

THE DEVELOPMENT OF AN EXPERIENCE - CENTRED  
CURRICULUM IN THE LANGUAGE ARTS FOR  
TEMPERAMENTALLY HANDICAPPED  
INTERMEDIATE PUPILS

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ABSTRACT

The purpose of the study was to describe the theoretical basis, operational development and practical application of a language-arts curriculum based on shared experiences, and designed to meet the needs of intermediate grade pupils whose achievement level has been depressed by temperamental factors.

There exists a growing body of research evidence that the disorientation of many children from school learning activities and their lack of success in school are mutually stimulating factors. These appear to operate via the individual pupil's perception of himself in the school situation, particularly his assessment of his capability, adequacy and worth. At the same time, the science of psycholinguistics is providing information regarding the way in which language is acquired by young children, which points to a highly successful process of self-teaching by means of the repeated use of language in cycles of communication with others. Language, in fact, appears to be learned by the repeated, and progressively more precise, use of language, while the self-system develops parallel with, (and partly as a function of), the growing language capability.

The function of language is seen as the

translation of experience into communication and thought. The exercise of this function by persons participating in communication transactions with others would seem to offer both a starting point and a basic pattern to follow in elaborating and expanding the language skills of the participants. Their existing state of language development, as ascertained by scrutinising their current language performance, would seem to be the logical data-base upon which to plan learning activities, while the normal cycle of communication would seem to be a process into which activities designed to extend and elaborate language might be inserted. If, in addition to being made the vehicle for language enhancement, the communication cycle could produce positive evidence, satisfactory to the participants, of their capability to produce language, the degenerative cycle of disorientation, lack of success, and further disorientation might be slowed, halted or even reversed.

The study, which attempts to meet the above conditions, is in two parts. The first outlines the formulation of a theoretical basis for the proposed curriculum development from a study of pertinent literature, going on to describe the way in which language may be stimulated by experiences and examined by comparison with specially assembled

criteria, having appropriate learning activities planned as a result of the examination. After describing the design of learning activities, the first part concludes with a consideration of the implications of the proposed curriculum development for learners, teachers, administrators, and the public, and of the limitations likely to operate upon its implementation.

The second part of the study is devoted to the practicalities of applying an experience-based curriculum. The proposed method of language examination is explained and a series of check-lists, assembled from criteria derived from a wide variety of studies of children's language, is presented. This part of the study concludes with a series of specimen stimulus events and the learning activities arising out of them. The final pair of this series, having been fully implemented in the classroom, is accompanied by brief tape recordings of children's oral responses and an individual sample of reading assessment. Typewritten transcripts accompany this material, together with a sample of the written language output of a class using the system.

Appendices include an analysis of the equipment, materials and services which would be required to implement the system, and a further series of suggested stimulus events ready for the development of suitable

learning activities.

The proposed curriculum development would remain experimental until such time as trial implementation, evaluated by controlled empirical procedures, became possible.

Examiners:

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PART ONE

FORMULATION

## CHAPTER I

### INTRODUCTION

#### Purpose, Origins and Nature of the Study

##### - The Language Experience Approach Developed for Intermediate Grades

The aim of the study was to develop a language arts curriculum method for the intermediate grades in which shared experiences would stimulate the production of language by the pupils, this language being recorded, typed or printed, then used both as basic reading material and as a source of data for the planning of learning activities.

The method was intended primarily to meet the needs of temperamentally handicapped pupils, (Stott, 1971, also review and definition of terms, q.v.), but was considered capable of wider application.

In developing the method from an existing one, (Evanekko, 1972), an elaborated model for its application was designed and the functioning of this model was illustrated by the production of a series of specimen lessons.

#### Origins of the Study

The use of the experiential stimuli for language production coupled with positive acceptance of the

pupils' language output in all forms, and its transcription into printed form for reading, discussion, display and use as the data base for planning learning activities have proved fruitful strategies for the writer during a period of three years as a teacher of emotionally disturbed children.

### Population.

The incidence of emotional disturbance in the general school population is uncertain but estimates vary from 10%, (Bower, 1958; Laycock & Findlay, 1969), to "over 20% with no clear cut-off point", (Stott, 1971). Certainly many more children than those officially recognised as emotionally disturbed and referred for special treatment, do, in fact, experience some degree of emotional discomfort in their encounter with schools.

Stott, (1971), pointed out a group of such children, who, he suggested, formed a further 10% of the school population, over and above the 13% of boys and 7% of girls normally identified as requiring special educational provision on emotional grounds. These he described as "temperamentally handicapped", in that their learning ability was impaired by temperamental factors. These temperamental factors were less severe than would

lead to their inclusion in the group described as emotionally disturbed, indeed such children were unlikely to be so identified because they were adept at adjusting their behaviour so as to avoid giving evidence of conflict.

The present study is concerned with the development of a language arts curriculum method suited to the needs of temperamentally handicapped children. Since these children inhabit regular classrooms and since the condition of temperamental handicap is believed to affect, to a lesser degree, many more pupils than the basic 10%, (Stott, 1971), the development will proceed on the assumption of a regular classroom setting for the work suggested. In order to reach the target population, it will be necessary to provide a programme which will meet the needs of capable, well-adjusted pupils, while having particular relevance for those whose emotional adjustment adversely affects their performance in traditional learning activities.

#### Summary of the Problem

1. A significant section of the school population seems, from observation and from research evidence, to be prevented by temperamental factors from developing efficient learning strategies, resorting instead to avoidance or defensive techniques

which result in lowered achievement and aggravation of the temperamental handicap.

2. The use of faulty learning strategies in language arts activities, as well as resulting in lowered achievement in this area, will adversely affect performance in other subject areas, since language is the medium of communication, thought, learning, and instructional messages.

3. The pupils considered by the researchers to be temperamentally handicapped are not currently recognised officially as having special needs and are accommodated in regular classes.

#### Action Proposed

In the project which follows an attempt has been made to rationalise and develop systematically a method of applying to the regular school situation a technique which, when used experimentally with small numbers of severely emotionally disturbed pupils from 1970 to 1973, was successful in stimulating language use and development. Though independently arrived at, this method bears strong resemblance to the "language experience" method, (Stauffer, 1970), which is sometimes used to initiate reading with very young children, or with older pupils who have long-standing difficulties. It has, however, been

extended in certain ways. The use of language, in a cycle of communication, is to be stimulated by means of provocative experiences. Provision is to be made for the recording on tape, and subsequently in print, of large volumes of language. A system of language examination, here called "scanning", is to be instituted, the results of which will form the basis for the selection of language learning and development activities. Though aimed at pupils who suffer a degree of temperamental handicap, the curriculum will be capable of application to the regular classroom situation, since the target population is included in the regular population and the method is considered equally viable for capable and well-adjusted pupils.

The study has two parts. Part One consists of Chapters I to V inclusive, while Chapters VI and VII make up Part Two. A bibliography relating to both parts follows Chapter VII. The study concludes with an appendix which summarises the materials and services which would be required by the proposed curriculum.

In Part One, Chapter I introduces the study, defining the problem, the population of interest, the action proposed and the terms used in Part One. Chapter II consists of a review of related literature,

with a summary. In Chapter III the theoretical basis of the curriculum method is outlined and an operational model is illustrated. The selection and design of learning activities are the subjects of Chapter IV. Chapter V concludes Part One by considering the implications and limitations of the proposed method, together with some suggestions as to the possible directions of further study and possible changes which may arise from any implementation of the proposals of the present work.

Part Two seeks to illustrate the functioning of the curriculum method. In Chapter VI a general introduction to the specimen learning activities is given, terms used in Part Two are defined, and an explanation of the nature, limitations and uses of a series of special language evaluation check-lists, synthesised for the purpose of "scanning" language so as to arrive at instructional decisions, is presented. The chapter includes copies of the lists. Chapter VII consists of a series of experiential stimuli and specimen learning activities of the kind which would arise from the exposure of classes to them, with scrutiny of their language, using the check-lists. Certain of these specimen activities are factual reports on implementation, and samples of this language accompany the study. The learning activities illustrated

in this chapter are interspersed with brief reports on language in which the use of check-lists is indicated.

The study is not intended to have any empirical element at this time. Any implementation of the recommendations of this study will, of course, remain experimental until evaluated by controlled empirical procedures.

## DEFINITION OF TERMS

Most terms used in this study are either in common use in educational literature or are fully explained as they appear in the text of the study. Those which are used in such a way as to have subtleties of meaning peculiar to the present work are defined below.

**Cognitive Dissonance** - A perceived incongruity with previous knowledge or experience, suggesting a need for further investigation.

**Contaminating Variables** - Factors likely to render the results of experiments invalid.

**Convergent Thinking** - The kind of thinking called for in problem situations which have only one "right" answer, calling for a "narrowing down" of the thinking about the situation.

**Discrepant Event** - Akin to Cognitive Dissonance, an occurrence or manifestation differing from that which has been customary, calling for fresh mental accommodation.

**Disoriented (pupils)** - Applied to pupils who no longer share the aims and values implicit in the operations of the school system, by reason, it is thought, of the negative

effect of their school experience, which has been characterised by a lack of success, upon their emotions.

Divergent Thinking - The type of thinking called for in problem situations which admit of several possible solutions, originality being encouraged in their formulation. Often characterised as being "creative".

Emotionally Disturbed (pupils) - Those pupils whose emotional state is so unstable as to cause their participation in regular schooling to be impracticable, and posing a need for special educational provision.

Experiential Stimulus )  
and Stimulus Event ) - An experience for pupils, arranged or selected with a view to stimulating the use by them of language.

Feedback - Return information regarding the effects of an action or message, influencing future actions or messages.

Intention - Used during the explanation of the theoretical curriculum model, and the subsequent description of the design of curriculum units, to signify an initial instructional aim. Associated with the term "objective", in that the general objective is transformed, (Figures 4, 5, 6.) to an

intention by the process of selection. The intention is next modified by determining variables, becoming the profile of a learning activity or experience. (See also "profile" below).

Language Acquisition - The process of becoming capable in the language of one's environment, as in the young child's pre-school learning of oral language. (In this study, the language discussed is English, only).

Language Experience - A system of initiating reading in the early school years, whereby language is generated about events or features of immediate interest and direct experience, is printed on charts by the teacher and then becomes the focus of the language study, a store of such language being accumulated, read and used in writing. This can be the main thrust of early reading programmes, but is, oftener, one of many early approaches.

Learning Strategies - Ways in which, it is believed, learners approach the business of learning or acquiring the basis skills and knowledge required for competence, especially, in the case of this study, concern is with the language arts. The term includes such factors as the intensity and duration of the pupil's attention,

whether or not this appears to focus on relevant or irrelevant features of messages, what connection pupils seem to make between cause and effect, and how willing they are to engage in communication with the teacher rather than attempting simply to placate him.

Learning Strategies, Faulty - (also referred to as pseudo-adjustments), - Ways in which learners approach the tasks, (as they see them), of learning, which are unprofitable for them. These are thought to be temperamental in origin and include inattention, unwillingness to respond, insufficient attention, capricious or inconsequential answering so as to stave off unwelcome tasks, and so on.

Phenomenological - Applied to a school of psychological thought which emphasises the unique nature of each individual, who needs help in his striving to "grow" in the sense of causing his ideal self to be actualised. The individual's field of perception is seen as controlling the learning which is possible at any time, things outside it being irrelevant. The supporters of these theories are much concerned with the emotional well-being of the individual.

Profile - (see also "intention" above). The name used in this study for the shape and form of the

learning activity or experience decided upon by the teacher, when he has modified his instructional intentions in the light of the determining variable factors arising from the nature of the learners and their environment. (Figures 4, 5, 6).

**Reliability** - In discussing tests or measuring instruments, this means the ability of the test to give the same or closely similar results on separate occasions of use.

**Scanning** - Used in this study to mean the examination or scrutiny by the teacher of children's oral or written language so as to identify points at which to start attempting the elaboration and improvement of their performance.

**Self-Concept and Self-Esteem** - Also referred to as "self-appraisal", "self-perception", etc., (see review of literature). A person's opinion and feelings as to his worth and capabilities, particularly as this is perceived by him in relation to the setting in which he is expected to learn.

**Temperamentally Handicapped** - Applied to pupils who are sufficiently disturbed emotionally by their school experience to resort to avoidance or inappropriate learning strategies, while not necessarily exhibiting behaviour which would lead to their being classified as "emotionally

disturbed", as described above. (see also "disoriented" above).

Validity - In discussing tests or measuring instruments, this means the ability of the test truly to test the quality or attribute which it professes to test. The term, in psychological measurement has several subdivisions of meaning. Here "construct" validity is implied.

## CHAPTER II

## REVIEW AND DISCUSSION OF RELATED LITERATURE

1. The Disoriented Pupils

The estrangement of otherwise capable pupils from the goals, values and practices of the schools may have a number of causes. One of these may be emotional disturbance, which can arise from the pupil's reaction to the demands and expectations of school, or from external factors, or from a combination of the two.

In this study the term "temperamentally handicapped", (Stott, 1971, p. 38), has been used since it conveys well the idea that there exists a group of pupils whose ability to profit from school learning situations is curtailed because they adopt faulty learning strategies due to a measure of maladjustment.

Their number has been long estimated at some 10% of the school population. Bower, (1958, p. 627), states that, "at least three children in every classroom" have emotional problems strong enough to be regarded as "emotionally disturbed children". Laycock & Findlay, (1969), thought that the proportion of such children in British Columbia was of this order. Here, it should be noted that the term "emotionally disturbed" was used to mean "requiring exceptional treatment". Stott goes further in his estimate, pointing out that the degree of disturbance is a "continuum with no

clear cut-off point", (1971, p. 38), and stating that, "in addition to the 13% of boys and 7% of girls" commonly accepted as being seriously disturbed, (by common criteria), a further 10% of children in schools have a "degree of behavioural handicap", being disturbed enough by their encounter with school to resort to "pseudo-adjustments" in the form of faulty learning strategies or avoidance techniques. If Stott's "further 10%" is added to the accepted figure of a basic 10%, then provision for as much as 20% of emotional disturbance in classrooms appears to be needed.

Holbrook, reporting on his project for teaching English to disoriented and rejected students in the lower ability ranges of the British Secondary (Modern) Schools, maintains that "something like four out of 20" of them were "actually mentally ill", (1964, p. 22). The comparison, from another country and educational system, yet arriving at such a similar proportion of estimated disturbance in pupils, is not without point.

While the manifestations of disorientation are either overtly emotional, in severe disturbance, or shown as educational under-achievement, as postulated by Stott, (above), the primary sources of disorientation may well not be the emotional state of the pupils. This, indeed, may be an effect rather than a cause. The clash of cultural values which is inseparable from

the school situation of disadvantaged children is well documented.

White, (1971), describing the 20% of the United States school population whom he defines as disadvantaged, (a percentage which, he forecasts, may be expected to double within a lifetime), points out that most disadvantaged pupils, especially those socio-economically disadvantaged, are equipped neither cognitively nor affectively to cope with the middle class oriented school system. Bernstein's much-quoted statement, (1961), that disadvantaged children do not share the language-meaning system which dominates the school is another widely accepted pointer to the near-certainty of emotional discomfort in a varying but considerable section of the school population.

Earlier writings than White's on the subject of disadvantaged children, (Passow, Goldberg & Tannenbaum, 1967), and cultural deprivation in children, (Bloom, Davis & Hess, 1965), stress the emotional turmoil caused by the conflict of cultures in the present school situation, often concentrating on the adverse effects on the self-concept or self-image of the pupils. All the foregoing sources also state that the group characterised as "disadvantaged" or deprived is not narrowly confined to any one socio-economic stratum or racial group.

Several major studies have examined the changes

in self-esteem as children proceed through the school system. An early evaluation of this kind reported a decline from 84% of the children exhibiting pride, as measured by the tests used, when in Grade Three, to only 53% in this frame of mind by Grade Eleven, (Morse, 1964). Subsequent studies of a similar nature have produced similar results, (Brookover, et al., 1965; Yamamoto et al., 1969). This lends some significance to the opinion of Haaren, (in Purkey, 1970), that his findings indicated a better predictive property in measures of self-concept than in measures of intelligence quotient for assessing future academic progress.

The concept of children, disoriented from the aims and methods of the schools, resorting to various avoidance and faulty learning strategies has been given great publicity by the popular writings of Holt, (1964, 1967). Though based upon the observation of specific cases, recorded in somewhat anecdotal fashion, these accounts have aroused much sympathetic reaction from educators and the general public, regardless of their less-than-scientific basis.

In summary, the children towards whom the attention of the present work is directed are the ones of whom Stott, (1971, p. 38) has said:

"The main body of this monograph has had to do with the temperamentally handicapped because they present the most pressing problems to the teacher and because very explicit and well thought out

programmes are required for them in order to avoid educational and social disaster. But they are not a class apart. When we try to define maladjustment, (and the learning disabilities it brings in its train), we are confronted with a continuum with no clear cut-off point. By commonly-accepted criteria some 13% of boys and 7% of girls are rated as maladjusted in the sense that their behaviour handicaps are seriously injurious to themselves and possibly also to other people. There are, however, another 10% of boys and girls who, because of a degree of behavioural handicap, are by no means making the best social adjustment or the best use of their capabilities. Because the learning situation, as these children find it in ordinary schools, presents them with so many uncertainties which are apt to undermine their confidence, and demand an ability for reflective thought which they lack either from temperament or training, their weaknesses will be more apparent in their learning failure, (or in achieving less than their potential), than in social adjustment."

(emphasis by underlining added by the present writer)

These children will, it is suggested, be characterised by low apparent achievement in school subjects, particularly in the language arts, a low level of self esteem, particularly in the school situation, lack of motivation, and inattention exercised on a selective basis. These implications are drawn from the Stott monograph. In succeeding sections of this review, evidence in support of these suppositions, drawn from a variety of sources, is offered.

Recommendations for the educational treatment of the section of the school population described above, and referred to as "temperamentally handicapped", include:-

- (a) behaviour modification, with tangible reinforcements and the planning of an

- "attractive programme" (Stott).
- (b) "... the exploration of inward phantasy and the expression of it in many forms, but chiefly in words, by imaginative composition of all kinds. This should be the basis of all their work but in English it is the root of literacy" (Holbrook).
  - (c) provision of warm, friendly positive teaching by a worthy "model" to imitate, enhancement of self-concept, pupil participation and much flexibility in lesson planning. (White).
  - (d) teaching in small classes, highly prescriptive, with many built in small steps of success. Parallel education of the parent. (Bloom et al.)
  - (e) the provision of experience with the real world, or as much of it as can be brought into the class situation, the offering of guidance, the acceptance of the children's responses and questions, then "get out of the way" (Holt).
  - (f) the building of a positive, acceptable self-concept, with the concomitant reduction of anxiety. (White).
  - (g) individualising instruction, improving the language patterns and improving self-concept (Goldberg, in Passow et al., 1967).

(h) pre-school experience and activity with a view to emotional development. Matching of experiences in the Piagetian sense, using Montessori as a guide. The emotional climate of the developing person is seen as inextricably interwoven with his cognitive functions. (Mc.V. Hunt, 1961).

In the proposed approach, many of the above suggestions are to be heeded. All language-use situations are to be experience-stimulated, at least initially. The oral responses of all pupils, (their area of greatest confident skill) , will be the base for initial recording and subsequent learning activities. Positive reinforcement, provided by evidence of success, will attend the conversion of oral language to printed material by transcription. Since the data base for language instruction will be the language emitted by the pupils, the approach would seem to be individual. Regard will be paid to the Piagetian "match" in the planning of learning experiences, since inductive ones will precede deductive ones.

The theoretical basis of the proposed curriculum development is one of the stimulation of a communication cycle by presenting the pupils with noteworthy experiences designed to provoke the use of language. Into this cycle will be inserted language learning experiences designed to enhance performance. These

will have been based on information gained by monitoring existing performance and will have been modified in the light of the determining variables of the learning situation.

In this way, it is intended to provide learning activities specific to the perceived needs of each situation and capable of rapid modification in response to changed performance. The enhancement of the pupils' self esteem in situations of language learning and use is to be attempted by placing before them, almost daily, evidence of their successful generation of language, in the form of a typed and duplicated transcript of their language production, to be added to class journals. Since the language learning activities proposed are to be based on the existing performance of the pupils, the opportunities for failure, inherent in attempts to perform tasks prescribed by texts or courses of studies, which are necessarily designed for general use, are likely to be much reduced. This should certainly cause less damage to self esteem and confidence and could well enhance them.

## 2. Language Development in Children

The methods by which children acquire language competence, (the term is here used in its colloquial sense, though in a sense quite parallel to its linguistic one), are still the subject of much research. As might

be expected, workers in this field adhere to various theoretical views. Broadly these may be divided into views based on learning theories and views based on the emerging discipline of psycholinguistics.

In learning theory approaches to linguistic performance, man is not seen as having any innate capacity for language. He is seen, rather, simply as a superior learner, (Williams & Cairns, in Minifie, Hixton & Williams, 1973). Language is treated as one of the behaviour patterns which man learns. These theories follow either the behaviouristic or mediational approaches in psychological studies.

#### Some Learning Theory Approaches

These are descended from Pavlov's classical conditioning discoveries, by way of the principles of instrumental conditioning, whereby responses which are rewarded or reinforced are expected to increase in frequency, eventually eclipsing those which are not reinforced. Such instrumental responses may be paired with verbal behaviours in such a way that the verbal behaviour can come to substitute for the original stimulus. Experiments to illustrate the principle are, however, limited to simple verbal materials in highly structured learning situations, and the constructive and generative characteristics of human language acquisition remain unaccounted for. A further

limitation is the fact that the researcher is restricted in his theorising to that which is directly observable under carefully controlled experimental conditions.

Prominent among the behaviouristic learning theories concerning language is the Operant Conditioning Theory, (Skinner, 1957). Skinner takes strong issue with the attempts of others to outline cognitive or meaning behaviour in man. He argues for a theory which describes verbal activity in terms of stimulus and response. Rewarded, (reinforced), verbal responses to situations of need, will be repeated on subsequent similar occasions. These he calls verbal operants. He outlines his classification of these operants, which are named by reference to the stimulus situations which are said to give rise to them. No concession is made to any notion that man might contribute anything to this process and the system is irreconcilable, at this time, with the findings of workers in the relatively new but expanding field of linguistics, a feature which was the subject of critical appraisal by a leading linguistics expert, (Chomsky, 1959), which clearly illustrated the divergence between the behaviourists and those accepting the cognitive view of language learning.

Still inclined towards the observation of behaviour as the base for research, but allowing statements to be made regarding the presumed internal

state of the learner, is a theory of much greater complexity, (Osgood, 1963), known as the Mediation Theory. Here the human is assumed to have the ability to internalise the associations between stimuli and do so on three levels, instinctive, learned and mediational, using the terms "projection", "integrational", and "representational" respectively for these levels. This would appear to reflect the author's desire to remain loyal to behaviourism while accounting for the evidence of complex intellectual functioning encountered by his team in its detailed study of meaning, (Osgood et al., 1957, 1963).

Other mediational theories have been advanced. They differ in detail from Osgood's but their overall thrust remains an attempt to reconcile the complexity of man's language behaviour with the theoretical simplicity and objective stringency of the behaviourist school of thought.

### Cognitive Approaches

The fundamental difference between the behaviourist and cognitive viewpoints is well expressed by Smith, F. (1971), when he says, "Behaviourists are interested in creatures of habit, while cognitivists focus their attention on creatures who think." As Smith adds, the "creatures" are one and the same, going on to suggest an eclectic approach

when either school's formulation seems to be relevant and useful.

The cognitive view of language learning is one of a being endowed with a capacity for internalising the rules by which a system of communication operates. This capacity is exercised through a continual series of experiments, or hypothesis-testing exercises, using the elements of the language and noting the results of each use, that is, registering the "feedback" from the other language users, which will confirm or deny the experimenter's hypothesis regarding meaning. As a result of this process, it is said, the learner accumulates an internal store of organised information in the form of a theory, regarding the structure of the language to suit his needs, (Smith, F. 1971).

This approach, which is becoming increasingly important in the study of language acquisition and use, (MacGinitie, 1969), arose out of the observation by psychologists and other scholars, (Brown, 1965; Chomsky, 1965; McNeill, 1966; Miller, 1962, 1965; Saporta, 1961), of the emergence of striking parallels between cognitive psychology and the new developments in linguistic studies.

A leading expert in the linguistic field has suggested the existence of an innate language acquisition device, (Chomsky, 1965). This concept has been supported and extended, with varied and plausible

biological evidence cited, to one of an innate capacity for language acquisition with biological foundations and limitations, which is an extension of the natural processes of selection and differentiation fundamental to the evolution of man, (Lenneberg, 1967).

Adherents to the cognitive-psycholinguistic approach put forward a number of arguments in support of their views:

1. Language skills cannot readily be explained as habits established by stimulus-response bonds, there being no simple correspondence in language between stimulus and response, i.e., between sound and meaning. Understanding has to be based on the application of rules to gain comprehension.
2. Most of the sentences we make are novel, being generated by our use of the rules to meet unique purposes. (Smith, F. 1971).
3. Children know very much more language by the age of four to five years than they could have experienced, much less be conditioned to use, (Miller, 1965).
4. Deep structure within the language can hardly be denied to exist. It cannot be explained by learning theories how a knowledge of this is acquired, nor can they account for the link between deep and surface structure. (Williams & Cairns, 1973).

5. Words are not simply labels attached to objects by conditioning. They represent open abstract categories allowing the user to respond similarly to different stimuli within (category) limits. (Lenneberg, 1967).
6. Languages have shared properties called "universals". These common factors, separately produced, suggest that the minds producing these communication systems operated under the same biological constraints and similar needs, suggesting a common biological language capacity inheritance, (Lenneberg, 1967; Smith, F. 1971). This is further suggested by the fact that any child can learn any language, normally, of course, acquiring the language used in his immediate environment.
7. Though research is still incomplete, the findings up to the present time indicate that the principles of language structure and function being revealed by linguistic studies have "psychological reality". (Williams & Cairns, 1973).

The foregoing has been a brief overview of the principal theories concerning language acquisition and development, with selected references. The position taken by the present writer, for the purpose of this project is the cognitive-psycholinguistic one.

The process of language learning is seen by cognitive-psycholinguistic theorists as being one of constant endeavour by the learner to discern the regularities and rules which govern the production of language, so as to avoid the need to attempt the virtually impossible task of remembering all the possible combinations of words which may be used to express meaning. This acquisition of the system of language generation is thought to be achieved by the learner's recognition of the results of his experimental use of language in communicating with others, (Lenneberg, 1967; Smith, F. 1971)

In the case of oral language acquisition, the process appears to follow a clearly defined sequence, parallel to physical maturation and motor development, (Lenneberg, 1967), twelve stages being defined, from the onset of the process at the age of twelve weeks to its virtual completion by the age of four years. A critical period for the acquisition of language is identified, limited at the beginning by the rate of maturation and terminated at about the middle "teen-age" years, when language functions are believed to become fixed in one cerebral hemisphere, which, in most people (97%), is the left hemisphere. After this time the acquisition of language becomes

increasingly difficult.

Since the present study is concerned with the development of language learning activities for children of intermediate school age, (usually ranging from ten to fourteen years of age), Lenneberg's full range of developmental stages, many of which deal in detail with children outside the scope of the present study, may be excluded. Instead, a condensation by the same author, (p. 180), is presented below:

<u>Age</u>	<u>Usual Language Development</u>
0 - 3 months	Emergence of cooing.
4 - 20 months	From babbling to words
21 - 36 months	Acquisition of language
3 - 10 years	Some grammatical refinement Expansion of vocabulary
11 - 14 years	Foreign accents emerge

According to this information, the vast bulk of language acquisition occurs, except in cases of retardation, well before school begins and the major subsequent developments are ones of refinement and expansion, mainly occurring before the children are fully into the "intermediate" levels of the schools. Most children in intermediate grades would appear to be at a stage where little language development might be expected. At the same time, they would seem to be of an age at which such development could still take place

before Lenneberg's "critical period" expired.

The proposed curriculum method is intended to provide the kind of learning environment suggested by the cognitive-psycholinguistic theorists. It will emphasise the repeated stimulation of communication transactions and successive language activities are to be based on the assessment of language produced during the preceding transactions. If the cognitive-psycholinguistic view may be fairly summarised as one in which "language is only learned by the use of language", then the proposed method's principal aim is precisely this exercise of language to communicate. A central principle of the proposed method is that language is unlikely to be used to communicate meaning, (with its concomitant testing of hypotheses concerning meaning by the language users), in the context of artificially-imposed language exercises and activities.

Consideration of the developmental stage of these pupils suggests that their stimulation to use language with excitement and enjoyment may well be vital if they are not to pass out of this critical stage for language development without gaining full advantage from guided language-learning activities.

Their oral language should, barring retardation, be fully developed, except for a degree of grammatical

refinement and expansion of vocabulary. Their performance in the written mode is likely to lag considerably behind their oral capability, so there will be a need to attempt the translation of this oral facility into written form. In this, the device of frequent recording, typing and duplication of oral and written language, which is a basic provision of the proposed method, should provide a continuous exemplar and reinforcement.

### 3. Affect, Learning and Language

Affective considerations have assumed more importance in the deliberations of recent seekers for new directions in curriculum planning. The late 1950's and early 1960's had been characterised by a massive increase in the quantity and complexity, (and degree of abstractness), of the content of education in the U.S.A., following the public concern over what seemed to be a Soviet superiority in technology, as shown by the launching of Sputnik, I, (Doll, 1966). Soon the psychological pressures which built up as a result of this increased tempo of instruction were causing concern among psychologists, educators, psychiatrists, and physicians, (Doll & Fleming, 1966). This concern was expressed by some educational thinkers as a desire for a fresh emphasis to be given to programmes of affect.

The importance of the feelings of the learner and the suggestion that they were of more importance than what he learned were emphasised, together with a consideration of the aspects of schooling which were conducive to positive and negative effects upon students, in an important paper by Kelley, (1965). Kelley's pleas were for a reduction of authoritarianism, excessive marking and examination of students, for the subordination of subject matter to feelings in some cases, and for the planning of new curricula which would have regard to affective considerations.

Weinstein & Fantini, (1970), in pursuing this cause by advocating a "curriculum of affect", point to a discrepancy between subject matter and behaviour, due, they say, to the fact that:

"... the behavioural objectives have become submerged, if not obliterated, by narrow, subject matter objectives, which include nothing about the student's behaviour and his relations with others. (p. 17)"

They also quote Goodlad, (1966), in support of this opinion.

In outlining their conception of the relationship between cognitive and affective functions, Weinstein & Fantini quote Krathwohl's, (1956), statement that "the affective domain contains forces that determine the nature of an individual's life and ultimately the life of a whole people (p.18)."

Krathwohl's "forces", they suggest, include "an inner need for a positive self concept, power, connectedness and so on ...". The position is then taken that cognition and affect, which are seen as mutually interactive aspects of the individual's functioning have, unfortunately in their view, been mistakenly separated by educational thinkers. Krathwohl's view, as expressed in the Taxonomy of educational objectives, that school staffs have tended to "retreat into somewhat less dangerous cognitive domain", is cited in support of this. A final contention that the cognitive orientation in teaching does not affect behaviour directly, as it requires the reconstruction of reality in a symbolic or abstract way, removed from the real, or feeling, level of learning, is supported by Dewey's, (1916), description of the experiential nature of learning.

Weinstein & Fantini emphasise the connection they see between the development of language skills and positive self awareness, claiming that pupils cannot improve their language without positively affecting their self image and that this language acquisition is simultaneously accelerated by more precise and realistic knowledge of the self, (1970).

A number of the prescriptions quoted earlier for

teaching disoriented pupils suggested that their positive language development and their emotional well-being and self esteem interacted, (Goldberg, 1967; Holbrook, 1964; Holt, 1964, 1967; Mc. V. Hunt, 1961). In view of the recently-forged links between cognitive psychologists and linguistic workers, it is interesting to note that an expert in the latter field, of world wide repute, in discussing the child's awareness of language as a form of his own individuality says that the shaping of self through interaction with others is:

"... very much a language mediated process. The child is enabled to offer someone else that which is unique to himself, to make public his own individuality; and this, in turn, reinforces and creates this individuality (Halliday, 1969, p. 31)."

Many more references to research which has made clear the importance of the affective condition of the learner in the educative process, notably his degree of anxiety, uncertainty, fear and level of self esteem are reviewed in a later section. At this point, however, it should be mentioned that experimental studies have demonstrated the negative effects of a depressed emotional state in the students upon learning activities, especially those concerned with language acquisition and use, (Gaudry & Spielberger, 1971; Gibby & Gibby, 1967).

Mention should be made at this point of

the phenomenological school of psychological thought. This group has steadily regarded affective considerations as being of prime importance in the learning process and their pleas for non-threatening, individualised, positive, accepting learning situations have been made consistently over two decades, (Combs, Kelley & Rogers, 1962; Gale, 1972; Sullivan 1953). Their ideas are popular currency in meeting of educators, being paid considerable lip-service, but the extent to which their suggestions have actually been implemented at the public school level is hard to assess.

The interdependence of affective and cognitive factors in the learning process is recognised in the theoretical model which forms the basis for the proposed curriculum development.

Affective processes are considered parallel with cognitive processes in the initial forming of instructional decisions. Both factors contribute to the final form of the learning activity which is implemented. Before implementation, all teaching intentions are modified by rapid reference to the determining variables of the teaching-learning situation, which, of course, include the imagination, emotional state and self concept of the pupils.

Five overall, unifying aspects of language

dominate the entire language-learning-communication cycle which is the core of the theory. One of these integrative "strands" is "Language and the Self".

#### 4. Experience, Learning and Language

The definition of learning as a relatively lasting change in behaviour resulting from experience, (Lovell, 1964), is widely accepted. Considerable attention is given by many modern authorities on language learning to the interdependence of language and experience.

The concept of "knowing" as a transactional process between the individual and his environment, (Dewey & Bentley, 1949), with language at the centre of the process is accepted and developed by Smith, Goodman & Meredith, (1970), in an exhaustive survey of the role of language in learning. Among statements quoted to support the idea are:

(Quoting Langer, 1957) ...

The transformation of experience into concepts, not the elaborator of signals and systems, is the motive of language."

(Quoting Bruner, 1964) ...

Once language becomes a medium for the translation of experience, there is a progressive release from immediacy."

and, from the same source ...

"Perhaps a cardinal precept of a school language programme must be: no language without experience

and no experience without language," (p. 168).

Smith and his collaborators describe the goal of education as being "coming to know, - experience interpreted and intellectualised in language", adding, "the transformation of experience into a symbol is a personal process of education", and "the importance of setting up a stimulus provoking situation cannot be overstressed."

The interdependence of language and experience and the role of experiential stimuli in early language acquisition and the initiation of reading are pointed out by several writers, (Greene & Petty, 1971; Stauffer, 1970; Strickland, 1969), while the importance of stimuli called "discrepant events", (Piaget, 1952), in the Illinois Studies in Inquiry Training (Suchman, 1964), is emphasised by Phillips, (1969), when discussing experiences leading to self-directed inquiry.

Effective experiential stimuli for the use of language together with suitable materials, figured prominently in the discussions of the International Conference on the Teaching of English, (Squire, 1966), where a substantial majority of the delegates, from Canada, the U.S. A., and Britain, expressed doubt regarding the usefulness of text books for this purpose, an idea which is shared by a number of North

American writers, (Armstrong, 1972; Loban, 1963; Pooley, 1946, 1969; Smith, E. B., et al., 1970).

In the present study, experience is intended to be initial stimulus for the use of language. Once the communication cycle has been established, experience in the use of language is intended to be the principal "teaching" agent. Whenever communication shows signs of lapsing, recourse will be had to fresh experiences in order to re-start the use of language to express meaning.

The aim will be to insert directed experiences into the cycle of language use at appropriate points, some as simple stimuli and others as inductive learning experiences.

##### 5. Creative Activities, Learning and Language

Though difficult to define, the term "creativity" has been used with some frequency by writers in the language arts area over the past decade.

Creative work is regarded as the most superior form of activity for bringing about fluency and literacy, by certain writers, (Holbrook, 1964). The whole language production process is called creative by others, (Smith, R. P. 1970), who characterise creativity as employing divergent thinking.

Prominent among the advocates of "creative

teaching" and active in attempting to define the term, has been Torrance, (1962, 1970), whose researches have resulted in very comprehensive lists of language-stimulating activities of great usefulness, regardless of whether they fill a particular definition of "creativity".

Among the prescriptions of the "creativity" school of thought is a strong recommendation for the use of creative drama. This approach includes such activities as imaginative games, creative speech activities, mime, improvisations, speech training, and elementary theatre skills suited to the intermediate grades, (Morley, 1971). Classroom dramatisation to heighten sensitivity to the environment and to dramatic literature are advocated and described by a number of writers, (Barnes, 1968; Hoetker, 1968; Moffett, 1967), while others, (Carlton & Moores, 1968), claim lasting improvement in self esteem and reading ability as the results of self-directed drama programmes. Another benefit reported, (Hartshorn & Brantley, 1973), is improved problem-solving by children who have been exposed to drama as participants.

This appreciation of dramatic activity in fostering the exercise of language is echoed by the recommendation by certain writers of what are called

by them "rehearsals", (Smith, E. B. et al., 1970). These are various forms of playlet, discussions and dramatic activities.

Festinger's, (1957), "cognitive dissonance", Phillips', (1969), Suchman's and Piaget's "discrepant event" and their usefulness in providing Smith's, (E. B. et al., 1970), "stimulus-provoking" situations pose a need for "happenings", dramatic incidents, excursions, phenomena, or other striking events around which to centre language activities.

Several writers point to school science programmes as being rich in such occurrences, (Gross, 1964; Stauffer, 1970). In the last work a 20 item list is given and an extensive bibliography. Simple physical, chemical and biological phenomena would seem to be well suited to the provision of situations of novelty and curiosity, leading to verbal interchanges, directed reading and subsequent expressive activity of various kinds.

Other school subjects or areas of activity are likely to have points of stimulus. Since language is the medium of communication in the learning process, it would seem logical to use stimuli arising from any and all areas of activity to provoke the use of language.

In the proposed curriculum method, the use of

the techniques of creative drama will assume some importance.

Contrived dramatic incidents will often be used as the initial experiential stimuli for language use. This is an important use in itself but there is another dimension to be considered. The ready use of their native language for all normal communications will be so commonplace to most pupils that many will be hard to convince that the use of oral language is worth close study. Some pupils, notably boys in the age groups under consideration, will exhibit great natural reluctance to engage in oral work.

Drama supplies an excuse, a convention which is readily accepted and rationalises the use of a much wider range of oral performance than would normally be socially acceptable, especially by male peers. It also supplies a rationale for focusing upon the expression of emotion without undue embarrassment.

## 6. Self-Concept, Self-Esteem and Language Learning.

### Self-concept and self-esteem

These two terms are not synonymous but their close connection has necessitated their consideration together, since many studies bearing upon the relationship between students' achievement in the

language arts and their self-perceptions and attitudes have included a substantial element of self-esteem measurement in their overall assessment of self-concept, (Bledsoe, 1964; Hamachek, 1969; Purkey, 1970).

"Self-concept" is the term normally applied to the individual's total configuration of feelings about himself, attitudes towards himself, perceptions of himself as a physical entity and opinions about himself as a personality. It represents the sum of his experience or himself and of the reactions towards him of significant others, (Gale, 1972).

"Self-esteem" refers to one major dimension of the total self-concept. This is the individual's view of his capability, adequacy and value. It is well defined by Coopersmith, (1967), as the extent to which an individual believes himself to be capable, significant, successful and worthy. The term "self-esteem" is used in the same sense by Zintz, (1970), while other terms used to describe this attribute, when discussing its connection with language arts achievement are, "self-perception", (Soares & Soares, 1971), "self-image", (Brookover, 1967; Strickland, 1969), and "self-appraisal", (Kaluger & Kolson, 1969).

#### Measurement or Evaluation of Self-Esteem.

Many of the instruments currently available are

self-report inventories, though some of them seek to avoid having the subject make direct statements about himself, by resorting to techniques such as the sorting of cards bearing symbols, or pictures with facial expressions meant to signify reactions to hypothetical stimulus situations suggested to the subject by the tester. Several require the subject's reactions to adjective check lists, or self-referent statements.

#### Usefulness of Measurement

Opinions of the validity of attempts to measure self-concept and self-esteem are somewhat reserved, (Thomas, 1973; Wylie, 1974). The validities of measures which may themselves affect the state they seek to measure, which are dependent in many cases on the literacy level of the subjects, and which rely to some degree on the meaning-system of the subjects coinciding with that of the test constructors, are subject to doubts. Purkey, (1970), in summing up efforts in the area up to that time, pointed out that most of the instruments available were self-report inventories, for which, he maintained there were many contaminating variables. He also reminded the reader of Combs', (1962), statement:

"self-concept is what an individual believes he is. Self-report is what he is ready, willing or able, or can be tricked into saying he is (p. 61)."

The basic task undertaken in measurement attempts

in this area is one of trying to quantify observations which are qualitative. They are, in fact, often interpretations of behaviour rather than observations of it. In such a setting, validity, in the generally accepted sense, is hard to establish, causing some workers to begin to question the search for it, (Loevinger, et al., 1970).

A recent authoritative summary sees little improvement in the state of measurement in this sector of the affective domain over the past decade, (Wylie, 1974). It is suggested that the way ahead may be by refinement and examination of methodology until a breakthrough is achieved. Until such developments occur, it would appear that educators interested in the evaluation or ascertainment of self-concept or self-esteem may have to be content with qualitative information specific to a time and situation. While such information, being incapable of generalisation, is no contribution to knowledge in the way that valid research contributes to knowledge, it may still be of great utility to the practitioner, provided its particular nature is borne in mind.

Despite the difficulties of objective measurement mentioned above, self-concept and self-esteem and their possible relationships with aspects of school performance are the subjects of increasing investigation.

In most cases, positive relationships are demonstrated, as will be seen in the studies cited below under various headings. It should be mentioned however, that to demonstrate a positive relationship is not to show causality. In default of an established causal connection, a multiplicity of positive relationships constitutes interesting indicative evidence.

### Self-Esteem and Anxiety

Theorists have long equated high self-esteem with an absence of anxiety or insecurity and with a tolerance for uncertainty, (Combs, Kelley, Rogers, 1962; Doll & Fleming, 1966; Lighthall, 1964; White, 1971), often suggesting that the self employs selective inattention to threatening or discordant observations as its principal means of maintaining stability. Sullivan's, (1953), contention that the self-system's main purpose was to avoid anxiety or minimise it has been supported by a growing body of psychologists concerned with the affective domain, (Brookover, et al., 1967; Gale, 1972; Maslow, 1962).

The above position has been supported by various studies which have demonstrated the relationship. Gaudry & Spielberger, (1971), when discussing their own study of anxiety and its effects on school achievement, summarise evidence from studies on

parallel lines by Lipsitt, (1958); Rosenberg, (1953), and Sarason, (1960), all of which indicated a strong negative relationship between self-esteem and anxiety.

In a 1965 study of nine-year old children in Rochester, New York, Cowen, Zax, Klein, Izzo, and Trost found that, of the twenty-two variables whose relationship with manifest anxiety they evaluated, the highest single correlation was that between anxiety, as measured by a manifest anxiety scale, and a self-report inventory measurement of self-concept.

The Coopersmith study of the antecedents of self-esteem, (1967), reported a clear association between low self-esteem and anxiety, neurosis, and psychosomatic symptoms. An earlier study by Bledsoe, (1964), of self-concept, intelligence, achievement and anxiety reported a significant negative correlation between self-concept and manifest anxiety for all boys in the grade four to grade six sample, and for the younger girls. The last named study contained as part of its concluding statement, the investigator's finding that self-esteem was partly made up from freedom from anxiety.

#### Self-Esteem and Language

##### (a) Receptive Activities - Listening and Attention

The ability to listen selectively is likely to have

been well developed before the child comes to school, except in cases of perceptual difficulty, during the normal process of language acquisition, Miller, 1965; Smith, F. 1971). Children whose self-esteem is low may be expected to have a high level of anxiety, as found in the studies cited above. Anxious children are said to exercise selective inattention to that which they judge to be discordant or threatening, (Combs, Maslow, Rogers, 1962; Gale, 1972; Sullivan, 1953), while a high incidence of "daydreaming" among anxious children of low self-esteem is also reported, (Reiter, 1963; Singer, 1966; Singer & Roew, 1962; Singer & Schonbar, 1961). Loevinger's (1970), contention, that the essence of ego-functioning was the search for coherent meanings in experience, with anxiety resulting from failures to attain coherent meaning, is a suggestion that anxiety will follow failure to comprehend, and that the self will suffer in consequence.

Consideration of the above findings and statements prompts the view that the temperamentally handicapped children, with whom this study is concerned, share many of the characteristic behaviours outlined above. The avoidance techniques, inattention exercised selectively, and withdrawal from response and interaction outlined by Stott, 1971), resemble those of anxious children having low self-esteem. This

similarity leads to the expectation that their listening behaviour may follow the patterns suggested above, of inattention to oral messages which are perceived as threatening by reason of difficulty in comprehension, leading to anxiety, coupled with inattention due to anxiety which is already established due to poor self-esteem arising from earlier failure situations, a cyclic condition summed up by Kelley, (1965), in simple terms when he said, "In fact, the person who has come to hate himself and others does not take in much of the subject matter." (p.262).

(b) Receptive Activities - Reading.

Relationships between reading performance and self-concept or self-esteem have been traced by a number of workers, in the form of significant positive correlations, (Bledsoe, 1964; Brookover, et al., 1964, 1965, 1967; Hamacheck, 1969; Kaluger & Kolson, 1969; Quandt, 1972). In the earliest of these, the highest positive correlations between self-concept and school achievement elements were those between self-concept and "reading vocabulary", "reading comprehension" and "English", respectively.

Evidence was cited above to support the suggestion that anxiety was in inverse proportion to self-esteem. A number of studies have found significant negative correlations between anxiety and reading

achievement, (Frost, 1968; Lunneborg, 1964; Sarason, 1960; Stevenson & Odom, 1965; Summarised in Gaudry & Spielberger, 1971).

In the literature cited above, the child who has low self-esteem is described as being usually low in achievement, anxious, selectively inattentive, withdrawn, and apt to avoid or ignore experiences or observations perceived as threatening or negative.

Comparison of these characteristics with those likely to facilitate mastery of the reading process, as that process is viewed by psycholinguistic analysts, brings certain potential sources of difficulty into prominence.

The psycholinguistic view of the process of fluent reading, (Goodman, 1968; Smith, F., 1971), is one of the rapid formulation of hypotheses regarding meaning, followed by the testing of these hypotheses against feedback provided by context clues, the redundancy of the language and any subsequent meanings found to be anomalous with what has already been perceived. An indispensable quality in the reader in such a process would be willingness to take risks in forming hypotheses which may prove to be wrong, then profit from the experience of feedback, which may be positive or negative. This ability to take risks and accept experience as information about the correctness or

otherwise of assumptions, without personal emotional damage, is the salient feature cited by developmental psychologists when describing their perceptions of the fully developed, functioning and learning self, (Gale, 1972; Kelley, Rogers & Maslow, 1962).

Beginning or learning readers are, in the view of the psycholinguistic school, in even greater need of this confidence to form and test hypotheses concerning meaning without emotional damage resulting from negative feedback, which they would prefer to be simply as informative as positive feedback and no more.

The child whose self-esteem is low, whose anxiety is high and whose behaviour is in part dictated by an understandable desire to avoid apparent failure, will be singularly ill-equipped to enter this process. Learners having high self-esteem, on the other hand, will be ready to form and check hypotheses fearlessly, receiving feedback without undue emotion, making use of its information to modify their further hypotheses, as they steadily reduce their uncertainty regarding meaning.

In view of the considerations detailed above, it is suggested that the results of studies which demonstrate a positive relationship between self-esteem and reading achievement confirm the expectations which arise from a comparison of the qualities

exhibited by children having a high level of self-esteem, with those required for fluent reading. Such results also confirm expectations arising from a comparison of the qualities exhibited by children having low self-esteem with those particularly vital to children who are learning to read, a situation of greater difficulty than fluent reading. Anxious, cautious children whose ability to attend is capricious or erratic, and who are likely to perceive negative feedback as yet another personal failure, are likely to find the reading task fraught with implied threats to the stability of their already fragile self-systems. Such a situation seems likely to lead to renewed avoidance and "pseudo-adjustments", (Stott, 1971).

(c) Expressive Activities - Speaking

If children with low self-esteem are likely to be anxious, withdrawn and defensive, (Combs, Kelley, & Maslow, 1962; Gale, 1972; Gaudry & Spielberger, 1971), and those with high self-esteem, confident, even outspoken, (Coopersmith, 1967), their willingness to exercise and amplify their facility in spoken language in the large group situation presented by most classrooms will vary in proportion to their degree of self-esteem.

Being virtually self-taught, (Lenneberg, 1967, Smith, F., 1971), this facility in spoken language will

normally be very well developed before schooling is encountered. The vocabulary used may be less varied and extensive than an adult vocabulary and the range of topics may be more restricted, but children entering school may normally be expected to have the capacity to produce all the possible kinds of sentences used by their language community. The messages may be expressed in a restricted code, (Bernstein, 1961), but will be adequate to the communication needs. This ability to produce language adequately in its spoken form, which is less restricted and more expressive than written forms can ever be, in terms of total communication, is seen as extremely valuable as a starting point for further language development, (Loban, 1963, 1966).

If the ability of children to use the spoken form of their language is to be enhanced, and if the use of spoken language is itself to be used as a base from which to expand ability to write the language, the self-esteem of the contributors to the necessary dialogue will have to be considered. Over-correction of language production in public by authority figures may inflict considerable damage on the self-esteem of the contributor of the speech and result in withdrawal. The treatment of regional forms of speech, or local dialect as "wrong", or giving them patronising

treatment, implying that they are in some way "inferior", may similarly inhibit contribution by damaging self-esteem. Encouragement to contribute orally to learning situations, subject to the necessary rules of debate, or some such convention to avoid chaos, emphasises acceptance of both the speakers and their speech, and, by implication, of their cultural background. At the same time, responses from the participant who has most theoretical knowledge of the language, - the teacher - may be subtly elaborated so that even while they are acknowledging the worth of the child's language, they are offering for his inspection, and possible adoption, alternate and richer forms of language use, in the manner of the mother's conversation with her child which is cited by Bernstein, (1961), as the possible way in which elaborated language codes are passed on to the children of the English middle class.

Spoken language is the most flexible and expressive form of language. Each emission of it is a manifestation of the speaker's personality. Acceptance of a child's production of spoken language, followed by an elaborated response, constitutes an acknowledgement of the speaker and his competence. As well as promising to enhance his future language production, this process seems to be closely interwoven with progressive enhancement of his self-esteem.

(d) Expressive Activities - Writing

Considerable attention has been paid in earlier sections to pointing out the characteristics of high and low self-esteem as found by researchers in children's behaviour, attitudes and approaches to learning situations. A number of studies have indicated that children with low self-esteem usually have low levels of achievement in language arts activities, (Bledsoe, 1964; Brookover, et al., 1964, 1965, 1967; Coopersmith, 1967; Hamachek, 1969; Kaluger & Kolson, 1969; Mumpower, 1973; Williams & Coles, 1968).

The production of written language in a conventionally acceptable form is a task of great complexity, even for adults of considerable competence and training.

The operation includes so many elements that rarely can the writer pay full attention to each element simultaneously. The writing has to be legible or the message may be lost. This poses a need for fine motor coordination. The spelling needs to conform to conventional usage at least well enough to avoid the confusion of one word with another similar word. This calls for considerable and systematised recall. The punctuation needs to be such that ambiguity is avoided. Finally, and very importantly, there has to be a message to communicate, something worth saying.

This means the exposure to others of one's thoughts, recorded in a form which is at least semi-permanent and not susceptible to recall, modification, extension, or qualification, as would be the case had the message been spoken.

The producer of written language is vulnerable as soon as his production is examined by another person, even in the most friendly way. He is especially vulnerable if he is a child and the person scrutinising his written language is a knowledgeable authority-figure. If the piece is subjected to marking, by implication its producer is being evaluated.

The child with a low level of self-esteem, described by researchers as being cautious, withdrawn, anxious and prone to a tendency to exercise his attention in response to emotion, rather than reason and relevance, with the added disadvantage of low proficiency in handling the formal mechanisms of the language, will be especially vulnerable in his attempts to cope with tasks calling for the generation of written language. His productions may well be very substandard, often unrepresentative of his underlying competence. Enormous tact and resource on the part of his teacher will be required when evaluating his work with a view to offering suitable help. Acceptance, with a stress upon positive qualities of the work, will be vital, yet pains will have to be taken to ensure that

the feedback given is accurate and not euphemistic. Work appraisal which is negative, places the language producer in an embarrassing position, or subjects the written language to an excess of disfigurement or alteration in conspicuous coloured ink may be damaging to the pupil's self-esteem, which is already delicate.

Children who find themselves in situations where their low self-esteem is further depressed are likely to resort to further withdrawal, with a steady reduction in their willingness to expose themselves, their thoughts, and their weaknesses in expressing these thoughts in written form. This can culminate in a virtual refusal to write, except in response to compulsory questions, or to fill blanks in material written for them by others. This is the very antithesis of a free-flowing exercise of written language to communicate. Such patterns or dependent language behaviour are recognised by research, (Lighthall, 1964), and are familiar to many teachers.

#### Self-Concept, Self-Esteem and the Present Study

Section 6 of this review has dealt at some length with literature relating to self-concept and self-esteem and their psychological and educational aspects, concluding with some discussion of the perceived implications of research findings for the teaching of

the language arts to pupils whose level of self-esteem may be expected to be low.

This emphasis is thought to be justified by the nature of the temperamentally handicapped pupils described by Stott, (1971), whose language arts instruction is the principal aim of the proposed curriculum development.

## 7. Summary

This review first sought to identify and describe the disoriented portion of the school population for whom the projected method of curriculum development is primarily intended.

In describing these children, it was suggested that they would be more likely than other children to exhibit low levels of achievement and low levels of self-esteem, the latter particularly in school situations. It was further suggested that the phenomenon of disorientation may well extend to more children than were mentioned in the description, in an attenuated form.

A brief overview of current theories regarding language acquisition and development was then given. The present writer's adoption of the cognitive-linguistic viewpoint was made clear.

Brief reviews of literature regarding the roles of affective (emotional) factors, experience, and so-

called "creative" activities in relation to language learning were offered. Positive affective state, a rich variety of experience and the exercise of creative activities, notably drama, were suggested as facilitating to language learning.

A final, more extensive section dealt with self-concept or self-esteem, its measurement and its interaction with language learning, in combination with its converse - the presence or absence of anxiety, dependent on the low or high level of self-esteem respectively. The suggestion was made that self-esteem affects success in learning, particularly in language learning and that success in learning, conversely, affects self-esteem, in direct proportion.

The project's theoretical basis and design, which follow, will include elements arising out of the above observations from the literature:

1. The learning activities will originate from shared experience situations.
2. The language produced by the pupils, both oral and written, as is practicable, be transcribed into "print-like" form, so as to reduce the sense of failure attendant upon viewing, by the pupil and others, of manifestly imperfect and inadequate productions. The aim will be the enhancement of self-esteem.

3. "Creative" dramatic activities will form a regular integral part of the activities as a whole.
4. Following the cognitive-psycholinguistic view of language acquisition, frequent opportunities for the testing of hypotheses concerning language will be incorporated in a non-threatening atmosphere.
5. The "print-like" version of language emissions will form the basic common reading matter, in the form of a journal. This will be massively supplemented by a multi-level collection of reading materials in a class library.
6. The learning activities will be selected and designed by reference to the language behaviour exhibited in the production of the group, in other words, in response to manifested language needs. Performance will be studied for evidence of competence. Activities will be designed so as to bring these features progressively together.

## CHAPTER III

## THEORETICAL BASIS OF THE STUDY

The Curriculum Model - Elements and Scope

The preceding review of literature suggested the existence of a group of children whose capacity to learn and use language was adversely affected by their negative temperamental state and whose temperamental state was, in turn, negatively affected by their lack of achievement in language learning and use.

This degenerative cycle seemed capable of a retardation or reversal if such children could be induced to engage in activities calling for their successful use of language to communicate meaning. Their messages should originate from some experience, and the way in which they were received, acknowledged and responded to would positively influence the affective state of the children, (notably their self-esteem in situations of language use), as well as being likely to enhance their ability in this area.

It was further suggested that language learning activities might have optimum effectiveness if they followed the patterns of language learning described by psycholinguistic theorists, who believe that repeated exercise of the language, to test hypotheses concerning meaning, leads to the acquisition of a

complete set of formulae for its generation in all circumstances.

In the following chapter a theoretical description of the functioning of the communication cycle is offered, together with suggestions as to its possible modification by the teacher's intervention and participation.

This theoretical formulation is illustrated by diagrams of the communication cycle, its elements and points of input and output, (Figures 1, 2, and 3). The selection of input by the teacher, and its insertion into the cycle is shown in Figures 4, 5, and 6). A key accompanies these diagrams.

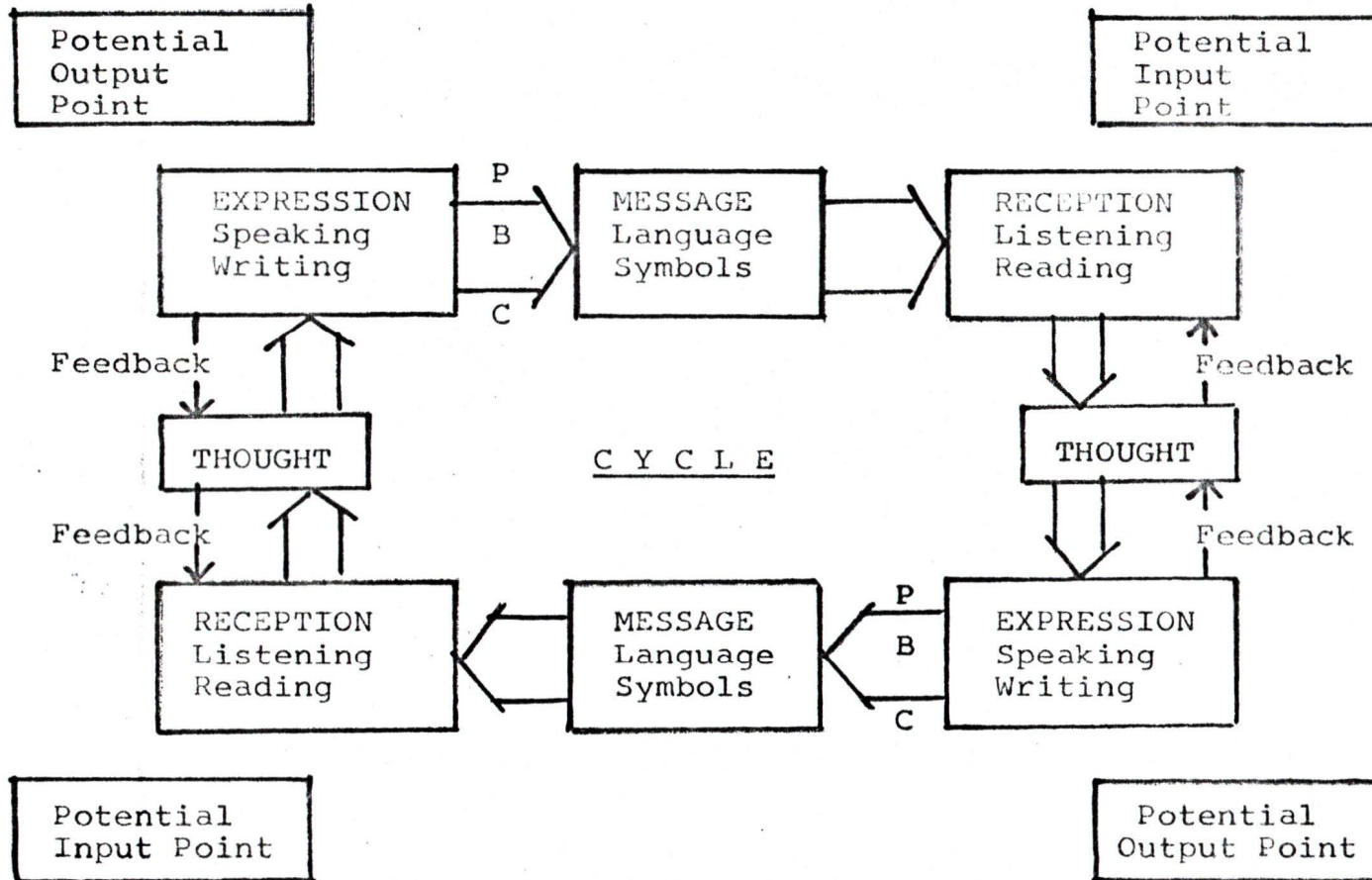
#### Communication by Messages

The model is based upon the concept of language as a medium of communication and thought. These are seen as mutually interdependent activities, exercised from person to person in a cyclic manner via emissions of systematic arrangements of language symbols called "messages". These messages are received and stimulate thought, which gives rise to expression in the form of a return message. This, in turn, is received, thought about and responded to, and so on.

Messages may be oral or written, or non-verbal. In the first two cases, a pattern of language behaviour is shaped according to the purpose of the message's

Diagram developed from a model described by Dr. P. O. Evanechko,  
University of Victoria, 1972.

Fig. 1 COMMUNICATION



Input points are intervention points, where teachers may stimulate activity. Output points, as well as giving feedback to the teacher, are points of exit from the cycle in that expression may be stimulated which diverges from the original communication topic.

originator and its context, so as to produce a linguistic system intended to convey meaning to the receiver. His interpretation of this meaning is reflected in his return message, which is also modified by its purpose and context. Oral messages are likely to carry more meaning than written ones, since they have an extra, complex component. They are elaborated and augmented by non-verbal communication devices such as tone, pitch, stress, pauses, facial expressions, and body posture. These supplements are largely denied to the originator of written messages. Completely non-verbal communication is, of course, common, and though it is not strictly an exercise of language per se, it merits consideration among language activities, since its function is to transmit meaning, which it does with great economy. Though not specifically mentioned in the description of the model or included in the foregoing diagrams, this important but normally unrecorded component of communication must be an "understood" accompaniment to oral messages. It will be necessary to accord due attention to this aspect of language behaviour in the application of the model, notably in spoken and dramatic activities.

#### Language Components

As well as the broad division of language activities into "expression", (speaking and writing),

(Elaborated from Fig. 1. )

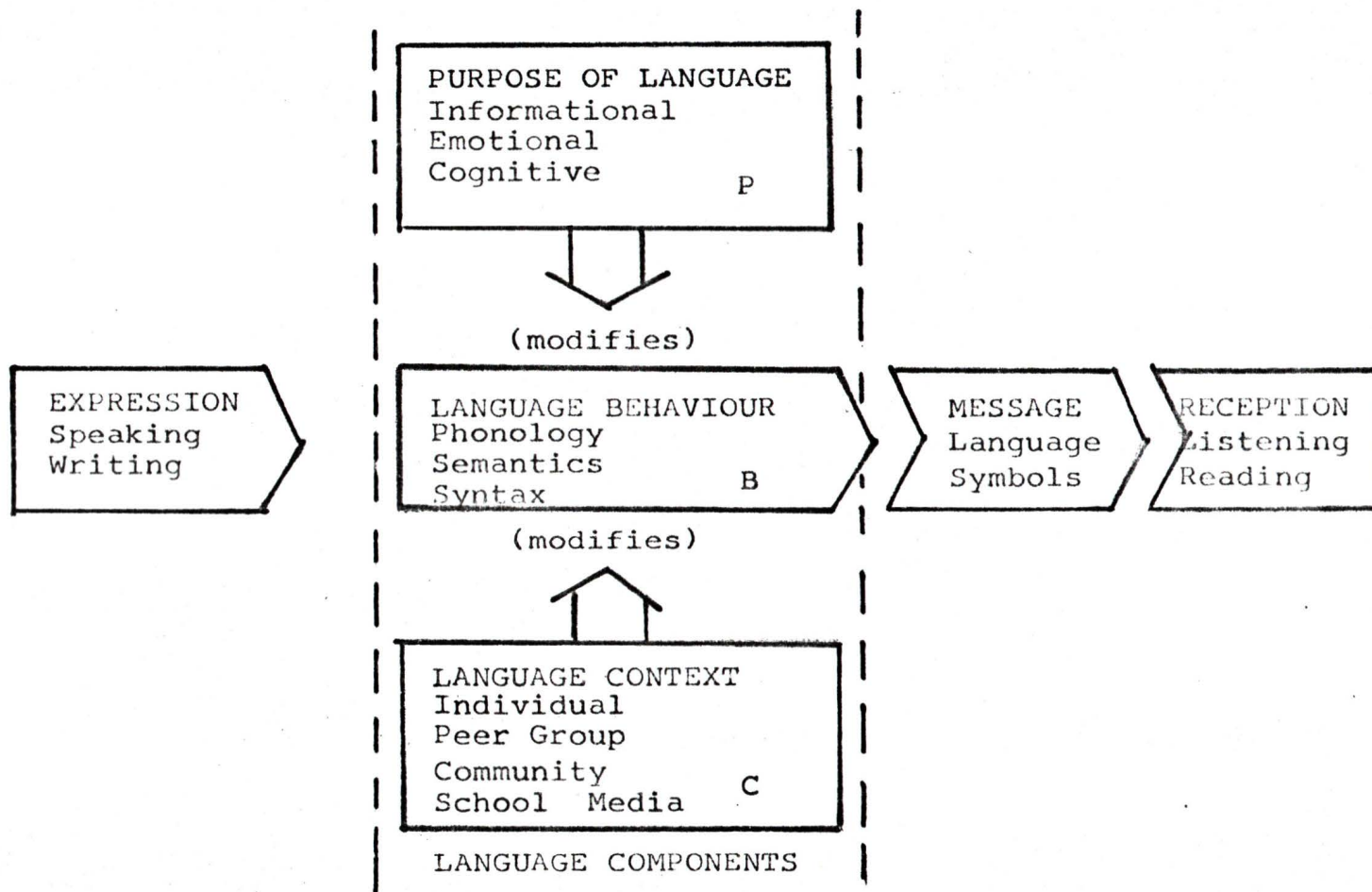


Fig. 2. MESSAGES

and "reception", (listening and reading), language behaviour and its two clusters of modifying factors, purpose and context, are further analysed. This is shown in the second diagram. Language behaviour is made up of phonology, (the sound system), semantics, (the meaning system), and syntax, (the language rules or "grammar"). The purpose of language may be informational, (telling), emotional, (conveying or changing feelings), or cognitive, (knowing), or combinations of these. The context of language use may be provided by a single individual, a peer group, the community at large, the narrower community of the school, or the received messages of the mass media. In each case, the values and practices of the language system are likely to have varying implications. These facets of the human use of language are called, for the purposes of this model, language components.

### Integration

The use of language to communicate is a whole process, initially self-taught by means of interaction with other individuals and with the environment. Many authorities stress that the language arts should be treated as closely inter-related elements of a whole pattern of human activity, (British Columbia Department of Education, 1968; Greene et al., 1971; Loban, 1963; Strickland, 1969). In order to avoid the artificial

separation into compartmentalised "skill areas" divorced from each other, which may result from a desire to plan systematic instruction, the model specifies five language strands which are regarded as "integrative" or unifying elements, to give direction to the selection of learning activities. As will be seen from the third diagram, these are communication itself, growth in language, knowledge of language, language and the self, and variety in language, the last being a reference to the many forms of the language which are acceptable as forms of communication. The "growth" strand, the principal goal of the use of the model, specifies the sequence of the desired growth and its form, the steps generally may be described as proceeding from the known to the unknown, the simple to the complex, the particular to the general, and the concrete to the abstract. These have long been axioms for the teacher.

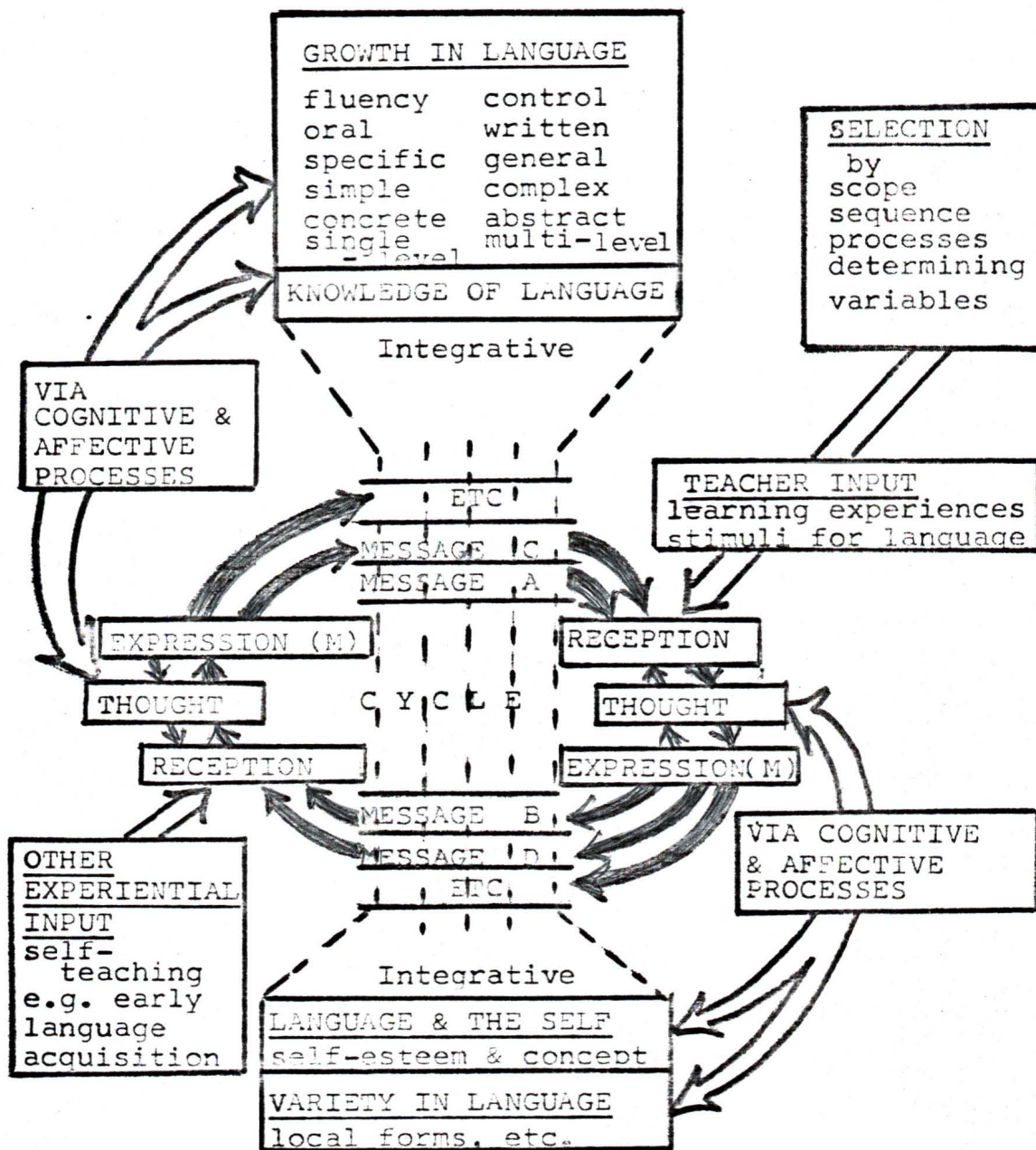
#### Cognitive and Affective Processes

The influence of the pupils' processes of "coming to know", (cognition) and "feelings", (affect), upon the use and development of language is recognised in the model by the inclusion of an element to represent them. The terms and the hierarchies they represent are those of Bloom, et al., as set out in their Taxonomy of Educational Objectives, I & II, (1956, 1964).

<u>Cognitive</u>	<u>Affective</u>
1. Knowledge	1. Receiving
2. Comprehension	2. Responding
3. Application	3. Valuing
4. Analysis	4. Organising
5. Synthesis	5. Characterisation by value or value complex.
6. Evaluation	(see also Figure 4)

### The Communication-Learning Cycle

Some reference has already been made to the third diagram. This is an attempt to illustrate the basic cycle of language use and the outgrowth of developing language skills, elaboration and diversification of language knowledge and increasing awareness which is believed to result from frequent operation of the communication cycle. In the terms of psycholinguistic-cognitive theories of language development, the participants, (two are considered in this discussion, for convenience, but the communication transaction need not necessarily be simply a dialogue), produce their messages, which are hypotheses about meaning, and receive feedback in the form of a return message, which is, to its sender, an hypothesis about meaning, and so on. This is analogous to the process described by the cognitive-psycholinguists as being the natural way in which competency in the spoken language is acquired



**KEY** - "M" = modified by purpose and context. (see Fig. 2)  
 Arrows = primary interactions & developments  
 "Message A" etc., = instance of language behaviour  
 (see Fig. 2)

Communication (cycle)	)
Growth in Language	)
Knowledge of Language	)
Language and the Self	)
Variety in Language	)
	) <u>Integrative Strands</u>

**Fig. 3. COMMUNICATION-LEARNING CYCLE**

(From Evanechko model)

by the individual in his early years very rapidly and without formal teaching. The curriculum model to be developed from the theoretical base represents an attempt to continue that process in the school situation.

It will be seen from the third diagram that the communication process is shown as cyclic and that language developments resulting from it are shown as curved spiral tangents, suggesting a "centrifugal force" acting in the process. Input, whether informal experience or teacher-selected learning experiences, either of which can lend momentum to the cycle, and without which the cycle is likely to slow down, are shown as straight tangents. The symbolism has been resorted to in an attempt to illustrate the supposed dynamics of the process. The integrative "strands" of language depicted above and below the cycle are joined across it by faint lines indicating their integrative effect on the development of language when they are used as guides to the choice of activities.

#### Teacher Input

The diagrams and explanations above have outlined a concept of the process of language use and its development through use.

Input to the process has been suggested to come from external events, here called "experiences". Most

of these will have been fortuitous, ("Other Experiential Input"), especially before the onset of formal education. Many will continue to be so even after formal education has begun, providing an important source of language stimuli. The other external source of input suggested was the teacher.

The purpose of this project is to outline ways in which the teacher may select and present input and guide the operation of the language cycle so as to accelerate and intensify its effect of elaborating and diversifying the language skills of the participants. In the presentation he will, of course, become a participant, and his messages will frequently provide the elaborated feedback so vital to language growth.

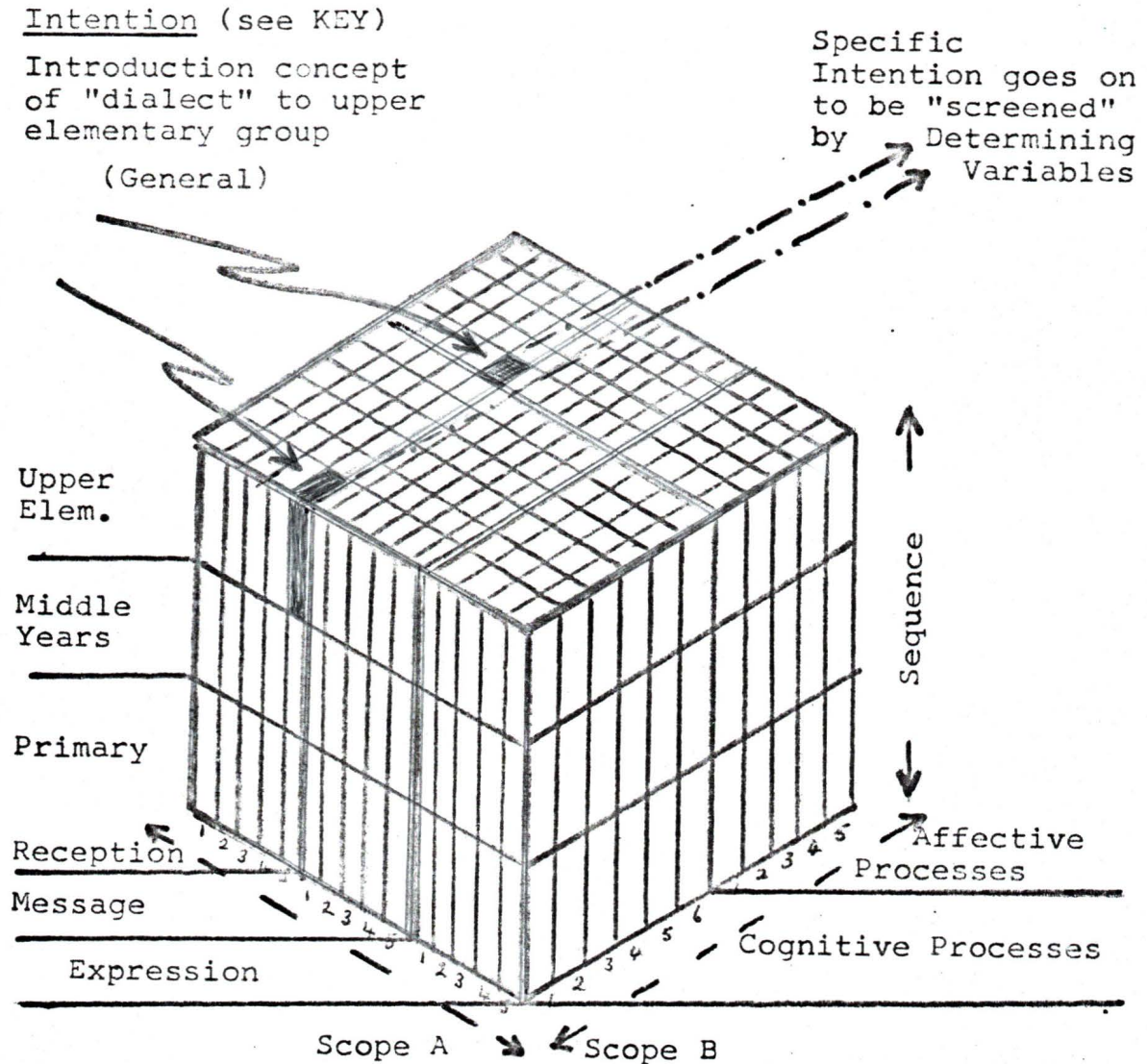
### Selection

The choice of learning experiences to stimulate the language cycle by consulting the prescriptions of prepared courses and their handbooks may produce language performance truly representative of the competency, needs and interests of a particular group of children, but if this happens it is coincidental. Many courses are very well constructed so as to allow latitude for teacher modification to the needs of individual children, in clear recognition of the fallacious nature of attempting to prescribe, at a distance, for children who are outside the writer's

experience as regards idiosyncracies, home environment, sub-culture, language code and academic capabilities.

The present study seeks to establish a method of decision making by the teacher who is in contact with the children, on the basis of the language produced by the children. It is felt that the information as to what needs to be taught, and how it may best be taught, resides in the state of their language development at the time in question. The best way of determining the facts is to obtain a sample. It is believed that a sample of this kind may be obtained by recording and examining their production of language in response to an experiential stimulus. The initial step, therefore, is the choice of an event, observed phenomenon, dramatic incident or other concrete shared experience, preferably first-hand, which will impress senses, arouse interest and stimulate the production of language. This language will normally be spoken language in the first instance, though written responses are not ruled out. The second step will be a close examination of this language to decide what language-teaching objective should be attempted first. Both of these steps are treated in detail in the succeeding chapter.

Given that an objective has been selected, the instructional intention has to be carried out, appropriately modified. The diagrams illustrate three



N.B. Scope A - Reception, Message & Expression integrated by strands, shown as numbered subsections of each block.

- |                                   |                       |
|-----------------------------------|-----------------------|
| 1. Communicating through language | 2. Growth in Language |
| 3. Knowledge of Language          | 4. Language & Self    |
| 5. Variety in Language            |                       |

Scope B - Cognitive & Affective Processes. These are set out in detail on p. 67 q.v.

Fig. 4 STAGE ONE - SELECTION

(Use of Evanechko Model)

stages in this process; (Figures 4, 5, and 6).

1. Selection of elements of language knowledge which it is wished to impart, from a body of such knowledge possessed by the teacher or available to him, leading to Sequence "intentions". (see below)
2. Screening the "intentions" and modifying their form in the light of social, psychological, physical and educational factors called "determining variables". (see below)
3. Applying the modified teaching intention, with reception of feedback. One cycle completed.

### Sequence

The presentation of materials or activities appropriate to that point on the continuum of language development which the learner has reached. Correct sequence is dependent, in the proposed model, on accurate examination of the language produced in response to the initial experiential stimulus. The examination technique and criteria are treated in detail in the succeeding chapter.

### Determining Variables

These are variable factors likely to affect the choice of modes of presentation and emphasis, sometimes,

indeed they will influence the decisions as to whether a certain element of language knowledge or practice will be taught at all:

Social Factors - socio-economic status, cultural background, familial conditions and historical considerations;

Psychological Factors - self-concept, perceptual and conceptual functioning, learning style, level of function, imagination;

Physical Factors - sex, development, any limitations;

Educational Factors - verbal competence, academic history, learning pace.

The above variables are concerned with the learner.

The rest are concerned with the task;

Communication Type - informal, formal, creative;

Communication Purpose - informational emotional.

As will be noted, the second diagram illustrates only the processing of the cognitive element of the assumed learning/teaching intention through the "screen" or "filter" of the determining variables. This process would also be applied to the affective element of the intention but a further diagram of essentially the same process has been omitted in the interests of simplicity.

N.B.  
Application to  
Cognitive Processes  
only shown here to  
ensure diagram  
clarity.

Modified Intention emerges  
as a profile for a learning  
experience.

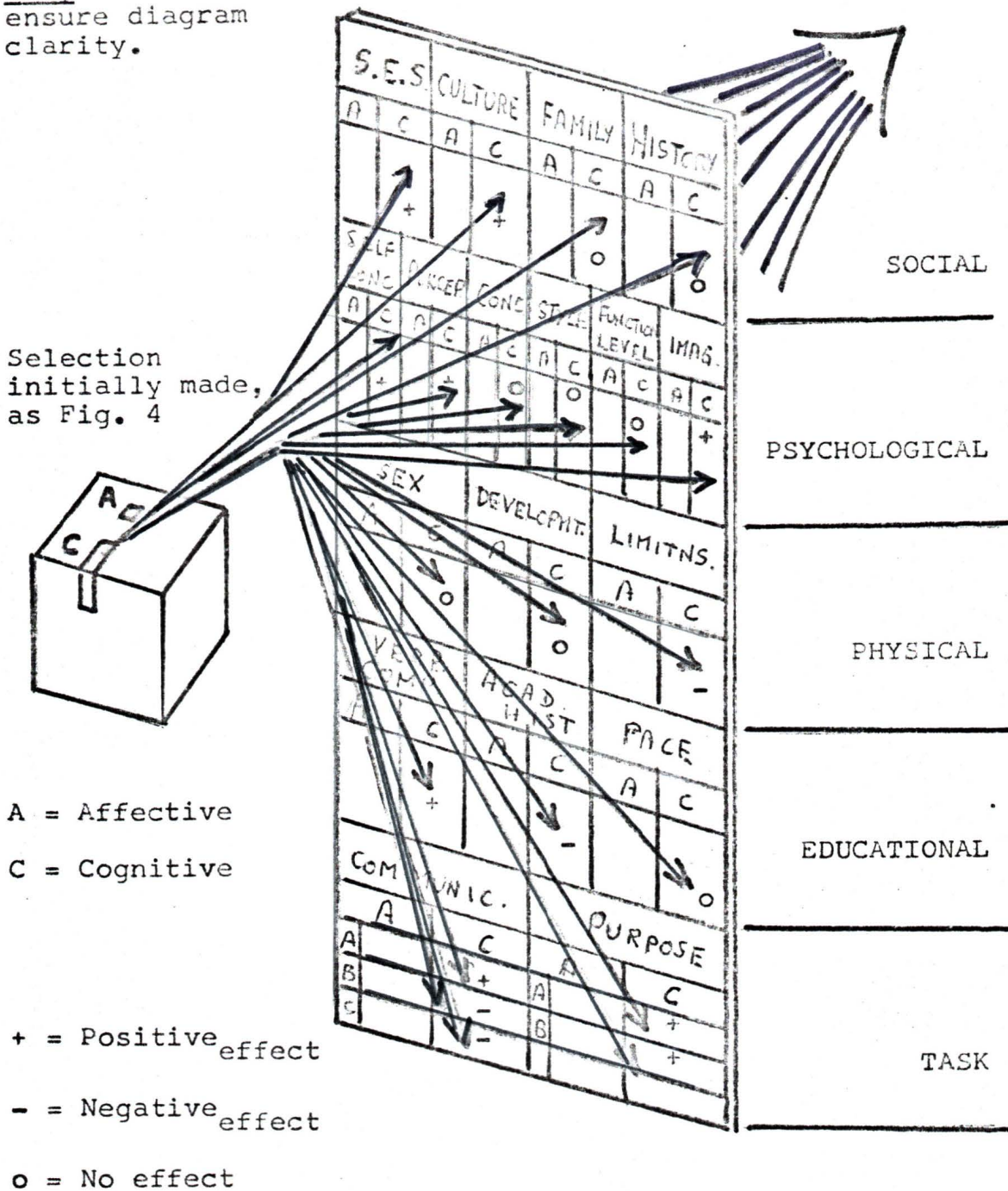


Fig. 5 STAGE TWO - DETERMINING VARIABLES

MODIFY INTENTION

(Use of Evanechko Model)

### Affective Processes - Importance to the Study

Since this study is concerned with the development of a method of curriculum-building to meet the needs of temperamentally disoriented pupils, particular attention will be paid to certain elements of the "scope" dimension of the model, such as "language and the self", "affective processes" and "self-concept" in formulating learning/teaching activities.

### Learning Experiences - Inductive and Deductive

Two broad classes of teaching/learning encounter are widely recognised. The inductive learning experience is one in which the activity itself and its context present evidence of an underlying principle which it is desired to impart to the learner. The inductive experience is presented in the hope and expectation that the learner will discover for himself that which it is desired to teach. Deductive teaching, on the other hand, is overt rather than covert. Its intentions are made clear to the learner, or at least the principles which are being taught are identified.

As will be recalled, the cognitive-psycholinguistic view of language acquisition and development, outlined, (and endorsed for the purpose of this study), earlier, is largely one of learning by induction.

The Evanechko model developed here suggests that

learning activities should take the form of "self-evaluated inductive and experimental learning activities, or personalised and individualised instructional techniques including evaluation". The recommendation of inductive methods finds wide support, (Armstrong, 1972; Loban, 1963; Pooley, 1969; Sartain 1972), while experimental or inquiry-based work is increasingly favoured, (Phillips, 1969; Postman & Weingartner in Smith, R. P., 1970; Strickland, 1969; Torrance, 1962, 1970).

Initial decisions regarding learning activities when using the selection processes described above are likely to involve inductive activities. After an initial inductive phase, however, in which the hoped-for discovery of principles is likely to have been made by some pupils, there is likely to follow a deductive phase, in which the principles are identified and their treatment is overt. The combination of the two kinds of learning activity in this order seems logical and finds support, (Armstrong, 1972; Sartain, in Funk & Triplett, 1972).

### Feedback

The reaction of the pupils and the teacher to each learning activity, in terms of apparent success, interest aroused, and improvement of language use, as perceived

by both parties to the learning-teaching transaction will often be a powerful determinant of the form of a succeeding learning activity.

Highly profitable teaching-learning situations may arise from such feedback, or from spontaneous interest in some external event or topic. Such sources of stimulus for language use should be capitalised upon immediately and allowed to override pre-planned learning experiences so long as interest and fruitful activity can be sustained.

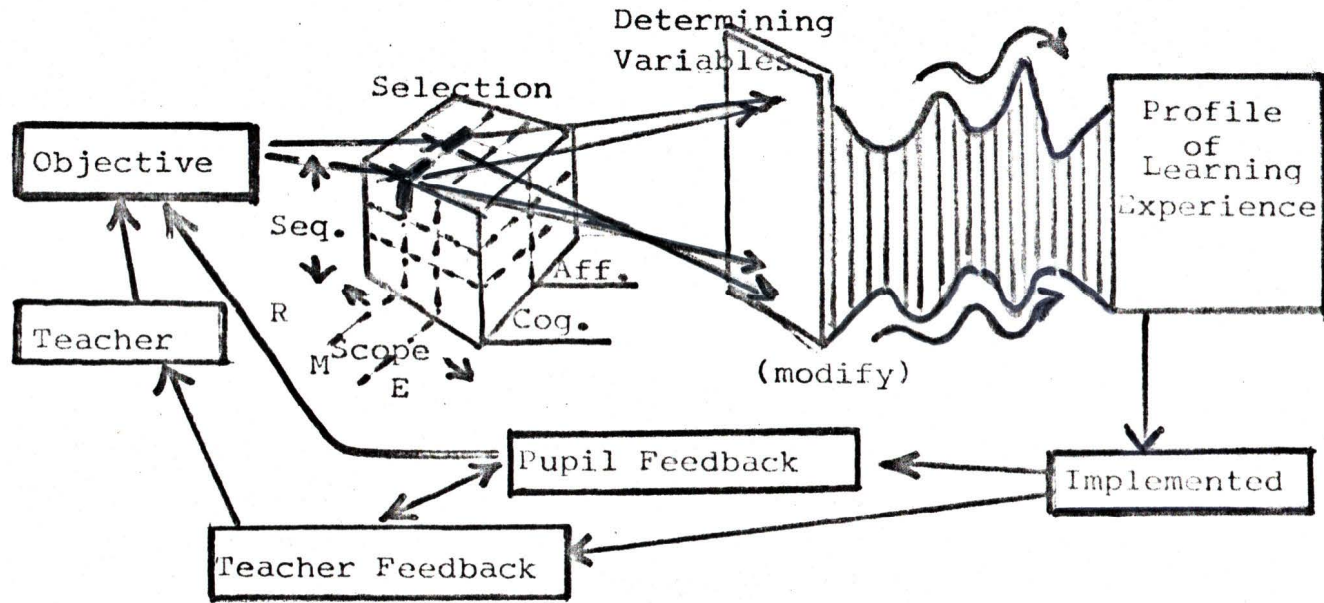
The third stage of the operation of the Evanechko model, as the diagram shows, emphasises the importance of the feedback element. If given due regard, feedback should ensure that this curriculum method, like the language it seeks to develop, will be flexible and easily able to accommodate to change.

#### Application of the Theoretical Model

The above description of the principles and concepts of the model and factors affecting their application is necessarily lengthy and may be thought to be complex. The reason for this is that the mental processes are complex and the need to describe such a process in printed form calls for many words in order to avoid ambiguity. The actual use of the selection techniques by a teacher would take a very short time indeed and

this time would reduce even further with practice. There need be no recourse to writing or print once adequate scanning of the language output had furnished an objective. The selection from that point would be rapid and mental, except for any required day-book entry.

Fig. 6 STAGE THREE - SINGLE COMPLETE CYCLE  
 (Use of Evanechko Model)



This cycle forms the basic sub-cycle which is incorporated in the overall process of the method illustrated in Fig. 7

ILLUSTRATIVE KEY TO FIGURES 4, 5, and 6

## Elements of Operation

Assumed Intention To make a group of upper elementary pupils aware of regional differences in spoken English, arousing interest in the phenomenon of dialect and emphasising the acceptability of variety in language .

Sequence

Upper Elementary

Cognitive Processes

Choice of suitable language and topic level in appropriate presentation format for this group.

(Figure 4)

Scope

Reception

Integrative Strand

Variety in Language

Affective Processes

Try to amuse, interest or puzzle, with subsequent resolution of problem. Connect with existence of a local form of speech..

Determining VariablesS.E.S. Assumed "low"

Grade and present material so as to allow for sparse experiential background confined to vicinity. "Concrete" presentation preferred.

Culture

Adjust material and method to any local cultural factors and practices.

Perception

"Translate" particularly obscure sections, avoiding "over-informing".

Imagination

Presentation in the form of stories pertinent to the area(s) of dialect being illustrated.

Self-Concept

Emphasis on "worth" of local dialect- expressive, meaningful, economical.

Show that other people have dialects.

Verbal Competence

Give opportunities to imitate and translate material, take part in verbal, (oral), interchanges, etc.

Communication

Informal presentation. No formal language activity or creativity output at this stage.

Purpose

Inform, interest and possibly amuse. Bring about realisation that the language is variable according to the geographical location in which it is used, historical developments and local needs having been instrumental in this, together with accretions from other tongues.

Possible introduction of another source of variation - time. The English of other times and other places is not the English of here and now. (Figure 5)

Limitations

Allow for any hearing difficulties, poor auditory memory, etc.

Academic History

Expectations modified for those of known retardation.

Allow for re-play of tapes.

LEARNING EXPERIENCE PROFILE, FIGURE 6

It was decided to have stories read or told to the group by dialect speakers, (e.g., Southern United States, Australia, England, West Indies etc., as available). These were to be taped for later replay, including the original discussion and group questioning of the invited speakers. The whole was to be carried on in an atmosphere of social informality. Later lessons would elaborate dialect differences using tapes and records. The form of later development of the topic would be decided after feedback and observation.

### SUMMARY

This chapter outlined a theoretical concept of the communication transaction or cycle and its relation to language use and development. It went on to describe how teachers might provide input for that process in the form of learning experiences selected and modified by reference to determining variables in the pupils themselves and the language task. The broad classes of learning experiences, inductive and deductive, were explained. The importance of feedback as a determinant in the making of instructional decisions was emphasised. Finally, the suggestion was advanced that the ease of application of the model would not be substantially affected by its apparent theoretical complexity.

The chapter which follows will deal in greater detail with the practical application of the model to the construction of curriculum units, including the examination of children's language output to decide on objectives. It will also relate the cycle of operations of the third-stage diagram to the working of the method over a longer period, by means of a further diagram.

## CHAPTER IV

THE DESIGN AND DEVELOPMENT  
OF LEARNING ACTIVITIESLanguage Stimulation through Experience

The approach to be taken in stimulating the communicative use of language, and from this developing relevant learning experiences, is set out below. The operation of the method is further illustrated by a series of specimen learning activities which forms Part II of the study.

The population which has been assumed, for the purposes of this explanation and the specimen learning activities of the second part of the study, is an intermediate class of 31 pupils, at least 20% of whom suffer some degree of temperamental handicap as described in Chapter I, (Stott, 1971).

A regular classroom setting has been chosen because that is where the children defined as temperamentally handicapped are accommodated, there being no special provision for this condition.

Reception

Shared concrete experiences will act as the initial stimuli for the use of language within the group and between the group and the teacher. The experiences will

require the use of listening, observation, reading and interpretive skills and will be mainly first-hand, though recourse to vicarious experiences is not ruled out, especially when these are the only practical way of bringing before the group some phenomenon or event which would not otherwise be available.

Experiences will include dramatised events or incidents, the presentation of phenomena, encounters with interesting persons, excursions, daily happenings of topical significance, (either locally or via the mass media), sensory stimuli, (such as sounds, music, perfumes, the handling of objects and textures), and problem situations calling for research and the forming of value judgments. The class is open and to attempt to give a finite, specific list would be to ignore the experiences which would offer themselves to the teacher as they arose out of the particular situation of each class.

A cardinal principle of selection will be that the teacher, aware of the environment and the attributes of his own group, in that place and at that time, will choose experiences likely to stimulate its use of language. In doing so he will be guided by the following criteria:

- Immediacy and relevance to the pupils' lives and previous experience.

- Likelihood of arousing interest and linguistic response.
- Practicability, cheapness and availability of the resource.

### Message

The means of communication will be studied in detail by the teacher when the pupils have responded to the initial stimulus experience by the oral use of language. This language will have been tape-recorded and will be transcribed into a typescript version, duplicated and issued so as to be read and added to the cumulative daily record of language activities kept by each pupil. The volume of the daily proceedings which can be treated in this way may have to be restricted if the typing facility which is available is restricted. This point is elaborated later in this chapter, ("Recording").

The careful scrutiny of the pupils' production of language will provide the teacher with information upon which he will base decisions as to the form of language arts learning activities most appropriate and needed at the time. This will be a general objective based upon his perception of features of their language behaviour which require improvement or elaboration. This general objective will then lead to his making a selection from his body of language knowledge, bearing in mind

considerations of scope, sequence and processes, as shown in the first stage diagram, (Figure 4). This examination of language production will also be applied to written language and will be repeated as required throughout the continuous process of interaction which is foreseen, (Figure 7). It need not be applied formally to every emission of language by the pupils, indeed its application will normally be made without their presence or knowledge, but the teacher who uses the method will be likely to find himself mentally and informally applying the technique at times when he is involved in any language-exchange with them. This deliberate and, sometimes, incidental, assessment of language performance will provide frequent feedback to the teacher which is likely to be more immediate and meaningful than the results of formal tests, since it will have been obtained outside the artificial test situation.

#### Assessment of Language Production - "Scanning"

In order to be able to examine language production rapidly and systematically with a diagnostic intent, the teacher will require a basic frame of reference, a set of criteria which will guide his scrutiny.

Ideally, the teacher's knowledge of the mechanisms, uses and variety of the language and the way these are acquired in orderly sequence by the learner should be

so complete as to enable him to identify points of inadequate growth at which to start teaching. Such a state of affairs is rare. Elementary school teachers are required to teach many more subjects than language and to undertake many more duties than simply teaching, so that the employment of an expert in language, when it occurs, is coincidental. Even such an expert would be under considerable strain, as the available knowledge of language acquisition and development is, as yet, complex and incomplete.

The traditional solution to situations in which the teacher's knowledge of a subject is incomplete, or likely to be so in many cases, has been the provision of a guide in the form of a book or list compiled by experts in the field. These can be very useful, though there is a danger of their being regarded as a series of rigid prescriptions for action, production targets, or work-norms, divorced from local realities since their originators can hardly have direct knowledge of the nature and capabilities of the pupils of any particular class, or their teachers.

Despite the incomplete state, or more accurately, emerging state, of expert knowledge in this area and the susceptibility to misinterpretation of guides, mentioned above, some set of criteria upon which to base initial practice in assessing language production is clearly

needed. Two scales are suggested below. The first was developed from the findings of extensive longitudinal studies of the language of elementary school children, (Loban, 1966), and applies to oral language. The second is a more recent synthesis, (Evanechko, 1972). It embodies some of the findings of an extensive longitudinal study allied to the one mentioned above, (Loban, 1963), and applies to written language as well as oral language. Each has 21 items.

It is proposed to incorporate these scales, augmented by criteria drawn from a wide variety of other studies of children's language, into a series of check-lists intended to guide language assessment. These lists are included in Part Two of the study, with full details of the sources used.

A quantitative result is not required but rather a profile of information whose content, as regards significant elements of language performance which need attention, should progressively reduce. The amount of work involved in using this assessment is counter-balanced by a greatly reduced need for formal testing, scoring and analysis and the usefulness of the method to the teacher should increase as he gains familiarity with its working in his own particular learning-teaching environment.

Oral Language Problems (Non-standard oral usage)The Loban Categories, (1966)

(Examples freely modified from the original)

1. Verb Problems

- (a) Lack of agreement of subject and verb, third person singular (excluding all forms of the verb to be).
- "He say he is going."
- "The boy don't look happy."
- (b) Lack of agreement of subject and verb for all forms except the third person singular (again excluding all forms of the verb to be)
- "I sees it."
- "They runs down the street."
- (c) Lack of agreement of subject and verb while using forms of the verb to be
- "There was three girls."
- "I thought you was going."
- (d) Omission of the verb to be
- "They (were) here yesterday."
- "He (is) happy."
- (e) Omission of auxiliary verbs
- "He (has) been here"
- "They (have) been tormenting me all day."
- (f) Non standard use of verb forms.
- "He has ate." "She ain't here." "I would have took him."

(g) Inconsistency in use  
of tense.

"She draws on him and he  
shot her."

"I got up and I run to  
the store."

## 2. Pronoun Problems

(a) Non-standard use of  
pronouns

"Her went to town."

"My sister and them went  
too."

"They eyes are blue."

(b) Use of that instead  
of who as a relative  
pronoun referring  
to persons

"I saw the man that I  
knew."

"There goes the girl that  
is running away."

(N.B. this usage seems to be gaining currency, especially  
in the mass media, despite Loban's identification of it  
as a problem).

(c) Confusing use of  
pronouns.

"They thought they were  
waving at them when they  
rode by them."

## 3. Syntactic Confusion

(a) Ambiguous placing of a  
word, phrase or clause

"The man is blowing a horn  
with a hat on."

"The curtains were hanging  
up and shades."

(b) Awkward arrangement or  
incoherence

"A couple of weeks is  
school out."

"You make a circle with  
everybody go in."

4. Omission, (except of

(a) auxiliary verbs

"He was waiting (for) a  
bus."

(b) Unnecessary repetition

"I go you know to buy ice-  
cream, you know, at the  
store."

"They had on hats and  
different clothes on."

5. Other Problems

(a) Non-standard connection  
(prepositions)

"Listen at him."

"Bud went back at his  
home."

"We will be to home today."

(b) Non-standard connection  
(conjunctions)

"He went in the room when  
she was."

"His mother told him not  
to cry, and he did."

6. Non-standard Modification

(a) Adjectival

"He saw a airplane."

"He is the youngest of  
the two."

(b) Adverbial

"I sometime watch the fights."

"That lady treated her cruel."

7. Non-standard use of Noun Forms

"I see two mans."

"A police stopped the traffic."

"The girl is holding a mice."

8. Double Negatives

"I don't know nothing about it."

"I don't never want to die."

9. Non-Standard use of Possessives

"That is the girl hand."

"We ride in my mother car."

Though the above list has 21 items, many of them are actually subdivisions of what, for teaching purposes, would be regarded as a single topic with several aspects. A check-list could be devised whose elements would be meaningful to the teacher and which would have much

briefed form, being abbreviated and coded for use. It is also likely that a number of the deviant language behaviours listed would be missing from any one district, except in the most cosmopolitan minority areas, rendering it usually possible to reduce the list. A possible attenuated form is given below.

Oral Problems (abbreviated form) Check-List

Verb Problems

- (a & b) No agreement subject and verb, except to be
- (c) No agreement subject and verb using to be
- (d) Omission to be
- (e) Omission auxiliaries
- (f) Non-standard use of verbs
- (g) Tense inconsistency

Pronoun Problems

- (a) Non-standard use
- (b) That for who
- (c) Confusing use

Syntactic Confusion

- (a) Ambiguous placement
- (b) Incoherence
- (c) Omissions
- (d) Unnecessary repetitions

Other Problems

- (a) Non-standard connection (prepositions)
- Non-standard connection (conjunctions)

- (b) Non-standard modification: (adjectival)  
Non-standard modification (adverbial)
- (c) Non-standard use of noun forms.
- (d) Double negatives
- (e) Non-standard possessives.

The above list would not elicit any information about the vocabulary and phonological aspects of the language used. It is proposed to make these the subject of other check-lists.

#### Further assessment, including Written Language

Much of the information gained from the above evaluation method would carry over into the assessment of written output. A list of "Indicators of Language Maturity", (Evanechko, 1972), forms a useful extension of any guide to the assessment of language maturity and development. It is necessarily lengthy, as befits a complex subject. A total of 21 indicators are listed and the order reflects the increasing command of complexity and refinement of language use to be expected as development proceeds. As a guide to the teacher in his thinking about language, it would be valuable. Its elements are less susceptible to reduction to a check-list form than the Loban list, being statements regarding desirable outcomes of language development rather than inadequacies which have been identified as common over

wide populations by research.

Many of the later items in the list give indications of increased maturity in terms of increases in the use of certain constructions coupled with decreases in the uses of other forms, considered less sophisticated. It is hard to see, for example, how the following complex cluster of criteria might be reduced to a simple, readily scored, check-list item:

"Decreased use of one-word nominals, (particularly common nouns), and increased use of modified nominals. Adjectives, genitives, prepositional phrases and verb forms as modifiers or nouns are indicators of maturity in language. The order stated indicates frequency of use" (Item 16)

The first 11 items, however, would be very pertinent to the assessment situation under discussion, reflecting substantially the criteria validated by the extensive Loban study, (1963). The remaining items would serve admirably to give direction to more advanced work which it might be possible to achieve in favourable circumstances.

Mention is made of certain technical terms, particularly "C - units", (meaning "communication units"), and "mazes". These terms are fully defined in Chapter I.

The list is set out in full below. A division has been made after the items considered directly useful in assessing the oral and written output of the intermediate students for whom the curriculum unit is being planned.

Indicators of Language Maturity

1. Ability to follow the compulsory rules in language.
2. Ability to generalise rules and apply them in new situations.
3. Awareness of less important features of language, (e.g., inflectional endings).
4. Control of mazes and garbles.
5. Increase in total response.
6. Increase in number of C - Units.
7. Increase in number of words per C - Unit.
8. Increase in number of long, (20+), C - Units relative to short, (-9), C - Units.
9. Decrease in coordination between units where "and" is used.
10. Increase in coordination within units, particularly nominals and modifiers.
11. Increase in use of subordinating connectives, with emphasis on multiplicity of meaning and function of coordinators.  
  
(Possible cut-off for check-list)
12. Increased use of noun and adjective clauses relative to adverb clauses.
13. Increased use of clauses and multiples relative to words and phrases as adverbials.
14. Decrease in adverbs of time, place and motion with a corresponding increase in adverbs of manner.

15. Increased use of a variety of noun-headed constructions.
16. Decreased use of one-word nominals, (particularly common nouns), and increased use of modified nominals. Adjectives, genitives, prepositional phrases and verb forms as modifiers of nouns are indicators of maturity in language. The order stated indicates frequency of use.
17. Increased use of nominal constructions such as infinitive with subject, and gerund phrase.
18. Increased use of complicated nominal constructions as subjects, (verbals, infinitives, prepositional phrases and clauses).
19. Increased use of noun clauses in positions other than direct objects.
20. Increased variety in use of adjectivals.
21. Increased use of the relative clause in oral and written expression with increased variety of relative pronouns used.

As will be noted, the 11 items suggested would complement the abbreviated Loban list. Examples of check-lists produced by their amalgamation with other sets of criteria accompany the specimen learning activities which constitute Part II of the study. It should be remembered that the purpose of the lists is NOT the evaluation of individual pupils but principally

to provide a grid of reputable criteria of language performance against which to plot the functioning of the group, pinpointing those features of performance which appear to require improvement by involvement in suitable learning experiences. The prime object is to guide the teacher's thinking along these lines.

The above necessarily lengthy and detailed series of explanations has set out to make clear the process of assessment of language output which is contemplated in order to make instructional decisions. The description of the remainder of the curriculum unit design process is resumed below.

The functioning of the language assessment process is fully illustrated in Part II of the study.

#### Selection of Activities and inclusion in Cycle Expression

The first expressive activity foreseen is to be the production of language, usually oral but sometimes written, in response to the initiating experiential stimulus. This language sample, as well as being recorded and transformed into "print-like" form and duplicated for issue to group members, as mentioned earlier, will be subjected to the scrutiny described in detail above, yielding an objective or teaching intention. A mode of presentation will then be decided upon by consideration of the determining variables.

In designing learning activities, particularly expressive ones, the order of development will be that of the "Language Growth" integrative strand of the theoretical model:

from fluency to control

from oral to written

from specific instances to general applications

from the use of simple communication units to the use of complex ones

from concrete to abstract applications of language

from single level usage to multi-level usage

The expressive output of the pupils will vary in its volume, its level of sophistication and the nature of the language, (from outright local dialect to attempted "standard"), according to each pupil's capabilities and language background. The stress will be upon acceptance of a pupil's production, in order to encourage a steady increase in participation with enhanced self-esteem. The rapid transformation of as much of the group members' language production as possible to a good-looking typed and duplicated form, resembling print, and its acceptance and incorporation into the cumulative daily record or journal, together with its use as basic reading material for part of the reading activities, is intended to be a positive reinforcement for the production of language in both forms.

Here it should be pointed out that a printed record of oral language is likely to differ considerably in its form and content from printed language produced expressly to be read. The rapidly produced record of language production is not intended to be used as the sole reading material of the group but rather as a reinforcement for language production for all pupils, a pleasant novelty for the fluent readers and an incentive to gain meaning from print for those who read reluctantly or with difficulty.

Such evaluation as takes place, other than that undertaken privately by the teacher, ("scanning"), will take into account the capabilities of the individual pupil and use these as a frame of reference in assessing progress, by basing any grades awarded upon any gains noted over the earlier performance of each individual.

### Emphasis

Due importance will be accorded to oral work, since this is widely recognised as the primary language function and the most flexible, especially in combination with non-verbal communication devices. Written work, while by no means undervalued, will not be introduced unless a demonstrable need for work to be written can be made plain to all. This is not to suggest an exclusion of writing activities so much as an increase in oral ones at their, (slight), expense.

The receptive activities of listening and reading are, however, inseparable from the expressive ones of speaking and writing. There is little point in speech without a listener, or writing without a reader. The activities are complementary and, in the case of oral language, simultaneous. It is vital that oral learning activities have as their principal aim the fact that they shall be listened to, and that written language produced in learning situations shall be read.

Lessons analysing the "message" element of communication, which lead to the excessive production of language units having no purpose as carriers of meaning, (except an underlying meaning regarding language rules), would seem to be using language in a way which is likely to bring about very little learning, if psycholinguistic theories of language learning are accepted. In a curriculum whose rationale is the nature of the communication process, it will be important to avoid as far as possible the creation of communication situations which are manifestly false, such as the requiring of pupils to write to a teacher who is within earshot, unless, of course, they wish to do so.

### Recording

A feature of the approach mentioned earlier, is to be the compilation of a cumulative record of as many

language activities of the group as can be accommodated by the recording, typing and duplicating facilities at hand. Selection may well have to take place, though not a personal one but rather selection of the activities incorporating the whole group.

Time considerations are to be important, as the reinforcement of seeing each pupil's language rapidly "in print" is sought. This service, it is hoped, may be provided by a teacher's aide, clerical assistant, parent volunteer, or high school "work experience" student on loan from a commercial or academic stream. Further details of the logistics of making this provision are dealt with in the concluding chapter under the heading of "Implications".

Selected written exercises, stories and other work will be added to the cumulative record whenever their nature is such that it illustrates a language principle, carries high interest, or is likely, by its acceptance, to reinforce the emission of language by a class member.

#### Reading and Text Materials

The cumulative records of language activities will, as it grows, form a core of reading material which will be regarded as a base from which to expand. A very comprehensive collection of literature of all kinds and levels will form a class library into which this expansion

will be expected to take place. This library will include factual, reference, commercial, periodical, and technical material, the officially prescribed novels, and a supply of fiction, periodically rotated. There will also be sets of basal readers and high interest-low difficulty readers, the latter to cater for cases of reading difficulty.

The assembly, housing and organisation of a suitably varied class library may present problems, notably problems of cost. Though real, these are not insuperable. District maintenance staff will normally provide extra shelving as part of their routine renewal programme. Many districts hold stocks of pre-cut shelf units for this purpose.

The book stock should be built on a nucleus of basal readers, special readers, novels, social studies and science supplementary texts and classroom reference sets. These are already provided. To them should be added trade books, magazines, colour supplements and publicity material, all of which may be had free or at a very nominal cost. Foreign embassies and trade missions are often useful sources, as are the multi-national corporations. A local book-collection will often yield a measure of suitable material. One or more newspaper files should be started. The sorting and grouping of all this material can be a useful learning activity. The growing collection should then be up-graded via the

annual requisition and supplemented by regularly rotated supplies of books from the public and school libraries. The help of school and public librarians will be invaluable in this endeavour, as will their advice regarding purchases. In attempting to achieve high volume at moderate cost, paperback editions should be sought wherever this is possible without loss of desirable reading qualities, such as clarity of print and suitability of presentation.

As the collection grows, the material should be arranged simply but effectively. The systems of the school library may well be the best model for this arrangement, since children will have been taught these. It may be that the school library is itself close at hand, or is decentralised to the classrooms, or that local practices require that any large assembly of printed materials must be made in conjunction with the school library. In such cases, the system would have to use a specially augmented section of this facility as its broad source of reading material.

An individualised reading programme will be undertaken, with children selecting their own material, according to interest. A colour coding system, using stick-on supermarket labels, to give a broad indication of the level of difficulty of material may be useful. Pupils will keep a brief note of books or materials read, with

enough comment as to the content to substantiate their claim, and also note any difficulties they encountered.

Individual conferences will be conducted in which books will be informally discussed, short passages read and the level of comprehension checked. The underlying structure of these conferences will, periodically, be that of the Reading Check-List, (See Check-List B, Part Two of the Study and Notes for Use).

Help with difficulties will be given individually, either by the teacher, or, initially by the teacher and subsequently by a competent classmate, if a volunteer is available. Difficulties common to several pupils will be treated in small groups of those pupils. Throughout, analysis of the words of the reading material into "phonic" units, the enunciation of supposed rules and regularities, and above all, interruption of readers to offer corrections of misreadings, will either be avoided altogether or kept to a minimum, being given mainly on demand. The focal point of the attention of teacher and pupil will be upon the eliciting of the essential meaning of the material read. The pupil will be provided with feedback free from any emotional overtones of praise or blame, without false optimism or manifestations of undue dissatisfaction. Pupils will be counselled against dwelling excessively on material below their level, but this action will stop short of coercion. Less pressure

will be exercised against attempts to gain meaning from more difficult material. The "sharing" of reading material with others, when it has aroused interest in one reader will be encouraged. No restriction will be imposed on readers who have difficulties as to what they may try to read, in the sense that reading is an attempt to reduce uncertainty about meaning. They may gain at least some of the meaning of even very high level material and it is important that they do not learn to regard some material as prohibited or unattainable. The essential readability of all reading material, in whole or part, will be emphasised.

The use of language text books is not to be ruled out in the proposed treatment, but merely subjected to certain restrictions. They will be used principally as sources of information relevant to particular learning situations and occasionally, when suitable, as sources of some relevant deductive exercise. There will be no use of them as sequential "courses" to follow.

The "course" is seen as the reality experienced daily and the use of language which it stimulates, extended and enhanced by activities chosen with reference to the existing language performance, the learners and their learning environment.

### Phases

Learning activities will fall into two phases,

firstly an inductive phase in which principles of language use may well be stressed in the activity but will remain covert, being there to be detected or elicited by means of usage and inference by the pupils, should they be capable of this, and secondly, a deductive phase in which principles, as identified, and acknowledged, are worked upon.

#### Self-Concept or Self-Esteem

It is an aim of the curriculum method that the self-esteem of the learners shall be progressively enhanced by the acceptance of their language performance and by increasing their experience of apparent success in the use and manipulation of language. It is believed that this process may become cyclic and accelerative.

#### Process of the Experience-Based Approach

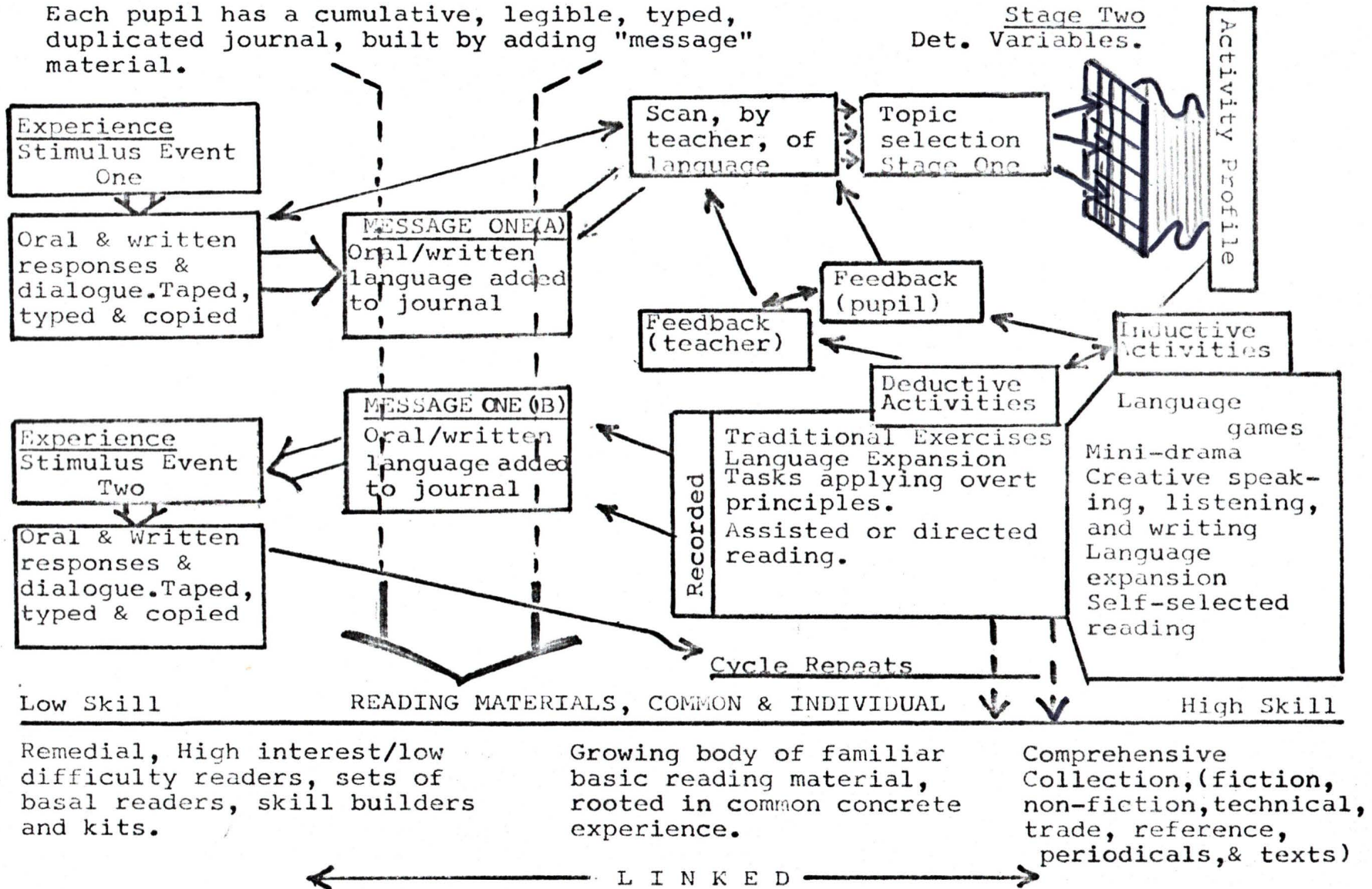
A complete cycle of operations of this approach is illustrated in Figure 7, showing how the basic sub-cycle is incorporated into the overall repeating system, at time intervals which vary in accordance with the degree of interest and activity resulting from each stimulus event.

#### Specimen Learning Activities

A series of typical learning activities, illustrating

Fig. 7 OVERALL PROCESS - EXPERIENCE - BASED APPROACH

Each pupil has a cumulative, legible, typed, duplicated journal, built by adding "message" material.



the operation of the experience-based approach over a period of several weeks forms Part Two of the study. A list of materials and services required for implementation is given in an appendix to Part One of the study, (Appendix A).

### Implications for Teachers, Administration, Parents and Learners

A succeeding chapter, concluding Part One of the study, includes a full consideration of these implications, together with some limitations and difficulties of implementation. The prospects for educational evaluation of the approach in the event of future implementation are outlined.

### Summary

This chapter outlined the mode of operation of the proposed experience-centred curriculum development method. It described how experiences were to be presented to pupils as stimuli designed to provoke language, how this language was to be examined or "scanned" by comparison with sets of criteria assembled for the purpose into check-lists, and made clear that subsequent language learning activities were to be based on needs discerned during the scanning process.

A parallel feature of the method was to be the

recording, typing and duplication of selected examples of the language performance of pupils. This material should be added to cumulative journals, forming a commonly shared body of language whose meaning would be especially clear, in the case of oral performance, as it would have been previously experienced. This conversion of language to print was seen as evidence of success in language production and this repeated viewing of such evidence was thought likely to enhance the self-esteem of pupils whose usual experience of their own language production had hitherto been disappointing for them.

Following a brief treatment of the general distribution of emphasis in the proposed development, a longer section explained the individualised reading programme which was intended to accompany and complement the proposed curriculum method.

The functioning of the proposed method was illustrated by a diagram which integrated the elements of earlier diagrams into an overall process flow chart.

The chapter concluded with brief references to later chapters which would summarise the implications of implementing the method and which would offer specimen learning activities which this method would generate.

## CHAPTER V

## CONCLUSION

Some Implications and Limitations of the Study

The type of curriculum development proposed is experimental. Its initial trial in the classroom situation would be of limited duration. Any eventual adoption of the method as the basis of an entire language arts programme could only take place after a systematic evaluation based on well-established criteria had given evidence that it enhanced the language development and attitude to self and school of disoriented children, as they are defined in this study.

Trial implementation would hold a number of implications for teachers, children, administrators and parents. Certain attitudes would be instrumental in creating an atmosphere in which a fair trial was possible. Adequate facilities to carry out the basic procedures of the curriculum would be required. All concerned would need to be aware of the underlying motives and philosophy upon which the project was based. The cost of implementation in terms of money would have to be acceptable, as would the cost in terms of interruption of the traditional programme.

Over-enthusiastic acceptance of the experiment would breed falsely high expectations and yield unrepresentative results. Acceptance in the face of considerable resistance, reluctantly, would negatively influence attitudes, which are a concern of the project.

Consideration would have to be given to many factors, both human and logistic, if the project was to proceed smoothly.

#### Implications for Teachers.

Implementation of the method would call for certain qualities, aptitudes and attitudes in both the teachers who were to use the method and their immediate colleagues. Fortunately, though by no means universal, these qualities are not uncommon among the profession. They are :

##### In the Teacher Using the Method

1. Knowledgeable in, (or recently briefed on), trends in the psycholinguistic approach to language teaching and the teaching of reading. Intensive study not essential but a clear idea of the state of theory needs to have been gained.
2. Flexible in approach, able to modify or drop plans when expedient. Completely without

any dependence on course handbooks as adjuncts to teaching.

3. Willing to countenance, participate in and guide a considerable amount of talk, as part of the class activity.
4. Non-threatening in attitude, having a good rapport with the class.
5. Not given to using school work in a punitive way, even unconsciously, as in imposition of "punitive" corrections, heavy emphasis and placing of values on "right" as opposed to "wrong" output, etc.
6. Accepting of varied, regional or nonstandard language output.
7. Well established in the school and locality in that:
  - (a) he has the confidence of the parents,
  - (b) he has the confidence of the administration.

#### In Immediate Colleagues

1. Tolerant of innovation and minor inconveniences arising.
2. Secure enough not to be threatened by unorthodox features of an experimental method, such as more noise than usual,

apparently excessive talk, etc.

3. Willing to offer support if needed but never intervene while the teacher responsible for the experiment is present.

### Implications for Pupils

The institution of some practice which departs from the known and familiar is, for children, normally attended by mixed emotions, though individual reactions vary widely. Initially some will be apprehensive, others will be enthusiastic and over-excited, a state which is likely to increase when their oral responses are keenly solicited, and yet others will observe the situation as one affording opportunities to avoid work or disrupt matters.

Certain mental sets need to be established in the learners :

1. A feeling of security in that the new method does not threaten their promotion prospects in traditional terms.
2. An awareness that their oral production of language will be valued highly when it is sincere and to the point.
3. A readiness to commit ideas to paper without fear of destructive marking.

4. An understanding that deductive exercises, in particular, will be subject to marking but in such a way as to give feedback rather than detract from the effort which has been made.
5. A realisation that reading is a search for meaning rather than an attempt to convert print to sound. Oral reading to a class audience will be kept to a necessary minimum, being confined to the reading of material intended for oral production, such as scripts, plays, poems.
6. A realisation that the differing capabilities of individual members are recognised and that lower capability in handling the language does not detract from personal worth.

#### Implications for Administrators

Principals of schools in which the proposed method may be developed would be key figures in the relationship between the teacher (s) using the method, the other staff and the parents. As always, they would be at a point of pressure. They would need to exercise the following qualities :

1. Willingness to allow the exercise.
2. Trust of the teacher operating the method, keeping in touch with the project but

avoiding intrusion.

3. Willingness, and the ability, to justify and explain the experiment to parents, board officials and teachers.
- 3a. Item 3, above, is dependent on an important right of principals, which should be met. This is the right to be fully informed at the outset of the details of the project and kept abreast of developments and changes.
4. The capability of obtaining necessary materials and services, given due notice, and ensuring their maintenance.
5. Enough sense of security to weather adverse, possibly uninformed criticism, by means of explanation and reasoned argument.
6. Flexibility in attitude towards content coverage in courses as a criterion for promotion. Ability to reassure parents on this point.

### Supervisors

District supervisors would need to approve and understand the nature of the project and be willing to facilitate its implementation. They would have to be prepared to survey the results of any evaluation of it to decide if any beneficial effects could be generalised

to the school population under their supervision.

#### The Department of Education

In its initial trial form the project falls within the latitude allowed by the curriculum guide. If it were later adopted more widely as a result of positive evaluation, the practice of supplying prescribed texts, already being greatly modified, would need further revision.

#### Implications for Parents

Parental reaction to the use of the proposed method would be likely to vary widely. Some welcome innovation while others feel uneasily that standards of instruction are less stringent than they used to be and that the search for new methods is largely to blame. For the most part, such impressions are rooted in emotion and lack of factual knowledge, for which parents can hardly be blamed. The rate of extension of knowledge in most fields in recent decades has been such that it has become impossible for most citizens to keep abreast of developments in their own special area of interest or livelihood, let alone the cluster of disciplines having imput to, and bearing on education. When considering the education of their young most parents have only their own educational experience, which can be many years or

even decades out of date, as a data-base. In a situation such as the one outlined here, parents are entitled to certain services from the school :

1. Complete information, in layman's terms, about the nature of the project.
2. Authoritative assurance that their child's prospects of progress and promotion are not threatened.
3. A report, or reports, of perceived progress or results.
4. An opportunity to participate, as non-teaching partners, in the project, as for example in the required typing and clerical work, provision of stimulus experiences, etc.

As mentioned earlier, strong resistance from any one of the groups mentioned above would constitute grounds for serious doubt as to whether the project should proceed.

### Limitations

Limiting factors likely to be encountered fall into two main classes, being either practical limitations or philosophical ones.

## Practical Limitations

### Availability of Equipment and Supplies.

The equipment and supplies required are listed in an appendix, (Appendix A). All the items listed are currently available in local schools except the optional (\*\*) items, and even they could also be borrowed by arrangement with the school librarian. This limitation would assume more importance if a lengthy period of implementation were to be contemplated.

### Cost

The services needed, apart from library assistance, which is already available, would consist of typing and duplicating. The need would be for some two hours per day of this service at times of maximum demand, (see analysis, Appendix A), which could very well be a prohibitive cost if the service was provided by paid employees, being of the order of \$30 to \$40 per week, according to the expertise and seniority of the employee. Parent volunteers, or high school "work experience" students from commercial courses, could very well provide the service free. If they served on a rota basis, as is currently customary in the provision of library assistance, reading assistance and some physical education skill development, the burden need not be onerous.

The demand for duplicating paper would be raised by the use of the system, though it should be remembered that this would be partly offset by a diminution of consumption due to a reduction of exercises in which traditional tasks are completed by filling blanks. In these latter exercises, only a small proportion of the paper is actually for the students' use, the major portion carries questions or other exercise-context, replacing the teacher's voice, the chalkboard, or the workbook page. In the proposed use, the paper is to be used for the recording of the language produced by the students, in its entirety. In this sense, it is analogous to an exercise book. Exercise books are provided by the parent as a part of school supplies, so there seems no reason why a modest supply of duplicating paper could not be supplied, in lieu of one of the exercise books normally supplied, by the parents, if a shortage should be foreseen.

A way of avoiding excessive use of the typing channel, or of compensating for it, should the provision be sparse, would be the periodical use of thermal copying of written work, executed in pencil to allow for self-correction and editing without defacement, and to ensure good copying due to the carbon content of the script.

Duplicating need not be a problem requiring staff attention or time. This process is carried on very capably by pupils in most schools. Costs might be reduced by the use of low-grade duplicating paper, - a stratagem well-known to most teachers.

#### Transportation Costs

The regular allocation of excursion time for authorised field trips by school bus could be utilised for some excursions. In the event of difficulty, permission for field trips at no cost to the authorities, using school funds collected by the pupils, or using transportation provided by parent groups, could be sought.

#### Science Supplies - Phenomena Demonstration.

Supplies from the instructional materials centre's stock of materials for science-kit replenishment or from the local high school laboratory store, by arrangement, should be easy to procure. The cash value of the supplies contemplated is small, of the order of \$3.

The above considerations lead to the conclusion that availability limitations are negligible and cost limitations, while very real, are by no means insuperable, many of them being capable of being avoided.

#### Philosophical Limitations

In discussing the implications of the project's possible implementation, earlier, mention has been made

of various forms of resistance to the method which may be encountered from groups or individuals. Parents may not favour the project, feeling that traditional teaching is what they want for their children, or fearing loss of "progress" in terms of the grade system. Teachers may be opposed to the abandonment, even temporarily, of traditional or orthodox methods, in which they genuinely have faith and can demonstrate success. Administrators may share the kind of view held by the traditional teacher. These differences in basic philosophy, leading to opposition, are much more formidable than any of the practical considerations described above. The people sincerely holding views contrary to the project are in every way entitled to their opinions. They are also entitled to act in accordance with their opinions, refusing cooperation, withholding permission and denying facilities. Open opposition is perfectly legitimate. The worst limitation might well be covert opposition, whereby the project was permitted to proceed but did so to the accompaniment of diminishing support and increasing non-cooperation and doubts. In such a conflict, the children would be the main victims.

Any implementation of the method could be adversely affected by certain pressures. Opponents are likely to demand that the system should justify

its trial by proving in some quantitative fashion that it brings about superior language learning. Supporters, conscious of such pressure, may be tempted to adduce "evidence" of dubious validity, of a quantitative kind suggesting that some measured improvement has taken place after a brief implementation. This demand for evidence, followed by a hurried search, should be avoided until the system has become familiar and tension-free for all concerned. Empirical evaluation by impartial researchers could then follow.

A special philosophical limitation deserves a separate comment. It affects both an experimental implementation of the method and any wider adoption of the system which might follow a positive evaluation. This is the limitation which would result from a teacher or teachers, who opposed the method on philosophical grounds, being required to try to use it. It is felt that the system is only capable of profitable use in the hands of a teacher who has confidence in it. Similarly anomalous would be its attempted use by a teacher who did not understand the basis of the method. The last two statements may seem superfluous, until it is recalled that they describe situations which occur with great frequency in education today.

Philosophical limitations, as described above, would possibly diminish greatly, or even be overcome,

by a frank and sincere information programme, couched in moderate terms, directed towards the groups or individuals who were likely to be involved. Care would need to be taken to avoid over-optimistic claims for the supposed benefits of the method. It would be equally necessary to avoid causing alarm by resorting to displays of expertise which, by emphasising the novel aspects of the method, might pose implied threats to the equilibrium of sincere and worthy traditionalists. Both professionals and laymen are disposed to be helpful when they feel that they have been consulted, that they understand the task, and that their help is valued.

#### Further Study and Evaluation - Some Suggestions.

Should this method of curriculum development form the treatment component of some future empirical study, the experimenters would no doubt choose their own design and instrumentation, adding a form of data analysis deemed appropriate. Certain areas of measurement are suggested as being possibly worthy of consideration, together with some problems apparently needing solution:

1. Sampling The identification of experimental and control groups representative of the temperamentally handicapped pupils in intermediate

grades postulated by this study.

2. Language Performance

Measures of language performance, for pre- and post- testing, considered representative of the underlying language competence of the subjects in psycho-linguistic terms, (Chomsky, 1957, 1965).

3. Self-Esteem General A measure designed to  
 (pre- and ascertain overall self-  
 post- esteem.  
 test Specific A measure designed to  
 forms) ascertain self-esteem  
 specific to language  
 learning situations.

As touched on in the review of literature in this study, authoritative sources in the field are still dissatisfied with the state of measurement in it. This poses a possible need for the development of suitable situation-specific instruments, (Wylie, 1974, conclusion).

4. Attitude Tests - Toward School

- (pre- and A measure, (attitude scale)  
 post- constructed from statements  
 test by the subjects, subjected to  
 forms) recognised scaling methods,  
 e.g., Thurstone, Likert, Guttman,  
 etc., (Edwards, 1957).

- Toward Language Lessons - As above

### The Teacher as a Variable Factor

A feature of the approach, which is considered to be one of its virtues, is its attempt to base instructional decisions on the language exhibited by the learners. This requires the mediation of the teacher who devises the form of learning activities rather than having these prescribed to him by text, course guide or other external authority. The teacher also mediates the processes of language interchange and production. Clearly both of these facts mean that the nature and extent of the activities and consequently their results will be heavily influenced by the teacher's personality, as exhibited in his daily dealings with his class. There is nothing revolutionary in this. Despite the apparent objectivity of some instructional methods, classes are always affected by the teacher's personality in this way. The novelty, if any, of the situation called for by the proposed method, is that this effect is given more recognition. In a study having as one of the aims of its treatment element the enhancement of self-esteem parallel with enhancement of language competence, and having effective pre- and post- tests, however, the effect of teacher personality factors seems likely to be very marked, a fact which would have to be taken into account.

The scrutiny, or scanning of children's language, as carried out differently by different teachers might also need deep consideration by future investigators. A further area for study could be the development and validation of some objective method of examining language emission, and evaluating competence, which would be capable of wide application. This might be of great utility in the context of the present desire to un-grade schools in many administrations.

#### Some Changes Arising from the Proposed Method

One principal change proposed in the suggested method of curriculum development is a change from a situation in which teaching is based on a series of informed assumptions, by central curriculum planners, by text book writers, by text book selectors, and by those who select and apply, often on a wide basis, tests standardised elsewhere, to a situation in which teaching is to be based on the observed current language performance of the pupils who are to be taught.

This performance is unlikely to conform to "grade expectation", which is one of the assumptions referred to above. It is far more likely to vary widely from child to child. The proposed method would thus appear to be suited to the non-graded

situation, currently being re-examined by many administrations and already adopted by some. Evaluation of the method would seem worthwhile in view of its obvious application to such situations.

Another important change proposed is the transfer of curriculum planning decisions from central planners to the classroom teacher. Instead of a series of static decisions and prescriptions, infrequently changed and made in the absence of the learners, it is proposed to have decisions made in close proximity to the learning situation, and to modify those decisions frequently in the light of observed performance. The initial training of new teachers and the in-service training of practising teachers would need to provide the necessary background knowledge and skill training to enable them to undertake this changed task.

Adoption of the proposed method would pose a need for the adoption of a broad view of the levels of performance which might be expected from pupils at various stages of their school experience. The acceptance of a wide variation in performance at any age level would have to replace the existing tacit assumption of approximate equivalence of achievement. This acceptance has, in fact, been informally accorded by many teachers for many years. Its official

recognition, already foreshadowed by permissive provisions in curriculum guides, would reduce uncertainty and encourage initiative among the teachers.

PART TWO

APPLICATION

## CHAPTER VI

## INTRODUCTION

Nature and Purpose of the Specimen Learning Activities

The two final chapters of this study will illustrate the way in which, it is suggested, the proposed method of curriculum development may be applied to the practical classroom situation.

In Chapter VI the determining variables of the assumed learning situation will be detailed, introductory notes as to the origins of the learning activity series will be given, the process of "scanning" children's language will be explained, and a series of check lists, designed to assist in this operation, will be presented, together with notes on their use and a definition of their terms.

Chapter VII consists of a series of outlines of language-stimulation events or activities, followed by reports on the nature of the language which they cause the children to produce, and by sequences of learning activities designed to exploit the knowledge gained, from the "scanning" of this language, of the children's state of language development and use. The number of learning activities which will be developed from each stimulus event will vary according to the results of "scanning".

The illustrative stimulus events and learning activities to be assembled in Chapter VII have all been used at various times in the classroom by the present writer. The reports of them in this chapter do not purport to be a research report on a specific series of applications. They have been synthesised for illustrative purposes from instances of earlier use. In order to offer a more immediate practical example of the application of the system, however, the final two stimulus events and their subsequent "scanning" and learning activities have been recently implemented in full. Evidence of the language output and its examination, together with the lessons subsequently designed, are to be included in the concluding sections of the series, (Stimulus Events 5 and 6).

#### Assumptions and Conventions Adopted for Illustrative Purposes

The theoretical model upon which the method of curriculum development is based has, as an important feature, the consideration of the "Determining Variables". These are the social, psychological, physical, and educational factors applying to learners in any learning situation, together with factors supplied by the nature of the task being attempted. By definition, these factors vary with age, time, and situation.

In attempting to illustrate the application of a complex theoretical model such as the present one, it becomes necessary to assume that such factors, for the purposes of the explanatory exercise, may be artificially held constant. It is, similarly, necessary to identify an age group or general level of maturity. For these purposes, the general description of the class which experienced the two final stimuli was assumed throughout, in the design of all the illustrative activities. This population is defined below.

<u>Test Group</u>	<u>Stimulus Events 5 and 6</u>	<u>Upper Elementary</u>
<u>General</u>		(Sequence)

N = 31	Grades (nominal) 6 and 7	Boys - 16
		Girls 15

Age range 10.8 to 15.3	Learning Assistance S's 6
	(Reading levels in this
	group 2.3 to 4.2)

Identified emotional  
difficulties in 5 cases.  
(Official records)

Social Upper working class 70%

S E S Lower professional/business 30% (approx)

Nuclear families 90%

Single parent or moved with separation of parents  
10%

English Speaking 100% Other language homes 2/31

Psychological

Cases of low self-concept 8/31

Perceptual problems confirmed by professional  
diagnosis 2/31

Learning style pragmatic, will perseverate if success comes early, easily induced to abandon tasks. (Applies to 23/31)

Imagination - well developed. Exhibited when task is not such as to inhibit this by inducing fear.

Physical limitations 2/31 (Asthma)

Educational achievement ranges Reading 2.3 to 9.8  
(C.T.B.Sk.) \*  
Arith./Math. 3.8 to 8.6  
(C.T.B.Sk.) \*

History Has proceeded as a group, except for three additions from those not promoted from earlier years, throughout a split-grade, small, rural, elementary school. The cases of learning difficulty noted above have been known for three years and have had regular remedial attention of a traditional kind, at a frequency of 1/week.

Task Not held constant. See Specimen Activities.

\* Abbreviation refers to :

The Canadian Test Of Basic Skills

## 2. Scanning Children's Language

A salient feature of the proposed curriculum development method is the making of educational decisions regarding language arts instruction on the basis of the language produced by the children. In order for this to happen, the teacher will need to be able to examine language performance rapidly and systematically, with a diagnostic intent, at frequent intervals. In this he will require a frame of reference, a set of criteria which will guide his scrutiny.

Eight lists for use in this scanning process are outlined on succeeding pages. They are classified according to the components of the communication cycle identified earlier by the theoretical model, and upon which the proposed method of curriculum development is based.

The titles of the lists and the manner of their grouping are as follows:

<u>Reception</u> ←-----→	<u>Message</u> ←-----→	<u>Expression</u>
A Listening	C Oral Usage	G Oral/Written Quantity & Complexity
B Reading	D Oral Communication	H Oral/Written Vocabulary & Meaning
	E Written Usage	
	F Written Communication	

They are preceded by a definition of terms and followed by a series of brief notes on their use.

The lists are designed so that they may be used in whole or part, according to the breadth of survey required by the teaching situation at the time of use. Except for the list concerned with reading assessment, they may be applied to group or individual assessment, though they afford greater precision in the latter situation. In group use, modification of the system of recording or checking will, however, yield indications of commonly shared language behaviours or approximate distributions, (by number), of particular behaviours among the group members.

The complete set of lists, in typescript, appears bulky. For daily use in the schools, the physical size could be reduced by photographic processes, to about one half of the page size presented in this study. This, it is suggested, would result in a manageable handbook of eight pages, some four inches by five inches in size. Such a booklet could also accommodate the half-dozen pages of explanatory notes on the use of the lists.

The application of the lists in determining instructional needs is illustrated by their insertion, in relevant portions, at intervals in the sequence of specimen learning activities which form the major portion of this part of the study.

Some Limitations of the Check Lists

The lists have been compiled by the synthesis and subsequent simplification for classroom use of criteria of language performance and maturity found most significant by authoritative large scale studies, (Goodman, K. S. 1968, 1969, 1973; Goodman, Y. M. 1971; Hunt, 1965; Loban, 1963, 1966; O'Donnell, 1967). To these criteria were added selected elements thought capable of ready understanding by the classroom practitioner. These were derived from the present theoretical model, (Evanechko, 1972), from a collected list of indicators of language maturity, compiled from current research literature, (Evanechko, 1972), from a current taxonomy of dimensions of comprehension, (Barrett-Clymer, 1968 ), from a survey of listening skills, (Greene & Petty, 1971), from a recent study of children's dimensions of meaning and definition strategies, (Maguire, Patsula & Evanechko, 1974), and from a standard work on grammar, (Stageberg, 1965).

The process of reduction has posed a need for the paraphrasing of terms having precise and virtually irreducible meanings. It has also forced the reluctant omission of a number of valid criteria for language examination. In spite of this, the lists are longer than would have been desirable. Their size, however, is offset by the fact that the use of single lists only is contemplated and, often, the use of partial lists.

Language is a whole process. Any attempted division of it into areas or elements of performance is artificial and the edges of the divisions are often indistinct. The links between the artificially-divided sectors are sometimes so strong and logical that valid cases could be made out for the inclusion of some aspects of language behaviour in several check-lists, which would militate against the rapid use of an economical aid to assessment, producing, instead, confusion due to overlapping. In some cases, therefore, the assignment of an aspect of language behaviour to a particular list has been somewhat arbitrary.

The production of lists of criteria to guide the teacher's examination of language is a process of attempted compromise between the complexity and many-faceted nature of language and the practitioner's need for an easily-applied device of practical simplicity. Many of the limitations of the lists, which follow, stem from this basic conflict. These limitations, together with some compensatory considerations, are:

1. They cannot be fully comprehensive without becoming unwieldy. Over half of a current and valid list of indicators of language maturity had to be omitted.
2. They are subject to the interpretation placed upon some aspects of language performance by the teacher. Many elements of the lists call for what

amounts to an opinion.

3. They are subject to the interpretation by their users of the terms in which the lists and the notes for their use are framed.
4. The use of a full range of observations would pose a need for several examinations, each for a different set of features, of the same language production. Oral language would have to be recorded.
5. The lists are intended as guides. There is an ever-present danger of their being treated, or becoming, prescriptions to be filled, rather than tools for the discovery of symptoms.
6. They are suggested as being dual-purpose, in that they may be used to record commonly shared behaviours or, much more precisely, individual ones, where conditions allow this desirable application. The desire to preserve duality of application has subtracted from their specificity and precision for the separate applications.
7. Initial use is likely to be time-consuming unless the teacher, (a) selects the area of interest with some precision and definition of limits, (b) has undertaken brief practices in rapid checking.

The time of use is likely to decrease very markedly with practice, especially in the lists

which simply require check marks in a space, while those lists calling for more complex counting, (B and G ) are likely to be used less often. On some lists, items which had to be included may, in practice, prove redundant.

(b)

Definition of Terms and Abbreviations

used in the Check-Lists

All Lists

Language Purpose - The reason for using language,

suggested as falling into three divisions:

1. The transmission of information.
2. The transmission of emotion.
3. The acquisition of knowledge by one or both parties to the communication transaction.

Language Context - The atmosphere and environment in which

language is used, different forms of language behaviour being called for in communicating with:

1. Individuals, 2. peers, 3. the language community,
4. figures in the school setting, 5. the public media.

List B "Reading"

Tensions - Instances of hesitancy and distress shown by a reader.

Substitutions - Words supplied by readers in place of words misread by them in the text.

List E "Written Usage"

Substitution - The replacement of a word by one

equivalent to it, in terms of grammar and meaning, e.g., the use of "he" for "John".

Embedding - The inclusion, within a sentence or clause, of another sentence or clause, so as to elaborate the meaning, e.g., "The boy who rode the bicycle owns the bicycle."

N - Noun; LV - Linking Verb; Adj - Adjective

Adv - Adverb; VI - Verb-Intransitive; VT - Verb-  
Transitive

### List G "Quantity and Complexity"

Communication Unit, (Loban, 1963), -(C-Unit) - a

grammatically independent predication, a group of words which cannot be divided without loss of essential meaning, or an answer to a question which would become a completely independent predication once the question was stated with it. e.g., "I'm going to beat him up and kick him in his nose/ and I'm going to get the girl, too." (2 C-Units)

"Yes." (1 C - Unit) page 7

Coordination - The connection of equivalent communication units by conjunctions. e.g., "We ate sandwiches and (we) drank milk." "We ate cakes but (we) disliked them."

Mazes - (Loban, 1963), - Series of words or initial words which do not add up either to meaningful communication or to communication units, as defined

above. False starts, meaningless repetitions, unattached fragments, e.g., "I'm goin' ... I'm goin' to build a flying saucer/but I can't think how yet." (Maze underlined),(page 9)

Subordination - Amplification of the precision of meaning of a communication unit by joining to it a dependent unit whose function is to extend, by description, the import of a noun or verb in the main unit. e.g., "The cars, which were for sale, were damaged." "He came home when he had done the job."

List H "Vocabulary and Meaning"

New - Not used in previous counts

Misfits - Words used inappropriately in terms of meaning.

(c)

The Check-Lists A to H

The text and general format of eight check-lists, intended to be used as aids to language scanning, are set out on the following nine pages. They are set out in standard typescript for the purposes of this study, but would be xerographically reduced in size for practical classroom use.

The lists are as follows:

"Reception"	A	Listening
	B	Reading (Two sheets)
"Message"	C	Oral Usage
	D	Oral Communication
	E	Written Usage
	F	Written Communication
"Expression"	G	Oral/Written      Quantity and Complexity
	H	Oral/Written      Vocabulary and Meaning

CHECK-LIST A

Group \_\_\_\_\_ No

Individual Name \_\_\_\_\_

RECEPTION

LISTENING

Language Purpose & Context

information	_____	individual	_____
emotion	_____	peers	_____
knowledge	_____	community	_____
		school	_____
		media	_____

(Check at level observed)

High

Listen(s) actively, frequent meaningful response  
(Spontaneously develops ideas presented by speaker) \_\_\_\_\_

Listen(s) continuously, needs more data, asks  
for it \_\_\_\_\_

Listen(s) for main ideas, disregarding some  
aspects \_\_\_\_\_

Listen(s) part-time, but responses show comparison  
of his own ideas with those presented by speaker \_\_\_\_\_

Listen(s) part-time, but misses significant parts \_\_\_\_\_

Listen(s) only to material having a personal  
appeal \_\_\_\_\_

Listen(s) only enough to be aware of sudden  
demands upon him (self-preservation) \_\_\_\_\_

Listen(s) occasionally. Bulk of time  
inattentive \_\_\_\_\_

Hear(s) material, but no reaction except  
recognition \_\_\_\_\_

Low

Criteria adapted from Green & Petty, (1971)

## CHECK-LIST B

Name \_\_\_\_\_

RECEPTIONREADING

(see notes on use)

Oral (count)

Words missed \_\_\_\_\_

Tensions: None \_\_\_ Some \_\_\_ Extreme \_\_\_ Comprehension \_\_\_

(10 quests.)

Substitutions, (words in context) Total Subs. \_\_\_ Total Words \_\_\_Commonest Examples \_\_\_\_\_

How many look like the right word? \_\_\_

- sound like the right word? \_\_\_

- do same grammatical job as  
right word? \_\_\_Sentence Changes Total sentences in selection \_\_\_

How many contained substitutions?

had substitutions which  
the reader corrected  
successfully? \_\_\_had substitutions which  
did not change the basic  
grammar? \_\_\_had substitutions which  
did not change the basic  
meaning? \_\_\_had uncorrected  
substitutions which DID  
change the meaning? \_\_\_.....  
Silent (count)

Words asked for \_\_\_\_\_

Tensions: None \_\_\_ Some \_\_\_ Extreme \_\_\_ Comprehension \_\_\_

(10 quests.)

Above "Oral" & "Silent" reading  
criteria adapted from The Miscue Analysis,  
Goodman, 1973.

## CHECK-LIST B

Name \_\_\_\_\_

RECEPTIONREADINGComprehension - Levels of Understanding

High

Appreciation - Reader uses all lower levels of understanding as bases for feeling reactions to the information, its implications, and the style of its presentation. \_\_\_\_\_

Evaluation - Reader forms value judgments based on the information and its implications \_\_\_\_\_

Inference - Reader is able to draw conclusions as to the implications of the information in the reading selection \_\_\_\_\_

Re-organisation - Reader is able to re-state or paraphrase the information presented in the reading selection \_\_\_\_\_

Literal - Reader understands only the information which is explicitly stated in the reading selection \_\_\_\_\_

Low

Levels adapted from Barrett-Clymer Taxonomy, (1968).

(Sections of this list may be used separately).

## CHECK-LIST C

Group \_\_\_\_\_ No

MESSAGEORAL USAGE

Individual

(Name) \_\_\_\_\_

Language Purpose & Context

information _____	individual _____
emotion _____	peers _____
knowledge _____	community _____
	school _____
	media _____

Non-Standard Features

Look for:

VERBS

Non-agreement, e.g., "I seed it." "He go home."  
 "There was three dogs." etc. \_\_\_\_\_

Omissions, e.g., "He/happy." "He/my friend."  
 "He/been here." etc. \_\_\_\_\_

Non-standard, e.g., "He has ate." etc. \_\_\_\_\_

Tense, e.g., "I ate lunch, then run out." etc. \_\_\_\_\_

PRONOUNS

Non-standard, e.g., "Her went to town." etc. \_\_\_\_\_

"That" instead of "who" and its group \_\_\_\_\_

Confusion, e.g., "He started to help him,  
 but he didn't know." \_\_\_\_\_

SYNTAX

Ambiguity, e.g., "He blows a horn with a hat on." \_\_\_\_\_

Incoherence, e.g., "A short time is school out." \_\_\_\_\_

Omissions, e.g., "He was waiting (for) me." \_\_\_\_\_

Repetition, e.g., "He had on shoes and clothes  
on." \_\_\_\_\_

OTHER

Prepositions, e.g., "Listen at him." \_\_\_\_\_

Conjunctions, e.g., "He was told not to do it,  
and (but) he did." \_\_\_\_\_

Nouns, e.g., "I see two mans." \_\_\_\_\_

Adjectives, e.g., "He is the youngest of the  
 two sons." \_\_\_\_\_

Adverbs, e.g., "He got there very quick." \_\_\_\_\_

Negatives, e.g., "I don't want none."  
 "Either ... not." \_\_\_\_\_

Possession, e.g., "The girl hand." "He's house." \_\_\_\_\_

Sections of this list may be used separately

## CHECK-LIST D

MESSAGEORAL COMMUNICATION

Group \_\_\_\_\_

Individual \_\_\_\_\_  
(name)Quality, Variety & Self-ExpressionLanguage Purpose & Context

information _____	individual _____	+ = positive or high - = negative or low
emotion _____	peers _____	
knowledge _____	community _____	
	school _____	
	media _____	

Body Language - use of

## Facial Expression

+ \_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_

## Gesture

+ \_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_

## Posture

+ \_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_

Vocal Modification - use of

Pitch	Stress	Breaks	Pace	Loud- Ness	Clarity	Overall Speed	Voice Quality
+ _____	+ _____	+ _____	+ _____	+ _____	+ _____	+ _____	+ _____
_____	_____	_____	_____	_____	_____	_____	_____
- _____	- _____	- _____	- _____	- _____	- _____	- _____	- _____

Oral Style

Confident	Fluent	Spontaneous	Relax- ed	Coher- ent	Listener(s) considered
+ _____	+ _____	+ _____	+ _____	+ _____	+ _____
_____	_____	_____	_____	_____	_____
- _____	- _____	- _____	- _____	- _____	- _____

Poetic	Emotional	Figurative	Dramatic	Tentative
+ _____	+ _____	+ _____	+ _____	+ _____
_____	_____	_____	_____	_____
- _____	- _____	- _____	- _____	- _____

Variety Levels, Dialect.

Local Dialect - Standard \_\_\_\_\_ Other \_\_\_\_\_

Accepts other dialects \_\_\_\_\_ Rejects other dialects \_\_\_\_\_

Expressive } ability -	Local	High _____	Moderate _____	Low _____
Receptive }	Standard	High _____	Moderate _____	Low _____

Certain criteria derived from Loban, (1963).

Sections of this list may be used separately.

## CHECK LIST E

MESSAGEWRITTEN USAGE  
(Mechanics  
& Grammar)

Group \_\_\_\_\_

Individual \_\_\_\_\_

Language Purpose & Context

information \_\_\_\_\_ individual \_\_\_\_\_

emotion \_\_\_\_\_ peers \_\_\_\_\_

knowledge \_\_\_\_\_ community \_\_\_\_\_

school \_\_\_\_\_

media \_\_\_\_\_

Legibility

+ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- \_\_\_\_\_

Problems with - (briefly specify)

Spelling \_\_\_\_\_

Punctuation \_\_\_\_\_

Verbs, tense, agreement, auxiliaries, etc \_\_\_\_\_

Nouns, number, possession, etc. \_\_\_\_\_

Pronouns \_\_\_\_\_

Adjectives \_\_\_\_\_

Affixes, (all types) \_\_\_\_\_

Adverbs \_\_\_\_\_

Prepositions \_\_\_\_\_

Conjunctions \_\_\_\_\_

Negative forms \_\_\_\_\_

Sentence transformations from - (Check if used)

Active to passive \_\_\_\_\_ Statement to question \_\_\_\_\_

Syntactic Features of Usage - problems with or lack of:  
Ambiguity or coherence due to word order and position,

Substitution &amp; Word Choice \_\_\_\_\_

Embedding \_\_\_\_\_

Expansion &amp; Addition \_\_\_\_\_

Sentences Used - mainly : Simple \_\_\_\_\_ Compound \_\_\_\_\_ Complex \_\_\_\_\_

High Frequency 1.N LV Adj. \_\_\_\_\_ 2.N LV Adv. \_\_\_\_\_ 3.N LV N \_\_\_\_\_

Basic Patterns 4.N VI \_\_\_\_\_ 5.N VT N \_\_\_\_\_ 6.N<sub>1</sub> V N<sub>2</sub> N<sub>3</sub> \_\_\_\_\_7.N V N<sub>3</sub> N<sub>4</sub> \_\_\_\_\_

Sections of this list may be used separately.

Criteria derived from Evanechko, (1972); Stageberg,  
(1965)

CHECK-LIST F

MESSAGE

WRITTEN COMMUNICATION

Group \_\_\_\_\_

Individual \_\_\_\_\_

Quality, Variety & Self-Expression

Language Purpose & Context

information _____	individual _____	+ = positive or high - - negative or low
emotion _____	peers _____	
knowledge _____	community _____	
	school _____	
	media _____	

Attitude to  
writing  
task

Awareness of  
style levels

Informal

Formal

Creative

Communi-  
cative  
Clarity

+ \_\_\_\_\_

+ \_\_\_\_\_

+ \_\_\_\_\_

+ \_\_\_\_\_

+ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

Arrangement of  
Units to improve  
message

Flexibility

in transforming ... ..

Active to Passive

Statement to question

+ \_\_\_\_\_

+ \_\_\_\_\_

+ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

Uses of Variety of Language

Poetic

Emotional

Dramatic

Figurative

Tentative

+ \_\_\_\_\_

+ \_\_\_\_\_

+ \_\_\_\_\_

+ \_\_\_\_\_

+ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

Figures of Speech Used

Simile \_\_\_\_\_

Metaphor \_\_\_\_\_

Imagery \_\_\_\_\_

Irony \_\_\_\_\_

Understatement \_\_\_\_\_

Overstatement \_\_\_\_\_

Omission \_\_\_\_\_

Alliteration \_\_\_\_\_

Sound-words \_\_\_\_\_

Other (specify) \_\_\_\_\_

Tasks preferred \_\_\_\_\_

Performed best \_\_\_\_\_

Evanechko, (1972); Loban, (1963).

Sections of this list may be used separately.





(d)

Notes on the Use of the Check Lists

List A "Listening"      (Group or Individual)

The list is essentially a nine-point scale for the assessment of listening performance, (or behaviour). It may be used individually, in which application it is thought capable of assisting the teacher in recording a careful subjective assessment. Group applications, which may occasionally be expedient, would consist of recording the commonest behaviours observed in the group, either by checking the commonest levels, or by inserting the numbers of persons functioning at the various levels.

List B "Reading"      (Individual)

The list is derived from the Miscue Analysis, (Goodman, 1973), with the addition of the principal classes of the Barrett-Clymer Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension, (1968).

Procedures underlying the collection of the data required by the list are as follows:

1. A selection to be read by the pupil is chosen.
2. A copy of this selection is made for the teacher's use, having its lines in the same sequence as the pupil's copy, but numbered.
3. After steps have been taken to put the reader at ease, explaining that no help or interference

will be offered but that no "grading" is contemplated, the pupil reads the story orally, using any strategy of his choice to overcome difficulties he may encounter. This reading is simultaneously taped.

4. As reading proceeds, the teacher codes any errors, omissions or substitutions on his copy of the material. This is rarely completed at this time and is finished later from the tape record.
5. After oral reading the pupil is asked to re-tell the story, without interruption. Following this, he is asked open-ended questions concerning the story, particularly about any areas which may have been omitted in the re-telling. The provision of information which has not yet been mentioned by the pupil is avoided by the questioner. In this application of the Goodman technique, the use of ten questions has been suggested and a comprehension rating based on the success in answering these has been provided for.
6. The substitutions are studied and the data required by the check list are extracted. These are studied in order to ascertain any pattern which the reader's difficulties may have, and to plan strategy lessons designed to rectify those difficulties.

7. The lower part of the check list provides a scale against which to check the level of understanding perceived in the reader's responses to comprehension questions by the teacher. The five categories used are simplifications of the five overall categories of the Barrett-Clymer Taxonomy, (1968) mentioned earlier.

List C "Oral Usage" (Group or Individual)

The list seeks only to provide a convenient way of noting dialect or non-standard oral usages. It uses a condensation of the categories determined by Loban, (1966), in his extensive survey of oral language behaviour. The categories are not ranked in any sense and the information to be gained is simply a qualitative specification of deviations from standard usage, likely to be useful in attempting to enhance the pupils' facility in oral expression in the standard form, with its concomitant increase in social competence and self-esteem. With specific knowledge of the principal non-standard usages, it should be possible to devise learning experiences designed to modify language use so that standard forms replace the non-standard ones in situations where this is called for and would be likely to enhance communication.

List D "Oral Communication" (Group or Individual)

The list provides a series of compartments in which,

on three point scales, various aspects of the quality of the oral message may be assessed quickly by the insertion of check marks. The facets of language behaviour dealt with are all ones which have connections with personality factors in the language users.

The first section deals with three principal aspects of non-verbal communication, the rater being asked to check on three levels between "high" and "low" use of each mechanism.

In the second section, eight aspects of language modified by vocal means are offered for rating on a three level scale, again between "high" and "low" use of the oral device concerned.

The third section asks for checking on three levels between high and low levels of employment of eleven dimensions of oral style.

In the final brief section, space is provided for comment on the pupils' command of their local form of the language, on their acceptance or rejection of messages in other dialects, and on the presence or absence of a local dialect other than a form approximating to standard English.

As with all lists except List B, ("Reading"), this list may be used in whole or part and may be applied to assessment of group performance, or, with more precision, to individual assessment.

List E    "Written Usage"            (Group or Individual)

The list is the complement to List C in that it seeks to assist the teacher in pinpointing areas of difficulty experienced by the pupils in their production of language in the written mode. List C sought to isolate such areas in spoken language. Spaces are provided for the teacher to indicate problems encountered by the pupils in the mechanics of the production of clear, written language either by simple checking of categories, or, more usually by briefly noting details of the problem in the appropriate space.

The terminology used has been simplified, so far as is consistent with precision, in order to make the list readily intelligible to teachers of brief training, or those of traditional grammatical training. This has meant the avoidance of most of the terms in use in the rapidly emerging discipline of modern linguistics.

The data provided for is qualitative rather than quantitative. It is not ranked in any way. As with all the lists, the aim is the acquisition of information about performance and difficulties in performance, with a view to designing strategies to help overcome those difficulties.

List F    "Written Communication"            (Group or Individual)

Complementary to List D, this list provides a series

of three-level compartments in which to assess by check-mark the teacher's perception of the pupils' attitude to the task of writing, their awareness of style levels needed for different forms of written communication, their degree of success in clear communication in this mode, and their use of rhetorical devices to achieve this end.

A final space is provided for the recording of perceptions as to the pupils' optimum performance, compared with their express preferences for various kinds of writing tasks, formal, informal, or creative.

In this list, as in List D, the convention of using + to represent "high" or "marked" and - to represent "low" or "slight" has been adopted.

List G. "Quantity and Complexity" (Group or Individual)  
(Oral/Written)

This list is a dual purpose one, intended to be used in assessing the amount of language output, in either mode, and its complexity, (as identified by the research sources cited on the list). The user is also gaining information as to the level of maturity of the language, and, by extension, of the language maturity level of the subjects.

The information sought is largely quantitative, to



appearance in the early items, the quality of diversity and that of semantic aptness are paramount considerations in the first sections. A space is also given for notes of incorrect applications of words, for rectification via appropriate learning experiences.

In the centre section, an approximate numerical comparison between the uses of three forms of definition of words by the pupils is provided for. The least mature form of definition is at the left and the most mature of the three is at the right.

The last part of the list calls for approximate counts of eight categories of terms. Four of the classes are actually two pairs, "concrete/abstract" and "specific/general". In each of these, the left-hand member of the pair is generally accepted, in teaching principles and theories of cognitive development, as being earlier in the growth-sequence than the right hand member, a convention followed by the theoretical curriculum model used for this study. The remaining four categories are cited by several sources, (Evanechko, 1972; Loban 1963), as being indicative of the growth of language maturity.

While intended for oral or written language assessment, the list is likely to find more extensive application to oral language, in recorded or transcribed form, than to language written directly by pupils, since

the volume and range of the latter are likely to be much less extensive.

### All Lists

These are intended to be aids to the surveying of language behaviours in order to identify points at which to attempt the development of learning experiences likely to bring about growth. They are not objective measuring instruments, though the bulk of the criteria employed are derived from research findings, which are cited at relevant points and included in the bibliography.

The retention of completed or partially completed lists for the duration of the class year is suggested, to provide an informal outline of trends, performance changes and a record of the focal points of learning activities.

CHAPTER VII

SPECIMEN LEARNING ACTIVITIES

Stimulus Event X, or) No. 1 Topic FIRE  
 Learning Experience \_\_\_\_\_) Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
 Scope A Reception X Message \_\_\_\_\_ Expression X  
 Scope B, (Processes).

Cognitive

1. Knowledge X 2. Comprehension \_\_\_\_\_ 3. Application \_\_\_\_\_  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation X

Affective

1. Receiving X 2. Responding X 3. Valuing \_\_\_\_\_  
 4. Organising \_\_\_\_\_ 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language \_\_\_\_\_ 3. Knowledge of Language \_\_\_\_\_  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive X Deductive \_\_\_\_\_ Times.  
Aim Provide multi-sensory experience. (Min.)  
 Stimulate & record oral response.

Introduction Brief remarks about the need to watch carefully from a safe distance as we unlock some power. Discuss ways of obtaining fire. 3

Development Materials slowly reacted, with commentary. Initial bubbling, then, spontaneous combustion. When cool, pupils examine.\* Class groups take turns at describing their observations. Teacher "chairs" unobtrusively and summarises. He occasionally revives the talk by adding information. He commends effective language. \* Recorder started. 22

Conclusion Tape playback. Comments invited. 15  
 Brief discussion. Tape retained for "scanning", typing and duplication.

Materials/Services Potassium permanganate, glycerine, pipettes, tin lids on asbestos pads, pencils, pads, tape recorder, typing/duplication.  
Observations/Feedback



Stimulus Event \_\_\_\_, or) No. 1.1      Vocabulary  
 Learning Experience X)      Topic Development  
 Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_ Primary \_\_\_\_  
Scope A Reception \_\_\_\_ Message \_\_\_\_ Expression X  
Scope B, (Processes).

Cognitive  
 1. Knowledge \_\_\_\_ 2. Comprehension X 3. Application X  
 4. Analysis \_\_\_\_ 5. Synthesis \_\_\_\_ 6. Evaluation \_\_\_\_

Affective  
 1. Receiving X 2. Responding X 3. Valuing \_\_\_\_  
 4. Organising \_\_\_\_ 5. Characterisation by Value \_\_\_\_

Integrative Strands

1. Communication Through Language \_\_\_\_  
 2. Growth in Language X 3. Knowledge of Language \_\_\_\_  
 4. Language & the Self \_\_\_\_ 5. Variety in Language \_\_\_\_

Activities Inductive X Deductive \_\_\_\_ Times.  
Aim To show the various ways of attaching (Min.)  
 meaning to terms (Oral)

Introduction Play tape from demonstration, 15  
 Summarise, 20 relevant words on board, spaced.

Development Teacher adds to first two words 20  
crystals-sparkling-quality blaze-hot-quality  
 -get hot action -burns-up-action  
 -small grains-parts -flames-parts  
 -chemicals-class -fire-class  
 -drugstore-where -furnace-where  
 found found

Children attempt the same treatment of the rest,  
 supplying words for teacher to write.

Conclusion Discussion of the expanded summary. 10  
 Issue transcript of tape, (typed). Invite  
 ideas for other ways of connecting meaning  
 with words, (e.g., "use", "effect on things")

Materials/Services Tape from original event.  
 Typed transcript to add to journals, tape recorder.

Observations/Feedback

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Stimulus Event \_\_\_\_\_, or) No. 1.2  
 Learning Experience X)  
 Topic Vocabulary Development  
 Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
Scope A Reception \_\_\_\_\_ Message \_\_\_\_\_ Expression X  
Scope B, (Processes).

Cognitive  
 1. Knowledge \_\_\_\_\_ 2. Comprehension X 3. Application X  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation X

Affective  
 1. Receiving \_\_\_\_\_ 2. Responding \_\_\_\_\_ 3. Valuing \_\_\_\_\_  
 4. Organising \_\_\_\_\_ 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language \_\_\_\_\_  
 2. Growth in Language X 3. Knowledge of Language \_\_\_\_\_  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive \_\_\_\_\_ Deductive X Times.  
Aim To give oral and written practice in (Min.)  
 Identification by attributes, function and class.

Introduction Show four common objects. In 10  
 each case ask, "What is it like?" "What does  
 it do?" "Where?" "What else is like it?"  
 "What word describes it and the others like  
 it?"

Development Children are each given a set of 15  
 pictures cut from catalogues, six to a set.  
 Each classifies, in writing, the objects  
 pictured, by the above criteria, adding the  
 name, then covers up the pictures.

Conclusion (Oral) Guessing game in which 15-20  
 individuals describe the object by quoting  
 the criteria descriptions, while others seek  
 to win points by correct identification.  
 (Rotated).

Materials/Services Catalogue pictures, pencils  
 exercise books.

Observations/Feedback

Stimulus Event     , or) No. 1.3      Vocabulary  
 Learning Experience X)      Topic Development  
 Date                     

Sequence Upper Elem. X Middle Years      Primary       
Scope A Reception      Message      Expression X  
Scope B, (Processes).

Cognitive

1. Knowledge      2. Comprehension X 3. Application X  
 4. Analysis      5. Synthesis      6. Evaluation X

Affective

1. Receiving X 2. Responding X 3. Valuing       
 4. Organising X 5. Characterisation by Value     

Integrative Strands

1. Communication Through Language       
 2. Growth in Language X 3. Knowledge of Language       
 4. Language & the Self      5. Variety in Language     

Activities Inductive      Deductive X      Times.  
Aim To give further oral and written      (Min.)  
 practice in identification by attributes,  
 function and class.

Introduction Refer to previous day's game.      5  
 Ensure materials shuffled and rotated. New  
 issues if needed.

Development Classification, in writing,      15  
 according to, "What is it like?" "What does  
 it do?" "Where?" "What else is like it?"  
 "What word describes it and the others like  
 it?" as previous lesson.

Conclusion (Oral) Repetition of guessing game      15  
 for points, as previous lesson. End by  
 inviting suggestions for shorter names for  
 the categories. Seek to elicit : qualities,  
 job and class. (attributes, function, category)

Materials/Services As previous lesson.

Observations/Feedback

Stimulus Event \_\_\_\_, or) No. 1.4      Vocabulary  
 Learning Experience X)      Topic Development  
 Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_ Primary \_\_\_\_  
 Scope A Reception \_\_\_\_ Message \_\_\_\_ Expression X  
 Scope B, (Processes).

Cognitive  
 1. Knowledge X    2. Comprehension \_\_\_\_    3. Application \_\_\_\_  
 4. Analysis \_\_\_\_    5. Synthesis \_\_\_\_    6. Evaluation \_\_\_\_

Affective  
 1. Receiving X    2. Responding X    3. Valuing \_\_\_\_  
 4. Organising \_\_\_\_    5. Characterisation by Value \_\_\_\_

Integrative Strands

1. Communication Through Language \_\_\_\_  
 2. Growth in Language X    3. Knowledge of Language \_\_\_\_  
 4. Language & the Self X    5. Variety in Language \_\_\_\_

Activities    Inductive X    Deductive \_\_\_\_    Times.

Aim To increase oral use of tentative language.    (Min.)

Introduction Place on display four or five uncommon objects, e.g., draftsman's trammel, toothed opisometer, bone-cutting forceps, needle-threader, Galton whistle. "What do we know for sure about these?" List attributes, e.g., material, size, shape, etc.    10

Development Class circulates around exhibits and examines without handling. They make rough notes as to supposed function of objects. Teacher then invites statements. As these are made, he tape records responses.    15

Conclusion Tape playback, pointing out good uses of tentative language and places where it was needed. Contest to see who can list, on scratch pads, the most ways of saying "maybe".    15

Materials/Services Pencils, pads, tape recorder, unusual objects, tools or apparatus.

Observations/Feedback Tape may be retained for journal.

Stimulus Event \_\_\_\_\_, or) No. 1.5  
 Learning Experience X)  
 Topic Vocabulary Development  
 Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
 Scope A Reception \_\_\_\_\_ Message \_\_\_\_\_ Expression X  
 Scope B, (Processes).

Cognitive  
 1. Knowledge X 2. Comprehension \_\_\_\_\_ 3. Application \_\_\_\_\_  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation \_\_\_\_\_

Affective  
 1. Receiving X 2. Responding X 3. Valuing \_\_\_\_\_  
 4. Organising \_\_\_\_\_ 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language \_\_\_\_\_  
 2. Growth in Language X 3. Knowledge of Language \_\_\_\_\_  
 4. Language & the Self X 5. Variety in Language \_\_\_\_\_

Activities Inductive \_\_\_\_\_ Deductive X Times.  
Aim To give written practice in using (Min.)  
 tentative language.

Introduction Refer to previous activities. 10  
 Show 10 bags containing unknown objects.  
 Rules of the game : NO LOOKING. Object:  
 Describe what you feel as you look inside,  
 then write your opinion about what the  
 object may be. Tell no one your opinion.  
 Two points for a right guess, two for a  
 close opinion with a way of saying "maybe"  
 in it. Minus two points for an opinion with  
 no way of saying "maybe".

Development Game played, children write. 20

Conclusion Change papers. Peers give  
 points as objects shown. 10

Materials/Services 10 bags with objects of  
 varying shapes and textures; pencils, paper.

Observations/Feedback

Stimulus Event     , or) No. 1.6 Topic Vocabulary  
 Learning Experience X) Date Development

Sequence Upper Elem. X Middle Years      Primary       
 Scope A Reception      Message      Expression X  
 Scope B, (Processes).

Cognitive  
 1. Knowledge      2. Comprehension      3. Application X  
 4. Analysis      5. Synthesis      6. Evaluation     

Affective  
 1. Receiving      2. Responding      3. Valuing X  
 4. Organising      5. Characterisation by Value X

Integrative Strands

1. Communication Through Language       
 2. Growth in Language X 3. Knowledge of Language       
 4. Language & the Self X 5. Variety in Language     

Activities Inductive X Deductive      Times.  
Aim To promote the oral use of figurative (Min.)  
 language.

Introduction Darken room, as though for a 5  
 film. Suddenly, at a little distance, fire a  
 photo flashbulb. Discuss the sudden effects  
 with the children. Tape recorded.

Development Select examples of figurative 20  
 language from the tape play-back. Note on  
 board. Next, use a bubble kit to send  
 streams of these through the beam of a  
 projector. Invite descriptions, "It was  
 like ..." of "The bubbles were ..."  
 Tape record then play back once again,  
 noting figurative speech. Commend these  
 examples, explaining their merits.

Conclusion Children to rummage through 15  
 newspapers to find examples of figurative  
 speech.

Materials/Services Flash bulb, bubble kit,  
 projector (still), tape recorder.

Observations/Feedback Tape may be retained for  
 journal.

READING

Stimulus Event \_\_\_\_\_, or) Topic FIRE  
 Learning Experience X) No. 1.7 Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
Scope A Reception X Message \_\_\_\_\_ Expression \_\_\_\_\_  
Scope B, (Processes).

Cognitive

1. Knowledge \_\_\_\_\_ 2. Comprehension X 3. Application \_\_\_\_\_  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation \_\_\_\_\_

Affective

1. Receiving X 2. Responding \_\_\_\_\_ 3. Valuing \_\_\_\_\_  
 4. Organising \_\_\_\_\_ 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language X 3. Knowledge of Language X  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive X Deductive \_\_\_\_\_ Times.

Individualised reading will go on parallel to all other language activities. It will be evaluated at intervals on an individual basis, using Check-List B, from which counselling will be developed.

Topical Readings

These are to act as links between general reading and current language activities:

FIRE

Fire department publicity material, reference works, especially those which classify; thesaurus, world records, poetry readings, newspapers.

Materials/ServicesObservations/Feedback

Stimulus Event X, or ) No. 2 Topic TASTES  
~~Learning Experience~~ ) Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
Scope A Reception X Message \_\_\_\_\_ Expression X  
Scope B, (Processes).

Cognitive

1. Knowledge X 2. Comprehension \_\_\_\_\_ 3. Application \_\_\_\_\_  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation X

Affective

1. Receiving X 2. Responding X 3. Valuing \_\_\_\_\_  
 4. Organising \_\_\_\_\_ 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language \_\_\_\_\_ 3. Knowledge of Language \_\_\_\_\_  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive X Deductive \_\_\_\_\_ Times.  
Aim Provide sensory experience. Obtain written response. (Min.)

Introduction Invite statements about favourite tastes, and what features are attractive. Class to investigate. 10

Development Two labelled trays with numbered, sealed containers, 12 samples per tray with plastic stir sticks, issued. Members to sample and note their opinion, with reasons of the identities of contents, (3 line description). 25

Conclusion Some reports read out. Effective language commended. Sheets collected. 10  
 Discussion concludes by identifying contents.

Materials/Services Pencils, paper, typing/duplication, samples - lemon juice, coffee solution, liquorice solution, salt, other fruit juices, meat extract.  
Observations/Feedback sodium bicarbonate, sucaryl, etc.

Stimulus Event X, or )  
 Learning Experience      ) No. 2 Date                     

LANGUAGE PERFORMANCE

Brief Description                      Topic TASTES

30 sheets, each with 12 brief written descriptions of the samples tasted, with opinions as to the identity of the sample.

SCANNING

Check List Used

A. Listening	<u>    </u>	B. Reading	<u>    </u>		Reception
C. Oral Usage	<u>    </u>	D. Oral	<u>    </u>	)	
		Communication	<u>    </u>	)	
E. Written	<u>    </u>	F. Written	<u>    </u>	)	Message
Usage		Communication	<u>    </u>	)	
G. Quantity and		Oral	<u>    </u>	Written	<u>X</u>
Complexity					
H. Vocabulary		Oral	<u>    </u>	Written	<u>    </u>
and Meaning					

Problems Noted (Approx. counts)

Total words 9402. Total C.Units 120. Average words per C.Unit 7.8 Mazes 0. C.Units over 9 words 38, below 9 words 82.

Coordination : None 29%, by "and" 31%, other 14%.

Subordination: 26%

Maturity Level low.

Action Proposed Inductive and subsequent deductive development of oral and written language expansion by:  
 (a) substitution and word choice, (b) embedding,  
 (c) expansion and addition, (d) more varied coordination and subordination.

Stimulus Event     , or)      Language  
 Learning Experience     ) No. 2.1 Topic      Expansion  
 Date     

Sequence Upper Elem. X Middle Years      Primary       
Scope A Reception      Message      Expression X  
Scope B, (Processes).

Cognitive  
 1. Knowledge X 2. Comprehension      3. Application       
 4. Analysis      5. Synthesis X 6. Evaluation     

Affective  
 1. Receiving      2. Responding X 3. Valuing X  
 4. Organising      5. Characterisation by Value     

Integrative Strands

1. Communication Through Language       
 2. Growth in Language X 3. Knowledge of Language       
 4. Language & the Self      5. Variety in Language     

Activities Inductive X Deductive      Times.  
Aim To promote awareness of ways of (Min.)  
 expanding and elaborating oral language  
 First stage.

Introduction Show film, "The Ride." Comic 6  
 Chase sequence

Development Summarise action. Words very 20  
 widely spaced on board:

The driver let the car run away.

"This is all that happened, but does it tell the story properly?" Invite additions/insertions. Pack the gaps with extra modifiers, phrases, clauses and the necessary coordinating words. Write substitute words under existing ones.

Conclusion. Compile several final elaborated 14  
 versions, by class selection, of favoured combinations of assembled material. Issue duplicated summaries of last language performance. Locate examples of well-  
Materials/Services expanded language in these.

Film "The Ride." (library loan), projector, typed, duplicated sheets of last language performance for  
Observations/Feedback reading and addition to journals.

Stimulus Event \_\_\_\_\_, or) No. 2.2 Topic Language Expansion  
 Learning Experience X) Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
 Scope A Reception \_\_\_\_\_ Message \_\_\_\_\_ Expression X  
 Scope B, (Processes).

Cognitive

1. Knowledge \_\_\_\_\_ 2. Comprehension \_\_\_\_\_ 3. Application \_\_\_\_\_  
 4. Analysis X 5. Synthesis \_\_\_\_\_ X 6. Evaluation \_\_\_\_\_

Affective

1. Receiving X 2. Responding \_\_\_\_\_ X 3. Valuing \_\_\_\_\_  
 4. Organising \_\_\_\_\_ 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language \_\_\_\_\_  
 2. Growth in Language X 3. Knowledge of Language X  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive \_\_\_\_\_ Deductive \_\_\_\_\_ Times.  
Aim To identify and practise ways of (Min.)  
 elaborating and expanding written language.  
 Second stage.

Introduction Refer to previous activity 15  
 using final elaborated sentences, which  
 have been written on the board. "What tricks  
 were used to make them grow?" Elicit: (1)  
 other words, (2) putting in extra words,  
 (3) extra phrases, (4) extra sentences inside  
 the main one.

Development Issue mimeo., sheets on which 20  
 five kernel sentences, derived from the  
 class' current story have been typed, very  
 widely spaced. Class to attempt maximum  
 elaboration, using any or all methods above  
 Points reward for most elaborate, which makes  
 sense. Class writes, teacher supplies needed  
 spellings on board as requested.

Conclusion Collection, with several efforts read 5

Materials/Services Pencils, mimeo., sheets with  
 sentences such as "Jean ... .. stayed ... .. at  
 ... .. St. Chamant." etc.

Observations/Feedback

Sheets retained for typed/duplicated summaries to be  
 made and points awarded.

Stimulus Event     , or) No. 2.3 Language Expansion  
 Learning Experience X) Date                     

Sequence Upper Elem. X Middle Years      Primary       
 Scope A Reception      Message      Expression X  
 Scope B, (Processes).

Cognitive  
 1. Knowledge      2. Comprehension      3. Application       
 4. Analysis X 5. Synthesis X 6. Evaluation     

Affective  
 1. Receiving X 2. Responding X 3. Valuing X  
 4. Organising      5. Characterisation by Value     

Integrative Strands

1. Communication Through Language       
 2. Growth in Language X 3. Knowledge of Language X  
 4. Language & the Self      5. Variety in Language     

Activities Inductive      Deductive X Times.       
Aim To extend the application of language (Min.)  
 expansion principles from specific  
 sentences within the pupils' experience  
 to general applications, (written) 3rd. Stage.

Introduction Announce and discuss results 10  
 of last session's contest. Issue summaries.  
 Quote notable examples of effective use,  
 asking help of the group in classifying the  
 ways expansion was done. Summarise on board,  
 under: Other Words, Extra Words, Extra Phrases,  
 Extra sentences inside main sentence.

Development Contest repeated using kernel 20  
 sentences NOT from any familiar context.  
 Class writes, teacher supplies spellings, etc.,  
 on board.

Conclusion Collection/exchange of papers. 15  
 Group members put forward contenders for top  
 points. Vote.

Materials/Services Mimeo sheets, (5 spaced sentences),  
 summaries of last language output, pencils.

Observations/Feedback

R E A D I N G

Stimulus Event     , or) No. 2.4 Topic TASTES  
 Learning Experience X) Date                     

Sequence Upper Elem. X Middle Years      Primary       
 Scope A Reception X Message      Expression       
 Scope B, (Processes).

Cognitive  
 1. Knowledge      2. Comprehension X 3. Application       
 4. Analysis      5. Synthesis      6. Evaluation     

Affective  
 1. Receiving X 2. Responding      3. Valuing       
 4. Organising      5. Characterisation by Value     

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language X 3. Knowledge of Language X  
 4. Language & the Self      5. Variety in Language     

Activities Inductive X Deductive      Times.

Individualised reading will go on parallel to all other language activities. It will be evaluated at intervals on an individual basis, using Check-List B, from which counselling will be developed.

Topical Readings

These are to act as links between general reading and current language activities:

TASTES

Food advertisements, magazine cookery articles, passages from literature dealing with food, soft drink, fruit, and similar publicity materials.

Materials/ServicesObservations/Feedback

Stimulus Event X, or) No. 3 Topic SMELLS  
~~Learning Experience~~ ) Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
Scope A Reception X Message \_\_\_\_\_ Expression X  
Scope B, (Processes).

Cognitive  
 1. Knowledge X 2. Comprehension \_\_\_\_\_ 3. Application \_\_\_\_\_  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation X

Affective  
 1. Receiving \_\_\_\_\_ 2. Responding \_\_\_\_\_ 3. Valuing \_\_\_\_\_  
 4. Organising \_\_\_\_\_ 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language \_\_\_\_\_ 3. Knowledge of Language \_\_\_\_\_  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

<u>Activities</u>	Inductive <u>X</u> Deductive _____	<u>Times.</u> (Min.)
<u>Aim</u> Provide sensory experience. Stimulate and record oral response.		
<u>Introduction</u> Discuss likes and dislikes regarding smells and what features are pleasant and unpleasant. Class to investigate.		10
<u>Development</u> Two labelled trays with numbered containers having perforated covers, 12 samples per tray, issued. Members to sample and give their opinion with descriptive reasons, of the identities of the contents. This to be spoken to recorder microphone as teacher visits each group in turn.		25
<u>Conclusion</u> Partial tape play back with some discussion and commendation of effective language. Tape retained for scanning.		10

Materials/Services Tape recorder, typing/duplication, samples - vinegar, camphor, medical alcohol, perfumed soap, toothpaste, mint leaves, coal tar, dilute ammonia, chopped fruit peel, clove oil, lavender, pencil shavings.  
Observations/Feedback  
N.B. Strict precautions against tasting.

Stimulus Event X, or )  
 Learning Experience \_\_\_ ) No. 3 Date \_\_\_\_\_

LANGUAGE PERFORMANCE

Brief Description Topic SMELLS

Ten minute tape of spoken description and identification of 12 aromatic samples, recorded by individual members of groups. Tape concludes with brief general discussion of topic.

Non-verbal communication observed and check list section completed during actual lesson period.

SCANNING

Check List Used

A. Listening ___	B. Reading ___	Reception
C. Oral Usage ___	D. Oral <u>X</u> ) Communication )	Message
E. Written ___ Usage	F. Written ___ ) Communication )	
G. Quantity and Complexity	Oral ___ Written ___ )	Expression
H. Vocabulary and Meaning	Oral ___ Written ___ )	

Problems Noted

Facial expression, gesture and posture under-used. Widespread tendency to speak too fast and with inadequate pauses. Confident and fluent but excess speed causes incoherence. Listeners usually considered. Little use of poetic, figurative or consciously dramatic language.

Action Proposed Oral exercises involving role-playing to promote: (a) non-verbal communication, (b) deliberate delivery, with coherence, (c) use of figurative and dramatic language.

Stimulus Event     , or) No. 3.1 Topic Non-Verbal Communication  
 Learning Experience x) Date                     

Sequence Upper Elem. x Middle Years      Primary       
 Scope A Reception      Message X Expression       
 Scope B, (Processes).

Cognitive  
 1. Knowledge      2. Comprehension      3. Application       
 4. Analysis      5. Synthesis      6. Evaluation     

Affective  
 1. Receiving X 2. Responding X 3. Valuing       
 4. Organising      5. Characterisation by Value     

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language      3. Knowledge of Language       
 4. Language & the Self      5. Variety in Language     

Activities Inductive x Deductive      Times.

Aim To heighten awareness of non-verbal component of language. (Min.)

Introduction Watch T.V. programme especially morning "soap operas", any material with faces and speech. Turn off sound. 5

Development Class to attempt to supply missing dialogue, or at least a general idea of what is being said. Repeat, patching T.V. sound output direct to tape recorder. Class notes guesses as to dialogue's import. Tape playback for checking. 20

Conclusion Discuss the messages we got from faces, hands, and body position. Final silent viewing, class to identify only the emotional overtones: anger, amusement, disbelief, etc. 15

Materials/Services School T.V. set, tape recorder, patch cord, pencils, scratch pads.

Observations/Feedback

Stimulus Event     , or) No. 3.2 Topic Non-Verbal Communication  
 Learning Experience X) Date                     

Sequence Upper Elem. X Middle Years      Primary       
Scope A Reception      Message X Expression       
Scope B, (Processes).

Cognitive  
 1. Knowledge      2. Comprehension      3. Application       
 4. Analysis      5. Synthesis      6. Evaluation     

Affective  
 1. Receiving X 2. Responding X 3. Valuing       
 4. Organising      5. Characterisation by Value     

Integrative Strands

1. Communication Through Language       
 2. Growth in Language      3. Knowledge of Language       
 4. Language & the Self X 5. Variety in Language     

Activities Inductive      Deductive X Times.  
Aim To identify and practice non-verbal (Min.)  
Communication methods.

Introduction Repeat "silent" T.V. viewing 10  
 of last session. Identify the more grossly  
 visible emotional signals: anger, bewilderment,  
 astonishment, etc. Summarise on board.

Development Class divides into 10 groups of 25  
 three. Each member given a card bearing a  
 "state of mind". These are kept private.  
 Members in turn play the game of transmitting  
 their supposed emotion, by means of expression,  
 attitude. gesture. Those quickly guessed win  
 points.

Conclusion Discussion, "What worked best?" 5

Materials/Services Cards prepared with single word,  
 e.g., anger, surprise, worry, etc; School T.V.

Observations/Feedback

Stimulus Event \_\_\_\_\_, or) No. 3.3  
 Learning Experience X) \_\_\_\_\_

Topic Oral Communication  
 Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
Scope A Reception \_\_\_\_\_ Message X Expression \_\_\_\_\_  
Scope B, (Processes).

Cognitive  
 1. Knowledge \_\_\_\_\_ 2. Comprehension \_\_\_\_\_ 3. Application \_\_\_\_\_  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation \_\_\_\_\_

Affective  
 1. Receiving X 2. Responding \_\_\_\_\_ 3. Valuing \_\_\_\_\_  
 4. Organising \_\_\_\_\_ 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language \_\_\_\_\_ 3. Knowledge of Language \_\_\_\_\_  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive X Deductive \_\_\_\_\_ Times.  
Aim To heighten awareness of the need for (Min.)  
 control in speech production.

Introduction Play favourite 33.1/3 r.p.m. 15  
 record at 45 r.p.m. "What is wrong? What does  
 it do to the sound?" Play part of a taped  
 hockey commentary, which includes a fairly  
 slow period, and changes to a wildly  
 exciting climax. "What did the man say when  
 things got hot? Could we all tell?"

Development Class divides into six groups 15  
 of five pupils each. Watches (or sports  
 stop-watches), used to see (a) what maximum  
 oral reading speed can be understood by  
 listeners, (b) what is the optimum oral  
 reading speed for good listening.

Conclusion Results summarised; results 10  
 compared. Guinness World Records consulted.  
 Opinions elicited as to speed at which  
 clarity begins to break down.

Materials/Services Record player; record; tape  
 recorder; watches, basal reading sets.

Observations/Feedback

Stimulus Event     , or) No. 3.4 Topic Figurative Language  
 Learning Experience X Date                     

Sequence Upper Elem. X Middle Years      Primary       
Scope A Reception      Message X Expression       
Scope B, (Processes).

Cognitive  
 1. Knowledge      2. Comprehension      3. Application       
 4. Analysis      5. Synthesis      6. Evaluation     

Affective  
 1. Receiving X 2. Responding X 3. Valuing       
 4. Organising      5. Characterisation by Value     

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language      3. Knowledge of Language       
 4. Language & the Self      5. Variety in Language     

Activities Inductive X Deductive      Times.  
Aim To promote increased use of (Min.)  
 figurative and dramatic language.

Introduction Write on board: 5  
 (a) Petroleum Wax Emulsion in perfumed water,  
 (b) Mono-Glyceride Sulphate.  
 "What are they?"

Development Pass out ads., for various expensive 15  
 face creams (a) and similarly, expensive  
 shampoos (b) Similar process may be repeated  
 with motor-oil, margarine, etc. Draw  
 attention to the language used. The product  
 is made beautiful or exciting by words.  
 Class finds and writes down figurative terms  
 and "translates" them to literal ones.

Conclusion Class members given paper slips 20  
 with a prosaic sentence on it. To try to  
 baffle classmates by giving a highly coloured or  
 metaphorical version. (Guessing Game)

Materials/Services Magazine ads. 30 paper slips  
 bearing prosaic sentences or subjects.

Observations/Feedback

R E A D I N G

Stimulus Event \_\_\_\_\_, or) No. 3.5 Topic SMELLS  
 Learning Experience X Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
Scope A Reception X Message \_\_\_\_\_ Expression \_\_\_\_\_  
Scope B, (Processes).

Cognitive

1. Knowledge \_\_\_\_\_ 2. Comprehension X 3. Application \_\_\_\_\_  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation \_\_\_\_\_

Affective

1. Receiving X 2. Responding \_\_\_\_\_ 3. Valuing \_\_\_\_\_  
 4. Organising \_\_\_\_\_ 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language x  
 2. Growth in Language x 3. Knowledge of Language x  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive X Deductive \_\_\_\_\_ Times.

Individualised reading will go on parallel to all other language activities. It will be evaluated at intervals on an individual basis, using Check-List B, from which counselling will be developed.

Topical Readings

These are to act as links between general reading and current language activities:

SMELLS

Newspaper articles on air pollution, advertisements for cosmetics, perfumes, deodorants; classroom plays, search for skits, one-act plays, etc., for reading to group so they may judge suitability for later production.

Materials/ServicesObservations/Feedback

Stimulus Event X, or) No. 4 Topic ACTING  
 Learning Experience    ) Date                     

Sequence Upper Elem. X Middle Years     Primary      
 Scope A Reception X Message     Expression X  
 Scope B, (Processes).

Cognitive  
 1. Knowledge     2. Comprehension X 3. Application      
 4. Analysis     5. Synthesis     6. Evaluation X

Affective  
 1. Receiving X 2. Responding X 3. Valuing X  
 4. Organising     5. Characterisation by Value    

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language     3. Knowledge of Language      
 4. Language & the Self X 5. Variety in Language    

Activities Inductive X Deductive     Times.  
Aim Provide visual experience. Stimulate (Min.)  
 written response.

Introduction (Mime). A person enters, takes 10  
 off top coat, gloves and hat, into which he  
 carefully places a piece of paper. He turns  
 away in silent "discussion" with the teacher.  
 Another person enters, unobserved by the  
 "talkers". He steals the clothing, and goes  
 off gloating, only to stop, read the note,  
 and hurriedly return the items.

Development Class to write, (a) the action 25  
 of the play, concluding with a reason for  
 the sudden return, and (b) a "words" script,  
 both productions will be acted and spoken  
 later to the class.

Conclusion Several random selections from 5  
 class work read and discussed.

Materials/Services Pencils. "Action" sheet. "Word" sheet.  
 Typing/duplication.

Observations/Feedback

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Stimulus Event X, or )  
 Learning Experience \_\_\_ ) No. 4 Date \_\_\_\_\_

LANGUAGE PERFORMANCE

Brief Description                      Topic ACTING  
 30 attempted descriptions, in writing, of the action of  
 a mimed incident.  
 30 brief suggested "words" scripts to fit the actions.

SCANNING

Check List Used

A. Listening	___	B. Reading	___		Reception
C. Oral Usage	___	D. Oral	___	)	
		Communication		)	
E. Written	<u>X</u>	F. Written	___	)	Message
Usage		Communication		)	
G. Quantity and		Oral	___	Written	___
Complexity					
				)	
H. Vocabulary		Oral	___	Written	___
and Meaning					
				)	Expression

Problems Noted

Punctuation conventions, especially capitals,  
 periods and quotation marks.  
 Nouns, number and possession.  
 Negative forms, tendency to use double negatives.

Action Proposed Series of activities, initially  
 inductive and subsequently deductive, to resolve ambiguity  
 by the use of correct forms.

Stimulus Event \_\_\_\_\_, or) No. 4.1 Topic Punctuation  
 Learning Experience X) Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
Scope A Reception \_\_\_\_\_ Message X Expression \_\_\_\_\_  
Scope B, (Processes).

Cognitive

1. Knowledge X 2. Comprehension \_\_\_\_\_ 3. Application \_\_\_\_\_  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation \_\_\_\_\_

Affective

1. Receiving \_\_\_\_\_ 2. Responding \_\_\_\_\_ 3. Valuing \_\_\_\_\_  
 4. Organising X 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language \_\_\_\_\_  
 2. Growth in Language \_\_\_\_\_ 3. Knowledge of Language X  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive X Deductive \_\_\_\_\_ Times.

Aim To demonstrate the function of \_\_\_\_\_ (Min.)  
 conventions of punctuation in written  
 recording of language.

Introduction Board prepared with Morse code 5  
 and letter equivalents down one side.

Message: .-...--...-.....-.-.-.....

Try to work it out. Class will have trouble.

Development Need for division of symbols 20  
 should now be manifest. Accede to requests  
 by dividing groups.

.-./...-/-.../-..././.-./-./..././.../...

Try again. Even now we get "RUBBER TREES" or  
 "RUB BERT REES". Language has to have gaps 5

"We have little gaps and change our tone when  
 we speak, in between ideas and parts of ideas.

Listen. Put up your hand when you detect a gap."  
 Teacher reads short passage deliberately.

Conclusion When we write to people they can't 10  
 hear us. We need signs for gaps. Big gaps,  
 and small gaps. Elicit: periods, commas, etc.

Materials/Services

Pencils, paper.

Observations/Feedback

Stimulus Event     , or) No. 4.2 Topic Punctuation  
 Learning Experience X) Date                     

Sequence Upper Elem. X Middle Years      Primary       
 Scope A Reception      Message X Expression       
 Scope B, (Processes).

Cognitive  
 1. Knowledge X 2. Comprehension      3. Application X  
 4. Analysis      5. Synthesis      6. Evaluation     

Affective  
 1. Receiving      2. Responding      3. Valuing       
 4. Organising X 5. Characterisation by Value     

Integrative Strands

1. Communication Through Language      X  
 2. Growth in Language      3. Knowledge of Language       
 4. Language & the Self      5. Variety in Language     

Activities Inductive      Deductive X Times.

Aim Application of punctuation conventions (Min.)  
 to written expression.

Introduction Review last session's conclusion 5  
 that we need to divide language by gaps in  
 tone and time, and that some way of showing  
 this in written language is required. Board  
 summary of the signs.

Development Issue duplicated sheets bearing 30  
 an un-punctuated but otherwise perfect passage.  
 This is read deliberately, and with some  
 exaggeration by the teacher, from a complete  
 version. Class punctuate their copies. Check.  
 Repeats with further sheets. Check.

Conclusion Listen to reading by teacher of 5  
 a passage deliberately wrongly "voice  
 punctuated".

Materials/Services Three specimen unpunctuated  
 language sheets, 30 copies each. Pencils.

Observations/Feedback

Stimulus Event \_\_\_\_, or) No. 4.3  
 Learning Experience X)

Topic Noun Forms  
 Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_ Primary \_\_\_\_  
Scope A Reception \_\_\_\_ Message X Expression \_\_\_\_  
Scope B, (Processes).

Cognitive  
 1. Knowledge X 2. Comprehension \_\_\_\_ 3. Application \_\_\_\_  
 4. Analysis \_\_\_\_ 5. Synthesis \_\_\_\_ 6. Evaluation \_\_\_\_

Affective  
 1. Receiving \_\_\_\_ 2. Responding \_\_\_\_ 3. Valuing \_\_\_\_  
 4. Organising X 5. Characterisation by Value \_\_\_\_

Integrative Strands

1. Communication Through Language \_\_\_\_  
 2. Growth in Language \_\_\_\_ 3. Knowledge of Language X  
 4. Language & the Self \_\_\_\_ 5. Variety in Language \_\_\_\_

Activities Inductive X Deductive \_\_\_\_ Times.  
Aim (Min.)

To review and practise singular and plural noun forms.

Introduction Describe 20 single objects in the room without naming them. Class to write their names. Check. 5

Development "These words, used in this way name single things. Now suppose we had two of each. Write 'two' in front of each word. What other change shall we need?" Summarise changes, "s", "es" and "other". Issue list of nouns, with irregulars marked \* Some are singular, some plural (with appropriately placed gaps) Class fills out. 20

Conclusion Large pictures displayed. Point to single or multiple elements. Class to name them orally. Discuss the irregular examples. 15

Materials/Services Duplicated noun lists, Social Studies large picture series (Culture Realms, Regular Stock)  
Observations/Feedback

Stimulus Event     , or) No. 4.4 Topic Noun Forms  
 Learning Experience X) No.      Date                     

Sequence Upper Elem. X Middle Years      Primary       
 Scope A Reception      Message X Expression       
 Scope B, (Processes).

Cognitive  
 1. Knowledge X 2. Comprehension      3. Application       
 4. Analysis      5. Synthesis      6. Evaluation     

Affective  
 1. Receiving      2. Responding      3. Valuing       
 4. Organising X 5. Characterisation by Value     

Integrative Strands

1. Communication Through Language       
 2. Growth in Language      3. Knowledge of Language X  
 4. Language & the Self      5. Variety in Language     

Activities Inductive X Deductive      Times.  
Aim To review, orally, possessive noun (Min.)  
 forms.

Introduction Borrow five similar (but 5  
 identifiable) objects from class members  
 e.g. pens, rulers. Also borrow five  
 obviously different objects from others,  
 e.g. ball, magazine, book, etc.

Development List lenders on board. Ask for 15  
 helpful reminders from class in listing  
 objects alongside owners. Note ease of  
 identification of differing objects but  
 greater uncertainty with similar ones - two  
 blue pens look much alike. We could say,  
 "David pen." "Susan pen," but it sounds  
 wrong, David is not a pen! "What do we say?"  
 Class replies, "David's pen." etc. Extend 10  
 oral practice (regular cases).

Conclusion "How do we write it? In olden times 5  
 people wrote 'Daviddes pen.' but now some  
 letters have "died". Now we say, 'Daviddes pen.'  
~~Materials/Services~~ 'd' and 'e' have died.  
 a comma is their tombstone  
 - 'David's pen'.

Observations/Feedback

Stimulus Event     , or) No. 4.5 Topic Noun Forms  
 Learning Experience X) No.      Date                     

Sequence Upper Elem. X Middle Years      Primary       
 Scope A Reception      Message X Expression       
 Scope B, (Processes).

Cognitive  
 1. Knowledge X 2. Comprehension      3. Application       
 4. Analysis      5. Synthesis      6. Evaluation     

Affective  
 1. Receiving      2. Responding      3. Valuing       
 4. Organising X 5. Characterisation by Value     

Integrative Strands

1. Communication Through Language       
 2. Growth in Language      3. Knowledge of Language X  
 4. Language & the Self      5. Variety in Language     

Activities Inductive      Deductive X Times.

Aim To review and practise writing (Min.)  
 possessive noun forms.

Introduction Refer to last activity. "What 10  
 did I borrow?" List on board but "forget"  
 apostrophes. Class points out fault. Insert.  
 Jokingly comment on forgetting the "tombstone".

Development Write plural, common and proper 15  
 nouns with "s" endings, on board. "What can we  
 do now to show things belong to these people,  
 without getting so many "s's" that it is hard  
 to say without sounding the same? Why not  
 just put up that tombstone? This shows that  
 something belongs."

Conclusion Conventional written practice 15  
 of examples of singular and plural possessives  
 to complete on a mimeo exercise sheet. filling  
 gaps. Avoid irregularities at this time.

Materials/Services Exercise sheet with singular and  
 plural possessives and complementary blanks, pencils.

Observations/Feedback

Stimulus Event     , or) No. 4.6 Topic Negation  
 Learning Experience X) Date                     

Sequence Upper Elem. X Middle Years      Primary       
Scope A Reception      Message X Expression       
Scope B, (Processes).

Cognitive  
 1. Knowledge      2. Comprehension X 3. Application       
 4. Analysis      5. Synthesis      6. Evaluation     

Affective  
 1. Receiving      2. Responding      3. Valuing X  
 4. Organising X 5. Characterisation by Value     

Integrative Strands

1. Communication Through Language       
 2. Growth in Language      3. Knowledge of Language X  
 4. Language & the Self      5. Variety in Language     

Activities Inductive X Deductive      Times.  
Aim To identify ways of showing (Min.)  
 negation by using one negative term.

Introduction Invite four group members to 10  
 the front of the class. When they are seated  
 present two with a few "Smarties", neglecting  
 the other two. Write across top of board,  
 (1) "John has 'Smarties'." (2) "Bill has none."  
 (3) "Sue has 'Smarties'." (4) "Trina has none."

Development Develop alternate ways of 10  
 expression, under (1), (2), (3), and (4), e.g.,  
 "John has not got no 'Smarties'." "Bill has  
 not got some 'Smarties'." etc. Develop  
 equivalence of double negative to affirmative,  
 and the need for only one negation.

Conclusion Sheet of sentences issued. These 10  
 to include negatives in all common forms, some  
 doubled. Class underlines negatives. Place X  
 by sentences which are disqualified by doubling.  
 Share out "Smarties".

Materials/Services Pack of "Smarties". Pencils,  
 mimeo sheet of negative sentences.

Observations/Feedback

READING

Stimulus Event \_\_\_\_\_, or) No. 4.7 Topic ACTING  
 Learning Experience X) Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
Scope A Reception X Message \_\_\_\_\_ Expression \_\_\_\_\_  
Scope B, (Processes).

Cognitive

1. Knowledge \_\_\_\_\_ 2. Comprehension X 3. Application \_\_\_\_\_  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation \_\_\_\_\_

Affective

1. Receiving X 2. Responding \_\_\_\_\_ 3. Valuing \_\_\_\_\_  
 4. Organising \_\_\_\_\_ 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language X 3. Knowledge of Language X  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive X Deductive \_\_\_\_\_ Times.

Individualised reading will go on parallel to all other language activities. It will be evaluated at intervals on an individual basis, using Check-List B, from which counselling will be developed.

Topical Readings

These are to act as links between general reading and current language activities:

ACTING

Classroom plays, proof-read local newspapers for errors, local theatrical reviews.

(Plays in this instance to be treated primarily as dramatic reading material)

Materials/ServicesObservations/Feedback

Stimulus Event X, or) No. 5 Topic COLOUR (A)  
~~Learning Experience~~ ) Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
 Scope A Reception X Message \_\_\_\_\_ Expression X  
 Scope B, (Processes).

Cognitive  
 1. Knowledge X 2. Comprehension \_\_\_\_\_ 3. Application \_\_\_\_\_  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation X

Affective  
 1. Receiving X 2. Responding X 3. Valuing \_\_\_\_\_  
 4. Organising \_\_\_\_\_ 5. Characterisation by Value X

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language \_\_\_\_\_ 3. Knowledge of Language \_\_\_\_\_  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive X Deductive \_\_\_\_\_ Times.  
Aim Provide visual experience. Stimulate written response. (Min.)

Introduction Give out monochrome newspaper pictures. Many creatures see things this way. Next give out colour supplement pictures. Humans see this way. Discuss differences. 10

Development Distribute prisms. Class views through them at various angles, noting chromatic and other effects. Discuss. Summarise. Darken room. Project white beam via prism on to screen. Examine spectrum. Naming of colours. Discuss, eliciting rainbow analogy. 15

Conclusion Class expands brief notes into a summary or account of about 100 words, of what was seen. 15

Materials/Services Triangular glass prisms, small projector, blackout, typing/duplication.

Observations/Feedback

Unedited sample of language produced, typed verbatim, occupies following eight pages.

## Language Sample

Topic - Colour (A)Alison

" I learned that white is all the colours of the rainbow. The colours are Violet, Indigo, blue, green, yellow red and orange. I also learned that if you have a ray of light with all these colours and put on a blue screen, only the blue would show through. The same with the other colours too. If you have a ray of light with a prism in front of it, you will get all the colours. If you put another prism in front of that light, just the plain white light will come through.

I also learned that while we see colours, some animals can't. Dogs, cats, horses, and cattle cannot see colour. They just see white, black, grey."

Mike

" When white light is shind through a prism it makes the coulors of the rain bow, and if you put another prism in line with it it will make white light again and with the ray Box it has a hole on each side and you Blace up one side and put coloured plastic on the other side and it makes a long coloured line and most anamals have eyes that only see balck and white and cats have eyes stay still so they can see moving things better than they can see still things and chimps have eye like humans and birds have eyes that see colour like hwaks eyes they see colour Because if hwaks eyes saw Black and white when they try to get a chicken every thing would be black and white so they could get the food Because it would all be the same colour "

?

" White ligh is made up of Vilot, indogo, Blue green, red orange yellow. If you put a prism in forant of white Light you will get a rainbow Light travells about 182,000 miles per second, thats fast. When the colour red when hit by white light the white light is soaked up by the red and red light comes back. "

(drawing made)

Cheryl

"I can remember that there are seven colours that make the white light. The colours are violet, Indigo, Blue, Green, yellow, orange Infra red. And Mr Horage used a prism to make these colours which show a rainbow. We also made some stained glass art with all sorts of colours in all kinds of designs and put them on the clear windows, when the sun shines in it will come in with nice colours on the floor on people, paper, walls all sorts of places. If you take a wheel and paint it all sorts of colours and spin it hard it will turn white, If you had the white light and put a sheet of any colour over the white light like perhaps red it will turn red.

The colour blind people mostly get mixed up with red and green."

Karen

"There are many colours in the world. The prism made many light beams he made a pretty rainbow"  
(drawing made)

Susan

"White light is made of seven colours. You can make different colours. The colours are green, blue, indigo, yellow, orange, red, violet. Light bounces off at an equal angle. Prisms will split colours up. If you look sideways in a prism you will see a rainbow."

Susan

"1. All colours make white. If you had a wheel full of colour shade it would turn white when spun around a band of colours called a spectrum is formed when white light passes through a prism each the prism "bends" ----- colour as it goes through.

It bends violet at the most and red at the least. The projector when a prism held in front of it makes a rainbow ----- Many animals can only see black white and grey like the dog and cat. White light is made up of 7 colours, they are: violet Indigo Blue Green yellow orange and Red. These are rainbow colours ----- a band of colours is a spectrum, light travels straight. as illustrated." (drawing made)

Christine

"I think that colours are pretty. Some animals can't see colours they only see black, white, and gray. If you look through a prism you can see violet, indigo, blue green, yellow, red, and orange. Some people are colour-blind and see different colours. If you have a circle with all the colours you and turn it around it turns white."

Darlene

"When you look through a prism at something a rainbow form around the edge of the object. It is of a triangular shape. When white light goes in, coloured light comes out. White light is made of 7 main colours. Red, orange, yellow, Green, Blue, indigo, Violet. Prisms split up the light and put it back together again.

Newton's Disc has the seven main colours of the rainbow, actually their are 21 on it. When you spin it, it turns white.

A ray box has a light-bulb in the centre and you can make a coloured beam by putting cellophane in front of one of the side slots to put the cellophane."

"Light is made of 7 colours. Ultr Violet Violet, Yellow, Indigo, Blue, Red, Infra Red. If you hold a piece of cellophane to a beam of light the colours don't come through just the colour of the cellophane does.

To make a spectrum you hold a prism up to a beam of light from a projector. With mirrors and a ray box you can make a beam of light twist and curve and turn corners.

The group that I was with we made it turn all the way around the piano bench. If you put pieces of paper on the floor you can see the beam of light better. Also the darker it is the bigger the meams of light are.

Evelyn

"if you have more colour try and put if you have all colours put to gether some colour a colour a coll it a rainbow if you have a mirror and a prism a you will got a colour and if you ray box a turn I lights a put a colour in rit and you will a have a Beam of light it "

Bruce

" Mr. H. put a prism in front of a light beam and made a rainbow. Whight light is made up of t different

colours. You can split up whight light with a prism and you can also put it back together with a prism. If you shine a whight light on some red cellophen it will stop all the colers exeped the red. If you put colers on a wheel and spin it fast it will look whight."

### Bonita

" I think that colours are pretty because there so colourful.

Some animals can't see colours they can only see black, white and grey. Most people can see all the colours. But some People can't see all colours. The animals which are colour blind are Dogs, Cats, Horses, Some Birds, etc..... White light is made of 7 main colours Prisms split up light but can be put together again "

### Joanne

"With light you can manke things. White light is made with from sevene diffrent colour. Prisms will split it up They can also put it together again. If you one colour you will get a diffrent colour like if you yoused oronge and green makes red."

### Paul

"Prisms are these whem white light is shon in a prism colour light comes out and whem white light is shon in one prism and out again the light will be colour then you shim it in a methet prism the light will come out white."

### Tommy

"White light is made up of all the colours of the rainbow. Which are vilot, indigo, Blue, green, orange, red and ultra vilot and ultra red. If you take a prism and shine white light through it it will split the white light up into 6 or 7 colours and 2 ultra colours and if you shine those colours Back though a prism it will put it Back together and turn it into white light again. If you shine white light onto a green surfuss the green surfuss will sock up all of the colours except the green."

### John

"White Light is made of 7 colour you can make green out of Blue and Yellow you can make pink out of white and Red a Rainbow is made uot of different colour fi you put a prism By the projector the

Bianca

"Colour is very nice it helps in a lot of ways. It makes us see blue, green orange, pink etc.etc. If you color a wheel Ultra - Violet, indigo blue, green, orange, purple, red, pink and other colours and then spin it very, very fast it would turn white. Or if you get a white light and put a red colour filter in front of it it would shine out red.

If you look at a red book all the colours are being eaten by the red color. If you mix a couple of colours together they make a different colour forentence: White mixed with red makes Pink.

Or if you look through a prism at some colours it goes all weird. The rainbow is made of about three or more different colours, the colours a green, blue and pink. Dogs and many animals see black, white and grey, but chimps can see in colours and so can some types of birds and ducks. Or if you take a color picture (or black and white) and sun beams are shining in the picture it will come out with a few dots of color, or beams of light where the sun beams were."

Mark

"White light is made up of many colours orange, red yellow green Blue indigo violet uner red When you stick two prisms you get white light. When you look throw one prism you can get a rainbow. Animals can see colours but some can only see Black white and gray. Some birds can see colours pigins can see colours and so can chimpances. Ray Boxes are round Boxes the have light bulbs in it the ray of light reflect on mirrors you can make different colours from sellifan you can bounce the ray of at 90 digre angles as many times."

Derrick

"Some ananils see black white and gray but some anamils don't birds see caler if you have a white light and you put a red filter you get a red lite same if you put a green filter you get a green lite When you have a prism and white lite goes throg it it will turn the colars of the rainbow"

Anita

"put a prism in light and colours come out iF coloured light. A prism makes lots of coloured line's."  
(drawing made)

Bob

"Many animals see in black and white and gray. But some birds like eagles and hawks do not see black and white and grey because of hunting for their food. But monkeys do not see black and white and grey because they are our relatives. If you shine a white light on a green filter there would be a green ray of light. If you shine a ray of light through a prism on a screen there would be a rainbow on the screen."

Trina

"(1) White light is made up of 7 colours: violet, indigo, blue, green yellow, orange, red.

(2) A band of colours is called a spectrum. Spectrum is formed when white light passes through a prism. The prism "bends" each colour as it goes through. It bends violet light the most and red the least.

(3) Some animals can only see black, white, and gray."

Stella

"Colour is very pretty.

If we didn't have color, or if we couldn't see color it would be a very sad thing. Color can come in different forms. It can come in yellow, blue, purple, black, white, green orange, brown or any other color. Color can do tricks too. There are not really tricks but only experiments. Colour can bounce on a wall or go around a corner. Color has a shadow too. If you look through a prism you can see the colours of the rainbow. And if you set up mirrors you can make shadows of color bounce, go around corners, make it go on a wall too. Also if you color a wheel some of the rainbow colors and turn it fast it will turn white. Or if you mix some different colors together they will make a different color. And if you put two prisms together. White light will go through the first one, and turn to the rainbow colors. And then it will go through the second one and it will turn back to white light. You can also make the rainbow colors go on the wall with a projector. Isn't it nice to be able to see color? "

Eddy

"White is made of 7 colours. If white light shone through a prism a rainbow appeared on the wall."

David

"Whith white lite you can make coloured lite by yosing one or two prisemes you shine the white lite through the prisem and it comes out coloured. If you want to make it white again then you put another prisem in front of the other one. When you put some lite on some merrers it reflects all around the space were you have some merrers. The colour of the rainbow are, Red, purple blue ornge voilot green and indigo.

When you put a prism in frount of a projector it makes a reel powerful ranbow.

Light also travells at 186.400 miles per hour per second."

Wendy

"If you use marrars and a ray of light. The ray will conces of the marrors. If you use two simple pruse mirrors you can have a periscopes.

Prisms can be use for making rainbows. The rainbow colours are Red orange yellow green Blue indigo violet. When you shine a projector light on the wall and put the prism in the ray of light you get a rainbow."

Wendy

"Some animals are colour blind (such as dogs, cats, some ground birds, deer). White light is divided into co,ours. Prisms split up white light. The ray of light bends behind water, in water and in glass. Most of the people in the world are not colour blind. But some are. Animals that are colour blind can only see white, black, and grey.

You paint the colours of the rainbow on a circle and spin it, it turns white. Bats are colour blind, thing that are colour blind can see better in the dark."

Ricky

"White light is made of seven colours vilot, indigo, Blue, green, ornage, red and ultra vilot and ultra red. White light when you put it thought a prism it splits up and goes all different colours and when you put another prisum in the light it goes white again. When you shine a white beam along and put a piece of red scellafin paper in front of it will turn red and put a piece of blue paper with the red it will go black."

the light will come in many plase. if you put a ruller behind a botel the ruller will be krokid. "

Matt

"Light travells at something like 182,000 miles per second. White light is made up of a rainbow, green, red, indigo, yellow, orange, blue, violet. If you put a prism in front of light (white) you will see a rainbow, if you put a nother prism in front of that it will become white again. If you do not have a prism find a piece of paper. draw a circle, then put lines in it it colour the colours spin it and will see white."

Chris

"if you pout o corler filter up it whit light if it is a blue filter the light will come out blue. a prism seperots whit light the culers of the spectrum. the coulers ar blue red yellow green vilet orng oltrvilot indogo red"

Stimulus Event X, or )  
 Learning Experience \_\_\_ ) No. 5 Date \_\_\_\_\_

LANGUAGE PERFORMANCE

Brief Description Topic COLOUR ( A )

See language sample, as typed for journal, (unedited),  
 on the eight preceding pages.

SCANNING

Check List Used

A. Listening	___	B. Reading	___	Reception
C. Oral Usage	___	D. Oral	___	) Message
		Communication	)	
E. Written	___	F. Written	<u>X</u>	) Expression
Usage		Communication	)	
G. Quantity and Complexity	Oral ___	Written	___	) Expression
			)	
H. Vocabulary and Meaning	Oral ___	Written	___	)

Problems Noted (Group) + = high: - = low, or "O.K."

Purpose: information Context: school

Attitude O.K. Style (informal) O.K. Clarity -

Arrangement to improve message -

Active/Passive Transformations not applicable

No poetic, dramatic or emotional / figurative uses called for, or used. Some related but excessive information added. Main feature is impaired clarity due to faulty spelling and mechanics, and some lack of arrangement, otherwise well done.

Action Proposed

(a) Inductive activities to promote effective arrangement of communication units.

(b) Inductive/deductive spelling activities based on words mis-spelled.

## ORDERING

Stimulus Event     , or) No. 5.1  
 Learning Experience X)

Topic LANGUAGE (1)  
 Date                     

Sequence Upper Elem. X Middle Years      Primary       
 Scope A Reception      Message      Expression       
 Scope B, (Processes).

Cognitive  
 1. Knowledge X 2. Comprehension      3. Application       
 4. Analysis X 5. Synthesis      6. Evaluation     

Affective  
 1. Receiving      2. Responding      3. Valuing       
 4. Organising X 5. Characterisation by Value     

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language      3. Knowledge of Language       
 4. Language & the Self      5. Variety in Language     

Activities Inductive X Deductive      Times.  
Aim To heighten awareness of the importance (Min.)  
 of sentence and word arrangement for  
 effective communication.

Introduction Teacher (with help of a script 10  
 if needed), gives routine class instructions,  
 with words in "jumbled" order. Points for  
 carrying out properly.

Development Why were many able to understand? 20  
 - Familiarity. Write on board, in mixed word  
 order, a set of instructions less familiar.  
 Points again for performance. Repeat with  
 less and less familiar examples.

Conclusion Discuss the increasing difficulty. 10  
 Suppose the instructions were for working,  
 say, the emergency gear on a ferry? Class  
 tries to re-write such an example.

Materials

~~Observations/Feedback~~

Pads, pencils; several sets of important instructions  
 from products and public services.



Stimulus Event \_\_\_\_\_, or) No 5.3  
 Learning Experience X

Topic SPELLING - GENERAL  
 Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
Scope A Reception \_\_\_\_\_ Message X Expression \_\_\_\_\_  
Scope B, (Processes).

Cognitive  
 1. Knowledge X 2. Comprehension \_\_\_\_\_ 3. Application \_\_\_\_\_  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation \_\_\_\_\_

Affective  
 1. Receiving \_\_\_\_\_ 2. Responding \_\_\_\_\_ 3. Valuing \_\_\_\_\_  
 4. Organising X 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language \_\_\_\_\_  
 2. Growth in Language \_\_\_\_\_ 3. Knowledge of Language X  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive X Deductive \_\_\_\_\_ Times.  
Aim To heighten awareness of the place (Min.)  
 of spelling accuracy in written communication

Introduction Write on board the first six 10  
 lines of the poem by K. G. Dunsmore, (1968),  
 "Too No This Rime It Must Bee Red." Read it  
 aloud. Class to listen for meaning.

Development With dictionary help, the class 20  
 makes literal translations of the 12 short  
 sentences, and writes these down.

Conclusion Compare literal meaning derived 10  
 from print with that derived purely from  
hearing the words. Discuss.

N.B. Poem emphasises sharp division between  
 phonology and orthography by means of using  
 homonyms.

Materials/Services Pencils; pads; poem of deliberate  
 "mis-spellings", (Dunsmore, 1968, mimeo).

Observations/Feedback

SPELLING

Stimulus Event \_\_\_\_\_, or) No. 5.4      Topic (CORRECTIVE)  
 Learning Experience X ) Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
Scope A Reception \_\_\_\_\_ Message X Expression \_\_\_\_\_

Scope B, (Processes).

Cognitive

1. Knowledge X    2. Comprehension \_\_\_\_\_    3. Application X  
 4. Analysis \_\_\_\_\_    5. Synthesis \_\_\_\_\_    6. Evaluation \_\_\_\_\_

Affective

1. Receiving \_\_\_\_\_    2. Responding \_\_\_\_\_    3. Valuing \_\_\_\_\_  
 4. Organising X    5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language \_\_\_\_\_  
 2. Growth in Language \_\_\_\_\_    3. Knowledge of Language X  
 4. Language & the Self \_\_\_\_\_    5. Variety in Language \_\_\_\_\_

Activities    Inductive \_\_\_\_\_    Deductive X    Times.  
Aim    Corrective spelling practice using    (Min.)  
 words recently mis-spelled.

Introduction    Issue duplicated language    10  
 sample. Class allowed time to read this over.

Development    "This is pretty good language,    15  
 but a few things need polishing up.  
 Altogether I spotted about 60, amongst us all.  
 Let's check-up."

Headings on board:

Bits left	Right	Wrong	Wrong	Others
<u>out</u>	<u>Sound</u>	<u>Letters</u>	<u>Order</u>	_____

Class searches for them. Teacher summarises,  
 under headings. (Class may suggest another  
 category.)

Conclusion (a) Correct versions elicited from    15  
 class. Noted in a different colour. (b) teacher  
 gives meaning-definitions.  
 Class selects word from "corrected" list.

Materials/Services    Language sample on mimeo sheets.

Pencils; pads.

Observations/Feedback

R E A D I N G

Stimulus Event     , or) No. 5.5 Topic COLOUR (A)  
 Learning Experience X) Date                     

Sequence Upper Elem. X Middle Years      Primary       
Scope A Reception X Message      Expression       
Scope B, (Processes).

Cognitive

1. Knowledge      2. Comprehension X 3. Application       
 4. Analysis      5. Synthesis      6. Evaluation     

Affective

1. Receiving X 2. Responding      3. Valuing       
 4. Organising      5. Characterisation by Value     

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language X 3. Knowledge of Language X  
 4. Language & the Self      5. Variety in Language     

Activities Inductive X Deductive      Times.

Individualised reading will go on parallel to all other language activities. It will be evaluated at intervals on an individual basis, using Check-List B, from which counselling will be developed.

Topical Readings

These are to act as links between general reading and current language activities:

COLOUR (A)

Science texts and magazines. Publicity materials from colour T.V. companies, film supply firms, interior decoration supply companies, Reeves' and Ostwald school art publications. Biography: Sir I Newton, & Fraunhofer.

Materials/ServicesObservations/Feedback

Stimulus Event X, or) No. 6 Topic COLOUR (B)  
~~Learning Experience~~ ) Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
 Scope A Reception X Message \_\_\_\_\_ Expression X  
 Scope B, (Processes).

Cognitive  
 1. Knowledge X 2. Comprehension \_\_\_\_\_ 3. Application \_\_\_\_\_  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation X

Affective  
 1. Receiving X 2. Responding X 3. Valuing \_\_\_\_\_  
 4. Organising \_\_\_\_\_ 5. Characterisation by Value X

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language \_\_\_\_\_ 3. Knowledge of Language \_\_\_\_\_  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive X Deductive \_\_\_\_\_ Times.

Aim Provide visual experience. Stimulate (Min.)  
 and record oral response.

Introduction Project spectrum as in event 2.  
 Cover beam with any primary colour screen. 10  
 Discuss subtraction of colours.

Development Rotate card disc bearing spectrum 10  
 colours in white beam. Discuss "white" result.  
 Shine three primary colour beams at screen.  
 Discuss "white" result. Group members  
 invited to place objects in beams. Discuss  
 secondary colour shadows.

Conclusion Teacher leads group discussion of 15  
 phenomena. Tape recorded, (any 10 mins.)  
 Uses for stage and display lighting mentioned.

Materials/Services Small projector, blackout,  
 blue/red/green light sources, typing/duplication,  
 tape recorder.

Observations/Feedback

TAPE RETAINED - ACCOMPANIES THIS STUDY

Transcript of class oral output

The teacher's part in eliciting this output has been left out of this transcript. The recording was made under less than ideal conditions, the batteries of a recorder having failed, causing a reduction in mobility due to the restrictions imposed by a power cord. This same difficulty was responsible for the intrusively loud recording of the teacher's voice. Such faults would easily be avoided in prolonged practical application.

Cheryl

Mm, ah, - We know that white is made out of violet, indigo and green, and red and orange... and that if we have a blue book it will turn blue just... and if you put a different colour of sheet of anything, like red, it will turn red.

Paul

Mm - if you have a disc, like a round piece of cardboard or something, and you put all the colours from the rainbow on it and then you turn it at a certain speed and it goes real white. .... Newton.

Stella

O! If you get one prism and let white light shine through it, get another prism and put it beside it, the white light will go through the first prism and turn all the rainbow colours, then it will go through the second prism and turn back to the white colour.

Paul

That white's made of all colours.

Chris.

Well, um, if you get say a red piece of plastic or something and shine all the colours into it, all the colours'll be absorbed except the red... Yes, all colours, yellow, blue, or orange... ..

?

Yes, yes, ... oh, yes, yes its a .... If you put water in front of them they all go shaped across .....

Paul

And, and you can shine light around corners, by mirrors...

Matt.  
Prisms... (unintelligible)... used two prisms ...

Joe  
Er, ... My hand wasn't up.

Stella  
Well, If we didn't have colours, it would be a very sad thing because our clothes are made out of colours. The world's got all the colours in it, and dogs, - they can't even see colours. They just see black, white and grey.

Cheryl  
Mm, - I thought dogs ... would be able to see colour until you told me and then, like, I usually make somep'n colourful to attract dogs, then. Now I know that most animals are, ... see black and white-seeing. We're lucky that humans have a ... colours.

(Brief interchange, teacher raises matter of "red rag to bull".)

Joe  
No, it's just that it sees it's moving and so it charges.

Chris.  
Ah, mm, sir, ... It you look through a prism and all the colours are around edges of things. ... Sir, on the top of the surface.

Stella  
Sort of psychedelic ...

Trina  
In a piece of glass ...

Several  
Sir, ... sir, ...

Chris.  
Sir, - and sometimes if you have the sprinkler on, you can see, sir, you can see a rainbow.

Mike  
When ... you've been dusting and kind of, sort of, slaking all the dust, so close, you see particles of dust that's gleaming and everything ...

Cheryl  
With the sun shining in your window, and you're just

sitting in your chair looking in your mirror, you can sometimes see a rainbow in the dust.

Joe

(Laughing) ... I know that green and yellow makes orange ...

Derrick

Sir, when Bobby and I were watching this water-skier, when he came in and stopped, there was this rainbow and it looked like he was in a frog suit. ... Like, sir, when he came and stopped in it maked (?) a rainbow with the water.

(Teacher mis-hears and returns anomalous reply.)

... No, sir, you know water-skiers? Sir, we were watchin' 'em and one came in an' the water, it went up and it maked (?) a rainbow. And then the guy came out of the water (like a frog?- T) ... Yeah 'cause he had that skin on.

Matt.

If you have prisms 'n split up the colours of the rainbow, - um, - get a piece of round paper, put the colours of the rainbow on it, then you spin it real fast. You can see the colour white. (Pure white? - T.) No.

Bianca

(Several nervous false starts ...)

Tom

You don't get a pure white because the colours that you paint on, colour on, aren't as pure as the colours of the rainbow, yet.

Stimulus Event X, or )  
 Learning Experience \_\_\_ ) No. 6 Date \_\_\_\_\_

LANGUAGE PERFORMANCE

Brief Description Topic COLOUR (B)

Tape recording and typewritten transcript, (preceding 3 pages), of oral discussion.

SCANNING

Check List Used

A. Listening ___	B. Reading ___	Reception
C. Oral Usage <u>X</u>	D. Oral ___ ) Communication )	Message
E. Written ___	F. Written ___ ) Usage Communication )	
G. Quantity and Complexity	Oral ___ Written ___ )	Expression
H. Vocabulary and Meaning	Oral ___ Written ___ )	

Problems Noted

Verbs "maked" for "made" (isolated, may be a pronunciation fault).

Pronouns isolated case of confusion, (it ...it).

Syntax some incoherent arrangement and needless repetition. \*\*

Other adjectives used instead of adverbs, e.g., "real" for "really". not widespread.

\*\* principal feature.

Action Proposed

Inductive and deductive activities to heighten awareness of the need for word, phrase, and sentence arrangement for optimum clarity.

Stimulus Event \_\_\_\_\_, or) No. 6.1 Topic MAKING IT CLEAR  
 Learning Experience X) Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
Scope A Reception \_\_\_\_\_ Message X Expression \_\_\_\_\_  
Scope B, (Processes).

Cognitive  
 1. Knowledge \_\_\_\_\_ 2. Comprehension X 3. Application X  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation \_\_\_\_\_

Affective  
 1. Receiving \_\_\_\_\_ 2. Responding \_\_\_\_\_ 3. Valuing \_\_\_\_\_  
 4. Organising X 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language \_\_\_\_\_ 3. Knowledge of Language \_\_\_\_\_  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive X Deductive \_\_\_\_\_ Times.

Aim To focus attention on the importance of (Min.)  
 coherent arrangement of language units to  
 convey meaning.

Introduction Play a 5 minute tape 10  
 recording of a disjointed description of  
 a common object or well-known person,  
 consisting of sentence fragments interspersed  
 with "like" and "sort of". Class to discuss,  
 and decode intended meaning.

Development Game: class divides into two groups.  
 Each to make a tape recording describing, but 20  
 never naming, a common object designed so as  
 to baffle its hearers due to incoherence and  
 "like", "sort of", etc.

Conclusion Groups exchange tapes. Points for 10  
 identification

Materials/Services

5 minute tape recording. Tape recorders (2) one  
 borrowed from another class. 2 extra tapes. Use of  
Observations/Feedback library or hallway for  
 separation.

MAKING IT  
CLEAR

Stimulus Event \_\_\_\_\_, or) No. 6.2      Topic \_\_\_\_\_  
Learning Experience X)      Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
Scope A Reception \_\_\_\_\_ Message X Expression \_\_\_\_\_  
Scope B, (Processes).

Cognitive

1. Knowledge \_\_\_\_\_ 2. Comprehension X 3. Application \_\_\_\_\_  
4. Analysis \_\_\_\_\_ 5. Synthesis X 6. Evaluation \_\_\_\_\_

Affective

1. Receiving \_\_\_\_\_ 2. Responding \_\_\_\_\_ 3. Valuing \_\_\_\_\_  
4. Organising X 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language \_\_\_\_\_  
2. Growth in Language \_\_\_\_\_ 3. Knowledge of Language X  
4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

<u>Activities</u>	Inductive <u>  </u> Deductive <u>X</u>	<u>Times.</u> (Min.)
<u>Aim</u> To practise language clarification by arrangement.		

<u>Introduction</u> Discuss the game of the last lesson. Identify the need for coherence due to arrangement.	10
--	----

<u>Development</u> Distribute cards, approx. 6" by 4", and envelopes containing magazine or newspaper articles which have been cut up, line by line, with some lines divided. Pupils to paste up the articles correctly so as to make sense.	20
--	----

<u>Conclusion</u> Completed items read out. Collected, with names on top, for display Points awarded to all good efforts. Any comical results noted.	10
--	----

Materials/Services 6" x 4" cards. Paste and glue. 30+ envelopes with cut up articles or news items, (may have pictures and may be result of an earlier Observations/Feedback activity).

This activity, with variations, may be extended.

R E A D I N G

Stimulus Event \_\_\_\_\_, or) No. 6.3 Topic COLOUR (B)  
 Learning Experience X) Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
Scope A Reception X Message \_\_\_\_\_ Expression \_\_\_\_\_  
Scope B, (Processes).

Cognitive

1. Knowledge \_\_\_\_\_ 2. Comprehension X 3. Application \_\_\_\_\_  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation \_\_\_\_\_

Affective

1. Receiving X 2. Responding \_\_\_\_\_ 3. Valuing \_\_\_\_\_  
 4. Organising \_\_\_\_\_ 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language X 3. Knowledge of Language X  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive X Deductive \_\_\_\_\_ Times.

Individualised reading will go on parallel to all other language activities. It will be evaluated at intervals on an individual basis, using Check-List B, from which counselling will be developed.

Topical Readings

These are to act as links between general reading and current language activities:

COLOUR (B)

Three colour printing process from reference works, handbooks on stage lighting, fashion book articles on colour matching, science text books for details of Tyndall's experiment, photographic handbooks and magazines.

Materials/ServicesObservations/Feedback

SPECIMEN READING ASSESSMENT

Stimulus Event X, or )  
 Learning Experience      ) No. 7 Date                     

LANGUAGE PERFORMANCE

"A1"

Brief Description Topic INDIVIDUAL READING

Oral and silent reading of selections from level currently achieved. Comprehension and miscues recorded and analysed via check-list B. (See following sheets).

SCANNING

Check List Used

- |                            |                           |                     |            |
|----------------------------|---------------------------|---------------------|------------|
| A. Listening <u>    </u>   | B. Reading <u>X</u>       |                     | Reception  |
| C. Oral Usage <u>    </u>  | D. Oral <u>    </u>       | )                   |            |
|                            | Communication <u>    </u> | )                   |            |
| E. Written <u>    </u>     | F. Written <u>    </u>    | )                   | Message    |
| Usage <u>    </u>          | Communication <u>    </u> | )                   |            |
| G. Quantity and Complexity | Oral <u>    </u>          | Written <u>    </u> | )          |
|                            |                           |                     | )          |
| H. Vocabulary and Meaning  | Oral <u>    </u>          | Written <u>    </u> | )          |
|                            |                           |                     | )          |
|                            |                           |                     | Expression |

Problems Noted "A1." appears to feel vulnerable in the oral reading situation. Comprehension far exceeds ease of oral production. Substitutions almost equally divided between words of similar appearance and grammatical equivalents which change the meaning. Omission of some initial and final sounds reflects a speech habit. Finger pointing, lip movement and pauses indicate appreciable nervous tension in oral reading, greatly eased in silent reading.

Action Proposed Avoid oral reading, concentrating on high-interest material which will be monitored by discussion of meaning and story details only. Obtain very occasional samples of oral capability by unexpected casual requests in any opportune relaxed situations.

Oral Reading Selection.

"Al."

One evening, Sally was flying <sup>above</sup> ~~behind~~ a boat.

Repet. It was a long way out to sea.

Sally did not <sup>mean, mind</sup> ~~mind~~.

^ = pause

Her wing was fine.

It got very windy.

Sally's <sup>fell</sup> ~~fine~~ big wings went ~~up~~ <sup>up</sup> and ~~down~~.

"S" omitted

"t" omitted

She could hardly fly <sup>^</sup> straight.

The little fishing boat went up and down, too.

It had a little sail.

It had a little engine. omitted

But it could hardly keep straight.

Silent Reading Selection.

"Al."

The wind began to howl.

The waves got bigger.

The sky got darker.

A storm was coming.

Sally the seagull was tired.

She was a long way from the land.

She looked at the big waves.

They got higher and higher.

Re-telling the story"Al."

Sally was flying over - Sally was flying behind the boat and - um - she got tired and everything and -the waves were getting bigger and bigger and she was a long way, - way, - from land, so she couldn't land.

Special Note:

"Al." is an intelligent, well-adjusted, Grade Seven student with a long-standing reading problem which has defied accurate diagnosis. He is one year older than his nominal grade level, due to his having spent two years in grade six, an arrangement to which he and his parents readily agreed, in an effort to assist him with this problem. He has been subjected to remedial techniques of an analytical sort for three years. This recording was taken with his permission. His name has, of course, been changed. This rather extreme example was used so as to provide a simple specimen use of the reading assessment list (Check-List B).

Comprehension Questions (X = wrong or no answer)Oral :

1. What was Sally doing?
2. Where was she?
3. Where was the boat?
4. What was the weather like?
5. What sort of boat was it?
6. What pushed the boat along? X
7. How did Sally feel X about being out there?
8. Was Sally's wing O.K.?
9. Could Sally fly straight?
10. Could the boat keep straight?

Silent :

1. What did the wind do?
2. What happened to the waves?
3. What was coming?
4. How was Sally feeling now?
5. How did the sky look?
6. Why couldn't Sally land and take a rest?
7. What did the waves start to do?
8. What would this do to the boat? X
9. What happens to waves when the wind blows harder? X
10. How would you feel if you were Sally?

## CHECK-LIST B

Name "Al."RECEPTIONREADING

(see notes on use)

Oral (count)Words missed 1 - engineTensions: None \_\_\_ Some X Extreme \_\_\_ Comprehension 8

(10 quests.)

Substitutions, (words in context) Total Subs. 5 Total Words 66Commonest Examples None outstandingHow many look like the right word? 3- sound like the right word? 2- do same grammatical job as  
right word? 3Sentence Changes Total sentences in selection 11How many contained substitutions? 3had substitutions which  
the reader corrected  
successfully? 1had substitutions which  
did not change the basic  
grammar? 2had substitutions which  
did not change the basic  
meaning? 1had uncorrected  
substitutions which DID  
change the meaning? 2Silent (count)Words asked for NoneTensions: None \_\_\_ Some X Extreme \_\_\_ Comprehension 8

(10 quests.)

Above "Oral" & "Silent" reading  
criteria adapted from The Miscue Analysis,  
Goodman, 1973.

## CHECK-LIST B

Name "Al."RECEPTIONREADINGComprehension - Levels of Understanding

High

Appreciation - Reader uses all lower levels of understanding as bases for feeling reactions to the information, its implications, and the style of its presentation.

\_\_\_\_\_

Evaluation - Reader forms value judgments based on the information and its implications

\_\_\_\_\_

Inference - Reader is able to draw conclusions as to the implications of the information in the reading selection

X

Re-organisation - Reader is able to re-state or paraphrase the information presented in the reading selection

\_\_\_\_\_

Literal - Reader understands only the information which is explicitly stated in the reading selection

\_\_\_\_\_

Low

Levels adapted from Barrett-Clymer Taxonomy, (1968).

(Sections of this list may be used separately).

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## APPENDICES

APPENDIX AEquipment, materials and services required for implementation.

Equipment - per class or group of classes.

\*\* means "may be dispensed with"

1 typewriter

1 copier, (e.g. "Thermo-Fax")

1 duplicator, spirit

classroom collection of paperback books

standard reference sets

magazine collection

multi-level collection school readers

low vocabulary/high interest sets

skill builder kit, (e.g. SRA; Reader's Digest)

commercial literature and publicity materials  
(frequently renewed and rotated)

small collection simple stage "props" \*\*

photoflood lights \*\*

Polaroid camera and film \*\*

tape recorder

4 thirty-minute tapes

record player (record loan facility at public  
library)

T.V. and occasional loan of district video-tape  
equipment

Materials

Demonstration samples of chemicals for spontaneous combustion, fire extinction, rapid colour changes, bleaching, etc.

spirit duplicating master sheets, average 25 per week for duration of implementation (see typing, etc., analysis below)

duplicating paper, cheapest grade, 750 sheets per week, size as this sheet, for duration of implementation (see analysis below)

N.B. A class of 30 is foreseen. If foolscap masters and duplicating stock were used, overall numbers would reduce.

duplicator fluid according to demand and model usage

normal pupil-provided school supplies, to include one large folder or binder of page size chosen

Services

co-operation of school librarian and public library, (latter for records and films)

periodical use of public transportation or school bus

co-operation of local junior high school science staff

typing by volunteer aides or "work experience" commercial course high school students, average 3 sessions per week of 2 hours per session, see analysis below)

duplication by pupil helpers

Typing and Duplicating Needs. Analysis.

The service would be used on a 3-day-per-week schedule. Intervening days would be occupied by the inductive-deductive activities not needing recording in the journal, though, exceptionally, an unusually pertinent exercise may be added. Typically, the

three days, say Monday, Wednesday and Friday, would yield an oral taped session of some 20 minutes (or possibly 4,000 words), a written set of work averaging one page or 200 words per pupil, (6,000 words) and a further oral or written session comparable with the first, though possibly longer, (about 4,000 to 6,000 words).

The total weekly traffic would thus approximate to 14,000 to 16,000 words. At a typing speed of 50 words per minute, this represents typing times ranging from 4 hours and 40 minutes to 5 hours and 20 minutes. This makes no allowance for set-up and shut-down operations, consultation, obtaining supplies and so on. It would seem safe to assume a need for three sessions of two hours each, making six hours attendance per week, as a basic provision, with the chance of an occasional extra two hour session at times of heavy traffic.

The demands for paper for this activity could be expected to be of the order of 23 to 26 duplicated sheets of the size used for this page, single-spaced, using approximately 600 words per page, for each pupil, each week. With an assumed 30 pupils, the average would be in the region of 750 sheets. As well as 750 sheets of low grade duplicating paper per

class per week, the 23 to 26 "spirit masters" would, of course, be expended. The use of foolscap sizes would be rather more economical of sheets and masters, though the paper itself is dearer in basic price.

## APPENDIX B

Additional specimens of stimulus events, language  
"scans" and topical reading outlines, (undeveloped)

Stimulus Event X, or) No. \_\_\_\_\_ Topic GLASS (A)  
~~Learning Experience~~ ) Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
 Scope A Reception X Message \_\_\_\_\_ Expression X  
 Scope B, (Processes).

Cognitive

1. Knowledge X 2. Comprehension \_\_\_\_\_ 3. Application \_\_\_\_\_  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation \_\_\_\_\_

Affective

1. Receiving X 2. Responding \_\_\_\_\_ 3. Valuing \_\_\_\_\_  
 4. Organising \_\_\_\_\_ 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language \_\_\_\_\_ 3. Knowledge of Language \_\_\_\_\_  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive X Deductive \_\_\_\_\_ Times.  
Aim Provide vicarious visual experience. (Min.)  
 Obtain and record oral response.

Introduction If weather cold, open all windows. 5  
 If warm, close them. Point out adverse effect  
 of presence/absence of glass. Refer to lack of  
 it in early times. Briefly discuss some uses.  
 Mention film.

Development Show Netherlands film "Glass", 15  
 in colour and with only monosyllabic Dutch  
 sound track. Subject matter - Glassmaking  
 and fine glassblowing with one amusing  
 sequence showing breakdown in automatic  
 bottlemaking. Class, by making very brief  
 informal notes, build up a base for  
 discussion.

Conclusion Tape recorded, guided discussion of 10  
 film's qualities and those of glass, also  
 processes shown. End by re-viewing of film. 12

Materials/Services Film, projector. Pads, pencils,  
 tape recorder, typing/duplication

Observations/Feedback

UNDEVELOPED SPECIMEN

Stimulus Event X, or )  
 Learning Experience \_\_\_ ) No. \_\_\_ Date \_\_\_\_\_

LANGUAGE PERFORMANCE

Brief Description Topic GLASS ( A )  
 10 minute tape of discussion of film on "Glass"

SCANNING

Check List Used

A. Listening ___	B. Reading ___	Reception
C. Oral Usage ___	D. Oral ___ ) Communication )	Message
E. Written ___ Usage	F. Written ___ ) Communication )	Message
G. Quantity and Complexity	Oral <u>X</u> Written ___ )	Expression
H. Vocabulary and Meaning	Oral ___ Written ___ )	Expression

Problems Noted (Approx. count)

Total words 2010 Total C.Units 193 Average words per  
 C. Unit 10.4 Mazes 14 C. Units over 9 words 85, below  
 9 words 108

Coordination: None 15%, by "and" 28%, other 21%

Subordination: 36%

Maturity level low but superior to earlier written sample.

Action Proposed Inductive and deductive activities to  
 develop: (a) increased oral output, in longer units,  
 (b) greater precision in oral descriptions by means of  
 more qualification by phrases and clauses.

UNDEVELOPED SPECIMEN

READING

Stimulus Event \_\_\_\_\_, or) No. \_\_\_\_\_ Topic GLASS (A)  
 Learning Experience X) Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
Scope A Reception X Message \_\_\_\_\_ Expression \_\_\_\_\_  
Scope B, (Processes).

Cognitive

1. Knowledge \_\_\_\_\_ 2. Comprehension X 3. Application \_\_\_\_\_  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation \_\_\_\_\_

Affective

1. Receiving X 2. Responding \_\_\_\_\_ 3. Valuing \_\_\_\_\_  
 4. Organising \_\_\_\_\_ 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language X 3. Knowledge of Language X  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive X Deductive \_\_\_\_\_ Times.

Individualised reading will go on parallel to all other language activities. It will be evaluated at intervals on an individual basis, using Check-List B, from which counselling will be developed.

Topical Readings

These are to act as links between general reading and current language activities:

GLASS (A)

History of glass, chemical nature of glass, physical properties, forms and uses, special glass, rare, old glass, varieties and prices, commercial literature, science text books, catalogues.

Materials/ServicesObservations/Feedback

UNDEVELOPED SPECIMEN

---

Stimulus Event X, or) Learning Experience ) No. \_\_\_\_\_ Topic GLASS (B)  
Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
Scope A Reception X Message \_\_\_\_\_ Expression X  
Scope B, (Processes).

Cognitive  
1. Knowledge X 2. Comprehension \_\_\_\_\_ 3. Application X  
4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation X

Affective  
1. Receiving X 2. Responding X 3. Valuing \_\_\_\_\_  
4. Organising \_\_\_\_\_ 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language X  
2. Growth in Language \_\_\_\_\_ 3. Knowledge of Language \_\_\_\_\_  
4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive X Deductive \_\_\_\_\_ Times.  
Aim Provide multi-sensory manipulative (Min.)  
experience. Obtain written response.

Introduction Briefly discuss film seen earlier. 15  
Show heaters and soda glass tubing.  
Demonstrate file cut and handling precautions.  
Demonstrate heating, bending and stretching.

Development Groups experiment by heating and 15  
bending glass tube and stretching it into  
silky filaments. Tube ends sealed and bubbles  
blown.

Conclusion Group members write reports, not 15  
more than 100 words, giving as much  
information about glass as possible.

Materials/Services 6 propane torches or spirit lamps,  
2 pounds soda glass tube, triangular file, asbestos pads,  
pencils, paper, typing/duplication.  
Observations/Feedback

UNDEVELOPED SPECIMEN

Stimulus Event X, or )  
 Learning Experience \_\_\_ ) No. \_\_\_ Date \_\_\_\_\_

LANGUAGE PERFORMANCE

Brief Description Topic GLASS ( B )

30 written reports on the properties of glass tubing when heated, with comments giving reactions to first-hand experience of this.

SCANNING

Check List Used

A. Listening ___	B. Reading ___		Reception
C. Oral Usage ___	D. Oral ___	)	
	Communication ___	)	
E. Written ___	F. Written ___	)	Message
Usage ___	Communication ___	)	
G. Quantity and Complexity	Oral ___	Written ___	)
			)
H. Vocabulary and Meaning	Oral ___	Written X	)
			)
			Expression

Problems Noted (Approx. counts)

Diversity improved (3/100), misfits negligible, identification mainly by attributes and function/behaviour, (understandable in this experimental context). Mainly concrete and specific terms but some 5% use of general classifications, ("liquids, solids, transparent stuff"), with parallel abstractions, ("temperature, heat energy, melting point"), and some figurative terms used in describing the appearance of glass when stretched.

Action Proposed

Deductive activities to develop awareness of:  
 (a) classification, (b) concrete/abstract distinction,  
 (c) connotative meaning.

UNDEVELOPED SPECIMEN

READING

Stimulus Event     , or) No.      Topic GLASS (B)  
 Learning Experience X) Date     

Sequence Upper Elem. X Middle Years      Primary       
 Scope A Reception X Message      Expression       
 Scope B, (Processes).

Cognitive  
 1. Knowledge      2. Comprehension X 3. Application       
 4. Analysis      5. Synthesis      6. Evaluation     

Affective  
 1. Receiving X 2. Responding      3. Valuing       
 4. Organising      5. Characterisation by Value     

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language X 3. Knowledge of Language X  
 4. Language & the Self      5. Variety in Language     

Activities Inductive X Deductive      Times.

Individualised reading will go on parallel to all other language activities. It will be evaluated at intervals on an individual basis, using Check-List B, from which counselling will be developed.

Topical Readings

These are to act as links between general reading and current language activities:

GLASS (B)

Trades directory, yellow pages of telephone book, museum catalogue, scientific catalogue, commercial literature from glass fibre suppliers.

Materials/ServicesObservations/Feedback

UNDEVELOPED SPECIMEN

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Stimulus Event X, or)                      Topic SOUNDS  
~~Learning Experience~~ ) No.                      Date                     

Sequence Upper Elem. X Middle Years                      Primary                       
Scope A Reception X Message                      Expression X  
Scope B, (Processes).

Cognitive

1. Knowledge X 2. Comprehension                      3. Application                       
 4. Analysis                      5. Synthesis                      6. Evaluation X

Affective

1. Receiving X 2. Responding X 3. Valuing                       
 4. Organising                      5. Characterisation by Value                     

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language                      3. Knowledge of Language                       
 4. Language & the Self                      5. Variety in Language                     

Activities Inductive X Deductive                      Times.

Aim Provide listening experience. Stimulate (Min.)  
 and record oral response.

Introduction "Guess these sounds". Play 10  
 5 selective sound effects. Class makes  
 notes. Review answers. Discuss how  
 deceptive some sounds are. Repeat with 5  
 more.

Development Apply above procedure to 10 12  
 minute tape, recorded in school, of spaced-  
 out familiar daily sounds, some of which  
 have been recorded at unusual levels or  
 distances. Class members try to note  
 whole sequence.

Conclusion Members read out their versions 15  
 of the tape sequence. This itself is tape-  
 recorded, as is a discussion of the results.  
 Effective language commended. Conclusion  
 tape retained for "scanning", typing and  
 duplication.

Materials/Services Tape recorded in school,  
 player, pencils, pads, sound effects record,  
 player, typing/duplication.

Observations/Feedback

Check-List "A" (Listening), completed by teacher during  
 "Development". Retain for scan.

Stimulus Event X, or )  
 Learning Experience \_\_\_ ) No. \_\_\_ Date \_\_\_\_\_

LANGUAGE PERFORMANCE

<u>Brief Description</u>	<u>Topic</u>	<u>SOUNDS</u>
(a) 10 minute tape of group members' attempted oral identification/description of commonplace sounds recorded in unusual conditions.		
(b) Check-List A (Listening), completed during above procedure by teacher.		

SCANNING

Check List Used

A. Listening <u>X</u>	B. Reading ___		Reception
C. Oral Usage <u>X</u>	D. Oral ___ )		
	Communication )		
E. Written ___	F. Written ___ )		Message
Usage ___	Communication )		
G. Quantity and Complexity	Oral ___	Written ___ )	
		)	
H. Vocabulary and Meaning	Oral ___	Written ___ )	Expression
		)	

Problems Noted

- (a) List C Non-agreement of verbs, "We seen you."  
 Negatives, "We don't got none."  
 Pronouns, "That" for "Who/whom".
- (b) List A (9 levels of listening, 9 = maximum)
- 4 at level 9
  - 10 at level 7
  - 12 at level 5
  - 4 at level 2

Action Proposed

- (a) Inductive and deductive activities to emphasise standard usage.
- (b) Game activities designed to encourage more active listening.

UNDEVELOPED SPECIMEN

READING

Stimulus Event \_\_\_\_\_, or) No. \_\_\_\_\_ Topic SOUNDS  
 Learning Experience X) Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
Scope A Reception X Message \_\_\_\_\_ Expression \_\_\_\_\_  
Scope B, (Processes).

Cognitive

1. Knowledge \_\_\_\_\_ 2. Comprehension X 3. Application \_\_\_\_\_  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation \_\_\_\_\_

Affective

1. Receiving X 2. Responding \_\_\_\_\_ 3. Valuing \_\_\_\_\_  
 4. Organising \_\_\_\_\_ 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language X 3. Knowledge of Language X  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive X Deductive \_\_\_\_\_ Times.

Individualised reading will go on parallel to all other language activities. It will be evaluated at intervals on an individual basis, using Check-List B, from which counselling will be developed.

Topical Readings

These are to act as links between general reading and current language activities:

SOUNDS

Reference and science texts, nature and properties of sound, speed in various media, connection with flight, the human ear, what is audible and what is not, recording company high-fidelity magazines, poetry selections emphasising onomatopoeia.

Materials/ServicesObservations/Feedback

UNDEVELOPED SPECIMEN

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Stimulus Event X, or)                      Topic FIELD TRIP  
~~Learning Experience~~ ) No.                      Date                     

Sequence Upper Elem. X Middle Years                      Primary                       
Scope A Reception X Message                      Expression X  
Scope B, (Processes).

Cognitive

1. Knowledge X 2. Comprehension                      3. Application                       
 4. Analysis                      5. Synthesis                      6. Evaluation X

Affective

1. Receiving X 2. Responding X 3. Valuing                       
 4. Organising                      5. Characterisation by Value                     

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language                      3. Knowledge of Language                       
 4. Language & the Self                      5. Variety in Language                     

Activities Inductive X Deductive                      Times.  
Aim Multi-sensory stimulation of language. (Min.)  
 Obtain and record oral response.

Introduction Briefing on the visit, detailing 5  
 points to observe and note.

Development Trip to local business enterprise 30  
 or service, or industrial operation, e.g., local  
 press, airport, etc., guided.

Conclusion Discussion of trip on return. Tape 10  
 recorded.

N.B. Times will necessarily vary according  
 to availability and distance of suitable  
 places to visit locally. The development  
 may have to be expanded or take place  
 separately.

Materials/Services Transportation, pencils, pads, tape  
 recorder, typing/duplication.

Observations/Feedback

UNDEVELOPED SPECIMEN

Stimulus Event X, or )  
 Learning Experience \_\_\_ ) No. \_\_\_ Date \_\_\_\_\_

LANGUAGE PERFORMANCE

Brief Description                      Topic FIELD TRIP  
 Ten minute tape of discussion of what happened on a trip  
 to visit a local multiple dairy. Oral communication to  
 be examined.

SCANNING

Check List Used

A. Listening	___	B. Reading	___	Reception
C. Oral Usage	___	D. Oral	<u>X</u> )	
		Communication	)	
E. Written	___	F. Written	___ )	Message
Usage		Communication	)	
G. Quantity and		Oral	___	Written
Complexity			___	___ )
H. Vocabulary		Oral	___	Written
and Meaning			___	___ )
				Expression

Problems Noted

Group orally very competent but uses a local dialect, which is not extreme in its variations from standard North American usage and pronunciation.

At the Dairy, several workers spoke other dialects, especially Scottish and Australian. Their language, superficially very different from North American English, was rejected with some scorn and much amusement by many of the group.

Action Proposed

Series of activities designed to emphasise the many acceptable forms of English, and bring about some appreciation of how these changes may have come about.

UNDEVELOPED SPECIMEN

READING

Stimulus Event \_\_\_\_\_, or) No. \_\_\_\_\_ Topic FIELD TRIP  
 Learning Experience X) Date \_\_\_\_\_

Sequence Upper Elem. X Middle Years \_\_\_\_\_ Primary \_\_\_\_\_  
Scope A Reception X Message \_\_\_\_\_ Expression \_\_\_\_\_  
Scope B, (Processes).

Cognitive

1. Knowledge \_\_\_\_\_ 2. Comprehension X 3. Application \_\_\_\_\_  
 4. Analysis \_\_\_\_\_ 5. Synthesis \_\_\_\_\_ 6. Evaluation \_\_\_\_\_

Affective

1. Receiving X 2. Responding \_\_\_\_\_ 3. Valuing \_\_\_\_\_  
 4. Organising \_\_\_\_\_ 5. Characterisation by Value \_\_\_\_\_

Integrative Strands

1. Communication Through Language X  
 2. Growth in Language X 3. Knowledge of Language X  
 4. Language & the Self \_\_\_\_\_ 5. Variety in Language \_\_\_\_\_

Activities Inductive X Deductive \_\_\_\_\_ Times.

Individualised reading will go on parallel to all other language activities. It will be evaluated at intervals on an individual basis, using Check-List B, from which counselling will be developed.

Topical Readings

These are to act as links between general reading and current language activities:

FIELD TRIP

Research meaning of "dialect" and discover how many each major language has. Attempt to read for meaning archaic forms of English, e.g., Bible, Chaucer, Shakespeare, Pepys, 18<sup>th</sup> Century periodicals. Publicity material from dairy industry, Health Ministry, etc., Louis Pasteur, 4H young farmers' materials. Research history of ice cream.

Materials/ServicesObservations/Feedback

UNDEVELOPED SPECIMEN

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Title of Thesis

THE DEVELOPMENT OF AN EXPERIENCE - CENTRED

CURRICULUM IN THE LANGUAGE ARTS FOR

TEMPERAMENTALLY HANDICAPPED

INTERMEDIATE PUPILS

Author



Signature

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14th November, 1974

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