A BIBLIOGRAPHY RELATIVE TO TEACHING AND LEARNING ENGLISH AS A SECOND LANGUAGE.

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DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, *READING MATERIALS, *INSTRUCTIONAL MATERIALS, *ENGLISH (SECOND LANGUAGE), *SECOND LANGUAGE LEARNING, LANGUAGE INSTRUCTION, SPANISH SPEAKING, TEACHING TECHNIQUES, LINGUISTICS, TEXTBOOKS, PERIODICALS,

MATERIALS IN THIS ANNOTATED BIBLIOGRAPHY HAVE PUBLICATION DATES 1954-66, AND WERE COLLECTED FOR A (CALIFORNIA) STATEWIDE PLAN FOR THE DEVELOPMENT AND IMPLEMENTATION OF CURRICULA RESEARCH PROGRAMS INVOLVING ADULT STUDENTS WITH SPANISH SURNAMES, FUNDED IN MAY 1965 UNDER TITLE V OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. MATERIALS OF INTEREST TO TEACHERS OF ENGLISH AS A SECOND LANGUAGE ARE DIVIDED INTO GROUPS—APPLICATION, LINGUISTICS, LANGUAGE AND RELATED DISCIPLINES, PERIODICALS, AND TEXTBOOKS AND MATERIALS. SOURCES FOR THE BIBLIOGRAPHY ARE GIVEN. (AJ)
A Bibliography
Relative to Teaching and Learning
English as a Second Language

Prepared by
Bureau of Adult Education
Division of Higher Education
The Department of Education was awarded a grant in May, 1965, under Title V of the Elementary and Secondary Education Act to develop a Statewide Plan for the Development and Implementation of Curricula Research Programs Involving Adult Students with Spanish Surnames. Max Rafferty, Superintendent of Public Instruction, assigned the task to the Bureau of Adult Education, and Mrs. Patricia Cabrera, Education Project Specialist, was hired to work on the project.

One of Mrs. Cabrera's responsibilities was to establish a professional library of materials pertaining to the teaching of English as a second language to those who speak Spanish as a native tongue. Mrs. Cabrera has compiled the materials, and the titles are listed in this publication. The Bureau of Adult Education hopes this bibliography will be helpful to those school districts that are offering English as a second language and to those that are planning such programs.

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Chief, Division of Higher Education

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MATERIALS OF INTEREST TO TEACHERS OF ENGLISH
TO SPEAKERS OF OTHER LANGUAGES

1. APPLICATION

Background information for prospective and experienced teachers. Includes theory and approaches to teaching English pronunciation, structure, vocabulary, composition, reading and literature, as well as methods and techniques, visual aids and testing suggestions.

Considered by many teachers to be the most definitive study of modern language teaching. Easy to read and covers many helpful topics: Mother Tongue and Second Language, Language Teaching, Language and Culture, Language and Literature.


Heavy on writing methods and materials. Complete spelling analysis.

Designed for both beginning teachers and experienced teachers. Offers background reading for language learning and teaching; based, to some extent, on author's own experiences. Also includes suggested content for preparing curriculum, developing language skills, materials, techniques, testing, and some "do's" and "don'ts".

Contains information in support of the theory behind the linguistic approach to teaching and learning English as a foreign language. There is much emphasis on use of the oral approach based on a contrastive analysis of the learner's language.
1. APPLICATION (Continued)

Relative to the language laboratory and recent developments that will be of aid to language learning and teaching.


Orientation relative to the scientific approach to language teaching. Topics include background in linguistics, language learning, techniques of teaching, testing, use of language labs and other aids, reading, writing, cultural content, literature, teaching machines, and programmed learning.

Discussions of construction and use of language tests. Suggests types of tests and gives theory and practice of refining and standardizing tests.

Uses non-technical vocabulary in demonstrating role that descriptive linguistics can play in a language teaching situation. Compares sound systems, grammatical structures, vocabulary systems and cultural patterns.

A collection of sources relative to available aural aids for use in teaching English.

A guide for individual language study written from the point of view of modern descriptive linguistics though with a minimum of technical vocabulary.

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l. APPLICATION (Continued)


An annotated Bibliography of great value to teachers of English to adults.


Attempts to work out a way of teaching English based on the findings and techniques of the linguists. The first "serious effort" to provide this kind of material for secondary school students. Combines Trager-Smith phonology with Fries syntax. A very useful Teacher's Guide discusses the author's aims, outlines the plan of the book, and provides a short critical bibliography.


An anthology of forty-four essays designed for use in freshman courses whose purpose is the development of writing skills. Some of the essays are on linguistic topics; e.g., grammar, dialect differences. Included are questions, vocabulary drill, and exercises.


For initial training of new language teachers and for in-service use by experienced teachers. Treats three selected topics: English phonology, basic types of drill, and fundamentals of grammar. Frequent exercises and discussion questions assist user in acquiring skills and in keeping check on his own progress.


Slanted to the non-professional teacher. Attempts to touch on all related techniques, backgrounds and problems.


Contrastive linguistic analyses describing the similarities and differences between English and German and Spanish, respectively, and intended to offer a basis for the preparation of instructional materials, the planning of courses, and the development of classroom techniques. The style is moderately technical. The studies are part of the Contrastive Structure Series (Chas. A. Ferguson, Gen. Editor.), a project of the Center for Applied Linguistics undertaken under contract with the U.S. Office of Education.
1. APPLICATION (Continued)


2. LINGUISTICS

A collection of sixty-two articles representative of current linguistic thought and applications. This edition (1964) gives wider coverage to transformation grammar and to linguists and the study of literature.

Using scientific linguistics as a foundation and point of departure, and designed for use in an introductory course in psychology, this text presents the topic under the following headings: language and communication, the nature of language, the learning of language, aspects of language behavior, individual differences in language behavior, cognition and thinking, and language and cognition.

This volume sets up a theory of translation, which is defined as "the replacement of textual material in one language by equivalent textual material in another language". Based on lectures given in the School of Applied Linguistics at Edinburgh University.

Intended for a one-semester course in the English language. Attempts to synthesize "current linguistic knowledge, especially as applied to present-day American English".

Does not deal with "grammar of usage" that is, with language differences according to social level, but with "grammar of structure" that is, with systematic description of syntax patterns. The analysis is based on fifty hours of recorded conversations.
2. LINGUISTICS (Continued)

A brief popular discussion relative to language and linguistics. Contains clear, non-technical statement of theories, principles, and methods.

Except for an appendix on Latin and one on Eskimo, Hill concerns himself almost exclusively with English. In the foreword, he points out that linguistic investigation has advanced rapidly since 1933, the date of Bloomfield's *Language.* He refers to the Trager-Smith and Fries books, though not by name and says that the former treats primarily sounds, the latter primarily syntax.

A careful and relatively non-technical treatment of regional variety in American English. Contains suggestions for study, bibliographies, maps.

3. LANGUAGE AND RELATED DISCIPLINES

Designed primarily as a text for freshman English, this book consists of forty-two essays, reprinted from various sources, with headnotes, suggested assignments, and lists of further readings. In the main the selections are non-technical.

A collection of essays reprinted from various sources intended to provide a linguistic foundation for the study of rhetoric and composition. The selections deal with English, its dictionaries, history, structure, usage, and style. There is a concluding section "Aids to Study".

This book is concerned with the nonverbal behavior (the "silent language") through which we communicate to other people our attitudes toward time, spatial relationships, work, play, and learning. Written from the standpoint of cultural anthropo-
3. LANGUAGE AND RELATED DISCIPLINES (Continued)

Hall, Edward T. (Continued)

ology, with considerable emphasis upon problems of cross-cultural communication.

A selection of articles, addressed to the non-specialist, concerned with how people use words and how words affect those who use them.

A collection of nine essays reflecting the concern with language on the part of linguists, anthropologists, psychologists, sociologists, philosophers, and literary critics. The individual authors are: Roger W. Brown, Irving M. Copi, Don E. Dulaney, William K. Frankena, Paul Henle, Charles L. Stevenson.

Like Roberts, it combines Trager-Smith phonology with Fries syntax. But it attempts much more than a description of English grammar. The ambitious authors offer their book "for anyone who needs to understand English and how it works in American Society." It considers the development of English in America; it shows how knowledge of structure can be applied to movement of the eye in reading (eye span); it even suggests an approach to literature based on structural grammar.

Paper.

Presents a synthesis of the growth and development of the English language in America, taking into account differences between British and American English, the way American English reflects the American tradition and the American character, and regional and social variations within American English itself.

Nine essays from the Selected Writings of Edward Sapir in Language, Culture and Personality ed. by David G. Mandelbaum (California 1949). The first three essays deal with language, Sapir's principal field of study.

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A classic in the study of language phenomena. First published in 1921 and now outdated in part, it is still full of important insights into the nature of language. Minimum use of technical terms; discussions based to a great extent on English.


A study of the relationship between thought and speech changes during the child's intellectual development. Includes analyses of the theories of Piaget and Stern. Originally published in Russian in 1934; in English translation in 1962.


An introduction to anthropology consisting of a series of chapters by different authors and intended for the general reader. Of particular linguistic interest is Harry Hoijer's chapter "Language and Writing".


This book grew out of Stewart's attempts as a Fulbright lecturer in Greece to explain his native land and its people to students at the University of Athens. This is a shrewd and penetrating look at the American nation, language, religions, food, drink, clothing, housing, recreating, holidays and art.


This book brings together most of Whorf's writings which are pertinent to his hypothesis that the structure of a person's language influences the way in which he understands reality and behaves with respect to it.
4. PERIODICALS

**English Language Teaching.** British Council, Great Britain. Published quarterly in London by the British Council, 55 Davis Street.

**Language Learning.** A Journal of Applied Linguistics. Published by the staff of the English Language Institute, University of Michigan. Appears twice yearly, with two numbers in each issue. See Selected Articles from LL. 1953.

**NAFSA Studies and Papers.** English Language Series. Published occasionally by the National Association of Foreign Student Advisers in New York. Also brief comments and reviews will appear in the monthly NAFSA Newsletter.

5. TEXTBOOKS AND MATERIALS


Reader for fairly advanced students containing adapted selections of American stories, essays, biographies. About 2000 of Thorndike-Lorge list of the 3000 most frequently used words in written English used, footnotes being used to explain less frequent words beyond this. Each selection has "discussion questions" to test comprehension and series of exercises on word study and grammar points followed by related composition exercises. Glossary.


For oral and written practice at intermediate level. Part 1. "Exercises in English Vocabulary" on more difficult words from Thorndike and Lorge's first three thousand. Suggestions to teacher on method of presentation.

Binner, Vinal O. *American Folktales, I: A Structured Reader.* New York: Thomas Y. Crowell, 1966. Graded supplementary reader. Contains fifteen simplified reading passages for students with knowledge of basic English structures and 1000-word basic vocabulary. Selected vocabulary, idioms, related words and opposite word lists, which follow readings, provide for vocabulary building. Specific sentence structures, taken from context, provide controlled exercises for practice. Conversation questions, write-or-tell exercises, and pronunciation drills with modified Trager-Smith transcriptions follow.
5. TEXTBOOKS AND MATERIALS (Continued)

Binner, Vinal O. (Continued)
Appendixes include table of punctuation marks, guide to pronunciation, glossary of grammatical terms, vocabulary and index.

A fairly complete edition for the foreign students, describing American speech and giving exercises in speech and listening. The chapter addressed to the student at the beginning of the text is helpful in presenting the student's problems.

Sounds of English treated in separate five-part sections. Each sound introduced and practiced in words, contrasting pairs of words, and whole sentences. Extensive work with phrasing and intonation. Review paragraph with each lesson. Treatment of special problems such as spelling pronunciation also provided. International Phonetic Alphabet (IPA) transcription used occasionally.

An ingenious method of representing the Trager-Smith supra segmentals on a kind of musical scale with four lines for pitch, different size dots for stress.


A collection of brief biographies of famous men in the history of the United States. Vocabulary and syntax are controlled, and there are accompanying exercises.

Designed to give simple, readable information about geography, history, people, events, customs and ideals of the U.S. Each book independent in content and contains exercises for conversation and discussion, comprehension and vocabulary review.
5. TEXTBOOKS AND MATERIALS

A basic instructional series for adults, consisting of six textbooks, six workbooks, four readers, teacher's manual, and 180 cassettes. Each lesson includes a number of basic utterances, intonation practice, questions and answers, substitution drills, conversation and reading practice. Workbooks programmed for self-study. Readers supplement text material. **Teacher's Manual contains sections on classroom techniques and lesson planning, comments on each unit's grammar and general word index.**

A set of four volumes relative to content as indicated by titles. Lessons developed as result of a contrastive analysis of the interference between English and Spanish. Charts and tapes available.

Introduction to reading for beginners. Graded for letter intake and vocabulary of about 316 words. Stick drawings illustrate meanings.

Designed to help high-intermediate and advanced students increase their reading speed and comprehension of English. All exercises to be timed to obtain two scores: speed and accuracy. Key to exercises, and reading time conversion table at end of book. Instructions to teacher on presentation of material and timing of exercises. Student may do own scoring.

A reading textbook for students at the intermediate-advanced level. The text is a series of letters written by newcomers with various backgrounds describing the individual's reaction to some aspect of the American scene.

Reading selections simplified for beginning students at high school adult levels. Readings followed by drills, exercises and dramatization for dialog practice. Limited to 600 word vocabulary. Vocabulary at end, with space to fill in equivalents in native language.
Twenty-five units of simple conversational English. Each unit contains dialog, exercises on vocabulary, sentence structure, pronunciation, and review.

Oriented toward the oral-direct teaching method. Vocabulary is well controlled. Reading matter is minimal. Emphasis is on oral drills giving practice in and inductive understanding of structure and grammar. With supplementary training aids, such as flash cards, the text is suitable for use in large classes.

Designed to give supplementary aural-oral practice to adult non-beginning students. Emphasis on selected points of grammar, especially constructions and usages employing auxiliary verbs. Group recitation, memorization, and repetitive drills. Each of 30 lessons begins with dialog drill, dialog notes and variety of exercises. Accent marks and arrows indicate stress and intonation.

A review text for use by foreign students and others with some background in grammar, English or otherwise.


Series of edited and abridged readings from Reader’s Digest mainly for adults. Base vocabulary restricted to about 1000 words, each volume adding about 350 new words. Vocabulary exercises and comprehension questions at end of each reading. Each volume has glossary and answer key.

A large "how to" section in the Teacher’s Guide with "extended" teacher’s notes imprinted on student’s pages.
5. TEXTBOOKS AND MATERIALS

Taylor, Grant (Consulting ed.) *Saxson Series in English as a Second Language.*
Graded series of texts, readers and workbooks designed for adult students. Beginning series include *Learning American English.*

For adult students, based on Trager-Smith analysis of English phonology. Vowels treated first, then stress, intonation and consonants. Each sound first drilled alone, then in minimal pairs, and in short sentences. All words used are of high frequency, but stress is on pronunciation rather than meaning. Section on spelling in relation to phonemic systems.

Emphasis is on oral English. Good beginning lessons in pronunciation. Vocabulary and patterns of structure taught in context. Every fourth lesson is a review. Latter part of book can be used with intermediate students.
"TEACHING ENGLISH AS A SECOND LANGUAGE IN ADULT EDUCATION PROGRAMS"
Compiled and Edited by Sirarpi Ohannesian and Ruth E. Wineberg.

"LINGUISTIC REPORTER"
Volume 7, #5, October, 1965.

"AN INTRODUCTORY BIBLIOGRAPHY FOR TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES"
Compiled by Patricia Cabrera,
School of Education, University of Southern California, Los Angeles, 1965.

"A HANDBOOK FOR TEACHERS OF ENGLISH"
(Americanization-Literacy)