

DOCUMENT RESUME

ED 129 071

FL 007 961

AUTHOR Paulston, Christina B.
 TITLE Teaching English to Speakers of Other Languages in the United States, 1975: A Dipstick Paper. CAL-ERIC/CLL Series on Languages and Linguistics, No. 39.
 INSTITUTION ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.; Teachers of English to Speakers of Other Languages.
 SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
 PUB DATE Jun 76
 NOTE 31p.
 AVAILABLE FROM TESOL, 455 Nevils Building, Georgetown University, Washington, D.C. 20057 (\$1.00)

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.
 DESCRIPTORS Adult Education; Applied Linguistics; Bilingual Education; *Educational Trends; *English (Second Language); *Language Instruction; Psycholinguistics; Second Language Learning; *State of the Art Reviews; Teacher Education; *Teaching Methods; Ten1

ABSTRACT

This report, prepared for the September 1975 UNESCO Meeting of Experts on the Diversification of Methods and Techniques for Teaching a Second Language, examines major achievements and recent trends of second language teaching in the United States. English is learned as a second language for several purposes - as a cultural acquisition, for specific functional purposes, for interpersonal purposes, or in bilingual education. Teaching methods must consider the particular needs of the learner. The major recent developments in ESL have been in bilingual education. Research on ESL in adult education is increasing. Some major academic contributions to the teaching of Standard English as a Second Dialect to American Blacks are noted. Several trends are discussed: (1) Linguistics and language teaching: transformational generative grammar as an influence has been superseded by sociolinguistics. (2) Psychology and language teaching: the emphasis is on the reasons for learning and the meaningful use of language. (3) Language teaching pedagogy: cognitive code, with its emphasis on meaningful learning and careful analysis of linguistic structures, is recognized as the new trend. (4) Teacher training: certification in bilingual education/ESL is moving from linguistics departments to departments of education.

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ED129071

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A Dipstick Paper

Christina B. Paulston

U.S. DEPARTMENT OF HEALTH,
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CAL·ERIC/CLL
Series On Languages & Linguistics

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES
IN THE UNITED STATES, 1975: A DIPSTICK PAPER

Christina B. Paulston
University of Pittsburgh

CAL·ERIC/CLL Series on Languages and Linguistics
Number 39

Teachers of English to Speakers of Other Languages
455 Nevils Building
Georgetown University
Washington, D.C. 20057

and

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

June 1976

PREFACE

This report, prepared for the UNESCO Meeting of Experts on the Diversification of Methods and Techniques for Teaching a Second Language in September 1975, examines the major achievements and recent trends of foreign and second language teaching in the United States, a summary of the State of the Art. The second part of the original paper, not included in this publication, discusses the practical applications of the theoretical issues discussed here and can be found in C. B. Paulston, Practical Applications of Current TESOL Theory, ERIC FL 007 586.

Inevitably, when one person attempts to interpret a field as diverse and controversial as linguistics and language teaching, there are bound to be other conflicting views and interpretations of the same phenomena. For an accurate interpretation of my comments, it is helpful to know the particular viewpoint from which I write. I was originally trained primarily by structural linguists and in TESOL (teaching English to speakers of other languages) rather than in teaching a language other than English. Although I am in profound agreement with the opinion that a solid theoretical foundation is necessary for significant progress and achievements in language teaching, my major concerns lie with the practical matters of the classroom. As director of an English Language Institute, I am intimately involved with the problems our students face daily, and their needs are the primary influence on my thinking about language teaching. My other major area of interest is sociolinguistics, and as a result of my training in the social sciences, I tend to be impatient with introspective speculation and claims unsupported by evidence.

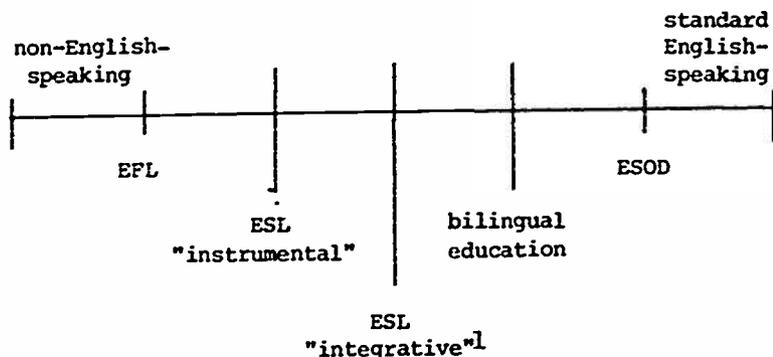
My observations are based not only on the customary perusal of the literature but also on my last five years' tenure on the executive committee of TESOL, the national organization. Such participant-observation at the national level has no doubt served to moderate an interpretation of the state of the art of teaching English as a second language from one based on the literature alone.

Christina Bratt Paulston

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES
IN THE UNITED STATES, 1975: A DIPSTICK PAPER

The Domains of TESOL

In her opening address at the 1972 TESOL convention, Betty Wallace Robinett defined the teaching of English as a continuum, with the areas between the two extremes as the proper domains of TESOL:



EFL represents English as a foreign language "where English is looked upon as a cultural acquisition." ESL "instrumental" (the terms are Lambert's)² refers to the learning of English for "specific functional purposes," i.e., for economic advantage, while "integrative" deals with interpersonal, assimilative purposes. Bilingual education refers to programs where equal emphasis is placed on learning the native language and learning English. ESOD represents English to speakers of other dialects

The revisions of the TESOL³ constitution, ratified in 1974, subdivide these domains into the following interest groups:⁴ (1) EFL in foreign countries, (2) EFL for foreign students in the United States,⁵ (3) ESL for United States residents in general, (4) ESL in bilingual education, (5) ESL in adult education, (6) standard English as a second dialect, and (7) applied linguistics.

In discussing TESOL trends, methods, and techniques, it is very important to keep in mind which of these particular groups one is dealing with. The theoretical approach is the same, but the objectives and techniques often differ according to the special needs of

each group. Although most methods texts still address themselves primarily to foreign language teaching,⁶ the revision of the TESOL constitution and the implementation of these revisions in the program of the TESOL conferences show our increasing sensitivity to the necessity to recognize the diverse needs of the various learners.

The first six TESOL special interest groups focus on the requirements of the learners, while the last category relates primarily to the concerns of the teacher trainers. The major part of this paper deals with trends and developments in EFL from the viewpoint of applied linguistics. The groups that are involved in these two areas are no different today than they were ten years ago. I would also like to discuss, however, three groups of learners whose particular needs and concerns have become increasingly recognized, namely ESL in bilingual education, ESL in adult education, and standard English as a second dialect. As early as 1970, David Harris commented in his presidential report to TESOL membership on TESOL's growing involvement in domestic programs, and these three interest groups are all representative of that growth.

Bilingual Education. The major developments in the field of TESOL have been within bilingual education. With the passing in 1968 of the so-called "Bilingual Education Act" and the decision of the Supreme Court to uphold that legislation in the 1974 *Lau vs. Nichols* case,⁷ educational authorities have had to revise their priorities in those parts of the country which have a sizable population whose mother tongue is not English. (Spanish, Chinese, French, and American Indian languages are the major languages involved.) As the National Institute of Education's admirable report on Spanish-English Bilingual Education in the United States points out, the situation is far from clear because:

...the principal piece of legislation, the Title VII amendment to the 1965 ESE (Elementary and Secondary Education) Act, is designed to meet the needs of children of limited English-speaking ability from low income families, so that these children will gain sufficient proficiency in English to keep up with their monolingual English-speaking peers in the educational system. Although the Title VII amendment is often referred to as "The Bilingual Education Act," this is rather misleading, since the long-range goal is not bilingualism but proficiency in English.⁸

In short, the programs are compensatory from the legislators' viewpoint. However, the major proponents for bilingual education, especially those members of the ethnic groups involved in implementing the new directives, invariably refer to the programs as bilingual/bicultural. The objectives of the bilingual/bicultural programs are a stable bilingualism with maintenance of the home culture as well as the home language, the "pluralistic model" in Kjolseth's terms.⁹

The compensatory programs, whose objective is a more rapid and efficient acquisition of English, he calls the "assimilation model." The NIE report points out that in practice the guidelines for Title VII programs have been interpreted loosely enough to allow for the existence of both models. With considerable funding available (total Department of Health, Education and Welfare expenditures on bilingual education and/or ESL projects for fiscal year 1973 amounted to nearly \$67 million)¹⁰ and the occasional tendency to hold up bilingual education as a panacea, "it is crucial," the NIE report states, "that the aims and objectives of bilingual education should be clarified and made explicit so that progress toward the goal can be evaluated." This has not yet taken place, but it is conceivable that when the Center for Applied Linguistics makes available its guidelines for the implementation of the Lau decision in San Francisco, its pluralistic model may become a standard for the rest of the country. At present, the interpretation of the objectives of bilingual education in the United States is based on politico-ideological rather than linguistic criteria.

ESL in Adult Education is the interest group for those who teach English to adult immigrants in the United States. Academics rarely come in contact with these programs (many of them are in the non-formal education sector), and they are probably the least studied and researched courses in the field of language teaching and learning. The interest group itself has shown remarkable vigor during the last five years and has given research a high priority. We are likely to see a considerable increase of research in this area which is particularly theoretically interesting since learning strategies of students in adult education seem to differ from those who are academically oriented. In any case, it is an urgent practical problem that is arousing a growing interest. The recent CAL-ERIC/CLL publication A Selected Bibliography on Teaching English as a Second Language to the Illiterate¹¹ bears witness to this concern.

Standard English as a Second Dialect is the interest group for those who teach English to American blacks whose home language is a distinct English dialect, variously called Nonstandard Negro English, Afro-American English, Black English vernacular, or, most commonly, Black English. Black English has been the focus of intense scholarly activity during the last ten years, and the teaching of standard English reflects this interest.¹² At the beginning of this period, there were attempts to use or adapt foreign language teaching techniques, but they were not very successful--especially when the techniques were of the mechanical, audiolingual variety--and most people today would agree with Virginia Allen that "A Second Dialect is Not a Foreign Language."¹³ Some of the major academic contributions have been (1) Labov's sociolinguistic study of nonstandard English;¹⁴ (2) applications of the linguistic descriptions of black English to studies of interference in reading and writing and their pedagogical implications;¹⁵ (3) studies of the history of black English, to be used for teaching cultural pride and identity through understanding

the legitimacy of black English as a dialect in its own right;¹⁶
(4) the establishment of the legitimacy of black culture and the
identification of speech acts, such as rapping, sounding, and jiving;¹⁷
and (5) studies on language attitudes.¹⁸

In concluding this section on the domains of TESOL, I should point out that as a result of the fact that most scholars study as subjects those persons to whom they have easiest access, the bulk of the experimentation with language teaching techniques--and most of the empirical verification of hypotheses as to their various efficacy--is done with college or high school students who are either American students studying a foreign language or foreign students studying English in the United States. Both groups are involved in foreign language learning, a situation where social, political, economical, and cultural factors represent a minimum of interference compared with other language teaching situations. We are likely to continue to expect most new developments in methods and techniques of language teaching to come from a background of foreign language teaching at least until the bilingual education situation becomes stable. But it must be stressed that due caution is needed in generalizing from findings in foreign language teaching to other groups as the social, political, economical and cultural factors tend to be of far more significance in influencing educational results than any language teaching methods per se.

TESOL: Developments since 1969

In 1969 the ERIC Clearinghouse for Linguistics published Ronald Wardhaugh's state-of-the-art paper on TESOL. I would like to take my point of departure from this report. Wardhaugh characterized the state of the art of TESOL by the word uncertainty, the uncertainty arising "from the current ferment in those disciplines which underlie second language teaching: linguistics, psychology, and pedagogy."¹⁹ I see much less of this uncertainty today, partially because we have come to a viewpoint which Christophersen sums up in his State of the Art chapter in Second Language Learning, 1973:

We still know all too little in some of these areas [referring to disciplines relevant to language teaching]; but there is probably a greater realization now than a couple of decades ago of the limits of our knowledge, and the earlier unshakeable faith in 'all-inclusive magico-scientific solutions (Ferguson, 1971) to the problem of language learning has partly--but only partly--given way to a more realistic appraisal.²⁰

The three major areas I have discussed above--bilingual education, adult education, and SED--are all concerned with social problems; I think today only the naive language teaching specialist talks about linguistic solutions to social ills. Rather, as Spolsky puts it:

Establishing a language policy like this [bilingual education] will not solve society's ills: it won't overcome racial prejudice, or do away with economic and social injustice. But it will be a valuable step in this direction and a contribution of linguistics to society.²¹

I sense today in the field of TESOL a great urgency to find viable alternatives in dealing with language as it intersects with racial prejudice and social and economic injustice. We simply cannot afford Wardhaugh's uncertainty.

Wardhaugh's 1969 paper is divided into six topics: (1) linguistics and language teaching, (2) psychology and language teaching, (3) language teaching and pedagogy, (4) linguistics, psychology and pedagogy, (5) teacher training, and (6) second dialect teaching. I will discuss each of these issues from my current viewpoint.

Linguistics and Language Teaching

Wardhaugh's original section on this topic contains a succinct summary of the tenets of transformational-generative grammar. He concludes:

Generative-transformational grammar provides language teachers with new insights into language. For example, no one can read English Transformational Grammar by P. A. Jacobs and P. S. Rosenbaum (Waltham, Mass.: Blaisdell, 1968) without being impressed by the insights into English structure that it contains. However, neither the grammar nor existing descriptions give teachers any way of teaching these insights nor do they provide any way of assigning a truth value to the insights on an absolute scale, apparent claims to the contrary notwithstanding.²²

Nothing has happened since 1969 to change the "truth value" of that remark. The most intelligent statement of the value of TGG for language teaching was Robin Lakoff's "Transformational Grammar and Language Teaching," and she has since retracted her remarks, saying that she was mistaken.²³ A carefully reasoned criticism is found in Bruce Derwing's Transformational Grammar as a Theory of Language Acquisition:

I have been suggesting that linguists in recent years have been concerned primarily to develop conceptual schemes designed to account for the form of utterances. Since these linguists have characteristically refrained from any sort of experimental investigations, these schemes remain untested (and in many cases untestable) and can be dismissed at present as brilliant but unsupported exercises in creative imagination.²⁴

Strong words, but it is entirely possible that Derwing's book will greatly influence applied linguists for the next decade.

There can be no doubt that Chomsky changed the climate of linguistic thought in the United States and that this change became reflected in applied as well as in theoretical linguistics. In applied linguistics, it was the new attitudes and beliefs about the nature of language that effected new directions in language teaching. Of Moulton's (1961) five "slogans of the day" (a list of the major guidelines for applying the results of linguistic research to language teaching), only one is still viable. We no longer believe that language is only speech, nor a set of habits, nor that all languages are basically different. I doubt that Chomsky can take credit for the opposition to "teach the language, not about the language," but in the new climate it became possible to question that dictum. Of course, such a change of beliefs has resulted in different ways of getting people to learn languages.

But these beliefs do not really constitute what we mean by linguistics proper in its narrow sense. I see no evidence to support the claim that transformational descriptions of English have influenced language teaching methodology. I do see some confusion which results when a teacher writes ent on the board and insists--in spite of the students' objections--that it is the regular past participle. In short, I can be no more hopeful than Wardhaugh about the influence of TGG on language teaching. Naturally this is a controversial view. Betty Robinett writes:

I disagree with your statement about the influence of TG on language teaching because I think more teacher trainers are emphasizing meaning than ever before, and the best way to get to meaning is through some of the newer grammatical and semantic insights. This may not have shown up in books yet, and I agree with you there, but more teachers can use TG (even to the extent that Quirk et al use it) in contrasting items--factive, non-factive verbs and their relationship to progressives and imperatives, etc; universals in relationship to such things as placement of relative clauses and adjective pre- or post-modification patterns. I would be the last to say that there is any close relationship between TG and ESL teaching, but I think it is an influence on teaching in the largest sense. 25

There have been some recent influences on language teaching, however, from the field of generative semantics. Perkins and Yorjo turned up some interesting findings about reading errors caused by misinterpretation of presuppositions and entailment, a new way of looking at an old problem.²⁶ Lakoff's (1974) paper on linguistic theory and the real world also contains some interesting ideas, even if the practical classroom implications are far from clear at present.²⁷ Allen's sector analysis is certainly eminently useful for teaching purposes but, except for its influence on his own students, it has not caught on as a major linguistic influence on language teaching.²⁸ There are various claims for other linguistic theories

as well, such as case grammar and tagmemics²⁹--in fact, I think stratificational grammar is the only current school of linguistic thought that no one has claimed to be pedagogically useful. But in general, the eclectic approach exemplified by Quirk and Greenbaum³⁰ (and Quirk, Greenbaum, Svartvik, and Leech)³¹ prevails at present in language teaching. Furthermore, Furey finds in an analysis of grammatical rules and explanations very few differences among textbooks having audiolingual, direct method, TGG, or eclectic orientations. Presumably this is the result, she says, of the pedagogical necessity for simplification of the rules.³²

The major recent influence on language teaching has come from sociolinguistics. One factor has been Labov's and others' work with Black English, another has been Hymes' criticism of the notion of the ideal hearer-speaker with no regard for the function of speech.³³ Hymes stresses the need for communicative competence rather than linguistic competence. Communicative competence entails not only being familiar with the linguistic forms of the language, but also being aware of when, how, and to whom it is appropriate to use these forms--in Grimshaw's terms "the systemic sets of social interactional rules."³⁴ I have discussed the implications for language teaching of Hymes' theoretical notions in my article "Linguistic and Communicative Competence."³⁵

Another reason for the recent input from sociolinguistics is the reaction against the cultural deprivation theories³⁶ and the contention--especially in teacher training--that the members of various subordinate ethnic groups are culturally different, but certainly not culturally deprived. This emphasis has necessitated a more accurate description and understanding of other cultures and how they function, and has in turn influenced language teaching, especially in bilingual education, where one of the major aims in the "pluralistic" model is to teach children an acceptance of their home culture, frequently stigmatized by the larger society.³⁷

There is also an attempt to understand on a theoretical level the social factors which contribute to bilingual education, and although language policy ultimately is set by political decisions, certainly a body of work is being developed which holds implications for future decisions about language teaching.³⁸ The Canadian data³⁹ is exceedingly interesting in this regard with the carefully researched immersion programs.⁴⁰

Psychology and Language Teaching

Wardhaugh predicted that cognitive psychology would influence language teaching for many years to come, and so far his prediction has held true: Ausubel⁴¹ is still frequently cited in footnotes; everyone agrees that language learning must be meaningful; no one claims that language learning is a straightforward matter of

habit formation; and there seems to be a consensus that grammatical rules and explanations are beneficial to adults. Carroll, in his excellent article "Learning Theory for the Classroom Teacher," sums up the implications of the present tenets of psychology for language teaching. For classroom teachers he recommends a "commonsense" approach involving

...setting up pleasant and interesting learning conditions in which students feel they are making progress towards their goals and having their efforts rewarded, making the instruction as meaningful as possible by making the foreign language come alive in meaningful communication situations, making sure students understand what they are to learn, trying to predict the effect of instructional presentations on students' minds, intellectualizing foreign language learning tasks in early stages by providing explanations of material to be learned (to the extent that the intellectual maturity of a student permits this), and providing ample and varied opportunities to practice and perfect what has been learned.

Carroll suggests that instructional materials should (1) explain to the student what he is to learn and how it fits in with or relates to what he already knows; (2) describe how the foreign language is put together, at the same time avoiding explanations of why; (3) prescribe learning sequences in which there is a maximal amount of reference to meaning and situation; (4) emphasize similarities and contrasts of forms and meanings when presenting new materials; (5) make provision for frequent review; and (6) provide a rich and varied selection of materials on which the student will be encouraged to try his skill.⁴²

Krashen and Hartnett found in a study of direction of eye movement "that college students successful at an analytic, deductive system of learning Spanish, showed more right eye movement than students successful at a system requiring more inductive learning. This finding implies that the right hemisphere may play a role in certain kinds of foreign language learning."⁴³ And this is where the real action is to be found today in language learning and teaching on a theoretical level--in psycholinguistics and neurolinguistics. Douglas Brown's editorial in the December 1974 issue of Language Learning documents this well:

There is an excited mood of anticipation among second language (L2) researchers today as a "new wave" of research in L2 acquisition gathers momentum. To be sure, the field is many centuries old; however, for perhaps the first time in history, L2 research is characterized by a rigorous empirical approach coupled with cautious rationalism. That is, the rationalistic but empirically substantiated approach to first language acquisition typical of the last decade is now being applied to L2 research.

...Such a wave comes at an important moment in history. The United States has begun to face seriously the problem of bilingualism, and the more we can discover about the process of L2 acquisition the better we may know how to deal with the educational and social complexities of bilingualism. We are also at a crucial moment in the history of language teaching: a new methodology--based on "communicative competence" and on cognitive and affective factors--is being developed in reaction to rote, oral-aural methods which began in the 1950's. The results of current L2 research will indeed have a great impact on shaping a new method.⁴⁴

It is too early yet to see what the implications will be--as people like Tarone and Swain⁴⁵ are careful to point out--and any premature recommendations for specific techniques are to be taken with a grain of salt. It is difficult to single out any specific studies. The issues of the last three years of Language Learning and the proceedings of the 1975 Georgetown Round Table are a good introduction, but the best place to begin is probably Roger Brown's A First Language. His basic finding is that "there is an approximately invariant order to acquisition for the 14 morphemes we have studied, and behind this invariance lies not modeling frequency but semantic and grammatical complexity."⁴⁶ He also posits the concept of semantic saliency, a notion which may hold direct implications for language teaching.

Even though the implications of this "new wave" of L2 acquisition research for language teaching are not yet clear, Douglas Brown is right in pointing out a factor of major significance: the turning to empirical evidence rather than relying on unsubstantiated claims and counterclaims. This is the direction Derwing would like to see theoretical linguistics take as well.

Language Teaching Pedagogy

The audiolingual method has been totally discredited, perhaps at times unfairly so, as it has been interpreted in ways that Fries certainly never intended. A careful reading of his Teaching and Learning English as a Second Language will reveal it as being as sensible a book today as the day it was written.⁴⁷ Cognitive code (Carroll's term), with its emphasis on meaningful learning and careful analysis of linguistic structures, is generally recognized to be the new trend. An excellent account of this approach can be found in Chastain, The Development of Modern Language Skills: Theory to Practice.⁴⁸

The difficulty with cognitive code is that I do not know of a single textbook for beginning students that can be classified as utilizing a strict cognitive code approach. In practice, most language teaching specialists are eclectic and so are the textbooks they write. In 1973 I wrote:

John Carroll, the psychologist, holds that there is nothing mutually exclusive in the theories of Skinner and of Lenneberg-Chomsky about language learning, but rather that these theories are complementary. This opinion is reflected in the eclectic approach to methodology in language teaching, representative of the best work being done today in this field in the United States, by people like Douglas Brown, Frank Johnson, John Oller, Wilga Rivers, Ronald Wardhaugh, to mention just a few. But then it is a biased statement as it is my own position.⁴⁹

I see no reason to change that statement today except for the addition of some names to the list. Diller, however, disagrees. He claims that "a temporary phase of eclecticism is giving way to a reasoned choice of methods and techniques."⁵⁰ Although I don't understand his distinction between "eclecticism" and a "reasoned choice," it should be recognized that there are dissenting views on the value of eclecticism.

In addition to the prevailing eclecticism, two new methods have gained visibility in the United States, the Silent Way⁵¹ and Community Language Learning.⁵² In the Silent Way, the teacher uses Cuisiniere rods, a color-coded wallchart and speaks each new word only once; the responsibility for learning and talking is shifted to the students. Even correction is handled through gestures and mime by the teacher with no further modeling.

In Community Language Learning, the students sit in a circle and talk about whatever interests them. They speak first in their native language, and the teacher (who is not a teacher but a friendly counselor) translates for them into the target language, which they then repeat. The non-teacher analyzes the sentences on the blackboard, and the students write their own textbooks by copying these sentences.

Both of these methods have generated considerable interest and excitement, and Stevick gives a very favorable account of both.⁵³ Rather than to dismiss them as fads, which incidentally I think they are, both methods need to be studied objectively in order to identify just which elements, if any, within them contribute to efficient learning.

Wardhaugh concludes his section on pedagogy with some remarks on testing. The sources he cites all favor discrete item testing. One new trend has been toward abandoning discrete item testing in favor of global testing, especially Cloze and dictation. Oller is probably the best source of information on global testing.⁵⁴

Much of the interest in testing has been related to the invalidity of cross-cultural testing, i.e., evaluating minority group children

with instruments whose norms have been established for white middle-class children.⁵⁵

Linguistics, Psychology and Pedagogy

In his very brief section on this topic, Wardhaugh points out that "there is much uncertainty about how a second language should be taught...at the moment there is no consensus as to what it would be like, nor do any recent writings indicate that someone is shortly going to articulate a new set of principles to guide language teachers."⁵⁶

As I mentioned before, there is now less uncertainty and, I think, some consensus. We agree that all four skills--listening, speaking, reading, and writing--should be introduced simultaneously without undue postponement of any one. The importance of writing as a service activity for the other skills is generally recognized, and there is considerable interest in controlled composition. No one talks any longer about memorizing dialogs. Listening comprehension is still poorly understood on a theoretical level, but Morley's fine text has effected greater emphasis on the teaching of that skill.⁵⁷ The crucial importance of vocabulary, which was ignored in the audiolingual approach, is becoming increasingly accepted. The appearance of Barnard's text makes it possible to focus on this specific teaching point.⁵⁸

There has been a major trend toward the use of error analysis, rather than contrastive analysis, as a teaching aid. Error analysis has, of course, also played an integral part in language acquisition research studies; the 888-item Selected Bibliography on Language Learners' Systems and Error Analysis⁵⁹ bears witness to this fact. One study in particular is worth mentioning, as it may indicate a new trend. Jacquelyn Schachter points out in her "An Error in Error Analysis" that "if a student finds a particular construction in the target language difficult to comprehend, it is very likely that he will try to avoid producing it."⁶⁰ There will then be no error to analyze, and only contrastive analysis could have predicted such avoidance. She concludes sensibly that CA and error analysis complement each other.

I think we agree with Chastain that "perhaps too much attention has been given to proper pronunciation,"⁶¹ and we now tend to think that it is more important for the learner to communicate his ideas than to practice utterances with perfect pronunciation. The one thing that everyone is absolutely certain about is the necessity to use language for communicative purposes in the classroom. As early as 1968, Oller and Obrecht pointed out that communicative activity should be a central point of pattern drills from the very first stages of language learning.⁶² Savignon's extensively cited dissertation (1971) confirmed this beyond a doubt.⁶³

Mary Bruder's widely used textbook, MMC: Developing Communicative Competence in English as a Second Language,⁶⁴ exemplifies this approach. It is also used at Michigan whose English Language Institute staff are the first to point out that the Michigan method (as the aural-oral approach is frequently referred to overseas) is no longer used at Michigan.

No, I think there is more agreement than disagreement today on what language teaching should be about. And if a few bridle at pattern drills, it is not very important because we agree on the basic principle of meaningful learning for the purpose of communication. And that basic principle is indicative of what may be the most significant trend: our increasing concentration on our students' learning rather than on our teaching.⁶⁵

Teacher Training

There is relatively little to add to Wardhaugh's section on this subject, which is to say that there have been no significant new developments in this area during the last seven years. Wardhaugh is correct in his assertion that in the United States most ESL teacher training is at the M.A. level and offers a good background in linguistics. In the past, ESL training has very frequently been tied to a department of linguistics, as in the case of my own students, who graduate with an M.A. in linguistics and a Certificate in TESOL. But with the urgent need to train teachers for bilingual education programs, which are usually on the elementary level and require teacher certification for the public schools, there are an increasing number of training programs for bilingual education/ESL in departments or schools of education.

Teachers in the public schools are certified by the state in which they teach, and there is now a rush of activity throughout the country to prepare teacher certification guidelines for the mandatory bilingual education. My own state, Pennsylvania, to date has no teacher certification program in ESL, and that is the rule rather than the exception. ESL certification will have to come soon, and this development can be directly traced to the Bilingual Education Act.

The professional organization TESOL (Teachers of English to Speakers of Other Languages) celebrates its ten year anniversary next year. It serves as a clearinghouse for the activities, interests, and problems associated with EFL, ESL, BE and SESD. TESOL's publications include Charles Blatchford's TESOL Training Program Directory 1974-76,⁶⁶ which lists all of the programs in ESL teacher training, with a complete description of courses, requirements, staff, etc. The national organization has, during the last few years, encouraged regional affiliates, so that most states now have a local TESOL association. In addition, there are affiliates in Canada, Ireland, Mexico, Venezuela, and the Dominican Republic.

The last few years have also seen the founding of NABE, the National Association for Bilingual Education, which serves the specific interests and problems of those involved with bilingual education in the United States.

An important source of information for teachers and teacher trainers is the ERIC Clearinghouse on Languages and Linguistics, which publishes the CAL-ERIC/CLL Series on Languages and Linguistics. Many of the titles in this series are very useful bibliographies. The Center for Applied Linguistics also offers extensive services to the profession. Some of CAL's recent publications include its Bilingual Education Series and its Vietnamese Refugee Education Series.

Wardhaugh closes his section on teacher training with a list of ten "basic methodology texts and books of readings which have been found to be useful in work with teachers." Today our students read only two of these entries, namely, Charles Fries, Teaching and Learning English as a Foreign Language and Wilga Rivers, Teaching Foreign-Language Skills.⁶⁷ Here is my list of publications since 1969 which have been found useful in teacher training:

Allen, H. and R. Campbell. Teaching English as a Second Language. New York: McGraw-Hill, 1972.

Chastain, K. The Development of Modern Language Skills: Theory to Practice. Philadelphia: Center for Curriculum Development, 1971.

Croft, K. Readings on English as a Second Language. Cambridge, Mass.: Winthrop, 1972.

George, H. V. Common Errors in Language Learning. Rowley, Mass.: Newbury House, 1972.

Harris, D. P. Testing English as a Second Language. New York: McGraw-Hill, 1969.

Lester, M. Readings in Applied Transformational Grammar. New York: Holt, Rinehart and Winston, 1973.

Lugton, R. Toward a Cognitive Approach to Second Language Acquisition. Philadelphia: Center for Curriculum Development, 1971.

Oller, J. and J. C. Richards. Focus on the Learner. Rowley, Mass.: Newbury House, 1973.

Paulston, C. B. and M. N. Bruder. Teaching English as a Second Language: Techniques and Procedures. Cambridge, Mass.: Winthrop, 1975.

Paulston, C. B. and M. N. Bruder. From Substitution to Substance: A Handbook of Structural Pattern Drills. Rowley, Mass.: Newbury House, 1975.

Rivers, W. Speaking in Many Tongues: Essays in Foreign Language Teaching. Rowley, Mass.: Newbury House, 1972.

Saville-Troike, M. Foundations for Teaching English as a Second Language. New York: Prentice-Hall, 1976.

Schumann, J. and N. Stenson. New Frontiers in Second Language Learning. Rowley, Mass.: Newbury House, 1975.

Stevick, E. Adapting and Writing Language Lessons. Washington, D.C.: Foreign Service Institute, 1971.

Teaching a Second Dialect

I have already discussed this topic from the viewpoint of a special interest group. Wardhaugh included it as a special topic, presumably because it was so recent a development in 1969. Today we recognize SESD as a regular domain of TESOL. Certainly considerably more research is needed on the disparate processes of second language and second dialect learning, but at least it is now routine to recognize and discuss the problems of this particular group of language learners.

Conclusion

There have been a number of recent developments in language teaching in the United States, and I have discussed those that I see as most significant in TESOL. Much of what I have said is true for foreign language teaching as well, even if many teachers in the public schools continue to follow the audiolingual approach. It takes considerable time until recent academic findings and opinions permeate into the regular classrooms, and it should be stressed that the view expressed here represents the view from a major university, not the assessment of actual teaching in the country.

NOTES

1. Betty W. Robinett, "The Domains of TESOL," TESOL Quarterly 6 (September 1972): 197-207.
2. Wallace E. Lambert, "Psychological Approaches to the Study of Language," in Teaching English as a Second Language, ed. Harold Allen (New York: McGraw-Hill, 1965), pp. 25-50. See also R. C. Gardner and W. E. Lambert, Attitudes and Motivation in Second Language Learning (Rowley, Mass.: Newbury House, 1972).
3. TESOL (Teachers of English to Speakers of Other Languages)--a professional organization for those concerned with the teaching of English as a second or foreign language and of standard English as a second dialect. James E. Alatis, Executive Secretary, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007.
4. Current (1976) chairmen of special interest groups: (1) EFL in Foreign Countries--Frank Otto, Brigham Young University, Provo, UT 84602; (2) EFL for Foreign Students in the U.S.--Mary Bruder, Dept. of General Linguistics, University of Pittsburgh, Pittsburgh, PA 15260; (3) ESL for U.S. Residents in General--Dennis Muchisky, 401 Sycamore Street, S.E., Albuquerque, NM 87106; (4) ESL in Bilingual Education--Sonia Rivera, 70 West 95th St., No. 9A, New York, NY 10025; (5) ESL in Adult Education--Donna Ilyin, 76 Sixth Avenue, San Francisco, CA 94118; (6) Standard English as a Second Dialect--Marcyliena Morgan, Dept. of Black Studies, University of Illinois at Chicago-Circle, Chicago, IL 60680; (7) Applied Linguistics--Thomas Buckingham, 601 West Green Street, Urbana, IL 61801.
5. In Robinett's terms, this would be ESL instrumental. There is some disagreement over this category; I myself use the TESOL definition. In my view, a second language is the non-home but official language of a nation which must be learned by its citizens for full social, economic and political participation in the life of that nation. It is the relationship between the super and subordinate groups which gives the significant characteristics to second language learning, rather than the particular usage to which the language is put.
6. Foreign language teaching here refers either to the teaching in the U.S. of languages such as French, Spanish, or German, or to the teaching of English to foreign students. Textbook titles typically use English as a Second Language because publishers tend to find the word foreign pejorative in conjunction with English. A number of publications on bilingual education exist, mostly anthologies, but none can be said to be language teaching methodology texts. Possible exceptions are Muriel R. Saville

and Rudolph C. Troike, A Handbook of Bilingual Education (Washington, D.C.: TESOL, 1971) and Henry Burger, Ethno-Pedagogy: Cross-Cultural Teaching Techniques (Albuquerque: Southwestern Cooperative Educational Laboratory, 1971).

7. H. Geffert, R. J. Harper II, S. Sarmiento, and D. Sember, The Current Status of U.S. Bilingual Education Legislation, CAL-ERIC/CLL Series on Languages and Linguistics No. 23 (Arlington, Va.: Center for Applied Linguistics, 1975), ED 107 135.
8. M. Ramirez III, R. K. S. Macaulay, A. Gonzalez, B. Cox, and M. Perez, "Spanish-English Bilingual Education in the United States: Current Issues, Resources and Recommended Funding Priorities for Research," National Institute of Education, ms., n.d., p. 6.
9. Rolf Kjolseth, "Bilingual Education Programs in the United States: For Assimilation or Pluralism?" in Bilingualism in the Southwest ed. P. R. Turner (Tucson: University of Arizona Press, 1973), pp. 3-27. See also Theodore Andersson and Mildred Boyer, Bilingual Schooling in the United States (Washington, D.C.: U.S. Government Printing Office, 1970); and Rodolfo G. Serrano, "Public Relations to CAE Bilingual/Bicultural Resolutions," Council on Anthropology and Education Quarterly 6 (May 1975): 36-38.
10. DHEW, Office of Education, American Education (July 1974): 40.
11. G. Joseph, K. McLane, and L. Taylor, A Selected Bibliography on Teaching English as a Second Language to the Illiterate, CAL-ERIC/CLL Series on Languages and Linguistics No. 25 (Arlington, Va.: ERIC Clearinghouse on Languages and Linguistics, 1975), ED 104 168.
12. A good bibliography is to be found in J. L. Dillard, Black English: Its History and Usage in the United States (New York: Random House, 1972). See also the review of Dillard by W. Wolfram in Language 49 (September 1973): 670-79.
13. Virginia French Allen, "A Second Dialect is Not a Foreign Language," in Georgetown University Round Table on Languages and Linguistics 1969, ed. J. Alatis (Washington, D.C.: Georgetown University Press, 1969), pp. 189-95.
14. William Labov, A Study of Non-Standard English (Washington, D.C.: ERIC Clearinghouse for Linguistics, 1969), ED 024 053.
15. See the following publications of the Center for Applied Linguistics: J. Baratz and R. Shuy, Teaching Black Children to Read (1969), ED 025 761; W. Wolfram, A Sociolinguistics Description of Detroit Negro Speech (1969), ED 028 431;

- R. Fasold and R. Shuy, Teaching Standard English in the Inner City (1970), ED 037 720; D. Gunderson, Language and Reading, (1970), ED 037 722; W. Wolfram and N. Clarke, Black-White Speech Relationships (1971), ED 079 735; R. Fasold, Tense Marking in Black English (1972); W. Wolfram, Sociolinguistic Aspects of Assimilation (1974), ED 091 933.
16. See Dillard. See also the many articles by William Stewart in the Florida FL Reporter and in D. L. Shores, Contemporary English (Philadelphia: Lippincott, 1972).
 17. See Thomas Kochman, ed., Rappin' and Stylin' Out: Communication in Urban Black America (Chicago: University of Illinois Press, 1972); Claudia Mitchell-Kernan, Language Behavior in a Black Urban Community, Monographs of the Language-Behavior Research Laboratory No. 2, University of California at Berkeley, 1971; and W. E. Whitten and John F. Szwed, eds., Afro-American Anthropology: Contemporary Perspectives (New York: Free Press, 1970).
 18. See Frederick Williams, "Language, Attitude, and Social Change," in Language and Poverty, ed. F. Williams (Chicago: Markham Publishing Co., 1970), pp. 380-99 and its bibliography; and R. Shuy and R. Fasold, Language Attitudes: Current Trends and Perspectives (Washington, D.C.: Georgetown University Press, 1973).
 19. Ronald Wardhaugh, Teaching English to Speakers of Other Languages: The State of the Art (Washington, D.C.: ERIC Clearinghouse for Linguistics, 1969) p. 6, ED 030 119. See also W. Norris, TESOL at the Beginning of the 70's: Trends, Topics, and Research Needs (Pittsburgh: University Center for International Studies, 1972), and B. Spolsky, "TESOL," in The Britannica Review of Foreign Language Education, vol. 2, ed. D. Lange (Chicago: Encyclopaedia Britannica, 1970), pp. 323-40.
 20. Paul Christophersen, Second-Language Learning (Harmondsworth, England: Penguin Books, 1973), p. 13.
 21. Bernard Spolsky, "The Limits of Language Education," The Linguistic Reporter 13 (Summer 1971): 5.
 22. Wardhaugh, p. 11. To update Jacobs and Rosenbaum, see R. P. Stockwell, P. Schachter, and B. H. Partee, The Major Syntactic Structures of English (New York: Holt, Rinehart and Winston, 1973).
 23. Robin Lakoff, "Transformational Grammar and Language Teaching," Language Learning 19 (June 1969): 117-40; retracted in address, "Linguistic Theory and the Real World," at the 1974 TESOL Convention, Denver, Colorado.
 24. Bruce Derwing, Transformational Grammar as a Theory of Language Acquisition (Cambridge, England: University Press, 1973), p. 307.
 25. Betty W. Robinett, personal communication, October 9, 1975.

26. Kyle Perkins and Carlos A. Yorio, "Grammatical Complexity and the Teaching of Reading in an ESL Program," University of Michigan, ms.
27. Robin Lakoff, "Linguistic Theory and the Real World," paper presented at the 1974 TESOL Convention, Denver, Colorado.
28. Robert Allen, English Grammars and English Grammar (New York: Scribner's, 1972). For a text based partially on this approach, see Marcella Frank, Modern English: Exercises for Non-Native Speakers (Englewood Cliffs, N.J.: Prentice-Hall, 1972).
29. See Don L. F. Nilsen, "The Use of Case Grammar in Teaching English as a Foreign Language," TESOL Quarterly 5 (December 1971): 293-300.
30. R. Quirk and S. Greenbaum, A Concise Grammar of Contemporary English (New York: Harcourt, Brace, Jovanovich, 1973).
31. R. Quirk et al., A Grammar of Contemporary English (New York: Seminar Press, 1972).
32. Patricia Furey, "Grammar Explanations in Foreign Language Teaching" (M.A. thesis, University of Pittsburgh, 1972).
33. Dell Hymes, "The Anthropology of Communications," in Human Communication Theory, ed. F. Dance (New York: Holt, Rinehart and Winston, 1967); "Models of the Interaction of Language and Social Life," in Directions in Sociolinguistics, eds. John Gumperz and Dell Hymes (New York: Holt, Rinehart and Winston, 1972); Editorial introduction, Language in Society 1 (April 1972): 1-14; Introduction, The Functions of Language in the Classroom, eds. Courtney Cazden, Vera John and Dell Hymes (New York: Teachers College Press, 1972); "On Communicative Competence," in Sociolinguistics, eds J. B. Pride and J. Holmes (Harmondsworth, England: Penguin Books, 1972); Foundations in Sociolinguistics (Philadelphia: University of Pennsylvania Press, 1974).
34. Allen D. Grimshaw, "Rules, Social Interaction and Language Behavior," TESOL Quarterly 7 (June 1973): 109.
35. C. B. Paulston, "Linguistic and Communicative Competence," TESOL Quarterly 8 (December 1974): 347-62.
36. Unfortunately these have had widespread influence in the U.S. educational setting. See Carl Bereiter and Siegfried Engelmann, Teaching Disadvantaged Children in the Preschool (Englewood Cliffs, N.J.: Prentice-Hall, 1966), and Martin Deutsch, Irwin Katz, and Arthur Jensen, eds., Social Class, Race, and Psychological Development (New York: Holt, Rinehart and Winston, 1968).

There has also been a strong reaction among linguists against Arthur Jensen's "How Much Can We Boost I.Q. and Scholastic Achievement?" Harvard Educational Review 39 (Winter 1969). The Linguistic Society of America voted in 1972 to publicly oppose his work.

37. A. Aarons et al., eds., Linguistic-Cultural Differences and American Education, Florida FL Reporter 7 (Special Spring/Summer 1969 issue); R. Abrahams and R. Troike, Language and Culture Diversity in American Education (Englewood Cliffs, N.J.: Prentice-Hall, 1972); J. Alatis, ed., Bilingualism and Language Contact: Anthropological, Linguistic, Psychological and Sociological Aspects (Washington, D.C.: Georgetown University Press, 1970); Cazden et al. (see note 33); Burger (see note 6); U. Hannerz, Soulside (New York: Columbia University Press, 1969); T. D. Horn, ed., Reading for the Disadvantaged (New York: Harcourt, Brace and World, 1970); R. Jacobson, "Studies in English to Speakers of Other Languages and Standard English to Speakers of a Non-Standard Dialect," The English Record 21 (April 1971); D. Shores, Contemporary English (New York: Lippincott, 1972); B. Spolsky, ed., The Language Education of Minority Children (Rowley, Mass.: Newbury House, 1972); Williams (see note 18).
38. J. Fishman and J. Lovas, "Bilingual Education in Sociolinguistic Perspective," and W. Mackey, "A Typology of Bilingual Education," in Teaching English as a Second Language, eds. H. Allen and R. Campbell (New York: McGraw-Hill, 1972), ED 040 404; N. Modiano, W. Leap and R. Troike, Recommendations for Language Policy in Indian Education (Arlington, Va.: Center for Applied Linguistics, 1973); C. B. Paulston, Implications of Language Learning Theory for Language Planning: Concerns in Bilingual Education (Arlington, Va.: Center for Applied Linguistics, 1974), ED 102 866; "Ethnic Relations and Bilingual Education: Accounting for Contradictory Data" in The Proceedings of the First Inter-American Conference on Bilingual Education, eds. N. Modiano and R. Troike (Arlington, Va.: Center for Applied Linguistics, 1975); B. Spolsky et al., A Model for the Description, Analysis and Perhaps Evaluation of Bilingual Education, Navajo Reading Study Progress Report No. 23 (University of New Mexico, 1974).
39. For the literature on the Canadian immersion programs, see J. D. Bowen, "Linguistic Perspectives in Bilingual Education," and M. Swain and H. C. Barik, "Bilingual Education in Canada: French and English," in Current Trends in Bilingual Education, eds. B. Spolsky and R. Cooper, forthcoming; S. T. Carey, Bilingualism, Biculturalism and Education (University of Alberta, 1974); H. P. Edwards and M. C. Casserly, annual research and evaluation of second language programs, 1971, 1972, 1973 (Ottawa: The Ottawa Roman Catholic Separate School Board); F. Genesee et al., series of evaluations of the 1973-74 French immersion classes submitted to the Protestant School Board of Greater Montreal; W. E. Lambert and G. R. Tucker, Bilingual Education of Children

Rowley, Mass.: Newbury House, 1972); W. F. Mackey, Bilingual Education in a Binational School (Rowley, Mass.: Newbury House, 1972); J. McNamara, "Perspectives on Bilingual Education in Canada," Canadian Psychologist 13 (October 1972): 341-49; H. Stern, The Position of the French Language in Quebec (Gendron Report) (Quebec: The Quebec Official Publisher); M. Swain, ed., Bilingual Schooling: Some Experiences in Canada and the United States (1972), ED 061 849; M. Swain, "Some Issues in Bilingual Education in Canada," paper presented at Indiana University, March 1974; M. Swain, "French Immersion Programs across Canada: Research Findings," Canadian Modern Language Review, in press; and G. R. Tucker et al., "French Immersion Programs; A Pilot Investigation," Language Sciences 25 (April 1973): 19-26.

I regret that an inclusion of Canadian work is outside the scope of this paper. In fact, Canadian and American scholars in language teaching work in close cooperation, attend the same conferences, and read each other's publications. A statement on the state of the art of TESOL in North America would have closer reflected the reality of the situation.

David P. Ausubel, Educational Psychology: A Cognitive View (New York: Holt, Rinehart and Winston, 1968).

John Carroll, "Learning Theory for the Classroom Teacher," in The Challenge of Communication, ed. G. A. Jarvis (Skokie, Ill.: National Textbook Company, 1974).

Steven Krashen and D. Hartnett, "Lateral Eye Movement and Acquisition of a Second Language," Queens College, ms.

Douglas Brown, Editorial, Language Learning 24 (December 1974): 1-6.

M. Tarone, M. Swain and A. Sathman, "Some Limitations to the Classroom Applications of Current Second Language Acquisition Research," TESOL Quarterly 10 (March 1976): 19-32.

Roger Brown, A First Language: The Early Stages (Cambridge: Harvard University Press, 1973), p. 379.

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

Kenneth Chastain, The Development of Modern Language Skills: Theory to Practice (Philadelphia: Center for Curriculum Development, 1971).

C. B. Paulston, Implications, p. 14. The reference to Carroll is John Carroll, "Current Issues in Psycholinguistics and Second Language Teaching," TESOL Quarterly 5 (June 1971): 101-14.

50. Karl C. Diller, "Some New Trends for Applied Linguistics and Foreign Language Teaching in the United States," TESOL Quarterly 9 (March 1975): 65.
51. Caleb Gattegno, Teaching Foreign Languages in Schools: The Silent Way (New York: Educational Solutions, 1972).
52. Charles A. Curran, Counseling: A Whole Person Model for Education (New York: Grune and Stratton, 1972).
53. Earl Stevick, review of Teaching Foreign Languages in Schools: The Silent Way, in TESOL Quarterly 8 (September 1974): 305-13, and review of Counseling-Learning: A Whole Person Model for Education, in Language Learning 23 (December 1973): 259-71.
54. John W. Oller, Research with Cloze Procedure in Measuring the Proficiency of Non-Native Speakers of English, CAL-ERIC/CLL Series on Languages and Linguistics No. 13 (Arlington, Va.: ERIC Clearinghouse on Languages and Linguistics, 1975), ED 104 154. See also B. Spolsky and L. Palmer, Papers on Language Testing 1967-74 (Washington, D.C.: TESOL, 1975).
55. See Jennifer Sullivan, "A Sociolinguistic Review of the Iowa Tests of Basic Skills," in Languages and Linguistics: Working Papers No. 5: Sociolinguistics, eds. W. K. Riley and D. M. Smith (Washington, D.C.: Georgetown University Press, 1972).
56. Wardhaugh, pp. 19-20.
57. Joan Morley, Improving Aural Comprehension (Ann Arbor: University of Michigan Press, 1972).
58. Helen Barnard, Advanced English Vocabulary I, II (Rowley, Mass.: Newbury House, 1971).
59. A. Valdman and J. Walz, A Selected Bibliography on Language Learners' Systems and Error Analysis, CAL-ERIC/CLL Series on Languages and Linguistics No. 21 (Arlington, Va.: ERIC Clearinghouse on Languages and Linguistics, 1975), ED 105 772.
60. Jacquelyn Schachter, "An Error in Error Analysis," Language Learning 24 (December 1974): 213.
61. Chastain, p. 203.
62. John Oller and D. H. Obrecht, "Pattern Drill and Communicative Activity: A Psycholinguistic Experiment," IRAL 6 (May 1968): 165-74.
63. Sandra Savignon, Communicative Competence: An Experiment in Foreign Language Teaching (Philadelphia: Center for Curriculum Development, 1972).

64. Mary N. Bruder, MMC: Developing Communicative Competence in English as a Second Language (Pittsburgh: University Center for International Studies, 1974), ED 105 711.
65. See J. Oller and J. C. Richards, Focus on the Learner (Rowley, Mass.: Newbury House, 1973).
66. Charles Blatchford, TESOL Training Program Directory 1974-1976 (Washington, D.C.: TESOL, 1974).
67. Charles Fries, Teaching and Learning English, and Wilga Rivers, Teaching Foreign-Language Skills (Chicago: University of Chicago Press, 1968).

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33. ERIC Documents on Foreign Language Teaching and Linguistics: List Number 14. Peter A. Eddy and Kathleen McLane. ED 116 498.
34. A Selected Bibliography on Sign Language Studies. Margaret Deuchar.
35. 1974 ACTFL Annual Bibliography. David P. Benseler. (Also available from User Services, ERIC/CLL, \$5 per copy.)
36. American Doctoral Dissertations in Foreign Language Education, 1965-1974: An Annotated Bibliography. David Birdsong. (Also available from User Services, ERIC/CLL, \$2.50 per copy.)
37. Translation as a Career Option for Foreign Language Majors. Royal L. Tinsley, Jr.
38. ERIC Documents on Foreign Language Teaching and Linguistics: List Number 15. Peter A. Eddy and Kathleen McLane.
39. Teaching English to Students of Other Languages in the United States, 1975: A Dipstick Paper. Christina B. Paulston.

OTHER TESOL PUBLICATIONS

The following publications are available from the TESOL Central Office, 455 Nevils Building, Georgetown University, Washington, D.C. 20057.

TESOL, 1967-68: A Survey. Kenneth Croft. 1970. 33 pp., paper, \$1.00.

A TESOL Bibliography: Abstracts of ERIC Publications and Research Reports, 1969-1970. Anna Maria Malkoc (compiler). 1971. 310 pp., annotated, paper, \$2.00.

TESOL Training Program Directory, 1974-76. Charles H. Blatchford, ed. 1975. 92 pp., paper, \$2.00 (\$1.50 to TESOL members).

A Composite Bibliography for ESOL Teacher Training. Kenneth Croft (compiler). 1974. 30 pp., 607 items, classified; xeroxed, paper, \$1.00.

English as a Second Language in Bilingual Education. James E. Alatis and Kristie Twaddell, eds. A collection of readings from TESOL publications and other sources, together with an appendix of important related documents. 1976. 350 pp., paper, \$8.25 (\$7.00 to TESOL members).

On TESOL 75: New Directions in Second Language Learning, Teaching and Bilingual Education. Marina K. Burt and Heidi C. Dulay, eds. Thirty-five selected papers from the Ninth Annual TESOL Convention in Los Angeles, 1975. 1975. 380 pp., paper, \$6.50 (\$5.00 to TESOL members).

On TESOL 74. Ruth Crymes and William E. Norris, eds. Twenty-three selected papers from the Eighth Annual TESOL Convention in Denver, 1974. 1975. 240 pp., paper, \$6.50 (\$5.00 to TESOL members).

Papers on Language Testing 1967-1974. Leslie Palmer and Bernard Spolsky, eds. A collection of papers on the subject of language testing from the International Seminar on Language Testing, San Juan, 1973, and from the TESOL Quarterly. 1975. 227 pp., paper, \$6.50 (\$5.00 to TESOL members).

Studies in Honor of Albert H. Marckwardt. James E. Alatis, ed. 1972. 166 pp., paper, \$4.00 (\$3.00 to TESOL members).

A Handbook of Bilingual Education. Rev. ed. Muriel R. Saville and Rudolph C. Troike. 1971 (5th printing, 1975). 71 pp., paper, \$2.00 (\$1.75 to TESOL members).

Classroom Practices in ESL and Bilingual Education. Muriel Saville-Troike, ed. 1973. 84 pp., paper, \$2.00 (\$1.75 to TESOL members).

Program of the Ninth Annual TESOL Convention, March 4-9, 1975, Los Angeles. Contains 96 abstracts of papers presented at the convention. 183 pp., paper, \$2.00 (\$1.50 to TESOL members).

Program of the Eighth Annual TESOL Convention, March 5-10, 1974, Denver, Colorado. Contains the abstracts of papers presented at the convention, and art from the Southwest. 139 pp., paper, \$1.25 (\$1.00 to TESOL members).

Program of the Seventh Annual TESOL Convention, May 9-13, 1973, San Juan, Puerto Rico. Includes abstracts of papers presented at the convention. 102 pp., paper, \$1.00.

"The Crucial Variable in TESOLD: The Teacher." Mary Finocchiaro. Paper presented to ESL teachers at the Lackland Air Force Base, Texas, in 1974. 31 pp., xeroxed, paper, \$1.00.

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40. I regret that an inclusion of Canadian work is outside the scope of this paper. In fact, Canadian and American scholars in language teaching work in close cooperation, attend the same conferences, and read each other's publications. A statement on the state of the art of TESOL in North America would have closer reflected the reality of the situation.
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