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## Language Teaching

Teodora Llamzon

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# Recent Trends in Language Teaching

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TEODORO LLAMZON

**W**ITH the introduction of Tagalog as an obligatory subject in our schools and the enforcement of the Spanish Act in our colleges, the problem of finding a method of teaching languages with greater efficiency has become acute. In some of our more progressive universities this problem is even more desperate, because promising students are also given French and German to prepare them for future research work. Hence a way has to be found of teaching these languages quickly and easily so that the students may have the needed time and energy for their other subjects in the curriculum.

The Philippines, however, is not the only country that has been faced with this problem. Other nations have faced it and have tried various methods to solve their difficulty. In the history of language teaching, there have been three general methods used: the grammar-translation method, the direct method, and the so-called "modern method."<sup>1</sup>

## THE GRAMMAR-TRANSLATION METHOD

The grammar-translation method was the method in vogue towards the end of the nineteenth century. It has also been

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<sup>1</sup> There have been other contributions to foreign-language teaching made by various European groups. I do not cover these. For a fuller view, see *THE TEACHING OF MODERN LANGUAGES* (Paris, UNESCO, 1955).

called the "traditional method."<sup>2</sup> This method emphasized the rigorous memorization of paradigms, word lists, grammatical rules and translations from the written literature. In this way the student was taught to *read* a foreign language in order to become acquainted with the literature of that language and thus come to an appreciation of the cultural values of that civilization.<sup>3</sup> As a secondary benefit this method also gave the student a better understanding of his own native tongue and training in logical thinking.<sup>4</sup>

However, the results of this method were quite discouraging. This came up recently in a scene in the movie *SOUTH PACIFIC*. Miss Nellie Forbush was asked by the self-exiled French planter Emile de Becque whether she could at least read French. Miss Forbush replied "No, I studied French in school, but all I know is how to conjugate a few verbs."

More to the point, however, were the criticisms of the linguist Leonard Bloomfield. Mary Haas has summarized his remarks as follows:

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<sup>2</sup> John B. Carroll, *THE STUDY OF LANGUAGES* (Cambridge: Harvard Univ. Press, 1955), p. 171.

<sup>3</sup> It has been seriously doubted whether the grammar-translation method could equip a student with an appreciation of the cultural values in the literature of a foreign language. The reason for this is stated by Fries: "Unless one has mastered the fundamentals of the new language *as a language*—that is, as a set of habits for oral production and reception—the process of reading is a process of seeking word equivalents in his own native language. 'Translation' on an exceedingly low level is all that such 'reading' really amounts to. Such a reader never enters into the precise particular way the foreign language grasps experience; he is still using as a means of grasping meaning or understanding only the processes and vocabulary of his own language with the added difficulty of *seeing* a different set of symbols on the printed page which must act as clues from which he must guess the correct words of his own language to be substituted in order to make some kind of sense. He never really enters into the 'thought' (the full meaning) expressed by the foreign language." *TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE* (Ann Arbor: Univ. of Michigan Press: 1956) 12th ed., p. 6.

<sup>4</sup> Ruth Hirsch, *AUDIO-VISUAL AIDS IN LANGUAGE TEACHING*, MONOGRAPH SERIES (Washington: Institute of Languages and Linguistics: Georgetown Univ., March, 1954), p. 1.

His most important criticisms of the traditional methods of teaching modern languages are as follows: (1) the relatively small number of class hours, (2) undue reliance on written homework, (3) the learning of grammatical rules and other "facts" about the language instead of learning the language itself, (4) the reliance on translation as a means of determining understanding and competence, (5) the inability of large numbers of teachers to speak the languages they are engaged in teaching.<sup>5</sup>

The principles that underlie these criticisms seem to be: 1) that language is a skill, and as such is not learned by memorizing grammatical rules but by the constant use of the tongue,<sup>6</sup> 2) that translation misleads the student since it gives him the idea that one language is similar to, or equivalent in vocabulary and structure to another,<sup>7</sup> 3) that vocabulary items are memorized in an unnatural way when they are memorized in isolation and out of context.

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<sup>5</sup> Mary Haas, "The Application of Linguistics to Language Teaching," *ANTHROPOLOGY TODAY*, ed. A. L. Kroeber (Chicago: University of Chicago Press, 1957), p. 810 A.

<sup>6</sup> Nelson Brooks, in an advance copy of his book on language teaching, makes the following remark: "The acquisition of language is essentially a problem in psychology, both individual and social. Given the language of the speech community and the innate physical and mental capacities of the newcomer to that community, what happens between the time of his non-knowledge of the local language and his eventual control of it, either partial or complete? The process is a type of learning that involves the establishment of a set of habits that are both neural and muscular, and that must be so well learned that they function automatically." *LANGUAGE AND LANGUAGE LEARNING* (NY: Harcourt, Brace and Co., Inc. 1959. Advance copy mimeographed.), p. 14.

<sup>7</sup> On this topic, Nelson Brooks once more has this to say: "The most serious of all false objectives is translation. There is a place in the scheme of things for translation as a legitimate objective, but that place is not in the early levels of language learning. Translation is at once too difficult of attainment and too damaging to the learner to be a part of his activities until he has reached a high level of achievement in the second language. Nothing will short-circuit the language learning process more quickly and turn a coordinated system into a compound system more effectively than premature attempts at matching one language with another." *op. cit.*, p. 65.

## THE DIRECT METHOD

The reaction to the grammar-translation method gave rise to the so-called "direct method." The advocates of this method outlawed all translation and utilized very little grammar. If they brought in grammar it was very briefly, and "only when absolutely necessary." They used the foreign tongue from the first day of class and resorted to audio-visual aids to bring out the meaning of vocabulary items and sentences. Capitalizing on the failure of the grammar-translation method to produce results, the direct method came to be popular around the turn of the century and even led to the opening of commercial language schools such as Berlitz and Linguaphone.<sup>8</sup>

The principles that governed this method seem to have been founded on the conviction that an adult learns a language in fundamentally the same manner as a child, i.e., through the mimicry-memorization process. It also tried to build up a vocabulary through direct association with the perception of objects and situations.<sup>9</sup> The use of the senses played a cardinal role in its technique. At about this time, too, mechanical aids to language learning became available, such as phonograph records and crude forms of wire recorders. These were put to full use by the advocates of the direct method.

Undoubtedly this method had much to commend it and it made great contributions to the teaching of foreign languages. Its emphasis on the constant use of the foreign tongue in the classroom and its memorization techniques met with happy and practical results. It stressed the use of audio-visual aids,<sup>10</sup> and

<sup>8</sup> J. B. Carroll, *op. cit.* pp. 170-171.

<sup>9</sup> M. D. Berlitz, *THE BERLITZ METHOD FOR TEACHING MODERN LANGUAGE, ENGLISH PART, FIRST BOOK* (1892), pp. 2-4.

<sup>10</sup> It is interesting to note that visual aids are not a modern development, much as their advocates would like to think they are. John Amos Commenius, who lived in the years 1592-1670, seems to have been the first that history has recorded who used visual aids. His book, *Orbis Pictus*, contained illustrated lessons. Of course, being a product of his generation, his ideas on language teaching are along the lines of the grammar-translation method. For instances of this see his statements in *JOHN AMOS COMMENIUS, 1592-1670* (UNESCO: 1957), pp. 73, 75, 89 and 92.

capitalized on situations and vocabulary items that were immediately useful to the learner.

However, the extreme positions it took on the questions of grammar and translation proved to be its chief drawbacks. On the point of grammar Ephraim Cross had this to say:

"Grammar" is absolutely inseparable from a language for the simple reason that "grammar" is nothing but a description or picture of the whole collection of facts about a language that distinguishes the language from all others, even related languages. No matter how you learn it, you surely must master the "grammar" of the language if you are to master the language.<sup>11</sup>

The significant fact that the advocates of the direct method seem to have missed is that there is a big difference between adult learning and child learning. Adults want to proceed more intelligently. Hence they want to know the reason why one can do this but cannot do that in the construction of original phrases and sentences, and these reasons cannot be given without an appeal to grammar. Besides, anyone who speaks a foreign tongue will necessarily arrive at the point when stock phrases and clichés no longer suffice. He must know how to shift for himself, to construct his own phrases and sentences. And this presupposes a knowledge of grammar.

#### THE STRUCTURAL METHOD

The more recent method that has been used in the teaching of foreign language is called the "modern method." More correctly, however, it is called the "structural method."<sup>12</sup>

This was the method that the United States used extensively during the last war in training men in the armed forces. The American Council of Learned Societies under the leader-

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<sup>11</sup> Ephraim Cross, "Language Study and the Armed Forces," *MJL* Vol. XXVIII, no. 3 (March, 1944) p. 293. Cited by Paul F. Angiolillo, *ARMED FORCES' LANGUAGE TEACHING* (New York; S. F. Vanni, 1947), p. 317.

<sup>12</sup> Other names used to describe this method are: "The Aural-Oral Method," "The Army Method," "The Intensive Method," and the "New Approach."

ship of Mortimer Graves was responsible for promoting its use in the Intensive Language Program.<sup>12</sup>

The principles that govern this method are founded on a body of knowledge that a relatively new science, linguistics, has accumulated. The name "structural method" stems from the fact that in the new approach emphasis is given to the learning of the fundamental structures of the foreign language. These structures are discovered through the methods of analysis of "structural linguistics" and then drilled into the students.

The fundamental tenets of linguistics, which form the basis of the whole method, can be briefly summed up as follows:<sup>14</sup>

1. Language is an arbitrary system of vocal sounds. Hence it is speech, and writing is only a secondary symbolization of the spoken word. From this several conclusions follow. First, the learning of a foreign language should be geared primarily towards acquiring a *speaking* knowledge of the tongue.<sup>15</sup> Second, the sound system of the language should be analyzed and

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<sup>12</sup> J. B. Carroll, *op. cit.*, p. 173.

<sup>14</sup> For a comprehensive summary of the fundamental principles of linguistics, see Ruth Hirsch, *op. cit.*, pp. 3-15. Fuller expositions are given by Leonard Bloomfield, *LANGUAGE* (New York: Henry Holt 1933) and recently by Charles F. Hockett, *A COURSE IN MODERN LINGUISTICS* (NY: The Macmillan Co., 1958), and A. A. Hill, *INTRODUCTION TO LINGUISTIC STRUCTURES* (NY: Harcourt, Brace and Co., 1958). Some of the more popular works on the subject are: Edward Sapir, *LANGUAGE* (New York: Harcourt, Brace and Co., 1921) and Edgar H. Sturtevant, *AN INTRODUCTION TO LINGUISTIC SCIENCE* (New Haven: Yale Univ. Press, 1947). A fascinating work is Robert Hall's *LEAVE YOUR LANGUAGE ALONE* (Ithaca: Modern Lang. Dept., Cornell Univ., 1950).

<sup>15</sup> Fries goes to the extent of saying that "no matter if the final result desired is only to *read* the foreign language the mastery of the fundamentals of the language—the structure and the sound system with a limited vocabulary—must be through speech. The speech *is* language. The written record is but a secondary representation of language. To 'master' a language, it is not necessary to read it, but it is extremely doubtful whether one can really *read* the language without first mastering it orally" *op. cit.*, p. 6.

discovered before any methodical mastery of this sound system can be effectively taught and learned. This presupposes the establishment of the significant sound classes of the language (the phonemic principle),<sup>16</sup> and the teaching of these sounds by the methods developed by phonetics. Third, because the language is a system, there are patterns of expression in it that form the expression structure of this language. It is the business of the linguist to discover these patterns and to state them descriptively. Then the language teacher should drill these patterns into the students. Fourth, where the written symbolization of the sound system is complicated, as for example in English and French, it is much more efficient to postpone the teaching of the writing system of that language and work on the pronunciation first.<sup>17</sup>

2. Language is the vehicle of thought. It is therefore simpler to approach this vehicle from the functional point of view than from the thought content. This allows the linguist to systematize the data objectively. For example, it would be less complicated to show how the noun in this language functions in a sentence rather than to insist on identifying it first as "a name of a person, place or thing." This definition cannot possibly include all the nouns in the language, since "running" and "friendship" are nouns in English, and yet are not names.

3. The speaking of a language is basically the use of a set of highly systematic habits. It is a skill, and so the only way to acquire proficiency in it is through constant repetition and drill. Hence there is need to mimic the utterances of the in-

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<sup>16</sup> The phonemic principle is thus stated by Morris Swadesh: "The phonemic principle is that there are in each language a limited number of elemental types of speech sounds, called phonemes, peculiar to that language; that all sounds produced in the employment of the given language are all referable to its set of phonemes; that only its own phonemes are at all significant in the given language." Morris Swadesh, "The Phoneme Principle," *READINGS IN LINGUISTICS* ed. Martin Joos (Washington: American Council of Learned Societies: 1957), p. 32 A.

<sup>17</sup> Robert Lado, *LINGUISTICS ACROSS CULTURES* (Ann Arbor: Univ. of Michigan Press, 1957) pp. 93-109.



formant,<sup>18</sup> and also the need for an intensive program in the learning process. If the class hours and sessions are spread out thinly there is far greater difficulty in acquiring the habits necessary for fluent speech.<sup>19</sup>

4. Language reflects the way of thinking of the people who speak it. Hence it would be a mistake to describe it in terms of the structure of another language, no matter how close their kinship in the language families. For example, any attempt to categorize the Tagalog word "*lumalakad*" as a verb is bound to fail, since you have such instances are: "*Ang lumalakad ay malakas*," "*Ang batang lumalakad ay kapatid ko*," "*Siya ay lumalakad*." A new category must be assigned to this peculiarly Tagalog form.<sup>20</sup>

5. One language cannot be said to be more "logical" than another, since each language has its own inherent logic.<sup>21</sup> If this were false, then the language would not be systematic, and its speakers would not understand one another.

The task therefore of the linguist is to discover the inner structure of this particular language, describe and teach it to the student. Also, the translation procedure does not help the student to think and express himself in the peculiar idiom of this language. Translation develops in the student the habit of conceiving his thought first in his own native tongue, expressing this thought in his own native tongue, and then translating that expression literally in the foreign language.<sup>22</sup> A certain amount of translation is necessary in the beginning to

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<sup>18</sup> "One can learn to understand and to speak a language only by hearing and imitating speakers of that language. These speakers are called informants." Leonard Bloomfield, *OUTLINE GUIDE FOR THE PRACTICAL STUDY OF FOREIGN LANGUAGES* (Baltimore: Waverly Press: Linguistic Society of America, 1942), p. 2.

<sup>19</sup> Ruth Hirsch, *op. cit.*, pp. 10-11.

<sup>20</sup> See Leonard Bloomfield, *AN OUTLINE GUIDE FOR THE PRACTICAL STUDY OF FOREIGN LANGUAGES* (Baltimore: Waverly Press, 1942).

<sup>21</sup> Benjamin Lee Whorf, *FOUR ARTICLES ON METALINGUISTICS* (Washington: Foreign Service Institute: 1949), pp. 1-2.

<sup>22</sup> M. D. Berlitz, *op. cit.*, pp. 2-3. Charles C. Fries, *op. cit.*, p. 6.

save time and wasted effort,<sup>23</sup> but it should be eliminated from the classroom as soon as possible.

The principal points stressed by the Intensive Language Program were summarized thus by Mary Haas, one of its first participants who set up a course in Thai with the help of an informant:

The program consistently emphasized the following points, most of which were a development of the recommendations urged by Bloomfield almost three decades previously: (1) the actual teaching must be done by a trained linguist, (2) informants were to serve as drill-masters for small sections of students (not more than ten per section), (3) the number of class hours per week should be around fifteen to eighteen, (4) the ultimate goal of the student was to acquire accurate pronunciation, a good speaking knowledge, and good auditory comprehension of the language.<sup>24</sup>

Not long after the Program got underway, World War II broke out. This forced the linguists to teach the languages that they were working on immediately. In this predicament, they resorted to the linguist-informant method.<sup>25</sup> The pupils

<sup>23</sup> Much time and effort is wasted by the advocates of the direct method who refuse to translate such simple items as "horse" or "lion." If no visual aids are available, the teacher is asked to make a sketch on the board or to pantomime. Then a guessing game takes place. It becomes utterly confusing when such items as "bus station," or "market," or "education," are being taught.

<sup>24</sup> Mary Haas, *op. cit.*, p. 811.

<sup>25</sup> This method is likewise described by Mary Haas as follows: "The two methods, both of which required the services of the informant or native speaker of the language, may be briefly described as follows: 1. If the linguist had spent little or no time in previous analysis of the language, his students could participate with him in the task of analyzing the language. 2. The second way in which linguists used linguistics as an aid in teaching a language could be applied only if the linguist had been given a little time in advance for making at least a start on its analysis. He would, by this method, spend many hours with the informant alone, analyze the linguistic material in advance, and then organize the basic grammatical material in a systematic manner for presentation to his students. He would also prepare in advance exercises for drill in pronunciation and gram-

*... and grammatical material for memorization*

were asked to repeat after the informant while the linguist directed and guided the progress of the lessons. He also helped the students to imitate the utterances of the native speaker as perfectly as possible by pointing out the source of their difficulties. In this the linguist relied heavily on his linguistic training.

The results of this method of teaching were highly satisfactory. Some of the the cases were so astounding that journalists began to overstate the true facts.<sup>26</sup> People began to get the impression that the new method actually produced "miracles", so that it became necessary to set the record straight. M. S. Pargent did so as follows:

It is necessary to state emphatically for the sake of those who are not familiar with the study of language, that no one on earth has ever learned a foreign language in twelve hours, or learned to speak it like a native in a few semesters... These statements, in these forms, should never have been made, for they are dangerously misleading.<sup>27</sup>

At any rate the Army Specialized Training Program had considerable influence on present-day thinking and methods of language teaching.<sup>28</sup> One of its most important contributions was the boost it gave to the science of linguistics and the good will it created for it. Because of the amazing results obtained

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<sup>26</sup> Kurz reported a case in which the War Department required that a working course in Chinese be prepared in two weeks for 200 men about to embark. "They (those entrusted with the teaching assignment) got a technical linguist who knew no Chinese and gave him a batch of informants. They worked together organizing the course. By the time the men were ready to embark, the course was ready for distribution. Intensive instruction was given en route, with the informants supervised by the linguist. By the time the men got to Chungking, they had the ground work they needed to start operations." Harry Kurz, "The Future of Modern Language Teaching," (Report on the Conference on Teaching Modern Foreign Languages) MJL XXVII, no. 7, Nov., 1943, pp. 460-469. Cited by Paul F. Angiolillo, *op. cit.*, p. 164.

<sup>27</sup> M. S. Pargent, "On Learning A Foreign Language," MJL XXIX, no. 3, March, 1945, pp. 201-202. Quoted by Angiolillo, *op. cit.*, p. 303.

<sup>28</sup> Mary Haas, *op. cit.*, p. 815 B.

in the ASTP people began to be more and more interested in what it had to offer, and to learn its methods.

As regards specific drills in the actual teaching of a foreign language according to the structural method, there has generally been freedom and variety. For example, at the Foreign Service Institute of the State Department in Washington, D. C., and at Monterey, California, which is still the center of the ASTP, great stress is laid on the so-called "build-up method."<sup>29</sup> Likewise, pattern drills<sup>30</sup> take up a sizable part of the total time allotted to classroom work. Translations are used, but usually it is translation from the native tongue to the target language and not vice versa.<sup>31</sup> Visual aids are kept down to a minimum. Periodic reshuffling of classes according to student achievement also contributes to the spirit of emulation and progress.

#### RECENT TRENDS

An important contribution to language teaching and learning was made in the thirties when Charles C. Fries of the English Language Institute in the University of Michigan stated:

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<sup>29</sup> The so-called "build-up method" runs like this: a full sentence is first given by the informant, e. g., "We will celebrate mother's birthday today." The students do not repeat this. Then the informant proceeds to give short sections from the sentence. Thus: "birthday." "Mother's birthday." "Celebrate." "We will celebrate." Each of these utterances the students repeat. Finally, the full sentence is once more given and the students are asked to repeat. The vocabulary items are introduced in small quantities per lesson, and repetition is stressed to the point of overlearning. The structural points developed go from the easier to the harder.

<sup>30</sup> Pattern drills are drills set up around a structural point. Nelson Brooks, *op. cit.*, pp. 97-98.

<sup>31</sup> Faye L. Bumpass, in her brochure, *TEACHING OF ENGLISH AS A FOREIGN LANGUAGE* (Washington: Educational Services, 1952), states that from her experience in teaching English as a second language in South America, she has found that translation from the native tongue to the target language helps the student to get a better command of the target language. But not vice versa. Her brochure is also valuable for suggestions on how to make do-it-yourself visual aids.

The more we deal with English as a foreign language the more we are impressed with the need of special materials for each linguistic background. "Foreign" language teaching is always a matter of teaching a specific "foreign" language to students who have a specific "native" language background. The problems of the Chinese student are very different from those of the Spanish speaker.<sup>32</sup>

Other institutions also have been making contributions to the development of improved methods of teaching foreign languages. Such universities as Cornell, Harvard and Georgetown have been conducting research and carrying out the most modern methods of language teaching.<sup>33</sup>

A relatively new trend is also under way to introduce cultural information in the course of language teaching and learning. This movement is based on the important assumption that language reflects the thought and culture of the speech community.<sup>34</sup> Hence to get a really thorough mastery of the language it is necessary to know the culture of the people who speak it. Only thus will the thought processes and idiomatic expressions of the foreign country be learned, understood and mastered.<sup>35</sup>

In the language program administered at Georgetown University this cultural information and comparison is done on the intermediate level. At this stage the student has acquired

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<sup>32</sup> Charles C. Fries, cited by Mary Haas, *op. cit.*, p. 816.

<sup>33</sup> For a summary of what each of these institutions is doing, see J. B. Carroll, *op. cit.* pp. 179-186, and Mary Haas, *op. cit.*, pp. 816-818.

<sup>34</sup> "As language teachers we must be interested in the study of culture... not because we necessarily *want* to teach the culture of the other country but because we *have* to teach it. If we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning; for unless he is warned, unless he receives cultural instruction, he will associate American concepts or objects with the foreign symbols." Robert Politzer, REPORT OF THE FIFTH ANNUAL ROUND TABLE MEETING ON LINGUISTICS AND LANGUAGE TEACHING (Georgetown Univ.: Washington D.C., 1954), pp. 100-101.

<sup>35</sup> Robert Lado, LINGUISTICS ACROSS CULTURES (Ann Arbor: University of Michigan Press, 1957), pp. 1-8 and 110-123. This movement will also help towards mutual understanding between nations.

enough of a working vocabulary to profit from this information. However, even at the introductory level this can be done, in spite of the fact that at this level the primary objective is the mastery of the fundamental structures and everyday clichés of the foreign language.<sup>36</sup>

#### THE PHILIPPINE SCENE

As early as 1951 the Language Center at the Ateneo de Manila was employing the principles and methods described above. The target language to which the Center addressed itself was English. Thus it concentrated on the training of teachers of English in the use of the findings of the science of linguistics and of audio-visual aids, especially the tape recorder. Later the activities of this group were broadened to include Visayan.<sup>37</sup>

Under the sponsorship of the University of Oklahoma and North Dakota the Summer Institute of Linguistics has been conducting field work and research in several areas in Mindanao.<sup>38</sup> Later, linguistic analyses as well as intensive courses

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<sup>36</sup> A full program for the study of a foreign language as outlined by Dr. Hugo Mueller, author of *DEUTSCH ERSTES BUCH* (Milwaukee: Bruce and Co., 1958), in which the above principles are carried out, would include the following levels and aims:

- I—INTRODUCTORY: A mastery of the fundamental structural points and the clichés of the language.
- II—INTERMEDIATE: Cultural comparison and information. A more advanced handling of the structural points.
- III—ADVANCED: Stylistic command of the language. Creative composition and literature study.

A slightly different program on four levels is suggested by Nelson Brooks, *op. cit.*, pp. 67-83.

<sup>37</sup> This project was started by Thomas Carroll, S.J., and John W. McCarron, S.J., to meet the need of Filipino graduate students for more training in oral English. A *LABORATORY MANUAL FOR LINGUISTIC PEDAGOGY* was prepared to give the proper linguistic orientation, and a *LABORATORY MANUAL FOR ORAL ENGLISH* (2 vols.) was printed for their thorough training in the phonetics of English.

<sup>38</sup> In his progress report dated 1953, Howard P. McKaughan, supervisor of the project, stated that seven Philippine languages were under study in 1945. In April, 1953, teams were sent to work on Bilaan, Binokid, Dibabaon, Southern Bukidnon Manobo, Mansaka,

in Ilocano and Tagalog were prepared and distributed. A prime contribution of this group to language teaching in the Philippines was the research material it made available to language teachers in the classroom.

A more recent project towards a more efficient teaching of languages in the Philippines with a special emphasis on English was launched in 1958 by the Rockefeller Foundation under the sponsorship of the University of California, Los Angeles. The group calls its headquarters in Manila the Philippine Center for Language Study. Further contributions were made and are being made by this group by way of teacher training and the contrastive analyses of Philippine languages and the target language, English.<sup>39</sup>

#### CONCLUSION

This brief conspectus of the various methods which have been employed in teaching foreign languages is admittedly limited. However, it will serve to show that schools in the Philippines can profit from the successes as well as the mistakes of others in this field.

The movement to improve the methods of foreign language teaching has not come to an end. Linguists and language teachers have been trying to devise better procedures in accordance with classroom experience and research findings. It goes without saying that a teacher can go far in teaching a foreign language even without the aid of these modern methods. A teacher's enthusiasm, ingenuity and earnestness can awaken such interest in the pupil and provide him with such motivation that he will learn the language rapidly. But everything else being equal, these methods will help much towards facilitating and accelerating the learning of foreign languages.

Tagabili, Tagacaolo (Kalagan). In the list of linguistic materials that the Institute had made available, however, the following languages were also included: Ivatan, Chabacano, Ilocano.

<sup>39</sup> This group has been under the supervision of Clifford Prator of UCLA. Its present directors are Dr. J. Donald Bowen and José V. Aguilar. Dr. Robert P. Stockwell has finished his contrastive analysis of English and Tagalog and the final manuscript of this work is almost ready. Work on Pangasinan, Cebuano and Ilokano is also being carried on.