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GUIDES FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO ELEMENTARY SCHOOL PUPILS.

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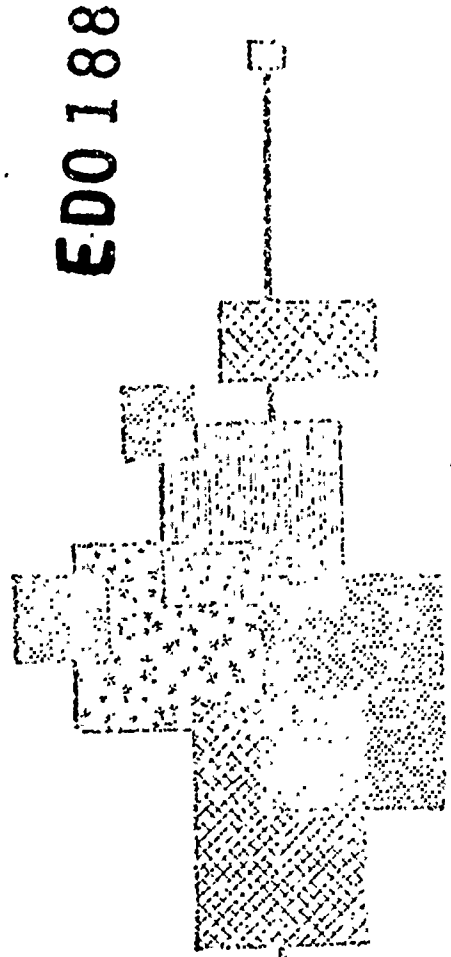
THIS DOCUMENT IS A FINAL REPORT AND SUMMARY OF A PROJECT DESIGNED TO DEVELOP GUIDES FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO ELEMENTARY SCHOOL PUPILS. THE GUIDES ARE NOW TITLED "TEACHING ENGLISH EARLY," AND COVER THE FIRST TWO LEVELS OF INSTRUCTION. (SEE RELATED DOCUMENTS AL 001 238 AND AL 001 239.) THE MATERIALS PREPARED BY THIS PROJECT ARE ORGANIZED IN A SERIES OF CAREFULLY SEQUENCED DAILY LESSONS BASED ON AUDIO-LINGUAL PRINCIPLES OF LEARNING AND ARE WRITTEN FOR A SITUATION IN WHICH EIGHT OR TEN CHILDREN ARE TAKEN FROM THEIR REGULAR CLASSROOM EACH DAY FOR APPROXIMATELY A HALF-HOUR OF SPECIAL INSTRUCTION. EACH LESSON INCLUDES REVIEW AND EVALUATION ACTIVITIES AS WELL AS SPECIAL DIRECTIONS TO THE TEACHER PLANNED TO GUIDE EFFECTIVE PRESENTATION OF THE MATERIAL. THIS REPORT INCLUDES A DESCRIPTION OF TWO STUDIES COMPARING THE GROWTH IN LANGUAGE EFFICIENCY OF CHILDREN RECEIVING SPECIAL INSTRUCTION FOR A HALF-HOUR DAILY USING THE PROJECT MATERIALS WITH MATCHED GROUPS RECEIVING NO SPECIAL INSTRUCTION. THESE STUDIES GIVE STRONG EVIDENCE THAT THE CHILDREN RECEIVING INSTRUCTION THROUGH THE USE OF THE PROJECT MATERIALS COMPARE FAVORABLY IN THEIR ABILITY TO USE ENGLISH WITH CHILDREN OF THEIR OWN AGE GROUP WHO SPEAK ENGLISH AS THEIR NATIVE LANGUAGE. ALSO INCLUDED IN THIS REPORT IS A DESCRIPTION OF ACTIVITIES AND RATIONALE, CONCLUSIONS, AND RECOMMENDATIONS, AS WELL AS APPENDED OUTLINES OF THE SEQUENCE OF SYNTACTIC STRUCTURES AND THE PHONOLOGY FOR LEVELS I AND II. (AMM)



TEACHING ENGLISH EARLY

GUIDES FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO ELEMENTARY SCHOOL PUPILS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

University of California
Los Angeles

Bureau of Elementary and Secondary Education
California State Department of Education

U. S. Department of Health, Education, and Welfare
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March 1968

CURRICULUM DEVELOPMENT REPORT
Project No. H-200 (OE 6-10-044)
Contract No. 2753

GUIDES FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO ELEMENTARY SCHOOL PUPILS

March 1968

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

Curriculum Development Report

Project No. H-200 (OE 6-10-044)
Contract No. 2753

Guides for Teaching English as a Second Language to Elementary School Pupils

Teaching English Early

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March 1968

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

GUIDES FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO ELEMENTARY SCHOOL PUPILS

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Summary and Final Report

GUIDES FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO ELEMENTARY SCHOOL PUPILS

I. Summary

The project to develop Guides for Teaching English as a Second Language to Elementary School Pupils was funded in 1965 as a Curriculum Improvement Proposal under the provisions of Public Law 511. Two guides covering the first two levels of instruction have been prepared for use in the primary grades. The guides are now titled Teaching English Early.

The material is organized in a series of carefully sequenced daily lessons based on audio-lingual principles of learning. They have been written for a situation in which eight or ten children are taken from their regular classroom each day for approximately a half-hour of special instruction. Each lesson includes review and evaluation activities as well as special directions to the teacher planned to guide effective presentation of the material.

The project was co-sponsored by the California State Department of Education and the University of California at Los Angeles. Staff members of both institutions were represented on an Advisory Committee. Four writers worked under the direction of a linguist to produce the material. The writers selected were all experienced in teaching children whose native language was not English. In most cases the children were of Mexican-American background. The project was launched in the summer of 1965 when members of the writing team enrolled in post-graduate classes in the teaching of English as a second language.

During the summer of 1966, the first 40 lessons were field tested in four centers. Additional field tests were carried on in eleven centers during the 1966-67 school year. One of the writers was assigned to each testing center to provide feed-back for the improvement of the materials. The original materials were revised in accordance with the reports received from the field tests.

Two studies comparing the growth in language efficiency of children receiving special instruction for a half-hour daily using the Project Materials with matched groups receiving no special instruction are reported in the section on Field Tests and Evaluation (see page 14). These studies give strong evidence that the children receiving instruction through the use of the Project materials compare favorably in their ability to use English with children of their own age group who speak English as their native language.

II. Background of the Study

The project to prepare guides for Teaching English as a Second Language to Elementary School Pupils was funded by a Curriculum Improvement Proposal under the provisions of Public Law 511 and launched in the summer of 1965. The project was jointly sponsored by the California State Department of Education and the University of California at Los Angeles.

The project was initiated by Helen Heffernan, then Chief of the Bureau of Elementary Education, and Clifford Prator, Vice-Chairman, Department of English, University of California, Los Angeles.

Need for the Program

A study of California's population trends highlights the need for English as a second language programs in California. Most immigrants entering California are from Mexico, although an increase in those from other countries especially Holland and Portugal is reported. A recent increase in immigrants from Hong Kong has also been noted.

Data from the Racial and Ethnic Survey of California Public Schools[1] is significant.

Racial and Ethnic Groups

Name of Group	Number	Percent of Total in Grades K-12
Spanish-surname	562,943	13.30
Other white	3,200,496	75.65
Negro	340,833	8.05
Chinese, Japanese, and Korean	89,474	2.11
American Indian	11,060	.26
Other non-white[2]	25,819	.61

[1]Racial and Ethnic Survey of California Public Schools. Part One: Distribution of Pupils, Fall 1966. Sacramento: California State Department of Education, 1967, pp. 5-8.

[2]This group includes Filipinos, Polynesians, and Asians other than Chinese, Japanese, or Korean.

Spanish-surname, Chinese, Japanese, Korean, American Indian, and other non-white groups total 16.28 percent of the total number of students enrolled in California's public schools in grades kindergarten through twelve. It is possible that not more than 10 percent of these will need help in English as a second language, but this estimate indicates that approximately 69,000 students in California schools are in need of such assistance. In fact, the estimate may be conservative since non-native speakers of English in the "Other-white" category have not been included.

These students enter the schools at all ages and at all grade levels. They should attend classes with others of approximately their own age and should be encouraged to participate in all school activities so that as future American citizens they may learn the culture as well as the language of this country. This in no sense implies that their native culture or their native language is not worthy and valuable, but that in order to claim the privileges and fulfill the responsibilities of American citizenship they must be able to use the English language at a high level of competence. In order to meet this need, well-planned, linguistically sound materials for the teaching of English as a second language should be readily available.

Foreign Language and Second Language Teaching

During the last decade, programs to teach foreign languages in the elementary schools have increased in number. These programs have made available experience and research which has significance for the teaching of English as a second language.

In both foreign and second language teaching, the natural sequence of language learning should be followed. This is listening and understanding, speaking, reading, and writing. A carefully planned sequential program using controlled structures and vocabulary with appropriate drill is essential to achievement in a target language - whether it be Spanish or English. In most schools the children with a foreign language background have had approximately the same type of instruction as the other children, but "have been given time to catch up" - in other words retarded for a year or more, but given no special instruction to help them learn a new language. An eight to ten year sequence of study under usual school conditions is considered by the Modern Language Association of America as necessary in order to attain proficiency in a foreign language. Since English is used all day, children with a foreign language background would probably not need as great a time sequence to learn English. However, a planned sequential study using audio-lingual methods and modern materials and equipment should be part of the curriculum in all elementary schools which serve children whose native language is not English, in order that they can achieve on an equal basis with their peers as soon as possible.

In the preparation of teaching materials, differences in purpose between teaching English as a foreign language and English as a second

language should be clearly delineated. Second language material must take into consideration the need the pupils will experience in the immediate future for vocabulary instruction to be used in studying other subjects; foreign language materials do not normally reflect this type of need. When English is taught as a foreign language it is presented as an additional study to be pursued over a sequence of six to ten years with the purpose of pupils eventually being able to communicate in that language when necessary. Teaching English as a second language has more immediate and far-reaching goals because the children are, or soon will be, receiving basic instruction in English. The ability to succeed in these studies depends upon their knowledge of English. Under these circumstances the teaching of English as a second language is an urgent responsibility of the schools, not just a desirable enrichment of cultural opportunities.

However, chances for success are multiplied because opportunities for informal practice throughout the school day are abundant, and because motivation to communicate with other pupils and with their teachers is high. Materials for English as a second language must be flexible and adapted to local, home, and school situations. It is anticipated that two years of special instruction in small groups will enable most pupils to suceed in the work of the regular classroom, provided that carefully sequenced materials are used and audio-lingual techniques are emphasized.

Present Programs in English as a Second Language in California

In November 1962, a Senate Fact Finding Committee held a public hearing in Calexico, California, to study the problems confronting the schools in educating the children of recent immigrants from Mexico. Although some of these children had attended school in Mexico, they were handicapped because they spoke little or no English.

As a result of this hearing, a bill was passed which set up a two-year pilot project to establish special programs or classes in English for 500 foreign-born minors in Imperial and San Diego Counties. Funds were allocated on the basis of $50.00 per pupil annually. Only districts eligible for equalization funds could qualify for the special classes.

In 1965, the program was extended throughout the State and native as well as foreign-born minors became eligible for the special instruction. The number of pupils was extended to 1,000 and funds proportionately increased, to $50,000 annually. The program was extended for a five-year period, until the end of the school year 1969-1970.

Shortly after the program was established in 1965, the Bureau of Elementary and Secondary Education of the State Department of Education was given the responsibility for its administration and the State Board of Education set up the appropriate regulations. These regulations (Administrative Code, Title 5, Chapter 1, Subchapter 1, Article 26, Section 201 and 202) set forth the requirements listed below:

1. Pupils must be enrolled in kindergarten or in grades one through eight in the regular day classes in an elementary school of the district.

2. All pupils must be unable to speak, read, or write the English language with sufficient facility to meet the demands of the regular day class in which they are enrolled.

3. All pupils must be of normal intellectual ability as shown by non-verbal measures of intelligence and the judgment of teacher and principal.

4. Classes are to be held for a half-hour daily and be limited to 15 pupils.

5. The audio-lingual approach to language learning is to be used.

6. Teachers must hold a regular teaching credential and must have had or be willing to take specialized in-service training in teaching English as a second language.

At the present time sixteen school districts participate in this program. Enrollment is limited to 1,000 pupils. Since the funds provided for the continuance of the pilot project only, these centers have been used for experimentation, evaluation, and the in-service education of teachers.

Seventy-four additional programs[3] in English as a second language have been established through the use of Title I funds from the Elementary and Secondary Education Act. In addition, twenty-two programs[4] for migrant education financed with other federal funds carry an English as a second language component. Other districts are carrying on programs financed by their own funds, but information regarding the exact number is not available.

In the 1966 session of the California Legislature, a bill which permits instruction in a language other than English was passed. Although this bill authorizes instruction in a foreign language (which will usually be the student's mother tongue) it specifically states that systematic, sequential, and regular instruction of all pupils must be provided in

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[3]Information from the Bureau of Research and Evaluation, Office of Compensatory Education, California State Department of Education.

[4]Ibid

English. This legislation may greatly increase the emphasis on special programs in English as a second language and will certainly highlight the need for materials, additional funds, and more in-service and preservice education.

Preparing teachers for these classes has been--and is--a major task. Of first importance has been the necessity to convince administrators and teachers that special training in linguistics and the structural patterns of English is essential. Just having ability to speak English does not qualify anyone to teach it to a non-native speaker.

Most elementary school teachers have not had training in the methods of teaching a foreign language and are unfamiliar with recent developments in the field of linguistics. However, since they are well prepared in learning theory and technique, in knowledge of children, and in how to teach the regular curriculum of the elementary school, they have the background necessary for successful teaching in this special field.

The fact that most of these teachers speak English as their native language is an advantage. However, this knowledge may lead them to underestimate the problems of English speech encountered by children for whom it must become a second language.

The guides prepared by this project have been planned to provide for the gradual induction of the pupil into the use of the English language. The sequence of the lessons and the opportunities for frequent review give guidance to the teacher and security to the child.

III. Report of Activities and Rationale

Personnel and Organization

Members of the Advisory Committee for the production of the Guides for Teaching English as a Second Language were named in the proposal submitted to the U. S. Office of Education. They are listed below:

Co-Chairman

Helen Heffernan, then Chief of the Bureau of Elementary Education, California State Department of Education

Clifford H. Prator, Vice-Chairman, Department of English, University of California, Los Angeles

Members

J. Donald Bowen, Professor of English, University of California, Los Angeles

Lois McIntosh, Associate Professor of English, University of California, Los Angeles

Mrs. Afton Dill Nance, Consultant in Elementary Education, California State Department of Education[1]

The Writing Team, selected after the program received approval, worked under the direction of Robert Wilson, Assistant Professor of English, University of California, Los Angeles.

Four writers, Evelyn Bauer, Eddie Hanson, Jr., Donald Meyer, and Lois Michael, were selected on the basis of academic competence, knowledge and experience in programs of elementary education (especially in schools serving children who do not speak English as their native language) background in linguistics, and experience in programs of teaching English as a second language.

At the beginning of the 1965 summer session, the writers enrolled in the graduate level program in the teaching of English as a second language. This activity continued during the 1965-66 and 1966-67 school years. Each writer followed a course of studies planned for his special interests and needs, and worked on the preparation of the materials within this framework. In June, 1966, all received a Certificate in Teaching English as a Second Language from the University of California, Los Angeles. By the end of the project in 1967, Mrs. Bauer and Mr. Meyer received the Master's Degree in Education, Mr. Hanson received a Standard Supervision Credential,

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[1]Following Dr. Heffernan's retirement in the Fall of 1965, Mrs. Nance became co-chairman of the project with Dr. Prator.

and Miss Michael had advanced her work toward a Doctor's Degree in Education. Her dissertation, which will be reported in another section of this report, is titled, "The Effectiveness of Systematic Instruction in English as a Second Language."

The Advisory Committee met regularly once a month during the two years of the project with Dr. Wilson and members of the writers' team. The four writers usually met with Dr. Wilson twice a week, once as a group, and another time to confer individually.

Planning curriculum material in English as a second language for California schools is no simple task. The most urgent needs relate to those of the group which speak Spanish as their native tongue. However, the State is receiving immigrants from all parts of the world, and children from a variety of language backgrounds are enrolling in school districts throughout California. These children enter the schools at all ages and at all grade levels. In practical terms, this means that a teacher of the fourth grade may have two or three non-speakers of English in his group; that a kindergarten teacher may enroll six such girls and boys; that fifteen out of twenty-five children in a seventh grade may have Spanish surnames, and all levels of proficiency in English will be represented. These children enter at all times during the school year as many families move from place to place to find employment; many of this group come from economically disadvantaged families. Materials to serve this variety of pupils must be flexible, should be geared to the California scene so the familiar aspects of the child's environment can be utilized, and for greater effectiveness, should be in harmony with the curriculum in California's schools--especially the curriculum in the social sciences.

Specifically, the task was to prepare a two-year (or two level) sequence for teaching English as a second language planned for use in the primary grades. The Guides take the form of a series of daily lesson plans that have been written for a situation in which eight or ten children are given special instruction for approximately a half-hour daily. There are 128 lessons in the first level guide and 115 in the second, now titled Teaching English Early. The working title for the guides has been the project number II-200, and this term will be used to identify the material in subsequent sections of this report.

Although the emphasis is on the needs of Spanish-speaking children, the materials can be used, with appropriate supplements or modifications, to instruct children of other language backgrounds. They can also be used with a few changes in the supplementary materials, such as the games and songs, for the instruction of pupils in middle and upper grades.

Related Activities

Throughout the period of the project, opportunities were provided through the State Department of Education for members of the writing team

to participate in conferences and to serve as consultants in various school districts. A list of these events follows:

1. Conference of California Association for Supervision and Curriculum Development.

   Study Section on English as a Second Language, Palm Springs, (Fall, 1965).

2. Conference on the Education of Spanish-speaking children.

   Demonstration lessons were presented by three members of the writers' group, Ontario, California (Spring, 1966).

3. Visiting day

   Arrangements were made for visits to the four centers in San Diego County which participate in the State Program of Special Classes in English, (Spring, 1966).

4. Consultant service

   Consultant service was provided to six districts in the State program of Special Programs and Classes in English. The districts served are located in Los Angeles, Riverside, Santa Clara and Stanislaus Counties. These services were financed through the use of National Defense Education Act funds and involved the director of the writing team and the four writers.

The coordination of the writing project with field activities in English as a second language was significant because it brought members of the University group into contact with the strengths and needs of present field programs. These contacts also served as a means of informing persons teaching English as a second language regarding the materials being developed.

A teacher-training film Starting English Early: A Guide for the Teaching of English as a Second Language was produced as one of the activities of a National Defense Education Act Institute for English as a Second Language which was held at the University of California at Los Angeles in the summer of 1966. The film presented the activities of the demonstration class and was based on the lessons prepared under this project. The film has been well received and widely distributed in California.

During the Spring of 1967 it was shown at the TESOL (Teaching English to Speakers of Other Languages) Conference in Miami and at the NAFSA (National Association of Foreign Student Affairs) Conference in Houston. A paper presenting the rationale of the materials was also presented at the latter meeting.

Reports on the writing project have been made to the California State Board of Education and to the California Curriculum Commission. Members of the Advisory Committee have served with a special committee of the Curriculum Commission to suggest criteria for the adoption of State textbooks in teaching English as a second language.

The materials were studied and discussed at summer conferences sponsored by the Office of the San Diego County Superintendent of Schools in 1966 and in 1967, and at Chapman College in Orange, California in 1967.

A demonstration school at Rough Rock, Arizona, funded by the Bureau of Indian Affairs and the Office of Economic Opportunity, and the Gallup-McKinley County Schools have been making use of the Project material. Members of the Advisory Committee and the Writers Group have provided consultant services to these organizations.

The Southwestern Regional Laboratory at Albuquerque, New Mexico, has tried the materials in in-service and demonstration situations in order to ascertain the modifications necessary to adapt the lessons to the needs of Navajo children.

Rationale

The methodology of Teaching English Early is based on three sets of assumptions, the linguistic, the psychological, and the pedagogical. The order does not indicate the hierarchy of importance to the methodology; however, the inclusion and emphasis on the linguistic assumptions follows the modern trend of formulating teaching approaches upon subject matter.

The linguistic assumptions are the following. Language, is an abstract, self-contained system of rules. Put differently, language is not writing, and it is not speech. It is not writing, for otherwise the millions of illiterate people will not have language nor indeed the man with no hands, who presumably cannot write, or the man absolutely blind, who presumably cannot read. It is not speech either, for the deaf and dumb communicate through hand signals, using a form of the same linguistic code as their peers who are not handicapped. Writing and speech are two of the mediums of expression for this abstract system of language rules. This is not to say that medium cannot be part and parcel of language; on the contrary, part of the system of rules of language is a subsystem that provides for the expression of the language in some medium, which is normally speech.

Language has three components; namely, syntax, which is the core subsystem; phonology, which is the expressive subsystem; and semantics, which is the interpretive subsystem. In other words, the structure which holds everything together is syntax: the rules which string phrases together, the functions of those phrases, and the relationships between sentences. Phonology tells how the strings of phrases are to be pronounced, and semantics how they are to be understood.

Language has four basic relationships: function, transformation, agreement and replacement. Function is interpreted as the function of the Subject, the function of the Indirect Object, etc., and it is function which underlines the traditional statement that a sentence is a sum greater than its parts. Transformation is understood as the relationship between active and passive sentences, between questions and responses, between two sentences and a compound sentence, etc., and it is transformation which has given rise to the modern concept that in defining the sentence o defines all of language. The third basic relationship is agreement in the relationship between a demonstrative pronoun this, that, these, those, and the noun it introduces, as in this book versus these books. To a large extent, it is agreement which ties together the parts of a sentence. The fourth basic relationship is replacement, as in the relationship between a noun phrase and the pronoun which refers back to it. Replacement is one of the ways in which different sentences are put together in connected discourse.

Language has four basic processes: ordering, substitution, deletion, and expansion. Ordering determines the sequences of phrasing in two ways; first, the basic sequence of simple sentences, for example, the subject noun phrase before the predicate verb phrase. Second, it changes the sequence of phrases in more complex sentences, for example, the object noun phrase after the verb in an active sentence becomes the subject noun phrase before the verb in a passive sentence. Substitution allows for the use of all the words and phrases of the same class in the same part of a sentence, as exemplified in "Mary likes dolls" and "Jane likes dolls." Deletion helps to make the use of the language more efficient by permitting the omission of understood words and phrases as in the short responses to questions. For example, in answer to the question "Do you like candy?" the response may be "Yes I do" rather than "Yes, I like candy." Expansion makes for a greater expression of language, as one might observe in the following sentences: "The cat sat on the mat," "The white cat sat on the mat," "The pretty white cat sat on the mat." These processes are essential characteristics of language in much the same way as rules are. If one admits that mistakes can be made in speaking a language, then rules are assumed. If one admits, for example, that changing a word in a sentence changes the meaning of a sentence, then the process of substitution is assumed.

The psychological assumptions are the following. The first assumption is taken from Bruner: "Continuity of learning is dependent upon mastery of the structure of the subject matter."[2]

The second assumption is also from Bruner: "After a century of intensive research, the most basic thing that can be said about human memory is that unless detail is placed into a structured pattern, it is rapidly forgotten."[3]

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[2]Jerome S. Bruner, The Process of Education, Cambridge: Harvard University Press, 1960, page 16.

[3]op. cit., page 24.

The third assumption is that "if learning is effectively to transfer, then the situations to which it is to transfer must be real to the learner."[4]

The fourth assumption is that the intellectual processes involved in learning a language are induction followed by deduction. This implies, for example, that the sample of sentences presented in a lesson will provide enough structured data for the inductive, and preferably unconscious formulation of the rules set by the objectives, and the activities that follow will provide enough rule-governed linguistic behavior for deductive familiarization with the rules set by the objectives.

The last assumption is that linguistic performance, in other words, the use of the system of rules of a language, consists of a pair of skills: the first, motor skills, as in the use of the tongue for pronunciation; the second, manipulative skill in handling the processes of language, as in the changing of the form of a statement to a question in a drill. Unlike motor skills, which are physical, manipulative skills are mental in some sense.

The pedagogical assumptions are the following. The first is obvious, but too often missed. Put briefly and simply, it is this: given the educational objectives (for this guide, mastery of the systems of rules of English), the major criterion is efficiency. This is the essence of Bruner's remark that the basic question which pedagogy must answer is the following: "How can material of a certain kind be so presented and so sequenced that it will most readily and most transferably be learned?"[5]

The second is that teaching through speech is more efficient than teaching through writing, indeed, more efficient than through any other medium we know of at present.

The third is that every teaching activity is to be understandable and meaningful to the learner if learning is to take place.

The last is that teaching one challenging step at a time, each step systematically related to other steps and every step small enough to insure success on the part of the learner, each and every success being rewarded (by the teacher until the learner is capable of rewarding himself) constitutes the most efficient mechanics of pedagogy.

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[4]Percival M. Symonds, What Education Has to Learn From Psychology, Third Edition, Bureau of Publications, Teachers College, Columbia University; 1964, page 89.

[5]Jerome S. Bruner, Revolution in Teaching: New Theory, Technology, and Curricula, "Introduction". Eds. Alfred de Grazia and David A. Shon, New York: Bantam Books, 1964, p. 4.

These are the major assumptions which make up the rationale of Teaching English Early: A Guide for the Teaching of English as a Second Language. By definition, assumptions as such are not defensible, but in the disciplines concerned (linguistic, psychological, and pedagogical), the statements which constitute these assumptions are based on carefully reasoned arguments, fully accredited by professional leaders in each field.

IV. Field Tests and Evaluation

Since the lessons in the H-200 materials were in process of development or revision throughout the duration of the project, the major purposes of the evaluations was to provide suggestions for the improvement of the material.

Field Tests - Summer 1966

During the summer of 1966 a demonstration summer class in English as a Second Language was held at the University Elementary School, a training school for elementary school teachers at the University of California, Los Angeles. The pupils, mostly children from homes where the family language is Spanish, were brought in by bus from East Los Angeles. The class was organized as part of an Institute in Teaching English as a Second Language which was directed by Dr. J. Donald Bowen, a member of the Advisory Committee of the H-200 Project. Dr. Lois McIntosh, also a member of the Advisory Committee was also involved in the activities of this summer school. The teacher was Mrs. Serafina Krear, Coordinator of English as a Second Language program in the Chula Vista Elementary School District. The H-200 materials were used in the summer school. In fact, the film Starting English Early (see page 9) was made during the same institute, based on the lessons developed by that project. Members of the writers' team observed the lessons as taught by Mrs. Krear and identified areas where revision in the lessons was desirable.

Field tests were also carried on in three other centers during the summer of 1966. They were held in the districts listed and described in the section which follows:

1. Los Nietos Elementary District, Los Angeles County. This is a long established rural, non-farm community.

2. Lowell Elementary School, San Diego City Schools. This school serves a low income area of San Diego.

3. San Ysidro Elementary School District. This district is located close to the Mexican border. Its school population is over 90 percent of Spanish-speaking background.

John Plakos, Education Project Specialist, Education of Mexican-American Children, a project funded under ESEA, Title V, expressed interest in these evaluations and cooperated in the studies. The written evaluations reported in a section which follows were prepared under his direction. Robert Landen, Coordinator of the English as a Second Language Program, Office of the San Diego County Superintendent of Schools assisted in the organization and direction of the classes in that county. Writers from the H-200 Project visited the classes regularly and discussed the lessons with the teachers and local coordinators.

The classes enrolled from ten to twelve first and second grade children for a half-hour of instruction daily for a period of four to six weeks.

No written evaluation of the material was received from the Los Nietos School District, but frequent visits and conferences were held with staff members by members of the writers' team.

Miss Mary Lucille Miller who was the teacher at the Lowell School in San Diego made a written analysis of the first twenty-one lessons. Excerpts from her report are included below:

> Structures used in the materials are excellent and for the most part well sequenced
>
> Vocabulary items are fairly good and well adapted to children.
>
> The weakest area of the materials is in dealing with pronunciation problems. Granted that mastery of structure is the most important goal, this fact does not justify the almost complete overlooking of pronunciation errors.
>
> The materials are easily adapted to a variety of children.

Mrs. Lilian Halsema, the teacher at San Ysidro (now Materials Coordinator, ESL Demonstration Center, San Diego City Schools) also prepared an extensive report for Mr. Plakos and for the writers' group and the Advisory Committee. Mrs. Halsema taught two classes, one composed of children whose ages ranged from five to nine years. In the second class, children from age nine to twelve were enrolled. It is interesting to note that of the seventeen children in the two classes, twelve were residents of Tijuana, Mexico and their parents paid tuition so that they could have this opportunity to learn English.

Mrs. Halsema also made an individual analysis of each of the lessons taught. A quotation from the conclusion of the paper is reported below:

> I have followed the lesson plans as closely as I possibly could with the thought in mind as to whether they could be used effectively in their present form. To be able to follow them in this manner, I found it necessary to use cue notes to refresh my memory. Otherwise, the structures might not have been duplicated exactly, and this, in my opinion, was absolutely essential. More than anything else, it is the structures that are the backbone of this course of study.

> I have given much thought to the idea that the structures would be of greater value if they were presented within an ordered sequence of vocabulary pertaining to the social studies units, rather than having fruits, foods, and toys appear altogether in one lesson. To be of optimum value, this would entail the close cooperation of the regular classroom teacher and the ESL teacher, certainly a necessary part of teaching ESL. However, sometimes such a social studies unit lasts anywhere from a few weeks to a few months, and this time element perhaps might not be suitable to the ESL teacher.
>
> From experience, I have found that the language patterns themselves offer no great motivation to the children. Motivation comes from a complex of things, part of which are the materials used that appeal to a child; the little extra surprises that create the alertness, responsiveness, and enthusiasm necessary to encourage young children to learn a second language with as little delay as possible.

Dr. Leila V. Tossas, Associate Professor of Education, San Diego State College, who has had wide and varied experience in teaching English as a second language, observed lessons taught by Miss Miller and Mrs. Halsema. She also studied the reactions of the children and made home visits in order to ascertain the reactions to the special classes. The question had been raised as to whether placing the children in a special group might be considered a form of segregation and have an unfavorable reaction. Mr. Plakos was especially interested in this problem. Excerpts from the report made by Dr. Tossas are included in the section that follows:

> In general, I must say that the writers have prepared a set of lessons with possibilities. In my opinion, the aspect in need of serious consideration is the in-service programs for the teachers who will be in charge of this special project. A superficial reading of these lessons may lead any teacher to believe that there is nothing hard in the teaching of English as a second language because to the native speaker these lessons may appear to be simple and easy. However, it is a different story when these lessons are taught as a second language. The teacher must be energetic and must possess a fine imagination and creativity in order to provide the good practice that is needed in order to achieve mastery of these structures. In order to understand this approach to the teaching of English, the teachers need a good understanding of accepted linguistic science in the learning of a target language. Then he needs to participate in a good program of well planned demonstrations in order to understand how to put into good practice the recommendations of the

linguists. The teachers need to be acquainted with as many practical and interesting practice exercises as possible. It seems to me that the implementation of these special programs for English as a second language will require special grouping in order to serve the children well and to accomplish the objectives. I know that quite a few educators consider this grouping a measure of segregation, which they oppose. With teachers like Mrs. Halsema and Miss Miller I doubt that the children and their parents will consider themselves the objects of segregation and discrimination. In the rooms of these two teachers, I was able to observe at all times a happy and adequate atmosphere for learning. In this good atmosphere, Mexican-American children were given the opportunity to acquire a skill that they need in order to be successful first in their school work and later on as active adults in our society.

At all times the parents should be informed about these special programs that are organized for the benefit of their children. Lack of adequate information sometimes gives birth to wrong interpretations in relation to the best of intentions. The parents should be able to understand that their children will be involved with other children in most of the school program but that they need this extra help in order to cope with their total school responsibilities. As soon as the parents understand this situation, they will be willing to cooperate.

Field Tests - School Year 1966-1967

In the Fall of 1966, additional field testing was carried on by the four writers. No written reports were made of these evaluations, but oral reports were made regularly at the meetings held with the Advisory Committee. With one exception, districts in the general Los Angeles area were selected in order to minimize time and travel expense. Teachers who had used the materials during the summer were all experienced and successful teachers of English as a second language. In the fall field tests, inexperienced teachers used the materials. From the problems encountered, the writers gained new insights into the needs for revision of the material.

The field tests which lasted throughout the 1966-67 school year, were carried on in the Lawndale Elementary School District, the Los Angeles City Schools (East Los Angeles Area), the Oxnard Elementary School District, Culver City Unified School District and the Marysville Joint Unified District. All districts with the exception of Culver City served low-income Mexican-American groups. In that district, Cubans predominated, but a variety of language backgrounds were represented, including Japanese, Chinese, Russian, Greek, Hindi, Dutch and others. Most were experiencing an increase in

enrollment of recent immigrants from Mexico. Oxnard and Marysville to some extent served rural non-farm communities--others were urban. Each writer was assigned to one district with the exception of Mr. Hanson who worked in both East Los Angeles and in Marysville.

These field tests re-enforced the recommendation made by Dr. Fossas that definite plans needed to be made for the in-service training of teachers. Recognition of this need was one of the major contributions of this field testing program.

Independent Evaluation Projects

Two independent research studies are reported in the sections which follow. The purpose of the field tests previously reported was to provide suggestions for the revision and improvement of the H-200 lessons. The purpose of these studies was to determine if the H-200 materials as presently written are efficient materials of instruction in classroom situations. One of the research studies was carried on in the Ontario-Montclair Elementary School District; the other involved four districts in San Bernardino and San Diego Counties.

1. Language Development Component-Ontario-Montclair Elementary School District

Mrs. Lucille Robinson, Research Consultant, Federal Project, Ontario-Montclair School District, compared two groups of first-graders in their developing use and control of language. Forty-two children in two target area schools were selected. Both control and experimental groups were randomly selected. The experimental group had the services of a special teacher in English as a second language for a half-hour a day, a language development specialist for one hour a week, and a non-professional aide for one hour a day. The H-200 materials were used for the basic instruction in English as a second language. The control group did not have the services of specialists or aides.

Walter D. Loban's[1] method of measuring language was used.

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[1]Walter D. Loban. The Language of Elementary School Children. Champaign, Illinois: National Council of Teachers of English, 1963. pp. 4-10.

COMPARISON OF AMOUNT OF LANGUAGE
Percentage of Gain or Loss Between Pre- and Post-Testing

	Number of Communication Units	Number of Words in Communication Units	Number of Mazes	Number of Words in Mazes
	% Gain	% Gain	% Gain	% Gain
Experimental N=18	114%	161%	18%	-.09%
Control N=17	19%	89%	25%	82%

Summary of Fluency Analysis: The experimental group showed a steady gain in number of communication units and number of words in communication units over the control group.

Although the experimental group did not equal the control group in total number of words used in communication units, the experimental group showed twice the gain in words used. The experimental group produced more maze-free communications than did the control group. (A maze is defined by Loban as a language tangle). In fact, although the number of communication units produced by the experimental group increased over one hundred percent, the number of words in mazes was reduced. The fact that the experimental group produced a significantly greater number of maze-free communication units than did the control group is attributed to the linguistic approach used in the English as a second language program.

2. The Effectiveness of Systematic Instruction in English as a Second Language

The research reported in this section was conducted by Lois Michael. It was done independently, not as part of her assignment as one of the four writers for Project H-200. Miss Michael is a candidate for Ed.D. from the School of Education at the University of California, Los Angeles, This research is part of her doctoral study and will be available in full form when her dissertation has been completed later in 1968.

Purposes of the Investigation:

(1) To determine the effectiveness of the H-200 lessons; specifically, the extent to which the pupils in the experimental group achieved the specifically stated, behavioral objectives of the first 81 lessons of H-200 Level I.

(2) To determine the extent to which the objectives of the first 81 lessons of H-200 Level I would be achieved by primary pupils who were not having the type of special oral English instruction such as the H-200 lessons provide, but were receiving the random instruction that occurs from simply being in an English-speaking school environment and having contact with speakers of English.

(3) To make it possible to accomplish the two purposes above and compare the achievement of the two groups it was necessary to construct a valid, reliable instrument to measure the objectives of the first 81 lessons of H-200 Level I.

Justification of the Investigation:

One of the chief educational concerns of the 1960's is the structure of knowledge as a means of attaining educational objectives. Bruner has asked:[2]

> What shall be taught, when, and how? . . .What are the implications of emphasizing the structure of a subject . . . emphasizing it in a way that seeks to give a student as quickly as possible a sense of the fundamental ideas of a discipline.

Emphasis on the structure of English in a course for English as a Second Language involves stressing mastery of the sound system, as well as mastery of the grammatical system of the language. This is quite unlike the vocabulary-centered instruction that has been prevalent in many schools. Vocabulary items that are not used in a structural framework can contribute little to most of the communication demands that one encounters daily.

Robert Lado, a linguist whose special interest is the field of Teaching English to Speakers of Other Languages, has suggested that "presenting the language systematically versus presenting it as it occurs"[3] is one of the language-teaching problems that needs to be investigated. There is increased emphasis in education on the need for scientific evaluation. Another quotation from Lado supports this:[4]

> There is indeed need to evaluate the effectiveness of learning materials, techniques, and methods by

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[2]Jerome S. Bruner, The Process of Education. Cambridge: Harvard University Press, 1960, pp. 2-3.

[3]Robert Lado, Language Testing. New York: Longmans, Green and Co., 1961, p. 386.

[4]Ibid., pp. 377-378.

> the finest objectives means at our command. Unless we can show by objective, scientific means which techniques and materials are the more effective. . . we run the risk of rejecting the good and helping the bad with consequent loss to our students and ourselves.

It has been observed by educators that most non-English-speaking school children do eventually learn many English words and acquire ability to communicate. Some administrators and teachers have expressed the belief that formal systematic instruction is not necessary and that exposure to situations in which the language is used and needed is sufficient to assure learning.

Linguists and specialists in English as a Second Language have proposed that acquisition of vocabulary and the ability to communicate basic needs are not enough. There is urgent need for empirical proof that will demonstrate to administrators and teachers that the ability to speak structurally correct English is achieved quickly and effectively if the pupil has formal instruction that presents the language systematically and provides opportunity for practice in a structured situation. To further emphasize this point it seemed desirable to compare the achievement of pupils who had formal English as a second language instruction with the H-200 lessons with those who have been subjected to the results of the "all we need to do is put them in an English-speaking environment" philosophy that is prevalent in the majority of the school districts.

To become fully articulate and develop the essential reading and composition skills that promote maximum achievement in the various school subjects, the pupil must have mastered the sound system as well as the grammatical system of English. A pupil's ability to read and write English is, typically, directly related to his ability to speak the language. He will tend to make the same errors in reading and written composition that he makes in his speech. Oral English proficiency must be attained quickly if the pupil is not soon to be far behind in school achievement and, possibly, an eventual drop-out.

Assumptions:

(1) The ability to speak and understand English is an important educational objective for primary-age children entering schools in our American society.

(2) The English language has a system.

(3) The structure of this system can be defined and organized for instruction.

(4) Language learning is, basically, internalizing a systematic set of rules.

(5) Habit formation is an efficient and effective teaching and learning procedure for internalizing language.

(6) Contrastive analyses of the syntax and phonology of English and Spanish suggest which English structures and phonemes will probably be difficult for Spanish-speakers.

(7) The oral English proficiency of primary-age children can be measured.

(8) The lessons in the Project H-200 materials provide an organized, systematic program for instruction in English as a Second Language.

(9) The structure of English is a major source for deriving instructional objectives for courses in English as a Second Language.

Sample:

It was originally planned that there would be two groups of 50 pupils each, a control group and an experimental group. The control group would have only random English instruction, as it happens to occur in the typical classroom situation. The children were not pulled out of the classroom for small group instruction. Some children in the control group did have special attention from aides or the teacher. The boy who had the lowest post-test scores in all areas had from one to two daily hours of unsystematic tutoring from an aide. All the control group teachers thought they were providing special English as a second language help in the larger class situation, but it was essentially all vocabulary drill.

The experimental group was to participate, in groups of 10 or less, in the California H-200 program for 30-40 minutes each school day. Except for minor variations this was done. Only one teacher (pupils 2-10 to 2-17)[5] was unable, because of uncontrollable scheduling problems, to have this recommended group size and period of instruction. Her pupils were in a group of about 15 and had daily instruction for only 20 minutes. The list of scores for this group (Group II, scores for pupils 2-10 to 2-17) shows that those pupils did better than the control group, but had generally lower scores than the other pupils in the experimental group who had a longer period of daily instruction in smaller groups.

By the time post-testing was done normal attrition had reduced the original control group from 50 to 42 and the original experimental group from 50 to 39. A further division in the experimental group became necessary when it was discovered that one of the teachers had not understood the directions for instruction. The hypotheses of the investigation were directly tied to a systematic presentation of English structure as represented by the Project H-200 lessons. The teacher had used various other commercial materials (H-200 one day and something else another day)

[5]For detailed information, see the Test Tables in the Appendix

and, according to her statement, had frequently skipped or made some substitution for the pronunciation sections of the H-200 lessons. It was necessary for the nine pupils involved to become Group 3, a group that had had special English instruction in a small group situation, but not systematically presented. The N's then became:

Group 1, Control	42
Group 2, Experimental	30
Group 3, Mixed Instruction	9

All the pupils were from southern California school districts. The control group came from classrooms in two districts, one in Los Angeles County and one in San Bernardino County. The experimental group came from four school districts, three in San Diego County and one in San Bernardino County, and involved five teachers. The pupils, with the exception of one fourth grade boy (pupil # 1-6) in the control group, were in first or second grade. All but four pupils in the study were native speakers of Spanish. Two pupils (#'s 2-25 and 2-26) were native speakers of Navajo. Another (#2-19) was a native speaker of Ilocano, a Philippine language. In the group of nine children that had mixed instruction one girl (#3-6) was a native speaker of Portuguese.

In each of the three groups the average of total absences was 12 days. The average I.Q. as measured by the Goodenough Draw-a-man test, a non-verbal test of intelligence, was:

Group 1	93
Group 2	90
Group 3	115

The validity of the Goodenough test has not been proven for young, monolingual, Spanish-speaking children. Therefore, one must be cautious about use of the I.Q. data.

Because the sample was drawn from classes in selected California school districts, it was not possible to randomly assign the pupils to one treatment or the other. The researcher was given a list of the primary pupils each school had identified as non-speakers of English or severely handicapped by inadequate English. She tested whichever children from the list happened to be present on the given date(s) she visited the school.

Procedure of the Study:

An oral production achievement test, related to the objectives of the first 81 lessons (approximately two-thirds of the level one program) of Project H-200 was administered individually as a pre-test in late September and early October, 1966, and as a post-test in late May and early June, 1967. There are no standardized test materials to measure the oral English proficiency of primary-age children. Fortunately, the lessons in Project H-200 list specifically stated instructional objectives that define both terminal

behavior and content. Those objectives served as the basis for developing the test which takes approximately thirty minutes to administer. In general the procedure for test construction outlined by Furst was used:[6]

(1) Determine what to evaluate--that is, the attributes or properties of human behavior or its effects.

(2) Define the What in terms of behavior.

(3) Select appropriate situations for calling forth this behavior.

(4) Devise some method for getting a record of this behavior.

(5) Devise some method for summarizing or evaluating the behavior so recorded.

When specifically applied to the problem of testing speaking ability these steps become:

(1.a) List the teaching points in the test of materials for which the test is being prepared.

(1.b) By the process of contrastive analysis determine which teaching points are most likely to be difficult for the student and, therefore, should have first priority in the test.

(2.a) State the teaching points as behavioral objectives that define the terminal behavior (and the context in which it is to operate) desired in the learner.

(2.b) Relate the specifically stated objectives to the learning opportunities in the H-200 lessons.

(3) Formulate test items in a contextual situation that will elicit the behavior in the objectives in situations similar to those in the learning opportunities in the H-200 lessons.

(4) Tape-record the individual test-interviews at 7½ speed.

(5) Use "objectified" score-sheets to summarize the pupil's responses to the test items.

The administration of the test, in both the pre- and post-situations, was entirely oral. Each pupil's performance was taped on a Sony 105 tape

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[6]Edward J. Furst. Constructing Evaluation Instruments, New York: Longmans, Green and Company, 1958, p. 15.

recorder at 7½ speed and scored later. The test had four scales: Communication, Structure, Vocabulary, and Pronunciation. The distribution of possible points was as follows:

Communication	= 90
Structure	= 94
Vocabulary	= 128
Pronunciation	= 57
Total Test	369

As a measure of content validity the test was administered to 30 first-graders who are native speakers of English. They were selected randomly from two heterogenous first grade classes in one of the districts from which part of the control group native-speakers of Spanish came. The native-speakers, regardless of low or high I.Q., performed uniformly well on the test. All had a score of 99-100% of the total 369 possible points.

Reliability of the Test Instrument:

The split-half formula was used to determine the reliability of the test instrument, by scales as well as the total test. The percentages below indicate the good reliability of the instrument.

	Pre	Post
Communication	99.665	98.386
Structure	97.096	97.503
Vocabulary	98.454	95.889
Pronunciation	98.741	96.029
Total Test	98.5	97.0

Summary:

Even though Groups 1 and 3 had higher means on the pre-test in all four sections of the test, Group 2 was higher in all sections in the post-test. The group 1 mean on the post-test was 68.29% of the total. Group 2 scored 86.99% of the test total. The score for Group 3 represented 77.23%.

It is even more significant if one looks only at the Structure section. The post-test percentages were:

Group 1	43.61%
Group 2	78.72%
Group 3	62.76%

T-Test Results:

T-test showed that the superior achievement of Group 2, the experimental group, in relation to Group 1, the control group, was significant at the 1% level for Structure, Vocabulary, and Pronunciation. There was

no significant difference for Communication in the narrow, limited sense it was being measured for the purposes of this study. In this study Communication was defined as any overt behavior, oral or otherwise, that indicated comprehension of the test stimulus.

In relation to Group 3, the superior achievement of Group 2 was significant at the 1% level for Pronunciation and at the 5% level for Structure. There was no significant difference for Communication or Vocabulary.

GROUP I (Control) - TEST SCORES

Pupil #	Communication			Structure			Vocabulary			Pronunciation			Total Test		
	Pre	Post	+ -	Pre	Post	+ -	Pre	Post	+ -	Pre	Post	+ -	Pre	Post	+ -
1-1	86	88	+2	59	74	+15	87	99	+12	54	49	-5	286	310	+24
1-2	30	76	+46	3	16	+13	30	52	+22	37	40	+3	100	184	+84
1-3	69	87	+18	28	38	+10	72	86	+14	53	53	0	222	264	+42
1-4	69	85	+16	11	24	+13	50	95	+45	35	49	+14	165	253	+88
1-5	87	89	+2	38	43	+5	74	101	+27	50	51	+1	249	284	+35
1-6	33	67	+34	3	22	+19	44	57	+13	42	46	+4	122	192	+70
1-7	74	89	+15	34	47	+13	60	69	+9	47	50	+3	215	255	+40
1-8	67	84	+17	13	23	+10	44	75	+31	40	47	+7	164	229	+65
1-9	86	87	+1	46	59	+13	80	85	+5	38	45	+7	250	276	+26
1-10	70	88	+18	26	40	+14	50	68	+18	41	49	+8	187	245	+58
1-11	84	88	+4	48	55	+7	83	86	+3	50	44	-6	265	273	+3
1-12	75	86	+11	32	46	+14	50	74	+24	38	50	+12	195	256	+61
1-13	44	80	+36	8	32	+24	28	68	+40	35	47	+12	115	227	+112
1-14	60	83	+23	23	42	+19	68	86	+18	49	48	-1	200	259	+59
1-15	77	89	+12	16	38	+22	62	86	+24	48	44	-4	203	257	+54
1-16	51	88	+37	23	38	+15	60	85	+25	45	51	+6	179	262	+83

GROUP I (Control) - TEST SCORES

Pupil #	Communication			Structure			Vocabulary			Pronunciation			Total Test		
	Pre	Post	+ -	Pre	Post	+ -	Pre	Post	+ -	Pre	Post	+ -	Pre	Post	+ -
1-17	78	84	+6	38	53	+15	64	77	+13	46	50	+4	226	264	+38
1-18	21	59	+38	1	16	+15	8	50	+42	32	38	+6	62	163	+101
1-19	77	87	+10	21	33	+12	72	79	+7	52	46	-6	222	245	+23
1-20	8	23	+15	0	3	+3	10	36	+26	30	32	+2	48	94	+46
1-21	55	84	+29	20	42	+22	47	78	+31	41	45	+4	163	249	+86
1-22	89	89	0	37	46	+9	79	90	+11	46	49	+3	251	274	+23
1-23	86	83	-3	32	33	+1	50	74	+24	50	43	-7	218	233	+15
1-24	88	90	+2	51	61	+10	76	94	+18	47	50	+3	262	295	+33
1-25	87	90	+3	35	52	+17	81	99	+18	47	51	+4	250	292	+42
1-26	79	88	+9	23	35	+12	60	80	+20	48	52	+4	210	255	+45
1-27	90	90	0	42	44	+2	79	86	+7	50	49	-1	261	269	+8
1-28	46	81	+35	8	19	+11	25	66	+41	39	49	+10	118	215	+97
1-29	90	89	-1	44	55	+11	95	88	-7	53	53	0	282	285	+3
1-30	86	85	-1	27	26	-1	63	74	+11	50	52	+2	226	237	+11
1-31	88	90	+2	33	61	+28	60	90	+30	51	46	-5	232	287	+55
1-32	53	89	+36	18	40	+22	64	86	+22	44	45	+1	179	260	+81

GROUP I (Control) - TEST SCORES

Pupil #	Communication			Structure			Vocabulary			Pronunciation			Total Test		
	Pre	Post	+ -	Pre	Post	+ -	Pre	Post	+ -	Pre	Post	+ -	Pre	Post	+ -
1-33	89	90	+1	38	43	+5	76	87	+11	52	52	0	255	272	+17
1-34	86	85	-1	56	57	+1	91	88	-3	55	55	0	288	285	-3
1-35	86	85	-1	22	37	+15	59	62	+3	46	49	+3	213	233	+20
1-36	88	89	+1	36	40	+4	56	69	+13	47	46	-1	227	244	+17
1-37	90	87	-3	43	49	+6	97	107	+10	53	57	+4	283	300	+17
1-38	89	90	+1	41	48	+7	81	89	+8	52	51	-1	263	278	+15
1-39	69	88	+19	15	43	+28	41	87	+46	46	50	+4	171	268	+97
1-40	89	89	0	56	56	0	86	87	+1	55	53	-2	286	285	-1
1-41	10	89	+79	1	32	+31	27	72	+45	43	42	-1	81	235	+154
1-42	89	90	+1	31	44	+13	62	66	+4	52	50	-2	234	250	+16

GROUP II (Experimental) - TEST SCORES

Pupil #	Communication			Structure			Vocabulary			Pronunciation			Total Test		
	Pre	Post	+ -	Pre	Post	+ -	Pre	Post	+ -	Pre	Post	+ -	Pre	Post	+ -
2-1	59	90	+31	21	84	+63	50	112	+62	27	57	+30	157	343	+186
2-2	1	90	+89	0	82	+82	16	115	+99	31	57	+26	48	344	+296
2-3	15	90	+75	1	85	+84	43	116	+73	26	57	+31	85	348	+263
2-4	0	90	+90	0	76	+76	1	109	+108	12	54	+42	13	329	+316
2-5	0	85	+85	0	74	+74	1	95	+94	12	57	+45	13	311	+298
2-6	1	87	+86	0	68	+68	0	82	+82	26	55	+29	27	292	+265
2-7	52	89	+37	15	81	+66	55	113	+58	38	55	+17	160	338	+178
2-8	1	85	+84	0	84	+84	7	111	+104	34	57	+23	42	337	+295
2-9	29	90	+61	6	76	+70	30	107	+77	20	57	+37	85	330	+245
2-10	1	89	+88	0	47	+47	0	84	+84	9	57	+48	10	277	+267
2-11	3	90	+87	0	67	+67	11	97	+86	21	56	+35	35	310	+275
2-12	5	89	+84	0	58	+58	9	75	+66	23	50	+27	37	272	+235
2-13	1	89	+88	0	56	+56	13	93	+80	20	50	+30	34	288	+254
2-14	31	90	+59	9	76	+67	34	105	+71	36	57	+21	110	328	+218
2-15	1	90	+89	0	78	+78	10	111	+101	37	56	+19	48	335	+287

GROUP II (Experimental) - TEST SCORES

Pupil #	Communication			Structure			Vocabulary			Pronunciation			Total Test		
	Pre	Post	+ -	Pre	Post	+ -	Pre	Post	+ -	Pre	Post	+ -	Pre	Post	+ -
2-16	1	90	+89	0	72	+72	18	95	+77	25	55	+30	44	312	+268
2-17	51	89	+38	11	76	+65	54	115	+61	38	57	+19	154	337	+183
2-18	54	89	+35	29	72	+43	56	104	+48	46	55	+ 9	185	320	+135
2-19	17	90	+73	2	67	+65	11	93	+82	34	56	+22	64	306	+242
2-20	9	89	+80	0	67	+67	4	79	+75	29	52	+23	42	287	+245
2-21	1	84	+83	0	61	+61	2	83	+81	33	54	+21	36	282	+246
2-22	1	90	+89	0	68	+68	2	101	+99	31	53	+22	34	312	+278
2-23	43	90	+47	3	83	+80	45	116	+71	43	56	+13	134	345	+211
2-24	1	90	+89	0	81	+81	1	89	+88	30	49	+19	32	309	+277
2-25	8	89	+81	1	78	+77	30	117	+87	38	54	+16	77	338	+261
2-26	6	90	+84	2	76	+74	19	112	+93	33	57	+24	60	335	+275
2-27	2	90	+88	0	84	+84	3	117	+114	18	54	+36	23	345	+322
2-28	28	90	+62	1	89	+88	32	116	+84	24	57	+33	85	352	+267
2-29	44	90	+46	10	84	+74	40	116	+76	21	56	+35	115	346	+231
2-30	65	90	+25	10	76	+66	43	113	+70	21	57	+36	139	336	+197

GROUP III (Mixed Instruction) - TEST SCORES

Pupil #	Communication			Structure			Vocabulary			Pronunciation			Total Test		
	Pre	Post	+ -	Pre	Post	+ -	Pre	Post	+ -	Pre	Post	+ -	Pre	Post	+ -
3-1	1	53	+52	2	12	+10	6	65	+59	33	41	+ 8	42	171	+129
3-2	41	88	+47	17	55	+38	14	80	+66	35	44	+ 9	107	267	+160
3-3	47	88	+41	16	58	+42	40	89	+49	37	51	+14	140	286	+146
3-4	1	83	+82	0	54	+54	7	87	+80	39	50	+11	47	274	+227
3-5	70	89	+19	30	57	+27	42	95	+53	40	50	+10	182	291	+109
3-6	23	87	+64	4	63	+59	30	103	+73	43	51	+ 8	100	304	+204
3-7	47	89	+42	21	77	+56	44	93	+49	30	53	+23	142	312	+170
3-8	79	89	+10	46	82	+36	60	111	+51	45	57	+12	230	339	+109
3-9	35	88	+53	26	71	+45	47	109	+62	48	52	+ 4	156	320	+164

PERCENTAGE OF GAIN BETWEEN PRE- AND POST-TESTING

	Communication % Gain	Structure % Gain	Vocabulary % Gain	Pronunciation % Gain	Total Test % Gain
Group I (Control)	14.44	13.82	14.06	3.50	12.46
Group II (Experimental)	78.88	74.46	64.06	47.36	67.75
Group III (Mixed)	51.11	43.61	46.87	19.29	42.80

COMMUNICATION

	Low Score		High Score		Mean		Median	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Possible Points	90	90	90	90	90	90	90	90
Group I (Control) N=42	8	23	90	90	71	84	78	88
Group II (Experimental) N=30	0	84	65	90	18	89	5	90
Group III (Mixed) N=9	1	53	79	89	38	84	41	88

STRUCTURE

	Low Score		High Score		Mean		Median	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Possible Points	94	94	94	94	94	94	94	94
Group I (Control) N=42	0	3	59	74	28	41	28	42
Group II (Experimental) N=30	0	47	29	89	4	74	0	76
Group III (Mixed) N=9	0	12	46	82	18	59	17	58

VOCABULARY

	Low Score		High Score		Mean		Median	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Possible Points	128	128	128	128	128	128	128	128
Group I (Control) N=42	8	36	97	107	61	79	62	85
Group II (Experimental) N=30	0	75	56	117	21	103	13	107
Group III (Mixed) N=9	6	65	60	111	32	92	40	93

PRONUNCIATION

	Low Score		High Score		Mean		Median	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Possible Points	57	57	57	57	57	57	57	57
Group I (Control) N=42	30	32	55	57	46	48	47	49
Group II (Experimental N=30	9	49	46	57	28	55	27	56
Group III (Mixed) N=9	30	41	48	57	39	50	39	51

TOTAL TEST

	Low Score		High Score		Mean		Median	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Possible Points	369	369	369	369	369	369	369	369
Group I (Control) N=42	48	94	288	310	206	252	218	257
Group II (Experimental) N-30	10	272	185	352	71	321	48	329
Group III (Mixed) N=9	42	171	230	339	127	285	140	291

V. Conclusions and Recommendations

Conclusions

The Project has accomplished the results listed below:

1. Produced two books at different levels of difficulty which present a carefully sequenced series of lessons in English as a second language especially planned for children in the primary grades. The total emphasis is on the audio-lingual method of learning.

2. Established through field tests and research studies that children receiving special instruction in English as a second language whose teacher used these materials made more progress in the use of English than do those who have not had this type of instruction.

3. Provided in-service training in the form of consultant help for teachers in the cooperating school districts which was instrumental in the initiation and expansion of English as a Second Language programs in several school districts.

4. Prepared the four writers to be specialists in English as a Second Language and to assume positions of leadership in that field.

The Project has not accomplished the following desirable objectives:

1. The materials are not oriented to any specific culture. The writers found that basing the lessons on various aspects of the culture interfered with the major objectives which was the production of lessons which were linguistically sound.

   This fact by no means indicates that all persons responsible for this project were not fully aware of the importance of inducting children into a new culture as they learn a new language, or of the importance of maintaining and developing pride in the native culture. It was accepted that learning about both cultures is of major importance, but that the responsibility for this teaching should be carried by other areas of the curriculum. For instance, activities in the social sciences, language arts, art, music, and physical education all carry many inherent opportunities to build cultural understanding and to broaden experience.

Limiting the major objectives 1) to producing an effective instrument for teaching the structure of English and 2) providing opportunities for the pupils to use and practice the structures taught in situations planned to provide success, strengthen confidence and competence to deal with other aspects of the curriculum.

The fact that the books are not specifically related to any one culture, but used for illustration, the ordinary materials available in classrooms and in homes representative of many cultures, may well increase their usefulness in various parts of this country and in other countries as well.

2. The special needs of Spanish-speaking children received major attention and the "Likely Errors" listed in the lessons are geared to the problems of interference between Spanish and English. This will make the lessons especially useful in California and the Southwest, but may limit the effectiveness of the lessons for use with children whose first language is not Spanish. However, the logical presentation of the English structures which constitute the basic element of the lessons must be mastered by any person learning English as a second language.

3. The preparation of a kit of visual materials was not planned as a part of the original project. These materials are essential to the successful implementation of the lessons and plans should be made to make them readily available to teachers using the lessons.

4. A plan to test the effectiveness of the H-200 materials against published English as a second language guides was included in the Project. An attempt to carry out this responsibility was made in four centers, two in San Diego County and two in Imperial County. The instrument used for pre- and post-testing proved to be unsatisfactory, since it was not geared either to what was taught in the H-200 material or to the content of the other material presented. The H-200 materials were in their original, unrevised form and had inadequacies which have now been corrected. Although the districts and teachers involved carried their responsibilities well, time of staff members from the H-200 project was not available to give help on the use of these materials which were being introduced for the first time. For these reasons, this aspect of the evaluation program was not carried through to completion.

Recommendations

1. Plans be made to modify the "Likely Errors" and possibly other supplementary aspects of the lessons to conform with problems arising from learning languages other than Spanish. Need in California exists for speakers of both Mandarin and Cantonese Chinese, for Portuguese, Dutch and other languages. These adjustments could readily be made by professional persons familiar with both languages.

2. A kit of visual materials should be developed so that these aids could be made available to teachers using both levels of the Teaching English Early materials.

3. Cooperation between members of the staff at the University of California, Los Angeles and the Consultant for English as a Second Language in the California State Department of Education should continue so that effective plans for the utilization and possible revision of the materials may be made and carried out.

4. Surveys should be made to provide data on the following questions:

   Are additional materials needed on the first and second levels, especially for modifying content presentation?

   Are specially designed materials needed beyond the first two levels?

   Are first and second level materials needed for an older age group?

5. Studies should be launched to ascertain the results of teacher training and supervision on the effectiveness of the lessons which comprise Teaching English Early.

6. A controlled research study should be planned to test the effectiveness of the Project lessons against other English as a second language materials produced for use in primary grades.

7. Test instruments for both Level I and Level II should be developed.[1] These tests should be planned to measure achievement as well as provide placement information for grouping.

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[1]Miss Michael's test on "The Effectiveness of Systematic Instruction in English as a Second Language" is based upon the Level I lessons.

8. An extensive program of in-service education should be carried on when the materials are made available on a large scale to the teachers of California and elsewhere. Teachers, unfamiliar with the techniques of teaching another language need opportunities to understand the linguistic principles on which the material is based and to observe demonstration lessons taught by well-qualified teachers.

A variety of plans for preservice as well as in-service education should be formulated and carried out. Only if this is done, will the full benefit of the investment of the U. S. Office of Education in this project be fully realized.

APPENDIX A-1 - SEQUENCE OF SYNTACTIC STRUCTURES
Level I

Lessons 1 - 12

(1) Use of have: [I / You] have [an / a] _____.

(He, she, Joe) has _____.

(2) Have with does in what and yes-no questions:

Do you have _____?

Does [he / she] have _____?

What do you have?

What does [he / she / John] have?

(3) Short answers:

Yes, I do
No, I don't

Yes, [he / she] does.

No, [he / she] doesn't

(4) What questions about direct object of verb have

(5) A, an article before direct object.

Lessons 13 - 16

(1) Who, what, and yes-no questions with "have", "want", "see", and "hear"

(2) Do and does in what and yes-no questions

(3) Responses to the above questions.

Lessons 17 - 24 (Appendix A-1 continued)

(1) Who, what questions with "am", "is" or "are" as the main verb

(2) I, you, he, she, it, proper name (John) as subjects

(3) Responses to above questions

(4) Yes-no questions with "is" as the main verb

(5) The demonstratives "this" and "that" as subjects with "is" as the main verb

(6) Yes-no questions with do and want using this or that as a demonstrative pronoun:

Do you want [this / that] _____?

(7) Answers to (6).

Lessons 25 - 31

(1) Where and who questions with locative prepositions "in", "on", "by", "beside" and is as the main verb

(2) Yes-no questions using locative prepositions and is as the main verb

(3) Answers to the above questions.

Lessons 32 - 33

(1) What questions with "do" and "have" with locative prepositional phrase

(2) Possession pronoun before a noun:

What do you have on your desk?

(3) Yes-no questions like:

Do you have my knife?

(4) Requests with "put".

Lesson 34

(1) [Her / His] as replacement of a possessive [feminine / masculine] name before a noun

(2) In yes-no, what, and where questions.

Lesson 35

(1) The possessive forms of proper names [s] , [z] and[əz].

Lessons 36 - 38

(1) Locative prepositional phrases:

in [back / front] of

by
under

(2) The possessive pronouns: "my", "your", "his", and "her" with the above prepositions:

In [front / back] of [my / Joe's] chair

(3) What and who questions with locative prepositional phrases and possessive pronouns

(4) Responses to such questions.

Lessons 39 - 43

(1) Where questions with "do" and "does"

(2) What questions about the direct object "do" and "does" and locative phrases

(3) Difference between where and what questions: what questions about the direct object vs. where questions with "do" or "does" about the locative phrase

(4) Mass nouns: (milk, orange juice, water, etc) characterized by having no plural forms except in specialized meanings.

Lessons 44 - 50

(1) Plural forms of count nouns follow "two"

(2) "Some" with the following mass noun understood but not mentioned

(3) Mass nouns and count nouns

(4) "Any" before mass nouns and plural count nouns as direct objects of negative statements

(5) "Some" before mass nouns and plural count nouns as direct objects of affirmative statements

(6) The use of either "some" or "any" in questions

(7) The use of neither "some" nor "any" after "like".

Lessons 51 - 54

(1) Yes-no questions with "it" and proper names as subject and "is" as the main verb

(2) Negative statements with "he", "she", or "it" as the subject and "is" as the verb

(3) Adjectives before nouns; adjectives without nouns after "is"

(4) "Too" at the end of statements with "is" as the main verb

(5) "And" to introduce statement with "too"

(6) The full form of the negative "not" after a contraction of "is" (rather than isn't)

(7) Responses to above questions.

Lessons 55 - 58

(1) Adjective-noun phrases in different types of sentences

(2) Affirmative and negative statements with verbs other than "is"

(3) Negative statements expressed with

a. "I'm not _____."

b. "You're not."

c. verbs like "have"

(4) The uses of "don't" with "you."

(5) The expressions: "you're right"
"you're wrong",

Lessons 59 - 63 (Appendix A-1 continued)

(1) How many questions about the object of the verb

(2) How many questions with "I", "you", "he", "she", or a proper name as subject

(3) How many questions about the location of the subject

(4) How many questions with "is" or "are" followed by "there".

(5) There statements as responses to how many questions with "there".

Lessons 64 - 67

(1) Yes-No questions with "there"

(2) "Is" or "are" at the beginning of yes-no questions with "there"

(3) Yes-no questions with "there" about the number of the subject

(4) How many questions with "there" about the number of the subject

(5) Responses to such yes-no and how many questions.

Lessons 68 - 73

(1) What questions about the verb with "doing" as the main verb

(2) What questions with compound subjects, one of them being "you"

(3) What and yes-no questions with "is" or "are" and the -ing form of verbs

(4) Responses to such what and yes-no questions

(5) Yes-no questions about a particular verb: a verb without a direct object.

Lessons 74 - 75

(1) Statements with "is" or "are" followed by adjectives

(2) "It" as a subject in place of singular nonhuman nouns

(3) "They" as a subject in place of plural nouns

(4) Statements with "are" and the -ing form of verbs.

Lessons 76 - 82

(1) What questions with -ing verbs about the object of the verb

(2) Responses to above what questions

(3) "Him", "her", "it", and "them" as objects of verbs.

Lessons 83 - 84

(1) Yes-no questions with "can"

a. in the sense of permission

b. in the sense of ability

(2) "May" instead of "can" to ask for permission habitually

(3) Who questions with "can", where who is the subject of the verb

(4) What questions with "can", where what is the object of the verb

(5) Responses to the above yes-no, who and what questions.

Lessons 85 - 88

(1) What questions about the predicate and yes-no questions with "did" and "will"

(2) What questions about the direct object and yes-no questions, both with "did" or "will"

(3) Responses to such questions,

Lessons 89 - 91

(1) Statements and yes-no questions with:

a. prepositional phrases of direction after the verb

b. an adjective complement after the direct object

(2) Prepositional phrases of direction introduced by "to" and "away from"

(3) Who, what, and yes-no questions

(4) Full and abbreviated responses to who, what and yes-no questions

(5) The present, future, and past forms of action verbs like "push" and "pull",

Lessons 92 - 93

(1) Sentences with:

a. a noun complement after the direct object

b. an adjective complement after the direct object

(2) Pronouns as direct objects in such sentences, but not for the complement.

Lessons 94 - 95

(1) Yes-no questions and statements with "and" or "but"

(2) The conjunctions "and" or "but":

a. connecting verbs ending in -ing

b. connecting nouns.

Lessons 96 - 98

(1) What questions with the pro-verb "do"

a. about a present action ("is...doing")

b. about future action ("will...do")

c. about a past action ("did...do")

(2) What questions with transitive verbs

(3) Responses to what questions with the pro-verb "do"

(4) The difference between the future, current (present), and past forms of verbs.

Lessons 99 - 102 (Appendix A-1 continued)

(1) What and who questions about the indirect object

(2) What questions about the direct object

(3) What (with "do" as the main verb) questions about the verb

(4) "Bring" and "take" in requests, in statements, and in who and what questions. Also past forms of "bring" and "take" ("brought"; "took")

(5) The use of "go" with "over there" and "come" with "here".

Lessons 103 - 106

(1) Where questions with forms of "be"

(2) The present, past, and future forms of "be"

(3) Responses to such where questions which include "over there" or "here".

Lessons 107 - 108

(1) Verbs like "take" and "put", which require a locative phrase after the direct object

(2) Where, what, and who questions about sentences which contain "take" and "put" specifically:

a. where about the locative phrase

b. what about the direct object

c. who about the subject

(3) Responses to such where, what, and who questions

(4) Present, past, future forms of "take" and "put".

Lessons 109 - 110

(1) Who and what questions about sentences containing verbs like "give", specifically:

a. what questions about the direct object

b. who questions about the subject and the indirect object

(2) Past, present, and future forms of "give" in the above questions

(3) Responses to such questions.

Lessons 111 - 113

(1) Which questions about:

a. the direct object

b. the object of the verb

(2) Statements with compound direct objects connected by "and"

(3) Statements with "the other" (as an alternative to "one")--part of the subject and "is" as the main verb

(4) Responses to such questions

(5) Present, past, and future forms of verbs in questions and statements.

Lessons 114 - 117

(1) Yes-no questions with "is", "are", "am" plus "going to" as an alternative to "will"

(2) What questions with "was going to do"

(3) Responses to such questions

(4) Compound sentences with "was going to" plus verb in the first clause followed by an abbreviated second clause

(5) The conjunctions "and" and "but"

a. "and" associated with affirmative agreement between the two clauses

b. "but" associated with an affirmative--negative contrast between clauses.

Lessons 118 - 120

(1) What and yes-no questions with "want" and a verbal complement

(2) Responses with "want" and a verbal complement after it

(3) Who questions about:

a. the subject of "want" followed by a direct object and a verbal complement

b. the direct object of "what" and the subject of the verbal complement

(4) Responses to such who questions.

Lesson 121

(1) Imperative statements with "ask" or "tell" followed by a direct object and a verbal complement

(2) Questions corresponding to what is asked by imperative statements with "ask"

(3) Imperative statements corresponding to what is being requested by imperative statements with "tell".

Lesson 122 - 125

(1) What questions (with "do") about the verbal complement

(2) Who questions about:

a. the subject of statements with a verbal complement after the direct object

b. the direct object of statements with a verbal complement after the direct object

(3) Yes-no questions with a verbal complement (without a preceding "to") after the direct object

(4) Responses to such what, who, and yes-no questions.

Lessons 126 - 128

(1) Statements with two verbal complements, the first with "to", the second without

(2) Who questions about:

a. the subject of such statements

b. the first direct object of such statements

(3) What questions about the second verbal complement of such statements

(4) Statements with verbal complements containing verbs ending in -ing

(5) What questions about the verbal complements of such statements(4)

(6) Statements with verbal complements introduced by "before" and "after"

(7) What questions with "do" about the main verb of statements(6).

APPENDIX A-2 - SEQUENCE OF SYNTACTIC STRUCTURES
Level II

Lessons 2 - 5

(1) Yes-no questions and proper intonation

(2) Yes-no questions with forms of "be"

(3) Yes-no questions with the subject after a form of "be"

(4) Yes-no questions with "there" after a form of "be"

(5) Short responses to such questions.

Lessons 6 - 10

(1) Where questions with forms of "be"

(2) Answers to where questions containing various locative prepositions: by, in, on, under, at

(3) Rhythm (phrasing, stress, and intonation) of where questions and answers

(4) Single and compound proper names or their pronouns as subject of where questions.

Lessons 11-15

(1) The rhythm (phrasing, stress, and intonation) of who questions

(2) Who questions with all the personal pronouns as subject after "am", "is" and "are"

(3) Who questions with "this" or "that" as subject after "is"; "these" or "those" after "are"

(4) Responses to the above who questions

Lessons 16 - 21

(1) The rhythm (phrasing, stress, and intonation) of information questions: what

(2) What questions with "is" and "are"

(3) Pronouns "he", "she", "it", or "they" as subject of such questions

(4) What questions with "this", "that", "these", or "those" as subject

(5) Compare and contrast between yes-no, what, where, who questions.

Lessons 22 - 25

(1) "Was" and "were" as the main verbs in yes-no, where, who, and what questions

(2) "Who" and "what" as the subject of who and what questions.

Lesson 26

(1) Pronunciation

Lessons 27 - 30

(1) Yes-no, where, who, what questions with the future form of "be": "will be"

(2) Different responses to such questions.

Lesson 31

(1) Pronunciation

Lessons 32 - 37

(1) Yes-no, where, who, and what questions with regular verbs (i.e., other than "be") in the future form: "will" plus verb

(2) Responses to such questions.

Lessons 38 - 40

(1) "Did" plus verb, in yes-no, where, and what (about the direct object) questions

(2) The past form of regular verbs (without "did") in who questions about the subject

(3) Responses to such questions

Lesson 41

(1) Pronunciation

Lessons 42 - 45

(1) What questions about the verb phrase: "what" with a form of "do" as the main verb

a. present form of "do" in such questions: "be" plus "doing"

b. past form of "do": "did" plus "do"

c. future form of "do": "will" plus "do"

(2) Responses to such questions.

Lesson 46

(1) Pronunciation

Lessons 47 - 50

(1) "Be" (present form) plus "going to" followed by a verb in:

a. who questions about the subject

b. where questions

c. what questions about the direct object

d. what questions about the verb phrase (with "do" as the main verb)

(2) Responses to such questions.

Lessons 51 - 55

(1) The past form of "be" plus "going to" followed by a main verb in:

a. who questions about the subject

b. what questions about the direct object

c. where questions about the locative adverb

d. what questions about the verb phrase (with "do" as the main verb)

(2) Responses to such questions.

Lesson 56

(1) Pronunciation

Lesson 57 - 58

(1) Who questions about the subject and containing an indirect object phrase with "to" after the direct object phrase

(2) Who questions about the subject without "to" before the direct object phrase.

Who gave the bulbs to Mary?
Who gave Mary the bulbs? --synonymous

(3) The use of the past, present progressive (with -ing), and the future forms of the verb in such questions

(4) Responses to such questions, keeping in mind the agreement in verb tense between the question and the response

(5) Who questions about the indirect object

Lessons 59 - 60

(1) Who questions about the subject, who questions about the direct object, and what questions about the direct object of sentences with indirect objects

(2). The use of the future, present progressive, and past tenses

(3) Responses to such questions, paying particular attention to the tense which corresponds to the question.

Lessons 61 - 65

(1) How many questions about the direct object

(2) The present form, the past form, and the future form of verbs in such questions as:

a. does plus have

b. did plus take

c. will plus take

(3) Responses to such questions.

Lessons 66 - 68

(1) How many questions with "there" as the dummy subject with three different tenses:

a. present- "are"

b. past - "were"

c. future - "will be"

(2) Responses to such questions: containing a number to replace "how many" (in a different position in the sentence)

Lessons 69 - 70

(1) How much questions with "there" as the dummy subject and "how much" and a mass noun as the true subject

(2) Three types of questions with "there" as a dummy subject:

a. yes-no questions

b. how much questions

c. how many questions

(3) The responses to such questions, with particular attention to the uses of "a little (of)" and "a lot(of)" in response to how much questions.

Lessons 71 - 75

(1) Yes-no, who (about the subject) what(about the direct object), and how (about the adjective complement) questions with an adjective complement

(2) Such questions with:

a. future forms of the verb: "will" plus verb or "be" plus "going to" plus verb

b. the past form: "did" plus verb

(3) Responses to such questions.

Lessons 76 - 79

(1) Yes-no, how, who (about the subject), where, and why questions involving the notion of going somewhere by some mode of transportation

"go" - (by car, by bus)
- (to New York)

(2) Responses to such questions.

Lesson 80

(1) Pronunciation

Lessons 81 - 82

(1) Who relative clauses after human nouns like "teacher"

(2) Who questions and yes-no questions with a form of "be" as the main verb as cues for responses containing a relative clause.

Lessons 83 - 85

(1) Which relative clauses after nonhuman, inanimate nouns like "surprise" and "bicycle"

(2) The distinction between which and who relative clauses.

Lessons 86 - 90

(1) Yes-no questions with a form of "be" as the main verb and containing "here" or "there" as the predicate adverb

(2) Yes-no questions containing where relative clauses

(3) Yes-no questions containing relative clauses without relative pronouns

(4) Responses to such questions.

Lessons 91 - 95

(1) Requests with indirect question clauses introduced by "where", "what", "who", and "if"

(2) Indirect question clauses containing a form of "be" as the main verb

(3) Direct questions complying with such requests

(4) Responses to the direct questions.

Lessons 96 - 100

(1) Yes-no (if), where and what indirect questions:

a. following "ask (someone)"

b. preceding the normal word order of statements (except for the phrase which the question word "where" or "what" is replacing)

(2) Responses (in the form of direct questions) to such requests.

Lessons 101 - 105

(1) Requests with indirect what questions about the predicate through the use of some form of "do" with temporal phrases, e.g., "in the morning", or locative phrases, e.g., "in the bathroom" as expansions:

a. in the future with "is" (or "am" or "are") plus "going to do"

b. in the past with "did"

c. in the (habitual) present with "does" (or "do")

(2) Complying with such requests with direct what questions

(3) Responses to the direct what questions.

Lessons 106 - 110 (Appendix A-2 continued)

(1) Who questions about two or more human nouns being compared

(2) Which questions about two or more inanimate nouns being compared

(3) What questions about two nonhuman nouns being compared

(4) The responses to such questions

(5) The comparative form (-er) of adjectives in such questions and responses

(6) Comparative constructions with "than", "or"

(7) Who and which questions with the -est superlative form of adjectives and containing the "or" construction.

Lessons 111 - 115

(1) Who comparative questions about:

a. two human nouns (as subject) connected by "or" (e.g., "you or Mary")

b. three or more human nouns (as subject) connected by "or"

c. the manner of performance of two human nouns (as subject) connected by "or"

(2) Who questions with the comparative form of adjectives, or with "more" plus a plural noun

(3) Who questions with the comparative form of adverbs

(4) Which questions about:

a. two nonhuman nouns (as subject) connected by "or"

b. three or more nonhuman nouns (as subject) connected by "or"

(5) Which questions with the comparative form of adjectives, or with "more" plus a plural noun

(6) Use of "more" (as quantity) in who and which questions about two [human / nonhuman] nouns (as subject) connected by "or"

(7) Use of "most" (as quantity) in who and which questions about three or more [human / nonhuman] nouns (as subject) connected by "or"

(8) The comparative form (-er) of adverbs

(9) Responses to above questions.

APPENDIX B-1 - PHONOLOGY OUTLINE
Level I

Lesson in which the listed sound is first introduced:

Lesson 4

unstressed [ə] (a & an)

Lesson 6 - 7

unstressed mid-central [ə] "banana"

Lesson 8

[iy] (he, she)

Lesson 11

[ɝ] the [ɝ ə]

Lesson 12

[uw] high back diphthong (you)

Lesson 13

[a] low back vowel (want, doll)

Lesson 15

[r] after a vowel (resonant, retroflex)
(chair, hear)

Lesson 17

[æ] low front vowel (am, cat) [æ] vs. [a] [m] final (am)

Lesson 26

[ɫ] velarized lateral after vowels in a syllable [l] after vowels (= [ɫ]) (bell, doll)

Lesson 28

[ey] mid front diphthong (play, name)

Lesson 29

[e] mid front vowel (sweater, bell, yes)

Lesson 32

[ay] (I, knife)

Lesson 34

[ɔ] mid back vowel, rounded (ball, orange, dog)

Lesson 35

[s] , [z] , [əz] possessive forms
[ɔy] high low back diphthong (boy, toy)

Lesson 39

[ər] r - colored mid-central vowel (work, bird, her)

Lesson 41

[dʒ] voiced alveolar affricate (juice)

Lesson 42

[tʃ] voiceless alveolar affricate (chocolate, chicken)

Lesson 47

[ow] diphthong

Lesson 48

[s],[z],[əz] plural count nouns

Lesson 51

[aw] diphthong, rounded (brown)

Lesson 52

[ʃ] voiceless palatal fricative (she)

Lesson 65

[θ] voiceless dental fricative (three)

Lesson 66

[v] , [f],[ð],[θ] in initial position

Lesson 68

[m], [n], [ŋ] in final position

Lesson 71

[u] low high back vowel, rounded (cookie)

Lesson 74

[ɔ˄] before [r] (floor)

Lesson 75

[i] before [r] (hear)

Lesson 79

[p] and [b] before vowels (peas, beans)

Lesson 83

[k] voiceless velar stop; after a consonant at the end of a word (fork)

Lesson 86

[d] voiced alveolar stop, after a consonant (opened, cleaned)

Lesson 87

[t], [p], [k], [f], [s]- after a consonant

Lesson 94

[p], [t], [k] aspirated in initial position (before a vowel)

Lesson 95

[b], [d], [g] in initial position (before a vowel)

Lesson 96

[v] ,[ʃ] in final position (have, knife)

Lesson 97

[s],[z] in initial position (Sue, zoo)

Lesson 99

[w] (what, walk)

Lesson 100 (Appendix B-1 continued)

[y] (yawn) initially (before vowels)

Lesson 103

[h] initially (here, hand)

Lesson 105

[ʒ] (treasure)

Lesson 107

[ʃ] (shoe, she)

Lesson 109

[sm], [sn], [sl] clusters initially (small, snail, slow)

Lesson 111

[sp], [st], [sk] clusters before vowels (spin, stand, sky)

Lesson 112

[spr], [str], [skr] 3 consonant clusters at the beginning of words (spring, strikes, scrub, splash)

Lesson 114

[r] after [p,t,k] and before vowels (pretty, crawling, tree)

Lesson 115

[r] after[b, d, g] and before vowels (brown, drop, ground)

Lesson 116

[r] after [ʃ]and[ɹ] and before a vowel (shrimp, three)

Lesson 119

[l] after [p,b,k,g] (plum, blue, class, glass)

Lesson 120

[f] and [v] after[l] and [r] (elf, elves, scarf)

Lesson 121 (Appendix B-1 continued)

[b] and [p] after [ɹ], [r], [m] or [s] at the end of words (blub, curb, harp, lamp, wasp)

Lesson 122

[rtʃ], [ntʃ] and [rʃ] (march, lunch, marshmallow)

Lesson 124

[rdʒ] and [ndʒ] at end of words (large, change)

Lesson 125

[ŋk], [rk] and [sk] at the end of words (tank, cork, mask)

Lesson 127

[rɝ] after vowels (girl, curl)

Lesson 128

[rm] and [rn] after vowels (farm, horn)

APPENDIX B-2 - PHONOLOGY OUTLINE
Level II

Lesson 1

[ə], [æ], and [ɑ] as in (cut, cat, cot)

Lesson 6

[iy], [ey], [i], [e] (beet, skate, fish, net)

Lesson 11

[uw], [ow], [u], [ɔ] (Luke, bowl, look, ball)

Lesson 16

[ey], [ɑy], [ɔy], [aw] (bay, tie, toy, cone)

Lesson 41

[m] after vowels (lamb, I'm, jam)

Lesson 43

[p] after vowels (top)

Lesson 46 - 49

[z] as plural ending after [m], [n], and [y]

Lesson 53

[g] between vowels (a game, the goat)

Lesson 54 - 55

[b], [d], [g] between vowels

Lesson 56 - 59

[z] as plural ending after [b], [d], [g]

Lesson 61 - 65

[p],[t],[k] before vowels, aspirated (pot, tot, cot)

Lesson 66

[s] as plural ending after [p], [t], and [k]

Lesson 71 - 75 (Appendix B-2 continued)

[s] and [z] initially, medially and finally

Lesson 76

[z] as a plural ending after [l] and [r]

Lesson 77

[z] as a plural ending after [v]

[s] as a plural ending after [f]

Lesson 81 - 84

[ə z] as present tense ending after verbs ending in [s], [ʃ], and [tʃ] (passes, washes, teaches)

Lesson 86 - 88

[ð] and [θ] before and after vowels (these, thing, breathe, mouth)

Lesson 89

[ð] between vowels (mother, father)

Lesson 91 - 94

[ə z] as plural ending after [z], [ʒ], and [dʒ] (prizes, garages, badges)

Lesson 96

[t] as a past tense ending after [p] and [k] (jumped, kicked)

Lesson 97

[d] as a past tense ending after [b] and [g] (rubbed, lugged)

Lesson 98

[əd] as a past tense ending after [t] and [d] (patted, nodded)

Lesson 101

[t] as a past tense ending after [s] or [f] (kissed, laughed)

[d] as a past tense ending after [z] or [v] (sneezed, waved)

Lesson 106

[s] after [rt] (carts) [z] after [rd] (cards)

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100 TITLE: Guides for Teaching English as a Second Language to Elementary School Pupils

200 PERSONAL AUTHOR(S): Robert Wilson, Coordinator, Evelyn Bauer, Eddie Hanson, Jr., Donald Meyer, Lois Michael

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501

RETRIEVAL TERMS

600 Sequenced and structured lessons in English as a second language based
601 on audio-lingual principles of learning organized into guides at two levels
602 of difficulty. Planned for presentation to small groups of primary grade
603 children for at least one-half hour of daily instruction.
604
605
606

607 IDENTIFIERS: 1) H-200 Materials 2) Teaching English Early 3) California Guides for Teaching English as a Second Language to Elementary School Pupils 4) University of California at Los Angeles English as a Second Language Guides.

800 ABSTRACT:

801 The project to develop Guides for Teaching English as a Second Language to
802 Elementary School Pupils was funded in 1965 as a Curriculum Improvement Proposal
803 under the provisions of Public Law 511. The project was co-sponsored by the
804 California State Department of Education and the University of California,
805 Los Angeles. Staff members of both institutions were represented on an Advisory
806 Committee. Four writers worked under the direction of a linguist to produce the
807 material. They were also enrolled in post-graduate classes in the teaching of
808 English as a second language. The writers selected were all classroom teachers
809 with successful experience in schools enrolling children whose native language
810 was not English.
811
812 Two guides covering the first two levels of instruction have been prepared
813 for use in the primary grades. The guides are now titled Teaching English Early.
814 The material is organized in a series of carefully sequenced daily lessons based
815 on audio-lingual principles of learning. They have been written for a situation
816 in which eight or ten children are taken from their regular classroom daily for
817 approximately a half-hour of special instruction. Each lesson includes review
818 and evaluation activities as well as special directions to the teacher planned
819 to guide effective presentation of the material. (203)
820
821
822

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