

9. TO TEACHERS OF NON-ENGLISH-SPEAKING CHILDREN.

1. What special exercises are given to these children to help them overcome their difficulties in oral English, e.g., ee for i; v for th; oi for ir before l, etc.?

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Also to help them to build up a good working vocabulary?

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2. What special exercises are given to these children to help them overcome their difficulties in written English, e.g., overcoming special spelling difficulties, using idiomatic English?

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3. What special books do you use for:—

(a) language.....

(b) literature?.....

4. What other helps can you suggest?.....

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5. Is the mother tongue (i.e., not English) used for instruction in the school?.....

6. Is English (a) the chief (b) the only language of instruction?.....

7. What special qualifications have the teachers in these situations, e.g., knowledge of other languages, special training, etc.?

Remarks.....

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10. LITERATURE APPRECIATION.

1. To what extent do you use story-telling for appreciation?.....

2. What methods do you find most effective in obtaining appreciation (a) of a poem.....

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(b) of a prose selection?.....

3. How is memory work selected? (e.g., by outside authority, by teacher, by teacher and class, by class).....

4. What texts or selections are used in your grades? (Please state the grade, or age, and work studied; or, if more convenient, state the type of literature studied).....

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