



An introductory inservice course in linguistics
by Sharon Lee Showers Hoover

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of
MASTER OF SCIENCE in EDUCATION

Montana State University

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Abstract:

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Signature Sharon Hoover

Date July 30, 1969

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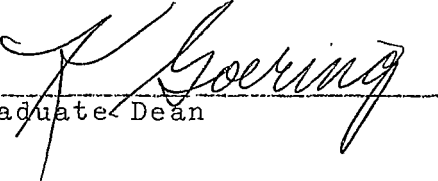
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I

INTRODUCTION

Linguistics has become a common term in education. Educational journals abound with articles concerning the nature of linguistics and its applications to the teaching of reading, writing, literature, poetry, foreign languages, and English grammar. Many textbook companies are proclaiming that their elementary reading materials and English textbook series are now linguistically oriented. Linguistics is an accepted part of the agenda at professional English and elementary conventions; the major portion of the program is sometimes devoted to it. However, many teachers, because they have no background in linguistics, find themselves unable to read the professional articles critically, evaluate the new teaching materials adequately, and judge the polemics, both for and against linguistics, realistically.

The above factors led this teacher to undertake a serious study of linguistics and to organize the results of that study into an inservice class for other teachers who would not have the time or opportunity for such an extensive project themselves. This paper will present the course of study which was developed and taught as an introductory inservice class in linguistics for twenty-five English teachers of grades four through twelve in Allegany County, New York.

This class met one and one-half hours once each week for

ten weeks. Since the subject matter of linguistics is far too broad to introduce in one short course, it was necessary to severely limit the topics to be included. There were several factors which controlled the selection of content.

First, it was assumed that in order for the teacher to determine in what ways linguistics could help him achieve his instructional goals he must: 1. be able to formulate clearly the objectives he has in the classroom; 2. have some awareness of contemporary thought concerning the processes of education which is influencing current curriculum study; and, 3. have some knowledge and understanding of linguistics. As vital as the first two assumptions are to any articulate curriculum in English, they lay beyond the scope of this particular class.

The third assumption led directly to the decision to focus this course primarily on subject matter in linguistics, rather than on the arguments which surround it. It was the conviction of this instructor that the teacher must realize that linguistics is an autonomous discipline which interacts with various other areas, including the teaching of English. The question which the English teacher faces is not whether linguistics is "good" or "bad", but in what ways the methods and findings of the linguistic scientists can help him achieve his instructional goals. Only after the teacher has some

knowledge of linguistics can he assess its value in his teaching.

Another factor which played a role in selection of the content was the background of the instructor: the major portion of his study in linguistics was in the English grammars. Making grammar the central concern of the class can be justified by its status as a controversial issue in the teaching of English and its role as the primary area in which linguistic content is finding its way into the new English textbook series. The class study was primarily focused on the three grammars which are providing the basis for most of the new content in the English textbooks: Fresian*, aspectual, and transformational-generative. Aspectual grammar was studied in more detail than might seem justified by the textbooks' content because teachers in this particular class were familiar with the Buffalo English Linguistics Project and were interested in knowing more about the grammar which was used in its materials.

The interests of the teachers influenced two other decisions of content selection, the most notable being that the final session was entirely devoted to applications of linguistics to the teaching of poetry and literature. Also,

*Fresian grammar refers to the structural analysis of English which Fries (4) presented in The Structure of English.

since many of the teachers were already using the history of the language in their classroom work and because an acquaintance with the history of English provides an excellent basis for an understanding of the concept of language as an ever-changing phenomenon, the second session was devoted to a sketch of the history of English.

Finally, it was decided to begin the class with a lecture on the history of the study of language so that teachers, who are presently teaching traditional grammar and who have had little or no background in linguistics, might be able to think of grammars with a clearer perspective than they had been able to previously.

There was no textbook for the course. Instead, the teachers were encouraged to read selections from a general bibliography (Appendix) and from a textbook bibliography (Appendix). The selections in the former were determined both by their suitability for acquainting teachers with some phase of linguistics, and by their availability; most of the books were actually on hand in the classroom for the teachers to take home. The selections in the latter were also available in the classroom for teachers to take home and study. They were chosen because they represented major attempts to incorporate linguistic materials into English textbook series. The most regrettable omission from this bibliography

was textbooks from Ginn and Company. Their newest textbook series represents a major adaptation of transformational-generative grammar for teaching language; however, they were unable to supply us with samples of their series.

Two outside speakers were brought in to add a broader perspective to the course. Dr. Hans Gottschalk, Chairman of the English Department at State University College at Geneseo and director of an NDEA linguistics institute at Geneseo during the summer of 1968, lectured on the history of English and suggested possible applications of it to the teaching of English. The other speaker was Henry J. Sustakowski, professor of linguistics at State University College in Buffalo and one of the principal investigators of the Buffalo English Linguistics Project. Professor Sustakowski lectured on the syntax of aspectual grammar and discussed the findings of the Buffalo English Linguistics Project.

The body of this thesis will contain detailed outlines of the material presented during each of the ten class sessions. Since each session was of equal length, the material is not always divided as it might have been if it had been organized into chapters. Explanatory material has been inserted at times to give the reader a better understanding of how the sessions were conducted.

This inservice class in linguistics aimed to give teachers some perspective concerning grammars of English, some specific knowledge of the syntactic systems which are being reflected in the "new" grammars in current textbooks, a familiarity with some new textbooks which incorporate aspects of various syntactic systems, and to encourage thoughtful reading of linguistic source material. The instructor tried to organize the material in a fashion that did least damage to the discipline of linguistics and yet was, at the same time, comprehensible to the students.

II

TEACHING OUTLINES FOR TEN SESSIONS

Session 1

History of Grammar

- I. The Greeks speculated on the nature of things, including the nature of language. There were two schools of thought concerning the nature of language: one held that language was "natural," the other that language was "conventional."
 - A. Those who thought language was "natural" believed that language arose out of the nature of man, was a matter of a priori knowledge, and was "at bottom regular and logical." (2:4) Several conclusions follow naturally from this philosophy.
 1. The rules of grammar must be absolute and unchanging.
 2. Linguistic change must be a matter of corruption.
 3. Earlier language must be more perfect because it is nearer the source.
 4. The ancient Greek classics must be studied in order to develop rules to govern the use of the language to preserve "correct Greek."
 - B. Those who believed that language was "conventional" thought that language was comprised of arbitrary conventions, established by use, and subject to change. This philosophy of language leads to several conclusions.
 1. Language changes normally as its use changes.
 2. The rules of the grammar of the language change as the language changes.
 3. One stage of the development of the language is not better or worse than another. Each serves the purposes of its own time.
 - C. The speculation and controversy about the nature of language led the Greeks to examine their language carefully.
 1. Early Greeks began to develop ideas concerning

the parts of speech and some grammatical principles.

- a. Plato is credited as the first to divide "the Greek sentence into a nominal and a verbal component. . . ." (9:26)
 - b. Aristotle, followed by the Stoics, began the development of the "word class system." (9:28)
2. Later Greeks consolidated the ideas concerning the analyzation of the Greek language into formal grammars.
- a. In the second century B.C. (9) Dionysius Thrax, a student of the "natural" school, wrote his Technē grammatickē in which he delineated eight word classes: noun, particle, verb, conjunction, preposition, article, pronoun, and adverb. (See Appendix page 92)
 - b. In the second century A.D. Apollonius Dyscolus wrote a comprehensive syntax of Greek "built on the relations of the noun and verb to each other and of the remaining classes of words to these two." (9:37)
- II. The Romans borrowed extensively from the Greeks in intellectual matters, including the study of language.
- A. In the middle of the fourth century B.C. (4:426) Donatus wrote Ars Grammatica Minor, a short Latin grammar based on Greek models. Abelson reports this to be "the most widely known textbook on grammar throughout the middle ages." (1:36) Donatus' text is organized around eight parts of speech: noun, pronoun, verb, adverb, participle, conjunction, preposition, and interjection. (1:37-38)
 - B. In the sixth century A.D. (4:426) Priscian wrote a more encyclopedic grammar (eighteen volumes) which was to rank with Donatus' grammar. Robins (9:62) claims that Priscian's grammar was "by far the most

widely used grammar . . . and formed the basis of mediaeval Latin grammar. . . ." Like Donatus, he did not produce an original work, but was a compiler of previous grammars. His admitted primary sources were Thrax and Apollonius.

III. Throughout the middle ages pedagogical grammars continued to be of great importance and, during the later middle ages, there was much speculation concerning the nature of language.

A. Pedagogical grammars continued their debt to the Greeks.

1. The grammatical works of Donatus and Priscian, based directly on Greek sources and written originally for native speakers of Latin, were widely used as textbooks by those for whom Latin was a second language.
2. In 1199 (8:37) Alexander de Villedieu wrote his famous Doctrinale which, at first, supplemented and, later, replaced the grammars of Donatus and Priscian in Western Europe. Although it was primarily based on previous grammars, especially Priscian, it improved on the earlier writers in several ways.
 - a. It was written in the fashionable verse style of the day.
 - b. It replaced the classical authors with more current Latin usage.
 - c. It gave a much fuller account of syntax than had the earlier grammars.
3. Indicative of the English grammars which would follow was Aelfric's Latin Grammar "composed around 1000 for English children speaking Old English (Anglo-Saxon)." (9:70-71).
 - a. It was based on Priscian and Donatus.
 - b. Aelfric stated that his grammar "would be equally suitable as an introduction to (Old) English Grammar." (9:71)

- B. Mediaeval scholars wished to develop a philosophical system which would encompass all knowledge and understanding, including language. This led to renewed interest in theories concerning the nature of language.
- IV. In the sixteenth and seventeenth centuries more interest was aroused in language, but attitudes toward language had changed little from the time of the Greeks and Romans.
- A. Interest in languages grew with the spread of various languages through travel, exploration, and the use of the printing press.
- B. Pedagogical European grammars were written, not for the benefit of the native tongues, but as a basis for Latin which was still central in the curriculum.
- C. General grammars were written "to demonstrate that the structure of various languages, especially of Latin, embodies universally valid canons of logic." (2:6) The most famous of the general grammars was the Port-Royal Grammar of 1660, a work by several collaborators. (4:434)
- V. During the late 1700's grammar began to develop in three separate traditions.
- A. The 1700's saw the rise of the vernaculars and of the middle class. As the middle class found themselves with more leisure, education, and culture, they demanded grammars of rules which they could master so that they would speak "correctly." Many people yearned to rescue English from its gradual degeneration and to give it the same stability as classical Latin. The time was ripe for dictionaries, rhetorics, and grammars of the English language.
1. In 1762 Robert Lowth's A Short Introduction to English Grammar was published. In his introduction he stated the purpose of his grammar thus: "The principal design of a Grammar of any Language is to teach us to express ourselves with propriety in that Language, and to

be able to judge of every phrase and form of construction, whether it be right or not."
(6:x)

a. His method of expounding his grammar was authoritarian.

(1) He set down the rules of grammar.

(2) He illustrated the "correct" way with quotations from such authors as Shakespeare, Milton, Pope, and Dryden.

(3) He used the same authors to point out errors which were made. Many of the quotations illustrating errors were from the King James' Bible.

b. The criteria for the rules of his grammar were much the same as those of many grammarians before him.

(1) His criteria was sometimes universal grammar, sometimes Latin grammar.

(2) "Good authors" were used to establish rules if they concurred overwhelmingly.

2. As English replaced Latin as the central subject in the schools, a demand arose for an English grammar written especially to teach young students "the art of speaking and writing the English language with propriety."
(7:1) In 1795, Lindley Murray published English grammar adapted to the different classes of learners for a girls' school in York. In 1797 he published companion books of exercises and keys to the exercises.

a. Murray's grammar (7) was written in a brief, definitive style with students in mind. It was organized under five headings.

(1) Orthography, which treated the letters of our alphabet.

- (2) Etymology, based on nine parts of speech.
 - (3) Syntax, in which all the parts of speech were again considered and the rules for parsing set forth.
 - (4) Prosody, which presented the rules of proper pronunciation and versification.
 - (5) Appendix, which consisted of such practical matters as punctuation and other conventions of writing.
- b. Murray's Grammar was the leading textbook in the United States for fifty years. (3:71) There were also many "piracies and thinly disguised imitations." (3:71; 5)
3. School grammar underwent only minor changes from 1797 to 1900.
- a. In 1851 Stephen Clark in his Analysis of the English Language proposed that analyzing sentences into major elements, such as subjects, predicates, and modifiers, replace parsing.
 - b. Different graphic devices to illustrate Clark's procedures of sentence analysis appeared until, by 1900, Reed and Kellogg diagrams were an accepted part of most school grammars.
- B. About the same time as Robert Lowth's Grammar appeared, another tradition developed in grammar which Gleason has labeled "scholarly traditional grammar." (3:76). While the general structure of "scholarly traditional grammar" was much like Latin grammar and school grammar, it became much deeper and more diverse. Its scholars asked many questions and collected tremendous numbers of citations from literature. The scholarly grammatical tradition culminated in three great reference grammars. Unfortunately, few teachers ever became

well-acquainted with these grammars.

1. Henrik Poutsma: A Grammar of Late Modern English (1914-1929).
2. Etsko Kruisinga: A Handbook of Present-day English (1925).
3. Otto Jespersen: A Modern English Grammar on Historical Principles (1909-1949). Jespersen was the only scholarly grammarian who gave much thought to the over-all structure of language.

C. The third tradition in grammar which began in the late 1700's leads directly to modern linguistics. Exposure to the language and linguistic tradition of India provided a great impetus to the study of language in Europe.

1. 1786 is often marked as the beginning of modern linguistics for in that year "Sir William Jones of the East India Company read his famous paper to the Royal Asiatic Society in Calcutta, wherein he established beyond doubt the historical kinship of Sanskrit, the classical language of India, with Latin, Greek, and the Germanic languages." (9:134)
2. Indian linguistic tradition was older than that of Western Europe and had developed completely independent of Greek influence. It was organized in an entirely different manner and was, in some aspects, ahead of European thought.
 - a. Indian work in phonetics was superior to any that had been done in Europe. Their study of phonetics was organized around the following topics (9:142):
 - (1) The processes of articulation.
 - (2) The segments of speech (consonants and vowels).
 - (3) The synthesis of the segments into phonological structures.

- b. Indian scholarship, especially Panini's (c. 350-250 B.C.) (2:11), became best known for its rigorous grammatical analysis of Sanskrit.
 - (1) The Indian grammarians carefully and systematically studied the rules of word formation.
 - (2) The rules of word formation were set down with extreme economy.

- 3. Equipped with the methods and content of Indian grammatical scholarship, the European scholars began the gradual reconstruction of Proto-Indo-European (PIE), the common ancestor of the Indian and European languages.
 - a. The reconstruction began with detailed examinations and comparisons of languages such as:
 - (1) R.K. Rask: Investigations concerning the origin of the Old Norse or Icelandic language.
 - (2) Franz Bopp: Concerning the conjugation system of the Sanskrit language in comparison with those of the Greek, Latin, Persian, and German languages.
 - b. As the history of individual words and sounds were patiently traced and compared, it became apparent that changes in the languages were systematic and could be stated in terms of general principles or laws.
 - (1) In 1822 Jacob Grimm published the second edition of the first volume of his comparative grammar of the Germanic languages (Gothic, Scandinavian, English, Frisian, Dutch, and German) in which he "presented a systematic exposition of the correspondences of consonants between

Germanic and the other Indo-European languages." (2:14) This has since been known as Grimm's Law.

- (2) In 1875 Karl Verner published An exception to the first sound shift in which he explained most of the exceptions to Grimm's Law by taking into account the position of the accent in the words at the time the change occurred. Verner's Law led to the idea that perhaps all apparent irregularities of the sound laws could be explained, and, subsequently, many of them were.

At this point in our outline we are going to shift our attention to the study of language in the United States. This is not to ignore or belittle the continued advances in linguistics in England and on the continent, but simply to concentrate on that tradition in modern linguistics which most immediately affects us.

VI. Linguistics in the United States was firmly rooted in European linguistics; however, there were two major reasons why American linguistics developed a rigorous, unique tradition of its own after 1900: the presence of the American Indian languages and the stimulation of several brilliant men.

- A. The three most important linguists in the United States in the early part of the twentieth century were Franz Boaz, Edward Sapir, and Leonard Bloomfield.
1. In 1899 Franz Boaz became the first professor of anthropology at Columbia University.
 - a. "He was a very active, meticulous, and productive field worker" (2:41) who carefully trained students in phonetics so that they might study the language as well as other aspects of the culture of the American Indian.
 - b. Many of his students concentrated on field work in language, using native informants,

in order to analyze the unwritten Indian languages. With these students American linguistics began in earnest.

2. Edward Sapir, a student of Boaz and also a meticulous field worker, brought to American linguists a much broader outlook.
 - a. Of a more theoretical mind than Boaz, he developed a concept of the phoneme.
 - b. In 1921 he published Language, a very readable and influential little book, which displayed profound insights into the nature of language.
 3. Leonard Bloomfield has been called "the great synthesizer" (3:46) in American linguistics.
 - a. He was trained in Europe in historical linguistics.
 - b. He produced excellent analyses of several American Indian languages.
 - c. In 1933 he published Language which summarized the entire field of linguistics and was subsequently the most widely used textbook for linguists in the United States.
- B. The presence of the American Indian languages exerted influence on American linguistics in several ways.
1. There was a sense of urgency in gathering efficient and accurate records of previously unrecorded, and often dying, languages.
 2. The great diversity between the Indian languages and the Indo-European languages and among the Indian languages themselves led to a greater and greater insistence that each language must be analyzed in terms of its own structure. American linguists moved further and further away from using meaning as a criteria in structural analysis of a language.

Concluding Remarks

This outline of the history of the study of grammar in the Western world has brought us up to the concepts we will study in this course. In any abbreviated history it is necessary to pick and choose the particular ideas which one will present. This is not an attempt to distort, or to ignore parts of, the history, but a means of developing a certain thread of ideas which have a particular pertinence at the moment.

Next week Dr. Hans Gottschalk will present a lecture on the history of English. He will be pleased to answer questions on either the history of English or the teaching of it in the classroom.

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Session 2

The English Language

(Outline of lecture given by
Dr. Hans Gottschalk)

I. Pre-English tongues in British Isles ? -- 449

A. Celtic

1. Celts in Europe

- a. In ancient times Celtic groups ranged from Asia Minor and ancient Sarmatia on the east to Britain and Portugal on the west.
- b. Most of ancient Gaul, the British Isles, Germany, as far east as the Elbe, the great Po Valley of Northern Italy, a large part of the valley of the Danube were at one time solid Celtic-speaking territories.

2. Groups in the British Isles

a. Ancient Celtic invasion from Europe

- (1) Goidels (Gaels) west and north toward Ireland and Scotland
- (2) Brythons (Britons) to the middle and southern plains of the Isles
- (3) Caledonians and Picts to the extreme north of Scotland

b. Modern Celtic languages

Goidelic: Irish, Scottish, Gaelic, Manx
Brythonic: Welsh, Breton, Cornish

3. Celtic contributions to English languages and literature

- a. To the language, not more than fifty words
- b. To English literature, many romantic stories such as romances of King Arthur,

Tristan and Iseult

B. Latin

1. Roman occupation
 - a. Roman invasion under Caesar 55 BC
 - b. Withdrawal to defend Rome from barbarian invaders 440 AD
2. Roman contributions
 - a. To the language -- place names, church rituals and law terminology (Latin)
 - b. To the literature -- practically nothing of lasting value to the content

II. Old English or Anglo-Saxon Period 449-1066

A. Relationship to Languages of the World

1. Member of the Indo-European family which includes most of languages of Europe, a large number of languages of India, the language of Persia and of certain adjoining regions.
2. Belongs to the Germanic family of Indo-European language
Germanic language:
 - I. Northern Germanic (Scandinavian)
 - Swedish
 - Danish
 - Norwegian
 - Icelandic
 - II. East Germanic (Gothic languages now extinct)
 - III. West Germanic
 - German
 - Dutch-Flemish
 - Frisian
 - English

B. Anglo-Saxon Conquest of British Isles

1. Invasions

- a. Jutes in from South Jutland in Denmark in the southeastern part of the Isles.
 - b. Saxons from Holstein at Mouth of Weser in the southwestern part of the Isles, c 447 AD.
 - c. Angles from Schleswig in eastern and northern part of the British Isles, fifth century.
2. Celts driven to remote parts of Britain -- Wales, Scottish Highlands, Ireland, Cornwall, Davon, and into Brittany across channel.
3. Main dialects of Conquerors
- a. Kentish. Spoken by Jutes who were strongly Danish
 - b. Northumbrian or Northern. Spoken by the Angles and considered standard in the pre-Alfredian period (500-870)
 - c. West Saxon or Southern. Spoken by the Saxons, south and west of Thames and was considered the standard language from King Alfred's time 870, to coming of William the Conqueror in 1066.
 - d. The Mercian or Midland, east and west. Spoken by both Angles and Saxons in central part of England, especially around London and developed into a standard dialect in the latter part of thirteenth century and the nucleus of the present English language.

C. Danish Invasions

- 1. Danes in control of eastern and northern part of England, the Land of the Angles, from 787 to their defeat by King Alfred in 878 (Peace of Wedmore)
- 2. Invasion under King Canute of Denmark, Canute, on throne of Britain 1016-1042.

3. Contributions

- a. Language -- a large number of Danish words into English dialects, dialects sk words date from this period (sky, skin), place names ending in by and throp and a number of common words like odd, anger, egg. Nearly five percent of our words are Scandinavian.
- b. Literature -- Anglo-Saxon epic, Beowulf of Scandinavian origin

III. Middle English 1066-1500

A. Norman French

1. Conquest of England by the French under William the Conqueror.
2. French language dominate in social and governmental affairs.

B. Prominence of three languages in this period.

1. Latin used by the church and by the law courts.
2. French spoken by the nobility in the court and used in governmental and business activities.
3. Anglo-Saxon (Mercian or midland dialect) used by merchants, working class, agricultural population, lesser nobility, etc.

C. The triumph of the Midland dialect

1. In 1362, English restored as the official language in law courts
2. By 1365, the Mercian dialect used about London, declared the standard for both spoken and literary language (Illustration: works of Chaucer, Cower, Wyclif, Lydgate, and others)
3. By 1380, a fusion of old English and French sources (Illustration: Chaucer's works)

4. By 1475-1500, crystallization of Middle English as official language by means of the printing press.

1. Researchers (10) who devised tests to measure the correlation between the teaching of formal grammar and the production of error-free composition concluded that there was little or no relationship between the two.
 2. Some psychologists (7) proposed that the transfer of learning was much more specific than had been previously thought.
 3. Surveys were made to determine just which errors in grammar students most often committed in composition. Lists of these items (5:14) were drawn up and much grammar teaching shifted to an emphasis on these errors.
- B. Surveys of errors were based on the certainty that the surveyor knew (from the rules of grammar) what was "right" and "wrong." The "usage movement" developed in an attempt to decide if the rules of grammar were justifiable.
1. J. Leslie Hall's English Usage (6) exemplifies the type of survey conducted in the beginning of the movement. He examined controversial usages by comparing them with the usages of "reputable" or "eminent" authors.
 2. Sterling A. Leonard's Current English Usage (8) represents a development in the survey of usage.
 - a. Leonard Examined 102 controversial usages by referring them to seven panels of judges: linguistic experts, members of the National Council of Teachers of English, well-known authors, editors, businessmen, members of the Modern Language Association, and teachers of speech. Another 130 items were submitted only to linguists and Council members.
 - b. The panels were asked to rate the usages as
 - (1) Formally correct English
 - (2) Fully acceptable for informal conversation

- (3) Fully acceptable for technical uses
(this category assumed minimal importance)
 - (4) Popular or illiterate
- c. Leonard's findings indicated a consensus on less than half of the items, and a great disparity between the opinions of the panels and the edicts of popular grammar textbooks.
3. Albert H. Marckwardt and Fred Walcott (9) tried to supplement Leonard's study in their Facts about Current English Usage.
- a. Marckwardt and Walcott examined the same disputable items as Leonard by consulting the Oxford English Dictionary, Webster's New International Dictionary, second edition, and the fuller scholarly grammars.
 - b. Their findings indicated that Leonard's panels were very conservative.
4. Margaret M. Bryant (2) edited a comprehensive study of usage in 1962: Current American Usage.
- a. Bryant compiled and summarized hundreds of usage studies.
 - b. The evidence was assimilated into alphabetical, cross-referenced, entries.
Example: NOT, ILLOGICALLY PLACED
Summary: "The all . . . not expression, as in 'All men are not alike,' is standard English."
Data: Summarized in a short discussion.
Other evidence: Evidence not summarized above was listed.
- C. The usage movement led to changes (10) in the teaching of grammar.
- 1. Many grammatical details in textbooks were dropped or changed.

Session 3

Fresian Grammar

At the beginning of each session (except when a guest speaker was present) the members of the class discussed the reading they had done which pertained to the previous lesson. For instance, at the beginning of session three there was a discussion of the material on the history of language in the various textbooks listed in Bibliography II (Appendix p. 86). The teachers also contributed information from other sources and from their own experiences. They often argued the merits of the different sets of materials and different manners of presentation. In this way, the teachers became more familiar with the various textbooks and with what other teachers were doing in their classrooms. The role of the instructor during these discussions was limited to that of moderator.

Fresian Grammar

- I. The teaching of grammar in the United States in the twentieth century has varied greatly from one school system to another, both in quality and quantity of instruction. A great deal might be said about both. However, there is one particular sequence of events which can be traced directly from the formal grammar taught at the beginning of the century to the statement of Fresian grammar in 1952.
 - A. The use of statistical evaluation in educational testing and development of new ideas in psychology concerning the transfer of learning led to a movement called the "survey of errors."

2. Teachers gained respect for the direct observation of language.
3. As more emphasis was placed on those grammatical constructions of students which differed from "good usage," a piecemeal approach to grammar was strengthened and the study of grammar as a system was weakened.

II. The next stage in the usage movement was the attempt to survey actual usage of American speakers. In 1926, the National Council of Teachers of English commissioned Charles Fries, a member and a college English teacher, "to conduct a full-scale study to determine what grammatical matter should be taught in the schools." (5:17) This study eventually resulted in the publication of American English Grammar. (3)

At this point the teaching outline directly follows the Teachers' Materials: Appendix pp. 95 - 98.

III. Fries had planned that one, then two, chapters of American English Grammar would be devoted to the sentence. However, pressure to publish the materials which were completed and the growing bulk of the material on sentence construction persuaded him to postpone its publication until later. Pressures of the war and of teaching English as a foreign language further postponed this part of his study.

Finally, in 1946, Fries began to collect a new language sample and to analyze it in earnest. The result was the publication in 1952 of The Structure of English: An Introduction to the Construction of English Sentences. (4) This sample consisted of fifty hours of recorded, Standard Northern United States conversation. It amounted to, roughly, a quarter of a million words of recorded and transcribed material.

Again, at this point, the teaching outline directly follows the Teachers' Materials: Appendix pp. 98-109.

LITERATURE CONSULTED
Session 3

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6. Hall, J. Leslie. English Usage. Chicago: Scott, Foresman Company; 1917.
7. Hilgard, Ernest. Theories of Learning; 2nd edition. New York: Appleton-Century-Crofts; 1956. Chapter 2.
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Session 4

Aspectual Grammar (1)

The first thirty minutes of session four were spent in discussion, questions, and answers concerning Fresian grammar, Paul Roberts' Patterns of English, and other pertinent reading which the teachers had been doing.

Segmental Phonemes

Henry Lee Smith, Jr. (8), a descriptive linguist in the Bloomfieldian tradition, is the central figure in aspectual grammar.

First of all, it is necessary to recognize several important assumptions which underlie all work in descriptive linguistics, including aspectual grammar.

Assumptions

1. Speech is the beginning point in any study of language. Writing is a secondary system.
2. Language is arbitrary. It exists by the agreement of the group using it.
3. Language is systematic. It has a structure. This system or structure conveys meaning.
4. Each language has its own system or structure.
5. The sum of the structural features and the relationships among the features of a language are its grammar.

Aspectual grammar begins with the analyzation of the sounds of speech.

Definitions

Phonology: A term which includes phonetics and phonemics.

Phonetics: The science of all the vocal sounds which occur in the various language systems. The International Phonetic Alphabet (IPA) is a widely used legend for recording the sounds used in language systems. A phonetic transcription is an objective recording of the sounds of language without regard for their significance in the structure of any particular language.

When all the sounds of a particular language system are studied, it is discovered that any given language system:

1. Uses only selected sounds of the total range possible, or of that range used by speakers of other language systems.
2. Groups the sounds it does use into fifteen to sixty (1:38) selected, distinctive classes which contrast in meaning with one another.

Phonemics: The study of the distinctive classes of sounds of a given language.

The principle of contrast is one of the ways of determining phonemes. Linguists like to use minimal pairs to establish contrasts. A minimal pair is two minimal utterances which are alike except for one unit. "Pill" and "bill" constitute a minimal pair in English. They are alike except for the initial sound. In English this difference in initial sound establishes a contrast; or, in other words, to a native

speaker of English they are "different."

Phoneme: A single speech sound or a group of phonetically similar sounds which function as a distinctive unit in a given language.

Phonetically similar: The sounds share some feature or features of articulation which results, naturally, in a characteristic auditory effect.

The teachers should try the following exercise.

Directions: Hold a piece of paper before the lips. Say the word "pencil" so that the paper bounces and so that it does not.

Explanation: The paper bounces before an aspirated "p," but not before an unaspirated one. This difference is not significant in English. If it were, English would have two phonemes to represent the two significant sounds. Since it is not, we have one phoneme /p/.

Allophone: Careful examination of the phoneme /p/ in words such as "pin," "spin," and "tip" will reveal that /p/ in initial position is aspirated, in medial position is unaspirated, and in final position is unreleased. These are allophones of /p/. Allophones usually fall into such predictable positions. A native speaker of English would say that they were "the same." In Siamese (10:9), however, the initial aspirated /p/ and unaspirated /p/ do not "mean the same" to a native speaker. They represent two separate phonemes.

Classification of Phonemes of English

Phonemes are usually classified by point and manner of

articulation. By manner is meant:

1. Voiced or voiceless. If the vocal cords are vibrating the phoneme is voiced; if the vocal cords are relaxed the phoneme is voiceless.
2. Consonants are made by constricting or stopping the flow of air. If the air is shut off completely the consonant is a stop; if the air comes out noisily the consonant is a spirant or fricative.

Information concerning the points and manners of articulation of consonant phonemes was summarized in the teachers' materials (Appendix p. 111).

The chart of classification of consonant phonemes which is a part of an aspectual analysis of English (8) is also found in the teachers' materials (Appendix p. 112).

Vowels allow the air to flow freely through the mouth. However, the shape of the mouth affects the sound. The shape is primarily changed by the position of the tongue. The tongue moves in two dimensions: it may be high, middle, or low; and, it may be front, center, or back. Smith (8) uses the following diagram for the nine simple vowel phonemes in English. The chart is based on the position of the tongue.

