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A STUDY OF PROGRAMS OF ENGLISH FOR ADULT SPEAKERS OF OTHER LANGUAGES IN PUBLIC SCHOOLS IN THE STATE OF MICHIGAN

By

Kenneth Joseph Mattran

A Thesis

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ABSTRACT

A STUDY OF PROGRAMS OF ENGLISH FOR ADULT SPEAKERS

OF OTHER LANGUAGES IN PUBLIC SCHOOLS IN THE STATE

OF MICHIGAN

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Documented, comprehensive information concerning the organization of and classroom practices in adult education programs of English for speakers of other languages has never been recorded despite the fact that such programs have been an important component of adult education for more than a century. Neither has there been any attempt to determine whether and to what extent the professional discipline of teaching English to Speakers of Other Languages has influenced these programs. This study has attempted to provide such information as might be useful to adult educators and collegiate based professionals in the field of English as a Second Language.

Through a survey conducted in the State of Michigan of administrators and teachers involved with public school adult education programs having classes specifically and exclusively designed for the teaching of English to speakers of other languages, a description of

organizational and classroom practices has emerged.

Administrators were queried via a mailed questionnaire about organizational aspects of their programs. Teachers were asked to provide specific theoretical and methodological information surrounding classroom practices via a bi-partite instrument which included audio-taped demonstrations of English language teaching methods. This instrument was administered directly with the assistance of Project ENABEL personnel.

The data have been tabulated and analyzed in relation to two language teaching, theoretical/methodological models – the modern generally accepted Oral Approach and the older less visible Direct Method. In addition to a comprehensive description of programs and practices, these major findings have emerged from the study:

1) Thirty percent of the programs having classes of English for speakers of other languages do not practice proficiency grouping. Neither the location nor the size of the programs appears to influence this condition.

2) In all but one of the programs, students are admitted to classes at any time during the school year despite the fact that most programs operate on a semester or term basis.

3) Specific training in the teaching of English to speakers of other languages is not required of teachers by any of the responding programs, and most programs do not provide professional support in the form of specialists to assist teachers.

4) Most teachers have had some specific training in the teaching of English to speakers of other languages and/or allied fields; however, the majority have had minimal exposure to such training while only two possess degrees with major emphasis in the field.

5) All responding teachers pursue this activity on a part-time basis.

6) The responding programs operate under eleven separate titles, the most popular of which is "English for the Foreign Born". Only five programs use "English as a Second Language" as a title, while the rest employ nomenclature implying educational activities for non-native born people.

7) Language teaching methods from two theoretical approaches, the Oral Approach and the Direct Method, are widely employed. In addition, and to a lesser degree, teachers employ non-systematic and grammar-translation methodology. The visibility of the latter is very low in relation to other methods.

8) Analysis of the data has revealed that a situation of methodological eclecticism obtains among teachers. That is, of the two predominant approaches to the teaching of English to speakers of other languages, neither appears to be favored. Instead, teachers choose freely among the methods of the two approaches and no pattern of selection of one method in favor of another has emerged from the data.

Acknowledgements

So many people have contributed to the final realization of this goal that it would be impossible to acknowledge them all. For all the seeming loneliness surrounding the task of conducting and reporting an investigation such as this, one needs only to look back over the years to understand that he was not, in fact, alone; that without the support of friends, teachers, and sometimes even those who seemed not to have wished him well, he could not have succeeded in meeting his objective. To those whom I do not mention here, my humble thanks are offered.

I wish to thank Mrs. Laurie Trufant for her typing and proofreading of the various preliminary drafts of this dissertation. Her ability to translate my handwritten manuscripts into readable typed copy deserves special recognition.

Special thanks are also extended to Richard Smith and Martha Smyrda of Project ENABEL who delivered and collected the research instruments. Their help and the help of other ENABEL personnel, offered at a critical moment, contributed singularly to the completion of this study.

I owe a debt of gratitude to Professor Ted Ward for his suggestions leading to the overall improvement of the quality of the study; to Professor Van Johnson for his continuous encouragement; and to Professor Shigeo Imamura for his friendship and his help, without which I could not have begun my doctoral program.

Professor Russell J. Kleis, my committee chairman and advisor, taught me how to become a scholar. Russ is a very special human being. I cannot thank him enough.

Finally, I will never be able to repay my wife, Pat, and my sons, Kevin and Dan, for their patient support and quiet understanding--but I will try.

KJM
East Lansing, Michigan
February 9, 1973

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CHAPTER I

THE PROBLEM

Introduction

In recent years, the Federal government, responding to myriad
pressures from professional groups and an interested citizenry, has
encouraged the development and expansion of educational programs
for educationally disadvantaged adults and out-of-school youth. Pro-
grams such as those carried out under the Manpower Development and
Training Act of 1962[1], the Economic Opportunities Act of 1964[2], the
Model Cities Programs[3] and more have included instructional components
designed to assist undereducated adults in their quest for social
parity not only in the areas of employment opportunities, but also
in such vital areas as literacy and life-coping skills.

Perhaps the most significant legislation - certainly the most
significant in the context of this study - enacted on behalf of the
educationally disadvantaged adult population of the United States has been
the Adult Education Act of 1966[4]. This law has provided continuing annual
grants to the states in support of programs of instruction in basic literacy,

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1. PL-87-415, Title IIB

2. PL-88-452

3. PL-89-754

4. PL-91-230, Title III.

computational skills, life coping skills, and English language for those adults who do not speak the language.

Moreover, the Act includes a section (309b, 309c) whereby funds can be appropriated each year for special demonstration projects and teacher training projects. At present, the United States Office of Education sponsors a nationwide program in Adult Education Staff Development in the ten regions of the country. This program, funded for a three-year period beginning in July, 1972, has as its primary objective the permanent establishment of intra-regional comprehensive systems for the pre-service and in-service training of adult educators at all levels of commitment, including administrators, teachers, counselors, and para-professionals.

In the three years preceeding the summer of 1972, the Office of Education funded an experimental in-service training program in Region V, Project ENABEL, the Extern Network of Adult Basic Education Leaders,[1] headquartered at Michigan State University. This program was designed to develop a core of adult education personnel who could function as trainers and administrators in adult education programs throughout the Region.

Like most adult education teacher training programs funded under the Adult Education Act, Project ENABEL included a component devoted to the training of teachers of English to speakers of other languages, and

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1. Office of Education Grant #OEG-0-70-4476 (323), Adult Education Act, Section 309c.

it was the writer's involvement with the Project as an English as a second language consultant which accounted in large measure for the implementation of this study in the form presented in these pages.

The writer had had a long term professional commitment to the teaching of English to spekaers of other languages prior to his involvement with Project ENABEL, and had been particularly concerned with this activity as a component of the adult education milieu in spite of only marginal experience in adult education. It was a desire to move from observer to participant that motivated the writer to seek knowledge of the teaching of English as a second language as it was practiced in adult education programs that led ultimately to this study.

It was Project ENABEL, with its involvement with the teaching of English as a second language, which revealed, in part, many of the inadequacies in our knowledge of this activity that helped to shape the final design for the study and provided a vehicle through which a viable investigation could be conducted.

Statement of the Problem

In the State of Michigan there are roughly 3,000 non-English speaking adults enrolled in English classes in adult education programs. These students are taught by 186 teachers, very few of whom appear to have been trained in the field. Prior to this study, little was known about the services offered to this relatively large constituency, whether and to what extent these services can be improved, and what opportunities exist for further research.

The problem addressed in this study, therefore, arises from a lack

of Information about the organization and practices in the teaching of English to speakers of other languages in adult education programs.

For more than a century, adult education programs supported by public funds have included classes in the English language for non-English speaking adults. Such classes have been offered within a variety of settings. In the 19th and early 20th centuries, they were a major component of the Americanization programs for the foreign born. More recently they serve both foreign born and native non-English speakers. Yet, data descriptive of practices in such classes have not been collected in any systematic fashion by either adult education specialists or specialists in the teaching of English to speakers of other languages.

Most information specifically concerning adult education classes in English for speakers of other languages has appeared in the form of suggestions about such teaching as distributed by a local adult education agency to teachers assigned to classes in the subject, or as may appear in publications concerned with this activity.[1] Sometimes the suggestions

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[1]See for example:

Sarah Hall Goodwin, "Spoken English for Spanish Speaking Migrant Farm Workers." TESOL Quarterly I (Dec., 1967), pp. 4-9.

Patricia Hefferman Cabrera, A Handbook for Teachers of English to Non-English Speaking Adults, (Washington, D. C. Center for Applied Linguistics), 1969.

Stanley Levenson, "Teaching English as a Second Language to Adults - The Audio-Lingual Approach," On Teaching English to Speakers of Other Languages, ed. by Virginia F. Allen, (National Council of Teachers of English), 1965, pp. 93-94.

Teaching English as a Second Language: Adult Basic Education Teachers Guide (Austin, Texas: Texas Education Agency), 1969.

Teaching English as a Second Language to Adults: A Handbook for Teachers, State of New Jersey Department of Education, Division of Vocational Education, Bureau of Adult and Continuing Education, 1971.

have reflected sound applications of linguistic theory underlying the discipline of teaching English to speakers of other languages; often, however, the suggestions have appeared ingenuous or superficial when viewed in the light of currently accepted theory and practice.

Even more sophisticated treatments of what should or could be done in adult education programs, even those proffered by recognized experts in the field of English as a second or foreign language,[1] have seemed somewhat imprudent, inasmuch as they have seemed not to be preceeded by careful descriptions and analyses of the state of the activity of teaching English to speakers of other languages in adult education programs, or, if they have been so preceeded, such descriptions are not recorded in the literature.

Another aspect of the problem has concerned the degree of influence, if any, that modern theorists and parctitioners in the professional discipline of teaching English to speakers of other languages have had, directly or indirectly, on approaches employed by practitioners in adult education programs. That is to say, the literature records very little in the way of description of either methods or materials on the one hand, or teacher preparation on the other. Academic programs usually demand mastery of a corpus of information with the science of linguistics having dominance and further including training in psychology of language learning, anthropology, methods and materials, among others. Whether and to what

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1. See: Dennis R. Preston, "English as a Second Language in Adult Basic Education Program," TESOL Quarterly 5, (Sept., 1971) pp. 181-196, e.g., in which he suggests curriculum strategies based largely on unsubstantiated student/teacher objections to certain language teaching methods.

extent teachers in adult education programs have had such training or are required to have such training is relatively unknown in the sense that no such information appears in the literature of adult education or the literature of the teaching of English to speakers of other languages.

Purpose of the Study

It has been the purpose of this study to, in some small way, shed descriptive light on organizational and pedagogical practices in the teaching of English to spekaers of other languages as they are manifested in public school adult education programs in the State of Michigan. To accomplish this, answers to the following questions were sought:

1) Under what titles are classes in English for speakers of other languages taught?

2) How are classes in Adult Education Programs organized to effect the learning of English by speakers of other languages?

3) What identifiable approaches are employed in the teaching of English to speakers of other languages in Adult Education Programs?

4) What theoretical-methodological approach, if any, predominates in the teaching of English to speakers of other languages in Adult Basic Education Programs?

5) What are the minimal qualifications required of teachers of English to speakers of other languages in Adult Education Programs, and do those requirements approach the minimal qualifications for teachers outlined

in the TESOL[1] statement on "Qualifications for Teachers of English
as a Second Language"?

6) Does the actual professional preparation or in-service training of
teachers of English to speakers of other languages generally include
specific training in the teaching of English to speakers of other
languages, or training in allied fields such as linguistics?

7) What professional support for teachers of English to speakers of
other languages exists in adult education situations where teachers
have not been trained for this activity?

8) In light of current linguistic theory and accepted practice within
the professional discipline of teaching English to speakers of other
languages, what recommendations for improvement are warranted?

The first seven of the foregoing questions required the gathering
and analysis of specific data about programs under study. The procedures
for collecting and analyzing the data are detailed in Chapter III, and
the data are reported and analyzed in Chapter IV. Question number eight
concerning recommendations has required two steps: First, a review of
both theory and accepted practice as reported in the literature and out-
lined in Chapter II, detailed in Chapter III; then a comparison of the
data as analyzed in relation to the models defined from the literature and
the development of conclusions and recommendations. These conclusions
and recommendations are presented in Chapter V.

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1. Acronym for Teachers of English to Speakers of Other Languages, a
professional organization.

Basic Assumptions

There have been three principal assumptions underlying this study, the most important of which concerns the professionalization of the teaching of English to speakers of other languages. It is assumed that the teaching of English to speakers of other languages is a professional activity requiring of its practitioners mastery of a corpus of knowledge dominated by the science of linguistics and including anthropology, psychology, methods and materials. (It is acknowledged that within the discipline of linguistics there exists an important dichotomy between two major theoretical schools, transformational versus structural linguistics, wherein the transformationalists seriously question the theoretical foundations of the structuralist school, the dominant influence on present language teaching methodology.[1] Nonetheless, this study is based upon acceptance of existing empirical data which supports the efficacy of the structurally based oral approach.)

A second assumption is that the oral approach to language teaching is superior in effectiveness to any other approach for any group of learners, and the oral approach can be effectively modified to suit any age group, educational level, or language background.

A third assumption is that the teaching of English to adult speakers of other languages under any title such as Americanization, English for the Foreign Born, or literacy education is a special activity for special learners, requiring specialized instructors and instruction.

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1. For a fairly thorough treatment of this dichotomy from a transformationalist point of view see: Karl Conrad Diller, _Generative Grammar, Structural Linguistics and Language Teaching_, (Rowley, Mass.: Newbury House, 1972).

Limitations of the Study

A number of important limitations of this research require articulation at this point in order that the findings do not become misinterpreted or overgeneralized.

The most obvious limitation is a geographical one: the study is confined to adult education programs having classes in English for speakers of other languages in the State of Michigan. The findings, therefore, may not be the same as those which might emerge from studying programs in other regions or states whose non-English speaking populations or adult education programs may differ from Michigan's in significant ways.

Related to the foregoing is the fact that this study is confined to courses and practices within those courses and has in no way attempted to analyze the total constituencies, existing or potential, for such classes. To do so would have been beyond the resources of this research. While the need for demographic studies describing the non-English speaking adult population in Michigan and elsewhere is acknowledged, the population was taken as a given and this research has dealt only with the English language instructional services offered to them.

The final limitation has to do with the relatively small number of teachers from whom information was solicited. A preliminary survey of adult basic education programs produced a roster of one hundred and eighty-six teachers of English to speakers of other languages in Michigan, twenty of whom taught classes in which both non-English speakers and speakers of English were enrolled. This figure represented all of the practicing teachers of the subject in the state. 45.6 percent of these

teachers were selected and contacted for the study, excluding 54.4 percent.

Definition of Terms

1. Non-collegiate, Non-academic Adult Speakers of Other Language:

    A person, immigrant or native born, 16 years of age or older, whose native language is other than English; and who is not enrolled in any academic program in any collegiate institutions.

2. English as a Second Language, English as a Foreign Language:

    In this study, these terms are synonymous with the term "English for speakers of other languages" and are occasionally used in the text.

The study represents an effort to close the gap that has existed between the highly professionalized field of teaching English to speakers of other languages and the field of adult education.

The study, through an analysis of data gathered from teachers and administrators in Michigan public school adult education programs, has provided a fairly clear description of the organization and conduct of classes, from which empirical support for teacher training programs, materials development, and further research affecting adult education programs in English for speakers of other languages can be drawn. It has also derived recommendations upon the description and analysis of practice and a comparison with accepted theory.

Moreover, while the study has been restricted to a limited geographical area, it appears to be the first of its type to be undertaken and,

thus could provide a model for similar investigations in other states or regions of the country.

The remaining chapters of this dissertation record the procedures for conducting the research and articulate the findings as follows:

Chapter II details the historical background from which the study is drawn. Through a review of the relevant literature of adult education and the professional activity of teaching English to speakers of other languages, a picture emerges of two separate groups which have had, in the case of English as a second language, complementary educational goals but have failed to coordinate efforts toward meeting their objectives.

Chapter III describes the procedures used for gathering date for the study and population from whom the data were sought. The instruments employed for the study are explained in detail and theoretical/ methodological models of two language teaching approaches are synthesized. The models are the bases upon which comparisons are made between actual classroom practices in the teaching of English to speakers of other languages and the principles and practices explicated in the models.

Chapter IV organizes the data and analyzes it so that a comprehensive des- cription of the teaching of English to adult speakers of other languages in Michigan public schools emerges. The description considers how the subject is being taught; by whom it is being taught, and within what kind of organizational setting it is being taught.

Chapter V summarizes the study and conclusions suggested by the data are drawn. Implications generated by the data are set down in terms of possible areas for further research, program improvement and teacher training. The latter two areas are based largely upon the language teaching models presented in Chapter III.

CHAPTER II

HISTORICAL BACKGROUND/LITERATURE REVIEW

The Profession of Teaching English to Speakers of Other Languages.

In 1945, with the publication of Fries' classic work on the linguistic or oral approach to the teaching of English as a second or foreign language,[1] the modern foundations of the professional specialty of teaching English to speakers of other languages were laid. Actually, the teaching of English to speakers of other languages had been practiced for some time, centuries probably, before that event: However,

> ...The principles and procedures which he [Fries] advocated, and the materials and techniques which were developed and refined by his colleagues at the University of Michigan have come to be widely accepted and imitated as the soundest approach to language teaching now available. There is little doubt that Fries' work, and that of his successors, has done more to revolutionize the procedures for teaching foreign languages than any other single influence.[2]

Prior to 1945, various approaches to teaching English and other foreign languages existed in this country, none of which could be considered effective in the development of full communication skills, because the goals of such procedures were usually quite limited, including, especially

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1. Charles C. Fries, _Teaching and Learning English as a Foreign Language_, (Ann Arbor: University of Michigan Press, 1945).

2. Charles T. Scott, "The Oral Approach: Retrospect and Prospect," 1965, p. 1. (Mimeographed)

in the case of foreign language instruction, very little more than re-
quiring the student to demonstrate an ability to read the foreign
language with sufficient facility to translate the foreign language into
the native language.[1] Foreign language teachers were required, of course,
to be able to read the languages that they taught, and they were further
required to have competence in explicating the grammatical rules of the
languages. Also, depending on their academic level, teachers of modern
foreign languages needed to be prepared to discourse on the literature of
the languages, preferably in the native language of the students.[2]

This method or approach to foreign language teaching, known as
the "grammar-translation approach," is based largely on the application
of Greek and Latin Language teaching methodology to the teaching of
modern foreign languages,[3] and is still in wide use in foreign language
curricula in schools and collegiate institutions in the United States.

In the early 1900's, an approach to the teaching of modern
foreign languages known as the "Direct Method" was imported into the
United States from Europe, and was adopted by a "...substantial minority
of teachers."[4] Underlying the Direct Method was the assumption that
learning a second language is identical to learning the first.[5] The
major advantage of the Direct Method, according to Lado, was its emphasis

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[1]Robert Lado, Language Teaching: A Scientific Approach. (New
York: McGraw-Hill, 1964), pp. 3-6.

[2]John P. Hughes, Linguistics and Language Teaching, (New York:
Random House, 1968), p. 120.

[3]Ibid.

[4]Ibid., p. 120.

[5]Lado, Language Teaching, p. 5.

on spoken language over written. Under this approach, students of
a foreign language were brought into direct contact with the spoken
language through practical linguistic situations in which they were
expected to infer the meanings of utterances from the instructor's
dramatizations or examples, very much as a child acquires linguistic
skill through exposure to random language experiences. The funda-
mental shortcoming of the Direct Method, according to modern theor-
ists, is that

> ...The psychology of learning a second language differs
> from the first. The child is forced to learn the first
> language because he has no other way to express his wants.
> In learning a second language, this compulsion is largely
> missing since the student knows he can communicate
> through his first language when necessary. Furthermore,
> through the first language the child's mind can be thought
> of as a _tabula rasa_ where the patterns become impressed,
> whereas with the second language, the habit patterns of
> the first language are already there, and the second lan-
> guage is perceived through the habit channels of the native
> tongue.[1]

Because of the Direct Method's demands that the teachers
have al
have almost native ability in the foreign languages they taught,
and because teachers felt that the goals of this langauge teach-
ing reform were excessive and unattainable, the Direct Method never
gained a strong foothold in the United States, and it was aban-
doned by school and college language programs in the mid 1920's.[2]
It appears, however, that the Direct Method has survived in the

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[1]Lado, Language Teaching, pp. 5-6.

[2]William Frances Mackey, Language Teaching Analysis, (London:
Longmans, 1965), pp. 148-49.

United States in at least two contexts: the teaching of English to non-collegiate adult speakers of other languages and in certain proprietary foreign language schools.[1]

World War II and the United States' massive involvement in Europe and Asia forced sweeping changes on the then existing practices in language pedagogy. Because many Americans had to be trained for total communication in foreign languages, some of which were completely unknown in this country, and because the teaching of even well-known languages was ineffective for the purpose of total communication, new and efficient teaching methodologies needed to be developed. It was determined that the best source to consult for the development of teaching materials for the relatively unknown languages was the field of descriptive linguistics.[2] Recognizing, as the earlier Direct Method advocates did, the primacy of spoken over written language, the descriptive linguists developed an approach to language teaching which required learners to imitate and memorize certain basic sentences of a language, sentence patterns as it were, as these sentences were pronounced by a native speaker of the language under study.[3]

While similar in many superficial manifestations to the Dir-

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[1]This will be examined in greater detail in subsequent sections concerning the Direct Method and adult education programs.

[2]Scott, "The Oral Approach...," p. 4.

[3]Leonard Bloomfield, Outline Guide for the Practical Study of Foreign Languages, (Baltimore: The Linguistic Society of America, 1942).

ect Method, the newer approach went much deeper, including con-
trastive analysis of both the target language and the learners'
native language. Such contrastive descriptions enabled teachers
to predict the areas of severest difficulty in learning the gram-
matical structures of the new language -- the interference of the
native upon the target language alluded to earlier. Along with
contrastive analysis, the powerful idea of pattern practice was
developed and refined. Pattern practice involves intensive oral
drill on the structural patterns of a language so that the learner
internalizes the linguistic patterns as language habits and learns
to use them automatically with no intervening process of mental
translation.[1]

Due largely to the continuing involvement and influence of
the United States in world affairs after World War II, the English
language became increasingly important in the conduct of interna-
tional matters, and it became necessary to train teachers specific-
ally to teach English as a foreign language. Initially, this work
was undertaken by Dr. Fries who, in 1940, founded the English Lan-
guage Institute at the University of Michigan, which, incidental-
ly, offered the first graduate degree in the teaching of English
to speakers of other languages. The Institute's initial efforts
were directed toward "...teachers and prospective teachers from other
lands."[2] Such teachers were required to take training in linguis-

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[1]A model for the oral approach is developed later.

[2]Harold B. Allen, "The Pros Have It," _TESOL Quarterly II_,
(June, 1968), p. 115.

tics, contrastive analysis, language teaching methodology, anthropology, and psychology of language learning.

Also, since World War II and continuing to the present, there have been large numbers of students from abroad coming to the United States for academic training. Often, these students need to develop English language skills or improve on the skills they already possess prior to proceeding with their academic programs; consequently, English language programs for these students have multiplied so that in 1969, there were 299 collegiate level institutions offering instruction in the English language to speakers of other languages listed in a survey conducted by the Institute for International Education.[1] These institutions require the services of trained personnel to teach English to their non-English speaking clientele, as do the various institutions and agencies abroad that are engaged in the teaching of English to speakers of other languages. Thus, degree programs in the field are offered in a total of thirty-eight colleges and universities[2] in the United States at both the graduate and undergraduate levels as follows:

Doctoral level..........9

Masters level..........37

Bachelors level.........6

[1]Institute for International Education, English Language and Orientation Programs in the United States, (New York: Institute for International Education, 1969).

[2]Ibid., pp. 98-116. The new MA in TESOL program at Michigan State University is included in the listing above, but it was inaugurated after the completion of the cited survey.

The academic development of the profession of teaching English to speakers of other languages has been accompanied by the appearance and growth of agencies and organizations designed to serve the professional specialty. Organizations such as the Speech Association of America, the Modern Language Association, The National Council of Teachers of English, and the National Association for Foreign Student Affairs have all created and maintained interest groups in the teaching of English to speakers of other languages and have published articles concerning the field in their various publications.

The Modern Language Association, under a Ford Foundation grant in 1969, established the Center for Applied Linguistics, the principal function of which

> ...was to be that of an informal, internationally oriented clearinghouse and coordinating body in the application of linguistics to practical language problems, with the teaching of English as a second or foreign language as one of its major areas of interest.[1]

Outstanding among the contributions of the Center for Applied Linguistics to the teaching of English to speakers of other languages was its compilation and publication of a comprehensive bibliography of the discipline.[2]

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[1] Sirarpi Ohanessian, "TESOL Today - A View from the Center," TESOL Quarterly III, (June, 1969), p. 133. (The Center for Applied Linguistics incorporated independently in 1964.)

[2] Sirarpi Ohanessian, Reference List of Materials for English as a Second Language, (Washington, D. C.: Center for Applied Linguistics, 1964).

Sirarpi Ohanessian, et. al., Reference List of Materials for English as a Second Language, Part II, (Washington, D. C.: Center for Applied Linguistics, 1966).

The first organization devoted exclusively to the teaching of English to speakers of other languages was the Association of Teachers of English as a Second Language (ATESL), founded in 1961 as an affiliate of the National Association for Foreign Student Affairs. This organization was and is primarily concerned with the teaching of English to foreign students on American campuses, and it has a secondary, though important, interest in the teaching of English abroad. In 1967, ATESL, along with the parent organization, formed the Commission on Intensive English Programs (CIEP) which has begun to function as a standard setting agency for English programs at American collegiate institutions.[1]

Until 1964, the aforementioned associations had as their main concern the teaching of English to college level foreign students and the teaching of English abroad.[2] Relatively little attention had been given to problems in teaching English to domestic non-English speakers, but in 1964, the four organizations combined their English as a second language interest groups and sponsored the first national conference on the Teaching of English to Speakers of Other Languages at Tuscon, Arizona. At this conference, issues concerning the teaching of English to domestic speakers of other languages were squarely faced for the first time by the profession.

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[1]Shigeo Imamura, first chairman of CIEP, personel interview, July, 1971.

[2]William F. Norris, "Teaching English as a Second Language: A Survey of 1969. A Projection for 1970," Center for Applied Linguistics, 1970, p. 8.

In 1965, at San Diego, California, a second such conference
was held, sponsored by the same organizations. In 1966, at New York,
a third conference was held at which the professional association of
Teachers of English to Speakers of Other Languages (TESOL) was founded
as

> ...an independent organization destined to bring together
> permanently those school and college teachers interested in
> the teaching of English to speakers of other languages.[1]

The TESOL association now publishes a quarterly journal devoted
to the entire spectrum of teaching English to non-English speakers
domestic and foreign, and to the problems of native speakers of non-
standard dialects. The association sponsors a national conference
annually at which problems of bi-lingual education, adult education,
and migrant education as well as the traditional concerns of the
discipline are addressed. However, certain specific concerns such as
adult education have received only minor attention at conferences
and in the publications of the TESOL organization at the time of this
writing.

From the foregoing, it can be concluded that the teaching of
English to speakers of other languages is a professional discipline

> ...requiring professional training and competence in
> linguistics and in methods and materials.[2]

However, it is a professional specialty that seems to have failed to

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[1] James R. Squire, On Teaching English to Speakers of Other
Languages, (Washington, D. C.: TESOL, 1967), in the preface.

[2] Harold B. Allen, "Challenge to the Profession," TESOL
Quarterly I, (June, 1967), p. 6.

influence to any great degree the teaching of English to non-collegiate adults in the United States. This will be examined next.

English as a Second Language in Adult Education Programs.

In the previous section, covering a period from approximately the beginning of World War II to the present, the growth and development of the professional specialty of teaching English to speakers of other languages was discussed principally in its collegiate settings. This section will deal with the same activity as it has been practiced since World War I in programs conducted for non-collegiate adults, mostly immigrants. This activity, in its non-collegiate setting, was commonly included as a component of programs offered under the commonly used title "Americanization." According to Knowles,

> ...the development of distinctive and massive programs
> of Americanization for the foreign born did not occur
> ...until shortly before the United States entered WWI.[1]

The migration from abroad to the United States averaged about a million persons annually in the ten years or so preceeding the first world war.[2] Because of the large number of new arrivals from other lands, and the subsequent need to assimilate them into their new society, the Federal Immigration and Naturalization Service en-

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[1]Malcolm S. Knowles, The Adult Education Movement in the United States, (New York: Holt, Rinehart and Winston, 1962), p. 55.

[2]Henry B. Hazard, "Education of the Adult Foreign Born for Citizenship," Handbook of Adult Education in the United States, (New York: Institute of Adult Education, 1948), p. 51.

couraged public schools across the country to establish classes in Americanization.[1] That is not to say that similar programs were not in existence prior to that period of massive immigration, or prior to the campaign of the Bureau of Naturalization as it was then called. The states of Maryland, New York, Rhode Island, and California, for example, have been offering classes in education of the foreign born for well over a century -- two or three decades before the great waves of immigration in the early 1900's.[2]

Americanization programs were, and still are in some places, concerned with the assimilation of the immigrant into American society through instruction in the English language, American history, and civics so that the immigrant might become a functioning citizen of the Republic. Stimulated by laws which required an immigrant to demonstrate his ability in the English language and his knowledge of institutions of American Government in order to qualify for citizenship, the Naturalization Service, since 1918, has been very active in providing free instructional materials for classes, informing aliens of the availability of classes, and providing Americanization programs with the names of naturalization candidates for recruiting purposes.[3] The Naturalization Program had been so active in promoting

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[1]Hazard, "Education of the Foreign Born," p. 53.

[2]Angelica W. Cass, "Fundamental and Literacy Education for Native and Foreign Born Adults," in Handbook of Adult Education in the United States, ed. by Malcolm S. Knowles, (Washington, D. C.: Adult Education Association of the USA, 1960), p. 455.

[3]Hazard, "Education of the Foreign Born," p. 56.

Americanization classes that

> ...by the end of World War I, the education of the for-
> eign born had become the dominant activity of the pub-
> lic evening schools.[1]

Throughout the two decades following the war, Americanization
programs remained an important, if not dominant, activity in even-
ing public schools despite the sharp reduction of new arrivals from
abroad caused by the implementation of immigration quotas. While the
literature is hazy as regards this period and beyond in terms of the
extent of activities and the numbers of people served, it nonetheless,
appears safe to say that Americanization-type classes were widespread,
and that the teaching of English was a primary component of the pro-
grams.[2]

One characteristic of the teaching of English to non-collegiate
adult speakers of other languages in programs conducted by var-
ious adult education agencies is that until very recently, and then
with the exception of a small minority of cases, the teaching of Eng-
lish to speakers of other languages has been part of a larger pro-
gram having some goal other than the learning of English. This is not
stated to denigrate the practice, but it seems to suggest the possible
existence of a gap between adult educators and college and univer-
sity based professionals in their respective approaches to the teaching

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[1] Knowles, The Adult Education Movement in the United States, p. 55.

[2] Hazard, "The Education of Adult Foreign Born," p. 55. Hazard
lists the objectives of Americanization programs as follows:
1. Sufficient familiarity with written and spoken English...
2. General knowledge of government...
3. Understanding and fulfillment of the basic duties and respon-
sibilities of citizenship.

of English to speakers of other languages.

It is interesting to note in the literature of adult educa-
tion several changes in the terminology of programs embracing the
teaching of English to speakers of other languages. In publications
of recent years, the term "Americanization" has fallen into disuse.
For example, there is only one indexed reference to the term in the
most recent edition of the Handbook of Adult Education and no cross-
references.[1] The 1960 edition also has only one, but there are sev-
eral cross-references to "fundamental education" and "foreign born
education."[2] The 1948 edition cross-references the term to "citizen-
ship" and "foreign born" both of which have rather extensive listings.[3]
The point of this example is that in an examination of the literature
of adult education, one must seek out key words for the teaching of
English to speakers of other languages that are different from the
words used by professionals in the field, and words which denote ac-
tivities that have the teaching of English as just one component.

While the literature of adult education does not offer much
in description of the English teaching activities conducted by the
programs under study, it does make it very clear that such activities
have occupied an important place in adult education, and that the
teaching of English to speakers of other languages continues today
but with a much lower visibility than in the past.

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[1] Robert M. Smith, et. al., eds., Handbook of Adult Education,
(New York: The MacMillan Company, 1970), p. 580.

[2] Malcolm S. Knowles, ed., Handbook of Adult Education in the
United States, (Washington, D. C.: Adult Education Association of
the USA, 1960), pp. 606, 611.

[3] Mary S. Ely, ed., Handbook of Adult Education in the United
States, (New York: Institute of Adult Education, 1948), pp. 531,534,537.

The low visibility of the activity is documented in a study

of adult education activities in the United States sponsored by the

Carnegie Corporation in which Johnstone and Rivera concluded that

there were

> ...not enough persons found to be studying [Americani-
> zation and/or English language] for national estimates
> to be made.[1]

The authors recognized that there were some "immigrants" studying the

English language, but certainly not in the massive quantities which

once dominated public school adult education. The study says nothing

about the teaching of English to speakers of other languages in any

broader sense which would include non-immigrant, non-collegiate adults.

Failure to include the latter group in their investigations probably

forced Johnstone and Rivera to draw such a conclusion, and the latter

group would, perforce, be excluded in an investigation which concen-

trated on programs of Americanization or education of the foreign born.

That is not to say, however, that English is not being taught

to large number of speakers of other languages in large numbers of

adult education programs in the United States. It is just that the ac-

tivity is being called something other than Americanization or education

of the foreign born or English as a second language in most quarters.

In recognition, belated perhaps, of the fact that, in addition

to the foreign born, there are millions of non-English speaking adults

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1. John W. C. Johnstone and Ramon W. Rivera, <u>Volunteers for Learning.
A Study of the Educational Pursuits of American Adults,</u> (Chicago:
Aldine Publishing, 1965), p. 47.

who are native born citizens of the United States,[1] Congress, through a variety of legislation,[2] has encouraged the establishment of programs which include components devoted to the teaching of English to adult speakers of other languages, and this component seems to be most commonly included under the rubric of adult basic education. In fact, the teaching of English to adult speakers of other languages appears to be embraced by the adult basic education title today as it was formerly subsumed in the term "Americanization" in the recent and distant past. However, neither of the terms is descriptive of the types of language learning activities provided for non-English speaking adults, and the literature offers only superficial references to language teaching methodologies with the most persistent references made to the approach called the Direct Method.

Cass, as quoted earlier, stated that variations of the Direct Method of foreign language teaching were employed in Americanization classes when they were at their peak of service to non-English speaking adults. There is little empirical support for this; only conjecture drawn from the materials distributed by the Immigration and Naturalization Service to the programs and statements of a few adult educators such as Cass, who asserts:

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[1]Testimony before the House General Sub-Committee on Education, 1967.

[2]MDTA; Adult Education Act of 1966 (Title III, ESEA as amended), e.g.

Experience has shown that the most successful methods
in teaching the foreign born are those which employ the
<u>direct</u> <u>method</u>.[1] (Emphasis hers.)

In an investigation of the Chicago Board of Education Ameri-
canization Program,[2] this writer learned that in historical as well
as present day contexts, the Direct Method was the approach most
frequently referred to by the personnel involved in the English
classes of the Program. In reality, however, actual teaching practices
varied widely from class to class with some approaches loosely ap-
proximating the Direct Method while other approaches were not identi-
fiable under any generally recognized appelation.

Generally, the Direct Method, with all of the various per-
mutations alluded to but seldom made explicit in the literature of
adult education, has apparently been widely accepted throughout most
of the history of programs of English to speakers of other languages[3]
even long after the emergence of the linguistic or oral approach and
the concomitant development of a separate discipline in the teaching
of English to speakers of other languages. In later literature, how-
ever, an occasional reference is made to the oral approach.[4]

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[1]Angelica W. Cass, <u>Adult Elementary Education</u>, (New York:
Noble and Noble, 1956), p. 158.

[2]Kenneth J. Mattran, "Adult ESL Programs in Chicago," <u>TESOL
Quarterly III</u>, (Dec., 1969), pp. 341-48.

[3]Cass, "Fundamental Literacy," p. 462.

[4]<u>Ibid</u>., p. 462. Also see: Allen, <u>TENES</u>, p. 59.

Another area where the literature of adult education remains
vague is in the area of educational qualifications, especially training
in the teaching of English to speakers of other languages, required of
teachers in adult education programs. A national survey conducted in
1964, sponsored by the national Council of Teachers of English and the
U. S. Office of Education,[1] revealed that relatively few of the re-
sponding "adult schools" required of their teachers any professional
training in the teaching of English as a second language. However, this
survey is difficult to generalize from because there were relatively
few responses from adult schools, and Professor Allen, the director of
the survey, commented on the difficulty of even obtaining lists of adult
schools to contact for the study.[2]

The paper cited earlier concerning the Americanization Program
of the Chicago Board of Education[3] also revealed that no specific train-
ing in the teaching of English as a second language was required of
teachers in the Program. The only credential beyond the Bachelors degree
that was required of teachers was found to be a locally granted teaching
certificate for which fifteen hours of credit in professional education
is the minimum requirement. The respect in which this program has been
held is implicit in Professor Roger W. Axford's tribute to Helen Graham

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[1] Harold B. Allen, TENES: A Survey of the Teaching of English to
Non-English Speakers in the U.S., (Champaign: NCTE, 1966), p. 30.

[2] Ibid., pp. 4, 6.

[3] Mattran, "Adult ESL in Chicago."

Lynch in which he refers to her stewardship of the Chicago Americanization Program.[1]

In general, little has been done outside of the TENES Survey to describe the state of the teaching of English to speakers of other languages as a component of adult education programs on either the part of adult educators or professionals in the discipline. That is not to say that an awareness of the need for such description has escaped the two groups. Norris, for example, has realized that

> to supply [knowledge of present manpower and training
> resources and future domestic needs] such essential data
> as comprehensive surveys are needed to identify the na-
> tion's English as a second language teachers and adminis-
> trators, their qualifications for the jobs they do, un-
> fulfilled and potential manpower needs...[2]

Adult educators such as Kreitlow have listed the "non-English speaking adult" as one of the important research concerns that the field of adult education needs to address.[3] This study proposes to speak to these concerns.

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[1]Roger W. Axford, Adult Education: The Open Door, (Scranton: International Textbook, 1969), p. 30.

[2]Norris, "Teaching English as a Second Language," p. 36.

[3]Burton W. Kreitlow, "Research and Theory," Handbook of Adult Education, ed. by Robert M. Smith, et. al., (New York: The MacMillan Company, 1970), p. 141.

CHAPTER III

PROCEDURES

Introduction

The purpose of this study was to obtain baseline data as to the manner in which the teaching of English to speakers of other languages is organized and conducted in public school adult education programs in Michigan. To achieve that purpose, it was necessary to collect information on administrative practices such as program organization, enrollment procedures, teacher qualifications and professional support; and classroom practices, including methods and materials.

The logical sources from which such information could be gathered were the administrators of public school education programs having English as a second language components and the teachers of English as a second language employed in those programs. These two sources could, then, be called upon to respond to inquiries designed to elicit specific data within the work parameters of each of the information sources. Thus, separate data gathering instruments were prepared, one for administrators and one for teachers, for distribution to the respective groups in the state.

The data gathering instruments were distributed and collected utilizing the statewide personnel resources of Project ENABEL. Having such a network available facilitated the data gathering process because of two very important reasons. First, ENABEL personnel were profoundly interested in the information that this study intended to produce and,

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second, the ENABEL network provided an efficient delivery system for distribution of the instruments while, at the same time, it provided a collection system for their retrieval.

Instruments

It was decided that the most feasible method of gathering data for the study would be a mailed questionnaire procedure whereby two respondent groups would be asked to respond to specific inquiries within the framework of their respective areas of work. Thus, two questionnaires were designed, one for completion by administrators, the other for completion by classroom teachers of English to speakers of other languages.

The questionnaires were designed to elicit factual information concerning specific aspects of the eight questions which are addressed in this study. The inquiries made of the administrators were concerned with gathering data about the organization of the programs, professional support for programs, and required teacher qualifications. The information solicited from teachers had to do with instructional materials and methods, pre-service and in-service training and certain classroom organizational phenomena.

The questionnaires were pre-tested in July, 1971 with a group of participants attending a summer workshop sponsored by Project ENABEL. Revisions were made following this test and they were tested again in November of 1971 with the assistance of the director and staff of the English Language Institute at the Central YMCA Community College in Chicago. As

a result of the second pre-test, additional refinements were effected.

In March, 1972 further adjustments in procedures for gathering data from the teachers were suggested by the writer's guidance committee and the suggested alterations were made, and the resulting procedures were tested with a group of graduate teaching assistants at the English Language Center of Michigan State University. The instruments were approved and were employed in the form appearing in Appendix A, "Instruments."

Administrators' Questionnaire

The administrators were asked to supply information concerning titles of classes in English to speakers of other languages, enrollments, structure of the school calendar, credentials required of teachers of English to speakers of other languages, and in-service training and other professional support for this component of their programs.

The questionnaire was brief and required very little of the respondents' time to complete. It consisted of only eleven items, the final item seeking opinion on what activities each responding administrator would like to see inaugurated to improve the teaching of English to speakers of other languages at his institution. Each of the other ten questions[1] related to the questions posed in Chapter I as follows:

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[1]Item 2 on the instrument, "At how many separate locations under your jurisdiction are classes in English to speakers of other languages offered?" was actually a throwaway, but it was what Good describes as a question which would be expected by the respondent. It served no use in the analysis of the data. See Carter V. Good, Essentials of Education Research (New York: Appleton, Century Crofts, 1966), p. 222.

A. **"Under what titles are classes in English to speakers of other languages offered?"**

The first question on the instrument asks directly for this information.

B. **"How are such programs organized to effect the learning of English?"**

Item 3, "What is this year's total enrollment in these classes in your school district?" and Item 6, "What is the maximum permissible enrollment per class?" combine to give class size data, actual and potential. Furthermore, by totalling the responses of all informants to Item 3, interesting, if not essential, background information was provided.

Item 4, "How are classes for non-English speakers structured according to the school calendar?", Item 5, "When are enrollments into classes accepted?" and Item 7, "Are your classes in English to speakers of other languages offered at discreet levels such as beginning, intermediate, and advanced?" were designed to elicit crucial data that would describe the organizational context in which teaching takes place and provide a basis for conclusions and recommendations.

C. **"What are the minimal requirements of classroom teachers in the programs, and do these requirements approach the minimal qualifications for teachers outlined in the TESOL statement on 'Qualifications of Teachers of English as a Second Language'?"**

Item 8, "What are the minimal professional credentials required for teachers of English to speakers of other languages in your program?" speaks directly to the first and empirical portion of this question, and

elicits the basic evidence required for making the judgement posed in the second portion of it.

D. "What professional support is made available in situations where teachers are not trained for this activity?"

Item 9, "Is there a specialist in the teaching of English to speakers of other languages in a consultant capacity in your program?" and Item 10, "If yes, indicate the person's status (full-time, part-time, occasional)." speak to the question and provide one portion of the answer; further information on this topic was gleaned from the teachers by the instrument administered to them.

Teachers' Questionnaire

The instrument to which the teachers were asked to respond was bipartite in form, consisting of a twenty-three item question-and-closed-form-answer questionnaire and a twelve item audio tape presentation of samples of English language teaching models with a corresponding answer sheet for recording teacher responses concerning frequency of employment of each of the instructional modes. The instrument was designed to elicit fairly large amounts of data and required approximately forty-five minutes of the informants' time to complete.

Unlike the questionnaire sent to administrators, the teachers' instrument was designed to preserve the respondents' anonymity in order to render the instrument non-threatening and, thus, help to insure validity of responses.

Questions concerning biographical data such as age, sex, etc.,
were omitted since it was decided that such information would serve no
function useful in achieving the purpose of the study. No causal or
correlational functions of teacher characteristics had been hypothesized;
thus, all questionnaire items were directed to the eliciting of factual
information which would be descriptive of the programs under investigation.

As in the instrument presented to the administrators, the items
on the teachers' questionnaire related to aspects of the eight questions
outlined in the introductory chapter. Some of these items were not crucial
to the study and were included because it was assumed that certain ques-
tions would be expected by the respondents or served the function or orien-
ting the respondents to the instrument.[1] These items are:

Item 1: "What official titles are used to describe classes in English
for speakers of other languages in your institution?" This
was used as an orientation question, but it also served as an
external check of the administrators' responses to the same
item.

Item 8: "Which of the following are used as teaching materials? (News-
papers, magazines, novels/short stories)" and Item 9, "Do you
use teacher made instructional materials?" are items of marginal

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[1]Good, Essentials of Educational Research, pp. 222-223.

interest, useful only if observations could be made of the teachers' strategies of employment of such materials. Such detailed observation could not have been accomplished within the framework of the study.

Item 14: "What other languages do you speak?" is irrelevant to the study but could be assumed to be an expected question on an instrument of this nature. The same assumption is made for Item 22, "How long have you been involved in the teaching of English to speakers of other languages?"

The remaining items were designed to provide information on the major research questions as follows:

A. "What identifiable approaches are employed in the teaching of English to speakers of other languages in public school Adult Education programs?"

This was the central and most complex of the questions posed for study and requires numerous items in the instrument, designed to elicit data to answer it.

Item 11, "Do you ever discuss points of grammar with your class?" and Item 15, "Assuming that you spoke the language of your students, and assuming that you could be fair to all of your students, would you ever use their native language to explain a word or grammatical point?" A positive response to either of these items would indicate that the respondent fails to embrace two of the principal theoretical propositions under-

lying the Direct Method,[1] and might demonstrate either an ignorance or rejection of the theory. On the other hand, a negative response might indicate acceptance of the theory or simply reflect habits that the informants had adopted for no particular reason. Neither of the items relates in any way to the theory underlying the Oral Approach.

Item 12, "Which of the following, (Difficulty of vocabulary, Difficulty of pronunciation, Difficulty of grammatical structures) receives PRIMARY consideration in organizing a series of lessons?". Selection of vocabulary and/or pronunciation would be consistent with the Direct Method, while selection of grammatical points would be consistent with the Oral Approach, both analyzed in methodological terms.

Item 16, 16.1 and 16.2 were answered only by the teachers of beginning level classes, the only level at which the questions have a meaningful application.

Item 16, "Do you usually teach reading and writing skills from the start of the course? (yes or no)" and Item 16.1, "If yes, how are these skills generally presented? (Oral/Aural then reading and writing, reading and writing then Oral/Aural)" and Item 16.2, "If the answer is no, roughly how many hours of oral/aural instruction take place before students are introduced to reading and writing?" were designed to elicit information regarding a fundamental proposition underlying the Oral Approach. An affirmative response would indicate ignorance or rejection

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[1]See "Model of the Direct Method" beginning on page 58 of this Chapter.

of a principal theoretical foundation of the Oral Approach and a methodological consistency with the Direct Method, unless the respondent indicated in Item 16.1 that the written expression preceeded the oral/aural instruction, in which case the respondent may be assumed to use neither of the generally accepted language teaching methods in a deliberate and consistent manner. A negative response to Item 16 implies consistency with a fundamental theoretical proposition of the Oral Approach, while Item 16.2 treats a methodological aspect of the Oral Approach for which no empirically supportable ideal exists, but which aids in the analysis of the response in terms of the degree to which the respondent embraces the principle. That is to say, a very short period of oral/aural instruction before introduction of reading and writing could very well be interpreted as contrary to Oral Approach theory.

Further and more detailed data relevant to the research question above were sought through the audio tape portion of the instrument. This portion consisted of twelve samples of English language teaching instruction modes which were recorded in actual classroom situations. Of the twelve modes, three had been selected as representative of the theory of the Oral Approach, three of the theory of the Direct Method, three representative of no recognizable theory based language teaching approach,[1] and three of a grammar-translation approach. Each instructional mode was

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[1]These three activities, while outside the parameters of any clearly defined approach to foreign language teaching, may be quite suitable under certain circumstances, especially the third example of the set which portrays a discussion activity.

of approximately ninety seconds duration and the informants were asked to respond as to whether or not they used a similar method often, occasionally but regularly, occasionally, or rarely. The instructional modes recorded on the audio tape were:

Instructional Mode 1: An example of a pattern practice drill of the five phases variety: i.e. (a) frame sentence, (b) teacher cue, (c) student response target pattern, (d) teacher correction - reinforcement, (e) student correction - reinforcement.

Instructional Mode 2: Minimal pair drill. Phonemes in minimal contrast with teacher model. Repetition drill.

Instructional Mode 3: Dialogue drill with teacher model emphasizing grammatical patterns in controlled communication situation.

Instructional Mode 4: Gouin Series method with teacher model.

Instructional Mode 5: Pronunciation practice of difficult sounds not in phonemic contrast.

Instructional Mode 6: Students reading aloud from texts with teacher model.

Instructional Mode 7: Students reading aloud from texts without teacher model.

Instructional Mode 8: Spelling tests with teacher pronouncing words for students to write.

Instructional Mode 9: Teacher leading a free discussion or question and answer session.

Instructional Mode 10: Oral translation from foreign language (Spanish

on tape) to English. Teacher provides expres-

sion in foreign language, student translated into

English.

Instructional Mode 11: Same as above but translation proceeds from

English into the foreign language.

Instructional Mode 12: Translation of a grammatical point from English

into the foreign language.

The above portion of the instrument was also employed to help in

determination of the research question:

B. "What theoretical-methodological approach, if any, predominates in

the teaching of English to speakers of other languages in adult

education programs?"

Items 11, 12, 16, 16.1 and 16.2 previously discussed provided

data on predominance in addition to their contributions to identifying

approaches and/or methods.

Item 13, "What is your native language?" might seem to be a throw-

away question, but it is not. The oral approach usually demands a native

or near native speaker to function as a model while the Direct Method

prefers, but makes no demands for, a native model. However, the fact that

a Direct Method class needs to be conducted solely in the target language

would indicate the necessity for near native ability in the teacher. In

either case, the question is at a methodological level as opposed to a

theoretical one.[1]

C. "How are such programs organized to effect the learning of English by speakers of other languages?"

In addition to the items presented on the administrators' questionnaire, organizational aspects of a more specific nature were addressed to the teachers concerning the research question. Items 1 and 2, previously discussed, were marginal in importance to the question, while Items 3, 3.1, 4, 5, 6, and 7 combined with responses from administrators, were used to examine organizational elements of the programs under investigation.

Item 2, "How many classes do you teach at present?" and Item 4, "How many students are enrolled in each of your classes?" served the purpose of determining actual class size in relation to the ideal class size as determined by the responses to the administrators' instrument.

Item 3, "On what basis are students placed into specific classes? (English language proficiency, native language, neither of the two)" and Item 4, "If classes are based on English language proficiency, how is that proficiency determined?" spoke to the matter of student placement (or lack of it) and methods used to determine proficiency levels. The items also helped to ascertain the distribution of levels taught by the

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[1] It is commonly accepted that native or near native ability in English is essential in providing an accurate speech model for the non-English speaking student. The practice in some quarters of hiring a non-native speaker with English language difficulties of his own to overcome might hinder rather than help the students, the empathy of the individual notwithstanding. There is no empirical support for this position, but it is a popular one among ESL practitioners.

selected informants and the ratio of mixed proficiency classes to those based on some form of ability grouping.

Item 5, "How many hours per week does each class meet?" is self-explanatory and, although the information is not crucial, the responses helped to complete the picture of the formation of classes.

Item 6, "How many language backgrounds are represented in all your classes?", while not providing particularly critical information, served as a pivotal point against which information concerning teacher methods could be examined if necessary. For example, if there were high numbers of responses favoring translation methodology and correspondingly high numbers of heterolinguistic classes, a flaw in the instruction could be revealed. Another function of the item was, of course, to learn from the responses the nature of the classes in terms of their homolinguistic or heterolinguistic make-up.

Item 7, "Please list the published texts used in your classes.", provided a fairly comprehensive bibliography of text materials, presently in use at each level of instruction.

Item 10, "What kinds of audio-visual aids do you regularly use?" could well be considered a throw away because such information, unless detailed through direct observation tells very little about methodology. However, the responses give some useful data about the types of A/V aids available for classroom instruction.

D. "Does the actual preparation or in-service training of teachers of English to speakers of other languages generally include specific

<u>training in the teaching of English to speakers of other languages</u>

<u>or training in allied fields such as linguistics?"</u>

Items 17, 18, 19, and 20 seek to learn the degrees held, relevant course work taken, teaching credentials held, and institutes and workshops concerned with the teaching of English to speakers of other languages attended by the responding teachers. Item 20, concerning workshops, would also be analyzed in terms of the professional support available to these teachers.

Item 20, "Are you aware of the TESOL organization?" is asked to determine whether or not the teachers know of the existence of the professional organization and its services. Item 21, "Are you a member?", provides an indication of whether these services are being used by the teachers.

The final items on the instrument (23 and an optional request for suggestions on training and other services to teachers) spoke to no specific research question. Item 23 asked the teacher to identify by title the approach he or she used. It was of no particular value to the study, except as a possible means of comparing teacher responses to the question with what they actually did in class, as determined by other responses.

Population

As indicated in the previous section, "Instruments," information was solicited from two separate but related populations in the State of Michigan. The first group consisted of persons responsible for the administration of adult education programs in public schools throughout the state. This population was later reduced to include only those adminis-

trators of adult education programs having classes specifically designed
to teach English to speakers of other languages. This reduction was
effected through eliminating all programs which did not offer classes
in English to speakers of other languages and all programs which com-
bined non-English speakers with native speakers of English into the same
class or classes.[1]

The method employed in determining the population of administrators
who would be queried for the study involved the use of a very brief ques-
tionnaire which was mailed to the administrators of seventy-eight Adult
Education programs. The seventy-eight who were initially contacted for
the study were drawn from a list of one hundred and ten adult education
programs in the State of Michigan. With the assistance of Dr. Joseph
T. Hudson, Coordinator, Adult Education and Community Service Programs,
Michigan Department of Education, who provided the initial list of one
hundred and ten, and Richard J. Smith, Associate Director of Project ENABEL,
who, along with the members of the ENABEL staff, aided in the selection
of adult education programs most likely or marginally likely to have non-
English speaking constituencies, a preliminary mailing was prepared and
questionnaires were sent to the seventy-eight adult education administra-
tors on January 31, 1972.

This mailing yielded a return of eighty-six percent, or sixty-
seven responses. The non-responding eleven were later contacted by phone
and it was ascertained that programs in English for speakers of other
languages were not offered. Of the sixty-seven respondents, forty-three

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[1]This particular situation receives comment in Chapter V.

had non-English speakers enrolled in classes, but in ten of these programs it was subsequently learned that non-English speakers were integrated into the general adult education curriculum.

This, then, left thirty-three adult education programs which offered classes especially designed to teach English to non-English speaking adults. The administrators responsible for the direction of these programs form one group from whom information regarding classes in English to speakers of other languages was sought.

The instrument used to establish the foregoing list of informants also functioned as a vehicle through which the number and names of adult education teachers of English to speakers of other languages was ascertained. Each administrator was asked to supply the names of classroom instructors in his programs including a component of English for speakers of other languages. One hundred and eighty-six names were thus obtained from the forty-three positive responses. Twenty of these from ten programs were eliminated from the population due to the fact that they taught classes in which English speakers and non-English speakers were combined.[1] The remaining one hundred and sixty-six teachers constituted the second population from which eighty-five teachers were selected as informants.

To summarize, data were obtained and used from two populations:

1) Administrators of thirty of the thirty-three Adult Education programs in the State of Michigan which, in early 1972, had course offerings in English, specifically and exclusively for speakers of other languages; and

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[1]While it would be interesting to study combined classes, it is felt that such a situation is worthy of separate attention, and it is not within the purview of this study.

2) Eighty-five classroom teachers of English to speakers of other languages selected by Project ENABEL personnel from twenty-five of those Adult Education programs.

Procedures for Gathering Data

Many of the steps taken to collect the data for this descriptive questionnaire study have been outlined in the immediately preceeding section of this chapter. However, it seems appropriate to reiterate and expand those steps at this point.

First, a preliminary request for information concerning class offerings in English to speakers of other languages was sent on January 31, 1972 to Adult Education Administrators in the State of Michigan. This preliminary instrument asked whether the ABE programs contacted had such course offerings, and, if so, the administrators were asked to supply the names of the teachers of such programs. This census was successful in identifying all of the Adult Basic Education programs with classes in English for speakers of other languages in the State.[1] The response to seventy-eight requests may be summarized as follows:

    A. Number of Instruments sent....................78

    B. Total number of Responses....................67

    C. Number of programs having no classes for non-English speakers (from census)...............24

    D. Number of programs with non-English speakers enrolled.....................................43

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[1]Verified by Project ENABEL.

E. Number of teachers employed as teachers of

English to speakers of other languages......186

The eleven non-responding programs were identified by ENABEL staff at

the time of the survey as not having classes in English to speakers of

other languages, and no follow-up to this mailing was necessary.

The next phase of the data gathering procedure involved sending

the questionnaire to the administrators of the programs responding to

the first request for information. A cover letter was prepared and the

questionnaires were mailed on March 9, 1972 to the 43 respondents

who indicated they had classes in English for non-English speakers. The

response to the questionnaire was as follows:

A. Total number of questionnaires mailed.........43

B. Total number of responses.....................40

C. Number of usable responses....................30[1]

No follow-up was deemed necessary because of the responses obtained.

The final phase of the data gathering procedure was somewhat more

complex due to the nature of the research instrument, time pressure,

and economic factors. It had originally been planned to mail a paper

and pencil questionnaire to all of the teachers of English to speakers

of other languages identified by the first and second mailings. How-

ever, a major alteration in the form of the instrument was decided upon

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[1]This mailing revealed that ten of the respondents originally claiming
to have classes in English to speakers of other languages actually combined
non-English speakers and native speakers into the same classes and were not
included in the study. The one non-respondent was later identified
through the teachers' survey as having specific classes for non-English
speakers. Two others did not respond to the administrators' survey but
claimed originally to have such classes; these were corroborated by the
teachers' survey. A total of thirty-three programs were thus identified.

to make it more externally credible than it had been, and since this change involved the use of audio tape cassettes requiring fairly elaborate techniques of delivery and administration, attempting to reach all of the potential informants would have been far too costly, and would have required more time than the rapidly closing school year would allow.

Consequently, a plan was devised for delivering packets containing one audio tape cassette including twelve examples of language teaching instructional modes, accompanied by questionnaire forms sufficient in quantity for completion by all of the target instructors. These packets were prepared and sent by mail on April 1, 1972 to individuals in each of the programs where classes in English for speakers of other languages were offered. These individuals, teachers and/or administrators, who had been involved as participants in Project ENABEL and who had been identified by the associate director of the Project, were asked to assemble teachers at their respective locations[1] and administer the questionnaire to them. This procedure produced responses from eighty-five teachers[2] in twenty-five different programs – one half of all such known teachers and seventy-six percent of all programs offering classes in English to speakers of other languages.

Analyzing the Data

The data, with the exception of data concerning teaching approach, are treated in Chapter IV in simple frequency tables from which generalized descriptions will be drawn.

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[1]The letter and instructions sent are included in Appendix A.

[2]Actually, there were 97 responses, but twelve were not included. Ten of those were only half-completed and two were from teacher aides.

The data concerning approach are analyzed in relation to two language teaching approach models, the Oral Approach and the Direct Method. That is, responses to questionnaire items concerning approach, and responses to the audio tape portion of the instrument are examined to determine whether or not they conform to aspects of either of the two models, and the degree of conformity which obtains (a) among all informants and (b) within the proficiency levels of the classes taught by the informants. In cases where responses conform neither to one or to the other (the audio tape portion allows for responses to a translation approach and a "non-approach"), the responses are analyzed as to their acceptability as activities ancillary or complimentary to either or both of the models. A synthesis of the theoretical/methodological language teaching models follows:

The Oral Approach: Modern teaching of English to speakers of other languages has its roots in the theories of linguistics and psychology; specifically in structural linguistics and behavorial psychology.[1] That is not to say that other theorists, linguistic and psychological, have not questioned the theories underlying current practices. Transformational grammarians such as Chomsky[2] and Carroll[3] have seriously challenged those

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[1]Wilga M. Rivers, "From Skill Acquisition to Language Control," TESOL Quarterly 3 (March, 1969), pp. 3-12.

[2]Noam Chomsky, "A Review of B. F. Skinner's Verbal Behavior," The Structure of Language: Readings in the Philosophy of Language, eds. J. Fodor and J. Katz, (Englewood Cliffs: Prentice-Hall, 1964), pp. 547-48.

[3]John B. Carroll, "Research in Foreign Language Teaching: The Last Five Years," Reports on the Working Committees of the 1966 Northeast Conference on the Teaching of Foreign Languages, ed. by Robert G. Mead, (Minasha, Wisc.: George Banta Company, Inc., 1966), pp. 12-58. Carroll more recently has noted that the two theories are not necessarily mutually

theories, and their questions and the questions of many others since have

resulted in a theoretical dichotomy amounting almost to a schism between

the structuralist/behaviorist and transformationalist/cognitivist schools

of language learning. However, it is not the purpose of this study to

present all sides of the present theoretical controversy; it is rather,

to present a model based on currently acceptable practices within the

profession of teaching English to speakers of other langugages, and to use

it as one model for description of practices in adult education programs

and as a primary basis for evaluation of practices.

The oral approach model is drawn largely from the structuralist/

behaviorist theories widely employed in the teaching of English to

speakers of other languages, and upon which the oral approach is based.

The position of acceptance of the structuralist school as the basis for

recommendations and conclusions is taken in this paper because, according

to Ney:

> ...it would appear that transformational grammarians
> employed in language teaching have basically utitlized
> the oral approach or the audio-lingual habit theory
> with only a few modifications, regardless of what the
> leading theoreticians in the field of transformational
> linguistics have said.[1]

Moreover, empirical studies such as those conducted by Scherer and

Werthiemer[2] and Jane W. Torrey[3] among others have presented evidence

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exclusive in a language teaching situation. See: John B. Carroll, "Current
Issues in Psycholinguistics and Second Language Teaching," TESOL Quarterly 5
(June, 1971), pp. 101-114.

[1]James W. Ney, "The Oral Approach: A Reappraisal," Language Learning
XVIII (June, 1968), p. 12.

[2]George A. Scherer and Michael Werthiemer, A Psycholinguistic Experiment
in Foreign Language Teaching, (New York: McGraw-Hill, 1964).

[3]Jane W. Torrey, "The Learning of Grammatical Patterns," The Journal
of Verbal Learning and Verbal Behavior 3, 1969, pp. 360-68.

in support of the superiority of the oral approach over other, more traditional approaches, while no empirical data exists supporting the practical application of transformationalist theories.

In the model, three divisions of terminology suggested by Anthony[1] will be employed. The terms are APPROACH, METHOD and TECHNIQUE, with APPROACH dealing with theoretical foundations, METHOD dealing with teaching strategies, materials, teacher qualifications, and organizational procedures drawn from and consistent with the theoretical approach, and TECHNIQUE dealing with actual classroom practices in harmony with both APPROACH and METHOD. The brief definitions of APPROACH and METHOD are amplified in the model. As for TECHNIQUE, it is questionable whether technigue can be accurately described or evaluated since, as Anthony says, "Techniques depend on the teacher, his individual artistry and on the composition of the class."[2] Because this aspect of the approach requires subjective evaluation from personal observation, it is not germane to the purpose of this study.

THE MODEL

Approach - As stated earlier, the most widely accepted and practiced approach among professionals in the teaching of English to speakers of other languages is the oral approach, sometimes called the linguistic

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[1]Edward M. Anthony, "Approach, Method and Technique," Teaching English as a Second Language, ed. by Harold B. Allen, (New York: McGraw-Hill, 1965), pp. 93-97.

[2]Ibid., p. 96.

or audio-lingual approach. The following propositions, it is generally accepted, underly the approach:[1]

1. Language is used by human beings for the purpose of communication.

2. A language is internally systematic and may, therefore, be systematically described.

3. A language is a set of habits and language learning is a process of habit formation.

4. Habits are best learned through conditioning.

5. Language is primarily an oral-aural phenomenon, and a full and accruate description of a language must begin with a description of it as it is spoken.

6. Learning a language for full communication involves the development of skills in four separate areas: listening, speaking, reading and writing.

7. Since oral-aural language is primary, oral/aural skills should be reasonably well mastered before instruction in reading and writing is inaugurated.

8. Since no two languages are structured exactly alike, habits from the first language of an individual may interfere with the acquisition of second language habits.

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[1]These propositions as well as the methodological statements which follow are generally accepted as fundamental to the oral approach and are synthesized from numerous works, the citing of which would be of little positive value. The credibility of the model has been assured by the researcher's cognate area advisor, and a separate bibliography from which the model has been drawn appears in Appendix C.

9. A language is a product of the culture it articulates and

should be learned in the context of that culture.

Method - The term METHOD in this study, unless otherwise noted, con-

notes the procedural aspects of a program of teaching English to speakers

of other languages. Such considerations as instructional strategies,

materials, organizational arrangements (grouping e.g.), and teacher

qualifications are treated under this heading.

1. Instructional Strategies.

1.1. Based in the theoretical approach, a program of teaching English
to speakers of other languages will address itself first to the
development of oral/aural skills, then to reading and writing.
(Not being concerned with literacy, this study will not deal
with reading and writing beyond their point of inclusion into
the curriculum in relation to oral/aural skills inasmuch as
modern language teaching theory does not embrace these skills
in any systematic manner.)

1.2. The Oral Approach demands that the materials and instruction
in a program of teaching English to speakers of other languages
be based on linguistic descriptions of spoken English, including
phonology, morphology and syntax. That is, the system of
significant speech sounds of a language, the system of word
formation of a language, and the system of sentence formation
(word order).

1.2.1. Phonology
Instruction in phonology includes pronunciation and oral discri-
mination practice of all of the segmental phonemes of English,
presented in minimal contrast. Such practice should obtain
throughout a program in relatively small segments, emphasizing,
if possible, those phonemic contrasts predictably difficult for
speakers of certain languages; e.g., /b/-/v/ and /i/-/iy/ con-
trasts for speakers of Spanish. In addition to minimal pair
drill, practice in the production of English suprasegmental
phonemes, (stress and intonation), are part of phonology in-
struction. No particular order of presentation is advocated
by the oral approach.

1.2.2. Syntax and Morphology
Central to the oral approach is the powerful idea of pattern
practice. Pattern practice involves the drilling of syntactic and
morphemic patterns in such a way as to encourage the internali-
zation of the patterns as habits.

A systematic description of the English language reveals that there is a hierarchy of difficulty in the language structures determined by the number of language operations (transformations) required to produce the target pattern.[1] Thus, pattern practice is organized to proceed from the simplest to the most difficult language patterns over a course of study. The introduction of new patterns assumes a mastery of previous patterns. Pattern practice drills are organized to allow students to perform several different types of drills in learning the same target pattern. Repetition, substitution, expansion and transformation drills are considered effective in pattern practice and as many as possible should be employed in drilling a target pattern.

(A note about vocabulary is in order here. Because of its emphasis on grammatical structure, the oral approach seems to treat vocabulary instruction rather casually because, most likely, of the absence of work lists in much instructional material. However, vocabulary is considered important, differing from more traditional approaches in the manner in which it is viewed as a component of the curriculum. Some approaches view vocabulary instruction as the main organizing element of the curriculum; the oral approach views it as important, but secondary in importance to grammar. Vocabulary is taught in the context of pattern practice along with structural meaning. Translation of words for the students is not prohibited; however in heterolinguistic groups, translation is impossible and direct association is an acceptable method of teaching vocabulary.

1.2.3. Dialogues
In addition to pronunciation and pattern practice, dialogues are considered important in a program of English as a Second Language. Dialogues can be used to introduce new patterns, or they can be employed to give further practice in patterns already drilled. In either case, dialogues provide a context in which target patterns have communicative sense and help to build toward free conversation. Dialogues should be short and relatively easy to memorize, and they should emphasize the use of target patterns in practical, conversational situations.

1.2.4. Materials
All instructional materials are selected on the basis of their consistency with the theoretical foundations of the oral approach.

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[1]This idea, implicit in structuralist theory, has been explicitly described in transformationalist writings.

All instructional materials, as fully as possible, reflect
the general culture of the people of the United States, and
the subculture, if possible, of the region in which the
learner resides.

2. Organizational Considerations.

    2.1. Proficiency grouping.
        Students are grouped in classes according to their proficiency
        in the English language, ranging from zero proficiency on up,
        determined by some form of language testing. (For collegiate
        non-English speakers, testing is usually very elaborate;
        however, no reliable tests are available for non-collegiate
        adult speakers of other languages.)

        The labeling of proficiency levels, beginning, intermediate,
        and advanced is a widely used classification system both for
        placement[1] and organization of instructional content.

    2.2. Organization of Class Content.
        Depending on the level of instruction, each class period
        offers proportionate instruction in pronunciation and aural
        discrimination, pattern practices and dialogues, with pattern
        practice consuming the largest portion of time at the lower
        levels of instruction. Reading and writing are not intro-
        duced into the curriculum until students have had equivalent
        of 75 to 100 hours of oral/aural work. Oral practice is never
        abandoned in an oral approach oriented program, but might
        take forms other than those previously outlined. Free discus-
        sion, grammatical explanation and forensic activities are
        examples of frequently used activities, especially in more
        advanced levels of instruction.

3. Qualifications of Instructors.

    3.1. Teachers of English to speakers of other languages should be
        trained in the teaching of English to speakers of other lan-
        guages. The type of training has been outlined previously
        in general terms; a more specific statement on teacher pre-
        paration appears in the appendix. When trained personnel
        are not available for classroom duties, personnel are made
        available to supervise the classroom teachers.

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[1]See, for example, the English Proficiency Chart produced by the
Commission on Intensive English Programs (CIEP) under the auspices of
the Association of Teachers of English as a Second Language and the
Field Service Program, (Washington, D. C.: National Association for
Foreign Student Affairs), 1971.

3.2. Each classroom teacher should be a native speaker of English or a near-native speaker in order to present an accurate linguistic model for students' imitation.

The Direct Method: As stated elsewhere in this study, the Direct Method of teaching foreign language enjoyed a period of wide popularity, especially in Europe, in the early 1900's. The popularity of this system of language teaching and learning in the United States was never well documented by language researchers, and it was assumed to have expired here sometime in the mid 1920's – the same time it fell from grace in Europe.[1] This is probably true in the case of foreign language teaching in colleges and high schools where the Direct Method never gained the wide acceptance that it had in Europe. However, no data are available in the literature of the Direct Method as to its impact on the teaching of English to speakers of other languages in programs designed for new immigrants to the United States, or in foreign language teaching situations away from collegiate or secondary school atmospheres. Recent language teaching studies have ascertained that the Direct Method has probably survived in at least one proprietary language teaching school in the United States,[2] and the Method has quite possibly survived in programs of teaching English to speakers of other languages sponsored by adult education organizations; the literature of adult education contains many

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[1]William Francis Mackey, Language Teaching Analysis, (London: Longmans, 1965), pp. 144-151.

[2]Hughes, "Linguistics and Language Teaching," p. 37.

references to the Direct Method, even in very recent publications, but
the literature does not offer insight into the breadth of application of
the approach or description of its use.

Since this study proposes to describe activities in the teaching
of English to speakers of other languages in adult education programs,
it seems appropriate to attempt a model of the Direct Method similar in
form to the previous model to aid in the description. The model,
largely due to the absence of recent theoretical and methodological works
in the area of the Direct Method, will not be as well detailed or docu-
mented as the oral approach model. References to the Direct Method in
recent publications are usually historical in nature, describing the
place of the method in the evolution of language teaching or on the other
hand, dismissing it, as Brooks did, as no longer relevant. Brooks says:

> At no point in this book is the direct method recommended,
> although a tolerant attitude is taken toward those who
> wish to use its principles, which are unquestionably
> workable under ideal conditions. Under such conditions,
> the most serious criticism that can be made of it is that
> it is somewhat unrealistic (after all, the student does
> know his mother language) and at times, inefficient...[1]

There seems to be nothing descriptive of the Direct Method pub-
lished after the mid 1930's, with the bulk of material on the subject
published between 1880 and 1920,[2] the period surrounding the height
of the Direct Method's popularity. Therefore, certain elements con-
tained in the previous model will be absent from this presentation since

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[1]Nelson Brooks, Language and Language Learning, (New York: Harcourt, Brace and World, 1960), pp. 207-208.

[2]Mackey, Language Teaching Analysis, p. 147.

this writer could find no empirical statements, suggestions, or examples concerning program organization and administration, teacher qualifications, techniques, organization of content (except for minimal suggestions), and instructional time.[1] Enough theoretical and methodological material was available, however, to construct a viable model for the purposes of this study.

THE MODEL

Approach - The following theoretical assertions are fundamental to the Direct Method:

1. Language is used by human beings for the purpose of communication.

2. Assuming the absence of pathology, human beings are naturally capable of learning language.

3. The process of learning a second or foreign language is identical to the acquisition of one's native language.

4. Speech is of primary importance in learning a language; reading and writing are of secondary importance.

5. Phonetics is fundamental to language study.

6. All reading material should first be presented orally.

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[1]Harold E. Palmer in his The Principles of Language Study, (New York: World Book Co., 1921), offers some organizational/administrative suggestions, and some classroom organizational techniques are also proposed. The former are very loose and do not fall within the framework of Palmer's theoretical approach, while the latter, in the form of lesson examples, harmonize with this theoretical statement and suggest certain principles of classroom and content organization, including proficiency grouping. Also, see "Teaching English as a Second Language," in Techniques for Teachers of Adults VIII, (January, 1968), NAPCAE, for similar Direct Method suggestions.

7. The use of the student's native language should never occur. The student needs to learn the language through direct association with the language.

8. Formal instruction in grammar is unnecessary and is to be avoided.

9. Language is a product of culture and should be taught in the context of the culture which uses the language to be learned.

Method - This aspect of the Direct Method is comparatively difficult to describe with precision primarily because of the lack of recently published material and the presently low visibility of the Direct Method in the United States and abroad. However, the sources consulted for this study deal with methodological considerations, and the following generalizations about method culled from that literature would probably be characteristic of a Direct Method program.

1. Instructional Strategies.

   1.1. In a Direct Method class of English to speakers of other languages, English is the exclusive medium of instruction whether the class is heterolinguistic or not.

   1.2. Explanations of the grammatical points in a particular lesson are never offered. The student is expected to acquire the grammar intuitively.

   1.3. Vocabulary and grammar are taught through demonstration; that is the meaning of a word, phrase or sentence is demonstrated by the teacher using appropriate props or actions to allow for direct association of the word or words with their meanings.

   1.4. Pronunciation is essential to language learning and is taught throughout a course. New, beginning level students are introduced to the phonetic system of the language prior to any language learning activity, and at the same time are taught

a phonetic alphabet such as the International Phonetic Alphabet to facilitate the learning of acceptable pronunciation especially when new, difficult to pronounce words are encountered.

1.5. Lessons are graded largely on the basis of the difficulty of the vocabulary to be taught, moving from concrete easily demonstrable words and lexical items through abstract vocabulary for which some form of semantic association with previously learned words is necessary.

1.6. Selected materials reflect the culture, both general and immediate, of the native speakers of the language being studies; in this case, American English.

2. Organizational Considerations.

2.1. Organization of class content.
The usual sequence of a lesson involving a target word or expression is to repeat the expression, demonstrating its meaning, several times with students listening to the teacher's pronunciation, repeat the expression several more times with the students imitating the teacher's manner of speaking, let the students demonstrate that they have learned the expression and what it means, allow the students to see the expression as it is written, then let the students write the expression.

2.1.1. An alternate to the above is the Gouin Series or theme which allows the same general pattern but involves building a series of expressions leading to the achievement of an announced goal. For example: the teacher announces a goal such as "I open the door of this room." He then demonstrates each step involved in teaching the goal with students imitating his utterances.[1]

2.2. Program Organization.
Class section or classroom organization is based on English language proficiency. Students enrolled in classes that are organized into proficiency levels or they are enrolled in a class of mixed proficiency which is later divided into proficiency groups.

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[1]Francois Gouin, Teaching and Studying Languages, trans. by Howard Swan and Victor Betis, (New York: Charles Scribner's Sons), 1892, pp. 129-133. The writer sees this as more of a technique; however, the literature insists on it being a methodology and is often called such. In either case it is considered an important component of the Direct Method.

Summary of Chapter III

Utilizing the statewide network of Project ENABEL, a design for the collection of data concerning the teaching of English to speakers of other languages in public school adult education programs in Michigan was developed and executed.

The design included the identification of two groups from whom data could be obtained: Thirty-three administrators of adult education programs which in early 1972 were offering courses in English specifically and exclusively for speakers of other languages, and eighty-five teachers of such courses selected by Project ENABEL interns from twenty-five of those adult education programs.

Another aspect of the design was the development and testing of data gathering instruments for each of the groups. A questionnaire was developed for administrators which asked for data concerning program organization, professional support for programs, and teacher qualifications. Another questionnaire which sought data about instructional materials and methods, pre-service and in-service training, and classroom organization was developed. This latter instrument was bi-partite, containing a paper and pencil questionnaire and closed-form-answer section and a section which asked teachers to respond to audio-taped examples of language teaching instructional modes in terms of the frequency with which the teachers employed the modes in their classrooms.

These instruments were designed to elicit factual data descriptive of the programs and classroom activities. The collected data were to be

analyzed according to the frequency distribution of programmatic and organizational items on one hand, and according to the concordance or lack of it, of theoretical/methodological items with either or both of two language teaching models on the other. Models of the oral approach and the Direct Method have been developed to aid in the analysis.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

It is the purpose of this chapter clearly to present a generalized description of the organization of programs of English for adult speakers of other languages in Michigan public schools, and to describe the teaching practices within those programs.

In order to effect this description, data have been extracted from the research instruments and organized around the two major considerations implicit in the eight research questions set down in Chapter I and explained in Chapter III. These considerations concern specific aspects of the organization of such programs and of the classroom practices of a selected group of teachers of English to speakers of other languages.

The data are treated descriptively employing frequency distributions some of which are displayed in Tables while others, which require more graphic representations, are displayed in frequency histograms. The latter are used in treating the responses of teachers to the audio-taped instructional modes, while the former are used to display data extracted from the administrators' questionnaire and the paper and pencil portion of the teachers' questionnaire.

In some instances, data are treated generally; i.e., data are presented in tables or graphs which reflect the total number of infor-

mants in each group of either teachers or administrators. In other cases, especially in descriptions of the classroom practices of responding teachers, the data are presented first by total group response, and then, responses are separated according to levels of instruction of the responding teachers. This division is necessary in order that analysis of approach and method can reliably be related to the language teaching models. Division by variables other than instructional levels was not considered possible due to the nature of the instruments used which preserved the teachers' anonymity.

Identification and Organization of Programs of English for Adult Speakers Of Other Languages in Michigan Public Schools

This section of the chapter is addressed to administrative and other organizational phenomena surrounding programs in English for adult speakers of other languages in Michigan. The description which emerges for analysis of data extracted from the two populations from which information has been selected provides insight into the manner by which non-English speaking adults are enrolled into classes and placed into instructional levels; where and when classes are offered to students; and required and actual teacher qualifications.

Location of Programs

Programs in English for adult speakers of other languages are located in thirty-three Michigan communities as identified by responses of administrators to preliminary inquiries. As would normally be expected, the programs are overwhelmingly concentrated in the southern half of

the Lower Peninsula, mostly in the larger population centers of the state, while only one program can be identified in the northern part of the state.[1] That is not to say that English is not being taught in some way to non-English speaking adults in the north; but, with the exception of one community, no classes have been identified as being organized exclusively for such people.

Table 1 shows which communities have such programs.

TABLE 1

COMMUNITIES IN MICHIGAN IN WHICH CLASSES IN ENGLISH FOR ADULT SPEAKERS OF OTHER LANGUAGES ARE OFFERED THROUGH THE PUBLIC SCHOOLS, TEACHERS EMPLOYED AND STUDENT ENROLLMENT

Community	Separate Locations Where Classes are Offered	Teachers Employed	Students Enrolled (Estimated)
Alpena	1	2	24
Berrien Springs	1	1	23
Coldwater	1	1	16
Dearborn	2	11	200
Detroit	79	64	1,400
East Detroit	1	5	85
Farmington	1	1	6
Ferndale	3	7	225
Flint	1	1	15
Grand Rapids	4	9	200

[1]Above a line approximately 43°30' N. Lat.

TABLE 1 (Con't.)

Community	Locations	Teachers	Students
Gwinn	1	1	14
Highland Park	3	2	104
Holland	1	3	63
Holland-West Ottawa	1	2	52
Jackson *		2	NR
Lansing	4	5	228
Livonia *		4	NR
Mt. Clemens	1	1	40
Mt. Pleasant	1	2	20
Muskegon	3	8	63
Oak Park	1	4	102
Pontiac HRC	2	2	53
Pontiac-Waterford	2	2	31
Rochester	1	1	18
Royal Oak	2	4	72
Saginaw	2	5	47
Southfield-Lathrop	1	4	NR
Taylor	1	1	37
Troy	3	5	158
Warren	1	2	49
Wayne *		2	NR
Wyoming	1	1	44

TABLE 1 (Con't.)

Community	Locations	Teachers	Students
Ypsilanti	3	3	75
TOTAL	129	166	3,474

* Identified by Teachers' Survey

The listing of programs in Table 1 is useful in establishing the setting in which English is being taught in classes specifically designed for adult speakers of other languages in the State and to specify the numbers of teachers according to the communities in which they practice. The enrollment data are gratuitous in the sense that not all of the responding administrators included enrollment figures and some of the programs were identified through the teachers' survey which did not seek enrollment data beyond the classroom attendance of the individual teacher. However, the attendance figures in Table 1 serve to demonstrate that there is a fairly large population of non-English speaking adults who take advantage of the English classes provided under the Adult Education Act of 1966.

Classes in English for adult speakers of other languages appear, from the data, to be distributed within each community in relation to the size of the population. That is, the larger the population, the more locations there are where classes are held. It was felt that this information would be more valuable for describing organizational phenomena than the actual number of classes offered in the community due to the relatively unstable nature of adult basic education classes in general. A

soon to be published study by the University of Missouri[1] revealed that the generally high attrition rate extant in adult basic education programs frequently causes the abandoning or consolidation of classes in specific content areas throughout the school year. While this phenomenon is worthy of separate and intensive investigation in its own right, it is beyond the purview of this study.

From the data concerning separate locations where classes are offered it appears that most communities included in the response make classes readily accessible to non-English speaking adults by having a number of different sites available, and this would seem to be a more reliable finding than the number of classes in session at the time the research was conducted, the latter reflecting an isolated point on an assumedly unstable continuum.

Enrollment Data

In requesting information concerning enrollment, a number of items such as language proficiency grouping practices, class sizes and enrollment periods were considered relevant to the descriptive purposes of the study and, in some cases, to the development of theoretical insights from the observed practices.

Grouping

The grouping of students into classes based on language proficiency as established by some form of evaluative measure is a generally accepted

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[1]University of Missouri - Kansas City. National ABE Teacher Training Survey. Report to Regional Staff Development Project Directors Conference, Columbus, Ohio, September, 1972.

language teaching practice. The measures used to make such evaluation may be quite formal, as in the case of a standardized test or battery of tests, or they may be informal, as in the cases of non-formal interviews or successful completion of a prerequisite level of study.

The practice of proficiency grouping, however proficiency is determined, is a concomitant of both the language teaching models presented in Chapter III as well as the grammar-translation approach alluded to in Chapter II. It is germane to the purpose of this study to learn whether and to what extent proficiency grouping is practiced in programs of English for adult speakers of other languages in Michigan public schools.

Twenty-one of the thirty responding administrators reported that classes in their programs are offered on the basis of levels of English language proficiency. Three of the affirmative responses were qualified to include the possibility of mixed proficiency class structures at some of the locations within the province of the responding administrators' responsibility. Twenty-seven of the eighty-five responding teachers reported that they taught classes in which the English language proficiency levels of their students were widely varied.

To the degree that identification of the teachers' location was possible,[1] all of the twenty-seven teachers of mixed proficiency classes taught in programs where grouping was not an officially structured practice, or, on the other hand, where both forms were reported extant.

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[1]The teachers were not specifically asked where they taught, but positive identification of the locations of eighty of the eighty-five responding teachers were made possible by either return addresses or cover letters included with the completed and returned instruments.

A further examination of the responses from administrators and teachers revealed no variable such as program size or geographic location affecting proficiency grouping, positively or negatively. For example, the community of Farmington, Michigan with a reported enrollment of six students claimed that proficiency grouping was practiced, while Detroit reported that although grouping was generally practiced, there was an indefinite number of mixed level classes in session. The latter was corroborated in part by the teachers' survey as three of the twenty-eight respondents identified as being from Detroit indicated that they taught classes of mixed proficiency levels. There was no teacher response which would have been identified as being from Farmington.

The proficiency grouping data are summarized in Table 2 according to program size.

TABLE 2

PROFICIENCY GROUPING PRACTICES OF PREPORTING PROGRAMS DISTRIBUTED BY NUMBERS

OF STUDENTS ENROLLED IN PROGRAMS

N=30				
# Students Enrolled	Total # Programs in Category	Programs Reporting inProficiency Groups	Programs Reporting No Proficiency Groups	Programs Reporting Both Practices
300+	1			1
150-299	5	3	1	1
50-149	8	3	4	1
below 50	14	10	4	
N/R	2			

As implied previously, there are a number of methods by which English lunguage proficiency can be determined, and these methods can be classified for the sake of convenience as either formal or informal. Among formal instruments, the two most widely used are the Test of English Language Proficiency published in three forms by the University of Michigan and the Test of English as a Foreign Language (TOEFL), published and administered on an international basis by the Educational Testing Service of Princeton, New Jersey. The Michigan ELP test is available commercially, while TOEFL is secure and not available to anyone other than agencies authorized by ETS to administer the examination on specified dates.

There are many other instruments available; however, without exception, such examinations have been designed for the testing of collegiate level non-English speakers and may not, therefore, be reliably interpretable for non-collegiate adult speakers of other languages.

Attempts have been made to produce standardized tests of English language proficiency for non-collegiate adults;[1] however, these attempts have largely been restricted to local efforts. As of this writing, no valid reliable instrument exists for testing the English language proficiency level of non-collegiate adult speakers of other languages, consequently teachers must rely on adapting collegiate-type instruments, developing local instruments, or employing less formal means of determining their students' language proficiency for placement purposes.

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[1] Donna Illyin, "Structure Placement Tests for Adults in English - Second Language Programs in California," TESOL Quarterly IV, (Dec., 1970), pp. 323-330.

In varying degrees, each of the above options is exercised by teachers in programs of English for adult speakers of other languages in Michigan public schools. Of the eighty-five responding teachers, fifty-eight are employed in programs which group students according to English language proficiency and these teachers were queried as to how proficiency was determined and placement effected. Four of the respondents stated that the "Michigan Test" was employed but they did not identify which Michigan Test or which form. The balance of the teachers used means other than commercially available instruments; these are summarized in Table III.

TABLE 3

METHODS EMPLOYED BY TEACHERS TO DETERMINE ENGLISH LANGUAGE PROFICIENCY

FOR PURPOSES OF STUDENT PLACEMENT

Method	Response by teachers (N = 58) Number
Commercially Produced Objective Tests	4
Locally Produced Objective Tests	5
Interview	25
Writing Sample	0
Students Discretion	1
Interview and Writing Sample	6
Local Tests and Interview	9
Local Tests, Interview and Writing Sample	2
No response	6

Teachers in programs where locally produced objective tests are used for student placement were requested to send copies of the instruments with their completed questionnaires. Two respondents did include copies, however, no analytical observation is possible since the examinations were not accompanied by background information such as the reliability coefficients of the tests.

The balance of the teachers who reported that some form of evaluation of language proficiency was employed appear to rely on the interview as either the sole determiner or as a component of a multiple proficiency evaluation scheme.

Class Size

While there are no empirical data available to support notions of what the optimum size should be for classes of English to speakers of other languages, and no conclusions are drawn on the matter in this study, a thorough description of the setting in which the teaching of English to adult speakers of other languages is conducted requires attention to class sizes. A numerical breakdown follows:

Total enrollment reported	3,474
Allowable Class Size, average	20

Actual Class Size:

Average	19
Range	6-45

Averages by level of Instruction:

Beginning	19
Intermediate	21
Advanced	20
Mixed Proficiency Levels	18

As in the case of the formation of mixed proficiency classes, there is no variable that can be extracted from the data which appears to affect class size, nor does class size appear to have any effect on the proficiency level composition of the classes. Both the largest and smallest classes were proficiency grouped according to the teachers reporting from the classes.

Organization of the School Calendar

Of the thirty responding administrators, twenty-one operate programs on a semester basis with eight communities offering summer classes as well. The other responding programs organize school calendars in different ways as displayed in Table 4.

TABLE 4

ORGANIZATION OF THE SCHOOL YEAR IN RESPONDING PROGRAMS OF ENGLISH TO

ADULT SPEAKERS OF OTHER LANGUAGES IN MICHIGAN PUBLIC SCHOOLS

TIME PERIODS	NUMBER OF PROGRAMS (N = 30)
Quarters	5
Semesters	21
Full Year	4

While the large majority of programs divide the academic year into terms of varying durations, there appears to be no instructional purpose for such divisions. When asked when students are allowed to enroll in classes, twenty-nine administrators responded that enrollments are

accepted at any time that classes are in session, and only one response
indicated that enrollments are accepted at the beginning or close to the
beginning of each term.

Weekly Instructional Time

The average class of English to adult speakers of other languages
in Michigan public schools meets for six hours per week according to the
responding teachers with most teachers reporting that they conduct
their classes for six hours or less each week.

TABLE 5

WEEKLY INSTRUCTIONAL HOURS AS

REPORTED BY TEACHERS

Hours per Week	Distribution of Responses (N=85)	
	Number	Percent
2 Hours	7	8.2
3 Hours		
4 Hours	18	21.1
5 Hours	15	17.6
6 Hours	37	43.5
More than six Hours	8	9.4

The data concerning instructional time are complementary to the de-
scription of the organizational practices in these programs, and no con-
clusions are drawn from them since there is nothing revealed in the
literature which would indicate empirical support for an ideal weekly
instructional time period. That is not to say that instructional time

is not a factor in the development of language curricula; it is just that such a consideration is expressed in terms of total numbers of instructional hours, but within no calendar divisions.

Instructional Load of Teachers

As is the case with most programs supported by funds allocated to the states under the Adult Education Act of 1966, classes in English for adult speakers of other languages in the State of Michigan are staffed by teachers whose commitment to the activity is on a part-time basis. Three of the eighty-five responding teachers reported that they taught more than two classes while the rest taught two or less.

TABLE 6

NUMBER OF CLASSES TAUGHT BY RESPONDING TEACHERS

Number of Classes Taught	Teachers (N=85)
One Class	64
Two Classes	18
More than Two Classes	3

The large majority of teachers of English to adult speakers of other languages in Michigan public schools teach only one class in the subject, while most of the others teach two classes. This finding is not significant in itself, especially in the context of classes funded under the Adult Education Act of 1966. However, any conclusion drawn about teacher training coming from this study must necessarily be tempered by

the fact that teachers have only a part-time commitment and their

attitudes towards rigorous training programs might be affected by

the limited professional obligation implied by the data.

Teacher Preparation: Required & Actual

This section has three primary concerns: The minimal qualifications

required of teachers in programs of English for adult speakers of other

languages; the actual preparation, formal and/or informal, of these

teachers; and the professional support to the teachers.

Minimal Professional Requirements

Administrators were queried as to the minimal professional creden-

tials required of teachers of English to adult speakers of other lan-

guages in their programs in order to determine whether and to what

extent these minimal qualifications approach the minimal qualifications

alluded to in Chapters II and III and detailed in the Appendix.[1]

The response to the inquiry into the required credentials can be

summarized as follows:

a)   All but four of the responding administrators require teachers to

   possess a valid teaching certificate issued by the Michigan Depart-

   ment of Education.   One administrator did not respond.

b)   All but one program required at least a baccalaureate degree (a pre-

   requisite for obtaining a teaching certificate) and six of these

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[1]TESOL, "Statement of Qualifications and Guidelines for Preparation
of Teachers of English to Speakers of Other Languages in the United
States.", June, 1971.   (Mimeographed and circulated to the Membership
of TESOL.)

required either a major or minor in English.

c) Bilingualism is required in three of the responding programs.

d) Training in the teaching of reading is required in two of the re-
sponding programs.

TABLE 7

MINIMAL QUALIFICATIONS REQUIRED OF TEACHERS OF ENGLISH TO ADULT SPEAKERS

OF OTHER LANGUAGES IN MICHIGAN PUBLIC SCHOOLS, LISTED NUMERICALLY BY PROGRAM

Programs (N=30)	Michigan Teaching Certificate	Degree	English Major or Minor	Bilingualism	Training in Reading
1.	Yes				
2.	No minimal Req.				
33.	Yes				Yes
4.	Yes	-			
5.	Yes	Yes			
6.	Yes	Yes		Yes	
7.	Yes				
8.		Yes	Yes	Yes	
9.	Yes	Yes	Yes		
10.		Yes		Yes	
11.	Yes				Yes
12.	Yes		Yes		
13.	No response				
14.		No		Yes	
15.	Yes				
16.	Yes	Yes			
17.	Yes		Yes		
18.	Yes				
19.	Yes	Yes			
20.	Yes	Yes			
21.	Yes	Yes		Yes	
22.	Yes				Yes
23.	Yes	Yes			
24.	Yes		Yes		
25.	Yes		Yes	Yes	
26.	Yes				
27.	Yes	Yes			
28.		Yes			
29.	Yes				
30.	Yes	Yes			

In comparing the data presented in Table 7 with the TESOL state-
ment on qualifications it appears that no program requires specific

preparation in the Teaching of English to speakers of other languages,

formal or informal, nor does any program require training in applied

linguistics. Both areas are listed in the TESOL statement as minimal

for a practitioner of the art, expressed as follows:

Minimal competence in applied linguistics is defined as the

> "Ability to apply to language teaching an understanding
> of the differences in the sound systems, forms, structures
> and lexicon of English and at least one foreign language."[1]

Together with the applied linguistics requirement, professional prepara-

tion for teaching English to speakers of other languages requires:

> "Knowledge of the present day objectives of the teaching of
> English as a second language and an understanding of the
> methods and techniques for attaining these objectives."[2]

Both of the foregoing presuppose very specific training in phono-

logy, morphology, syntax, contrastive analysis of language, and methods

and materials. None of this training can be subsumed within the mini-

mal qualifications listed by the responding administrators. So, while

teachers are required to hold professional credentials, for the most part,

they do not need to have specific training for teaching English to

speakers of other languages.

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[1]TESOL, "Statement on Qualifications...". p. 8.

[2]Ibid.

Actual Professional Preparation for Teaching English to Speakers of
Other Languages of Responding Teachers

While the previous section dealt with requisite official qualifi-
cations, no data were presented which would reflect the actual training
in teaching English to speakers of other languages experienced by the
teachers responding to the study. Consequently, teachers were asked
to describe the training they had had, formal and informal, in order to
determine if the actual preparation of teachers-in-service revealed
preparation consistent with generally accepted professional practice.

An examination of the responses of the teachers selected to parti-
cipate in this study revealed that in varying degrees all but fourteen
respondents have had exposure to training relevant to the teaching of
English to speakers of other languages. However, such exposure has not
been extensive in most cases with only twenty-five teachers claiming
specific formal training in the teaching of English to speakers of other
languages and sixteen of these having earned six or fewer credits in
the discipline.

Course work in the teaching of English to speakers of other lan-
guages is one constituent of a limited range of training experiences
which are considered relevant to the preparation of teachers of this ac-
tivity. The other areas are linguistics and/or methods of teaching for-
eign languages. While training in foreign languages is often a concomitant
of linguistics study, it is not of itself considered to be sufficient
preparation for the teaching of English to speakers of other languages.

Formal Training in Relevant Disciplines

Formal training, for purposes of discussion, is viewed as profes-
sional training, pre-service or in-service, for which academic credit
has been granted. Teachers were requested to respond to a number of
questionnaire items relative to their formal preparation for their work
as teachers of English to speakers of other languages.

All but six of the responding eighty-five teachers were degreed.[1]
Thirty-seven possessed the baccalaureate, none of which declared major
or minor concentrations in linguistics or the teaching of English to
speakers of other languages. Thirty-eight teachers possessed Masters
degrees (one other held a post-masters specialist degree) two of whom
had graduate majors in linguistics with emphasis in the teaching of
English to speakers of other languages, and one held a foreign language
major with a minor in teaching of English to speakers of other lan-
guages. These three respondents were the only teachers claiming ex-
tensive formal training in the discipline.

In all, ten teachers were identified as having training in both
linguistics and the teaching of English to speakers of other languages.
These are summarized in Table 8.

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[1]Three gave no response to the question about degrees earned.

TABLE 8

ACADEMIC CREDITS EARNED IN BOTH LINGUISTICS AND TEACHING ENGLISH TO

SPEAKERS OF OTHER LANGUAGES, DISTRIBUTED BY TEACHER

Teacher (N = 10)	Credits in Linguistics	Credits in TESOL
A	MA in Linguistics with TESOL Emphasis	
B	MA in Linguistics with TESOL Emphasis	
C	14	15
D	8	4
E	6	6
F	6	2
G	4	4
H	2	4
I	2	4
J	2	2

In addition to the ten teachers who have earned academic credit in both the linguistics field and the teaching of English to speakers of other languages, eleven teachers were identified as having earned formal credit in the teaching of English to speakers of other languages, and twenty-one others were identified as having experienced formal training in linguistics. The extent of this training is displayed in Table 9.

TABLE 9

CREDITS EARNED BY RESPONDING TEACHERS IN EITHER TESOL OR LINGUISTICS

(Not Included in Previous Tables)

Credits Earned	TESOL (N = 11) #	Linguistics (N = 21) #
Less than 3	3	0
3 to 6	6	12
7 to 12	1	8
12 to 16	1	1

The total number of responding teachers having training in the disciplines considered most relevant to the classroom teaching of English to speakers of other languages is fifty-two, with four additional teachers having had formal training in methods of foreign language teaching. In the majority of cases, however, the formal training has not been exhaustive with twenty-five teachers with exposure to formal training and twenty-nine instructors with no relevant formal training at all.

Although the minimal qualifications for teachers of English to speakers of other languages are expressed notionally rather than qualitatively in terms of academic credit in the TESOL statement, it can be surmised that only 20.0 percent (seventeen respondents) of the total responding group possess formal training which would prepare them sufficiently to meet the minimal criteria explicated in the TESOL statement, and nine of those seventeen respondents claim no formal training in methods and materials. Those nine, however, asserted that

they had, on occasion, attended workshops or institutes designed to
provide training in the teaching of English to speakers of other
languages.

Informal Training

Teachers were queried as to whether they had attended workshops
and/or institutes designed for training in the teaching of English to
speakers of other languages. Such activities are considered in this
study as falling into the category of informal training, although aca-
demic credit is frequently offered to participants and many exercise
the option of attending these activities for credit. Seventeen of the
respondents involved in the study claimed participation at workshops
where credit was made available; however, they were not asked to in-
dicate whether or not they elected to participate for credit. Thus
it would be imprudent to conjecture if credits claimed by those seven-
teen were acquired through workshops or formal course work.

The overall response to the questions concerning workshops and
institutes was poor in the sense that most teachers did not give the
information that was requested, the location and dates of the activi-
ties. Therefore, the only data that can be reliably reported concern
the participation of the selected teachers in such training activities.
These data are displayed in Table 10.

TABLE 10

PARTICIPATION OF RESPONDING TEACHERS IN WORKSHOPS AND/OR INSTITUTES

DESIGNED SPECIFICALLY TO TRAIN TEACHERS OF ENGLISH TO SPEAKERS OF OTHER

LANGUAGES

	(N = 85)
Never Participated	25
Participated - Credit Offered	17
Participated - No Credit Offered	43

A further examination of the responses of the forty-three teachers who participated in non-credit workshops revealed that twenty-five belonged to the group identified as having no formal training in the teaching of English to speakers of other languages or in allied disciplines. This fact is significant in that of the total group of teachers who responded to the survey, only four could be identified as having no exposure to training in the teaching of English as a second language or related disciplines. These four, incidentally, reported that they had never attended workshops or institutes.

Professional Support for Teachers

Administrators were asked whether professional support in the form of the employment of specialists in the teaching of English to speakers of other languages as supervisors or consultants to their respective programs was used. Twenty-four responded in the negative while four

claimed that such a specialist was employed on a part time basis, and one program occasionally used a consultant. (One administrator did not respond to the question.)

Summary of the Data Concerning Identification and Organization of Programs of English to Adult Learners of Other Languages in Michigan Public Schools

Thirty communities in Michigan were identified as having public school programs with classes of English especially and exclusively designed for adult speakers of other languages with an enrollment greater than 3,400 students. These programs are located in communities distributed, for the most part, throughout the southern half of the Lower Peninsula of the State.

The majority of programs organize classes around the English language proficiency of their constituent students, while twelve programs allow the forming of classes with no provisions made for proficiency grouping. The latter is considered to be inconsistent with generally accepted practice.

Where proficiency grouping exists, the most common device used to determine student level is the interview, either by itself or in company with some other form of evaluative measure.

The average class has an enrollment of nineteen students within a range of six to forty-five enrollees. Neither class size nor the existence of proficiency grouping seems to be affected by any variable such as geographic location or community population.

The average class meets for six hours per week with most programs dividing the school calendar into two semesters. The division of the academic year appears to serve no instructional purpose since all but one of the responding programs follow a policy of open enrollment.

The great majority of responding teachers are employed as teachers of English to adult speakers of other languages on a part-time basis. Only three of the eighty-five teachers responding teach more than two classes in the subject.

Teachers are not officially required to possess specific credentials in the teaching of English to speakers of other languages or allied disciplines such as linguistics, although only four teachers reported that they never received such training, either formally or informally.

Classroom Practices of a Selected Group of Teachers of English to Adult Speakers of Other Languages in Michigan Public Schools

Introduction

It is the purpose of this section to describe the classroom practices of the responding teachers of English to speakers of other languages in order to determine whether and to what extent those practices are in consonance with the models presented in Chapter III.

The data have been extracted from the responses to both the paper and pencil and audio-taped portions of the questionnaire distributed to the teachers participating in the study. The data have been

tabulated, analyzed, and compared with the models so that, first, a description of practices obtains, and, then, questions surrounding the theoretical/methodological aspects of those practices are resolved in the context of the research problem upon which this study is based.

Two methods of displaying data are employed in this section. Tables are used to display data extracted from the paper and pencil portion of the research instrument, and histograms of relative frequency are used for data taken from responses to the audio-taped portion of the instrument.

In most cases, data are distributed according to the proficiency levels of the classes taught by the responding teachers since reliable analysis based on the linguistic principles set down in the models requires such distribution. In cases where distribution is not based on proficiency levels, total group responses are presented and analyzed.

The designations used to describe proficiency levels in this study are beginning, intermediate and advanced. These levels are generally not rigorously interpretable and are often institutionally defined. However, based upon the "English Proficiency Chart"[1] published by the National Association for Foreign Student Affairs, it is assumed that advanced level students are reasonably comfortable in their use of the spoken English language; intermediate level students are haltingly conversant in English within a limited lexical and grammatical range; and

[1]The Commission on Intensive English Programs under the auspices of the Association of Teachers of Egnlish as a Second Language. "English Proficiency Chart," Washington, D. C.: National Association for Foreign Student Affairs, 1971.

and beginning level students have virtually no English language pro-
ficiency, or, if they have, it is so limited that they have difficulty
understanding native speakers and being understood by native speakers.
Classes of mixed levels of proficiency include at least two of these
groups.

Instructional Materials

Teachers of English to adult speakers of other languages in Michi-
gan Public Schools depend upon a wide range of instructional materials
to assist in their work. Published texts, published and unpublished
nontextual materials, and audio-visual aids are employed by teachers,
and these are listed below, submitted primarily for descriptive pur-
poses since analysis and comparison without direct observation of the
fashion in which the materials are employed is unmanageable.

Nonetheless, some observations of other than a descriptive nature
are possible, and these are included where appropriate.

Bibliography of Textbooks used by Responding Teachers

A bibliography[1] assembled from the teachers responses includes
textbooks intended exclusively for use in classes of English for speakers
of other languages as well as books not so intended. The latter are
identified with an asterisk placed before the entry in the bibliography.
Forty-one percent of the entries are so identified.

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[1]See Appendix D "Bibliography of Texts Employed by Teachers of
English to Adult Speakers of Other Languages in Michigan Public Schools."

Other than the observation that the asterisked entries in the bibliography are not specifically intended for instruction in English for speakers of other languages, no further comment is appropriate. Many teachers did not respond to the inquiry; consequently, no reliably accurate distribution of the numbers of teachers using specific titles is possible.

Whether or not the texts designated as not designed for use in a class of English for non-Egnlish speakers are being employed in a manner consistent with the models would require direct observation. However, the language problems of English speaking children and adults do not parallel the problems of the non-English speaker. Therefore, it is unlikely that those texts, especially the ones asterisked for beginning and intermediate levels of instruction, can be adequately adapted to suit the language acquisition needs of speakers of other languages. The use of such texts, then, appears to be a deviation from generally accepted practice in the teaching of English to speakers of other languages.

Teachers were also asked if they used such materials as newspapers and magazines. Most reported that they used these materials to supplement texts.

When asked if they used teacher-made materials in classes, ten teachers responded that they did not, while twelve stated that teacher-made materials were used exclusively in their classes. The balance answered that they used teacher-made materials to supplement published materials.

It is interesting to note that 14% of the teachers surveyed rely upon their own devices for instructional materials. There emerged no pattern to explain this phenomenon; that is, the twelve who thus responded were scattered throughout the teacher group and there was no important characteristic that they shared such as similar training, levels taught, or geographic location, which might explain their dependence upon their own materials.

The final question devoted to the organization of classes dealt with audio-visual materials. As with the immediately previous two items, the information is gratuitous.

TABLE 11

AUDIO-VISUAL MATERIAL EMPLOYED BY TEACHERS OF ENGLISH TO ADULT SPEAKERS OF OTHER LANGUAGES IN MICHIGAN PUBLIC SCHOOLS, DISTRIBUTION BY CATEGORY

Category of A/V Materials	Response
Language Laboratory	8
Audio Tape Recorder	50
Video Tape Recorder	4
Film	26
Slides and/or Filmstrips	29
Phonographs	31
Reading Ratiometers	2
Tachistoscopes	
Flash Cards	43
Language Master	4
None Available	2

Language Teaching Approaches and Methods Employed by Teachers of

English to Adult Speakers of Other Languages in Michigan

Public Schools

Methodological Considerations

The concern of this section is with the identification of the

language teaching methods used in the classrooms of the responding

teachers, and to generalize those findings in order to determine if

any one language teaching approach predominates practices in Michigan

public school programs of English for adult speakers of other languages.

The data have been extracted largely from the responses to the

audio-tape portion of the instrument which demonstrated three sets of

instructional procedures related to specific theoretical approaches

and one set related to no theoretically based language teaching approach.

Within all of the sets were three instructional modes. With the ex-

ception of one set, each mode was a clearly identifiable construct of

the language teaching theory underlying the set. In the case of the

non-systematic set, the instructional modes were arbitrarily selected

and represented activities which might be observed in any class of Eng-

lish for speakers of other languages, or even in any general language

arts class.

The audio-tape portion of the instrument included one set of three

oral approach methods, one set of three Direct Method methods, one set

of non-systematic methods, and one set of grammar-translation methods.

(These are specifically detailed in Chapter III.) The usefulness of

the latter two sets was marginal in that it would be unlikely to find

grammar-translation methodology in wide use in classes of English to

speakers of other languages conducted in the United States; and that use of the non-systematic methods would show significance only to the degree to which they were employed, if such employment were in inverse proportion to elements of the methods in the theory based sets especially at beginning and intermediate levels of instruction.

Ideally, examination of the responses of teachers to these audio-taped instructional modes and related responses to paper and pencil items would allow for the identification of teachers on the basis of the language teaching approach they utilized. That is to say, were a teacher of a beginning level class to respond that he or she employed the methods from the oral approach set to the exclusion of methods from the Direct Method set or grammar-translation set, one could conclude with reasonable certitude that that teacher embraced the oral approach on at least a methodological stratum. The identification could be further refined from the responses to a number of other items from the instrument. The reverse is, of course, true in the case of the Direct Method vis a vis the oral approach or grammar-translation approach.

While, ideally, identification and subsequent distribution of teachers by approach category would have been most useful and revealing, no such identification was possible due to the nature of the teachers' responses. Only three of the total group surveyed could be identified as practitioners of the grammar-translation approach. In the case of the former, all three respondents had extensive formal training in linguistics and the teaching of English to speakers of other languages (see Table 7); in the latter case all three teachers were native

speakers of Spanish, all had classes which were homolinguistically composed and all had minimal or no specific training in the teaching of English to speakers of other languages.

Perhaps, then, the most significant finding of this study has been that, with the exception of the six teachers just previously mentioned, there has emerged from the data a general picture of methodological eclecticism in the teaching of English to adult speakers of other languages in Michigan public schools. The eclecticism is concentrated largely within the methods demonstrated under the categories of Oral Approach and Direct Method with a few teachers employing methods demonstrating the category of Non-Systematic, and fewer still responding favorably to grammar-translation methods.

Moreover, there appear to be no variables which affect the situation. That is, teachers seem to choose freely among a number of methods from different approaches in equal proportions with no factor or set of factors influencing their choice. In other words, a given teacher might claim frequent use of a particular method of the oral approach and also claim frequent use of a particular method of the Direct Method, even though theory and generally accepted practice dictate that the two methods are mutually exclusive.

The total response to all of the audio-taped instructional modes reveals that in the frequency range of "occasionally" through "very often", 74.1% of the informants responded favorably to the modes related to the Direct Method (Figure 2), while 73.3% responded favorably to Oral Approach methods (Figure 1), a difference of less than one percent.

FIGURES 1 THROUGH 4

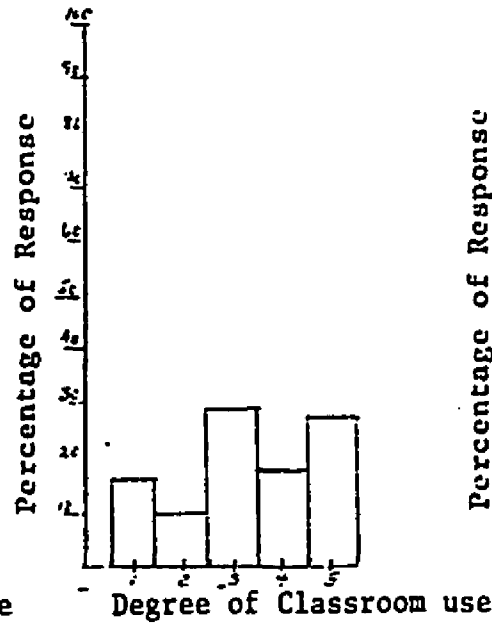## DISTRIBUTION OF COMBINED RESPONSES OF ALL SELECTED TEACHERS TO AUDIO-TAPED INSTRUCTIONAL MODES

CLASSIFIED BY LANGUAGE TEACHING APPROACH
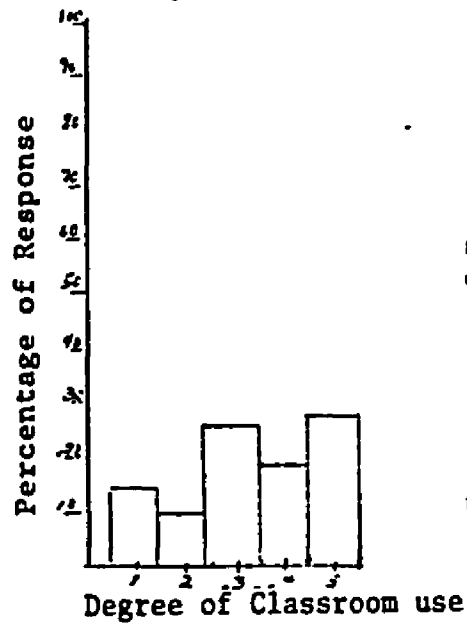
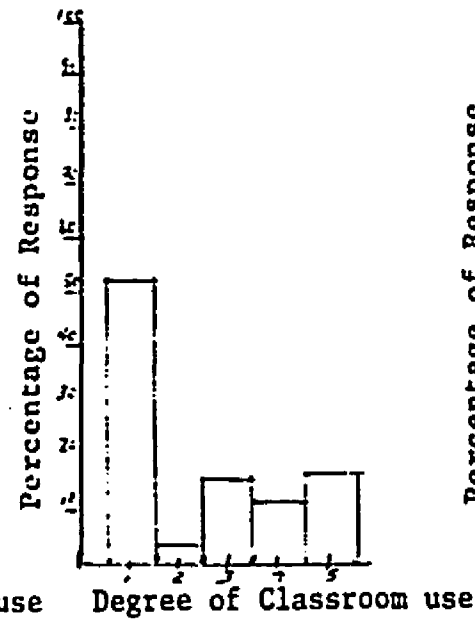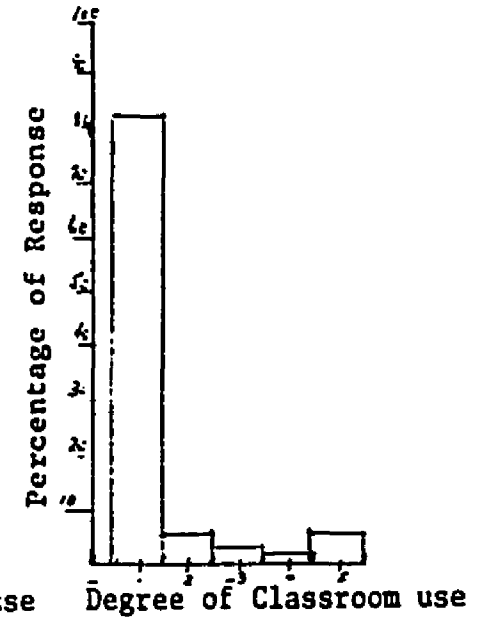FIG. 1 (N = 255) — ORAL APPROACH

FIG. 2 (N = 255) — DIRECT METHOD

FIG. 3 (N = 255) — NON-SYSTEMATIC

FIG. 4 (N = 255) — GRAMMAR-TRANSLATION

LEGEND for degree of Classroom use:

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

Overall response to the grammar-translation modes (Figure 4) was highly negative as was to be expected since only six of all responding teachers had classes of homolinguistic composition. At this point, it is advisable to dispose of grammar-translation considerations since the favorable responses to the approach were so few, and what ever could be said about the teachers who employ such methodology has already been stated.

The instructional modes embraced by the "Non-Systematic" (Figure 3) category received an overall response that was split almost evenly between the favorable range of "occasionally" through "very often" and the negative range of "rarely" to "never". For a reliable analysis of the Non-Systematic methods, however, it is necessary to observe the response to the individual modes as they are employed at different proficiency levels. Due to the non-systematic nature of these methods and their lack of relationship with a unified language teaching theory, the incorporation of the responses into one graph indicates nothing of particular significance.

The general picture just presented shows that the methodologies used by teachers of English to adult speakers of other languages in Michigan public schools are selected primarily from elements of two theoretical models - the Oral Approach and the Direct Method - while a third non-systematic set of methods enjoys some classroom application.

From the point of view of the professional discipline of teaching English to speakers of other languages it is important to separate the general picture into its component parts and to compare these parts

with elements of the language teaching models for deeper analysis. This analysis follows according to the instructional levels of the selected teachers, and their responses to individual audio-taped instructional modes.

Beginning Level

Thirty-three of the selected teachers taught classes of beginning level students. Incorporating their responses to all of the instructional modes revealed a picture very similar to the foregoing general methodological description. That is, beginning level teachers employ methods from the Oral Approach (Figure 5) and the Direct Method (Figure 6) in roughly equal proportions - eighty percent of the responses to the Oral Approach methods were in the "occasional" to "very often" range, while seventy-six percent of the responses to Direct Method modes were in the same range.

Elements from the non-systematic approach are employed with considerably less frequency than either the Direct Method or Oral Approach, but, as previously stated, these need to be examined individually before analysis can be made.

Looking at the response to individual audio-taped instructional modes reveals much in support of the eclectic nature of methodological classroom applications.

Pattern practice drill (Figure 9) and the Gouin Series drill (Figure 10), are mutually exclusive methods in the sense that the former is a highly programmed form of instruction the goal of which is internalization of grammatical structure patterns through reinforcement, while the

FIGURES 5 THROUGH 8

DISTRIBUTION OF COMBINED RESPONSES OF ALL BEGINNING LEVEL TEACHERS TO AUDIO-TAPED

INSTRUCTIONAL MODES, CLASSIFIED BY LANGUAGE TEACHING

APPROACH

FIG. 5	FIG. 6	FIG. 7	FIG. 8
(N = 99)	(N = 99)	(N = 99)	(N = 99)
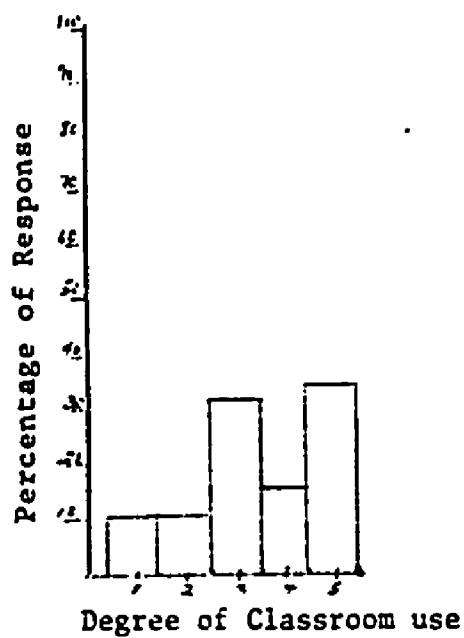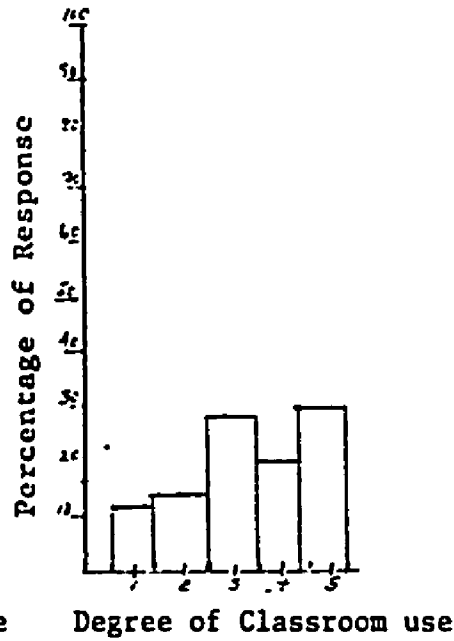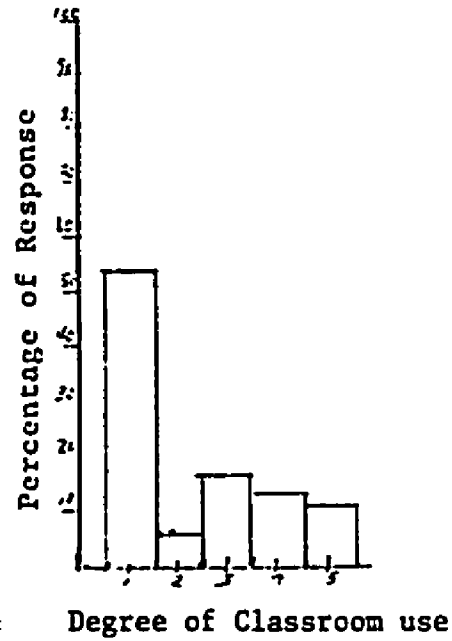
Degree of Classroom use

ORAL APPROACH

Degree of Classroom use

DIRECT METHOD

Degree of Classroom use

NON-SYSTEMATIC

Degree of Classroom use

GRAMMAR-TRANSLATION

99
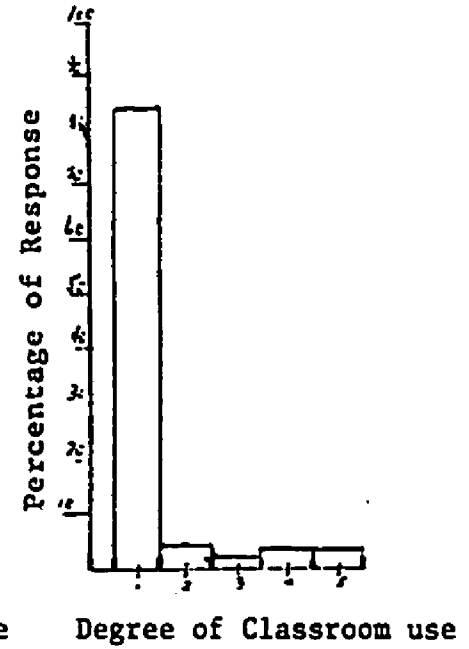
LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

Gouin Series strives primarily to achieve lexical understanding through direct association. Pattern practice is organized around a hierarchy of difficulty of grammatical structures, while the Gouin Series is organized around difficulty of vocabulary. Despite the wide difference between the two types of language learning activities, it appears that most beginning level teachers employ both methods in similar proportions.

That is to say, for example, that of the thirty-three beginning level instructors, twenty-eight responded that they use pattern practice "occasionally" through "very often", and twenty-four responded in the same range for the Gouin Series. The mode in each case leaned toward the occasional level of frequency.

FIGURE 9

DISTRIBUTION OF RESPONSE OF
BEGINNING LEVEL TEACHERS TO
AUDIO-TAPED PATTERN PRACTICE
INSTRUCTIONAL MODE.
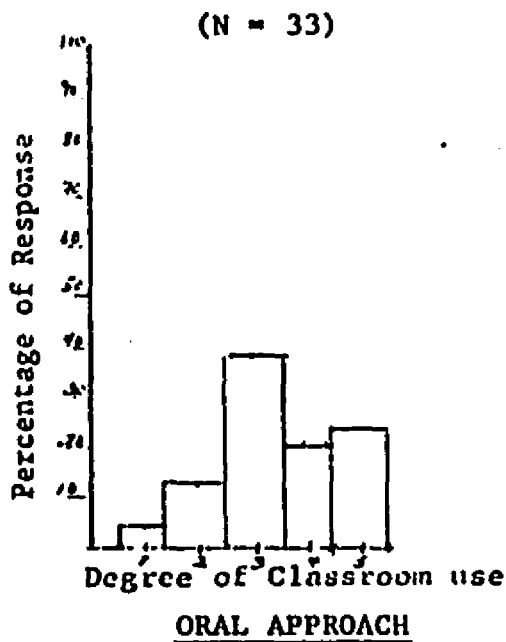
FIGURE 10

DISTRIBUTION OF RESPONSE OF
BEGINNING LEVEL TEACHERS TO
AUDIO-TAPED PATTERN PRACTICE
INSTRUCTIONAL MODE.

(N = 33)

(N = 33)

Percentage of Response

Percentage of Response

Degree of Classroom use

Degree of Classroom use

ORAL APPROACH

DIRECT METHOD
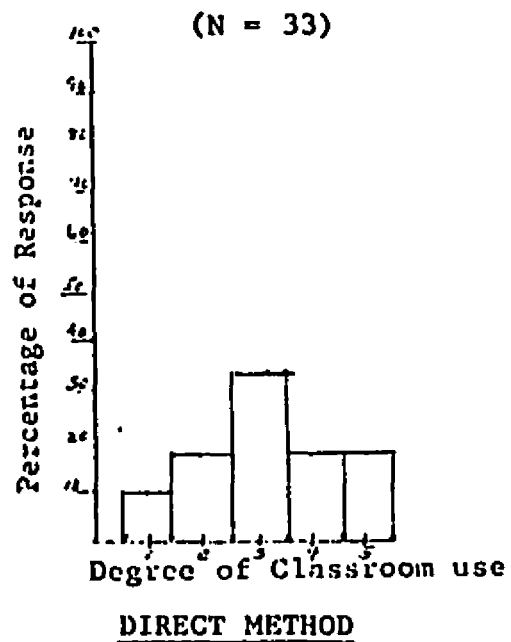
LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

There were two cases of beginning level teachers who embraced the pattern practice method to the rejection of the Gouin Series method and three who employed grammar-translation methodology with regularity responding to both the Pattern Practice and Gouin Series in the rarely to never ranges. The balance of beginning level instructors appeared to choose freely between the two methods.

Two further examples of mutually exclusive methods are the con-
trasting forms of pronunciation drill of the Oral Approach and the
Direct Method.

In the Oral Approach, the phonemes of English are taught in minimal
contrast. The goal of such an exercise is not the production of the
target phonemes with native-speaker precision, but the development of
the ability to hear and produce sounds so that significant differences
are made. For example, the words BIT and BEET differ only in their
respective vowel sounds, and it is this difference which is significant.
The vowel in the word BIT proves difficult for most non-English speakers
to hear and utter, while the vowel in BEET is not. The latter vowel
is often uttered by non-English speakers in phonological environments
where the former would be appropriate. Therefore, minimal pair exer-
cises are designed to encourage the ability to distinguish contrasting
sounds, orally and aurally.

Pronunciation drill in the Direct Method does not treat sounds in
contrast with each other, but encourages the correct production of the
sounds of English as they occur individually in words and as they are
represented by alphabetical characters. In other words, the Direct
Method does not at all deal with contrasting aspects of English phono-
logy.

The response of the beginning level teachers to the audio-taped
instructional modes of the contrasting pronunciation teaching methods
reveals that teachers are using both in roughly equal proportions with
the Direct Method receiving a slightly greater response in the top
three ranges (Figures 11 and 12).

FIGURE 11

DISTRIBUTION OF RESPONSE OF
BEGINNING LEVEL TEACHERS TO
AUDIO-TAPED MINIMAL PAIR
PRONUNCIATION DRILL.
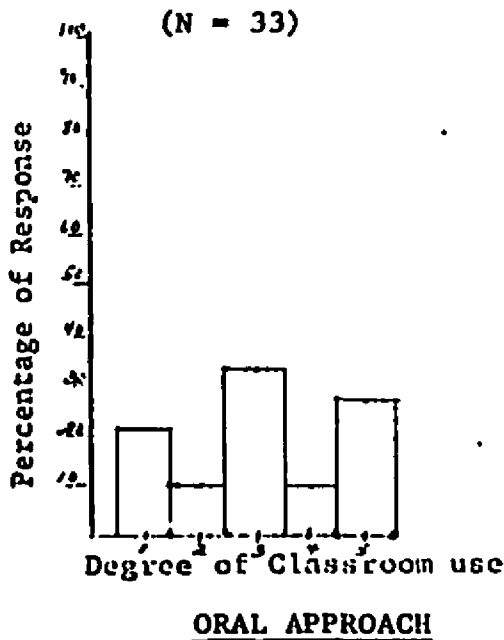
FIGURE 12

DISTRIBUTION OF RESPONSE OF
BEGINNING LEVEL TEACHERS TO
AUDIO-TAPED MINIMAL PAIR
PRONUNCIATION DRILL.

ORAL APPROACH

DIRECT METHOD
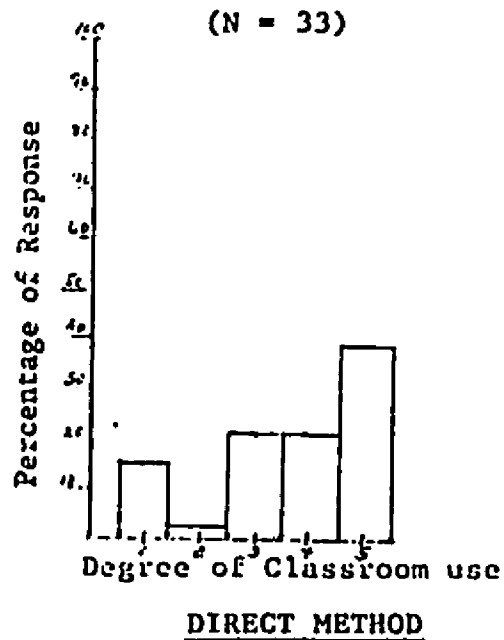
LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

As with previous examples, there is no evidence in the data that would indicate that beginning level teachers favor one method over the other to the degree that a choice of one form of pronunciation drill would preclude the choice of the opposing form.

Dialogue drills, a component of the Oral Approach, and reading aloud from texts, a component of the Direct Method, following a teacher model do not contrast like the previous instructional modes, and are, thus, not necessarily mutually exclusive. It is unlikely, however, that a professionally trained oral approach teacher would employ the reading aloud method to any great degree, especially at the beginning level where the emphasis of the Oral Approach is on the development of aural/oral skills and not on reading skills. A Direct Method teacher, on the other hand, would be most likely to employ the reading aloud method at the beginning level since the learning of reading and writing skills are emphasized from the very beginning of instruction following the Direct Method.

Seventy-five percent of beginning level teachers use the reading aloud instructional method in their classes occasionally to very often, while ten percent never employ the practice (Figure 13). This response roughly parallels the response to another question directed to the attention of beginning level teachers which inquired as to whether or not beginning level teachers introduced reading skills in instruction from the beginning of the course. Approximately seventy percent responded affirmatively to that inquiry and approximately twenty-seven percent responded negatively. (Three teachers did not respond.) The small variation between the two sets of responses might be accounted for by the fact that the survey was made late in the year, and those teachers who reported that instruction in reading was not immediately introduced might have begun such instruction by the time they received the questionnaire.

FIGURE 13

DISTRIBUTION OF RESPONSE OF
BEGINNING LEVEL TEACHERS TO
AUDIO-TAPED PRACTICE IN
READING ALOUD FROM TEXTS
FOLLOWING A TEACHER MODEL
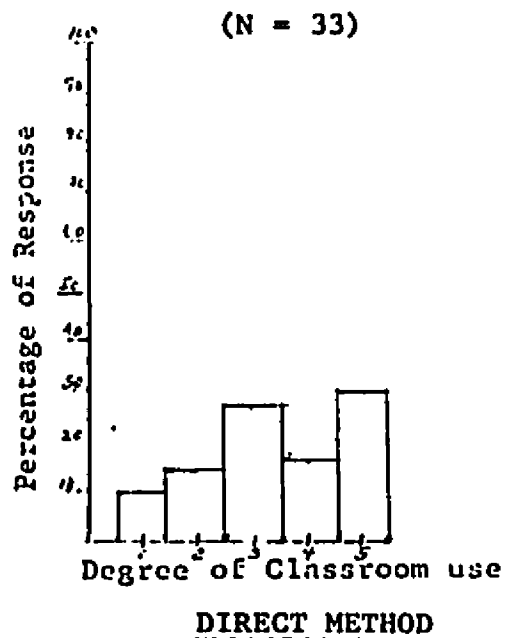
(N = 33)

DIRECT METHOD

LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

Dialogue drills appear to be the single most popular form of the taped instructional modes among beginning level teachers with twenty-nine of the thirty-three responding in the higher ranges, and more than half of all beginning level instructors reporting that they use dialogues very often (Figure 14). This response accounts for the slight overall predominance of Oral Approach methodology at the beginning level.

FIGURE 14

DISTRIBUTION OF RESPONSE OF
BEGINNING LEVEL TEACHERS TO
AUDIO-TAPED DIALOGUE DRILL

(N = 33)

ORAL APPROACH

LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasional
4 = Occasional but regularly
5 = Very often

Although the above two instructional modes were not clearly enough
related to be mutually exclusive components of opposing language
teaching approaches, they are important elements of their respective

approaches, and it is interesting to be able to observe that both are employed by a majority of instructors at this level.

As stated earlier, the instructional modes embraced by the term non-systematic approach need to be individually analyzed in relation to the instructional level of responding teachers, since these methods are constructs of no particular language teaching theory.

The first of these methods with which the beginning level teachers were confronted was an example of choral reading exercises with no model to follow. Seventy-three percent of beginning level instructors never employ this method (Figure 15) while another ten percent rarely use it.

FIGURE 15

DISTRIBUTION OF RESPONSE OF
BEGINNING LEVEL TEACHERS TO
AUDIO-TAPED CHORAL READING
PRACTICE WITHOUT TEACHER
MODEL

(N = 33)
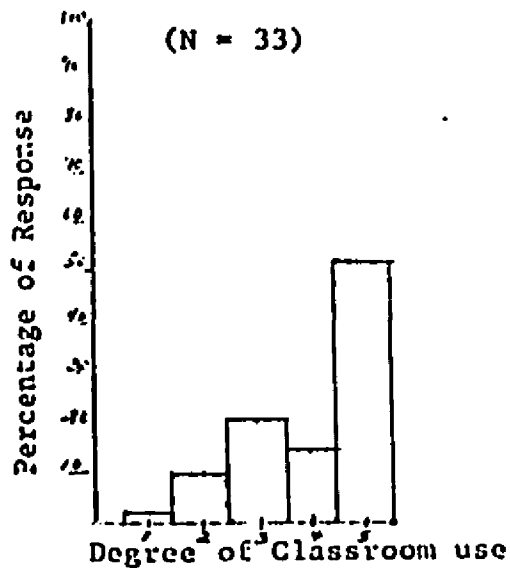

LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

Degree of Classroom use
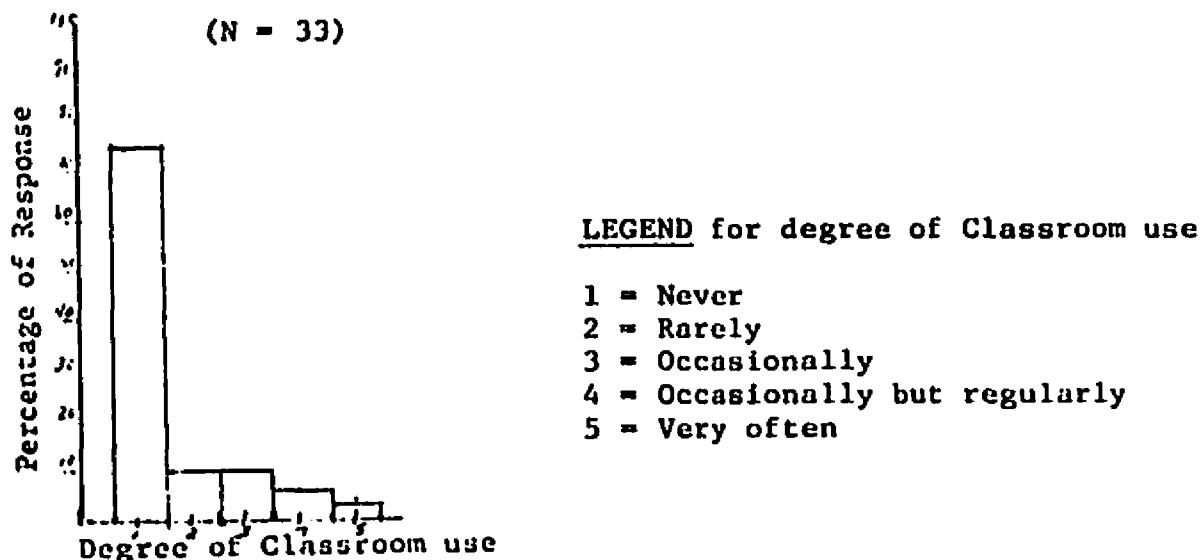
Beginning level students would not be expected to possess the skill to engage in such a practice, especially with no speech model to follow. Furthermore, in light of the two language teaching approaches presented in Chapter III, such an activity would appear to be inappropriate in the language classroom.

The next method from the non-systematic approach to which teachers were asked to respond was a spelling test. The response was not particularly revealing; about sixty-five percent of the teachers rarely or never used the instructional mode. But to use or not to use such an exercise is strictly a matter of teacher preference, and would only be revealing in cases where teachers used spelling tests to the exclusion of other, more relevant language teaching methods, and this appeared not to be the situation with this group of teachers upon an examination of the completed instruments of those who responded in the higher frequency ranges.

FIGURE 16

DISTRIBUTION OF RESPONSE OF
BEGINNING LEVEL TEACHERS TO
AUDIO-TAPED SPELLING TEST

(N = 33)
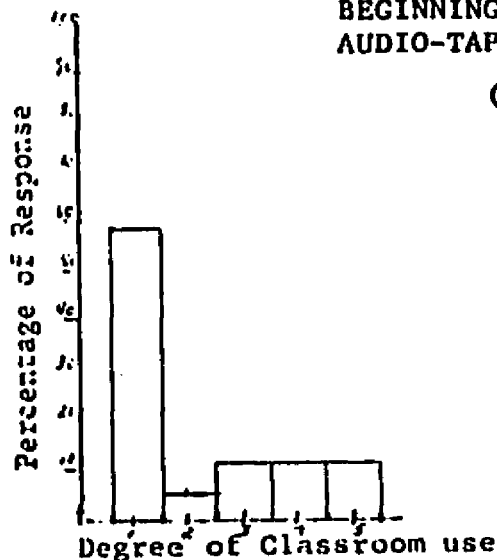
LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

The final instructional mode that was included in the non-systematic set was an example of a free discussion led but not controlled by the teacher. Although such a method is not included specifically as a component of either of the language teaching models, it is generally considered to be an acceptable practice, since discussion encourages communication in the new language and communication is the major goal of language instruction.

The response to this activity at the beginning level of instruction was unexpectedly favorable (Figure 17). Seventy percent of teachers at this instructional level responded in the occasional to very often range. It would seem that beginning level students whose control of the English language is assumed to be minimal would not be capable of engaging in discussion with much facility. However, the survey was taken after almost a year of instruction and this must be taken into consideration even though the practice seems excessive for the beginning level.

FIGURE 17

DISTRIBUTION OF RESPONSE OF
BEGINNING LEVEL TEACHERS TO
AUDIO-TAPED FREE DISCUSSION
EXERCISE

(N = 33)

LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

Intermediate Level
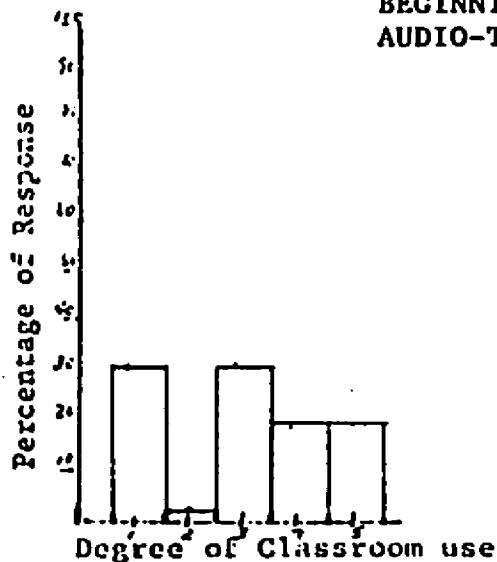
Fourteen of the selected eighty-five teachers reported that they taught intermediate level classes. A synthesis of the responses of the total group to all of the audio-taped instructional modes reveals that, at this level, the Oral Approach enjoyed a somewhat higher degree of application than the Direct Method when viewed in relation to beginning level responses, while the overall response to the two methodologies was relatively smaller than at the beginning level. At the same time, it appears that intermediate level instructors employ methodologies listed under the non-systematic heading to a greater relative degree than their counterparts at the beginning level. Grammar-translation methodology is hardly ever used by teachers of intermediate level classes. These intermediate level distributions are displayed in Figures 18 through 21.

Although it is not of primary importance to compare responses of different instructional levels, it is useful to do so in order to determine whether the level of instruction appears to influence the employment of language teaching activities. In the case of intermediate level responses vis a vis beginning level responses, such an influence seems operative. That is to say, a decline in relative response to both the Oral Approach and the Direct Method is observable at the intermediate level, while an increase obtains in the response to the non-systematic instructional modes. This is most likely accounted for by the observation that the Direct Method and Oral Approach methodologies require vigorous teacher control of oral exercises which predictably would diminish as students advanced through higher levels of language instruction where

FIGURE 18 THROUGH 21

DISTRIBUTION OF COMBINED RESPONSES OF ALL INTERMEDIATE LEVEL TEACHERS TO AUDIO-TAPED

INSTRUCTIONAL MODES, CLASSIFIED BY LANGUAGE TEACHING

APPROACH

FIG. 18   FIG. 19   FIG. 20   FIG. 21
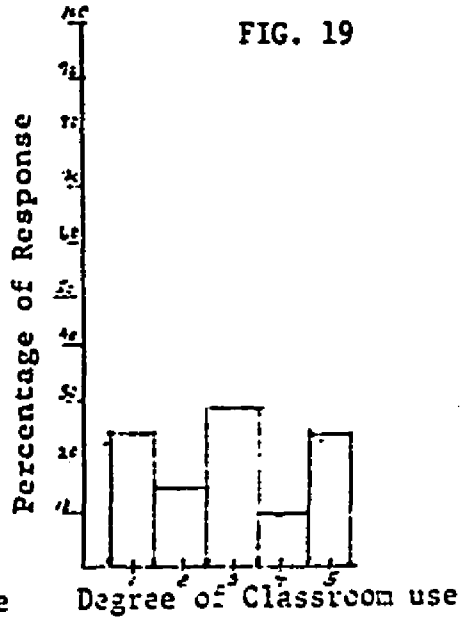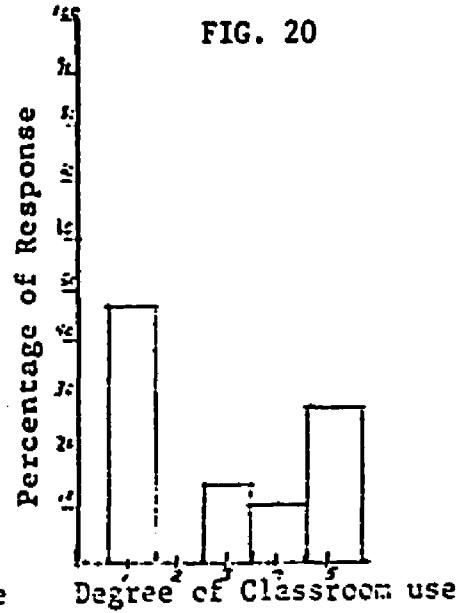
ORAL APPROACH   DIRECT METHOD   NON-SYSTEMATIC   GRAMMAR-TRANSLATION
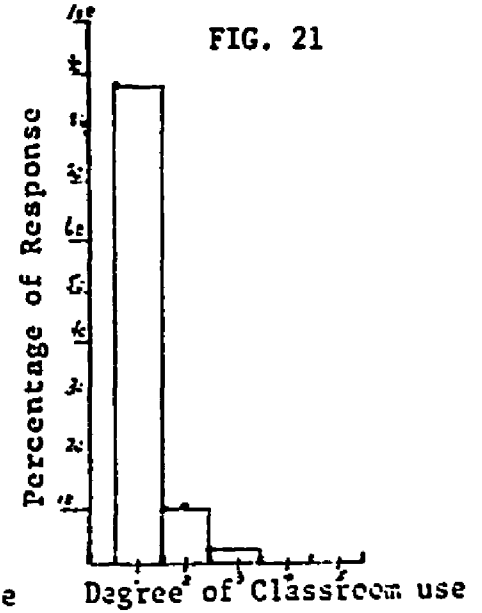
LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

111

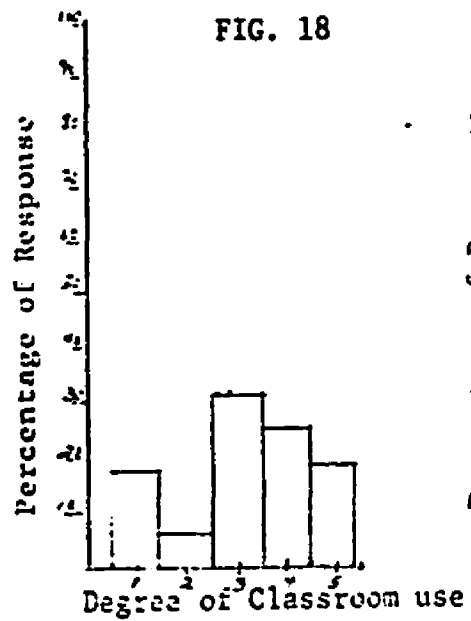activities which would encourage spontaneous use of language or acti-
vities more closely related to the written language would occur with
greater frequency.

An examination of the responses of intermediate level teachers
reveals that, as at the beginning level, the respondents choose freely
among the methodologies whether or not the methodologies are theoreti-
cally mutually exclusive.

FIGURE 22

DISTRIBUTION OF RESPONSE OF
INTERMEDIATE LEVEL TEACHERS
TO AUDIO-TAPED PATTERN
PRACTICE INSTRUCTIONAL MODE

(N = 14)
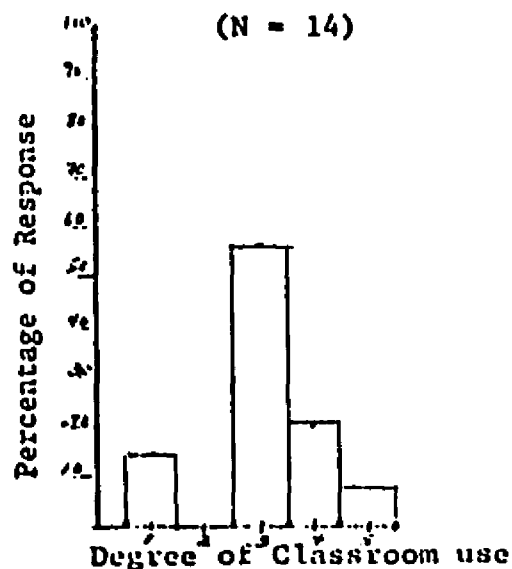
FIGURE 23

DISTRIBUTION OF RESPONSE OF
INTERMEDIATE LEVEL TEACHERS
TO AUDIO-TAPED GOUIN SERIES
INSTRUCTIONAL MODE

(N = 14)

Degree of Classroom use

ORAL APPROACH

Degree of Classroom use
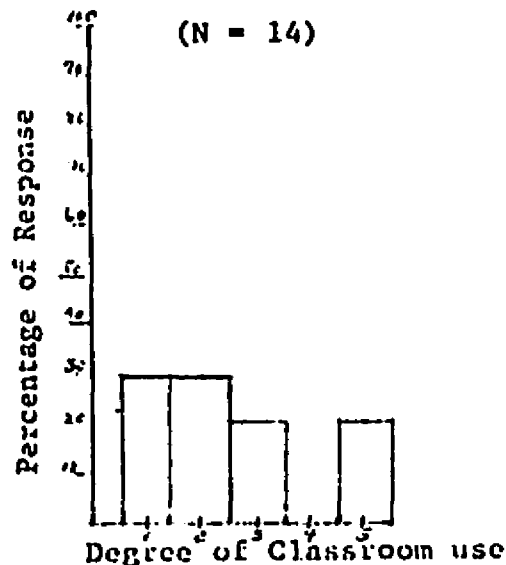
DIRECT METHOD

LEGEND for degree of classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

The response to the pattern practice method of the Oral Approach (Figure 22) and the Gouin Series (Figure 23) of the Direct Method show that neither of the two models is employed with a high degree of frequency with four teachers responding to the pattern practice mode at the highest two levels and three teachers responding to the Gouin Series mode at those levels. With the exception of the one teacher who responded that he used the pattern practice very often, no teacher chose one method to the clear exclusion of the other at the higher ranges. On the other hand, of the four teachers who never employ the Gouin Series, two never employ pattern practice, while two use the Oral Approach method occasionally.

The other two contrasting methods, minimal pair pronunciation drill (Figure 24) and single sound pronunciation drill (Figure 25), also show no pattern of mutual exclusivity. Of fourteen possible responses to each of the audio-taped instructional modes, there were three responses in the lowest range for each, and two of these responses came from the same teachers. There was one case of a teacher choosing the Oral Approach activity to the exclusion of the Direct Method, while no teacher responded vice-versa.

The dialogue drills of the Oral Approach appear not to have the relative popularity at the intermediate level that they have at the beginning level, although they are employed in varying degrees by most teachers. (Figure 26).

FIGURE 24

DISTRIBUTION OF RESPONSES OF INTERMEDIATE LEVEL TEACHERS TO AUDIO-TAPED MINIMAL PAIR DRILL INSTRUCTIONAL MODE

(N = 14)

Percentage of Response

Degree of Classroom use
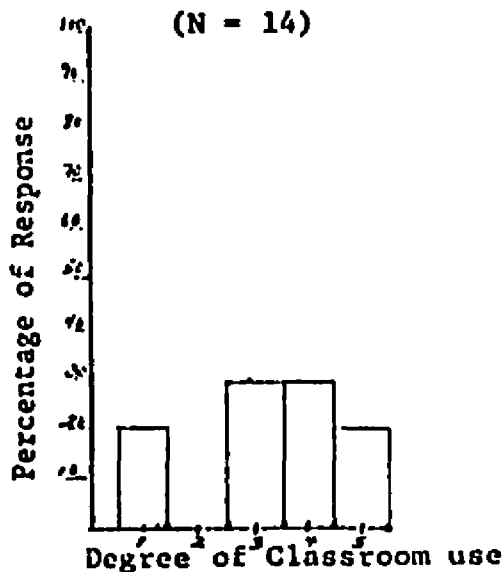
ORAL APPROACH

FIGURE 25

DISTRIBUTION OF RESPONSES OF INTERMEDIATE LEVEL TEACHERS TO AUDIO-TAPED SINGLE SOUND INSTRUCTIONAL MODE
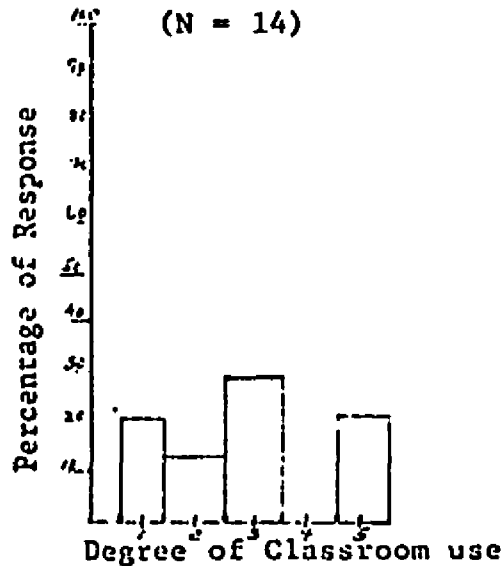
(N = 14)

Percentage of Response

Degree of Classroom use

DIRECT METHOD

LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

Choral reading from texts following a speech model received about the same relative response at the intermediate level (Figure 27) as it had at the beginning level but with a slight decrease in frequency of application.

FIGURE 26

DISTRIBUTION OF RESPONSE OF
INTERMEDIATE LEVEL TEACHERS
TO AUDIO-TAPED DIALOGUE DRILL
INSTRUCTIONAL MODE

FIGURE 27

DISTRIBUTION OF RESPONSE OF
INTERMEDIATE LEVEL TEACHERS
TO AUDIO-TAPED CHORAL READING
WITH TEACHER MODEL INSTRUC-
TIONAL MODE

(N = 14)

ORAL APPROACH

(N = 14)

DIRECT METHOD

LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

There is nothing especially significant in reporting the immediately foregoing data; they serve to complete the picture of the use at the intermediate level of the two language teaching approaches upon which attention is focused in this study.

Of the three instructional modes of the non-systematic approach the responses of intermediate level instructors to two of the methods were interesting.

As stated earlier, activities encouraging spontaneous use of language or activities relating to reading and writing skills could predictably be observed to be employed with increased frequency at higher levels of language instruction due to the assumedly increasing language skill of the students. This was borne out by the responses to the taped free discussion instructional mode and the spelling test instructional mode.

In the case of spelling tests teachers' responses were divided into three almost equal modes (Figure 28), with, in round figures, sixty-five percent of the teachers responding in the middle and highest ranges while the rest responded in the lowest range. This distribution contrasts sharply with the beginning level response where fifty-eight percent of the responses were in the lowest range, seven percent in the next lowest range and the balance distributed equally among the three higher ranges (Figure 16).

An increase of frequency of response at the intermediate level can also be observed in the case of the free discussion instructional mode although it is not as great an increase as the above example. Seventy-two percent of the intermediate responses were in the occasional to very often ranges (Figure 29) as opposed to sixty-six percent in the same ranges at the beginning level. However at the intermediate level, sixty-five percent of the response was at the highest two ranges while thrity-six percent of the beginning level response was in those ranges.

FIGURE 28

DISTRIBUTION OF RESPONSE OF
INTERMEDIATE LEVEL TEACHERS
TO AUDIO-TAPED SPELLING TEST
INSTRUCTIONAL MODE

(N = 14)
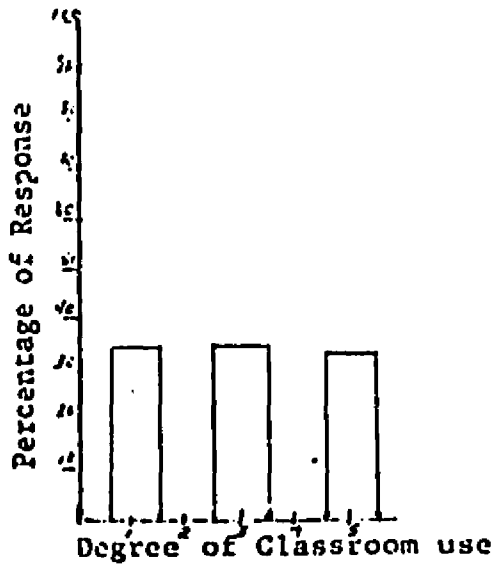
FIGURE 29

DISTRIBUTION OF RESPONSE OF
INTERMEDIATE LEVEL TEACHERS
TO AUDIO-TAPED SAMPLE OF FREE
DISCUSSION INSTRUCTIONAL MODE
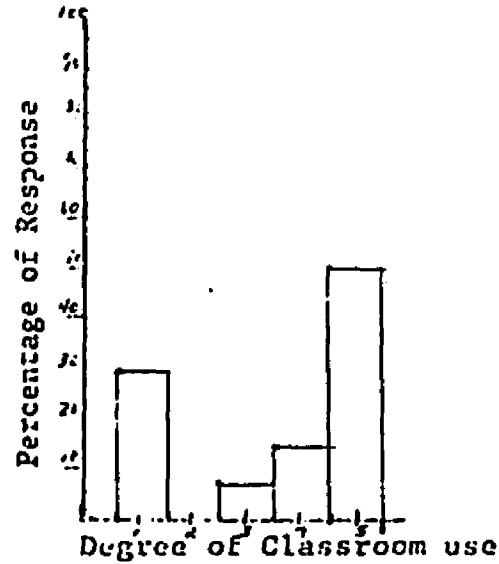
(N = 14)
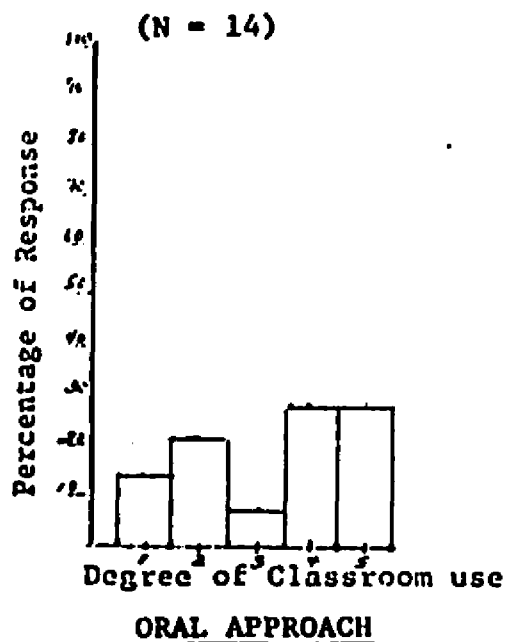
LEGEND for degree of Classroom use

1 = Never
2 = Rarely
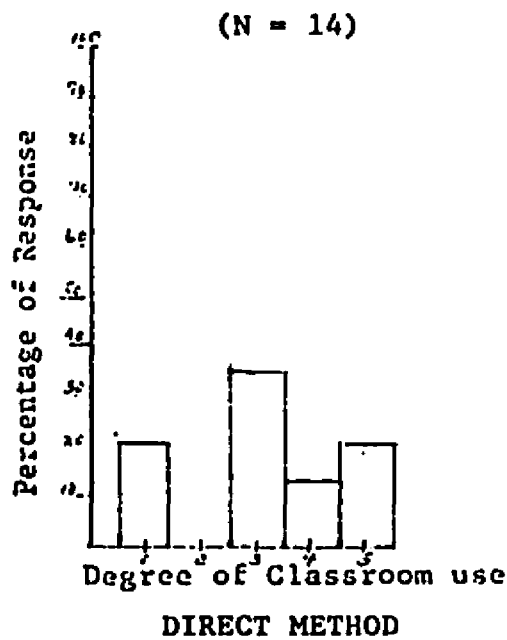3 = Occasionally
4 = Occasionally but regularly
5 = Very often

As for the choral-reading-without-a-model instructional mode, the response was mostly in the lowest range with only three teachers reporting that they use the method.

Advanced Level

The eleven responding teachers of advanced level classes distributed their responses to the audio-taped portion of the questionnaire in fairly close approximation to their colleagues at the lower instructional levels. However, the combined responses to the taped instructional modes indicate a slight relative decrease from the lower levels in the application of both the Oral Approach and the Direct Method. Such a decrease could be anticipated on the basis of the needs of advanced students for more work in reading and writing and less attention to the development of oral/aural skills.

While the overall response of advanced level instructors to the combined Oral Approach and Direct Method instructional modes is distributed differently in terms of degree of classroom use, there were identical numbers of responses in the three higher ranges of both approaches (Figures 30 and 31). Sixty-seven percent of the responses were distributed through these ranges for both approaches with the Oral Approach having the advantage in the higher two ranges.

As with the analysis of the lower instructional levels, advanced level teachers appear to choose freely among methods from both approaches with no pattern of mutual exclusivity emerging from the analysis.

The non-systematic methodologies (Figure 32) show an overall decrease in frequency of response at the advanced level, due largely to the small positive response to spelling tests and choral reading instructional modes.

DISTRIBUTION OF COMBINED RESPONSES OF ALL ADVANCED LEVEL TEACHERS TO AUDIO-TAPED INSTRUC-

TIONAL MODES, CLASSIFIED BY LANGUAGE TEACHING APPROACH

FIG. 30

Percentage of Response

Degree of Classroom use

ORAL APPROACH

FIG. 31

Percentage of Response

Degree of Classroom use

DIRECT METHOD

FIG. 32

Percentage of Response

Degree of Classroom use

NON-SYSTEMATIC

FIG. 33

Percentage of Response

Degree of Classroom use

GRAMMAR-TRANSLATION

LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

119
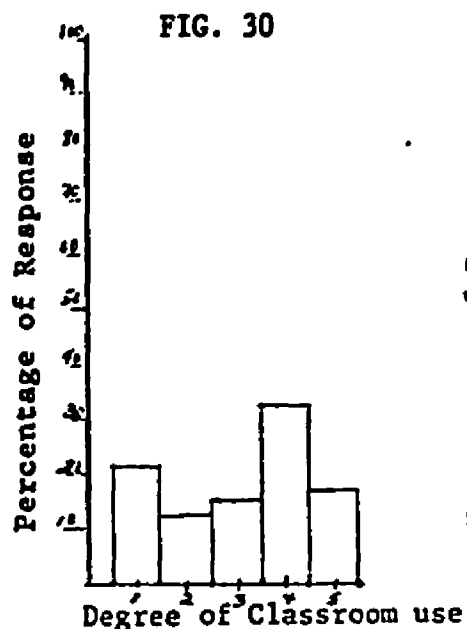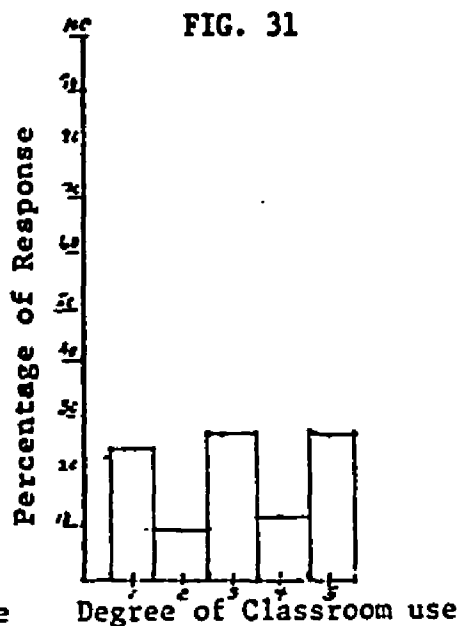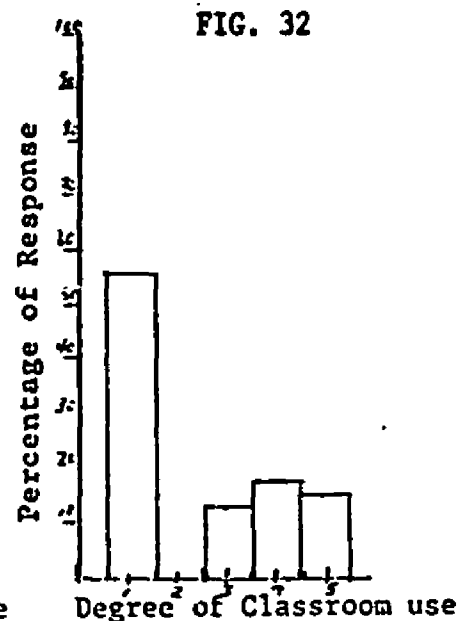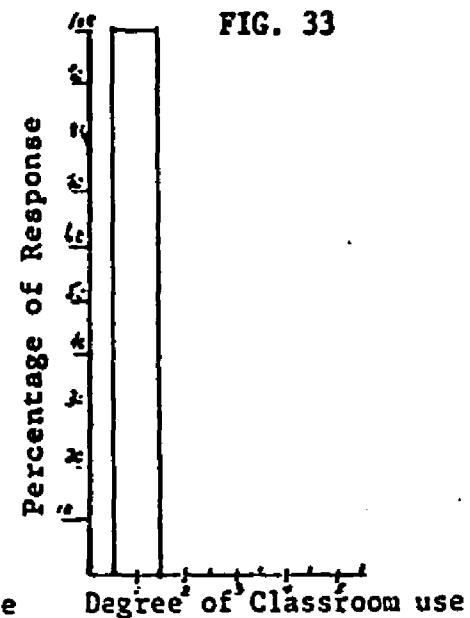
All advanced level instructors indicated that they never used any of
the grammar-translation modes (Figure 33).

Response at this level to the contrasting instructional modes of
Pattern Practice and the Gouin Series reveal that the Oral Approach
method (Figure 34) has a greater relative degree of application than
the contrasting Direct Method activity (Figure 35).

FIGURE 34

DISTRIBUTION OF RESPONSE OF
ADVANCED LEVEL TEACHERS TO
AUDIO-TAPED PATTERN PRACTICE
INSTRUCTIONAL MODE

(N = 11)
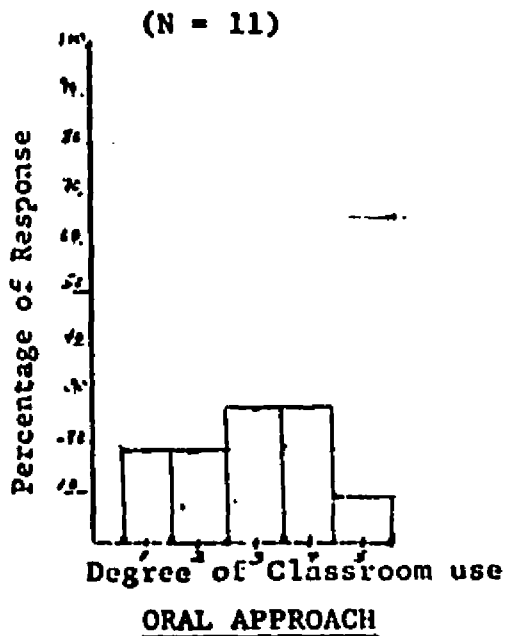
FIGURE 35

DISTRIBUTION OF RESPONSE OF
ADVANCED LEVEL TEACHERS TO
AUDIO-TAPED GOUIN SERIES
INSTRUCTIONAL MODE

(N = 11)

Degree of Classroom use

ORAL APPROACH

Degree of Classroom use

DIRECT METHOD
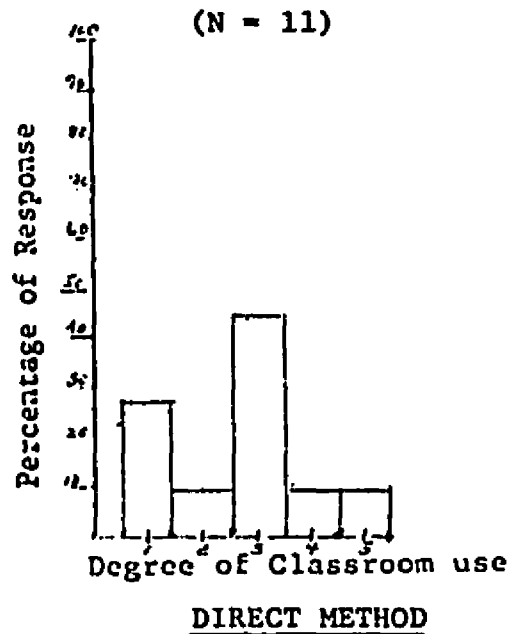
LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

It is interesting to note that the seven teachers who responded in the higher ranges of the pattern practice instructional modes also responded in those ranges to the Gouin Series mode, but in different distributions through the ranges.

A similar situation can be observed with the contrasting pronunciation drill instructional modes: eight of the eleven responding advanced level instructors who indicated that they employ minimal pair drill (Figure 36) also indicated that they employ the pronunciation drill associated with the Direct Method (Figure 37).

FIGURE 36

DISTRIBUTION OF RESPONSE OF
ADVANCED LEVEL TEACHERS TO
AUDIO-TAPED MINIMAL PAIR
DRILL INSTRUCTIONAL MODE
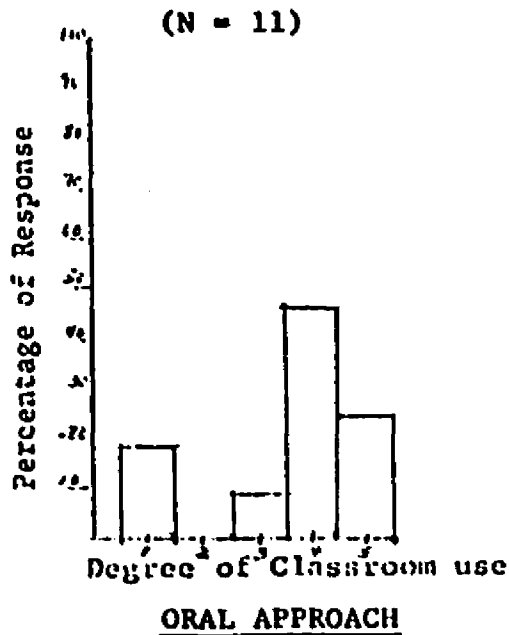
FIGURE 37

DISTRIBUTION OF RESPONSE OF
ADVANCED LEVEL TEACHERS TO
AUDIO-TAPED DISCREET SOUND
INSTRUCTIONAL MODE
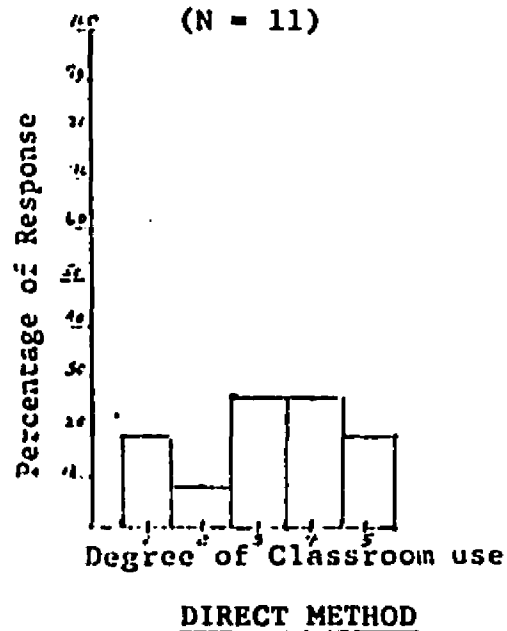
(N = 11)

ORAL APPROACH

(N = 11)

DIRECT METHOD

LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

The Oral Approach instructional mode appears in this case, to be favored by the respondents in terms of relative frequency of classroom use.

Dialogue drills, a component of the Oral Approach, decline somewhat in classroom use at this level (Figure 38) in comparison with other levels and also in relation to other Oral Approach methods at this level.

FIGURE 38

DISTRIBUTION OF RESPONSE OF ADVANCED LEVEL TEACHERS TO AUDIO-TAPED DIALOGUE DRILL INSTRUCTIONAL MODES

(N = 11)

Degree of Classroom use
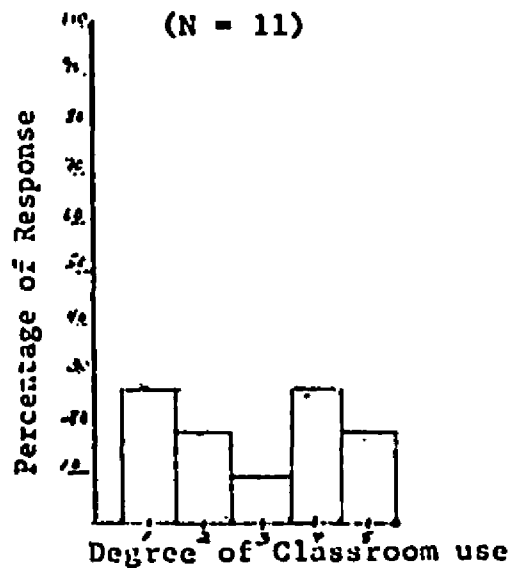
ORAL APPROACH

LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

The number of individual responses to the audio-taped choral-reading-with-teacher-model activity in the three higher ranges is almost the same as with the dialogue activity. That is, there was one more response in those ranges to the reading aloud exercise than to the dialogue exercise; however, reading aloud enjoyed a greater degree of classroom use (Figure 39).

FIGURE 39

DISTRIBUTION OF RESPONSE OF
ADVANCED LEVEL TEACHERS TO
CHORAL-READING-WITH-TEACHER
MODEL INSTRUCTIONAL MODE
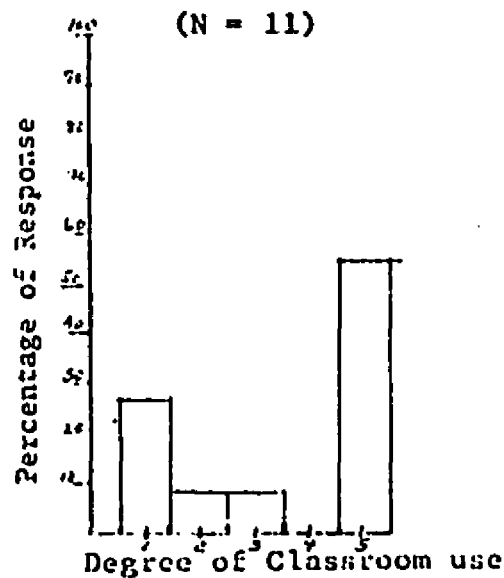
(N = 11)

Degree of Classroom use

DIRECT METHOD

LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

As stated previously, there is no necessary contrasting relationship between the two immediately foregoing activities. That is to say, they are not mutually exclusive exercises as, for example, pattern practice versus the Gouin Series. At the advanced level of instruction it would not be unusual to observe a choral reading exercise conducted by a teacher trained in the Oral Approach. Therefore, the fact that advanced level teachers chose freely between the two methods has no particular significance.

At the advanced level of instruction it appears that the most widely accepted form of oral/aural instruction was free discussion as indicated by the responses of instructors to the audio-taped demonstration of the exercise (Figure 40).

FIGURE 40

DISTRIBUTION OF RESPONSE OF
ADVANCED LEVEL TEACHERS TO
AUDIO-TAPED FREE DISCUSSION
INSTRUCTIONAL MODE

(N = 11)

LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

All but one of the responding teachers use this method and nine of the eleven use it with a high degree of frequency. This was not an unexpected response since advanced level students are assumedly proficient enough in the use of spoken English to engage in activities which encourage spontaneous communication. Since the remaining two exercises embraced by the non-systematic heading, spelling tests and choral-reading-without-model, received a response falling mostly into the lowest ranges with only one teacher responding favorably to both, there seems no point in including them in this analysis.

Mixed Proficiency Levels

Neither of the two language teaching models presented in Chapter III nor the grammar-translation approach to language teaching outlined in Chapter II encourages the formation of classes in which students of different levels of proficiency in the target language are placed together in the same class. On the contrary, the three language teaching approaches assume that instruction is offered on the basis of some form of proficiency grouping, however proficiency is determined, and most language teaching materials are developed on this assumption.

More significant, though, than the data extracted from teachers of mixed proficiency level classes concerning classroom practices is the fact that 31.7% or twenty-seven of the eighty-five responding teachers were responsible for such classes. This corresponds roughly to the 30.0% of programs which organize their classes solely on the mixed proficiency basis, although all of the teachers of mixed level classes could

not positively be identified as to their association with the programs.

Due to this important variation from language teaching theory and generally accepted practice, analysis of the data extracted from the responses of teachers of mixed proficiency classes to the audio-taped portion of the instrument cannot profitably be carried out in the same terms as analyses of previous instructional levels. That is to say that since prior analyses have assumed a relationship positive or negative, with theoretical/methodological language teaching models, and that those models in turn assume instruction on the basis of language proficiency, mixed proficiency classes being, by nature, disharmonious with fundamental assumptions, they cannot be treated at a specific methodological level in relationship with those models.

Consequently, the following data are presented in terms descriptive of the practices of mixed proficiency level teachers, but not in terms of the relationship of those practices to the language teaching models nor of the relationship between distributions of responses to different instructional modes.

In general, instructors of mixed proficiency level classes employ the methods demonstrated for them on audio-tape, and they employ these methods in degrees that roughly approximate frequency of use at the discreet instructional levels. From the combined responses of these instructors it can be observed that sixty-six percent of the response to the Oral Approach methods fell into the "occasionally" through "very often" ranges (Figure 41), and eighty percent of the response to the Direct Method was in those ranges also (Figure 42). Responses to the

DISTRIBUTION OF COMBINED RESPONSES OF ALL MIXED PROFICIENCY LEVEL TEACHERS TO

AUDIO-TAPED INSTRUCTIONAL MODES, CLASSIFIED BY LANGUAGE TEACHING APPROACH

FIG. 41
Degree of Classroom use
ORAL APPROACH
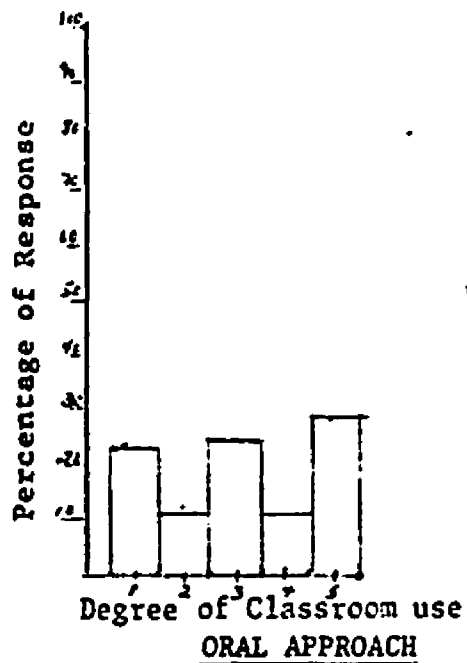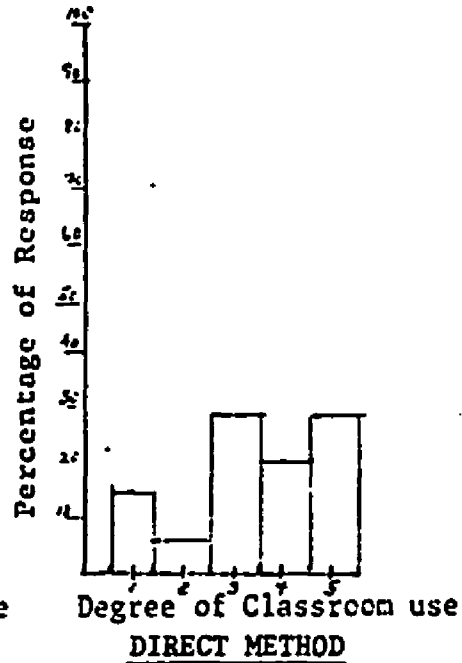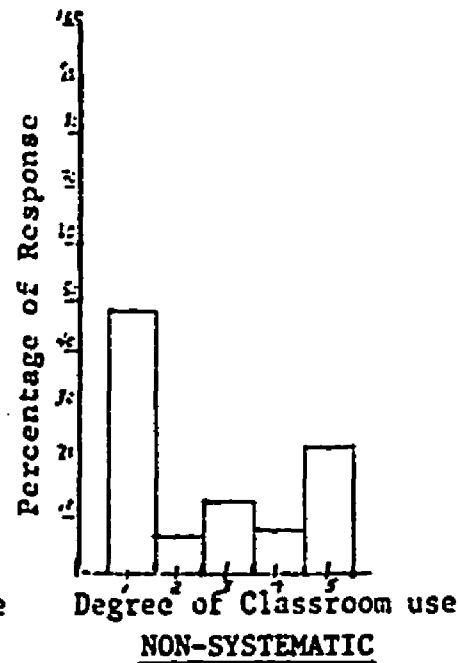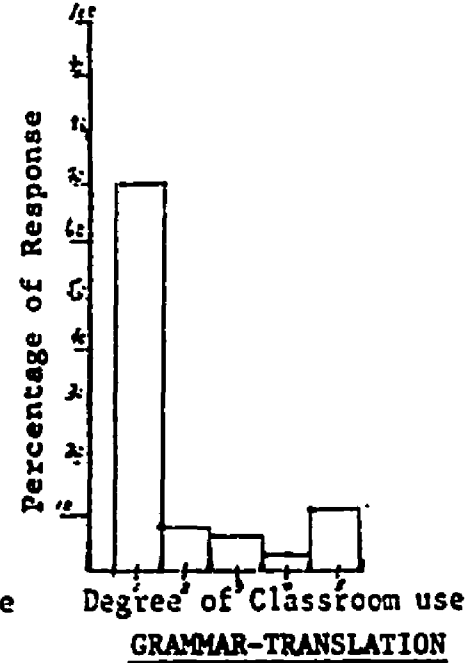
FIG. 42
Degree of Classroom use
DIRECT METHOD

FIG. 43
Degree of Classroom use
NON-SYSTEMATIC

FIG. 44
Degree of Classroom use
GRAMMAR-TRANSLATION

LEGEND for degree of Classroom use

1 = Never
2 = Rarely
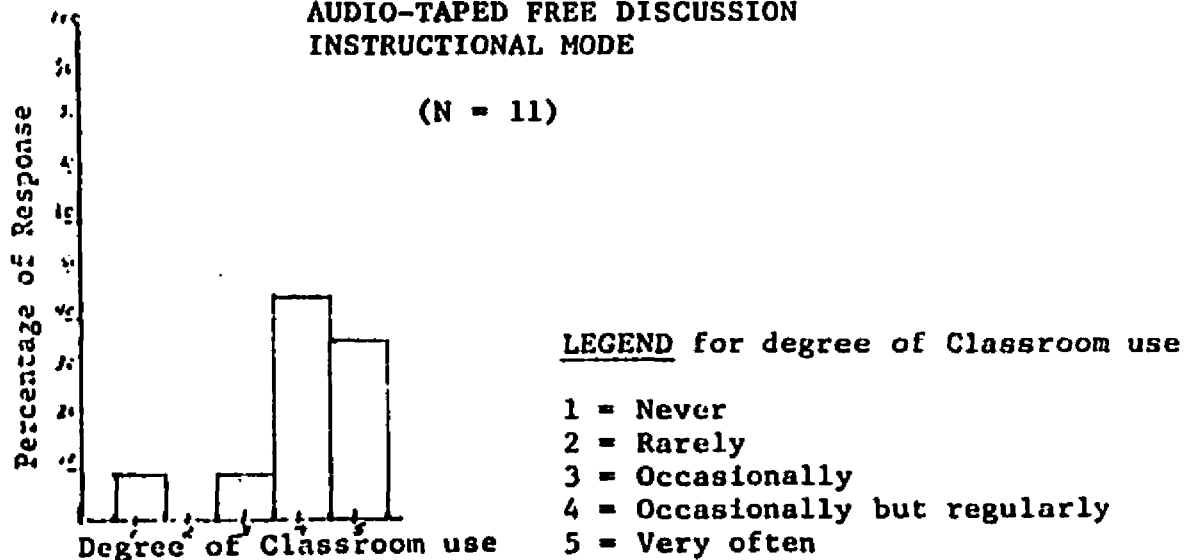3 = Occasionally
4 = Occasionally but regularly
5 = Very often

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assorted non-systematic methods were almost evenly distributed between the lowest two and highest three ranges (Figure 43), and, while grammar-translation methodology received a higher favorable response from this group than from previously analyzed groups, the response was, nonetheless, strongly negative (Figure 44).

The distributions of responses of mixed level instructors to the individual audio-taped instructional modes of the Oral Approach and the Direct Method were relatively equal throughout, but there were two notable exceptions which account for the apparent predominance of the Direct Method at this level.

First, Dialogue Drills, one of the Oral Approach instructional modes, received the strongest response in the two lowest ranges of any of the Oral Approach or Direct Method instructional modes (Figure 45).

FIGURE 45

DISTRIBUTION OF RESPONSE OF
MIXED PROFICIENCY LEVEL
TEACHERS TO AUDIO-TAPED
DIALOGUE DRILL INSTRUC-
TIONAL MODE

(N = 27)

LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

Degree of Classroom use

ORAL APPROACH
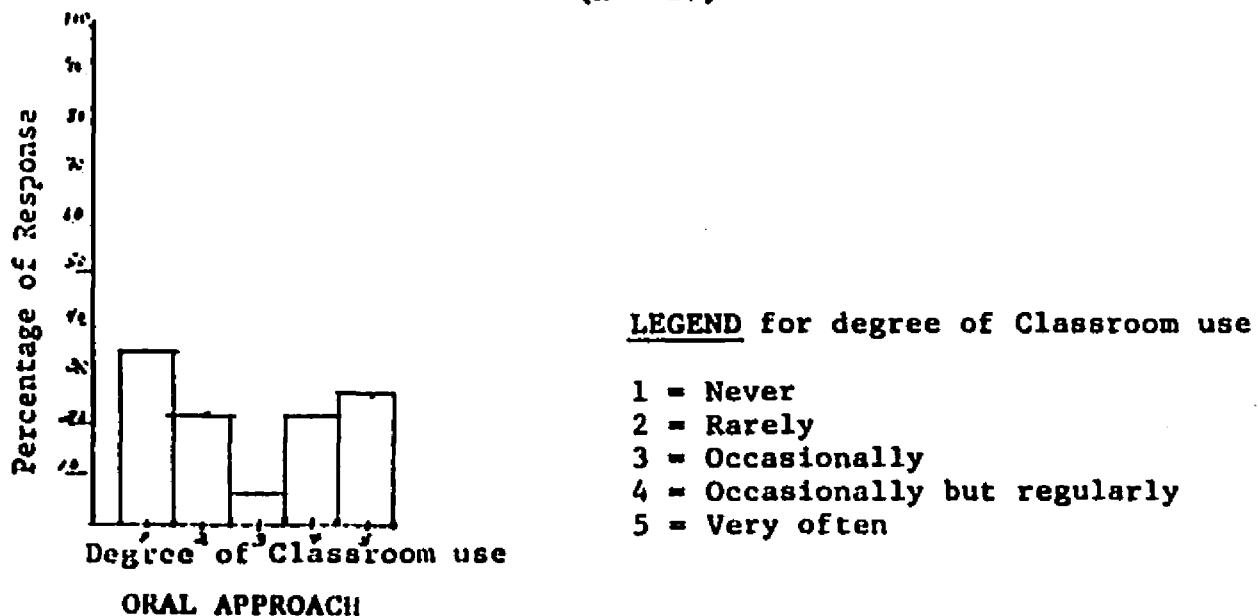
Second, the response of instructors at this level to the audio-taped single sound pronunciation drill, a component of the Direct Method, was the most positive of any of the responses to methods of either of the two approaches (Figure 46).

FIGURE 46

DISTRIBUTION OF RESPONSE OF
MIXED PROFICIENCY LEVEL
TEACHERS TO AUDIO-TAPED
SINGLE SOUND PRONUNCIATION
DRILL

(N = 27)

Degree of Classroom use
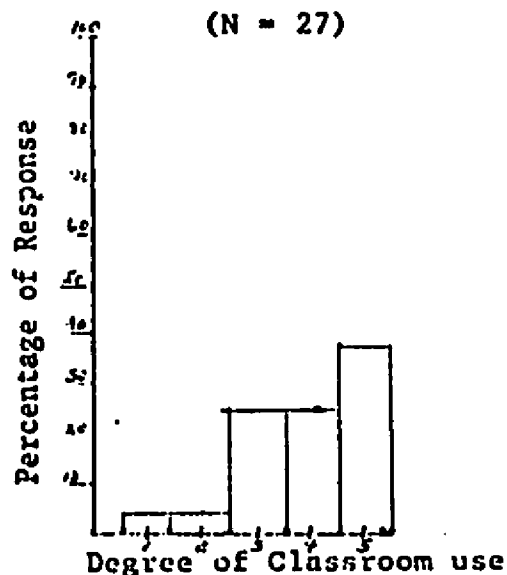
DIRECT METHOD

LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

As for methods other than those of the Oral Approach and the Direct Method, there are two observations that can be made from the data and these observations are of marginal significance.

First, among the non-systematic methods, teachers indicated that free discussion was frequently employed as an instructional method by the majority of teachers (Figure 47).

FIGURE 47

DISTRIBUTION OF RESPONSE OF
MIXED PROFICIENCY LEVEL
TEACHERS TO AUDIO-TAPED
FREE DISCUSSION INSTRUC-
TIONAL MODE

(N = 27)

Degree of Classroom use
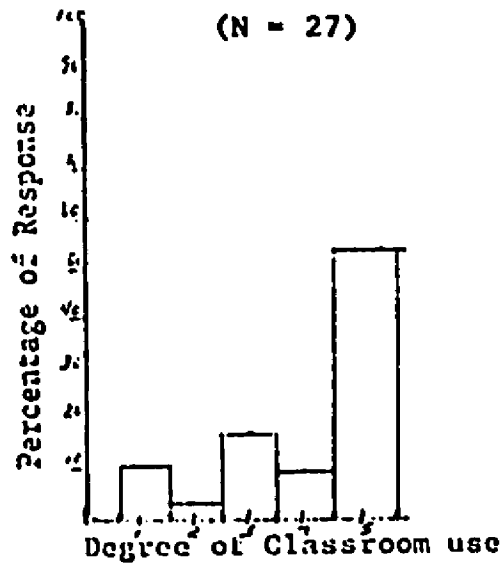
"NON-APPROACH"

LEGEND for degree of Classroom use

1 = Never
2 = Rarely
3 = Occasionally
4 = Occasionally but regularly
5 = Very often

Spelling tests and choral-reading-without-model received small positive response with the latter employed in class by fewer than fifteen percent of the teachers.

The second observation has to do with the overall response to grammar-translation methods. While few teachers at this level employ these methods on a regular basis, a comparatively larger favorable response to the approach was recorded at this level than at other instructional levels, yet none of the teachers reported that their classes were homolinguistically composed. This seems to be quite irregular, but there is nothing further in the data to help in explaining why the practice exists among this group of teachers more frequently than any among previously analyzed group.

Theoretical Considerations

The previous discussion of data extracted from the response of selected teachers to the audio-tape presentations of language teaching instructional modes was primarily addressed to methodological phenomena. That is, each of the taped instructional modes, with the exception of the three defined as non-systematic, represented a methodological construct of a particular language teaching theoretical approach.

Through an examination of the data surrounding methodological considerations, it was hoped that, a posteriori, preliminary identification of the primary language teaching theoretical basis governing the teaching of English to speakers of other languages in Michigan public schools could have been inferred. No such inference was possible, nor was it

possible to identify with certainty, a significant number of individual teachers committed to either of the language teaching approaches upon which analysis was based. The nature of the response revealed a consistent pattern of eclecticism in teachers' choices of language teaching methods.

Methodological eclecticism, however, does not necessarily imply theoretical eclecticism. Only the most orthodox, and hence dogmatic, interpretation of the two language teaching models presented in Chapter III would preclude entirely the adoption of methods of opposing approaches. It is quite possible that a teacher trained, say, in the Oral Approach might find it convenient or expedient to employ methods from contrasting or non-systematic approaches, and to do so with some regularity. The availability of materials, the composition of the class in terms of proficiency levels or student background or linguistics background, and numerous other variables could affect methodological choice. However, there remain several fundamental questions which, if answered, would allow theoretical inferences.

These questions concerned issues such as whether or not discussion of grammatical points was practiced in classes, the manner in which content was organized for presentation, the use of the native language of the students in instruction and the time of introduction into the curriculum of instruction in reading and writing skills. By directing questionnaire items to these areas it was possible to make the analysis which follows.

Neither the Oral Approach nor the Direct Method favor discussion of

grammatical points as an instructional method. While the Oral Approach
does not view such instruction as a theoretical variance, the use of
grammatical discussion is discouraged. On the other hand, the Direct
Method, with its emphasis on direct association, precludes as a matter
of principle discussion of grammatical points as a method of instruc-
tion.

TABLE 12

TEACHERS PRACTICING GRAMMATICAL DISCUSSION AS AN INSTRUCTIONAL METHOD

DISTRIBUTED BY INSTRUCTIONAL LEVEL

	Beginning N=33		Intermediate N=14		Advanced N=11		Mixed N=27		Total N=85	
	#	%	#	%	#	%	#	%	#	%
Practice	31	93.9	14	100	11	100	26	96.2	82	96.4
Do not Practice	2	6.0		.00		.00	1	3.7	3	3.5

Examining the total response, it is obvious that teachers favor dis-
cussion of grammar in the classes they teach, level notwithstanding.
This can mean one of two things: Teachers reject the principle of the
Direct Method which says that grammar discussion is to be avoided, or
they are unaware of the principle and proceed with grammatical discussion
as an assumedly normal language teaching activity.

The response from teachers of beginning level classes is especially
significant. Other than the possibility of students at this level
having difficulty in communicating anything in the target language,

teachers appear to be violating a principle about which Direct Method theorists have been adamant; that is, such theorists insist that only direct association of learning is effective, especially for those in the early states of learning another language.[1]

While the Oral Approach allows explanation and discussion of grammatical points, an affirmative answer to the inquiry does not necessarily indicate that teachers embrace the theory underlying the Oral Approach. Grammatical discussion is considered more a matter of technique than of either theory or method. The question is, in fact, entirely devoid of significance in its relation to the Oral Approach.

Another inquiry designed to extract information about underlying theoretical aspects of the two model approaches was addressed to the

TABLE 13

ORGANIZATION OF CONTENT ACCORDING TO PARTICULAR LANGUAGE DIFFICULTIES

DISTRIBUTION BY INSTRUCTIONAL LEVELS

	Beginning N=33		Intermediate N=14		Advanced N=11		Mixed N=27		Total N=85	
	#	%	#	%	#	%	#	%	#	%
Difficulty of Vocabulary	15	45.4	6	42.8	5	45.4	14	51.8	40	47.0
Pronunciation	4	12.1	3	21.4	3	27.2	6	22.2	16	18.8
Grammatical Structures	11	33.3	4	28.5	3	27.2	6	22.2	24	28.2
No Response	3		1				1		5	

[1]Mackey, Language Teaching Analysis, p. 149.

organization of content. That is to say, what "organizing element"[1] receives primary consideration by the teachers?

From the data displayed in Table 13, it is observed that the majority of teachers favor organizing a series of English language lessons around difficulty of vocabulary while less than a third favor organization around grammatical structures. This indicates that the teachers who favor vocabulary as an organizing element embrace, at least tacitly, a principle of the Direct Method in which vocabulary acquisition is viewed as the primary target of most lessons, especially the early lessons.[2] Grammar is not ignored in the Direct Method by any means, but the introduction of words when a series of lessons is organized, and the sequence in which grammatical structures are presented is not necessarily cumulative in the sense that a new structure is presented from the framework of the previously mastered structure as is the case with the Oral Approach.

The twenty-eight percent of the respondents who favor organization of lessons around the difficulty of grammatical structures implicitly embrace a fundamental principle of the Oral Approach which prescribes that lessons emphasize the oral manipulation of grammatical and syntactic structures with vocabulary acquisition assuming a subordinate role.[3] This emphasis on the mastery of grammatical structures tends to diminish in general professional practice as the student progresses through

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[1] Ralph W. Tyler, Basic Principles of Curriculum and Instruction, (Chicago: University of Chicago Press, 1950), pp. 56-57.

[2] Diller, Generative Grammar, pp. 70-71.

[3] See, for example, Robert Lado, Charles C. Fries, et. al, An Intensive Course in English, Revised Edition, 4 vols., (Ann Arbor: University of Michigan Press, 1958).

intermediate and advanced levels of instruction, where emphasis shifts to reading, writing, and vocabulary building. However, this does not preclude organizing lessons at the advanced level according to grammatical structures.

The percentage of response indicating pronunciation as the chief organizing element in a series of lessons is relatively small. However, while both model approaches strongly emphasize pronunciation, differing only in the manner in which the skill is taught, neither of the approaches views this aspect of language teaching as an element around which a series of lessons is to be planned.

Teachers were requested to respond to a question which asked if they would ever use the students' native language to explain a word or grammatical point (item 15 on the questionnaire). The response is recorded in the following table:

TABLE 14

USE OF THE STUDENTS' NATIVE LANGUAGE IN INSTRUCTION: DISTRIBUTION OF RESPONSE BY INSTRUCTIONAL LEVEL

	Beginning N=33		Intermediate N=14		Advanced N=11		Mixed N=27		Total N=85	
	#	%	#	%	#	%	#	%	#	%
Would Regularly	11	33.3	5	35.7	1	9.0	9	33.3	28	33.3
Would Rarely	20	60.6	7	50.0	9	81.8	17	62.9	51	60.7
Would Not	2	6.0	2	14.2	1	9.0			5	5.9
No Response							1	3.7		

The above figures are very revealing in the sense that ninety-four percent of teachers surveyed would use the native language of their students if a)the teacher knew the language and b)the teacher could be fair to all of his students. Although the question was subjunctively phrased on the questionnaire, and the above two qualifications tended to equivocate the inquiry, such qualifications are not significant when viewed from the theoretical base of the Direct Method. In Direct Method theory, the native language of the student is never to be used. That is an absolute, and it is the most frequently stressed point made in the literature of the Direct Method. Diller, for example, in his recent work states:

> Exclusive use of the foreign (target) language in the classroom is the most distinctive and perhaps the most important feature of the Direct Method.[1]

Therefore, even though the question was put to the teachers in the subjunctive sense, it appears safe to infer that the great majority of responding teachers do not endorse the theoretical sine qua non of the Direct Method, and, thus, do not embrace the Direct Method theory.

A recheck of the completed questionnaires revealed that only 3 of the seventy-nine teachers who answered affirmatively claimed the Direct Method as the approach which they favored. None of the five who answered negatively claimed to be adherents of the Direct Method, incidentally.

The data recorded in Table 14 have no particular relevance to the Oral Approach in that the Oral Approach does not treat the question as

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[1]Diller, Generative Grammar, p. 68.

a theoretical one. The use of the native language of students is not precluded in the Approach, but in heterolinguistic classes, it would be an uncommon practice.

The following table displays responses to questions asked only of beginning level teachers. The question concerned introduction into the curriculum of reading and writing skills and relates to an important theoretical aspect of the Oral Approach as well as further identification of Direct Method methodology. The question was directed only to teachers of beginning level classes because it would be inappropriate for other levels in which an ability to speak the language with an intelligible degree of proficiency is assumed.

TABLE 15

INTRODUCTION OF READING AND WRITING INTO THE BEGINNING LEVEL CURRICULUM

N = 33

	NUMBER	PERCENT
From the start of the course	21	66.9
After a period of instruction in oral/aural skills	9	27.2
No Response	3	15.9

The seventy percent of the respondents who indicated that they began instruction in reading and writing from the start of the course do not follow a basic principle of the Oral Approach. While not being

as singularly crucial to the theoretical foundations of the Oral Approach as the absence of the native language in the classroom is to the Direct Method, the concept of delaying instruction in the skills of reading and writing until oral mastery of basic instructional patterns obtains is fundamental. Therefore, it appears that the majority of beginning level teachers do not subscribe to a major theoretical point underlying the Oral Approach. Coupled with the data in Table 13, it seems safe to infer that the majority of all teachers surveyed do not subscribe to the theoretical foundations of the Oral Approach.

Further information regarding reading and writing instruction was extracted from the portion of the questionnaire to which teachers of beginning level students were asked to respond in order that additional theoretical information concerning the Direct Method could be gleaned. The data were requested from those teachers who responded that they teach reading and writing from the start of the course, and the purpose was to learn if they followed a particular order of presentation of skills within a lesson.

TABLE 16

SEQUENCE OF PRESENTATION OF SKILLS IN LEARNING A TARGET WORD OR EXPRESSION: DISTRIBUTION OF RESPONSE OF 21 RESPONDENTS WHO TEACH READING AND WRITING AT THE START OF A COURSE

	Number	Percent
Oral/aural then written expression	13	65.0
Written expression then oral/aural	7	35.0

(One respondent wrote "phonics" as an answer, the interpretation of which is beyond this researcher's understanding.)

The majority of respondents to this item follow the dictates of the Direct Method concerning the optimum manner of teaching a word or expression. The Method calls upon the student first to pronounce the word or expression, write it, then read what he has written. The balance do not follow this procedure and thus do not follow Direct Method theory.

There were other teachers of beginning level students who responded to the foregoing inquiry, but since these teachers conducted mixed proficiency level classes, it was considered inappropriate to include them in this portion of the survey. The mixed proficiency class, by virtue of its composition defies analysis is the same terms as the preceeding discussion of reading and writing. That is to say, for example, a teacher who might actively accept the theoretical basis of, say, the Oral Approach, might very well begin instruction in reading and writing at the very start of the course through the simple necessity of keeping students occupied until the teacher is able personally to attend to them. Direct Method advocates, on the other hand, might postpone instruction in reading and writing for the same reason. Nonetheless, teachers of mixed proficiency classes favored including instruction in reading and writing at the start of the course in a ratio of 74% to 26%, with one teacher not responding. This is roughly analogous to the figures analyzed in the preceding discussion.

A final point extracted from the responses to the paper and pencil portion of the teachers' questionnaire is that seventy-five of the eighty-five teachers are native speakers of English. This is consistent with both Oral Approach and Direct Method from a non-theoretical

point of view. Both methods prefer the services of a native or near native speaker to function as a model for the students' imitation as in the Oral Approach, or as a fluent enough speaker of the target language to be able to conduct the class entirely in the target language as in the Direct Method.

It appears, then, that the majority of teachers do not embrace either of the approaches outlined in Chapter III on a theoretical level. Elements of both approaches are employed in a methodological sense, but the data reveal that the majority of the teachers surveyed reject, at least implicitly, fundamental theoretical considerations of both model language teaching approaches, and reject these considerations in similar proportions with no underlying pattern of mutual exclusivity.

It can generally be inferred that no clearly defined predominance of theoretical patterns of teaching English to speakers of other languages are revealed by the data, and it would appear that the majority of teachers surveyed are committed to no particular language teaching theory. The pattern which emerges from the data is an eclectic one embracing theoretical concepts from both approaches and rejecting theoretical concepts from both approaches as well.

One final, parenthetical point: teachers were asked to indicate from a list of nine language teaching approaches which one best described the approach they used. The response to this was very sparse, and many who did respond indicated more than one choice.

Program Nomenclature

The final section of this analysis deals with the titles under which classes of English to adult speakers of other languages are offered in Michigan public schools.

TABLE 17

TITLES UNDER WHICH CLASSES OF ENGLISH TO ADULT SPEAKERS OF OTHER LANGUAGES ARE OFFERED IN MICHIGAN PUBLIC SCHOOLS

(N = 30)

Title	Number
English for the Foreign Born	11
English as a Second Language	5
Adult Basic Education	4
Other	
English for New Americans	3
English for Immigrants	1
English for Non-Speaking Persons	1
English for Spanish Surnamed Students	1
English for the Non-American Born	1
"The Man with the White Hair"	1
No Response	2

At least nine titles are employed in Michigan to advertise classes of English for adult speakers of other languages. Some of the titles imply that classes are restricted to immigrants and could possibly suggest that native-born non-English speakers are not welcome to enroll.

Summary of Chapter IV

The first section of this chapter dealt with the identification and organization of Michigan public school programs in the teaching of English to adult speakers of other languages. The analysis identified programs according to the communities in which they are located, enrollment procedures, organization of the school calendar, and proficiency levels of students for grouping purposes. Moreover, in this section, a description of the professional qualifications required for teachers in the programs was detailed along with a description of the actual preparation, formal and informal, of the selected teachers who responded to the study.

The next section addressed materials and methods including texts, audio/visual aids and supplementary materials employed by the responding teachers of English to adult speakers of other languages, and the actual classroom practices of that selected group of teachers.

Data used in the description of classroom practices were gathered from teachers' responses to audio-taped demonstrations of language teaching instructional modes and analyzed in relation to the two language teaching models presented in Chapter III of this study. Thus, a number of methodological questions were answered in terms of the frequency of application of certain key language teaching methods.

The theoretical aspects of the description were addressed through analysis of data from the paper and pencil portion of the teachers'

instrument combined with the analysis of date extracted from the audio-tape portion.

The findings of the study are included in the text of this chapter and restated in Chapter V where conclusions and recommendations based on those findings are articulated.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Problem

The problem to which this study has been addressed concerned the lack of reliable information surrounding programs designed for teaching English to adult speakers of other languages in Michigan public schools.

Actually, little is known about this component of adult education programs nationally due, most likely, to the lack of attention paid it by theorists and practitioners in the field of teaching English as a second language whose primary concern has been with the art as it has been practiced in collegiate settings. Yet, the activity had been a vital constituent of the adult education milieu for almost a century prior to the emergence of a scientifically based professional specialty in the teaching of English to speakers of other languages.

In recent years, moreover, the federal government has enacted legislation which has provided funds for the establishment of educational programs for undereducated adults and out of school youth. Non-English speaking adults have been included in the intentions of these Congressional actions, and classes for this population have been organized so that a significant proportion of programs popularly termed "Adult Basic Education" has been devoted to the teaching of English to adult speakers of other languages. However, there has been no research, prior to this effort, which has attempted to describe the organizational and pedagogical

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practices in public school adult education classes designed specifi-
cally and especially for non-English speaking adults.

Therefore, it has been the purpose of this study to describe those
practices as they are manifested in public school adult education pro-
grams in the State of Michigan through seeking reliable answers to the
following questions:

1) Under what titles are classes in English for speakers of other
   languages taught?

2) How are classes in Adult Education Programs organized to effect the
   learning of English by speakers of other languages?

3) What identifiable approaches are employed in the teaching of English
   to speakers of other languages in Adult Education Programs?

4) What theoretical-methodological approach, if any, predominates in
   the teaching of English to speakers of other languages in Adult
   Basic Education Programs?

5) What are the minimal qualifications required of teachers of English
   to speakers of other languages in Adult Education Programs, and do
   those requirements approach the minimal qualifications for teachers
   outlined in the TESOL statement on "Qualifications for Teachers of
   English as a Second Language"?

6) Does the actual professional preparation or in-service training of
   teachers of English to speakers of other languages generally in-
   clude specific training in the teaching of English to speakers of
   other languages, or training in allied fields such as linguistics?

7) What professional support for teachers of English to speakers of
   other languages exists in adult education situations where teachers
   have not been trained for this activity?

8) In light of current linguistic theory and accepted practice within
   the professional discipline of teaching English to speakers of other
   languages, what recommendations for improvement are warranted?

Procedures

In order to collect data relevant to the research questions, a
procedure was designed whereby information could be solicited from the
two most appropriate sources: administrators of public school adult
education programs having classes designed for teaching English to
adult speakers of other languages, and the teachers of these classes.

It was first necessary to ascertain which programs in Michigan
offered such classes. This was accomplished through the good offices
of the Michigan Department of Education and Project ENABEL, and thirty-
three programs having classes in English as a second language were posi-
tively identified through an initial survey of administrators. The
survey served the dual purpose of identifying programs and identifying
teachers as well.

Two data gathering instruments, one for completion by the admin-
istrators and one for completion by the teachers, were designed and
tested. The administrators' questionnaire sought information surrounding
program organization, minimal teacher qualifications and professional

support for teachers of English to adult speakers of other languages.

The instrument designed for the collection of data from the teachers was bi-partite in form, having a normal paper and pencil portion and a portion in which teachers were asked to respond to audio-taped demonstrations of English Language Teaching Instructional Modes. After listening to each demonstration, teachers were asked to indicate whether and to what degree of frequency they employed the instructional modes in their classes.

These instruments were sent into the field via the statewide network of Project ENABEL whose personnel administered the audio-tape portion to eighty-five teachers from twenty-five different communities which supported public school adult education programs in the teaching of English to speakers of other languages. Administrators received their questionnaire directly by mail and thirty completed instruments were returned.

The data collected from the returned instruments were tabulated and analyzed largely in relation to two theoretical/methodological language teaching models. The models described the Oral Approach to language teaching and the Direct Method of language teaching. The former has its roots in the modern science of structural linguistics and is generally considered by specialists to be the most effective approach to language teaching in existence. The latter approach is generally viewed as being dated and very little support for its application is found in recent literature.

Findings

From the analysis of the collected data, these findings were made possible:

A. **Organizational**

1. Thirty percent of public school adult education programs in Michigan having classes of English specifically and exclusively designed for speakers of other languages do not practice grouping by levels of English language proficiency. Neither the location nor the size of the programs appear to influence this lack of proficiency grouping among these programs.

2. In all but one of the responding programs, students are admitted to classes at any time during the school year despite the fact that most programs operate on a semester or term basis.

3. Specific training in the teaching of English to speakers of other languages is not required of teachers by any of the responding programs, and most programs do not provide professional support in the form of specialists to assist teachers of English to speakers of other languages.

4. Most teachers have had some specific training in the teaching of English to speakers of other languages and/or allied fields; however, the majority have had minimal exposure to such training while only two possess graduate degrees with major emphasis in the field.

5. All responding teachers of English to speakers of other languages in Michigan public school adult education programs pursue this activity on a part-time basis.

6. The thirty responding programs operate under eleven separate titles, the most popular of which is "English for the Foreign Born". Only five programs use "English as a Second Language" as a title, while the rest employ nomenclature related to educational activities for non-native born people.

B. Classroom Practice

1. Language teaching methods from two theoretical approaches, the Oral Approach and the Direct Method, are widely employed by the selected teachers. In addition and to a lesser degree, teachers employ non-systematic and grammar-translation methodology. The visibility of the latter is very low in relation to other methods.

2. Analysis of the data has revealed that a situation of methodological eclecticism obtains among teachers. That is, of the two predominant approaches to the teaching of English to speakers of other languages, neither appears to be favored by the teachers. Instead, teachers choose freely among the methods of the two approaches and no pattern of selection of one method in favor of another has emerged from the data.

One further observation has been made possible from the analysis of the data, and it seems appropriate to include it at this point.

A phenomenon of bi-modality appeared throughout the distributions of responses to the audio-taped instructional modes, mostly in the

responses to demonstrations of non-systematic language teaching methods. While this study had not been designed to carry out tests of statistical significance, to ignore such a phenomenon would be irresponsible. Therefore, the frequent occurrence of bi-modal distributions indicating the possibility of variables affecting these distributions is called to the attention of future researchers who might wish to investigate the phenomenon or to consider it when designing research in this area or with this type of population.

Conclusions

The description of the state of programs in the teaching of English to adult speakers of other languages in Michigan public schools that has emerged from this study leads to a number of conclusions concerning organizational and classroom teaching phenomena.

First, while classes are widely spread throughout the state of Michigan and apparently accessible to students, accepted language teaching principles and practices appear to be violated in certain organizational aspects.

The existence of classes of mixed proficiency levels in thirty percent of the programs violates not only the prescription for proficiency grouping of the Oral Approach, but of the Direct Method as well. The practice of organizing classes in such a manner negatively affects the continuity of language teaching in a given class, and could also reduce the amount of instructional time available to a given student enrolled in such a class. In effect, a teacher of a class which has

at least two distinct proficiency levels represented is teaching at least two separate classes within the same instructional period, with each group necessarily requiring its own set of linguistic objectives and each group requiring instruction related to its specific objectives. Such a situation is untenable for both teacher and student.

Another area where violation of language teaching organizational principles is possible is the practice of open enrollment reported by all but one of the responding programs. Since effective language learning is assumed to be cumulative, and thus requires continuity of instruction, the admission of new students into classes at any time during the school year would negatively affect maintenance of such continuity, especially if new students were enrolled into a class continuously, requiring frequent adjustments in instruction to accomodate them. However, no firm conclusion can be submitted in this matter inasmuch as the data do not reveal the degree to which open enrollments are practiced.

A final conclusion concerning organizational phenomena is drawn from the findings of the study in relation to teacher qualification. According to the criteria of the professional specialty of the teaching of English to speakers of other languages as those criteria are stated in the TESOL statement on teacher qualification, instructors in English to adult speakers of other languages in Michigan public schools are, for the most part, insufficiently prepared to perform their task. While most teachers have had some formal or informal training in the subject, the training revealed by the data cannot be considered

adequate to satisfy the minimal criteria listed in the TESOL statement.

In the area of classroom practices, it has been found that a general methodological ecelcticism obtains among teachers responding to the study. When viewed in the light of the nature of responses to the specific inquiries concerning methods and theories of language teaching along with the generally low level of professional preparation of teachers, it appears safe to conclude that the methodological eclecticism revealed by the study is not the result of sophisticated ratiocination, but, rather, it is a manifestation of theoretical-methodological language teaching naivete.

A final conclusion of a general nature has been made possible by the findings of this study: It appears that the influence of the lore of the profession of teaching English to speakers of other languages upon practices in public school adult education programs in the State of Michigan has been minimal. Evidence in support of this generalization has been persistent throughout the study in both organizational and pedagogical aspects, and the few occasions where practice seems consistant with theory appear generally to be more accidental than intentional.

Recommendations

The following recommendations, based on the findings of the study, are submitted under the assumption that the Oral Approach to the teaching of English to speakers of other languages is presently the most effective language teaching approach extant and that such an approach can be

adapted to suit any English language learning constituency. However, it is recognized that people have been learning other people's languages for thousands of years without the benefit of the Oral Approach; it is, therefore, advisable that the assumption be less than rigidly applied.

The recommendations fall into three general categories: research, program improvement and teacher training.

Recommendations for Further Research

It is recommended that experimental research be designed and executed in order to determine whether one approach is more effective than another when applied to the constituencies of Michigan public school programs in the teaching of English to adult speakers of other languages, or if the present situation of methodological eclecticism is the most effective.

It is recommended that research be carried out with the ultimate purpose of developing valid and reliable English language proficiency tests for non-collegiate adult speakers of other languages.

Recommendations for Program Improvement

It is recommended that the titles under which classes in English for adult speakers of other languages are offered be more reflective of the learning activity. Moreover, titles which imply that classes are restricted to "foreign born" or "immigrant" populations should be avoided in order that native American non-English speakers might not consider themselves as being excluded from programs.

It is recommended that a full-time academically qualified special-
ist in the teaching of English to speakers of other languages be em-
ployed by the Michigan Department of Education, to coordinate program
and curriculum development throughout the state.

It is recommended that the practice of the formation of classes
of mixed English language proficiency be abandoned.[1]

It is recommended that the practice of open enrollments be aban-
doned and that more terms of shorter duration be instituted so that
students need not wait too long before admission into classes can be
effected.

It is recommended that administrators of public school adult edu-
cation programs having classes in English to speakers of other lan-
guages establish linkages with English as a second language experts
based at Michigan State University and the University of Michigan in
order that professional support be made available to programs and,
possibly, to awaken the interest of these formidable resources in pub-
lic school adult education programs.

It is recommended that the minimal qualifications required of
teachers of English to speakers of other languages in public school
adult education programs be altered to include specific training in
the field - ideally, training which meets, through either formal aca-
demic courses or less formal approaches to the improvement of

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[1]It is recognized that administrative exigencies often preclude
anything but mixed classes, however, the recommendation stands as a
highly desirable goal.

performance, the minimal criteria listed in the TESOL statement on teacher qualifications.

It is recommended that full-time positions, staffed by professionally qualified teachers of English to speakers of other languages be made available wherever possible.

Recommendations for Teacher Training

It is recommended that an intensive statewide in-service training program be launched having the ultimate objective of bringing all in-service teachers of English to adult speakers of other languages in the state to parity with the minimal qualifications listed in the TESOL statement.

Such a training program, however structured in time and place and duration, should emphasize English as a second language theory as well as methods and materials (including materials preparation). Also training programs must be made easily accessible and attractive to teachers whose part-time commitment to the activity might militate against their assuming the burden of rigorous training.

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APPENDIX A

INSTRUMENTS

.

January 31, 1972

This letter is to request your assistance in a study of the teaching of English to speakers of other languages in Adult Basic Education programs. The study, part of a doctoral research program, is supported by the English Language Center and the academic program in continuing education, and it concerns current practices in ABE classes in English as a second language.
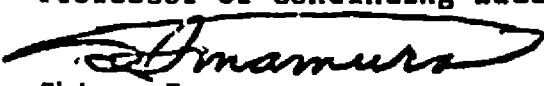
We are presently attempting to compile a mailing list of teachers of English to non-English speakers, and would appreciate your completing the enclosed form indicating the names of such personnel at your institution. A self addressed envelope has been enclosed for your convenience.

Once the list is compiled, a brief questionnaire will be sent to teachers and administrators, and we will once again seek your kind assistance.

Thank you very much for taking the time to help with this important study. We hope to have your response by return mail.

Sincerely,

Russell J. Kleis
Professor of Continuing Education

Shigeo Imamura
Director, English Language Center

Kenneth J. Mattran
Instructor, English Language Center
Doctoral Candidate, Continuing Education

ABE Director_____

Address   _____

              _____

              _____

☐ This program offers no classes in English for non-English speakers.

The following teach English to non-English speakers in this program:

TEACHER'S NAME   SCHOOL ADDRESS

ENGLISH LANGUAGE CENTER · CENTER FOR INTERNATIONAL PROGRAMS

February 9, 1972

The enclosed questionnaire concerning programs in English to speakers of other languages in adult basic education programs is part of a doctoral study supported by the English Language Center and academic program in continuing education. This instrument is being sent to all ABE administrators in Michigan who responded to a previous request for information. A separate questionnaire has been prepared for teachers, and will be administered to a sampling of such teachers at a later date.
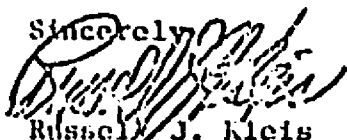
The purpose of the administrators' questionnaire is to ascertain an organizational context through which actual classroom practices can be analyzed and described.

We would appreciate your taking a few minutes of your valuable time to complete the questionnaire and return it in the enclosed envelope at your earliest convenience. Pretests of the form indicated an average time of twenty minutes was required for completion.
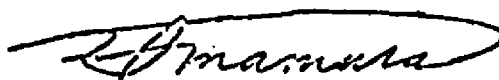
Results of the study should be available by mid-summer, and will be sent to you if you so desire. Please indicate such desire by returning this letter with the completed questionnaire.

Thank you again for your assistance.

Sincerely,

Russel J. Kleis
Professor of Continuing Education

Shigeo Imamura
Director, English Language Center

Kenneth J. Mattran
Instructor, English Language Center
Doctoral Candidate in Continuing Education

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Director's Name _____

Full Name of School System _____

Mailing Address _____

_____

_____

1. What official title is used to describe your classes in English to speakers of other languages?

_____

2. At how many separate locations under your jurisdiction are classes in English to speakers of other languages offered?

_____

3. What is this year's total enrollment in these classes in your school district?

_____

4. How are classes for non-English speakers structured according to the school calendar?

_____ terms of 10 or 12 weeks _____ times a year.

_____ two semesters.

_____ two semesters and summer term.

_____ other. (Please specify.)

5. When are enrollments into classes accepted?

_____ at any time classes are in session.

_____ only at the beginning or close to the beginning of each term.

_____ other. (Please specify.)

6. What is the maximum permissible enrollment per class?

_____

7. Are your classes in English to speakers of other languages offered at discreet levels such as beginning, intermediate and advanced?

_____ yes

_____ no

8. What are the MINIMAL professional credentials required of teachers of English to speakers of other languages in your program? Please include certification, degree, major and minor fields of study, and any other qualifications necessary for employment.

9. Is there a specialist in the teaching of English to speakers of other languages employed in a consultant capacity in your program?

_____ yes

_____ no

10. If yes, indicate this person's status.

_____ full-time

_____ part-time

_____ occasional consultant on a per diem basis

11. What types of activities would you like to see inaugurated to improve the teaching of English to speakers of other languages in your adult basic education program?

April 4, 1972

The enclosed packet of materials is part of a doctoral research study
sponsored by Project ENABEL. We are requesting your assistance in
collecting data for this study which is concerned with the teaching
of English to speakers of other languages in ABE programs in Michigan.
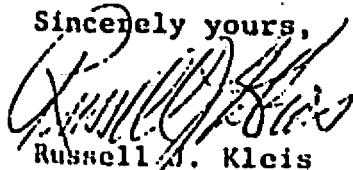
It is expected that such a study, through identification of existing
practices, will clearly identify training needs in the teaching of Eng-
lish to speakers of other languages as those needs are perceived through
the experiences of actual in-service teachers in Michigan.

Specifically, we are asking you to administer the instruments to English
as a second language teachers in your area. The instrument is bi-partite,
consisting of a cassette recording/answer sheet portion and a formal
questionnaire. The time required for completion of both sections of the
instrument is approximately thirty minutes. Detailed instructions for
administration are attached.

Once data has been collected from all sources, it will be analyzed and
published. Results will be circulated to all concerned by mid-summer,
1972.

We sincerely appreciate your valuable help in this important study.

Sincerely yours,

Russell J. Kleis
Professor of Continuing Education

Kenneth J. Mattran
Doctoral Candidate
Continuing Education

ESL/ABE QUESTIONNAIRE

1. What official titles are used to describe classes in English for speakers of other languages in your institution?

    _____English for the Foreign Born
    _____Americanization
    _____English as a Second Language
    _____Other (Please specify.)

2. How many classes of English to speakers of other languages do you teach at present?

    _____

3. On what basis are students placed into specific classes?

    _____On the basis of English language proficiency.
    _____On the basis of the students' native language.
    _____Neither of the above. Classes are mixed both in terms of English language proficiency and language background.

    3.1. If classes are based on English language proficiency, how is that proficiency determined?

        _____Commercially published objective tests.
        <u>Names of tests</u>   <u>Publisher</u>

        _____Locally produced objective tests. (Please include sample.)
        _____Interview.
        _____Writing sample.
        _____Students' discretion.
        _____Other. (Please specify.)

4. How many students are enrolled in each class you teach?

BEGINNING	INTERMEDIATE	ADVANCED	MIXED

4.1. Is this considered a normal enrollment?

_____yes
_____no (Please explain.)

5. How many hours per week does each class meet?

_____

6. How many different language backgrounds are represented in all of your classes?

_____

7. Please list the published texts used in your classes.

Author	Titles
Beg.	
Int.	
Adv.	
Mixed	

8. Which of the following are used as teaching materials? Check as many as applicable.

_____newspapers
_____magazines
_____novels and/or short stories
_____other (Please specify.)

9. Do you use teacher made instructional materials?

_____no
_____yes, exclusively
_____yes, to supplement published materials

10. What kinds of audio/visual aids do you regularly use? Check as many as applicable.

```
_____language laboratory
_____audio tape recorder
_____video tape recorder
_____films
_____slides and/or filmstrips
_____phonographs and records
_____reading rateometers
_____tachistoscopes
_____flash cards
_____other (Please specify.)
```

11. Do you ever discuss points of grammar with your classes?

```
_____yes
_____no
        (If the answer is no, why not?  [This is optional.])
```

12. Which of the following receives PRIMARY consideration in organizing a series of lessons? Please check only one.

```
_____difficulty of vocabulary
_____difficulty of pronunciation
_____difficulty of grammatical structures
```

13. What is your native language?

_____

14. What other languages do you speak?

15. Assuming that you spoke the languages of your students, and assuming that you could be fair to all of your students, would you ever use their native language to explain a word or a grammatical point?

```
_____yes, with regularity
_____yes, but only rarely
_____no, not ever
```

THE FOLLOWING QUESTION IS FOR TEACHERS WITH BEGINNING LEVEL STUDENTS.
OTHERS PLEASE PROCEED TO QUESTION NUMBER 17.

16. Do you usually teach reading and writing skills from the start
of the course?

_____yes
_____no

16.1. If yes, how are these skills generally presented?

_____the student learns to pronounce an expression or
expressions, then learns to read and write the
expression or expressions.
_____the student first sees the written expression or
expressions, then learns to pronounce them.
_____other. (Please specify.)

16.2. If the answer is no, roughly how many hours of oral/aural
take place before students are introduced to reading and
writing?

_____

PLEASE PROCEED TO THE NEXT QUESTION.

17. Which of the following teaching credentials do you hold?

_____primary certificate
_____elementary certificate
_____secondary certificate
_____I have no official teaching credential.

18. What degrees do you hold and in what major and minor fields?

Degree   Major   Minor

19. How many credits have you earned in the following:

Credits   Subject

_____   Methods of teaching foreign languages.
_____   Linguistics. (any emphasis)
_____   Methods of teaching English to speakers
                                 of other languages.
_____   Foreign language.

20. Have you ever attended any institutes or workshops specifically designed for the training of teachers of English to speakers of other languages?

_____yes
_____no

20.1. If yes, where?

_____

When?

_____

Was academic credit available?

_____yes
_____no

20.2. Would you attend such a workshop if it were easily available?

_____yes
_____no

20.3. Would you attend a university extension course in the teaching of English to speakers of other languages if one were offered in your area?

_____yes
_____no

21. Are you aware of the TESOL organization?

_____yes
_____no

21.1. Are you a member?

_____yes
_____no

22. How long have you been involved in the teaching of English to speakers of other languages?

_____

23. Which of the following would best describe the approach that
you use to teach English to speakers of other languages? Check
only one.

      _____The Basic English Method
      _____The Direct Method
      _____The Oral Approach
      _____The Audio-Lingual Approach
      _____The Grammar-Translation Approach
      _____The Natural Method
      _____The Mimicry-Memorization Method
      _____The Unit Method
      _____The Reading Method
      _____Other (Please specify.)

WE WOULD APPRECIATE YOUR TAKING SOME ADDITIONAL TIME TO RESPOND TO
THE FOLLOWING QUESTION:

What activities, teacher workshops, research, curriculum
development, etc., do you feel would be helpful toward
improving the teaching of English to speakers of other
languages in ABE programs in general, and in your classes
in particular?

INSTRUCTION FOR ADMINISTRATION

OF QUESTIONNAIRE

1. Assemble, if possible, as many ESL/ABE teachers as you can in one area.

2. Cassette tape portion. (Administer first.)

   2.1. Instructions for the instrument are both recorded and printed and should be easy for the teachers to follow.

   2.2. A cassette player that can be heard easily by all should be used.

   2.3. Play the tape. The tape will run about 15 minutes.

   2.4. Collect teachers' responses.

3. Questionnaire. (ESL/ABE Questionnaire)

   3.1. Distribute to teachers after they have finished with the tape.

   3.2. Average time for questionnaire completion was about 15-20 minutes in pre-tests.

   3.3. Collect questionnaires upon completion.

4. After the two portions of the inquiry have been completed, collect the instruments and return them along with the cassette by April 15, 1972, to: Project ENABEL.

PROJECT ENABEL
ICAN STATE UNIV: II...
420 ERICKSON HALL
EAST LANSING. MICH. 48825

AUDIO TAPE QUESTIONNAIRE

You are asked to listen to twelve brief samples of teaching activities which might be found in an ESL class. After each sample, you are requested to respond to two questions concerning the sample. You will have approximately one minute to respond; each sample will be about a minute's duration.

In your response, please consider only the nature of the activity and not the number of students engaged in a drill. That is, you should not be concerned whether students respond chorally or individually.

Sample 1. Do you ever use this technique?
_____yes
_____no

    1.a. If yes, how often?
       _____very often
       _____occasionally but with regularity
       _____occasionally
       _____rarely
       _____never

Sample 2. Do you ever use this technique?
_____yes
_____no

    2.a. If yes, how often?
       _____very often
       _____occasionally but with regularity
       _____occasionally
       _____rarely
       _____never

Sample 3. Do you ever use this technique?
_____yes
_____no

    3.a. If yes, how often?
       _____very often
       _____occasionally but with regularity
       _____occasionally
       _____rarely
       _____never

Sample 4. Do you ever use this technique?

      _____yes

      _____no

     4.a. If yes, how often?

           _____very often

           _____occasionally but with regularity

           _____occasionally

           _____rarely

           _____never

Sample 5. Do you ever use this technique?

      _____yes

      _____no

     5.a. If yes, how often?

           _____very often

           _____occasionally but with regularity

           _____occasionally

           _____rarely

           _____never

Sample 6. Do you ever use this technique?

      _____yes

      _____no

     6.a. If yes, how often?

           _____very often

           _____occasionally but with regularity

           _____occasionally

           _____rarely

           _____never

Sample 7. Do you ever use this technique?

      _____yes

      _____no

     7.a. If yes, how often?

           _____very often

           _____occasionally but with regularity

           _____occasionally

           _____rarely

           _____never

Sample 8. Do you ever use this technique?

      _____yes

      _____no

8.a.   If yes, how often?
_____very often
_____occasionally but with regularity
_____occasionally
_____rarely
_____never

Sample 9.   Do you ever use this technique?
_____yes
_____no

9.a.   If yes, how often?
_____very often
_____occasionally but with regularity
_____occasionally
_____rarely
_____never

Sample 10.   Do you ever use this technique?
_____yes
_____no

10.a.   If yes, how often?
_____very often
_____occasionally but with regularity
_____occasionally
_____rarely
_____never

Sample 11.   Do you ever use this technique?
_____yes
_____no

11.a.   If yes, how often?
_____very often
_____occasionally but with regularity
_____occasionally
_____rarely
_____never

Sample 12.   Do you ever use this technique?
_____yes
_____no

12.a.   If yes, how often?
_____very often
_____occasionally but with regularity
_____occasionally
_____rarely
_____never

APPENDIX B

TESOL STATEMENT ON QUALIFICATIONS OF TEACHERS OF
ENGLISH TO SPEAKERS OF OTHER LANGUAGES

June 1971

Dear Colleague:

TESOL has already prepared a brief set of Guidelines for Preparation of Teachers of English to Speakers of Other Languages. This short form of the Guidelines was published in Vol. 4, Nos. 2 & 3, Sept/Dec 1970 of the TESOL Newsletter.

As Executive Secretary, I am frequently asked to give a more complete and explicit statement about what constitutes adequate preparation for teachers of English as a second language and what their qualifications should be.

On April 29-30, 1971, accompanied by Dr. David P. Harris, past President of TESOL, I attended a Conference on the Utilization of Organizational Resources in the Evaluation of Teacher Education, which was sponsored by the National Council for Accreditation of Teacher Education (NCATE).

It was made clear at that conference that organizations concerned with the preparation of teachers in their respective fields, but which did not yet have guidelines for such preparation, would soon have to develop them. The nature and use of guidelines was discussed, and it was clear that in the very tight job market, teachers of English as a second language, however well trained they might be, were going to have trouble finding jobs if the state accreditation agencies did not have in their hands adequate information in the form of guidelines prepared by the profession itself upon which to base their accreditation of such teachers.

I am pleased to announce that, at the request of the National Association of State Directors of Teacher Education and Certification (NASDTEC) I have submitted the original broad guidelines which were adopted at the TESOL Guidelines Conference to the Chairman of the NASDTEC Standards Committee. With support from the U.S. Office of Education, that committee of NASDTEC is revising a document known as Circular 351, entitled Proposed Standards for State Approval of Teacher Education. Thus the TESOL field will be represented in this important document and I believe we have taken a giant step in the right direction.

However, if we are to do the job that is necessary for our stripling profession, we must now have a more complete statement. Therefore, as a temporary step, I have taken the short form of the TESOL Guidelines, and, making generous use of the Foreign Language Guidelines as well as the Guidelines for teaching English to native speakers, have prepared an expanded version for your consideration.

THIS EXPANDED VERSION OF THE TESOL GUIDELINES IS HERE SUBMITTED FOR YOUR INFORMATION AND REACTIONS. YOUR COMMENTS AND CRITICISMS ARE MOST SINCERELY WELCOMED.

Depending upon the reception that this tentative form of the Guidelines has among the membership, I would venture to submit them to the various committees of TESOL, including the Executive Committee, and to the regional affiliates, for discussion and consideration, hoping that we can reach a consensus by the time we meet again at the Convention in Washington.

It should be noted that this tentative set of guidelines has not yet been reviewed or endorsed by the TESOL Executive Committee. Nor do they represent any consensus in the profession as yet. Indeed, the cost for the preparation and mailing is being borne by funds other than TESOL funds. They are merely the attempt of one individual to stimulate democratic discussion and reaction which will ultimately lead to the kind of consensus necessary for an important endeavor such as this one.

It should also be noted that these are not guidelines for bilingual education. Depending upon the reception of these guidelines for TESOL, and depending upon reactions from TESOL members, it is hoped that perhaps a separate set of guidelines for bilingual education, or even different sets for different definitions of that term, might be attempted.

Please share your thoughts with me on this important matter.

Sincerely yours,

James E. Alatis

James E. Alatis

Please address replies to:
School of Languages & Linguistics
455 Nevils Building
Georgetown University
Washington, D.C. 20007

STATEMENT OF QUALIFICATIONS
AND GUIDELINES FOR PREPARATION OF
TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES
IN THE UNITED STATES[1]

Foreword
Albert Marckwardt, Princeton University

Teaching English as a second language has been an educational activity in this country for more than three hundred years. Only in the last twenty-five has it become a profession, making systematic application of a collected body of knowledge combined with learning theory. Its importance has been heightened by the critical role of the English language in the nation's educational process and by the unfortunate circumstance that ethnic and racial minorities have not always been well served by classroom practices designed for native speakers of English.

The teacher of English as a second language has a difficult task. He must set the goals of achievement for his pupils higher than those of his colleagues in the modern foreign languages, yet he must adopt certain of their practices. For those whom he teaches, a working command of English is an educational essential, but this command must be acquired through methods which differ from those customarily employed by the teacher of English to native speakers of the language. In essence, this constitutes the case for a special pattern of preparation for teachers of English as a second language.

We recognize that because of the great variation in educational institutions which prepare, or should prepare, such teachers, it is scarcely to the point to work out a set curriculum or to recommend a series of course titles. It is not only useful but urgent, however, to formulate the principles upon which such a program of teacher preparation should rest, especially at a time when education throughout the country must be diversified in a way which will recognize the existence of multilingual and multicultural behavior and when the English language must be viewed

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[1]These guidelines are designed primarily to apply to teachers of English to speakers of other languages in the United States of America, to assist appropriate state agencies and officials in the certification of such teachers, and to establish uniform standards of preparation which will assist administrators at all educational levels in devising programs for teacher education in English as a second language. With slight modification, they may be applied to teachers of English as a second language abroad--i.e., in other English-speaking countries such as Canada, Great Britain, Australia, and New Zealand, as well as countries in which English is not the dominant language. (JEA)

as a means of enabling the individual to participate in ever-widening social groups.

Accordingly, we have set forth the principles which follow in the form of general guidelines which emphasize personal qualities, attitudes, skills, experience, and knowledge rather than courses and credit hours. The manner of the formulation owes much to the documents entitled Guidelines for the Preparation of Teachers of English and Guidelines for Teacher Education in Modern Foreign Languages, and like them, represents the consensus of a number of leaders in the field, drawn from all levels of instruction and supervision, representing a broad range of experience and points of view.

Despite the fact that these guidelines are intended to be applicable to teachers at any level, one cardinal principle has been rigidly observed throughout, namely that the teacher of English as a second language should have the same general academic preparation as teachers of other subjects at comparable levels. Thus, it is assumed that an elementary school teacher with English-as-a-second-language responsibilities should have a solid preparation in the language arts. The English major should constitute the core of the training of the teacher in the secondary school. Those who engage in teaching English as a second language to adults must have a broad background in liberal arts.

Although there are these elements in their preparation which teachers of English as a second language share with others, the uniqueness of their educational responsibility must not be overlooked, nor should we forget that the guidelines set forth here are designed to prepare teachers for this particular task. They are not guidelines for teachers of English in general. Nor are they designed for teachers of Standard English as a second dialect or for teachers in bilingual schools,[2] although clearly they would have many elements in common with the preparation of such teachers. In their present form they represent the best effort of which the authors were capable, to develop the outlines of a program both humanely and scientifically oriented toward the achievement of a highly specific but nevertheless a socially critical educational goal.

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[2]A separate set of guidelines will probably have to be developed for "bilingual education" or even separate sets for different definitions of that term. William F. Mackey's "A Typology of Bilingual Education" (prepared for a Research Conference on Bilingual Education under the auspices of the Bureau of Research of the U.S. Office of Education, June 1969, and subsequently published in toto in Theodore Andersson and Mildred Boyer's Bilingual Schooling in the United States, Southwest Educational Development Laboratory, Austin, Texas, January 1970) presents about 250 possible combinations of bilingual education, "ranging from the unilingual education of bilingual children in unilingual communities to the bilingual education of unilingual children in bilingual communities." (JEA)

GUIDELINES FOR TEACHER EDUCATION PROGRAMS IN
ENGLISH AS A SECOND LANGUAGE[3]

A. The Preparation of the American School Teacher

The preparation of a teacher in this country usually consists of: general education, courses and experiences which help him become a well-educated person; academic specialization, courses and experiences which help him become proficient in an area of concentration; and professional education, courses and experiences which help him prepare himself as an educator.

The statement which follows presupposes completion of the baccalaureate degree and is therefore concerned primarily with academic specialisation and professional education. It is intended: (1) to define the role of the English-as-a-second-language teacher, i.e., his objectives and his personal qualities, (2) to state the minimal competence which should be provided by a training program, and (3) to characterize such a program.

B. Objectives of the English-as-a-Second-Language Teacher in American Schools

The teacher of English as a second language in American schools is expected to:

1. Develop in students a progressive control of the four language skills (listening, speaking, reading, writing).

2. Present the language as an essential element of the culture of English-speaking people and show how that culture is similar to and different from that of another cultural system related, if possible, to the population with which he is to work.

3. Present American and English literature in such a way as to bring the students to understand it and to appreciate its values.

4. Make judicious selection and use of approaches, methods, techniques, aids, material, and equipment for language teaching.

5. Correlate his teaching with that in other areas.

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[3]Based upon Guidelines for Teacher Education Programs in Modern Foreign Languages, published in Modern Language Journal, Oct. 1966; and English Teacher Preparation Study: Guidelines for the Preparation of Teachers of English, printed in the English Journal, Sept. 1967, Elementary English, Oct. 1967, and College English, Oct. 1967.

6. Evaluate the progress and diagnose the deficiencies of student performance.

C. **Personal Qualities, Attitudes, Skills, Experience, and Knowledge of the English-as-a-Second-Language Teacher in American Schools**

To achieve these objectives, the teacher of English as a second language in American schools is expected to:

1. Have personal qualities which contribute to his success as a classroom teacher, insure understanding and respect for his students and their cultural setting, and make him a perceptive and involved member of his community.

2. Demonstrate proficiency in spoken and written English at a level commensurate with his role as a language model. His command of the language should combine qualities of accuracy and fluency; his experience of it should include a wide acquaintance with writings in it.

3. Understand the nature of language; the fact of language varieties--social, regional, and functional; the structure and development of the English language systems and the culture of English-speaking people.

4. Have had the experience of learning another language and acquiring a knowledge of its structure, and have a conscious awareness of another cultural system related, if possible, to the population with which he is to work.

5. Have insight into the process of language acquisition as it concerns first and subsequent language learning and as it varies at different age levels.

6. Have an understanding of the principles of language pedagogy and the demonstrated ability to apply these principles as needed to various classroom situations and materials.

7. Have a comprehension of the principles, knowledge of the techniques, and the ability to interpret the results of second-language assessment.

8. Have a sophisticated awareness and perception of the factors which contribute to the life styles of various peoples, and which determine both their uniqueness and their interrelationships in a pluralistic society.

D. **Minimal Objectives for a Teacher Education Program in English as a Second Language** [4]

The program to prepare a beginning English-as-a-second-language teacher must provide him with the opportunity to develop:

1. An understanding of the differences between the sound systems, forms, structures, and lexicon of English and of at least one other language, and ability to apply this understanding to English-as-a-second-language teaching.

2. An awareness of language as an essential element of culture and an understanding of the principal ways in which the culture of English-speaking people differs from another cultural system related, if possible, to the population with which he is to work. First-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of English-speaking people as compared with those of at least one other culture.

3. Knowledge of the present-day objectives of English-as-a-second-language teaching, appropriate to various educational levels and situations, and an understanding of the methods and techniques for attaining these objectives. Knowledge of the use of specialized techniques and educational media, and of the relation of English-as-a-second-language study to other areas of the curriculum. Familiarity with and ability to evaluate the professional literature of English-as-a-second-language teaching.

E. **Features of a Teacher Education Program in English as a Second Language**

An institution that seeks approval of its English-as-a-second-language teacher education program accepts the responsibility for demonstrating that its program provides students with the opportunity to acquire the competencies named above. The program is characterized by the features listed below.

1. The institution has a clearly formulated policy concerning admission to, retention in, and completion of the program. The statement of this policy includes precise information about when and how to apply for admission to the program and what criteria are used in screening applicants; it states the minimal achievement required for successful completion of the program and it indicates when, how, and by what professional criteria students are eliminated from the program. A printed statement of this policy is available to all who request it.

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[4] Based on the "good" level of the "Qualifications for Teachers of English as a Second Language." See chart below, pp. 8-9.

2. In order to provide candidates of varied backgrounds with the opportunity to achieve at least the level of "Good" in the areas of competence outlined in Section D above, the institution offers, or provides by special arrangement, instruction in:

a. The major works of the literature of English-speaking people. This instruction is largely or entirely in English.

b. Other aspects of the culture and civilization of English-speaking peoples. The instruction includes the study of the geography, history, and contemporary civilization.

c. Language analysis, including a study of the phonology, morphology, syntax, and lexicon of English, and comparison of these elements with those of at least one other language.

d. Professional education, including a study of the social foundations and the organization of public education in the United States, human growth and development, learning theory, and curriculum organization, including the place of English as a second language in the curriculum.

e. Methods of teaching English as a second language. A study of approaches to, methods of, and techniques to be used in teaching English as a second language. There is instruction in the use of the language laboratory and other educational media.

3. The institution provides an opportunity for systematic, supervised observation of a variety of English-as-a-second-language teaching situations in colleges and universities or elementary and secondary schools, at beginning, intermediate, and advanced levels of instruction, in classroom and language laboratory.

4. The institution provides student-teaching experience under expert supervision in which the candidate can demonstrate his actual or potential ability to be an English-as-a-second-language teacher.

5. The institution has a staff whose combined competences are superior to the level of instructional proficiencies which are the objectives of the program. The teachers of the methods courses and the classroom teachers (cooperating teachers) who supervise the student teaching are experienced English-as-a-second-language teachers and are themselves proficient at least at the level of "Good" in the areas of competence outlined in "D" above. In addition, the cooperating teachers are interested in having student teachers work under their supervision.

6. The institution maintains a curriculum library containing the materials and equipment commonly used in teaching English as a second

language in colleges and universities and in elementary and secondary schools.

7. In order to accommodate applicants who are nonnative speakers of English:

a. The institution evaluates the previous language experience of all applicants to the English-as-a-second-language teacher education program through the use of modern, professionally approved proficiency tests.[5]

b. In the case of those applicants whose English proficiency is not sufficient to meet the criteria in "C.2" above, the institution offers, or provides by special arrangement, instruction in the four language skills (listening, speaking, reading, writing). This instruction includes regular and extensive exposure to several varieties of native speech through teachers, lecturers, native informants, or mechanically reproduced speech, and exposure to several varieties of written language through books, newspapers, magazines, documents, etc.

8. A candidate's achievement in the areas of competence outlined in "D" above is evaluated through appropriate tests, his teaching skill is appraised by experts, and the results of the evaluation and appraisal are available for advising him in his continuing education and for recommending, licensing, and employing him. His readiness to teach is certified in the name of the whole institution. An official designated to make such certification is able to demonstrate that he has received information about the candidate from all units in the institution concerned with the candidate's preparation.

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[5]Examples of such professionally approved tests are the Test of English as a Foreign Language (TOEFL), Educational Testing Service, College Entrance Examination Board, and the Michigan Proficiency Test, English Language Institute, The University of Michigan.

Competence	Minimal	Good	Superior
Applied Linguistics	Ability to apply to language teaching an understanding of the differences in the sound systems, forms, structures, and lexicon of English and at least one other language.	The "minimal" level of competency with additional knowledge of the development and present characteristics of English as compared with at least one other language.	The "good" level of competency with additional knowledge of generative-transformational, descriptive, comparative, and historical linguistics.
Culture and Civilization	An awareness of language as an essential element of culture and an understanding of the principal ways in which the culture of English-speaking people differs from other cultures.	The "minimal" level of competency with firsthand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of English-speaking people, as compared with those of at least one other culture.	An enlightened understanding of English-speaking people and their culture, such as is achieved through personal contact, through travel and residency in English-speaking countries, through study of systematic descriptions of the culture of English-speaking people and through study of literature and the arts.
Professional Preparation	Knowledge of the present-day objectives of the teaching of English as a second language and an understanding of the methods and techniques for attaining these objectives.	"Minimal" level of competency plus knowledge of the use of specialized techniques, such as audiovisual aids, and of the relation of ESL teaching to other areas of the curriculum. Ability to evaluate the professional literature of ESL teaching.	A mastery of recognized teaching methods, evidence of breadth and depth of professional outlook, and the ability to experiment with and evaluate new methods and techniques.

[6] Based on "Qualifications for Secondary School Teachers of Modern Foreign Languages," Appendix B, as revised in Wilmarth H. Starr, "MLA Foreign Language Proficiency Tests for Teachers and Advanced Students," PMLA (Publications of the Modern Language Association of America) Vol. LXXVII, No. 4, Part 2 (Sept. 1962), pp. 31-37.

And, in the case of teachers who are nonnative speakers of English:

Competence	Minimal	Good	Superior
Listening Comprehension	Ability to get the sense of what an educated native speaker of English says when he is making a special effort to be understood and when he is speaking on a general and familiar subject.	Ability to understand English conversation of normal tempo, lectures, and news broadcasts.	Ability to follow closely and with ease all types of standard English speech such as rapid or group conversation and mechanically transmitted speech.
Speaking	Ability to read aloud and to talk on prepared topics (e.g., for classroom situations) without obvious faltering, and to use the common English expressions needed for getting around in English-speaking countries, speaking with a pronunciation understandable to a native.	Ability to talk with a native speaker of English without making glaring mistakes, and with a command of English vocabulary and syntax sufficient to express one's thoughts in conversation at normal speed with reasonably good pronunciation.	Ability to speak fluently, approximating native English speech in vocabulary, intonation, and pronunciation. Ability to exchange ideas and to be at ease in social situations.
Reading	Ability to grasp directly (i.e. without translating) the meaning of simple, nontechnical, English prose, except for an occasional word.	Ability to read with immediate comprehension English prose and verse of average difficulty and mature content.	Ability to read almost as easily as in one's native language, material of considerable difficulty.
Writing	Ability to write correctly in English sentences or paragraphs such as would be developed orally for classroom situations and to write a simple description or message without glaring errors.	Ability to write correctly in English a simple "free composition" such as a letter, with clarity and correctness in vocabulary, idiom, and syntax.	Ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of English.

APPENDIX C

SPECIAL BIBLIOGRAPHY FOR LANGUAGE TEACHING MODELS ·

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