need for evaluation technique or procedure. Yet a review of the literature on second language teaching reveals curiously little on the topic. Many statements are given regarding principles which commentators consider should be embodied in methods, but no specific procedures of evaluation are offered to aid the language teacher in a judicious choice of method. Mackey's specific procedure for investigating and analysing a method is the sole exception.

Comenius, writing on "The Method of Languages," outlines an approach which could be of this century:

The study of languages, especially in youth, should be joined to that of objects, that our acquaintance with the objective world and with

¹Nelson Brooks, Language and Language Learning (New York: Harcourt, Brace and Company, 1960), pp. 137-138.

language, that is to say, our knowledge of facts and our power to express them may progress side by side.

... words should not be learned apart from the objects to which they refer.

... complete and detailed knowledge of a language ... is quite unnecessary.

Each language must be learned separately.... It is only when they have been thoroughly acquired that it is of use to compare them by means of parallel grammars, dictionaries....

All languages are easier to learn by practice than by rules.... But rules assist and strengthen the knowledge derived from practice.

In writing rules for the new language the one already known must be kept in mind, so that stress may be laid only on the points in which the languages differ.

The first exercises in a new language must deal with subject matter that is already familiar.... Otherwise the mind will have to pay attention to words and to things at the same time, and will thus be distracted and weakened.

All languages ... can be learned ... by practice, combined with rules of a very simple nature that only refer to points of difference with the language already known, and by exercises that refer to some familiar subject.²

In 1928 Palmer³ defined principles of language teaching in which he considered there was general agreement:

(1) The initial preparation of the student by the training of his spontaneous capacities for assimilating spoken language.

²John Amos Comenius, The Great Didactic, with introductions, biographical and historical by M.W. Keatinge (London: Adam and Charles Black, 1896), pp. 355-359.

³Palmer, op. cit.

(2) The forming of new and appropriate habits and the utilization of previously formed habits.

(3) Accuracy in work in order to prevent the acquiring of bad habits.

(4) Gradation of the work in such a way as to ensure an ever-increasing rate of progress.

(5) Due proportion in the treatment of the various aspects and branches of the subject.

(6) The presentation of language material in a concrete rather than an abstract way.

(7) The securing and maintaining of the student's interest in order to accelerate his progress.

(8) A logical order of progression in accordance with principles of speech philosophy.

(9) The approaching of the subject simultaneously from different sides by means of different and appropriate devices--the multiple line of approach.

Henkl, in his "investigation of fundamental truths and principles forming the scientific base for all rational language studying and teaching"⁴ echoes Palmer. He lists:

(1) The supreme importance of the elementary stage.

(2) The forming of right habits.

(3) Gradation--the passing from the known to the unknown by easy stages, each of which serves as a preparation for the next.

⁴Henkl, op. cit., pp. 137-146.

(4) Proportion. This principle is observed, he notes, when the right amount of attention is paid to phonetics, orthography, accidence and etymology, syntax and analysis, and finally, semantics.

(5) Concreteness. Teaching should be by example, not precept.

(6) Interest.

(7) Rational order of progress. He argues the rational order of progress is the modern approach of first learning to form sounds, then memorizing sentences, then learning systematically how to form sentences, and lastly learning how to form words.

(8) The multiple line of approach.

Dunkel's study of the state of second language learning in the United States promises to "discover the major areas of fairly complete argument [of the various schools of thought] and to attempt to derive from them some of the fundamental criteria for judging materials for language learning."⁵ Dunkel's discourse ranges the topics: (1) different approaches for different skills; (2) repetition as the basis for learning; (3) practice at various plateau levels; and (4) the necessity for graded materials--then lapses into a discussion of the argument between extensive reading and intensive reading advocates, of the disagreement whether frequency lists based on written

⁵Dunkel, op. cit., pp. 151-163.

materials are suitable guides for constructing materials to develop aural comprehension, of the controversy regarding what a student shall be taught to say, of the disappointing contribution of experimental psychology to second language learning, etc. He fails to produce the promised criteria.

The international seminar on the teaching of modern languages, organized by UNESCO and held in Ceylon in August 1953, deliberated at length on various methods of teaching modern languages. The delegates failed to agree in support of any one method but a majority subscribed to a general set of principles. These were that:

- (1) The approach should be primarily oral.
- (2) Active methods of teaching shall be used as far as possible.
- (3) The greatest possible use of the foreign tongue should be made in the classroom.
- (4) The difficulties of the foreign tongue in the matter of pronunciation, vocabulary, and grammar should be carefully graded for presentation.
- (5) The teaching of a language should be considered more as the imparting of a skill than as the provision of information about the forms of the language.⁶

The seminar further agreed that the fundamental skills of understanding, speaking, reading, and writing should be taught in the order named; that accurate pronunciation, including correct intonation should be a

⁶UNESCO, op. cit., p. 50.

teaching aim; that the teaching of formal grammar in the early stages is to be condemned; that the results of linguistic research have a distinct contribution to make to improved technique of presentation; that reading is a frustrating exercise unless considerable oral ability has been previously acquired; that in the early stages translation should not be used.

More than one thousand textbooks sent in by twenty-three countries were on display. The report of the seminar notes, "... the techniques of language textbook production have improved immensely since the last war.... Most textbooks ... now pay a commendable regard to vocabulary selection even if structural grading is still too advanced and abstruse a proposition for many textbook publishers."⁷

On the topic "Suggestions for the Selection and Preparation of Textbooks" the report states:

A textbook should contain a clear and detailed statement of its aims, the principles and methods followed in it, and its scope.... Guide-books for teachers, giving detailed advice on how to present and review each item in a methodical, interesting, and attractive way would be welcome... An index of vocabulary and sentence patterns used should be provided.... In the case of vocabulary an indication of the meanings in which words have been introduced should be provided.... Only normal language in current use should be employed.⁸

The necessity for grading of sounds, intonation patterns, words (or new meanings of words already known),

⁷Ibid., p. 150.

⁸Ibid., pp. 152-153.

and sentence patterns is emphasized, as also is the necessity for strictly controlled vocabulary, for adherence to the principle of presenting one individual item at a time, and for ample revision of earlier times.

Mackey⁹ examines the meaning of "method," then outlines a procedure for analysing a method. He asks, "What are methods made of, and how does one method differ from another?", then answers, "All methods, whether good or bad, must include some sort of selection, some sort of grading, and some sort of presentation." Every method includes selection because it is impossible to teach the whole of a field of knowledge; every method includes grading because it is impossible to teach the entire selection at one time; every method must include presentation because it is impossible to teach without communicating or trying to communicate something to somebody, and some means for converting what is taught into a system of habits. All methods must, consciously or unconsciously, select, grade, and present their material.

His thesis is that only by a linguistic analysis of the inherent characteristics of selection, grading, presentation, and habit formation can a true picture of a method be gained in order that the differences between methods may be determined.

⁹Mackey, op. cit.

CHAPTER III

A PROCEDURE OF METHOD EVALUATION STATED

The following three steps comprise a procedure to evaluate methods of teaching English as a second language to adults in multilingual classes:

Step I. A survey of pronouncements by authorities in the fields of linguistics and language teaching is made to determine what characteristics of a good method are common to these pronouncements.

It is recommended that this survey be as wide and as representative as possible in order to avoid bias and to obtain a balanced evaluation "yardstick." It is further recommended that the survey include recent publications of research and judgments as well as classics¹ in the field.

Step II. An examination² of the methods under consideration is made to determine their exact nature and content.

¹e.g. Leonard Bloomfield, Language (New York: Holt, 1933).

²The main categories of this examination (i.e. selection, grading presentation, and habit formation) are those of Mackey (cf. Chap. II, p. 13). J.C. Catford, Director of the Department of Linguistics, University of Edinburgh, endorses Mackey's categories; see Randolph Quirk and A.H. Smith (eds.) The Teaching of English. Studies in Communication 3 (London: Secker and Warburg, 1959), pp. 168-171.

Such an examination cannot be limited to any author's preface, or be in any way cursory; it must be systematic and thorough.

Examination of method:

I. Selection:

1. For whom was the selection of content made?
2. How was the selection of content made?
3. What does the selection of content include?
 - (a) of language structure?
 - (b) of vocabulary?
 - (c) of phonetics?
 - (d) of semantics?
4. What quantity is taught?
 - (a) what quantity of structure?
 - (b) what quantity of vocabulary?
 - (c) what quantity of phonetics?
5. Does everything selected fit together?

II. Grading:

1. What is the structural, lexical, phonetic, and semantic grading?
2. Is the grading systematic?
 - (a) do the words fit into families?
 - (b) do the words fit into phrase pattern?
 - (c) do the phrases fit into sentence patterns?
3. How productive is the selection of sentence patterns?
4. What is the structural and lexical intake--i.e. what is the rate at which new material is introduced?
5. What is the usefulness of the vocabulary chosen? It is

recommended that the General Service List³ be used.

- III. Presentation:
1. In what order are the language skills (i.e. understanding, speaking, reading, and writing) presented?
 2. In what manner are the language skills presented?
 3. How is meaning taught (e.g., use of native language; objects, actions, and situations; pictures; words in context)?

IV. Habit Formation:

1. How is comprehension made a habit?
 - (a) auditory comprehension made a habit?
 - (b) visual comprehension made a habit?
2. How is expression made a habit?
 - (a) oral expression made a habit?
 - (b) written expression made a habit?

Step III. The final step of the evaluation procedure is to determine to what extent the characteristics of the survey in Step I are revealed by the examination in Step II.

³Michael West, A General Service List of English Words (London; New York; Toronto: Longmans, Green and Co. Third Impression, 1957).

CHAPTER IV

A PROCEDURE OF METHOD EVALUATION DEMONSTRATED

The purpose of this chapter is to demonstrate use of the evaluation procedure recommended in Chapter III for methods of teaching English as a second language to adults in multilingual classes.

DEMONSTRATION OF STEP I

The pronouncements of the following authorities are surveyed to determine what characteristics stressed as necessary to a good method are common to their pronouncements.

- (1) David Abercrombie
Problems and Principles: Studies in the Teaching of English as a Second Language.
London: Longmans, Green, 1956.
- (2) Frederick B. Agard
An Investigation of Second-Language Teaching.
New York: Ginn and Company, 1948.
- (3) Paul F. Angiolillo
Armed Forces' Foreign Language Teaching: Critical Evaluation and Implications.
New York: S.F. Vanni, 1947.
- (4) Leonard Bloomfield
Language. New York: Holt, 1933.
Outline Guide for the Practical Study of Foreign Languages. Baltimore, Md.: Linguistic Society of America, 1942.
- (5) Nelson Brooke
Language and Language Learning. New York: Harcourt Brace and Company, 1960.

- (6) J.C. Catford
"The Teaching of English as a Foreign Language," The Teaching of English: Studies in Communication 3: contributed to the Communication Research Centre, University College, London. London: Secker and Warburg, 1959, pp. 164-189.
- (7) J.B. Carroll
The Study of Language. Cambridge: Harvard University Press, 1955.
- (8) Harold B. Dunkel
An Investigation of Second-Language Teaching. New York: Ginn and Company, 1948.
- (9) Charles C. Fries
Teaching and Learning English as a Foreign Language. Ann Arbor: University of Michigan Press, 1945.
- (10) A.W. Frisby
Teaching English. London: Longmans, Green, 1957.
- (11) J.O. Gauntlett
Basic Principles of English Language Teaching. Tokyo: Sanseido, 1951.

Teaching English as a Foreign Language. London: Macmillan and Company, 1957.
- (12) Percival Gurrey
Teaching English as a Foreign Language. London: Longmans, Green, 1956.
- (13) Peter Hagboldt
Language Learning. Chicago: The University of Chicago Press, 1935.
- (14) Rolf Henkl
Philology-Linguistics. Ferozsons, Peshawar: University of Kabul, 1952.
- (15) H.R. Huse
The Psychology of Foreign Language Study. Chapel Hill: The University of North Carolina Press, 1931.
- (16) Otto Jespersen
How To Teach a Foreign Language. London: Allen and Unwin, 1912.

- (17) Robert Lado
Linguistics Across Cultures. Ann Arbor,
 Michigan: University of Michigan Press, 1957.
- (18) William F. Mackey
 "The Meaning of Method," English Language Teaching, Vol. 5 (October, 1950), pp. 3-6.
 "Selection," ibid., Vol. 7 (1952-3),
 pp. 77-84.
 "Grading," ibid., Vol. 8 (1953-4),
 pp. 45-52.
 "Presentation," ibid., Vol. 9 (1954-5),
 pp. 41-57.
- (19) Vernon Mallinson
Teaching a Modern Language. London: William
 Heinemann Ltd., 1953.
- (20) I. Morris
The Art of Teaching English as a Living Language. London: Macmillan, 1954.
- (21) Eugene Nida
Learning a Foreign Language. New York:
 Foreign Missions Conference of North
 America, 1950.
- (22) Harold E. Palmer
The Oral Method of Teaching Languages.
 Cambridge, England: W. Heffer and Sons,
 Ltd., 1923.
The Principles of Language Study. London:
 George H. Harrap, 1928.
The Scientific Study and Teaching of Languages.
 London: George H. Harrap, 1917.
The Teaching of Oral English. London:
 Longmans, Green, 1958.
The Technique of Question-Answering.
 Tokyo: The Institute for Research in
 Language Teaching, 1958.

- (23) Michael West
On Learning to Speak a Foreign Language.
 London: Longmans, Green, 1933.
- Learning to Read a Foreign Language.
 London: Longmans, Green, 1955.

In addition the two following publications are surveyed:

- (24) Guillette, Cameron C., L. Clark Keating,
 Claude P. Giens. Teaching a Modern
Language. New York: F. S. Crofts, 1942..
- (25) Problems in Education - X. The Teaching of
Modern Languages. Amsterdam: UNESCO,
 1955.

The foregoing authorities have been selected for these reasons:

(1) Bloomfield, Jespersen, and Sweet because their statements on language are considered classics; the remainder because they are contemporary scholars.

(2) Investigation has disclosed that their pronouncements bear upon this study.¹

(3) They represent a range of experience in and contribution to language programmes. A survey of their judgments should be widely representative both of countries and schools of thought, and free from any charge of bias or imbalance.

¹The studies of Bloch, Smith, Trager, and Sapir have not been overlooked; their studies have been examined, and have been found to have no direct bearing upon this study, except insofar as any method to be examined may be based upon their work.

Common characteristics revealed by survey of pronouncements.

- (1) The study of language should be in linguistic terms.

All the authorities express this characteristic of a good method. e.g.:

Leonard Bloomfield, Language, pp. 496-509;
Carroll, op. cit., pp. 140-143, 186-190;
Catford, op. cit., pp. 164, 174, 176, 181, 189;
Fries, op. cit., pp. 5, 9; Lado, op. cit., p. 3;
Nida, op. cit., p. 210; Sweet, op. cit., p. 3;
UNESCO, op. cit., pp. 51, 230-242, 245-262.

- (2) Economy should apply in selection of material.

Vocabulary, phrases, idioms, and sentence patterns are to be strictly limited and controlled, yet sufficiently productive to express the most necessary ideas. There is disagreement as to actual choice of items, and to the frequency lists to be used, but the principle of economy is supported.

Abercrombie, op. cit., pp. 17, 26-27; Angiolillo, op. cit., pp. 410-412; Bloomfield, op. cit., p. 505; Brooks, op. cit., pp. 52, 138; Dunkel, op. cit., pp. 151-155; Fries², op. cit., pp. 6, 32, 34, 54; Frisby, op. cit., pp. 18, 29, 97-98; Guillette et al., op. cit., p. 34; Henkl, op. cit., pp. 78-79, 137; Huse, op. cit., pp. 6, 162, 164, 176, 180-181; Jespersen, op. cit., p. 30; Mackey, op. cit., Vol. 9

²Robert Lado in Linguistics Across Cultures. (Ann Arbor, Michigan: University of Michigan Press, 1947), p. 9, states that he endorses "... all fundamental assumptions of Fries as contained in Teaching and Learning English as a Foreign Language." Throughout Chap. IV therefore, any reference to Fries applies equally to Lado unless otherwise stated.

(1954-5); p. 55; Mallinson, op. cit., pp. 49, 90-91; Morris, op. cit., pp. 29-31, 36, 44-47; Palmer, The Scientific Study and Teaching of Languages, p. 12; _____, The Principles of Language Study, pp. 14, 16; Sweet, op. cit., pp. 110, 120-121, 173; UNESCO, op. cit., pp. 51, 229, 241, 247, 251, 262; West, On Learning to Speak a Foreign Language, pp. 39, 44, 52, 81; _____, Learning to Read a Foreign Language, pp. 22, 47.

(3) Grading should be applied to all aspects of language.

All materials of instruction should be graded so that the student meets the most frequent and necessary elements first, and so that he passes from the concrete to the abstract, from the simple to the complex, from the known to the unknown by easy stages each of which serves as a preparation for the next.

Abercrombie, op. cit., pp. 25-27; Brooks, op. cit., p. 52; Carroll, op. cit., pp. 155-158; Catford, op. cit., p. 171; Dunkel, op. cit., pp. 153, 156; Fries, op. cit., pp. 3, 7, 32, 60; Frisby, op. cit., p. 40; Gurrey, op. cit., p. 78; Hagboldt, op. cit., pp. 104, 114; Henkl, op. cit., pp. 142-143; Huse, op. cit., p. 161; Jespersen, op. cit., p. 23; Lado, op. cit., p. 3; Mackey, loc. cit.; Palmer, The Oral Method of Teaching Languages, p. IX; _____, The Scientific Study and Teaching of Languages, p. 14; Sweet, op. cit., pp. 105, 174; UNESCO, op. cit., pp. 50, 152, 226, 251.

(4) The sequence of the presentation of the language skills should be hearing before speaking, speaking before seeing, seeing before writing.

Angiolillo, op. cit., p. 412; Bloomfield, Outline Guide for the Practical Study of Foreign

Languages, pp. 3, 8; Brooks, op. cit., Carroll, op. cit., pp. 186-190; Fries, op. cit., p. 6; Frisby, op. cit., pp. 125, 170; Gurrey, op. cit., p. 17; Henkl, op. cit., pp. 135, 142; Jespersen, op. cit., p. 145; Mallinson, op. cit., p. 91; Morris, op. cit., pp. 24-26; Nida, op. cit., p. 21; Palmer, The Principles of Language Study, p. 149; UNESCO, op. cit., pp. 50-51, 261.

N.B. West and Abercrombie disagree with this sequence of presentation, and place reading first. It is instructive that no author listed in the bibliography of this study shares their view.

Abercrombie, op. cit., pp. 16-17, 33.
West, Learning to Read a Foreign Language, p. 5.

(5) The teaching of a second language should emphasize the oral approach.

Abercrombie, op. cit., pp. 17-23; Angiolillo, op. cit., p. 410; Bloomfield, op. cit., pp. 3, 8; Brooks, op. cit., p. 138; Carroll, op. cit., p. 190; Fries, op. cit., pp. 6-7; Frisby, op. cit., p. 33; Gurrey, op. cit., p. 1; Hagboldt, op. cit., pp. 6, 113-114, 151; Henkl, op. cit., p. 147; Jespersen, op. cit., p. 145; Mallinson, op. cit., p. 69; Morris, op. cit., pp. 4-6, 24-26, 162; Palmer, The Oral Method of Teaching Languages, pp. 15, 18, 23; _____, The Technique of Question-Answering, pp. 2-3; Sweet, op. cit., p. 8; UNESCO, op. cit., p. 50.

(6) Language is a system of well-learned habitual responses and should not be taught through rules.

Brooks, op. cit., pp. 46, 138; Carroll, op. cit., pp. 190-191; Fries, op. cit., pp. 6, 8-9, 26, 34-35; Frisby, op. cit., p. 34; Gurrey, op. cit., p. 21; Hagboldt, op. cit., pp. 102-103; Henkl,

op. cit., pp. 141-142; Jespersen, op. cit., p. 124; Mallinson, op. cit., pp. 43, 51; Morris, op. cit., p. 161; Palmer, The Principles of Language Study, p. 80; Sweet, op. cit., pp. 71, 93; UNESCO, op. cit., pp. 50-51, 229, 250.

- (7) Grammar should be a "tool" and not a "goal" of language study; if presented, it should be taught inductively and functionally; it should be avoided in the elementary stages.

Morris expresses the views of the authorities consulted when he states, "Imitation and repetition of correct expression are far more efficacious in forming correct habits of usage than grammatical knowledge.... [grammar is] not a ready means of promoting the language skill, since it is essentially a recourse requiring reflection."³

Grammar in the elementary stages is condemned.

Angiolillo, op. cit., p. 42; Bloomfield, Language, p. 505; Brooks, op. cit., p. 49; Carroll, op. cit., pp. 150-155; Gurrey, op. cit., p. 78; Jespersen, op. cit., p. 128; Mallinson, op. cit., p. 75; Morris, op. cit., pp. 59-60, 62-63, 70-71; UNESCO, op. cit., pp. 51, 250, 262.

- (8) Translation is a practice to be avoided.

Bloomfield, op. cit., p. 505; Brooks, op. cit., pp. 50, 138; Catford, op. cit., p. 187; Fries, op. cit., p. 7; Hagboldt, op. cit., pp. 103, 152; Mallinson, op. cit., p. 49; Morris, op. cit.,

³I. Morris, The Art of Teaching English as a Living Language (London: Macmillan, 1954), pp. 70-71.

pp. 51-52; Palmer, The Technique of Question-Answering, p. 3; UNESCO, op. cit., pp. 50-51, 235, 247, 262.

(9) Pattern practice should be a feature of a method.

This common characteristic of the judgments of the authorities consulted is indicative of the belief that language should be presented through large units, with "... basic patterns or formulas, which the student can use by rote, and which he can form into the new combinations and in which he can substitute."⁴ Abercrombie is the only authority who does not support pattern practice.⁵

Brooks, op. cit., pp. 49, 55, 139; Dunkel, op. cit., pp. 40, 54, 151, 160; Fries, op. cit., pp. 9, 34-35, 54; Frisby, op. cit., p. 34; Gurrey, op. cit., pp. 21, 70, 73; Henkl, op. cit., pp. 151-152; Mallinson, op. cit., p. 75; Morris, 14-15; Palmer, The Principles of Language Study, p. 154; Sweet, op. cit., pp. 93, 100, 103; UNESCO, op. cit., pp. 229, 247, 250-253.

(10) Repetition should be a basic feature of a method.

Every item selected for inclusion in a method should be met repeatedly in a variety of exercises in order to insure mastery of the item.

Angiolillo, op. cit., pp. 410, 412; Bloomfield, Language, p. 505; _____, Outline Guide for the Practical Study of Foreign Languages, pp. 12, 14, 16; Brooks, op. cit., pp. 46, 51-52, 55, 139;

⁴Dunkel, op. cit., p. 57.

⁵David Abercrombie, Problems and Principles: Studies in the Teaching of English as a Second Language (London: Longmans, Green, 1956), p. 23.

Carroll, op. cit., p. 173; Dunkel, op. cit., pp. 56, 151-152, 155; Fries, op. cit., pp. 6-7, 24; Frisby, op. cit., p. 40; Guillette et al., op. cit., pp. 13, 15; Gurrey, op. cit., pp. 19, 78; Hagboldt, op. cit., pp. 103-104, 112, 154; Henkl, op. cit., pp. 141-142; Huse, op. cit., p. 65; Jespersen, op. cit., p. 88; Mackey, loc. cit.; Morris, op. cit., pp. 19, 78, 84, 91, 96; Nida, op. cit., pp. 23, 25; Palmer, The Scientific Study and Teaching of Languages, p. 13; Sweet, op. cit., p. 110; UNESCO, op. cit., pp. 229, 235.

DEMONSTRATION OF STEP II

Two language teaching methods⁶ have been selected for demonstration of Steps II and III of the evaluation procedure:

- (1) Lucas, Edith E. English and Citizenship. Toronto: J.M. Dent, 1958.

Throughout Steps I and II this method is designated Method I.

- (2) English Language Research Inc. Learning the English Language. Toronto: Thomas Nelson and Sons Limited, 1949.

Throughout Steps I and II this method is designated Method II.

Examination of methods

I. Selection

1. For whom was the selection made?

Method I was written for night school classes.

⁶These methods are currently in use in British Columbia. An examination of them could prove of interest.

Method II was written "... for anyone young or old ... primarily designed for classroom work.... developed with the needs of the foreign-population... in mind" (Teacher's Guide, p. iii).

2. How was the selection made?

Method I is the work of a single author. It was written and tested by the author. It is not based on any frequency count.

Method II is the work of research teams of the English Language Research Inc., Cambridge, Mass. It was written by a team of linguists and language teachers, extensively tested, and cooperatively revised. The method employs Basic English "... as a means to further English; not as a language complete in itself for international communication" (Teacher's Guide, p. iii).

3. What is taught?

(a) What selection of English structure is taught?

(i) structural words

Method I: the sample examined is Chaps. 1-3, Bk. I, and represents one quarter of a year's work.

Method II: the sample examined is Steps 1-8, Bk. I, and represents one quarter of a year's work.

Method I		Method II	
1 what	13 you	1 this	13 me
2 is	14 he	2 that	14 him
3 this	15 they	3 I	15 her
4 a	16 she	4 you	16 to
5 an	17 whose	5 he	17 from
6 or	18 an	6 she	18 it
7 no	19 my	7 my	19 on
8 not	20 his	8 your	20 off
9 yet	21 her	9 his	21 in
10 it	22 their	10 her	22 these
11 I	23 our	11 a	23 those
12 we	24 your	12 an	24 they

(continued)

Method I		Method II	
25 at	45 across	25 them	34 tomorrow
26 the	46 into	26 we	35 is
27 to	47 when	27 us	36 are
28 on	48 were	28 our	37 and
29 from	49 here	29 you	38 am
30 these	50 someone	30 your	39 will be
31 am	51 something	31 their	40 was
32 are	52 along	32 the	41 were
33 of	53 against	33 today	42 yesterday
34 in	54 with		
35 where	55 without		
36 how	56 by		
37 many	57 that		
38 before	58 last		
39 after	59 today		
40 will be	60 tomorrow		
41 was	61 yesterday		
42 near	62 can		
43 who	63 dozen		
44 for			

Method I - in a total of 268 words 63 are structural (approximately one quarter).

Method II - in a total of 160 words 42 are structural (approximately one quarter).

(ii) inflectional forms--verbs

Method I: (1) present indefinite tense of verb "to be."
 (2) past indefinite tense of verb "to be."
 (3) future indefinite tense of verb "to be."
 (4) present indefinite tense of the following 87 verbs:

1. knock	13 put down	25 hang
2 open	14 read	26 ring
3 close } N.B.	15 erase } N.B.	27 ask
4 shut }	16 rub out }	28 listen
5 walk	17 speak	29 understand
6 sit down	18 teach	30 know
7 stand up } N.B.	19 live	31 answer
8 get up }	20 look	32 raise
9 go	21 come	33 count
10 pick up	22 see	34 thread
11 take	23 wait	35 add
12 write	24 pay	36 do

(continued)

37 drive	54 fasten	71 twist
38 begin	55 use	72 hoist
39 have	56 pull	73 tighten
40 say	57 drag	74 loosen
41 excuse	58 bind	75 support
42 pass	59 chisel	76 shovel
43 give	60 drill	77 cut
44 beg	61 sharpen	78 solder
45 bump	62 saw	79 separate
46 meet	63 hammer	80 square
47 get	64 lean	81 hold
48 pull	65 climb	82 wreck
49 chop	66 level	83 water
50 bore	67 measure	84 swing
51 iron	68 cook	85 lift
52 heat	69 screw	86 open
53 melt	70 plane	87 to be

Method II: (1) present indefinite tense of verb "to be."
 (2) past indefinite tense of verb "to be."
 (3) future indefinite tense of verb "to be."
 (4) present, past, and future indefinite tenses of the following 6 verbs

1 give
2 get

3 put
4 take

5 say
6 to be

inflectional forms--nouns and pronouns

Method I: (1) plural of nouns
 (2) personal pronouns--nominative, objective, possessive.

Method II: (1) possessive singular of nouns
 (2) plural of nouns
 (3) personal pronouns--nominative, objective, possessive

(iii) syntax patterns (one quarter of a year's work)--sentence patterns⁷

Method I: (1) What is this?
 (2) Is this a door?
 (3) This is a door.
 (4) Is this a door or window?
 (5) No, this is not a door.
 (6) Yes, it is.
 (7) Whose book is this?

⁷For definition of "sentence pattern" as used in this study see p. 5.

- (8) Look at this map of Canada.
- (9) There are ten provinces on it.
- (10) Are there islands north of Canada?
- (11) How many oceans are there on the map of Canada?
- (12) In what province do you live now?

- Method II:
- (1) This is I.
 - (2) I give this card to you.
 - (3) My tray is on the table.
 - (4) Then it will be in your hand.
 - (5) I go to the window.

syntax patterns--phrase patterns

- | | |
|--|--|
| <p>Method I:</p> <ul style="list-style-type: none"> (1) a door (2) this book (3) at the door (4) a piece of chalk (5) (phrasal verbs)
take off, rub out (6) two island provinces (7) from east to west (8) sweep the yard (9) in what province (10) gives way to | <p>Method II:</p> <ul style="list-style-type: none"> (1) a woman (2) my book (3) on that table (4) from me to you (5) between us and them (6) far from |
|--|--|

syntax patterns--formulas

- | | | |
|---|---|--|
| <p>Method I:</p> <ul style="list-style-type: none"> (1) Thank you. (2) Good morning (3) I'm sorry. (4) I beg your pardon. (5) I'm very sorry (6) Excuse me. (7) How are you? (8) How do you do? (9) Very well, thank you. (10) What time is it? | <p style="font-size: 3em; line-height: 1;">}</p> <p>N.B.</p> <p style="font-size: 3em; line-height: 1;">}</p> <p>N.B.</p> | <p>Method II:</p> <ul style="list-style-type: none"> (1) Thank you. (2) Good morning. (3) Please. (4) Goodbye. |
|---|---|--|

Summary of syntax patterns:

Method I: (1) 12 sentences patterns--including assertive, interrogative, and imperative.
 (2) 10 phrase patterns.
 (3) 10 formulas--unproductive repetition
 e.g. I'm sorry, I'm very sorry, I beg your pardon.

Method II: (1) 5 sentence patterns--all assertive.
 (2) 6 phrase patterns.
 (3) 4 formulas.

The sentence types of Methods I and II can absorb all the vocabulary.

The phrase types of Methods I and II fit into the sentence types.

(b) What selection of English vocabulary is taught?

(i) nouns:

Method I. Chaps. 1-3: 9 abstract nouns
 (e.g. colour, number, piece, part, middle, thing, problem)
 : the abstract noun
 "part" is taught with
 "of."
 : the abstract noun
 "answer" is taught
 with "to."
 : 128 concrete nouns:
 these nouns are mainly
 everyday words with the
 exception of pp. 54-56
 which describe tools.

Method II. Steps 1-8 : every noun is concrete
 except "statement."
 : every noun is an every-
 day word and highly
 useful.

(ii) verbs:

Method I. 87 verbs listed on p.28 include
 useful verbs (e.g. go, take, see),
 but many (e.g. erase, bore, melt,
 drag, bind) have limited appli-
 cation, and impose a heavy learning

load, especially in the elementary stages. The repetition of synonymous verbs (e.g. erase, rub out) is wasteful. The inclusion of 5 phrasal verbs imposes learning difficulties.

Method II. 6 verbs listed on p.29 are of high frequency and therefore highly useful.

(iii) modifiers:

	Method I		Method II
1 east	10 blue	19 yellow	1 wet
2 west	11 brown	20 same	2 dry
3 north	12 dark	21 different	
4 small	13 green	22 polite	
5 wide	14 light	23 sorry	
6 high	15 pink	24 rude	
7 approximately	16 purple	25 will	
8 straight	17 red	26 zig-zag	
9 black	18 white	27 right	

Method I: introduces modifiers at the sixth lesson.
 : the adverb "approximately" has teaching and learning difficulties in elementary stages of language.
 : "pink" and "purple" are not useful in a beginner's course.

Method II: the two adjectives "wet" and "dry" are introduced in Step 7.

(c) What selection of English phonetics is taught?

Method I. none

Method II. none

(d) What selection of English semantics is taught?

Method I. There are repeated instances of several words or structures per meaning (e.g. Ch. 1: "seat," "chair"; "reply," "answer"; Ch. 4: "large," "big"; "I'm sorry," "I'm very sorry," "I beg your pardon.")

Method II. There are 4 instances of non-idiomatic English: Step 7: "cord" for "clothesline"; Step 15: "great" for "large" (e.g. "a great parcel"); Step 20: "bits of cake" for "pieces of cake"; Step 14: "Mary will go on the floor" for "Mary will fall on the floor." These 4 instances result from the limited vocabulary. The meanings, otherwise, are well chosen and closely connected.

4. What quantity of English is taught?

(a) structure--sample--one quarter of one year.

Method I
12 sentence patterns
10 phrase patterns
10 formulas

Method II
5 sentence patterns
6 phrase patterns
4 formulas

(b) vocabulary

Method I
year's course: 1,202 words
one quarter: 268 words of
which one third are
structural.
nouns: 128 concrete
9 abstract
verbs: 87
5 are phrasal
modifiers: 27
structural words: 63

Method II
year's course: 571 words
one quarter: 160 words

nouns: 109 concrete
1 abstract
verbs: 6

modifiers: 2
structural words: 42

(c) phonetics

Method I. Separate pronunciation exercises are included; not all the sounds and sound clusters are based on the words and forms selected to be taught in the method.
No teaching of phonetics is included.

Method II. No pronunciation exercises are included.
No teaching of phonetics is included.
The teacher's guide of each method discusses the teaching of pronunciation.

5. Does everything selected fit together?

Method I. The selected meanings, forms, and structures do fit together. The words selected and all their meanings do fit together into the selected forms and structures. The quantity of selection imposes a heavy learning load upon the student, and a heavy teaching load upon the instructor.

Method II. The selected meanings, forms, and structures do fit together. The words selected and all their meanings do fit together into the selected forms and structures. The system of the method as a result of its controlled selection combines a minimum learning load with a maximum range of meaning and expression.

II. Grading

1. Structural grading.

(a) structural words--first 20 of method.

Method I		Method II	
1 what	11 are	1 is	11 that
2 is	12 you	2 I	12 a
3 this	13 he	3 you	13 me
4 a	14 they	4 he	14 you
5 or	15 she	5 she	15 him
6 not	16 whose	6 my	16 her
7 it	17 my	7 your	17 to
8 I	18 his	8 his	18 from
9 we	19 her	9 her	19 it
10 am	20 their	10 this	20 on

Method I: begins with general reference word "this" (cf. Teacher's Guide p. 8). It has the most frequent word "is."

Method II: begins with general reference words, "this," "that." It has the most frequent word "is."

(b) inflectional forms (based upon one quarter of year's work)

- Method I: (1) verb "to be"--past, present, and future indefinite.
 {2} singular and plural of nouns.
 (3) nominative, objective, and possessive of personal pronouns except "its."
 (4) present indefinite tense of all verbs.
 (5) assertive and interrogative forms of all verbs in the present indefinite tense.
 (6) negative statements in the present indefinite tense.

- Method II: (1) present indefinite tense of all verbs.
 (2) past indefinite tense of all verbs.
 (3) future indefinite tense of all verbs.
 (4) singular and plural of nouns. Most nouns selected form their plurals in "s," and the variants upon this rule are no memory load with the minimum vocabulary of the method.
 (5) nominative, objective, and possessive of personal pronouns except "its."
 (6) possessive form of nouns.

(c) syntax patterns

- (i) sentence--first five sentence patterns of method.

- Method I: {1} This is a door.
 {2} What is this?
 {3} Is this a door or window?
 {4} No, this is not a door.
 {5} Is this a door?

- Method II: {1} This is I. (or) This is me.
 {2} I give this card to you.
 {3} My tray is on the table.
 {4} Then it will be in your hand.
 {5} I go to the window.

Summary:

Method I includes interrogative as well as assertive sentences. It includes negative as well as affirmative patterns.

Method II: has only assertive sentences, and except for sentence pattern (5) is limited to the general pattern of Subject + Verb + Complement.
: has a choice of simple basic patterns, allowing opportunity for repetition to promote habit formation.

re: usefulness: Method I does not follow the order of frequency

: Method II follows the order of frequency.

re: teachability: Method I: only (1) and (4) parallel situations.

Method II: the 5 patterns parallel situations.

re: expansibility:

- Method I: (1) This is a door (she, hat, open, pencil, etc.)
(2) What is (are) this (these)?
(3) Is (are) this (these) a door (shoe, etc.) or window (hat, etc.)?
(4) No, this (these) is (are) not a door (pen, etc.).
(5) Is (are) this (these) a door (hat, etc.)?

Method II: (1) This (these) is (are) not a door (pen, etc.).
(2) I (he, we) give (take, etc.) this (these) card (letter, etc.) to (from, etc.) you (him, etc.).

- (3) My (your, etc.) tray
(book, etc.) is (are)
on (under, etc.) the
table (chair, etc.).
- (4) Then it (they) will
be in (on, etc.) your
(his, etc.) hand
(table, etc.).
- (5) I (he) go (walk) to
(from, etc.) the
window (door, etc.).

Summary:

Method I: sentence patterns (3),
(4), and (5) are fully
expanded.

Method II: every element of each
pattern can be expanded.
It therefore has good
structural expansion.

(ii) phrase--first five phrase patterns of method.

Method I	Method II
(1) a door	(1) a woman
(2) this door	(2) my book
(3) at the door	(3) on that table
(4) a piece of chalk	(4) from me to you
(5) take off	(5) near to

Summary:

Method I: starts with simple patterns and
leads to more complex ones.

Method II: starts with simple patterns and
leads to more complex ones.

(iii) formula

Method I: 10 formulas in the first quarter
of the course (listed on p. 30);
5 of these formulas are
synonymous, therefore wasteful.

Method II: 4 useful formulas.

2. Lexical grading

(a) nouns

- Method I: begins with teachable names for items that can be seen, touched, and manipulated.
- : the nouns "blackboard," "eraser," "basket," etc. (Lesson 1) are not highly useful.
 - : the concrete nouns are useful for the structures taught; they make clear such structural words as "on," "in," "to," "from."
 - : the abstract nouns are based on concrete words which define them (e.g. pp. 61-65: the noun "food" is based on various fruits, vegetables, etc.).

- Method II: begins with teachable names for items that can be seen, touched, and manipulated.
- : all nouns are of high frequency.
 - : the concrete nouns are useful for the structures taught.
 - : only 1 abstract noun eases the teaching and learning loads.

(b) verbs

- Method I: 87 verbs in first quarter of year's work.
- : not all verbs are of high frequency.
 - : first 6 verbs--"to be," "knock," "open," "close," "walk," "sit down" illustrate lack of grading; the phrasal verb does not follow the simple verb.

- Method II: 7 verbs in first quarter of method.
- : all are highly useful, and are able to manipulate many items.

(c) modifiers

- Method I: first modifiers are introduced at Lesson 6.
- "all are readily teachable except "approximately."
 - : lesson on p. 76 uses pictures and opposition.

: names of items which define the quality words are introduced before the modifiers.

Method II: the 2 modifiers "wet" and "dry" are introduced in Step 7.
: all quality words in the method are useful, frequent, and teachable.

3. Phonetic grading

Method I: phonetics are not a part of the method in any formal sense.

Method II: phonetics are not a part of the method in any formal sense.

4. Semantic grading

(a) structural meanings

(i) structural words e.g. the teaching of "on."

Method I: (1) on my chair
(2) on the blackboard
(3) puts on her gloves
(4) puts on his coat
(5) on the map
: this is good semantic grading; the physical meanings are taught first.

Method II: (1) on this table
(2) on this tray
(3) on this glass
(4) on that wall
(5) on that door
: this is good semantic grading; the most frequent physical meanings are taught first with repetition.

(ii) inflectional forms

Method I. (1) present indefinite tense in the habitual action sense.

- (2) 's - genitive - in the first quarter of the method only the meaning of possession is used, e.g. "John's sister."

Method II. (1) present indefinite tense--habitual action sense.
 (2) "s - genitive - in the first quarter of the method only the meaning of possession is used.

(iii) syntax patterns

(1) sentence patterns

Method I. e.g. Subject Verb Complement
 This is a door.

- {a) identification
 {b) location (c) performs an action.

Method II. e.g. Subject Verb Complement
 This is my nose.

- {a) identification
 {b) location (c) does something to somebody.

Methods I and II start with the same meanings in patterns of logical order, but Method I contains 2.4 times as many patterns as does Method II.

(2) phrase patterns

Both methods follow the modifier-noun pattern.

(b) lexical meanings

(i) nouns

Method I has the following extensions of meaning:

- p. 102 - the parts of the body are described;
 p. 111 - "the face of the clock" and "the hands of the clock."

(ii) verbs

Method I imposes the following difficulty--the first meanings of "give" and "get" which are taught are: (1) "He gives way to a lady"; (2) "I get on the bus." There is lack of grading.

Method II teaches the first meanings of "give" and "get": (1) "I give this card to you"; (2) "You get this card from me." The meanings of Method II are physical and easily teachable. Method II has good semantic grading.

5. Systematic grading(a) words into families

Method I : The words fit into manageable families:

- (1) the whole goes with the parts, e.g. classroom--desks, books, blackboards;
- (2) the general does go with the particular, e.g. fruit--apples, oranges, bananas; family--father, mother, sister, brother;
- (3) the object does go with its complement, e.g. teacher--students, school.
- (4) words of common denominator are taught together, e.g. hat, coat.
- (5) there is interlinking of things and events, e.g. going to school--bus, fare, etc.

Method II: The words fit into manageable families:

- (1) the whole goes with the parts, e.g. room--wall, window, door.
- (2) the general does go with the particular, e.g. fruit--apples, oranges, etc.
- (3) the object does go with its complement, e.g. teacher--learner, school.
- (4) words of common denominator are taught together, e.g. lock, key.

(b) words into phrase patterns

In both methods the words do fit the phrase structures which are included.

(c) phrases into sentence patterns

In both methods the phrases do fit the sentence patterns which are included.

Summary of systematic grading:

Method I: the sentences make up units which give meaning and sequence which form situations.

Method II: the sentences make up units which give meaning and sequence which form situations.

: each unit is based on the previous unit.

: all of the units combine.

: is graded with a minimum learning lead, and a maximum range of meaning and expression.

: is a graded synthesis of structure, form, and meaning.

6. How productive is the selection of sentence patterns?

Method I - based on pp. 1-12.

<u>- 7 sentences patterns</u>		<u>productivity</u>
{1}	What is this?	
(2)	(a) This is a door.	1
	3 x 6 x 1 x 44	792
	(b) I am a teacher.	
	9 x 1 x 1 x 44	396
	(c) My name is _____.	
	6 x 45 x 1 x 45	12,150
(3)	(a) Is this a door or window?	
	1 x 2 x 45 x 1 x 45	4,050
	(b) Is this my _____ or my _____	
	1 x 1 x 7 x 45 x 7 x 45	99,225
(4)	Is this a door?	
	1 x 7 x 1 x 45	315
(5)	No, this is not a book.	
	1 x 1 x 1 x 1 x 7 x 45	315

Method I: formulas
in the first quarter--10 formulas

Method II: formulas
in the first quarter-- 4 formulas

Comparison of grading of formulas:

Method I is 2.5 times as steeply graded as
Method II.

Method I: phrase patterns
in the first quarter--10 phrase patterns

Method II: phrase patterns
in the first quarter-- 5 phrase patterns

Comparison of grading of phrase patterns:

Method I is 2 times as steeply graded as
Method II.

(b) lexical intake

Method I in a year teaches 1,202 words

Method II in a year teaches 571 words

Comparison of word intake: Method I is 2 +
times as steeply graded in word intake as is
Method II.

Method I in the first quarter-- 63 structural words
87 verbs
128 concrete nouns
9 abstract nouns

Method II in the first quarter-- 42 structural words
6 verbs
124 concrete nouns
1 abstract noun

8. Usefulness of words

Method I: 27 words out of 268--10.1%--are not in
the General Service List.

(1) abbreviation	(10) affirmative	(19) hack-saw
(2) blouse	(11) bump	(20) forehead
(3) calendar	(12) cloakroom	(21) lemon
(4) ceiling	(13) zig-zag	(22) fare
(5) student	(14) song	(23) kilometre
(6) decimal	(15) deny	(24) province
(7) bracket	(16) pulley	(25) axe
(8) wrench	(17) chisel	(26) hoist
(9) vise	(18) drill	(27) plywood

Method II; 6 words out of 160--3.7%-- are not in the General Service List.

(1) chin	(4) oven
(2) cord	(5) potato
(3) kettle	(6) province

Comparison of usefulness of words:

The vocabulary of Method II is more useful than that of Method I for the average student.

III. Presentation

1. Form

(a) In what order are the language skills presented?

- Method I: (1) recognizing sounds and sound groups ("... the student must hear and learn to pronounce a word before he is required to read it," Teacher's Guide, p. 6.).
- (2) understanding speech.
 - (3) pronunciation.
 - (4) speaking.
 - (5) recognizing letters.
 - (6) reading.
 - (7) writing.

Method II: the presentation is the same as that for Method I. The steps of presentation are explained in "Details of Teaching Procedure," Teacher's Guide, pp. x-xiii.

(b) In what manner are the language skills presented?

(1) the spoken language:

Method I: (i) listening--to the teacher.
(ii) speaking--imitation of the teacher.

Method II: (i) listening--to the teacher.
(ii) speaking--imitation of the teacher.

(2) the written language:

Method I: (i) reading: (a) flash cards recommended.
(b) blackboard.
(c) choral reading of material already taught by teacher (cf. Teacher's Guide, p. 8.).

(ii) writing models:
(a) printed in text.
(b) blackboard
(c) flash cards recommended.

Method II: (i) reading: (a) flash cards recommended.
(b) blackboard.
It is recommended that reading be silent at first (Teacher's Guide, p. xiii.).

(ii) writing: (a) flash cards recommended.
(b) blackboard.

2. How is meaning taught?

(a) No use of native language is made in either method.

(b) Objects, actions, and situations.

(i) objects: both methods teach meaning through objects.
: specific directions are given in the Teacher's Guide of each method.

- : emphasis is placed upon carefully controlled gestures and upon accurate and natural pronunciation.
- : teach both vocabulary and structure.
- : teach position.
- : teach time.

(ii) actions: both methods stress careful actions to make meaning clear.

(iii) situations: both methods have mechanisms which allow for changing words in a pattern, while the pattern remains unchanged.

- : both methods put structure into situations which give social meaning.

(c) Pictures.

(i) classroom pictures: none with either method.

(ii) textbook pictures:

Method I: illustrative pictures to focus attention of learner.

Method II: functional pictures to teach meaning.

(iii) film strips and slides: none with either method.

(iv) films and film loops: none with either method.

(d) Words in context.

(i) definition:

Method I: uses this device, e.g. explanation of "fruit," "family," etc.

Method II: uses this device, e.g. explanation of "colour," "food," etc.

(ii) enumeration of classes of things:

Method I: uses this device, e.g.: (1) number, p. 5; colour, p. 50.

Method II: uses this device, e.g.: colour, Step 13.

(iii) metaphor:

Method I: uses this, e.g. "a clock has hands and a face," p. 111.

(iv) substitution: is used in both methods.(v) opposition: is used extensively in both methods.

e.g. Method I, pp. 76-77:
closed--open
fat--thin
tall--short

e.g. Method II, Step 7:
wet--dry.

(vi) multiple context: is used in both methods.IV. Habit Formation1. Comprehension(a) auditory.

(i) phonetic comprehension drills: none in either method.

(ii) semantic comprehension drills: both methods use listen and point, and listen and do exercises.

(b) visual.

(i) recognition drills: the Teacher's Guide of each method gives directions for flash cards.

(ii) extensive reading: neither method has supplementary readers.

2. Expression(a) oral.(i) pronunciation drills:

Method I: provides drills for isolated words, many of which are not taught in the method.

: the notation of the Merriam-Webster Dictionary is used for these drills.⁸

(ii) speech drills:

(1) speech through actions

Method I: (i) look and say.
 (ii) do and say.
 (iii) dramatization of model dialogues.

Method II: (i) look and say
 (ii) do and say.

(2) speech through pictures: both methods have illustrated texts.

(3) speech through speech: both methods use:
 (i) question and answer drills based on the text.
 (ii) substitution tables.
 (iii) exercise drills that can be used for oral drill.
 (iv) conversion, completion, matching.
 (v) reproduction drills:

Method I: gives specific directions, in the Teacher's Guide, p. 19.

Method II: gives specific directions in the Teacher's Guide, p. 16.

⁸"... some dictionary makers have invented a phonetic or pseudophonetic annotation of their own, mostly based on popular spelling, so as to be readily accessible to the reader scientifically untrained, even at the expense of scientific accuracy...Merriam-Webster uses sixty-five symbols for English....[Langenscheidt's system is also described] All these systems represent sounds, even foreign sounds in the phonology of their own language, and are therefore bound to fail in their ultimate purpose. The Merriam-Webster... commits, in addition to using its own symbols and not those of the International Phonetic Association, the grave error of using as phonetic symbols letters which have an established phonetic value elsewhere." Henkl, op. cit., pp. 112-113.

(b) written

- (i) Neither method has formal spelling drills, but both have spelling in completion exercises, alteration exercises, and word building exercises.
- (ii) There is writing of sentences in both methods in completion exercises, conversion exercises, and reproduction exercises.
- (iii) Both methods include exercises in reading and understanding.

DEMONSTRATION OF STEP III

The purpose of Step III is to determine the extent to which the examination of Methods I and II (Step II) reflects the characteristics of a good method (Step I).

1. The study of language should be in linguistic terms.

Method I. This characteristic is absent.
The examination of the selection (pp. 27-34) and of grading (pp. 34-45) reveals that the method is not entirely based upon the principles of modern linguistic science and that the findings of linguistic research have not been consistently applied to either the choice or sequence of lesson materials.

Method II. This characteristic is present.
The systematic selection and grading (pp. 27-45) indicate a linguistic approach. Basic English, that is, the analysis of English vocabulary and sentence patterns by C. K. Ogden, is the foundation of the method, and provides the means to postpone the problems of more complex English until a limited vocabulary and syntax have been fully mastered.

2. Economy should apply in selection of material.

Method I. This characteristic is absent.
Absence of economy is indicated by the following examples: (1) synonyms "close" and "shut", "stand

up" and "get up", "erase" and "rub out" (p. 28); (2) the synonymous formulas "I'm sorry", "I'm very sorry", "I beg your pardon" (p. 30); (3) the three sentence patterns, "Is this a door or window?", "No, this is not a door.", "This is a door." (p. 35), are not capable of easy further expansion; (4) pronunciation drills include isolated words many of which are not taught in the method (p. 48).

Method II. This characteristic is present. Rigid economy is indicated by a slow rate of intake of vocabulary and structure, e.g. the sample of one quarter of one year's work includes only 5 sentence patterns, 6 phrase patterns, 4 formulas, and 160 words (p. 33). Every noun is concrete (except "statement"). The use of Basic English as the foundation of the method is evidence of economy of selection.

3. Grading should be applied to all aspects of language.

Method I. This characteristic is absent. Incomplete grading is indicated by:

- (1) Intake for one quarter of one year's work:
 - (a) structural: 12 sentence patterns (7 sentence patterns in pp. 1-12), 10 formulas, 10 phrase patterns (pp. 43-44).
 - (b) lexical: 268 words (p. 33).
- (2) Lexical grading: the repetition of synonyms, e.g. "seat" and "chair", "reply" and "answer", "large" and "big."
- (3) Semantic grading: 5 verbs are phrasal (e.g. "take off", "rub out") and therefore impose teaching and learning difficulties because the sum of the parts does not equal the meaning (p. 32); the first meanings taught for "give" and "get" are "He gives way to a lady" and "I get on the bus." (p. 41).
- (4) Phonetic grading: absent.

Method II. This characteristic is present except for phonetic grading.

- (1) Intake for one quarter of one year's work:
 - (a) structural: 5 sentence patterns (1 sentence pattern in Steps 1 and 2),
4 formulas, 5 phrase patterns.
 - (b) lexical: 160 words (p. 33).
- (2) Lexical grading: the rigorous reduction of verbs to 6 of high frequency.
- (3) Semantic grading: shifts of meaning are avoided, e.g. Ogden's work on prepositions, etc. is followed for sound grading (p. viii, Teacher's Guide).
- (4) Phonetic grading: absent.
- (5) Structural grading: the vocabulary section (pp. 27-29) indicates simplification of the language by concentration upon the manipulatory sentence-building words rather than upon the names and qualities which these words connect in the various structure patterns of the language; the order of frequency in sentence patterns is followed, i.e. the first 5 patterns are all assertive; the sentences make up: (1) units; (2) situations which give meaning, and (3) sequences which form or express situations. Each unit is based on the previous unit.

4. The sequence of presentation of the language skills should be hearing before speaking, speaking before seeing, seeing before writing.

Method I. This characteristic is present.
The order of presentation is listening to the teacher, speaking in imitation of the teacher, reading, writing (p. 46).

Method II. This characteristic is present and is identical to Method I (p. 46).

5. The teaching of a second language should emphasize the oral approach.

Method I. This characteristic is present (p. 45).

Method II. This characteristic is present (p. 45).⁹

6. Language is a system of well-learned habitual responses and should not be taught through rules.

Method I. This characteristic is present.
Rules are not employed in the sample of method examined.

Method II. This characteristic is present.
Rules are not employed.

7. Grammar should be a "tool" and not a "goal" of language study, and, if presented, be taught inductively and functionally.

Method I. This characteristic is absent.
Formal grammatical terms are used from the outset as headings and sub-headings of the various chapters. No indication is given, either in the text of the method or in the teacher's guide, Suggestions for Teachers, how these terms are to be used.

Method II. This characteristic is present.
Method II uses no formal grammar. The method makes "... no attempt to inform ... about the grammatical make-up of English, but devises instead a conducted journey through its most useful sentence patterns in a sequence which will make what is said and how it is said comprehensible," (Teacher's Guide for Learning the English Language, p. iii).

⁹The sentence pattern, "I give this card to you," though not the usual oral pattern, "I give you this card" has the following teaching advantages: (1) many variations of word order can be built up from it without confusion; (2) The sentence is an example of word order following exactly the order of the action which it describes, that is, the sentence is demonstrably lucid.

8. Translation is a practice to be avoided.

Method I. This characteristic is present.
The method employs the direct approach, i.e. it teaches English by using English.

Method II. This characteristic is present.
The method employs the direct approach, i.e. it teaches English by using English.

9. Pattern practice should be a feature of a method.

Method I. This characteristic is present to a limited degree.
The examination of habit formation (pp. 48-50) indicates that the importance of establishing correct sentence patterns is recognized.

Method II. This characteristic is present.
The examination of habit formation (pp. 48-50) indicates recognition of this characteristic.
The scientific grading with a minimum learning load allows time for ample practice.

10. Repetition should be a basic feature of a method.

Method I. This characteristic is not a basic feature.

Method II. This characteristic is present.
The scientific grading incorporates repetition, and provides plateaus of learning.

Conclusions on basis of demonstrated evaluation procedure:

- (1) Method I has some of the characteristics of a good method.
- (2) Method II has more of the characteristics of a good method. It observes greater economy in selection and more careful grading (cf. comparison of grading of sentence patterns, formulas, phrase patterns and lexical intake and usefulness, pp. 43-45); it avoids

formal grammar; it provides more repetition than does Method I. The procedure of evaluation used shows that Method II satisfies more of the requirements of a good method.

CHAPTER V

SUMMARY AND CONCLUSIONS

It has been the purpose of this study to outline and to demonstrate a technique of method evaluation for the teacher of English as a second language to adults in multilingual classes. The need to substitute fact for opinion, and to substitute objectivity for subjectivity in the choice of method has prompted the study. The procedure recommended in Steps I, II, and III of Chapters III and IV is able to supply argument and reason for choice of method.

Two factors influence the worth and validity of Step I, the survey of pronouncements of authorities. The first factor is the extent of the pronouncements reviewed. The survey must be representative. Neither one school of thought nor the pronouncements of authorities of one country is sufficient. The second factor is recency. The survey must include the most recent research and publications. An illustration of this arises from the demonstrated survey in Chapter IV. No statement can be made at this time concerning the teaching of pronunciation in a method. The authorities consulted are divided. Opinions range from that of Mallinson¹ who advocates the

¹Mallinson, op. cit., p. 57.

formal teaching of phonetics, through Bloomfield² who advocates imitation and who would employ phonetics only to make the student sensitive to foreign sounds, to Nida who states that "... mimicry is the key to language learning."³ Yet research in the teaching of pronunciation could conceivably in the near future supply an approach which might be generally accepted and be a further direction to the language teacher.

It is of the utmost importance that English language classes for foreign students studying in Canada and for landed immigrants to this country be as productive as possible. With the former the necessity stems from concern for the individual's needs and development, and for the invaluable goal of cultural exchange; with immigrants the necessity stems not only from the financial investment of the three levels of government in English classes as well as the immigrants' own investment in energy, time, and fees, but also from the advantage to the Canadian community in the newcomers becoming part of that community as rapidly as possible. An adequate knowledge of the language, that which mediates between man and his environment, is the key to full participating membership in the community.

Choice of suitable method is a significant item in promoting a successful language teaching programme that

²Bloomfield, op. cit., p. 5.

³Eugene Nida, Learning a Foreign Language (New York: Foreign Missions Conference of North America, 1950), p. 23.

is productive and that supplies the student with an adequate knowledge of the language, the key to full participating membership in the community. Method evaluation is a means to insure choice of a good method, and therefore is a means to an improved language programme.

The procedure proposed here is, however, of limited value. It is limited by the number of common characteristics determined by the survey of pronouncements. The illustration of the procedure has nothing to say, for example, concerning the appeal of method content; it has nothing to say concerning the selection, grading, and presentation of phonetics. The common characteristics of the illustration are by no means complete and cannot constitute the sole criteria for choice of method. Despite experimentation there is little evidence to show to what extent aspects of method are themselves productive of superior or inferior results; the further findings of educational psychologists, of schools of education, and of linguistic scientists must be awaited to provide additional characteristics. Therefore, this study provides but a common denominator, a minimum set of requirements of a good method.

Any choice of method must also depend upon the objectives set up for language study, upon the teacher, his personality, his skill and interest, upon the agency undertaking the language programme, upon the age, intelligence, and motivation of the students, and upon the linguistic

surroundings in which the language is learned.

The procedure developed and illustrated in this study, though limited, can be useful in promoting a language programme.

BIBLIOGRAPHY

I. Language and Linguistics

- Allen, Harold Boughton. (ed.) Readings in Applied English Linguistics. New York: Appleton-Century Crofts, 1958.
- Bloch, Bernard, and George L. Trager. Outline of Linguistic Analysis. Baltimore: Linguistic Society of America, 1942.
- Bloomfield, Leonard. Language. New York: Holt, 1933.
- Bloomfield, Leonard. On Recent Work in General Linguistics, Modern Philology 25: 211-30 (1927).
- Boas, Franz. Race, Language, and Culture. New York: Macmillan, 1940.
- Carroll, John B. The Study of Language. Cambridge: Harvard University Press, 1955.
- Gleason, H. A. An Introduction to Descriptive Linguistics. New York: Holt, 1955.
- Gray, Louis H. Foundations of Language. New York: Macmillan, 1939.
- Hall, Robert A., Jr. Leave Your Language Alone! Ithaca: Linguistica, 1950.
- Hall, Robert A., Jr. "American Linguistics, 1925-1950;" Archivum Linguisticum, 3: 101-25 (1951) and 4: 1-16 (1952).
- Hall, Robert A., Jr. Linguistics and Your Language. Garden City, New York: Doubleday and Company, Inc., 1960.
- Harris, Zellig S. Methods in Structural Linguistics. Chicago: University of Chicago Press, 1951.
- Hockett, Charles F. A Course in Modern Linguistics. New York: Macmillan, 1958.
- Hockett, Charles F. "Review of Travaux du Cercle Linguistique de Copenhague V, Recherches Structurales," International Journal of American Linguistics, 18: 86-99 (1952).

Jespersen, Otto. Language: Its Nature, Development, and Origin. London: Allen and Unwin, 1922.

Joos, Martin, (ed.). Readings in Linguistics: The Development of Descriptive Linguistics in America since 1925. Washington: American Council of Learned Societies, 1957.

Lado, Robert. Linguistics Across Cultures. Ann Arbor, Michigan: University of Michigan Press, 1957.

Miller, George A. Language and Communication. New York: McGraw-Hill, 1951.

Sapir, E. Language. New York: Harcourt, Brace and Co., Harvest Edition, 1948.

Sturtevant, Edgar H. An Introduction to Linguistic Science. New Haven: Yale University Press.

Trager, G. L. "The Field of Linguistics." Studies in Linguistics. Occasional Papers, 1 (March, 1949).

Whorf, Benjamin Lee. Language, Thought, and Reality. Selected Writings of Benjamin L. Whorf. Edited by John B. Carroll. New York: Wiley, 1956.

II. English Language

Aiken, Janet Rankin. English: Present and Past. New York: The Ronald Press Company, 1930.

Barfield, Owen. History in English Words. London: Methuen and Co. Ltd., 1926.

Baugh, Albert C. A History of the English Language, 2nd edition. New York: Appleton-Century-Crofts, 1957.

Classen, E. Outlines of the History of the English Language. London: Macmillan, 1930.

Emerson, Oliver Farran. The History of the English Language. London: Macmillan, 1935.

Jespersen, O. Growth and Structure of the English Language. Oxford: Blackwell, 1948.

Krapp, George Philip. Modern English: Its Growth and Present Use. New York: Charles Scribner's Sons, 1909.

Leonard, Sterling A. Current English Usage. English Monograph No. 1, National Council of Teachers of English, 1932.

McKnight, George H. Modern English in the Making. New York: D. Appleton and Company, 1930.

Robertson, Stuart, and Frederic G. Cassidy. The Development of Modern English. 2nd edition. New York: Prentice Hall, 1954.

Vallins, G. H. The Pattern of English. London: Andre Deutsch Limited, 1956.

Wyld, Henry Cecil. A Short History of English. London: John Murray, 1937.

III. Vocabulary Selection

Fries, Charles C., and A. Aileen Traver. English Word Lists. Ann Arbor, Michigan: The George Wahr Publishing Co., 1950.

Lorge, Irving. The Semantic Count of 570 Commonest English Words. New York: Teachers College, Columbia University, 1949.

Thorndike, Edward L. and Irving Lorge. The Teacher's Word Book of 30,000 Words. New York: Teachers College, Columbia University, 1952.

West, Michael. A General Service List of English Words. London; New York; Toronto: Longmans, Green and Co., Third Impression, 1957.

IV. Grammar

Fries, Charles C. American English Grammar: The Grammatical Structure of Present Day American English with Especial Reference to Social Differences of Class Dialects. New York: D. Appleton-Century, 1950.

Fries, Charles C. The Structure of English. New York: Harcourt, Brace and Company, 1952.

Francis, W. Nelson. The Structure of American English. New York: Ronald Press Co., 1958.

Hill, Archibald A. An Introduction to Linguistic Structures: From Sound to Sentence in English. New York: Harcourt, Brace, 1958.

- Jespersen, Otto. A Modern English Grammar in Historical Principles. Heidelberg: Carl Winter, 6 vols., 1909-31.
- Jespersen, Otto. The Philosophy of Grammar. New York: Holt, 1925.
- Jespersen, Otto. Essentials of English Grammar. New York: Henry Holt and Company, 1939.
- Lloyd, Donald J., and Harry R. Warfel. American English in its Cultural Setting. New York: Alfred A. Knopf, 1956.
- Pike, K. L. "Grammatical Prerequisites to Phonemic Analysis," Word, 3 (1947), pp. 155-72.
- Roberts, Paul. Understanding Grammar. New York: Harper, 1954.
- Roberts, Paul. Patterns of English. New York: Harcourt and Brace, 1956.
- Roberts, Paul. Understanding English. New York: Harper, 1958.
- Sledd, James. "A Review of Structural Essentials of English, American English in its Cultural Setting, and Patterns of English," Language, 33 (1957), pp. 261-271.
- Sledd, James. A Short Introduction to English Grammar. Chicago, Atlanta, etc.: Scott, Foreman and Co., 1959.
- Sledd, James. "A Review of An Outline of English Structure and The Structure of English," Language, 31 (1955), pp. 312-345.
- Whitehall, Harold. Structural Essentials of English. New York: Harcourt, Brace, 1956.

V. Phonetics

- Aiken, Janet Rankin. Why English Sounds Change. New York: The Ronald Press Company, 1929.
- Jones, Daniel. The Pronunciation of English. Cambridge, England: Cambridge University Press, 1950.

- Jones, Daniel. An Outline of English Phonetics.
7th edition. Cambridge, England: W. Heffer and Sons Ltd., 1956.
- Jones, Daniel. An English Pronouncing Dictionary.
New York: E.P. Dutton and Company, Inc., 1946.
- Kenyon, John S. American Pronunciation. 9th edition.
Ann Arbor, Michigan: George Wahr, Publisher, 1946.
- Kingdon, Roger. The Teaching of English Intonation.
London: The British Council.
- Kingdon, Roger. The Groundwork of English Stress.
London: Longmans, Green, 1958.
- Kingdon, Roger. The Groundwork of English Intonation.
London; New York: Longmans, Green, 1958.
- Kingdon, Roger. English Intonation Practice. London:
Longmans, Green, 1958.
- Micklin, Thomas. The Sounds of Standard English.
Oxford: The Clarendon Press, 1920.
- Newman, S. S. "On the Stress System of English."
Word, 2 (1946), pp. 171-187.
- Pike, Kenneth L. The Intonation of American English.
Ann Arbor: University of Michigan Press, 1946.
- Pike, Kenneth L. "On the Phonemic Status of English
Diphthongs." Language, 23 (1947), pp. 151-159.
- Palmer, Harold E. A Grammar of Spoken English: on a Strictly
Phonetic Basis. Cambridge, England: W. Heffer and Sons
Ltd., 1939.
- Swadesh, M. "On the Analysis of English Syllabics."
Language, 23 (1947), pp. 137-150.
- Schubiger, Maria. English Intonation: Its Form and Function.
Tubingen: M. Niemeyer, 1958.
- Trager, George L. and Henry Lee Smith, Jr. An Outline of
English Structure. Norman, Oklahoma: Battenburg Press,
1951.
- Wise, Claude Merton. Applied Phonetics. Englewood Cliffs,
New Jersey: Prentice-Hall, 1957.

Whorf, B. L. "Phonemic Analysis of English of Eastern Massachusetts." Studies in Linguistics, 2, 21-40 (1943). And: Trager, G. L. "Comments on B. L. Whorf." Studies in Linguistics 2. 41-44 (1943).

Wells, Roulon S. "The Pitch Phonemes of English." Language, 21 (1945), pp. 27-39.

VI. Methodology

Abercrombie, David. Problems and Principles: Studies in the Teaching of English as a Second Language. London and New York: Longmans, Green, 1956.

Agard, Frederick B., and Harold B. Dunkel. An Investigation of Second-Language Teaching. New York: Ginn and Company, 1948.

Angirlillo, Paul F. Armed Forces' Foreign Language Teaching: Critical Evaluation and Implications. New York: S. F. Vanni, 1947.

Bennett, Rodney. The First Steps in Speech Training. Boston: Expression Company, 1937.

Bloomfield, Leonard. Outline Guide for the Practical Study of Foreign Languages. Published by the Linguistic Society of America, 1942.

Brooks, Nelson. Language and Language Learning: Theory and Practice. New York: Harcourt, Brace and Company, 1960.

Chapman, L. R. H. Teaching English to Beginners. London: Longmans, Green, 1958.

Cochran, Anne. Modern Methods of Teaching English as a Foreign Language. Washington, D.C.: Educational Services, 1954.

Cole, R. D. and J. B. Thorp. Modern Foreign Languages and Their Teaching. New York: D. Appleton Century Company, 1937.

Comenius, John Amos. The Great Didactic, with introductions, biographical and historical by M. W. Keatinge. London: Adam and Charles Black, 1896.

Cornelius, Edwin T., Jr. Teaching English. Washington, D. C.: Washington Publications, 1955.

Dunkel, Harold B. Second-Language Learning. New York: Ginn and Company, 1948.

English for Foreign Students. Handbook for Foreign Student Advisers, Part VIII. New York: National Association for Student Advisers, 1960.

English Language Series, No. I, Numbers 1-2. New York: The National Association of Foreign Student Advisers, New York University, April, 1958.

Emmons, Margaret L. et al. Orientation and English Instruction for Students from Other Lands. Bulletin 1950. No. 8. Federal Security Agency, Office of Education, Washington, D. C.: United States Government Printing Office.

Fries, Charles C. Teaching and Learning English as a Foreign Language. Ann Arbor: University of Michigan Press, 1945.

French, F. G. Common Errors in English: Their Cause, Prevention and Cure. London: Geoffrey Cumberlege. Oxford University Press, 1949.

French, F. G. The Teaching of English Abroad. London: Oxford University Press, 1959.

Gatenby, E. V. English as a Foreign Language. London: Longmans, Green and Co., 1944.

Gauntlett, J. O. Basic Principles of English Language Teaching. Tokyo: Sanseido, 1951.

Gauntlett, J. O. Teaching English as a Foreign Language. London: Macmillan, 1957.

Guillette, Cameron C., L. Clark Keating, Claude P. Viens. Teaching a Modern Language. New York: F.S. Crofts and Co., 1942.

Gurrey, Percival. Teaching English as a Foreign Language. London: Longmans, Green, 1956.

Hagboldt, Peter. Language Learning. Chicago: The University of Chicago Press, 1935.

Henkl, Rolf. Philology-Linguistics. Ferozsons, Peshawar: University of Kabul, 1952.

- Hicks, David. Foundations of English for Foreign Students. Teachers' Book. London: Longmans, Green, 1956.
- Huse, H. R. The Psychology of Foreign Language Study. Chapel Hill: The University of North Carolina Press, 1931.
- Leavitt, L. W. The Teaching of English to Foreign Students. London; New York: Longmans, Green, 1946.
- Mallinson, Vernon. Teaching a Modern Language. London: William Heinemann Ltd., 1953.
- Morris, Isaac. The Teaching of English as a Second Language. London: Macmillan, 1954.
- Nida, Eugene. Learning a Foreign Language. New York: Foreign Missions Conference of North America, 1950.
- Ogden, C. K. The Structure of Basic English. New York: Harcourt, Brace, 1934.
- Palmer, Harold E., and H. V. Redman. The Language Learning Business. New York: World Book Company, 1932.
- Palmer, Harold E. The Technique of Question-Answering. Tokyo: The Institute for Research in Language Teaching, 1958.
- Palmer, Harold E. The Teaching of Oral English. London: Longmans, Green, 1958.
- Palmer, Harold E. The Scientific Study and Teaching of Languages. London: George G. Harrap, 1917.
- Palmer, Harold E. The Principles of Language Study. London: George G. Harrap, 1928.
- Palmer, Harold E. The Oral Method of Teaching Languages. Cambridge, England: W. Heffer, 1923.
- Pooley, Robert C. Teaching English Usage. New York: Appleton-Century-Croft, 1956.
- Quirk, Randolph, and A.H. Smith (eds.) The Teaching of English. Studies in Communication 3. London: Secker and Warburg, 1959.
- Roberts, Paul. Understanding English. New York: Harper, 1958.

Roche, André J. L'Étude Des Langues Vivantes et Ses Problemes. Presses Universitaires de France, 1955.

Stevick, Earl W. Helping People Learn English; A Manual for Teachers of English as a Second Language. New York: Abingdon Press, 1957.

Selected Articles from Language Learning, Series I, English as a Foreign Language. Ann Arbor: Michigan, 1953.

Smith, Henry Lee. Linguistic Science and the Teaching of English. Cambridge, U.S.A.: Harvard University Press, 1956.

Somaratno, Wierakandabuge Richard Perera. Aids and Tests in the Teaching of English as a Second Language. London: Oxford University Press, 1957.

UNESCO. The Teaching of Modern Languages. Amsterdam: UNESCO, 1955.

Van Syoc, Brice, ed. Linguistics and the Teaching of English as a Foreign Language. Language Learning: A Journal of Applied Linguistics, Special Issue, June, 1958.

West, Michael. On Learning to Speak a Foreign Language. London: Longmans, Green, 1933.

West, Michael. Learning to Read a Foreign Language. London: Longmans, Green, 1955.

Wilmers, William E. Spoken English as a Foreign Language. Instructor's Manual. Washington, D.C.: American Council of Learned Societies, 1953.

VII. Audio-Visual Aids in Language Teaching

Marty, Fernand. Language Laboratory Learning. Wellesley, Mass.: Audio-Visual Publications, 1960.

Stack, Edward M. The Language Laboratory and Modern Language Teaching. New York: Oxford University Press, 1960.

Stevens, Peter. Aural Aids in Language Teaching. London: New York: Longmans, Green, 1958.

VIII. Textbooks

ACLS. English for Foreigners Series.

Allen, W. Stannard. Living English Structure: A Practice Book for Foreign Students. 4th edition. London; New York: Longmans, Green, 1959.

Allen, Virginia French. People in Fact and Fiction: Selections Adapted for Students of English as a Foreign Language. New York: Thomas Y. Crowell, 1957.

The Commonwealth Office of Education, for the Department of Immigration. English for Newcomers to Australia: Students' Book One. 5th edition (1958); Students' Book Two. 4th edition (1956); Teachers' Book. 4th edition 1956.

Croft, Kenneth, and A. L. Davis. A Practical Course in English for Foreign Students. Units 1-5. Washington, D.C.: American University Language Centre, 1957.

Croft, Kenneth. Reading and Word Study: For Students of English as a Second Language. Englewood Cliffs, New Jersey: Prentice-Hall, 1960.

Doty, Gladys G. and Ross, Janet. Language and Life in the U.S.A. American English for Foreign Students. Evanston, Illinois: Row, Peterson and Co., 1960.

English Language Institute Staff [University of Michigan], Robert Lado, Director; Charles C. Fries, Consultant.
English Sentence Patterns, (1958).
English Pattern Practices, (1958).
English Pronunciation, (1958).
Lessons in Vocabulary, (1956).
 (An Intensive Course in English) Ann Arbor, Michigan: University of Michigan Press.

English Language Research Inc. Learning the English Language. Toronto: Thomas Nelson and Sons Limited, 1949.

Harrop, Leonard B. An English Phonetic Reader. Published by the author, March, 1957. (Available from the McGill University Book Store, Montreal.)

King, Harold V., and Russell N. Campbell. Modern English Primer. Parts I and II. Washington, D.C.: Washington Publications, 1956, 1957.

Lucas, Edith C. English and Citizenship. Toronto: J. M. Dent, 1958.

McIntosh, Lois, et al. English as a Second Language with Special Application to Hungarians. The American Language Centre, Columbia University. New York: Rinehart, 1957.

Paratore, Angela. English Dialogues for Foreign Students. New York: Rinehart, 1958.

Richards, I. A. and Christine Gibson. English Through Pictures. Book I and Book II. New York: Pocket Books Inc., 1958.

Robinson, Richard H., Donald F. Theall, and John W. Wevers, researchers. Let's Speak English. Toronto: W. J. Gage Ltd., 1960.

Structural Notes and Corpus: A Basis for the Preparation of Materials to Teach English as a Foreign Language. Published by the Committee on the Language Programme, American Council of Learned Societies, Washington, D.C., 1952.

(This is a textbook for students with explanations and instructions written in English and addressed to the student.)

Trager, Edith Crowell, and Sarah Cook Henderson. Pronunciation Drills for Learners of English. The P.D.'s. Washington, D.C.: American Language Centre, American University, 1956.

Wohl, Milton, and Ruth C. Metcalf. English is Spoken! Parts I and II. Washington, D.C.: Washington Publications, 1958.