DOCUMENT RESUME

ED 056 565   FL 002 574

AUTHOR   Mullen, Dana
TITLE   A Plan for Fluency First.
INSTITUTION   Saskatchewan NewStart, Inc., Prince Albert.
SPONS AGENCY Canadian Dept. of Regional Economic Expansion, Ottawa
              (Ontario).
PUB DATE   71
NOTE   183p.

EDRS PRICE   MF-$0.65 HC-$6.58
DESCRIPTORS   Adult Education; American Indian Culture; *American
              Indians; Bibliographies; Cree; *Curriculum Design;
              Educationally Disadvantaged; *English (Second
              Language); Illiteracy; Instructional Materials;
              *Language Fluency; *Language Skills; Mathematics;
              Reading Skills; Second Language Learning; Self
              Concept; Teaching Methods; Textbooks
IDENTIFIERS   *Canada

ABSTRACT
              The program discussed in this report is designed for
teaching English as a second langu ge to disadvantaged adults among
the Indian and Metis population in the northern prairie lands of
Canada. It is especially intended for adults who are not literate in
their own language and realizes that the students must speak English
before they can learn to read it. The teaching approach is directly
related to the interests of the trainees, and content, methods, and
visual aids are constructed according to their experience. A
situational approach is used. Other special features of the course
include detailed use of instructional objectives and a planned daily
"Talking Hour" in the students' own language. The course is planned
as an integrated whole, so that the language lessons prepare the
trainees for reading and mathematics. The report provides details on
program organization and annotated lists of materials concerning
language and language teaching and Indian culture and history. A
proposed course content is provided along with a discussion of
instructional arrangements and objectives. (VM)

A PLAN FOR FLUENCY FIRST

SASKATCHEWAN NEWSTART INCORPORATED
PRINCE ALBERT, SASKATCHEWAN, CANADA

1

© 1970-71, by:

SASKATCHEWAN NEWSTART INCORPORATED,
PRINCE ALBERT, SASKATCHEWAN.

Printed in Canada

2

FOREWORD

The plan to develop the Fluency First
course in Part One and the specifications
for the course in Part Two were prepared
by Mrs. Dana Mullen, consultant for the
project.

Vernon Mullen, Manager,
Adult Basic Education Division.

3

TABLE OF CONTENTS

4

5

PART ONE

F L U E N C Y   F I R S T

A detailed plan to develop a
course for providing disadvan-
taged people with sufficient
fluency in English to benefit
from basic education, occupa-
tional training and social ad-
justment programs.

SASKATCHEWAN NEWSTART INCORPORATED

JUNE, 1970

I THE PROBLEM

Among the Indian and Metis population in the northern part of the prairie provinces the inability of many to use, effectively, the English language prevents the acquisition of literacy skills, thus precluding progress in school or in adult training schemes; hinders participation in economic and social development projects; lessens the probability of successfully managing their own affairs, either corporate or individual; frustrates the intentions of enfranchisement; inhibits the growth of self-confidence; and in general, limits their ability to cope with the daily problems of life in contemporary Canadian society. Therefore, for economic, social and humanitarian reasons it is essential and urgent to provide these northern people of Indian ancestry with the means of learning English as a second language. With the knowledge of English they will acquire the prerequisite tool for becoming literate so that they may have the power of choosing what direction their own lives should take and will be able to contribute to the economy of the country.

This paper presents a proposal for a new approach to the fundamental northern problem of illiteracy and in no way proposes any diminution in the use of native Indian languages; in fact, it suggests several ways in which the use of these languages can be strengthened.

The educational problems of the North are manifold and self-perpetuating. Illiterate parents do not encourage their children to attend school regularly and willingly. Because of the lack of permanence in the teaching staff, each year new teachers must accustom themselves to the challenge of teaching children of a different culture. Only in recent years has there been any organized attempt to help the teachers for northern schools understand cultural differences and adapt the standard curriculum to the needs of native children. There is often little contact between the home and the school, partly because of language and partly because of lack of interest, on both sides.

When an Indian child first enters school, he may understand little of the language that flows around him and little about the behaviour that is expected from him. Consequently, he is slow to learn reading and writing, and he may become convinced that he is unable to learn; he may soon begin to build within himself a hostility to school. He may "drop out" of school mentally, long before

he reaches school-leaving age. He then joins the ranks of adults unfitted for any work except the traditional occupations of the North, such as trapping and fishing, occupations which today can no longer provide an adequate living throughout the year. He and his family cannot survive, even at poverty level, without social aid. His children repeat the process.

In the past decade school facilities in the North have improved greatly. Kindergartens have been established to give youngsters a headstart, and more pupils than before are completing grade 8. Nevertheless, while it is true that some young people are breaking out of the pattern of educational defeat, it is also true that their numbers are insufficient, especially in certain communities where the possibilities for jobs or for economic development are nearly non-existent. It is in such communities that a high proportion of adults are illiterate and that too many teenagers leave school, even after grade 8, unable to read. It is reported that in some communities the native children see no adult of their own race whose life represents success according to the values that they are taught through the standard school curriculum; thus, they have no life model that stimulates them to persist in study and gain job skills.

All this is not to say that there has been no effort to bring the benefits of adult education to the people of the North. Indian and Metis people enroll in the upgrading and vocational training courses that are available to any adult. However, it is reported that only a handful of trades can be fitted into a training program for northern adults because of their low educational attainment. Often, those trades that can be offered are the very ones that are overcrowded, such as hairdressing.

According to teachers' reports, one major cause of dropouts in northern vocational upgrading courses is that trainees lose interest and find difficulty in persevering because of an inadequate command of the language and a poor reading ability. It becomes increasingly difficult for them to concentrate on instruction that they only partially comprehend; the talk and print begin to drift past them; they become bored and discouraged; they give up.

Much effort by hard-working persons is being expended to create schemes to develop northern communities and economic resources, but these schemes are often hampered by lack of "communication", lack of

trained local personnel, and the lack of a broad enough base of literate citizens in the community. Even in enterprises where Indians and Metis participate and are leaders, too much work falls on too few shoulders.

It is nearly impossible for a group of people to manage their own affairs unless the majority are literate. A report from the Saskatoon Centre for Community Studies states that "almost every northern Saskatchewan program which depends on local support is presently handicapped by the gaps in knowledge and skills among adults. It would be much easier, for example, to teach directors of co-operatives the philosophy and practical techniques of managing their organization if all the members could speak and read English and knew enough arithmetic to understand easily the meaning of interest rates, financial statements, and the like." Wise decisions about the development of lands that belong jointly to a whole band are not likely when a large number of band members cannot understand the complicated issues involved.

In this regard, it is important to remember that a sense of self-confidence is improbable among people who cannot manage their own affairs. In an individual sense, too, an Indian often lacks confidence in meeting and dealing with White persons if he cannot speak the language of that majority and if he cannot read or write.

In 1960, all Indians formerly excluded from enfranchisement were unconditionally enfranchised. Under the present political and electoral systems in Canada, however, enfranchisement without literacy, and especially without comprehension of the working language of government, is an intolerable farce.

Literacy, then, is a prerequisite for economic, social, and political improvement in the North. Furthermore, if adults become literate, they are likely to gain a different attitude about the education of their children. They will be able to communicate with the teachers of their children, thus extending the bridge between home and school. The insidious pattern may be broken.

Full statistics showing exact numbers of people in the North who require literacy courses do not exist, although the collection of data about language use among Indian and Metis people has been started by the Saskatchewan Indian and Metis Department. It is

generally agreed that in addition to those who cannot read or write at all there is a larger group of functionally illiterate persons whose reading and writing abilities are so weak that they cannot be put to practical use.

Some statistics for three sample communities are:

(i) Place	Numbers Inter-viewed	M	F	Indian	Métis	Age Range	Mother Tongue	Read & Write It
Southend (Reindeer Lake)	49	47	2	34	15	19-70	Cree	8
Pinehouse	79	66	13	4	75	16-64	Cree	24
Stony Rapids	25	21	4	16	9	16-59	Chip. (24) Cree (1)	1

(ii) Place	Speak/Under-stand English				Read/Write English				Last Grade in School					
	Good	Fair	Poor	Nil	Good	Fair	Poor	Nil	Nil	1-2	3-4	5-6	7-8	Over
Southend	30	12	2	5	17	9		23	21	5	16	5	2	--
Pinehouse	19	21	27	12	7	21	17	34	34	2	19	15	6	3
Stony Rapids	11	10	3	1		9		4	5	3	7	5	4	1

Even if fuller statistics were available to show the numbers of northern Indian and Metis persons who speak English in addition to their mother tongue, the figures would be misleading for educational planning purposes unless some better indication were also given of the quality of English usage. There is little knowledge or agreement about the extent of the need, partly because few facts about language use in the North have been collected and partly because the assessment has been fragmentary and subjective; that is, only a few people know every northern settlement, and everyone has a different standard for what "knowing English" means. It is easy to be deceived into thinking that a person knows English because he can answer some of our questions and make a few appropriate remarks; we forget that he may be limited to those conventional statements. The important thing is not just whether an adult speaks English; it is whether he can use English well enough so that in a Basic Literacy course he can put his attention on reading skills - difficult in themselves - without having to struggle with the language itself.

II A NEW APPROACH

Although there are several causes for the conspicuous lack of success in many literacy courses held in the North, one reason is outstanding: many of the adults who enroll do not know English well enough. This reason is very familiar to educators concerned with teaching children. It is agreed by them that a child will experience difficulties in learning to read his own language if, for some reason, he has not developed a high degree of skill in oral communication before going to school. It should, therefore, be no surprise to educators if adults who cannot speak English, or who speak it poorly, do not learn to read.

One teacher of a literacy course in the North reported a "lack of communication" so great that he attempted to teach through an interpreter. Some teachers in Saskatchewan, having experienced no success by following the standard literacy course, have adopted the province's Occupational English for New Canadians course. Even though they were not trained to use that course, which is actually a course

in English as a second language, they were able to give their trainees enough help in oral English so that they could then begin to learn to read. It seems a pity that every teacher must discover this need for himself through trial and error.

A student cannot participate actively in his own education unless he is reasonably fluent in the language of instruction. Yet how much training achieves its purpose if the student does not participate actively in it? He should be able to ask questions, make comments, take part freely in discussions, without being frustrated by a limited command of the language and without feeling timidity or shame about his speech.

The new approach that is necessary, then, is to recognize that many northern students must first learn to speak English before they can learn to read English. Teaching adults the language which will be the medium of instruction in a basic literacy course or any other training is attacking as close as possible to the root of the barriers that keep Indian and Metis people from having the power to manage their own affairs.

TEACHING ENGLISH AS A SECOND LANGUAGE

The principles and methods of TESL (Teaching of English as a Second Language) grew out of research and experience in the teaching of English as a foreign language. Language teachers assert that "knowing" a language means mastering the basic structures of that language along with a useful vocabulary which can be expanded as the learner's language needs grow. Mastering the structures and vocabulary means that in a given situation the learner can respond, automatically, with appropriate utterances in the new language. The learner's mother tongue is not used, or is rarely used, during instruction in the new language. Automatic language habits are developed through repetitions of sentence patterns, with substitutions of vocabulary, in real or realistic situations, by means of a wide variety of instructional techniques. Progress is made as the learner masters carefully graded sentence patterns, gradually increasing in complexity. Reading and writing of these sentences follows oral learning.

Whereas the standard approach of a literacy course assumes that learners already know English, the new approach of TESL will recognize that northern trainees may not know English or may be able to use English very inadequately. The TESL approach to literacy is based on the belief that a person cannot learn to read, with understanding, if he does not know the language of the reading materials.

Although a standard course for teaching English to New Canadians uses the TESL approach, it is not suitable for the northern trainees because it assumes literacy in the learner's mother tongue, and because the lesson topics, vocabulary, and methods were chosen for educated adults, who understand maps, for instance, and are interested in other countries of the world. Moreover, it was prepared for use by qualified teachers, trained to organize their own lessons from large units of work and to plan their own techniques of presentation and drill. The program of language items to be learned is not co-ordinated with a reading program or with other learning activities. The only accompanying visual aids are large black-line drawings, some of which would not have much meaning for an adult from the rural North.

In contrast, the new approach that is proposed will be directly related to the interests of the northern Indian and Metis trainees. The selection of content, methods, and visual aids, will be made according to the experience of these trainees and will gradually reflect their widening experience and growing linguistic needs. Instead of nearly exclusive use of teacher-oriented classroom presentations and drills, the new approach will involve the trainees in a variety of activities that provide natural opportunities for the use of English. The course will be planned as an integrated whole so that the language lessons prepare the trainees for reading and mathematics, and the language used in those lessons adds to the total body of English that can be called upon during the language lessons. The program will be prepared in sufficient detail so that objectives are clear and so that the instructors, who may not be certified teachers, need only a limited period of TESL training.

NORTHERN ADULT LITERACY DRIVE

Adult Literacy Courses in a RESIDENTIAL TRAINING PROJECT

TRAINING COURSE for Basic Literacy Teachers for Adult Literacy Projects

PILOT COURSE AND RE-WRITE of the TESL Literacy Course

Preparation for the Pilot Course

Preparation of Methods and Materials
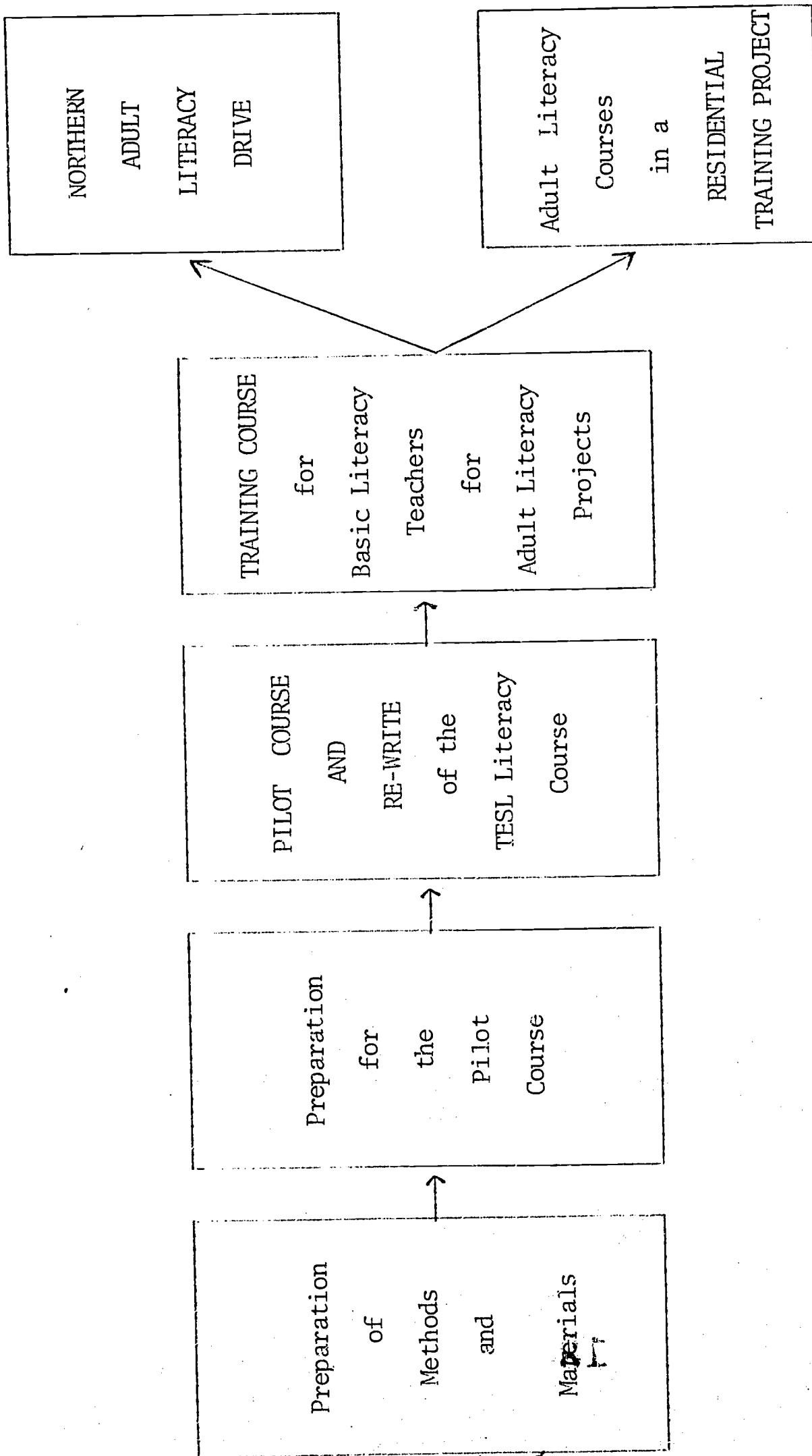
Sequence for Adult TESL Literacy Programs

III   DEVELOPMENT OF METHODS AND MATERIALS

A development team will be created to plan a TESL Literacy Course, to prepare all the materials needed for it, and to conduct a pilot course to test these materials. The members of this team will make themselves aware of the culture and environment of the northern people, and the program developers will gain an understanding of the structure and phonology of the main Indian languages of the region, before they prepare the materials.

Recommended Methods of Oral Instruction:

All instruction will take place through the medium of English.

Experience shows that steady, prolonged language study requires a higher degree of concentration and a stronger motivation than many northern adults are able to bring to a training course. It is also known that trainees will feel increasingly motivated to continue if they begin to be successful quickly and if they see that they are making steady progress. Furthermore, progress in language learning can be made most quickly if the language is approached on more than one "front" and if the use of the language is necessary for carrying out other activities.

Therefore, the TESL Literacy Course will include a variety of oral language approaches and activities, such as:

(1)   Direct oral teaching by an instructor with a small group of students, following a prescribed program of selected, graded structures, with suggested initial vocabulary of content words, utilizing many types of visual aids, such as projectuals for an overhead projector, and many devices such as dialogues, role-playing, and language games, as well as short drills. Film strips prepared to show sequential scenes from traditional Indian tales and legends will be used.

It will also be necessary to give a limited amount of special coaching in the production of certain English sounds that do not occur in a student's mother tongue. It is essential that the students be able to differentiate English phonemes because the reading program will be based on the correspondence between sound and printed character.

(2) Language laboratory practice, as a reinforcement of other methods. The language laboratory will be utilized fully and creatively by combining its facilities with visual aids, such as colored slides or projectuals, to stimulate responses realistically, rather than delegate to it nothing more than sterile drills. It will also prove useful in certain aspects of pronunciation practice and in testing.

(3) Daily "mini-visits", or other group activities, during which an instructor or a student takes pictures with a Polaroid Land camera so that, after the visit, the group has an immediate pictorial record of what they themselves have just done, seen, heard, or otherwise experienced. The instructor will then assist the students, by means of certain pre-selected structures, to give an oral account from their own experience, and to add to their vocabulary.

These "mini-visits" are not elaborate field trips. On the contrary, the simpler and more ordinary they are, the better, so that the students will quickly become able to speak about everyday occurrences in their own lives. Some possible examples: a walk around the training centre; a visit to a barber shop; a visit to a counsellor's office; a walk around the block.

As an alternative to a "mini-visit", a group will participate in a co-operative activity that involves some kind of learning that is intrinsically useful. For example, an instructor may use a recipe and demonstration to get a group of ladies to prepare a cooked dish, or oral instructions and demonstration to teach a simple household repair. Throughout the activity certain pre-selected English sentence patterns and vocabulary will be used as the group achieves the desired result of an appetizing dish or a non-leaking water tap. Thus, the students will not have to wait for an uncertain future to appreciate the desirability of learning English, as a tool for gaining other goals. The full value of these activities will become apparent when the students reach the stage of learning to read. When they are able to substitute written instructions for the instructor's oral directions and demonstration, they will see an immediate and direct connection between the ability to read and their own independence in self-improvement.

Since the Indians' own way of learning has traditionally been sensory, and based on experiment and observation, this way of learning the new language through association of what they see, do, and hear is particularly suitable.

A Structural Approach

There are two kinds of words in the English language - content words and structure words (or form words and function words, or other terminology according to which grammarian one reads). An understanding of the difference is essential for understanding a systematic program of teaching English to non-English speakers. This difference will illustrate the need for being able to use English rather than merely be able to say some English words.

Content words are those in which lexical meaning predominates, and structure words are those in which grammatical meaning predominates. When a person is just beginning to learn a language but is forced to try to use it with his rudimentary knowledge, he often finds that he can "get by" by speaking only the content words. A certain amount of information can be conveyed thus, especially if both speaker and listener are together in the presence of an observable situation, but it is obvious that the information is not made clear. It should also be obvious that such speech is a poor foundation for comprehending the sentences found in reading books or for writing sentences that can pass on exact information to someone who has not experienced the same situation.

The number of content words is infinite, but the number of structure words is limited, and their various arrangements into the structure of English can be listed and described. It is then possible to select the structures most necessary for communication in English, grade them according to difficulty, or dependence on previous knowledge, or the special needs of the particular learners, and thus to arrange a systematic program of objectives in the learning of English.

As a generalization, one can say that content words are relatively easy to learn, especially in the early stages of language work before much abstract language is tackled, because it is usually possible to help learners associate the word and its meaning directly by using real objects, pictures, and actions. Structure - the grammatical words and their essential arrangements - is more difficult to master, but one cannot make progress in a language beyond the rudimentary stage without this mastery.

A Situational Approach

Because meaning is so important for any learner of a language but even more so for a learner who may not be so keenly motivated as others, Fluency First will use what is known as a situational approach. That means, in simple terms, that every new language item - not only the content words - will be presented and practised in such a way as to demonstrate its natural and correct use, to illustrate under what circumstances that pattern is used. In this way, the student gradually builds up in himself the same sort of intuitive sense of using the new language that a native speaker acquires over a period of years in his childhood.

Situations can be created by using real objects, pictures, actions and activities, dialogues and role playing, all of these in an almost infinite variety of ways. An additional reason for using a situational approach is that the variety of media and activities tends to increase a student's interest in his course of study after he has entered it. The approach may be especially suitable for learners of Indian ancestry since the traditional Indian way of learning was through sensory experiences, observation of a process, and repeated attempts to do the same things until mastery and even expertise were achieved.

Fluency First proposes to begin with situations that are familiar to an adult student from the North and gradually to work outward from his experience to new situations that he will eventually have to meet in the content of an upgrading or trade course.

For this reason Fluency First will use activities, such as home and machine repairs and visits, as one vehicle for demonstration and practice of the graded language items. Such activities should also help to maintain the level of interest and sense of relevance necessary for an adult course. The language that the students use orally during these activities can then be put on paper for pre-reading work before they begin to read from prepared books.

Methods of Teaching Mathematics

The first mathematical work will be based on the practical experience and needs of adult trainees and will involve activities

with unstructured objects, partly to stimulate interest and partly
to reinforce mathematical concepts that may have been only vaguely
formed in a student's mind. At the same time, the activities will
provide opportunities for using English sentence patterns, vocabulary,
and useful language formulas.

For this purpose, a classroom will be equipped with objects of
different sizes, shapes, colors, and weights; simple measuring
equipment, such as sets of balances, rulers, containers; clocks and
calendars; artificial money; objects for shopping; materials that
can be cut for understanding fractions; and so on. Structured
materials, such as Cuisenaire rods, will also be available.

Number and arithmetic games will be used frequently, as well as
simple oral problems, as the students' understanding of English
grows. A major aim will be that the students master the simple stages
of the four arithmetical operations and become able to use these
operations in practical situations involving money. As they become
able to read sentences, printed verbal problems will be introduced
and printed booklets of programmed instruction will be used.

The Development Team

The team will consist of a Program Developer and his Assistant
Program Developers, Artists, and a Language Laboratory Technician.

The program developers, who will be TESL specialists, will
write the basic program of oral lessons, giving detailed guidance
so that the instructors, who will probably not be trained teachers,
can follow them. The selection of structures, content words, and
topics will be related to the students' experience and new needs.
The oral program will at all times anticipate the needs of the reading
program and will also be co-ordinated with the mathematics program.
They will prepare language laboratory exercises based on the oral program.
They will collect and prepare for use traditional Indian tales and
legends from this northern region. They will prepare the reading
materials for the reading and writing program and select a published
series for later stages of reading. They will prepare the mathematics
program in co-ordination with the basic oral language program, and
they will recommend practical materials for teaching mathematics.
They will develop a simple test of oral English to be given to the
trainees on entry.

The artists will prepare the visual aids needed for the oral program and illustrations for the reading materials, including cartoon-strip stories and sequential scenes from the traditional Indian stories.

The language laboratory technician will tape the exercises prepared by the program developers and will be in charge of servicing and arranging the tapes and servicing the machines. When the course begins, he will assist the instructors and students in using the language laboratory.

Re-Write

The development team will conduct a pilot course to test the methods and materials they have prepared. During the pilot course and after its completion the development team will make improvements in the materials and methods on the basis of experience. In consultation with the instructors in the pilot course they will prepare sets of materials so that a complete "package" of everything necessary for a TESL Literacy Course will be available for adult literacy projects in northern communities.

IV   CONDUCT OF THE PILOT COURSE

The pilot course, under the direction of the development team, will be held in Prince Albert or in some suitable northern community. The purpose will be to test the methods and materials of the TESL Literacy Course so that it may be re-written on the basis of experience and prepared for use in adult literacy projects.

Recruitment of Students

For the pilot course a group of at least thirty students will be recruited, representing at least two main Indian languages of the area, Cree and Chipewyan. Students will be chosen for the pilot course only if they qualify for government support during upgrading and vocational training after completing the TESL Literacy Course.

While the methods and materials of the course are being developed, government officials in the North will be given information about it and will be asked to assist in recruitment by informing adults about it and by recommending individuals. Later, the counsellors (see Section V) will travel to northern communities to interview prospective students and to make definite selections.

Grouping and Individual Progress

Although it is agreed that adults should progress at their own rate, the very nature of oral language teaching precludes instruction that is absolutely individualized at first. If, for instance, there were a one-to-one instructor/student ratio, the advantage of individualized instruction would be offset by the loss of group support and of the possibility of realistic conversational situations.

However, the learning groups will be kept small (e.g. between six and ten persons) and flexible. Regular staff evaluations will be held to assess progress and change individuals from one group to another to allow fast progress where possible and to provide more help where necessary. After the students reach the stage of reading from books, they will be able to move ahead at their own individual rates.

When students first begin the course, their ability to understand spoken English and to speak it will be tested so that they can be assigned to appropriate groups. Any ability to read and write some English will be assessed at this time also.

After an introductory stage the grouping for mathematics may differ from the grouping for language lessons, as experience has shown that some students will have developed a fair degree of conceptual understanding through their own language whereas others may not have developed even elementary concepts.

Life Skills

The usual Life Skills course is not suitable for students who

cannot speak English. However, students will need help in adjusting to the new life away from their familiar northern community if they move to Prince Albert for training. Furthermore, the program of studies, taking place in a new language, will put a severe nervous strain on the students.

For these reasons, each day there will be a period for group talk, using their mother tongue, with a counsellor who speaks that language. This will be a time for evaluation of what they are learning, explanations of things and events that bewilder them, discussion of practical living problems, and planning of social events.

Counsellors will dispel any suggestion that there is something wrong with speaking their own language, and will emphasize the idea that the students use English throughout their lesson periods solely for the purpose of gaining facility in a language that will be useful to them. The very fact that a time for discussion in the mother tongue is deliberately planned will be a demonstration that the Indian languages are valued.

Follow-Up

All students in the pilot course who reach Grade 5 level will be able to continue with the provincial upgrading course until Adult 10 or high school equivalency, as required. During the course their interests and aptitudes will be investigated so that they can be directed to suitable occupational training when they are ready.

V   TRAINING OF INSTRUCTIONAL STAFF

Instructional Staff for the Pilot Course

A training team, consisting of a supervisor, instructors, and counsellors, will be created during the developmental period before the pilot course begins.

The course supervisor will be in charge of training and instruction. He and the development team will plan and carry out the training of instructors. During the pilot course they will continue to give the instructors training and professional help.

The instructors, who need not be trained teachers but who must speak English well, may be Indian and Metis persons. Before the pilot course begins, they will receive TESL training of a practical nature, specifically based on this TESL Literacy Course. This training will include: simple theory of language learning and teaching; the meaning of language structures, sentence patterns, content words, and language formulas; substitution; use of all kinds of visual aids in the course; use of the visual aid equipment; techniques of presentation and drilling of language items; use of dialogues, language games, and stories; methods of improving pronunciation; methods of teaching reading and writing; methods of carrying out activities in the mathematics room; use of controlled English in mathematics activities and other training activities. They will learn how to plan and carry out a "mini-visit" or other group activity, with its follow-up, and they will learn about the use of the language laboratory and ways of helping the students during language laboratory sessions.

After the pilot course begins, certain instructors will specialize in oral language teaching, in the teaching of reading and writing, or in mathematics teaching. They will continue regular discussion-practice sessions with their supervisor in order to be prepared for the special demands of daily lessons.

A feature of the training methods will be the videotaping of practice teaching lessons, followed by group discussion and critique.

Incidentally, a valuable by-product of this training of Indian or Metis persons in language teaching techniques is that they would be able to use similar methods to give instruction in Indian Languages to non-Indians. There is a growing demand today among government officials, nurses, members of the legal profession, and others, to learn to speak Indian languages, and it is very difficult to find capable teachers to satisfy this demand.

The counsellors will be bilingual Indian or Metis persons. There will be at least one counsellor who speaks the language used

by any of the students. Their training will be planned in consultation
with the development team and course supervisor. In their training
the counsellors will learn about the purpose and methods of the
course. They will also learn about the resources of the training
centre in Prince Albert, and about financial arrangements for the
students. They will discuss the personal problems that can be
anticipated and learn some practical ways of helping the students
with such problems. They will learn how to advise the students about
what educational and vocational opportunities will become available
to them, and under what circumstances. With the help of established
government departments they will make arrangements for recruiting
students. If students are to be brought to Prince Albert, the
counsellors will make careful plans for their accommodation and
reception on first arrival, and thereafter will help the students
adjust to their new environment. In some cases it may be necessary
for a counsellor to accompany students from their northern
communities if they travel to Prince Albert for the pilot course.

VI   EVALUATION

The evaluation of the courses would be based on the comparative
effectiveness of the new methods with the existing methods. In
addition, the evaluation will be designed to identify the charac-
teristics of individual lessons and methods which speed or slow the
learning, thus permitting the development of specifications for
revised courses.

VII   SUGGESTIONS FOR PROJECTS FOLLOWING EVALUATION

Assuming that the evaluation substantiates the use of the new
methods, the following projects could be undertaken.

Northern Adult Literacy Drive

In northern communities an intensive drive for adult literacy

will be organized, using the complete "package" of TESL Literacy Course program and materials created by the development team, and employing the basic literacy teachers trained by a training team.

Illiterate adults in a northern community will be encouraged to enroll in a literacy course by a Literacy Organizer, who will visit the community before a course is begun. The counsellors from the pilot course could become effective literacy organizers. In addition to recruiting students for the literacy course, they would be able to give advice about further training and career opportunities.

In some communities a day-training scheme may be possible, and in others evening classes may be more suitable. The teachers will adapt their methods to fit the local needs.

It is understood that for some persons (e.g., an older house-wife) the proposed literacy course may be a worthwhile end in itself, but that for most students the purpose of the course will be to lay the necessary foundation for successful upgrading and occupational training leading to employment.

It will be desirable for the provincial government to appoint qualified persons, well acquainted with the TESL Literacy Course, to supervise the courses and teachers in northern communities, giving professional help and support.

Literacy Courses for Northern Families in a Residential Training Centre

In an attempt to free students from the anxieties caused by absence from their families, to separate them from an environment that tends to stultify the urge to improve themselves, and to avoid the social imbalance stemming from the education of one member of a family while others remain illiterate, a total-impact, residential adult education project will be established for Indian and Metis persons in the North. A residential scheme may prove especially suitable for Indian people, many of whom share the attitude that one person should not compete with his peers in order to rise above them but should progress as others in his group progress.

In this project the TESL Literacy Course will be the first step on the educational ladder, available for any student who needs it.

Upgrading courses will follow to take students to an Adult 10 or high school equivalency level. There will also be a range of occupational training, geared as closely as possible to existing or planned employment opportunities.

Experience in the teaching of a new language to adults has shown that "immersion" or "semi-immersion" techniques, whereby the learners are required to use nothing but the target language throughout the entire day, can be effective in hastening the acquisition of automatic language habits. However, that requirement is considered unwise for this residential scheme, chiefly because of the probably hostile reaction of the students, who may have bitter memories of similar rules and punishments for infringements in Indian residential schools of the past. Moreover, a rule forbidding the speaking of any language but English might well leave the project open to the charge that "cultural genocide" was being perpetrated by seeking to eliminate the Indian languages.

Rather, plans for the living and recreational arrangements will be so made that, as the students' knowledge of English grows, there will be natural situations in which the use of English is necessary. In this regard, it is important to ensure a mixture of persons from different Indian language groups in every intake.

There will be classes in cookery, sewing and knitting, child care, home health, household management, home repairs, and home workshop activities. These will be organized so that they can be an essential part of the language learning and literacy program.

All the students will participate in a Life Skills program, modified for the literacy students, as outlined in Section IV. The community living implicit in the project will be, in effect, a Life Skills laboratory. Students will elect representatives to governing councils, the responsibilities of which will be clearly delineated.

There will be housing facilities for single men and women, married couples without children, and married couples with children. The children will be able to attend a nearby provincial school, but a well staffed and equipped child-care centre for pre-school children and for children's play will give the youngsters a head-start and an opportunity for physical and social development. Special coaching

will also be available for older children who need extra help with their studies. A Home and School Association will be organized.

There will be a recreation centre for both sports and hobbies. The students will manage their own recreation program. There will also be a library and a reading room stocked with newspapers and magazines as well as books. Participation in work for voluntary organizations will be encouraged.

Occupational counsellors at the project will maintain close liaison with Manpower offices throughout the region and with any development schemes in the communities from which the students come so that a student will have the maximum possibility of finding the employment he desires after his training is completed.

PART TWO

FLUENCY FIRST

Specifications for the course.

SASKATCHEWAN NEWSTART INCORPORATED

1971

28

INTRODUCTION TO PART TWO

Fluency First is planned as an oral programme of graded English structures, presented and practised situationally through activities, for learners of English as a second language; it is to be integrated with a Basic Literacy course for adults in the Canadian North, so that the instruction in reading and writing is based on the oral English learned by the students.

During the time I have worked on this assignment, as I have examined part of the veritable flood of commercial and governmental TESL courses for educational situations all over the world, I have often been tempted to think that a Fluency First course would have nothing more special to offer than a cultural bias towards life in communities of the northern part of Canada. If that were so, probably the most sensible thing to do would be to choose a course that was prepared to satisfy needs similar to the needs of illiterate adults in the Canadian North and adapt it with appropriate pictorial material and place-names.

Even finding such a course, however, is very difficult. Almost every commercial course for adults has been prepared for those who want to learn English but who are already literate in their own language. Most of these Teaching English as a Second Language (TESL) courses are for a fairly sophisticated, urbanized student. On the other hand, adult literacy courses usually assume that the student already speaks English. Among the few courses I have seen that were made for illiterate adult learners of English, not one has made a thorough-going attempt to integrate all stages of oral learning, reading, and writing. I have concluded, therefore, that there is no available course for Fluency First to adapt merely by giving it an orientation towards the Canadian North.

I believe that Fluency First can also offer two other features that are unique among TESL courses, features that may prove of interest to the whole field of language teaching and learning.

One of these features is the double-track approach to the problem of students who enter the course already knowing varying amounts of English. The Unit Track and Lesson Track plan is described in Section Three, "Instructional Arrangements", of this report. As far as I know, no other course is written so that students will not have to "learn what they already know" but at the same time

are not denied a necessary check of their fluency in oral English at each stage of structural development. In other oral English courses, this problem is either ignored or its solution is left to chance, to a classroom teacher's skill and judgement, or to a machine, with the result that the student is often cheated and the machine not used to best advantage.

The second feature that I believe is unique is the planned daily "Talking Hour", conducted in the students' own language. The use of this "Talking Hour" as part of a language-learning method and the reasons for this proposal, based on the research of educational psychologists, are also described in Section Three of this report.

One further feature that is unusual in language courses, if not unique, is the detailed use of instructional objectives at each stage. As can be seen in Chapter Four in the section on "Structural Objectives", the Fluency First structural programme can be written to indicate the level of performance required for each structure. Most TESL courses leave this question entirely up to individual teachers, and often the students are compelled to waste time and suffer frustration while struggling to attain an automatic response level in a structure for which a far less demanding level of performance is quite adequate.

I   LITERATURE SURVEY

From the large and ever-growing mass of books and courses
in the field of language-teaching and, specifically, the teaching
of English as a second language, I have tried to select texts by
authors of high reputation and courses directed mainly towards
the teaching of adults. I have made a deliberate effort to recommend
for purchase books and courses written in different countries, such
as England, the United States, Canada and Australia, so that the
Saskatchewan NewStart TESL collection would have a broad and balanced
outlook on the subject of language-learning.

I have also included in this report the comments that I was
asked to make on other books, articles, and courses concerning TESL
that have been acquired by NewStart.

Unless it is otherwise noted, all this material is now
available at Saskatchewan NewStart, or is on order.

A.   Books concerning Language and Language-Teaching

I feel sure that any programme developers who have recently
been studying linguistics and TESL will be well acquainted with
these books. On the other hand, some members of the development
teams may be newcomers to the field and will need to gain rather
quickly some background knowledge and specific information about
language-teaching.

I have, therefore, not attempted to write long reviews of the
books but have written only a short summary, as requested, and have
indicated which books I think will prove particularly helpful to
those who are learning about TESL.

1.   Books recommended for the attention of the development teams:

Allen, Harold B., ed. Teaching English as a Second Language: A
    Book of Readings. New York, McGraw-Hill Book Company, Inc.,
    1965.

31

Since some of the most noted authorities in the field of teaching English as a second language have contributed to this book, it is well worth examination by any members of the development team who are not already acquainted with it. However, the reading should be selective. Some articles are rather esoteric. Most of the contributions are short enough so that one can quite quickly acquire the information one wants from an essay on a subject of interest.

bɛk'áyałti dit̯łisɛ́. (A Chipewyan Primer). Cold Lake, Alberta, Northern Canada Evangelical Mission, Inc.

This primer will be of interest to a developer with linguistic training. It is interesting to compare it with Li Fang-Kuei's description of Chipewyan sounds. It seems to me after superficial examination that the writers of the primer must have decided that vowel length need not be marked, whereas Li seemed to show that length is significant.

Corder, S. Pit. The Visual Element in Language Teaching. London, Longmans, 1966.

This is a short, realistic book about language-learning and the relevance of audio-visual aids to language instruction. It provides very good background for a developer of a course.

This would be a good book for the artists who prepare the visual materials for Fluency First to read. It would also be useful for the trainers of instructors.

Gleason, H. A. An Introduction to Descriptive Linguistics, rev. ed. New York, Holt, Rinehart and Winston, 1961.

Since this book is often used as a basic text in university linguistics courses, the programme developers are probably well acquainted with it. Newcomers to TESL would probably find much of it difficult, and it is not directly related to the practical problems of teaching English.

However, the author used the Cree language as an illustration of one type of verb structure. Chapter 9, "Some Types of Inflection", is therefore of special interest to Fluency First.

Halliday, M. A. K., Angus McIntosh, and Peter Strevens. The Linguistic Sciences and Language Teaching. London, Longmans, 1964.

The authors have attempted to show that the study of the workings of the English language should interconnect with the teaching of English as a second language. Thus, the book aims at a scientific basis for language-programme development and classroom teaching. It is not an easy book, and to a certain extent it is more theoretical than practical. Nevertheless, anyone engaged in the actual writing of the Fluency First course would find value in its discussions of the "framework of organization" of a course: "limitation, grading, presentation, and testing." The description of the process of vocabulary selection in Chapter 7 is very interesting.

Kehoe, Monika, ed. Applied Linguistics: A Survey for Language Teachers. New York, Collier-Macmillan Teacher's Library. The Macmillan Co., 1968.

Although the material in this book tends towards oversimplification, it is useful as an introduction to TESL. There is an interesting chapter by Elliott on "Teaching and Training." A list of information sources is printed on pages 150-154.

Lado, Robert. Language Testing. London, Longmans, 1961.

This has become a standard text on testing and test questions in foreign-language teaching. It does not, however, solve Fluency First's problem of pre-testing the illiterate candidates for entry to the course. The author is obviously concerned mainly with testing in schools and colleges.

Lado, Robert. Linguistics Across Cultures. Ann Arbor, University of Michigan Press, 1957.

Because this book stimulates thinking about the cultural and linguistic problems of a language-learner, it is very valuable and should be read by all members of the development team. The last chapter, "How to Compare Two Cultures" is especially useful. Newcomers to TESL may find some of the other chapters rather technical and would want to skim them.

The book suffers from a doctrinaire attitude: in order to prove his points about interference from the mother tongue while learning a new language, the author gives as examples some imaginary mistakes that are highly improbable in actual classroom experience.

Lee, W. R.   Language-Teaching Games and Contests.   London, O.U.P.,
   1965.

Many courses prepared for the teaching of English as a
second language include a few language games. This book has
the merit of describing many games, of different types, and
also of offering in the introduction practical advice to
teachers about the use of games under varying circumstances.

Probably the most useful sections for Fluency First are
those on oral games and pronunciation games. In the sections
on reading and writing games and spelling games there are also
suggestions that may appeal to the adult learners of Fluency
First, at the appropriate stages.

The oral games are related to specific structural patterns,
special words such as numbers, and to different tenses. The
author shows how the same games can often be used at different
stages of a course in extensions of a pattern or for different
tenses.

In the section on pronunciation games there are a few
practical, even amusing, ways of showing learners how to
produce certain English sounds.

Lee, W. R., and Helen Coppen.   Simple Audio-Visual Aids to Foreign-
   Language Teaching.   London, O. U. P., 1970.

This simplified and practical presentation shows how audio-
visual aids can be used in the teaching of languages and how
they can be made, if necessary. Much of the advice about making
aids is not necessary at Saskatchewan NewStart, where there are
experts in this field. Even in the matter of training instructors,
this book may not be so much needed here as it is in other
places, because probably NewStart audio-visual experts will
assist in the training of instructors for Fluency First.

However, it is salutary for programme developers to remember
that sometimes the best aids for language teaching are not the
latest and most complex machines, but are realia which can
(indeed must) be collected, not bought or made. Furthermore,
if Fluency First is to be sufficiently adaptable to be used in
some northern settings, it should not rely entirely on mechanical
devices that can break down, far from repair centres, or which
can be rendered useless by a power shortage.

I recommend that a programme developer scan this book,
making a list of necessary aids, particularly of realia, so
that collections can be made and so that the artists can
produce the aids steadily, without being rushed at the end.

Li Fang-Kuei. "Chipewyan". Viking Fund Publication in Anthropology,
No. 6, Linguistic Structures of Native America, 1946.

For the programme developer with linguistic training this
is an extremely valuable publication, as it is the best
description of the Chipewyan language that could be recommended
by the University of Saskatchewan.

Mackey, William Francis. Language Teaching Analysis. London,
Longmans, 1965.

This book is for the dedicated only. It is an exhaustive
treatment of language teaching, with a wealth of illustrative
detail. It probably stands in a class by itself as an excellent
authority.

The two appendices on language drills and language games
are of general interest. There is an extensive topical
bibliography at the end.

Ohanessian, S., ed. The Study of the Problems of Teaching English
to American Indians. Report and Recommendations. Washington,
Centre for Applied Linguistics, 1967.

Although this report is mainly concerned with school
children, I believe that the developers of Fluency First would
find it worthwhile. A limited amount of information was also
collected on adult education programmes. Some of the obser-
vations about the way certain Indian peoples learn are thought-
provoking.

Perren, G. E. Teachers of English as a Second Language: Their
Training and Preparation. Cambridge, Cambridge University Press,
1968.

Even though some of the chapters refer to specific world-
areas, all of this practical book is valuable for the development
teams to scan. For instance, even in the chapter on teacher

training in Africa, the exposition provides insight into some
language-teaching problems. However, much of the book can be
skimmed. Chapter 2, "Training of Teachers of Adults", is a
bit disappointing because it concerns mainly teachers for
literate, well educated adults.

Pittman, G. A. Teaching Structural English. London, Ginn and
  Company, Ltd. 1967.

    This is a good book for those just learning about TESL.
It is a straightforward account of some important features
of English structure, with useful advice about teaching them.
The author is very practical.

    Pittman was one of the authors of Situational English,
the commercial course developed from the well known English
for Newcomers to Australia.

Pohorecky, Zenon. Saskatchewan Indian Heritage. Part 1. The
  First 200 Centuries. Saskatoon, Extension Division, University
  of Saskatchewan, 1970.

    Since this book concerns the history of Indians in
Saskatchewan, it has only indirect bearing on Fluency First.
However, there are comments about both the Cree language and
Athapaskan languages, of which Chipewyan is one, that are of
interest to Fluency First developers.

Rivers, Wilga M. The Psychologist and the Foreign-Language Teacher.
  Chicago, University of Chicago Press, 1964.

    This is a very valuable book for all the developers.
Dr. Rivers describes the assumptions of the audio-lingual method,
investigates the psychological theories underlying those
assumptions, and makes very practical suggestions about classroom
teaching of languages on the basis of psychological studies and
conclusions.

Rivers, Wilga M. Teaching Foreign-Language Skills. Chicago, University
  of Chicago Press, 1968.

    The author's purpose in this book was to consider the
linguistic and pedagogical background to the necessary teaching
skills. It is not applied specifically to the teaching of

English, but to the teaching of any foreign (or second)
language. One special merit of the book is that Dr. Rivers
has no linguistic or psychological "axe to grind"; she
applies familar theories if they are useful and shows where
their usefulness lies.

This book is not essential reading because it concerns
a student group quite different from Fluency First students,
but it has general value because it is soundly based yet
practical.

Soveran, Mrs. Marilylle. From Cree to English. Part One. The
Sound System. Saskatoon, Indian and Northern Curriculum
Resources Centre, University of Saskatchewan, undated.

Mrs. Soveran's work will be of very great assistance to
the developers of Fluency First and to the trainers of
instructors.

I hope that the pronunciation exercises for Fluency First
students will use words that the students have learned.
Mrs. Soveran has more faith in the efficacy of tongue position
charts than I have, but they may be helpful to adults.

Stack, Edward M. The Language Laboratory and Modern Language
Teaching, rev. ed. New York, O.U.P., 1966.

This is a standard American text about language laboratories
and their use. Although it tends to be more interested in the
mechanics of taping, laboratory use, and administration than
in the needs of the student and the integration of laboratory
work into the total course, the book should prove useful as a
reference.

Steeves, Roy W. A Handbook for Teachers of English (Americanization-
Literacy). Sacramento, California State Department of Education,
1967.

This publication is worth study. Some valuable sections
are: required contents of a course in English; selection of
textbooks; descriptions of certain tests, including Lado's
Test of Aural Comprehension (for testing the ability of non-
native speakers of English to understand spoken English).

Stevick, Earl W. Helping People Learn English. Nashville,
     Abingdon Press, 1957.

     This is one of the best available books for use as an
introduction to TESL. Theory is presented simply, and numerous
practical examples of teaching techniques are provided. The
chapter on the English language is written in an uncomplicatec
way so that non-specialists can grasp the essentials. He even
shows three main transcription systems so that readers can be
prepared to meet different phonetic representations in
different texts. The author also gives specific advice about
treating adult students differently from children.

Stevick, Earl W. Supplementary Lessons in American English for
     Advanced Students. Nashville, Abingdon Press, 1956.

     The idea embodied in this collection of readings is a good
one and might be used in the later stages of Fluency First.
Each lesson contains a story, with a partial glossary and a
series of exercises following a similar routine each day and
leading up to free oral or written composition. The stories
and exercises are controlled structurally. Similar stories
and exercises on topics of more local interest might help
Fluency First students learn how to tackle new vocabulary in
their reading as they approach the grade 5 level.

Stevick, Earl W. A Workbook in Language Teaching. Nashville,
     Abingdon Press, 1963.

     This is not a workbook for students of English as a
second language but for teachers being trained as TESL. As
such, it could prove very useful in the training of instructors
for Fluency First. There is a section on the English sound
system (which probably goes into more detail than Fluency First
instructors would have time for); a section on drills, which is
also useful for the writers of the Fluency First programme; and
a section on grammar, which may not be so useful to Fluency
First instructors.

     The extremely practical and clearly stated advice is based
on extensive experience.

Turner, J. D. Introduction to the Language Laboratory. London,
     University of London Press, 1965.

This handbook explains the different types of language laboratories available, discusses various laboratory teaching techniques, and emphasizes the integration of laboratory work with the rest of the language-teaching programme. There is also a good section on the maintenance of equipment and tapes.

Anyone who is involved in script and tape preparation, as well as the training of instructors, should see this book.

West, Michael. A General Service List of English Words. London, Longmans, 1953 (rev. ed.).

This book is for reference only. The list shows approximately 2000 words with their various meanings and uses. The comparative frequency value of the meanings for each word have been added to show their relative importance.

An interesting point about vocabulary frequencies in relation to programme development is apparent, by chance, in the example used for an introductory explanation. Four uses of the word game are listed as common enough to be taught; the compiler indicates that the use of game to refer to animals can probably be omitted. Yet the northern students of Fluency First courses might well hear game used more often in relation to birds and animals than to football or bridge. Developers who are familiar with the prospective students' environment and culture will be alert to this type of special need.

Young, Robert W. English as a Second Language for Navajos: An Overview of Certain Cultural and Linguistic Factors. Albuquerque, New Mexico, U. S. Department of the Interior, Bureau of Indian Affairs, 1968.

Although this book concerns the Navajo language and culture, it is an important book for the development team. Non-specialists, however, may not wish to plod through all the Navajo linguistic description.

The book is important, first, because it stimulates thinking about the problems of cross-cultural education, particularly when the two languages involved represent two very different world views; and second, because Navajo is an Athapaskan language, like Chipewyan, and there are many similarities.

2. Bibliographies.

A Language-Teaching Bibliography. Compiled and edited by the Centre
    for Information on Language-Teaching and the English Teaching
    Information Centre of the British Council. Cambridge, Cambridge
    University Press, 1968.

Reference List of Materials for English as a Second Language.
    Part 1: Texts, Readers, Dictionaries, Tests. Washington,
    Centre for Applied Linguistics, 1964.

        These two publications complement each other: the first
one provides a guide to books on the theory and practice of
foreign-language teaching, and the second contains a list of
course materials.

Allen, Virginia, F., and Sidney Forman. English as a Second Language -
    A Comprehensive Bibliography. New York, Teacher's College
    Press, undated.

        In a way, this bibliography is more useful than the other
two, although it does not provide descriptions of the contents
of the material listed. In addition to the fact that a wide
range of books, courses, and research papers from different
countries has been listed, the publishers' addresses are given
and book prices are stated.

Audio-Visual Material for English Language Teaching: a Catalogue.
    London, Longmans, 1967.

        This British Council catalogue is comprehensive, providing
material about TESL (or TEFL) tapes, discs, films, and programme
materials produced in Britain, Western Europe, and North
America. It gives short descriptions, technical details, and
prices.

3. Books which seem to be of less value for the development teams.

Huebener, Theodore. How to Teach Foreign Languages Effectively.
    New York, New York University Press, 1965 (rev. ed.).

This work, based on audio-lingual principles, concerns languages other than English, taught in American schools. It is thus not directly relevant to Fluency First.

There are, nevertheless, a few interesting and useful sections: e.g., a reminder that vocabulary lists built up around a central topic should contain words and phrases other than nouns; support for having a standard lesson plan; a list of "teaching devices" (pages 122-124) that would perhaps be helpful in the training of instructors; a list of topics (borrowed from Nelson Brooks) connected with a person's cultural background.

Jacobs, Roderick A. On Transformational Grammar: An Introduction for Teachers. Oneonta, New York, The New York State English Council, 1968.

The author has attempted in this short book to take some of the mystery out of the formidable subject of transformational grammar. He explains the required terminology, illustrates the use of nodal diagrams, and gives annotated examples of different kinds of transformations. As he himself admits, a short book of this nature necessarily oversimplifies.

Phillips, Nina. Conversational English for the Non-English-Speaking Child. New York, Teacher's College Press, 1967.

The author presents here an account of the audio-visual-lingual approach to English as a second language with special emphasis on the needs of the disadvantaged child. Although she is concerned with children, mainly in an American urban setting, much of what she writes about the attitudes of teacher and learner is relevant to Fluency First. Thus, Chapter 2, "Frame of Reference", and Chapter 3, "The Audio-Visual-Lingual Theory", may be scanned with profit.

Quilter, Daniel. Do's and Don't's of Audio-Lingual Teaching. Waltham, Massachusetts, Blaisdell Publishing Company, 1966.

This brochure is not of much value to Fluency First. It seems to be based on a rigid interpretation of the audio-lingual method and is obviously directed towards teachers of students quite different from Fluency First students.

Stern, H. H. Perspectives on Second Language Teaching. Modern Language Center Publications, No. 1. Toronto, OISE, 1970.

In this booklet there are essays and addresses of interest
to persons who are already quite knowledgeable about TESL,
but it is not directly related to Fluency First.

Turner, John D., ed. Programming for the Language Laboratory.
London, University of London Press, 1968.

Only the first two chapters of this book are applicable to
the Fluency First programme. The other chapters concern other
languages.

B.   Commercial TESL Courses.

In contrast to the short summaries about books, the comments
about commercial courses are often rather long. The reason for
this is that I was requested to provide a certain amount of
critical information about the contents of these courses.

1.   Courses of more than ordinary interest for Fluency First.

Lado English Series. New York, Regents Publications, for Simon and
Schuster. (Canadian edition: Centre Educatif et Culturel,
Inc., Montreal).

Examined: Books 1-3; Workbook 1.

The whole course contains six books with three workbooks
and two teacher's manuals. The Canadian edition appears to be
exactly the same as the American course except for changes in
place-names.

Although this course is obviously for use by students
already literate in another language and who probably have a
reasonably high level of education, it has several good features
worthy of note by Fluency First. This must be one of the most
orderly, uncluttered English as a second language presentations
now available. Each unit has eight clearly marked sections:
Memorize; Substitute; Study; Practice; Speak; Read; Pronounce;
Copy. The structural topic of each lesson is clearly shown in
a box. A brief, simple explanation of the structural topic is

42

provided in this box, the assumption being (I suppose) that
an educated adult can feel more satisfied that he "understands"
if he has a simple summary description of the particular
grammatical point.

The presentation of new structural items seems thorough
and unhurried and the order of presentation seems well thought
out. Lado does not hesitate to arrange items in an order
different from that used in most courses if he feels there is
a need for a difference. For instance, he has delayed the
Present Continuous Tense until after the Simple Present Tense
and the Simple Past Tense, so that the present forms of non-
conclusive verbs such as want, like, know, and live can be
taught and used early in the course and so that the reading
passages sound natural. As one would expect, Lado has not
attempted to make his course entirely situationalized. One
or two small pictures must suffice to show the situation for
a whole unit of work.

There are some good exercises (e.g., contrast between the
definite and indefinite article; contrast between countables and
uncountables; one and ones as substitute words, etc.).

By the end of Book 3 the reading passages are long articles,
controlled in language but containing thoughts that are not
simple.

New Concept English. Prepared by L. G. Alexander. London, Longmans,
     1967.

     Examined: First Things First (Student's Book, Teacher's
                Handbook, Tapescripts, Supplementary Written
                Exercises);
                Practice and Progress (Student's Book, Teacher's
                Handbook).

This is one of the best conceived and prepared courses
that I have examined - for literate, sophisticated adult European
students. It is thorough, interesting, and practical. It aims
at a high standard. Thus, there is a great deal of instructional
material so that all kinds of special uses and linguistic
variations can be presented and practised. The presentations
are situational. Also, the author makes a very sound plea for
natural English, for elimination from drilling of awkward
sentences that students will have no occasion to use.

One very good idea is the use of little pictures as
the cue for substitutions in pattern drills. Sometimes
there a. two sets of pictures so that the learner can
practise interesting combinations; this is more demanding than
single substitutions, but it helps to avoid the "inactive
brain syndrome" during drills. The pictures are cleverly
drawn but are rather sophisticated and sometimes too detailed.

The author suggests some language games and makes special
reference to certain songs, suitable for adults, for practising
specific language items. He suggests that, since many adults
are too self-conscious to act out dialogues, they be trained
to reconstruct the dialogue from the pictures.

One specific little suggestion that appeals to me is the
manner in using call words. Rather than merely saying the
word as in a mechanical drill, the teacher says, "What about
_____?". The effect is of natural conversation.

Situational English.   Prepared by Neile Osman, Crossley, and Pittman,
    for the Commonwealth Office of Education, Sydney, Australia.
London, Longmans, 1965.

Examined: Student's Books 1, 2, 3; Teacher's Books 1, 2, 3.

This is the commercial course that was adapted from the
well known English for Newcomers to Australia. As indicated by
its title, it is based on a situational method. Intended for
adults literate in their own language, the complete course
contains 120 teaching units. The illustrations are formalized
rather than realistic.

The sound, practical teaching principles have been tested
by much experience, and the work is well organized to be helpful
to the teacher. However, there are certain details that impress
me as undesirable, details that seem to derive from theory rather
than practice. For instance, the first lessons concern the
pronouns I, you, he, she, and it, only. Theory says that personal
pronouns are a good way to begin because the students like to
talk about themselves. Actual practice in the classroom says,
"Yes, but . . . there's not much you can say about these pronouns
in the first lessons; they are not the most productive items.
Besides, if you happen to get a group of people who have a
cultural taboo about saying their own names, the first lesson
is likely to be a fiasco." (On the other hand, there is no

44

reason that the first structural pattern cannot be a "productive" labelling pattern, with a slot that can be filled with a wide range of nouns, and that this pattern be accompanied by a dialogue in which the students learn to talk about I and You and He and She.

Most of the advice to the teachers concerns oral teaching. Of particular interest:

- a useful distinction between "setting a pattern", as a teacher would for a revision, and "presenting a pattern";
- the principle of "minimum difference" as the criterion suggested for selecting objects, etc., to be used in the teaching situation;
- a description of teaching gestures, useful for eliminating time-consuming and distracting instructions;
- some language games, pages 69-72 of Teacher's Book 1 and pages 83 and 84 of Teacher's Book 2;
- useful drills for practice in the linking of words in fluent speech; (On the other hand, the pronunciation practice is based on British RP, (Received Pronunciation), and the intonation practice encourages a very monotonous speech.);
- in Book 3, more casual, conversational patterns than previously introduced (e.g., Would you mind_____ing ....? I don't suppose you would...... I'm afraid there isn't ...). Expressions like these can be used in dialogues during the latter stages of Fluency First.

The Teaching of Structural Words and Sentence Patterns. A. S. Hornby. London, O.U.P., 1966.

Examined: Stages 1, 2, 3, 4.

Strictly speaking, this series of books is not a course but advice on how to teach the patterns and "heavy-duty" words that are to be found in almost any English as a second language course. It is a teacher's helper that can be used with a prescribed curriculum or other prescribed textbooks.

These books are invaluable, even though they are actually directed towards juniors. Not only does Hornby provide substitution tables that reveal the special uses of basic patterns and of specific important words; he also offers concrete suggestions for making the teaching of this material situational, so that the

meaning is made clear during presentation and practice. He gives illuminating reasons for his decisions about the sequence of instruction.

It is even tempting to think that Fluency First might merely use this series and adapt directly from these books, but Hornby does include more than Fluency First can include, I think. However, it is worthwhile knowing that if students show that they have difficulty with a particular structure or with the correct use of structural words not initially included in Fluency First, Hornby can offer immediate help.

Basic Literacy and even Upgrading instructors ought to be made aware of the possible need some of their students may have for help with the structural problems of English. Hornby's books could be of assistance to them.

2.   Courses in which there are items or sections of special interest to Fluency First.

Beginner's Cree. Cree Vocabulary. Let's Learn Cree. Nehiyawewin. What They Do Book. Wild Animals. Little Hunter Book: Machesis. Prepared by Anne Anderson. No publishing information provided, 1970.

These books contain very questionable linguistic statements, but they are fascinating expressions of a vigorous, enthusiastic, imaginative person who could probably teach students to speak Cree in spite of using highly unorthodox methods.

Their value for Fluency First lies in their information about the North: habitats, characteristics, and lives of northern animals; traditional occupations of the northern Indian people, etc.

The English reading material would not build a good English language foundation. Tenses, for instance, are wrongly used and mixed together.

Distar. Prepared by Siegfried, Engelmann, Osborn, and Engelmann, for Science Research Associates. Chicago, 1969.

The course includes: Language 1, 2; Reading 1, 2; Arithmetic 1, 2.

The course is not in itself relevant to the needs of Fluency First, since it was prepared for educationally disadvantaged children in the United States. However, it is useful to know something about the course because it is being used on an experimental basis in some northern Indian schools and is therefore under discussion in this area as a structured English-language course.

Each section of the course is in a marvellously neat and attractive package. The teacher is told exactly what to do and is expected not to deviate from these instructions. It would seem impossible to use this course effectively unless there were at least one teacher-aide in the classroom, for the teacher must give undivided attention to one small group at a time. Each language item is practised very thoroughly, repeatedly. There is a standard procedure for each lesson, and there is a standard procedure for each part of the lesson. A rapid pace of activity is maintained. There is a blatant system of rewards and non-rewards for "hard work" or for "not working hard".

The Teacher's Guide for Language 1 gives a useful list of concepts aimed at as part of language development.

This is a very scientifically developed course. It is somewhat comforting to discover that in this well-financed, well-tested course, there can be small faults (e.g., sometimes words used in one lesson are not actually introduced until a later lesson) and serious omissions (e.g., as far as I can observe, the children are never taught to ask questions themselves; only the teacher asks questions). Another drawback is that the whole course is based on contact with pictures, which lack reality, rather than real things, which children can handle.

Distar Reading teaches the basic code-breaking and comprehension skills. There are two little features in this course that are of interest. From the first lessons the children are taught the formula, "Say it fast". That is, they practise saying two or three sounds in sequence, slowly, then get the order, "Say it fast", and as a result of rapid sound combination hear the word they are learning. They begin with continuants, such as (m) and (n), thus avoiding the awkward and confusing duh o guh sounding of the word dog that is characteristic of much phonic learning. Then, when they have acquired the habit of "saying it fast" at the teacher's order, they more closely approximate the actual sound of a word, such as dog, when they reach the stops and affricates.

The other small feature that appeals to me is the printing

47

of certain letter combinations in an unobtrusively joined
way, thus;

$$th \quad wh \quad ch \quad sh \quad qu \quad .$$

Incidentally, in spite of the careful sound analysis, there
appears to be no symbol for the th as in thin.

Distar Arithmetic appears to be truly arithmetic and not
mathematics, perhaps because the course is almost solely based
on pictures rather than on real things. In the Teacher's
Guide there is a useful list of separate arithmetical
objectives.

English. Language Bureau of the Public Service Commission.
Curriculum and Methodology Unit. Ottawa, 1969 and 1970.

examined: Level 1 (Provisional Revised Version) - Teacher's
Manual, Units I-X; Workbook; Language Laboratory
Texts, Tapes 1-25; Projectual Copies.

This is the course used for French-speaking adults in the
public service of Canada, and thus is intended for literate
and well-educated persons, familiar with urban living.

It is an oral course, but the students are allowed to see
and write what will help them remember the oral work. Since
it is assumed that most of the entrants already have some
knowledge of English, a great deal of vocabulary is included
in each unit from the beginning. Oral spelling also appears
immediately. Many drills and dialogues are provided, but the
instructor is advised in the Preface to select from these, not
to use them all. Natural, conversational English is employed
in these dialogues. Unfortunately, it is difficult to present
some of them situationally. Some are long and idiomatic, and
beginners have difficulty in comprehending as well as remembering
them.

My own experience in using the fore-runner of this revised
course in 1968 was that the students found the great variety of
ways offered for saying substantially the same thing very
confusing, especially in the early stages. From the instructor's
point of view, the lay-out of presentations and exercises is now
clearer and thus improved.

Although I think that the lengthy practice given in these
units to the many patterns of the same structure (Subject + Verb

to be + Complement) becomes quite t ious, by the end of Unit X the student has begun to gain a good structural foundation.

The workbook provides an opportunity for students to record the language to which they are exposed in the classroom. There are also copies of the same pictures used in the projectuals so that the students can practise from the pictures orally, outside the classroom.

The tape scripts in the Language Laboratory Texts may be of use to Fluency First, although they appear quite dull. It is not clear to me whether the student's responses are intended to be purely mechanical transformations or answers, according to a model, or whether there is any accompanying picture to provide a realistic situation for his speech.

The booklet showing numbered copies of each projectual is a useful aid; the instructor does not have to move the actual projectuals from the classroom to make his preparation. The pictures in the projectuals are clear and often amusing, but - as usual - they are urban and rather sophisticated. Nevertheless, they are well worth an examination.

English Around the World. Prepared by William Marquardt, Jean Miller, Eleanor Hosman. Glenview, Illinois, Scott, Foresman, and Company, 1970.

Examined: Level 1 - Teacher's Guidebook and Skills Book;
Level 2 - Teacher's Guidebook and Skills Book.

This course is not really relevant to Fluency First. Its advertising brochure claims that it can be used with very young children, intermediates, and even adults, but its appeal is to young children from other countries in American schools. There are large posters and a collection of picture display cards to accompany the course. The workbooks and pictures are attractive and clear; the teacher's guidebooks are detailed, with clear and useful advice; the whole impression is one of liveliness and activity. However, the approach seems to be at the familiar middle-class family and environment that is now denigrated in educational circles; in fact, when I first examined the books, I dubbed the course, "the Dick and Jane of TESL."

The most interesting part of this course is probably the group of essays about TESL contained in the Teacher's Guidebook for Level 1, especially the essay by Marquardt about "Contrastive Analysis and the Teaching of English as a Second Language."

Although the value of contrastive analysis in the teaching of a second language is now being questioned, Professor Marquardt's information is of interest. He offers some suggestions to teachers who find themselves teaching students whose mother tongue has not already been analyzed contrastively with English.

English For Today. Prepared by the National Council of Teachers of English. New York, McGraw-Hill Book Company, 1965 (rev. ed.).

Examined: Books 1-6; Teacher's Texts 2-6.

I am handicapped in commenting on this course which, I understand, is extensively used in American Indian schools because Teacher's Text for Book 1 was not available at the time of this study.

However, certain assumptions can be made by examining the pupils' books and the subsequent Teacher's Texts. There are, for instance, several indications that the course is intended for students who have already begun their education in another language: reading short paragraphs begins fairly soon in Book 1, as does the filling-in of blanks in written exercises; some of the vocabulary indicates rather advanced interests (e.g., architect, engineer, in Lesson 5 of Book 1); numbers are introduced from a clock and the pupils go on immediately to the full range of patterns for telling time, as well as counting to 100, in the same lesson; the same approach is used for the days, months, and calendar expressions; in Book 2 (after a Book 1 vocabulary of only about 400 words) the reading passages are lengthy and are already designed to give practice in reading for information (e.g., the first reading passage in Book 2 is about maps and compass points). None of these approaches would be possible or advisable if the pupils were gaining literacy and their first school-education through this course.

The plan of the full course is strikingly different from that of most TESL courses: it appears to have been designed to provide not only instruction in oral English but also material for geography, social studies, science, and literature. For this reason, I see English For Today as a more extensive, much improved, and much better financed Oxford English Course. It suffers from the same major deficiency that the classic O.E.C. suffered from when used for beginners: the initial stages do not provide for the essential integrated and experiential learning that is a necessary foundation for an education.

There are some very good features in this well planned course: the language is ordinarily practical and useful; the "interviewing friends" sections (questions and answers about personal information) fill a practical need; the units are logically conceived. A few of the reading passages from Book 2 might be useful in the latter stages of Fluency First, as the language is controlled.

English: Your New Language. Prepared by Leo U. Bernardo and Dora F. Pantell. Morristown, New Jersey. Silver Burdett Company, for General Learning Corporation, 1966.

Examined: Books 1 and 2, Teacher's Edition; Book 2, Student's Edition. (Audio tapes and phonograph records are also available.)

This course uses an audio-lingual approach for adults who need help in mastering the skills of listening, speaking, reading, and writing English. As one would expect in an audio-lingual approach, the emphasis of the oral work is on drills of many kinds and dialogues, rather than on activity, and thus requires rather a high degree of motivation. It is for students who are literate in their own language.

Book 1 is designed to be used for at least 400 hours of instruction, as is Book 2. The proposed content of Fluency First seems to be greater than that contained in Book 1, but much less than that of Book 2. Book 1 contains a vocabulary of approximately 1000 words. Students who complete Book 2 successfully would be able to speak at length, in long sentences, with a fairly large vocabulary, and they would be able to read and write at a functional level.

The lesson topics are very appropriate for adults, and many are of interest to Fluency First. Even the reading materials are practical: e.g., application forms, instructions for repair jobs, etc. On the other hand, the topics are related to the city, factory, etc.

The dialogues tend to be rather long, with long sentences. Memorization of them would be tedious.

General Electronics Laboratory, Boston. Leaflet describing their Intensive Course in English (ICE), consisting of text and tapes, at the Elementary, Intermediate, Advanced, and Specialized Stages.

51

This course does not appear to be relevant to the needs of Fluency First. However, there are two sections of the advertising brochure that are of interest.

1. The Elementary Stage, beginning at Level 0, is in two textbooks and 50 pre-recorded tapes, and includes basic phonology and grammatical structures: statements and questions; positive and negative; present and past tense; using simple verbs; progressive verb phrases; perfect verb phrase; passive voice; modal phrase; their associated tag questions and short forms; basic noun and adjectival structures; ordinary (?) subordinate clauses; common idioms; vocabulary of approximately 1350 items. In other words, the content is rather similar to what is proposed for Fluency First.

2. The leaflet says that the exact number of study hours will vary. It is recommended that 250-300 hours of combined classroom and language laboratory work be devoted to each Elementary text.

    Therefore, at five hours a day, for five days a week or 25 hours a week, the minimum time for this Elementary course would be 20 weeks, or five months.

    However, as Fluency First would begin instruction in reading and writing during the oral stage, it can be assumed that a student would be well into his Basic Literacy learning by the end of those five months.

    One wonders whether Fluency First students could actually get 500 hours of instruction in 20 weeks. This matter of time required is yet another reason for basing the work of the reading, writing, and activity sessions on the oral patterns; the oral work is thoroughly re-inforced by the reading and writing work, and the student can move on to new oral work.

An Intensive Course in English. English Language Institute Course, Ann Arbor, University of Michigan Press, 1969-70 (latest printing).

Examined: English Pattern Practices (Lado; Fries); English Sentence Patterns (Lado; Fries); Vocabulary in Context (Franklin; Meikle: Strain). Also (not yet arrived) English Conversation Practices (Phinney; Minkewitz; Nilsen).

This course is a standard reference for the oral,
structural approach. It is intended for students of the
English language at the intermediate level, who know some
English but have had little opportunity to use it. I believe
that it is directed mainly towards the foregin university
student in the United States. Its constant revisions have
brought improvements to the original course.

Much of the material is at a more advanced level tha_ the
Fluency First course, but it is so thorough that Fluency First
may be able to select some material from it (e.g., drills on
phrasal verbs). Its approach, however, is in some ways
opposite to that of Fluency First: that is, rather than
beginning from a situation, as Fluency First must do because
of its students who will be illiterate beginners, this course
starts from a structure and leads towards a situation.

An Introduction to Canadian English. Prepared by Carson W. Martin.
Toronto, Ontario Department of the Provincial Secretary and
Citizenship, 1964.

Examined: Teacher's Handbook, Book 1, including Supplementary
Material, and Teacher's Handbook, Book 2. Student's
Workbook, Book 1, including Supplementary Material,
and Student's Workbook, Book 2. Charts, Book 1.

I understand that this course has been very recently
revised; the new version may be quite different.

This course for adult New Canadians is based on the standard
oral approach with drills, conversations (dialogues), action
chains, and oral stories. Reading and writing begins immediately.
I therefore assume that the course is directed towards adults
who are already literate in their own language. The material
is obviously for educated people who know about the countries of
the world, are acquainted with maps, and so on.

Some advice about making the drill-presentations situational
is given. but the hundreds of conversations are not situationally
presented. I think th would be hard to remember. The English
used in these convers s, however, is practical and natural.
The action-chains may be useful in Fluency First, as may the
idea of the short stories told orally before reading, with their
accompanying structural drills and comprehension questions. Some
of the drill tables are very well worked o

A great deal of vocabulary is taught. Before the end
of Book 1, for instance, students are asked to deal with
content words such as obligation, necessity, possession, etc.
The units are long; an instructor must do a great deal of
planning to form separate lessons out of a unit.

Learning to Use English as a Second Language. Prepared by
D. McCormack and M. Finocchiaro. (Canadian Texts in English
as a Second Language). Centre Educatif et Culturel, Inc.,
(CEC), Montreal, 1966.

Examined: Teacher's Manual, Book 1 and Book 2.
There is also a Book 3.

The underlying theory of this course is pedagogically very
sound, as one would expect from Dr. Finocchiaro. It was written
for young people in the 11-18 year group - in other words, for
those already literate in their own language and in a traditional
classroom situation. The text was not prepared for one
homogeneous language group. The authors used a spiral approach.
Useful advice is given to teachers in the Teacher's Manual.

A unit contains: a dialogue, with a picture; pronunciation
practice; useful words and expressions; patterns of language;
pattern practice; conversation practice; listening and speaking
practice, which is later extended to reading and later still
to writing; games and activities.

IPA (International Phonetic Association) transcription is
used for reference. There appear to be some modifications of
IPA which may cause some confusion (e.g., (y) is used for yes,
whereas (y) in standard IPA represents the vowel sound in the
French pur).

There are some good suggestions for games that may have an
appeal to adults, as well as to this age group. (Teacher's
Manual, page 118).

To be honest, I must say that I felt disappointed by this
course. I have always had very high respect for Dr. Finocchiaro's
knowledge and exposition of TESL theory, yet the course seems to
me to have outstanding faults. For instance, a great deal of
varied pattern content is lumped together in a unit, even in
the first unit. A well qualified teacher would be able to use
the material and from it plan separate lessons, but one wonders
why the course is not arranged so that this burden does not have
to fall on the classroom teacher. Then, the dialogues have

54

long sentences; they would be difficult to teach, difficult to remember, and they might defeat their purpose by being discouraging. It seems to me that the authors have been so afraid of boring learners, or possibly of inhibiting the creativity of teachers, that they have made the units very complex. It is as if they have not put themselves in the place of a student who does not know English, as if they cannot understand that learners will not grasp the meaning of a new sentence just because we native speakers of English know what it means. Probably the bright students of a class would show good results while following this course with a good language teacher, but I fear that the less bright or less interested students would merely be bewildered.

Reader's Digest Readings. Prepared by Aileen Traver Kitchin. Pleasantville, New York, Reader's Digest Services, Inc., 1964.

Examined: Books 1 - 6.

These collections of stories and articles, with accompanying exercises, have been prepared for learners of English as a second language. They have a controlled vocabulary: Books 1 and 2 = approximately 500 words; Books 3 and 4 = approximately 1000 words; Books 5 and 6 = approximately 2000 words.

This vocabulary control should be helpful to readers who have learned English as a second language. On the other hand, structure has apparently not been controlled, except that the sentences are kept fairly short. A reader will meet a full range of tenses, verbal forms, and clauses, as well as a few special patterns that Fluency First will probably not be able to include (e.g. He <u>was to live</u> with someone.)

The stories and articles have a great deal of general "human interest", but I do not know whether all the Fluency First students would be interested in them. However, if they intend to continue their education into an upgrading course, a point must come at which their reading interests will have to expand. Selected readings from these books that are at least limited in vocabulary may act as a bridge between completely controlled reading and reading material that is uncontrolled linguistically.

3. Courses of limited interest to Fluency First.

The Alaskan Readers. Northwest Regional Educational Laboratory, Portland, Oregon.

Examined: the explanatory brochure.

Any material that is being especially prepared for teaching reading to northern Indian and Eskimo people is of interest to Fluency First. However, the question I am left with after examining these plans for a carefully prepared course, based on the notion of the graphoneme, is: why is there no mention of how the children following this course are supposed to learn English, not just to learn to read English words and sentences?

The Basic Oral English Course for Kindergarten and Grade One Beginners, and The Oral English Course Books 2, 3, 4. Prepared by Rose Colliou for the Department of Citizenship and Immigration, Indian Affairs Branch. Queens Printer, 1966.

Other materials examined: instructional materials for a "Synthetical Phonics Program", with a Teacher's Guidebook; a large collection of clear line-drawings to illustrate words and sentences.

The first book is designed to be used either with kindergarten children or with first-graders. There are comments to show suitably different approaches and content for these two levels. The material is for oral use only, but the normal Grade 1 curriculum is also to be covered in the same school year. The author says that this book can be used with English-speaking pupils also. There are 20 units of five lessons each.

There is some structural work, and some interesting games and activities (suitable for young children) are suggested for it. However, my impression is that a great deal is pushed together into a very short teaching time. For instance, singulars and plurals of new vocabulary are taught together in the first lessons, with irregularly formed plurals included. It is difficult to see how children who do not know any English would have a real opportunity to learn the meaning of the words, the singular-plural distinction, and the resulting structural differences, all at the same time.

The learning burden is very heavy. For instance, Lesson 4 of Unit 3, which would probably occur sometime in early October of the school year, introduces 32 verbs to be used in the Present Continuous Tense, with all the different pronoun subjects. Another lesson contains 19 prepositions, which are to be used in two different patterns in the same lesson. There appears to be no clear differentiation between vocabulary and patterns.

By the end of Book 2 (Grade 2) the sentences for the children's reading are quite complicated. For example, "They realized they were not altogether too sure of how to go about collecting funds."

In the books for higher levels there are useful vocabulary lists which point out words that should be learned, but there is no advice about the situational teaching of these words, and after Book 1 there is no structural practice except for verb drills.

The phonic charts are probably useful to the teachers. However, the explanation of the "52 Basic Sounds" leaves me, to say the least, very uncomfortable. Here are some examples that should show why I am uncomfortable:

(a) The c in cat and the k in kite are listed as two separate sounds. The vowel sound in train and in play is listed as two separate sounds. There are several other similar examples.

(b) The th in thumb is listed, but there is no mention of the th sound in that. The vowel sound of book is listed, but there is no mention of the long sound as in boot.

(c) The ow is listed as Sound #37; the two examples are owl and snow.

(d) The ur in furniture, er in mother, and ir in girl are all listed as 3 separate sounds, but there is no mention of other spellings producing the same sound, such as earth.

(e) The sound [ʒ] as in measure and pleasure is not listed at all.

(f) The explanation cannot possibly be merely that the word sound is confused with the word spellings; if

it were so, Sound #21 (the vowel sound of u as in umbrella) would be followed by another spelling of the same sounds, e.g., mother.

(g) On the teaching card for oo as in book there are three verses: one is properly about look, but the other two begin "Moon, moon, come down" and "God bless the moon."

The Bruton English Course for Adults. Prepared by J. G. Bruton. London, Thomas Nelson and Sons Ltd., 1969.

Examined: Book 1; Teacher's Book 1.

This course seems of little use to Fluency First. The cultural orientation is distinctly British; the pronunciation work is based on British RP (Received Pronunciation) with IPA transcription; the topics are sophisticated: scenes in coffee bars, talk of nationalities and of Shakespeare; and the material is not presented in any new or especially interesting ways.

He suggests an outline of the steps involved in teaching a new structure, as follows: Teacher's presentation, with student participation a possibility; Production; Consolidation, with "massive" oral practice; Exploitation, with use of the structure in different contexts. Reading becomes more important in the last stage.

English Through Pictures. Prepared by I. A. Richards and Christine Gibson. New York, Washington Square Press (Simon and Schuster), 1945.

Examined: Book 1; First Workbook; First Steps in Reading English.

This course seems to me most useful for the literate, well-motivated adult who wants to (and can) almost teach himself. (He would need help with the sounds of English.) The books are very cheaply produced, in pocket-book size.

Conventional pictures with stick figures are used to show the situation expressed by each sentence (at first) and later by a cluster of related sentences. Useful structural patterns and words have been selected, but the patterns are not practised extensively. Nevertheless, by the end of Book 1 very complex ideas are being expressed in English reading passages. Book 1 includes about 500 words; Book 2 uses about 1000 words.

The workbook would also be helpful to the adult teaching himself English. Answers to the questions are at the back. However, the exercises seem quite dull. A student would need a high level of motivation to persevere.

The reading book uses the same patterns found in the basic text. The approach is to introduce only words spelled with a limited number of letters, gradually adding new letters. At first, there are only seven letters. However, this concentration on limiting the number of letters ignores the sounds represented by those letters. A student would, in fact, have to memorize the words.

The course seems to have little or no value for Fluency First.

HELP Through Learning English. Prepared by Elizabeth Mitchell for the Home Education Livelihood Program. United States Department of Health, Education, and Welfare.

This course of 16 teaching units was designed for adult literacy classes in the Home Education Livelihood Program in New Mexico. The emphasis is on memorization through oral and written drills.

All new material is presented in the form of conversation, which the students memorize. After oral practice these drills are read and copied. The teacher helps the students put the conversations to use in everyday life. The reading begins immediately after an oral presentation, and depends on a look-say approach. The methods for teaching letter-formation are not made clear.

A great deal of vocabulary is taught quite early for use in the singular and plural forms of one pattern (It's a ____ / They are ____). Some useful advice is given to the teachers at the beginning of each unit, but the advice is not very thorough.

This course puts immense reliance on the students' ability to memorize. The students are not given much gradually developed structural work that would help them to "generate" their own English; that is, to make their own utterances by analogy and combination. So much memorization does not seem to me a very adult approach.

Methode R.E.M.I.   "Plan d'utilisation dans les classes maternelles
et primaires" (infant and primary classes). Montreal, Les
Enterprises Education Nouvelle, Inc., undated.

No actual content for the course in English given to
French-speaking children is shown in this leaflet. The plan
requires a record player and a filmstrip projector, as well
as a picture book and a book showing the texts of the records.
The course is basically oral, but the children are permitted
to write what they wish in order to remember. Songs are used
very frequently. At the end of a lesson there is a "control",
in which the children reply to questions by marking / for
True, X for False, and AVVA for I don't know.

Michigan Language Program. New York, Learning Research Associates
(LRA), 1970.

Examined: Advertising brochures.

This course is not relevant to the needs of Fluency First.
It is designed for (a) beginning readers (b) readers of any age
who have reading problems, and (c) exceptional children. The
learner works at his own pace, advancing when he achieves suc-
cess. Stick-figures are used in the pictures, in an attempt
to offer "culture-fair" material. The skills being aimed at
are reduced to clear statements in the form of instructions to
a class. There are very detailed instructions for "administer-
ing" the course.

Scope and Sequence in the Teaching of English as a New Language to
Adults. Beginning Level. (Fundamental Adult Education Series).
New York, Board of Education of the City of New York, 1968.

Teaching Dialogues: English as a New Language for Adults. Teacher's
Guide. New York, Board of Education of the City of New York,
1966.

I think these two books refer to the same course, but it
is difficult to be sure. Scope and Sequence supplements a
manual called Teaching English as a New Language, which we do
not possess. This course is apparently for adults literate in
another language, as the students are expected to print their
names and read from the blackboard in their first lesson. The
course has an urban orientation, even using New York place names.
It seems practical but dull, with no activity but drills and
memorized dialogues in the oral sessions.

Teaching Dialogues contains the scripts for tapes of drills and dialogues, but in the introduction it is stated that the dialogues may be learned without a language laboratory. My opinion is that some of the taped drills are excessively simple (pure repetition) and that the dialogues are far too long, especially for beginners.

Success With English. Edited by Geoffrey Broughton. Harmondsworth, Middlesex, England, Penguin Books Ltd., 1968.

Examined: Coursebook 1, Teacher's Book 1, Workbook 1, A First Reader, Tapescripts 1.

This is a course prepared for adults or older school children. It is stated that the rate of teaching is faster than that in ordinary school courses. It has a distinct British cultural orientation.

Some interesting features are: useful comments about structure and pronunciation drills for tape recorder use; an alphabetical list of 940 head-words used in Stage 1; the scripts for tape-recorded structural and pronunciation drills.

The lessons do not seem very interesting, but they have the merit of not being too complicated too soon. There are dozens and dozens of substitution tables and instructions for dealing with them in different ways.

The workbook seems to be more interesting than the general run of workbooks. It contains crossword puzzles and similar games.

The reader contains a good variety of types of reading: dialogues, a telephone call, some long stories - all with well-controlled tenses.

C.   Some articles about courses or research studies.

English for American Indians. A newsletter from the Office of Education Programs. Washington, Bureau of Indian Affairs. Fall, 1970.

Dr. Evelyn Hatch's contributions to this good newsletter are particularly interesting. She shows that an English-speaking child of school entry age has often not mastered completely certain English structures. Therefore, teachers of English as a

second language should not demand a higher standard of their beginners than is achieved by children who are native speakers of English. Specific examples of structures that cause difficulty are given.

"Frontier College: Media on an Indian Reserve", an article in Challenge for Change, the newsletter of the National Film Board, #4, 1969.

This is a most interesting article about a project with Ojibway Indians at Fort Hope in Ontario. The young instructors took great care to build a good foundation of confidence before they tried to start any course; they found out what the Indian people wanted to learn (English and maths). When the courses started, the instructors gave evening classes and made day-time tutoring available.

Photographic and sound equipment was used, partly to help the people become more aware of themselves. The camera and recorder were operated only by members of the community. It was learned that the Indian people did not object to being photographed even in their homes, as long as the equipment was handled by one of themselves. The films made include sequences about moosehide sewing, logging, skidoo racing, children playing, dogs fighting, etc. The equipment proved satisfactory in cold weather, but sometimes had to be heated before use.

I would like to learn about the results of this interesting experiment. I would also be concerned in a similar experiment about the breakdown of equipment in an isolated community like this and about the developing of film there.

Gladstone, J. R., "An Experiential Approach to the Teaching of English as a Second Language". English Language Teaching, May, 1967.

This article describes a way of evaluating the progress in oral English of English as a second language learners. In this school, pupils' interviews on entry were tape recorded. Thereafter, the pupils were re-interviewed at regular intervals. Each pupil's interviews were put together on one master tape. "Natural-setting" interviews were recorded on portable tape recorders. Thus, an "objective audio-file" was created for each pupil.

Gordon, Dr. James R. A Diagnostic Survey of the Reading Status of
Students in the Residential Schools at Gordon's and Muscowequan.
A Comparative Study of Reading Comprehension, Listening, and
Vocabulary Levels. Regina, DIAND, Indian Affairs Branch, 1969.

The purposes of these studies were to assess the reading
abilities of Indian children in the two residential schools
and to compare them with the reading abilities of children in
an integrated school. Results showed that children in the in-
tegrated school had higher reading levels.

I find myself astonished by this survey. Here is a study,
by an obviously well qualified reading specialist, into the
reading levels of Indian children; not once does this educator
make any reference to any investigation into the mother tongue
of the children, their knowledge of English - the language of
the reading materials -, or the relative extent of use of the
mother tongue and English. He seems surprised that the children
did not do better on the listening test than on the reading
test. He found that children who showed certain levels of
word-calling skills often had much lower levels of comprehension.
(Incidentally, that is a point of interest for Basic Literacy
and Fluency First: mere ability to sound out the words does
not ensure comprehension.) Yet not once does he wonder about
the children's language background, except in the sense that
he believes they should have more "language experience", just
as English-speaking children often should. Not one of his
suggested books or other resource materials for improving
children's reading skills recognizes the possibility that these
children's problems may not be the same as those of English-
speaking children with reading disabilities.

One of the basic points of this well-graphed research study
has not been made clear. Dr. Gordon states that the 51 "inte-
grated non-reserve students" were randomly selected from the
total population of the Punnichy Public Schools, grade one to
seven, who did not reside on a reserve. Were these Indian
children who lived off the reserve? or were they non-Indian
children? or were some Indian and some non-Indian? and if they
were non-Indian, what is the reason for including them in this
study?

Green, Richard. "Visual Literacy and the Indian Child". From The
Northian Newsletter, Number 20, February, 1971.

The jargon of this article is jarring, but the idea is
excellent, and therefore the article should be noted by Fluency

First developers. (In fact, the idea of using a camera to record what the students themselves do, and then to use the resulting pictures for language work, was proposed for Fluency First in the initial concept study.) In any northern community, especially, I would recommend the Polaroid camera so that pictures can be developed immediately. Furthermore, I would think that under any circumstances the delay necessitated by sending film away for developing would lessen the motivational effect.

Rubel, Arthur J. "Some Cultural Anthropological Aspects of English as a Second Language". AERA Symposium, 1966.

This study of Mexican-Americans in southern Texas who were being taught English as a second language is not of much relevance to Fluency First, except for one very important conclusion, which is worthwhile noting. The Mexican-Americans realized the value to them economically of learning English, but they did not want to give up their own language or to adopt other "Anglo" cultural traits. Prohibitions that were made against speaking Spanish on the school grounds produced a very negative effect; the Mexican-American children became hostile to English because of the prohibition, which increased the importance of spoken Spanish in the eyes of these children and their families.

Stemmler, Anne O. "The Psychological and Cognitive Aspects of the Teaching of English as a Second Language". San Antonio Research Project, 1966.

This study of two controlled educational studies concerning Spanish-speaking children aged 6 - 9 years in an English environment does not have a direct relevance to Fluency First, but the specific suggestions about ways in which English language patterns and teaching methods can assist in strengthening a self-concept are extremely interesting and merit study.

The ERIC reporduction of some pages is unfortunately very poor.

D. Books and articles about Indian culture and history.

1. Publications available at NewStart.

64

Chance, Norman A., ed. Conflict in Culture: Problems in Develop-
mental Change Among the Cree. Ottawa, Canadian Research Centre
for Anthropology. St. Paul University, 1968.

      Members of the development team should be acquainted
with this book. It provides a background for understanding
the social and personal problems that Fluency First students
may have.

      The Cree described here are Eastern Cree in the James
Bay area.

Coombs, I. Madison. The Educational Disadvantage of the Indian
American Student. Las Cruces, New Mexico, New Mexico State
University, 1970.

      This well researched booklet mainly concerns Indian
children and their education in schools. I believe, however,
that it is worthwhile scanning. The author refers to up-to-
date studies which show some positive improvements in Indian
education in the United States. There is also a short section
about early childhood and adult education (pages 106-110).

Lang, Melvin. "Cultural Shock and the Teacher Corps: The Identi-
fication of Conflict". AERA, February, 1971, New York.

      This article about differing attitudes and expectancies
of the college graduates in the Teacher Corps and the Hawaiian
low-income families of the children these graduates were
teaching, is an interesting one for members of the Fluency
First development teams to scan, because similar differences
of attitudes and expectancies may be encountered in a Fluency
First course.

The Musk-ox. Saskatoon, Institute of Northern Studies, University
of Saskatchewan.

      Volume 4. This issue contains a bibliography intended
as a source list for persons working with Canadian Indian and
Eskimo people. There is a very short section on TESL. (It
seems a pity that the references in the TESL section are few
and that all are North American, when there is such a wealth
of material available from other countries as well.)

65

Volume 5. In the article by Gillian King entitled "A Consideration of Factors Affecting the Development of LaRonge, Saskatchewan", Table 4 shows the educational level of Indians and non-Indians over 17 years of age in LaRonge in 1966.

Volume 6. Several articles in this issue describe a resettlement of Chipewyan Indians in northern Manitoba. The important parts for the development team are those that concern the Chipewyan way of life, their family structure, and their attitudes. This is valuable material.

A Syllabus on Indian History and Culture. Saskatoon, Indian and
    Northern Curriculum Resources Centre, University of Saskatchewan,
    1970.

The aim of this syllabus is "to give the Indian student a 'both-and' education, where he will not be forced to choose between being an Indian or a white man but will be able to operate at both levels without having to divorce himself from his own way of life. - In other words, to become a modern Indian." The references and discussion topics may be useful to Fluency First. Unfortunately, there is only minimal reference to the northern Indians of this province.

Symington, Fraser. The Canadian Indian. Toronto, McClelland and
    Stewart, Ltd., 1969.

The entire book is of general interest to anyone working on a course directed towards Indian people, and it is easy to read.

There are several specific references that are particularly noteworthy: page 42 - characteristics that enabled Indians to survive in the past; page 55 - their religious sense; page 60 - their distaste for any form of coercion; page 62 - conceptual thinking and Indian languages; page 92 - Indian speech.

Teacher Aide Guide for Navajo Area. (No information about the place
    of publication), 1970. (Probably available through Bureau of
    Indian Affairs, Brigham City, Utah.)

Members of the development team would probably find this an interesting book to scan. There are good sections on cultural differences between Navajos and non-Indians, and on the cultural premises of Navajos.

Possibly it might be a good idea to prepare a booklet of this type for the training of instructors.

Teacher's Guide to Resource Materials in Cross-Cultural Education. Part One: Indians, Eskimos, and Early Explorers. Saskatoon, Indian and Northern Curriculum Resources Centre, University of Saskatchewan, 1970.

This book lists sources of material about Indian people and Indian culture that may be useful to Fluency First. Many of the books and visual aids, however, are either about Indians in general or about American Indians.

A criticism is that sometimes there is no clear statement about who made a film or where it can be obtained.

2. Some suggestions about books, films, and filmstrips about Indian people that could be procured through Inter-Library Loan at the appropriate stage of development of Fluency First.

Canada. Department of Indian Affairs and Northern Development. Indians of the Prairie Provinces. Ottawa, Queen's Printer, 1967.

Canadian Corrections Association. The Indians and the Law. Ottawa, Queen's Printer, 1967.

Clark, Ella E. Indian Legends of Canada. Toronto, McClelland, 1960.

Driver, Harold E. Indians of North America. Chicago, University of Chicago Press, 1961.

(A comprehensive comparative description and interpretation of native American cultures from the Arctic to Panama.)

Hooke, Hilda M. Thunder in the Mountains. Toronto, O.U.P., 1947.

(Legends)   67

Howard, J. K. Strange Empire. Morrow, 1952.

      (The story of Louis Riel and the Northwest Rebellions.)

Hunt, Ben. Indian Crafts and Lore. Toronto, Musson Book Co. of
      Canada, 1966.

      (Sections on Cree and Chipewyan beadwork, dancing, cos-
tumes, and clothing-making)

Jenness, Diamond. The Corn Goddess and Other Tales from Indian
      Canada. Ottawa, Queen's Printer, 1960 (second edition).

      (The Canadian Indian's view of the universe illustrated
in 25 stories.)

Roessel, Robert, Jr., ed. Education of the Indian Adult. Tempe,
      Arizona, Indian Education Center, Arizona State University,
      1962.

Roessel, Robert A., Jr., and Nicholas Lee, ed. Education for the
      Adult Indian Community. Tempe, Arizona, Indian Education
      Center, Arizona State University, 1964.

Shuman, Norma. Poundmaker. Ryerson, 1967.

Wood, Kerry. The Great Chief. Toronto, MacMillan of Canada, 1957.

      (The story of Maskepetoon, a leader of the Crees.)

Filmstrip and tape: Indian Life. Saskatchewan School Broadcasts,
      March, 1968.

      (Includes 4 Cree legends. The filmstrip is available,
compliments of the Saskatchewan School Broadcasts Branch,
Regina. The accompanying tapes are available from the same
source on a loan basis or as dubbings on school tapes.)

Film: The People at Dipper. National Film Board. 18 minutes.

(Chipewyan Indians on a reserve in northern Saskatchewan.)

Film: Caribou Hunters.

    (Indians of northern Manitoba and their search for caribou, their main source of food. There is no statement about where this is obtainable. It is listed in Teacher's Guide to Resource Materials in Cross-Cultural Education, Indian and Northern Curriculum Resources Centre, on page 6 of the section on Eskimo and Northern Indian Cultures.

E.   Periodicals to which subscription is recommended:

English Teaching Forum. (This periodical has been discontinued.)

English Language Teaching. Published by Oxford University Press in association with the British Council.

Language Learning: A Journal of Applied Linguistics. Published at the University of Michigan.

Language-Teaching Abstracts. Published by Cambridge University Press, for the English-Teaching Information Centre of the British Council and the Centre for Information on Language Teaching.

TESOL Quarterly. The Journal for Teachers of English to Speakers of Other Languages. Published at Georgetown University, Washington.

F.   Additional books and courses recommended:

Reference books

Allen, W. Stannard, Living English Structure. 4th edition Longmans, London, 1959. OR

Brooks, Nelson. Language and Language Learning: Theory and Practice. Harcourt, Brace, New York, 1960.

Davies, Alan, ed. Language Testing Symposium. Oxford University
    Press, Toronto, 1968.

Edwards, Mary. Cree: An Intensive Language Course. Northern
    Canada Evangelical Mission Inc., 58 - 18th St. East, Prince
    Albert, Saskatchewan.

Ellis, C. D. Spoken Cree. Church House, 600 Jarvis St., Toronto,
    1962.

Fries, Charles C. Teaching and Learning English as a Foreign Language.
    University of Michigan Press.

Harris, David. Testing English as a Second Language. McGraw Hill Co.

Hives, Rev. H. E. A Cree Grammar. Anglican Book Centre, 604
    Jarvis St., Toronto, 5.

Hornby, A. S. A Guide to Patterns and Usage in English. Oxford
    University Press, 1954.

Lee, W. R. and M. Dodderidge. Time for a Song. Longmans, London.

Phinney, Maxine Guin; Hok Minkewitz; Nilsen. English Conversation
    Practices: An Intensive Course in English Supplement. English
    Language Institute, Ann Arbor, Michigan.

Prator, Clifford. Manual of American English Pronunciation. Holt,
    Rinehart and Winston, New York, 1950.

Courses

English Fast by Alan Wakeman. A course of graded drills of language
    laboratory and classroom use. Hart-Davies, Ltd., London, 1968.

English 900. Collier-Macmillan (Canada) Ltd.

Oxford Progressive English Alternative Course. by A. S. Hornby and
    R. Mackin. Oxford University Press.

II   PROPOSED COURSE CONTENT

A.   Structural Content

1.   Selection of Structures: An Explanatory Note.

Most TESL courses are rightly very detailed and thorough. It is tempting to include in Fluency First all the instructional items observed in these prepared courses, and sometimes it is nearly impossible to make a satisfactory decision about including or excluding a certain item.

Even a thorough and scientific study of the language items in use in the 5-10 Upgrading curriculum would not provide the answer to the question of what should be included in Fluency First to prepare the students for the language they will need in Upgrading. First, there are so many separate items in that linguistically uncontrolled material that one might end by being discouraged or insisting on a two or three year TESL course to precede the Upgrading course; second, not every new language item in English requires oral presentation and drill first; there are many that can be quickly explained or can even be tackled independently by a student, through his reading and questions, if he has a basic foundation in the English language which he can use to generate further development in English.

Most prepared courses for adults are planned to extend over a long period of time. They are geared, on the whole, to well-motivated, literate adults who want to learn to speak English well and as naturally as possible.

I have constantly reminded myself during the preparation of this proposed course content that the time available for a Fluency First course will probably be limited, either by the degree of financial support given by a government or corporation for the course and for student allowances, or by the probable and natural reluctance of many prospective students to remain in a course that has no easily foreseeable end. I have also reminded myself that Fluency First is really part of a Basic Literacy programme and that the purpose of Fluency First is not to teach English for its own sake but to be a means to an end.

I have therefore endeavoured to keep two objectives in mind, selecting the instructional items strictly on the basis of those two objectives: (a) the students should learn to speak and to understand English well enough so that they can participate in the normal classes

of a 5-10 Upgrading course if they so desire; (b) specifically, they
should be able to read, with comprehension, all the normal instruc-
tional materials of a 5-10 Upgrading course and write what is required
in that course; or, if they are not already acquainted with certain
structural or lexical items which they meet in their reading, they
should have sufficient knowledge of how to learn their meaning and
use to enable them to overcome their deficiencies.

Thus, I have tried to keep the instructional list as short as
possible without defeating the very purpose of Fluency First. I have
tended to omit altogether, or to indicate limited importance for,
certain patterns of English that are usually included in TESL courses,
such as the subtleties of question tags, passive and perfect infini-
tives, interpretation and use of double nouns (e.g., chocolate milk
vs. milk chocolate; dog sled vs. sled dog). Although all those items
are necessary for good, natural English speech, I believe that, given
the required foundation, the students can continue to learn such
language items, by means of their reading and other instruction, if
and when they are encountered. After all, other adults entering an
Upgrading course may not know everything about the English language,
either.

On the other hand, I have included such items as most of the
tenses, modals, and many conjunctions, a comprehension of which
seems to be nearly impossible to acquire independently, particularly
because the native languages of the prospective students have struc-
ture that is extremely different from English structure.

Furthermove, in Section Four, "Behavioral Objectives", I have
suggested that two types of objectives can be set for the structures,
to indicate whether an item must be thoroughly practised until its
use is an automatic response to a situation, or whether a student
requires only the ability to comprehend the situational use of an
item and to say it when provided with a model.

My selections and omissions may well be challenged - in fact,
I debate some of them myself -, but I believe that the underlying
principles for selection that I have stated are necessary principles.

Certain items were selected and emphasized not only because of
their structural usefulness, but also because of their added value
in developing, or maintaining, self-concept. Words and patterns
that enable a person to talk about himself, his appearance, his per-
ceptions, his likes and dislikes, his abilities and knowledge, his
thoughts and feelings - all these contribute to the student's sense
of his own importance and identity. More than that, they enable him
to express his interaction with the world of things so that he need
not feel divorced from the new ideas to which he is being exposed.

Incidentally, instructional techniques can also play a part in strengthening self-concept. For instance, when a student learns the new language by speaking about himself and about what he is doing or has done rather than about what is in books or in pictures, the implication is that what he does and says has importance.

It is utterly impossible in any basic course to teach everything about a language. As mentioned, the instructional list for Fluency First, that I have proposed, has been quite ruthlessly pared down. It may become obvious in the pilot course, or with individual students at any time, that instruction is necessary for certain items that were not included. In that event, I suggest that the most helpful aid may be A. S. Hornby's Teaching of Structural Words and Sentence Patterns. His tables provide many more examples and particular uses than have been proposed for Fluency First, and his practical advice on situational presentation and practice would be invaluable to an instructor who needed to find lesson material quickly.

2. Summary Outline of the Proposed Structural Contents for Fluency First, with a reference list

I. Sentence Types

   A. Simple sentences, positive and negative

   B. Questions

      1. yes-no questions, positive; some acquaintance with negative yes-no questions
      2. open questions

   C. Short answer forms

   D. Requests and commands

   E. Common conversational exclamatory sentences

   F. Compound sentences with and, but

   G. Sentences with two object-slots

   H. Sentences with modifying phrases

   I. Complex sentences

1. time clauses
2. conditional clauses
3. relative clauses
4. simple forms of indirect statements and questions
5. other subordinate clauses with common conjunctions

J. Inverted word order in short statements with anomalous finites

II Verbs and Verb Phrases

A. The verbs

1. be, have, and other anomalous finites
2. other verbs, especially the "heavy-duty" verbs and common irregularly formed verbs
3. common verb and particle combinations and common phrasal verbs

B. Their forms

1. tense/aspect, in active voice: Present Continuous, Simple Past, Future (going to), Simple Present, Future (will), Present Perfect, Past Continuous, Present Perfect Continuous, Past Perfect
2. contractions
3. imperatives, including the hortatory form Let's
4. other non-finite forms: present infinitive, present participle, gerund, in common patterns
5. passive voice, for realistic speech only

C. Particular uses

1. short answers; limited acquaintance with question tags
2. sequence of tense in complex sentences
3. common gerund uses after special verbs and prepositions
4. common uses of the marked infinitive after special verbs; after adjectives; to show purpose
5. unmarked infinitive after certain verbs
6. causative patterns with make, etc.

III   Function Words

     A.   Prepositions

         1.   common prepositions of place and time
         2.   expressions with of
         3.   with and without (instrument and accompaniment)
         4.   by (time expressions; means)
         5.   like and related expressions
         6.   other common prepositions

     B.   Determiners

         1.   indefinite and definite articles; negative article; zero article
         2.   variable determiners (e.g., this): pronomial and adjectival
         3.   invariable determiners (e.g., some): pronomial and adjectival
         4.   noun-phrase initiators (e.g., both)

     C.   Conjunctions: co-ordinators and subordinators

         1.   and, but, or
         2.   when, if, after, before, because, while, as, since, until, so that, unless, although
         3.   conjunctives: how, what, when, where, why, who, if

     D.   Question words: What? (What colour/kind, etc.), Who? Where? When? Whose? How? (How much/ many/ long/ far/, etc.), Which? Why?

IV   Adjectives

     A.   Possessive adjectives; descriptive adjectives; determiners

     B.   Position: as adjuncts in a noun phrase; as predicatives

     C.   Comparison

     D.   Simple examples of multi-modifiers

75

V   Adverbs

   A.   Types

      1.   common adverbs of place, time, frequency and duration,
           degree, manner
      2.   adverbs formed from adjectives
      3.   intensifiers
      4.   common sentence modifiers

   B.   Position in relation to the verb, or in the sentence as a whole

   C.   Comparison

VI   Pronouns and Nouns

   A.   Personal pronouns

      1.   subject and object forms
      2.   word order with direct and indirect objects; with verb
           and particle combinations and phrasal verbs

   B.   Possessive pronouns

   C.   Reflexive pronouns

   D.   Relative pronouns

   E.   Determiners

   F.   Genitive (with apostrophe), chiefly with personal names

   G.   Use of countable and uncountable nouns

   H.   Pluralization of nouns

   This structural list was checked against the structural items
in the following sources:

English for Newcomers to Australia, Book One, a course for adults
      prepared by the Commonwealth Office of Education, Sydney, N.S.W.,
      Australia. 1958.

English Sentence Patterns (An Intensive Course in English), a course
      intended for foreign students in the United States at the inter-
      mediate level, prepared by Robert Lado and Charles C. Fries. Ann
      Arbor, University of Michigan Press, 1965.

A Handbook for Teachers of English, prepared by Roy W. Steeves for
teachers of Americanization-Literacy courses in California.
Sacramento, California State Department of Education, 1967.

Modern English Structure, by Barbara Strang, linguist at the University
of Newcastle upon Tyne. London, Edward Arnold (Publishers) Ltd.,
1962.

Oral English Lessons for Primary 1 and Primary 2, part of a course
prepared for teaching children, beginning school, all their
lessons in English at the same time that they are learning the
English language. Kuching, Malaysia. Sarawak Department of
Education. 1967.

The Teaching of Structural Words and Sentence Patterns, Books 1 - 4,
by A. S. Hornby. London, O.U.P., 1959 - 1966.

3. Proposed Plan of Instructional Items.

Stage A= Simple sentences, in positive, negative, and inter-
rogative (yes - no) patterns, plus short-answer forms; related open
questions; in present, future, and past time.

Stage B= Extensions of these simple sentences, with other
tenses, plus subordinate clauses used in complex sentences.

Explanatory notes: The fact that a certain structure is listed
in only one unit does not indicate that it will be fully exploited
at that time and not dealt with again. It indicates that one or
more patterns of the structure will be presented at the time; thereafter,
the structure will appear again in revisions, with different tenses,
in extended forms, in special uses, throughout the course.

Whenever a single structural word or phrase is listed with no
specific pattern, the implication is that it will be presented in
patterns already learned, and thereafter it may be used in appro-
priate new patterns, as they are presented. For example, in Unit 7
the intensifier very is listed. At that time it can be used in any
suitable patterns taught in Units 1 - 7, such as: He's very tall;
Those are very long; Her dress is very pretty; He has a very big
house; She's sitting beside the very fat woman. After Unit 7 very
can be used in any suitable pattern that is introduced.

The column entitled "Vocabulary and Formulas" does not pretend to list all possible optional content words; it is intended to indicate words or groups of words that must be included with the particular structural work of the unit or words that are especially appropriate for use with the patterns being taught.

Following the proposed units there are lists of suggested vocabulary items, arranged according to topics. These vocabulary lists are "open-ended"; they are not intended to be complete. Naturally, all the words on a long list will not be introduced at one time.

The word formula is used to describe certain expressions needed in lesson instruction or as social conventions. Some examples are: Stand up, please. Say it again. Good morning! Thank you. In most cases, it is not required that the students learn to say them immediately, but they must recognize them in the flow of speech and understand their meaning. They are always said in the same way so that they quickly become familiar to the students. Their meaning is at first demonstrated by use in the natural situation, but they are not presented and practised as structural items.

In the column entitled "Topics, Dialogues, and Activities", I have not attempted to match a topic to every unit, but I have mentioned any topics and dialogues that will be especially appropriate and supportive to the structural objectives. Following the proposed units there is a separate list of additional topics that can be used.

Certain structural items do not appear to need exhaustive treatment in pattern drills and would be better dealt with in dialogues. Examples are: exclamatory sentences, question tags, special idiomatic uses, and many of the phrasal verbs.

The units are not necessarily equal in length.

INSTRUCTIONAL LIST IN 50 UNITS

Table of contents

79

Unit	Structural Objectives	
19	Comparison of adjectives	How tall/wide/ heavy/long/ etc.
20	Because; intensifier too; have...got	Why?
21	Future, with will; with/ without (accompaniment)	
22	One, as a substitute word; another; the other; short answers to open questions	
23	Patterns about using things; with/without (instrument)	
24	give to/ take from, including indirect object pattern; object pronouns	
25	Present Perfect Tense	How long? (time)
26	Prepositional adjective phrases	
27	Infinitives after adjectives; after objects	
28	If; when; Simple Present-Future sequence	
29	Past Continuous Tense; when, Past Continuous and Simple Past sequence	
30	must (necessity); mustn't (prohibition); should	
31	Common adverbs and adverb comparisons	How?
32	Before/ after, with Future and Simple Present sequence; with Simple Past Tense; could (Past Tense of can)	
33	Reported speech, with say in Simple Present Tense	
34	Infinitives; purpose	
35	Reflexive pronouns; too (also); so/neither, in inverted short answers	
36	Present Perfect Continuous Tense; since; used to	
37	Noun clauses with conjunctives after know/ tell (me)/ ask (him)	
38	Past Perfect Tense; until	

Unit	Structural Objectives
39	More conditional sentences with _if_, in past tenses
40	_While/ as_, with the Past Continuous Tense
41	Passive voice
42	Present participial phrases
43	Reported speech with _say_ in Simple Past Tense
44	Gerund uses
45	Verbs of perception with object and unmarked infinitive; with object clauses
46	Causative verb uses, with _make/ have/ get/_; _let_
47	Relative clauses, with _who/ that/ which/ where/ whose_ + noun; object and subject pronoun
48	Modals _may/ might_; _although_ clauses
49	Conditional negative sentences with _if...not/ unless_; _would rather...than_
50	Indirect questions with _ask_ in Simple Past Tense; _have to_

The Units

Stage A

Unit 1

Structural Objectives	Vocabulary and Formulas	Topics, dialogues, activities
Main structural objective: Verb be, Present Tense, 3rd sing. $S + V + C$ S = This/ That/ He/ She/ It/ Personal name C = indefinite article + noun, or personal name, or adjective (contracted forms) + related open questions with What? and Who? and What colour...? (Note: The students will probably need intensive practice on the he-she contrast.)	Greetings and farewells Mr./Mrs./Miss Classroom commands and requests Objects in the classroom; in a house; Colours A few pairs of descriptive adjectives Counting from 1-10	Introductions. Getting acquainted with the training centre: building, personnel Games for he-she contrast Begin calendar routine. Today is _____. Beadwork? - for colours

Unit 2

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities

Main structural objective:
 	
   pluralization,
 	
Verb be, Present Tense, 3rd plu.
 	
   S + V + C
 	
S = They/ These/ Those
 	
C = zero article + plu. noun, or
   adjective
 	
+ related open questions with
Who? What? What colour...?
 	
Additional objective:
 	
   alternative or
 	
V be + S + C_1 or C_2?
	Polite convention-
	   al expressions
	
	present-absent
	
	More pairs of
	   descriptive
	   adjectives
	
	More objects from
	   the training
	   centre and
	   house - plural
	   forms
	
	Weather adjectives,
	   as needed
		Sorting and
		   grouping small
		   objects, different
		   colours
		
		Counting things
		   and recording
		   the number
		
		Riddles, Stage 1
		
		First weather
		   observations

Unit 3

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objectives: (a) Personal pronouns (subject), I/ You/ We (Note: The students may need special help in understanding that in English we can be either inclusive or exclusive.) (b) Possessive adjectives: his/her; my/your (sing.) your (plu.); their; our. (S + V be + c.)	Nouns about people Articles of clothing put on/ take off Parts of the body Patterns for addition	Interviews, Stage 1 Dressing Games involving numbers on dice or spinners Time observations: exact hour only.

Unit 4

Main structural objective: Prepositions of place: S + V be + adverb phrase S = pronoun, or personal name, or definite article and noun Adverb phrase = adverb, or preposition + object. + related open questions with Where? Additional objective: V (imp.) + adverb phrase, including the negative command, Don't + V + adverb phrase.	Some common prepositions of place here/there Some animals from the North and a few things in the forest Sequence formulas: (e.g., 4 comes after 3; 5 comes before 6; 7 comes between 6 and 8) Show me/us	Giving and following directions Shopping for clothing (prices in even dollars only)

Unit 5

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities

Main structural objective:
 	
Present Continuous Tense,
  3rd sing/ 3rd plu.;
  1st and 2nd sing.
  1st and 2nd plu.
 	
S + v + V.
 	
S + v + V + O.
 	
S + v + V + adverb phrase.
 	
S + v + V + O + adverb phrase.
 	
+ related open questions:
 	
Where + v + S + V (+___)?
 	
What + v + S + doing?
	Common verbs
	  already learned
	  in Imperative
	  Drills +
	  other verbs,
	  including
	  actions that
	  animals do.
	
	Counting 11-20.
		Interviews,
		  Stage 2
		
		Dialogue about
		  the time:
		  What time is
		  it? (exact
		  hour)

Unit 6

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities

Main structural objective:
 	
have, Simple Present Tense,
  (Interrogative and
negative forms with do and does)
 	
I/ You/ We/ They;
He/ She/ It
 	
+ related open questions with
  How many?
 	
Additional objective:
 	
only + a numeral; all together
	Words for coins;
	  formulas of
	  equivalency:
	  (a nickel is
	  worth 5 cents.)
	
	Some common
	  foods:
	  countables
		Counting to
		  20 cents by
		  1¢, 5¢, 10¢
		
		Shopping for
		  small items
		  in a general
		  store: even
		  amounts, no
		  change.

(Note: The use of the interrogative and negative forms with do and does is, of course, open to debate as being more an American than a Canadian usage. The reasons for my choice: it is an introduction to the Simple Present Tense; it is present in form as well as in meaning; the alternative form have you got? is Present Perfect in form although present in meaning; have you got? is just as British as Do you have? is American.)

Unit 7

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities

Main structural objective:
 	
Pre-position adjectives.
 	
(Presented in a revision of patterns: e.g., The (adj. + noun) is on the ___ .
I have a (adj. + noun).
Show me a (adj. + noun).
She's a (adj. + noun).
I'm sitting beside the (adj. + noun.)
 	
Additional objectives:
 	
intensifier very
 	
two adjectives used together:
  e.g., a big blue book;
       three pretty girls;
  or, red and white
	More descriptive adjectives
	
	Words for shapes and patterns
	
	wear
	
	Words for weighing:
	heavy/light
	balance
		Drawing pictures of themselves; describing their clothing as drawn.
		
		Using simple balances

Unit 8

Main structural objective	Counting 21-100	Days of the week
Preparatory there, Present Tense, + appropriate determiners. (a) Sing. There's a (noun) + adv. phrase. (b) Interrogative singular. (c) Plu.: There are + (numeral) + (noun) + adverb phrase. (d) Interrogative plural, with any (e) some/ many/ no - adjectival (f) Pronomial use, in short answer form, of some/ many/ a few.	inches/ feet; almost/ a little over; The ___ is ___ inches long.	Measuring length

Unit 9

Structural objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Expressions with of. (a) containers (b) common measures (c) positions (d) fractions (e) adjectival expressions; full of/ made of (f) a pair of	Common containers Useful measures Nouns showing position Most important fractions Common materials Clothing in pairs	Measuring capacity Weighing Paper folding, for decorations Buying gasoline

Unit 10

Structural objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Non-conclusive verbs want/like know, Simple Present Tense. S + V + O. + related open questions with Which? and What kind of? Additional objectives: (a) intensifier very much (b) more than; fewer than e.g., A fly has more legs than a dog.)	More kinds of food Ordinal numbers	Looking at dresses or jackets in a mail-order catalogue Identifying pictures of people (Do you know this man?) Describing animals

87

Unit 11

Structural objectives	Vocabulary and formulas	Topics, dialogues, activities

Main structural objective:
 	
Verbs of perception, Simple Present Tense: see/hear/feel/taste/smell
 	
Additional objectives:
 	
Determiner compounds:
  something/ somebody
  anything/ anybody
  nothing/ nobody
 	
S + V + Det. + adverb phrase.
S + V + Det. + adjective.
	More descriptive adjectives:
	good/bad
	delicious
	nice
		Guessing games: (e.g., I see something pretty in this room. What is it?)

Unit 12

Structural objectives	Vocabulary and formulas	Topics, dialogues, activities

Main structural objective:
 	
Uncountable vs. countable nouns
 	
+ open questions with How much? and How many?
 	
Additional objectives:
 	
(a) a little/ a lot of
 	
(b) like/ want/ need, + marked infinitive
 	
  e.g., I like to drink beer.
    He wants to eat some cookies
    He needs to have some medicine.
	Foods that are uncountable
	
	Cooking equipment.
		Shopping for food items
		
		Following a recipe: e.g., making bannock

Unit 13

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Possessive pronouns and the genitive for personal names (apostrophe) + related open questions with Whose? (adjectival and pronomial) Additional objective: but, e.g., This is mine but that's yours.	More expressions about the family and relatives Whose turn is it now?	Interviews, Stage 3 Riddles: guessing ownership from a description

Unit 14

| Main structural objective:

Future, with going to

S + v + going to + V ....

+ related open questions with When? and What + v + S + going to + do?

Additional objective:

Comparative form of the adjective in the following sequence:

This   is different from that .
How is it different?
It's (long)er. | Time expressions for future: tomorrow first, next, then, etc.

The same different | Buying stamps at the Post Office |

88

89

Unit 15

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Simple Past Tense (a) be (b) have (c) other verbs + related open questions including What did + S + do? (This new tense should be practised in all the suitable patterns previously learned.)	Time expressions for the past, e.g., yesterday _____ ago last _____	Dialogue: Last night

Unit 16

Main structural objective:
 	
 Patterns with more determiners
 	
 (a) Both   the
     All   +   these/those + noun...
     Half   poss. adj.
 	
 (b) Numeral
     Both
     All   + of them + ...
     Each
     None
 	
 (c) S + V be + $\frac{all}{both}$ + C.
		Game: What doesn't belong?
		
		 Other word association games

Unit 17

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: can, Present Tense S + can + V .... Additional objective: What happened? used in questions about a short narrative in the Simple Past Tense.	More action verbs What else...? (can you do)	Games and sports

Unit 18

| Main structural objective:

Simple Present Tense

(a) to show habitual or repeated action

    S + V + adverb phrase.
    S + adverb + V .... .

(b) to make generalizations

  (zero article with plural noun as subject: e.g., Birds fly. Fish swim.

+ related open questions with What? Where? When? and What + does + S + do? | Time expressions for habitual action; adverbs of frequency

Seasons

speak
names of languages

mean: e.g. What does the word ____ mean? ____ means ____ | Daily/ weekly timetable

Telling stories about "What I Do ..." in the summer, etc.

Dialogue about the languages the students and instructor speak |

Unit 19

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities

Main structoral objective:
 	
Patterns for the comparison of adjectives, e.g.,
 	
(a) A duck is bigger than a sparrow.
(b) Bill is as tall as Jimmy.
(c) David is the tallest/
           tallest of the four/
           tallest of all.
 	
(d) Annie is not as tall as Hazel.
 	
(e) more/ most (expensive)
	How tall?
	How wide?
	How heavy?
		More weighing and measuring, including measuring one another.
		
		Recording this in chart form, to be used for oral practice.

Unit 20

Main structural objective:		

Why? questions and because answers.
 	
e.g., He can't work. Why?
    ...because he's sick.
 	
    Why can't he work?
    ...because he's sick.
 	
Additional objectives:
 	
(a) too, intensifier e.g.,
   I can't dance. Why?
   ...because I'm too tired.
 	
(b) Alternative interrogative
    and negative form have + got:
 	
    e.g., Have you got a dollar?
        I've got a headache.
	Adjectives of personal feeling (e.g., hungry/ angry/tired, etc.)
	
	fit (size) e.g.,
	  It doesn't fit.
	  Why? I'm too big/
	  It's too small.
	
	Ailments
	
	feel + adj., e.g.,
	  well/ill/sick
		Trying on boots in a shoe store.
		
		Dialogues about minor ailments

92

Unit 21

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Future with will, won't, + contracted use; -'ll S + will + V .... Additional objective: with/ without (accompaniment) e.g., Will you come with me?	More time expressions for future	Months of the year Interviews, Stage 4 Dialogue - at the store without money

Unit 22

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: one, ones, another, the other(s) e.g., This one is mine, but the other one is his. That one is dirty; I want another one, please. Additional objective: Short answers to open questions in a revision of verbs and patterns, e.g., Who is sitting beside Bill? Annie is. Who has the big hammer? David has. Who always comes late? Alice does. Whose book was on the floor? Hazel's was. Who drew that picture? Jimmy did. Who can lift that box? I can. etc.		Changing merchandise in a store Dialogue: the Child Who Asks Too Many Questions

Unit 23

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Patterns about using things: with/without (instrument); be used + for + gerund e.g., What do /can/ we do with a knife? We cut /can cut/ with a knife. What is a hammer used for? It's used for pounding nails. We can't sew without a needle.	Household tools, including carpentry and repair tools; sewing and knitting equipment	A carpentry task Dialogue starting "What do you call this in English?"

Unit 24

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: give to/ take from, including the indirect object pattern; using various tenses e.g., __S__ gave a dollar to __O__ . __S__ gave __O__ a dollar. O = personal name, or noun, or personal pronoun. + Who did she give a dollar to? Additional objective: Objecti pronouns: me/her/him/ us/them		Giving and receiving change while shopping Dialogue: something that looks like something else

94

Unit 25

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Present Perfect Tense (a) Mid-position adverbs, e.g., already S + have + just + V..... never (b) Final position adverb yet with negative + related open questions with How long?	Words about medicine, e.g., pill/ tablet/ ointment, etc.	Dialogues about being sick; buying medicine

Stage B

Unit 26

| Main structural objective: Prepositional adjective phrases, in different sentence positions; e.g., My sister is the girl beside Jean. The cakes on that table are delicious. I've already eaten some from that plate. | More prepositions More kinds of food Dishes and cutlery | The people and food at a party Setting a table |

Unit 27

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities

Main structural objective:
 	
Some infinitive patterns:
 	
(a) Adjectives + infinitives, e.g.,
 	
    The chicken is good to eat.
    I'm not strong enough to lift the box.
    The box is too heavy for me to lift.
    It's easy for you to lift the box.
 	
(b) Infinitives after objects, e.g.,
 	
    I want him to.....
    He asked/ told/ me to...
    I'd like you to...
		Topics and vocabulary from the information collected about Life in the North

Unit 28

Main structural objective:		

Simple Present-Future sequence of tense in sentences with if and when clauses.
 	
(a) If the dish falls, it will break.
 	
(b) When the alarm rings, he will wake up.
 	
(c) What will happen if...?
              when...?
	Adjective expressions with get:
	get wet/
	    ready/
	    dirty,
	etc.
		Dialogues about the weather and its effect on people's activities

97

Unit 29

Structural Objectives	Vocabulary and formulas	Topics, dialogues activities

Main structural objective:
 	
Past Continuous Tense.
 	
(a) S + was + V-ing + adv. phrase.
 	
   + related open questions with
     How long? and
     What + v + S + doing?
 	
(b) Past Continuous - Simple Past
    sequence in sentences with
    a when clause, e.g.,
 	
    They were waiting at the bus
      station when the bus arrived.
	Adverbs and
	  adverb phrases
	  of duration
	
	Words about
	  fishing
		A story about
		two men out
		fishing
		
		Dialogue about
		travel by bus

Unit 30

Main structural objective:		The students make a

must (necessity), e.g.,
 	
  What must I have to clean my teeth?
  I must have a toothbrush to clean my teeth.
 	
  If I want to buy a radio, I must have money.
 	
+ negative mustn't (prohibition), e.g.,
 	
  You mustn't smoke here.
 	
Additional objective:
 	
Some modal contrasts: should/ must
 	
e.g., I want a television set; I should buy
    a new coat; I must pay my rent.
		list of rules for
		themselves.
		
		"Life Skills" - type
		lesson about traffic
		laws or rules about
		drinking
		
		"Life Skills" - type
		lesson on making
		a budget:
		A chart with columns:
		want/ need/ must have

Unit 31

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities

Main structural objective:
 	
Common adverbs and adverb comparisons
 	
(a) Common adverbs of manner
 	
   <u>S + V + adverb.</u>
 	
   (in various tenses)
 	
+ related open questions with
  <u>How</u>?
 	
(b) Comparisons:
 	
   (faster than
   better/ worse/ than
 	
   the fastest
	Adverbs of
	  manner
	
	Some useful
	  adverbs
	  formed from
	  adjectives
	  by -ly.
		Giving a report
		  about an
		  accident
		
		A story about
		  snowmobile
		  racing

Unit 32

Main structural objective:

Sentences with <u>before</u> and <u>after</u>
  clauses

(a) Future-Simple Present sequence
   of tense, e.g.,

   I'll bake a cake before they come.

(b) Simple Past Tense, e.g.,

   We got there before the show began.
   He came in later after the show started.
+ related questions with <u>When</u>? <u>What happened after...</u>?
Additional objective:

Past tense of <u>can</u>, e.g.,

  When he was young, he could run fast.

Vocabulary and topics from
  the information collected
  about Life in the North

98

Unit 33

Structural Objectives	Vocabulary and formulas	Topics, dialogues activities
Main structural objective: Reported speech, with <u>say</u> in the Simple Present Tense. e.g., He says that it's Tuesday. He says that he's going to play cards. He says that next month will be June. He says that he hasn't seen John yet. Later, briefly, the same patterns with <u>that</u> omitted		Interpreting into English

Unit 34

Main structural objective:		

More uses of the infinitive
 	
(a) Purpose, e.g.,
 	
   He went to the post office
     to buy some stamps.
 	
(b) I have no paper to write on.
	(be)able to
	unable
	
	(be)supposed to
		A family dialogue: the child needs a letter asking that he be excused from classes

Unit 35

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities

Main structural objective:
 	
Reflexive pronouns
 	
S + V + O (pronoun).
S + V + O + with + O.
      + on   + O.
      + in   + O.
S + V (neg.) + O + without + O.
 	
Additional objective:
 	
too (also), in a short answer;
so, neither, in an inverted
         short answer, e.g.,
Did you hurt yourself?
  Yes. I did, too.
Can you see yourself?
  No. Neither can I.
  Yes. So can I.
	See the list of
	common verbs with
	reflexives
		Topic from
		  Life in the
		  North

Unit 36

Main structural objective:		

Present Perfect Continuous Tense
 	
e.g., How long have you been
      living here?
 	
S + v + been + V + adverb phrase.
S + v + been + V + adverb clause,
         with since
 	
Additional objective:
 	
used to. for use in a contrast
  series:
  I used to live in ____.
  Now I live in ____.
  I've been living here for ____
	Phrases of
	  duration:
	  for ___ months;
	  since last year;
	  etc.
	
	-100
		Interview:
		  jobs--
		  (How long have
		  you been
		  working here?)

Unit 37

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities

Main structural objective:
 	
Noun clauses with conjunctives,
  after <u>know</u>/ <u>tell</u>(me)/ <u>ask</u> (him)
 	
e.g.,
Do you know what his name is?
          where the post office is?
          why he did it?
          when he will come?, etc.
 	
Please tell me...
Can you tell me...
 	
Please ask him...
	Vocabulary and topics from
	  the information collected
	  about Life in the North	

Unit 38

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities

Main structural objective:
 	
Past Perfect Tense
 	
(a) S + v + already + V + adverb
                   phrase
 	
(b) Simple Past - Past Perfect
    sequence of tense in sentences
    with <u>when</u> clause:
 	
    When we came to class, the
      lesson had already started.
 	
Additional objective: <u>until</u>
 	
e.g., Wait until the bell rings.
    Don't move until I speak.
	More prepositions
	  for time:
	  by/ at
		A timetable,
		  using both
		  hours and
		  minutes
		
		Dialogue
		about duck
		hunting

Unit 39

Structural objectives	Vocabulary and formulas	Topics, dialogues activities
Main structural objective: More conditional sentences (a) What would you do if you saw a bear? (b) If I had looked, I would have seen his tracks. (c) I wouldn't have found it if I hadn't looked carefully.	Words about trapping	Dialogue and story about trapping in the forest

Unit 40

Main structural objective: Past Continuous Tense in both clauses of sentences with <u>while</u> or <u>as</u> e.g., John was playing cards while I was dancing. As I was starting a new game, they were finishing theirs.	Words about indoor games	A social evening or dance

Unit 41

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Passive voice, in various tenses e.g., The door is locked. The bear was killed. A mayor has been elected. Your name will be called., etc.	See the list of verbs for realistic passive voice use	A class election

Unit 42

Main structural objective: Present participial phrases (a) There's a man standing at the door. I hear somebody knocking at the door., etc. (b) The man sitting near the door is my friend.	go + fishing hunting swimming dancing, etc.	Going shopping for an outboard motor; comparison shopping

Unit 43

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Reported speech, with <u>say</u> in the Simple Past Tense e.g., What did you say a moment ago? I said that I was writing a letter. What did he say last night? He said that he had signed the cheque. (The more complicated changes of pronouns and time words should probably be left until a later stage during reading and writing exercises.)	Words about payments	Reporting to a friend about a business meeting the previous night

Unit 44

| Main structural objective:

Gerund uses:

(a) I like dancing.

(b) Dancing is fun.

<u>Additional objective:</u>

<u>so that</u> (purpose)

e.g., She stopped working so that she could have her baby. | Verbs that can take a gerund object, e.g., like/ enjoy/ prefer/start etc. | Dialogue using <u>Shall</u> as a question word: e.g., Shall we go dancing tonight? |

Unit 45

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Verbs of perception with an object and unmarked infinitive e.g., I saw him come. I heard them scream. Additional objective: Verbs showing non-physical perception with an object clause: e.g., I see that you are right. I feel that she is unhappy. Later, briefly, the same patterns with that omitted	Words about animals and birds and their habits Verbs of mental perception/ thought	Telling about a hunting trip

Unit 46

Main structural objective: Causative verb uses (a) Her husband made her work hard. (b) I had the barber cut my hair short. (c) I got him to sign the cheque. Additional objective: let e.g., Let me (help you). Don't let it (fall).	Words and phrases about hairstyles	Dialogues about the barber shop or hairdressing

Unit 47

Structural Objectives	Vocabulary and formulas	Topics, dialogues activities
Main structural objective: Relative clauses: e.g., (a) The hunter who killed the bear was very brave. (b) The bear that he shot weighed 900 pounds. (also which) (c) We saw the place where he killed it. (d) The man whose gun I borrowed wants it back.	Vocabulary and topics from information collected about Life in the North	

Unit 48

Main structural objective:		
Modals may/ might e.g., It may rain tomorrow. If I have good luck, I may win the sweepstake. If I had worked every day, I might have kept my job. Additional objective: although e.g., Although it may rain, I will go hunting. Although I have a radio, I can't hear Prince Albert. (Why?... because the battery is dead.)	possible/ probably/ possibly/ probable	Weather forecast

Unit 49

Structural Objectives	Vocabulary and formulas	Topics, dialogues, activities
Main structural objective: Conditional sentences with unless and if...not e.g., If you do not have your Adult 10 Certificate, you cannot get that job. Unless you have your Adult 10 Certiciate, you cannot get that job. Additional objective: preference would rather--- than---	Words and phrases about educational standards and job requirements	Dialogues about counselling; about choosing a job. Dialogue about choosing an entertainment;

Unit 50

| Main structural objective:

Indirect questions, with ask in the Simple Past Tense

e.g., John asked Mary if she wanted some coffee.

Additional objective:

have to (obligation)

e.g., How much do we have to pay for gas?
What time do we have to come to class? | | Instructions for reporting to a new job: "You have to..." |

107

B. Vocabulary and Formulas: "Open-ended" Lists of
    Suggested Words and Phrases, Arranged according to
    the First Reference in the Instructional List.

Classroom formulas.

Good morning. Good afternoon. (Good evening.)
Hello. Goodbye. (Goodnight).

(Please)... look here/ listen/ look at picture.../ show me/
           stand up/ come here/ bring me/ write your name/
           raise your hand/ give me/ ask me/ take (this)/
           hold (this)/ find page.../ read these words/ do
           this/ begin here/

Now YOU try. Do it like this. Say... Say it again. Ask.
Ask a question. Good! No, try again. Louder. Everybody...

Let's stop/ take a break/ begin/ pass it around.

Pardon? Excuse me. Sorry. Thank you (very much).
All right.

I didn't hear/ understand/ you. Do you understand?
I don't know/ understand. Please explain it again.
How do you say ... in English?

May I sit here/ speak to you/ ?

I'd like to...

Numbers

Cardinals: 1-10; 11-20; 20-100; 100-1000.

Ordinals: first- thirty-first

Words about order: first, next, last

Repetitions: once, twice, _____ times

The classroom:

Instructor, students

table   pen- ball-point
chair   marking pen
flip chart   pencil
(overhead) projector   blackboard
screen   piece of chalk / some chalk
tack board   picture/ a picture of...
tack   ruler
carpet   waste basket
light   light switch
tape recorder (a special list of words and phrases for instruc-
            tion in its use should be made)
camera (a similar list should be made)

The training centre (or school):

classroom   telephone
office   Men's Room/Ladies' Room/
hall   lavatory
lounge
desk
typewriter

Words about language:

letter/ small letter/ capital letter
number
sound
word
sentence/ question

What letter/ sound/ number/ word/ is this?
This is the letter/ sound/ .....
What sound do you hear?

Colours:

red   yellow   brown   (Later: light (green)
green   blue   dark (brown)
white   purple   bright (red)
black   orange

A house and furniture:

house	furnace	living room	bed
home	stove	kitchen	shelf
roof	sink	bedroom	sofa
wall	well	bathroom	cupboard
door	(water) tap	toilet	closet
window	pipe		refrigerator
floor			washing machine
ceiling			ironing board
room			

Descriptive adjectives:

large/ small   present/ absent
big/ little   quiet/ noisy
tall/ short   loud/
long/ short   hard/ soft
thick/ thin   safe/ dangerous
fat/ thin   right/ wrong
clean/ dirty   right/ left
old/ new   correct/ incorrect
old/ young   strong/ weak
pretty/ ugly   clever
late/ early   interesting
good/ bad   lazy
full/ empty   nice
hard/ difficult/ easy delicious
open/ closed   sharp/ dull
expensive/ cheap   dead/ alive
high/ low   careful/ careless
neat/ messy   kind/ unkind
brave   odd/ even (for arithmetic)
sure, certain   heavy/ light
round   smooth/ rough
square   wet/ dry

Nouns about people:

man/ men   husband   grandson
woman/ women   wife   grand-daughter
lady/ ladies   father   grandchild
boy   mother   aunt
girl   sister   uncle
baby   brother   nephew

child/ children		daughter	niece
people		son	
friend		grandfather	
		grandmother	(compounds + in-law)

fisherman	manager	judge	electrician
trapper	carpenter	mechanic	plumber
farmer	nurse	cook	secretary
teacher	doctor	teacher-aide	sales clerk
typist	policeman	hairdresser	waitress/ waiter
caretaker	lawyer	barber	barmaid/ barman

Clothing:

dress	tie	sleeve	undershirt
coat	scarf	sweater	
suit	belt	button	+ See list for a pair of...
skirt	hat	slip	
blouse	cap	panties	
shirt	parka	bra	
jacket	collar	underclothes	

wear   put on   take off   dress/ undress   try on   fit

laundry   soap   detergent   wash   rinse   wring   hang up
iron   press   have cleaned   clothes line   clothes pegs

size   What size do you take?

Parts of the body:

head	arm	hair	cheek
face	shoulder	skin	forehead
neck	hand	ankle	waist
eye	finger	wrist	knee
nose	chest	elbow	
mouth	leg	throat	
tooth/ teeth	foot	back	
ear	toe		

wing   beak   paw   claw   fin   feather   fur   tail

Prepositions:

in	over	from
on	above	through
near	up	across
under	down	along
in front of	inside	upon
behind	outside	
between	into	
beside	at	
next to	to	

before   after   by   till/until   since   during   for

with   without

except   against

Directional expressions:

here/ there (There! over there)   north/ east/ south/ west
left/ right   to the north, etc.
to the left/ right;   forward/ backward/ sideways
on the left side/ right side   around/ half-way around
on this/ that/ the other/ side   .... steps/ blocks/ mile ...

the top/ middle/ bottom/ shelf
                          drawer

Money:

cent   A (nickel) is worth (five cents).
dollar   A (dime) is a (ten-cent) coin.
( ) dollar bill   Can you change a ____ for me?
nickel   I'd like change for ....
dime
quarter
coin
penny

Adjectives about patterns or designs:

striped   dotted   checked   plain   flowered

Shapes:

a circle	triangle
square	rectangle
cube	oval

Foods:

meat	potato	cookies	beef
fish	vegetable (+ kinds)	biscuits	pork
egg	rice	ice cream	bacon
bread	fruit (+ kinds)	jello	ham
butter	salad	coffee	rabbit
salt	dessert	tea	deer/moose meat
pepper	cake	milk	steak
cheese	pie	water	stew
a can of (salmon)		(chewing) gum	bologna
beans		peanuts	wieners
toast		chips	
		jam	

roast   fried   mashed   french-fried   boiled

breakfast   lunch   dinner   supper

(Dinner) is ready.

Words for use in expressions with of:

Containers: a box of/   glass   cup   can (tin)   bottle   basket
                         jar   tube

Measures: a pint of/   quart   gallon   pound   half-pound
                        spoon   teaspoon   tablespoon

Positions: the top of/ bottom   side   back   front   corner

Fractions: half of/   a quarter of   a third of   three-quarters of
                       two-thirds of

Pairs: a pair of/   socks   stockings   shoes   boots   clippers
                     gloves   mittens   pants (trousers)
                     shorts

Adjectives of personal feeling:

hungry	happy	afraid	shy	ill
thirsty	sad	worried	sorry	sick
tired	glad	nervous	well	angry (mad)

Common materials:

wood   stone   brick   stucco   plywood

cotton   wool   fortrel (+ trade names)   rayon   silk   nylon
    flannel

plastic   paper   cardboard   straw   rubber   cement   asphalt
    steel   metal   tin

string   wire   cellotape   paste   glue

Recipes and cooking equipment:

beat   stir   mix   sift   melt   cream   add
    set the oven   grease a pan   roll   knead

egg beater   baking-pan   kettle   pan   frying-pan   oven
    measuring cup   teaspoonful   tablespoonful   sifter

dough   flour   sugar   butter   margarine   salt
    baking powder   vanilla

...until it is done/ brown/ soft/crisp/ cooked

...at ____ degrees

Time expressions:

now   still

tomorrow   soon   next week/ month/ year   tonight
    this afternoon/ evening   in a minute
    at --- o'clock

every day/ morning/ afternoon/ evening/ night/ week/ month/ year

    ever   never   always   usually   sometimes   often   all the time

on (Monday)   in the (evening)   at night

a week/ month/ year/ ago   a minute ago

yesterday   moment

      last night/ week/ month/ year

yesterday afternoon/ evening/ morning

just   already   yet

for ____ days/ weeks/ months/ years/ hours/ minutes

      since last year/ week/ month/

The Clock:

It's ____ o'clock.   It's almost ____ o'clock.

  " half-past ____.   It's a little after ____ o'clock.

  " a quarter past ____.

  " quarter to ____.

  " ____ minutes to ____.

  " ____   "   past
                after ____.

the long hand   the short hand/ the minute hand

Sickness and a Nursing Station:

headache	medicine	label
toothache	prescription	jar
earache	aspirin	tube
stomach-ache	pill	
cold	capsule	
sore throat	ointment	itch
the 'flu'	injection	bleed
	("shot")	

patient	take	...with a little water
nurse	fill/refill	every _____ hours
doctor	apply	before meals/ before you go to bed
dentist	crush	

How do you feel? What's wrong? What's the matter?
Where does it hurt? How did it happen? How long have you had it?
How often does _____?

I feel well/ sick/ terrible/ better/ worse...

Useful verbs:

add   arrive   ask

bake   be born   begin   believe   borrow   break
    bring   buy   become

call   call up   catch   change   clean   close   come
    cook   correct   cost   count   cry   cut

dance   die   divide   drink   drive   dry   dust

earn   eat   empty   enjoy   enter   expect   explain

fail   fall   feel   fill   fill in   fill out   find
    finish   fish   fit   fix   fold   forget

get   get up   get in   get on   give   give up   go
    go to sleep   go to bed   grow

hammer   hate   hear   hit   hold   hold up   hold on
    hope   hunt   hurry   hurt

invite   imagine

jump

keep   keep on   kick   kill   knock   know

laugh   learn   leave   lend   lie   lie down   lift   light
    like   listen   live   lose   love   look   look at
    look up   look for

make   mark   mean   measure   meet   miss   multiply

oil   open   owe   own

paint   pass   pay   pick up   play   point   pound
        pour   prefer   print   promise   pull   push
        put   put on   put down   put away

rain   read   receive   remember   repair   rest   rub   run

save   say   screw in   see   seem   sell   send   set
        share   sharpen   shave   shoot   shop   shout   show
        shut   sign   sing   sit   sit down   sleep   smell
        smile   smoke   snow   speak   spend   stand   stand up
        start   stay   stop   stretch   study   subtract
        suppose   sweep   swim   scratch

take   taste   teach   think   throw   touch   trap
        try   turn   turn around   turn on   turn off
        take away   take off   take out

understand   use

wait   wait for   wait on   wake up   walk   want   wash
        watch   wear   weigh   wish   work   write

have + nouns in useful combinations:

have/   a headache   toothache   sore throat   a cold
         stomach-ache   earache   the flu

         breakfast   lunch   supper   dinner   coffee   tea
         a drink

         a bath   a shower   a nap   a haircut   a shave
         a swim   a dance

Tools for household repairs:

hammer   wrench   fuse
pliers   square
screwdriver   vice
plane   nail
saw   screw
drill   washer

Sewing and knitting:

needle	size....	mend
thread (a spool of...)		darn
thimble		knit
yarn (a ball of)		purl
stitch		cast on / off
		hem

Dishes and cutlery:

plate	knife	soup spoon	set the table
saucer	fork	glass	fill the glasses/
cup	spoon		cups/
dish	teaspoon	tablecloth	bowls
bowl	tablespoon	napkin	

Useful adverbs of manner:

hard	badly
fast	quietly
well	slowly/ quickly
aloud	neatly
better/ worse	carefully/ carelessly
the best/ the worst	loudly
	correctly
	silently

Useful verbs to be combined with reflexive pronouns:

hurt	help	punish
cut	teach	like
see	hit	hate
look at		

Verbs useful for practising the passive voice:

is locked	was written (by)	was dropped
broken	elected	lifted
torn	chosen	raised
covered with	appointed	stretched
called	shot	tightened
named	killed	loosened
divided into	caught	knotted

crushed	opened	fastened
rolled	closed	shaken
beaten	taken	sorted
pressed	carried	sewn
ironed	captured	
wiped	arrested	
rubbed	tried	
heaped up	fined	
spread	sentenced	
scattered		
flattened		

Common signs seen in a town:

Stop	Ladies	Bus Station
Go	Men	Restaurant
Yield	Women	Hotel
Push	Gentlemen	....Bank
Pull	Rest Rooms	Post Office
Enter	Toilet	
Exit	Telephone	
In		
Out		
No admission		
No loitering		

Words and Phrases about jobs:

apply	employment	...per hour / an hour / a day, etc.
employ	wage	taken on at _____ a day / an hour
	salary	
fired	previous employer	
laid off	reference	
	qualification	
	boss	
	foreman	

A bus station:

ticket	How much is the fare from ___ to ___?
fare	one way/ return fare
baggage	I'd like a ticket to ____.
timetable / schedule	Is the bus in yet?
	When will the bus to ____ leave?
	on time

Formulas for use on the telephone:

...speaking   I'll call him.
I'd like to speak to...   Hold the phone.
He's not here now.   dial
Just a minute, please.
wrong number   (Prepare a full set of phrases for using
                           a pay-telephone.)

A post office:

stamp
a _____-cent stamp
a money order for...
How much does it cost to send a letter to ....
                              register a letter?
a registered letter
a package
an envelope
address
return address
air mail
parcel post
surface mail
second-class mail

Barber shop or hairdressing salon:

clip   Which side is the part on?
trim   How short do you want it?
cut   What price is a permanent?
scissors
mirror   shampoo and set
hair pin/ clip
roller
hair spray

Restaurant:

booth   May I take your order?
counter   Have you ordered yet?
stool   What would you like to drink?
waitress / waiter   Is the (dessert) included in the dinner price?
cook   I'd like...
menu   May I have...?

The movies:

first / second show   What's the picture at the _____?
adult / children's tickets   What's on at the _____?
rating. rated _____   What time does the show start?

Education:

	+
school	subject (list of subjects)
course	test
lesson	examination
training	Upgrading
allowance	technical training/ course/ school
certificate	vocational training
class	
grade	
grade level	become a....

Vending machine:

Cigarettes   Put _____ in slot.   (Plus other instructions,
Coffee   as worded on the machines)
Soft drinks
Candy bars
(trade names)

C.   Life in the North: a List of Topics to be Investigated

1.   Advice from an informant.

    I recommend that the programme developer enlist the services
of someone who is very familiar with communities in northern Sask-
atchewan, perferably both Cree and Chipewyan, to assist in gathering
information about each of the following topics. The purpose of this
collection of information is only partly to build up a list of nouns,
verbs, and phrases needed for talking about life in the North. Another
purpose is to make sure that Fluency First does not portray actions,
attitudes, or social relationships that would be incomprehensible to
people who have experienced no other way of life than that in their
northern village. Only in this way, I believe, can Fluency First
be written with a truly northern orientation.

    This informant should also be asked to advise on the production
of pictorial material for visual aids and to recommend suitable names
for the characters shown in these visual aids. The informant may
also be able to give valuable advice for the training of instructors
concerning, for instance, desirable methods of correcting students'
mistakes and of winning their confidence.

2.   The topics.

The family: nuclear or extended? other relatives; discipline in the
    home; bringing up the children; who does each kind of work

The house: construction; appearance; furnishing; rooms; heating;
    water and sanitation; general use of the house; electrical supply?
    equipment?

Household tasks: kinds; regularity; tools

Clothing: summer clothing; outdoor winter clothing; making clothing;
    buying clothes

The seasons: length of different seasons; characteristic signs; effects
    on people who live in the North

Travel: modes of transport; times required by different methods

Public transport: buses; a bus station; bus timetables - places and
    distances; aeroplanes

Snowmobiles: kinds; fuel; repairs; parts; use; racing

A typical day in the life of different members of a family

Special days: relation to religion? celebration of birthdays?
     activities on holidays

Favourite stories

Entertainments: movies; how often shown; what kind are liked;
     admission fees; dances; other social activities

The church: relationship of the people in the community and the
     church; religious beliefs and feelings

The forest: trees; forest creatures; forest activities; fires

Food: kinds eaten and kinds preferred; where obtained; how prepared
     in the home; how served

Trapping: equipment; seasons; animals; trading; prices; snowshoes;
     trails; techniques

Fishing: kinds of fish; methods of fishing; equipment; seasons;
     preserving the fish; selling the fish; boats; water safety

Local stores: what they sell; prices; credit available; the shop-
     keepers; checking the bills;

Shopping in a town: kinds of shops; comparison buying;

Catalogue buying: kinds of goods ordered from the catalogue; delivery
     of goods; returning merchandise; paying

Children's play and word: do boys and girls play separately or
     together? what jobs are they expected to do? how do they learn
     to do those kinds of work?

Public buildings in a community: post office; R.C.M.P. headquarters?
     hospital or nursing station? others?

The school in the community: relationships with the teachers; the
     school building; lessons; adult education; educational require-
     ments and opportunities

Sickness: common diseases and ailments; medicine available; who
     takes care of a sick person at home; going "out" to a hospital

A nursing station: building; equipment; staff;

123

Drinking habits: what kind of beverages preferred; where obtained; when do people drink; taverns

Tobacco and smoking: who smokes - both men and women?; preferences;

Welfare: rules; payments

Mail: how it comes in; length of time required to reach certain points; who needs to send letters; buying stamps; money orders

Going to town: why? how often? what is done there?

Animals, birds, plants

Games and sports: indoor games; outdoor games; watching sports

Listening to the radio: stations received; quality of reception; programmes heard, liked, and disliked; making "requests" to a radio programme, such as CBC "North Country Fair"

Filling out forms: welfare; unemployment insurance; income tax; applications for credit

Telephones: any telephone service in the community? who has one? radio-telephones

The police and law enforcement

Occupations: available jobs; training for jobs outside the North; applying for a job;

Cars and roads: kinds of roads; driving; learning to drive; licenses; buying a car; servicing a car; buying gasoline, etc., repairs

Signs to be seen in the village and on a visit to town

Languages heard about

Cosmetics and hairstyles: going to a barber or hairdresser

Plus general topics: a restaurant meal; vending machines; telling time; the calendar; age; weather; arithmetical language and mathematical activities; weighing and measuring

124

D.   Reading and Writing.

1.   Basic Approach.

Since Fluency First is really part of a Basic Literacy programme, it seems desirable to use the NewStart BLADE course, or at least the principles of the BLADE course, with necessary modifications for students who are learning English as a second language.

Thus, the fundamental approach to reading proposed for Fluency First is a phonic approach. The same general objectives stated on page 4 of the Teacher's Guide to the Use of Saskatchewan NewStart Modules for Adult Basic Literacy Programs in Northern Communities apply to reading and writing for Fluency First students.

Nevertheless, it must be constantly kept in mind that word-attack skill will not in itself mean that a Fluency First student can read. If he figures out the sound of a printed word by means of his acquired word-attack skill but does not·know what that English word means after he has said it, he has not gained much. Fluency First students, therefore, should not be expected to read words or structures that they have not already learned orally.

2.   Adaptations.

For this reason, it will be necessary to adapt the details of the BLADE course to satisfy the special needs of Fluency First students. For instance, in the initial phonic instruction stage, before Module 1, a few changes would be beneficial to students who are just beginning to learn English.

BLADE, Stage 1, before Module 1	Fluency First - proposed modifications
Symbols: a [æ]	Symbols: a [æ]
i	i
n	m
p	n
	p
Words: a (the indefinite article)	Words: a (the indefinite article)

an	man
in	pan
pan	in
pin	pin

My reasons for these proposed changes are: (a) with the addition of the symbol m, the students will be able to learn how to sound out a word with continuant consonants, thus avoiding the awkward (and confusing) vowel sound u that follows a stop or affricate; after they have learned the habit of "saying it fast" with continuants, they should have better success in sounding out a word with other types of consonants; (b) one can tentatively predict that Fluency First students will have fewer difficulties in pronouncing [m] and [n] than in pronouncing some other consonants used in English speech; (c) man will probably be one of the first words taught orally; its use in the oral programme is natural, not forced because of the demands of a reading programme; (d) an is not a good word to be used for the sound [æ] because the normal pronunciation in ordinary speech is [ən]; it is important for Fluency First students to learn to speak in a natural way from the beginning.

Similarly, the BLADE notion of having a key phrase or key sentence for each Module should be retained in Fluency First, but different words or sentences can be selected to reflect the development of vocabulary and structure, and to avoid until later the most serious pronunciation problems that might impair a student's ability to associate sound and symbol. For example, the key phrase of BLADE Module 1 is dog sled. If this were rewritten as the sentence It's a dog sled, the symbol c would be included, and the students would thus be able to use in their reading and writing practice many more words from their oral vocabulary, which would (or could) include by that time:

it, mat, tin, ant, dog, sled, and, ten, on, men, pen, net, sit, It's, Sam, Dan. .... at least.

The key sentences for each Module can easily be re-written in patterns that will be known to the students by the time they reach those Modules. After Unit 15, for example, the students would be able to use the Simple Past Tense; therefore, the key sentence for Module 2 would need only a slight modification to avoid the get + participle structure:

126

BLADE: I had nine dogs and a pup, but the pup got lost.

Fluency First: I had nine dogs and a pup, but I lost the pup.

The reading material in the Modules should also be adapted in structure and vocabulary so that it is not strange to Fluency First students. The content is already very suitable.

3. Pre-reading.

During the earliest units of a Fluency First course, before the students have acquired many words and sentences which can be used for word-attack practice, I believe that a certain amount of exposure to printed words in association with their sound and meaning will be of benefit. In effect, I am suggesting a limited use of a look-say method as an extra means of developing reading ability. In saying this, I am not proposing that word recognition should be taught by this look-say method, but only that the students can be shown that printed words represent the words they are learning to say.

My reasons for suggesting this are: (a) students who have not lived in an "atmosphere of print" need to become familiar with the notion that spoken words can be represented in graphic form and that printed words can have meaning for them; (b) adults enrolled in a Basic Literacy course - of which Fluency First is really a part - should have the feeling as soon as possible that they are learning to read; (c) seeing the separation between one printed word and another may help learners of English to distinguish words from the total flow of speech; (d) from the beginning the student can "read" about something really interesting: themselves; (e) reference to the printed words reinforces oral use; (f) the students can begin immediately to build the habit of recording their observations and information.

By "exposure" to printed words, I mean that certain words or patterns learned and thereafter used frequently can be posted around the classroom, and that the attention of the students can be directed to those words when they are spoken.

One useful device is a "newsboard." For the sake of convenience and suitability for adults, I suggest that this be a large wooden board fitted with rows of slots so that pre-cut cards can be slipped in and out of place without difficulty. If it is the intention of BLADE to develop a news-sheet containing items of interest to people

in northern communities and written in simplified English - and I hope it is -, this newsboard can be an introduction to the news-sheet for Fluency First students. The items recorded on the board will be of interest to Fluency First students because they will be about themselves or their experiences.
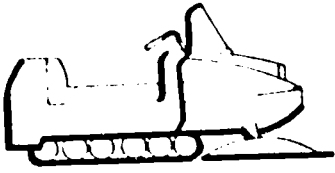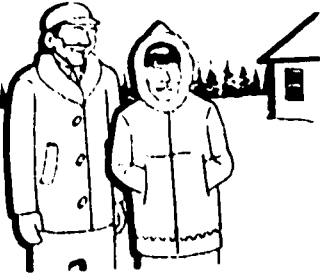
A sketch of this newsboard can be seen on the next page.

Every day, during the Opening activities, the cards about the date, weather, and attendance can be changed, first by the instructor and later by the students. If any of the pre-printed cards, such as the cards about the weather, can be humorously illustrated, interest will be increased. Pictures help to make any newspaper attractive. A labelled picture used during the students' practice of vocabulary or patterns can be put on the newsboard; the printed words would then be briefly pointed out during the word with the newsboard or when the picture was changed. Some of the pictures of mini-visits or other activities can be posted on the board, with hand-printed captions using the sentence patterns spoken by the students in their Activities period.

As the students begin to add reading and writing to their oral work, the follow-up stage of the Activities period can make an important contribution to their reading progress. The sentences they say about their experiences can be printed and placed with the pictures of their activity on the wall. New words learned can be printed on cards for posting on the wall, or printed on a blackboard if an ordinary classroom is used. A short group "composition", or record of what happened, can be written up on a flip chart by the instructor at the dictation of the students, using the pre-selected sentence patterns spoken during their oral follow-up. If the daily set of pictures is then removed from the wall and placed with the flip-chart page, there will be an illustrated record of the students' own experience that can be re-examined, talked about, and read again later. A collection of such illustrated pages would make a very interesting reading book.

As the students make further progress, it should be possible for individuals to keep their own records. In that case, enough pictures should be taken during the activity so that each student could have one for his own record book, and he could write a sentence or two about that picture.

Another way in which the reading work can be an outgrowth of oral work is in story-telling. Sets of pictures, in books or on film-strips, arranged in sequence to tell a story, can be dealt with orally first. New vocabulary can be pointed out and used in sentence patterns.

DAILY NEWS

| Today is | Monday |

| The weather: | It's cold |

Attendance today

| Present | Absent |

| Bill | Alice |

Annie

Hazel

Jimmy

Florence

David

Allen

It's a snow-mobile.

Jimmy and Hazel

The students, by talking about each picture or by answering the structurally-controlled questions of the instructor, will actually tell the story themselves first and will thus be well prepared to read it. When they meet the story in print, they will still have the task of figuring out the words from the symbols, but they will know what those words and sentences mean when they do sound out the words.

The Fluency First course should also take advantage of the familiarity many northern adults will have with certain printed words on commercial products. Almost every northern community has some kind of store at which people can buy cigarettes, tinned goods, soap, candy, and other products. Even illiterate adults can usually recognize their favourite products by the familiar packaging. A collection of empty cigarette packets, candy wrappers, soap boxes, toothpaste cartons, labels from tinned salmon, etc., can be made. The students can be shown how to match a familiar label with a plain card bearing the same printed words. At a later stage, they can try to read the words from the cards without the help of the labels. This type of activity may be a welcome relaxation from the concentration of a group lesson. Individuals can work by themselves or in pairs.

4.   Timing.

One of the most difficult and debatable matters in the preparation of a TESL course concerns the best time to start work on reading and writing. My own view is that, in Fluency First at least, it should begin fairly soon and then march slowly along with the oral work.

One reading and writing task should begin immediately: the recognition and writing of the numbers up to 10. My reasons for this statement, in addition to those stated on page 4 of the Teacher's Guide to the NewStart Modules, are: (a) it will be very convenient, especially in work with tapes in the language laboratory, if the students can be directed to "look at Picture 6"; (b) writing one symbol for a whole word is an easy way to begin to develop writing skills, which may be difficult for some adults; (c) the physical and mental concentration involved in learning to shape the number symbols will provide a needed change from the heavy saturation of oral work that is necessary at the beginning of Fluency First.

Fluency First students can also learn to print their own names in the first days of the course and should have plenty of opportunities to practise recognizing their names by the use of their printed name-cards.

There seems no reason why the students cannot begin in the first week, one item at a time, pre-reading in connection with the first stages of the daily routines of Opening Activities. That is, for instance, sometime in the first week the instructor could begin showing the students the calendar, saying "Today is Monday", putting the correct card in the newsboard for them to "read", and thereafter changing the card daily after reference to the calendar.

I think that phonic instruction, based on BLADE, can begin after only a few units of oral work have been completed, but that Fluency First students are likely to progress much more slowly than BLADE students, partly because they will have much less time to spend directly on reading. I believe that Fluency First students will have a greater feeling that ·y are learning if they see that they have started to read.

Part of the difficulty in beginning phonic instruction with Fluency First students will be to make sure that the students understand the instructor's explanations and directions during the presentation of a symbol. These instructions should be regarded as classroom formulas; they should be simplified, demonstrated at first as any classroom formula is, and standardized so that the instructor always says them in the same way. For example, "Will you read these words as I point to them?" (Modular Supplement 1) can be simply, "Read these words", and so on.

III   INSTRUCTIONAL ARRANGEMENTS

A.   Suggested daily plans

It is with diffidence that I suggest a possible daily timetable, for I am well aware that the plan that is finally worked out may have to be entirely different. However, I have felt obliged to indicate some arrangement whereby the overall objectives of Fluency First can be attained. This suggested timetable can be regarded as an outline for this chapter about proposed instructional arrangements.

I am convinced that some standard plan for the oral lesson and for the day is of value. As Earl Stevick says in Helping People Learn English, much more work can be accomplished when the students know what sort of thing is going to happen next.

1.   Suggested daily timetable

1.   Oral English (see a suggested detailed plan below)

   Mid-morning break

2.   Reading and writing lesson
        and
   Mathematics activities, (or other practical activity)

)   As soon as the group work
)is completed and individuals
)are doing some work by them-
)selves, they can take turns
)using the tape recorders for
)prescribed language practice.

3.   Language games: a short period at the end of the morning

   LUNCH

4.   Mini-visits, or other practical oral English activity, such as "Teaching the Teacher"

5.   The Talking Hour: discussions in the students' mother tongue, led by their counsellor

2. <u>Suggested plan for the daily Oral English lesson</u>

1.	Opening activities:	greetings, attendance, calendar, newsboard, time, etc., according to the stage of oral English progress
2.	Familiar dialogues:	repetition, and possibly acting, of dialogues previously learned
3.	New presentation and practice:	prefaced by a short revision; new work presented either by personal demonstration, with instructor and students sitting together around a table; or by means of pictures on an overhead projector.
4.	Imperative drill, or action-chain:	a short change of pace
5.	Pronunciation practice	
6.	Vocabulary:	presentation and practice of more words, in known patterns
7.	A new dialogue, including "interviews".	

B.   <u>Opening activities.</u>

It is very important to relate the oral English that the students learn to their own daily lives. Furthermore, it is necessary to build up, by daily use, certain concepts of time and certain habits of recording information and observations regularly. I therefore suggest that a short period of time be used every morning to talk about the day, the attendance, the weather, and perhaps the plans for the day, in English patterns of gradually increasing complexity, and that the students also record this information according to their gradually increasing ability to do so.

For instance, the expression of time in Indian languages is very different from the expression of time in English. Therefore, it is necessary to develop gradually a framework of time concepts to aid the mastery of English tense. Daily routines, simply begun and gradually expanded, will help to build this framework. Every day, for example, a calendar should be referred to by the instructor and students. At first, only the name of the day will be mentioned; afterwards the month and the date will be used; later still, sentences about the next month and the previous month can be added. Only after a period of experience of this kind will there be an attempt to list the days of the week or the months of the year. If daily experience of this type is omitted, the lists of days and months are only collections of words to be memorized.

Similarly, rather than learn to "tell time" in English in one lesson about the clock (which is usually the way TESL courses for adults approach "telling time"), the students will hear, and begin to use, specific references to the times that are significant to them, and only later to learn generalized patterns about the clock. For example, from the beginning they will hear as part of daily routine formulas such as It's time to begin. It's 10:00; it's time for coffee. After a period of gaining this experience of the relation of time expressions to their own lives, they will be ready not only for a full lesson about "telling time", but also for understanding action before, during, or after a certain time. (These sentences about the time will, of course, be used throughout the day, not only in the Opening Activities.)

Here are a few suggestions for several stages of these patterns that can be used successively in the progress of the course.

The Calendar: Patterns for Opening Activities:

Stage 1: Today is (Monday).

Stage 2: Today is (Monday, April 19).

Stage 3: It's Monday, the nineteenth of April, 1971.

Stage 4: Today is Monday, the nineteenth of April. Yesterday was Sunday, the eighteenth of April. Tomorrow will be Tuesday, the twentieth of April.

Attendance:

Stage 1:   (Name called) I'm present. He's/She's absent.
           Present = 7; Absent = 1.

Stage 2:   What's the attendance report today?

           Seven students are present and one is absent.

Stage 3:   (Add) - Bill was absent yesterday, but he's present
           today.

Stage 4:   (Add) - Alice has been absent for two days.

The Weather:

Stage 1:   It's windy/ cold/ hot/ cloudy/ sunny.

           It's raining/ snowing.

Stage 2:   (Add) - Temperature: (55) degress above/ below zero.

Stage 3:   (Add) - The temperature at 9:00 is (55) degrees.......

Stage 4:   Tomorrow will be sunny/ warmer/ much warmer/ etc.

Stage 5:   Conventional statements in newspaper or radio style:

           e.g., Today's weather: sunny and very cold/
                                    wind from the northwest/

Time:

Stage 1:   It's time to begin/ stop.

           It's time for coffee/ for a game/ for reading.

Stage 2:   It's 9:00; it's time to begin.

           It's 12:00; it's time for lunch., etc.

Stage 3:   It's half-past eleven; we'll play a game for fifteen
           minutes., etc.

135

I have suggested in the section on reading and writing the use of a fixed r iwsboard prepared with slots into which can be slipped pre-printed cards bearing the information about the day, weather, and attendance, at first, the instructor will have to select the correct cards and post them on the newsboard himself, but gradually the students will begin to recognize these words that are used daily and can take over these jobs of recording information and observations. Thus, these Opening Activities are also a type of pre-reading activity. As stated elsewhere, it is not intended that these pre-reading, look-say activities should be laboured methods of reading instruction. (See Chapter Two, "Proposed Course Content", Section D.)

(Dialogues: See Section G)

C.   New Presentation and Practice

1.   Unit Track and Lesson Track

I believe that one of the most difficult problems that Fluency First will encounter is that many students will "know some English", in varying amounts and in varying degrees of usefulness to educational progress. Also, some students will be able to progress more rapidly than others. Students should not have to "learn" what they already know. If the students who can speak some English get the idea that they are to be condemned to days of slogging through the "simplest" patterns (which may be quite difficult for beginners), they may rebel against the entire course. On the other hand, the true beginners in English need to build up gradually and carefully their ability to understand and use simple English structures.

It is dangerous to assume that because a person can speak some English he can be allowed to begin a TESL course in mid-stream. Experience in working with students of English as a second language almost invariably shows that, even in intermediate and advanced levels, their main difficulties in the second language often have their roots in the elementary stage. Nothing can be taken for granted if the students are to develop a strong structural foundation in the new language.

I propose, therefore, that Fluency First be planned on two tracks which, to avoid the pejorative implications of "Fast" and "Slow", I refer to simply as the Unit Track (rapid progress) and the Lesson Track (slower progress). Each unit will contain several lessons, which will provide drills and other activities for different patterns of the same structure, for students who need them, thus:

e.g., <u>Unit 1</u>: Identification and description in the structure:
S + V be + C, Present, 3rd singular,
in which <u>S may be</u>   It/ This/ That/ He/ She/ personal name,
and <u>C</u> may be   personal name/ indefinite article +
noun/ or an adjective,
in positive, negative, interrogative, and short answer
patterns, with related open questions.

<u>Unit Track</u>: All these patterns are combined into one full presentation, with practice opportunities for the students so that the instructor can check their accuracy, plus supporting dialogues, games, vocabulary nrichment, and pronunciation practice.

<u>Lesson Track</u>: The same structural work is presented in separate lessons, thus:

Lesson 1: What's this? <u>It's a _____</u>.

Lesson 2: Who is this? <u>He's/She's _____</u>. <u>This is _____</u>.

Lesson 3: What colour is this? <u>It's _____</u>.

Lesson 4: <u>It's/He's/She's (adjective)</u>.

Lesson 5: <u>this</u> vs. <u>that</u>, in previosuly learned patterns

Lesson 6: <u>Is this _____ or _____?</u>

These lessons all include the appropriate interrogative, negative, and short answer forms.

e.g., <u>Unit 2</u>: Identification and description in the structure,
S + V be + C, Present, 3rd plural;
<u>(Pluralization of nouns)</u>
(S = They/These/Those; C = zero article + plural noun, or adjective)
(Positive, negative, interrogative, and short answer patterns, with related open questions)

<u>Unit Track</u>: one full presentation, with supporting drills and activities as for Unit 1.

<u>Lesson Track</u>: The same structural work presented in separate lessons, as follows:

Lesson 1: plural nouns

Lesson 2: What are these?) <u>They're _____</u>.
Who are they?   )

Lesson 7:   They're (adjective).

Lesson 4:   these vs. those in previously learned patterns

Lesson 5:   Are they _____ or _____?

On the Unit Track, then, the initial presentation in any unit
will be an overall coverage of the structural content. Anyone who
is able to do so will progress directly from this Unit 1 presentation
to Unit 2, and so on, without taking each separate lesson. I recommend
that a full day or two be spent on each unit by those in the Unit
Track so that sufficient vocabulary can be introduced or practised
and so that any difficulties in pronunciation can diagnosed and tackled.

It will probably be better for those in the Lesson Track to meet
that same full unit presentation after they have taken the lessons.
The objectives for the unit will contain the objectives of each lesson.
Students on the Unit Track should be able to achieve those objectives
without intervening lessons; students on the Lesson Track should be
able to achieve those objectives after they have prepared themselves
by means of the lessons.

I hope that there will be enough students in any course to make
at least two groups, to allow for these two tracks. Incidentally,
the provision for these two tracks makes possible a modified form
of Individually Prescribed Instruction.

My opinion is that Fluency First students who know some English
and therefore begin on the Unit Track will eventually come to a slow-
down, a time when they can no longer cope with a complete unit so
quickly. (If they can, they should probably not be in Fluency First.)
At this point, they will merely begin following the Lesson Track.

At any time, students who are on the Unit Track can "borrow" a
lesson from the Lesson Track if they have difficulty with one item.

If at any time the students on the Lesson Track show that they
are capable of tackling work faster, they can (after first being
allowed to try two lessons together) try shifting to the Unit Track.
I foresee that this may be a possibility in a few cases. For instance,
there may be a student who once used English somewhat but has not had
occasion to use it for some time; at the time of pre-testing he may
have been too hesitant or too shy to give fluent answers. After such
a student uses English for a while and gains confidence, his latent
knowledge may permit rapid progress.

Thus, it is necessary that the groups be flexible, not inexorably fixed in composition.

I think it is rather important that at the time of pre-testing candidates for a course, when it appears obvious that certain persons need Fluency First, an assessment should be made concerning whether they can begin on the Unit Track or, because they know little or no English, must begin on the Lesson Track. One way of making this assessment would be to ask the candidate to try part of all of the unit presentation of Unit One. If he can respond at a specified level of accuracy and fluency, he should be assigned to the Unit Track group. If he cannot, he should be assigned to the Lesson Track group.

My reason for recommending this assessment is: if someone who knows some English discovers on the first day of his Fluency First course that he must practise What's this? It's a house, etc., along with people for whom such work is really challenging, he may drop out immediately in disgust. If a true beginner is confronted with the complete unit and is asked to respond to a bewildering variety of patterns, albeit based on the same structure, he may drop out immediately in discouragement. In any case, it would become necessary to adjust the groups after the very first day, and that might prove an unsettling experience for the students.

Although visual aids, such as projectuals for the overhead projector, will be invaluable for showing items and situations not easily brought to a classroom, for permitting a great deal of practice with many substitutions, and for maintaining a high level of interest, I suggest that these visual aids ordinarily be used for the practice stage rather than the presentation stage, and that work normally be presented for the first time in a "live" demonstration. As A.S. Hornby wrote in an article entitled "Reflections after a Visit to Japan" (English Language Teaching, October, 1970), "The introductory stage should, I now think, be linked closely with classroom activity, then with activity at one remove, through visual aids (blackboard sketches, textbook illustrations, wall charts, projected pictures, or film), and later with situational activity in textbook stories."

Thus, I have based the unit presentation that follows, which would be attempted by students who already know some English, on a projectual and have planned the two lesson samples, to be taken by true beginners, as "live" talk between the instructor and the students.
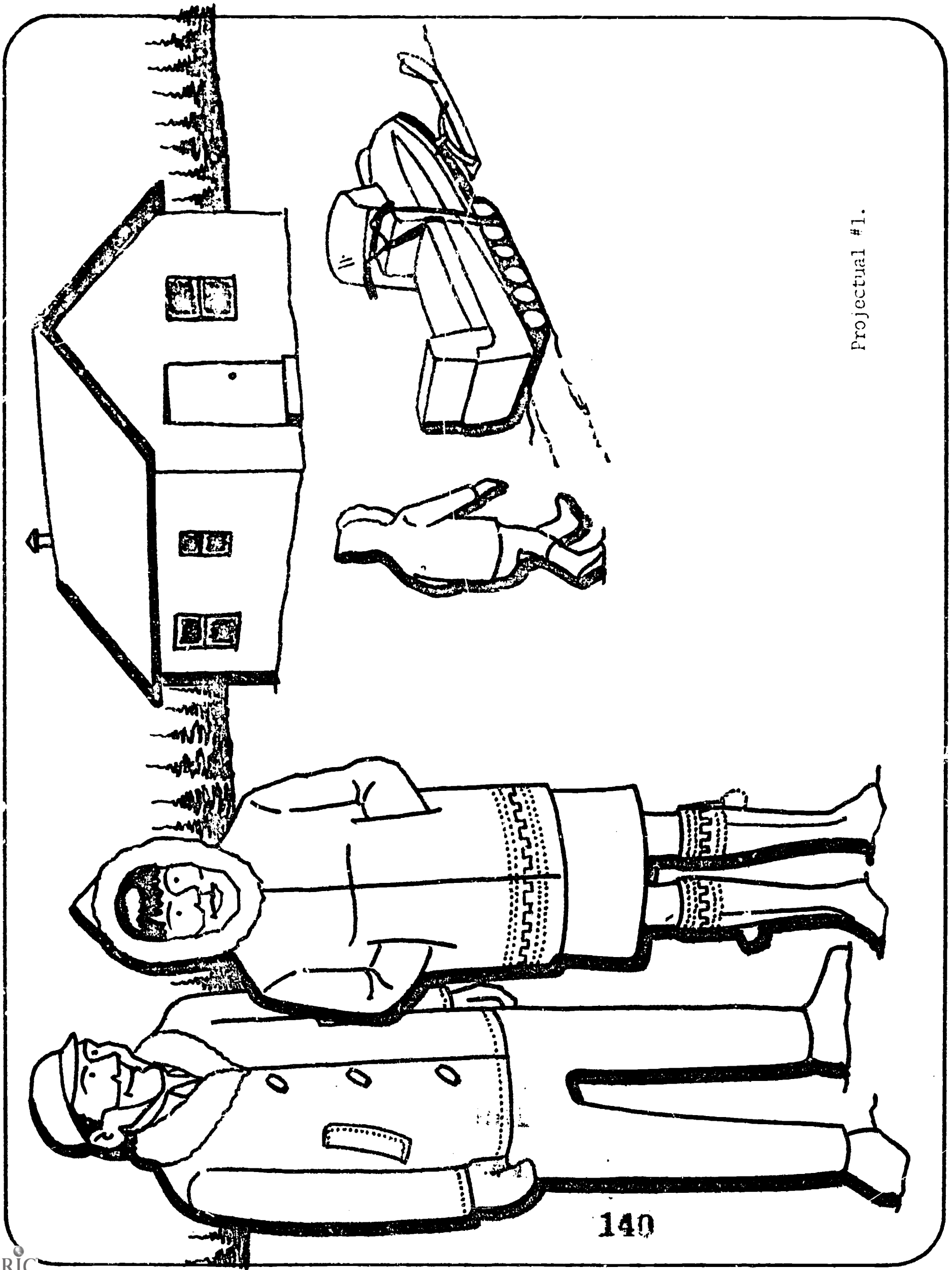
Projectual #1.

Unit presentation. The following section is an example of a full unit presentation. Those students who are on the Unit Track will meet this as their first presentation; those on the Lesson Track will not meet this until after they have taken all the lessons to Unit One.

Unit 1.   (S + V be + C, Present, 3rd singular)

Objective: Given a model of any of the sentence patterns listed below, the student will be able to respond correctly and without prompting when he sees an object, a picture of an object, or a person whose name is known to him, by (a) saying in that pattern sentences using 90% of the words in the listed vocabulary, and (b) answering the related questions.

Patterns: (It's) + C_____.   (It/ This/ That/ He/ She/ personal name)

Is (it) + C____?   Yes, (it) is. No, (it's) not.

It's not + C____.

Isn't (it) + C__?

Vocabulary, such as:

man	book	chair	blue
woman	pen	wall	black
boy	piece of paper	door	white
girl	scratch pad	projector	orange
house	eraser	camera	purple
tree	tack	tape recorder	brown
snowmobile	tray	number	short
pencil	flip chart	red	tall
ruler	tack board	yellow	fat
cup	table	green	thin.

Visual Aid: Projectual #1 (q.v.)

Note: A rest may be taken at the end of any section, if desired.)

Instructor: Who is this? It's Dan Moosehide. He's a man. He's
(1)   tall. Who is this? Is this Dan Moosehide? No, it's
             not. It's Minnie Moosehide. She's a woman. She's
             short. She's fat. Who is this? Is this Sammy Moosehide?
             Yes, it is. It's Sammy Moosehide. He's a boy. He's
             short. He's thin. Listen again. (He repeats it all.)

             Now YOU try. (He asks the group to answer all the
                 questions first, and then he asks individuals the
                 same questions.)

Instructor: Is this _____?
Students: Yes, it is/ No, it's not.
Instructor: Who is this?
Students: It's _____?
Instructor: Is he/ she a man/ woman/ boy?
Students: Yes, he/ she/ is.
                No, he's/ she's/ not. He's/ She's a _____.
Instructor: Is he/ she tall/ short/ fat/ thin?
Students: Yes, he/ she is.
                No, he's/ she's not. He's/ She's _____.

Instructor: Good. Listen again.
    (2)   What's this? It's a house. It's white. What's
                this? Is it a house? No, it's not. It's a
                tree. It's green. What's this? Is it a snow-
                mobile? Yes, it is. It's a snowmobile. It's
                yellow. Listen again. (He repeats it all.)
                Now YOU try.

Instructor: Is this a house?
Students: Yes, it is.
                No, it's not.
Instructor: What is it?
Students: It's a _____.
Instructor: What colour is this?
Students: It's _____.
Instructor: Is this green/ white/ yellow?
Students: Yes, it is.
                No, it's not. It's _____.

Instructor: Good. Listen again.
    (3)   (Pointing to Dan) Is he Minnie Moosehide? No, he's
                not. He's not Minnie. He's Dan. This is Minnie.
                (Pointing to Minnie) Is she Sammy? No, she's not.
                She's not Sammy. She's Minnie. This is Sammy.
                (Pointing to the house) Is this a tree? No, it's
                not. It's not a tree. This is a tree.
                (Pointing to Minnie) Is she tall? No, she's not.
                She's not tall. She's short.
                Listen again. (He repeats it all.)
                Now YOU try.

Instructor: Is he/ she _____?
Students: No, he's/ she's not. He's/ She's not _____.
Instructor: Who is he/ she?
Students: He's/ She's _____.
Instructor: Is he/ she/ (tall)?
Students: No, he's/ she's/ not. He's/ She's/ not _____.

Instructor:	Well, then?
Studen..:	He's/ She's/ _____ .

Instructor: (4)	Good. Listen again. Dan is tall. Is Dan tall or short? He's tall. Minnie is short. Is Minnie short or tall? She's short. Sammy is a boy. Is Sammy a boy or a man? He's a boy. Minnie is a woman. Is she a man or a woman? She's a woman. This is green. Is it green or yellow? It's green. Listen again. (He repeats it all.) Now YOU try.

Instructor:	Is Dan tall or short?
Students:	He's tall.
Instructor:	Is Minnie tall or short?
Students:	She's short.
Instructor:	Is Sammy short or tall?
Students:	He's short.
Instructor:	Is Dan a boy or a man?
Students:	He's a man.
Instructor:	Is Sammy a man or a boy?
Students:	He's a boy.
Instructor:	Is Minnie a man or a woman?
Students:	She's a woman.
Instructor:	Is this a house or a tree?
Students:	It's a house. etc.
Instructor:	Is this green or white?
Students	It's white etc.

Instructor:	Now YOU ask.

(The purpose of this last drill is to produce to
correct intonation of the question as well as to
produce the correct pattern.)

(The instructor points to a person in the picture
and says tall/short or short/tall.)

Students:	Is _____ tall or short?
Instructor:	He's/ She's _____ . etc.

(The instructor points to a person in the picture
again and says a man/ a woman or a woman/ a man
or a boy/ a man, or other combinations.)

143

Students: Is _____ a man or a woman?
Instructor: He's/ She's/ a _____ .

(The instructor points to each of the objects in
the picture and says a house/ a tree, etc.)

Students: Is it a house or a tree?
Instructor: It's a _____ .

(The instructor points again to each of the objects
in the picture and says white/ green, etc.)

Students: Is it white or green?
Instructor: It's _____ .

Instructor: Good! It's time to stop.

After this, the students on the Unit Track will practice some of
the dialogues and the pronunciation drills prepared for this unit. They
will also use some of the game techniques described later in this chap-
ter, or use projectuals to practise extra vocabulary in the patterns
of this unit.

Additional objectives for Unit 1:

In addition to the objectives stated at the beginning of the unit
presentation, the student will be able: (a) on meeting any person, to
introduce himself by saying the two sentences I'm (name) _____ . My
name is _____ .; (b) to say and to respond appropriately to common
greetings and farewells in formulas such as Hello, Good morning/ after-
noon/ evening, Goodbye; (c) to count, using the number words from 1
to 10, when given a quantity of objects or when he sees a number of
persons.

Lesson presentations.

The following section contains examples of two lessons from
Unit One for beginners who are on the Lesson Track.

Lesson 1. Materials: the 10 objects listed in the vocabulary below.

Objective: On seeing the real objects listed in the vocabulary, the
students will be able (a) to ask the question What's this? and to answer
correctly in the pattern It's a _____ ; (b) given the model of the
question, to ask Is this a _____ ? and to answer correctly in the
short answer patterns, Yes, it is or No, it's not; and (c) to take the
part of either questioner or responder in the series: Is this a _____ ?
No, it's not. What is it? It's a _____ .

Vocabulary: 10 words for small classroom objects, such as:

pencil   piece of paper
ruler   scratch pad
book   eraser
pen   tack
cup   tray

(The instructor and the students sit around a table. The instructor has a tray on which are nine small objects. He shows the objects one by one as he speaks. The whole group responds together at first. Then he calls on individuals to try.)

Part 1.

Instructor: What's this? It's a pencil. Say, pencil. Say, a pencil.

Say, It's a pencil. Say it again, It's a pencil. Good.

(He places each object beside the tray after he shows it. The last object he shows is the tray.)

Now YOU try. (He holds up a ruler, says a ruler, It's a ruler, repeats a ruler, and encourages the group to say the whole sentence, It's a ruler. Then he holds up each article in turn, saying its name. The group says the whole sentence. He repeats the procedure, asking individuals to try, and puts each article back on the tray.)

Good. Let's pass it around. (He puts the tray in front of his neighbour.)   ... a cup

(The student picks up the cup, says It's a cup, puts it back, and - at a gesture from the instructor - passes the tray to his neighbour. The instructor says another word and the procedure is repeated until every student has had a chance.)

Good. Look here. (He picks up one object.) What's this?

(The group answers It's an eraser. He asks them about each article, then asks individuals, each time saying What's this?

Now YOU try. Say, <u>What's this?</u> Say it again, <u>What's this?</u>

Let's pass it around. (The tray goes around again. A student picks something up, asks <u>What's this?</u> and the student across the table from him answers.)

Good! It's time to stop.

They all take a short break and walk around a bit.

<u>Part 2.</u>

Instructor: (a)	Let's sit down. (He picks up one article from the tray.) This is a cup. Is this a cup? Yes, it is. This is a pen. Is this a pen? Yes, it is. Now YOU try. This is a cup. Is this a cup?
Students:	(the whole group) Yes, it is. (repeated for all the objects) (individuals) Yes, it is. (repeated for all the objects)
Instructor: (b)	Good. Listen again. This is an eraser. Is this a book? No, it's not. This is a pencil. Is this a tack? No, it's not. Now YOU try. This is an eraser. Is this a book?
Students:	(first the whole group) No, it's not. (repeated for all the objects) (individuals) No, it's not.
Instructor: (c)	Good. Say, <u>this.</u> Say it again, <u>this.</u> Say, <u>Is this.</u> Say it again, <u>Is this.</u> Say, <u>Is this a book?</u> Say it again, <u>Is this a book?</u> Look here. (He picks up a book.) Is this a book? - Bill.
Bill:	Yes it is.
Instructor:	(He picks up an eraser.) Is this a tack? - Annie,
Annie:	No, it's not.
Instructor:	Now YOU try. Let's pass it around. (He passes the tray of objects to his neighbour.) Ask. (He prompts as necessary.)
Bill:	Is this a book?

Students:	Yes, it is.
Annie:	Is this a scratch pad?
Students:	No, it's not.

(This is repeated until everyone has had a chance to ask a question.)

Instructor: (d)	Good. Listen again. (He picks up an incorrect item each time.) Is this a piece of paper? No, it's not. What is it? It's an eraser. Is this a tack? No, it's not. What is it? It's a scratch pad. Now YOU try. Let's pass it around.
Bill:	Is this a cup?
Students:	No it's not.
Bill:	What is it?
Students:	It's a tack.

(This is repeated until everyone has asked the pair of questions.)

Instructor:	Good! It's time to stop.

Lesson 2. Materials: A set of 10 pictures showing a man or a woman; another set of 10 pictures showing a boy or a girl

Objective: On seeing a person whose name is known to him, the student will be able (a) to say an identifying sentence in the pattern He's/ She's (name); (b) given the model of the question, to ask Is he/ she (name) ? and to answer correctly in the short answer pattern Yes, he/ she is or No, he's/ she's not; (c) to take the part of either questioner or responder in the series: Is he/she (name)? No, he's/ she's not. Who is he/she? He's/She's (name).

Instructor: (a)	Stand up, please, Bill. Look here, everybody. Who is this? It's Bill. He's Bill Winter. (The instructor gives a slight stress to He.) Say, he. Say, He's. Say, He's Bill Winter. Say it again, He's Bill Winter. Thank you. Sit down, Bill. Stand up, please Annie. Who is this? It's Annie. She's Annie Jones. Say, she. Say, She's. Say She's Annie Jones. Say it again, She's Annie Jones. Thank you. Sit down, Annie.

Listen. (The instructor walks around the table, and as he stands behind each student, he says He's _____ or She's _____ . The group repeats the sentence each time.

Now YOU try. (He walks around again, and the group says He's _____ or She's _____ as he pauses behind each student.)

(b)   Good. Listen again. (This time the instructor points to a student as he asks the questions.)

Is he Bill Winter? No, he's not. Who is he? He's Jimmy Wolf. Is she Annie Jones? No, she's not. Who is she? She's Hazel Stevens.
Now YOU try.

Instructor: Is he Bill Winter?

Students: No, he's not.

Instructor: Who is he?

Students: He's Jimmy Wolf.

(This is repeated until the instructor has asked about every student.)

Instructor:
(c)   Good. Say, Is he? Say, Is he Bill Winter? Say, Who is he? Say, Is she? Say, Is she Annie Jones? Say, Who is she?

Listen again. (He repeats the pair of questions and answers about two people.)

Now YOU try. Ask! (Each student tries to ask the pair of questions about his neighbour. The group or the student opposite answers.)

Good! It's time to stop.

(They all take a short break.)

Part 2.

Instructor: Let's sit down. Look here. (The instructor uses the set of 10 pictures (mounted magazine cut-outs), each showing a man or a woman.)

He's a man. Say, man. Say, a man. Say, He's a man.

She's a woman. Say, woman. Say, a woman. Say, She's
a woman.

Now YOU try. (As he shows each picture, he says the
call word, and the group or an individual says the full
sentence.)

Let's do it again. (This time he shows the pictures
without saying the call word, and the students say the
full sentence.)

Good. Look here again. (He uses the second set of
10 pictures, each showing a boy or a girl. He follows
a similar procedure for the sentences He's a boy and
She's a girl.

(b)
Good. Let's pass it around. (He puts all the 20
pictures on the tray and passes it to his neighbour.
Each student picks up a picture, shows it to the group,
and tries to say the correct sentence.)

Good! It's time to stop. It's time for coffee.

Later in the morning the students can play the "Spin the Bottle"
game for He and She.

D.   Imperative drills and action chains

I have suggested that a few mintues after the New Presentation
and Practice be devoted to an imperative drill or to action chains.
The purposes of a short imperative drill are to demonstrate the meaning
of action verbs, thus adding to the students' vocabulary, to give
practice in following instructions, and to provide a physical change
from too much sitting. From time to time, when no new verbs are to
be introduced, the students can take turns acting as the instructor
during these drills.

Five or six verbs can be used each day. There is no need to
introduce an entirely new set of verbs every day. Nevertheless, by
the time the unit on the Present Continuous Tense is reached, the
students may know the meaning of 20-25 verbs in their imperative form.
Then, their new learning task will involve only the pronoun-verb pattern,
not the meaning of the verbs at the same time.

In this type of activity, the possibility of success depends greatly on the manner of the instructor. He will probably get co-operation if he treats the drill as an amusing game and if he takes part himself, especially whenever a student acts as instructor.

It may be a good idea for the instructor to use the hortatory form <u>Let's (verb)</u>. at first, since that is the form of many useful classroom formulas. After a few days, however, he can begin to use the direct imperative form.

Here are some examples of possible imperative drills for the beginning of the course:

1. Let's stand up. (After saying this, he stands up and
    gestures to the students to imitate.)

    Let's stretch.

    Let's walk.

    Stop!

    Let's walk again.

    Stop!

    Let's sit down.

    .... Let's do it again. (They repeat the whole
    procedure.)

2. Stand up. (After saying this, the instructor does the
    action himself and waits for the others to
    imitate.)

    Stretch. Walk. Stop! Walk again. Stop! Sit down. ....

    Do it again. (The second time the instructor does not
    do the actions himself.)

3. Stand up. Look up. Look down. Take three steps forward.

    Take three steps backward. Turn around. Sit down.

    ......and so on.

When the students reach the unit on the Simple Past Tense, this short period can be an occasion for learning a few irregular past tense forms each day. One example follows: **150**

Stand up. Yo stood up.

Go to the door. You went to the door.

Come back. You came back.

Hold up both hands. You held up both hands.

Sit down. You sat down.   .... and so on.

Action-chains can be started quite early in the course with three actions in a series. The instructor can first demonstrate and individuals can take turns trying to imitate. One value of action-chains is that the students can remember what to say in order to put three (or more) sentences together. Another value is that, if the students once learn the idea of an action chain, they find it easy to use the same idea for other forms of the same verbs. Action-chains thus contribute to the building up of a strong sense of the significance of diffrent tenses.

It should go without saying that the timing of speech and action is very important in action-chains.

Here is an example of the same simple action-chain used for commands and for different tenses in the appropriate units of the course:

(1) Speech first; action afterwards

   Walk to the door. Open the door. Close the door.

(2) Simultaneous speech and action

   I'm walking to the door. I'm opening the door. I'm closing the door.

(3) Speech first; action afterwards

   I'm going to walk to the door. I'm going to open the door. I'm going to close the door.

(4) All three actions first; then speech

   I walked to the door. I opened the door. I closed the door.

(5)   <u>Each action followed by speech</u>

> I've just walked to the door.   I've just opened the door.
> I've just closed the door.

E.   <u>Pronunciation Practice</u>

Mrs. Marilylle Soveran has worked out many drills suitable
for helping Cree-speaking students with pronunciation difficulties
they may have in learning English.   These may be found in her book
<u>From Cree to English.   Part One: The Sound System</u>. Similar drills
for other sounds and for intonation, etc., will probably have to be
worked out for Chipewyan speakers.

The words used in pronunciation drills should be words already
known by the students.   Sometimes the names of students in the class
or of other people in the training centre can provide practice in
certain sounds.

The additional use of the tape recorder for individual practice
of pronunciation will help to prevent embarrassment on the part of a
learner because of mistakes in his attempts to speak correctly or
because of comparison with other students in the class.

F.   <u>Vocabulary</u>

All the students, even those who are following the Unit Track,
should have an opportunity to practise all the vocabulary that has
been planned for a unit.   If it is possible, they can learn and
practise extra words as well.   However, I think that an instructor
need not present fully every vocabulary item which may be known by
the students or most of them; he should <u>check</u> that they know each
word and can pronounce it correctly.

Thus, during vocabulary work on nouns, for instance, if the
instructor shows an object or a picture, says <u>What's this</u>? and hears
the group answer <u>a coat</u> or <u>It's a coat</u>, he can pass on to the next
item without further presentation.   However, there should afterwards
be drills or games that include pictures of all those nouns so that
individuals will be required to use them in the sentence pattern
and to pronounce them correctly.

Projectuals or cards (of playing-card size) showing small pic-
tures are very useful aids for this type of extensive vocabulary
practice.

On the other hand, if vocabulary items are really new to the students, they should be presented in a standard way as, for example, in the sample lessons, so that the students have plenty of opportunity to hear the words, say them, and use them in a sentence pattern situationally.

G.   Dialogues, including "interviews"

Dialogues give the learners of a language the chance to use the sentence patterns that have been presented to them in a realistic conversational style, rather than only in formal drills. Especially when they are acted out, they provide a certain degree of realistic communication between persons. Dialogues also offer an opportunity to practise speaking English with natural intonation, stress, and rhythm.

It is, moreover, possible to write into dialogues certain English patterns and conversational expressions that are essential to natural English speech but that would be very awkward to fit into the programme of basic structural drills.

Dialogues can, of course, be presented in many different ways, but the situation must be made clear by some device. Projectuals for the overhead projector are particularly suitable because overlays can be used to show at the appropriate moment who is supposed to be speaking or what is being spoken about. During the students' practice the instructor's manipulation of the overlays can serve as "cues" to remind students what the next speech must be. Occasionally, if an instructor and counsellor have the opportunity to work together as a team, they can demonstrate a dialogue together, in person.

The sample dialogues that follow have short speeches so that they can be easily remembered. After a dialogue has been learned, it can usually be adapted without difficulty to true situations in the classroom merely by changing personal names or content words. I have indicated this type of adaptation for the dialogue that practises the contrast of this and that.

1.   A dialogue for the first day: Introductions.

(Since this dialogue is about the students themselves, it can be presented and practised without visual aids.)

Objective: The students practise saying the introduction formulas I'm (name) . My name is _____ . as partial fulfillment of the Unit 1 objectives (q.v.).

(The students are sitting in a circle.)

Instructor: Look here, please. Listen. I'm Joe Smith. My name is Joe Smith. Bill, say I'm Bill Winter.

Bill: I'm Bill Winter.

Instructor: Good. Say, My name is Bill Winter.

Bill: My name is Bill Winter.

Instructor: Good. Say, I'm Bill Winter. My name is Bill Winter.

Bill: I'm Bill Winter. My name is Bill Winter.

Instructor: Good! Now YOU try, Annie.

(Each student tries to say the two sentences. If a student cannot say the sentences, the instructor prompts him by pointing to himself and saying the sentence about himself.)

Instructor: Good. Let's do it again. I'm Joe Smith. My name is Joe Smith.

(He points to Bill, and to each student in turn, inducing each one to say the two sentences.)

Instructor: Good. Stand up, please, Bill.

(He goes to Bill, holds out his hand and shakes Bill's hand while introducing himself.)

Good morning! I'm Joe Smith. My name is Joe Smith.

Bill: Good morning. I'm Bill Winter. My name is Bill Winter.

Instructor: Good! Now YOU try, Bill and Jimmy.

(Each student is given the chance to say the full introduction with another student.)

A dialogue for practising the contrast of this and that in Unit One.

See Projectual #2.   (The instructor points to the picture of the character who is supposed to be speaking while he presents the dialogue.)

154

Objective: The students practise using this and that correctly in patterns of the Unit One structure (S + V be + C), with nouns and adjectives of colour from the Unit One vocabulary, in partial ful- filiment of the Unit 1 objectives.

(a) Objects

Sammy: Is that a snowmobile, Daddy?

Dan: What, Sammy?

Sammy: That! (stressed; he is pointing.)

Dan: No, it's not, Sammy. This is a snowmobile.

Sammy: Well, what's that?

Dan: That's a sled. It's a dogsled.

(b) Colours

Sammy: Is that a house, Daddy?

Dan: Yes, it is, Sammy. That's a house.

Sammy: Is it yellow?

Dan: No, it's not yellow, Sammy.

Sammy: Well, what colour is it?

Dan: That's white. This is yellow. (the snowmobile)

Classroom adaptations of these two dialogues:

(a) Objects

Instructor: Is that a ruler, Bill?
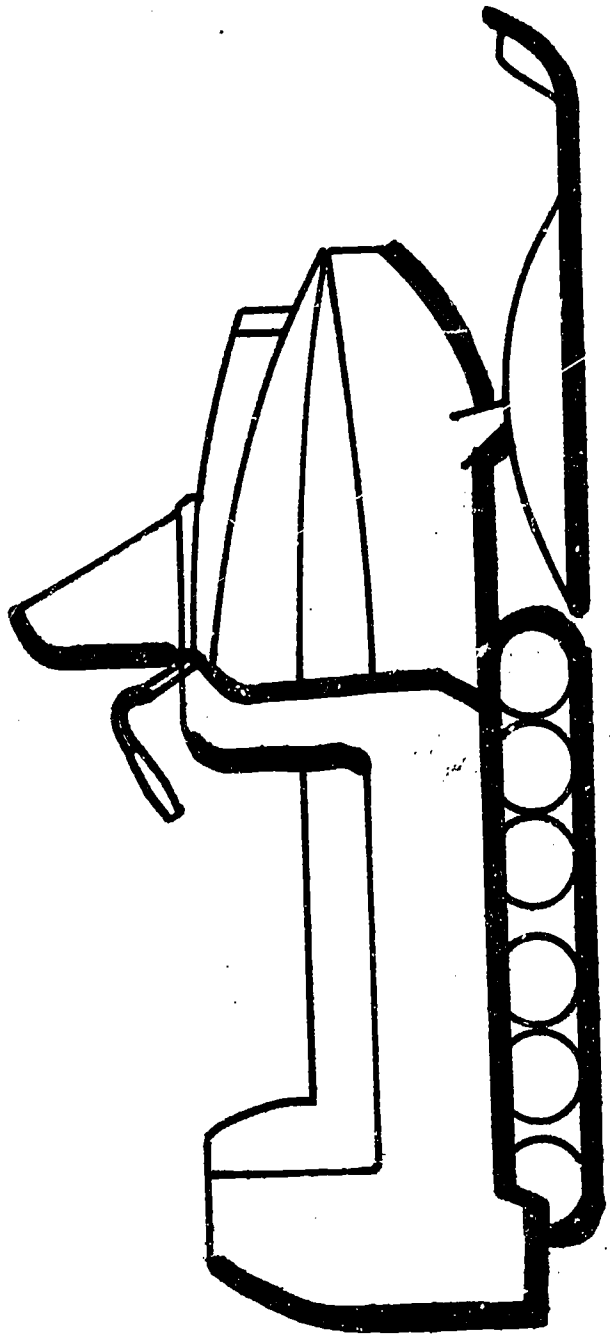
Bill   What, Joe?

Instructor: That! (pointing)

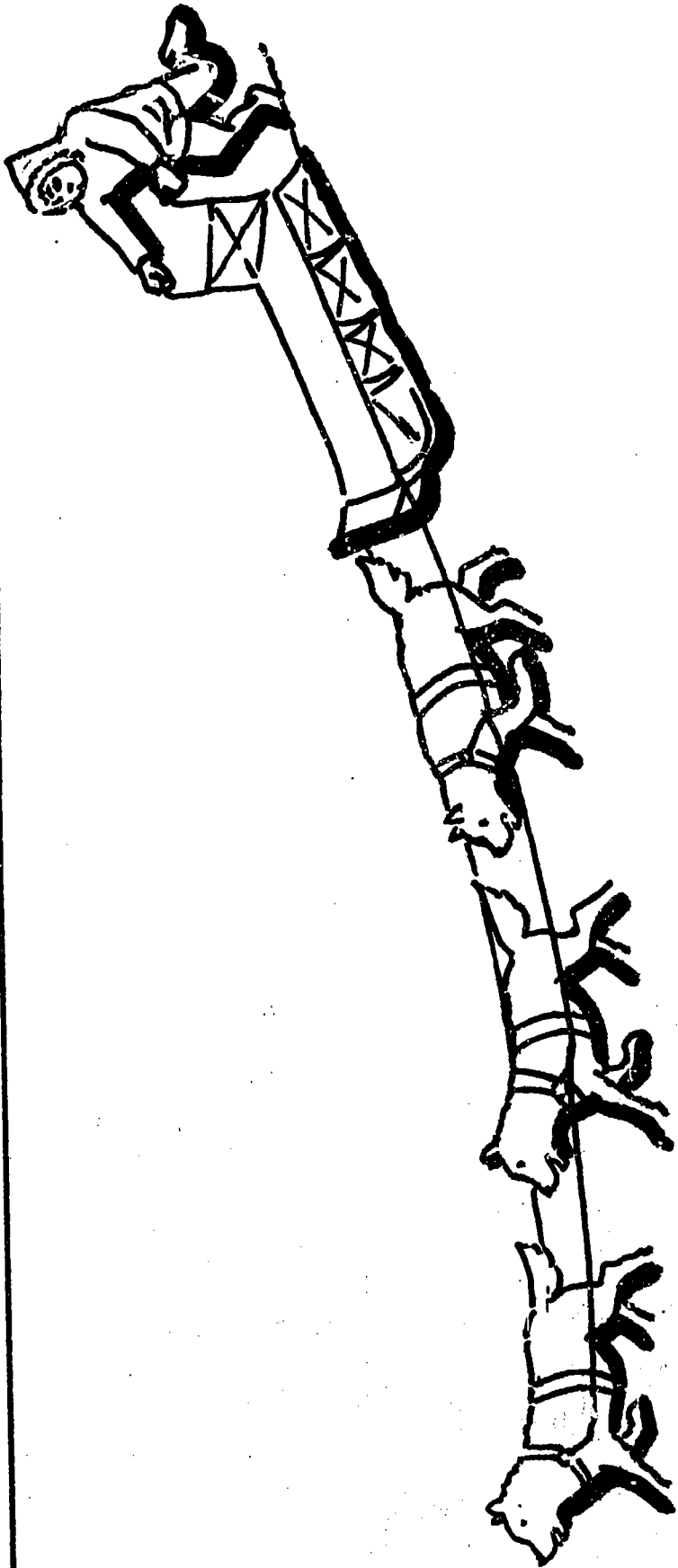Bill: No, it's not, Joe. This is a ruler.

Instructor: Well, what's that?

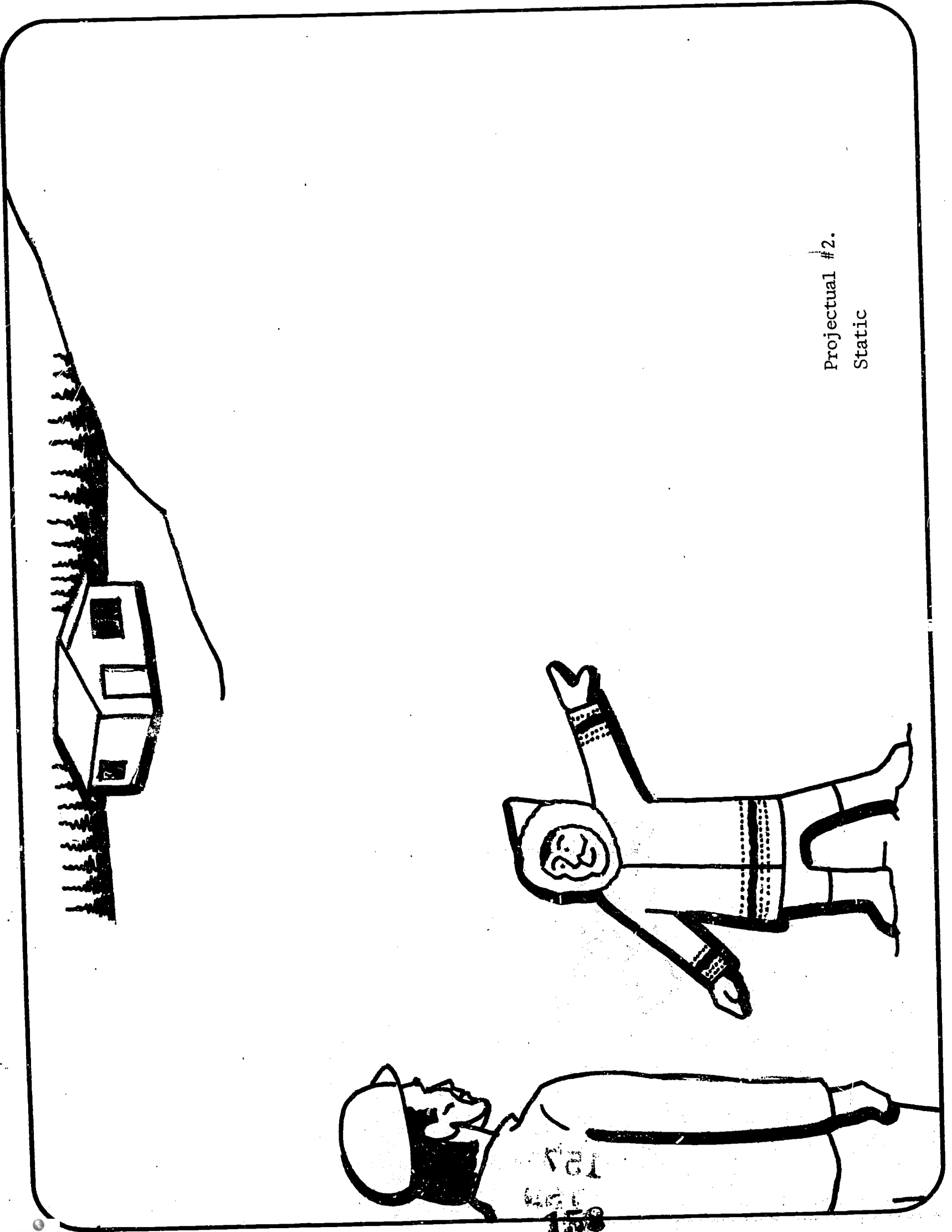Bill: That's a flip chart.

Projectual. #2
Overlay 2.

Projectual #2.
Overlay 1.

Projectual #2.
Static

(b) People

Instructor: Is that Annie Jones, Bill?

Bill: Who, Joe?

Instructor: That! (pointing, with stress)

Bill: No, it's not, Joe. This is Annie Jones.

Instructor: Well, who is that?

Bill: That's Hazel Stevens.

(Note: One reason for writing this dialogue with extra stress on That! (in addition to the value of emphasizing the contrast) is that some students may have difficulty with the [ɚ] sound. This use of stress and higher pitch permits the students to hear the sound more acutely, thus aiding them in learning to produce the sound.)

A telephone dialogue for Unit One.

Telephone conversations make naturally good dialogue situations and can be used often throughout the course, if the students are familiar with telephones. Although they may be nearly unknown in some northern communities, in others they are already common.

Objective: The students practise using formulas of conventional telephone usage, along with patterns of the Unit One structure, in partial fulfillment of the Unit One objectives.

(This dialogue is written as if a projectual is to be used.)

Voice: Hello.

Dan: Hello. Is that Al White?

Voice: No, it's not. This is David Jones.

Dan: Isn't that number 9?

Voice: No, it's not. This is number 6.

Dan: I'm sorry. Wrong number.

Voice: That's all right. Goodbye.

Dan: Goodbye.

Interviews

These questions and answers about personal data can be memorized in stages; a new stage can be added every week or two.

At a much later stage, when the students are ready to learn to read and to fill in personal information forms, the instructor will be able to explain the forms by associating the formalized headings with these questions. For example, Age = How old are you? Spouse = What's your wife's name?

Stage 1:   What's your name, please?
               My name is Bill Winter.
           Where are you from, Bill?
               I'm from LaRonge.
           What's your work?
               I'm a trapper.

Stage 2:   Where do you live now, Bill?
               I live in Prince Albert.
           What's your address here?
               520 Tenth Street
           What's your telephone number?
               My number is 4-1234.

Stage 3:   Are you married, Bill?
               Yes, I'm married.
           What's your wife's name?
               Her name is Rose. Rose Winter.
           Do you have any children?
               One baby boy. That's all so far.

Stage 4:   How old are you, Bill?
               I'm 26 years old.
           Let's see. Were you born in 1945?
               That's right. I was born in 1945.
           When is your birthday?
               The thirtieth of March.

       Plus other stages, as necessary.

H.   Games and Riddles

Oral language games provide excellent practice in speaking.
Up to a point of diminishing returns, there can be much repetition
of a pattern, with appropriate substitutions, without boredom. Also,
the students usually learn to respond quickly and automatically
during the course of a game.

Once the basic idea of a game has been learned, it can often
be adapted to different sentence patterns or different tenses and
be used again and again throughout the course.

Here are several examples of games that can be played during
Unit One:

1.   He and She Game ("Spin the Bottle")

The members of the group sit in a circle on the floor or
around a covered table. The instructor spins a bottle in the centre.
The student to whom the bottle points must say I'm Bill Winter. The
one opposite him (that is, the one to whom the butt of the bottle is
pointing) must say He's Bill Winter. Bill spins the bottle again.
It points to Annie. She must say I'm Annie Jones. The one opposite
her must say She's Annie Jones. Annie spins the bottle again.

When everyone has had a chance to speak, the game may stop or
it may add an extra sentence, as follows:

I'm Bill Winter.   He's Bill Winter. He's a man.

I'm Annie Jones.   She's Annie Jones. She's a woman.

On another occasion a different sentence may be added, thus:

I'm Bill Winter.   He's Bill Winter. He's Mr. Winter.

I'm Annie Jones.   She's Annie Jones. She's Miss Jones.

I'm Hazel Stevens.   She's Hazel Stevens. She's Mrs. Stevens.

2.   A game: Colours

This game can be played after the presentation of the lesson
about colours. The instructor reminds the students of the colour
words by showing coloured cardboard squares one by one as he says

What colour is it? It's _____. The colours: red/ yellow/ green/ blue/ white/ black/ orange/ purple/ brown.

Instructor: Please go outside, Bill. (He sends Bill outside the classroom.) Take one, Annie. (Annie takes a coloured square.) What colour is it?

Annie: It's black.

Instructor: Everybody?

Students: It's black.

Instructor: Good. Hide it, Annie. (He shows Annie how to hold the square so that it cannot be seen.) Come in, please, Bill. Ask, Is it yellow?

Bill: Is it yellow?

Annie: No, it's not. etc., etc.

Bill: Is it black?

Annie: Yes, it is. (She shows it.) It's black.

Instructor: Good. Let's do it again. Please go outside, Annie.

3.   Do It Fast!: a game for the end of Unit 1.

    The members of the group sit opposite one another on two sides of a table. A tray of small objects, the English names of which have been learned, is in the middle of the table. The two students sitting opposite each other take the same number, thus:

    (a) When the instructor calls Number 1 and says, for example, a pencil, each Number 1 student tries to be the first to pick up the pencil and say This is a pencil.

    (b) The instructor calls a number and says the name of a "distant" thing in the room. Each student with that number tries to be the first to point correctly and say, for example, That's a tack board.

    (c) The instructor calls a number and says the word for either a small object on the tray or a "distant" one. Each student with that number tries to be the first to pick up the object and say This is a ____ or to point correctly and say That's a ____.

(d)   The instructor calls a number and says someone's name. Each student with that number tries to be the first to point correctly and say <u>He's (name)</u> or <u>She's (name)</u>.

<u>Riddles</u>:

Riddles can be used at any stage. They can be long or short, and they can employ simple patterns or complicated ones, depending on how much English the students have learned.

Here are a few examples of some of the simplest stages:

Stage 1: It's long. It's thin. What is it?
          Is it a ruler?.....etc.
          Yes, it is. It's a ruler.

Stage 2: It's small. It's white. It's in the classroom. What is it?
          Is it on the table?
          No, it's not.
          Is it near the blackboard?
          Yes, it is.
          Is it a piece of chalk?
          Yes, it is. It's a piece of chalk.

Stage 3: It's red and white. It's very pretty. What is it?
          Is it his shirt?
          No, it's not.
          Is it her dress?
          Yes, it is. It's her dress.

Stage 4: He's tall and dark. He's sitting between two girls. He
          likes cigarettes. Who is he?

and so on.....

I.   Reading and Writing, with Mathematics Activities.

Notes about reading and writing are contained in Section D
of Chapter Two, "Proposed Course Content."

As indicated in the concept study, mathematical activities are
included in Fluency First not just because the students will probably
need to learn more arithmetic but also because such activities can
be a very effective means of learning and practising English words
and patterns.

Some of these practical activities have been mentioned in the
column entitled "Topics, dialogues, activities" of the Instructional
list in Chapter Two, because they are particularly appropriate to the
structural objectives. For instance, in Unit 9 the main objective
concerns expressions with of. A suitable mathematical activity for
the days spent on that unit is measuring various materials into
different containers; the students are able to talk about a pint of
water, a cup of flour, etc., and see for themselves certain equivalent
relationships. When they afterwards weigh some of the materials,
they will have occasion to talk about a pound of sugar, five pounds
of flour, and so on.

They can begin immediately to record at least part of their
results during these activities if, as suggested, they learn to
read and write the numbers 1 to 10 in the first days of their course.
If, for instance, they discover that one container of something
weighs four pounds and another weighs three pounds, they can record
4 + 3. In this way, they are in fact writing their own arithmetic
problems. By adding, they can complete their written equation,
4 + 3 = 7.

Shopping activities based on the current oral English patterns
that the students are learning also provide many opportunities for
counting, adding, subtracting, and other processes. The prices of
whatever they "buy" can be recorded in the form of a bill, additions
made, and change computed.

Fluency First students can also probably use parts of the
arithmetic programme that BLADE students follow.

It is absolutely essential to provide Fluency First students
with the oral patterns for talking about arithmetical processes and
mathematical activities. Patterns, such as 4 + 3 = 7, must be treated

in the same way as classroom formulas; they must be standardized
so that they are always said in the same way, and they must be demon-
strated to the students when they are first used. If the students
do not know what to say about their mathematical work, they cannot
really learn it.

J.   Mini-visits and other oral English activities.

The concept study for Fluency First recommended a session of
informal group activities, including "mini-visits", the purpose of
which would be to provide an opportunity for the use of English in
real - not merely realistic - situations. During an activity the
instructor or a student would take several pictures with a Polaroid
Land camera so that, after the activity, the group would have a
pictorial record of what they themselves had just done, seen, or
otherwise experienced. The instructor would then assist the stu-
dents to talk about their experiences, mainly by using certain pre-
selected sentence patterns.

I am convinced that this type of activity is essential in
Fluency First. Even a formidable array of oral drills, visual aids,
and machines lacks the power, I believe, that will enable Fluency
First students to learn a new language. Somehow, there must be the
possibility of real communication in English. Games will help to
maintain interest, but it is difficult to believe that games are
sufficient. There is too little sense of reality.

In her book, The Psychologist and the Foreign-Language Teacher,
Wilga M. Rivers refers to the psychologist Mowrer's statement that
learning alters what the student wants to do rather than what he can
do, thus making incentive motivation an important element in the
learning process. She continues, "Even intensive pattern drills and
dialogue learning will not make the student produce foreign-language
phrases appropriately unless he wants to produce them. In a face-
to-face situation, interestingly contrived, it is natural for him to
want to communicate, and learning takes place in these circumstances.
The foreign-language teacher is faced with a double problem, first,
of providing the student with the correct formulae of expression in
the new language, and second, of arousing a desire to communicate in
that language. As both are essential for genuine, personal inter-
change of ideas, the most efficient classroom method must be one which
provides the necessary stimulation for development in both these areas."

Finding the right kind of activity to satisfy the need is very
difficult. The experience of the literacy teacher at La Loche,

expressed at the NewStart Basic Literacy Seminar held in January
of this year, was a warning that adults in northern communities may
not want to learn cookery or sewing or carpentry; they may want to
learn in the traditional "classroom" way, with books and blackboards.
However, this warning need not be a final deterrent to a search for
some vehicle for real communication in English. At the same seminar,
another speaker reminded us that every northern community is different
from every other one. Some kind of activity that appeals to the
students can be found.

In the sample mini-visit that follows I have described an
extremely simple tour of the training centre, as if the course were
taking place in Prince Albert. The same type of tour can be done
anywhere. I have deliberately tried to avoid any suggestion of an
elaborate field trip. The aim of a mini-visit, in fact, is exactly
opposite: not to associate English with something foreign to the
students' lives, but to help them use English in connection with their
daily surroundings and the people with whom they come in contact,
including themselves.

Mini-visit #1 for students on the Lesson Track, for use after Lesson 2.

Notes: A complete tour of the training centre facilities will
already have been given to the students on the previous day by their
counsellor, using their own language.

The employees of the training centre who will be introduced
must be briefed ahead of time about the purpose of the introductions
and about their role.

On this first mini-visit the pictures will be taken by the
instructor or by the counsellor who accompanies the party, if that
is possible.

Objective: As they tour the training centre, under the guidance
of their instructor, and meet several employees, the students prac-
tice (a) introducing themselves with the sentences I'm_____.
My name is_____; (b) saying sentences that name places, using the
pattern This is_____, and (c) saying sentences identifying people
in the pattern He's/She's_____, in partial fulfillment of the
objectives of Unit One.

Instructor: (He uses gestures to indicate his meaning.)
                 Come with me, please. (They go outside to the entrance.)
                 Stop. Look here. What's this? This is Saskatchewan
                 NewStart. Say it, Saskatchewan NewStart. Say, This is
                 Saskatchewan NewStart. Good. Take a picture, please.

(The counsellor takes a picture of the group with the Saskatchewan NewStart sign. While the picture is being developed, individuals can try to say the sentence. When the picture is ready, the students may talk about it in their own language, if they want.)

Instructor: Let's go in. Come with me, please. (They go inside to the typist nearest the entrance.)
Stop here, please. Who is this? This is Jane Stewart. She's Jane Stewart. (He shakes Jane's hand as he speaks to her.) Good afternoon. I'm Joe Smith. My name is Joe Smith.

Jane Stewart: Good afternoon, Joe. I'm Jane Stewart. My name is Jane Stewart.

Instructor: (pointing to the counsellor) This is Mary Bear.

Counsellor: (to Jane) Good afternoon. I'm Mary Bear. My name is Mary Bear.

Jane Stewart: Good afternoon. (They shake hands.)

Instructor: This is Bill Winter. (He directs Bill forward to Jane, who puts out her hand for shaking.)

Jane Stewart: Good afternoon, Bill. I'm Jane Stewart. My name is Jane Stewart.

Bill: (with prompting, if necessary) Good afternoon. I'm Bill Winter. My name is Bill Winter.

Instructor: Good! Do it again, please. Take a picture, Mary.

(This procedure is repeated with several other employees, and each student is encouraged to introduce himself to one employee.)

(The students also look at the Lounge, (the door of) the Men's Room, (the door of) the Ladies' Room, and an office. The students use the pattern This is _____ . for each place, and a picture of each place is taken, with several students in each picture. It is a good idea to take a picture of the ladies standing at the door of the Ladies' Room and the men standing at the door of the Men's Room.)

(Then everybody goes back to the classroom.)

Classroom Follow-up

The students sit around a table. The photographs are placed

face down on the table. The instructor picks up the first photograph, shows it to the group, and says:

Instructor: What's this? This is Saskatchewan NewStart. (He points to the pictures of the students.) This is Bill. This is Annie. Etc.
(He picks up the second photograph.)
Who is this? This is Jane Stewart. And this is ...
(naming each)
Now YOU try.

(He puts both photographs down and gestures to a student. Each student chooses a photograph and names as much as he can remember, using the pattern This is _____. The others help him when he forgets.)

Good. Listen again. (The instructor chooses a photograph and names each person in it using the personal pronoun.) He's Bill Winter. She's Annie Jones. etc.
Now YOU try.

(The students take turns choosing different photographs and naming people, using He's/She's _____.)

Good. Let's put the pictures up. (The instructor and students tack their photographs on the wall.) It's time to stop. It's time for coffee.

The next day the same activity can be repeated as a small part of the follow-up of the Activity, but a second sentence can be added, to practise Mr./ Mrs./ Miss.

I have made a few comments about a reading and writing follow-up of the Activity, which can take place when the students are beginning to learn to recognize words and sentences, in Chapter Two of this report.

As one other type of activity that can be used anywhere, without extra instructors who have special vocational training, such as carpentry, I suggest "Teaching the Teacher."

During a "Teaching the Teacher" session one or more students will show the instructor how to do something: e.g., prepare bannock, make mukluks or moccasins (a short stage each day), do beadwork, tan hide, preserve fish, write Cree syllabics, dance, etc. Especially at the beginning of the course, they may speak in their own language while demonstrating the task, but for each one of these sessions the instructor will have selected one or two English sentence patterns which he

168

predicts will be appropriate and which he will attempt to apply during the demonstration, such as <u>What's this?</u> <u>It's a</u> ____. <u>What are you doing now?</u> <u>What are you going to do next?</u>, and so on. Of course, he will have to supply the answers at first. He will interpolate these sentences when suitable during the demonstration, and at the end he will have those English words and sentences repeated as a follow-up. Pictures can be taken with the Polaroid Land camera, as for the mini-visits. The printed words and sentences can be put on the flip chart, wall cards, or blackboard, and left there, if the students are ready to practise recognizing words. The instructor can also ask someone to show the same demonstration again the next day, using as many of the English words and sentences as possible. When one student forgets an English word, the others can help him.

The aim over a period of weeks will be gradually to use more and more English and less of the native language. Such demonstrations may be invaluable, not only as genuine communication but also as a means of bolstering the self-concept of the students and showing that there is a feeling of equality, rather than superiority-inferiority, between instructor and students.

The arrangements for a "Teaching the Teacher" session can be planned during the previous Talking Hour so that the students will understand the purpose and what is expected of them.

K.   The Talking Hour

The concept study proposed a period each day for group talk, using the students' own language, mainly as a practical substitute for the prepared Life Skills course, which would be impractical for students who do not know English.

I believe that "The Talking Hour" can also fill another role that may prove of interest to those concerned with language-teaching everywhere.

Dr. Wilga Rivers discussed in <u>The Psychologist</u> and <u>the Foreign-Language Teacher</u> the very real danger that, in spite of careful situational teaching, students who are learning by a non-translational method may misinterpret the significance of the English words and sentences they hear. This may be partly because the situation itself is ambiguous or partly because the student interprets the situation in terms of his own culture and other experience, whereas the significance of the English words and sentences to a native-English-speaker

may be quite different. This problem is particularly acute when the two cultures involved are very different. Furthermore, uncertainty felt by the students about the meaning of what they are learning to say may have an unsettling effect on them.

Dr. Rivers' suggestion is that, after the oral presentation of a pattern, the instructor should speak briefly in the students' own language about what the new items signify and should call their attention to the crucial structural point being taught. My understanding of what Dr. Rivers suggests is that the instructor would not so much translate as interpret, a distinction made clear by Robert W. Young in English as a Second Language for Navajos: An Overview of Certain Cultural and Linguistic Factors.

On the other hand, there are many well experienced authorities, both educators and psychologists, who believe that the use of the students' mother tongue for explanations during an oral lesson period can constitute serious interference with the mental processes involved in learning a new language. According to B. V. Belyayev, for instance, although our knowledge of cerebral mechanisms is far from complete, it seems certain that each foreign language learned involves the formation of a special "dynamic stereotype" in the cortex of the large cerebral hemisphere, and such stereotypes are more easily formed independently of the native language. (The Psychology of Teaching Foreign Languages. Pergamon, 1963.) Furthermore, there is always the danger that an instructor may mis-use the notion of a "brief interpretation" in the students' own language; this can easily degenerate into careless situational teaching, misleading translations, or useless grammatical analysis.

"The Talking Hour", held at the end of each day and thus clearly separated from the periods of oral structural teaching, can be a time for the counsellor to check what the students think their English words and sentences of the day mean, to correct any misunderstandings and resolve doubts, and to bring out - without grammatical analysis - the main structural point for the students to notice. (For example, in the lesson on pluralization of nouns, he would ask "Did you notice that we put an extra sound on the end of a word when we were talking about more than one? What sound did you hear? Any other sound?" - these questions, of course, in the students' language.) In this way, both cultural misinterpretation and native-tongue interference may be avoided.

As far as I know, such a deliberately planned daily arrangement for talk in the students' mother tongue about the language items they have been learning, at a time well separated from the oral instruction conducted in the target language, is unique in language-teaching courses. As such, it may make a contribution to the further understanding of how students can best learn a new language.

"The Talking Hour" can also be used for any other explanations
and arrangements that will help the students to feel that they under-
stand what they are being asked to do and why. This approach appears
to be especially suitable for adults. For instance, the students and
counsellor can plan for a "Teaching the Teacher" activity; the coun-
sellor can explain the methods and rules for using the tape recorders,
the reason for certain drills, the idea of the cueing system in their
reading. "The Talking Hour" can be a time, too, for discussing social
problems or for interpreting one culture to the other.

The Instructor and the Counsellor

The foregoing suggestion for "The Talking Hour" presupposes
that the counsellor understands the principles underlying the teaching
of English to Fluency First students and that he is acquainted with
the daily language work of the students.

In fact, the most effective counsellor would seem to be an
instructor who speaks the language of the students and who specializes
in counselling as another instructor might specialize in teaching
reading. Most effective of all would be to have a real team-teaching
situation in which an instructor and counsellor work together in at
least some of the daily lesson periods. It would be particularly use-
ful for the counsellor to be in charge of the language laboratory
training.

For instance, during presentations by the instructor, the coun-
sellor might be present as an observer. In Prince Albert at the
NewStart training centre, the observer could stay outside the one-way
glass; in other communities, without this special facility, he could
sit outside the group. He would make observations about which students
could respond and which ones could not, as well as the correctness of
the responses. Thus, the instructor would be relieved of the difficult
job of trying to remember each student's difficulties and could con-
centrate on effective presentation and practice. The observing coun-
sellor would be able to prescribe accurately and immediately tape
recorded drills or other assistance that each student requires.

Similar team-work would be very helpful during the pre-testing
of candidates for the Fluency First course. If one other person is
present as an observer and marker, the test-interviewer can be free
to perform as needed and will not intimidate the candidate by con-
stantly writing marks or notes during the interview.

IV   INSTRUCTIONAL OBJECTIVES

A.   General overall objectives of Fluency First.

1.   After completing a Fluency First course, the students will be able to speak English and to understand English at a level that enables them to take instruction in all the usual classes of a 5-10 Upgrading course.

2.   They will be able to read English well enough so that they can read, with comprehension, the instructional materials of a 5-10 Upgrading course.

3.   With the help of an instructor or a simple dictionary they will be able to find out the meaning of words and structures which they have not previously learned in their study of English and which they encounter in the instructional materials of a 5-10 Upgrading course.

4.   They will be able to write sufficient English so that they can write what is required in a 5-10 Upgrading course.

5.   Whether or not they continue their formal education in an Upgrading course, they will be able to speak English, understand spoken English, read English, and write English well enough to function successfully, from a linguistic point of view, in a society which is predominantly English-speaking.

B.   Oral English Objectives

1.   Structural objectives

I believe that a Fluency First course will use its instructional time economically and efficiently if a distinction is made between items which require a student response at an automatic and fluent level and items which require only an understanding of the situational significance and an ability to reproduce sentences when provided with a model pattern.

For instance, in a situation of danger, if a Fluency First "graduate" hears someone shout, "Fire! Run!", he must be able to respond automatically to the meaning of that imperative in order to save his

life. On a less crucial level, when someone asks him, for example, "What's that handbag made of?", he should be able to respond automatically with "deerhide" or "It's made of deerhide." On the other hand, there is no reason that he should be required to respond automatically to a situation by saying, "Although it's raining, I'm going to go hunting." He could express himself in a different, simpler way. He will need to be able to understand the significance of although when he hears it and when he reads it; he may have to write a sentence with although, or to answer comprehension questions about a reading passage that includes a sentence with although; but he need not be drilled intensively in the oral production of sentences with although.

I therefore suggest that one of two types of oral objectives be assigned to each structure. Type A Objective will require the students to be able to give an automatic, fluent, and correct oral response, in any of the various patterns of the structure, to an appropriate situation. Type B Objective will require a student to show an understanding of the situational significance of the structural item by being able to say sentences, in a pattern of the structure, when given a model pattern, in the correct situation.

2. Lexical Objectives

A somewhat similar distinction is sometimes made between a person's "active" vocabulary and his "passive" vocabulary, even in his own mother tongue. Although the use of the word "passive" may be rather misleading, implying as it does that the brain is not working when it recalls certain infrequently used words, the distinction is nevertheless a salutary reminder that learners of English as a second language need not be required to recall and use automatically every English word they meet in their course. Native speakers of English themselves must sometimes hesitate for the right word, stumble over words, or even ask, "What do we call that thing?"

One way in which Fluency First attempts to deal with this difference between active and passive vocabulary is by selecting lexical items from the northern environmental and cultural experience of the prospective students, rather than by using linguistic lists uncritically, and by writing the lessons of Fluency First to reflect this experience. Thus, the vocabulary that the students will need, to be able to use English in connection with their daily lives, will be the vocabulary that they learn and practise in the course. In other words, the vocabulary selected for Fluency First will be what is regarded as a necessary, "active" vocabulary.

However, students of a Fluency First course will also have to be prepared for words they will meet in reading, especially in the

linguistically uncontrolled reading material of a 5-10 Upgrading course. For this, they will be required to understand many words that they are most unlikely to use in daily life, especially in an isolated northern community.

One important course-objective of the latter stages of Fluency First will therefore be to teach the students how to find out the meaning of words encountered in their reading but not in the "active" vocabulary of the oral course by (a) using clues from word structure, including prefixes and suffixes, (b) using a dictionary, (c) interpreting the context of words, (d) questioning instructors and others about word meanings; thus gradually accumulating their own "passive" vocabulary in English, as well as extending their "active" vocabulary, through reading and conversation.

The lexical objective for a unit of oral work should confine itself to words needed for an "active" vocabulary and used situationally, thus:

> The student will be able to recall and use in the structural patterns of the unit 90(?) % of the listed vocabulary items, when he sees or otherwise experiences a situation that required the use of those words.

3. Speech Objectives

A learner of English may have much difficulty in producing certain English sounds or perhaps in speaking with intonation, rhythm, and stress considered natural by English speakers. If so, he will not be able after one lesson or one unit to perfect his English speech, probably not even to perfect his production of one sound. Speech improvement occurs not at once but over a period of time.

It is therefore impossible to assign specific behavioral speech objectives to each unit, except to state that the students will practise a certain sound or a certain intonation pattern with the aim of speaking words containing that sound, or sentences containing that intonation pattern, so that he will not be misunderstood, as well as with the general aim of working towards a closer approximation of the English speech of educated native speakers.

To me, furthermore, there seems to be no need to try to force native-speaker perfection on Fluency First students. In the city of Prince Albert one can hear a very wide variety of English "accents"; one can even hear some pronunciations that are considered poor or inaccurate; yet those speakers usually function very well, or at

least well enough, in the English language. Why should we demand more of Fluency First students just because theirs is a TESL course?

I believe that the following speech objectives for the course reflect the students' needs:

The students will be able to understand the structural patterns and vocabulary of the course when they hear other persons speak them, distinctly, at a normal rate of speed.

The students will be able to pronounce the sounds in the structural patterns and vocabulary items of the course accurately enough so that their speech will not be misunderstood, and to speak English sentences with natural intonation, stress, and rhythm, so that their meaning is not obscured.

The students will be able to recognize all the English phonemes when they hear them pronounced distinctly, to reproduce them, and to distinguish one phoneme from another.

(Ability to distinguish one sound of English from another becomes important, of course, when the students learn to read by a phonic approach.)

C. Reading and Writing Objectives

Students who have completed a Fluency First course will be able:

(a) to say the regular sound of any symbol used in English writing;

(b) to write the regular symbol for an English sound;

(c) to use the regular sound-symbol relationship as a cue to other spellings of the same sound, as in the BLADE cueing system;

(d) by knowing the sound - symbols involved, to attack words they have not met before in reading, but have learned orally;

(e) to read aloud fluently sentences containing known words written in patterns they have learned orally;

(f) to comprehend by silent reading a short passage containing known structure and vocabulary;

(g) to use a simplified dictionary;

(h) to write the words and sentences they have learned orally;

(i) to use their knowledge of common prefixes and suffixes to help themselves learn the meaning of a new word;

(j) to use other means, such as oral informants and context, in learning the meaning of a new word or new pattern.

D. Detailed Behavioral Objectives

After much thought and trial-and-error experiment I have concluded that detailed and complete behavioral objectives can be exceptionally useful to Fluency First in certain ways, but that they must be written and applied with caution and restraint rather than arbitrarily assigned to every drill and activity.

First, language learning is a process and not a series of separate facts that can be learned one by one. Time and repeated realistic use are necessary before strong mental associations are formed and automatic speech habits developed. The fact that an instructor conducts an intensive drill for fifteen minutes on one pattern with ten content-word substitutions does not mean that the students can be expected thereafter to use that pattern and those words automatically and correctly whenever a situation so requires. It means only that the students have begun to acquire the habit of using that pattern and those words.

Furthermore, it seems ridiculous to assign a detailed behavioral objective, with a minimum acceptable performance, to each language game or activity. The purpose of a mini-visit, for instance, is not actually to enable students to say three patterns and ten words with no structural mistakes and 90% correctness in use of the words; it is to practise using English in real situations for real communication.

As will have been noticed in the instructional models included in Chapter Three, therefore, I have frequently used the phrase "... to practise _____ in partial fulfillment of the objectives of Unit _____', in my statement of an objective for a dialogue, game, or mini-visit. For example, the objective for the He and She game in Unit One can be stated:

The students will practise using I, He, and She situation-
ally in the patterns I'm_____, He's_____, and She's_____,
in partial fulfillment of the Unit One objectives.

I have noticed that a statement of behavioral objectives for
a language lesson is long and cumbersome. The programme developers
may find it desirable to work out several standard forms of lesson
objectives, to be stated at the beginning of the written course plan.
Then, at the beginning of each lesson the applicable behavioral
objective form could be designated briefly and the linguistic items
succinctly listed.

I believe that the behavioral objectives for language lessons
should not include a minimum acceptable performance. As mentioned,
it is unrealistic to think that after one fifteen-minute or half-
hour lesson every student in a group will be able to use all the lin-
guistic items of the lesson up to the standard that will eventually
be required. I have therefore suggested assigning a statement of
minimum acceptable performance only to a complete unit.

Finally, one of the stated values of using behavioral objectives
is that not only do the programme writers and instructors know
exactly what is to be done and what standard of performance will be
acceptable, but also the students can know what they are trying to
do and when they have done it. This value for the students is rather
difficult to achieve in an oral language course for illiterate students.
However, the students can benefit at least partially from this feature
of behavioral objectives if the counsellor uses "The Talking Hour"
as suggested, to let the students know in their own language what
they will be expected to do, why they will do it, and how successful
they are in accomplishing that task.

V   THE SOUNDS OF ENGLISH, CREE, AND CHIPEWYAN

The following charts, which do not pretend to be linguistically exact, are subject to correction. I did not have sufficient information, especially concerning Chipewyan, to make accurate contrasts. Furthermore, the symbols used by the linguists for recording Cree and Chipewyan do not appear to be drawn from the same system of transcription, and both of these systems differ from the conventional IPA (International Phonetic Association) symbols. I have made an attempt to reconcile the three schemes as closely as possible.

In spite of these limitations, I believe that the charts will be of use in the development of an oral English course for speakers of Cree and Chipewyan. It is easy to see, for instance, what English sounds should cause no difficulty, unless they appear in an unfamiliar position in an English word, because they appear in all three languages. It is also possible to see certain English sounds that either Cree or Chipewyan speakers, or both, may have to be taught to hear and produce, since they do not appear in one or both of those Indian languages. It is also possible to notice areas where confusion may occur because nearly the same sound is used in both an Indian language and English but is produced by a slightly different position. The chart may also be helpful to instructors who must deal with their students' difficulties in producing certain English sounds and who need to know what interference may be taking place.

Further information can be obtained from the following sources:

Edwards, Mary. Cree; An Intensive Language Course. Northern Canada Evangelical Mission, Inc. Prince Albert, Saskatchewan. 2r.1 edition, 1961.

Kenyon, John Samuel. American Pronunciation. George Wahr Publishing Co. Ann Arbor, Michigan. 1961.

Li Fang-Kuei. "Chipewyan". Linguistic Structures of Native America, Viking Fund Publication in Anthropology No. 6. 1946.

Soveran, Mrs. Marilylle. From Cree to English. Part One: The Sound System. Indian and Northern Curriculum Resources Centre. University of Saskatchewan, Saskatoon. Undated.

Explanatory notes for the charts:

    A. Consonant chart.

1.   The apostrophe (') signifies glottalization of the Chipewyan sound.

2.   The Cree stops may be either voiceless or voiced, but voicing is not phonemic in Cree. The stops are usually unaspirated, except in word final position.

    *The Cree /s/ varies between English /s/ and /ʃ/. Sometimes the Cree /tʃ/ is closer to /ts/.

    *I have used a certain amount of guess work in placing the Chipewyan /l/, /ɬ/, and /r/ because Li used a description for those sounds that does not fit this type of chart.

    *I have deduced the Chipewyan /ʃ/ from Li's classification of a different symbol.

    B.   Other features of Chipewyan are significant. In particular, tone is phonemic. There are two registers: a high pitch and a low pitch.

CONSONANTS (IPA)*

	Bi-labial E	Cr	Ch	Labio-dental E	Cr	Ch	Inter-dental E	Cr	Ch	Dental Sibilant E	Cr	Ch	Dental E	Cr	Ch	Alveolar (Post-Dental) E	Cr	Ch	Alveolar (Pre-palatal) / Palato-alveolar E	Cr	Ch	Palatal E	Cr	Ch	Velar E	Cr	Ch	Glottal E	Cr	Ch	Gutteral E	Cr	Ch	Labio-velar E	Cr	Ch
Stops Voiceless	p	p													t, t'	t	t								k		k	ʔ	ʔ			k	k'	kw	kw	
Stops Voiced	b	b													d	d									g								g	gw		
Fricatives Voiceless				f			θ		θ			s				s	s*	s*	ʃ		ʃ*						x*	h	h	h			x	xw		
Fricatives Voiced				v			ð		ð			z				z			ʒ		j												ɣ	ɣw		
Affricates							tθ			ts						tʃ		tʃ	tʃ																	
Affricates							t'θ			t's									t'ʃ																	
Affricates							dð			dz						dʒ			dʒ																	
Nasals	m	m	m												n	n	n	n							ŋ											
Laterals															tl, tl, dl	l		ɫ*																		
Trills/flaps																r		r̥*																		
Semi-Vowels / Glides	w	w	ʍ																				j	j												

*International Phonetic Association: *according to Kenyon's usage for American English*

'*Varies between English /s/ and /ʃ/.*

E: English   Cr: Cree   Ch: Chipewyan

1   Vowels

BLADE'S cues for reading	IPA * symbols	Sample English Words	Related Cree sound(s)	Related Chipewyan sound(s)
ē	i	leaf	Cree /i/ and /ii/ are both more forward	Four phonemes: - short i - long i: - nasalized short ĩ
i̇	I	pin	than English /I/, but they are not glides. Length is phonemic.	- nasalized long ĩ: No information about vowel quality
181 a	e (εI)	plate	Cree /e/ is more forward than English	Both - e and - ei The vowel quality varies according to the following consonant.
ℓ	ε	leg	/ε/, but it is not the glide /εI/.	Four phonemes: - short ε - long ε: - nasalized short ε̃ - nasalized long ε̃: Vowel quality not described
ur	ɝ	fur		
—	ə	the, above		
ℓ silent	—			

2   Vowels

BLADE'S cues for reading	IPA* symbols	Sample English Words	Related Cree sound(s)	Related Chipewyan sound(s)
a	æ	pan		Four phonemes: - short a, - long a:
u	Λ	gun		- nasalized short ã, - nasalized long ã: Vowel quality not described.
ơ	ɑ	dog	Short Cree /a/ varies between /Λ/ and /ɑ/ of English. Long Cree /aa/ usually approximates English /ɑ/ but may vary to /æ/. Length is phonemic	
aw	ɔ	paw		
ou	aʊ	flour		
i	aɪ	pipe		Two phonemes: - ai, - nasalized ãi
oy	ɔɪ	boy		Two phonemes: - oi, - nasalized õi

3   Vowels

BLADE'S cues for reading	IPA * symbols	Sample English Words	Related Cree sound(s)	Related Chipewyan sound(s)
᐀	O (ov)	bone	Both short /o/ and long /oo/ in Cree are	One phoneme: short o. Vowel quality not described.
ᐁ	ʊ	book	higher than the English /o/ and more like English /ʊ/ or /u/, with less lip rounding.	Four phonemes. - short u - long u
ᐁ	u	tools	Length is phonemic	- nasalized short ũ - nasalized long ũ - Vowel quality not described.
ᑌ	ju	cube		Two extra diphthongs: - ui - nasalized ũĩ
-* According to Kenyon's usage for American English.				