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ABSTRACT

This newsletter describes the Hawaii Language Skills Program, a total instructional system that provides teacher materials, pupil materials, instructional approaches, and ways of assessing children's progress in language skills, literature, and language systems. Key approaches used include self-direction and peer tutoring. The children are trained to work independently in an environment laid out to permit choices from among 680 components and activities, as well as an environment that responds immediately to a child's unique decision. Audio card readers are one example of the auditory equipment available in the program. The conventional reliance on the single book has been replaced by a wider use of multi-modal presentations to accommodate the many different learning styles of children. The structure of the objectives and the management and record-keeping procedures of the system allow teachers to create an environment in which responsible self-activization and self-direction are developed in the learner. (HOD)

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PROJECT ALOHA

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MAINLAND DEMONSTRATION OF THE HAWAII ENGLISH PROGRAM

ALOHA MEANS "WELCOME" TO A UNIQUE LEARNING EXPERIENCE

ED 089262



Total Instruction System for Language Development

Consider For California Early Childhood Education Program

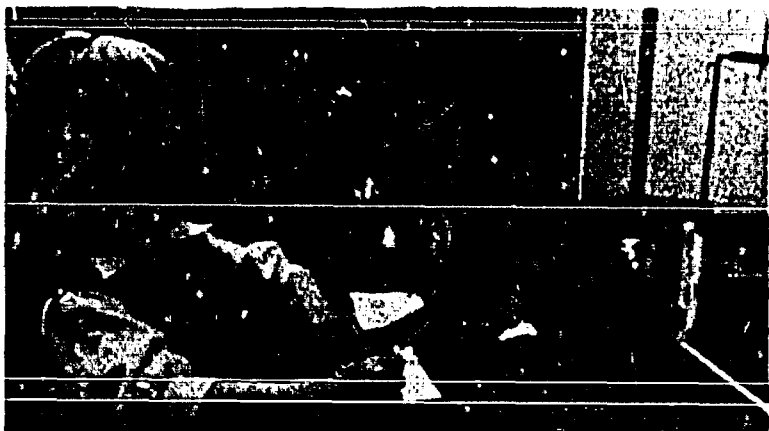
Totally Individualized in Pacing, Modes, Patterns

Non-Graded

Develops Self-Direction

LANGUAGE SKILLS

Children, like adults, differ in interests, in styles of learning, in aptitude and speed, and in their need to participate in decisions affecting their own activities. The Hawaii Language Skills Program (Project ALOHA), developed and proven over the past five years by the University of Hawaii and the Hawaii State Department of Education, provides for just these kinds of individual differences.

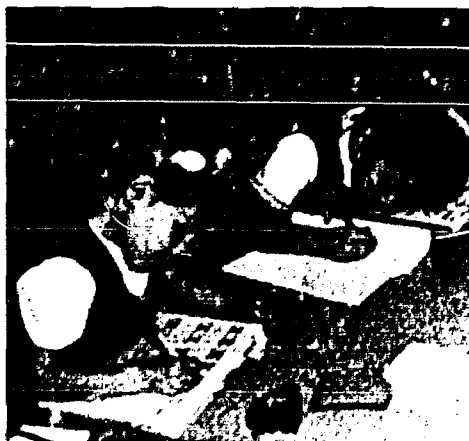


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The Hawaii English Program (HEP) is a total instructional system that provides teacher materials, pupil materials, instructional approaches, and ways of assessing children's progress in language skills, literature, and language systems.

The structure of the objectives and the management and record-keeping procedures of the system allows the teachers to create a responsive learning environment in which responsible self-activation and self-direction are developed in the learner.

Each skills period begins with a planning circle, composed of the teachers and the entire class. This and the evaluation circle at the end of the period are generally the only times that the class meets together as a whole; most of the other activities are done in small groups, in pairs, or individually. The planning circle presents the teacher with an opportunity to provide learning with step-by-step training in decision-making. As the period begins, each child is given the opportunity, under teacher direction, to consider the range of activities available to him in the classroom, to make a selection from these, and to verbalize his decision. Through this open discussion of what each child will be doing, and why, the less mature learners become aware of the types of tasks the older and more mature children are engaging in. Their expectations for themselves are stretched by hearing these children tell of the "jobs" they have worked on or are choosing. This leads many of the less mature learners to consider selecting similar tasks for themselves.



In this way the teacher is able to guide children into the method (mode) of learning by which they can be most successful in each area of skills. This particular method of teaching has been proven very effective in the development of communicative skills and in helping pupils develop a responsibility for learning. The youngsters in this program are trained to work for the most part independently, in an environment laid out to permit choices from an array of 630 components and activities, as well as an environment that responds immediately to a child's unique decision.

In addition to self-direction, another key approach in the HEP concept is peer tutoring. The child who has successfully completed a particular Language Skills component as a learner is given the opportunity to tutor another child in that component. A sense of responsibility, purpose, and self-fulfillment are important outcomes of teaching others, but more important from a learning standpoint is the knowledge that comes to the child who teaches. Helping another learn is a chance to review, but it is to review in a game-like situation and with an adult-type purpose to enhance the activity.

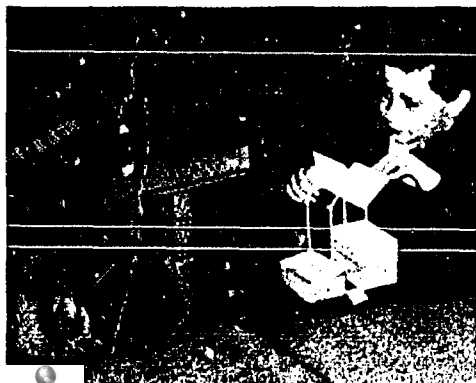
Aside from its obvious learning benefits, peer tutoring is proving beneficial in the classroom from a social standpoint as well. One of the first things an observer notices in the classroom is the obvious acceptance and friendliness of the children, one for another. Because they are continually working together, though seldom with the same partner, no child is left out of the action - there are no outcasts. All are working together in this positive, success-oriented environment, free from aggressive competition, where each is able to progress at his own rate and according to his own specific needs.

Because the record-keeping procedure allows the teacher to know specifically each child's progress, no child is "lost". The teacher is able to provide guidance to each child on an individual basis regarding the child's learning needs. Materials are built into the system to facilitate peer tutoring and the management section of the teacher's training show teachers how to develop peer tutoring skills in children. Peer tutoring is important in freeing teachers to assume a role of guidance to pupils in an individualized program.

The first mode the children work with is the visual "stack" mode. These stacked cards begin by teaching decoding skills of discrimination and recognition of such things as symbols, numbers, letters, words, and finally linguistic patterns. The stacks are designed to allow peer tutoring - the learner reading his card and the tutor checking him. The last group of cards in each stack, containing every word found in the stack, is used just by the teacher when checking a child. There are over 400 words covered in the stacks, all of which are also found on auditory mode materials as well.

Audio card readers are an example of some of the auditory equipment available in the class. Here the child reads a word on a card, is checked by his tutor if he has one, or if not, he can put the card into the audio card reader which will "read" the word for him.

The learning materials in the HEP reflect a move away from the single textbook mode toward greater use of non-textbook modes of educational presentation. Books are still an important part of the curriculum, as is evidenced by the 207 volume instructional library in this class, but the conventional reliance on the single book has been replaced by a wider use of multi-modal presentations to accommodate the many different learning styles of children.



OVERVIEW OF THE HAWAII ENGLISH PROGRAM K-5

LANGUAGE

Language Skills

Language Systems

Non-graded, largely non-text, multi-media, self-instructional or peer-taught units of materials to help the student toward progressively greater synthesized control of his language performance.

Perspectives in Communication

Fifteen self-contained, non-graded, non-sequential three-to-four week packaged study units on aspects of human and animal communication systems for use in grades 4-6.

Thirty-seven non-sequential, non-graded instructional units (components) arranged in three bands for approximate grade levels K-2, 3-4, 5-6 which focus on five areas of children's experiences (Make Believe, The World Around Us, Growing Up, The Social Order, Adventure)

SKILLS WITH GRAPHIC SYMBOLS

Reading

Graphic Symbols Discrimination

Letters
Words

Graphic Symbols Recognition

Letters
Numbers
Words
Phrases & Sentences
Audio Card Books
BRS Satellite Kit

Purposeful Reading

Instructional Library
Dialect Books
Speeded Reading
SRA IIA Kit
Audience Reading
Coordinated Language Skills
Reference Skills

Typed Books

Writing

Handwriting

Letter Discrimination
Letter Recognition
Cursive Writing
Manuscript Writing

Purposeful Writing

Spelling

Capitalization

Punctuation

Typewriting

Typing Skills
Applied Typing

SKILLS WITH ORAL SYMBOLS

Listening & Speaking

Phonology

Sounds of English
Intonation
Stress

Vocabulary

Colors & Shapes
Propositions
Affixes
Multiple Meanings

Grammar

Plurals
Determiners
Grammar 1 & 2
Verbs
Pronouns
Questions
Negatives
Possessives
Phrases
Word Differences
Grammatical Flexibility

Language Variations

Dialect Variations
Style Variations

Task-Oriented Communication

Task-Oriented Group Discussion

Meaningful Communication

Songs

For finer breakdown of Language Skills Program, refer to page 404 in the Teacher's Manual, Volume I

ADVERTISING

ANIMAL COMMUNICATION

BACKGROUNDS OF ENGLISH

DIALECTS

GESTURES

INTERNATIONAL LANGUAGES

NAMES

POPULAR SONGS

PROPAGANDA

SECRET CODES

SIGN LANGUAGE

SOCIAL USES OF LANGUAGE

SOUNDS

SYMBOLS

WRITING SYSTEMS

BAND I (K-1)

Magic & Wonder, Fabulous Creatures, Rhythms of Man, Rhythms of Nature, Rhythms of Art, Imagining Things, Self & Family, Animal People, Heroes & Leaders, Narrow Escapes, Literature Listening Program.

BAND II (2-4)

Magic & Wonder, Fabulous Creatures, Wishful Thinking, Little People, Rhythms of Nature, Rhythms of Art, Rhythms of Man, Self & Family, Insights, Imagining Things, Animal People, Heroes & Leaders, Narrow Escapes.

BAND III (5-6)

Magic & Wonder, Bigger Than Life, Little People, Rhythms of Art, Rhythms of Nature, Rhythms of Man, Insights, Imagining Things, Self & Others, Acquiring Wisdom, Heroic Deeds, Encounters, Searches.

LITERATURE

The Literature component provides the child with an opportunity to develop an understanding and application of the use of Language Skills in the art of communication. The Literature component begins with games and activities designed to de-

velop understanding of concepts, sequence, and plot even before the child has developed reading skills and then is utilized simultaneously with the Language Skills throughout the program. The stress of the Literature component is on enjoyment and self-expression. As teachers read stories to groups of children, they respect each child's interpretations as reflected through creative dramatics, art and rhythmic activities, and group and individual creative stories and poems. Thus, literature for grades K-6 capitalizes on students' interests and development to lure them into understanding, appreciation, and enjoyment of literature through personal interaction with literary selections and accompanying materials.



LANGUAGE SYSTEMS

Language Systems for grades 4-6 aims at helping children discover through high interest units how human communication is unique, how languages work, and how language affects people and society.

