This annotated bibliography supplements, in one volume, "Reference List of Materials for English as a Second Language, Part 1" (see ED 014 723) and "Reference List of Materials for English as a Second Language, Part 2" (see ED 014 724). Materials are listed under the following categories: (1) Texts -- general, pronunciation, grammar and usage, vocabulary, conversation, comprehension and reading skills, composition, handwriting, spelling, specific language backgrounds, specialized fields; (2) American readers; (3) Dictionaries; (4) Tests; (5) Teaching aids; (6) Background--linguistics, the English language, contrastive studies, bibliographies, periodicals; (7) Methodology--language teaching, teaching English, teaching aids; (8) Preparation and Analysis of Materials; (9) Preparation of teachers; (10) Language testing; and (11) Programs in specific geographic areas. An author index concludes the volume. (AMM)
Reference List

OF

Materials

FOR

English

AS A

Second Language

Supplement: 1964–1968

AL 001 711
Reference List of Materials
for English as a Second Language

EDITED BY
Dorothy A. Pedlke
Bernarda Erwin
Anna Maria Malkoç

Supplement: 1964–1968

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Center for Applied Linguistics
Washington, D.C.
Foreword

Reference List of Materials for English as a Second Language is a comprehensive, annotated bibliography covering materials produced between 1953 and 1968. It is published in three parts. Part 1 is devoted to text materials, readers, dictionaries and tests; Part 2 to background materials in linguistics, the English language, and the methodology of language teaching. The Supplement covers both areas, bringing the first two parts up to date.

The Foreword to the first two volumes sketches the development and aim of Reference List, and enumerates a number of bibliographies that have resulted from work connected with it. To these should be added the following: Teaching English in Adult Education Programs: An Annotated Bibliography, by Sirarpi Ohannessian and Ruth E. Wineberg, (1966); English as a Second Language in Elementary Schools, by Carol J. Kreidler, (revised 1967); Selected List of Materials for Teachers of English to Speakers of Other Languages, by Sirarpi Ohannessian and Dorothy Pedtke, (1967).

Our aim in Reference List has been to give as much information as possible on materials produced or published between 1953 and 1968, i.e. the period the bibliography is intended to cover. However, a number of “classics” have been included, as well as a few other works of particular value or interest which fell outside this time limit. Also, in categories where there was an abundance of material, a degree of selectivity has been possible. A number of materials on the English language intended for native speakers of English, but reflecting grammatical approaches based on modern linguistics have been included to give the teacher an introduction to this field and to provide information on some aspects of the language not covered in traditional grammar. This Supplement contains a section on contrastive studies of English and other languages, and one on teaching aids, categories that were omitted from the two previous volumes because the collected material had been incorporated into other publications of the Center.

The selection, annotation and editing of the entries in the Supplement have been the responsibility of the editors, who have been aided in this work by the efforts of a number of people. Thanks are due to the Center Librarian, Miss Alice Eppink, and her staff for their cooperation. Thanks are also due Mr. Frank A. Rice, Mrs. Allene Guss Grognet and the staff of the Office of Information and Publications for their assistance in the preparation of the manuscript for publication. Finally we would like to thank Mrs. John Schultheis and Miss Paulette Hubbard for their untiring assistance in typing the first and final drafts of the manuscript.

Sirarpi Ohannessian, Director
English for Speakers of Other Languages Program
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GENERAL


Intended to “develop the skills essential for success in the initial stages of learning to read,” also to broaden conceptual background and improve oral language skills. Student’s book contains only pictures of objects and scenes from daily life. Instructor’s book suggests goals to be achieved through use of each picture, and procedures for class use. Also provides pronunciation practices with notes on points of interference for speakers of Spanish, Italian, and German.


Each lesson contains a vocabulary list transcribed in IPA; illustrations; substitution tables and illustrative sentences; and exercises. Introduction for students in twelve languages. Vocabulary lists and key to exercises appended.


Graded text for adults, intermediate level. Follows same general format as *First Book in American English* (RLM:1, p. 3). Course consists of dialogs preceded by a picture and questions to stimulate and direct conversation, and followed by exercises.


For adults or secondary school students. Volumes include *First Things First*, for beginners; *Practice and Progress*, for pre-intermediate level; *Developing Skills*, for intermediate level; and *Fluency in English*, for advanced students. Lessons consist basically of dialog, narrative passage or illustrated new vocabulary, précis writing, composition, and comment on points of irregularity or special difficulty. Books overlap slightly for continuity. Some units provide pre-tests for placement and evaluation of achievement. Notes to teacher in each book explain theory of language learning and use of book. Separate Teacher’s Book accompanies first volume. Tapes and scripts also available for first two volumes.


Forty passages marked for stress and pauses. Some attention given to spelling and pronunciation points as well as to vocabulary, handwriting, and grammar problems. Teacher’s notes. Daniel Jones transcription.

Series of 48 recorded conversations to develop listening skills in students with approximately a semester of English studies completed. Students listen to conversation between native and non-native speaker, make appropriate response, then receive correct answer. *Students' Laboratory Books One, Two, and Three* contain short notes on each conversation, questions, and space for answers. *Teacher's Manual* contains directions for the use of each type of conversation, scripts of all conversations, and answers.


Adapted from *English for Newcomers to Australia* (see RLM: 1, p. 5). Parts 1 and 2 of a 3-volume course for adult beginners include illustrated examples of points being presented, controlled reading passages and dialogs, and exercises for written and oral practice. Accompanying teacher's books provide a statement of the method and include discussions of the sound system and how to teach it; presentation of materials; drills; and the teaching of reading and writing.


Direct-method primary school course written for Arabic-speaking children, but also suitable for general use. Material graded and controlled. New vocabulary is presented in context, with colorful illustrations. *Book One* deals with simple present and present continuous tenses through basic pattern sentences. Reading introduced in the first lesson. *Book Two* introduces simple future and past tenses, and includes handwriting practice. *Book Three* presents more complex forms and patterns. *Book Four* is forthcoming.


First textbook in series for students preparing for Cambridge Lower and Proficiency examinations. Twelve lessons strictly graded and controlled. Lessons include illustrated vocabulary items, pattern sentences, reading paragraphs and dialogs, simple grammar explanation, and exercises. Appendices include simplified story, action picture, questions.


For adult beginners. Linguistically oriented, audio-lingual in approach, graded and controlled, the material in first volume progresses rapidly, providing for integrated development of the four basic language skills. Lessons are in two-part units, each based on a short dialog, followed by pronunciation practices, extensive oral pattern practices, and reading and writing exercises. Culturally oriented to introduce everyday spoken English in functional situations. Teacher's Edition offers practical suggestions for the use of text and accompanying tapes or records by the non-linguistically trained teacher. Introduction also includes simplified but comprehensive description of English speech sounds. Volumes 2 and 3 forthcoming.
TEXTS—GENERAL

Practice material at an intermediate level. Divided into several sections: lengthy
dialogs, for reading aloud or memorizing; passages for aural comprehension
and reproduction; pronunciation exercises on spelling-pronunciation problems;
useful phrases and sentences; reading passages: general questions and answers;
and topics for discussion.

142 pp.
For university level students needing further work in reading and writing.
Author uses structural approach. Consists largely of description, but provides
some exercises for practice.

Bickley, Verner and Kenneth Methold. Progressive English Exercises. (Twentieth
Twelve units of graded exercises for adult beginners. Exercises include com-
pletion, conversion (transformation), translation and substitution drills, dictation
pieces and passages followed by comprehension questions. Provision made for
oral and written practice. Answers provided where appropriate.

. Twentieth Century English: A Self-Tutor or Class Text for Students
Learning English as a Foreign Language. 4 vols. London: Univ. of London
Graded and controlled basic course for adults, designed to prepare students for
Cambridge Proficiency Certificate level. Lessons consist of picture practice in-
roducing new vocabulary and structures; reading; conversation in dialog form;
dictation and translation; writing and expression; and tables for pattern practice.
Books One to Three also contain a section on the sounds of English and a
Pronouncing Vocabulary. Tape accompanies Book One.

Broughton, Geoffrey. Success with English: The Penguin Course. 4 vols. Har-
Three-stage basic course for adults, consisting of coursebooks, readers, work-
books, tapes, wallcharts, teachers' handbooks and a dictionary. Coursebook
introduces vocabulary and patterns through illustrations; provides several ex-
ercises, a dialog or reading for further practice in context, further exercises,
and substitution tables. Workbook provides supplementary reading and writing
practice. Reader coordinates further supplementary material with units, beginning
with Unit 15. Teachers' Handbooks outline theory underlying the course, use
of each of the books and tapes, notes on content of each lesson, and scripts of
tapes. Tapes are structure and pronunciation drills. Stage 2 and 3 material
in preparation.

Bumpass, Faye L. The New We Learn English. 5 vols. New York: American
Revised edition of We Learn English (see RLM: 1, p. 7). Includes Language
Readiness Book At Play; Book A: At Home; Book B: At School; Book C: In
Town and on the Ranch; and Book D: In the English Class. Builds up to a
several series, We Speak English (see below). Revisions include more international
approach in pictures, names, etc.
Beginning course designed for ten to thirteen year olds of no specific language background. Aural-oral "functional" approach. Book I based on 630-word vocabulary. Consists of 8 units, each containing a short conversational dialog, and extensive sequenced drills. Book II, with vocabulary of 829 words, consists of 7 units, in same format. Both books colorfully illustrated for interest, vocabulary presentation and pattern drill. Songs and games frequently included. Teacher's editions discuss teaching method and techniques, provide guide to exercises and drills.

A series of thirty passages of increasing length and difficulty, each followed by six short exercises for comprehension testing, composition, and grammar practice. The "Recall Exercises" provide grammatical practice in context, repeating parts of the reading passages with omissions and blanks to fill in. The "Dictation Passages" include twenty-four paragraphs based on the above comprehension passages.

Continues entry in RLM:1, p. 7. Completed series consists of 3 students' books accompanied by 3 teacher's books, and covers a working vocabulary of 2,250 words. Format of books 2 and 3 similar to that of book 1. Each teacher's manual contains background material on methodology, suggestions for use of the corresponding students' book, and notes on the lessons.

Introduces reading and writing to very young children, through a variety of activities: black and white line drawings for the students to color, pictures to draw, letters to trace and copy, words to read and copy, questions to answer. Not primarily intended for English as a foreign language, but graded and controlled progression makes the series equally suitable for this type of work.

For beginning students working with tutors or for more advanced students as reference or remedial material. First part deals with English pronunciation (British), sounds, stress, rhythm, pitch and intonation, and spelling. Second part deals with grammar, using traditional terminology, and providing a variety of exercises, charts and tables, and passages for reading and dictation. Second volume, Parts Three and Four, deals with the use of the verb.

TEXTS—GENERAL

High intermediate or advanced level. Each of nine chapters consists of a text from modern English; analysis from the point of view of words and phrases, grammar and points of usage, and pattern practice based on vocabulary and structures from the text; and a test. Book includes lists of structures in which particular verbs are used; irregular verbs; and prepositions used in phrases with certain adjectives, nouns and verbs. Also twenty-five tests and several exercises on phrasal verbs, with answers.


de Genijovich, Ana Rosa R., et al. A New Approach to English. 5 vols. Buenos Aires: Kapelusz, 1966. Linguistically oriented course for secondary schools. Books 1, 2 and 3 are for students taking English for their first three years of foreign language study, Books 4 and 5, for students beginning English as their second foreign language, in their Fourth and Fifth years of Language study. The two series cover the same material in different lengths of time. Systematic, graded presentation of patterns, using appropriate vocabulary. Provides for both oral and written practice, with considerable built-in review. Each volume includes lists and tables of verb forms and other patterns, plus supplementary exercises. From Book 2 on, supplementary reading section is added, with selections from modern British and American writers, followed by comprehension questions and a biographical sketch of the author. No pronunciation practice, but vocabulary lists transcribed in IPA. No Spanish, and very little cultural reference to Argentina.


Includes four basic textbooks, Levels A-D; three laboratory workbooks accompanied by tapes; two volumes on office routines, a third on rapid reading; a pronunciation manual, accompanied by tapes; a volume of supplementary grammar exercises; and a teacher's guide. Begins with basic patterns, but rapidly moves to a very advanced level. Lessons are based on a dialog, followed by notes on patterns and structure drill. Pronunciation material, showing both American and British usage, provides both classroom and laboratory drills. Workbooks on office routines cover skills and usage needed for office clerks, secretaries, and telephone operators, filing, handling correspondence and minute taking. Includes some composition, summarizing and paraphrasing. Rapid reading course is for self-instructional language laboratory work in speed development, but materials can later be used for other reading activities.


230 lessons, each accompanied by a tape, for older children and adults. Incorporates the principles of programmed instruction. Although intended for self-study in the language laboratory or at home, some supplementary sessions with a teacher are recommended. Covers beginning to high-intermediate levels. Average completion time given as 300 hours. Vocabulary and structure are so sequenced that workbooks and readers of the English 900 course can be used as supplementary materials.


Continues entry in RLM: I, p. 12. A basic instructional series for adults, consisting of six textbooks, six workbooks, a teacher's manual, and 180 tapes. The course is based on 900 English utterances, ranging from greetings to quite complex sentences. Each lesson includes a number of basic utterances, intonation practice, questions and answers (Books One and Two) or verb study (Books Three to Six), substitution drills, conversation (and Reading Practice from Book Three on), and exercises. Keys to the exercises are provided. The workbooks are programmed for self-study. The Teacher's Manual contains sections on classroom techniques and lesson planning, comments on each unit's grammar and a general word index indicating in which textbook each word occurred first. Readers supplement the texts (see entry this volume, English Language Services, Collier-Macmillan English Readers).
TEXTS - GENERAL

A comprehensive handbook for students preparing for G.C.E. "O" level or Overseas School Certificate examinations. Primarily designed for classroom use but may be used for self study. First half of book deals with topics most commonly tested in examinations; the second half provides review explanations and copious exercises covering the most basic features of English grammar. Suggested reading list and topics for composition appended.

A linguistically oriented two-volume course designed primarily for learners eleven to eighteen years of age. No specific language or cultural background. Format consists of illustrated conversational dialogs, followed by sections on pronunciation; useful words and expressions; patterns of language; patterns, conversation, listening-speaking, reading-writing practices; and a final section on games and activities. Material is graded, with the same situations or centers of interest being frequently re-introduced on increasingly more complex levels of difficulty. Accompanying *Teacher's Manual for Books 1 and 2* is written in non-technical language, contains general notes on methodology as well as practical suggestions for teaching each lesson. *Book Two* forthcoming.

Twelve lessons with situational dialogs to teach essentials of communication and culture to ten to sixteen year old children of other cultures who are new students in United States schools. New words and concepts are isolated at the beginning of each lesson. Exercises practice both patterns and situations. Very little grammar comment is included. A section of notes to the teacher, and a series of pictures for class discussion precede the lessons.

A two-part collection of 100 listening and 55 reading comprehension passages, graded and designed for "any school level from upper elementary school through college, at beginning and intermediate levels of language learning." In Section 1, a simple, concise key question directing attention to the main idea of the passage precedes each listening selection, and multiple-choice answers follow. In Section 2, five completion or multiple-choice type questions follow each reading passage. Answer keys appended.

Text for college-level foreign students. Problems covered include thought organization and expression; reading interpretation; vocabulary development; correct construction usage.


Hill, L.A. *Elementary Comprehension Pieces*. London: Oxford Univ. Press, 1963. 64 pp. Twenty-eight simple pieces for beginning students written within a vocabulary of 1,000 words. Each selection is followed by three sets of five questions each to test comprehension.


TEXTS—GENERAL

Based on the *Oxford Progressive English for Adult Learners* (*RLM*: 1, p. 18). Beginning course for adults. The first two volumes in previous edition have been expanded to three volumes in OPEAC (last volumes of the two series are the same) for use with classes progressing at a slower rate. Reading passages have been shortened, are more numerous, and are followed by additional study sections and exercises.


Basic course for adult or secondary school beginners. Linguistically graded and controlled. Lessons are based on short dialogs, followed by pattern practice of various types. New patterns are introduced in frames to emphasize structure. Occasional notes to students point out facts about the patterns, and how and where to use them. Later lessons include reading passages. Reaches a high intermediate level.


Thirty-three brief, graded stories, designed to be practiced orally in class, then used for writing exercises. Each story is followed by comprehension questions and short, varied exercises.


First two parts contain explanations of the requirements of the Lower Certificate and Certificate of Proficiency examinations respectively, including summary, composition, letter writing, comprehension, and points of pronunciation, vocabulary and grammar. Last part contains notes on grammar, definitions of terms, paradigms and tables of verb forms.


Thirty-six short reading passages designed to provide review for adult learners on or near Cambridge Lower Certificate level. Each reading is followed by vocabulary with definitions; comprehension questions; examples and explanations of structure points and usage; exercises covering these points. Self-study edition with answer key available.


Graded series of texts on American English for children. Uses the direct method; teacher to serve as model for pronunciation. Each lesson, supplemented by illustrations, presents both new materials and a review of previous lessons. Frequent use of “Imperative Drill” in which children match words with action (standing up, going to the window, etc.). Full instructions to teacher in preface and appended to lessons as needed.

A linguistically-oriented and graded intermediate-level course designed to improve comprehension in reading and provide practice in composition. Each volume consists of excerpts from literary classics and other types of imaginative writing, or technical and scientific works, all simplified to some degree and adapted to a limited vocabulary. Notes on unfamiliar words and phrases after each reading. Exercises.


For adults at a high beginning level. Each of ten units contains graded structures used in context, drill on particular structure points, and a series of tasks to give oral and written evidence of learning. Tape for each unit gives texts and drills. Emphasis is on aspects of the verb system. First of a four-part course; remaining three parts to cover intonation, articulation, and grammar.


Intermediate level course for adults, intended to develop fluency in both speech and writing. Each section consists of a reading passage on life in English-speaking countries, topics for conversation, and written exercises, including dictation, translation, composition and review of points of grammar or usage.


Fifteen reading passages based on everyday situations. Intermediate/advanced level, for students in tenth grade or older. Oriented to no particular language or cultural background. Each reading text is followed by a short dialog; a variety of vocabulary and word-building exercises; a dictation practice; pronunciation practices; and suggested topics for composition exercises.


Linguistically-oriented beginning course for adult immigrants. Aural-oral approach. Students' Workbooks 1-2, ten units each, are intended as exercise books. Conversational sentence patterns are marked with intonation arrows in the students' books. Exercises are controlled, with emphasis on pattern practice and substitution tables. Teachers' Handbooks 1-2 demonstrate and explain points of pronunciation and grammar. Supplementary Teacher's Handbook for Units 1-6 and Student's Workbook for Units 1-10 coordinate further practice material with basic texts. Chart Book accompanies Workbook 1. No specific language background or cultural orientation.


An introductory reading course for non-English-speaking or culturally disadvantaged elementary school children, prepared under the aegis of The Ford Foundation and the Dade County (Florida) Public Schools. Linguistically structured and controlled, the material is designed to provide aural compre-
hension, speaking and writing practice as well as reading instruction, in a fourfold language arts program in standard English. Consists of Pupils' Books (21 pre-primers, primers, and readers); Seatwork Booklets (16 workbooks providing for writing practice); Teachers' Manuals (16 volumes providing specific guides for each step in each lesson; volumes 1–12 include Language Practice Techniques Foldouts); and "Big-Books": charts for language practice and special work on reading problems. Reading content and illustrations designed to appeal to young children.

Continues entry in RLM: I, p. 23. An Introduction to Learning English is a partial equivalent of Book One, for children who are learning English at the same time as they are learning to read. Based on both look-and-say and phonetic methods. Learning English: Book Five bring series to intermediate level. Follows same general series format providing for oral practice, reading and writing.


For students with at least one term of English. Prefaced by a guide to use of the book, and a list of phonetic symbols, intonation and stress marks. Stress and intonation indicated for the responses in each drill. Colloquial vocabulary and abbreviated rather than full formal forms are used.

Supplementary practice to accompany any basic course. Introduces structures situationally, through illustrations accompanied by questions and answers exemplifying the patterns to be taught. Further illustrations and questions follow for the students to answer. Three pages of notes to the teacher at the back give suggestions on use of the book. For elementary and secondary schools in Africa.

Series of graded textbooks for elementary pupils, designed for use with an oral approach. Initially written for Arabic speakers, but orientation very general. Primer introduces English language sounds and alphabet and some basic structures. Book One reviews Primer, provides further structures, and introduces writing. Book Two introduces dialogs and pronunciation drill; Book Three, grammar dictation; Book Four, word stress, indirect speech and punctuation rules. Grammar reaches intermediate level. Numerous exercises and classroom language games in Book Two, Three and Four.

Continues entry in *RLM*: I, p. 24. *Book Three: The Way We Live*, intermediate level, is in six units, each reflecting a different aspect of modern culture. Lessons begin with a reading passage, followed by comprehension questions and exercises, and sections on grammar and composition. *Book Four: Our Changing World*, upper intermediate level, consists of 20 readings, each followed by pattern practices reviewing grammar, comprehension and general discussion questions, and composition exercises. *Book Five: Life in English-Speaking Countries* contains 14 readings dealing with language and culture, each followed by a section on guided composition based on the reading, and a section of advanced grammatical pattern practices. *Book Six: Literature in English* contains unabridged but stylistically simple fiction, non-fiction, plays, poetry selections from well-known writers in English-speaking countries. Each selection is preceded by a brief introductory explanation of author and theme. Includes glossary of synonymic definitions. Teachers' editions for each volume include special section with general comments on teaching procedures, sample lesson plans, and specific notes on each lesson. Two workbooks, picture cue cards available for *Book One*.

Twenty informal spoken English dialogs for oral practice and twenty-one formal written English passages for reading practice. For students with some knowledge of English. Each situational dialog unit is a conversation divided into four parts, each part in turn subdivided into "basic dialog" and variant patterns, affording the student a choice of expressions within a given conversational situation. Reading passages are first given fully, then in partially obliterated form. Intonation contours and pitch are indicated. Includes a device for "vanishing" the written material, intended to gradually remove physical cues. Introduction contains detailed instructions for teaching the dialogs and reading passages.

Twenty-five lessons based on the oral approach, "designed for simultaneous learning of structure and intonation patterns." Each lesson begins with a dialog centered around an everyday living situation. New vocabulary items and structure points incorporated into dialogs, which are followed by extensive and varied exercises. Intonation lines and primary stresses marked over normal English orthography. Teacher's edition has page prefacing each lesson, listing new vocabulary items and expressions, pronunciation points and structure patterns. Introduction explains basic American intonation patterns and principles and methods involved in the course. Second volume in preparation.

Audio-visual course for children, consisting of five sets of coordinated records and filmstrips, a script for each set and a teacher’s manual for the whole series. Covers question forms, personal and demonstrative pronouns, prepositions of place, and affirmative and negative expressions of ‘be’. Practices phrasing, transformation, substitution and expansion types of language activity. No isolated pronunciation or vocabulary practice. Students repeat, recite and eventually act out the parts of the characters, first following the given script, then elaborating in free expression. Teacher’s Manual outlines rationale for the course, suggests additional activities, and presents the syllabus for the whole series.


First book of a proposed two-volume course. Based on transformational and contrastive analyses and a study of phoneme-grapheme correspondences. Materials except dialogs are graded and controlled in presentation, and follow the audio-lingual method. Lessons begin with a short dialog, followed by pattern practices of various types, with review of material in earlier lessons. Following sections deal with writing practice, including dictation; last section provides pronunciation practice. An improvised “phonemic alphabet” based on the spelling of English is used throughout to coordinate literacy skills and pronunciation work. Preface and seven-page Guide provide notes on use of the materials, including lists of words and sentences for dictation.


Planned originally as a revision of the Fries American English Series (see entry in RLM:1, p. 106), but changes in content and format made it a new series. Book I consists of twenty units, each containing three divisions: oral practice, followed by reading and writing of practiced items; a reading selection, usually in dialog form; and production practice of spoken and written forms in controlled situations. Additions to this series are a unit by unit summary of linguistic content, a structural index, a classified and alphabetical vocabulary list, as well as a glossary of terms. Teachers’ Guide contains a reduced replica of each page of the pupils’ book with instructions for teaching, intonation and stress markings for reading selections, and suggestions for teaching procedures. Five more pupils’ books and teachers’ guides planned.


A graded English course for beginners. General format includes illustrated vocabulary; sample sentences for new patterns, sometimes in the form of a dialog or reading; extensive pattern drill; and reinforcement. Exercises include constant review and some question-answer sections for “self-help.” First four texts accompanied by readers. Material in each book carefully graded and controlled, with extensive practice on each pattern before a new pattern is introduced. Each text book, but not reader, contains a vocabulary and subject index, with pronunciation indicated. Accompanying tapes and further books for the series are in preparation.
First book of a four-book basic course for older children or adults. Linguistically oriented, graded and controlled, course basically follows the syllabus in Hornby's *The Teaching of Structural Words and Sentence Patterns*. Patterns to be studied are noted at the head of each lesson, followed by simple notes of explanation, example sentences, and exercises for further practice.


A basic course on high intermediate to advanced level. Linguistically oriented, based on a transformational-generative approach to English structure. Includes twenty units, preceded by two optional review units. Units are in three parts: first part contains a dialog introducing new material to be studied, followed by pronunciation exercises and practice with new phrases; second part contains five grammatical points explained and practiced in varied exercises; third part provides reading and writing practice. Occasional supplementary lists of forms. Intended to bring the student to the level of college work.


Oral approach drills using greetings, basic statement and question structures, simple illustrations. Space provided within each drill for student to practice writing part or all of utterance.


Reading selections on varied subjects for advanced adult student. Each passage followed by exercises derived from the text to test comprehension of content and of structures used. Footnotes explain vocabulary and idioms. Brief notes for teacher.


For students preparing for the Cambridge Certificate of Proficiency examination. Combines a reference grammar with structure and writing practice and dictionary work. Exercises conclude each chapter. Chapters include Words; Sentences; Punctuation; Comprehension; Form and Style; and Idiom.

A British edition of *English 900* (1964; see above, p. 6). Series consists of six texts and six workbooks, with ten tapes accompanying each text. Follows exactly the same format as American edition, and presents same material, with slight alterations to take into account differences in intonation, pronunciation, vocabulary and expression between American and British English. For adult beginners.


Revises entry in *RLM:I*, p. 126. Volumes in this edition are larger, contain more material, and have somewhat modified format, but follow same aural-oral approach. *Elementary Phase* now consists of four Student Study Guides (1100-1400, as opposed to the earlier seven-volume *Beginning Series* 1100-1700), contains more detailed grammatical explanations, and builds up to a more advanced level. Revised *Instructor's Guide* explains a general approach to pronunciation, intonation, structure, etc. Accompanying workbook for *Elementary Phase* is programmed. In first volume (2100) of the *Fundamental Phase* (2100-2400), formerly Intermediate Series 2100-2400, each unit now begins with reading passage based on some immediate aspect of American culture. Other three volumes somewhat expanded, but not otherwise changed from first edition. Two Student Workbooks accompany *Fundamental Phase*.


Series of texts to introduce newcomer to U.S. to basic language skills as well as to American culture, ways of life, history and government, and to prepare adults for citizenship examination. *Book I: Our American Way of Life* is quite elementary, provides practice in speaking, reading and writing. Lessons begin with brief summary of main reading selection, with attention pointers for word study and content discussion. Reading selection follows, then exercises on comprehension and vocabulary, and questions for discussion. Books II and III concentrate on same basic skills, at intermediate and advanced levels. *Teacher's Guide* provides suggestions for using the lessons in class, enriching the teaching program with extra activities, and evaluating both student and teacher.


One hundred supplementary or review exercises for advanced students. Arranged for "variety and interest" rather than according to type or grading of difficulty. Included are exercises in the use of prepositions, articles, verb forms, and idioms; word studies and definitions: word-stress and sound/spelling recognition; punctuation and capitalization, etc. Educated colloquial British English.
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Wheeler, Gonzalez. Let’s Speak English. 6 vols. New York: McGraw-Hill, 1967. A graded and controlled course for elementary schools, to begin in the first grade. Designed to teach spoken usage only, although the text page may be used for reading and writing if the teacher desires. Books 1-3 follow inductive method, providing large amounts of generally structured practice material rather than isolating patterns. Book 1 consists of picture pages opposite text pages which give vocabulary and simple pattern sentences to be used with the pictures. Book 2 follows same format, including word labels for new vocabulary, and new types of drills. Book 3 drops picture pages, substituting small illustrations where necessary. From Book 3 on, an “adapted programmed procedure” is used: a problem sentence, a “key” to indicate how to act upon it, and the answer withheld until two pages later. Books 4-6 follow slightly altered format, with materials divided into three part units: a dialog, exercises, and the “Program Steps.” “Language Hints” and “Word Study” isolate patterns, in a colored block. General exercises are well-structured, with numerous examples, and answers in the margin for home study. Color is used extensively, in illustrations, and to coordinate parts of the lessons and identify types of drills. Instructions to the teacher are provided in each book.


PRONUNCIATION


Arnold, G.F. and A.C. Gimson. English Pronunciation Practice. London: Univ. of London Press, 1965. 79 pp. Tapes. Practices in British Received Pronunciation for beginners as well as more experienced students. Introduction presents transcription system. Following sections practice vowels and consonants in transcription with regular orthography on opposite page, as well as longer connected texts in transcription, with the same texts in regular orthography presented later.
Provides rhythm pattern drills and poems, and short situational sketches to practice stress and intonation in natural context. Teacher's Book contains the text of the Pupils' Book plus interspersed notes and explanation on the patterns (using IPA transcription) and the use of the drills and dialogs, and provides variations for the dialogs. Records contain drills and poems in Part One.

Provides words and short sentences, all illustrated, for each of the sounds of British English. Uses Daniel Jones transcription in the section headings only.
A handbook of pronunciation exercises for supplementary or remedial work. Practices all the vowel and consonant sounds, some contrasts and clusters, and "silent letters." IPA transcriptions. For adults on intermediate-advanced level.

The sounds of English are treated in separate five-part sections, in which each sound is introduced and practiced in words, contrasting pairs of words, and whole sentences. Extensive work with phrasing and intonation, and treatments of special problems such as spelling pronunciation are also provided.

A series intended as supplementary to text material, for secondary school and adult learners. Consonants and Vowels practices single sounds in words, then contrasts pairs of sounds in paired and unpaired words and sentences, then turns to clusters. Includes spelling and pronunciation aid sections. Stress and Intonation: Part 1 introduces a system of notation for indicating stress and intonation, discusses the general patterns in English speech, and provides numerous exercises and marked dialogs on Word Stress, Word Combination Stress, Intonation and Comprehension. Stress and Intonation: Part 2 provides further practice drills, dialogs, reading passages, speeches, poems, etc., dealing with non-emphatic and contrastive, emphatic forms.

For supplementary pronunciation practice. Materials are largely selected from various published texts, with notes on use, preparation of further material and making tapes. Early volumes include English Vowels and Glides, Basic Pronunciation, English Consonants and Intonation.
Guided aural-oral practice in recognizing and controlling stress and intonation patterns. Exercises in workbook consist first of marking stress and intonation from dictation, then reading aloud to practice and be checked on, and finally marking stress and intonation without the help of dictation. Separate paragraphs provided for each activity. Companion volume provides key to exercises.

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First volume contains phonetic drills "aimed at establishing unconscious associations between particular spellings and particular sounds." Daniel Jones phonetic symbols. *English Sounds and Spellings: Tests* provides five tests (with answers). Areas covered include words with different pronunciation for the same spelling, words with different spellings for the same pronunciation, rhymes, homophones and word stress. Last volume, *English Sounds and Spellings: Dictation Pieces* contains 120 short graded paragraphs, each designed to practice certain sounds, and marked for breath groups and phrase stresses.

Uses a modified Daniel Jones phonetic alphabet. Activities include repeating, copying, and rewriting from transcription to English spelling and vice versa. Work on stress and intonation, punctuation and spoken forms of numbers, dates, and abbreviations is provided in the exercise material.

British English. Covers such topics as word stress; the phonetic system and distribution of English sounds; vowels, stressed and unstressed; "key" sentences containing controlled vowel sounds, and phrases showing stressed and unstressed forms of certain words. Tables, minimal pairs and other words for practice are written both in English orthography and in the author's self-devised phonetic transcription. Copious notes, explanations, and suggestions for teaching.

Replaces entry in *RLM*:1, p. 22. Intended primarily for university students with some background in English. Method concentrates on recognition of "thought groups," and of content and function words, on word and phrase stress, vowels in unstressed syllables, elision, and use of stress and intonation to convey meaning.

An exercise book based on "Received Pronunciation" of English, intended for remedial work with British students and also for instruction of foreign teachers and students. Regular spelling used on left-hand page with Daniel Jones transcription of the same material on the right-hand page.


A humorously illustrated booklet of pronunciation practices for adult learners of English (Received Pronunciation). Each page contains nouns, noun phrases, and sentences, which focus attention on a specific phoneme or contrasting phonemes. Daniel Jones transcription.


Introduction explains to students the necessity of pronunciation practice. Several tests are provided for pre- and post-course evaluation and placement. First seven lessons cover vowel system, last nine lessons deal with consonants. All lessons include practice on stress and intonation. Uses a numbering system rather than transcription. Practice includes recognition and production, with sounds presented in words, phrases and sentences. Teacher's Guide includes pages of Students Edition on right hand page, with notes and additional examples on opposite page.

**GRAMMAR & USAGE**


Two hundred drills with accompanying grammar summaries, for intermediate and advanced level students. Attempts to practice grammatical material in situational context, rather than in mechanical formation drills.


For upper primary through secondary school courses. Classified roughly into elementary, intermediate and advanced stages. Mainly takes the form of substitution tables for oral, then written practice, followed by simple notes on usage. Appendixes provide charts of the forms of auxiliary verbs, meaning expressed, negative forms, and forms for present, future and past; a list of texts for further reference; and notes on use of substitution tables and tests.
A book of exercises on various forms and uses of the verb in British English. First pages are given to a “Verb Scheme”: an extensive list of the situations in which each of the four main forms of the verb (stem, infinitive, ‘-ed’ and ‘-ing’ forms) are used, with the meanings of each use. Remainder of book contains treatments of certain selected usages, each with some grammar explanation and one or more exercises. Answers to exercises included at end.

Fifty excerpts from contemporary British writings followed by questions on the verb forms used. Advanced level. Designed to drill recognition of verb forms and explanation of verb usage. An unusually arranged “Verb Scheme” at end of book provides a handy reference for both teacher and student.

A handbook for intermediate and advanced students, designed to present basic principles of indirect speech, “particularly as used in spoken and informal written English.” Content slightly graded in difficulty; patterns introduced in context. Numerous substitution tables and exercises.

A series of graded grammar texts for children. *Book 1* is designed for ten-to eleven-year-old pupils in second year of English study. Uses limited vocabulary, on beginners’ level. Each lesson is short, centered on a single grammar point and followed by exercises providing for oral and written work. *Books 2 and 3* follow same format.

A handbook for advanced students. Part I describes the general principles of sentence structure. Numerous examples. Part II consists of exercises in sentence construction, according to the various sentence types. Emphasis is on forms used in written, rather than spoken, English.

A set of 72 oral drills designed primarily for use in the language laboratory by beginning students. Material treated includes a wide variety of problems of usage such as short answer forms, tag questions and sequence of tenses. Preface includes comments on language laboratory teaching procedure as well as suggestions for varied classroom uses by a teacher.

Three volumes of exercises in basic structure patterns, progressing from elementary to very advanced structure. Basically intended as supplementary drill in classroom work, but also suitable for private independent study. No grammar explanations are given for the structures, beyond the pattern sentences. Keys to the exercises are provided at the end of each volume.

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Provides "overt explanation or exposition of what he has learned" for the non-native speaking intermediate or advanced student of English. Eclectic in approach, content draws from recent work by several linguistic scientists. Largely relies on traditional terminology. Deals chiefly with the written style of American English, although occasional comment is made on spoken forms, and on differences in British usage. Each of the twenty chapters deals with several points, and concludes with exercises (answers provided). Includes key to parallel exercises in *English Grammar Exercises* series.

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Twenty lessons of drill material, coordinated with *A Practical English Grammar* (see above) but also usable independently. Intended for self-study, the book follows a "scrambled text" format. Serves as a testing and reinforcing tool rather than as a textbook, providing actual teaching material only in response to an incorrect answer.


For extensive, error-free vocabulary and grammar practice. Can be used for both oral and written practice. Vocabulary used is listed at the head of each table, along with examples of possible sentences. Each table includes a column with final punctuation for use in writing practice. *Teachers' and Advanced Students' Guide* explains use of the tables, comments on the structure in each table, indexes structures covered and phrasal verbs used, and outlines a "verb-scheme" of structures using each form of the verb.
A practical reference book for intermediate-advanced level students. Each section begins with a few simple paragraphs of explanation, followed by comprehensive alphabetical lists of actual word and phrase usage, each word or phrase defined and presented in an illustrative sentence, with occasional further comments to explain differences of meaning or use. Detailed index of words and phrases treated. Accompanying Workbooks One, Two and Three: Using Prepositions and Particles, may be used independently.

First of three related textbooks intended to provide teachers and intermediate-advanced students with supplementary material for review or supplementary practice. Format same in all three books. Structure points to be practiced are presented in bold-face type, in contextual paragraphs, with each point used in contrast with a similar point. Paragraphs are followed by double tests: Test A requires using the correct structure forms in the same paragraph (blanks replace the words in bold-face type), while Test B requires use of similar structures, but in changed context. Notes after the tests provide grammatical explanations for each structure. Structures treated in first course include the use of articles, plurals, possessives, verb forms, short answers, tag questions, and other basic patterns.

Second of series of textbooks for grammar review. Structures treated include verb tenses, modals, reported speech, prepositions, adverbs, etc.

Third of series of textbooks for grammar review. Grammar dealt with includes possessives, adverbs and larger verb phrases with infinitives, modals, and participles, etc.

Thirty-four exercises on sentence formation. Each exercise provides vocabulary for several sentences, to be composed according to a given pattern. Deals with sentences of one to three clauses, sentences of three or more clauses, and paragraphs. Intermediate level, for adults.

Provides practice in complex sentences with two or more clauses. Sets up controlled practice by giving first one example of a pattern, then citation forms of vocabulary for the construction of several sentences following that pattern. Subsequently the students are asked to create further similar sentences without given vocabulary. Part Three deals with paragraph-length units. Indices list types of clauses and grammatical points covered. *Teacher's Key* gives the completed sentences.
Supplementary exercises, in variety of drill forms, on grammatical structures at all levels.

Further explanation and practice for students who have some acquaintance with the material but inadequate mastery. Graded, controlled, and contextually oriented. Emphasizes meaning, correct forms and understanding of construction of forms. Chiefly written practice. Includes frequent tests. Special edition available for teachers and private students, containing complete text, notes on use of text, explanatory grammatical notes, and key to exercises.

Continues entry in RLM:1, p. 21. Third book, The Verb: Tenses, Patterns and Idioms, deals with phrasal verbs, reported speech, active and passive verb forms. Fourth book, Forms of Words: Inflection, contains an introductory section on phonetic symbols (Daniel Jones), and deals with word alteration through inflectional endings, vowel change, etc., in spoken and written forms. Fifth book, Forms of Words: Derivation, deals with word formation through affix and analogy, etc.

Idioms in Book One concern 14 common verbs (be, do, get, etc.). Idioms in Book Two relate to expressions of time, parts of the body, life and death, etc. Each usage is illustrated by several examples, with meanings and synonyms provided in simple English. Exercises follow at the end of each section, with answers provided at the end of each book.

A practical guide and practice book for the use of the prepositions at, in, of, on, to, and into, for students of intermediate to advanced level. Each preposition is presented in short simple sentences (in normal stress-tone patterns), each group illustrating one meaning, including demonstrable, physical uses, as well as idiomatic and undemonstrable uses such as those with abstract nouns. Includes notes to teachers and suggestions for oral and written exercises.

Describes forms and usage, and provides thirty-eight exercises on both written and spoken forms.
Elementary exercises using twelve basic structures, with variations, and a 500-word vocabulary. Part 1 consists of short patterned exercises on each structure, Part 2 of fifty narrative or dialogue dictations. Provides list of vocabulary used, and notes for teacher on use of the materials.

Continues entry in *RLM:* 1, p. 33. The following volumes have been added: Exercises 3: Gerund, Infinitive, and Participles; Exercises 4: Verb and Preposition/Adverb Combinations; Exercises 5: Auxiliary Verbs; Exercises 6: Indirect Speech and Passive Voice.

**VOCABULARY**

A description of compounds, particularly noun compounds, with exercises for practice in comprehension, production and writing. Intended for advanced level adult students, the work analyzes the derivational patterns and meaning of compounds, classifying each compound according to the relationship of its components with each other and indicating parallel phrases which may be used in place of the compounds.

Revises entry in *RLM:* 1, p. 20, Lado, Robert, Charles C. Fries, et al, *An Intensive Course in English: Lessons in Vocabulary.* Follows basically the same linguistic and pedagogical principles as the earlier edition, with the material revised to bring lessons into closer coordination with the revised editions of other books in series.

Designed to "help teachers to introduce and test new vocabulary, and to provide students with the means of testing themselves." Accompanied by *Teacher's Book* containing key with sample sentences for each word, and an Index. 1040 pictures.

Lists commonly used vocabulary items, with simple explanations of use and illustrative phrases and sentences.

Covers the identification of a word according to its class and function, and gives detailed instructions in the actual use of a dictionary. Other topics treated include verb forms, their meanings and usage; other parts of speech; collocations, idiomatic word groups, and compounds. Various types of dictionary entries are dealt with. Numerous examples and exercises with answers appended.
Intended to provide vocabulary needed at university entrance level. Each of 21 units is composed of sentences, organized around one or two high frequency verbs and a large vocabulary of noun complexes. Oral substitution and transformation drills as well as written exercises follow. Material divided into sections for elementary, intermediate, and advanced levels.

**CONVERSATION**

For advanced students. Originally written for students in Japan. Designed to provide cultural orientation while practicing spoken English patterns. Text is in form of a three-act play, with each scene followed by notes on grammar and pronunciation, and various exercises emphasizing the use of the patterns taken from context.

Supplementary practice material on a high intermediate to advanced level. Intended to lead from controlled drills of training stage to spontaneous fluency. Contains twenty-six lessons, each on a particular pattern, to be used as source materials as needed, rather than consecutively. Lessons consist of varied types of exercises, in some cases including a reading passage in which the pattern is used in context.

For intermediate and advanced level adults. Each volume contains twenty-five dialogs on situations reflecting everyday life in an American city. Graded structure points are introduced in the dialog, which is followed by comprehension questions, special phrases, descriptive grammar notes on the structure points, and notes on stress and intonation. Sentences for extra practice, and oral and written exercises provide further reinforcement of material. Aim is to develop fluency based on a good grasp of the patterns. Spanish editions available for each level.

A course for adult beginners designed to teach English through graded and controlled conversational practice. Each lesson consists of three short dialogs based on a commonly used verbal construction. First two dialogs are intended for simple repetition; the third, a practice dialog based on the first two, uses the same pattern, with additional vocabulary to substitute in indicated blanks. Lessons in Book Two reach quite advanced level. Both volumes are prefaced by teaching guides.

Presents thirty-five dialogs for typical everyday situations, each containing five utterances for each of two speakers. Alternatives for words or phrases in some of the utterances are provided in the right margin to permit variety and to aid comprehension. Intended to teach natural conversational usage rather than to practice structures. 2000 word vocabulary content.


For adults on at least an intermediate level. Divided into two parts, Part 1 based on everyday situations, Part 2 emphasizing particular points of structure or vocabulary. For each section in a part, several four-line dialogs are given, often followed by varied pattern exercises based on lines of the dialog or structures used. Some sections are Conversation Drills, with columns of possible phrases for use in blanks in lines of the dialog.


Workbook for intermediate and advanced students, for classroom, laboratory or home study. Contents coordinated with the author’s text, *Mastering American English* (see entry in RLM:I, p. 32). Part I consists of grammar exercises and short conversations; Part II provides dictations. Tapes accompany both parts; records, Part I only.


*Books A and B* each contain fourteen dialogs on everyday social and business situations that require use of the telephone. Exercises in accompanying Workbooks *A* and *B* test comprehension, mastery of patterns, and understanding of use of the telephone and directory for finding out different kinds of information. *Manual* for the teacher suggests ways of introducing and using the dialogs in class and gives answers to exercises. Not intended for EFL, but appropriate and adaptable.


For adult English classes and discussion groups. Each packet contains one teacher’s guide and 50 copies of each of four small four- to six-page pamphlets. The teacher’s guide describes the form and use of the pamphlets and further information about the content subject. The four pamphlets in each packet offer essentially the same content but at four levels, with progressively graded vocabulary and structure. First packet, “Leader for Peace” series, concerns the Rev. Dr. Martin Luther King, Jr. Second packet, “Science and Society” series, is about the Westinghouse Science Talent Search.
COMPREHENSION AND READING SKILLS

No special emphasis on Thai culture; could be used by any advanced student able to read reasonably difficult materials in English. Main sections are "Background for Meaning," "Building Special Skills in Reading for Study," "Building Skill in Recognition and Mastering Facts," and "Reading to Follow Directions." The last section includes detailed description of the organizing of an English club and the procedures involved in club meetings, planning a club magazine, writing a term paper, thesis and bibliography. Each section contains a variety of reading passages followed by questions and suggestions for discussion, comprehension check tests, dictionary and definition exercises, word building problems to work out.

For high-intermediate and advanced students. Part I consists of a diagnostic vocabulary test and a reading comprehension test which covers both speed and comprehension and gives suggestions for increasing vocabulary. Parts II-VII consist of exercises to increase speed in recognition and comprehension, first of words, then of sentences, paragraphs and whole compositions. Part VIII deals with scanning techniques. Part IX contains exercises to develop speed and accuracy in using a dictionary. Includes key to exercises and reading-time conversion table.

Intended for approximately the second year of reading English on secondary school level. Pupil's book divided into two parts, each with twelve comprehension exercises in the form of multiple choice objective tests. Type of answer required progresses from controlled to free. Drawings illustrate words and meanings. Additional structure exercises are provided for certain points. Expected to provide a year's work. Teacher's Book explains use of the book and its underlying theory, and provides answers for the exercises.

Sixty-two selected passages for comprehensive discussion and writing, for use by secondary school seniors or first year university students. Thought-provoking excerpts deal with the exposition of new ideas, imaginative description, scientific writing, opinions of contemporary philosophers and poets, and persuasive writing. Questions for classroom discussion and homework assignment. Cultural orientation of most passages either British or African.
COMPOSITION, HANDWRITING, SPELLING

For intermediate and advanced students. Part 1, which deals with the writing of sentences, paragraphs, essays, and letters, brings the student up to the level of the Cambridge Lower Certificate. Part 2, dealing with the short story, and the reflective, argumentative, and literary essay, offers more advanced preparation. Discussion questions and exercises included.

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A guided workbook for students with a passive vocabulary of approximately 800 words. Practices consist of short, graded reading passages followed by questions designed to elicit from the student controlled continuous prose.

Written for sixth-form British students, but useful for advanced composition for the foreign student. Chapters include passages from newspaper and magazine articles, advertisements, “officialese” and jargon, and literary excerpts. Each selection is followed by questions and exercises aimed at discrimination in reading and clarity in writing.

Thirteen selected essays for very advanced students on a university level. Each essay is discussed by the editor from the point of view of style, purpose, and general characteristics. A variety of types of exercise focus attention on broadening active facility and sophistication in vocabulary and structure, increasing awareness of the subtleties of usage, and developing style and effectiveness in writing.

Designed for beginners. Each of the ten chapters contains a number of patterns in affirmative and negative statement and question forms. Each pattern is followed by several examples, and a section on oral and written expression.

Twenty-eight short passages followed by exercises on comprehension and structure, and cue sentences and questions for writing a similar composition.

Short graded reading passages designed to develop writing skills on intermediate level. Each passage is followed by step-by-step copy or rewrite direc-
tions carefully designed to provide controlled practice for students at different levels of achievement, with progression at the students' own pace. Based on a collection of West African animal tales. Accompanying Teacher's Manual explains breakdown of steps, provides suggestions for use and instructions for grading.

Part One deals with format, organization, punctuation and content of personal letters; Part Two with business letters: invitations, complaint, application, letters to the press. Chapter Twelve is a review of grammatical points important in letter-writing.

For children who have mastered the basic sentence patterns of English. Each set of pictures is selected for controlled vocabulary and illustrates a story. First section contains list of key words, and other new or difficult words; second section consists of one or two sentence patterns in substitution tables; third section provides questions sequenced so that the answers narrate the story; last section gives the exact topic for the students' composition.

Part of author's five-book series on composition (see RLM:I, p. 18 and following two entries in this volume). Twenty-eight pre-planned compositions for the beginning student. Vocabulary of about 1,000 words; controlled grammatical structures and verb tenses.

Provides over 300 suggested subjects with leading questions, the complexity of the subjects somewhat graded from easier to more difficult. Introduction for teachers contains hints on general preparation for free composition work.

Designed to provide for quite controlled writing practice in accordance with detailed instruction. Consists of thirty situations with brief notes and outline, accompanied by a section of "useful words, phrases, and structures."

Deals with various types of letter layout, and suggested phrases and expressions for personal letters, business letters, job applications, etc.

Workbook contains forty-eight "skeletons" for students to complete as compositions. Approximately every other word is given, with blanks replacing most of the function words. Most verbs are given in infinitive form. Companion volume gives suggested completed compositions. 1500 word level.

Designed to teach a simple, clear Latin-alphabet script to children who are learning English. *Book One* illustrates basic strokes for formation of printed, unjoined letters, progressing to short words and sentences. Each page contains six lines of letters or words, to be cut out and pasted on cards for copying. *Book Two* introduces a simple cursive handwriting, using slight modifications of the basic letter forms already taught.


Provides for practice in tracing and writing cursive style single letters, words, and short simple sentences.


Course designed primarily to teach remedial reading, writing and spelling in adult education programs but intended also to help the non-native speaker of English. Lessons consist of vocabulary introduced through illustrations, or with words grouped by part of speech. Practices include spelling, sentence formation and writing, paragraph writing and question answering. Material is situationally ordered, somewhat graded. *Teacher’s Handbook* (for Books One and Two) gives general comments on methodology, suggestions for supplementary activities, and a vocabulary list for each book.


A set of exercises in the form of substitution frames, designed to form habits of correct pattern usage and to provide controlled composition practice. Each set of frames is based on a model paragraph, making variations possible within each sentence, but restricting the sentence forms and the order in which sentences appear within the paragraph. Prevents structural errors by providing correct forms to choose from, but requires the student to consider meaning. Can also be used for oral practice. British usage; culture content slightly oriented toward Nigeria.


Designed for graduate university students who need concentrated work in written English. Provides for an understanding of English structure, and principles and practice in writing. Part I deals with syntactical classes, sentence patterns, constructs, and styles and structure. Includes linguistic analyses of various schools, especially immediate constituent theory and transformational grammar, adapted to the needs of non-English speakers. Part II deals with
 paragraph units and model paragraphs. Part III deals with the essay and includes practice in description, analyzing and evaluating, paraphrasing and summarizing. Copious questions, exercises and writing assignments. Extensive appendices and indices.

Robinson, Lois. *Guided Writing and Free Writing: A Text in Composition for English as a Second Language.* New York: Harper and Row, 1967. xix, 216 pp. Designed to provide foreign students with practice in writing correct, informal English prose on freshman composition level. Each set of exercises concentrates on certain grammatical points, presented in descriptive explanations with examples, to be practiced first orally, then in controlled writing. Key exercises throughout are simple transformation type in which the student constructs a paragraph by answering prescribed questions in statement form. Other exercises range from simple fill-in-the-blank and sentence-completion types to free writing of short themes or compositions. Additional "References" section contains suggestions for layout, punctuation and capitalization; spelling rules; irregular verb list; and detailed index.

Rosenfeld, Jeannette B. and Angelica W. Cass. *Write Your Own Letters: Simple Letters for Adults.* New York: Noble and Noble, 1964. 64 pp. A handbook for writing easy business and social letters. Also includes a section on "everyday forms" such as bank slips, money orders and telegrams.


Provides methodical practice in the written forms of English. *Book 1* deals with sentence patterns, leading up to paragraph and short composition writing. *Book 2* deals with various prose forms from letters to description, narration, argumentation, and explanation. Includes lessons on outlining, note-taking, the use of the library, summarizing and preparation of research papers, intending to bring the student to a level of competence enabling him to handle college work. Lessons begin with explanation and comment on several patterns, illustrating each with several examples. Exercises follow, beginning with a "dicto-comp," to be used as a dictation or as the basis for comprehension and composition practice. A variety of other types of exercise practice sentence analysis and formation. For intermediate to advanced level.

**SPECIFIC LANGUAGE BACKGROUND**

**AFRICAN LANGUAGES**


Culturally oriented direct method course for primary schools. Materials for first year include a basic reader, a Teachers’ Book, several supplementary readers, a picture book, word matching cards, flash cards and wall pictures.


A six-year series based on the prescribed syllabus for the lower and higher primary school courses in South Africa. Vocabulary and language material chosen and organized on a situational, frequency and utility basis rather than linguistically graded and controlled. First three volumes consist almost entirely of pattern practice. Lessons in Volumes 4-6 are divided into three sections: Comprehension, with a reading passage and questions; General Language Practice; and Inductive Grammar, in which the patterns are discussed, with examples and a few exercises. Each volume includes a section of Phonic Tables for pronunciation practice, and a Spelling List with new words from that volume.


Designed to prepare secondary school students in West Africa for School Certificate, “O” level or GCE examinations. Approach is traditional, although third and fourth volumes aim to provide practice in modern, more informal types of language study. General format throughout series consists of culturally diverse reading passages with comprehension questions and word studies, followed by grammatical points with explanations, examples, and various exercises. Teacher’s editions contain appended notes and answers to some exercises.

Five-year course (high intermediate or advanced level) consisting of *Pupils' Books 1 to 5, Workbooks 1 to 5, and Teacher's Books 1 to 3*; includes a three-year program in preparation for "O" level GCE examinations and a two-year program preparatory to School Certificate or equivalent examinations. Lessons are based on reading passages, initially African in cultural orientation, later broader in scope. Each passage is followed by notes and exercises in comprehension, word study, grammar, pronunciation and composition. Each *Pupils' Book* includes a reference table of English sounds and symbols, several review chapters and a final test. *Workbooks* contain extensive exercises on grammar and general learning. *Teacher's Books* contain lesson-by-lesson notes and suggestions with careful pronunciation descriptions at the beginning of each volume. Intended to follow *Evans Primary English Course for Africa* (see entry, this volume, under Gagg, J.C.)


Designed for drill and review for children in Elementary VI level in West African schools. Part I contains 27 lessons, each based on a specific structure point, with substitution tables and other types of exercises, to be done first orally and then in writing. Part II contains 6 advanced exercise lessons, and Part III, model letters. Teachers' edition includes notes and answer key.


Designed to help students prepare for School Certificate and GCE examinations. Based on new approach to English language testing in West Africa, text consists of multiple-choice objective test questions covering special verbs, tenses, verb/preposition and verb/verb combinations, adverbials, nominals, reported speech, vocabulary, and comprehension. Introduction explains purpose, offers suggestions for use of book. Answer key appended.

Twenty-four lessons designed as supplementary material for second year of English in African primary schools. Lessons (four on each record) contain a story, a song, words and sentences to repeat, questions to answer. *Teacher’s Notes* available for each term. Also a blackboard picture for each lesson.

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Twenty-four lessons to follow *Joseph and Sarah*. Same format.


Pupils’ Books 1, 2, and 3, accompanied by Teacher’s Books 1, 2, and 3, of a proposed four-year course for upper primary school children who have had their first three years’ classwork through the medium of English. Designed to follow “Peak” or “New Peak” courses (see *RLM*:I, p. 38). Emphasis placed on reading skills rather than oral work, shifting to writing in *Book 3*. Lessons provide a wide variety of reading passages and numerous graded exercises. Cultural orientation is East African, principally Kenya. Teacher’s books contain keys to exercises, teaching suggestions for each lesson.

Day-by-Day English Course for Mid-Western Nigeria. Ikeja: Longmans of Nigeria, 1965—.

Pupils’ Book 1: Ugo and Eki, accompanied by Teachers’ Guide: Year 1. First two volumes of forthcoming series developed from Day-by-Day English Course for Western Nigeria (see entry, this volume, under Hemming, James, et al.). Material and presentation are nearly identical; cultural background and illustrations have been oriented for children in Mid-Western, rather than Western Nigeria.


Intended as a preparation for the GCE “O” level examination at the end of four years. General format of first three books consists of readings (folk tales, short stories and excerpts of biographies and travelogues, etc., songs with musical scores, poems, and plays) interpolated by grammar explanations and exercises. Throughout the series, emphasis is placed on parts of speech, sentence structure, spelling, punctuation, composition. Fourth book is intended as specific preparation for the examination. Separate volumes of Teacher’s Notes for each students’ book contain answers to exercises, definitions of words and idioms, suggested activities and subjects for compositions.


A traditional grammar of British English. Interesting reading selections with varied cultural background. Exercises test reading comprehension, practice writing and rewriting sentences, punctuation, choosing the correct verb, writing compositions.

Basic course for first three years of primary school. Each year's volumes include Reading Book, Workbook, and Teacher's Book, with supplementary readers for the third year. First year Reading Book introduces new vocabulary and a few patterns, with copious attractive illustrations. Workbook provides further practice through printing and drawing activities. Teacher's Book provides detailed notes on content and technique for each lesson of each week's work. Further notes to teacher included in each book, keyed to pages in Teacher's Book.


Adapted from *Evans New Africa English Course* (see entry RLM: 1, p. 37). Same format and content, minor revisions adapted to Sierra Leone culture.


See entry in RLM: 1, p. 37.


Series of five readers for primary school children in Northern Nigeria. Somewhat coordinated with the radio course, *Let's Learn English*. Oral practice provided for and writing introduced after short preparatory period. Written exercises are included at the end of each pupil's book. Accompanying six *Teacher's Books* give detailed instructions for each lesson. Fourteen coordinated supplementary readers entitled *Progress in Reading*, for years 2 to 5, also available.


Written for Nigerian children. Colorful drawings are used to teach English names of 144 everyday objects. Numbers and colors are included. Count nouns are given with the indefinite article.


*Book One, Work Book One, and Teacher's Book One*, of a forthcoming series designed to prepare students for School Certificate and GCE Examinations in West Africa. Most of the eighteen units in the text consist of reading passages, based mainly on African culture, followed by oral questions, language studies of grammar points, and oral and written exercises. Numerous explanations.

Colorfully illustrated series for primary school children. First volume, pre-reading picture book Olu and Ayo, is accompanied by Teacher's Book I which introduces some basic sentence patterns within a limited vocabulary. Reading and writing are introduced in following volumes: Read about Olu and Ayo, (with Teacher's Guide: Year 2), Olu and His Friends (with Teacher's Guide: Year 3), and Olu and Ayo in Town (which contains written exercises for the teacher's classroom use at the back of the book). Material is graded and controlled, provides for reinforcement and frequent review.


Course for secondary school students, covering total requirements of West African School Certificate Examination, revised syllabus. First book deals primarily with structure of the sentence, second book with the relation between structure and meaning. Reflects findings of transformational grammar, using new terminology as well as a few traditional terms. Each book has sections on Sentence Patterns, Sentence Structure, Comprehension, Summarizing and Composition.


Lessons consist of short prose passages followed by comprehension questions and a variety of language practices, ending with a word game.


Consists of twenty-four reading passages followed by multiple choice comprehension questions, questions for composed answers, and subjects for composition. Ranges from 1300 to 1750 word vocabulary level. Teacher's book provides vocabulary lists, comments on structure in the readings, guide to pronunciation of new words, and suggestions for teaching and evaluation.


A discussion of composition, based on writing problems encountered by Sierra Leone secondary school students. Covers the word, the sentence, the paragraph, letters, and the essay. Presents techniques of self-correction in punctuation, spelling, grammar, and repetition. Chapters on the essay describe steps in choosing a subject, planning, writing and revising. Appendices include lists of words and expressions, exercises, suggested topics, and twenty-five specimen essays.

Remedial pronunciation exercises based on a comparison of South African English and southern Bantu languages. Majority of attention given to vowel sounds; consonants and spelling pronunciation problems also covered. Modified IPA transcription.


Intended to accompany later volumes of secondary school courses, to give extra work in pronunciation. Covers points generally of difficulty to African students, rather than problems of speakers of any one language. Uses transcription (Daniel Jones) extensively. Covers single sounds and intonation, beginning with words in isolation and progressing to dialogs. Every eighth lesson is a test.


A two-year program of advanced work in English for Certificate A training colleges in West Africa. Both books contain prose passages with extensive exercises and notes on the exercises.


Progresses from printing of alphabet, numerals, punctuation marks, and spacing of letters, words, and sentences, through writing of dialogue, dates and verse, and the joining of letters to make longhand, to ways of writing time, notices, and letters, and addressing envelopes.


Story of a West African boy, designed for intermediate and advanced reading. Illustrative drawings and maps. Comprehension questions and exercises for each chapter, and question and answer frames for substitution drills appended. English-French glossary.


A five-year series, designed to prepare high-school students for Certificate examination in African schools. Presumes previous knowledge of English. Linguistic in approach; emphasis on oral practice. General format throughout consists of lessons in four sections, beginning with contrasted sounds, and conversation drills practicing stress and intonation. Second section offers a variety of simplified, short reading selections followed by comprehension questions and word studies. Other sections treat grammar points, providing numerous explanations and oral and written exercises, with special practices included for discussions and testing. *Teacher's Book*, covering whole course, is in preparation.

First four of a six-volume beginning series for primary school children in Ghana. Each book is graded, and intended for a year’s work. Work consists of practicing patterns of gradually increasing difficulty based on illustrations in the books. Exercises are of various types, chiefly written. Some conversation practice is derived through class discussion of stories and pictures. First volume, a pre-reader covering a vocabulary of 49 words. Second book contains lists of words selected to practice different sounds. Third book teaches past, present and future tenses. Fourth book contains more advanced exercises in guided composition, tense work and letter-writing, as well as which, who, and where clauses and elementary indirect speech.


First volumes of a series for African secondary school students preparing for the new School Certificate English papers or the GCE at Ordinary Level. Presumes a knowledge of basic structures and vocabulary. Most lessons consist of a reading, original or excerpted, followed by comprehension questions and a variety of oral and written language practices including sections of comment and exercises on grammar, dictionary work, composition, spelling, abbreviation, punctuation, proverbs, and a Rapid Drill section for oral practice. Grammar explanations somewhat traditional, but emphasis is on oral use. Books 1 and 2 accompanied by a single teacher’s manual, *Introducing Secondary English*. Further volumes in preparation.


Continues entry in *RLM*: 1. p. 39. Series now includes Teacher’s Books 2, 3, and 4, and Students’ Books 4A and 4B, 5A and 5B, and 6A, a series of wall pictures for the first year, and supplementary story books for first five years. Students’ books consist of graded readings with accompanying illustrations. From Book Three readings are followed by comprehension questions and a variety of activities on structure, pronunciation, composition and vocabulary. Syllabus and class material is in Teacher’s Books.


Lessons in Book One consist of a passage for comprehension, vocabulary, oral and written exercises and grammar. Emphasis is on written practice. Includes special exercises to correct “common West African errors.”


Intended for secondary school level students and teacher trainees in West Africa and Southeast Asia. No treatment of grammar. Lessons begin with exercises in relaxing and breathing, followed by practices in intonation, sound identification, voicing, and linking of sounds. Emphasis is on non-linguistic aspects of natural pronunciation. Appendices include chart of head with speech organs, and a section dealing with problems of speakers of tonal languages. *Teacher's Manual* contains detailed instructions in non-technical style for each lesson; table of phonetic symbols (modified IPA), and explanation of the stress, intonation and liaison symbols used in the lesson; the appendices appearing in the students' book, plus rules for breathing and a pronunciation list of common words in stressed and unstressed position.


Based on *Straight for English* course for Northern Nigeria (see entry this volume under Goldstein, Hemming and Stitt). Cultural and linguistic content oriented for children in Sierra Leone. Volumes include questions for practice, songs and language games. Colorfully illustrated, the material is graded and controlled, and based on limited vocabulary. Emphasis placed on sentence patterns.


Course for primary school children. Pupils' Book 1 is a picture book. Books 2 to 4 are graded readings, continuing narrations from the lives of two Malawi children and their families and friends. Lessons are in teachers' books, which open with general discussion on teaching young children languages, then provide outlines for each lesson, indicating content to be covered, regular classroom activities, and special activities for particular points. Constant review built into lessons as well as special review sections.


A collection of graded reading passages excerpted from stories for children by African authors. Following each reading are graded, mostly multiple-choice, comprehension questions, beginning with simple information-type questions eliciting very controlled answers, and gradually introducing thought questions requiring free answers.


Reading passages followed by comprehension questions, grammar and writing exercises, including summaries, timed to approximate the length of the School Certificate Examination.

Course for six or seven-year primary schools in Nigeria, consisting of Teachers' Books and Pupils' Books. Lessons are in Teachers' Books, with detailed notes on content and presentation for each class. Emphasizes oral work but introduces reading and writing in second term of first year. First two years make some, but decreasing, use of child's mother tongue. Pupils' books contain graded readings, with corresponding exercises in vocabulary, structure and comprehension.


A three-year course primarily intended for teacher training colleges and secondary schools in Nigeria and other African countries. Level is quite advanced. Emphasis is on reading comprehension, grammar, and composition, although Book 1 has been revised to include considerably more oral practice. Chapters consist of a reading, excerpted from a variety of types of literature, usually African in setting; comprehension and discussion questions; a section on idiomatic constructions; several grammar points explained at length, with examples, and in Book 1 pattern substitution tables; exercises; a composition section, including suggestions on note-taking, word choice, paragraph construction, etc., and topics for practice. Considerable attention is given to points of style and usage. Each book contains two or three review chapters.


Thirty varied passages from books and journals, each followed by multiple-choice questions on comprehension, vocabulary and grammatical knowledge.

**ARABIC**


A four-year course for beginners based on *Living English for the Arab World* (see entry in *RLM*: 1, p. 41).


Sixteen conversational dialogues designed for Arabic speakers on intermediate-advanced level of English. Conversations glossed in classical Arabic. Explanatory notes dealing with grammar, usage, and cultural points follow each dialogue. Accompanying *Workbook* provides reading and writing exercises.


Three-year graded and controlled beginning course for Arabic-speaking children in greater Cairo. Aural-oral in approach and based on comparative analysis of English and Arabic. First 21 lessons in Book 1, which contain the basic features of the English sound system, are designed to be introduced orally, and are included only in the accompanying *Teacher's Handbook 1*. Lessons in
first volume are short situational dialogs which incorporate basic sentence patterns and simple vocabulary. Attention pointers and instructions for practicing these patterns are contained in the Teacher's Handbook 1, as well as an indexed vocabulary list glossed in Arabic. Also accompanying first year's volumes is a Copybook to practice cursive handwriting. Second year's volumes, Book 2 and Teacher's Handbook 2, with similar format, are in experimental editions.

Gusbi, M. English for Libya. 6 vols. London: Univ. of London Press, 1965. A three-year direct method course for Preparatory Schools, culturally oriented toward Libya, possibly other Arabic-speaking countries. Somewhat graded and controlled, materials introduce new words and structures with illustrations, followed by extensive patterned exercises. Dialogues and reading paragraphs are used for further practice. Attention also given to pronunciation and handwriting. Teacher's Handbook for each year gives general notes on the method, and detailed notes for the teaching of each class, including testing and review. British English.


BULGARIAN

Spasov, Dimiter. English Articles: A Practical Course with Exercises. Sofia: Naouka i Izkoustvo, 1967. 122 pp. Classification and description of the functions, and practice in the use, of the English definite and indefinite articles. Provides numerous examples for each pattern. Exercises include various types of pattern practice and some Bulgarian to English translation. All in English except for translation exercises and a few contrastive examples.

CARIBBEAN LANGUAGES

Ridout, Ronald and Philip M. Sherlock. Better English for the Caribbean. 4 vols. London: Ginn, 1965. A series of non-graded "self-help method" texts for children with some knowledge of spoken English and some ability to read and write. Material is presented primarily in sentence form rather than isolated words or phrases with most of the exercises of the sentence completion, substitution and matching (of descriptive sentence with picture) types. Colorful illustrations, variety of classroom writing activities.
CEYLONSE LANGUAGES


A series of beginning lessons for elementary pupils. Content is based on realia and culture familiar to Ceylonese children. Vocabulary words are limited, and usually introduced in simple sentence rather than in isolated form. Reading passages in first book consist mainly of unconnected sentences. Short, descriptive passages in second book and simplified folk tales in third book provide for practice in reading continuity. Reading passages in all books are followed by questions and exercises.

CHINESE


Book 1 of a proposed five-volume edition of the *New Oxford English Course* (see RLM:I, pp. 36-37) adapted and culturally oriented for primary school children in Hong Kong. Each volume will be accompanied by a book of Teacher’s Notes. A set of wall pictures has been prepared for use with Book 1. Accompanying *New Oxford Supplementary Readers for Hong Kong* provide a graded introduction to reading.


Description of English sounds with diagrams illustrating articulation. Based on British Received Pronunciation. Designed for young Chinese students with special emphasis on their learning problems. Last chapter treats intonation. Numerous examples and exercises for ear-training, speech-training, and spelling.


Based on a comparative analysis of English and Cantonese intonation, this comprehensive study "utilizes Cantonese tones as well as conventional musical notation and sol-fa." Emphasizes importance of ear-training for tonal language speakers. Deals with relationship between stress and intonation, and meaning. Numerous contrastive examples and six lengthy dialogs illustrating British English intonation patterns. Book II forthcoming.


A six-volume series for Junior Middle school pupils. Linguistic oral-aural approach. The first two books consist of oral pattern practices of basic structures, with provision for reading and writing practice. Following books consist of pronunciation and structure drills with some built-in review, reading passages, comprehension questions, and oral exercises. Phonetic transcription of pronunciation drills and all new vocabulary is based on the Kenyon and Knott system of notation. Appended word lists. Accompanying Teacher’s Manuals with all explanations and notes in Chinese.
CZECH


A beginning text intended for high school students but content quite adult. Ninety short lessons, every fifteenth a review. Lessons consist of a reading, new words and expressions with glosses, grammar explanation, exercises, and an additional reading or a group of two-line dialogs for practice in spoken English. Grammar explanations, directions, notes, and vocabulary glosses in Czech throughout. Orientation general although pronunciation is British rather than American.


A beginning text for children in elementary schools in Czechoslovakia. First two lessons introduce simple illustrated vocabulary in isolated basic sentences; thereafter, vocabulary and patterns are presented in short reading passages or conversational dialogs. Each reading section followed by new words with glosses in Czech and pronunciation in IPA transcription; structural notes in Czech; and various short exercises, rhymes, riddles and songs. Vocabulary limited; material gradually introduced. Cultural orientation Czech. Appended English/Czech, Czech/English glossaries.

DANISH


Direct method texts designed for secondary school children in Denmark who have been introduced to the basic patterns of English. A variety of exercises, illustrations and tables provide for ample practice and reinforcement of the structure points of each lesson. Cultural orientation British. Teacher's books in Danish accompany each of the three students' books. Other volumes in series in preparation.

DUTCH


Four-part series for beginning-level secondary school courses. Linguistically based, lessons begin with pronunciation practice. New grammatical material is introduced in a dialog or reading passage, practiced in extensive, patterned "question-and-answer games," defined in frames after the students are familiar with it, and further practiced in exercises and dictation. New words and phrases are re-introduced in context, in sentences glossed in Dutch. Attractive illustrations; songs interspersed throughout. Teacher's Books include general instructions for oral approach, words used with charts, comprehension questions for dialogs and readings, sentences for exercises.

A beginning-level series for secondary schools, consisting of three textbooks, three workbooks, and a short reference grammar. Following the traditional grammar-translation method, the course moves to an advanced level by the end of the third year. Lessons are based on reading passages, including dialog situations. Lengthy introductions in Dutch. Lists of new words and expressions with glosses follow readings. Grammar section consists of descriptive analysis with a few examples but no exercises except translation to and from Dutch. Workbooks provide somewhat more patterned exercises on forms, vocabulary and translation. Patterns in reference grammar are numbered for brief reference in the text to the relevant explanations.


Five-year series for Belgian primary schools, later adapted to bring the students to the secondary school top form level by the end of Book V. Main body of structures introduced in first three volumes via oral approach. Lessons based on dialog or reading passage, followed by variety of exercises. Substitution tables used extensively both for grammar presentation and for pattern practice. First three books cover total of 2,000 vocabulary items, plus idioms, "collocations" and phrases; vocabulary glossed in Dutch, French, and German, with pronunciation of the English provided in IPA transcription. Last two volumes concentrate on advanced British literature, covering the field up to present day. Volumes accompanying series include *Teacher's Books I and II,* and *Vocabulary Tests.*


A beginning course for secondary schools or colleges. Follows traditional grammar-translation approach. Introduction consists of a large section on the sounds and spelling of English; Daniel Jones transcription. Each lesson includes a dialog or reading, plus several sections on grammar, forms and usage, and spelling. Practice is largely through translation. Second volume concentrates on special usage and advanced patterns. Relies heavily on similarities between Dutch and English structure.


First book of a course for 5- and 6-year college preparatory type secondary schools (VWO and HAVO). Follows a somewhat eclectic approach. Although translation (usually Dutch to English) plays a large part, a variety of other types of exercises and classroom activities are used. New material is introduced through examples rather than prose discussion, with "rules" briefly summarized at the end of each lesson. Very little Dutch used outside of translation exercises. English/Dutch and Dutch/English glossaries appended, plus a section of extra exercises for MAVO, non-college preparatory secondary schools.

Particularly for higher general continued education (HAVO) schools, but also suitable for middle (MAVO) secondary schools. Traditional approach; Dutch glosses throughout. Attention given to pronunciation and spelling. British usage; culture content in first book British, in second book American.

**FILIPINO**


Designed for first year Filipino high schools. Linguistically oriented, the material is based on a contrastive analysis of English and Tagalog, and provides for a thorough background and understanding of basic English structure and phonology. Consists of nine units, with a story based on the life of a Filipino high school student and his family. First part of each unit deals with grammar, treated descriptively and reinforced through vocabulary, reading and writing practice. Second part of each unit deals with pronunciation, using minimal contrasts, sentence drills, and dialogs. Structure and pronunciation points are followed by examples and numerous exercises, with points of contrast illustrated in English and Tagalog. Unit 9 includes a review of first 8 units, and explanatory notes on the parts of English sentence.

**FINNISH**


Fifty-five lessons on English grammar, usage and cultural background. Orientation is British. First thirty-five lessons consist of a reading passage, notes on new words and expressions used in the passage, and a section of traditional grammar explanation in Finnish. Lessons 36-55 are readings with only occasional usage explanations and no grammar.


Two volumes of reading selections for advanced students, each accompanied by an English-Finnish glossary [Sanasto I and II by Pekka Tenkilä] and an English-Swedish glossary [Ordbok I and II by Rolf Lindholm]. Transcription (IPA) used in the glossaries. Selections provide a wide range of principally British and American authors, in serious and humorous vein. Somewhat graded as to complexity. Passages are followed by short traditional exercises on grammar.


Beginning level direct method course for secondary school or adult courses. Material is divided into sections, in most cases keyed for coordinated study: graded narrative passages, with new words illustrated in first few lessons; literary pieces; exercises; pronunciation and spelling; grammar notes; lesson-by-lesson English-Finnish word list, and alphabetical English vocabulary index.
FRENCH

Continues entry under Perthuisot, RLM: 1, p. 55. Final three volumes, plus two "translation keys," of seven-year course for French secondary school students. Each volume contains reading passages followed by excerpted model sentences, a paragraph for translation, and discussion questions. Further passages for translation follow each section. Grammatical notes in French, list of irregular verbs, and grammatical index conclude each volume.

An adaptation for younger students of Passport to English (see RLM: 1, p. 53). Vocabulary is limited to 600 items, grammatical constructions are restricted, and themes more appropriate to younger students have been chosen for the dialogs and supplementary material.

Two student's books accompanied by teacher's guides, for secondary school students in French-speaking Africa. Initial presentation is aural-oral but reading and writing are introduced early. Lessons consist of graded practice sentences, reading passages and conversations, and exercises. Appended verb lists, numerals, English-French glossaries.

Programmed self-instructional course for adult beginners. Covers essential grammatical structures of conversational American English and about a thousand commonly used vocabulary items. Also deals with pronunciation, introducing IPA transcription in second unit. Accompanying records provide oral practice. Based on contrastive analysis of English and French, course emphasizes points of difference. Commentary and instructions in French.

A short-term course for the teaching of British English to French speakers. Designed to be used according to the Saint-Cloud Method. Classroom materials consist of 25 filmstrips and 25 tapes, accompanied by a picture book with captions and explanatory preface in French.

A collection of passages from literary works and travelogues in English and French, for use as translation exercises. Selections are grouped, alternating English and French, into ten categories such as The Man and Family Life, Education and Religion, etc., to give a comprehensive picture of the civilization and literature of English-speaking countries.
Linguistically oriented pattern practices designed to develop aural-oral skills, especially mastery of grammatical patterns, for French-speaking university students with a knowledge of written English. Student's attention is focused on teacher's oral cues, rather than on written work. Each lesson deals with separate point of difficulty encountered by French speakers. Frequent review lessons for reinforcement. No French.

A beginning course designed for French-speaking children in eighth and ninth grades in Canada. Consists of two student's books, each accompanied by workbook and teacher's key. Lessons contain phonetic exercises based on contrasted sounds (modified IPA transcription); grammar points followed by various types of pattern practices; dictation; and dialog practices. No regular format followed in lesson presentation. Workbooks contain further exercises correlated to each lesson. Teacher's Keys provide introduction to each workbook exercise, and answers.

A programmed course for French speakers at 7th grade reading level. Approximate equivalent of a first year high school beginning English course. American cultural content. Material presented consists of vocabulary and usage for everyday situations rather than a systematic presentation of patterns.

An intermediate course for eight- to ten-year-old children. Consists of pupils' text, teacher's manual, correlated filmstrips. New vocabulary and sentences, word puzzles, "games," and exercises are all illustrated. Comprehension test questions follow each two or three lessons. Some attention given to grammar and pronunciation practice. Material is superficially graded, with emphasis on aural-oral introduction and reinforcement.

**GERMAN**

Twenty practices for supplementary work on a variety of beginning and intermediate level grammatical patterns. British usage. Intended for language laboratory drill and writing practice. Preface offers suggestions for use, including self-study. Vocabulary coordinated with Hoffman's *Weltsprache Englisch für Anfänger* (see below) but drills usable with any course.

Text in pronunciation, divided into three parts: introduction of single sounds, with production exercises on consonants and discrimination practice with vowels and diphthongs; introduction to speech, with production exercises for both vowels and consonants, especially consonant clusters; and a short introduction to reading and writing. Linguistically oriented. Includes figures showing tongue positions and organs of speech, and tables of vowels and consonants. Follows intonation markings of H.E. Palmer, modified Daniel Jones transcription.


Four-year series in British English for junior high schools, including four workbooks (the basic texts), one to four readers for each year, and teachers' manual/keys. Somewhat graded, not controlled. First year work introduces basic phonological and grammatical patterns. Translation is introduced in second year and heavily emphasized thereafter. Third book brings in discussion; fourth book, debate. Attention given to pronunciation. Grammar introduced through examples with a minimum of discussion. Exercises are traditional. Workbooks and readers have English/German glossaries. Teachers' guides (in German) suggest lesson plans and provide answers to exercises.


Contains a basic vocabulary listed alphabetically, each word followed by an illustrative example and the German equivalent.


Continues entry in *RLM*:1, pp. 57-58. Revised "A" series, for 5th grade students studying English as their first foreign language; "B" series, designed for 9th grade students learning English as their second foreign language, is similar in format but accelerated in pace.


Graded exercises for supplementary controlled practice on a variety of aspects of the English verb, noun, adjective and adverb. Includes some translation from German. Separate key provides answers.


A collection of educated-colloquial British English idioms, listed according to key word. First glossed in German, then written in sentence context. Alphabetical index of German equivalents appended.


Supplementary practice material for secondary school or adult courses. Covers structures author finds to be most commonly encountered difficulties for
intermediate and advanced students. Includes several exercises for translation from German, as well as transformation, completion and combination practices.


Follows Weltsprache Englisch für Anfänger (see below). Format similar; much less German used. Includes an appendix with supplementary reading texts. Teacher’s book provides notes on structure content and use of the text, and key to exercises.


Traditional text in British English for beginners. Lessons consist of a reading; a conversation; grammar discussion, in German, with examples and paradigms given with German equivalents; and exercises, mostly transformational, with some translation. Although transcription (Daniel Jones) is provided for early conversations and all vocabulary lists, little attention is given to oral work. Covers a vocabulary of about 2100 words. Little apparent grading or control, but reflects differences between English and German. Can be used for self-instruction. Teacher’s Guide provides general suggestions, a selective bibliography, notes on the grammar and usage in each lesson, and key to the exercises.


Beginning series designed for junior high schools in Bavaria. Approach is traditional, emphasizing grammar, reading comprehension and translation skills. Part 1 introduces basic sentence patterns and the sounds of English, and gives a brief explanation of intonation, punctuation and capitalization. Part 2 incorporates into text format an additional section of poems and songs with accompanying glossary, a list of homophones, and a short bibliography. Part 3 includes a section of passages reflecting British and American culture, list of homonyms, and further rules of punctuation and hyphenation. Part 4 includes reading section of “human interest stories and literary extracts.” All words and forms in the grammar sections, as well as vocabulary items, are glossed in German. Vocabulary items transcribed (IPA).


A grammar handbook for German-speaking students on intermediate-advanced level. Introduction deals briefly with English phonology, stress, spelling, etc. Main sections deal with word order and parts of speech. Each pattern is introduced through examples, after which the details of the “Rule” are enumerated, sometimes followed by further special notes. IPA transcription is used in Introduction and in the English/German glossary of grammatical terms appended.
Consists of a series of narrative passages on varied subjects, grouped by topical category. Presents vocabulary in context. Cumulative group of idioms on the respective subject is glossed in German.

A series for secondary schools with separate editions for English as a first foreign language and English as a second foreign language, and for both Mittelschule and Gymnasium. Each text is accompanied by a teacher's guide, a grammar handbook, and a vocabulary list. Tapes, records and wallcharts are available for the first volume in each series. Colorfully illustrated; numerous poems, songs and games; careful structuring, grading and control.

Beginning series for German-speaking children. Emphasis throughout on vocabulary and grammar, reading comprehension and translation. Pronunciation exercises with IPA transcriptions preface first volume. Lessons consist of reading passages followed by proverbs, poems, and songs, and a variety of traditional exercises, such as conjugation, fill in the blanks, and translation. Grammar points of each lesson are explained in German in the back of the book.

An exercise book designed for advanced students. Part One covers points of grammar and style; Part Two, style, idioms, synonyms, and pronunciation (British). Key to exercises and explanatory notes are contained in accompanying Teacher's Book.

**GREEK**

Continues entry in *RLM*: I, p. 62. Additional material has been provided for oral classwork, reading and writing practice, including more exercises based on grammar structures, as well as pronunciation drills and conversations.

Eleven readings aimed at developing active skills from the passive knowledge of English of students of the Gymnasium II level. Each reading is followed by a list of words for special study, discussion questions, suggestions for compositions and projects, and various exercises.


**Indian Languages**


French, F.G. *New Oxford English Course for India*. 4 vols. London: Oxford Univ. Press, 1957-65. A six-year direct-method course for children in primary and lower secondary schools (see entry under French, F.G., *RLM*: I, p. 36). *Book 1*, accompanied by *Teacher's Notes* and wall pictures, is designed for oral work with beginning pupils. *Books 1A and 1B*, in which reading and writing are introduced in the first lesson, are designed for children whose mother tongue is English or who already know some English.

Designed for students in Indian universities. First three chapters deal with errors in "Accidence and Syntax," vocabulary, and punctuation. Parts Two and Three deal with essay and letter writing, reported speech, précis, and paraphrase. Part Four provides practice drills on pronunciation, stress and intonation. Numerous examples and exercises. Grammatical treatment is largely prescriptive.

Texts for pupils in elementary schools in Andhra Pradesh. Designed to provide interesting reading material while incorporating official syllabus items. Readings are in conversational dialog or narrative reading form, followed by a variety of exercises. Section of short poems appended in each volume. Class VI and VII have additional supplementary readers, containing own folk-tales but no exercises.

Beginning English texts prepared according to official syllabus by the Institute of English, Calcutta, for use in Classes III-V in West Bengal. Material is graded and controlled, based on a comparative analysis of English and Bengali. Approach is aural-oral. Primer introduces basic sentence patterns and illustrated vocabulary, provides for controlled reading and writing practice. Books One and Two follow same format, include substitution tables, longer reading passages. Content is culturally oriented for Bengali children. Accompanying Handbook for teachers encompasses the three volumes, providing teaching suggestions and an explanation of English phonology and structure.
TEXTS—SPECIFIC LANGUAGE BACKGROUNDS

Illustrated primer introduces simple words in isolation and in sentences, concentrating on one or two sounds in each lesson, which are then practiced in oral drills. Lessons in succeeding volumes consist of a reading preceded by a list of new words and followed by various brief exercises. Material is graded and controlled. Attention is given to pronunciation throughout. Cultural orientation is Indian.

Workbooks designed for children on beginning level. Lessons in Book One are based on simple structures. First line of each lesson page contains simple sentence patterns in italic script, to be copied for handwriting practice. Following are words to read, and illustrated sentences to be completed by filling in the blanks. Book Two, same format. Introduces practice with substitution tables; covers simple present, past and future forms. Book Three introduces present perfect tense, work with prepositions and adverbs, some pronunciation. Approach is linguistic; cultural content is Indian.

ITALIAN

A direct-approach reader on upper-intermediate level for the first and second classes of middle-schools in Italy. Part I reviews basic structures and vocabulary phrases. Part II consists of reading passages based on the life of Luca, an Italian schoolboy. Part III contains short excerpts from British and American writers as well as paragraphs describing British geography and history. Passages in Parts II and III followed by short tests in comprehension, structure, and composition. New words and expressions translated in footnotes.

A comprehensive direct method beginner’s course for older children. First part introduces English phonetic system (IPA notation) with pronunciation exercises based on contrastive sounds. Lessons begin with a page each of pictures and corresponding reading passages, containing graded structure points, explained in Italian in grammar section following. Great variety of exercises; grammatical index, phonetic glossary of over 3,000 words appended. Linguistic and cultural context is British.

See entry in *RLM*: 1, p. 71, under Consiglio di studi Americani, Roma. For adult speakers of Italian. Based on contrastive analysis. The first two volumes contain dialogs, and grammatical and phonological explanations and exercises. The second volume also contains reading passages with comprehension questions, reflecting various aspects of British and American culture. The third volume contains advanced reading passages followed by extensive comprehension questions and grammatical explanations and exercises. Appendices include English-Italian glossary and indices of grammatical points.


**JAPANESE**


A linguistically oriented course designed for Japanese adults who have a basic knowledge of English structure. Lessons in first volume, *Introductory Course*, are in four-part units: conversational dialogs containing the structures, vocabulary, pronunciation and culture points to be mastered; explanatory notes; pronunciation drills; and pattern drills. Second volume, *Elementary Course*, maintains same format, adding a comprehensive reading passage, which precedes dialog, introduces all the points of the lesson in paragraph form, and is reinforced by the dialog. *Intermediate Course* adds Japanese/English translation drills and guided conversation sections to each lesson unit.


A linguistically oriented, beginning-to-advanced level spoken English course for Japanese adults. Material is graded, based on contrastive analyses. Emphasis is
on oral pattern practice. *Books 1 and 2* each contain six units consisting of sections of dialog; analytical grammar notes; vocabulary; and extensive drills on dialog adaptation, and pattern practice. Each book is accompanied by a *Charts and Pictures* booklet for supplementary oral drill. *Book 3* contains the thirteenth unit in series and reaches educated-colloquial native speaker level. Japanese is used throughout for dialog and vocabulary glosses, and occasional notes.


Exercise material for intermediate-advanced students. Each lesson consists of a short joke or humorous anecdote, followed by detailed questions on each sentence, with both short and long form answers provided. Each piece of information is questioned in various ways, with the answers to be found in the sentences of the text, providing both comprehension and structure practice.


Linguistically oriented series for intermediate-advanced level adults. Lessons consist of three short educated-colloquial dialogs based on various social and business situations, each followed by pattern practices. Phonemic transcription provided with dialogs.


Revised edition of *ELEC English Course.* See entry in *RLM: I*, p. 76.


Intermediate level course in colloquial, conversational English. Chapters based on situational dialogs, followed by vocabulary study, pattern drills, questions to answer, topics for discussion, and other activities. Answers to some exercises at back.


Designed for adult speakers of Japanese with knowledge of basic structures of English. First volume consists of groups of four-line conversations, both situation and structure oriented, some of them containing blanks and lists of words to be used as substitution drills. Second volume consists of programmed structure and word study drills. Educated-colloquial English.

A book of sentence patterns and exercises based on three hundred basic English utterances. First part contains lessons consisting of cultivated-colloquial sentence patterns; word studies, including idiomatic usages; substitution drills; conversational dialogs; and vocabulary-building word lists. Second part contains short newspaper narratives and "easy short stories" excerpted from American authors, new word meanings with footnotes and comprehension questions.


A beginning course for adults. First three lessons devoted to pronunciation, including facial drawings to illustrate points of articulation. Next six lessons contain a short dialog and a list of new vocabulary. Each grammar section deals with several patterns, following a transformational approach in its presentations and explanations, and providing brief practice. Last two lessons are review.

MALAYAN


Graded course for beginning adult or high school students. Follows oral approach. Provides a certain amount of reading and writing practice. Emphasis is on sentence patterns, which are introduced by means of illustrations and brief examples. Copious structural and sound drills, grammar, punctuation and comprehension exercises, and composition and letter-writing practices provided, as well as reading passages and short dialogs. Comprehensive tests included in last volume.


An oral-approach beginning series for children. *Teacher's Book* contains 50 lesson plans providing pre-reading activities during Oral Stage, and suggestions for teaching first two readers and workbooks. Material is progressively graded and vocabulary is limited and controlled. Cultural orientation Malaysian.


Intended for pupils in Forms I-V preparing for School Certificate or GCE "G" level examinations. Presumes approximately six years of previous instruction. General format consists of original reading passages or excerpts from Malaysian and English writings, comprehension questions, word study sections, composition and pronunciation practices, and sections on grammar presented in somewhat graded traditional fashion. Numerous explanatory notes and examples as well as great variety of exercises. Cultural content of series is specifically related to daily life of Malaysian peoples. Teacher's books for first three books available.
TEXTS—SPECIFIC LANGUAGE BACKGROUNDS


A "Direct Oral" course for children. Begins with a picture book pre-reader, to be used with carefully detailed teacher’s notes. Next book is augmented by two supplementary readers. Last book emphasizes review as well as progress in reading. Familiar *New Oxford English Course* format—colorful pictures, local cultural content, graded and controlled material with emphasis on basic sentence patterns. Wall pictures and flash cards.


A six-year course for primary schools, culturally oriented for Malaysia. Linguistically graded and controlled. New items are presented through colorful illustrations and practiced in structured oral and written exercises, dialogs, and readings. Emphasis is on oral work before reading and writing. Pronunciation practice also provided. Teacher’s Book for each year contains general comments on method, followed by page-by-page teaching notes and a list of new content words for that year. British English.


Comprehensive four-volume series for Forms I, II, and III. *Introductory Book* is intended to bridge the gap between primary and secondary schools, or for remedial work for students not ready for *Book I*. Thirty lessons, each containing graded reading passage, comprehension exercises, substitution tables for oral exercises, written exercises, punctuation practice, composition, useful words and phrases. *Books I-III* follow same format, contain additional pronunciation and reading practices, spelling rules. Workbooks contain further exercises corresponding to lessons in main books. Somewhat oriented for Malayan students.


Continues entry for *Practical English, RLM:1*, p. 81. Designed to prepare Malayan secondary school students for the Cambridge Overseas Certificate. More or less same format used in both books: Section One deals with précis, comprehension, and composition; Section Two with language structure; Section Three consists of comprehension, précis, and composition practice; Section Four contains oral practices in pronunciation, rhythm, intonation, stress, oral comprehension, etc. Two sample examinations and suggestions for study included.


Continues entry, *RLM:1*, p. 81. *Books Four and Five* complete this series. *Book Four* emphasizes composition, and includes chapters on the paragraph, sentence analysis and construction, idioms and figures of speech, etc. *Book Five* emphasizes review.
Based on a revised edition of materials from the Peak System for English-medium schools in Africa (see RLM:1, p. 38), adapted on the basis of a few years' use of the Peak materials in an English-medium system in Sarawak. Series will eventually cover six years of study, the present volume providing work in all subjects except other languages for the three twelve-week terms of the first year. Materials for the second year. *Arithmetic, Physical Education, Story Telling and Acting and Nature Study for Primary Two* will include some volumes of the original Peak series as supplementary readers.

**NEPALI**

First two of a six-volume series designed for children. Aural-oral in approach; materials are graded and controlled, with cultural content specifically Nepalese. Vocabulary is illustrated and introduced in sentence form in reading passages or dialogs, followed by various exercises. Both books include additional exercises and vocabulary lists. Separate teacher's guides available.

**OCEANIC LANGUAGES**

A graded and comprehensive program of English lessons for the seven years of Primary "T" Schools in the Territory of Papua and New Guinea. Content and colorful illustrations designed to appeal to children of this region. Pupils' texts consist of *The Road to Reading,* *Readers,* *Read and Draw* booklets, *Supplementary Readers* and *Pre-Writing Books.* Teacher's books consist of teaching guides for *Readers,* and accompanying *Picture Word Matching Cards,* *Language Drills,* and accompanying *Wall Charts,* *Storytelling and Oral Composition* and accompanying *Oral Composition Pictures,* *Pre-Reading* and *Pre-Writing,* and *Written English.* Teacher's books give minutely detailed instructions for the teaching of each lesson and explain in simple language the methodology involved. The integrated units are carefully scheduled so that new words and patterns are introduced in language drills lesson, practiced orally in storytelling and oral composition, and then read and written in following lessons. Constant emphasis on pattern-reinforcement and careful teacher preparation. Work is done completely in English, without reference to the source language.

Based on the Tate Oral English Syllabus. Linguistic in approach, the materials are strictly graded and controlled, with emphasis on correct pronunciation of sounds and intonation, oral pattern practice and frequent review. Course covers approximately 4 years of work, the first two, pre-reading, so that the children learn to read and write in their own languages. Author has prepared...
two handbooks for teachers: Firm Foundations: Speech and Firm Foundations: Structure, which contain notes on special problems of Polynesian children learning English (see Tate, p. 145). Several series of readers have been published for this course by different island governments.

A beginning course adapted from and closely following format of Oral English for Maori Children of the Cook Islands series, by G.M. Tate. Order of presentation somewhat revised.

Sequel series to G.M. Tate’s Oral English (see above), following a similar approach and format. Books are basically for the teacher’s use, providing detailed lesson plans. First volume contains extensive review, serving as a bridge between the beginning and the intermediate series.

PAKISTANI LANGUAGES

Official beginning course for elementary school classes III-VIII. Material is graded and controlled, and lexical items are limited to afford greater emphasis on practising structural units. Approach is aural-oral, illustrations and cultural content specifically for East Pakistani children.

Intermediate level textbooks designed to follow The New Model English Course. Contains reading passages describing people, places and incidents of special interest to East Pakistani children, practice in newspaper reading and direction giving, anecdotes, puzzles, etc. Passages are followed by model sentences to practice, varied oral and written exercises, and word studies. Appended list of irregular verbs and supplementary translation exercises in Bengali and Urdu. Accompanied by supplementary readers, Poems for Young People and Children in History.

Series for primary classes I-VI, consisting of Workbooks, Readers and Notes for the Teacher. Based on “the direct structural method.” Lessons are outlined in teachers’ notes, with emphasis on oral work. Readers follow same syllabus. Workbooks overlap, reinforce, and supplement oral work and Readers, and provide practice in writing and composition. Culturally oriented toward Pakistan.
PERSIAN

Continues entry, *RLM*:1, p. 85. A linguistically oriented four-year course for high school students. Based on a contrastive analysis of English and Persian. First volume of series has been revised. Emphasis throughout is on spoken English but material provides for developing reading and writing skills as well, with special exercises for handwriting practice. Beginning volumes contain classroom language games, songs, problems and puzzles. Translation practices and longer reading passages on scientific subjects introduced in later volumes.

Linguistically oriented course for elementary level adult classes. Each volume contains seven or eight units, each based on a conversational dialog of basic sentences to be memorized. These are followed by extensive oral exercises, a short dictation practice, a reading passage paraphrasing the dialog, and multiple-choice comprehension questions. Approach is aural-oral; material is graded and controlled, with emphasis on pattern practice. Cultural content is Persian.

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Polish

A handbook of British and American English idioms. Arranged in sections by topic, each idiom is glossed in Polish and labeled according to usage (literary, colloquial, familiar, slang). Translation exercises follow each section.

A beginning series for children. Format consists of model sentences or sometimes reading passages, pronunciation, grammar, and exercise sections. Graded and controlled, the lessons are short, with emphasis on pattern practice. Story continuing through later lessons is based on life of an English family. Directions, explanatory notes, glossaries in Polish.

For teachers and advanced students. *Volume I* deals with basic features of segmental phonetics, with photographs illustrating manner of articulation. *Volume II* treats stress, rhythm and intonation, citing intonation marking systems of...

Rutkowska, Wanda and Anna Zawadzka. When? Where? and How?. Warsaw: Państwowe Zakłady Wydawnictw Szkolnych, 1966. 111 pp. Thirty conversational dialogs for older high school students and adults who have had two or more years of English study. Based on situations from the life of an average English family, each dialog is structured to contain the idiomatic expressions most commonly used in the given situation. Relevant notes and glosses are in Polish. Appended oral and written exercises, English-Polish glossary. Educated-colloquial British English.

Smólska, Janina. Let's Learn English: Podręcznik do nauki języka angielskiego: Kl. XI. Kurs 4-letni. Warsaw: Państwowe Zakłady Wydawnictw Szkolnych, 1966. 208 pp. Continues entry, RLM:1, p. 87. Lessons each contain a main reading passage adapted from British and American literary works, as well as biographical notes on the writers. Following are sections on word study providing examples of usage, and grammar notes in Polish; some comprehension questions and numerous sentence completion and transformation type exercises.

——— and Jan Rusiecki. English for Everyone. 3 vols. Warsaw: Państwowe Zakłady Wydawnictw Szkolnych, 1964-66. Continues entry, RLM:1, p. 38. Each lesson unit contains patterns in simple dialogs; a longer dialog about a British family and their friends in England; grammar notes in Polish; pronunciation, rhythm and intonation comments and drills; numerous exercises with emphasis on pattern practice; and silent readings with new vocabulary and notes glossed in Polish. Appended English/Polish list of idioms, general vocabulary and proper names in each volume. Cultural content, pronunciation and usage British.

Szkutnik, Leon Leszek. 100,000 English Dialogues. Warsaw: Państwowe Zakłady Wydawnictw Szkolnych, 1966. 151 pp. A humorously illustrated handbook for adults on intermediate level. Over 100 simple dialog patterns designed to drill structures that occur frequently in educated-colloquial British English conversation. Each pattern includes numbered positions where words or phrases have been omitted. Numbered tables below provide several useful variations for each position. Appended English/Polish glossary and list of proper names, translations of the dialogs, and notes in Polish illustrating oral drill techniques.
PORTUGUESE


A handbook of grammar exercises for adults on beginning-intermediate level. Covers basic structures and some special patterns. Each exercise, designated according to level of difficulty, begins with examples to show the pattern, concise directions, and occasionally, general remarks concerning the pattern, the latter two in both English and Portuguese. Sentence completion, substitution and transformation type exercises.


A direct method elementary-intermediate course for secondary schools. Material is graded and controlled; new vocabulary is introduced in illustrated context. Lessons contain reading passages in paragraph or dialog form, varied written exercises, and oral drills using substitution tables. New structure points are noted in a colored-in table at the end of the lesson. Cultural content is British and Brazilian.


A series of graded beginning texts for children. General format consists of readings or conversations, giving model sentence patterns, followed by varying types of controlled exercises. Orientation is British English. Wide range of cultural content.


Self-instructional beginning series. Traditional grammar-translation approach. Illustrated reading passage in each lesson is followed by a vocabulary list transcribed in Portuguese spelling (British pronunciation) and glossed in Portuguese, grammatical notes, and a conversation section consisting of questions and answers based on the reading.


Spoken course for adults. Each of the eighteen lessons in first volume, 1st Stage, begins with two short conversational dialogs, which introduce patterns practiced in the subsequent pattern drill section. A short pronunciation drill section follows. Pronunciation is transcribed in Kenyon and Knott phonetic alphabet. Each of the eighteen lessons in 2nd Stage begins with a longer dialog, followed by a section each on repetition and substitution, transformation, pronunciation and combination drills. 3rd Stage, with fifteen lessons, drops pronunciation practice and adds a cultural reading and two short “equivalent dialogues.” General approach is linguistic; cultural content is Brazilian. Accompanying teacher’s manuals provide explanatory notes on classroom techniques as well as additional drills for each lesson.
RUSSIAN

Oral method text for children. Contains two parts: vocabulary illustrations for the students and methodology handbook for the teacher. Illustrations present everyday basic vocabulary. Teacher's section includes practice material for the use of the vocabulary, language-teaching games, stories, poems, and sample pronunciation drills.

For adults. Presumes some previous knowledge of English. The text is divided into four main parts: an introductory pronunciation section; the main body of the course; grammatical tables; and an alphabetical English/transcription/Russian glossary with parts of speech indicated. British pronunciation and usage. Each of 12 lessons deals with one complete aspect of grammar. The lesson is divided into smaller parts, beginning with a short text followed by brief explanation of grammar and usage and ending with numerous exercises.

For adult beginners. Lessons contain reading passages with notes on points of usage, and extensive exercises on grammar, on lexico-grammatical material in the passages, and on content. Vocabulary lists and grammar explanations are collected into separate sections at the end of the lessons. These are followed by tables on verb forms and other items of grammar; topical vocabulary lists; and an alphabetical English/Russian glossary. Russian used throughout for notes, directions, glosses and translation exercises. First book devotes approximately fifty hours to phonetic work and spelling. Second book provides extensive review.

For children beginning English. Lessons include basic sentences with new patterns or forms in boldface; illustrations for new vocabulary; pronunciation practice; letters and words to copy for writing practice. Grammar notes are collected in a separate section at the end of the lessons. English/transcription/Russian glossary appended.

A comprehensive, linguistically oriented, descriptive grammar for advanced students based on a comparative analysis of Russian and English. Introduction (in Russian) contains short overview of basic characteristics of contemporary English structure. Part I deals with morphology and Part II with syntax. Descriptions of patterns illustrated by example sentences from well-known British and American authors, mostly literary rather than colloquial. Part III consists of a variety of exercises covering the material in first two parts.


For advanced adult students, particularly those in pedagogical institutions and faculties of foreign languages. Content is based on various aspects of traveling. Selections from British and American authors, numerous written and oral exercises, and dialogs for conversation practice. English-Russian, Russian-English glossaries and gazetteer appended.


For introductory studies. Text consists of two parts: teacher's guide defining the step-by-step presentation of patterns and stories, and a set of 174 pictures illustrating everyday vocabulary and events that take place in the six stories that make up the course content. First eleven lessons and 59 pictures are introductory; stories begin with picture 60. Guide provides words, phrases and sentences to describe each picture and tell the story.


For students of upper middle school or older, who are studying English in less intensive programs than those of a language faculty. The course is divided into three parts: morphology and syntax; a supplement with work on word formation, tables of verb forms, parts of irregular verbs, glossaries of various groups of words, etc.; and exercises.


Twelve stories for reading practice on an intermediate level. Selected phrases and idioms glossed in footnotes. Alphabetical English/transcription (IPA)/Russian glossary at end. Follows grammatical material introduced in the corresponding textbook. Cultural content general.


Alphabetical listing of nearly 3000 words and phrases on everyday subjects. Gives pronunciation (IPA transcription) and possible Russian equivalents.
Advanced text for university or possibly secondary school level. Lessons in
first part contain linguistically oriented pronunciation drills on spelling/sound,
stress, rhythm, and pitch patterns; conversations and reading passages followed
by structure notes and various types of oral and written exercises. Some expres-
sions glossed in Russian. Second part consists of short reading paragraphs of technical, scientific nature.

Krasinskaja, M.S. Posobie dlja razvitija narykov ustnoj rei na anglijskom jazyke
[Textbook for practice in spoken English]. Moscow: Gosudarstvennoe izdatel-
For students in secondary school or college courses. Lessons cover conversa-
tional usage for everyday situations: meeting people, school, work, vacations,
ilness, etc. Study materials in each section include lists of phrases and useful patterns for that subject; dialogs; reading passages with comprehension ques-
tions; notes (in Russian) on usage; and other types of exercise activities.

Krutikov, Ju.A., I.S. Kuz'mina and X.V. Rabinovič. Exercises in Modern English
Primarily for students in translation or pedagogy departments of foreign lan-
guage institutes. First two-thirds of exercises deals with morphology, last third
with syntax.

Lapidus, B.A. and M.M. Neusixina. Ueebnik anglijskogo jazyka dlja grupp,
rabotajujujush po rasvirenoj programme [English textbook for groups working
in a comprehensive program]. Moscow: Izdatel'stvo "vysshaja shkola," 1965. 462
pp.
For adults with a reading knowledge of English and an interest in developing
oral fluency. Volume divided into three parts: fourteen lessons; lesson-by-lesson
vocabulary lists; and teacher's text. Format of lessons is irregular; consists
largely of teacher-led exercises of various kinds interspersed with taped drills.
Very controlled presentation of pronunciation in early lessons; work advancing
more rapidly in later lessons, with increasing emphasis on vocabulary and
sentence patterns. British pronunciation. Russian used throughout.

Levickaja, T.R. and A.M. Fiterman. Teorija i praktika perevoda s anglijskogo
jazyka na russkij [Theory and practice of translating from English to Russian].
For adult students. The course is divided into theoretical and practical aspects.
The theoretical section discusses problems of translation such as exactness,
literalness and adequacy of equivalents; the grammatical and lexico-gram-
matical differences between Russian and English; and stylistics. The practical
part consists of varied texts for translation, and commentary.

Markova, M.M. and N.A. Mastalygina. Mol pervye shagi v anglijskom jazyke:
My First Steps in English. 2nd ed. Moscow: State Text-book Publishing
A supplementary reader for use in primary school. Consists of short passages
with some new vocabulary items glossed in Russian. Except for a few im-
peratives, completely in simple present tense. Good illustrations.
TEXTS--SPECIFIC LANGUAGE BACKGROUNDS

Covers suffixes, prefixes, conversion and composition. Largely consists of exercises, based on reference material at back of book.

A handbook of British colloquial and literary expressions and sentence patterns, glossed in Russian. Covers a great variety of social situations and aspects of British culture. "Supplement" section consists of explanatory reading passages and conversational dialogs treating the same topics.

SERBO-CROATIAN

A four-level course for students of the Center for the Teaching of Foreign Languages in Zagreb. British English, with Daniel Jones transcription for pronunciation practice and glossary. Somewhat graded but moves very rapidly to a quite advanced level. Lessons open with a dialog or reading passage, followed by pronunciation drill; grammar explanation; exercises, including comprehension questions; and a dictation. Word and idiom study is added after the first volume.

Texts for the first to fourth classes of gymnasium in Yugoslavia. The first volume, on intermediate level, contains a variety of readings, dialogs, songs, comment on idioms, and exercises. Other volumes follow same format, with reading selections from and about British, American and Yugoslav writers. Approach is traditional.

University level text assuming some knowledge of English. Twenty-seven lessons, each containing reading section in prose and/or dialog form; vocabulary glossed in Serbo-Croatian, with Daniel Jones transcription; and grammar section of model sentences with special structure points underlined. First part consists of a concise presentation of the English phonetic system, with exercises for laboratory practice. English/Serbo-Croatian glossary.

Beginning text for adults. Fifty lessons. Basic grammar structures and lexical items are introduced in isolated sentences in first lessons, in conversational dialog form in later lessons. Structures are graded, with explanatory notes in Serbo-Croatian. Variety of exercises, with Daniel Jones transcription to indicate pronunciation. English/Serbo-Croatian glossary.
TEXTS—SPECIFIC LANGUAGE BACKGROUNDS

Advanced level text for adults. Each of the twenty-five lessons begins with a dialog, followed by vocabulary glossed in Serbo-Croatian, comments on usage and structure points in dialog, and exercises. Dialog story follows young Yugoslavian girl's stay in England, provides background in British colloquial usages, cultural points of interest. Appended key to translation exercises and glossary in English/Serbo-Croatian.

Twenty-five dialog; covering such topics as reception at a hotel desk, inquiring for visas and hotel bills, shopping, and other situations involving tourists. Vocabulary is glossed in Serbo-Croatian with Daniel Jones transcription indicating pronunciation.

For children at beginning level. Colorful illustrations accompany vocabulary items presented in basic sentence patterns. Early lessons in First Book introduce word recognition, numbers, and colors; later lessons consist of illustrated vocabulary and reading passages describing the family and the home. Second Book presents English alphabet and phonetic alphabet, and further reading passages. English/Serbo-Croatian glossary with pronunciation indicated in Daniel Jones transcription in both volumes.

Intermediate-advanced technical English. Lessons contain reading passages dealing with such topics as engineering, mathematics, weights and measures, and electricity. Readings are followed by puzzles and riddles, word study, comprehension questions and other exercises, principally of the vocabulary-building types. Special attention given to differences in American and British terminology. Appended English/Serbo-Croatian glossary indicates pronunciation in Daniel Jones transcription.

A graded four-semester beginning course for university-level students. General lesson format consists of basic sentences presented in reading or dialog passages, followed by a vocabulary list and grammar section with glosses and explanatory notes in Serbo-Croatian; sentence pattern frames; and exercises which include transformation drills, comprehension questions, translation, and pronunciation drills. Cultural orientation is British.

Direct-method course for elementary schools. Lessons in first volume (for Class V) include aural-oral introduction of vocabulary and patterns through pictures; short reading and conversation passages; nursery rhymes; question and answer exercises; and short illustrated pieces for handwriting practice. Following volumes (for Classes VI–VIII) each cover a year’s work and provide a variety of oral and written exercises. Material is graded progressively. Each book contains an English/Serbo-Croatian vocabulary list with Daniel Jones transcription to indicate pronunciation. Cultural background is Yugoslavian/British.

**SLOVAK**


For young children. Using direct method, course aims to develop oral fluency. Lessons contain text material based on illustrations; phonetic drill; grammar; and exercises on vocabulary and structure, all colorfully illustrated. Graded and controlled. All in English.

**SLOVENE**


For the second year of English instruction in elementary school. Lessons consist of illustrated reading passages introducing new vocabulary and patterns; comprehension questions based on the readings and illustrations; oral and written exercises; and substitution tables, providing for reinforcement and cumulative practice. Vocabulary is limited. Lesson vocabulary lists are glossed in Slovene in the appendix, with IPA transcriptions to indicate pronunciation (British).

**SPANISH**


Lesson plans for a pilot project providing two years of English as a second language preliminary to the regular English course. Lists vocabulary, gives suggestions for drills on structural patterns, and suggestions for review.


Lesson plans for a six-week Head Start program. Plans are designed to help children understand the community and include basic patterns, drill suggestions, and vocabulary based on field trips.


Students’ books of *Present Day English for Foreign Students* (see p. 4) have been adapted for Latin America. Language has been modified somewhat, Spanish translations appear in the word lists at the back of each book, and
phonetic transcriptions have been revised. Teacher’s books of original course can be used.

Adapted for Spanish speakers from *Pronunciation Exercises in English* (see p. 17). Each lesson is based on a single sound, beginning with consonants, then vowels and diphthongs. Each lesson provides several words using the sound, then minimal pairs comparing the sound with a similar sound. Further sections deal with the word in phrases and sentences to give practice in stress and intonation. IPA transcription.

Deals with the parts of speech, describing form and meaning, giving examples of usage and all possible forms, and providing the Spanish equivalents. Appended are sample conjugations and list of irregular verb forms.

Course for use in general and technical secondary schools. Traditional approach; relies extensively on translation, although some pattern practice is provided. Lessons are based on readings. Conversation practice consists of questions and answers on the readings.

Course for secondary schools, consisting of three textbooks, three workbooks and six phonograph records. Follows audio-lingual method, emphasizing oral practice. Lessons are based on readings, followed by study of new vocabulary, grammar drills and conversation practice. Games, songs, crossword puzzles and other activities are interspersed. New forms and words usually illustrated. Workbooks provide opportunity for written practice.

First two of a proposed six-volume series for secondary schools in Colombia. Each volume provides graded and controlled material for one year’s work, with step-by-step instructions for presenting it. Aural-oral in approach, emphasis is on developing spoken skill. A Workbook accompanies each Guide.

Pre-reading instruction in the sound system of English designed to precede the *American English Course* (see entry R.L.M.: 1, p. 102). Works within a limited vocabulary and a few basic structures, including greetings, simple question and answer forms, and numbers. Whole course to be presented and practiced orally before students are given their texts. *Student’s Text* includes presentation material and exercises, vowel and consonant charts, pronunciation diagram. *Teacher’s Text* contains additional explanatory notes on English phonology, suggestions for teaching each lesson.

Twenty-eight graded and controlled lessons, using the audio-lingual method, to prepare Spanish-speaking four- to six-year-olds for a regular pre-reading program. Introduction describes philosophy and techniques of the method, contains contrasting structure patterns with predicted errors, teaching tips, and suggestions for the first few days of class. Lessons are notes to the teacher (there is no students' book) on procedures for preparing and developing the lessons, practicing the language patterns and providing tur differences among fast, average and slow groups of students. Indexed Picture Cards and Duplicating Masters included.


An introductory course for high school students or adults based on a contrastive analysis of English and Spanish, especially in the area of vocabulary. Eclectic in approach, the materials as often as possible use high frequency English cognates of Spanish words for vocabulary, leaving the students free to concentrate on the basic sentence patterns presented in the controlled question-answer dialogs. Lessons consist of these dialogs preceded by vocabulary and phrase lists, and followed by a short reading section, a section on grammar, and exercises, including practice on intonation and word formation. Introduction, directions, and glosses in Spanish, English/Spanish glossary appended.


A six-year course for secondary schools in Chile. Linguistically oriented; graded and controlled. Format of first three books consists of illustrated presentation of vocabulary and structures, with model sentences marked for intonation; a grammar section with explanatory notes in Spanish, examples and numerous oral exercises; a section each of written exercises and pronunciation; and a reading section integrating points of vocabulary and grammar of the lesson. Accompanying Teacher's Handbook explains (in English) purpose and methodology involved, provides detailed teaching suggestions. Lessons in later books follow somewhat simpler format, with greater emphasis on grammar and reading. Each volume in series includes vocabulary glossed in Spanish.


First published in 1944 (*The International Course of English*, in bilingual editions for Spanish, French, Italian, Dutch, Czech, and Polish students), this edition has been adapted and translated for Spanish speakers by J.V. Barragán. Introduction explains the plan of the course, special areas of ease and difficulty in English, and the (British) English sound system with groups of minimal pairs for pronunciation drills (IPA transcription). Each of the 37
TEXTS—SPECIFIC LANGUAGE BACKGROUNDS

Lessons begin with selected structure point(s) and examples, vocabulary list, substitution tables, and practice exercises followed by free translations. All explanations and glosses in Spanish.

Ross, Patricia Fent. *Advanced English Study*. 4 vols. Mexico City: Instituto Mexicano-Norteamericano de Relaciones Culturales, 1962. Designed to follow the *American English Course* (see entry, RLM:1, p. 102). Each volume contains twenty chapters which are alternately reading selections from modern, predominately American literature, and linguistically-oriented structure studies; a reference list of parts of speech; and appended lists of derivational affixes, common two-word and three-word verbs, and definitions of literary and speech terms. *Teacher's Handbook* available.

Schiffrin, R.S. de, B.A. Uteda and E.J. Golstein. *English: My Second Language*. Buenos Aires: Editorial Crespiello, 1964. xx, 297 pp. A beginning text for adult students in Argentina. Follows structural approach. Contains 73 units and eight review lessons, covering the subjects in the official syllabus. Each unit is based on several structure points presented in basic sentence or short dialog form. Following each structure point are pronunciation and intonation drills and exercises. New vocabulary is noted in a column in the margin, with pronunciation indicated in IPA transcription. English/Spanish glossary appended. Teacher's guide in separate booklet.

Tanaka, Jon. F. and Luis Angel Baéna Z., eds. *American English for Spanish Speakers: Book 1*. Prelim. ed. Cali, Colombia: Universidad del Valle, 1966. xvi, 509 pp. A linguistically oriented elementary course for first year university students with some previous contact with English. Lessons begin with short situational dialog, followed by several structure points in frames, each accompanied by extensive drills; a special dictation drill; a reading selection; and a section of more detailed grammar notes (in English) on the patterns in that unit. Structural material is graded; vocabulary is not. Approach is aural-oral, emphasizing pattern practice and development of oral skill. Based on comparative analysis of English and Spanish.

SWEDISH


An English-Swedish vocabulary handbook for advanced students. Categories cover such areas as family, body, dress, money, religion, transportation, sports, forms of address, geographical names, abbreviations, and loan words. Final section includes short paragraphs in Swedish with suggested English translations. Notes distinctions between British and American usage.


Continues entry, RLM:1, p. 108. The two new textbooks contain dialogs, readings, songs and games, introducing vocabulary through pictures. The two workbooks teach patterns by means of frames, example sentences and exercises. Instructions and commentary in the workbooks are largely in Swedish. Teacher’s Manuals 5 and 6 also available.


First two books in a beginning course for Swedish children in the fifth and sixth grades. Each lesson deals with a specific grammar point, introduced initially in graded sentence form, later in reading passage or dialog form. Followed by pattern practice and writing exercises. Grammatical and phonological explanations are in Swedish. English-Swedish vocabulary with Daniel Jones transcription. Cultural background primarily British.

THAI


Students’ books of Present Day English for Foreign Students (see p. 4) have been adapted for students of English in Thailand. Includes preface in Thai and Thai equivalents for words and idioms listed at the end of each book. Can be used with teachers’ books of original course.

TURKISH

Texts—Specific Language Backgrounds

Linguistically oriented six-year audiolingual course for junior and senior high schools. Lessons are based on a dialog or reading passage, introducing new material. Comprehension questions, a list of new vocabulary with transcription and glosses in Turkish, word study and vocabulary building, pronunciation practice and structure exercises make up the rest of the lesson. Graded and controlled, aimed at problems of Turkish speakers learning English. Teacher’s manuals accompanying each text give general introduction to audio-lingual method, and lesson-by-lesson notes on use of text, comments on predictable problems, and answers to some exercises.

A 100-unit integrated course for adult beginners, based on contrastive analyses of English and Turkish. Each unit contains sections on pronunciation, vocabulary, grammar, “combined studies” (integrated pattern practice), and laboratory work. “Special Activities” section (cultural notes, morphology, spelling, etc.) and Reader added in later units. The lessons are carefully graded and controlled. Approach is aural-oral but “spelling recognition” exercises are introduced almost at once as an early form of reading, and controlled writing practice shortly thereafter. Review lessons every tenth unit. Accompanying Teacher’s Manual. All in English.

Three year audiolingual course for senior high schools. Linguistically oriented, graded and controlled, course is based on a comparison of English and Turkish. Lessons follow format similar to English-Speaking Friends (see above), covering more or less same material in concentrated form for students studying English as their second foreign language. A single teacher’s manual accompanies the series, providing detailed notes on the teaching of each lesson, answers to some exercises.

An intensive course for adult beginners based on Robert B. Lees’ Konusulan İngilizce. Oral approach; graded material. Emphasis on establishing correct pronunciation habits and basic sentence patterns. Detailed grammatical explanations in Turkish and English are designed for home study. Accompanying Teachers’ Guide and Glossary of vocabulary and technical terminology.

Specialized Fields

A reader for Italian technical institutes. Selections on British and American culture, modern agriculture, and civil engineering, each followed by questions to test comprehension. Italian glosses and occasional IPA transcription in footnotes.

Two-volume course for secondary school student and adult beginners. Introduces basic grammatical structures and usage of everyday spoken English through short dialogs and simple reading passages on scientific subjects. These are followed by grammar and phonetic drills (IPA transcription), vocabulary study and graded dictation exercises. Covers a variety of scientific subjects, including geometry, chemistry, drafting, meteorology, mechanical engineering, electronics, nuclear physics, etc. Teachers' Handbooks for each volume provide notes on teaching, supplementary structures and exercises, key to exercises and guidance on use of tapes.


 Twenty-five lessons for adults seeking a reading mastery of scientific and specialized English. For beginners, but material included for more advanced students. Lessons consist of a reading on one of a great variety of subjects; notes on the text; a vocabulary list with pronunciation indicated (British, modified IPA transcription) and glosses in Czech; pronunciation and grammar sections (comments in Czech); and extensive exercises. Introduction to history of the English language, and Czech/English, English/Czech glossaries included. Considerable attention given to pronunciation, especially oral spelling.


An advanced level course designed to prepare Indian university students for following lectures and reading scientific texts in English. In Physical Sciences, Part I consists of 20 readings on such varied topics as the language of science; pressure; gravity; solids, liquids and gases; scientific method; and terrestrial concepts. Word-study and comprehension exercises follow the readings. Part II deals with structures frequently used in college textbooks, and exercises on these structures. Part III contains indexed vocabulary listing for both Physical Sciences and its companion text Social Sciences, glossed in English with pronunciation indicated in IPA transcription. Includes additional indexed glossary of physical science terms. Social Sciences follows same format. Readings on topics such as trade, economics, money, feudalism, man, and warfare.


Designed to provide students of science with a working knowledge of English
TEXTS--SPECIALIZED FIELDS

up to and beyond the level required for Science Texts paper of the Cambridge Certificate of Proficiency in English examination. Emphasis is on understanding the type of vocabulary, grammar, syntax and idiomatic devices employed in scientific writing. Excerpts are unabridged.


High intermediate or advanced level conversational course on a variety of aspects of commerce and industry. Each unit contains a dialog, questions for discussion and a reading passage on the same subject. Dialog section consists of four four- or five-utterance interchanges between two persons. After the basic dialog is started, three alternatives are given for each of its utterances, relevant parts bracketed to show substitutable phrases, providing a variety of choices in free conversation.


Twenty-five adapted selections dealing with science education, biology, chemistry, earth sciences, engineering, mathematics, medicine, meteorology, oceanography, physics, and space exploration. Comprehension and word study exercises follow the passages. English/English footnote definitions re-listed alphabetically in glossary. For students on intermediate level.


For French-speaking students on intermediate-advanced level. Reading passages in beginning chapters of first part take a young Englishman through the steps involved in applying for a job and moving to London. Includes chapters on measures, weights and currencies, banks, department and chain stores, advertising, and insurance. Grammatical explanations and vocabulary glosses in French. Second part covers letter forms appropriate to a wide variety of business transactions. Third part consists of geographical introductions to the British Commonwealth of Nations and the United States of America. Each reading passage is followed by vocabulary list glossed in French, and traditional exercises.


For students who will enter U.S. Navy schools and courses. First four student books introduce Navy terms and expressions and deal with subject of U.S. Navy practices. Last two student books deal with different aspects of American culture. Approach is aural-oral; material and drills strictly graded and controlled. Designed for an intensive program; aims at a working mastery of 4500 words and phrases. Accompanied by *Student Workbook, Instructor's Manual*, and two achievement tests.

Designed to familiarize the student with the idioms and technical terminology belonging to certain special fields. Presumes a high-intermediate or advanced level. Lessons contain a dialog, terminology practice with example sentences, and short "check-up" exercises (answers included at the end of the book). Numerous illustrations, English/English glossary. Subjects include Aviation (3 vols.), Banking, Medicine (3 vols.), International Trade, Engineering (2 vols.), Agriculture (2 vols.) and Journalism (2 vols.).


Designed for Iraqi Arabic speakers in either intensive or three-hour-a-week courses. Each unit in *Book 1* is divided into the following: "Basic Sentences," "Questions and Answers," "Vocabulary Building," "Structure and Drills," and "Review Lesson." Content material is general. *Book 2* emphasizes oral and written drills; deals with police activities and terminology. *Book 3* deals with problems and projects of special interest to members of the Police Force in Iraq, uses professional, highly technical terminology. General approach is linguistic; emphasis is on mastery of basic structural features of English. All in English.


Unsimplified reading passages from textbooks, journals, etc., on a variety of specialized subjects, including history, sociology, politics, economics and law; anthropology, psychology, education, language and philosophy; physics, mathematics, biology and applied science; liberal studies; and military science. For each text detailed notes are provided on grammatical structure and vocabulary, followed by exercises for practice in comprehension and commonly occurring structure and vocabulary. Key to exercises at back of most volumes. *Book 3b* contains key to exercises in *Book 3* as well as a Collocational and Pronouncing Vocabulary.


A selection of approximately 500 terms used in various levels and areas of American education. Each unit contains a list of vocabulary items, with pronunciation and definitions indicated. Exercises for practice of the terms, a short reading passage on education with comprehension exercises, dialog practice, and other useful expressions complete each unit. Very advanced level of English is used throughout.
TEXTS—SPECIALIZED FIELDS


A 225-unit course in spoken English for Arabic-speaking technicians. Linguistically oriented, graded and controlled, and based on contrastive analyses. Lessons consist generally of basic sentences for repetition, pronunciation practice, dialogs, reading passages, and various exercises. Review lessons occur frequently, with review and reinforcement built into all the lessons. Arabic is used extensively for glossing and grammar notes in first four volumes. Content emphasizes technical vocabulary and usage, while including general and some scientific usage.


Designed for advanced level engineers or engineering students. Concentrates on semi-technical and semi-scientific vocabulary, because of varying usages, often more difficult than strictly technical and scientific words which can be found in special dictionaries. Also deals with non-scientific verbs, adjectives and adverbs used in scientific phraseology, and the more complex structure of the technical statement. Text consists of 28 reading passages covering a variety of technical subjects. Each passage is followed by a graphic illustration, word study sections, and pattern practice section with numerous substitution tables and exercises. Includes key to exercises and index of words.


An intensive vocabulary-building reading and grammar workbook for German-speaking engineers and other technicians. Begins with basic sentence structures, advances rapidly. Lessons consist of short reading texts with a technical vocabulary, grammar sections with illustrative structural frames, and word-building sections. Numerous oral and written exercises. Appended lesson vocabulary lists and words from word-building lists transcribed (Daniel Jones transcription) and glossed in German. Approximately 1500-word vocabulary, exclusive of the extensive word-building lists.


Volumes include 1: *Class Texts*, with ten readings and dialogs on various aspects of a Swedish businessman’s trip to London, exercises and vocabulary study. 2: *Reading Texts*, with ten readings on the trip using more difficult vocabulary, exercises on comprehension and vocabulary, and keys to the exercises. 3: *Programmed Units*, nine units on grammar, introduced in a reading, described in short notes, and reinforced through programmed frames, answers included. Pre- and post-tests provided. 4: *Language Laboratory Book*, eight lessons with grammar drills, a dialog, a reading text, and listening practice. Book provides texts of dialog and reading, but only examples for drills. For adults at intermediate level.

Passages for training advanced students in the reading of scientific and semi-scientific texts. Includes both basic materials and controversial modern theories. Language notes and exercises and topics for oral and written composition follow each lesson.


An advanced level handbook of commercial English for Spanish adults. Short reading passages provide a comprehensive background of British business and commerce; a wide variety of model letters illustrate form and style. Questions for discussion, occasional grammar notes, and grammar exercises follow readings and letters. Introduction deals with letter form; appended sections include letters in Spanish for translation; English commercial documents; English/Spanish vocabulary and numerous useful notes. Traditional grammar-translation approach.


Fifteen conversational dialogs, accompanied by 24 selected topical vocabulary lists glossed in German, covering a variety of shopping situations. Dialogs are based on an English family’s shopping tour of Europe; contain commonly used sentence patterns and expressions in cultivated-colloquial British English. Includes tables of English values, measures and sizes, and English and American money. For intermediate-advanced students.


Forms of address, form and content for private and business letters of several types. Explains customs and rules governing letter writing. Suggests topics for student letters.


For second or third-year students in the departments of electrification of agricultural colleges and academies. Excerpts taken from monographs, textbooks and reference works of American and a few British authors exemplify the lexical and grammatical style of this level of technical writing. Texts are grouped by subject into two parts, each part followed by comprehension questions. No vocabulary study, but a short English/Russian glossary of terminology and a list of phrases with their Russian equivalents are appended. A section of grammar notes includes suggestions for translating scientific-technical texts.
TEXTS—SPECIALIZED FIELDS


Eight chapters on various topics of chemistry, physics, radio-activity, mechanics, heat, etc. Each chapter opens with a section of pattern “rules” for pronunciation and word stress, verb forms, etc., and a section of exercises on pronunciation, vocabulary and grammar. Texts are excerpted from original American, British and Russian works. Further exercises follow, including comprehension questions as well as vocabulary and grammar problems. Short English/Russian glossary.


For advanced students. *Book 1: Preparatory* deals with the work of a junior clerk; *Book 2: Advanced,* contains additional vocabulary, dealing with advanced clerical work and with general knowledge on business and administrative practice. Each volume consists of a series of lessons, each based on a given situation and including the following sections: graded sentences used in the given situation, classroom activities based on the situation, explanatory reading passages, and a variety of written exercises.


Designed to teach the non-technical English words and phrases used in natural sciences courses on secondary school and first-year university level. Arranged in sections according to subject matter, e.g. “Qualities of Things: Shape, Composition, Texture, Colour, Taste and Smell,” “Relations: . . .”, “Actions: . . .”, etc. Each section is preceded by lists of words commonly used in discussing that topic. Line drawings illustrate the objects or concepts, with model sentences to show the use of the vocabulary. Quite advanced level vocabulary. Alphabetical word index with IPA transcriptions (British pronunciation).


An outline of the work and staff structure of business offices and of the language used in commerce. Lessons begin with readings, followed by comprehension questions and vocabulary study, or in alternate lessons, questions on office procedure. Advanced level.


A handbook for advanced Indian students. Includes chapters on vocabulary-building; spelling; punctuation; grammar; choice of words, word order, sentence structure; summarizing and paraphrasing; and paragraph, letter, essay and report writing. Appendix provides brief notes on pronunciation, stress, intonation, and other features presenting problems to speakers of Indian languages.

Advanced level reader with selections taken from American and British technological publications. Work on each topic is divided into four parts: three sections of texts increasingly difficult in vocabulary and structure, and a section of grammar exercises. First two sections of text provide vocabulary lists showing new words and parts of speech. English-Russian glossary.


A course in U.S. and British military terminology and usage. Each volume is divided into chapters on specific subjects containing several lessons for classroom work. Lessons consist of a text in English, a supplementary text in Russian, several types of vocabulary lists, and a section of commentary on usage. Exercises follow. English/Russian and Russian/English glossaries plus a glossary of abbreviations included in each volume. Part I also has a separate supplement giving charts on military organization, and illustrations of uniforms, insignia, decorations, and the parts of a tank, a plane and a ship.


A series of situational reading passages and conversational dialogs designed for adult Slovak speakers on an advanced level. Wide range of topics covers many areas of commerce and types of business transactions. Written in educated colloquial English with emphasis on technical terminology and idioms. Each section is followed by a list of new words and phrases, with glosses in Slovak and IPA transcriptions for pronunciation. Reference list of commercial texts and an English-Slovak vocabulary included.


Designed for the student studying or about to study in institutions at the secondary or university level where English is the medium of instruction. Includes chapters with exercises on learning to study, learning English vocabulary, using a dictionary, outlining, improving reading, note-taking, using a library and preparing for examinations.


A collection of 26 short readings, slightly simplified and graded. Includes stories about such famous scientists as Schweitzer, Curie, and Jenner, as well as descriptions of important advances in science. Passages are followed by comprehension questions and grammar exercises.


For more advanced students. Contains 30 readings. Follows same format as Easier Scientific English Practice. Includes writers such as W.E. Flood, An-
drade, and Gerard and such subjects as migration of birds, light and heat on the moon, and plastic surgery.

American Readers


A graded supplementary reader. Contains fifteen simplified reading passages for students with a knowledge of basic English structures and a 1000-word basic vocabulary. Lists of selected vocabulary, idioms, related words and opposite words, 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. Appended are table of punctuation marks, guide to pronunciation, glossary of grammatical terms, vocabulary and index.


On intermediate level, the vocabulary is built on that used in American Folktales I (see entry above). Format is the same, appendices have been changed to omit punctuation table and guide to pronunciation, and include irregular verbs.


A series of readers, including adaptations of Irving's Rip Van Winkle, O. Henry's A Gift From the Heart, The Last Leaf, and The Ransom of Red Chief, Twain's The Jumping Frog, Hawthorne's David Swan, Harte's Tennessee's Partner, and Poe's The Cask of Wine. Each lesson contains a part of a story and a section of oral practice on words and patterns, with intonation indicated. Review practice is provided after every two parts, and a general test on comprehension at the end of every story. Notes on the author's life, a word list, and suggestions to the teacher are included in each book.


An intermediate reader employing a vocabulary in the 2400 word range. Describes the lives and work of about 35 American inventors and scientists from Benjamin Franklin to Jonas Salk. Biographical studies are prefaced by general background information and followed by exercises on comprehension and vocabulary development, with topics for general conversation and discussion. English/English glossary.


For advanced students on college level. Forty essays, wide-ranging in subject. Format is arranged in eight units of five short essays each, which vary in
subject but are interrelated through vocabulary and grammatical patterns used. Cumulatively reinforcing, the fifth passage serves as a review of the first four. Readings are followed by numerous oral exercises in syllable stress variation and in reading aloud, and oral and written exercises in comprehension and summarizing.

A series of readers containing classic and contemporary short stories, articles, biographies, and novels of interest to the adult reader. The works have been adapted in varying degrees to fit a graded vocabulary and in certain cases simplified in structure. Each volume contains sections of questions and exercises, answers to the exercises, and a glossary of unusual or idiomatic words and phrases.

Designed for adult students on intermediate-advanced level. Contains fifteen readings ranging from Franklin and Irving to Twain and London. Wide variety of study materials and exercises following each passage.

For university students on an advanced English level. Twenty-one widely ranging selections include Mark Twain, Theophrastus, Dickens, Pater, and Gibbon. Passages are short, edited occasionally to avoid overly involved or archaic English constructions. Exercises in word defining, function and syntax, and questions discussing style and content analysis follow each passage. Chapters present examples of description, definition, classification, process, characterization, formal analysis, comparison and contrast, logical and informal argument, and formal argument. Two review tests are provided. Appendix contains a brief history of the English language and a chart of the Indo-European languages.

Revises entry in RLM:1, p. 132. Stories included in the new series are different from those in the earlier edition, except that Books Three and Four of old series form the basis of the new series. Each now includes its own glossary and answer key.

Forty short reading passages suitable for students preparing to take the Cambridge Lower Certificate or for any students on a general intermediate level. Readings are followed by vocabulary and comprehension questions; grammar and pronunciation exercises; and suggested subjects for composition.

A series of three readers for upper elementary school students with reading skills in their own language and some experience in English. Each of the units contains several “instructional level” stories and poems with controlled and graded vocabulary and structures, a “test level” story with less new material, for evaluation of progress, and one or two “advanced level” stories for students beyond the basic instructional level in ability. Short exercises for each story follow. The colorfully illustrated stories, some original, some adapted, include a rich background of classics, folktales and biographies from around the world. A glossary at the end of each book contains more difficult words in the book, divided into syllables, with transcriptions (IPA) and Spanish equivalents. The three teacher’s manuals contain discussions of general reading and study skills and of reading in a second language, suggestions for lesson planning, and specific guides for the use of each story.


For high intermediate and advanced students. Twenty-two lessons on the history of the United States from Columbus’ voyages to the present day. The paragraphs in each reading are numbered, and at the end of the reading all but the easiest vocabulary items are listed by paragraph. Numerous exercises follow each lesson with review exercises provided periodically. A chart of occurrences in world and United States history is included at the end of the book.

Designed primarily for upper-grade deaf students as a supplement to school dictionaries, this book should prove useful as well to teachers and students of English as a foreign language. Contains approximately 4000 idiomatic phrases and sentences arranged alphabetically. Definitions include, when appropriate, part-of-speech label, level of usage (informal, slang, cliché), variantwordings, explanatory notes and sentences, illustrative examples, simple paraphrases of the illustrative sentences, and cross-references to similar or contrasting expressions. Prefaced by introductory and explanatory notes, teaching suggestions, and bibliographical notes. List of 300 essential idioms appended.


A collection of British and American idiomatic expressions, each glossed in English and noted in one or more literary contexts. Categorized according to key word and indexed in detail in appendix. Introduction discusses criteria for selection and grouping; includes a bibliography.


Based on *New Method English Dictionary* (see RLM:1, p. 136). Contains additional illustrations, revised definitions, and new items. Introductory notes explain simplified IPA transcription symbols and other markings used to indicate pronunciation and stress.
Testing

Twenty sample tests for students preparing for school certificate examination in East Africa. Follows new language syllabus. Contains questions evaluating ability in language, comprehension, summary, interpretation and vocabulary.

Designed for students on intermediate level of English. Also suggested for review work in junior forms of secondary schools. The 37 short reading passages cover a variety of informative topics of interest to children, and illustrate a wide range of styles in written English. Vocabulary and structures are controlled. Tests consist of comprehension and thought questions, word meaning, usage and structure problems. Answers are written rather than oral.

Designed for overseas students, and varying in application according to local standards, *Junior Book* will usually be suitable for junior and middle forms of secondary schools, *Intermediate Book* for middle forms, *Senior Book* in forms preparing for "O" level examinations. Each book contains sixty tests, including revision tests; detailed index and marking code to record results. Answers to tests may be checked by using a suitable reference book or dictionary. Aim is to raise student's level of English to examination standards, as well as to accustom him to test-taking.

Ten units of six multiple-choice, objective tests each. Evaluates correct usage and comprehension rather than mastery of grammatical terms and theory. Teachers Edition includes answers.

Sample tests for students preparing for the West African General Certificate English Language Examination. Includes ten tests each on continuous writing, summary and comprehension, essay, and lexis and structure.
Teaching Aids

A collection of games, songs and other classroom activities for teachers of English in German primary schools. Some of the explanations in German, others in English. Many of the games are specially oriented towards specific grammar, vocabulary and pronunciation problems.

Collection of over 70 games designed for supplementary group activities for learning English or another second language. Categories include numbers, spelling, vocabulary, structure, pronunciation, rhyming, etc. Also indicated are types (active, paper, blackboard, oral), level of advancement (elementary, intermediate, advanced), and number of players (most games have no limit). Directions are clearly worded, with examples given where necessary. Games selected require only simple realia or easily prepared props.

Majority of selections have been grouped according to type of language-learning activity—oral, pronunciation, reading and writing, and spelling. Final chapter contains wider range of activities not necessarily concentrated on a particular language-learning point. Book consists of suggestions for the teacher. Lists of English personal first and last names are appended, plus a subject index and a classification of games suitable to different age groups, language levels and situations.

A collection of rhymes with controlled vocabulary designed to build up useful word groups. Subjects include pronouns, prepositions, colors, cooking, ships, and spelling.
Background

LINGUISTICS

GENERAL


A collection of articles and broadcasts, covering 1937-1964, on socio-linguistics, phonology, writing and transcription, and traditions of linguistics.


A revision of the 1958 edition containing several new articles, including some on transformational grammar. The collection is intended for teachers and prospective teachers of English at all levels and is grouped into such sections as usage, dictionaries, grammar and composition, linguistic geography, and linguistics and the study of literature.


Deals with linguistics and the psychology of language and thought, as these should, in the author's opinion, be presented in an introductory course in psychology. Contains chapters on the nature of language, the learning of language, and individual differences in language behavior. A list of selected readings is included.


Begins with some elementary concepts of linguistic science. Remainder of the book is historically organized, covering some of the most important developments, including ancient and medieval theory; nineteenth century historical and comparative linguistics; and the work of de Saussure, Sapir, Bloomfield, Firth, Hjelmslev and Chomsky. Intended as a university level textbook; each chapter is followed by review questions and suggested readings.


Puts forward “a new scheme for linguistic description.” Each component of the scheme is given theoretical description and illustrated with examples from spontaneous English conversation. Stresses the importance of the correlations between language patterns and other behavioral or situational patterns, as well as correlations wholly inside language. Includes a historical review of the study of language.
A study of various areas related to language learning. Treats such topics as: child language acquisition; grammar analysis; meaning and concept development; and the teaching of literature.

Considers language as part of human culture, moving from linguistics to some assumptions about man's nonlinguistic behavior. Intended as a textbook.


A textbook covering general background, descriptive linguistics, linguistic geography, writing, and language, principles of historical linguistics, linguistic change, and wider relationships involved in the study of language. Includes a 15-page bibliography.

A condensed account of the history of linguistics with major emphasis on the different approaches of outstanding 20th century linguists. Included are sections on the non-structuralists, the structuralists, the generative approach, logical symbolism, and mathematical linguistics.

A collection of essays containing linguistic descriptions of various languages, synchronic and diachronic studies, including descriptions of English, and several papers on language teaching.

A general introduction to the concepts and procedures of modern European structural linguistics according to the author's point of view. Chapters deal successively with language and languages, the description of languages, phonological analysis, significant units, usage and linguistic change. Brief bibliography included.
Eleven short essays, some previously published, illustrating the patterning of language. Directed to students of linguistics, language teachers, scholars in related fields and interested laymen.

Provides basic information on the history of language, on phonology, structure, and meaning, on writing systems, sociolinguistics, the increasing role of linguistics, and on the necessity for Americans to learn to communicate with people whose language is not English.

The authors present a definition of linguistics and its functions and uses for the English teacher and layman. Secondly they review areas of linguistic research, noting educational applications.

An introduction to linguistics as an academic subject. Appropriate both for the linguistics student and the interested general reader. Includes sections on the nature and scope of linguistics; on phonetics; phonology; semantics; grammar; linguistic comparison; and the relation of linguistics to other fields. The author was a student of J.R. Firth.

A brief account of the history of linguistic studies from Ancient Greece to the present day. Although organized around European developments, study also draws from work originating outside of Europe. Intended as a textbook; includes suggested further readings after each chapter.

Includes 'On the Linguistic Study of Languages' (W. Sidney Allen); 'Linguistic Typology' (C.E. Bazell); 'The Study of the Mother Tongue' (Randolph Quirk); 'The Place of Phonetics in the University' (N.C. Scott); and 'The Study of the Present-day English Language: A Triple Bond Between Disciplines' (P.D. Strevens).
BACKGROUND—LINGUISTICS

SOCIOLINGUISTICS


A report of the conference sponsored by the African Research Committee and held January 27-28, 1966, at the Center for Advanced Study in the Behavioral Sciences, Palo Alto, Calif. Indicates research needed in the description of habitual language usage, behavior toward language, and the dynamic study of social and psychological variables.


A series of seven articles commenting on the language resource represented by bilinguals; on acculturation; on bilingual schools; first and second language learning; and instructional materials.


The prepared papers and the tape-recorded discussions by participants at the Conference. Includes treatments of both general and specific sociolinguistic topics.


Report on the investigation of the Canadian language/culture crisis. Presents the contrasting opinions heard at the regional meetings throughout the country.


Brings together scattered information on socio- or ethno-linguistics and demonstrates the interrelationship of facts in linguistics with facts in anthropology and sociology. Includes sections on socio-linguistic parallels, language and social change, and language within societies. Extensive bibliography.


Discusses the extent of bilingualism in the United States; reviews research in the field; suggests guidelines for public school programs in bilingual education, including the teaching of English as a second language; and proposes procedures for recruitment of bilinguals as foreign language teachers.
Background—Linguistics


Proceedings of a conference held in Brazzaville in 1962 on educational aspects of multilingualism and on linguistic problems of multilingual situations. Topics included linguistic change, creole and pidgin languages, official languages and the role of world languages in Africa, with some papers on English as a second language.


A collection of papers by anthropologists, sociologists, and linguists "devoted to bridging the gap between linguistics and the behavioral sciences."


Report of a two-year study on developing foreign language skills and positive language attitudes, as well as improving self-image through a daily bilingual lesson. Subjects were Spanish-speaking, Negro, and white children (half from a low socio-economic and half from a middle class environment) in kindergarten and first grade of New York City public schools. Appendices include sample units, lists of songs, stories and props, and lesson plan, observation, and report forms used.


An exploration of the current extent and status of culture and language maintenance efforts among non-English speaking groups. Includes several chapters of general analysis of problems, as well as separate essays dealing with German, French, Spanish, and Ukrainian.


Notes the contradictions in our national attitudes toward foreign language development, the reasons for these attitudes, and hopeful signs of change. Suggests a new national policy for the bilingual education of school children who have some control of a language besides English.


A collection of papers which "approach... language and communication in integral relation to social context and function..."

Presents a sociological interpretation of the reciprocal relations between language and society. Included are chapters on the basic concepts in a sociology of language; language as a social institution; the function of language; language and the individual; the sociology of writing; and mass communication, language, and modern society.


Sections include the scope of linguistic anthropology; equality, diversity, relativity; world view and grammatical categories; cultural focus and semantic field; role, socialization, and expressive speech; speech play and verbal art; social structure and speech community; process and problems of change; relationships in time and space; and historical perspective. Comprehensive topic and general bibliographies.


Describes efforts to encourage the speaking of Spanish and the awareness of their cultural heritage among Mexican-American children in the Southwest with the idea that a sense of national pride and historical self-identity may provide a firm foundation for American citizenship and literacy in English.


Historical background of bilingualism in Wales and a review of the research there in bilingualism and intelligence, bilingualism and educational attainment, and the learning and teaching of a second language. Appendices include comment on the construction of an attitude scale and a language questionnaire, and further reports on studies of the learning and teaching of a second language.


A consideration of the relevance of the study of language for the social scientist, humanist or anthropologist. Includes sections on writing, theories of meaning, linguistics and the work of Franz Boas and Edward Sapir. Also 19 problems for the reader to solve. Bibliography.


A discussion of the importance of language and of cultural factors in the development of new political states. Includes case histories on India and Malaysia.

Reviews previous research in the field, then reports on an investigation conducted in the Irish national schools designed to discover the effect on arithmetical attainments of teaching arithmetic through the medium of Irish to children from English-speaking homes and to discover the effect on the level of English attainment of the program for reviving Irish in national schools.


An introductory text, with numerous exercises, on language and how it works in society. Chapters include: Language in World Society, English in United States Society, Language Change in Society, The World Spread of English, Many Languages—One World.


Contains the papers presented at the Conference, and the discussions and summary which followed. Areas covered include social dialectology, reports on field projects and on school and college teaching programs, social factors in learning standard English, reactions of related behavior sciences and implications for future research.


Of special interest to the English teacher is chapter seven which contains a series of articles on teaching the spoken language, literacy, and the new culture to Indian children.

**PSYCHO-LINGUISTICS**


Rosenberg, Sheldon, ed. Directions in Psycholinguistics. New York: Macmillan, 1965. x, 260 pp. Contains the revised and expanded versions of eight papers originally presented at a June, 1963 Institute sponsored by the Department of Psychology of George Peabody College for Teachers. Areas covered include the psychology of grammar; psycholinguistics and verbal learning; the modification of verbal behavior; individual differences in verbal behavior; and psycholinguistics and language pathology.


LANGUAGE LEARNING

BACKGROUND—LINGUISTICS


A guide for administrators, instructors, and guidance counselors concerned with problems of the culturally different student. Based on materials drawn from workshops at the University of Arizona for teachers of Spanish and Indian-speaking pupils from the Southwest.


A clear introduction to the principles of language learning and how language works, including sections on sounds, sentences, words, meaning and writing. Bibliography of useful books on linguistics, phonetics, contrastive structure and language learning.


Contains the texts of twenty-one papers presented at the Foreign Language Conference, grouped under three topics: Psychology and Language Learning; Toward Individualized Learning: Materials and Methods; Toward a New FL Classroom.


Book is divided into four major sections: Language and Language Learning; The Nature of Language; The Problems of Foreign Language Learning; How to Learn a Foreign Language. Each section is followed by a series of “Learning Exercises,” and some also include “Questions.” The first three parts are based entirely on English; the fourth part introduces problems related to French, Spanish, and German.

STYLISTICS


Views the sentence as the “primary unit of understanding” and from the generative point of view comments on deep and surface structure and their contributions to meaning.


Stresses the importance of the insights of linguistics and literary criticism in the analysis of style which is viewed as an essential element of advanced language teaching.
BACKGROUND—ENGLISH LANGUAGE

A collection of essays on linguistics and literature covering problems of meaning, style, and the influence of language on thought.

THE ENGLISH LANGUAGE

GENERAL

An introduction to the major concepts of the "New Grammar." Sections cover syntax, morphology, and phonology. Introduction discusses a definition of grammar and rationale for teaching grammatical theory and for selecting a theory to teach.

Designed for the general reader and focused on English. The first half is devoted to the nature of language, its origins, causes of linguistic change, and language families. The second half is a history of English.

A series of essays (1940-1962) on various aspects of phonology, morphology and syntax, the approach characterized by the author as unorthodox in that he frequently attacks the "official line" held in American linguistics, or deals with questions usually passed by.

Designed for use in high school English classes, to give students a better understanding of their language and to introduce some basic concepts of linguistics. Each of the eleven chapters includes exercises on the material presented. The teacher's manual contains suggestions for teaching each chapter, an outline of the contents of the chapter, answers to the exercises, and review questions.

Designed as a composition text basically for native speakers of English. Covers English grammar, vocabulary, speech and writing, the history of English, and usage and variety in English. Contains exercises and suggested reading lists.
Contains background, including general history of the development of ESL methodology and the specific situation needs and objectives in Quebec; the principles of methodology, with chapters on pronunciation, vocabulary, grammar, and cultural orientations; and teaching aids, including the language laboratory and tests. Comments on the various approaches in use. Appendices list official requirements for ESL programs in Quebec.

An introductory level correspondence course in teaching the basic skills of oral English. Provides assignments based on selected readings covering Language, The Sounds of Language, The Structure of Language, Words and Meaning, and Classroom Procedures. Accompanying three tapes provide: 1) a dialog repeated in several languages (English last) used to give the teacher a feeling of learning a foreign language; 2) the sounds of English including a demonstration of first language interference in second language learning; and 3) sample classes at different levels, including varied drill types. “Syntactic symbols” are felt pieces of different shapes and colors, representing Word Classes, Word Subclasses, Markers (modifiers) and Inflections.

An analysis of the Corpus of Present-Day Edited American English. Begins with a description of the Corpus, its compilation, the details of its constituents, and how it was transferred to tape. Body of the study consists of a Word-Frequency Distribution and distributions for word and sentence length, categorized by genre of the sources. In final section, John B. Carroll comments on Sampling from a Lognormal Model of Word-Frequency Distribution.

Presents an analysis of the possible applications of linguistics to English teaching at all levels of instruction. Chapters are devoted to current approaches to English grammar; usage; linguistics and the teaching of composition, spelling and reading; the study of literature; and the role of language in the curriculum.

Presents articles on: American dialects; linguistics and the teaching of English language, composition, and literature; the Standard Corpus of Present-Day American English; and historical linguistics.

Includes articles on applied and theoretical linguistics.
BACKGROUND: ENGLISH LANGUAGE

Describes the major features of the historical development and the structure of the language at each stage of development and discusses the social forces that have affected the language. Includes historical summary sections, and research and discussion questions at the close of each chapter. Approach is linguistic.

An introductory college text, primarily structural in orientation, with a final chapter on transformational grammar by Ralph Goodman. Sections on phonology, morphology, and syntax. Exercises appear after most of the points made, with answers included at the end.

A consideration, in the form of a dialogue between teacher and student, of various criteria used in the "criticism of the linguistic expression" of English in terms of "plainness" and "correctness."

PHONOLOGY

A collection of papers divided into sections on general phonetics, phonetics of English (with several articles on American English), phonetics of European languages, and phonetics of non-European languages. Includes a bibliography and discography of the works of Daniel Jones.

A linguistic analysis of the phonology of British English, in particular of the so-called "Received Pronunciation." Begins with an introduction to the study of phonetics, including the processes of articulation, the classification and representation of sounds, the phoneme, and the problem of orthography. Then, using IPA transcription and minimal pairs in conventional orthography, describes the sounds of English, divided into vowel, sonorant and consonant categories; the sounds in context; and word and sentence stress and intonation. Occasional comparisons with German.

Survey of the segmental phonemes of British English, with examples.

Discusses the effect of context on intonation contours. Suggests that previous explanations for accent shift dealt with isolated sentences, and proposes a change of emphasis from "sentence grammar" to "context grammar."
Reanalyzes the English phonemic system in terms of the characteristics of a "code" and defines rules for producing English phoneme sequences.


Presents a computerized frequency count of the phonemes of English as derived from an informant's use of the words in Ernest Horn's *A Basic Writing Vocabulary*. Goes on to tabulate statistics for several other areas of information based on phoneme frequency, such as frequency of canonical forms, entropy and redundancy.

A revision of the original 1935 edition with expanded chapters on phonological structure. Included are chapters on relevant features of English phonemes, combination rules, phonological foreignisms, the contextual frequency of monosyllabic and disyllabic types, and the productivity of phonemes. Bibliography.

**SPELLING**

A study of the regularity of English orthography and graphemics, based on written forms taken from the Oxford Universal Dictionary.

Presents an analysis, with tables, of the phonological structure of American English orthography and describes the development of an algorithm for American English spelling. Appendices include an alphabetized listing of the 17,310 word corpus, frequency and percentage tabulations of phoneme occurrences in the corpus, vowel phoneme word listing, consonant phoneme word listing. Bibliography.

A collection of papers intended to draw together and evaluate recent research, especially computerized research, on handwriting and spelling. The papers were originally published in *Elementary English* 1964-66.
BACKGROUND—ENGLISH LANGUAGE

Gives the historical background to English spelling, comments on its advantages and the conservative forces operating against change.

Detailed analysis of English orthography with special reference to teaching the association of spelling with sound in reading.

Deals with both British and American English, using Daniel Jones and Kenyon and Knott transcriptions respectively. Attempts to show the high percentage of regularity in the spelling of English in relation to its pronunciation, and suggests a plan for spelling reform.

GRAMMAR

A detailed study, requiring of its reader considerable linguistic background. Presents the problem, surveys the literature in the field, explains procedures of analysis, defines terms, delineates the body of content material, then proceeds to a structural analysis of the categories of the English verb system and the signals by which they may be recognized. Appended lists of "predications that do not normally occur with expanded verb clusters," and "the sixteen verb-types," plus very extensive bibliography.

A discussion of written English, its differences from spoken English, and the need to learn it almost as a "second language" even by children who already speak English. Written English must therefore be described by the grammarian and analyzed by the reader in "terms of its own signals and conventions" rather than in those of spoken English.

Presents examples of prepositions and adverb particles and of their combination with verbs to make phrasal verbs. Notes distinctive features of each type of compound.

Explains, with examples, and summarizes usage of conversational forms of the imperative, including comment on intonation, and punctuation for writing the forms.
Crystal, David. "English (Word Classes)." Lingua 17.24-56 (1967).
Not a systematic description, the study aims to re-examine familiar concepts in a critical light and to stimulate further discussion.

Detailed analysis of the relationship between adverbials (adverbs, adverb phrases, and adverb clauses) and verbs in English.

A critical discussion of Webster's use of the label "adjective" for some nouns.

A reference handbook for students with some previous knowledge of the patterns surveyed. Uses traditional terminology. Content is graded into elementary and advanced categories within each section. Contains examples but is not intended as a practice book. Basically deals with British English, but includes some notes on American English as well.

An analysis of the meaning of can, could, may, might, will, would, shall, should, ought, must, dare, and need as they occur in the 300,000 word corpus of American English prepared by the Linguistics Department at Brown University (see entry under Kučera, p. 98).


Identifies and discusses the meanings and uses of if in contexts in which the following verb form is restricted, especially with regard to tense, and in contexts in which there is no tense restriction.

Begin with a historical sketch of the content of and attitudes toward English grammar in the American school system, the development of linguistics, and the various approaches to grammatical analysis. Part II explains language structure and system, dealing with parts of speech, syntactical relations, structure signals, and the processes associated with these relations. Analyzes and illustrates each approach, pointing out similarities and differences. Last part deals with dialect and style variation, language change, language comparison, literary form, and poetic and expository style.Enumerates consideration for re-evaluation and reform of language in the American school curriculum. Selected bibliography.
BACKGROUND—ENGLISH LANGUAGE


Comments, with illustrations, on the roles of the grammatical and logical subject and predicate, and considerations governing syntax.


An article in defense of the theoretical validity of the present subjunctive in modern English. Gives three criteria for recognizing the form, citing examples from both written and spoken English.


Establishes 12 categories of nouns and indicates whether singular or plural verb form follows.


Descriptive study of adverbials occurring in a basic corpus of 66 books representing present-day, written, British English. Part I is devoted to the classification of adverbials, definitions of their positions, and factors influencing placement. Part II is a Dictionary of Adverb Placement, listing individual adverbials with their classification and placement.

A review of the methods used in traditional structural and transformational grammar. Meaning, function, form, position and transformation are the chief clues used in identifying parts of speech. Author holds that combinations of these, rather than any one specific clue, are needed to satisfactorily identify all parts of speech.


A presentation of the functioning of the English verbal system, dealing specifically with semi-formal usage of educated speakers of British English, based on the recorded account of a murder trial. Describes use of nonfinite verbs, but main part devoted to linguistic study of the finite verbs, with final part illustrating the use of modals.


After an introduction dealing with the general rules for generating sequences of elements in a message, and for converting elements to different levels, author discusses tense, mood, aspect and contrast sememes of the predicate structure, relating these to the relevant morphemic elements.
A detailed study of two-word verbs (verb plus adverbial or prepositional particle), their makeup and the syntactic patterns in which they occur, with table showing co-occurrence of verbs with various particles.

A critical consideration of the advantages and disadvantages of generative grammar, in comparison with the traditional and structural approaches, from the point of view of a teacher of English.

An introduction to the study of language in general and to the English language in particular, intended as a text for English-speaking students at the university level. Following the descriptive approach, the author analyzes lengthy illustrative passages from modern literature and other types of written and spoken English.

An examination of constructions using "that" or zero to introduce noun clauses. Sources were the author herself and 100,000 words of written English.

Includes discussions of various theories of grammar, and lessons and exercises on transformational grammar. Accompanies a series of films.

Intended for students of linguistics and others interested in the description of modern English. The analysis presented is formal, i.e. the grammatical categories are defined in terms of the forms of the language and not upon meaning, semantics or notions. The various chapters treat the auxiliary verbs; the full verbs; the simple phrase (almost half the book); *be*, *have*, and *do*; the complex phrase; and phrasal verbs and prepositional verbs.


Changes discussed are grammatical and include more frequent omission of the definite article in certain situations; use of descriptive titles before names; use of *more* and *most* in place of *-er* and *-est*; greater regularity of noun plurals, and increasing use of expanded forms of verbs, *to be going to* future and anomalous finites.
BACKGROUND—ENGLISH LANGUAGE

A programmed English text for American high schools which is also an introduction to transformational grammar. Presented in linear form, material alternates lengthy prose description with testing frames. The teacher's edition includes an account of the two-year tryout of the text and a brief review of traditional, structural, and transformational grammar. Test booklet also provided.

Programmed textbook designed for American high school students and based on transformational grammar. All material is presented in a graded sequence of small-step frames. Answers, provided in the margin, are both constructed and multiple choice. Contains sixty units of varying lengths. Accompanying Teacher's Manual and Tests.

Designed for native speakers and for non-native speakers studying with a native speaker. Consists primarily of an alphabetical list of the particles of English with examples of usage, and a brief treatment of pronunciation (RP) and spelling. No transcription.


Identifies several types of basic transforms involving complements, illustrating the patterns with selected sentences.

Reference grammar or possibly textbook, traditional in approach, intended for use in intermediate to advanced level courses in universities or language institutes. Categorizes material by parts of speech, analyzing the various forms, functions, and meanings of each, with numerous examples from recent writing. Basically British English.

A discussion of the rules for producing noun modifiers in English with comment on phrase structure rules for determiners, rules for embedding, possessive genitive constructions, predicate sentences, and negation and questions.

Contains an introductory study on verb-adverb combinations, followed by a dictionary of phrasal verbs in British English. Numerous examples, many literary. All in English except for a short Bulgarian-English index.
A self-instructional descriptive grammar of written English. Deals with lexical and syntactical meaning, parts of speech, basic phrase and sentence patterns and the expansion of patterns. Also provides a test for each of the 29 units, and a final examination.

Deals particularly with the passive and its use, frequency, classification, and ways of formation, as it occurs in the 323,000 words of a corpus of present-day spoken and written British English from the files of the Survey of English Usage at the University of London.

Explanations of problems in English usage encountered by the author in teaching and examining candidates for the Cambridge examinations in English as a foreign language. Includes notes on English social customs and vocabulary. occasional use of IPA transcription.

A pedagogical rather than scientific grammar. Describes, with illustrations, aspects of transformational grammar with relevance for the teacher of English, proposes a new philosophy of grammar, and discusses its reflections in the practical teaching situation.


A general discussion of the philosophy of generative grammar with specific examples of its application to the English sentence.


Describes stratificational theory, with examples from written English, and presents a sememic analysis of the major prepositions in English.

First lists the prepositions and their several uses, then lists prepositional idioms, alphabetically by “base” or “key word.” Illustrative examples are provided for each form; differences of meaning explained.
**BACKGROUND—ENGLISH LANGUAGE**

Provides definitions, explanations and illustrative sentences for idiomatic verbal compounds, special senses of certain verbs, and peculiarities of grammar and usage in British English. Entries noted, where appropriate, as literary, colloquial, or slang. Alphabetical arrangement. Index of cross-references at end.

Notes, with explanation and numerous examples, six different ways of expressing the future.

A reference grammar. Descriptive rather than prescriptive. Contains no exercises, but numerous paradigms, model sentences in frames, and examples of usage. Begins with a section on word formation. All explanatory notes in Polish.

**VOCABULARY**

The editor of *Webster's Third New International Dictionary* discusses its reliance on usage, the corpus employed, misconceptions concerning the dictionary's purpose, and the stylistic labels used in it. He also comments on language change.

Following introductory comment on standard English, describes how decisions on usage were made for *Webster's New International Dictionary*.

A list of about 1,500 commonly used English idiomatic expressions, with German equivalent and illustrative sentence. Expressions are listed alphabetically by main word.

Author lists "favourite units" of measurement in British English and their uses, and makes some distinctions between colloquial and formal usage.

A table of word frequencies derived from 250,000 words of recorded interviews with university students and hospital patients.

Presents a composite listing of the different words spoken by a selected sample of English-speaking adults and the frequency with which each of the different words was used.


Included are chapters on compounding; phrases; prefixation; suffixation; derivation; phonetic symbolism; clipping; motivation by linguistic form (ablaut and rime combinations); and blending and word-manufacturing.


A review of the history of word counts and a suggested application to language learning.


A word list with German equivalents, selected on the basis of frequency and usefulness in daily conversation and reading with reference to Lorge, Thorndike and West lists and the 1936 Interim Report on Vocabulary Selection. Divided into two sections: Basic Vocabulary, with 2,000 general use words and expressions; and Expanded Vocabulary with 2,500 further words and expressions for specific situations or subject areas. Separate list of 106 "structure words."


Lists are taken from religious books, newspapers and periodicals, children's literature and school texts, and letters, and are designed for use in the teaching and testing of vocabulary, spelling, and remedial reading in schools and high schools. Parts 1, 2, and 3 are, respectively, alphabetical lists of the first thousand, the first ten thousand, and the second ten thousand words of most frequent occurrence.

**DIALECTOLOGY**


Lists grammatical, spelling, and pronunciation differences in British and American English. Includes word lists and idioms with American English, British English, and Swedish equivalents. Introductory chapter briefly discusses historical development and broad regional characteristics of American English.

A lexicographer discusses the problems of selecting dialect terms and regionalisms for inclusion in a general English dictionary, and of correctly attributing them to the proper sources. Terms are taken from usage by journalists, authors, officials, and scholars for whom English is a second language.

A brief description of the phonology, segmental and supersegmental, of American English as compared with RP. The author favors the use of American speech for foreigners learning English.

A study based on the written English of educated Indian bilinguals who use English as a foreign language. Topics covered include deviations in Indian English, the sources of Indianisms, formal equivalence and Indianisms, Indian English collocations, Indianisms and Indian context, hybrid Indianisms, language varieties and culture, and lexical categories and context.

A comparison of General New Zealand with RP.


Compares, from the structural point of view, the chief regional types of cultivated American English pronunciation with standard British English. Chapters include the phonemic system, the phonemes and prosody.

Using examples of pronunciation, vocabulary, and grammatical variants, author shows the major speech areas and their subdivisions.

Presents an analysis of the relationship between social class and occurrence of certain variables in the speech of a sampling of New York City dwellers. Surveys the related literature in the field, describes the situation, the method used in the study and the results, and draws out the conclusions and implications. Appendices include glossary of terms, a bibliography and the questionnaire used as part of the survey.

Defines slang and discusses present-day American, Australian, New Zealand, Anglo-Indian, and Canadian English.
BACKGROUND—ENGLISH LANGUAGE


The transcription of a series of twelve taped radio conversations. Areas of difference and similarity are discussed, as well as regional varieties and the future of English.

McDavid, Raven I. “Sense and Nonsense about American Dialects.” PMLA 8:2.7-17 (1966).

A general discussion of dialect, touching upon what it is and what it is not, focused on teaching the standard dialect to the disadvantaged. In conclusion the author outlines the facts of American dialects and their significance.


A study based on the speech of nine informants, focused on nautical, rural, and Portuguese influences on local speech.


Views the question of preference between the phonologies of these two major varieties, a widespread problem in schools teaching English as a foreign language abroad. Discusses proposed solutions to the problem, including his own arguments for adopting American English for Latin American students.


Examines the origins, settlements, and westward expansion of spoken American English dialects, based on data from the Linguistic Atlas. Includes thirty-two maps and a selected bibliography.


Presents a brief description of Anglo-Indian pronunciation and its historical and sociological background.


Considers the influence of such matters as the history of the area, immigration patterns, geography, and indigenous languages upon the English of Australia and of New Zealand. The presentation is essentially non-technical, although there is a great deal of comment upon linguistic theory—particularly semantic theory.
BACKGROUND—CONTRASTIVE STUDIES

CONTRASTIVE STUDIES

GENERAL

Suggests that contrastive phonology provides vital information beyond what the teacher can discover from classroom experience about how a student learns sound differences that do not occur in his own language.

Presents linguistic and psychological definitions of interference and describes the procedures and results of an experiment in which a composite language was recorded and taught to monolingual speakers of American English. Includes phonemic inventories of the composite language and of American English.

Presents the thesis that classroom experience is more useful than contrastive analysis in helping the teacher to deal with syntactical interference from the mother tongue.

Distinguishes between taxonomic (data-oriented) and theoretical (model-oriented) approaches to language, then explains and evaluates an example of the former, using data from the grammars of English and Melanesian Pidgin.

Suggests that presenting new-language vocabulary items separately rather than in relation to the native language will reduce native language interference.

Suggests that contrastive syntactic and semantic study through translation will help to establish cognitive control of the patterns.

Suggests that pedagogically oriented contrastive studies should take into account forms that result from false analogy as well as frequency of occurrence of structures in target language.

Authors point out how predicted problems concerning phonemes and syntax can be reduced or completely removed from English classes in Barcelona by taking advantage of the students' bilingual background of Spanish and Catalan.
Background—Contrastive Studies

Demonstrates how the sound features to be developed and those to be eliminated in the target language (in this case, Persian) can be determined through contrastive analysis focused on articulation.

Points out that contrastive analysis often fails to go beyond the stage of minimal phonemic contrasts. Teacher must determine not only sounds in isolation but changes which may take place when segmental phonemes occur in phrase structures. Uses Trukese, rich in sandhi alternation, to illustrate resultant problems.

Demonstrates the usefulness of Chomsky’s verb phrase formula in contrastive analysis and illustrates tentative results applying to Portuguese and English kernel sentences.

Specific Language

Author selects the items "No", "Yes", "Please", and "Thank You", and gives examples of their usage by various types of Yoruba speakers, in order to illustrate how the cultural background of a second language learner may cause misunderstanding or non-comprehension in English.

A discussion of general concepts and method is followed by a description of the parts of speech and phrase structure of Italian with relevant comparisons with English.

Brief introductory comment on language in general, contrastive analysis, and dialects of Italian and English, followed by a discussion of phonology and the description and comparison of the Italian and English sound systems.

Comments on the Polish student’s problems in learning English consonants.
An exploratory study indicating that young Maori children in comparison with European children in New Zealand have smaller English vocabularies but use similar sentence patterns.

Examines teachers' opinions of Maori children's difficulties, recorded evidence of the difficulties, and the influence of the Maori language, and recommends the use of foreign language teaching techniques in dealing with the problems. Following a selected bibliography, appendices include tests, teachers' questionnaire, and an index to structural and vocabulary errors.

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A comparative study which predicts the pronunciation errors Amharic speakers make in learning English; and classifies the errors according to their types—phonemic, phonetic, allophonic and distributional.


Discusses the problems of native language interference in second language learning with specific reference to the phonological problems of a Spanish-speaking child learning English.

Examines plosives in English and Czech.

A detailed phonetic analysis of the intonation used by Danes speaking English and English speakers speaking Danish.


An explanatory, comparative study of the prosody, vowels, and consonants of English, French, German, and Spanish using the techniques of spectrographic synthesis, articulatory motion-picture study, and statistical calculation.


Analyzes errors caused by interference from Tagalog and suggests remedies.


Proposes the use of transformational generative grammar in contrastive analysis as the basis for the construction of second language teaching materials.


A comparison of the sound systems of Igbo, Hausa and Yoruba with English, predicting difficulties for Nigerian students of English. IPA transcription.


Deals with consonants which may occur in both English and Swahili but have varying allophones and distribution, thus presenting difficulties for the learner of either language.


Presents examples of interference caused by partially parallel constructions.


An analysis of the stress problems posed by three- and four-syllable English words. Sample drills included.
BACKGROUND—CONTRASTIVE STUDIES

Notes the English passive may be translated into Spanish by the passive, a reflexive, a third person plural form verb, or an impersonal expression.

Presents examples where the subjunctive in Spanish can be translated into English by the indicative of the same tense, by an object pronoun and an infinitive, by should, by may, by the future tense, by a gerund, and by the subjunctive.

Notes regular changes in grammatical category entailed in translation of certain forms from English to Spanish.

Author, criticizing article on this subject by Carlton Samarajiwa and R.M. Abeysekera (see below), points out the dangers in erroneous use of contrastive analysis, and provides his own contrastive analysis of Sinhalese and English phonologies.

Describes some specific points of difficulty for Hausa, Yoruba and Ibo speakers.


Deals with compound verb forms.

Comments on and illustrates with examples the types of difference between various grammatical categories in English and Hebrew.

An illustration of the use of translation paradigms (sets of all possible Israeli Hebrew translations for given English grammatical categories together with notes on criteria governing choice) in teaching English grammar, to assist the teacher in identifying errors produced by transference of a pattern from the mother tongue.


Lists areas of confusion for Spanish students of English caused by inexact cognates and other words and structures which do not have one-to-one equivalents in both languages.


Presents linguistic data and attempts to verify resulting predictions and point out pedagogical implications for learners of both languages.


Results of an experiment to test Korean students' perception of English phonology, as indicated by transcription of several orally presented English words into Korean orthography.


Briefly describes the articulation differences between English and Korean vowels and consonants, as well as contrasting patterns of rhythm and stress. Selective bibliography.


Compares consonantal phonemes of Sinhalese and English. Points out sounds new to the Sinhalese speaker, /l/ and /w/; unfamiliar clusters, especially /sk/, /st/, and /str/, and sounds which are allophonic in Sinhalese and phonemic in English, e.g. [ ].
BACKGROUND—CONTRASTIVE STUDIES


Brief introduction to Urdu precedes phomemic charts of Urdu and English consonants, with notes on predicted areas of difficulty for Urdu speakers learning English.


Points out problem areas in phonology, grammar, and vocabulary.


A discussion, based on classroom experience, of structural contrasts between Hindi and English.


Presents the differences between English and Spanish phonology in intonation, and consonant and vowel systems. Appended are a discussion of pronunciation teaching, a glossary, a list of abbreviations and symbols, and a supplement on the distinctive-feature systems of English and Spanish sounds.


An examination of the principal differences between English and Spanish in areas such as basic sentence patterns, the noun phrase, verb forms, sentence transformations, and lexicon. Last chapter lists structural correspondences with predictions concerning order of difficulty for an English speaker learning Spanish. A discussion of pedagogy, with suggestions for drills, is appended.


Describes techniques of analyzing allophonic variations of /r/ and /v/, and drills in recognizing and producing these sounds. Treats difficulties arising from orthographic "equivalents" in Thai.

In addition to examples of the gerund in the above languages, includes a comparison of the frequency of occurrence of the form in English, Spanish, and French, and comment on stylistic aspects.


Describes the development of two formulas permitting the conversion of specified sentences in one language to equivalent sentences in the other.


Attempts to formulate the use of the article in Spanish when translating English compound noun expressions. Transformations are used.

**BIBLIOGRAPHIES**


An unannotated listing of materials grouped under textbooks, methodology, linguistics, language anthologies, periodicals, special areas, etc. Resource centers included.


An unannotated, selective listing of books and articles. Major divisions include bibliographies, dictionaries, festschriften, linguistics, English language and English linguistics, language instruction, and special topics.


Lists tapes, records, films and programmed materials on British and American English. Provides information on components of course, publisher and price. Also includes materials for teachers.


Contains general references and references on the problems of speakers of non-standard dialects and English as a second language.


An unannotated list for teachers of adults. Included are texts for beginning, intermediate, and advanced levels and supplementary materials such as workbooks, spellers, readers, dictionaries, aural and visual aids, games, and teaching machines.
BACKGROUND - BIBLIOGRAPHIES


An annotated list of tapes and records prepared by Americans.


An annotated list of charts and pictures, films, filmstrips and slides, and games useful to the teacher. Included are background readings and articles on making and using the aids.


Partially annotated list of some 425 entries in fields of agriculture, mining, manufacturing, engineering, electricity, transport, commerce, aviation, space, biology, medicine, mathematics, chemistry and other physical and social sciences. Indices of names and short titles.


A partially annotated list of professional and instructional materials applicable to teaching foreign languages. Includes sections on English as a foreign language, linguistics, and the language laboratory.


A select, annotated bibliography of texts and background readings in English as a later language and a list of agencies of instruction and information in Wellington.


An unannotated list, alphabetical by language, of contrastive structure studies. Includes books, theses and dissertations, articles, etc. Majority of entries deal with English as one of languages treated.


Divided into three parts: Bibliographies; Periodicals and Serials; and Research Completed and in Progress. Part III is further subdivided into seven sections: methodology of research; methods, materials, and equipment; psychology of language and language learning; linguistics; teaching the cultural and intercultural context; languages in the curriculum; and teacher qualifications and training. Author and subject indexes follow.


Replaces *30 Books for Teachers of English as a Foreign Language* (see RLM:2, p. 22). For teachers both in the U.S. and overseas. Includes sections on general linguistics, the English language, and methodology; periodicals; and instructional materials, both texts and readers.


Includes background readings, teachers' guides and handbooks, adult education course materials, general course materials, and specialized English language texts and dictionaries.


An unannotated listing divided into 25 categories including alphabet and writing systems, audio-visual aids, English language, general linguistics, linguistics and literature, morphology and syntax, psycholinguistics, research and statistics, teacher training and methods, testing, and translation.


A revised and enlarged annotated list of available paperbacks in the categories of linguistics, languages, language and related disciplines, applied linguistics, and language and general education.


Unannotated selected listing providing coverage of the major traditional fields in linguistics, most of the theoretical approaches to linguistic analysis, and the major fields of linguistics and related disciplines.


Continues entry in *RLM:2*, p. 32.
BACKGROUND—PERIODICALS


PERIODICALS


Intended to coordinate and maintain contacts between language teaching efforts, especially by the military training centers, of the member countries, including Canada, the Federal Republic of Germany, France, Italy, the Netherlands, the United Kingdom, and the United States of America. Articles in English and French.

A series of studies in linguistics and literature reflecting the theories of the Prague Linguistic Group. Includes papers on the fundamental features of English structure, clarified by comparison with Czech and other Slavic languages.

Lists documents newly available in the fields of linguistics and related fields. English as a second or foreign language and standard English as a second dialect, and the uncommonly taught languages; and provides news on the ERIC system.

Conference Papers of the Association of Teachers of English as a Second Language of the National Association for Foreign Student Affairs. New York: NAFSA, 1964-. Annual.
Collections of the ATESL papers presented at the NAFSA Conferences. Provides broad coverage of the field. Of particular interest to teachers of English as a second language in American colleges and universities.

Formerly the CETO News. Publishes articles on all matters relating to educational television and frequently offers articles on English as a second language instruction by television.

News on activities of the San Diego ESL Center, of schools within the area, and of other centers and organizations outside the area. Also notes relevant publications and instructional materials. Includes a Spanish version of selections from the English edition.


Includes non-technical articles of theoretical and practical interest, news, book reviews, comments and correspondence on English to speakers of other languages. Aims to maintain an international scope.
Intended for teachers of English at all levels. Contains articles on methodology, the use of audio-visual materials, vocabulary and usage, conversation and reading. Most contributions are in German.

Monographs dealing with theories of teaching English in Senegal, including particular comment on pronunciation; the results of attitude and achievement testing; and contrastive studies of English, Wolof, and French.

A journal of information and practical suggestions for teachers of English in German universities. Includes articles on problems of structure, usage, and methodology; notes on new programs, experiments, activities and organizations; and book reviews. Published for the Deutscher Volkshochschul-Verband.

Includes articles in English and Portuguese on subjects of particular interest to teachers of English to speakers of Portuguese, as well as book reviews and relevant news items.

Series includes papers (mostly in French) on language teaching, linguistic analysis, and linguistic statistics.

Reports of the Conference, which is an informal annual meeting of specialists in problems of the use of languages of wider communication, especially English and French, in Asia, Africa, and Latin America. Covers significant developments in teaching and research programs, policy changes, techniques, materials, teacher preparation, and administration during the preceding year.

Replaces PRET (see entry RLM:2, p. 25) Continues to include items of specific interest to Puerto Rican teachers, information on meetings and institutes, and book reviews, but has now expanded to include international coverage of the English language teaching situation.
Covers the modern and historical periods of the English language, all dialects and world varieties of English. Contains articles and book reviews.

Formerly Occasional Papers. Includes editorials, articles, correspondence, and book reviews.


Contains articles on practical methodology, reports on ESOL programs in specific schools, and reviews of relevant literature.

Covers the activities of the association in connection with the study and teaching of English language and literature in Nigeria.

Includes discussion of theoretical and practical problems as they bear on teaching English as a foreign language, as well as bibliographies in the field, notices of meetings, and book reviews. (See Journal of English as a Second Language, above.)

Proceedings of the first three conferences which led to the formation of the association of Teachers of English to Speakers of Other Languages. Papers cover a variety of theoretical and practical topics in the field, for teachers of all age groups and levels of instruction. Conference papers from 1967 will be published in the TESOL Quarterly (see below).

A newsletter for teachers of English in the Arab world. Included are articles on methodology, notices of meetings, and book reviews.
BACKGROUND—PERIODICALS

News items, articles, reports, surveys, and book reviews. First few issues contain extensive bibliographies on the teaching of English and related fields such as linguistics, educational theory and research, and psychology.

A journal containing articles on theoretical and practical topics; reviews of new publications; correspondence; and papers from the annual TESOL conference.

Lists new acquisitions of the Educational Testing Service library; announcements of new tests, test bibliographies, reference volumes on tests, and reviews of tests in professional journals; publisher changes and tests no longer available; and test scoring services and systems.
Methodology

LANGUAGE TEACHING


Volume 1, edited by B. Libbisch; contains eighteen papers dealing with such topics as age and language learning, teaching aids, examination techniques, and advances in language teaching in Canada, Holland, and the United States. Volume 2, edited by G. Mathieu, shows how some of the new procedures are being put into effect. Includes papers on programmed instruction, preparation of teachers, the role of the administrator, and foreign languages in the elementary school.

Categorizes foreign language teachers as "structuralists" or "contextualists," identifying the basic characteristics of each group, and in particular, the typical techniques and drill types peculiar to each.

Author differentiates between the two methods of the oral approach and describes the use of contrastive analysis, the presentation of vocabulary and structure, drill material, and the use of translation in these two methods.

A review of and answer to criticisms of the audio-lingual method.

Comments on both the rule-oriented and the inductive methods of language teaching. Proposes a middle ground where the rule is elicited from the student in the middle of the drill, and practice then continued.

Discusses nucleation, and the necessity for stress on the comprehension rather than the production aspect of the audio-lingual method at the intermediate level.

Stresses the necessity for teaching surface and deep structure, and skill in semantic interpretation.

A review, from the point of view of their psychological bases, of the problems of foreign language teaching. Based on a study of Soviet schools. Areas covered include the role of practice, the role of consciousness, the visual principle, teaching vocabulary, the use of translation, types of foreign language command, and the physiology of language use. Last essay summarizes some general methodological conclusions and proposals.


Comments on the unsatisfactory results of the present emphasis in Finland on translation in teaching and testing. Outlines a "proper use of translation" and notes the need for reform based on experimental data.


Practical suggestions for correction of homework, cultural and vocabulary enrichment, testing, grading and use of the laboratory which are designed to free the teacher for creative teaching.


Cables, Virginia. "How Do We Teach Comprehension?" *MLJ* 50:3. 141-44 (1966).

Contending that comprehension must be taught, author recommends an integrated presentation of all language skills from the very beginning, with constant emphasis on understanding and meaningful use of learned forms.


Comparing a Peace Corps intensive (Spanish) course with a regular college course using the same text, author advocates the use of written work to complement oral drill, and the overt teaching of grammatical principles.


Examines language teaching problems and past and current methods of dealing with them. Introduces the context method with its concept of the "base language." Also includes sections on aims of language teaching, techniques of constructing lessons, teaching aids, language camps for learning in a natural situation, and evaluation.


A discussion of the background and present status of foreign language teaching and teacher training in the United States. Of general interest to the teacher of English are the chapters on methodology and on audio-visual aids.
Reviews methods used in several experimental programs for the teaching of bilingual children in the United States, and recommends controlled studies of each to determine its effectiveness.

A non-technical discussion of the general principles of language teaching including the roles of meaning, context, and situation. Followed by an analysis of why and how visual techniques (pictures, films, film strips, television) are used in language teaching.

Contains the resolutions of the second and third conference of European Ministers of Education and a summary report of three Council of Europe seminars on the teaching of modern languages.

Reports on a refresher course for participants from European countries held in 1963. Includes a section on new research covering basic vocabulary and basic grammatical constructions and one on new methods dealing with the language laboratory and various audio-visual methods.

Describes experiments involving language learning and methodology. Subjects were 26 children, bilingual in Welsh and English, who were learning German.

Reviews data resulting from various educational experiments and analyzes existing methodological approaches, including grammar-translation and direct methods, and eclectic combinations of the two. Introduces and describes the steps of the "bilingual method" and the use of aural and visual aids. Section on bilingual method includes special suggestions for the teacher-in-training.

Contains three essays, on the audio-visual method, the audio-lingual method, and programmed instruction, with theoretical background and methodological suggestions for each. Examples are primarily for French but underlying techniques are relevant to other foreign languages.
METHODOLOGY—LANGUAGE TEACHING

Articles of general methodological interest on linguistics and the teaching of languages, including English, audio-visual aids, texts, tests, teacher training, and teaching problems at the secondary and adult levels.

While intended for the elementary school teacher of French, teachers of English would be interested in the chapters on lesson planning, teaching reading and writing, review and testing, teaching culture, and audio-visual material, and in the appendices describing games and commenting on in-service training.

Analyzes the principles and techniques involved in the construction and use of pattern drills, and gives examples of various kinds of drills for use in presenting, teaching, and testing structures. Examples are from French but easily adaptable to other languages.

A non-technical guide with specific examples of tested classroom practice and materials. Included are chapters on knowledge and attitudes of teachers, development of language skills, making teaching effective, and preparation and adaptation of materials. Bibliography and glossary of useful terms.

Suggests that meaningfulness of connotation and association in a verbal unit aids motivation, retention and organization in the classroom learning situation.

A presentation of a lesser-known activity of the Prague School linguists: practical application of their theories concerning functional structural language analysis to the field of language teaching. The author points to visible results in the form of modern textbooks, contrastive analyses, and revised national attitudes toward "correctness in modern Czech usage."

Protests the anti-linguistic bias held by some educators and demonstrates the contributions to the language teacher that linguistics can make in the areas of subject matter, educational psychology, and methodology.

Analyzes from the point of view of second language teaching aspects of several theories of language acquisition, models of grammar and pedagogical strategies, and advocates eclectic pragmatism in adapting these to classroom use.


Suggests pedagogical do’s and don’ts for the new language teacher.


A detailed presentation of the Saint-Cloud method including its history, its physical and linguistic bases, its pedagogical applications, and the roles assigned by the method to the teacher and the laboratory.


Discusses various aspects of first and second language learning and use, and outlines recent developments in foreign language teaching methodology, including the oral method, audio-visual aids, the language laboratory, and programmed instruction.


A non-technical presentation of the technique, based on linguistics, of language-learning in general. Includes chapters on ways of learning, the nature of language, building new language habits, interference from old habits, and language in context. Appendix A contains brief descriptions of eight languages and difficulties encountered in learning them.


Deals with the intercommunication of linguistics and language teaching. Part One includes sections on linguistics and phonetics, and on language comparison and translation. Part Two contains sections on studying the native language, learning foreign languages, and on English at home and abroad. Bibliography.


A criticism of the use at the university level of an approach to language teaching which emphasizes spoken fluency at the expense of the understanding of structure.


Defines grammar and translation and comments on what their role has been and should be in language teaching.
Asks for a synthesis of the best aspects of both the traditional and the audio-lingual methods.

Summarizes recent criticism of the audio-lingual method. Pleads for the use of audio-lingual or programmed reading rather than sophisticated literature at the intermediate and advanced levels.

A practical presentation of the audio-lingual method, with comments on the non-native-speaking teacher's self-development in language and teaching facility, and suggestions for classroom presentation to the students.

Author feels that in modern foreign language teaching there is no clear distinction between how to teach (using the laboratory, programmed instruction, testing, etc.) and what to teach. Pleads for more depth in elementary college language courses. Examples are from French.

Questions the heavy reliance on dialogues as a way of presenting new material. Suggests experimentation to determine the merits of the monostructural approach where the student learns one structure at a time, in oral, then written, form. Reference is to French.

Brief comment on the problems faced by teachers trying to develop oral fluency through traditional type materials. Points out some of the contributions of applied linguistics to the solution of such problems.

Reviews various methods with special attention to the problem of comprehension versus fluency in the target language, and outlines, with examples from a French course, appropriate use of the native language in pronunciation, reading, grammar, and remedial lessons.

A discussion of uses of dialogues for classroom practice.

An introduction to areas of learning which the author feels are necessary in following a scientific approach to language teaching. Topics include linguistics in relation to the target and source languages, human learning, techniques of teaching, testing, the language laboratory and other technological aids, reading, writing, cultural content and literature, teaching machines and programmed learning. Contains many practical suggestions for language teaching.


Defines two types of terminal behavior for programming second language instruction: *formal* (how to say things) and *thematic* (what to say). Argues that only a response combining the two repertoires can be considered meaningful, and that both types must be taken into consideration in teaching. Discusses teaching principles involved, and describes methodology and results of several experiments attempting selective conditioning of desired behavior.


Suggests that preparation for oral composition include class and laboratory practice in which there is concentration on content, as well as progression from controlled to free expression.


Includes articles on the language laboratory, teaching languages by radio, and teaching languages for specific purposes such as the army and industry.


Advocates a teaching and testing approach which sets realistic goals that take into account limitations of learning time, and assesses accurately the significance of errors.


Author points out some of the problems in trying to "apply" linguistics to language teaching, criticizing ways it is done now and advocating a more "practical" training for language teachers.


Contains three main sections: "Language" covering such topics as the nature of language, descriptive analysis, contrastive studies, and language learning theory; "Method" dealing primarily with selecting and ordering language features to be taught and the form in which these are presented; and "Teaching" with discussions on lesson planning, teaching techniques, programmed instruction and language testing. Comprehensive topical bibliography.
Detailed discussion of how to conduct pattern practice drills including use of
gesture, feedback of correct response, steps in drilling, and retracing for slow
learners.

Presents the elements of the linguistic approach to language teaching with par-
ticular comment on audio-visual aids as used in France and Britain.

Mead, Robert G., Jr., ed. *Language Teaching—Broader Contexts: Reports of
Gives an overall view of the contribution of linguistics to language teaching,
approaching, in various ways, the psychological foundations upon which
theories of methodology have been based; experiment and research in lan-
guage teaching; and the applications of the insights, methods or findings
of linguistic science to practical problems of language learning.

Miller, James Dale. *The Visual Adjunct in Foreign Language Teaching*. Phila-
delphia: Chilton Books, Center for Curriculum Development in Audio-Visual
The author's doctoral dissertation, consisting of a controlled experiment com-
paring the audio-lingual method with the audio-lingual-visual method, in terms
of efficiency in teaching and motivating. Subjects were four classes of seventh
graders studying French. Test given at the end of one year was the MLA
Cooperative French Test for listening, speaking, and reading. Results favored
the use of visual aids in conjunction with the audio-lingual approach.

Modern Foreign Language Teaching. 4 vols. Berlin: Pädagogische Arbeitsstelle
Includes preprints of papers and the final report of the International Con-
ference of Modern Foreign Language Teaching, held in Berlin in 1964. Papers
survey the field, emphasizing the spoken language and ways of effectively in-
tegrating new instructional media. Part 3 is *International Directory of Audio-
Visual and Programmed Foreign Language Courses and Materials*.

Modern Language Association of America. "Advice to the Language Learner."
A brief consideration of language in general; the three techniques in language
learning: imitation, analogy and analysis; the need for practice; memorizing;
and reading and writing.

(1966).
Comments on the oral method and stresses the need for psychological prepara-

Moulton, William G. “‘Enation’ and ‘Agnation’.” *FFLR* 4:3.9-10, 12, 16, 18 (1966).
Author presents an analysis of “enation” and “agnation” (terms for the concepts underlying substitution and transformation drills) in the belief that an understanding of these concepts will lead teachers to a deeper understanding of the grammars of foreign languages.

A discussion of the place of culture in the foreign language course. Suggests the teacher must decide what cultural components are to be learned, when they are to be presented, and how they are to be related to the rest of the curriculum and to the student’s interests.

Lists sources of information on current research; describes general approaches and specific problems in language teaching, developments in electro-mechanical devices and self-instructional aids, and some of the activities and advances in countries of Europe; indicates possible directions and objectives for future research.

In stressing the necessity for an eclectic approach to language teaching on the college level, the author discusses the advantages and disadvantages of the aural-oral method. Reference is to French but of general interest.

Reprint of a classic presenting practical steps for the learner and teacher of foreign languages. The emphasis is on language as a group of habits and on the primacy of the spoken language.

Describes five conditions of successful teaching: an oral approach, constant contextualization, overlearning, selection, and grading. Notes the usefulness, as well as the limitations, of mechanization.

Comments on the importance of motivation in language learning and as principles for successful teaching lists selection, grading, contextualization, and practice.

As a preliminary to the formulation of hypotheses regarding good language teaching, author describes differences observed in the conduct of pattern drill by an average and a good teacher.
METHODOLOGY LANGUAGE TEACHING

Presents through a series of conversations the "conditioned" and the "conceptualized" approaches to language teaching and suggests that compromise, based on research, is necessary at each step.

Suggests through an historical presentation that linguistics, educational psychology, and attitudes toward international communication influence methodology of foreign language teaching.

Suggests that progress from listening/speaking to reading/writing, from control to freedom should be part of every lesson, not just characteristic of the course as a whole.

Presents rationale behind pattern practice approach to developing reading skills, and suggests methods for teaching instant recognition of visual cues expressing grammatical meaning.

Discusses advantages and disadvantages of pattern practice while cautioning that time devoted to thorough drilling necessarily limits number of structures taught.

The author proposes that students be taught the universally applicable concepts of substitution and transformation as ways of generating new sentences from familiar patterns. These concepts might be taught first in the native language in the hope that once established they could be transferred to the foreign-language learning situation.

A presentation of the theoretical concepts basic to listening comprehension, and suggestions based on these concepts, for developing the students' skills in recognition and selection of language cues.

An introduction to the concepts of linguistics relevant to language teaching, followed by a chapter on problems needing discussion, with bibliographical references for each, and a concluding chapter on audio-visual techniques. In French.

Sacks, Norman P. "Some Aspects of the Application of Linguistics to the Teaching of Modern Foreign Languages." *MLJ* 48:1.7-17 (1964). Illustrates the application of linguistics to the teaching of Spanish, French, and German, and stresses the necessity for comparison of the target language with English.

Sager, Juan C. "Pattern Drills in the Language Laboratory," *IL* 4:3.70-72 (1965). Comments on the importance of patterns and on the preparation and use of drills.

Santos, Rolando A. "‘The New Key’ Approach to Modern Foreign Language Teaching." *PILT* 3:3-4.55-65 (1965). Author equates "New Key" approach with the "direct", "second language" or "aural-oral" approach, and points out main characteristics.


A classic, first published in 1899. Concerned with both theoretical and practical aspects of language teaching and learning which are still relevant to language teachers today. Deals with phonetics, orthographies, the spoken language, principles of method, grammar, texts, translation, conversation, composition, literature, and background research.


A comprehensive reference work covering various aspects of methodology of foreign language teaching. Includes treatments of the scientific foundations and historical development of language teaching; contributions of linguistics, psychology and education; scientific research in the field; child language, bilingualism and sociolinguistic factors; methods and materials; new technological perspectives; and a systematic overview of the elements of the language learning process. Surveys a wide scope of United States, British, French, Scandinavian, Slavic, and German approaches to the subject. Each main section is followed by a topical reference list. Appended is an annotated and categorized bibliographic guide to significant sources.


A collection of studies on administrative and methodological problems in the teaching of foreign languages in universities and institutes. Papers (all in Russian) are grouped into categories entitled Discussion, Experimental Methodology, Programmed Instruction, Experience in Higher Education, Linguistics, Consultation, Book Review and Bibliography, and Overseas.


A collection of fourteen articles on recent developments relative to the field of language teaching. Topics include the psychology of language learning, contrastive analysis, testing, programmed instruction, language laboratories, television, FLES, and literature.


Notes the importance of correct pronunciation and the inadequacy of certain teaching techniques for producing it. Advocates the “système verbo-tonal,” and SUVAG Lingua (Système Universel Verbo-tonal d’Audition—Guberina Lingua), an electronic device constructed for use with this system.


Detailed outline of an oral translation course for advanced language students. Covers selection of texts and phases of the course with suitable exercises for each.
Describes two experiments in language teaching, using gestures such as the deaf use, and symbols somewhat like ancient glyphs, to convey an idea without using the language of the learner before the idea can be conveyed in the new language.

Points out four negative results of an audio-lingual approach based primarily on pattern drills, and contrasts this type of course with courses of the St.-Cloud method.

A concise, comprehensive introduction, in Spanish, to the use of linguistic methods in teaching second languages. Author emphasizes importance of developing aural-oral ability before reading and writing skills and explains and illustrates the basic Mim-Mem technique, substitution, transformation and expansion drills. Also discusses types of examinations, contrasting English/Spanish phonemes and use of audio-visual materials. Examples used throughout contrast Spanish and English but techniques can be applied to other languages. Selected bibliography of titles in English.

**TEACHING ENGLISH**

**GENERAL**

Selected articles drawing from the works of American, British, Australian, Canadian, and Philippine writers. After an initial section on theories and approaches, four parts are devoted to the teaching of English speech, structures, vocabulary, and usage and composition. These are followed by sections on teaching the printed word, methods and techniques, teaching with audiovisual aids, and testing.

Notes on teaching direct and indirect speech, with suggested oral drills and written exercises.

A general treatment of methodology of English teaching, intended to bring the Italian teacher of English up to date on the recent innovations in methods and goals of language teaching. Part One includes chapters on the professional preparation available at Italian Faculties. Part Two discusses the teaching of modern languages in Italy, the nature of language, and various specific problems such as selecting and grading materials, phonetics, spelling, dictation, composition, translation, audiovisual aids, and evaluation. Selective bibliography.
Illustrates differences between the linguistic and non-linguistic methods of teaching and outlines some general principles of linguistics with their applications in first and second language teaching and testing.

Discusses standards of achievement as dictated by the needs of the student: "Cultural English" required for communication; "Functional English" necessary for working efficiently and quickly in the language; "Local English," a practical competence in places where English is a second language; and "Inconspicuous English," near native speaker level, requisite to adjusting to an English speaking community.

Classifies varieties of usage according to key, a formality scale; mode, the oral versus the written with the latter having its own set of formality keys; and pitch, which represents the adjustments made by the speaker on the basis of information about the receiver. Suggests that the systematic presentation of register differences should be the main emphasis of advanced language classes.

A review of the development of TESOL as a professional field and of some of the new awarenesses concerning the problems of first and second language teaching and of materials production. Describes the increasing need for English teachers and teacher trainers throughout the world, and some of the programs being developed to meet these needs.

Description and evaluation of an English-language program begun in Fresno County in 1964. The program was based on contrastive analysis with elements of min-mem and audio-lingual methods. Appendices include sample lessons, charts, forms used and overall schedule of lesson plans.

Guidelines for teachers based on the aural-oral approach, including brief notes on objectives, principles, teaching techniques, classroom and lesson suggestions. A few definitions and selected references.

A general teacher's handbook. Outlines linguistic and cultural course content for beginning, intermediate, and advanced levels, points out student problems to be expected, and suggests general teaching procedures, extra drills and games. Bibliography.


Includes course outlines, content description, sample lesson plans, general methodology, supplementary cultural material, and evaluation procedures for beginning, intermediate, and advanced levels.


A description of an eight-level adult program from level I to college preparatory. Includes objectives, details of course content, methods, a bibliography of texts used at each level, and list of book publishers.


Includes remarks on objectives, the oral approach, selection of material, work with large classes, detailed procedures for the first ten lessons, and ideas for teaching aids.


Practical suggestions on how to teach children English as a second language through the hearing, speaking, reading, writing sequence. Stresses the necessity for making practice interesting and effective.


Presents the case for a general culture approach rather than a literary approach to the teaching and testing of English abroad.


Reports on two language-teaching research projects in the Philippines which study: (a) the effectiveness of introducing reading activities and English as the medium of instruction at various grade levels; and (b) the effects of teaching in the schools, a Philippine language which is not the native language of the students, and the advisability of introducing only one non-native language at a time.

Outlines a skill-oriented structural-situational approach to teaching English to immigrant children in British schools. Included are a basic syllabus; a discussion of English phonology with identification of problem areas; a detailed discussion of oral teaching techniques including suggested drills, games, and free language activities; and chapters on reading and writing, remedial language teaching, and the importance of teaching aids. Annotated bibliography.


A discussion of the dialogue as a means of presenting cultural information.


Presents in non-technical language a general chapter on the English language and language learning, followed by chapters on the curriculum, developing the language skills, materials and techniques of instruction, testing and evaluation and a chapter on “do’s” and “don’t’s.” Appendix contains some definitions of useful terms and a bibliography.


Describes 1957-60 experiments including results obtained and problems still unsolved. Appendix contains recorded text of *English Without a Book.*


Describes a 1959-62 experiment in teaching spoken English to French-speaking adults by audio-visual methods.


Suggests several types of listening exercises.


A general methodology handbook. Includes discussion of problem areas likely to have relevance for the elementary school teacher, with practical suggested solutions. Covers teaching goals, methodology, language skills, course content, cultural considerations, and teaching aids. Linguistically oriented; frequently makes reference to basic works in the field. In German, with numerous examples in English. Appended are a selected bibliography of works in German and English, and a list of German/English equivalents for classroom terminology.
Author explains the principle of language learning as a continuum moving from manipulation to communication, offers a list of "technemes" or teaching techniques, with examples; classified according to a manipulation-communication scale.

Advocates giving special attention to structures and general vocabulary which are used in science materials and which are considered problems for the adult English learner.

Discusses the principles of programmed instruction, especially the notions of changing behavior rather than conveying information, and of constant testing for reinforcement.

Presents oral exercises as falling into five types (repetition, substitution, conversion, pyramid and combination), and as appearing in five forms (dialogue, game, play acting, conversation based on given stimulus, and repetition as "exploded drill").

Presents in outline the principles and techniques of the approach employed by the English Language Institute of the University of Michigan.

Suggestions for an approach aimed at meaningful, varied, and linguistically useful practice. Includes list of possible topics.

A book of practical linguistics and methodology for teachers of English in Brazil. Includes sections on language form and structure, steps to language mastery, and finally a discussion of course schedules, teaching techniques, and lesson planning.

Report on an experimental program to introduce English as the first foreign language in the third grade, two years earlier than usual. Describes the organization, methods, and goals of the experiment and discusses the results, the effects on the children, and the implications for the rest of his instruction and for the introduction of the second and third foreign languages in later grades.
Mayer, Helen. "The Teaching of English to Primary School Children in Italy." 
*ELT* 20:3.252-54 (1966)

Author outlines basic steps she took in teaching by the direct method. Keynote was total involvement on the part of the children—learning English in conjunction with drawing, gymnastics, and singing activities.


Especially aimed at the problems of Mexican immigrants in the Southwest. Emphasizes the need for thoroughly equipped teachers, awareness of the psychological aspects of bilingualism, coordination of programs of social studies, art, music, and physical education into the basic English program and an appropriate guidance program.


Specific and detailed comments on basic considerations of second language learning, the program, establishing sentence patterns, comparative analysis (English with Spanish, Italian, German, Polish), and rating oral language ability.


First section deals with principles and methods of teaching, including list of contrasting structure patterns between English and Spanish, German, and Polish. Brief sections on speech and intonation, reading and writing skills, and audio-visual aids. Next three sections deal with teaching beginning, intermediate, and advanced classes. Each section has introductory part on aims and methodology, as well as detailed suggestions on content of material to be taught and techniques of presenting it. Emphasis on oral work, with some attention to reading, writing, arithmetic, citizenship, etc. Suggested drills, lesson plans, and sample lesson. List of references for teacher and students.


Describes an experiment designed to determine the effect of sentence length, vocabulary level, and naturalness on rates of errors made by foreign students in transcribing material presented orally.


Discusses the problems of teaching English in non-English medium schools in India. Topics include approaches, particularly the structural approach; pronunciation; grammar; fluency, expression and comprehension; text books; testing; the teaching of language and literature; and teacher training.
A general description of language and culture followed by an analysis of a context approach to language teaching.

A discussion in question-answer format. Distinguishes between "second" and "foreign" languages and describes the variations in approach to teaching them. Also comments on problems of Filipino language speakers (principally Tagalog and Visayan) in learning English.

A collection of papers by experienced British linguists and educators. Emphasis is on teaching English overseas in countries where English is the medium of school instruction or the language of wider communication. Themes touched upon include the contribution of linguistics, the place of literature, relationships with syllabus reform, examinations, in-service training, standards of attainment, local varieties of English, and the language preparation of teachers for whom English is not the mother tongue.

A handbook for volunteer teachers. Outlines general background of English teaching, and some of the problems and needs of the students. Discusses teaching aids and techniques, suggests materials for various aspects of English, lists some examples for use in teaching particular points of vocabulary or grammar, and comments on testing and evaluation. Also gives guidelines for program directors, including notes on new teacher orientation.

Describes an experiment in six Berlin elementary schools in which English studies were introduced earlier than usual, in the third year of school. Includes details concerning physical facilities, special materials, aural and visual aids, actual classroom presentation and results.

Discusses the generally underestimated importance of the direct question, and outlines steps in teaching students how to ask questions and elicit answers with added information as in actual conversational situations.

Comments on the importance of TEFL and its historical background. Outlines the basic principles of language learning underlying TEFL methodology, in particular the differences between first and foreign language acquisition, and describes specific applications of these principles.
Exercises to correlate the teaching of the three sounds of final ed and s with various grammatical patterns in which they can occur.

Suggests an explanation for poor aural comprehension and procedures to improve it.

"Special TESOL Section." FFLR 3:2-5-17 (1965).
Includes brief methodological comments, program descriptions, and a bibliography by experts in the field.


Deals with the sentence, the sounds of English and their patterns, English morphology and the relationship between morphology and syntax. Reviews definitions, analyzes forms, and suggests teaching techniques and classroom drills.

Reviews and short analyses of selected German publications on modern language instruction and the teaching of English covering a period from 1920-1965, followed by a similar group of reviews on works by non-Germans, dating from 1904-1965.

For teachers of Maori children in the Cook Islands primary schools. Linguistically oriented and based on a contrastive study of English and Maori, the volumes, Speech and Structure, analyze in non-technical language problem areas in pronunciation and grammar respectively, and offer practical suggestions for teaching. Exercises and discussion questions end each section.

Suggestions for lesson planning designed to supplement regular texts and teacher's manuals. Areas covered include reading, drills, written work, and planning the week's work.
A discussion of variations in the techniques of oral drilling, with numerous examples.

Outlines basic course in reading, writing and related skills. Occupationaly oriented and intended for grade levels four to eight. Section on teaching English to non-native speakers emphasizes learning oral communication skills as well as reading and writing. Identifies probable structural and phonological difficulties of Spanish, German, or Polish speakers learning English. Suggested lesson plans for integrated teaching of language skills in a subject context.

A collection of readings (the majority 1954-62) designed to serve as a methodology text in in-service training seminars and teachers colleges. General approach reflected is oral-aural. Discussion topics are provided at the end of each chapter.

Describes four causes of errors made by English language students and suggests remedies.

**Pronunciation**

Describes various types of contextualized exercises intended to help students distinguish stress and contrastive intonation in English. Introduces the concepts of "nucleus" or "tonic," "pretonic" and "tail".

Designed for speech therapists and teachers working with second language learners in clinics and schools in the U.S. Introduces the literature on speech and language interference, melody and intonation in foreign accent, patterns of stress and rhythm, and speech and the idiom in foreign accent. Extensive bibliography.

Explanation and sample sentences for teaching basic intonation patterns in Australian English.

Suggestions for teaching, with practice material.

Report of a study indicating that discrimination training is an effective technique in teaching pronunciation and making the student more critical of his own efforts.

"Is This Your Problem?: The Use of Word Linkers in English." *ENL* 10:4.7-12 (1965).

An explanation of English word liaison, followed by practice material for word linking and sentence rhythm.


Description of and suggestions for teaching the special pronunciation difficulties presented by structural words because of their stressed and unstressed forms.


Reference book for teachers. General and specific discussions on consonants, and on ways of teaching single consonants and clusters in various environments.


An analysis of some meanings expressed by intonation. Suggests that initial concentration in the classroom should be on stress rather than intonation, and that intonation may be better learned by imitation than by application of rules.

GRAMMAR


Description of the use of teacher-made flash-cards in drilling grammatical structures with large groups.


A discussion of meaning overlap in vocabulary, and of grammatical situations where alternative forms are possible, sometimes with attendant differences in meaning. Advocates avoiding confusion for the student wherever possible.


Points out the importance of teaching where to use the passive as well as how, and suggests ways of practicing the passive forms in meaningful situations.

Warns the teacher against proffering too many, too detailed, or too advanced explanations which the learner may ask for.


Practical suggestions for teaching stress patterns in adjective-noun and noun-noun combinations, and word order of single word and word-group modifiers, as well as for increasing vocabulary.

George, H.V. “The Substitution Table.” *ELT* 20:1.41-48 (1965).

Reviews the context, form and use of substitution tables as visual aids in drill work.


A brief examination of procedures used in presenting dialog utterances. Gives examples of simple forward and reverse types of buildup, and presentations based on immediate constituent, string and transformational analyses.


Illustrates types of drills of varying complexity to generate conversation practicing the present perfect tense.


Points out questions of usage to be considered in teaching the tenses and describes solutions put forward by various scholars.


A report of a study intended to show that the learning of a number of apparently identical constructions in modern English can be simplified if the teaching is based upon a deep analysis of the grammatical principles involved.


Because students must try to learn prepositional phrases as "whole units," author suggests need for classification of patterns to facilitate efficient learning, and has, as a beginning, compiled a list of 24 sub-groups that fit pattern 18C in Hornby's *A Guide to Patterns and Usage in English* (see *RLM*:2, p. 14): verb + (preposition) + (pro)noun + preposition + (pro)noun.


Illustrates how oral cues, cutouts, and phrase cards may be used by the teacher to generate conversation practicing the habitual and continuous present tense.


Continues entry in *RLM*:2, p. 38. Discusses the bases for sequencing in presentation of structures.
METHODOLOGY—TEACHING ENGLISH


Presents numerous examples of the use of the passive which might be incorporated into remedial drills.


Demonstrates how the verb determines the choice between passive constructions with the expressed agent and those with the deleted agent. Classifies agent-optional verbs and agent-obligatory verbs.


Comments on three purposes of the study of grammar at higher levels: to establish the system of the spoken and the written language; to supplement the description by an examination of the language in action in speech and writing; to evaluate usage.


Results of a study of senior English majors at the Japanese language University of the Ryukyus indicate that students taught transformational grammar, as presented by Roberts, Chomsky, and Lees, produced a higher proportion of acceptable sentences than students taught immediate constituent analysis.


Illustrates and analyzes sentence patterns of English and basic syntactic structures for expanding sentence patterns, and shows how a grammatical analysis, reduction to the basic pattern followed by synthesis of the original whole, can help students with reading comprehension.


A brief explanation and thirty-seven pages of exercises on phrasal verbs, keyed to units of *Situational English* (see above, p. 2). Collected from 1962-64 issues.


A report on a tense-aspect study based on 1,100 compositions written by Hiligaynon students randomly chosen from Grades V through first year college, with suggestions for teaching points of particular difficulty. Report includes frequency-of-error tables, reference bibliography.

A comprehensive, linguistically-oriented study of English sentence patterns for the preparation of teachers of English. Numerous examples provided for each pattern, occasional contrasts with Polish equivalents. Pattern analysis (in Polish, except for occasional terminology) is done from the point of view of aiding actual skill rather than increasing theoretical knowledge. Makes suggestions for classroom teaching of the patterns.


Explanatory notes followed by sentence-pattern examples.

**Vocabulary**


Suggests that clear understanding of what "difficulty" is, and how it may be measured, would help to improve curriculum preparation. Selects five main factors reflecting relationships between previously learned words and new words to be learned. Reference bibliography.


Distinguishes between "closed" and "open" vocabulary situations (e.g., the closed class containing the days of the week, or the open class of the word "house" and all associated concepts) and positioned (when the order of the words in a class is fixed, as numbers) or unpositioned situations, and notes the importance of presenting vocabulary in its linguistic situation.


Practical suggestions for teaching vocabulary to African and Asian children through situations: school, compound, playing house and shop.


A detailed study of vocabulary learning and development from the first contact with the foreign language to quite advanced ability including idioms and nuances of meaning. Comments on active and passive vocabulary, modes of learning, influence of the mother tongue, word frequency studies, and use of a dictionary, as well as word classes, synonyms, antonyms and homonyms, and deeper levels of meaning.


A discussion of techniques of teaching vocabulary at the advanced level. Stresses the importance of teaching the student to recognize contextual clues, distinctive features of words, and connotational meaning. Notes areas to be taught for production and those for recognition.
METHODOLOGY—TEACHING ENGLISH

READING

Describes a series of some 140 simplified American books, graded in vocabulary (1,000 to 5,000 words) and how they may serve as a basis for class exercises and as a source of cultural background information.

Outlines the steps in the development of reading skill, emphasizing the necessity for intensive oral practice before and during the process. Reference chiefly to pupils in the elementary grades. Suggestions for classroom activities such as drills and language games.

Analyzes the processes by which a child learns to read and comments on the contributions of psychology to the teaching of reading.

Contrasts “language learning” and “learning to read” and discusses some implications for the teaching of reading, especially the idea of programming materials for the teaching of reading as opposed to self-programming by a child as he learns to understand and speak his native language. Proposes a balance of structured and unstructured reading materials for teaching.

Dimitrijevic, Naum R. “Teaching Reading in English as a Foreign Language.” ETF 3:3.16-20 (1965).
Describes an experiment designed to test the efficacy of an initially oral approach following by reading as opposed to simultaneous introduction of speaking and reading. Subjects were two groups of 11-12 year olds in a Yugoslav elementary school.

An explanation of the “Augmented Roman” alphabet and a report on teaching with it during the first eighteen months. Includes a section on use for teaching English as a second language.

Friedman, Mildred M. “Teaching Reading in English as a Second Language.” Inter-Pret 1:2.6-7 (1966).
Notes the necessity for speaking before reading and for reading in the native language first. Stresses the need for research and scientifically planned materials.

To determine the difficulty of reading material, author proposes a formula based on vocabulary load, complexity and sentence length.
Advocates the inclusion of speed reading courses in the secondary schools of West Africa. Discusses types of reading abilities and methods of teaching speed reading.

Presents the case for the use of simplified versions in the face of an inadequate supply of suitable original material.

Horn, Thomas D. *A Study of the Effects of Intensive Oral-Aural English Language Instruction, Oral-Aural Spanish Language Instruction and Non-Oral-Aural Instruction on Reading Readiness in Grade One*. Austin, Texas: Univ. of Texas, 1966. 58 pp.
Describes the experimental comparison of the effectiveness of the three methods, as used with disadvantaged Spanish-speaking first graders in San Antonio. Bibliography and 12 appendices, including sample lesson plans, reading readiness checklist, and list of tests.

An introduction to basic linguistics and a presentation of the contributions linguistics can make to teaching the literacy skills. Reading is approached as a reflection of structural patterns in language.


Comments on aspects of rapid reading, training for comprehension, linguistics and reading efficiency, and efficiency in reading English as a second language.

Suggests that teaching the reading passage include training in reading and comprehension, oral drill in vocabulary and structure, and considerable pronunciation practice. For use at the beginning and intermediate levels. Appendix contains a list of structure words and index.

Discusses the relationship between speech and writing; the difference between reading and understanding; the "phonic" and "whole word" fallacies in approaches to reading. Reconsiders the definition of "linguistic forms" and recommends moving from the rules for the relationship between the spoken and the written symbols for linguistic forms, to structured materials for the learning of reading.
METHODOLOGY—TEACHING ENGLISH

An examination of the linguistic principles underlying the reading process and their application to teaching foreign students to read English. Posits the theory that the reading process is a vocal response to visual stimuli and suggests that reading be taught in three stages: oral reading drill, controlled reading, and free reading.

A report on the research done by Thomas D. Horn (see entry above). Comments on the evolution of the approach from an initial emphasis on reading readiness techniques to a broader one involving the whole learning context.

Suggests that reading books should be selected and adapted according to reading stage of learning, and identifies and describes characteristics of four stages: "Introduction to reading for pleasure" (assuming a 450-750 headword vocabulary); "Enjoyment," less childish in content (1,000-1,800 head words); "Foretaste" of more advanced books, conveying some flavor of the original (1,800-2,300 head words); and "Lead-in to unadapted books" (2,000-2,500 words for explanatory passages).

COMPOSITION, SPELLING, WRITING

Advocates the imitation of literary models in teaching composition and outlines a four step method. Particular reference is to Spanish, but technique is generally applicable.

A report on a pilot study designed to investigate the assumption that concern with quantity should precede concern with quality. Subjects were university foreign students in an advanced composition class.

Describes types of assignments intended to control use of particular parts of speech in writing practice, and, by describing a controlled experiment at UCLA and its results, illustrates the need for constant empirical testing by teachers to determine validity of assumptions concerning the effectiveness of the assignments.
Suggests copying, followed by question-answering, fill-the-blanks and substitution-type practice with model paragraphs as a graduated approach to free composition.

Hakham, Moshe. "Guided Composition." *ETB* 1:15-16 (1965)

Describes a 1965 experiment in Freetown, Sierra Leone primary schools designed to show whether spelling is taught better through formal lessons or through reading. Results indicated no loss of efficiency in learning spelling "incidentally."

Practical suggestions for teaching composition through imitation of passages from the reading text.

A discussion of principles, techniques, and methods is followed by a description of specific activities appropriate to various levels of learning. Focused on first language learning, but also relevant to foreign language learning.

Author describes paragraph patterns in Semitic, Oriental, Romance and Russian languages and illustrates how these are transferred to student compositions in English. Suggests that students be shown the differences between their native rhetorics and English rhetoric, and that they be drilled in writing English paragraphs by means of such devices as the scrambled paragraph and outline completion.

Describes a lesson designed to bridge the gap between controlled and free composition writing in a classroom.

Author points out useful procedures for improving the teaching of spelling and punctuation; suggests types of written drills, based on a mastery of oral drills; deals briefly with letters and essays.

Outlines the requirements for development of proficiency in writing: practice of specific skills not employed in oral English, such as spelling, punctuation, alternative constructions, and paragraph development.

Two illustrated approaches to controlled composition at beginning and more advanced levels.
Comments on the sensory-motor aspects of spelling, the causes of error, and the remedies.

Suggests that the principles employed in teaching oral language are applicable to composition. Presents a series of axioms about language, with writing exercises designed to make each aspect of the axiom meaningful to the student.

Considers the need for and uses of different English writing styles and points out methods for guiding students by means of model paragraphs and substitution practice.

An Israeli experiment in group composition progressing from summaries of readings through dialogues to play writing.

Comments, with particular reference to application in Africa, on the Gattengo system in which color is a phonetic indicator; on the Lanham pronunciation spelling or phonemic method; and on the Initial Teaching Alphabet.

Suggests that fluency in writing may be developed through the assignment of long compositions preceded by vocabulary and structure drill.

Outlines a set of principles for an advanced composition course.

Discusses controlled composition; suggests that after oral preparation under teacher's guidance the student begin composition by summarizing or deriving paragraphs from a short, well-organized model.

Describes controlled exercises at the sentence and paragraph levels, which provide context and emphasize word order and meaningfulness.

Tachakra, Rati. "Remedial Work in English for Class IX." TEng 8:2.20-29 (1964).
Presented, with an introductory comment, a series of exercises designed to help students correct errors of agreement in their written work.

Outlines a controlled, contextually-oriented procedure, with practical specific suggestions for the teacher.

Notes the failure of most writing on the subject to take into account the findings of modern linguistics. Isolates several basic facts.

Notes that spelling may be learned by memorizing rules, remembering pattern examples, and forming visual images, the last facilitated by the use of a spelling dictionary.

LITERATURE

Analyzes the use of sequence-signals in short story openings and traces the development of this use, its different kinds and effects. Based on an examination of 1001 American short stories, also serves to demonstrate one way in which linguistic theory can be applied to the study of literature.

Illustrates a culturally oriented technique for teaching English literature overseas.

Describes an experimental reading course designed to bridge the gap between drill classes and literature classes. The course was given to 300 students in the University of the Ryukyus on Okinawa.

Discusses inappropriate and appropriate objectives for the literature course.

Notes the distortions of literary value occasioned by the abridgment of Cry, The Beloved Country and suggests kinds of materials that might be successfully edited for ESOL classes.
TEACHING AIDS

GENERAL

Illustrates the use of riddles, rebuses, puzzles, and other contests in teaching English.

Largely a discussion of monotony in language learning, and how to avoid it through the flexible use of audio-visual and audio-lingual techniques and tools, and their close integration with class work.

Discusses an audio-video dial selection language laboratory.

Comments on laboratories in general, particularly in relation to levels of language proficiency, and on the usefulness of pictures in practice at the advanced level.

Describes the University of Texas Foreign Language Media Laboratory, where materials and modern teaching equipment for the classroom and laboratory are assembled for student experimentation.


Describes the Bilingual Readiness in Primary Grades project designed to show that the language readiness needs of English and Spanish-speaking children could be met in the same classroom and demonstrating the significant contribution of audio-visual tools meaningful to the child.

A practical guide for using and making classroom aids. Appendices include a listing of books, wall pictures, charts, filmstrips, and films.

Materials for language learning and demonstration materials for teachers in training are considered, grouped according to whether they present culture incidentally or systematically.

Notes the kinds of audio-visual materials (still pictures, sound films, tapes/discs) useful for such a repertory, and the topics (culture, social structure, ecology of the population, and national character) to be illustrated by it. Suggests exploring the possibility of establishing such an interdisciplinary repertory in order to broaden perspectives and develop cross-cultural understanding.


Describes an electronic device consisting of switches and panels of lights to be used in the immediate testing of learning and reinforcement of correct responses.


Contains papers on the use of still pictures, the gramophone, tape recorder, radio, television, film and film loop, as well as general discussions of audio-visual aids and methods, language laboratory organization and use, and a particular approach to audio-visual teaching of French.

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**AURAL**


Presents points to consider in buying a tape-recorder and suggestions for its care and use.


Description of laboratory techniques to elicit free conversation from small groups of advanced students. Explanation of author's "Audio-Adapter" for use in limited laboratories.


Part I, Operation of the Language Laboratory, discusses the technical aspects of the laboratory including equipment, laboratory supervision, control and identification of tapes, and recording and editing of tapes. Part II, The Use of the Laboratory, discusses the relationship of the teacher and the student to the laboratory, and advanced level teaching materials for laboratory use.


Suggests that carefully programmed drill material may be used in the laboratory to help the student develop a feeling for the language in the areas where a "psychological" choice must be made. Examples are from Spanish.
METHODOLOGY—TEACHING AIDS

In enumerating the advantages and disadvantages of using the language laboratory, author suggests its principal roles may be as an instrument of preparation, consolidation and revision. Selected bibliography.


Describes a device which provides for flexibility of pacing in language laboratory work and saves recording time. Repeater can be set to provide from one to ten repetitions of an utterance.

Describes an eight-week experiment at the University of Sherbrooke, Canada, designed to test the effectiveness of the language laboratory in short-term non-intensive English classes.

A non-technical description of the instructional aspects of the language laboratory, intended for language teachers and audio-visual specialists. Includes sections on current research, achievements, and prospects of the language laboratory.

Hocking, C.S.W. "The Answer to Industry's Language Problem?" IL 3:1.5-8 (1964).
Comments on Britain's need in industry for speakers of foreign languages, problems of training them, and the laboratory's usefulness in this connection.

Identifies five elements required for laboratory effectiveness and reviews research dealing with particular aspects of laboratory use.


Describes ways of eliciting realistic and creative student responses in the laboratory.

Practical suggestions for the establishment, use, and maintenance of a language laboratory. Included are an example of a language laboratory session and specific staffing, siting, and equipment suggestions. Appendices contain a glossary of terms, a select bibliography, and a list of British suppliers of language laboratories and audio-visual and audio-lingual materials.


Advocates the electronic classroom rather than the language laboratory for foreign language drill work in U.S. high schools.


A discussion of the goals and kinds of language laboratory practice; tape-making; monitoring; the general effectiveness of the laboratory; and needed research and the author's estimate of the probable results.


Suggestions for the improvement of language laboratory programs, including the possible formation of a central agency for the exchange of tapes used in schools. Examples from German, but methodologically adaptable to English teaching.


Comments on roles of the teacher and of the language laboratory, and explains why more precisely planned monitoring would be beneficial to both student and teacher.


A preliminary report on an experimental course in French intended to research language learning activities and the use of the language laboratory for complete self-instruction.


Examines opposing views concerning value of language laboratories, points out practical advantages, and offers suggestions for presentation of instructions and material, spacing and timing.


Suggests ways of laboratory scheduling, more efficient uses of teachers and laboratory, and methods of correlating class and laboratory materials to derive full benefits from the laboratory.
METHODOLOGY—TEACHING AIDS


Presents the laboratory as a teaching aid whose effectiveness is determined by the material used in it.


Suggests earphone performance superior. Notes necessity for research to identify factors in language learning.


A practical guide for teachers providing specific descriptions of techniques and procedures for the classroom, language laboratory, and related activities. Includes new chapters on techniques of laboratory operation, expanded chapters on methodology and testing.


A description, with examples, of various kinds of pattern drills.


Includes comments on the mechanics of the laboratory, types of equipment, appropriate materials and methods, the role of the laboratory in a teaching program, and the organization and administration of a laboratory.


Suggests that students be introduced to the laboratory by means of a carefully prepared orientation tape.

VISUAL

"Action Drawings as a Teaching Mechanism." ENL 11:3.5-6 (1966).

A series of simple drawings easily copied on the blackboard for use in tense review drills.


Practical suggestions for making effective posters, wallcharts, and teaching charts.


Suggests that the picture, although useful at various stages of language learning, is not the essential element in giving meaning to sound sequences.


Practical suggestions for the use of hand signals, teacher's and student's clothing, classroom furniture and other real objects, games and play acting, charts and picture files, the flannel board, the pocket chart, and the vocabulary wheel in vitalizing the language lesson.


Notes, with specific examples, the usefulness of blackboard drawing in presenting new material, in testing, and in providing material for oral and then written composition.


Advocating formation of correct associations through situation, author illustrates how a picture on the blackboard can be used as the basis for oral sequences demonstrating tenses, statement, question and answer forms. Suggests practice with sentences of follow-up written work, with substitution and transformation-type variations.


Notes increases in control, effectiveness of explanations and realism in classroom conversational subject matter possible through the use of overhead projectals illustrating everyday situations.


First part contains practical suggestions for making props to be used in teaching shopping situations in the English lesson, and several model dialogs between shopkeeper and children. Second part gives suggestions for representing streets, houses, and traffic situations.


Differentiates descriptive pictures and problem-situation pictures and suggests the place of each in a course.


Advocates the development of a new approach characterized by initial teaching in the laboratory, use of visual aids to implant concepts, audio material to supply verbal form. Student would spend one half his time in the audio-visual laboratory, working independently.
METHODOLOGY—TEACHING AIDS

Suggestions for preparation and use of homemade visual aids in language teaching.

Contains instructions for making a puppet theatre and puppets, suggestions for classroom use, and six puppet plays.

A discussion of the importance of gesture in communication. Advocates contrastive study of gesture by language teachers and suggests the kinds to be presented in the classroom.

Aids are useful insofar as they help the teacher in leading the students to make their own discoveries.

Report of a 1959-64 pilot study with Navajo Indian children indicating that toys are useful teaching aids, helping to convey new cultural concepts, provide insights into the native culture and the child's thinking, and develop creativity and free use of the language.


Suggests the use of visual aids to illustrate the motion of the mouth in the articulation of sounds, and to teach a student how to relate a concept to a vocal symbol other than that used in the mother tongue.

TELEVISION, FILMS

Recommends motion pictures to introduce new patterns in context, based on contrastive analysis to isolate areas of difficulty.

Prepared to accompany a series of 24 films for teachers of ESOL. The aims, audience, methodology of the series are explained and the main points of each film summarized. Suggestions for discussion following the films are included.
A presentation of lesson plans incorporating TV films. Examples are from French.

A report of an experiment in the teaching of elementary English and Arithmetic to adult Africans on the Copperbelt, Zambia, 1963-1965. Describes the texts, aids, methods used and the teachers' roles in the three experiments. Detailed statistical data included.

Suggestions for dealing with physical, budgetary, and other types of problems in selecting, obtaining and showing films for language teaching. Stresses the necessity for choosing equipment with clarity of sound and for repeated viewing of film materials.


The history and development of these experimental television films. Includes a description of the material covered and the "programme kit."

An experimental study of the possibilities and limitations of the use of film in modern language teaching.

Discusses responses to an attitude questionnaire indicating that the medium of television may not be as suitable for teaching foreign languages as it is to other areas of instruction in elementary schools.

Covers general problems of teaching language by television as well as specific stages in the production of the CETO program.

Outlines the 1964-65 program for grades 1 to 8 in American Samoa and notes the questions raised by the use of television as the medium of instruction, particularly in underdeveloped areas.

In Part I, author outlines general principles for instructional materials, dealing with the skills to be taught at various stages, situational orientation, and grading. Part II is a discussion of the use of audio-visual aids, the choice of usage and grammatical theory and the pacing of presentation. In Part III the functions of the teacher's handbook and of tests and examinations are considered. Part IV contains an examination of how the theoretical principles can be applied in a "modern integrated course."


Presents 46 "roughly prescribed" stimulus-response patterns of conversational English for use in senior secondary schools.


Suggests that the laboratory, particularly in developing areas, can be used to teach new material and advocates production of programmed self-instructional branched courses based on error analysis.


Suggests ways of collecting and analyzing language materials showing usage in particular situations and on the basis of this corpus, forming a contextually and grammatically graded syllabus.


Presents a method of preparing grammar drills incorporating insights of contrastive analysis and transformational grammar.


Sets out guidelines for preparation of primary and secondary school textbooks, in terms of a child's learning processes. Stress importance of tailoring a text to the cultural environment for which it is intended.


Presents information from 40 tapes of English secondary school children which can be used as material for compilers of courses in English as a second language. Also presents linguistic and pedagogical comment.
Continued entry in *RLM*: 2, p. 68. *Stage Four* presents patterns which, in the author's analysis, do not lend themselves easily to oral presentation and drills.


Designed to facilitate the preparation of drill materials for pronunciation. Entries are arranged first by vowel, and within the vowel groups, by final consonant(s).

Divides English irregular verbs into four groups on the basis of root vowel change in the verb's base.

Outline of procedure for writing four-line dialogues with interchangeable alternates for each line, holding context constant but varying grammar and vocabulary.


Classifies and gives examples of errors made by students on certain standard examinations.

Guidelines for the preparation and evaluation of beginning English textbooks, especially readers, for elementary school pupils who have learned to read their native language.


Specific examples of varied types of drill cues, including word, phrase, sentence, fact, picture, number, sound effect, stress feature, synonym, and antonym.
Preparation of Teachers


An outline of a new discipline: language instruction; its objectives: language competence, cultural insight and literary acquaintance; and the areas of study which should, for the attainment of these objectives, be included in the preparation of a foreign language teacher: philology, literature, psychology, linguistics, anthropology, didactics, and technology.


Contains information on degrees, course offerings, and faculty and staff in fields indicated in 98 institutions. Also includes information on courses in modern and ancient languages.


In first part, author states two requirements as being essential: knowing English, and having a capacity to teach. Defines both in practical terminology. In second part author discusses main problem areas which students face (phonological, lexical, grammatical), and the methods which teachers must be ready to use in coping with these problems.


Consists of five workbooks and accompanying films and tapes, with a console containing the film projector, and the machines to play tapes and audio cards. Covers English phonology, English grammar, general methodology of foreign language teaching, methodology of English teaching, and special problems.


A description of the examinations used by the English Language Institute (Ann Arbor, Mich.) for evaluating teacher trainees' grasp of teaching theory and possible applications to the classroom situation. One examination consists of student analysis of a live demonstration on closed-circuit television. The other entails comment and/or answering of questions based on the course content, with the MLA language teaching film no. 5 as the point of departure. Includes test questions used by two of the teachers involved.


Practical suggestions regarding applied linguistics, psychology and methodology, and the language laboratory and audio-visual aids for in-service workshops.


Description and evaluation of the use of the Audio-Lingual Language Program-French Program for reshaping language habits, especially in pronunciation, of teachers trained by traditional non-oral methods. Results showed considerable improvement, particularly for low proficiency students.


An LP record designed for teacher training colleges or in-service training. Topics covered include the first lesson, the role of context and practice, and the choice of vocabulary.

---. *Teaching Reading.* (Teacher Training Series, Teacher Training Talks, 2.) London: Educational Recordings, BBC, and British Council.

LP record covering the choice of materials, reading readiness, and initial reading.


A plan to supplement the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students. Proposes measurement of teachers' actual classroom performance as well as of their preparation. Further suggestions include increased use of "micro-teaching" and greater emphasis on "practice-centered" training in general in teacher preparation programs.
TEACHER PREPARATION

——. Training Foreign Language Teachers and Research in Language Teaching at Stanford University." LR 8:1.3-4 (1966).

Describes the three types of training which make up the program, with particular comment on micro-teaching. Also describes the Center for Research and Development in Teaching, with emphasis on experimentation and evaluation of practice-centered techniques.


Describes a tentative five-year linguistically-oriented course for Peruvian teachers of foreign languages including English.


Comments on the participants, programs and course content of the 1964 summer institutes offered at the University of California at Los Angeles and the University of Puerto Rico, for elementary and secondary teachers and their supervisors.


Description of a one-term course for teachers of English to immigrants held at the Institute of Education in London.
Language Testing

GENERAL


Upshur, J.A. "Cross-Cultural Testing: What to Test." LL 16:3 & 4.183-96 (1966). Author examines and expands H. Ned Seelye's "Field Notes on Cross-Cultural Testing" (see above), maintaining that test items on a cross-cultural test should include the set of observed behaviors that the subject must understand, and the set of behavioral patterns that the subject must appropriately perform. Identifies further problems needing research.

Valette, Rebecca M. "Evaluating the Objectives in Foreign-Language Teaching." IRAL 4:2.131-39 (1966). Calls for development in testing to parallel the broadened scope of language teaching. Describes ways of testing, listening, speaking, reading and writing skills and suggests areas for further research.

ENGLISH


Goswami, Prahulladatta. "Tests and Examinations in English." TEng 9:1.6-11 (1966). Suggests that comprehension questions are more effective than précis writing as testing devices.

Report includes discussions of the use of English papers, criticisms and suggestions for improvement of the English Language Examination at the Ordinary Level, and the conclusions and recommendations of the committee. The Appendix contains a proposed syllabus for the form and scope of a specimen paper for the English Language Examination at the Advanced Level.


Suggests ways of making tests teaching as well as measuring devices.


Describes the development and makeup of TOEFL (Test of English as a Foreign Language), designed as a standard, objective tool for determining the English language proficiency of persons applying for study in the U.S.


Part I of a two-part study conducted in conjunction with the San Antonio, Texas Language Research Project. Reviews existing tests, outlines a contrastive analysis of English and Spanish phonology, and analyzes the results of a test given to pre-school and first grade children, describing the main areas of phonological difficulty for the Spanish-speaker learning English. (For Part II of the study, see entry under Ott.)


Report on a study to determine the validity of certain screening tests. The authors conclude that a completely valid set of testing instruments does not yet exist.


Describes the requirements for an efficient proficiency measurement tool, and presents an alternative to the usually used written proficiency tests: the multiple-choice test. Includes a sample 50-item test with score sheet.


Comments on various courses available and suggests that test passages should be understandable in a single reading at normal speed and that questions should assess assimilation, not vocabulary or style.

A report on the syllabus adopted March 1964 for the West African Examinations Council's General Certificate of Education examination in English Language. New emphasis treats English as a second rather than a native language. Author comments on the effects which the new examination will have on the teaching of English in Africa.


Comments on the background of TOEFL, its differences from other tests of English as a foreign language, its content, and its validity and reliability.


Contains a test designed to show whether English structure or content words carry greater communication load.


Part II of the study on the development of a proficiency test for oral English done in cooperation with Gloria Jameson (see above). Reviews the literature on second language teaching and testing, describes the procedures of the test and analyzes the resulting data, making recommendations for further testing programs.


Suggests that an English language test should test all elements of English and all four language skills. Also comments on validity of three sample tests.


Concludes that a combination of entrance English Comprehension Level test and aptitude test scores seems to give the maximal predictive utility for language performance. Includes tables and bibliographical references.


Gives brief description of various developments in GCE testing, and author's own systematic tests on oral comprehension, using tape-recorded passages.


A report on the research on testing the English of foreign students at Pennsylvania State University. Suggests that language proficiency be taken as unidimensional rather than four-dimensional.
Authors believe that cognates, although often troublesome in early stages of foreign language teaching, may prove useful in a testing situation, especially for testing command of writing-speaking correspondence following listening-speaking phase. Figures illustrate results of authors' oral production tests.
Programs in Specific Geographic Areas

**GENERAL**

A survey of the increasing need for English in overseas countries, how the need can be met, factors affecting the development of English-teaching resources overseas, and U.S. resources and activities in the field at home and abroad.

A report covering the types and locations of programs, pre-service training of volunteers, evaluation of program effectiveness, and consequences for volunteers upon return.

Survey of recent developments in Australia, Canada, France, West Germany, Great Britain, Italy, Netherlands, New Zealand, Norway, Sweden, and Switzerland.

A summary of the development and growth of the field, particularly in the United States. Considers the demand for English language instruction throughout the world, the influence of linguistics on language teaching; the types of instructional materials and other publications produced; and the current needs in the field.

A review of the use of English as a lingua franca in the multilingual countries of Asia, including historical and present-day reasons for the current situation.

Comments on the world-wide position of English, with particular reference to Africa and India, and attempts to reassess its function in its several contexts.

A general statement outlining selected major problems of language and communication in the Commonwealth. Included are discussions of languages of wider communication, language and education, language in government and industry, and applied language studies.

A survey of the programs sponsored by the Office of Education to upgrade curriculum, materials, teacher preparation and other aspects of the teaching of English in the United States, including English language instruction for speakers of other languages.


Report of a conference held April 1964, reviewing research and publications already existing and still needed for the field, and isolating possible applications and directions for further exploration. Latter half of the book consists of summaries of five previous research projects on English, creoles, bilingualism, and their effects on education.

**AFRICA**


Outlines a one-semester crash program for Northern Nigerian teacher training colleges in which basic English skills are emphasized in all subjects and the use of English stressed both in and out of the classroom, to up-grade English fluency of beginning teacher trainees.


Of particular interest to the English teacher in this general discussion of educational reform are comments on problems of language learning and the need to improve methodology.

"Centre de Linguistique Appliquée de Dakar." *LR* 7:3.3 (1965).

Describes the objectives and functions of CLAD.


A discussion of the establishment of a multi-purpose language room to be equipped step by step with various audio-visual aids. Specific details of establishment given, including equipment needed, problems encountered, and recommendations for solutions.


Comments on the implementation of the syllabuses for Standards VI, VII, and VIII, with respect to teacher preparation, materials, pupil needs, and examinations.
Based on the author's experiences teaching children in Uganda. Comments particularly on techniques for teaching the writing of original prose and poetry, the reading and acting out of drama, and teacher training.

An outline of the problems and needs of Nigeria in the field of English language teaching and practical suggestions for their solution. *English Language Teaching in Nigeria: A Supplement to the September, 1966, Report* (December, 1966) contains ideas, situation analyses and suggestions submitted to the survey team during the course of the survey.

Includes papers on the aims of English teaching in the junior and senior schools; the teaching of literature, reading, composition, grammar, spelling, and vocabulary; setbook papers; and a general report.

Describes the short reading improvement course given by the author to university students in Uganda, and the results obtained.

Grieve, D.W. "English Language Problems in West African Schools: A Survey."
Describes the English language teaching scene in West Africa and the two key activities, training teachers and producing teaching materials. Points out the difficulty both for teaching and for materials preparation caused by the interference of the various non-standard dialects of English prevalent throughout West Africa.

Discusses the functions of a visual aids center and the training of teachers to use visual aids.

Hartshorne, K.B. *The Teaching of English as a Second Language in South Africa.*
A set of two papers, one of which gives a general description of the position of English in the Republic of South Africa and the other, a more specific comment on the teaching of English to Bantu pupils.
Hill, P. "Some Problems in the Change-over from Swahili to English as the Medium of Instruction." _ELT_ 20:1.49-54 (1965).
Mentions inappropriate and too difficult texts, and inadequate student and teacher language proficiency as among the problems, but cites as the basic problem lack of information on what the real difficulties are.

Report of a study to determine the quality of content, organization, supervision and development of materials, methods and teacher training for the new program; its effects on curriculum and methods in the total school system; social and political effects of English-medium instruction for Kenya in comparison with vernacular instruction; personnel and financial needs and resources for continuation of the program; and other relevant aspects of the new approach. Includes recommendations.

A description of the problems involved, and changes now under way.

Outlines the difficulties created by long-entrenched methods of teaching English, mother tongue interference, and inadequate teacher training, with particular reference to the primary school situation.

Describes 1963-66 experiments in teaching English in Bantu schools in Johannesburg. Primary concerns were determining optimal ages for second language readiness, adequate materials, correction of pronunciation, the teaching of reading, and the development of objective tests.

Suggests that increasing use of English in teacher training colleges and in schools might offset the deterioration of English in South Africa.

McAdam, K.J. "Reading Improvement at University Level in East Africa." _TED_ 5:2.91-109 (1964).
Reports on the reading improvement program at Makerere University College. Included are comments on experiments and results.

Report on a survey by questionnaire intended as the basis for an analysis of the primary school syllabus in second language teaching, how the syllabus is interpreted in various schools, and how teaching effectiveness might be improved.
Merry, Sara L. "Barriers to Communication in the Liberian Classroom." *WAJE* 10:2.84-85 (1966).

Author describes the multilingual situation in Liberian schools. Points out the need for a standard language for national stability and calls for specially prepared teaching materials for speech correction and improvement.


Abstract results of a five-week study on possibilities for technological solution to educational problems in East Africa, describing the situation prevalent, and the recommendations for a first project radio-correspondence English course to upgrade teachers in Tanzania, plus several alternative possibilities.


Gives some general guidance in the selection of secondary school English language courses. Also offers practical suggestions to teachers who want to gain information concerning publications in the field. Includes brief list of English courses for West Africa, available or in preparation.


Description of a three-week orientation course for freshmen at Ahmadu Bello Univ., Northern Nigeria. Included were study techniques, practice in spoken English, and a short speed-reading course.


Comments generally on education and language and specifically on the Kenyan child's language development. Outlines a three-language plan for Kenya including the content of teacher training college language courses.


Describes methodological principles and techniques used in preparation of BBC/British Council series of English language programs for beginning primary classes in East Africa.


Brief description of the aims, officers, funding, and projects of the Institute.


Reports on the use of Edward Fry's reading improvement course (see entry *RLM*:2, p. 52) in Uganda in 1961-63.

SPECIFIC GEOGRAPHIC AREAS

Describes the construction and outfitting of a van which travels around Ghana to provide in-service training in the use of visual aids.

A discussion of English proficiency in West Africa. Emphasizes the importance of aural-oral practice, and recommends wide use of audio-visual media, both in teacher training programs and in primary and secondary schools.

Considers the problems and aims of English language teaching in Northern Nigeria from primary school through university. Describes the role of the teacher training college and current experiments in Northern Nigeria.

Describes the situation in Southern Africa and defines the contributions of the language laboratory toward improved English language instruction.

Discusses the necessity for careful selection, from the point of view of linguistics as well as culture, of literature to be taught at pre- and early university levels. Recommends inclusion of African literature to increase motivation and appreciation.

THE AMERICAS


Identifies the language-handicapped students in the United States and comments on the pedagogical principles involved in teaching them English, on the need for materials and research, on teacher training, and on federal assistance.

Consists primarily of statistical information on programs, teaching situations, and materials for English as a second language in the United States. Information on the teacher, i.e. educational background, native language, experience, etc., and a chapter on the needs in the field are also included. Representative programs, conference reports, and the questionnaires used in the survey appear as appendices.
A description of the students, staff, and program of the Linguistic Institute held in Montevideo, Uruguay, from December 27, 1965 to February 28, 1966.

Outlines some modifications in FL teaching methods which become necessary and the ensuing effects when a FL approach is made to teaching English to school-age speakers of Jamaican Creole.

A discussion of the language policy in Puerto Rico.

A series of five reports covering 1960-65 and presenting a general description of the program. Brief comment on the *Miami Linguistic Readers Series*, the bilingual school, the use of Cuban aides in the classroom, and the Spanish courses for native Spanish speakers.

Outlines historical background of the educational policies and activities of the Canadian Government with regard to Eskimos and Indians, and describes present attitudes and efforts.

Brief comment on the Instituto Nacional Superior del Profesorado en Lenguas Vivas in Buenos Aires, its purpose, courses and degree offered, and facilities.

Describes the present activities and future plans of the Yázigi Institute, with headquarters in São Paulo and 50 schools in the main regions of Brazil offering oral instruction in English, French, German, Italian and Brazilian Portuguese.


 Principally concerned with the teaching of English, as the most commonly taught foreign language in Ecuadorian schools. Describes programs on various levels; qualifications of present teachers; teacher training; and instructional materials.
**SPECIFIC GEOGRAPHIC AREAS**


Includes comment on TESOL activities.


A study of the problems created by the existence in Jamaica of both Jamaican Standard English and an English-based Jamaican Creole. Discusses the sociological factors of teaching standard English to speakers of a non-standard dialect, and describes activities in Jamaica for improving English teaching standards, including an aural-oral approach, based on acceptance of the Creole as real language and the corresponding need to teach the standard dialect as a second language. Short reading list included.


A discussion of English teaching, stressing the widespread negative attitude toward the language, and commenting on possible solutions.


Includes chapters on cultural differences, economic and educational problems and some suggested solutions. Of specific interest to the teacher of English is the eleventh chapter, "The Problem of Language," which includes a general discussion of language learning and teaching, specific consideration of second language problems, the roles of Spanish and English, and a program providing for both.


Describes the cooperative Colombian-U.S. program for upgrading secondary school English teaching in Colombia, through training courses, the preparation of detailed teaching guides, and school visitation programs.


Mentions a plan for the first, second, and third grades in Puerto Rico using itinerant teachers for English, thereby making it possible to lengthen both the English lesson and the total school day.

Mohr, Eugene V. "New ESL Program at the University of Hawaii." *Inter-Pret* 1:4.3-4 (1966).

Outlines curriculum consisting of graded courses in oral fluency, English structure, reading, and writing, at beginning, intermediate and advanced levels.


Outlines the composite program of 45 schools responding to a survey questionnaire. Includes two charts, one on 18 schools representing the variety of ESL programs and one on 8 institutes offering intensive ESL. Also lists frequently mentioned texts and professional publications.

Detailed information on all current programs in New York City with emphasis on programs for Puerto Ricans.


Describes the student body, the staff and the course content of the Center.


Describes an exchange of New York and Puerto Rican elementary school teachers.


Describes Project LEARN, a ninth grade pupil-team effort capitalizing on the bilingual ability of some of the students.


Report of a workshop on the essential elements in educating Indian children, particularly in Colorado, New Mexico, Arizona, and Utah. Included are sections on teaching English as a second language and testing bicultural children. Bibliographies follow each section.


This report consists mainly of summaries of twenty-five Curriculum Study and Development Centers funded by the Office of Education English Program. The curriculum materials being developed in the Centers range from K-12 in language, literature, and composition, with attention to the problems of the disadvantaged, the deaf, the average as well as the able student, and the student learning English as a second language.


Along with specific details of Rusea’s High School laboratory, discusses generally advantages and problems of laboratory teaching for this kind of locality, types of laboratories, and sources of materials.


Lists the chief problems faced in teaching English in Puerto Rico and suggests solutions.
Stafford, Kenneth. “Cognition and Language: Problem Solving as Affected by Knowledge of English and Navaho.” *Language and Speech* 9:1.63-67 (1966). Describes an experiment with two groups of 14-16 year old Navahos, one primarily English speaking and the other primarily Navaho speaking. Results suggest that there are differences in problem solving which are traceable to the language variable.


“What’s So Special About ‘Special English’?” *ETF* 4:2.10-12 (1966). Describes the Voice of America English program, designed to give information as well as practice in English to listeners with limited proficiency in English.

Winnie, John R. “The Peace Corps ETV Project in Colombia.” *AVI* 10:1.27-29 (1965). Account of the development of the Colombian program to use educational TV in the retraining of teachers and in upgrading classroom instruction. Describes the preparation of Peace Corps volunteers and some of the problems in the field.

Zierer, Ernesto. “A Note on Foreign Language Teaching in Peru.” *LR* 8:5.3-4 (1966). Comments on the general situation, the languages taught, and the personnel problems faced in Peruvian secondary schools, private or foreign government language schools, and universities.
EUROPE

Describes provisions made in an English school for new immigrant children,
for country and school acclimation as well as for learning English.

Description of the Dutch Modern Foreign Language Association's efforts to
apply linguistics and psychological research to secondary school foreign lan-
guage teaching. Vocabulary, phonology, and sentence structure are considered,
with heavy reliance on contrastive analysis.

A description of the background, staff, and content of the retraining program
for Greek teachers of English sponsored by the Greek Ministry of Education,
the U.S. Fulbright Foundation, and the British Council.

Description of BBC activities in teaching English as a foreign language by
radio and television.

"English-Teaching Information Centre." \textit{LR} 7:3.3 (1965).
Comments on the functions of ETIC with particular attention to its library,
files, and publications.

Brief description of an Austrian program.

Filipovic, Rudolf. "Audio-Visual Languages at the University of Zagreb: Prin-

Cites problems obstructing the introduction of modern methods in Italy.

Guénot, J., ed. \textit{Laboratoires de Langues et Linguistique Appliquée dans l'Enseigne-
Report of a 1964 meeting in Paris on methodological problems associated with
the language laboratory at the university level in France. Included are papers
on the use of the laboratory in connection with the teaching of pronunciation
and grammar and on the role of applied linguistics.

Hansen, Lorraine Sundal. "The Teaching of English as a Foreign Language Un-

Outlines the recent history of efforts to help the non-English speaking immi-
grant child in English schools, including government activity and the formation
of the London Association of Teachers of English to Pupils from Overseas.
SPECIFIC GEOGRAPHIC AREAS

Describes the program for the establishment and expansion of departments of English in five Spanish universities.

Lesage, Andre. "'Lend me your ears'" Education Panorama 7:1.28 (1965).
Describes audio-visual courses in English for adults and children developed at the Audio-Visual Centre of the St. Cloud Ecole Normale Supérieure.

A description of the audio-visual method employed by the Department of Foreign Languages at the Palacky University in Olomouc, Czechoslovakia.

Comments on the Czech theory and method of language teaching, the role of linguistics in pedagogy, and the use of teaching aids.

The history of English language study in the Norwegian school curricula beginning from mid-19th century, through the introduction of phonetics and the general adoption of the International Phonetic Alphabet and the Direct Method, to the present day teaching situation.

An outline sketch and brief explanation of language teaching methods used from the mid-nineteenth century through the present day.

FAR EAST

An account of a 1962-63 Asia Foundation supported pilot project in intensive oral-aural English instruction designed for Japanese scholars coming to the United States. Describes selection of the fourteen students, composition of the staff, and the final selective aural English examination.

Contains lectures delivered at the Practicum, on modern methods of English teaching, the teaching of vocabulary, and the teaching of reading; and reports on the workshops on teaching and testing pronunciation and vocabulary, adaptation of materials, and use of tape recorders.
Provides brief coverage of the educational system, teacher training, use of technological aids, English testing, and a detailed literary analysis of widely used English language texts. Cultural and historical information considered essential for understanding the study is included. Appendices include requirements for degrees beyond secondary school, English language curricula for secondary schools, and literary analyses of the text series by level. Research design for study is outlined in the first chapter.

A report on the equipment, teaching methods and materials, and teacher training aspects of the Seido Institute, which offers linguistically-oriented foreign language courses in Japan.

Reports on a survey of schools and language centers in Japan, Okinawa, Taiwan, Hong Kong, and the Philippine Islands, relating information obtained to the authors' program at the Sogang College, Seoul, Korea.

A discussion of the cultural attitudes which interfere with English teaching prefaces a description of the University of Texas Program in Taiwan.

A survey of problems concerning national languages of wider communication, including English. Discusses their current solutions and future outlook. Countries surveyed were Burma, Cambodia, Indonesia, Laos, Malaysia, The Philippines, South Viet-Nam, and Thailand.

Describes the eight-week retraining sessions for high school English teachers at Taiwan Normal University and the subsequent follow-up and extension of such retraining.

Describes a 1964 controlled experiment conducted in the 4th, 6th, and 7th grades in Japan and designed to test the effectiveness of taped lessons as opposed to lessons taught by a live teacher. Appendices include syllabuses, lesson plans, and tests.
SPECIFIC GEOGRAPHIC AREAS

Summary report of a seminar held in 1964 covering objectives, present conditions, syllabus and texts, methodology, and recommendations.


MIDDLE EAST

A report on and recommendations resulting from a 1958 country-wide survey of the teaching of English in Israeli elementary and secondary schools. Included are comments on general language attainment, analysis of texts and examinations, and a report on the observation of classroom teaching. The appendices contain syllabus requirements, questionnaires and tests used in the survey.

A discussion of the Jerusalem-based center's aims and program.

Describes the types of in-service training available to teachers of English in Israel and notes the necessity for the improvement and expansion of existing efforts.

Describes the 30 to 44-week English language programs for officers and airmen of the Turkish Air Force.

Vent, Myron H. "AID Assists American University of Beirut with First Regional English Language Study and Teaching Center." LR 6:6.1-2 (1964).
A description of the Center's activities in research, teacher training, and country assistance.

A description of the program in English as a foreign language and the preparation and use of Spoken English for Turks.

OCEANIA

"The English Teaching Centre at North Sydney." ENL 10:2.2-6 (1964).
A description of the Centre, its aims and facilities, and its courses in intensive English and in the teaching of English as a second language.
A report on the background and purpose of the Center with particular attention to its teacher training seminars.

A report on the introduction of English in the Ryukyus, including preparation of materials, staffing, and the pilot class.

Description of programs in English as a foreign language including shipboard, reception center, continuation, radio and correspondence courses as well as special courses for university students and aboriginal children, and training programs for English teachers.

Comments on disagreement over choice of languages for medium and subject of instruction at various levels, and problems with second language teaching methodology.

A discussion of certain misconceptions concerning the aims and methods of English teaching in the Philippines. Author points out a need for direction and clarification; advocates a greater interest in second language teaching.

Discusses problems involved, e.g., lack of trained teachers and the fact that although all textbooks and teaching aids, and almost all instruction, are in English, Samoan is the language spoken in the home. Current English language program is aimed primarily at providing trained teachers.

Suggests that literacy and elementary basic education should be given first in a language with which the learners are familiar. Presents various linguistic solutions for the situations where the local vernacular cannot be used.

Gives the advantages and disadvantages of various possibilities, including Pidgin, Police Motu, and English.
SPECIFIC GEOGRAPHIC AREAS

SOUTH ASIA


Comments on the background and present status of English, problems in teaching, language and linguistic research, and U.S. and British activities in English language teaching.


A discussion of the place of English in the Indian educational system. A compilation of the author's writings from 1952 on, book includes sections on the languages used in India as medium of instruction, on all-India services, language teaching in the schools, and the removal of English from the Middle Stage of school education. Appendices are devoted to problems and statistics of literacy in English and in Hindi.


An enumeration of the various aspects of the complex language problem, especially political, including the role of English. Bibliographical notes.


A discussion, by an Indian teacher of English, of the place of English in India. Includes its historical background and importance, a detailed treatment of the present problems it faces, and numerous recommendations for the more effective teaching of English.


Presents the history of language and language problems in India, including the role of English, and stresses the need for a lingua franca.


Includes a review of the existing situation and recommendations for the reorganization of teaching programs in the schools and colleges as well as for teacher training. Appendices contain suggestions for syllabuses for various levels, and tests.


Describes the state of post-Independence English language teaching. Cites better training of teachers and equipping of schools, together with a raising of teacher status as first in priority.


Reports on the current efforts of the institutes to improve English teaching in India.
Specific suggestions, including recommendations on materials and teacher training, for the improvement of English teaching in India.

Comments on opposition to Hindi as a national language and on the roles of English and regional languages.

Considers the problem from the point of view of contrastive analysis, the organization of the curriculum, and the social acceptability of English.

Traces the development of the British and American versions of the structural approach, and assesses the values and deficiencies of each from the point of view of application by the policy maker, the syllabus designer, the textbook writer and the classroom teacher.

Discusses the aims of English teaching in Ceylon; the theory, including the contributions of American linguistics and the structural approach in America and England; and the practice, including oral work, reading, writing and a contrastive study of English and Sinhala.
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