

THE SYNTACTICAL STRUCTURES OF FRESHMEN  
STUDENTS IN A DEVELOPMENTAL ENGLISH COURSE  
BASED ON SELECTED MEDIA AND THE NATURE OF  
LANGUAGE

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A handwritten signature in cursive script, reading "Edward E. Miller". The signature is written in dark ink and is positioned above a horizontal line.

Major professor

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## ABSTRACT

### THE SYNTACTICAL STRUCTURES OF FRESHMEN STUDENTS IN A DEVELOPMENTAL ENGLISH COURSE BASED ON SELECTED MEDIA AND THE NATURE OF LANGUAGE

By

Anne Smart Williams

The complexion of the college community has changed drastically in the last decade with colleges opening their doors to students of diverse training, experiences, and backgrounds. Many of these students have language habits different from those of the college community. The variations are more than different vocabulary and pronunciation. Sentence patterns, usage, phonemes, and intonation reflect the fact that those who lead culturally different lives develop in culturally different ways than those of the main stream. The needs of these students are of concern to the English teacher. Thus, the purpose of this study was to explore the effects of a mediated course in the nature of language on student's attitudes toward English and their success in the acquisition of other dialects in speech and writing.

The subjects consisted of fifteen students who scored in the bottom 7 per cent on the Michigan State entrance examination. Nine of these students were



native-born Black Americans; five were native-born white Americans; one was born in Poland but had lived in America for the last six years.

The assumption was that if students approach remedial courses with positive attitudes, they are more likely to retain and use the material presented over longer periods of time than students who have negative attitudes and that each student could expand his dialect in a form which communicates across the American culture without undue abrasiveness.

At the completion of the case study four students admitted that they were not ready for the next phase of English. One admitted that she had not invested enough time in her studies. The other three students, even though they had made more progress than anticipated and had acquired a better understanding of the English language, felt that they started too far behind the other students to go to the next level of English.

Recommendations generating from the study include:

1. That mini-packages on principles of grammar and syntax indicated in the student's papers be designed and tested before being used.
2. That in-service training involving the findings of the linguists be required of instructors who teach developmental English.

3. That instructors should be flexible enough to have sympathy and empathy for the students needs, teaching to the point of error.
4. That the best possible instructors be hired to teach developmental English with compensations being based on credentials.
5. That the laboratory-lecture method be used to teach developmental English with the instructor serving as a guide in the discovery process.

Thus, the major concern of any remediation program should be to help individuals acquire the tools and skills necessary for life adjustment. It should not be the concern of courses in remediation to tamper with the student's dialect or even force him to acquire another. On the other hand, it is a concern of remediation to provide the student with alternatives in both the written and spoken English, allowing him to make his choice. Through the study of his language, the student might discover "standard" forms without being stigmatized for his "folk" dialect.

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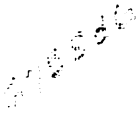
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Dedicated to:

My husband Tommy for love and  
understanding, and Pepi and Albert  
Einstein who almost forgot me.

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## CHAPTER I

### RATIONALE FOR THE INVESTIGATION

#### Purpose of and Need for the Study

The purpose of this study is to explore the effects of a mediated course in the nature of language on students' attitudes toward English and their success in the acquisition of other dialects in speech and writing.

The complexion of the college community has changed drastically in the last decade. Colleges are opening their doors to students of diverse training, experiences, and backgrounds. Many of these students have language habits different from those of the college community. The language habits of any large nation vary with the different cultures found in that nation. The variations are more than different vocabulary and pronunciations. Sentence patterns, usage, phonemes, and intonation reflect the fact that those who lead culturally different lives develop in culturally different ways than those of the main stream.

The needs of these students are of concern to the English teacher. There is wide recognition of the fact

that existing traditional programs, especially the traditional workbook and grammatical method, have not completely satisfied the needs of the students in developmental English. After an intensive study of existing remedial programs, John E. Roueche concluded that a "Clear definition of intent and more imaginative procedures are necessary if . . . colleges are to implement the open door policy successfully. Traditional approaches simply are not doing an effective job of educating the low-achieving student."<sup>1</sup>

There is a need for linguistic principles to infiltrate the English classroom. The practice must catch up with the theories. There is a need for instructional materials which explain these principles to the student, usually a native speaker, who is unaware of the complexities of the language he uses so fluently either in standard or nonstandard forms. The Commission on Instructional Technology places emphasis on the role of technological media in the instructional process in the following statement:<sup>2</sup>

What instruction requires is an arrangement of resources whereby the student responds and learns, reaching new plateaus from which to

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<sup>1</sup>John E. Roueche, Salvage, Redirection or Custody? Remedial Education in the Community Junior College (Washington, D. C.: American Association of Junior Colleges, 1968), p. 57.

<sup>2</sup>To Improve Learning. A Report to the President and Congress of the United States by the Commission on Instructional Technology, Committee on Education and Labor, House of Representatives (Washington, D. C.: Government Printing Office, 1970), p. 19.

climb to higher levels of understanding. Implicit in such an arrangement, if it is to be effective, is the adaptability of the process to the individual student's differences--in pace, temperament, background, and style of learning.

Like other institutions of higher learning, Michigan State University "must educate the students they do accept, and many freshmen . . . need special help if they are to speak and write English effectively."<sup>3</sup> Thus, if the developmental English program is to be responsible for helping students with diverse preparation acquire other dialects, a look at nonstandard speech must take a new focus, and as Labov puts it, "not as an isolated object in itself but as an integral part of the larger sociolinguistic structure of language."<sup>4</sup>

The acquisition of a dialect other than the familiar one is a formidable task for the college student. If change is to be effected, the individual must volunteer to make the change. An understanding of the nature of the English language could best serve the desire to change. But the problem of changing dialect must be understood. Sapir<sup>5</sup> defines language (dialect as a variety of language) as a non-instinctive, acquired cultural function. With this in mind, then the task of the English teacher

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<sup>3</sup>Thomas C. Pollock, William C. DeVane, and Robert G. Spiller, "The English Language in American Education," reprint in PMLA, LXVI (February, 1951), p. 74.

<sup>4</sup>William Labov, The Study of Nonstandard English (Champaign, Illinois: National Council of Teachers of English; special arrangements with the Center for Applied Linguistics, 1970), p. 1.

<sup>5</sup>Edward Sapir, Language (New York: Harcourt, Brace and World, Inc., 1921), p. 4.

becomes, despite the fact that the terms standard and nonstandard dialect often "introduce moral judgments which are repulsive to the linguistic scholar,"<sup>6</sup> to try to develop in each student the ability to use a form of English which communicates across the American culture without undue abrasiveness.

### Assumptions

In teaching composition classes this writer makes some basic assumptions about the learner. Too often a college freshman enters his composition class suffering from inhibitions that can seriously impede his ability to speak and write and, perhaps, his general capacity to learn. The remedial student has an even greater problem compounded by such factors as the following:

1. Remedial courses in college carry with them a stigma which often produces negative results in class work.
2. Remedial courses influence the self-concept and affect the willingness to make overt changes.
3. Remedial programs for some ethnic groups may be seen as an attack on heritage rather than a step toward diversity in social dialect.

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<sup>6</sup>W. Nelson Francis, "Revolution in Grammar," Quarterly Journal of Speech, 40 (October, 1954), p. 302.

Thus, the writer believes that if students approach remedial courses with positive attitudes, they are more likely to retain and use the material presented over longer periods of time than students who have negative attitudes.

### Methodology

This dissertation is a case study concerned with a re-appraisal of remedial English, considering the peculiar needs of students in a developmental English class at Michigan State University and the implication of these needs for program design. The investigation did in no way attempt to destroy the dialect common to each student. It was kept in mind that good and bad styles are possible in any dialect, and that one is conditioned by environment to assume a meaning of what is said or written. Moreover, the investigation was concerned with the entire process of communication, starting with the spoken word, meaning being the point of focus. The concern was that of dialect expansion. The ultimate goal of such an experimental course was to give to the student a tool for looking at his language so he could do the exploring for himself. This involves the use of media--a design for personalized involvement.

The media used in this study included transparencies, still projection, cassette tapes, and record discs. As a common tool to enable the student to look at his language so that he could explore it by himself,

An Introduction to Language (Macmillan, 1970) by Robert J. Geist was used along with two other references. Assignments made from this book were used as a basis for class discussion. In addition, students were asked to write a paper on topics of their choice for each class period. Once a week students wrote in-class themes on a variety of assigned topics, usually about the communication process. Common errors in syntax and morphology were projected by overhead transparencies. Drill in basic sentence patterns reinforced student learning. Still pictures and record discs were used as stimuli in the creative process. Cassette tapes (given to each student) were used to provide feedback from teacher to student and from student to teacher.

As a pre-test, the Nelson Denny Reading Test Form A was administered on the second day of class. Form B of this test was given as the post-test at the end of the ten-week period. A course opinion survey was taken at the end of the quarter.

### Definition of Terms

#### Determiner

A word preceding a noun and signalling that a noun will follow.

#### Dialect

A specific form of a language spoken (or written) by the members of a single homogeneous speech community.

If the speech of a geographical area is relatively homogeneous, the dialect of that area is said to be regional or geographical. If the speech community consists of a social class, one speaks of a class or social dialect. Dialects differ from one another to such degree that they are considered separate languages. The "standard" form of language is itself a social dialect.<sup>7</sup>

### Garble

Extraneous matter or any group of words that could not be understood as American English syntax.<sup>8</sup>

### Grammar

A body of generalizations describing a language; a grammar usually excludes the purely lexical (vocabulary) and phonetic aspects of language.

### Instructional Technology

"A systematic way of designing, carrying out, and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication, and employing a combination of human and nonhuman resources to bring about effective instruction."<sup>9</sup>

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<sup>7</sup>Harold G. Shane, Linguistics and the Classroom Teacher (Washington, D.C.: Association for Supervision and Curriculum Department, NEA, 1967), p. 105.

<sup>8</sup>Kellogg W. Hunt, Grammatical Structures Written at Three Grade Levels, NCTE Research Report No. 3 (Champaign: National Council of Teachers of English, 1965), p. 6.

<sup>9</sup>To Improve Learning, p. 19.



### Idiolect

The sum total of an individual's language. Practically all features of a dialect idiolect are shared by other dialect, but specific terms and the combination of items make each idiolect unique.

### Language

"A set (finite or infinite) of sentences, each finite in length and constructed out of finite set of elements."<sup>10</sup> Language is a "purely human and noninstinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. These symbols are, in the first instance, auditory and they are produced by the so-called 'organs of speech.'"<sup>11</sup>

### Linguistics

The scientific study of language.

### Morphemes

The smallest unit of meaning. This may be a word or a part of a word.

### Morphology

A study of the forms of language, of the meaningful units we call morphemes.

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<sup>10</sup>Noam Chomsky, Syntactic Structures (The Hague: Mouton and Company, 1956), p. 13.

<sup>11</sup>Sapir, p. 8.

### Nonstandard Language

Deviation from standard speech or writing.

### Social Dialect

Language characteristic of a social class. (See dialect.)

### Speech

"A non-instinctive, acquired cultural function"<sup>12</sup> produced by the articulatory organs of Homo sapiens and arranged in accordance with the grammatical pattern underlying a language.

### Syntax

The study of the way words are arranged to form phrases, clauses, and sentences; the ordering or arrangement of morphemes.

### Organization of the Study

This case history is developed in five chapters. Chapter I begins with the statement of the purpose and the need of the study. This chapter also relates some basic assumptions about remedial students, presents an overview of the methodology, and defines terms used in the study.

Chapter II reviews the professional literature in composition, pattern practice, and linguistic science as it relates to the teaching of English.

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<sup>12</sup>Ibid., p. 4.

Chapter III covers, in detail, both objectively and subjectively, the procedure employed in teaching, including the planned schedule.

Chapter IV presents the description of actual class activities.

Chapter V evaluates the academic progress of the students, the attitudes toward English, the use of media in teaching English, and the emphasis on language. This chapter, also, draws some generalizations about the approach and suggests further exploration for the nature of language as a basis for teaching remedial English.

## CHAPTER II

### A SURVEY OF THE LITERATURE AND RESEARCH

Courses in the nature of language are frequently taught to advanced college students, but the idea of using selected media to teach the nature of language to remedial classes seems to be a new approach. The literature in this area is limited, yet facets of the idea may be seen in some of the research and publications regarding composition, pattern practice, and linguistics in the teaching of English.

Even though there are numerous studies comparing methods of teaching composition, this review will include those recent studies that used the selected media employed in this investigation to present cognitive information, those dealing with writing frequency upon proficiency, and those that are concerned with linguistic structures.

#### Research in Composition

Maize reported that "students learn their language by using it continually thru repeated and varied writing experiences," and "the act of writing is in itself a

discipline which requires organization of ideas and use of language to express those ideas."<sup>1</sup> His experiment conducted at Purdue University was with freshmen students with IQ averages of 99 and an average reading level of tenth grade. The control group taught by the grammar drill method wrote about 250 words per theme each week for a total of 14 themes. The experimental group was taught by the laboratory method. Students in the experimental group wrote 42 themes, essentially one theme a day. From the research Maize concluded that students taught by the laboratory method, involving increased frequency of writing and student evaluation of their peers, showed significant gains over the control group.

The Buxton experiment conducted at the University of Alberta was concerned with the effect of frequency of writing and practice upon skills in written expression. The experiment sought to determine 1) whether or not regular practice in writing would result in a significant improvement in writing skills, and 2) which of the three methods used--control, writing, or revision was superior in improving writing skills. All three groups had regular practice in writing for a period of seven months. The writing method employed no corrections or suggestions for improvement but commented generously upon the efforts of the students. In the revision method both positive and

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<sup>1</sup>Ray C. Maize, "A Theme a Day," NEA Journal, 42 (September, 1953), pp. 335-336.

adverse comments were made, papers were thoroughly marked and graded, and suggestions for revisions to be made in class were given.

The following conclusions have been taken from the study:<sup>2</sup>

1. . . . the students in the three groups did not differ significantly in their gain on the two objective post-tests, but did differ significantly in the gain on the post-test essay examination. . . . Essay examinations can be used to measure changes which may not be measured by objective tests.
2. College freshmen whose writing is graded and thoroughly marked and criticized and who revise their papers in the light of these matters can improve their writing more than college freshmen whose writing receives a few general suggestions but no grade or intensive marking and who do not revise their papers.

In 1952 Dressel, Schmid, and Kincaid at Michigan State University designed an experiment considering two groups of freshmen students--"those who had the most and those who had the least essay-type writing."<sup>3</sup> This study supported the idea that writing without emphasis on quality will not yield improved writing skills. The final theme grade for the two groups did not differ significantly.

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<sup>2</sup>Earl W. Buxton, "An Experiment to Test the Effects of Writing Frequency and Guided Practice Upon Students' Skill in Written Expression," Research in Written Composition, Summarized by Richard Braddock, et al. (National Council of Teachers of English, 1963), pp. 69-70.

<sup>3</sup>Paul Dressel, John Schmid, and Gerald Kincaid, "The Effect of Writing Frequency Upon Essay-type Writing Proficiency at the College Level," Journal of Educational Research, 46 (December, 1952), p. 287.

The recommendation and conclusions include the following:<sup>4</sup>

One salient and deplorable finding in the study was that there are many college students who apparently do no composition work during their freshman year other than that required in the communication skills course. This may be taken as a severe indictment of the modern college curriculum which purports to train the students in methods of analysis with little or no opportunity for the student, himself, to organize knowledge acquired in the various courses, other than that necessary to answer objective type examination questions. Apparently, the only synthesis required for some students is that of relating lectures and textbooks. Unless synthesis involving more extensive original thinking is encouraged, the achievement of desired outcomes of education is questionable.

Frank Heys<sup>5</sup> generalized his research at the Lincoln-Sudbury Regional High School in Sudbury, Massachusetts, in the following manner:

1. Frequent writing practice probably yields greater dividends in grades 12 than in 9, 10, and 11.
2. Frequent writing practice probably yields greater dividends with low groups than with middle and high groups.
3. Frequent writing practice with low groups yields greater dividends within the area of content and organization than within the area of mechanics or of diction and rhetoric.

The statistical findings in this research are referred to as chancy, yet Heys concluded that:<sup>6</sup>

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<sup>4</sup>Ibid., p. 292.

<sup>5</sup>Frank Heys, Jr., "The Theme-A-Week Assumption: A Report from an Experiment," English Journal, 51 (May, 1962), p. 322.

<sup>6</sup>Ibid.

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1. The claim that the way to learn to write is to write is not substantiated by this experiment.
2. The claim that ability to write well is related to the amount of writing done is not substantiated by this experiment.

Supporting the research findings of Dressel and Heys on the effect of frequency in writing upon performance in writing compositions is the cooperative research project directed by Burton and Arnold in 1963. The analysis of data revealed "no differences in group performance resulting from writing practice or intensity of evaluation."<sup>7</sup> The researchers concluded that in the improvement of writing 1) intensive evaluation is no more effective than moderate evaluation, 2) frequent practice does not assure improvement, 3) no one combination of methods involving frequency and intensity of evaluation is better than another, and 4) neither method is more effective for one ability level.<sup>8</sup>

Wolf also tested the hypothesis that writing proficiency improves as more writing demands are made of freshmen English students. His secondary objective was to test the correlation between knowledge of grammar and ability to write well. From the experiment in 1964-65

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<sup>7</sup>Dwight L. Burton and Lois V. Arnold, Effects of Frequency of Writing and Intensity of Teacher Evaluation Upon High School Students' Performance in Written Composition, United States Office of Education Cooperative Research Project No. 1523 (Tallahassee, Florida: Florida State University, 1963), p. 62.

<sup>8</sup>Ibid.



with two regular English classes and four remedial English classes at the University of Massachusetts he concluded that:<sup>9</sup>

1. A statistical analysis of the test essay scores in this study does not support the hypothesis that writing proficiency improves as writing frequency increases in a college freshman course.
2. The results of this study support the hypothesis that there is a high correlation between a student's knowledge of English grammar and mechanics, as demonstrated in an objective test, and his ability to write well, as demonstrated in his expository prose.

An experiment at the Metropolitan Junior College in Kansas City during the fall semester of 1963-64 was conducted by Mark A. Christiansen "to discover whether there was any difference between two groups of students in the kind of improvement . . . in composition writing at the end of the first semester in Freshman English."<sup>10</sup> One hundred forty-eight students randomly enrolled in either an experimental or control group. The control group wrote eight themes and read prose selections while the experimental group wrote 24 themes without reading prose selections. Two teachers along with Christiansen were given an equal number of classes in the experiment and were told to follow two syllabi, one for each group,

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<sup>9</sup>Melvin H. Wolf, Effect of Writing Frequency Upon Proficiency in a College Freshman English Course, United States Office of Education Cooperative Research Project No. 5-0857 (Amherst, Massachusetts: University of Massachusetts, 1966), p. 31.

<sup>10</sup>Mark A. Christiansen, "Tripling Writing and Omitting Reading in Freshman English: An Experiment," College Composition and Communication, 16 (May, 1965), p. 122.

and to consider on a fifteen point grading scale the points of central idea and analysis, supporting material, organization, expression and literacy in evaluating compositions.

Emerging from this experiment are conclusions similar to those of Dressel, Heys, Burton and Arnold, and Wolf. Christiansen concluded that there was no significant difference between the two groups at the end of the experimental period. However, he noted that both groups showed significant improvement in one semester. Thus, he postulated that student writing can be noticeably improved in a semester's time.

Carter's study of remedial English at Grambling College compared two methods of studying composition to determine their relative effectiveness in improving written and spoken English. The two methods used were 1) the traditional, involving lectures, use of textbooks, grammar drills, class discussion, and impromptu essays, designed to emphasize the most frequently occurring errors of typical college freshmen; 2) the laboratory method, using structured, unrehearsed verbal recordings of classroom responses and mimeographed copies of the same material as teaching content for better student understanding of English without the use of textbooks or workbooks.

The major conclusions of this study are as follows:<sup>11</sup>

1. The traditional method and the laboratory or experimental method are equally productive as means of teaching written English skills.
2. The laboratory method is apparently somewhat superior to the traditional method as a means of teaching spoken English skills.
3. The two methods are equally effective in contributing to immediate subsequent improvement in written and spoken skills.
4. Under conditions described in the investigation, no demonstrated difference is to be expected in the two methods of teaching remedial English.

#### Pattern Practice

Significant to the present writer's investigation are studies which used pattern practice. The rationale behind pattern practice is best stated by Marckwardt in the following lines:<sup>12</sup>

. . . most of us would like our students to achieve in their writing a greater dexterity in the manipulation of the structural patterns of the language than is usual with them. In order to accomplish this, we must get them to recognize the patterns that they normally employ first of all, then show them ways in which these may be expanded.

Ruth Golden's study in the Detroit public schools used patterns to expand dialect. The purpose of her study was to evaluate the audio-language laboratory technique as

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<sup>11</sup>Lamore J. Carter, Bessie E. Dickerson, and Tilden Lemelle, Comparison of Two Methods of Teaching Composition to College Freshmen (Washington, D. C.: Cooperative Research Project No. 1704, 1963), p. 44.

<sup>12</sup>Albert H. Marckwardt, Linguistics and the Teaching of English (Bloomington: Indiana University Press, 1966), pp. 81-82.

a means of improving regional speech patterns of students who spoke primarily Southern Rural and whose immediate speech environment was that of Northern Urban. An objective of the study was the production of magnetic tapes designed to explain the structure of the English language, improve articulation, and to meet the language requirement of the area.

According to Golden, the audio-language laboratory should 1) aid in the enculturation process since language and culture are interwoven, 2) offer a constructive plan for meeting a problem of national interest--the teaching of English, 3) help to cope with increased enrollment by enabling the student to get a sense of individual instruction and at the same time freeing the teacher to work creatively with students, and 4) improve the student's vocational potential.

Golden summarized her findings in this statement:<sup>13</sup>

In changing speech habits . . . the most significant factor is Group, meaning the instructional auditory learning through tapes. This auditory instruction was significant in contrast to the visual learning at the .01 level and showed more significance when combined with other factors than did any other single variable. The second most pertinent factor is education, also significant by itself at the .01 level. The third most significant factor is Sex, showing significance by itself at the .05 level. The fourth most significant variable is Teacher-Time, and the fifth is Mental Abilities, neither of the latter two showing significance when partialled out alone.

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<sup>13</sup>Ruth I. Golden, Effectiveness of Instruction Tapes for Changing Regional Speech Patterns (Washington, D. C.: Title VII, Project No. 559, 1962), p. 108.

The investigation of the use of pattern practice in college revealed only two studies at the college level. The three-year cooperative Research Project directed by San-su C. Lin at Claflin College was concerned with the extent to which pattern practice techniques might help Black students to master standard English. The second concern of the project was to work out materials and procedures to teach English as a second language. The students in the experimental part of the project went to the language laboratory one class period per day, six days a week, using four lessons in pattern practice each week with two periods for review. The students in the control group had exactly the same class instruction and laboratory time as the experimental group, but their laboratory time was spent in discussion of current events rather than on pattern practice. The results of these drills show that:

1. With the help of pattern practice many students established control of the new patterns; however, the control was not always consistent.
2. Students in both groups, control and experimental, developed a keen awareness of acceptable usage.
3. The students acquired greater self-confidence and determination for improvement in dealing with dialect problems.
4. Out of enthusiasm the students shared their understanding with others not in the project.

5. Even though not directly related to the aim of the project, the scores of the project students on the Cooperative English Test showed that the experimental group made greater gains in reading after a year of patterns than did the members of the control group.

Finally, Dr. Lin discovered that "techniques which involve repetitious drill to establish the control over one unit of grammatical structure at a time, do not appeal greatly to college students."<sup>14</sup>

Fisher designed a linguistically based study to teach remedial composition at the State University College at Oswego, New York. First, he determined what errors students made, then devised lessons based not only on the errors, but also on suitable teaching methods. The method used with the experimental group was the oral practice approach; the control group was taught conventionally with traditional textbook.

In order to determine whether the oral practice lesson would prove to be more effective than traditional methods, the group had to be tested. The objective testing device used for both pre-test and post-test was the American Council on Education's Cooperative English Test, Mechanics of Expression.

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<sup>14</sup>San-su C. Lin, Pattern Practice in the Teaching of Standard English to Students with Non-Standard Dialect (New York: Bureau of Publication Teachers College, Columbia University, 1965), p. 140.



Pattern practice exercises in repeating, substituting, and transforming were devised from two papers of approximately 300 words each written by each student of the experimental group during the first week of classes. These papers totalled 10,000 words.

The greatest number of errors in the 10,000 words written by the students were found to be in verb tense and sequence with omission of affixes causing most of the errors. Numerous run-on sentences were counted; unbalanced verb forms caused errors in parallelism; misplaced prepositions and sentence groups accounted for a large part of the total errors. To sum up the findings Fisher included an analysis of errors.

The results of the study show that pattern practice is more effective than traditional methods. The t-value of the control group was 2.86, and the t-value of the experimental group was 5.98. Subjective tests showed that eight of the fourteen in the control were to be admitted to regular freshman composition; all twenty-two of the students in the experimental group were admitted to freshman composition.<sup>15</sup>

### Composition and Linguistic Structures

Among the studies in composition dealing with linguistic structures is Golub's investigation of some

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<sup>15</sup>John C. Fisher, Linguistics in Remedial English (The Hague: Mouton and Company, 1966), pp. 1-54.

linguistic structures which distinguish compositions that teachers rate high from compositions that teachers rate low. He concluded that of the 35 predetermined linguistic items appearing in examples of eleventh grade speech and writing, rated high or low by experienced teachers, students very frequently used such items as V-b+N, a verb phrase containing a verb be and a noun, adverbial words, or transitionals and connectors. Students quite frequently used nine other items such as T-neg, negations, and figurative language. Included in six items virtually unused in the students oral and written discourse were constructions such as T-passive, the passive voice, and V-t + N + N, a transitive verb followed by a direct object preceded by an indirect object. Implications of his findings place the emphasis in grammar study on those items that are not part of the linguistic pattern of the student. "By rapidly pointing out to the students what they already use and then emphasizing the linguistic structures which the students have a potential for using or which they use not at all, the teacher can economize and focus class time."<sup>16</sup>

Emerging from this study are questions concerning the connection between language and thought:<sup>17</sup>

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<sup>16</sup>Lester S. Golub, "Linguistic Structures in Students' Oral and Written Discourse," Research in the Teaching of English, 3 (Spring, 1969), p. 84.

<sup>17</sup>Ibid., p. 85.

1. Why are lexical ambiguities almost nonexistent in student discourse, but syntactic ambiguities are present?
2. Why do students who do poorly in oral discourse use an abundance of negatives?
3. Why do students who do poorly in oral discourse use an abundance of present tense?
4. Why are there fewer interpretive statements in the writing of students who appear to get high ratings from teachers and significantly more interpretive statements in the writing of students who receive low grades from teachers?
5. Why, among the students who receive low ratings in oral and written discourse, is there considerably more content specific vocabulary in their written than in their oral discourse?

The Whalen study sought to clarify the relationship between a student's knowledge of grammar and his ability in composition and to show the relationship of total language ability to writing skills. Whalen points out that research dating as far back as 1906 indicates a positive but low correlation between grammar and composition. His "Total English equals writing competence" exposes, he claims, some areas of the weakness in the reported research. The subjective reading of composition and non-linguistic definitions of grammar affect the low correlation. His study showed that only 5.8 per cent of the total errors found in the papers of the students were grammatical, yet the grammar test was used as a predictor of composition skills. A canonical correlation of 91 per cent between total language and ability to write technically competent English composition proved, to him, that

there is a positive relationship between the components of total English instruction and how well students perform in written discourse.<sup>18</sup>

Since research on whether writing will be improved by using the linguistic "method" over the traditional method on the college level is limited, this section of the review will report those notable secondary school studies in composition which used the research of the linguists.

Using the principles of linguistic science as found in Paul Roberts' Patterns of English to teach one group of students and the traditional grammar to teach another group of students, Suggs conducted his experiment in eleventh grade English classes in Avon Park, Florida, in 1959-60. Students were matched on mental ability and past performance in English; instructional programs for both groups except during the thirteen-weeks experiment were the same; standardized writing tests of identical forms were used as pre- and post-tests. Mrs. Suggs concluded that "From the results obtained . . . it seems quite safe to conclude that the difference of ten points in the average converted scores (Group A=300, Group B=290) lends definite proof that instruction in the English language according to the principles of linguistic science

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<sup>18</sup>Thomas H. Whalen, "Total English Equals Writing Competence," Research in the Teaching of English, 3 (Spring, 1967), pp. 52-61.

is superior to traditional grammar in its practical application to writing."<sup>19</sup>

Hunt's study comparing grammatical structures written in grades four, eight, and twelve attacks the question of how sentence structures used at one grade level differ from those at another grade level. Using what he called the T-unit, he defined the bounds of a sentence and thereby established a base for his systematic investigation of sentence structures. His study, however, did not delineate a well-defined sentence, yet it did point to the "linguistic maturity" within age groups. The T-unit length is tied in some way to maturity. Hunt concluded his investigation with:<sup>20</sup>

. . . not all structures . . . increase with age. Verb complements . . . do not. Consequently this study can be said to have identified, to have isolated, some of what are apparently growth buds.

The Bateman-Zindois study sought to measure the effect that the teaching of generative grammar had upon ninth and tenth grade writers. Specifically the study was concerned with the application of generative rules in writing, the increase in grammatical structures, the increase of well-formed sentences, and types, occurrence,

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<sup>19</sup>Lena Reddick Suggs, "Structural Grammar Versus Traditional Grammar in Influencing Writings," English Journal, 50 (March, 1961), p. 178.

<sup>20</sup>Kellogg W. Hunt, Differences in Grammatical Structures Written at Three Grade Levels, The Structures to be Analyzed by Transformational Method," United States Office of Education Cooperative Research Project No. 1998 (Tallahassee: Florida State University, 1964), p. 141.

and decrease of errors. An implication of the study is that an understanding of the generative grammar process enables the student to write well-formed sentences.<sup>21</sup>

A method of enhancing the development of syntactic fluency in English composition was designed by Mellon. This experiment assigned treatment to three groups:

- 1) Experimental--receiving sentence combining problems,
- 2) Control--receiving traditional parsing exercises, and
- 3) Placebo--receiving no grammar but receiving extra instruction in literature and composition. Transformational sentence combining was not treated as a part of the student's grammar work. Mellon's rationale for the study was to test whether "as a natural result of prior sentence combining practice, the student would produce sentences whose structures would be more mature than those of sentences he would otherwise have written."<sup>22</sup> Mellon concluded that the growth of the experimental group was significantly greater than that observed in the control and placebo groups.

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<sup>21</sup>Donald Bateman and Frank Zidonis, The Effect of a Study of Transformational Grammar on the Writing of Ninth and Tenth Graders, NCTE Research Report No. 6 (Champaign: National Council of Teachers of English, 1966), p. 39.

<sup>22</sup>John C. Mellon, Transformational Sentence-Combining: A Method for Enhancing the Development of Syntactic Fluency in English Composition, NCTE Research Report No. 10 (Champaign: National Council of Teachers of English, 1969), p. 25.

Linguistics and the Classroom Teacher

Early works by Americans that paved the way for the linguistic look at how English should be taught were written by Sapir,<sup>23</sup> Bloomfield,<sup>24</sup> and Fries.<sup>25</sup>

Among the recent publications dealing with linguistics and the classroom teacher is Gleason's comprehensive book that places the new grammar beside several other grammars. Gleason believes that English grammars should be discussed historically first.<sup>26</sup> Owen Thomas' publication describes those aspects of transformational grammar--a term that came into prominence with Chomsky's Syntactic Structures--that have relevance for teachers of English.<sup>27</sup> Warfel and Lloyd's publication deals with English and how it works in American society. Of significance in this book is the treatment of basic sentence patterns of English speech.<sup>28</sup> Marckwardt, another contributor to the

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<sup>23</sup>Edward Sapir, Language (New York: Harcourt, Brace and World, Inc., 1921), p. 242.

<sup>24</sup>Leonard Bloomfield, Language (New York: Holt, Rinehart, and Winston, Inc.), p. 564.

<sup>25</sup>Charles C. Fries, American English Grammar (New York: Appleton Century-Crofts, Inc., 1940), p. 314.

<sup>26</sup>H. A. Gleason, Jr., Linguistics and English Grammar (New York: Holt, Rinehart, and Winston, Inc., 1965), p. 27.

<sup>27</sup>Owen Thomas, Transformational Grammar and the Teacher of English (New York: Holt, Rinehart and Winston, Inc., 1965), p. 240.

<sup>28</sup>Donald J. Lloyd and Harry R. Warfel, American English in Its Cultural Setting (New York: Alfred A. Knopf, 1956), p. 553.

literature for teachers, focuses his discussion on the role of grammar. He states that "the role of grammar in the curriculum has been both shrinking and changing focus."<sup>29</sup> Conversely, Shane discusses the nature of linguistics and its implications for the classroom teacher.<sup>30</sup>

The "classic" of all journal articles is David I. McDavid Jr.'s article, "Mencken Revisited." As he traces some of the problems, people, and claims of linguistics, he focuses his discussion by means of H. L. Menckens' American Language.<sup>31</sup> W. Nelson Francis, a prolific writer on the nature of language, stated in 1954 that the revolution taking place in grammar is long overdue.<sup>32</sup> Ten years later he adds:<sup>33</sup>

. . . that teaching in the light of the latest, the most compendious, and the most profound thinking on the subject is a paramount duty of the English-teaching profession for the loftiest of reasons.

Harold B. Allen relates the advancement in linguistics to a journey from prairies to mountains:<sup>34</sup>

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<sup>29</sup>Marckwardt, p. 7.

<sup>30</sup>Harold G. Shane, Linguistics and the Classroom Teacher (Washington, D. C. Association for Supervision and Curriculum Development, NEA, 1967), pp. 1-120.

<sup>31</sup>Raven I. McDavid, Jr., "Mencken Revisited," Harvard Education Review (1962), pp. 211-225.

<sup>32</sup>W. Nelson Francis, "Revolution in Grammar," Quarterly Journal of Speech, 40 (October, 1954), pp. 299-312.

<sup>33</sup>W. Nelson Francis, "Linguistics in the English Program," College English, 26 (October, 1966), p. 15.

<sup>34</sup>Harold B. Allen, "From Prairies to Mountain," College English, 26 (January, 1965), pp. 260-266.



The foothills are the first disturbing impact of English study, English linguistics upon the field of composition. The Rockies are the heights to which I think the discipline of composition can rise through the uplifting power of new research in rhetoric and the application of new linguistic knowledge.

On the subject of composition, Sumner Ives discusses the difference between linguistics and rhetoric:<sup>35</sup>

Any piece of writing whether it is a student theme or a literary classic is a linguistic performance. When looking at any such performance, we are entitled to consider it as an attempt at communication. An analysis of what the writer has done--of his performance itself--may legitimately include consideration of how he has utilized the linguistic resources available to him--which include both the lexical and the syntactic components of the language he is using.

Not only is the literature filled with analyses of the principles of composition, but there are attempts at presenting methodology. Among those specific in the analysis of linguistic concepts is Sister Marie Aquin,<sup>36</sup> who writes about using a structural approach to teach composition. The detailed analysis of basic sentences is related to pattern practice without rules but with descriptions of writings. Another work in methodology was written by Frances Christensen who believes, "We need a rhetoric of the sentence that will do more than combine the idea of primer sentences. We need one that will

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<sup>35</sup>Sumner Ives, "The Relevance of Language Study," College Composition and Communication, 14 (October, 1963), p. 155.

<sup>36</sup>Sister Marie Aquin, "A Structural Approach to the Freshman Theme," College Composition and Communication, 11 (February, 1960), pp. 43-50.

generate ideas."<sup>37</sup> An analysis is made of the modifier, the essential part of the sentence.

### Dialect Studies

Of final importance to the discussion is the impact of dialect research on the teaching of English. The literature in this area is voluminous. Only a well chosen few will be reported here.

The stages in the development of dialect studies are somewhat similar to the stages in the development of English. In Raven I. McDavid's<sup>38</sup> review of social dialect in America, he points to the "now" stage of social dialect.

Instead of a new dialect, a new mode of communication, being offered as a replacement of the habitual home patterns, it was suggested that it be presented as an alternative mode, expressly suited for the classroom, the department store, the clerical office, and other places where a non-standard variety of speech (and writing) would put a person at a disadvantage; if he chose to use the old mode in the home, on the playground, at camp, or in other relaxed situations, it was to be recognized that such modes, too have their proper uses. The aim, in other words, was to foster conscious BI-DIALECTUALISM . . .

Labov's investigation, reported in 1966, of social stratification of English in New York City opened avenues for many of the later studies in social dialect. Labov's impetus for his investigation was found "in the conviction

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<sup>37</sup>Frances Christensen, "A Generative Rhetoric of the Sentence," College Composition and Communication, 14 (October, 1963), p. 155.

<sup>38</sup>Raven I. McDavid, Jr., "American Social Dialect," College English, 26 (January, 1965), p. 257.

that language is no less determinate than other forms of social behavior" and that language "is more highly determined than other forms."<sup>39</sup> Using five phonological variables--/r/ as in car, /æ/ as in bag, /ɔ/ as in caught, /θ/ as in thing, and /ð/ as in then--he postulated that variation exists within a social dialect in different styles and in different situations.

Roger Shuy's<sup>40</sup> Detroit research on disadvantaged Blacks, the impact of which is not fully accepted and rightfully so, neatly and provocatively sums up the dialect problem in the following way:

1. That each dialect has a structure quite adequate for its users. 'Omissions,' if they exist, are not merely careless. Variations in tense may be quite patterned. Apparently 'unnecessary repetition' may, within that system, be quite necessary.
2. That there are certain features of pronunciation, grammar, and vocabulary which can be considered indices of special stratification. These indices will become the focus of English teachers' attention.
3. That in most cases, it will be best not to destroy a lower class social dialect, for its user may need it to survive in certain social situations. Instead it may be best to add to it a new social dialect which will be useful for getting ahead in the world.

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<sup>39</sup>William Labov, The Social Stratification of English in New York City (Washington, D. C., 1966), pp. 48-49.

<sup>40</sup>Roger W. Shuy, "Detroit Speech: Careless, Awkward, and Inconsistent, or Systematic, Graceful, and Regular?" Elementary English, XLV (May, 1968), p. 568.

4. That in order to build this second dialect, it is best to know the structure of both the lower class dialect and the target dialect.

At the present time, according to Professor Beryl Baily, methods of teaching English are directed toward the refinement of already existing skills of the native speaker. He laments that another segment of the population can not profit by the techniques commonly used. For this part of the population he suggests a special approach to the teaching of English--the foreign language technique. To support his argument, he uses the grammatical structures of 100 pre-freshmen at Tougaloo College in Mississippi. Thus he states:<sup>41</sup>

. . . that formal grammar training in correct usage and extensive exposure to formal texts have produced high school graduates with a facile and confident use of language, and that persistent deviant language behavior is directly traceable to a dialectal substratum, which has not felt the effects of years of effort at change in the classroom.

As an answer to the idea of teaching English as a foreign language to disadvantaged students, Nick Aaron Ford and the late Walter Turpin of Morgan State College make the following assumptions:<sup>42</sup>

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<sup>41</sup>Beryl Loftman Baily, "Some Aspects of the Impact of Linguistics on Language Teaching in Disadvantaged Communities," Elementary English, XLV (May, 1968), p. 575.

<sup>42</sup>Nick Aaron Ford, "Improving Reading and Writing Skills of Disadvantaged College Freshmen," College Composition and Communication, 18 (May, 1967), pp. 102-3.

We assume that culturally disadvantaged students not only can learn to master standard English as a primary language but that the majority of them want to do so. We deny the doctrine of Dr. Riessman, Professor of Educational Sociology at New York University, who says in an article in the Saturday Review, September 17, 1966:

The key ground rule of the Dialect Game--for both teacher and teaching situation--is acceptance of the students' nonstandard primary language. The instructor who makes clear to his pupils that their primary language is not something to be denied or suppressed, but is in fact a linguistic entree to that other language which, in more formal circumstances, can produce more effective results, is building firmly on positive grounds.

We believe a teacher who is guided by this doctrine will not be building on positive grounds, but rather on sinking sand of condescension and denial of the ability of the disadvantaged student to master the predominant dialect of his native land, a dialect that he and more than fifteen generations of his forefathers have intimately lived with from birth. It is the duty of the teacher to demand that disadvantaged students discard their standard dialect as the first step in the process of discarding the ghetto and second class citizenship.

Professor Sledd's<sup>43</sup> comment on social dialect research should be carefully studied.

The immorality of that effort is the chief reason why enforced bi-dialectalism should not be tolerated even if it were possible. Predators can and do use dialect differences to exploit and oppress, because ordinary people can be made to doubt their own value and to accept subservience if they can be made to despise the speech of their fathers. Obligatory bi-dialectalism for minorities is only another mode of exploitation, another way of making blacks behave as whites would like them to.

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<sup>43</sup>James Sledd, "Bi-Dialectalism: The Linguistics of White Supremacy," English Journal, 58 (December, 1969), p. 1314.

Professor Sledd sums up his discussion in this manner:<sup>44</sup>

. . . the direct attack on minority language, the attempt to compel bi-dialectalism, should be abandoned for an attempt to open the minds and enhance the lives of the poor and ignorant. At the same time, every attempt should be made to teach the majority to understand the life and language of the oppressed. Linguistic change is the effect and not the cause of social change. If the majority can rid itself of its prejudices, and if the minorities can get or be given an education, differences between dialects are unlikely to hurt anybody much.

### Summary

Studies cited have related the impact of certain findings about the nature of language to the teaching of remedial English. The studies in frequency in writing indicate that increased writing alone does not increase proficiency in writing. There must be a well defined purpose in writing.

The pattern practice studies indicate that pattern practice can increase proficiency in acquiring new patterns, but there is also an indication that for adults the procedure is dull and uninteresting.

The linguistic studies further advance the claims of the linguists that an understanding of how the English language is put together does help the writer to generate better sentences. These studies support the idea that a new approach to teaching English does not impede the

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<sup>44</sup>Ibid., pp. 1315, 1329.

progress of students toward proficiency in writing, and in most cases it helps.

The literature citing the need to use a grammar that generates sentences rather than a grammar that prescribes sentences is of the utmost importance if we expect students to handle the native language.

The dialect research and literature clearly indicate that the study of syntax of patterns of English that deviate from that which is considered standard has been done, or rather overdone. The issue now becomes how we can make use of these findings. The time has come to stop the "awing" about interesting locutions. The time is here to design those instructional materials necessary for the disadvantaged student to handle his language in a variety of ways as he deems necessary for whatever purpose he needs.

## CHAPTER III

### PROCEDURES

#### Statement of the Problem

The primary concern of this case study is to explore the effects of a mediated course in the nature of language on the attitudes of students toward English and to their success in acquiring a form of English which communicates across the American culture without undue abrasiveness.

#### Origin of the Study

During the Spring of 1970 the writer along with several other fellows from the V-E Institute in Instructional Development and Technology<sup>1</sup> took internships in the Learning Resource Center which serves some of the needs of University College, including the Developmental English program at Michigan State University. The director of Developmental English, Jane Featherstone, articulated the interest of the department in trying different

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<sup>1</sup>Elwood E. Miller, Director, "An Institute for Pre-Service and In-Service Training of College and University Teachers in Instructional Development and Technology," 1969-70, Michigan State University.



methods and materials which might help those students having difficulty speaking and writing standard forms of English. As a result of these articulated needs, in the fall of 1970 the writer was given an experimental class in Developmental English which permitted an approach to the improvement of remedial English using selected media to teach the nature of language.

### Identification of Problems

In isolating errors Fisher's<sup>2</sup> intention was to teach at the point of error. Following a similar format, the most frequent errors found in student's papers in the experimental class were isolated. Using around 500 words written by each student during the first week of class, the greatest syntactical errors consisted of run-on sentences, sentence fragments, and verb tense sequence. Students frequently omitted the verb suffixes of ed, s, es, ing, and en affixes. Other problems found in the papers were lack of sentence variety; that is, failure to use adjectival and noun clauses, prepositional phrases, participles and gerunds. Faulty parallel structure was also noted.

The problem of spelling was not of specific concern to this study and was too involved to attack in ten weeks along with syntactical errors. One could say a whole new

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<sup>2</sup>John C. Fisher, Linguistics in Remedial English, p. 33.

way of spelling was introduced. Some examples may be seen in hads for have or has, applice for apply, and fite for fight. After the first set of papers students were allowed to use their dictionaries for in-class writing.

### The Students

Fifteen students scoring in the bottom 7 per cent on the Michigan State entrance examination chose the experimental section of English 101A. Of the fifteen students choosing the class nine were native-born Black Americans; five were native-born white Americans; one was born in Poland but had lived in America for the last six years. Fourteen of the group had received their high-school education in Michigan. One was educated in a military academy in Virginia.

### Descriptions

The following notations about each student were made after the first week of class and after the first set of papers.

#### Student 1, Paula

Background and Attitude.--Paula was an eighteen-year-old tall, heavy Black female who completed her high school training in a suburban town just outside of Detroit. Paula arrived three days after the first day of class, but did not inquire about requirements. She was asked to come to the office to get the necessary information. During this interview, as she smiled sweetly, she mentioned that

her grade point average in high school English was "B," but that she didn't know "nothing." She did add that she really wanted to be good in English, but that she really didn't like English, not that she had anything against it.

Quality of English.--An analysis of her papers showed that her greatest problems were run-on sentences, sentence fragments, and limited terminal marks. One paper used 100 morphemes with only three terminal marks.

This language should be taught to them by someone who needed help and you couldn't tell anyone you would just be in very deep trouble because if you couldn't communicate well enough to receive help for anyone.

"And" was used to connect any two ideas, usually unrelated ideas.

I'll pull the blinds and see it raining and when I went to the bed the skies were clear.

#### NELSON DENNY READING TEST FORM A

	Vocabulary	Comprehension	Total	Reading Rate
Raw Score	17	20	37	216
National %	11	7	7	32
MSU %	1	0	0	3

Paula's writing was often illegible and her spelling weak.

Student 2, Thad

Background and Attitude.--Thad was an eighteen-year-old white male interested in playing football because he loved the game. Coming from a town of 94,000 people, he felt that attending Michigan State was an honor and an accomplishment. His personality was outgoing and his laughter was hearty. He often joined the young men in the back of the classroom who expressed their pleasure in a volume that often disturbed others.

Last summer he worked for his dad in a plastic factory. From this experience he stated that he really knew the value of getting an education.

Quality of English.--Thad mentioned that he never had any problems with English in high school because he rarely had to write. He indicated that he liked English all right, but he didn't like to write. In fact, in one of his papers he wrote:

I really dig the clas. Its great.

His greatest problem was spelling along with his poor penmanship. It took twice as long to read through his papers as it did the average paper. Often he would write fragments, use comma splices, and include some garble. Many of his verb errors could be attributed to his spelling. Examples are its for it's and shes for she's. He made every effort to keep his papers short.

To all further chemistry majors; change before its too late. Chemistry is too difficult for any normal human. As far as I'm concerned its a waist of time and energy. There has got to be a subject that I can major in. I haven's foud it yet and I better hurry. At least I have elemenated on possibility.

An example of garble is, "Its a adored."

NELSON DENNY READING TEST FORM A

	Vocabulary	Comprehension	Total	Reading Rate
Raw Score	33	42	75	216
National %	47	51	49	32
MSU %	16	22	17	3

Student 3, Nelle

Background and Attitude.-- Nelle's age was eighteen. She was a tall Black female from a town of 19,000. Her attitude toward college was wholesome, and she felt that "college is what you make it." She has selected nursing as her field of interest.

Three out of five of her papers made some remarks about her family. College was her first experience away from home for any time period.

When she was placed in Developmental English, she was disappointed because her high school record in English was 3.0, and she had been in the college preparatory track. Thus, her attitude was that it was a waste of time for her to be in the course. The entrance examination was "just one of those things."

Quality of Writing.--Nelle's writing was careful to the extent that it was uninteresting. Often she omitted periods, but one could tell the end of a sentence by the capital letter. Often she wrote with correct interpretation of rules. Her knowledge of parallel structure was good.

We were starting to ask questions, demand answers, and work out our difficulties as best we could.

She did have difficulty with ing forms and sentence fragments.

His conscious mind saying one thing and his better judgement saying another.

How he can still be thought of as a man without being under rated because of the way he handles his own strifes.

Her penmanship was beautiful, but her printing was illegible. It was suggested that she not print.

#### NELSON DENNY READING TEST FORM A

	Vocabulary	Comprehension	Total	Reading Rate
Raw Score	30	40	70	359
National %	39	45	42	87
MSU %	9	17	10	31

#### Student 4, James

Background and Attitude.--James was a slim Black male who walked with a limp. He was nineteen years old. Before coming to Michigan State University he attended a six-week summer program offered to inner-city high school

students by Michigan State. His high school grade-point average was less than required for admission to college. He attributed his success, if any, to his experiences with Upward Bound. On the other hand, he felt that another course in English was not going to help him. He has had many remedial courses.

James was quiet and somewhat shy. He responded when spoken to but did not initiate a conversation.

His papers indicated that he had strong ties with his family. He wrote about his parents and about how he missed his brother who played football in high school.

Quality of Writing.--James' problems did not glare at one. He hesitated to develop ideas. A sample paragraph looked like this:

People use language to run for political office.  
People use language for social activities.

There was a need to work on the verbs particularly the ing forms and the verb to be.

Everyone on our street is probably doing the same as my family except for Mr. Eli the old man across the street. he is probably in bed asleep with his light on. He has been doing that lately, and his wife always fussing at him for this because she says he runs up electricity.

#### NELSON DENNY READING TEST FORM A

	Vocabulary	Comprehension	Total	Reading Rate
Raw Score	29	20	49	238
National %	37	7	16	44
MSU %	7	0	1	6

Student 5, Tim

Background and Attitude.--Tim, a sophisticated 27-year-old Black veteran of four years in the air force, chose to stay in Developmental English even after it was suggested that he might be more comfortable in a regular English class. His Nelson Denny Test score was above average for the class. He stated that he thought that he would profit from the course since his grade point average from a local high school was only 1.5. Tim's identification with the ethnic origin of the teacher also influenced his decision to remain in the class. He planned to become a medical doctor.

Quality of Writing.--Tim understood English syntax, His problem was with mechanics. These included especially those mechanics that related to comma splices and run-on sentences. Sometimes he used the wrong preposition and/or pronoun. The excessive use of commas often got his sentence structure in trouble. Like most of his classmates, he had trouble spelling.

Our environment is composed of beauty far greater than any man is able to completely appreciate. Man has been trying for long as history can record to try to capture and express the beauty which surrounds him in his environment. In order to capture this infinite amount of beauty man has to have an infinite ability to see all that surrounds him. By just looking one does not always see, by just talking one does not always communicate, by just listening one does not always hear it is for these reasons (and many more) that man has limited his self to living in a world that he can not control.



## NELSON DENNY READING TEST FORM A

	Vocabulary	Comprehension	Total	Reading Rate
Raw Score	40	56	96	226
National %	63	86	75	38
MSU %	34	65	51	4

Student 6, Marie

Background and Attitude.--Marie, an eighteen-year-old white American female, came to Michigan State from a small town of 3,334 located in the Upper Peninsula.

Not passing the entrance examination was a shock to Marie. She just couldn't believe it since her high school grades were always satisfactory. The test result embarrassed her.

Marie chose nursing as a career, but was hesitant about which program to follow--a hospital training program or a university program.

Responding in class was difficult for her. "It's all so new," she said.

Quality of Writing.--Marie had considerable skill in English, but limited her writing to short paragraphs. Her papers showed that she needed to develop ideas starting with a thesis sentence. Occasionally she would misplace modifiers.

Walking up several flights of stairs, I lodged myself in a seat and listened intently to the loud speaker which filled the stadium with announcements.

Marie would often stick commas in and would make errors in pronoun agreement. Her spelling was sometimes a problem. Like many of her classmates, she wrote whether for weather as in her phrase "notern[northern] whether." Even at that, her problems could not be classified as serious. With some effort plus a healthy attitude she could get the job done.

NELSON DENNY READING TEST FORM A

	Vocabulary	Comprehension	Total	Reading Rate
Raw Score	32	44	76	275
National %	44	57	51	62
MSU %	14	26	18	11

Student 7, Harry

Harry was a twenty-two-year-old white male who had just returned from two years in the navy. He mentioned that he was slow and had to attack a problem at his pace. He verbalized that Developmental English was necessary for him if he planned to be successful in college. He did not make any overt gesture to improve his competence.

Harry's home town is near the university and has 49,000 people. He was concerned about getting ahead in the field that he had chosen--criminal justice. Along with writing about criminal justice, he wrote about experiences with his navy buddies. There was no indication that he had a family.

He was a personable and relaxed young man. In conversation he appeared to be rather intelligent.

Quality of Writing.--Harry's problem was serious. He had so much to say but had not found an effective way to say it. He did not understand English syntax. Almost immediately it was evident that he did not know verb tense and sequence. He would call "the" a verb.

The following is an example of his sentence structure:

The field of criminal justice for it's expanding field in so many different ways of criminal law enforcement, also public safety, the correction and type of probations, to help the youths and adults of today and tomorrow.

The problem with the verbs he did use may be seen in the following:

As in the case last night. A roommate of mine decided it being a splendid idea to stop off at his bar for fast beer, drinking pitcher by pitcher.

In his spelling he substituted e for a; he spelled standard as standerd and than as then; final "e's" were often omitted.

NELSON DENNY READING TEST FORM A

	Vocabulary	Comprehension	Total	Reading Rate
Raw Score	16	16	32	207
National %	9	4	5	26
MSU %	1	0	0	2

Student 8, Sigred

Background and Attitude.--Sigred was eighteen years old and was very serious about school. In fact, she seemed much more eager to learn than the other students. She wrote about working hard to prove herself.

Sigred wore braces on her teeth and with her thick European accent was not able to communicate effectively. Even though she came from a town of 96,000, her overt gestures revealed that her acquaintance with multi-ethnic societies was limited, perhaps not welcomed. Once she became visibly shaken when addressed by someone from an ethnic group different from hers. This uneasiness did not show in her relationship with the teacher. She was the first to come to the office on her own volition.

Her high school grade point average was 2.88.

Quality of Writing.--Not being a native speaker present problems in syntax and in American idioms.

My hart is overjoyed from happiness that I have so good.

When I have a free time during my periods, I studied my subjects and read magazines fo my pleasur.

I am proud to go here to school and study for my bread later on . . .

In spelling she would often drop final "e's" and would double consonants where traditional spelling requires single ones.

## NELSON DENNY READING TEST FORM A

	Vocabulary	Comprehension	Total	Reading Rate
Raw Score	26	44	70	384
National %	28	57	42	91
MSU %	4	26	10	39

Student 9, Ted

Background and Attitude.--Ted was twenty-three years old and had some difficulty in being admitted to the university. As a Black American he felt that many of the hardships that he encountered were unfair. He kept up his guard to protect his sensitive feelings. His desire to be recognized and to excel made him argumentative. During the first week of class he indicated that he did not wish to change and that he did not plan to lose his identity with his ethnic origin. Black English was good enough for him.

When he explained his point of view, not allowing anyone else to speak, his brother who was seated on the other side of the room agreed with him in tones equally as forceful as his. Others joined him in his point of view. Both he and his brother wore hats and sunshades during the class period.

It was impossible to get any specific information from him. The records show that he came from a city of 200,000 people. To make sure that his brother did not reveal any information, he started many of his orations

with, "My brother and I feel . . ." To really follow his rationale was most difficult at time. He had a negative effect on the timid members of the class.

Ted stated that his high school grade point average was 2.0.

Quality of Writing.--Ted passed in the first paper that was requested of him, but he did not do the other three out-of-class papers. This evaluation was based on two rather lengthy papers. The out-of-class paper attacked an issue that was important to him.

I would like to express my encoutment experience of the past about this . . . The ordeal that I went through was extremily fatigue experience with authorities here about the . . . policy.

. . . I did this laboring work not for my personal goal, but for Black people was one deprived of something that we felt will bring us some freedom of learn something of life pleasure.

He loved multi-syllable words and would include as many as he could remember. Too often he did not hear all of the syllables. Thus he had a serious spelling problem. Usually he could recall the first two syllables. The last syllables were not always correctly reproduced.

His ideas became fused at times or could be labeled garble:

. . . There is one signilying word in this above statement, that is ulgy as my experience became enlightenment through the years I found out this word ulgy had a great impack on me it seem to me that word will seperete the mass society in which I live in. How someone value judgment decide what woman is pretty or ulgy.

## NELSON DENNY READING TEST FORM A

	Vocabulary	Comprehension	Total	Reading Rate
Raw Score	14	38	52	207
National %	6	40	19	26
MSU %	1	17	1	2

Student 10, Carl

Background and Attitude.--Carl was twenty-one. He was a congenial Black male from a town of 200,000 people. When things pleased him, he broke out in hearty laughter, encouraging others to join him. It was suggested that he decrease the volume of his laughter, but he did not remember the suggestion the next time he was pleased. He expressed his interest in English because he planned to become a journalist. Because he was able to identify with the teacher, he hoped that instant success would be achieved.

Most of the time he echoed the sentiments of his brother Ted.

Quality of Writing.--Carl had many problems in the way he handled English syntax. Verbs were often omitted; subject nominals were omitted; English inflections might not occur.

He Head of Special Development Programs

Then he talk to Dr. Blank said there been a cut back . . .

As the day go and the clouds lifted up and the temperature have risen it looke like it going to be a nice day after all.

Taken this in conciteration, he . . .

There was a problem with spelling. The letter t was frequently substituted for d. In his haste to increase his vocabulary, he used words that he had not fully comprehended. Each time he used the word, there was a different spelling.

The syntax was not standard, making the thought difficult to follow:

America is a beautiful land, being for people its has it own individual features, like the land itself provide farning, landscraping (for sightseeing), [sic] planting beautiful flowers, and for also animals life.

#### NELSON DENNY READING TEST FORM A

	Vocabulary	Comprehension	Total	Reading Rate
Raw Score	14	28	42	161
National %	6	17	9	10
MSU %	1	2	0	0

Student 11, Mac

Background and Attitude.--Mac came from a town of 81,000 people. It was difficult to establish rapport with this eighteen-year-old Black student because he wore very dark glasses during class. He also wore his hat and joined anything that would upset the routine of the class. To show his boredom with English he looked out of the window.



Mac would not turn in the required papers. From those received it was obvious that he did not have a problem with English syntax but needed additional information about punctuation.

The world today is traveling in many directions. Black way, white way, young way, old way, Viet Cong way, American way, militant way, poor way and rich way.

. . . There is very little that these opposing sides have in common, but there is on thing. All people have to live in this world together.

His treatment of verbs did not demand any special attention. He might substitute was for were or something of that nature.

His high school grade point average was 2.75.

#### NELSON DENNY READING TEST FORM A

	Vocabulary	Comprehension	Total	Reading Rate
Raw Score	18	24	42	226
National %	12	11	9	38
MSU %	1	1	0	4

#### Student 12, Calvin

Background and Attitude.--Calvin's grade point average from high school was 1.2. He spent two years in the service and worked four years in a factory. This twenty-four year old Black male accidentally got in the Detroit Geographical Expedition Institute directed by Michigan State and Wayne State. It was through this project that he was admitted to Michigan State.

Calvin did not feel that another English course was going to help him. He stated that he had as much English as he could digest.

His fervor for equality of treatment of all mankind was his major interest. Since he was personable, it was easy to tell him that if he had the same fervor for standard English usage, he would demand and command an audience to listen to his message.

Quality of Writing.--Calvin's treatment of verbs and spelling was serious. The following indicates what happened in his treatment of verbs and in his spelling:

Maybe you seen some students passing out pamphlet with . . .

Of particular significance is the persistent use of hads.

The older generation hads just rejected the younger generation.

. . . the instuctor hads come to the point of brainwashing the class.

He used commas excessively and ran sentences together. His ideas on his favorite subjects flowed spontaneously.

College is an escape from th real world. You may read this statement and say this guy is crazy but think about it for a minute. Ask yourself why you are in college or wont to college . . . Do you believe it takes as many years of school that is required just to get a job? Well, the answer is no, because on most jobs the training received in school, only gives the employer a idea on your ability.



## NELSON DENNY READING TEST FORM A

	Vocabulary	Comprehension	Total	Reading Rate
Raw Score	16	36	52	161
National %	9	35	19	10
MSU %	1	8	1	0

Student 13, Kent

Background and Attitude.--Kent was an eighteen-year-old white male from a suburban town outside of Detroit. He spent the last three years of high school in a military academy.

From the first day of class it was apparent that he was a cooperative student. He seemed happy to assist in assembling the equipment to be used in class. His response to his classmates was warm.

Quality of Writing.--The assignment to respond to the total environment and to write reaction papers was misunderstood. Three reaction papers were similar to the following:

Second day great, still can't think of anything to write except it is a very nice day and all is going fine. Bye.

Responses during class discussion revealed that his knowledge of the rules of formal grammar was superior to the rest of the class. Yet his papers showed something different.

Old women a white fur covered animal that also live in the nomes of thousand, Just setting around and doing nothing excepting to get free room and board, meals, and a staff of servents waiting on them hand and foot.

He also had a special way of spelling and would misplace modifiers.

NELSON DENNY READING TEST FORM A

	Vocabulary	Comprehension	Total	Reading Rate
Raw Score	30	50	80	327
National %	39	74	56	80
MSU %	9	44	23	23

Student 14, Mark

Background and Attitude.--Mark was an eighteen-year-old white male who was not the least bit apprehensive about articulating what he wanted. He wanted to enjoy his English assignments and to write long organized papers. He too was surprised that he had to take Developmental English because his high school grades in English were good. Of course, he stated, "I never liked the stuff."

His family and home town were mentioned in his papers. Life for him in a town of 27,000 people was colorful and rarely boring.

Quality of Writing.--Mark omitted forms of the verb "to be," important punctuation marks, and ran sentences together in his papers.

Finally motorcycles are ver manuverable for  
example if you caught in a traffic jam all  
you have to do is ride between the cars . . .  
or if your in a hurry . . .

He had some difficulty organizing ideas and often  
got carried away with his ideas. His spelling left some-  
thing to be desired.

NELSON DENNY READING TEST FORM A

	Vocabulary	Comprehension	Total	Reading Rate
Raw Score	22	44	66	262
National %	20	57	37	56
MSU %	2	26	6	9

Student 15, Charles

Charles was a seventeen-year-old Black male from  
Detroit who really acted like a juvenile. Because he  
seemed to need recognition, he often led the class into  
routines not usually found in a college class. These  
routines seemed to make him happy. Charles went out of his  
way to confuse things. His answers to questions were  
evasive. His routine was confusing because he did not  
look the role that he played. (It was learned later that  
his father had a Ph.D. from Michigan State.)

Quality of Writing.--The confusion found in Charles'  
mannerism became more perplexing after the first set of  
papers. Typical in the set is:

I feel like I felt yesterday, only better. I  
can see with 20-20 vision today. I'm just a  
little disappointed about some though. Physically

am find, mentally my ego has been deflated.  
The sun is shinning like yesterday and I feel  
like singing my heart out.

Carl used English syntax. His problems were  
similar to the general problems found in the class. When  
the following lines were turned in, a new reaction  
occurred:

I believe I need my head examined, I don't  
know what's wrong with me but I need help.

The confusion mounted after the first paper written  
in class was evaluated.

Socially the disadvantaged are not concerned  
about college, although they are concerned with  
living and grabbing for every slice of life they  
can get. The poor brave soldiers who die to  
protect the wealthy college student's freedom  
are the true heroes of society.

#### NELSON DENNY READING TEST FORM A

	Vocabulary	Comprehension	Total	Reading Rate
Raw Score	23	26	49	161
National %	22	14	16	10
MSU %	2	1	1	0

An analysis of the student's papers indicated that  
the major writing difficulties could be attributed to  
limited knowledge about American English syntax with most  
of the difficulties being in the malfunctioning of phrase  
and clause structures, verb tense sequence, and the ability  
to embed ideas to acquire variety in sentence patterns.  
Thus, the emphasis was placed on those habits that were not  
considered standard. To serve as an instrument to effect

dialect expansion, an elementary look at the nature of the English language was presented. The following general format was used:

#### Planned Schedule

Since language belongs to mankind, this course in Developmental English, which met four times a week for fifty minutes, attempted to give some specific information about how language works in different settings and to suggest some ways that communication could be more effective.

#### Writing Assignments

Writing assignments were classified as at-home and in-class. The at-home assignment grew out of reactions to the total environment. Students were asked to record in an 8½ by 11 inch notebook, using a number two soft lead pencil, one reaction per day, totalling a reaction paper for each scheduled class period. The soft lead pencil was used for convenience in making transparencies of these papers, which were used for class discussion on Friday of each week. Conversely, the in-class papers were somewhat more structured. Topics on a variety of subjects were assigned and writing was completed during the fifty minutes of class time.



### Special Projects

Students who wanted to do special projects had to allow for time outside the regular class period. Assistance in doing a project was obtained from the Learning Resource Center. The hardware used included the ektographic copier, the 8mm camera, overhead projector, record discs, and audio and video tape recorders. The projects had to be completed and presented in class at least one week before the end of the quarter.

### Examinations

The final examination was designed as both essay and an objective test. The essay was taken from assigned readings and the objective test was the same as the pre-test--The Nelson Denny Reading Test Form B. The mid-term examination was an essay written during class period. Students were informed that unannounced quizzes could follow any unit. The quizzes were designed to check on readings and to serve as feedback of the student's understanding of materials presented. Grades placed on papers were not necessarily totaled in the final grade. The major and final concern in the course was the ability to demonstrate effective communication in oral and written discourse.

### Class Days

A week of class assignments was to be divided according to the following plan:

Monday and Tuesday--Material from the textbook, An Introduction to Language, by Robert J. Geist.

Thursday--In-class writing assignment.

Friday--Grammar and reading. Materials for discussion were taken from both sets of writing. The reference to be used for grammar and syntax was Steps in Composition by Lynn Troyka and Jurolud Nudelman.

On Mondays and Tuesdays only was the class to follow structured format. On these days discussions on the nature of language followed, as closely as possible, a planned outline divided into seven units. (For detailed outline see Appendix A.)

### Unit I.--"The Importance of Language"

#### A. Objectives

The behavioral objectives designated for each student were to make a list of five items illustrated by the text showing knowledge of the importance of language and to prepare a two-minute oral discussion on one of the five items chosen.

#### B. Materials

Materials to be covered included: 1) the importance people place on language, the need for accuracy, and the interest people find in language; 2) the prevailing attitudes toward language including the "real" language and "bad" language.

### C. Exercises

It was hoped that each student would do all of the exercises, but the following were specifically assigned:

1. Collect from newspapers and magazines samples which show language as interesting and important.
2. Use the OED to trace the history of five words that are interesting.
3. If you feel strongly about language being associated with character, write some specific examples which indicate that the association was not just.

### Unit II.--"Some Basic Facts About Language"

#### A. Objectives

The behaviorial objective covering this unit asked the student to demonstrate in writing the definition of language by elaborating on eight of the eleven characteristics found in the text.

#### B. Materials

Materials for discussion in this unit included language as a human accomplishment, language as purposive, language as arbitrary, language as symbolic, language as a code or a system. This unit stressed the idea of no "best," no "most beautiful," and no primitive languages. The discussion of facts about language were concluded in

this unit with the primacy of speech and the variation of language.

### C. Exercises

The exercises suggested for all students was to be an expression of two basic facts about language in a drawing accompanied with dialogue, exposition and/or description. The drawings were to be placed on transparencies and used in class discussions. The best examples will be expanded into transparency-tape presentations.

## Unit III.--"The Individual and His Language"

### A. Objectives

Two objectives will identify this unit. The student will be asked to state in writing 1) the definition for idiolect with specific examples from the text which show variation in idiolects, and 2) to list three functional varieties as explained in the text and three from personal experiences explaining and illustrating each.

### B. Materials

This unit was concerned with two major ideas. First, a language is a collection of idiolects--an idiolect being the sum total of an individual's language; second, "functional variety" refers to variations in language in accordance with the function the speaker intends and includes such varieties as formal, informal, slang, profanity, technical language.

### C. Exercise

All students were required to write a paragraph which depended heavily on slang. The slang paragraph was to be rewritten for a more formal occasion. A second required exercise was to list ten colorful words with multiple meaning from the individual's speech.

## Unit IV.--"Social Dialect"

### A. Objectives

Behaviorally the student differentiated between standard and nonstandard dialects through oral discussion and showed the effect of tradition on standards of English in the twentieth century.

### B. Materials

Ideas to be advanced in this unit included standard and nonstandard English. As Geist puts it, "Standard English taught in the schools has often followed a rather nebulous 'authority' rather than the observed practices of educated people."<sup>3</sup> This unit proposed to take an objective look at imposed standards of present-day English growing out of the eighteenth-century attitudes of Samuel Johnson, Bishop Lowth, and Gould Brown. Persistence of the authoritarian tradition, the doctrine of usage, and varying

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<sup>3</sup>Robert J. Geist, An Introduction to Language, Teacher's Edition (London: The Macmillian Company, 1970), p. 43. (Teacher's Manual.)

standards of language were related to current attitudes toward correctness.

### C. Exercises

To demonstrate an understanding of the materials covered in this unit, the exercise assigned to all students was to write two passages which exemplified the definition of standard and nonstandard speech.

## Unit V.--"Place and Time in Language"

### A. Objectives

The objective behavior expected at the completion of this unit was a classification of twenty items according to geographical and historical dialects found in the English language.

### B. Materials

Proposed for the cognitive information in this unit was pointed discourse on differences in pronunciation, vocabulary, and grammar. Discussions were focused through regional dialect, differences in American and English dialects, prestige dialects, and regional variations in other countries. Another facet of this unit was to look at the changes of language in the course of time. An elementary look at comparable passages in Old, Middle, and Modern English was presented. The students were not expected to learn any details of Old or Middle English, but were to become aware of change as a fact of language.

This unit was to culminate in a television tape of a lecture by the author of the textbook.

### C. Exercise

The only pre-planned exercise for this unit was to conduct a dialect survey. The students were to interview, if possible, a co-operative older person such as a grandparent, or he might select a person who had lived in one place most of his life and then record specific data about this person.

## Unit VI.--"Grammar"

### A. Objective

At the end of the grammar unit, the student was asked to prepare three transparencies for class presentation which would illustrate each of the three descriptions of grammar.

### B. Materials

This unit was primarily concerned with three stages of English grammar--Latin-based, structural, and transformational. The rationale behind this presentation was to get each student to think about grammar and to understand that descriptions of grammar are most useful when they reflect the language habits of the users of that language. The students were to focus on some comparable definition of determiners, questions, sentences, and verbs.

### C. Exercises

Each student was asked to prepare exercises A-D on pages 130-131 of the text. The answers were to use the following format:

Auxiliary	+ Main Verb
tense + (modal) + (have + en) + (be + ing) + V	

Students were also asked to discuss verb patterns and sentence patterns that were presented by overhead transparencies.

### Unit VII.--"The Sounds of English"

#### A. Objectives

Students were expected, upon the completion of this unit, to correctly write in phonemics eighteen of the twenty-five words spoken by the teacher. They were expected to learn the articulation of the English speech sounds.

#### B. Materials

This unit focused on the phonemic alphabet and the production of English speech sounds. The unphonetic spelling of English words were stressed, calling attention to our system of spelling as "an accident of history, not something carefully planned ahead of time."<sup>4</sup> For a better understanding of the production of sounds, the organs used

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<sup>4</sup>Ibid., p. 133.



in the production of speech sounds--vowels, consonants--were discussed in some detail. The definition of a phoneme as any sound capable of indicating a difference in meaning in a given language, and allophone as a non-significant variation of a phoneme occupied some of the discussion period. Along with this material was a discussion of other elements of speech, such as pitch, stress, and juncture, which are also capable of indicating meaning.

### C. Exercise

One exercise was to be required in this unit. Students were asked to articulate two tongue twisters. The difficulty in articulation was to be identified by means of the phonemic alphabet. The use of the tape recorder was suggested.

## CHAPTER IV

### DESCRIPTION OF ACTUAL CLASS ACTIVITIES

The procedures described in the preceding chapter were presented as planned for Unit I--"The Importance of Language" and Unit II--"Some Basic Facts about Language." An exploration of the unique treatment of language by projection of transparencies produced lively discussions for some students and defensive hostility for other students. The curious students remained silent while the defensive students indicated that they were not interested in any English dialect other than the ones they had used all of their lives. More precisely, they did not ascribe to any English course which might conceivably serve to alter their beliefs. Not only were these students not interested in a discussion of dialects, they made it impossible for the discussion of dialects to continue. More specifically, the students stated that a continued discussion of dialect might serve to make them lose their ethnic identity--a process that is taboo in their cultures.

During the first week of class an in-class paper was written and the Nelson Denny Reading Test Form A was

given to each student. As a result of dialect discussions, in-class writing assignment, and the Nelson Denny Test scores, it was apparent that the students had limited skills in the English of the immediate community, that they failed to accept the fact of their limitations, and that they were not ready to absorb cognitive information. At this juncture, the planned procedure was abandoned for a more flexible syllabus. Latitude for the completion of assignments was given. Instead of following the planned outline, class procedures were rearranged into major activities. The new procedure may appear to be a "round-about" way of arriving at the intended objective. But, it seemed to the writer that the postulation of recognition and possibly the understanding of multi-dialects might serve as a chance for students to reconstruct their beliefs as they related these beliefs to the self image, the nature of knowledge, and experiences in the learning process.

The first major activity covered the dictionary and sounds. Student's lack of proficiency in dictionary skills detracted from both their spelling and their ability to complete enrichment exercises. Circumstances dictated the teaching of Unit VII--"The Sound System in a modified form."

### Dictionary and Sounds

The vowels were classified according to positions--front, back, and central.<sup>1</sup> Each vowel was given a musical note, and the student intoned the sounds. The musical presentation lent itself to a more relaxed class with each student trying to stay within each phoneme family. This exercise allowed for freedom of expression along with freedom of inquiry. A list of key words was vocalized followed by isolation of the vowel sound. The intonation of sounds continued until each student was able to set his limits for each sound and was beginning to identify his idiolect.

The technical definitions for the consonant sounds were omitted. Instead, a diagram showing places of articulation was projected by transparencies. Starting from the lip position preceding through the diagram, the place of articulation for each sound was identified. An exaggeration of each sounds was encouraged. Using the idea of the Tommy stories,<sup>2</sup> many of the sounds were associated with familiar sounds from the student's daily activities. Some of the positions were more difficult to master than others. Often /d/ was substituted for /th/.

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<sup>1</sup>Robert J. Geist, An Introduction to Language (London: The Macmillan Company, Collier-Macmillan Limited, 1970), pp. 153-57.

<sup>2</sup>Empress Young Zedler, Listening for Speech Sounds (Garden City, N.Y.: Doubleday and Company, Inc., 1955), pp. 1-143.

Dis, dem, dose, and dat were juxtaposed with this, them, those, and that. No value judgement was made about the substitutions since both sets of words communicated. A description of the initial sound in both groups of words indicated that the average student in this class was not aware of the places of articulation. Other sounds which proved to be difficult to master were the /s/ and /z/. The most effective technique followed the Tommy stories which referred to the /s/ as the hissing-snake sound<sup>3</sup> and the /z/ as the buzzing-bee sound.<sup>4</sup> The diphthongs were also intoned.

All of the sounds, particularly the vowels, were related to the key to pronunciation in the dictionary. Even though each student was asked to bring Webster's Seventh New Collegiate Dictionary to class, other dictionaries were used. A comparison of the keys found in the various dictionaries was made with the phonetic symbols used in the text. A typical example used was blackguard. When the class was asked to pronounce the word, there was no response. One group was embarrassed while the other group did not wish to offend. An examination of the word broke the silence and an eagerness to continue the dictionary exercise prevailed. Instances of skepticism were decreasing. Each student was beginning to follow his own line of reasoning, a line which, more or less, helped him to decide upon the right course for him.

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<sup>3</sup>Ibid., p. 78.

<sup>4</sup>Ibid., p. 72.

The dictionary drill was followed with tongue twisters. If the student was not effective in delivering his tongue twister, he discussed his errors in articulating the sounds. When errors were made, from his own choice, the student was eager to try until he perfected his sounds. The usefulness of this approach was unlimited. Implicit in the procedure was, perhaps, a fuller appreciation of the nature of the English language. The modified approach of the sound system set the stage for a more detailed treatment of Unit VII. At this point the students were ready to accept cognitive information about the language. They were not asked to memorize the technical definitions for the consonant sounds, but found it fun to be able to articulate and identify such definitions as voiced alveolar nasal continuant. Reading the definitions became a drill in articulation.

#### The Individual and His Language

The transition from the dictionary unit to Unit III--"The Individual and His Language" was not a problem. Attitudes had changed; students invited friends to attend the class. As they put it, "the class is not another boring English class with tired materials in grammar."

The unit was introduced with a copy of a page from the Oxford English Dictionary being given to each student. The word selected for discussion was one that was not intended for the writer to hear when the students chatted before the class. The initial discussion of funk and

funky<sup>5</sup> provoked laughter, but a curiosity about the origins of words soon became apparent. Later, each student selected a word of interest to him and checked the usage through the years. The choices ran the gamut. Among the more colorful ones chosen were bitch, fool, freak, dam, aint, and hep. Those students who chose "swear" words apologized for their choices but admitted their curiosity about the origin. The OED experience was an extra-ordinarily profitable one for students. In fact, they got excited about words, word origins, and pursuing semantic change.

The selection of slang words set the stage for students to write slang passages and to translate the passages into what they considered standard language. When the slang passages were read, students tried to interpret the meanings. From this measure, the group concluded that slang is language and each segment of society invents its own slang which does not necessarily communicate across cultures.

#### English Syntax Via Transparencies

To have begun a discussion of English syntax with subject-verb agreement or the identification of nouns and verbs with this class would have been chaotic. Thus, the prepositional phrase as a modifier began the unit in English syntax. A mimeographed list of words that may be used as

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<sup>5</sup>James A. H. Murray and others, eds., A New English Dictionary on Historical Principles ["Oxford English Dictionary"] (Oxford: Clarendon Press, 1933), Vol. IV, p. 608.

prepositions was passed to each student with each student being informed that whenever these words were identified as prepositions, a noun would follow.<sup>6</sup> The patterns for prepositional phrases were given:

Preposition + noun

Preposition + determiner + noun

Preposition + determiner + modifier + noun

Determiners were identified as words that pattern like a, an, and the, signalling that a noun would follow. When operational meanings of prepositions and determiners were established, a transparency of ten lines taken from the Saturday Review was projected. The students were to list all prepositional phrases in the order in which they occurred in the passage. Out of sixty-two words in the passage, thirty-three of the words were part of the ten prepositional phrases. The endeavor was to show the importance of the prepositional phrase as a modifier and to take some of the "biting sting" from introducing grammar. The students were able to identify the phrases and a discussion of the difficult passage followed.

From the prepositional phrase four basic sentence patterns were presented:

1. Noun + verb

2. Noun + verb + adjective

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<sup>6</sup>Paul Roberts, Patterns of English, Teacher's Edition (New York: Harcourt, Brace and World, Inc., 1956), p. 88.



3. Noun + linking verb + noun

4. Noun + verb + noun

The first expansion drill used pattern one by adding prepositional phrases after the noun and verb.

Students dance.

The pattern was further expanded by adding determiners, auxiliaries, and adverbs.

Those students in college dance at night.

Those students in college dance well.

The student who wrote, "He Head of Special Development Programs," expanded this pattern into the following:

All of those interesting students who attend college in the fall of the year happily dance the latest dances in the lounges of their dormitories when they have completed their lessons for their classes.

(It must be noted that the students were permitted to use the dictionary as they wrote their sentences.)

The same procedure was followed for all basic patterns.

Patterns were repeated orally, but not necessarily with any degree of structure. If the student felt uncomfortable repeating the patterns, he was allowed to do exaggerated mouthing. Mouthing also decreased the boredom that is often connected with sentence drills. Many patterns were written in class, individually checked without being graded. When a student thought that he had written a good pattern, he wrote his pattern on a transparency with a grease pencil.

He also supervised the drill. The exercise proved to be competitive and exciting with some sentences being designed for shock treatment. The approach that the students took was not discouraged because it was remembered that Dr. Lin's research had established that highly structured drills did not prove interesting to college students.<sup>7</sup> The real test, however, of how well a student understood the patterns was determined from the next set of papers.

Now that the patterns had been presented and mastered to a degree, a list of subordinators and coordinators was given to each student. The use of these words was to establish variety, eliminate run-on sentences, and comma splices. To check the understanding of these principles, student papers were placed on transparencies and projected. The students were told not to identify their papers even though they could discuss the good and bad points. The emphasis was on communication of the intended message. They were to consider two questions:

1. Was the intended message communicated?
2. If the message was not received, what distorted the message?

At this point the students were enthusiastically discussing the papers and having fun laughing at their "crazy" errors. The writer sat at the edge of the arena as the students regained confidence in their innate ability. They were

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<sup>7</sup>Lin, p. 140.

learning without being taught. Only one student seemed uncomfortable about the activity. His paper was not projected. Sometime later, however, he admitted that he was glad that his paper had not been projected. He later felt that he was able to accept his errors and asked for his papers to be projected. Other students asked for the paper-transparency exercise to be repeated. This was, to them, one of the most enjoyable activities.

The next set of papers were at-home themes which followed, in time sequence, the drills in English syntax. Papers were evaluated by students. They knew that they had made progress but also knew that they had a lot of work to do. Their comments on the use of verbs led the class into a discussion of the description of the verb of a sentence.

AUXILIARY

+ MAIN VERB

~~~~~  
Tense + (Modal) + (have+en) + (be + ing) + Verb

The description of the formula was reinforced with selected pages from the text. The discussion exercise were statements taken from cassette tapes that had been passed in to be evaluated. Some examples are:

I going home.

Where you been?

The girl been gone.

Errors that eliminated part of the formula were quickly detected and explained in relationship to the formula. Again, no value judgment was made about the eliminations. The idea was to show what is expected in the English verb pattern. On the other hand, it was hoped that those who did not use the formula correctly would make overt changes, if they found it a feasible thing to do. Fortunately, the efforts were made. It was also recognized that lifetime patterns would not be changed by a mere suggestion. The important thing is that the students had a tool that could work if they needed it.

Another major activity focused attention on the omission of third person singular /s/ as in "It look good," and the addition of the /s/ with the first person singular as in, "I thinks it is correct." After facts were visually presented, the class was divided into two groups. When one group gave the person, the other group made a short sentence using that person. Correct verb answers gave points to the group. Scores were tabulated to determine the high scoring group. Students asked that the game continue. After the scores were tied the game stopped. Repetition of the game reinforced the necessary principles.

Fisher's<sup>8</sup> technique of oral practice was used to show the relationship between verb ending and time expressed.

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<sup>8</sup>John C. Fisher, Linguistics in Remedial English (The Hague: Mouton and Company, 1966), Appendix A, p. 55.

| S    | V     | ed | Time Expression            |
|------|-------|----|----------------------------|
| John | need  | ed | his warm coat last night.  |
| He   | arriv | ed | safely yesterday.          |
| They | walk  | ed | on the campus last Friday. |
| It   | dawn  | ed | on him as he drove home.   |
| We   | hurri | ed | to class this morning.     |

From this format showing the -ed form of the verb to indicate past time expressions, students were able to make charts showing time relationship. Later they were able to group the irregular verbs such as sing-sang-sung on patterns.

After introducing the incomplete -ing form of a verb, the participle and gerund, the enrichment exercise in syntax required the student to supply his own words for the elements indicated below the blanks in proposed sentences:

\_\_\_\_\_ is not always easy.  
(gerund phrase)

\_\_\_\_\_, the policeman caught him  
(participle phrase) at the gate.

### History--"Place and Time in Language"

By taking a look at the structure of the English verb and the basic patterns of the English sentence, considering modification, predication, complementation, and subordination, the students were eager to know more about the nature of their language. Even though there was some

apprehension on the part of the writer to introduce a look at earlier forms of English, a look at Unit V--"Place and Time in Language" proved rewarding. The unit began with a look at regional dialects in the United States with the writer identifying her Southern background. The "I say, you say" technique was used. For example, in the South I say faucet, what do you say in Northern Michigan? I say cornbread. What do you say in Flint? From regional dialects in the United States, we moved to British vs American English. There was little apprehension on the part of the student to try to approximate the British pronunciations. The lesson was excellent for showing the stress on syllables.

Instead of reading the Old English from the text,<sup>9</sup> a sample was projected. A translation was rendered after certain directions had been given. A close look revealed specific correlation. Surprisingly, the poor spellers were among the first to identify the words. On the other hand, translating the Middle English passages did not present a great problem. When the Shakespearean quotations were presented, one student remarked that he always wondered why he never liked Shakespeare, adding that, if the man were living today, he would be in remedial English because he would have a problem with modern English syntax, not to mention subject-verb agreement and spelling. The introduction of the older forms of English did not attempt to go into specifics of the periods, but attempted instead

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<sup>9</sup>Geist, pp. 101-2.

to take a good look at the changing English language. Students alluded to changes that are taking place today.

Since no student in the class had identified himself as being an Ozark mountaineer, it seemed safe to introduce the following passage for discussion:<sup>10</sup>

To the mountain child toys are "play-pretties," whether homemade or store-bought. A mantel is referred to as a "fire-board"; twilight as "dusky-dark"; sunrise as "sunup"; sunset as "sundown"; a storm cellar as a "fraidy-hole"; a relapse as a "backset"; a widow as a "widow woman"; chores about the place a "morning work" or "nightwork." Children speak of God as the "Good-Man" and of Satan as the "Bad-man" or the "Booger-Man." These and the many other self-explaining compounds in every day are an inheritance of the Old English tradition.

A record<sup>11</sup> of voices approximating how people of these periods sounded was played. The dialect record, "Our Changing Language-History of the English Language" led the class back to the idea of social dialect, an idea that was rejected earlier. From this point, the defensive hostility was gone. Attitudes had truly changed.

### Writing Assignments

The proposed writing assignments were followed as closely as possible. Students turned in three at-home papers a week until the last two weeks of school when they were told to turn in only one paper a week. One in-class

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<sup>10</sup>Jewel Kirby Fitzhugh, "Old English Survival in Mountain Speech," English Journal, 55 (November, 1969), p. 1225.

<sup>11</sup>Helge Kokeritz, "A Thousand Years of English Pronunciation" (EAV Lexington LE 7650/55, 1967).

paper a week was to be written. When papers were not written in class, work in sentence variety was done.

Marjorie F. Benton believes that one sentence is a reasonable assignment. She states that:<sup>12</sup>

. . . on varying days the class may be asked to construct original sentences demonstrating prepositional phrases, the use of dependent clauses, introduction of appositives, opening sentences with participle phrases, or using passive verbs. Compounding sentences, using additional predicates, placing modifiers after linking nouns suggest equally adaptable requests . . . Using his personal discoveries brings him the satisfaction of mastering the problem, and it further reinforces his new learning by its immediate application to a practical performance.

In-class writing was often motivated by playing record discs of several types which included classical as well as popular music. Students wrote reaction papers to the music. Other reaction papers were written after seeing 35mm slides. Descriptive papers were written after groups created stories from the Kodax literacy flat series. Papers to persuade on social problems were taken from the assigned reader.<sup>13</sup> To serve as a guide, examples of creative writing were given to each student. Uptaught by Ken Macrorie had the greatest impact in influencing the topics selected by students.

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<sup>12</sup>Marjorie F. Benton, "A Reasonable Assignment: One Sentence," English Journal, 54 (November, 1965), p. 717.

<sup>13</sup>Lynn Troyka and Jerrold Nudelman, Steps in Composition (Englewood Cliff, New Jersey: Prentice-Hall, Inc., 1970), p. 395.



### Out of Class Activities

Each student was given a cassette tape to use in communicating with the teacher when he did not have the time to come to conference, or when he wanted to discuss issues that he found difficult to do in a face-to-face situation. Tapes recorded by the students were not only on the academic material in the English course, but also on problems that beginning college students face. Responses to tapes included discussions of papers found in the student's folder and some directions relating to other articulated problems. The tapes from the students served as good feedback and thereby influenced the class procedures.

Another out-of-class activity proved to be useful in getting the members of the class involved with each other on a personal level was the field trip to Erickson Hall's media laboratory. Even though the students were responding to class materials, up until this point, in a sense they were anonymous to one another and isolated to a degree. A typical written reaction paper to the field trip included the following comments:

The project work at Erickson gave students a good chance to talk with other students. Many students often discussed their pictures with others. This made us understand each other better.

Mac

The time spent at Erickson on our field trip was a wonderful experience. There were so many things to learn. I was actually fascinated. You were able to make whatever you wanted whichever way you

wanted. When and if you had a problem, the supervisors were more than helpful . . .

I enjoyed the feeling of being able to do what I pleased. It was a change from a regular class room where you were under the teacher . . .

Nelle

Observing Sigred's smiling face after she had completed one of the laboratory projects, a remark about her big smile was made to her. She chose to respond to the field trip by cassette:

As you mentioned, I gave a big smile. I was happy with what I had done. Actually, I am only happy for a moment or two. I am never satisfied with whatever I do. I always want something better.

### Final Projects

After taking one lesson from Dr. Elwood Miller in the use of the 8mm movie projector, Mark and Kent made an 8mm movie on "The Frustrations of College." The scenes were shot in their dormitory where they simulated places for registration, the cafeteria, and the college library. They also showed scenes of the many interruptions in trying to study in the dormitory. Mood music served as background for the film while a tape explained the scenes in the movie. The class thought that the movie captured the typical frustrations of college students and that the presentation was good.

Another special project made use of student-made transparencies to illustrate important points in presenting class papers. Marie's paper discussed "The Generation

Gap." Prior to writing her paper, she made a sentence outline which included the use of fifteen articles from such magazines as the New York Times, Saturday Review, and U. S. News. She explained to the class that it took many hours to find illustrations which could be made into transparencies and that as she searched for visuals, she became more involved in her paper. In the summation of her paper she stated:

Young and old people are not entirely self-centered. They want to try to work together exchanging ideas; however, before either group can work together, they must accept the fact that there is a generation gap and that only by understanding, cooperation, and patience can each obtain the desired goals. Both sides of the situation must be looked at carefully. The young and older generations must come out of their separate groups before it is too late to help one another.

Sigred's paper-transparency presentation was on "The Giant's Militaristic Future." Her thesis idea stated that "Once China's forces become better equipped, she is on the road to becoming a militaristic power." Of significance in her discussion are the following lines that she vividly illustrated by projecting her transparencies:

Although China's nuclear technology is only a couple steps behind the United States and U.S.S.R., she still needs many more years to work on military transportation and better equipment of her army. Because China has had a long struggle in feeding her people, she has used most of her capital and technology in agriculture instead of militaristic defense . . . . She must wait, hope, and struggle to increase her technology so that it will be sufficient enough to produce enough food for her people and then enough to be used for military purposes. China is progressing slowly but surely.

The last set of final projects were slide-tape presentations. The technical directions for these projects were given by Mr. Dan Preston of the Learning Resource Center. After the students had presented a general idea of what they wanted to do and made outlines, Mr. Preston assisted them with the story board which did not necessarily follow the proposed outlines.

For weeks these students collected pictures which were to be copied and made into 35mm slides. They viewed slides, edited and reviewed; music and narration had to be taped and edited, then synchronized with the slides. Charles, the youngest member of the class, choose drug addiction as his topic. His presentation asked questions:

Is it possible that human beings are slowly losing their instinct to survive and to preserve self? It certainly seems that way. The way people continue to smoke and inject themselves with every kind of drug that they can get their hands on seems to suggest that they are losing or have lost their capacity to reason. How desperate, how ignorant, how lacking in basic human intelligence and self control one must be to take drugs already known to destroy the minds and bodies of thousands of users.

"A Message from a Black Man" was also a final project. Tim's sophisticated approach to the racial issue visually pictured, along with voice and music, the feelings of every Black man in every segment of society. He stated that he wanted the impact to be shock therapy for a world that forgot to care. He added that:

One of the gravest problems confronting our society is the inability of many of its people to communicate with one another. I suggest that any person who wants to understand the message that the Black man has for his fellow citizens that he use every means of expression available to get a complete unbiased, yet accurate picture of the needs of a people.

The director of the Developmental English program, Mrs. Jane Featherstone, was present when the final projects were presented in class the last week of the quarter. She was pleased to see the students involved and relaxed, particularly after some students question the selection of some visual materials. The questioning period was lively. It was apparent at this juncture of the quarter that students had consideration for the opinions of others, and no one student monopolized or killed the discussion. Those who were questioned about the materials had good reasons for their choices and found it easy to state them. It must be noted that no one questioned "A Message from a Black Man." The shock therapy left the viewers thoughtfully silent.

The last two projects described were presented to an American Thought and Language Committee of faculty members interested in the instructional process. Several members of the committee played the role of the devil's advocate in questioning the relationship of the use of media in an English class. One student answered by stating his purpose was to effectively communicate his message, and he found organization for writing when he visually

organized his thoughts. This, he felt, kept him from lack of unity and coherence. He added that before he wrote his final paper, he was able to rearrange the slides in the most effective method to communicate his message. No other questions were asked.

## CHAPTER V

### EVALUATIONS AND RECOMMENDATIONS

The general objective of the course states that since language belongs to mankind, the course is designed so that the student will have a better understanding of how his language works. In light of this general objective, it is believed by this writer that students in this class discovered many meaningful facts about the origin and nature of the English language. A review of the intended behavioral objectives shows that each objective was accomplished in varying degrees. Since the syllabus was re-arranged as major activities, it is felt that, in a sense, the goals were obtained. A change of procedure dictated a change in behavioral objectives. Specifically, when the student was asked to list twenty items according to geographical and historical dialect, the approach did not merit the suggested treatment. Instead, students spelled out these facts in class discussions. The only other behavioral change that did not follow the syllabus involved the sounds of English. To ask the student to correctly write in phonemics eighteen of the twenty-five

words spoken by the teacher and to identify 85 per cent of the speech sounds would have defeated one of the purposes--to master acceptable speech forms of the immediate community. The idea was to give a workable tool which could be used long after the course had terminated. Students did make use of the tool.

The academic progress of the students varied. A brief description of the student's progress includes excerpts from papers and tapes. All final papers are not included since the students chose one topic from three which were based on Jonah J. Goldstein's essay, "Give Drugs to Addicts So We Can Be Safe."

### The Students

#### Student 1, Paula

Paula's first papers revealed that she did not completely understand the English sentence. As a result, her sentences ran together, and she used limited terminal marks. Paula re-wrote most of her papers. If an error was corrected on the second paper, the same error would be repeated in the third paper. She seemed to have understood the principles of grammar, but would not work to retain them. An at-home paper might follow this format:

Last Thursday at dinner was the best time I ever had in Gilchrist Dorm. We celebrated Halloween by waring customs to dinner. Two Black girls were dressed as slaveoweners and, two white girls were dressed as slaves. Some girls on the first floor were dressed as punkin patch. One girl was dressed as a little girl with a diaper on. Another girl came dressed as a nun . . .



Paula's final essay written in class showed that she had doubled the amount of writing and did not show as many run-on-sentences; however, she used excessive commas or the wrong terminal mark. Also, she continued to spell words as she pronounced them.

The thought of legalizing drugs, never really entered my mind, until I read J. Goldstein's essay, which I agreed with 100%. I can see where legalizing drugs will danger anyone lives or helath any more than the legaliztion of cigarettes or alcohol. If they are all harmful in some way, they should receive the same treatment . . . Why band something from the market that is not as harmful as what we are selling. If drugs were leagalized they would be sure to be safer than alcohol or cigarettes and cost about the same or less . . .

NELSON DENNY READING TEST FORM B

|            | Vocabulary | Comprehension | Total | Reading Rate |
|------------|------------|---------------|-------|--------------|
| Raw Score  | 18         | 22            | 40    | 235          |
| National % | 10         | 10            | 9     | 52           |

Paula recognized that she had not invested enough time in her studies to advance to the next level. We agreed that she should try the same phase of English again.

Student 2, Thad

After football season, Thad put a lot of time in his studies. First he improved his penmanship; then he improved his spelling. From the following topic sentence he developed an interesting essay on nuclear war and the first aider:

The threat of nuclear war is very prevalent in our society, and if we are not prepared to cope with the problems that arise, our society could be doomed.

. . . The fourteen days following a nuclear attack are always the most critical. These are the days when radioactivity is in the largest quantity and is most harmful to human beings. After a nuclear war, the job of a first aider is to alleviate suffering and to sustain life for the critically injured. In a national disaster the lives of many people could rest with the first-aider's ability to perform life saving measures to injured victims . . .

Thad's final essay was five times longer than his first and much more organized. He kept his dictionary with him as he wrote his paper. Spelling the words that he wanted to use was no longer a problem.

Drug addiction is a problem which should be given immediate attention by every law enforcement agency in the country. If we do not nip it in the bud, drug addiction will be allowed to blossom into a problem of uncomparable proportions in our society. Strict laws must be created by our legislators to help combat the situation . . .

There is no single solution for curbing the drug addiction problem in the United States today. In the last several years advocates of strict penalties and fines for drug addicts and pushers have stated their arguments profusely. Several penalties were enacted by our legislators but to no avail. Severe penalties regarding drugs pushers have not helped to stop the mammoth flow of drugs to this country . . .

#### NELSON DENNY READING TEST FORM B

|            | Vocabulary | Comprehension | Total | Reading Rate |
|------------|------------|---------------|-------|--------------|
| Raw Score  | 39         | 42            | 81    | 309          |
| National % | 55         | 53            | 56    | 79           |

Thad knew that he had improved in many aspects of English. He was recommended to take the next level English course.

Student 3, Nelle

Nelle remained confused for some time. It was difficult for her to forget that she failed the entrance examination after having been in the college preparatory track. Finally, she understood what was interesting writing. In her attempt to broaden her topic she wrote:

There has been a spot of dust under my roommates bed for the past three days. No matter when I clean, this is always the spot I miss. It looks or appears to be telling me, "Say, you missed me." Now I don't particularly enjoy being dirty even though this feeling never bothers me enough to clean the spot. I still think about it laughingly. It will have to wait until next time; maybe it will have more luck.

From the many papers written by Nelle, her comments on "College is more than just books" showed some of her frustrations and anxieties in a new environment. After seeing several slides of scenes on campus, she wrote:

College is a new world that everyone should have the experience of living. This does not mean all work and no play because life itself will determine how a person spends his life long after his college days have died. College really is a chance to know oneself and to make it as an individual. Most parents would never dream of letting their seventeen or eighteen year old get apartments, but they actually push their children to go to college. To me, this is much of the same thing. In college you are on your own with many temptation. For example, when everyone else is going out and you must stay home to do your homework, temptation is there . . . Believe me, college is a world apart from everything you have ever known. College is more than just books.

## NELSON DENNY READING TEST FORM B

|            | Vocabulary | Comprehension | Total | Reading Rate |
|------------|------------|---------------|-------|--------------|
| Raw Score  | 39         | 38            | 77    | 403          |
| National % | 55         | 42            | 50    | 95           |

It was important to Nelle to successfully complete the course, even though it was difficult for her to expand her ideas. Nevertheless, after mid-quarter she worked to do some creative thinking. She too was recommended to take the next level of English.

Student 4, James

James was deeply concerned about people. He was also concerned about grades. When a mark less than 3.0 was placed on his papers, he became concerned. He often mentioned, always on tape, that he had never written an English paper graded under 3.0. In our discussion of his papers he agreed that he did not develop ideas and had many writing problems that he never knew about. James was deeply concerned about people. After seeing several slides on different types of women, he wrote:

My experience with the opposite sex leads me to conclude that there are no ugly women. All women are beautiful in some way or another. The beauty may not be in her face, eyes, nose, or even her hands, but it is there. The only reason that people say there are ugly women is because society puts labels on women. If a woman is too fat, too skinny, or just doesn't have sharp facial features, many in society consider her to be ugly. It makes me happy to be able to see beautiful qualities in all of God's creatures. To me, there are no ugly women.

In another paper he wrote:

Looking out of my window on this lovely fall day, I can see many different things happening. I can see some guys playing ball across the street. I can see people going to class. Most of all, I notice the small girl sitting on the grass with no expression on her face--no feeling, no concern, just a blank stare toward no place. Has someone hurt her? As I see her soft black hair blowing gently in the wind, I wonder if she has physical pain. Now I am beginning to wonder if she is really there, or am I just seeing things. I wonder because if she is real, I would like to reach out, touch her, and protect her from harm.

In his final essay he comments on drugs:

I agree with Goldstein that society, not the addict, could best be served by making narcotics readily accessible to addicts. Imagine a society without pushers, crime and murderers because of one thing--drugs could be easily obtained from some type of drug center. Imagine a society with less taxes. Yes, with drugs easily obtained people would not have to pay so many taxes to help the addicts and pushers in jail.

It soon became apparent that James worked at a rather slow pace, but always managing to complete enough of the exercise to show that he understood. James was recommended to move to the next level; however, he was warned that it is not always possible for him to go at his rate. He agreed to try to work with speed and accuracy. The fact is that he never completed an exercise that was timed, yet it was apparent that he understood the directions and the material. James' Nelson Denny test score did not show much gain, but his writing skills were improved. He had learned to communicate his message.

## NELSON DENNY READING TEST FORM B

|            | Vocabulary | Comprehension | Total | Reading Rate |
|------------|------------|---------------|-------|--------------|
| Raw Score  | 33         | 22            | 55    | 290          |
| National % | 40         | 10            | 20    | 72           |

Student 5, Tim

Tim's test scores and first papers revealed that he did not share very much in common with this class. After mid-quarter he was allowed to work outside the class room, reporting to the office once a week with his assignments and tape. He was asked to follow the syllabus and to do certain exercises along with special library assignments that would not have interested the entire class. Because of his interest in medicine, he was often assigned articles from scientific journals. His report on the genetic function as a determinant of IQ was informative for the writer and him. He wrote on an occasion, "There is no one best language:"

To quote an idea from the text--Each language is adapted to the social requirements of the speech community. Hence, each is best for that country. My four years of service in the air force took me to several different countries. The prevalent attitude that Americans seemed to carry with them was that English is the best language. This attitude disturbed me. An example of this attitude could be seen in the average G I who might have been right out of high school. For some reason the G I felt superior to a Filipino or to a Japanese person with a Ph.D. This may seem to you as an isolated incident, but let me assure you that it is not isolated. This superior attitude was true in every country that I visited. As a result of this attitude, there was a widening of the gap between natives and the American G I's, particularly in the Phillipines, where

I spent the majority of my time in the service. At first the people were very receptive and opened to the Americans. Later, in talking with them, I discovered they thought of the Americans as being 'stuck up.' They mentioned that the Americans did not want to talk to them and that they yelled when they were not understood. Often they asked why Americans did not try to understand their language.

. . . For us to go to Japan demanding that the Japanese speak English just to please us is an utterly ridiculous attitude. . . . There is no one best language.

NELSON DENNY READING TEST FORM B

|            | Vocabulary | Comprehension | Total | Reading Rate |
|------------|------------|---------------|-------|--------------|
| Raw Score  | 46         | 58            | 104   | 235          |
| National % | 73         | 88            | 82    | 52           |

Tim was recommended for the next level of English.

Student 6, Marie

Marie finally arrived at a point where she did not hesitate to write down her ideas. She knew that her final grade would not be the total of all graded themes but progress of the student would be a major consideration.

The stately dormitory where I live is not only the residence for students, but a home for a number of God's lesser creatures. On any given day you may come across a four legged creature. Standing outside at the bus stop, if you look up, you can watch kittens walking along the sills of the dorm windows. Though it is against the regulation, it is a pleasant sight to see. Cats are not the only creatures inhabiting my dorm. Many students prefer fish and keep large varieties in tropical aquaria. Still others are bird lovers who can't part with their parrakeet or mynah birds. But for me. the puppy is the best choice of God's lesser creatures. Wouldn't you know that's the only animal not around my dorm.

On justice she wrote:

Man hates his enemy but builds courtrooms to free him. Our democratic system of government is so corrupted with promises of freedom, justice, and equality for all that it blinds society to its true purpose. Our society likes to believe that the United States has the most advanced set of laws. I believe that we must have more justice. Our laws must be strickly handled and enforced for all who have broken the law. Today too many men walk the streets free--free after committing crimes that are punishable by imprisonment. Freedom from the penal institutions is too easily bought by paying lawyers or bribing judges. Is this a security where we can feel safe, or are my enemies--the law breakers--standing next to me?

In her essay on drug addiction she concluded that:

Giving drugs to addicts doesn't solve all of our problems. The addict is still hooked on a harmful drug that drives him almost crazy. Yet, if the addict can live comfortably and can do his work, well why not let him live in society? . . . Many innocent law abiding citizens would not have to walk around in fear of being robbed or beaten if the laws would let the doctors handle the problem, not the policemen and the pushers.

Marie had developed her ability to handle words. In her first essay she used eighty words to complete her idea; in her final essay with the same allotted time, she used 320 words to express her ideas. Her national percentile score on the Nelson Denny post-test moved seventeen points. Marie was ready to move to the next level of English.

#### NELSON DENNY READING TEST FORM B

|            | Vocabulary | Comprehension | Total | Reading Rate |
|------------|------------|---------------|-------|--------------|
| Raw Score  | 44         | 46            | 90    | 379          |
| National % | 69         | 64            | 68    | 93           |



Student 7, Harry

Harry did not belong in this class. It was not just a matter of syntax. His problem required special work starting with the most elementary principles. It must be pointed out that he was working hard to improve his work.

While serving in the United States Navy, at first I often wondered why any man would prefer to remain an enlisted man in the service of his country, untill retirement. Untill spending more time in the service under Supervision of these career minded individuals that I begin to see the solution to my problem. I first began to realize the importance and corresponding responsibility that was accompanied with advancement in rank . . . As time passed on I could see more of my close friends getting married and accepting responsibility. They became to worry about what was going to happen to them, as their time for seperation from active duty came within sight . . .

He wrote the following about drug addiction:

On the other hand, let us look at some of the many disadvantages concerned with this problem. If a law passed by either our State or Federal legislature were to be approved, think of what good our present day laws could mean to influencing youth of America. A free "turn on" at the government expense, and why not would be the question being asked to parents. Would it really stop the illegal pushers from disturbing the legal drugs to the open society.

The following information was taken from a tape:

Obviously, my grades haven't improved much, as far as my work goes in class. Although I feel that I have gained quite a bit from it, I have got a long way to go. It really has helped me quite a bit. I have got some basic knowledge on what to expect and what areas need most improvement . . . At least I am able to write, and I am a little more fluent with my words. My spelling is still terrible, and I am not use to carrying around a dictionary in my pocket, in order to make it . . . I need to spend more time with you, a few more times before the term

is actually over with. I am going to need the help, and I not willing to give up in it yet. So, kind of bear with me in some of my ignorant remarks. . . . This brings up another interesting point. I don't plan on taking 112 next term because I don't want to get in over my head. I think that if I try to work at my own pace and keep at it, I might, as you said, have the ability to make it. It is a long slow road and will not rush things or hurry into them. I got time. I'll get it . . . . I think that once I have some of this down, some of the basics, I can understand some of the more difficult subjects. I can make them up through summer terms or an extra year or so. But I want to make it; I want to go through it. As long as I've got the desire, I am not willing to stop. Eventually I'll get what I am looking for.

Harry did not go to the next level of English.

NELSON DENNY READING TEST FORM B

|            | Vocabulary | Comprehension | Total | Reading Rate |
|------------|------------|---------------|-------|--------------|
| Raw Score  | 22         | 28            | 50    | 235          |
| National % | 16         | 19            | 15    | 52           |

Student 8, Sigred

Sigred was a tenacious student. It was sometime before she relaxed and wrote about something other than a desire to get an education or the need to help solve the problems of the world.

Butterflies are beautiful especially the one which landed on my arm while I was riding my bicycle to my chemistry class. It was a beautiful red and yellow butterfly with black dots here and there like freckles on a child's face. I tried to shake him off so that he could go on his way, but the butterfly clung to my arm not feeling obligated to move a single step. He was riding with me for almost two blocks enjoying the free ride. Finally he decided to spread his flawless wings, departing to his abysmal freedom.

On nature she wrote:

Autumn is to be admired even though some days are gloomier than others. As I was walking from class alongside the Red Cedar River, I noticed how beautiful the nature was at sunset. The warm rays were striking the trees which had already begun to change their attire to crimson and golden colors without much embarrassment. The warm zephyr came down from its resting place from time to time and added its sweet sound to the falling water, people talking and walking, and the quacking of ducks swimming freely on the river. Above all, the peaceful meditating changing greenery was undisturbed. As I continued to walk, I could see the beauty mingling with the sun without the help of the man . . .

These lines were from her final essay:

. . . There is a big question if this plan would work. Many people are too conservative to have any such drastic changes. Second, many people would think this kind of treatment would be inhuman. But what can one do when the country is rotting inside? People will have to make up their minds and decide what they want--more crimes or treating addiction as a disease.

NELSON DENNY READING TEST FORM B

|            | Vocabulary | Comprehension | Total | Reading Rate |
|------------|------------|---------------|-------|--------------|
| Raw Score  | 37         | 38            | 75    | 488          |
| National % | 50         | 42            | 48    | 98           |

Sigred had worked hard learning to organize and to add to her knowledge of the nature of English. She moved to the next level of English.

Student 9, Ted

Ted's problems in syntax and spelling did not diminish. For some reason that he never articulated, he was unable to discipline himself to follow suggested steps.

Once an in-class assignment was completed, he too often tried to jump to a profound conclusion. The fact that he was able to follow directions in class and did a good job, did not encourage him to master a technique. Often he refused to write assignments. On the conscientious objector he wrote:

The cases of conscientious objection is the most critical condition area in the draft system. To determine who is a conscientious objector you must conduct a very serious examination. This particular examination is conducted by a specialized person who is trained to speculate your conscientious objection is negative or positive. If this psychanalysis or psychiatry find out from your examination that you were trying to be deceptive in there tests, He would than declare your test negative, The man, whoever he may be, may become very repulsive and burn his draft card in his revolting; which is against the draft code. His last resource may be to escape from his country and go to another country. My case is who is the most responsible for these types of actions? The country in which he lives in, the psychiatry who reject him, or the man himself who can not live up to his responsibility.

Ted was asked to come to the office for conferences, but he could never find the time. In a tape the writer listed certain of his personality traits that stood in the way of his making progress. His response was surprisingly cooperative.

I would like to improve a whole lot in English because it is necessary. I believe that. The difficulty comes in choosing my words that I might be able to spell. I got a very small vocabulary. I use very small type words. I believe if I could improve, if I use some type of method and I am going to do that. . . . I would like to express that I can only go the way I know. And if I see it a different way, if they haven't showed me any great way that was the correct way, then I have to use the one I know. Is this the correct say? It may be . . .

I look to work out this problem I have with anyone, for its been bugging me for a long time. I believe that I will change in some way . . . I am inspired by a Black teacher or one concerned with students. I believe that coming up in my educational field that I haven't had that yet. I've seen some that act like it, but when it came to points of extra time or work, I haven't got that. I am inspired right now . . . I'll need some time on that mechanics thing and spelling . . . I hope that I'll be able to meet you as often as I can and get as much help as I can. I want to earn my grade. If you feel that I can't get it, and you feel that I haven't got it, I would appreciate if you come straight out with it even though it may not be to my benefit. There are not too many people who will come toward me directly. I get a lot of indirectly things, but I know you will tell me. I don't want to be repulsive to anyone . . . Thank you for your time in listening to this tape.

After several forced conferences, it was apparent that some degree of progress was being made. He often asked for a grade to be placed on everything that he did. His research paper in another class was returned without a grade, just a comment. It displeased him when he discovered that grades were placed on the other student's papers. He asked if I would read his paper because he had devoted many hours in writing the paper. He also felt that the instructor had been unfair.

The following paper is on "Darkness":

I should perhaps emphasize at the outset that darkness is domination. My brothers feel this is a highly controversial subject because there is no or little doctrination or documentary work. Although most of the ideas developed in this paper have been borrowed from the writings and coversations of others. The synthesis presented here in this paper is my own. The rest of the paper is mainly concerned with explaining how the influence of darkman geology has risen and I think its consequences are. I am concerned to whomever the reader is of this paper. There is

no need for the knowledge of color formation, physics or astronomy nor great need of studies any particular science; but willingness to follow the controversial argument to its logical conclusion. This paper concerns the question: Is darkman existence accidental or can it be all accounted for in theoretical terms? For my part I believe that the darkman existence should be to diminish the realm of the accidental as much as possible. This question has a bearing on the current controversy about the remote past and future of the darkman geology. Of course the last word on the history of the darkman has not yet been spoken . . .

In the taped response Ted was told to brace himself because all spades would be called. He was told that he must follow English syntax and that he could not line up words in any manner that he choose if he expected his message to be understood. A line by line analysis was made with the concluding remark that the instructor was kind when he withheld a grade, particularly since Michigan State did not use a scale less than 0.00. He was also told that his message, if he really had one, was lost in his emotions to fight without equipment--a good knowledge of American English syntax.

Ted sat through the final essay but did not turn in his paper. He knew that some learning had taken place but not enough. He left the class showing as much warmth as the other students who had the same experiences in the class. Ted's national percentile score on the Nelson Denny post-test showed no increase. Ted was not recommended for the next level of English.

## NELSON DENNY READING TEST FORM B

|            | Vocabulary | Comprehension | Total | Reading Rate |
|------------|------------|---------------|-------|--------------|
| Raw Score  | 23         | 30            | 53    | 226          |
| National % | 17         | 23            | 13    | 48           |

Student 10, Carl

Carl made a lot of progress but not enough to be able to handle the next level of English. His paper on the "New Morality" indicated that he was beginning to understand the sentence:

There can be arguments on new morality, but I would like it to boil down to the individual. It's really up to the person to decide on its personal endeavor. Most males dosen't have moral standards. It would be impossible for me to judge someone by his or her actions. That is what moral standard is, a placement test. In this modern world it is believed that a person who does had pre-marital sex has to be a bad person particilal a female. Like this country, if you keep everything within ourself. there would not be a new chasity.

It was important for him to receive praise for his efforts. He was often praised, and he was often asked to explain his meanings. When suggestions were made about his papers, he responded with long tapes about his feelings.

I know that we can communicate through talking instead of writing. I can express my feeling, then you know what I mean when I say it verbal than what is coming on a piece of paper . . . ., I mean, you read the paper. How it comes to you is another thing. It comes to me a different way from the way it comes to you. I have been trying, but there is so many arbitrary techniques that we have to use in this standard English, and they go against my beliefs some times--some of them. If we want to pass ATL, we got to do the

arbitrary things. I would like to come up and talk to you. I want you to help me out. Show me. Write it, and let me use that as a stepping stone or a background to this . . .

Carl's final essay contrasted drugs with legalized alcohol and tobacco products.

The comparison of alcohol and smoking with drugs addiction is very similar. These three addictions only performed as a stimulate to the physical body, and they performed in a period of time. Scientists say that all three is hazardous to us because it has a whole influence on physical features. Smoking is said to stunt your growth, alcohol is said to causes slower reactions, drugs, like alcohol slow your reaction and take over the mental segment of our body. Each has or are going through prohibition stages. Alcohol been through it, and smoking is having a slight prohibition period. Drugs is still in. Alcohol and smoking became legal. It is inevitable that will be soon . . .

For Carl to move to the next level could prove embarrassing for him. He was aware that his performance was not the best, yet he kept trying. He agreed that sometimes his efforts to improve got in the way and that he often skipped important steps in the learning process. Mini-lessons programmed step by step on some basic principles could help him to overcome some of his difficulties.

#### NELSON DENNY READING TEST FORM B

|            | Vocabulary | Comprehension | Total | Reading Rate |
|------------|------------|---------------|-------|--------------|
| Raw Score  | 22         | 24            | 46    | 188          |
| National % | 16         | 13            | 12    | 26           |



Student 11, Mac

Time passed and Mac took off his dark glasses, removed his hat, and appeared to be interested in what was going on in the class. His earlier papers were short without development of ideas.

I miss home-cookin and my ATL teacher didn't make it any better today. She gave us sentences to expand. The topic was biscuits, and the way she described them reminded me of home so much. I could taste the biscuits.

After several conferences, not initiated by the student, he agreed to work in the language laboratory to improve his vocabulary. He included some of the new words in his papers.

Every individual has certain abilities. As one reaches a much maturer intellectual mind, he often insues deep thought of his goal in life. The vertex of my goal can be met only through a college education. The environment in which I orginated influenced my decision. I find the life of the inhabitants of my environment full of depression, debts, and downfalls. Their life is the "street life." They live day by day not really knowing what might come up tomorrow. For some of these people this pattern of life is acceptable, but my philosophy of life is much too repugnant for that type of life.

The years prior to my decision to come to MSU I almost had a nervous breakdown living the "street life." The street life also caused my parents excessive worry.

"Street life" compared to college life is much different. College restrains one from the streets. As a freshman I am not able to travel around and stay out as I was able to do in my home city. Transportation is the main cause behind that. The books cause me to be more of a recluse than I was at home. College offers a more adequate social life with a large amount of intellectual dialogue. The recreation is very substantial. I find myself never bored. College life is completely different from "Street life."

The accomplishments I wish to achieve are really prosaic. I enjoy the family man position. I want my children to have no part of the rough life I tasted. Since I have always enjoyed business work, I have made my decision to major in Business Administration.

More important, as I scrutinize myself, I notice above all things I want respect from everyone. The best way to achieve respect from others is to obtain respect for yourself. A college education helps one to pursue this respect. College really helps a person to know himself better-the type of person you are. If a person has respect for himself others will respect him. And since college initiates thoughts from oneself, these thoughts should lead to great accomplishments and a life of fulfilled dreams.

Mac has acquired a curiosity about the language. Even though his post-test did not show a sizeable gain, his papers were more developed, especially his final essay. We agreed that with effort he could successfully pass the next phase of English.

#### NELSON DENNY READING TEST FORM B

|            | Vocabulary | Comprehension | Total | Reading Rate |
|------------|------------|---------------|-------|--------------|
| Raw Score  | 20         | 28            | 48    | 214          |
| National % | 13         | 19            | 13    | 42           |

#### Student 12, Calvin

Calvin's discussion of his usage of hads did not shed any light on the meaning. He understood the difference between have, has, and had, yet he could not explain why he often used hads. He was encouraged to use his dictionary but often forgot to bring it to class. On one of those days he wrote:

Today in my English class the teach brought up a point about how a nation can be defeated. Our teacher point out how a nation, if divided than it can easely corcorded. Her statement about divide and corcord was on of the oldies, an affective political move known to man. This political move was re-created in a novel by Basil Davidson in The African Slave Trade. In Mr. Davidson novel dealing with history from 1450-1850, he put together how the White World used the political move of divide and corder so tacticly against the Black World. This political move was so tactfully impotetated within the Black World that it inableable for the most unhuman crimes of history to take place.

Prior to reading the aforementioned essay, errors on his paper were tactfully discussed. Tact was abandoned at this point. Since Calvin did not come by the office, the cassette tape was used to point out his errors. He was told that the next paper could and would not have as many spelling error, particularly since he was told to use the dictionary. In fact, he was ordered to stay after class to check his spelling. Fortunately, he did not object to the edict.

Calvin swore when he became upset. This fact was mentioned to him by tape. He responded by tape:

In Monday's class I finally realized what you meant by little words I am saying in class. My profanity at times comes out when I am relaxed and also upset. I had never given much attention to it. But I can see where it could be harmful in a class setting especially when people come from different environments. I can see where they would be offended. So, if I plan on maintaining this college level environment, I must do something about speaking and writing. I thank you for bringing this to my attention.

A few days later the following letter was handed in:

Dear \_\_\_\_\_,

I know that your husband is proud of you because you are probabile the most concerned teacher about your students that I ever come across. If that's why you call yourself an old fuddy dutty, then the words have taken on a new meaning. Someday when I start a family I hope my son won't have to wait 24 years before he have a fuddy dutty for english.

The reply to the letter stated that no one would be proud if the kind of errors found in his letter were permitted to go unnoticed. He was asked to re-write the letter correcting the mistakes. He did.

Calvin's final essay was detailed with improved spelling, but he did go back to hads.

Jonah J. Goldstein's proposal to give drugs to addicts is a feasible solution to the drug problem within the Black community. This would be a feasible solution because drugs don't benefit the smaller community in anyway. Only the large white society receives the profits from the drugs that come into the Black community. The White society benefit in other ways also. Once a person becomes an addict then he is readily gullible to persons who hads the drugs . . . It's one thing to analyze a problem but coming up with solutions is something increasingly complex. At the present time drugs within this society exploit the poor and make money for the rich. Since the laws are, in the most part, to benefit the rich and not the poor, legalizing drugs would be very contradictory. The laws would maximize total profit from the poor with the rich benefitting from this profit . . .

There is no feasible solution to the drug problem, but I whole heartly agree with Goldstein in making narcotics available to the addicts. Once the addicts have easy availability to drugs, dealing with the channel of distribution of drugs is the next problem to solve. If the illegal distrubution of drugs is stopped, there would be no new members of our society being addicts.

Calvin's work was not consistent, for he often went back to old patterns. He desperately wanted to move

to the next level of English. It was finally concluded that he had mastered some skills, and if he really tried, he could make it in the next course. On his Nelson Denny test he was only able to get half through before time was called. He could not be rushed. Hesitantly he was recommended for the next level of English.

NELSON DENNY READING TEST FORM B

|            | Vocabulary | Comprehension | Total | Reading Rate |
|------------|------------|---------------|-------|--------------|
| Raw Score  | 25         | 26            | 51    | 129          |
| National % | 20         | 16            | 16    | 9            |

Student 13, Kent

Kent wrote on many subjects. His papers were filled with questions and spelling errors. When he did increase the amount he wrote, he still asked questions. He wrote, "Where is the World Going":

People are throwing everthing they can put there hands on the ground. Why not? It's easier then walking to a waste pail. In a couple years the litter will be so deep that we can end problems like grass, small animals, maybe even people. You see, litter has good sides too. Where would the government get money if it couldn't sack people for throwing paper on the hiway? Animals like rats will have homes and can eat in all the beautiful litter. The water will get covered over then no one can drown. Life guards will be out of jobs, but we have to give and take for the better. What would we do without the beautiful litter?

In another paper he wrote:

Have you ever just sat around and watched the world go by? Just sit on a hill under a tree or next to a clear running stream (if you can find one). Just sit in your own world. This

world has no wars, no poverty--nothing that can upset you. You sit for hours, you and the brown sky, Sorry, I mean blue sky. As you sit soaking up sun, forty million ants have picked you for lunch, but turn back on seeing the brown pile you are sitting on. Isn't having your own little world wonderful--No wars, no poverty, and nothing to upset you. Go out and sit on a hill but watch out for the ants.

At one point Kent's attitude toward his studies changed. From reading his papers it was obvious that his thoughts were jumping here and there. When asked what was wrong he answered by tape:

This term paper that I am writing for Nat. Science has really got me going around in circles. I don't know. Oh well, that will be out of the way Tuesday--still pretty close to the end of the term. Maybe worrying about it has affected my papers. But its been riding me because I never had a clear thought on exactly what was going on in that class. I signed up for a science course, and it turned out to be a science philosophy course, or something like that. As I said in the paper, I really don't care what the world view is.

He chose to write a reaction paper to the world view.

On November 19, 1970 in the time slot of 12:30 to 2:10 my head was going around trying to find out why any world view is really necessary. While talking to my professor, I stated that Plunck and Newton were really out of their minds, and so am I to try to write this paper. I was told that the paper was to be short, not as long as the greats wrote theirs. I was to include as much as I can on different points along the lines of science, government, church, astronomy, and matter. Of all these things, I must write not what they are today, but what they will be in the new world view. In the new view I have to tell if light will be a particle, a wave, or both, as it is now. Also, will the speed change? 186,284 miles per second is a fast speed to measure. Will Plunck's constant become a bigger number? Numbers like the constant .oooooooooooooooooooooooooooo6624 maybe hard to find on a yard stick. All these things and many more

like them are no concern to me. I don't care if I'm in the new world view, old or even an older one. I can take the fact that the universie spins around the earth and the planets are on spears. All this I can take. I can even take the watermellon atom over the quantum atom if it comes to that. So why should I think of a newer world when the old one is fine?

Kent did not care to write the scientific paper. He was advised to stop overreacting to the assignment. He noted that if he didn't stop overreacting, he would have to be taken away. When things were clear in his head, he handled interesting subjects. His gain of twelve points on the post-test and his writings indicated that he had made progress. He was recommended to take English 112.

NELSON DENNY READING TEST FORM B

|            | Vocabulary | Comprehension | Total | Reading Rate |
|------------|------------|---------------|-------|--------------|
| Raw Score  | 36         | 54            | 90    | 461          |
| National % | 47         | 82            | 68    | 97           |

Student 14, Mark

Mark's paper on language was written early in the term. He wrote:

There are a lot of people who feel that language is in some way associated with a persons character. I think that it is really unjust in judging a person this way. Some examples of this unjust judgement would be some of the following. Say for instantence that a person doesn't have a big vocabulary and isn't very articulate. We would probably say "boy that guy is stupid," yet he could be really full of bright ideas. We just don't give this person a chance because he can't express himself that well. Or it could work the

other way around. If we see a person our age that talk like he has his PhD, we probably say he is conceeded and he knows too much. It's possible that this guy could be one of the nicest persons you might ever meet. There are a lot of ways that language is discriminatory, but these are probably two that really stand out in our every day life.

Mark came by the office to get directions for his next paper. The next paper had the same type of mistakes. He replied to the notations on his paper by tape.

Usually what I do when I sit down and write a paper, I formulate a thesis where I try to take a specific stand to prove something. What I try to do after that is use tangible points to prove the main thesis so that I can actually use examples and stuff like that . . . I guess, from reading over my papers, I do find that I have trouble formulating my sentences. The structure of my paragraphs comes out poorly. I have run on sentences or short sentences . . . I'll just work to improve myself.

Mark did work to improve himself. He understood what he was doing to produce fragments, choppy sentences and run-to- together sentences. He had to work on his spelling. He commented in his last tape that, "I'll treasure my dictionary forever." His paper on overpopulation showed that he had been working to improve his writing. He was happy to write a thousand words with very few fragments.

Throughout the world today we are hearing more and more about the environmental problem we are faced with. Almost every day we hear or read something that seems to indicate the relevance of this problem. One might ask, what is this environmental crisis? I guess the best possible definition could be man's self destruction of his own means of survival. But the important questions are what is the basic causes of the problem, and what can be done to curve it? Personally, I think that the root of the problem is people.



It's simple. We have too many people already living in this world. Consequently, we must start some form of population control in order to prevent the destruction of our environment.

His development included detailed descriptions of facets of the environment that could be controlled. He concluded that:

Unless we start some form of population control, we are going to be faced with an unbelievable environmental crisis. There will be massive wide spread famines. There will be a time reached when the land will run out. People will be living on top of one another. Finally, all of our natural resources, which are a must for our survival, will soon be extinct. It's up to us to learn to control population.

Mark was interested in his language and enjoyed his writings. Even though his post-test score did not show a great improvement, Mark's papers showed that he could handle English syntax. He was recommended to advance to the next level of English.

#### NELSON DENNY READING TEST FORM B

|            | Vocabulary | Comprehension | Total | Reading Rate |
|------------|------------|---------------|-------|--------------|
| Raw Score  | 29         | 40            | 69    | 356          |
| National % | 30         | 48            | 39    | 90           |

#### Student 15, Charles

Charles was a confused person at the beginning of the term. His papers were fragments or confusing. After seeing several 3x4 slides, he wrote:

Death is real. Let's speak on the reality of death. Why is death real? If death was not real, than it would be unreal. Real is true-something actual. If real is true, than unreal

is false. Death is real, therefore death it is true. How real is death? Death is not unreal because it exist. Death is true. The fact that death exist and is actual, supports the statement that death is reality. If death were false it would be unreal. Therefore reality would be unreal. Death could not exist if death was unreal. Then death and its reality is a condition. Therefore death is neither real or unreal, true or false; death is a condition.

He finally found the courage to come by the office. From this point on his papers took a different slant. On television he wrote:

Television is the glorifier of the nation's ills. Some people wonder why young people today are rebelling against most of the things which have been accomplished by their parents. More and more massive doses of sex, violence, corruption, and rebellion are drilled into the minds of young people by the mass media called television. Young people have seen through television the shrewness of men of war and even the passion of a mother bringing a baby into the world. Many see grotesque police officers beating on young and old helpless women. They have seen the free advertising of immoral sex affairs glorified to the point of non-belief.

We as people shun drug users, violent demonstrations, pot pushers, and those who disrupt justice. Yet we do not condone the very instrument which is the root of the evil in society. For example, we applaud programs like "Easy Ride," "Gunsmoke," "The F.B.I." These are all based around sex, violence, and corruption.

It is time for us as members of a human society to help change the society for the better instead of talking about those who have been trapped in the evils of society.

Another stage of Charles' writing revealed a different personality. He commented on beauty:

In nature one may find beauty in softness as well as harshness. For example, a common house dog is beautiful. His beauty lies in the softness of his eyes, his large furry ears, and the touch of sadness at the edge of his mouth. The dog radiates

a certain warmth, an inexpressible glow as he curls up by an open fire in his deep undisturbed moment of sleep.

Although we may find beauty in one breed of dog, the sleek, stubbled haired muscular type dog is also beautiful. Though his coat isn't smooth as silk, shinney as diamonds, and his ears are crooked, he still maybe deemed a lovely creature. However, it is not because of his physical attractiveness, but rather his forcefulness and agressiveness that he is elegant. His pulsating veins, his alert eyes, and his hot panting breath combine to form an image of power and speed. Consequently, he is a true image of beauty.

Charles' summary of drugs in his final essay established that he understood the nature of his language.

. . . Medical technology uses drugs to cure diseases. With all good there is some bad. There are drugs that preserve life and drugs that take life away. To give drugs to the addicted is a slow process of killing life, a life which might have benifitted society if it had been helped. Society will never be served by making narcotics accessible to addicts. The end results would be a generation of addicts, a slowing down in human accomplishments, and a generation of malformed genetic off-springs would be the only reward to drug legalization.

Charles increased his national percentile score on the post-test twenty-one points. He had worked to move to the next level of English.

#### NELSON DENNY READING TEST FORM B

|            | Vocabulary | Comprehension | Total | Reading Rate |
|------------|------------|---------------|-------|--------------|
| Raw Score  | 34         | 34            | 68    | 327          |
| National % | 42         | 30            | 37    | 84           |

## Evaluations

### Student's Attitude Toward English

At the end of the term an ATL 101 Course Opinion Survey was passed to each student. Questions three and four of the survey related to attitudes. The following is the percentage count tabulated by the Michigan State Testing Center.

Question 3 Before you started the course, what was your general attitude toward ATL 101?

|      |                                              |
|------|----------------------------------------------|
| 8.3  | 1. Exceptionally favorable (enthusiastic)    |
| 8.3  | 2. Very favorable                            |
| 25.0 | 3. Favorable                                 |
| 25.0 | 4. Probably favorable                        |
| 25.0 | 5. Neutral, no feelings one way or the other |
| .0   | 6. Probably negative                         |
| .0   | 7. Negative                                  |
| .0   | 8. Very negative                             |
| .0   | 9. Exceptionally negative (disgusted)        |

Question 4 Now that you have completed the course, what is your general attitude toward ATL 101?

|      |                                              |
|------|----------------------------------------------|
| 33.3 | 1. Exceptionally favorable (enthusiastic)    |
| 41.7 | 2. Very favorable                            |
| 16.7 | 3. Favorable                                 |
| 8.3  | 4. Probably favorable                        |
| .0   | 5. Neutral, no feelings one way or the other |
| .0   | 6. Probably negative                         |

- .0        7. Negative
- .0        8. Very negative
- .0        9. Exceptionally negative (disgusted)

Items five through ten of the survey asked that the student rate his improvement on a scale from one to five.

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Key: 1. Very much improvement  
 2. Definite improvement  
 3. Some improvement  
 4. No improvement  
 5. Got poorer in this area

|                                | 1    | 2    | 3    | 4    | 5  |
|--------------------------------|------|------|------|------|----|
| 5. Reading Comprehension       | 8.8  | 16.7 | 75.0 | .0   | .0 |
| 6. Vocabulary development      | .0   | 41.7 | 50.0 | 8.3  | .0 |
| 7. Theme writing               | 8.3  | 58.3 | 33.0 | .0   | .0 |
| 8. Grammar and language skills | 8.3  | 33.3 | 41.7 | 16.7 | .0 |
| 9. Logical and orderly thought | 16.9 | 33.3 | 33.3 | 16.7 | .0 |
| 10. Study skills               | 8.3  | 33.3 | 16.7 | 41.7 | .0 |

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Question 11 stated, I believe my laboratory participation made a major contribution to my reading improvement.

- 25.0    1. Yes
- 16.7    2. I don't know
- .0      3. No

Students in ATL 101A track were not required to attend the laboratory. Only those who felt that the laboratory experience would be profitable for them attended. Thus, questions 12-21 were not answered. Question 22 of the survey was not requested. Instead, the following questions had been given for student reactions:

React to the Following Questions:

1. Do you feel that you have the necessary skills to function adequately in English 112?
2. What is it that you did not like about the course? State specific examples.
3. What is it that you liked about the course?
4. What would you recommend for students who take the course?

Note--Please omit the "Sugar and spice and everything nice." Be honest.

Four students admitted that they were not ready for English 112. One admitted that she had not invested enough time in her studies. The other three students, even though they had made more progress than anticipated and had acquired a better understanding of the English language, felt that they started too far behind the other students to go to the next level of English.

Question 2 received two responses. Charles thought that he did not receive as much attention as he needed. He indicated that a few students received more attention than

others. The vocabulary-drill was unrealistic. The words were meaningless for the student at the freshman level of his college program.

Question 3 received many favorable responses which will be related in the attitude toward the media used. Underlying most of the comments was the idea of variety and actual involvement.

Question 4 did not receive any responses.

#### Student's Attitude Toward the Media

Some of the positive attitudes toward the use of media in the English class were found in the student's papers. Their reactions to making transparencies of their handwritten papers produced the greatest reactions. They felt that while they learned about the nature of English the process was enjoyable. The first reaction toward the cassette tapes was not good. Students found it difficult to talk into a microphone in an empty room. Some resorted to playing music in the background to break the silence. Others said only a few words. This fear, however, was shortlived when they disagreed with a comment or a grade on their papers. In the final analysis they were using the entire tape admitting that they enjoyed the feedback. They felt that the use of 2x2 slides and flat pictures stimulated the imagination and helped in the organization of their ideas. They also stated that since they usually studied while music was playing, the use of record disc merely made writing less tedious. Some did object to the

choice of music and offered to bring some records that were not so dated.

### Student's Attitude Toward Emphasis on Language

The initial approach emphasizing the nature of language was not well received in this class of diverse backgrounds. Programming the same information in a different method changed the attitudes. The class reached the point where they joked about their limitations. After calling attention to some misspelled words in a paper where the use of the dictionary was permitted, one student responded by saying he merely wanted to show his knowledge of Old English spelling and to prove that he had understood the need to have multi-dialects.

More specific attitudes about the emphasis on language came about after a discussion of a conclusion reached by the linguists at the Dartmouth Conference. Students were told to react to the following statement:

No education can be adequate in which knowledge of our native language, knowledge of the mother tongue, is false, or shallow, or trivial.

Most of the comments were made on tapes. Some of the comments are listed:

I am an under-achiever. A course with emphasis on the language is good background that I am in dire need of. I am sure it will help me through the rest of my college here. I believe I understand English.

I never realized that there are so many acceptable varieties of the English language. Although you may live in the same country, be of the same ethnic group, and speak the same language, your



manner of speech may not be the same. English has many inconsistencies. Americans have borrowed from so many languages. It is possible to be a foreigner in your own country.

I feel fortunate to be in a class which places emphasis on the language. I enjoy my assignments. Now that I am learning to manipulate my words (as you say), this week I put forth a special effort to broaden my topics and to communicate my message. Really, I think I am getting something valuable out of this course. I can really feel improvement on my part. Thank you for so much understanding.

When I first came to the United States, I learned basic English. When I advanced to grades 9, 10, and 11, the teacher taught us only grammar. No one ever pin-pointed how the language is put together as you have. I'll tell you that in this approach I learned a lot about how English is put together, more than all those four years in high school or any place else.

I would like to tell you that I like the approach you use. I enjoy class because you make everybody listen. It is interesting to learn about the history of English. English and writing has never been my main subject, but now I enjoy coming to class. You see, grammar bores me. I am so glad you don't spoon-feed us grammar. I know all those rules.

I think this course is probably the best English course that I have had, and I have had a lot of them, maybe not as many as you. I know that I have had more than I really wanted. Since English has never been my thing, I think I probably like this one best because I learned a lot about the English language.

When criticisms of the approach were withheld, all efforts, even goading, failed to get criticisms. Thus, the writer can not report any information in that area.

Miracles were not expected in one quarter. To the writer, the students were interested in language, and in varying degrees, they learned about their language. Without hesitation, it is safe to conclude that based on

careful evaluation of each student's papers and close association for a quarter, not a single student can be classified as uneducable. Moreover, if colleges are to continue the open door policy, materials focusing on the operational aspects of English should be designed to meet the needs of the students.

### Recommendations

It is recommended that:

1. Mini-packages on principles of grammar syntax indicated in the student's papers be designed.
  - A. These lessons should include several pre- and post-tests on the principles explained in the lesson.
  - B. The lessons should make use of the media used in the case study.
  - C. Lessons should be designed by the ATL instructors who work with the Developmental English Program, along with the linguists and instructional developers found on campus.
  - D. There should be released time for those involved in the designing and testing processes.
  - E. All mini-packages designed should be tested and approved before being placed in the Learning Resources Center as a tool required for students to use.
  - F. Once these lessons are designed and tested, controlled and experimental groups should test



the impact of the use of a mediated course in the nature of language as a means of teaching remedial English.

2. In-service training involving the findings of the linguists be required of all ATL instructors of Developmental English.
3. Instructors in the Developmental English program be flexible enough to have sympathy and empathy for the student's needs, teaching to the point of error.
4. Instructors should be hired as regular teachers with compensation being based on credentials.
5. The best instructors should be at the level most needed-Developmental English.
6. The laboratory-lecture method should be used to teach remedial English with the instructor serving as a guide in the discovery process.

Thus, the major concern of remediation is to help individuals acquire the tools and skills necessary for life adjustment. It should not be the concern of courses in remediation to tamper with the student's dialect or even force him to acquire another. On the other hand, it is a concern of remediation to provide the student with alternatives in both the written and spoken English, allowing him to make his choice. Through the study of his language, the student might discover "standard" forms without being stigmatized for his "folk" dialect.

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## APPENDICES

APPENDIX A

COURSE SYLLABUS

English 101B  
Michigan State University  
Fall, 1970

GENERAL OBJECTIVE OF THE COURSE: Since language belongs to mankind, this course is designed so that you will have a better understanding of your language.

TEXT: An Introduction to Language by Robert J. Geist  
The Macmillan Company, 1970, Price \$1.80.

DICTIONARY: Webster's Seventh New Collegiate Dictionary

REFERENCE: A programmed text in Grammar will be available in Bessey Hall.

CLASS DAYS: Monday, Tuesday, Thursday and Friday at 1:50-2:40 p.m. in Bessey Hall.

Monday and Tuesday - Materials from textbook

Thursday - In class writing assignment

Friday - Grammar and Reader (Materials for discussion of grammar will be taken from your papers.)

AT HOME ASSIGNMENTS: You are to react to your total environment. Write down your reactions before each class period. Be sure to put your name

and the date of class period on each of your papers. These papers are to be kept in your notebook. At the end of the term you should have in your notebook a short paper for each class period. Please bring your notebook to the Friday class and to conference.

SPECIAL PROJECTS: Much of the work on the special project will be done outside the regular class period. You will be able to check out tape recorders from Bessey Hall; however, you must supply the tape. Recorders must be returned by 9:00 a.m. the following morning. Arrangements will be made for you to make overhead transparencies. The ektographic copier, the 8mm camera and the videotape recorder will also be available for your use.

TEST: The mid-semester test will be an essay. The final test will consist of essay questions and an objective grammar test. Very short quizzes may follow any unit. These unannounced quizzes are merely to check on your reading comprehension and to serve as guides to materials that may need reviewing.

\*Unless notified, you are to write your in-class and notebook papers on regular 8½ x 11 notebook paper using a number 2 soft lead pencil.



## CHAPTER I "The Importance of Language"

OBJECTIVES: At the completion of this unit, you will make a list of five of the seven items illustrated by the text to show your knowledge of the importance of language. You will prepare a two minute oral discussion on one of the five items that you have listed.

## INTRODUCTION

- I. Importance placed on language.
  - A. By people
    - 1. In political situations
    - 2. In social situations
    - 3. In academic situations
  - B. Need for accuracy in communication
    - 1. In translations from one language to another
    - 2. In transferring within a language.
- II. Interest placed on language
  - A. Relating to self-improvement
  - B. Relating to profits
  - C. Relating to just people

## EXERCISES:

- A. Collect from newspapers and magazines samples which show language as interesting and important.

- B. Write a short paper on, "And all the world was silent." Complete details regarding format will be discussed in class.
- C. Use the OED to trace the history of five words that you find interesting.
- D. Tape a conversation, lecture, radio or television report. Comment on the effectiveness of the communication. Suggest alternative treatment for the same message.

### III. Attitudes toward language

- A. The "real" language
- B. "Bad" language as it is associated with character

EXERCISES: Discuss the following ideas: (Be sure that you are able to support your belief.)

- A. A person just needs to know the meaning of two or three words to know what a sentence means.
- B. It's my belief there is only one sure way to make English easier for a student, whether in high school or college. That is through the study of Latin. Have the study of Latin made compulsory in grammar or high school grades for at least one year. Then you will produce students who will understand the parts of speech, and they will know how

to decline nouns, conjugate verbs, and to parse, analyze and diagram sentences.

- C. Advocates of undesecrated English and undefiled French indicate ignorance of linguistic history. As long as a language is used by the living, it will create, borrow, discard, and alter meanings. "Language is a working tool, not a picture on a museum wall."
- D. If you feel strongly about language being associated with character, write some specific examples which indicate the association was not just.

## CHAPTER II "Some Basic Facts About Language"

Objectives: At the end of this unit you will demonstrate in writing the definition of language by elaborating upon eight of the eleven characteristics found in your text.

- I. Language as a human accomplishment
- II. Language as a purposive
- III. Language as arbitrary
- IV. Language as symbolic
- V. Language as code or system
- VI. Language as a social rather than biological
- VII. No one "Best" language
- VIII. No one "most beautiful" language
- IX. No primitive language

- X. Speech as primary
- XI. Variations in language

EXERCISES: React to the following:

- A. Japanese is a beautiful language. English is a functional language.
- B. No, English spreads and spreads today for one main reason--the economic, educational, technological, and diplomatic strength of the Anglo-Saxon nations. And of all these, it is the economic strength which is perhaps the most important. Were the power of this Anglo-Saxon world to fade seriously, so in time would the global influence of its speech.
- C. Express two of the basic facts about language in a drawing. Write a short dialogue explaining the drawing. The class will decide which drawings that should be placed on transparencies. A group will write the dialogue for the tape.

### CHAPTER III "The Individual and His Language"

OBJECTIVES: At the end of this unit, you will be expected to state in writing:

- 1) The rules for idiolect with specific examples from your text showing variations in idiolects.

- 2) You will list three functional varieties explained in your text, illustrating each by citing one illustration from the text and three from your personal experiences.

## I. Language as a collection of idiolects

- A. Language and the individual
- B. Variations
  1. Time
  2. Region
  3. Social and occupational class
  4. Formality or informality of the occasion

## II. Functional variety

- A. Slang
- B. Profanity
- C. Trade language

### EXERCISES:

- A. Write a paragraph which depends heavily on slang. Re-write the same paragraph for a more formal occasion.
- B. Prepare a series of five slides or magazine pictures which illustrate a functional variety of language that may be used in a given situation. Prepare the corresponding audio tape to accompany the slides. Be sure the speech fits the occasion.

- C. List ten colorful words from your speech that have multiple meanings.

#### CHAPTER IV "Social DIALECT"

OBJECTIVES: At the end of this unit, you will differentiate between standard and nonstandard dialects through oral discussion and logically show how traditions have influenced standards in the twentieth century.

- I. Social prestige as the hallmark of standard English
- II. Standard and nonstandard English
- III. Eighteenth Century attitude.
  - A. Reason
  - B. Civilization of Classical Greece and Rome
  - C. Reflection in writings
    1. Samuel Johnson
    2. Bishop Robert Lowth
    - e. Goold Brown
- IV. The tradition of Right and Wrong
- V. Doctrine of Usage
  - A. Webster's Third New International Dictionary
  - B. Usage and Joseph Priestly
- VI. Why the authoritarian tradition persists
- VII. A varying standards of language
  - A. Correctness
  - B. Aesthetic
  - C. Effectiveness

## EXERCISES: Comment on:

- A. When you look up a word, the dictionary often enumerate several meanings. Do the compilers of the dictionary necessarily feel that these shades of meanings are quite correct or do they include them because of much usage? Surely a meaning would not be mentioned, however, commonly used, if it had no true value.
- B. The picture under discussion just previewed for this special audience, was The Happening, due for Columbia release in early spring. "It's not us" was the Stanford group consensus. "We don't know anybody like that," someone said.
- C. Write two passages which exemplify your definition of standard and non-standard speech.
- D. Write a short script (3 minutes) for a 8mm movie which represents standard or non-standard language as you see it. (The format for writing the script will be passed out in class.)

## CHAPTER V "Place and Time in language"

OBJECTIVES: At the completion of this unit, you will classify a list of twenty items according to

geographical and historical dialects found in the English language.

- I. Regional differences in the United States
- II. British vs. American English
- III. Other English Dialects
- IV. Prestige dialects and regional variations in other countries
  - A. Relation of regional dialect to social dialect, functional variety, and history
  - B. Regional dialects becoming nonstandard

#### EXERCISES:

- A. Conduct a dialect survey of your own.  
Interview if possible a co-operative older person--like a grandparent or select an "informant" who has lived in one place most of his or her life. Record the informant's age and place of birth, the year he or she lived in specific localities, years of education, and major occupation. Use some of the questions found on pages 98-100 as your guide.

- V. Variation with time
  - A. Old English
  - B. Middle English
  - C. Modern English
- VI. A Germanic Dialect



- VII. Television lecture on variation in time will be presented by Professor Robert J. Geist. This tape will be available for additional viewing.

## CHAPTER VI "Grammar"

OBJECTIVE: At the end of this section, you will prepare three transparencies for class presentation illustrating each of the three descriptions of grammar.

- I. Definition of grammar
- II. Description of English Grammar
  - A. by definition
    - 1. Determiners
    - 2. Questions
    - 3. Sentences
    - 4. Verbs
      - a. Latin-based description
      - b. Structural description
      - c. Transformational description

### EXERCISES:

- A. Prepare exercises A-D on pages 130-131 in your text. Explain your answers using the transformational description found on pages 126-130.
- B. Verb and sentence patterns will be presented in class by overhead projections. You will be asked to discuss the patterns.

## CHAPTER VII "The Sounds of English"

OBJECTIVES: Upon the completion of this unit, you will correctly write in phonemics eighteen of the twenty-five words spoken by the teacher. From a chart you will identify the places of articulation for 85% of the English speech sounds.

- I. Contrast sounds and letters
- II. The phonemic alphabet
- III. Speech organs
  - A. Articulation of consonants
  - B. Articulation of vowels
- IV. Classification of phonemes and allophones
- V. Intonation
  - A. Stress
  - B. Pitch
  - C. Juncture

## EXERCISES:

- A. Bring to class at least two tongue twisters. If you have any difficulty in rapid articulation of the twisters, identify your difficulty by using the sound system to explain your difficulty. Be sure to use the tape recorder.
- B. Write a short TV script on some interesting facet of the language using the materials that you have gained in your

studies. Design your script to use only one camera. The format of the script will be presented later.

- C. Read the programmed material found in Room 241 in Bessey Hall. When you have completed the program, come to the office to see me.

APPENDIX B

MATERIALS USED

## MATERIALS USED

### I. Transparencies

#### A. On language

1. cartoons
2. comics
3. newspaper clippings

#### B. Color slides for theme subjects

#### C. On Speech Production

1. model of head showing intricacies of organs
2. organs used in speech production with overlay
3. vowel chart showing places of articulation
4. consonant chart showing technical and non-technical names for places of articulation with overlay.
5. diagraphm of tongue positions
6. diagraphms showing places of tongue position for consonant sounds
7. word lists showing front, back, and mid-vowels
8. student-written papers
9. word lists showing diphthongs

10. grammar and syntax
  - a. run together sentences
  - b. sentence fragments
  - c. misplaced modifiers
  - d. irregular verbs

II. Materials given to students

- A. words that occur as prepositions
- B. words used as subordinators and coordinators
- C. words of transition
- D. words to show parallelism
- E. examples of writings from Uptaught
- F. reprint from Oxford English Dictionary
- G. reprint from the Saturday Review
- H. comparison of phonetic symbols with Webster's Seventh Collegiate Dictionary
- I. examples of outlines
- J. did you know fact sheets

III. Cassette tapes for feedback

IV. Flat pictures

V. Sentence-combining problems

VI. Records

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