Teaching English to Speakers of Other Languages: A Selected Bibliography.

The bibliography, containing nearly 200 entries, begins with a listing of background materials grouped under the headings (1) linguistics (general, contrastive studies, and English language), (2) reference books for teacher and student, (3) language learning--theory and practice, (4) testing, (5) bibliographies, and (6) periodicals. An occasional entry lacks complete bibliographic data. An additional page contains names and addresses of agencies, organizations, and publishers. A second section lists and annotates briefly adult and secondary level materials for classroom use: multi-skill texts for beginner to intermediate levels; non-book materials for beginner to intermediate levels, multi-skill and structure texts for intermediate to advanced levels, readers for intermediate to advanced levels, composition texts for intermediate to advanced levels, pronunciation texts for all levels, and general texts for elementary and secondary levels. (NDW)
BACKGROUND MATERIALS

A. Linguistics

1. General


2. Contrastive Studies


3. English Language


B. Reference Books for Teacher and Student


C. Language Learning -- Theory and Practice


California State Dept. of Education. Teaching English Early: Sequence of Syntactic Structures, Levels I and II. (1968 mimeo, N.S.C. Resource Center.)


Jersey City Board of Education. Jersey City Project for the Application of Structural and Transformational Linguistics to Adult Education. (Teacher's manual; mimeo, NSC Resource Center.)


Pittman Teaching Structural English. 1967.


Stevick, Earl W. A Workbook in Language Teaching: With Special Reference to English as a Foreign Language.


Weinreich, Uriel. Languages in Contact. New York, 1953.

D. Testing


Sizemore Teaching Reading to the Bilingual Child. 1963.

Valencia Bilingual/Bicultural Education: A Perspective Model in Multicultural America. (1959)

Weinreich, Uriel. Languages in Contact. New York, 1953.


F. Bibliographies


G. Periodicals

American Speech, Columbia U.P.


Inter-pret. U. of Puerto Rico.


Linguistic Reporter. Newsletter of the Center for Applied Linguistics of the MIA. 1755 Massachusetts Ave., Washington, D.C.


NAFSA Newsletter, National Association for Foreign Student Affairs, United Nations Plaza, New York.

TESOL Newsletter. Georgetown University, Washington, D.C.

TESOL Quarterly. Georgetown University, Washington, D.C.
H. Agencies and Organizations

Adult Education Resource Centers -- Glassboro, Jersey City, Montclair and Newark State Colleges.

Association for Teachers of English to Speakers of Other Languages (TESOL), Georgetown U., Washington, D.C.

Center for Applied Linguistics, 1755 Massachusetts Ave., Washington, D.C.

Modern Language Association, 60 Fifth Ave., New York.

National Association for Foreign Student Affairs (NAFSA), United Nations Plaza, New York.

National Council of Teachers of English, Champaign, Illinois.

United States Information Service, English Teaching Division, Washington, D.C.

I. Publishers Addresses

American Book Company, 55 Fifth Avenue, New York, N.Y. 10003

Thomas Y. Crowell Company, 201 Park Avenue South, New York, N.Y. 10003

English Language Services, Inc., 800-18th Street, N.W., Washington, D.C.

Harper and Row Publishers, Inc., 49 East 49th Street, New York, N.Y. 10016

Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017

Institute of Modern Languages, Inc., 2199 S. Street, N.W., Washington, D.C. 20008

McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036

New York City Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, N.Y. 11201

Oceana Publications, Inc., Dobbs Ferry, New York

Oxford University Press, Inc., 1600 Pollitt Drive, Fair Lawn, N.J. 07410

Prentice-Hall, Englewood Cliffs, N.J. 07623

Random House, Inc., 457 Madison Avenue, New York, N.Y. 10016

Reader's Digest Services, Inc., Pleasant, New York 10570


Silver Burdett Company, A Division of General Learning Corp., Morristown, N.J.

University of Michigan Press
Order from: Follett's Michigan Bookstore, 322 South Street, Ann Arbor, Michigan 48108
A. ADULT and SECONDARY

(1) Beginner to Intermediate Levels - Multi-skill Texts

Bernardo, Leo U., Pantell, Dora F.  English: Your New Language - Books I and II.
This text - workbook deals with everyday dialogue, followed by exercises in pronunciation, intonation, stress, patterning, reading and writing activities. Tapes, records and flash cards are available.

Each lesson consists of an easy reading selection worked around specific basic vocabulary comprehension questions, dialogues, and oral drills are related to specific grammatical principles.

A course for beginning students based on the audio-lingual method. Sequence of learning within each unit listening, speaking, reading, and writing. Sufficient activities are included so that learning can be pleasurable.

A course for the beginning student in which lessons are presented in a situational frame of reference with vocabulary and word structure with vocabulary and word structure presented in clusters. Designed for 80-100 hours of instruction.

The text contains readings combined with comprehension questions, listening practices, response drills, sentences for repetition and notes on structure. The reader contains reading and comprehension, practice and may be used independent of other material.

To be used for drill and practice of essential structures. Many examples given.

A brand new series for the beginning student which consists of texts, workbooks, and tapes. The objective is the full development of the four basic skills - listening, speaking, reading and writing.

A twenty-five unit course for adult beginners. Each unit contains a dialogue, exercises on vocabulary, sentence structure and pronunciation, and review. Illustrations used for instructional purposes.
These three volumes introduce basic patterns and vocabulary. Material is linguistically oriented and carefully graded. Not oriented toward any particular language or cultural background.

New York City, Board of Education. Scope and Sequence in the Teaching of English as a New Language to Adults.
A guide which provides a suggested sequence for the teaching of structure and sound integrated with relevant every day life situations. Contains related reading and writing exercises.

New York City Board of Education. Teaching Dialogues: English as a New Language Program for Adults.
Only teacher's manual is available. Dialogues are based on every day situation and have accompanying conversation and pattern practice.

A Textbook for oral practice in English for adult students who have completed a beginning course in English. Practice is initiated through four-line conversations which are based on common daily situations or on particular structural or lexical features. Very good ideas for dialogues.

A functional grammar-oriented text using a controlled vocabulary. Useful ideas for oral and written exercises.


(2) Beginner to Intermediate Levels - Non-book Materials

Flash Pictures (Set of 252 cards for ESL) $12.00 per set.
Charts for English Pattern Practices (Set 16 Charts) $18.00 per set.

Purchase both from Follett's Michigan Book Store, 322 South Street, Ann Arbor, Michigan 48108

Understanding Our Feelings. (Set of 28 photographs)
Concept Builders: Foods. (Set of 32 photographs)

Purchase from: The Instructo Corp., Paoli, Pa. 19301

(3) Intermediate to Advanced Levels - Multi-Skill and Structure Texts

A text for intermediate to advanced students who need to improve their skills in listening, speaking, reading and writing. Book reflects American English usage and gives information about life in the United States.
Hall, Eugene J. *Practical Conversation in English for Intermediate Students.* Regents Publishing Company. Lessons are based on practical dialogues built around one or more grammatical structures. Exercises are provided for structure practice, stress and intonation, vocabulary, and grammatical points.

Hall, Eugene J. *Practical Conversation in English for Advanced Students.* Regents Publishing Company. Lessons are based on practical conversations (dialogues) built around one or more grammatical structures. Exercises are provided for structure practice, stress and intonation, vocabulary and grammatical points.

Hayden, Rebecca E., Dorothy W. Pilgrim, and Aurora O. Haggard. *Mastering American English: A Handbook.* Prentice-Hall, Inc. For adults at an intermediate or advanced level who need further review and drills in oral, auditory, and written practice.

Lado, Robert and Charles C. Fries. *English Sentence Patterns.* The University of Michigan Press, 1958. Emphasis is on oral approach to understanding and producing the grammatical structures in lessons which are linguistically graded.


(4) Intermediate to Advanced Levels - Readers


Binner, Vinal O. **International Folktales, Vols. I and II.** Thomas Y. Crowell Co., A structured reader containing stories of different countries of interest to young and old. Includes comprehension exercises.


English Language Services, Inc. **Twelve Famous Americans.** Collier-Macmillan, 1965.

Harris, David P. **Reading Improvement Exercises for Students of English as a Second Language.** Prentice-Hall, Inc.

Hollander, Sophie. **Impressions of the United States.** Holt, Rinehart and Winston, 1964. A reading textbook which is a series of letters written by newcomers with various backgrounds describing the individual's reaction to some aspect of the American life.


Stenick, Earl. **Supplementary Lessons in American English for Advanced Students.** Abingdon Press, 1956.

(5) Intermediate to Advanced Levels - Composition Texts


Dykstra, Gerald, Richard Port and Antonette Port. **Ananse Tales: A Course in Controlled Composition.** Teachers College Press, 1966. Short graded reading practices designed to develop writing skills on intermediate level of English. Each passage is followed by step-by-step copy or rewrite directions carefully designed to provide controlled practice at different levels of achievement. Based on a collection of best African animal tales, course may be used in various cultural backgrounds.

The first section of this text gives the guided practice necessary to
develop a working acquaintance with the sentence patterns of written
English, and it leads students, by stages, to combine sentences into
paragraphs, then into short compositions.
The second section examines characteristics of major prose forms and gives
practice in writing them.

(6) **Pronunciation Texts - All Levels**

This book is intended for the beginning student. A number system is used
to identify English phonetic sounds instead of the traditional phonetic
alphabet.

Clarey and Dixson. *Pronunciation Exercises in English*. Regents Publishing
Provides drill exercises for consonant, vowel, and digraph sounds, with
comparisons, sentence phrasing, intonation and a review paragraph for each
sound.


Stevick, E. W. *A Workbook in Language Teaching: With Special Reference to English

Trager and Henderson. *Pronunciation Drills for Learners of English*. The P.D.‘s
English Language Services, Inc.
For adult students based on Trager-Smith analysis of English phonology.
Vowels treated first, then stress, intonation and consonants. Each sound
first drilled alone, then on minimal pairs, and in short sentences. Stress
is on pronunciation of words rather than meaning.

Wallace, Betty J. *The Pronunciation of American English for Teachers of English

Yorkey, Richard. *American English Pronunciation Practice*. Beirut, Lebanon:

(7) **Elementary and Secondary - General Texts**


Fries, Charles C. *American English Series*. (Grades 1-12) D.C. Heath and Co.
