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Initiated in 1965, the Standard Speech Development Program of the Pittsburgh Public Schools was designed to give junior high school students control of standard English speech through oral pattern drills based on particular phonetic or grammatical structures of standard English. By the end of the 1967-68 school year, pattern drills were part of the English curriculums in 37 Pittsburgh schools and an evaluation of the program had begun. For the evaluation, 23 randomly selected teachers were interviewed to determine their understanding of program objectives, their actual classroom use of pattern drills, and the effectiveness of inservice training. Analysis of data showed that teachers were unable to identify valid program objectives and that discrepancies existed between recommended time allotments and actual classroom practice. No appreciable changes in teachers' attitudes or procedures resulted from the inservice training. At the time of this progress report, the Program is faced with two further tasks of evaluation the development of suitable instruments for measuring student achievement and the reexamination of teachers' attitudes and practices. (The appendices include an outline of the Program and copies of the interview questions.) (JS)

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STANDARD SPEECH DEVELOPMENT PROGRAM
1968 REPORT

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Pittsburgh Public Schools
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9. STANDARD SPEECH DEVELOPMENT PROGRAM

Summary

The Standard Speech Development Program was designed to give junior high school students control of standard English speech through pattern drills instruction. Instruction began in two schools in February 1967 following identification of local nonstandard speech patterns, curriculum development, and teacher training. By the end of the 1967-1968 school year, pattern drills formed part of the English curriculum in 37 qualifying schools.

Previous evaluation resulted in a detailed definition of the program and determination of its overall compatibility. In the current school year evaluation concentrated on (1) teachers' understanding of objectives, (2) their actual use of pattern drills, and (3) the effectiveness of an in-service training activity instituted during the school year. Analysis of data showed that many teachers were unable to identify valid program objectives and pointed up a discrepancy between recommended time allotments and actual classroom practice. No appreciable changes in teachers' attitudes or procedures occurred as the result of the in-service training.

Forthcoming evaluation will focus on redefining the program, developing suitable instruments for measuring student achievement, and reexamining teachers' attitudes and practices.

Introduction

Rationale for the Program

During his earliest years the native-born middle-class child acquires standard speech patterns through a constant, informal, trial-and-error process of repetition and correction. His control of standard speech is sufficiently firm before he enters school to enable his formal English courses to reinforce speech habits which are already developed. Conversely, children in deprived areas of our central cities inherit, along with other elements of their subculture, the language patterns of a nonstandard dialect. In much the same manner as their middle-class counterparts attain control of standard speech, these children achieve control of their normal speech patterns. However, nonstandard patterns receive no reinforcement in conventional English classes. On the contrary, by the time speakers of nonstandard English have reached junior high school they have repeatedly heard that their nonstandard forms are universally and irrevocably incorrect. Linguistically speaking, these children are at a double disadvantage. They have invested as much time and energy to achieve language facility as standard-English-speaking students, only to learn that all the while they have been speaking "poor English."

In contrast, the decision made in the Standard Speech Development Program to provide speakers of nonstandard English in our schools with the ability to control standard speech does not imply rejection or devaluation of their customary language habits. Indeed, it acknowledges the desirability of nonstandard speech in many daily situations. It is predicated rather on the realistic observation that successful social and business communication with middle-class speakers in the larger world depends upon the ability to use standard grammar and pronunciation.

Pattern drills instruction, with its emphasis on student participation and constant repetition, has proved effective over the years in teaching English to speakers of other languages. In a real sense, standard English is another language (or at least another dialect) for speakers of nonstandard English. It was reasoned that this method of instruction might be equally beneficial in teaching nonstandard speakers the patterns of standard English and might facilitate their ability to control these patterns automatically. Further, it was hoped that pattern drills, which do not depend on rules as a means to language learning, would eliminate the value judgments inherent in more traditional classroom techniques. As Ellison points out,

> ....the way to teach new forms or varieties or patterns of language is not to attempt to eliminate the old forms but to build upon them while at the same time valuing them in a way which is consonant with the desire for dignity which is in each of us.[1]

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1. Ralph Ellison, quoted in Social Dialects and Language Learning, ed. Roger Shuy (Champaign, Illinois, 1964), p. 71.

Thus, the underlying philosophy of the Standard Speech Development Program is fully consistent with a major goal of all Title I projects--to improve the self-image of students from deprived environments.

The Standard Speech Development Program was designed for all students in grades seven and eight in qualifying schools. Considerable attention was given to grade selection. Program planners were well aware that the optimum grade placement for teaching English as a second language to native speakers remains unresolved. For instance, Williamson reports that teachers in Memphis originally felt that the responsibility for concentrating on students' speech patterns, insofar as it concerned the schools at all, lay with the elementary school. "In recent years, however," she continues, "there has been a change in attitude. There is the general feeling that something can and must be done at the high school level, although it is still understood that much should be done in the elementary grades."[2] Blake and Amato are concerned with the same problem when they ask, "Which skills should be given priority and at what age levels?" This is one of the questions which they consider requires additional research.[3] Roger Shuy, consulting with the English department of the Pittsburgh Public Schools,

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[2]Juanita Williamson, "Report on a Proposed Study of the Speech of Negro High School Students in Memphis," Social Dialects and Language Learning, ed. Roger Shuy (Champaign, Illinois, 1964), p. 23.

[3]Howard E. Blake and Anthony J. Amato, "Needed Research in Oral Language," Part II, Elementary English, Vol. XLIV, no. 3, (March 1967), 261.

stated as recently as June 1968 that there is still no convincing research to show at what age children can best learn the adult norms of standard English.

Despite this uncertainty, grades seven and eight were initially chosen for the present program mainly because of motivation. It was reasoned that students would more naturally develop a heightened interest in acquiring another set of oral language skills as they experienced the increased social and economic contact with speakers of standard English that is to be expected during the early adolescent years.

History of the Program

The Standard Speech Development Program was conceived as an ESEA Title I project in 1965. Three preliminary tasks were necessary before the program could become operational in the schools. These were: (1) the identification of the specific grammatical and phonological patterns to be taught, (2) the preparation of the pattern drills, and (3) the conducting of an initial in-service program to acquaint teachers with the philosophy of teaching standard English as a second language and train them in proper procedures and techniques. Each of these tasks was completed before the program became operational in any school. They are summarized below:

1. The linguistics consultant taped informal interviews with 96 representative students in six poverty-area high schools, made a preliminary analysis of the tapes, and on the basis of

frequency identified the speech patterns "which seem[ed] to be social class markers in the Pittsburgh area."[4]

2. Three teachers of high school English were selected by the Associate Director of Instruction for English to be trained by the consultant in writing the pattern drills curriculum. Wall charts to accompany the drills were prepared by the Office of Research. After revision under the consultant's supervision, an initial set of 87 pattern drills was prepared.

3. A one-day in-service training program in philosophy and procedures was conducted for teachers assigned to the program in the two qualifying secondary schools in which pattern drills instruction would first be given. The consultant also taught a demonstration lesson in each of these pilot schools.

Initial evaluation reflected the immediate needs for placing the program in operation. It centered on describing the program as it was originally conceived, and in analyzing a sufficient number of student interviews to identify the crucial local speech patterns of nonstandard speaking children in the manner described above.

In February 1967 pattern drills instruction was introduced in Conroy and Westinghouse junior high schools, the two pilot schools, as planned. Both of these schools had provided subjects for the student interviews. By the end of the school year, all teachers of seventh- and eighth-grade English in 20 qualifying secondary schools were instructed to incorporate pattern drills into their basic curriculum. To

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[4] Ann T. Anthony, "Research Project on Pattern Drills," ESEA Title I Projects: Pattern Drills, 1967, Board of Public Education (Pittsburgh, 1967), p. 47.

make this possible, an in-service session similar to the one conducted for teachers in the pilot schools was provided.

The following evaluation developments proceeded concurrently with the instructional activities listed above:

1. A program definition was prepared by teachers and administrators under the supervision of the evaluation staff.

2. Field interviews were conducted in the two pilot schools to determine the compatibility of pattern drills instruction with the schools' overall program. No serious conflicts were discovered.

3. A panel made up of program staff, evaluation personnel, and the linguistics consultant met to judge the adequacy of the program definition. At this meeting data from the field interviews were reported, and suggestions for redefining the program were recorded. The panel called attention to the need to expand the definition by:
   a. Developing sufficient enabling objectives to clarify the route toward terminal objectives
   b. Listing activities for all the enabling objectives
   c. Including measurement criteria, where possible, for the stated objectives
   d. Specifying qualifications for teachers and the appropriate activities to help them achieve these qualifications
   e. Formulating specific functions and duties for program staff

Copies of the definition and the panel's suggestions were distributed to teachers and administrators at the beginning of the next school year.

The beginning of the current school year saw the Standard Speech Development Program extended to ninth-grade classes in the 16 qualifying junior-high schools and to the newly opened Columbus Middle School. At the latter school sixth-grade students were also included in

the program. Teachers in these schools were offered a Saturday morning workshop conducted by the consultant prior to their embarking on the program. During the second semester one of the teachers on the curriculum-writing committee, who had taught in the program in its first year at Westinghouse High School, conducted a half-day in-service session in each participating school.

In June 1968 the noted linguist Roger Shuy of Michigan State University conferred with the program's decision makers and supervisors on the subject of teaching standard English as a second language to native speakers of nonstandard dialects.[5] In addition to the previously mentioned disagreement concerning the ideal age for beginning pattern drills instruction, Dr. Shuy emphasized the following points:

1. Further study to determine the optimum frequency for pattern drills presentation is needed. Research in this area is scheduled for 1968-1969 in the public schools of Washington, D. C.

2. Linguists disagree on the proper sequence and priority of individual drills.

3. The competence of high school teachers to develop curriculum materials is open to question.

4. Curriculum planners should guard against over-generalization in the very complex task of leading adolescents to acquire control of standard speech. Individual differences can easily be overlooked in a too-rigid formulation of materials and techniques.

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[5]Roger Shuy is editor of Social Dialects and Language Learning, published by the National Council of Teachers of English. A copy of this booklet was presented to all teachers of pattern drills in the spring of 1967 to supplement their understanding of the program's philosophy and objectives.

5. Decisions relating to the efficacy of instructional programs should not be made prematurely.

The relevance of Dr. Shuy's observations to the present program will be discussed in further sections of this report.

Description of the Program

The Standard Speech Development Program, formerly called "Pattern Drills Program," has two major objectives. Behaviorally stated they are: (1) the use of the standard speech patterns of Western Pennsylvania in appropriate situations, and (2) the ability to switch back and forth from standard to nonstandard speech as conditions require. Standard speech is defined by Irwin Feigenbaum as "that variety of English used by educated, socially well-placed members of the society in carrying out the business of the society."[6] One way to accomplish the objectives stated above is through pattern drills instruction. In the Pittsburgh Public Schools pattern drills instruction depends upon two basic student activities--listening to the standard English sound or grammatical form after receiving a cue from the teacher, and then repeating it in a variety of drill practices in large groups, small groups, and individually. Each separate drill is limited to a specific phonetic or grammatical form. Frequent substitution drills are presented in

[6]Quoted in a paper delivered at a linguistics conference in Miami, Florida, April 1967.

which students concentrate on nonessential substitutions in phrase or sentence content while the desired pattern remains constant, though unstressed. This practice reinforces the standard English pattern and leads to its eventual automatic control. Occasional test drills provide for informal evaluation and tie together a series of related exercises.

The recommended procedure incorporates a ten- to fifteen-minute pattern drills lesson into every English period for all students in the specified grades and schools. Ordinarily each lesson consists of a single drill devoted to a particular phonetic or grammatical structure of standard English. Using the prepared drills according to prescribed directions, in a typical lesson the teacher begins by motivating the drill while the students listen and the pattern is established. Then the teacher gives a cue and the students respond. The process is repeated, with appropriate variations as to individual and groups responses, for the duration of the drill. Special charts accompanying many of the drills are an aid to motivation and sustained interest while they provide visual cues designed to elicit the proper response. A diagram depicting the process for presenting pattern drills and indicating the hierarchy and interrelationships of objectives is shown in simplified form in Figure 1 on pages 9-11a/11b.

The students involved in the Standard Speech Development Program, though far from being a homogeneous group, have many observable

characteristics in common which must be taken into consideration when planning instructional duties:

1. A majority of the students entering the program cannot control standard English.

2. Many students come from homes in which standard English is neither spoken nor accepted.

3. A large number of students feel that they would be ridiculed if they used standard English in their community.

4. Some students resist standard English because, in their opinion, its acquisition will lead adults to expect too much of them.

5. Many students expect language instruction to offer them a practical tool for communication.

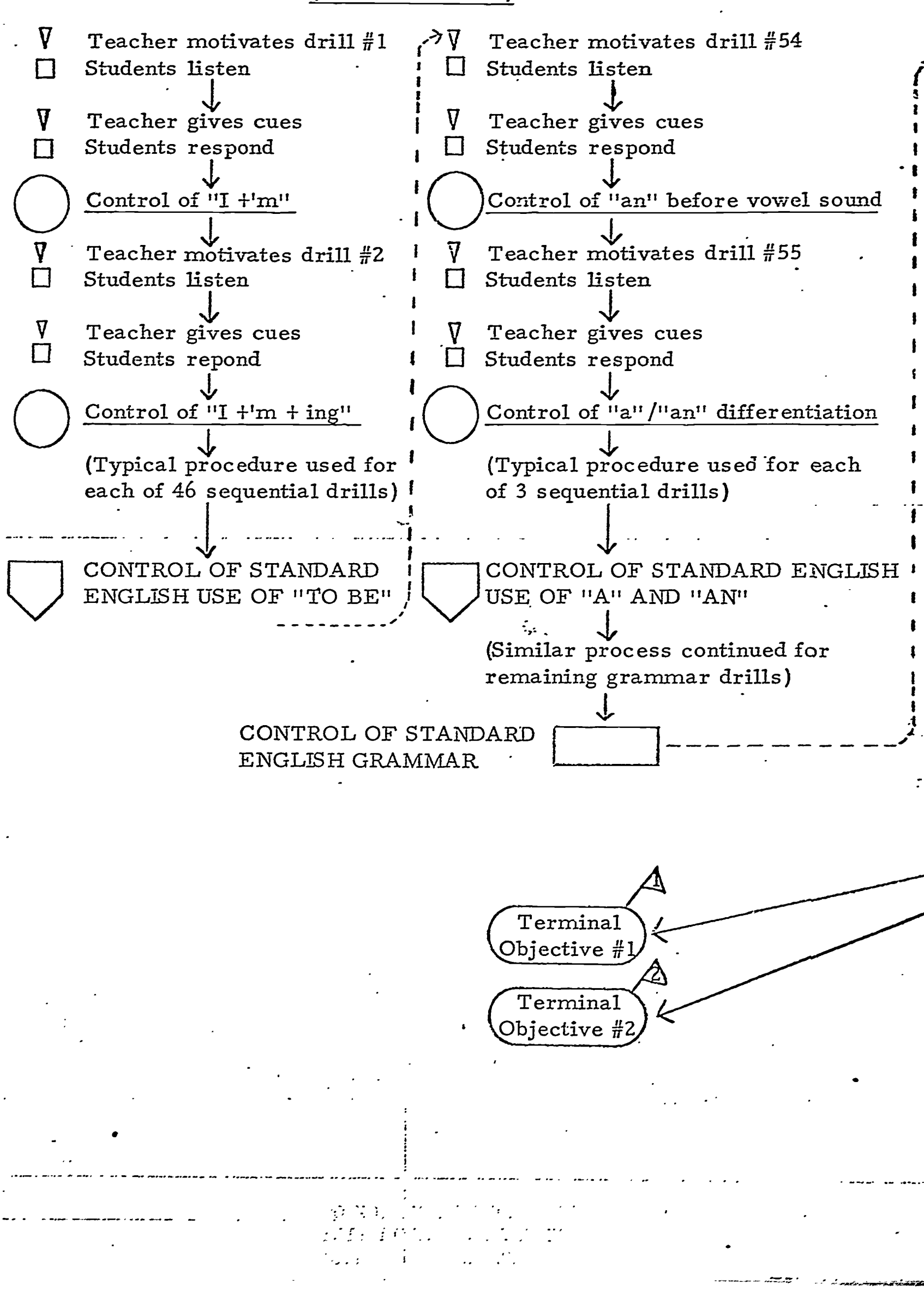
For a more detailed description of the program see the program definition which is contained in Appendix A.

Program Operation

Statement of the Problem

The major evaluation effort of the current school year was to determine the degree of consistency between the operation of the Standard Speech Development Program and its defined specifications. This study was concerned with two questions: (1) how teachers were using the drills, i.e., how often they were being taught and for what length of time at each session and (2) whether teachers understood the purposes of pattern drills instruction. The rationale for asking the first question was pointed up by the weakness in the definition relating to the need to specify the duties and functions of teachers. It was considered especially

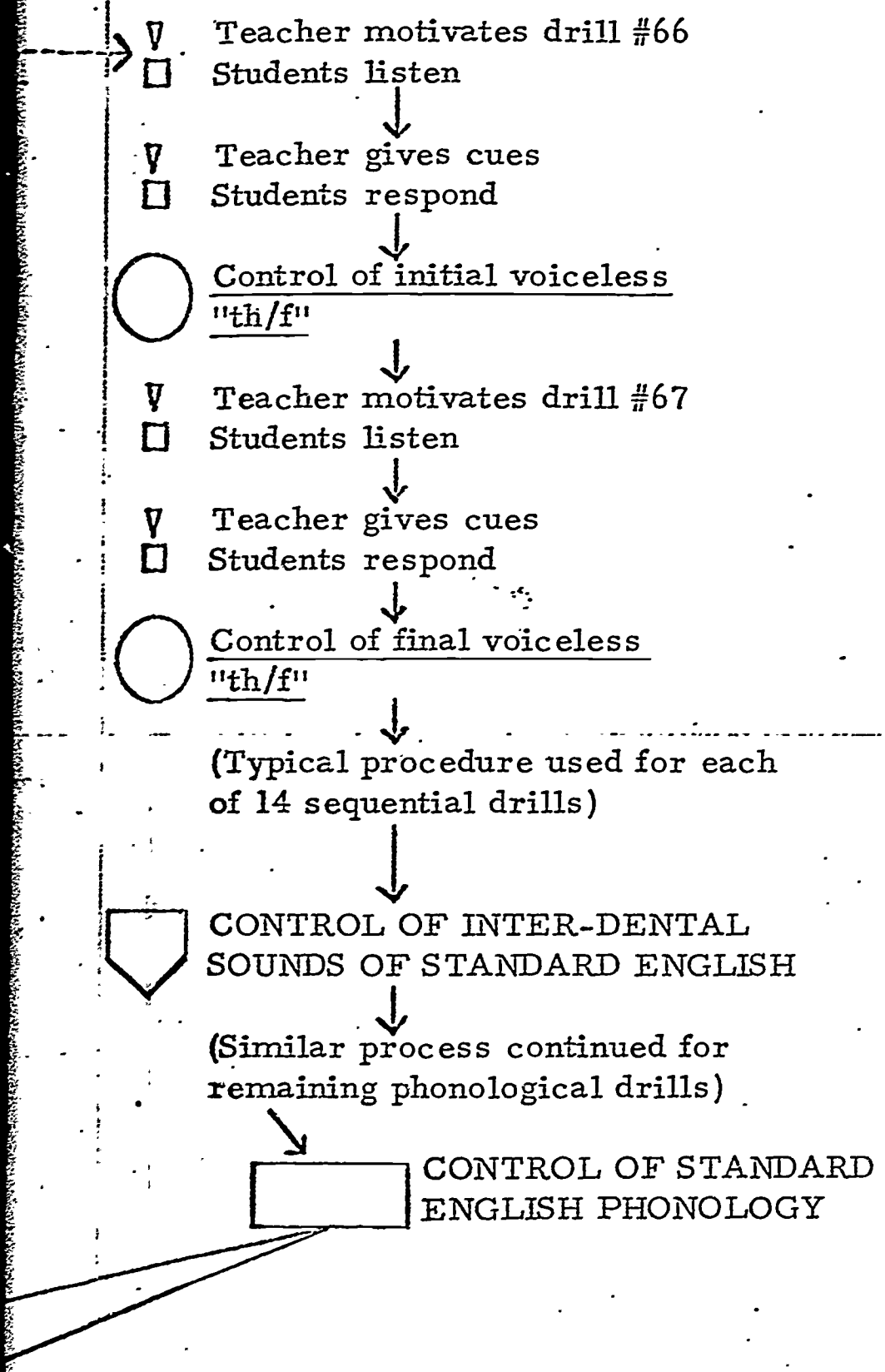
FIGURE 1: SIMPLIFIED DIAGRA

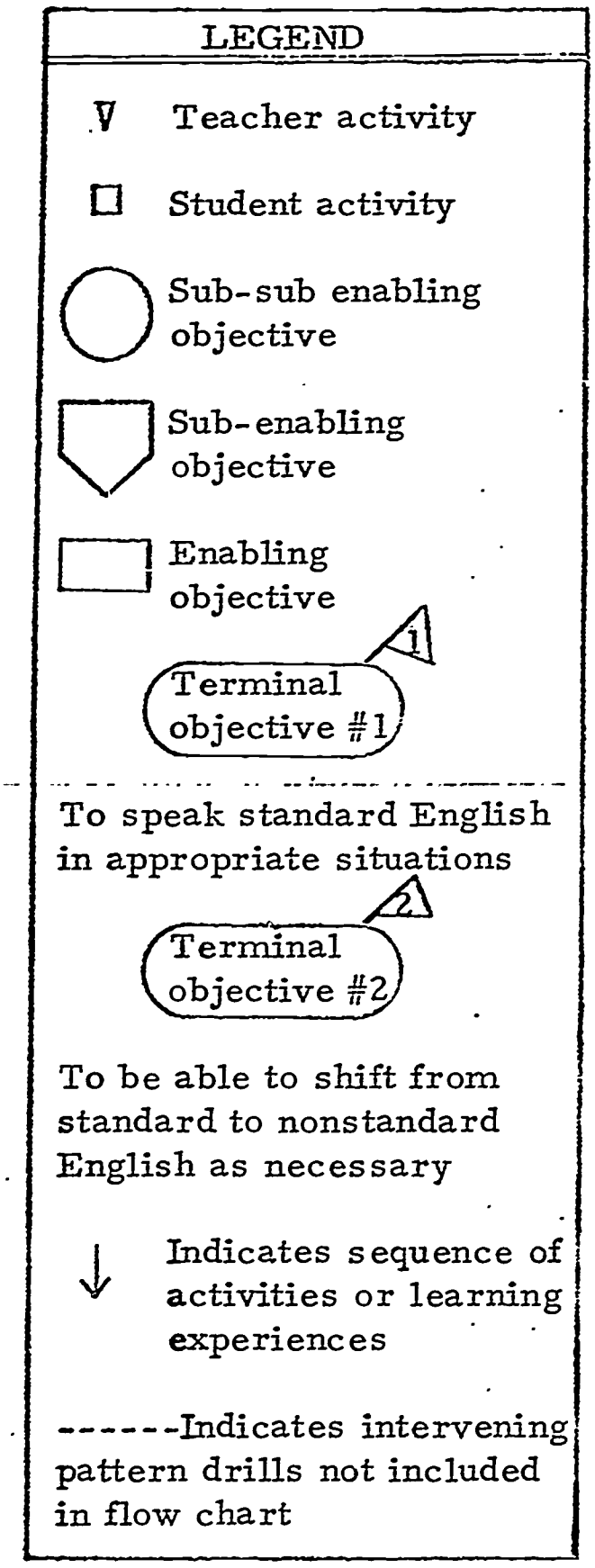


"E

GRAM OF PATTERN DRILLS PROCESS

(Phonological Drills)





important to observe the frequency of instruction and class time alloted to the drills in light of the consultant's observation that in order to meet the program's objectives relating to automatic control of standard speech, pattern drills should be taught for at least 15 minutes a day. The consultant reaffirmed this recommendation in a letter to the program's evaluator dated February 16, 1968 by stating:

> Although there is very little in applied research in social dialect work to indicate the optimum timing and duration of pattern drills in the classroom to develop control of standard English as a second dialect, I recommend the use of the pattern drills materials for a minimum of 15 minutes, five days a week, in the Pittsburgh Standard Speech Development Program. The regular daily use of the drills cannot be emphasized too strongly, since the immediate goal of developing a new set of language habits depends heavily on regular and repeated practice to establish automatic control.

The decision to ask the second question was dictated by the realization that if teachers are to present pattern drills properly, they should be able to state the program's overall objectives.

Method

Answers to the above questions were obtained in January 1968 through field interviews of 23 randomly selected teachers, approximately 25 percent of those in the program. The sample included teachers in elementary and secondary schools, with most geographic areas of the city represented. The instrument used in the interviews was a two-part questionnaire developed by the evaluation staff of the Office of

Research. (See Appendix B). Part I required that the respondents indicate the frequency and time allotments they thought desirable for pattern drills instruction in each grade, and then state the actual frequency and time allotment they provided in their classrooms. In Part II respondents checked from a list of 14 objectives those they considered pertinent to the program.

Six of the objectives listed were valid in terms of the program's definition, while seven were spurious in that they did not pertain to pattern drills instruction. Teachers were then asked to rank the objectives they had checked in terms of importance.

Analysis of the field interview of elementary and secondary teachers consisted of (1) a comparison between desired and actual time involvement and (2) a study of teachers' understanding of valid program objectives. The rank-ordering of objectives was not analyzed, since a judgment of their relative priority had not been established, nor was it believed to be especially important at the present stage of program development.

The same instrument was administered a second time approximately one semester after the completion of the previous interviews. In the interval an in-service training program had been held. It was hoped that the second administration of the instrument would determine what direct effects, if any, the in-service activity had had upon classroom practice and upon teachers' understanding of program objectives. In

the interim there had been no change in organization and only minimal turnover of personnel. The instrument administered in the new cycle of observations differed from the earlier version in two minor respects: (1) the section on rank-ordering of objectives was eliminated, and (2) a section in which teachers were to evaluate the in-service training was added.

Findings

Analysis of data showed that many teachers were unable to identify valid program objectives and pointed up a discrepancy between recommended time allotments and classroom practice. No appreciable changes in teachers' attitudes or procedures occurred as a result of the in-service training. A more detailed account of the findings follows.

After the first administration of the interviews, the analysis resulted in the following findings:

About half the teachers were not holding the number of sessions per week that they considered desirable, as shown in Table 1:

TABLE 1

Differences Between Desired and Actual Number of Sessions per Week

	Differences per Week in Days				
	0	1	2	3 or More	Total
Number of Teachers Reporting Differences	12	6	1	3	22

Table 2 shows the wide variance of time allocated to pattern drills. In their conception of the desirable number of sessions per week, teachers ranged from zero to five, and the number of actual classroom presentations covered the same range. The bi-modal values were one and five sessions per week for both desired and actual sessions.

TABLE 2

Differences Between Desired and Actual Number of Sessions per Week

	Number of Sessions per Week			
	1 or Fewer	2-4	5	Total
Number of Teachers Reporting Desirable Sessions	5	8	9	22
Number of Teachers Reporting Actual Frequency of Sessions	9	8	5	22

As shown in Table 3, however, approximately three-fourths of the teachers were able to hold sessions of a length they considered desirable:

TABLE 3

Differences Between Desired and Actual Minutes per Session

	Differences in Minutes per Session			
	0	5	10	Total
Teachers Reporting Differences	16	5	1	22

Table 4 records an equally wide variance between the number of minutes per class period teachers felt they should give to pattern drills instruction and the amount of time they did in fact devote to it.

TABLE 4

Differences Between Desired and Actual Time per Class Period

	Number of Minutes per Session			
	10 Minutes or Fewer	10 Minutes	More Than 10 Minutes	Total
Teachers Reporting Desirable Number of Minutes per Session	10	7	5	22
Teachers Reporting Actual Number of Minutes per Session	12	6	4	22

Many teachers were uncertain about the program's objectives with almost 40 percent responding inappropriately. For instance, while 19 teachers recognized that an objective of the program was to use standard speech patterns automatically, 14 thought an objective was to substitute formal acceptable words and phrases for overused slang expressions, and 14 considered the correction of minor speech impediments a valid goal of pattern drills instruction. These last two were not goals of the program.

In the second series of interviews teachers generally reaffirmed their previous attitudes and practices concerning the time dimension. In summary,

1. Teachers did not see the need for daily presentation of pattern drills.

2. They fell somewhat short of realizing even the reduced frequency of presentation that they considered desirable.

3. They devoted less time to teaching the drills in each succeeding grade.

4. They were more likely to approach the recommended time for individual sessions than they were the recommended number of lessons per week.

5. They attributed the discrepancy between desired and actual practice to an overcrowded curriculum and lack of student interest.

A slight improvement was noted, in the second series of interviews, in teachers' ability to identify legitimate objectives of the program (69 percent appropriate responses versus 61 percent in the previous interviews). However, half of the teachers still saw the same two spurious objectives as valid--"To substitute formal acceptable words and phrases for overused slang expressions" and "To overcome noticeable speech impediments not requiring the services of a speech therapist"--and approximately one-third incorrectly identified two other invalid objectives, namely, "To increase their formal vocabulary" and "To spot errors in pronunciation and grammar in the language of their friends."

Over half the teachers credited the current in-service activity with helping them to lead their students to realize two crucial program objectives: (1) the ability to reproduce the phonology and grammar of standard English and (2) the power to use appropriate speech patterns automatically. However, the continued uncertainty of many teachers regarding program objectives was pointed up by the fact that almost one-fourth of them also stated that the recent in-service training had helped them to accomplish invalid objectives.

Discussion and Conclusions

Comparison of the present data with that obtained earlier in the year failed to show any appreciable effect of in-service training during the second semester. These data reinforce the need to mitigate the discrepancies in the areas studied.

The findings of the interviews pointed up a discrepancy between recommended time allotments and actual classroom procedure, which appears to be a serious obstacle to effective operation of the program.

Teachers had several explanations for their inability to meet the minimum time requirements they thought desirable. Foremost among these was competition of traditional components of the English curriculum for instructional time. A typical comment was, "They keep adding new things to the course of study, but they never take anything out." Another reason given for neglecting pattern drills was inappropriate subject matter for junior high school students. Although the curriculum committee made an effort to consider the maturity and interests of the intended population when writing the drills, teachers reported motivation problems resulting from what they believed was the irrelevant content into which the separate drills were cast. This became more acute in each succeeding grade. Another factor contributing to the time discrepancy was teachers' lack of security in the philosophy and procedures of pattern drills instruction.

Several solutions, either separately or in combination, are suggested. The time conflict may be ameliorated in three ways: First, the components of the present course of study in English in participating schools can be realigned to make possible a definite daily pattern drills lesson. Second, the pattern drills can be substituted for portions of the grammar and speech sections of the present course of study. The three-track construction of the English curriculum may make it relatively feasible to effect this substitution. Roger Shuy's recommendation that individual differences be considered supports this suggestion. Third, the program's objectives can be modified by specifying a more limited and less rigorous set of expectations, which would in turn reduce the amount of time needed for instruction.

The findings of the questionnaire showed that the teachers were still unable to distinguish between valid and inappropriate objectives despite in-service training. This cast considerable doubt upon the program's successful implementation. One way to accomplish improved understanding of objectives among teachers and give them greater competence in motivating and presenting pattern drills is through an intensified in-service training program. This training should be offered before teachers begin to teach the drills and should be designed to acquaint them with the program's philosophy as it relates to participating students in the Pittsburgh Public Schools. An ongoing in-service training program of demonstration and supervision tailored to specific classrooms

and grade levels is also indicated. Shuy's statement about individual differences is again relevant.

Another area to be explored is the revision of existing materials to increase the relevance of the content of pattern drills for participating students. Attention should be given to writing new drills to attract the more mature students in the upper grades or to lowering the grade placement for the present program. The preparation of new materials regarding objectives and techniques for teacher reference is also in order. In undertaking this and the preceding activity, Shuy's concern about teachers' competence to develop pattern drills materials should be kept in mind.

Future Evaluation Activities

It will be recalled that the panel which met to judge the adequacy of the program's definition advocated inclusion of criteria to measure objectives. This recommendation led to specifying four aspects of student behavior which would need to be observed in order to measure student achievement. These are: (1) awareness of appropriate settings for using standard and nonstandard dialects of English, (2) perception of standard and nonstandard phonetic and grammatical forms, (3) physical ability to reproduce the sounds and grammatical constructions of standard English, and (4) ability to generalize standard speech forms in contexts other than those presented in the specific drills.

Since adequate instruments to measure these behaviors were not available, the Office of Research has undertaken responsibility for their development. Preliminary work was begun in the spring after consultation with Dr. John Upshur, Director of Testing, English Language Institute, University of Michigan. Several versions of a test to measure aural discrimination between standard and nonstandard English were developed by a psychologist in the Office of Research. These were administered to teachers of pattern drills at Columbus Middle School, and their comments solicited. As a result of teacher reaction, one form of the test was eliminated, and revisions on the others are being made.

At its present stage of operation, the Standard Speech Development Program is faced with two evaluation tasks of high priority. The first of these is to redefine the program with special attention given to writing explicit activities for objectives and to the time dimension. The second area of immediate concern will be to continue development of the instruments to measure achievement, and through their administration, to obtain data on student performance. The question of allocation of resources for the program will need to be determined by proof of its effectiveness in enabling students to control the speech patterns of standard English.

APPENDICES

APPENDIX A

Standard Speech Development Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The principal objective of the Standard Speech Development Program is to provide adolescents who ordinarily speak nonstandard English in all situations with the ability to speak the standard English of Western Pennsylvania when the occasion calls for its use. The rationale for the program acknowledges the place of both nonstandard and standard speech.

II. Scope

A. Number of Pupils and Schools Involved

At the end of the 1967-1968 school year, the program served approximately 6,000 students in 20 qualifying secondary schools, one middle school, and 17 qualifying elementary schools.

B. The Grades or Ages of Participants

Students served by the program include all those enrolled in grades 7, 8, and 9 in participating schools, and grade 6 in the middle school.

C. General Description of Staff

The staff for the Standard Speech Development Program is made up of all teachers of English in grades 7, 8, and 9 in participating schools, as well as grade 6 in the middle school. Supervision is provided by the Supervisor of English regularly assigned to the schools involved.

OUTCOMES

I. Major Objectives--the changes that are expected to take place in program participants as a result of their experiences in the program. There are two types of major objectives.

A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program

1. The student is able to communicate clearly with all speakers of English.

2. The student is able to shift automatically from nonstandard to standard speech and vice versa as the situation requires.

B. Ultimate Objectives--the long-range goals of the program. These are the objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

1. The student's job opportunities will increase.

2. The student's self-confidence will increase.

3. There will be increased opportunity for the student to participate in the activities of middle-class society.

4. The student's enthusiasm for participation and achievement in English classes will increase.

5. The student's ability and willingness to communicate with speakers of standard English will increase.

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to ensure the accomplishment of major objectives

A. The student is aware of the importance of standard speech in appropriate situations.

B. The student respects the appropriateness of nonstandard dialects in specific circumstances.

C. The student is able to produce the sounds and syntax of standard spoken speech.

D. The student is able to imitate different patterns of standard English.

E. The student can hear and distinguish between standard English and nonstandard dialects.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

A. There is a general upgrading of the community as its citizens are able to participate increasingly in economic and social activities brought about in part by newly acquired control of middle-class speech.

B. There is a gradual elimination of nonstandard speech as today's nonstandard speakers extend their knowledge and use of standard English.

ANTECEDENTS

I. Participants

A. Selection Characteristics

The only prerequisite mentioned for the program, aside from being enrolled in the appropriate grade in a qualifying school, was "an understanding of English vocabulary." This sole requirement points up two significant observations:

1. A principal difference between the use of pattern drills in foreign language and standard English instruction lies in the fact that in learning a foreign language the student must be taught to receive as well as transmit the patterns; but in learning standard English the nonstandard speaker already has a passive understanding of the patterns to be mastered.

2. Hence, in the present program, total energies can be focused on giving students control of phonological and grammatical patterns with which they are already at least passively familiar. This means that it is not generally necessary to avoid the use of lexical items for fear that they would be unknown to the children. This observation supports the consultant's previous finding in analyzing the tapes of students' speech that lexical items were "so minimal as to be negligible."

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

The students involved in the program, though far from being a homogeneous group, have in common many observable characteristics which must be taken into consideration when planning instructional activities:

1. A majority of the students entering the program cannot control standard English.

2. Many students come from homes in which standard English is neither spoken nor accepted.

3. A large number of students feel that they would be ridiculed if they were to use standard English in their community.

4. Some students resist standard English because, in their opinion, they fear that its acquisition will lead adults to expect too much of them.

5. Many students expect language instruction to offer them a practical tool for communication.

II. Staff

The most important persons in the program are the individual classroom teachers, who must have as basic qualifications the ability to speak standard English and at least minimal knowledge of the purposes and techniques of pattern drills. In addition, they should be enthusiastic and convey a lack of prejudice concerning dialect differences.

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program.

Teachers look to the principal to provide the day-to-day support for the program within a school, such as scheduling pattern drills classes to the language laboratory. In schools having the Instructional Leadership Program the school coordinator and the instructional leader for English provide additional support. In schools having department chairmen

the chairman of the English department gives this support. As for the overall city-wide support, the central office staff is expected to provide the materials, funds, and communication necessary to initiate and maintain a successful program.

B. Human Resources--nonadministrative and nonstaff personnel whose contributions and cooperation are necessary to the operation of the program

1. The linguistics consultant has the following major roles:

   a. To develop and explain the philosophy of pattern drills instruction

   b. To identify the patterns of standard and nonstandard speech which are to form the content of the pattern drills

   c. To help the pattern drills writing committee with the production of the drills

   d. To demonstrate the techniques of teaching the drills

   e. To provide analysis and feedback to pattern drills teachers

2. Other teachers can facilitate the objectives of the program by stressing the same structures and pronunciations that are covered in the formal drills.

C. Media--the four most valuable materials and items of equipment and their purposes are the following:

1. The pattern drills, which provide the actual instructional content for the program and assure that a particular pattern is correctly presented with respect to rhythm, continuity, and purity

2. Charts prepared by the Office of Research and the pattern drills writing committee, which are used for motivation and visual cues

3. A tape recorder so that students may hear and evaluate their speech

4. The language laboratory, which effectively aids development of oral language skills

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

The drills prepared for the present program are based on a careful comparison between the grammatical and phonological patterns of the nonstandard and standard varieties of English spoken in the Pittsburgh area because it is in this region that the vast majority of the students will live and work. The very nature of pattern drills, which utilize the aural-oral techniques also employed in modern foreign language instruction, leads to two basic student activities:

1. Listening to the standard English sound or grammatical form

2. Repeating the standard sound or grammatical form in a variety of drill practices in large groups, small groups, and individually

Several observations were made concerning the second of the two basic activities listed above:

a. Each separate drill must be limited to a specific sound or grammatical form.

b. In order to reinforce and provide for eventual automatic control of the standard pattern, frequent substitution drills are presented in which students concentrate on nonessential substitutions in phrase or sentence content while they are repeating the desired pattern unchanged. [1]

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[1] For example, in a drill devoted to the standard use of "he doesn't" the students might repeat the following series of sentences, each time focusing their attention on the changing direct object of the verb, while the pattern the teacher wishes to reinforce ("he doesn't") remains constant and seemingly of secondary significance:

He doesn't see the elephant.
He doesn't see the giraffe.
He doesn't see the tiger.
He doesn't see the hippopotamus.
etc.

c. Occasional drills are designed for testing, but the main activity for students revolves around using the drills for pattern practice, reflecting the major objectives of the program.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

The specific functions and duties of the teacher of pattern drills are as follows:

Functions	Duties
1. Instruction of pattern drills	a. Motivates students for drills (Method varies with individual drills, teacher, and class) b. Presents drills and guides responses by use of oral and visual cues
2. Coordination of pattern drills with the total English curriculum	a. Allots time for drills within the total English curriculum b. Incorporates knowledge and skills into rest of English program
3. Evaluation of student progress	Conducts test drills
4. Provision of services to writing committee if appointed	Produces drills for classroom use
5. Communication with others regarding pattern drills experience	Provides feedback to writing committee

B. Intra-staff Communication and Coordination

1. In schools having the Instructional Leadership Program, teachers are kept informed of developments by the instructional leader of English.

2. In schools having department chairmen the chairman of the English department keeps teachers informed.

3. There is informal contact among teachers of pattern drills.

4. Meetings are held between teachers and the Associate Director of Instruction for English and the Supervisor of English.

5. In-service sessions are conducted in the schools and at the Administration Building by the associate director, the Supervisor of English, and the linguistics consultant.

APPENDIX B

STANDARD SPEECH DEVELOPMENT
(PATTERN DRILLS)
CYCLE II INTERVIEW SCHEDULE

In the continuing development of the Standard Speech Development Program it is desirable to determine the viewpoints of teachers at periodic intervals. With this in mind, we are requesting your appraisal of pattern drills at this time in terms of your experience with them in your own classroom. The Office of Research guarantees the anonymity of all respondents.

PART ONE - TIME DIMENSION

1. How many times each week do you feel pattern drills should be presented in Grade 6 ____ Grade 7 ____ Grade 8 ____ Grade 9 ____

2. How many times each week do you ordinarily teach pattern drills in Grade 6 ____ Grade 7 ____ Grade 8 ____ Grade 9 ____

3. If there is a difference between your answers to Questions 1 and 2, to what do you attribute the discrepancy?

4. How much time do you feel should be devoted to each pattern drills session in Grade 6 ____ Grade 7 ____ Grade 8 ____ Grade 9 ____

5. How much time do you ordinarily devote to each session in Grade 6 ____ Grade 7 ____ Grade 8 ____ Grade 9 ____

6. If there is a difference between your answers to Questions 4 and 5, to what do you attribute the discrepancy?

PART TWO - OBJECTIVES OF PATTERN DRILLS

Which of the objectives listed below do you feel genuinely apply to pattern drills? Indicate your opinion by placing a check mark before those objectives you believe pertain to the program. Please mark the check in the first of the two blank spaces that precede the item:

As a result of participation in pattern drills instruction, students should better be able:

____ ____ To eliminate most gross errors in written composition

____ ____ To communicate clearly with all English-speaking persons with whom they come in contact

____ ____ To generalize to standard speech forms in contexts other than those presented in the formal drills

____ ____ To substitute formal acceptable words and phrases for over-used slang expressions

____ ____ To spot errors in pronunciation and grammar in the language of their friends

____ ____ To use appropriate speech patterns automatically

____ ____ To increase their formal vocabulary

____ ____ To achieve success in the study of a foreign language

____ ____ To differentiate between situations for which standard or nonstandard speech is appropriate

____ ____ To shift from nonstandard speech and vice versa as the situation requires

____ ____ To instruct their parents and other adults in correct usage

____ ____ To speak standard English in all situations

____ ____ To overcome noticeable speech impediments not requiring the services of a speech therapist

Now indicate the importance you assign to the objectives you listed as legitimate ones for pattern drills instruction by rank-ordering those you have checked. Start with number 1 for the most important and continue until you have recorded a number for all the objectives in this category. Write your figures in the second of the two blanks preceding the objective.

APPENDIX C

STANDARD SPEECH DEVELOPMENT
(PATTERN DRILLS)
CYCLE III INTERVIEW SCHEDULE

In the continuing development of the Standard Speech Development Program it is desirable to determine the viewpoints of teachers at periodic intervals. With this in mind, we are requesting your appraisal of pattern drills at this time in terms of your experience with them in your own classroom. The Office of Research guarantees the anonymity of all respondents.

PART ONE - TIME DIMENSION

1. How many times each week do you feel pattern drills should be presented in Grade 6 _____ Grade 7 _____ Grade 8 _____ Grade 9 _____

2. How many times each week do you ordinarily teach pattern drills in Grade 6 _____ Grade 7 _____ Grade 8 _____ Grade 9 _____

3. If there is a difference between your answers to Questions 1 and 2, to what do you attribute the discrepancy?

4. How much time do you feel should be devoted to each pattern drills session in Grade 6 _____ Grade 7 _____ Grade 8 _____ Grade 9 _____

5. How much time do you ordinarily devote to each session in Grade 6 _____ Grade 7 _____ Grade 8 _____ Grade 9 _____

6. If there is a difference between your answers to Questions 4 and 5, to what do you attribute the discrepancy?

PART TWO - OBJECTIVES OF PATTERN DRILLS

Which of the objectives listed on the following page do you feel genuinely apply to pattern drills? Indicate your opinion by placing a check mark before those objectives you believe pertain to the program. Please mark the check in the first of the two blank spaces that precede the item:

As a result of participation in pattern drills instruction, students should better be able:

_____ _____ To eliminate most gross errors in written composition

_____ _____ To communicate clearly with all English-speaking persons with whom they come in contact

_____ _____ To generalize to standard speech forms in contexts other than those presented in the formal drills

_____ _____ To substitute formal acceptable words and phrases for overused slang expressions

_____ _____ To spot errors in pronunciation and grammar in the language of their friends

_____ _____ To use appropriate speech patterns automatically

_____ _____ To increase their formal vocabulary

_____ _____ To reproduce the sounds and grammatical constructions of standard English

_____ _____ To achieve success in the study of a foreign language

_____ _____ To differentiate between situations for which standard or nonstandard speech is appropriate

_____ _____ To shift from nonstandard speech and vice versa as the situation requires

_____ _____ To instruct their parents and other adults in correct usage

_____ _____ To speak standard English in all situations

_____ _____ To overcome noticeable speech impediments not requiring the services of a speech therapist

PART III - IN-SERVICE TRAINING

Look again at the objectives you have checked in Part II. In the second column place a check mark to indicate which of the objectives already checked will be better realized by your students as a result of the in-service training you have received during the spring of 1968.