

Contents

List of illustrations	viii
Acknowledgements	x
Note on spelling	xii
Preface	xiii
PART ONE Practical language teaching to 1800	
1 The early years	3
2 'Refugiate in a strange country': the refugee language teachers in Elizabethan London	12
3 Towards 'The great and common world'	32
4 Guy Miège and the second Huguenot exile	52
5 The spread of English language teaching in Europe	61
PART TWO On 'fixing' the language	
6 Introduction	75
7 Two proposals for orthographical reform in the sixteenth century:	83
The work of John Hart, Chester Herald	83
Richard Mulcaster's <i>Elementarie</i>	89
8 Early pedagogical grammars of English for foreign learners:	94
Ben Jonson's <i>English Grammar</i>	94
John Wallis's <i>Grammatica Linguae Anglicanae</i>	98
9 'Things, words, and notions'	102
10 The language 'fixed':	106
Latin Schools and English Schools	106
Swift's Proposal for a British Academy	109
Towards Standard English	110

PART THREE Language teaching in the nineteenth century

	Overview	129
11	The grammar-translation method:	131
	Introduction	131
	The grammar-translation method and the schools: some Anglo-German contrasts	132
	The grammar-translation method and adult language teaching: the 'practical approach' of Ahn and Ollendorff	138
12	Individual reformers:	147
	Overview	147
	'All is in all': Jean Joseph Jacotot	150
	The Rational Method of Claude Marcel	152
	Thomas Prendergast's 'Mastery System'	156
	François Gouin and the 'Series'	161
13	The Reform Movement:	169
	Introduction	169
	The principles of reform	171
	The Klinghardt experiment	173
	The role of phonetics	175
	The work of Henry Sweet: an applied linguistic approach	179
14	Natural methods of language teaching from Montaigne to Berlitz	192

PART FOUR The making of a profession

SECTION 1 Overview of English language teaching since 1900

15	The teaching of English as a foreign or second language since 1900: a survey:	212
	Laying the foundations (1900–1922)	213
	Research and development (1922–1939)	214
	Consolidation (1945–1960)	217
	Change and variation since 1960	220

SECTION 2 Essays in the history of English language teaching since 1900

16	Harold E. Palmer:	230
	Palmer's life and work	230
	Palmer's methodology	236

17	Choosing the right words:	245
	Michael West and the New Method	245
	The Basic issue	250
	Carnegie and after	255
18	Old patterns and new directions:	260
	A. S. Hornby and the post-war consensus	260
	The impact of applied linguistics	265
	The notion of communication	273
Epilogue:		
	On rational and natural approaches to language teaching	295
A chronology of English language teaching		298
Biographical notes		305
Appendix:		340
	‘Language teaching must start afresh!’ A translation of Wilhelm Viëtor’s <i>Der Sprachunterricht muss</i> <i>umkehren!</i>	343
Bibliography		364
Index		385

Index

Main entries are shown by bold print. Works marked with an asterisk (*) are also entered separately.

- Abercrombie, D. x, 170, 178, 179, 218, 260, 264
see also *Appendix*
- Abrahams, A. 224
- academies ('dissenting') 32, 106
- Academies, French and Italian 108
- Academy, call for a British 109–10
- Access to English* (Coles and Lord) 225
- accuracy, emphasis on 132, 241
- Aelfric's *Colloquy* 5
- Ahn, F. 130, 132, 137, 138–41, 145, 147, 156, 301, 305, 325
*New, Practical and Easy Method** 140–1, 301, 305
- Aickin, J. 79, 108, 300
An English Grammar 108, 300
- AILA 303, 304
- Aitchison, J. 120–2
- Alexander, L.G. 216, 225, 303
- Allen, J.P.B. 223, 277–8, 304
- Allen, W.S. 264
- Alston, R.C. x, 8, 9, 61, 64, 65, 67, Figs. 10, 11
- analytic and synthetic methods 153
- 'Anglomania' in 18th century France 64
- applied linguistics 181, 182, 189, 224, 226, 265–73
- Applied Linguistics, School of (Edinburgh) 218, 270, 303, 311
- Applied Linguistics* (journal) 304
- Approaches* (Johnson and Morrow) 225
- ARELS 303
- 'arithmetical fallacy' (Sweet) 144–5, 185, 238
- Ascham, R. 14, 21, 24, 33–5, 39, 298, 305, 316
*The Schoolmaster** 33–5, 298, 306
- associationism 172–3, 184–5
- ASTP (Army Specialized Training Program) 266–7, 302, 307, 313
- audiolingual methods 141, 225, 266, 283
see also *the structural approach*
- audiovisual methods 50, 219, 225, 275
- BAAL 224, 303, 304
- Bacon, F. 34, 39, 92, 299
The Advancement of Learning 34, 299
- Bangalore Project, the 288, 293(n 75)
- Barlement, N. de 9
- Bartels, A. 139
- Basedow, J. 51(n 28), 306
- Basic English 217, 233, 249, 250–5, 302
- behaviourism 240, 267–8
- Bell, A.M. 176–7
- Bellot, J. 13, 14–19, 20, 30, 57, 90, 299, 306
*The English Schoolmaster** 14–16, 299, 306, Fig. 1
*Familiar Dialogues** 16–19, 299, 306, Fig. 2
- Bengal 67–71, 215, 245–50
- Berlitz English Course 206
- Berlitz, M.D. 173, 178, 204–7, 239, 295, 301, 306, 331, Fig. 24.
- Berlitz Method, the 205, 206–7, 239
- Berlitz Schools 139, 204–7, 230, 301, 306 325
founding 204, 307
native-speaking teachers 205
students in the 1890s 206–7
- Bilingualism, with special reference to Bengal* (West) 245–9, 302
purpose of Report 245
needs analysis 246
'surrender value' 245, 247
tests of New Method materials 248–9
principles of vocabulary control 247
reading strategies 249
- Billows, L. 264
- Birmingham, University of 221, 279
- Bjurman, M. 18
- Blackie, J.S. 145, 194–7, 295, 307
- Bloch, B. 266, 267
- Bloomfield, L. 183, 240, 242, 265, 266, 267, 270, 290(n 25) 295, 302, 307, 330
Outline Guide for the Practical Study of Foreign Languages 183, 266, 302, 307
- Boas, F. 105, 265, 308
- Bongers, H. 257, 258(n 11)
- Boyer, A. 53, 55, 62, 300, 323
- Bradley, H. 6–7, 11(n 13)
- Brereton, C. 179
- Brewers, Guild of, proceedings in English 4
- 'Brightland Grammar', the 80, 300
- British Centre, The 224
- British Council, The 217, 218, 222, 223, 224, 225, 232, 260, 269, 302, 317, 326, 336
- Broughton, G. 225, 228(n 31), 303
- Brumfit, C.J. 226, 228(n 35), 304
- Buchanan, J. 80, 81, 120, 300
A British Grammar 80, 81, 300

- Buchmann, B. 342
 Bullokar, J. 82(n 11)
 Bullokar, W. 4-5, 10(n 9), 76, 79, 87, 299, 308
 Pamphlet for Grammar 4-5, 10(n 9), 76, 299, 308
 Butler, C. 76, 79
 Butlin, R.T. 217
- Cambridge Examinations Syndicate 133-4, 135
 Overseas Examinations 133
 admission of girls 134
 1868 Report 134, 135
 Certificate of Proficiency 302
 Lower Certificate 302
 see also *Oxford and Cambridge Local Examinations*
- Candlin, C.N. 223, 227(n 23), 304
 Carnegie Conference 215, 216, 218, 250, 255-8, 302, 326, 336
 catechistic techniques 5-6, 67, 95, 97
 Catford, J.C. 218, 255, 260
 Caxton, W. 6-7, 11(n 13), 298
 Cecil, Sir W. 26, 83
 Center for Applied Linguistics (Washington) 269
 Centre for British Teachers (CBT) 224
 China 215
 Chinese, influence of in 17th century 104
 Chomsky, N. 170, 237, 252, 270-1, 286, 303, 330
 Syntactic Structures 270
 Review of Skinner's 'Verbal Behaviour' 270
 Aspects of the Theory of Syntax 270, 271, 303
 Paper to the NE Conference (1966) 271, 303
- Christophersen, P. 264
 CILT 224-5, 228(n 28)
 Clarendon, Lord 52-3
 Clenard, N. 194, 208(n 6), 295
 Cobbett, W. 116, 117, 122, 123-4, 300, 308-9
 Grammar of the English Language 123-4, 300, 309
- Coles, E. 79
 Colet, J. 32, 309, 321
 Collyer, J. 80
 Comenius, J.A. 33, 35, 39-50, 64, 299, 300, 309-10, 315, 316, 328, 329, 337
 influence of Bacon 39
 two aims in life 40
 early career 40-1
 the Comenian curriculum 41-2
 structure of the textbook scheme 42
 Vestibulum 42-3, 299, 301
 *Janua Linguarum Reserata** 39-46 passim, 49, 299, 309
 London and Elbing 44-5, 299, 310
 Saros Patak 45-6, 299, 310
 *Orbis Sensualium Pictus** 40, 43, 46-9, 299, 300, 306, 310, 328, Figs. 5, 6, 7
 influence of 49-50
 Communicate (Morrow and Johnson) 225
 Communicative Approach to Language Teaching (Brumfit and Johnson, eds.) 304
 communicative competence 271, 273, 287
 communicative language teaching 192, 198, 208, 222-3, 225-6, 265, 273-89
 communicative performance 287-8
 Community Language Learning 226
 'comprehensible input' 286
 Concept 7-9 221, 279-80, 291(n 47), 303
 connected text, importance of 171, 172-3, 185-6, 225, 238-9, 243, 264
 context of situation 272
 continuous (progressive) aspect 30, 57, 60
 Cooper, C. 30, 55, 76, 79, 105, 300, 310
 Grammatica Linguae Anglicanae 79, 105, 300, 310
 Corder, S.P. 218, 284-6, 303
 Cotgrave, R. 25
 Coulthard, M. 277
 Council of Europe 258, 281-2, 284, 303
 Courtenay, B. de 184
 CREDIF 219, 225, 227(n 11), 258, 303
 Crescent Project, the 288, 293(n 74)
- Dakin, J. 284, 304
 Danielsson, B. 83
 Darian, S. 289(n 9), 314
 deaf, teaching of the 76, 99
 Denmark 65
Der Sprachunterricht muss umkehren! (Viëtor) 170, 171, 289, 301, 333
 see also *Appendix*
 Derrick, J. 290(n 31)
 Desainliens, see *Holyband, C.*
 dialect studies 176
 dialogues, use of in language teaching
 manières de langage 3, 5-6
 catechistic origin 5
 model of colloquies 5
 early manuals for teaching English 7-10
 Bellot's *Familiar Dialogues* 16-19, Fig. 2
 Holyband's thematic dialogues 21-2, Fig. 3
 Florio's *Fruits* 27
 Festeau and Miège compared 53-4, 57, Fig. 9
 Miller's 'specific purpose' dialogues Fig. 13
 Sweet's views 187
 revival of 216-17, 296
 dialogue and improvisation 296
- dictionaries, early
 Holyband 21, 25
 Florio 26
 Miège 55
 earliest dictionaries for English 82(n 11)
 see also *Johnson, Walker, Webster, Hornby*
- Direct Method, the 135, 173, 178, 192, 194, 196-7, 198, 202, 204, 206, 207, 212, 214, 234, 239-40, 242, 265, 295, 328
 discourse analysis 277, 295, 296

- disponibilité 258
 Dobson, E.J. 79, 83, 86, 99
 Donatus 95, 354
 Dörr, F. 172
 double-grammars 53, 62, 65
 double-manuals
 Caxton's *Tres bonne doctrine* 7, 298
 Wynken de Worde's *Lyttel Treatise* 7–8, 298
 Meurier's *Treatise* 8, 298
 Florio's *Fruits* 27, 299
 Wodroephe's *Marrow of the French Tongue* 29, 31(n 19)
 'double translation' 24, 34
 drills 225, 239, 266, 268, 271
 Duncan, D. 107
 Dunlop, I. 224
- Eckersley, C.E. 179, 216–17, 257, 264, 302
 Essential English for Foreign Students 216–17, 264, 302
 Edict of Nantes 13, 53, 299, 300
 Edinburgh, University of 105, 138, 176, 218, 261, 270, 285, 292(n 61), 303, 307, 311, 320
 Edward VI 25, 32, 83
 Eliot, J. 28–9, 299
 Ortho-epia Gallica 28–9, 299
 Elizabeth I 12, 14, 20, 32, 90, 92, 109, 298, 305, 306, 316
 elocution 76, 176
 emigration to the US 139, 202–4
Englische Studien 65, 170, 206, 305, 319, 321, 337
English Accidence, An (Anon. 1733) 80
 English as a second language (ESL) 212, 213, 215, 220–1, 274, 275–6, 282–3
 English by Radio 219
 English for commercial purposes (16th century) 7–8
 English for science and technology 221–2, 223, 255, 277–8
 English for special (specific) purposes (ESP) 218–19, 221–3, 226, 277–8, 283
English Grammar, The (Jonson) 92, 94–8, 299, 321
 Ramist influence 95, 96, 97
 use of Latin 96
 verb system in English 96, 97
 parts of speech 96
 gender and case 97
English Grammar, The (Miège) 55, 56–7, 92, 300, 323, Fig.8
 importance of presentation 55
 spelling patterns 56–7
 see also *Nouvelle Méthode pour apprendre l'Anglois*
English in Focus (Allen and Widdowson, eds.) 223, 226, 278
 English, interest among foreign scholars in 17th–18th century 64, 79, 92
 English Language Institute (ELI) Michigan 218, 265, 269, 312, 313
- English Language Teaching (Journal) (ELT (J))* 217, 218, 219, 220, 224, 255, 260, 277, 302, 305, 317, 336
 English Language Teaching Development Unit (ELTDU) 223, 227(n 25)
 English Language Testing Service (ELTS) 223, 292(n 61)
English Language Units (Nuttall, ed.) 225
English Schoolmaster, The (Bellot) 14–16, 299, Fig.1
 homophones/minimal pairs 16
 literacy objectives 14–15
 The Posy or Nosegay of Love 16
 English Schools (18th century) 106–7
English Studies Series (Mackin, ed.) 222
English Through Pictures (Richards and Gibson) 251
 English Teaching Information Centre (ETIC) 224
English 900 (Collier-Macmillan, publ.) 224
 error, significance of 241, 284–6
 Esperanto 251
 Ewer, J.R. 222, 303
- Familiar Dialogues* (Bellot) 16–19, 299, Fig.2
 audience and purpose 14, 18
 'semi-phonetic' transcription 18–19
 Faucett, L. 215–16, 255
 Fell, J. 80
 Fenning, D. 80
 Festeau, P. 53–4, 55, 62, 300
 Nouvelle Grammaire Angloise 53–4, 300
 Fick, J.C. 65, 132, 300, 311
 Field, R. 91
 film 219
 filmstrip 219, 225
First Part of the Elementarie (Mulcaster) 89–91
 outline of a vernacular curriculum 89
 need for a national grammar and dictionary 89–90
 principles of orthographical reform 90
 recommendations for reform 91
 Firth, J.R. 184, 189(n 14), 222, 270, 272–3, 302, 311
 Florio, J. 13, 25–7, 28, 89, 92, 95, 299, 211–12
 background 25, 311
 tutor to aristocracy 26, 27
 dictionary work 26
 the two *Fruits* manuals 26–7, 299, 311
 translation of Montaigne 26–7, 299, 312
 friendship with Jonson 27
 dislike of England 27
 attack by Eliot 28–9
Foreign Quarterly Review 194
 'four branches' (Marcel) 152–3, 322–3
 'four skills' 152–6, 225, 323
français fondamental, le 258
 France, English teaching in 18th century 62, 64

- 'Francomania' 53-4
 Franke, F. 169-70, 173, 301, 312, 318
Die praktische Spracherlernung 170, 301
 French, teaching of in England
 beginnings 3-6
 native-speaking teachers 13
 Holyband 20-5
 neglect of in schools (17th century) 52-3
 the Restoration teachers 53-4
 in private schools in 18th century 106
 effect of Oxford and Cambridge Locals
 134-5
 Jones' and Palmer's lectures 214
 The Nuffield Project 274-5
 see also *CREDIF*
French Littelton, The (Holyband) 20, 21,
 22-4, 25, 173, 298, 316, Fig.3
 origin of name 22
 designed for children 22
 'Of Scholars and School' 23-4
 use of substitution tables 23-4
 use of 'double translation' 24
 inductive teaching of grammar 24
 reformed spelling of French 24
 use of sayings, etc. 24
French Schoolmaster, The (Holyband) 20,
 21, 29, 298, 316
 comparison with the *Littelton* 20
 episodic structure of dialogues 21
 frequency in vocabulary selection 158, 215,
 234-5, 247, 255-8
 Fries, C. C. 218, 220, 225, 265, 267-70, 302,
 312-13
 English Language Institute, Michigan 218,
 265, 269, 312, 313
 intensive courses 267, 312
 principles of the Oral Approach 267-8,
 312
*Teaching and Learning English as a
 Foreign Language* 268, 302, 312
 view of applied linguistics 267
 Oral Approach 'not primarily a method'
 268, 289(n 8)
 founding of *Language Learning* journal
 265, 313
The Structure of English 220, 302, 313
- Gaillard, J.D. 149-50
 Gatenby, E.V. 264
 Gattegno's 'Silent Way' 226, 303
 Gauntlett, J. 264
General Service List of English Words (West,
 ed.) 218, 226(n 8), 250, 255-7, 302
- Germany
 English teaching in 18th century 64-5
 state-run education system 133, 136
 the 'Realgymnasium' 136
 positive attitude to reform 135, 136, 173-5
- Gil(1), A. 76, 79, 87, 299, 308, 313
 Gimson, A.C. 264, 320-1
 girls, education of 81, 134
 Golden Age of English 109, 111
 Gough, J. 80
- Gouin, F. 38, 130, 147, 149, 152, 161-7,
 168, 187, 301, 314-15, 320
*The Art of Teaching and Studying
 Languages* 161-7, 314
 attempts to learn German 164-5
 the 'Series' 38, 149, 162-3, 165-6, 314
 grading 42-3, 44, 122, 132, 141, 143-4,
 186-8, 225, 239, 242, 264, 267, 268,
 283, 292(n 57)
 grammar, earliest example for English 4-5
Grammar of Contemporary English, The
 (Quirk *et al.*) 100, 236
 grammar-translation method, the
 beginnings 131-2
 importance of sentences 131, 132
 accuracy 132
 influence of examinations 132, 133, 134,
 135
 grading 132, 141, 143-4
 copying the methods of the classics 135,
 137
 excesses of the method 137-8
 typical courses for schools 137-8
 see also *Ahn, Ollendorff, the Reform
 Movement*
- grammar (to 1800)
 traditional four-part structure 77
 Ramist influence 95-7
 modern criticisms of 77-8
 audience for 78-81
 for foreign learners 79
 for native learners 79-81
 see also *Lily, Jonson, Wallis, Lowth, etc.*
Grammatica Linguae Anglicanae (Wallis) 79,
 98-100, 299
 audience for 79
 scope of 98
 avoidance of Latin influence 98, 100
 gender and case 98-9
 importance of prepositions 99
 modal verbs (*shall/will* etc.) and tenses 99
 influence of 100
- gramophone 219, 234
 Greaves, P. 79
 Green, F. 64
 Greenbaum, S. 236
 Grönlund, J.U. 143
 GUME Project (Sweden) 283-4, 292(n 59)
 Günther, J.H.A. 355, 356, 359, 360, 361
- habit formation 225, 239, 240, 241, 268,
 270, 271, 295-6
 Halliday, M.A.K. 166, 222, 227(n 18), 273,
 276, 303, 304, 311
 Hamilton, J. 137, 149, 315
 Hans, N. 106
 Hart, J. 76, 81, 83-8, 298, 308, 315
 life and works 83-4
An Orthography 83, 84, 298, 315
The Opening . . . of our English Tongue
 83-6, 298, 315
*A Method** 84, 86-8, 298, 315, Figs.15, 16
 criticisms of English orthography 84-5

- arguments for reform 85–6
 problem of homophones 85
 inventory for teaching materials 86
 teaching methods and materials 86–7,
 Figs.15, 16
- Hartlib, S. 44, 310, 315–16
- Hasan, R. 276, 304
- Haycraft, J. 224
- Hayes, A.S. 219
- Henderson, E.J.A. 181, 190(n 32)
- Heness, G. 198, 204, 301, 306, 328, 331
- Henry IV 3, 298
- Henry V 3–4, 298
- Henry VIII 32, 92, 298
- Hicks, D. 264
- Hodges, R. 76, 87
- Hodlin, S. 283, 304
- Holmes, D. 149, 168(n 48)
- Holyband, C. 13, 19–25, 28, 29, 34, 53, 54,
 57, 91, 173, 298, 306, 316
 arrival in England and change of name
 19–20
 dates of main textbooks 20
 his three schools 20, 316
 his customers 20
*The French Schoolmaster** 20, 21, 29, 316
*The French Littleton** 20, 21, 22–4, 25,
 173, 316, Fig.3
 other works 25, 316
- Hoole, C. 42, 46
- Hornby, A.S. 179, 215, 217, 230, 235, 236,
 260–3, 269, 302, 303, 316–18, 326,
 Fig.27
 collaboration with Palmer 230, 235, 236
 editorship of *ELT* 217, 260
*Advanced Learner's Dictionary of Current
 English* 261–2, 302, 317
Guide to Patterns and Usage in English
 262, 303, 317
*Oxford Progressive Course for Adult
 Learners* 262–3, 303, 317
 work with teachers 263
- Hornby Educational Trust 263, 317
- Huguenot refugees in England
 first period of exile 12–29
 and language teaching 13–14
 needs for English 14
 second period of exile 52–60
- humanism 33, 39
- Hymes, D. 271–2, 273, 276, 303, 330
- IATEFL 224, 303
- immigration into Britain (20th century) 216,
 220–1
- impression and expression (Marcel) 152
- India 67–71, 288, 293(n 75), 311, see also
Bengal
- 'inductive' teaching of grammar 24, 173,
 175, 185–6, 196
- Industrial English* (Jupp and Hodlin)
 283, 304
- Institute of Education, Univ. of London 215,
 217, 255, 302
- Institute for Applied Language Studies, Univ.
 of Edinburgh 292(n 61)
- interlanguage 285–6
- interlinear translation 5, 137, 149
- International Phonetic Alphabet 177
- International Phonetic Association (IPA) 169,
 170, 177–8, 318, 320, 326, 327, 333
- International House 224
- Introduction to the Teaching of Living
 Languages without Grammar or
 Dictionary* (Sauveur) 198–202
 purpose 198
 conversational approach 199–200
 coherent 'earnest' questions 200–1
 Kroeh's review (1887) 201–2
- 'inventional methods' 185–6
- Italy, English teaching in the 18th century
 65–6
- Italian, teaching of in England 65–6
 see also Florio
- Iran 227(n 22)
- IRET (Institute for Research in English
 Teaching) 230, 232–3, 234, 235, 236,
 260, 302, 316, 317, 326
- Jacotot, J.J. 130, 147, 148, 150–1, 161, 165,
 300, 318
- Jamaica 133
- James, W. 185, 240
- Janua Linguarum Reserata* (Comenius) 39,
 40, 41, 42, 43, 44, 45, 46, 49, 299
 philosophy 39
 structure and content 42, 44
 revised *Janua* 45
- Japan 213, 214, 217, 230, 232–5, 260, 269,
 272, 302, 313, 326
- Jespersen, O. 83, 100, 147, 149, 150, 151,
 153, 160, 164, 166, 171(n 4), 169, 170,
 171, 172, 177, 179, 184, 185, 188,
 189(n 4), 236, 251, 262, 263, 280, 282,
 301, 312, 318–19
The Philosophy of Grammar 280, 282,
 319
How to Teach a Foreign Language 170,
 171, 184, 185, 188, 263, 301, 319
- Johnson, Dr. S. 77, 78, 81, 85, 90, 92, 98,
 110–12, 118, 262, 300, 320, 334, Fig.18
 on Swift's *Proposal* 110
 on his own achievement 110–11
 on the perfect dictionary 111
 on the futility of 'fixing' the language 111
The Plan of a Dictionary 78, 111, 114,
 300, 320
A Dictionary of the English Language 77,
 110–11, 112, 114, 300, 320
 approach to dictionary writing 111–12
 his *Grammar* 77, 111
 prejudice against the spoken language
 113–14
- Joly, N. 204, 306
- Jones, D. 105, 167, 171, 177, 212, 213–14,
 231–2, 260, 264, 301, 311, 314, 320–1,
 326, 327, 336

- Jones, D. (*cont.*)
 early life and career 171, 177
 lecture courses at London University
 213–14, 301
English Pronouncing Dictionary 214, 301,
 321
- Jones, H. 122
- Jones, Sir W. 272
- Jonson, B. 30, 77, 79, 81, 92, 94–8, 121, 299,
 312, 321
*The English Grammar** 92, 94–8, 299,
 321
- Journal of Education* 170, 337
- 'Junggrammatiker' ('neo-grammarians') 176,
 189(n 12)
- Jupp, T. 283, 304
- Kaeding, K. 257
- Kelly, L.G. x
- Kemp, J.A. 98, 100, 334
- Kernel series (O'Neill *et al.*) 226, 228(n 34)
- Kiddle, L.B. 219
- Kingdon, R. 260, 264
- Klemm, L.R. 135
- Klinghardt, H. 136, 169, 170, 172, 173–5,
 185, 188, 301, 318, 321, 337
 experiment in Reichenbach 173–5, 301
- Knight, M. 222, 224
- König, J. 65, 300
- Krashen, S.D. 241, 286
- Kräuter, J.F. 349, 350, 352
- Kroeh, C. 149, 150, 201–2, 207, 208(n 35)
- Kryazhev, V.S. 67, 72(n 4)
- Kühn, K. 349, 353, 360, 361
- Labov, W. 276, 330
- Lado, R. 220, 269, 313
- Lambley, K. x, 9(ns 2, 12, 13, 18)
- Lancaster, University of 218, 223, 227(n 23),
 304
- language laboratory 219, 225, 234, 267, 283,
 313
- Language as a Means of Mental Culture*
 (Marcel) 152–6, 301
 aims 152
 impression and expression 152
 analytic and synthetic methods 153
 spoken and written language 152–3
 the 'four branches' 153, 155, 156
 problems of ordering the 'branches' 155
 the method of nature 153–4
 methods for older learners 154
 reading as first priority 154–5, 156
 methods of teaching reading 155
- Language Learning* 220, 265, 267, 269, 302,
 313
- Latin, teaching of
 dominance of rote learning 32
 Ascham's methods 33–4
 see also *Comenius*, *Webbe*, '*Lily's*
Grammar'
- Latin grammar, controversy over learning
 before English grammar 79, 107–8
- Latin Schools 106–7
- Latorre, G. 222, 303
- Lee, W.R. 218, 224
- Leech, G. 236
- Leeds, University of 221, 261, 275, 311
- Leopold, W.F. 284, 286
- letter-writing 81, 107
- Lily, W. 32, 298, 308, 309, 321
- 'Lily's Grammar' 32, 92, 95, 298, 308, 309,
 321
- lingua franca*
 French as 6, 7, 52–3, 64
 Latin as 52, 61, 102
 English as 102
- Linguistic Society of America 266, 307, 308
- literacy
 and the Huguenot exiles 14
 and the demand for grammars 77, 81,
 106–8
 and oracy 241, 264–5, 296–7
- Locke, J. 33, 49, 53, 64, 193–4, 295, 300,
 321–2
Some Thoughts Concerning Education
 193–4, 300, 322
- London, University of 171, 212, 213, 215,
 217, 218, 232, 255, 272, 276, 302, 311,
 320, 326
- Longmans, Green 215, 256, 326
- Longman Dictionary of Contemporary*
English 262
- Lorge, I. 158, 256, 257
- Lowth, R. 77, 80, 85, 100, 107, 108, 112,
 116–22, 123, 300, 309, 322, 324,
 Figs.19, 20
A Short Introduction to English
*Grammar** 77, 85, 108, 112, 116–22
 300, 308, 322, Figs.19, 20
- Mackey, W.F. 303
- Mackin, R. x, 219, 222, 258(n 4), 270, 317
- Maître Phonétique, Le*, 169, 178, 305, 320,
 327
- Maittaire, M. 80, 107, 300
- Maki, I. 215
- Malaysia 220, 224, 280, 288, 291(n 48)
- Malinowski, B. 255, 272, 325
- manières de langage* 3, 5–6, 7, 298
- Manvell, R. 219
- Marcel, C. 130, 147, 148, 152–6, 184,
 197–8, 225, 295, 297, 302, 322–3
*Language as a Means of Mental Culture**
 152–6, 301
- Marckwardt, A.H. 269, 313
- Mason, G. 29–30, 57, 299
Grammaire Angloise 29–30, 299
- 'Mastery System' (Prendergast) 148, 156–61
- Max Müller, F. 176
- Mauger, C. 53, 55
- McCarthy, P.A.D. 160, 164
- McIntosh, A. 303
- Meidinger, J.V. 132, 300, 311, 323
- Method*, A (Hart) 84, 86–8, Figs.15, 16, 298
 grading and layout 86

- 'phonic' approach to reading 86
 use of pictures 86
 trial of materials 87
- Meurier, G. 8, 298
- 'Microcosm, the' (Palmer) 237
- Miège, G. 30, 53, 54–60, 62, 92, 99, 100, 300, 323–4
 background and early life 54
 dictionary work 55
*Nouvelle Méthode pour apprendre l'Anglois** 53, 54, 55, 57–60, Fig.9, 300, 323
*The English Grammar** 55, 56–7, 92, Fig.8, 300, 323
- Miller, J. 67–71, 300
*The Tutor** 67–71, Figs.12, 13, 14, 300
- Milton, J. 43, 313, 316
- 'mim-mem' method 266
- Michigan, University of 218, 219, 220, 302
- Modern Language Association of America 201, 269
- 'Monitor Model', the (Krashen) 241, 286
- monolingual principle in language teaching, the 13, 135, 136, 173, 205, 208, 212, 238, 289, 295, 297
- Montaigne, M. de 27, 192–3, 194, 295, 299
- Moulton, W.G. 267
- Mulcaster, R. 75, 76, 81, 89–92, 299, 313, 324
*The First Part of the Elementarie** 89–92, 299, 324
- Munby, J. 223, 281, 304
- Murray, J.A.H. 181, 318, 332
- Murray, L. 116, 117, 122–3, 300, 324–5
An English Grammar 122, 300, 324
English Exercises 122–3, 324
- Myers, A.R. 10(ns 2, 12)
- NATESLA 221, 304
- Natural Method, the (Sauveur) 198–202
- needs analysis 246, 281, 282
- neglect of speech in traditional grammar 77–8
- Nesfield, J.C. 120, 212, 213
- Netherlands, English teaching in 18th century 61–2
- New Method (West) 215, 216, 218, 232, 245–50
- New Method of Learning . . . a Language in Six Months*. (Ollendorff) 141–5, Fig.21
 first example of 141
 theory of questions and answers 141–3
 grading system 143–4
- New, Practical and Easy Method* (Ahn)
 140–1, 301, 305
 first example of 140
 simplicity of approach 140
 linguistic categories 141
 importance of practice sentences 140–1
 'improvers' 138
- notions and linguistic descriptions 102–5, 223, 235–6, 280, 282
- notional/functional approach to language teaching 223, 226, 280–3
- Nouvelle Grammaire Angloise* (Festéau)
 53–4
 audience for 53–4
 use of 'playlet' dialogues 54
- Nouvelle Méthode pour apprendre l'Anglois* (Miège) 53, 54, 55, 57–60, Fig.9
 difficulties of English for French learners 55
 importance of orthography 56–7
 use of dialogues 57
 teaching methods 57
 progressive aspect noted 57
- Nucleus* (Bates and Dudley-Evans, eds.) 223, 226, 227(n 22)
- Nuffield Foundation, The 274–5, 276, 290(n 28), 303
- Nutt, D. 136
- 'object lessons' 197–8
- Offelen, H. 65, 300
- Ogden, C.K. 217, 233, 250–5, 302, 325
- Oldmixon, J. 109
- Ollendorff, H.G. 130, 132, 136, 138–9, 140, 141–5, 146(n 18), 156, 165, 194, 195, Fig.21, 301, 305, 325
*New Method of Learning . . . a Language in Six Months** 141–5, Fig.21, 301, 325
- Onions, C.T. 181
- Oral Approach, see *Fries*
- Oral Method, see *Palmer*
- Orbis Sensualium Pictus* (Comenius) 40, 43, 46–9, 299, 300, 306, 310, 328, Fig.5–7
 aims and origins 46
 content 46–9
 use of pictures 46, 49
 Hoole's English translation 46
- orthoepy 77
- orthography
 French 24
 English 55–7, 75–6, 77, 83–92, 115–16
- Outline Guide for the Practical Study of Foreign Languages* (Bloomfield) 183, 266
- Owen, W. 205–6
- Oxford and Cambridge Local Examinations 133–5, 212
- Oxford English Course* (Faucett) 215
- Oxford English Dictionary* 112, 179, 262, 318
- Oxford, University of 181, 182, 245, 335
- Oxford University Press 180, 227(n 25)
- Pakscher, A. 206–7
- Palermo, E. 65–6
- Palmer, D. (Anderson) 214, 233, 326
- Palmer, H.E. 130, 157, 161, 171, 178, 191, 205, 212, 213, 214–15, 216, 219, 230–43, 247, 249, 253, 255, 258, 260, 262, 263, 265, 268, 269, 286, 295, 301, 302, 316, 317, 320, 325–7, Fig.25
*The Scientific Study and Teaching of Languages** 214, 230, 232, 236–40, 301, 326

- Palmer, H.E. (*cont.*)
*Principles of Language-Study** 240–3,
 302, 326
Oral Method of Teaching Languages 214,
 302, 326
Grammar of Spoken English 231, 233,
 235, 236, 302, 327
 summary of career 231–2
 London 212, 214, 232
 Japan 215, 233–5
 Carnegie Conference 216, 255–7
 oral method of language teaching 236–43
 research in vocabulary control 234–5
- Palsgrave, J. 4, 13, 298
- Passy, P. 168(n 48), 169, 170, 171, 177–8,
 207, 213, 301, 318, 319, 320, 327, 333
- Pattison, B. 289(n 12), 302
- Paul, H. 176
- Payne, J. 151
- Pennsylvania Project, The 283, 292(n 58)
- Perren, G. 288(n 28), 303
- Pestalozzi, J. 154, 197–8, 300, 323, 327
- Philological Society, The 179, 181, 190(n 26,
 32), 272, 332, 340
- phoneme, the 184, 190(n 44)
- phonetics, importance of in Reform
 Movement 169–81 *passim* 175–9
- Phonetic Teacher, The*, see *Le Maître
 Phonétique*
- Phonetic Teachers' Association, see
 International Phonetic Association
- phonetic transcription 172, 174–5, 178, 179,
 184–5, 239
- Pike, K.L. 265, 269, 313
- Pitman, I. 176
- Ploetz, K.J. 130, 132, 165, 328, 331, 349
- polyglot dictionaries 8
- Poole, J. 79, 107, 299
- Port Royal grammarians 80
- Poutsma, H. 236
- Prabhu, N.S. 288, 293(n 75), 304
- Practical Study of Languages, The* (Sweet)
 169, 171, 175, 180, 181, 182, 183–9
 structure 183
 role of phonetics 183–4
 associationism 184–5
 role of isolated sentences 185
 'inductive' *v.* 'inventional' methods 185
 natural *v.* constructed texts 186
 criteria for good teaching texts 186
 against 'natural methods' 187
 interest 187
 graded curriculum 187–8
 the learner 188
- Prendergast, T. 38, 130, 147, 148, 149,
 156–61, 164, 237, 242, 301, 328
The Mastery of Languages 156–61, 301,
 328, Fig. 22
- prescriptivism 77, 78, 120–2
- Priestley, J. S. 79–80, 105, 110, 117, 119,
 300
Rudiments of English Grammar 5, 117,
 119, 300
- primacy of spoken language in language
 teaching 171, 172, 174–5, 183–5, 187,
 196, 199–200, 205, 233–4, 239, 240–1,
 243 250, 255, 257, 263, 264–5, 267,
 268, 272, 277, 279
- Principles of Language-Study* (Palmer)
 240–3, 302
 habit formation 240
 spontaneous and studial capacities 240–1
 written and spoken language 241
 the nine principles 241–3
 importance of accuracy 241
 rejection of 'trial-and-error' 241
 rational order of progression 243
 importance of vocabulary 243
- Priscian 95
- private tutors 21, 194
- programmed learning 220, 268
- psychology, science of 172, 240, 267–8
- public schools 133, 134, 145(n 1)
- Pygmalion* (Shaw) 181–2
- quadrivium 89
- Quintilian 33, 89
- Quirk, R. 100, 236, 303
- 'Quousque Tandem' 170, 171, 189(n 3), 301,
 333, 341, 344
- Quousque Tandem Society 170, 301, 318
- railways 139
- Ramus, P. and Ramist grammar 95–7, 299,
 328–9
- Ratke, W. 35, 329
- reading as the first priority in language
 teaching 154–5, 245–50
- Reading and Thinking in English* (Moore and
 Widdowson, eds.) 278
- Reform Movement, the 135, 147, 150, 152,
 155, 156, 161, 169–89, 198, 202, 207,
 212, 225, 239, 263, 289, 295, 314, 318,
 319, 321, 328, 330, 332, 337, 344
- register studies 222, 273, 277
- Restoration, the 52–3, 54, 106, 300
- 'restricted languages' (Firth) 222, 273
- Richards, I.A. 250, 251, 325
- Richardson, G. 362(n 2)
- Richterich, R. 281, 303
- Rippmann, W. 179
- Roach, J. 133
- Robertson, T. 149, 165
- Robinson, P. 227(n 24)
- Roget, P.M. 105, 188, 301, 329
A Thesaurus of English Words and Phrases
 105, 301, 329
- Royal Society, The 52, 99, 102, 105, 108,
 300, 329, 337
- Royal Society of Arts (RSA) 221, 224, 303,
 304
- Russia, English teaching in 18th century 66–7
- Salmon, V. 35, 104
- Sapir, E. 265, 269, 290(n 25), 308, 319,
 329–30

- Saussure, F. de 270, 273, 330–1
 Sauveur, L. 192, 198–202, 205, 206, 239, 265, 295, 296, 301, 306, 328, 331
*Introduction to the Teaching of Living Languages** 198–202, 205, 301, 331
 Sayce, A.H. 318, 347, 355
 scale-and-category grammar 273
 Scandinavia, English teaching in the 18th century 66
 Schleicher, A. 346
Schoolmaster, The (Ascham) 33–4
 audience 33
 teaching procedures 33–4
 'double translation' 34
 importance of 'eloquence' 33
 Bacon's criticisms 34, 39
 Schools Council, The 221, 227(n 12), 275, 276
Scientific Study and Teaching of Languages, The (Palmer) 214, 230, 232, 236–40, 301
 audience and structure 237
 ergonomics 237–8
 primary and secondary matter 237
 'The Microcosm' 237–8
 sentence patterns 238–9
 Ideal Standard Programme 239
 'subconscious comprehension/assimilation' 239, 241
 attitude to translation 239–40
 habit formation and behaviourism 240
Scope 221, 275–6, 303
 Scotland 29, 195, 221, 292(n 57), 307
 Scragg, D.G. 90
 Seidenstücker, J. 132, 331
 Selinker, L. 223, 285, 304
 'semi-phonetic' transcription 18–9, 30
 sentences, role of in language teaching 112–13, 131–2, 148–9, 156–61, 172, 185
 sentence patterns 213, 238–9, 262, 263, 271, 295–6, 317
 Shakespeare, W. 4, 65, 89, 94–5, 112, 121, 299, 324, 333
 Shaw, G.B. 92, 181, 182
 Sheridan, T. 65, 76, 112, 176
 shipping lines 139, 203
 shorthand 176
Short Introduction to English Grammar, A (Lowth) 78, 85, 108, 112, 116–22, 300, Figs. 19, 20
 basic aim and audience 116–17
 structure and design 117
 parts of speech 119
 use of footnotes 117, 120
 use of 'errors' 117
you was/were 120
 prepositions at the end of sentences 121
 pronouns after *than* 121
 'double negative' 121–2
 'prescriptivism' 117, 120–2
 influence on Murray and Cobbett 117, 122, 123
 Sinclair, J.McH. 277, 279–80, 303
 situational language teaching 145, 225, 263, 270, 272, 275, 280, 282, 317, see also *dialogues*
 Skinner, B.F. 268, 270
 Smiles, S. 151
 Smith, F. 155
 Smith, Sir T. 76, 83, 308
 SOAS (School of Oriental and African Studies) 272, 311
 Southampton, Earl of 26, 27, 312
 Spain, English teaching in the 18th century 66
 Spicer, A. 290(n 28), 303
 spelling reform 75–6, 83–92, 115–16, 176, 181
 St. Clare Byrne, M. 21
 Stack, E.M. 219, 303
Strategies (Abbs and Freebairn) 225, 228 (n 32)
 Strevens, P. 218, 223, 244(n 13), 303
 Storm, J. 181
 structural approach, the 131–2, 141, 143–4, 168–9, 178, 183, 220, 225, 242, 249, 267–8, 270, 278, 283, 289, 295, 313
 substitution tables 23–4, 238, 271
 Svartvik, J. 236
 Swales, J. 222
 Sweet, H. 35, 60, 66–7, 92, 134, 144, 145, 148, 155, 156, 157, 167, 169, 170–8, *passim*, 179–89, 195, 207, 236, 237, 238, 239, 243, 262, 264, 286, 295, 301, 318, 320, 331–3, 340, 359, Fig. 23
 life 179–82, 331–3
Oxford English Dictionary 17–80
Handbook of Phonetics 92, 177, 181, 301, 332, 340
 'On the practical study of language' 181, 182, 188–9, 301, 332
Elementarbuch des gesprochenen Englisch 170, 173–5, 181, 182, 301, 332
 The Merton Chair 181, 332
 and Henry Higgins 181–2, 333
 training of native teachers 182–3
 principal works 181, 182
 applied linguistic approach to language teaching 182, 189
*The Practical Study of Languages** 169, 171, 175, 180, 181, 182, 183–9, 301, 332
 Swift, J. 92, 109–10, 300, 333
Proposal 109–10, 300, 333
 systemic grammar 273
 TESOL 221, 224, 303
 tests 284
 Thirty Years' War 29, 41, 45, 299, 310
 Thorndike, E.L. 219, 240, 255, 256, 257
 Threshold Level, The 226, 258, 281–2, 284, 291(n 52)
 Tiarks, Rev. J.G. 136–7, 139
 Tickoo, M.L. 323
 Tilly, W. 171, 320
 Toussaint-Langenscheidt 149
 Trager, G.L. 266, 268

- transformational-generative grammar 270
translation, use of in language teaching 131,
161, 173, 205, 239–40
Trautmann, M. 349, 359
travellers' phrasebooks 139
Trim, J.L.M. 189(n 12), 228(n 28), 281, 304
Trinidad 133
'trivialization' (Direct Method) 202, 206, 234
trivium 89
Tutor, The (Miller) 67–71, Figs.12, 13, 14,
300
practical approach 68
'specific purpose' texts Fig.13
- Überbürdung* 171, 340–1
UMESPP Project 291(n 48)
unit/credit system 291(n 51)
universal education (Jacotot) 148
universities and public examinations 133,
134, 135
Ussher, G.N. 80
utilitarian language teaching in 19th century
129–30
- Van Ek, J.A. 258, 281, 282, 304
Vautrollier, T. 18, 90
Venezky, R.L. 116
Viëtor, W. 65, 136, 169, 170, 171, 172, 173,
178, 179, 189(n 3), 301, 318, 320, 330,
333, Fig. 28
see also *Appendix*: 340–2, 349, 352, 359,
361, 362
Der Sprachunterricht muss umkehren!
170, 171, 289, 301, 333
see also *Appendix*
- Von Humboldt, W. 116, 136, 170
vocabulary research and control 158, 187,
215–16, 234–5, 245–58
- Walker, J. 65, 81, 112–13, 176, 300, 334
Critical Pronouncing Dictionary 112–13,
300, 334
- Wallis, J. 30, 52, 55, 60, 61, 64, 76, 77, 79,
81, 92, 96, 98–100, 105, 299, 310, 334
*Grammatica Linguae Anglicanae** 79,
98–100, 299, 334
- Watson, J.B. 240, 301
Webb, J. 224, 227(n 25)
Webbe, J. 35–8, 299, 329, 334, Fig.4
background 35,
Appeal to Truth 35, 37, 299, 334
rejection of grammar and importance of
language use 35
- approach to language learning 35, 37
comparison with Direct Method 35, 37,
51(n 11)
novel book design 37–8, Fig.4
Petition to the High Court of Parliament
37, 334
views on translation 37
Children's Talk 37–8, 299, 334, Fig.4
- Webster, N. 81, 114–16, 120, 300, 325,
334–5
The 'Blue-Backed Speller' 115, 335
spelling reforms 115–16
*A Compendious Dictionary of the English
Language* 115, 335
*An American Dictionary of the English
Language* 115–16, 300, 335, Fig.1
- Weisse, T.H. 137–8, 139
- West, M.P. 130, 157, 161, 215, 216, 218,
232, 235, 236, 237, 243, 245–50, 253,
255, 256, 264, 302, 325, 326, 335–6
The *Bilingualism Report** 245–50, 302,
335
the New Method 215, 245–50, 302, 335–6
attack on Ogden's Basic English 253
The Carnegie Conference 215, 255–6, 336
The General Service List of English Words
218, 256–7, 302, 336
- White, A.J.S. 218
- Whorf, B.L. 330
- Widdowson, H.G. 222, 223, 226, 277–8,
287, 304
Teaching Language as Communication
277, 304
- Widgery, W.H. x, 134, 169, 179, 184, 301,
336–7
The Teaching of Languages in Schools x,
134, 169, 184, 301, 337
- Wilkins, D.A. 153, 226, 281–2, 304
Notional Syllabuses 282, 304
- Wilkins, Bishop J. 52, 102–5, 300, 337
*Essay towards a Real Character and a
Philosophical Language* 102–4, 300,
337, Fig.17
- William of Kingsmill 6
- Wodroephe, J. 29, 21(n 19)
- Wrenn, C.L. 181, 190(n 26)
- Wundt, W. 240
- Wynken de Worde 78, 298
- Yates, F.A. 26, 27
- Zandvoort, R.W. 236, 262
- Zhdanov, P.I. 67