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ABSTRACT The first segment of a long-term educational assessment plan, for which this three-part report was compiled, called for a study that would survey the status of English language arts programs in the province of British Columbia and serve as a pilot for future assessment programs. This portion of the study presents the results of the second phase of the language survey which dealt with instructional practices in several areas of the English and language arts program, particularly student test performance and the scope and priorities of programs as designated by the teacher respondents. The report offers background and general information for all elementary language arts teachers; discusses the place of language arts in the kindergarten curriculum; presents a composite of learning experiences and teaching procedures in the areas of reading, written language, literature, and oral communication; and devotes a separate section to teaching practices on the secondary level. Each chapter is organized according to the kind and extent of learning experiences; the nature and organization of teaching procedures; the nature of learning activities; learning outcomes; application of knowledge; evaluation of attitudes, knowledge and skills; the development and achievement of goals; and interpretations and implications of the survey results. (MAI)

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LANGUAGE: B. C.

An Assessment in the English Language Arts

A Pilot Study

PART 2

A REPORT DEALING WITH INSTRUCTIONAL PRACTICES

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## INTRODUCTION

The need for a continuing assessment of the progress of education in British Columbia arises from the great demands which are now being made on education. To satisfy these demands, taxpayers are being asked to furnish far greater resources for the educational system than ever before, and much more is being requested. It is becoming increasingly clear that the resources required cannot be provided unless the greatest care is taken in their allocation and use.

For many years, legislators and educators have made decisions which have affected the course of education in the province and determined the expenditure of increasingly large sums of money. To this date, the reason for changing educational policy or investing more money in the school system has been equated with lower drop-out figures, a greater variety of course offerings and other such indicators. The underlying assumption has been that the quality of education - what students actually learn - is somehow related to such factors.

The lack of information, on a province-wide basis, describing what is being learned in the schools has become a major concern to many people within the educational system. In response to this general concern, the Department of Education established a Joint Committee on Evaluation in the fall of 1974 to advise the department on the development of a long-term assessment plan in British Columbia. About the same time, a team of researchers from the University of Victoria was retained by the Department to conduct a study in the English Language Arts. This study was subsequently launched as a survey of the status of the Language Arts and as a pilot for future assessment programmes.

### Purpose of Assessment

It has been recognized that for an assessment to be maximally effective, it is necessary that it be designed to assess the real needs in the province.

The information from the assessment will be used to provide the public and educators with a better understanding of the strengths and weaknesses of the public school system. It is intended that the information resulting from the Language Assessment will be used in the development of curricula at both the provincial and local levels. The results should also indicate directions for teacher education and professional development. In addition, it is expected that educational research questions will be raised and priorities for resource allocation indicated. Since many assessment activities are being attempted for the first time, an additional purpose of the Language Assessment is to contribute to the improvement of future assessments.

### Components of Assessment

The following three components of an assessment programme were identified by the Joint Committee on Evaluation for the survey:

1. Goals Assessment - designed to identify and appraise the desired learning outcomes of the English Language Arts. Goals extant in the field were adopted and/or adapted by the Survey Team and new goals were developed by team members and teacher consultants.
2. Outcomes Assessment - designed to survey student knowledge and skills as related to the desired learning outcomes. Tests in Reading at the Grade/Year 4 level and Written Composition at the Grade/Year 8 and 12 level were developed by the Survey Team and the teacher consultants.
3. Discrepancy Analysis - designed to identify the difference between the desired outcomes and the degree to which they are being met by pupils. This analysis will include an examination of methodologies and instructional materials being employed. While discrepancies between goals and performance may be caused by

various factors such as student and community variables, the assessment will focus on the relationship between teaching goals and teaching approaches...

This report will deal with the results of an examination of the methodologies and instructional materials being employed and will consider the discrepancies between these instructional practices and the goals of instruction as presented in the Report Dealing with Goals.

Organization of the English/Language Arts Assessment

In the first phase of the assessment, which was conducted during May and June of 1975, teachers and school trustees were asked to describe the desirable learning outcomes of the English Language Arts. In addition, teachers were asked to describe existing methods and materials being employed in their classrooms. Questionnaires were prepared for this phase of the assessment and were directed to teachers of Kindergarten, and grades 1, 3, 7, 8, 11 and 12. For grades 1, 3 and 7 four questionnaires were prepared: Reading, Oral Communication, Written Language and Literature. Separate questionnaires were prepared for Kindergarten and Secondary English. A questionnaire was also prepared and mailed to every school trustee in the province. The goals statements in the trustees' questionnaire were adapted from the teacher questionnaire. Development of the questionnaires proceeded through several stages. After the research team had formulated the overall design and conceptual framework for the survey, individual members prepared drafts of questionnaires in their own area of expertise. These drafts were reviewed by the entire team and rewritten. A subsequent draft was examined by the Management Committee and by a review committee comprised of academics and classroom teachers. At this time also, a pilot study using the instruments was conducted in the Sooke School District. In addition, members of the Technical Advisory Committee made suggestions for change. All information from the above sources was used in the final draft of the questionnaire.



In the second phase of the study, conducted in January, 1976, pupil performance in selected areas of the Language Arts programme was assessed. The areas chosen were Reading at Grade/Year 4 and Written Expression at Grade/Year 8 and 12.

Results from the first and second phases will be combined to identify discrepancies between the desired outcomes in Reading and Written Composition and the level of pupil performance. Many factors may affect pupil performance. One of the most important of these is the nature of the student. Information on methods and materials provided by the teachers will be used in an effort to identify some of the reasons why discrepancies may exist. In areas other than reading and written composition, only the relationship between desired outcomes and instructional practices will be examined.

The following is a breakdown by grade of the questionnaires sent and returned.

	<u>Number sent</u>	<u>Returned Complete</u>	<u>% Completion</u>
Kindergarten	765	664	87
Grade 1	2016	1756	87
Grade 3	2010	1695	84
Grade 7	2609	1767	68
Grade 8	936	810	87
Grade 11	397	350	88
Grade 12	305	274	90
TOTAL	9038	7316	81%

The entire population of kindergarten teachers was mailed the kindergarten questionnaire. Similarly all teachers of English 8, 11 and 12 were mailed the secondary questionnaires. A sampling approach was used at Grades 1, 3 or 7 so that each teacher who was teaching language arts was asked to respond to only one of the four elementary questionnaires.



The relatively low return rate at the Grade 7 level can be explained by the fact that many Grade 7 teachers specialize in teaching certain courses with the exclusion of others. Hence, many Grade 7 teachers who were mailed the Grade 7 questionnaires were not, in fact, teachers of language arts.

The reader of this report should also be aware of some of the limitations of a survey such as the present. The questionnaire format for gathering information, although widely used, has certain weaknesses. First, the information to which individuals respond is limited by virtue of the optimum size of the questionnaire, the nature and format of questions and the knowledge of its developers. For this survey, questionnaires were made as comprehensive as possible as a result of information from the pilot study. Material for inclusion was sought from teachers and other relevant sources. Write-in responses were also encouraged. Second, accuracy of responses cannot be determined without some procedure for independent checks of the information. For the English/Language Arts Survey, the importance of accurate information was stressed and this along with the provision of respondent anonymity was considered to provide for reliability. Third, statements and questions may be differently interpreted by respondents. In an attempt to remove this variable, the questions in this survey were piloted and reviewed to eliminate problems of interpretation.

While it is accepted that a questionnaire may provide data with limited reliability, all possible means to ensure reliability have been taken in this survey.

## REPORT ON INSTRUCTIONAL PRACTICES

### a. Nature and Purpose

This report presents the results from the second phase of the Language: B. C. survey, specifically the instructional practices of the several areas of the Language Arts/English programme are examined. These instructional practices were considered with respect to the scope and priority of the teacher respondents

for each of the areas of the Language Arts as noted earlier. Summary data are presented and discussed. These data reveal the respondents' perceptions of the nature and relative importance of instructional practices in the Language Arts/English programme K-12.

b. Source of Data and Presentation of Findings

Instructional practices and learning outcomes in the several areas of the English Language Arts were identified from among the following sources: curriculum guides for the provinces of Canada, research and literature in the field, including the Instructional Objectives Exchange and the National Assessment of Educational Progress, and the research and conceptualization of members of the research team. Within each area several categories of questions dealing with philosophical, methodological and materials issues were identified along with a number of skills comprising each area of the English Language Arts.

Members of the research team with expertise in a particular area of the Language Arts/English programme assumed the responsibility for making an initial selection and organization of the items in the questionnaire. Following this, conceptualization of instructional practices and goals in each area, an internal review was conducted by the research team to allow input from other team members. The next stage was the preparation of a draft questionnaire and a pilot study in the Sooke School District where teacher opinions on the goals were sought. At this time also, specialists from other B. C. Universities provided reactions to the statements. These review activities resulted in the questionnaires used in the survey.

The teachers responded to the questions on instructional practices in light of their present circumstances and to the goals' questions in view of their future or ideal programmes. Trustees reacted to a list of the same goals stated in less detailed terms. Responses to the statements were made using the following scales or some variations of them.

Always	1	Essential	1
Often	2	Important	2
Sometimes	3	Of Moderate Importance	3
Rarely	4	Of Little Importance	4
Never	5	Of No Importance	5

Mean values<sup>1</sup> are presented as an indication of the central tendency of response to each statement. For example, a mean value of 1.7 indicates general agreement that the item ranks between "Essential" and "Important" as an activity. In some cases, percentage figures of those responding to each value are given when this may help explain the teachers' responses. The discussion which follows each table describes the data which has been presented. After the presentation of the data the findings are summarized, conclusions are drawn and implications presented.

c. Relationships Between Instructional Practices and the Learning Outcomes of the Programme

The learning outcomes of an instructional programme are embedded in a complex of factors making up the total curriculum. These factors both influence and result from the desired outcomes of instruction, and the greater the degree of a correspondence and congruity between outcomes and other curriculum elements, the greater the effectiveness and the ease of implementation of the programme. To determine the extent to which the teachers of the province view the Language Arts curriculum as a coordinated whole, the chapters following will examine teachers' practices with respect to philosophy, methodology and materials in comparison to their expressed views regarding the present and desired learning outcomes of these practices. These comments will constitute the discrepancy analysis aspect of this report.

<sup>1</sup>As a rule of thumb, where the difference between two means is .2 or greater, this difference is statistically significant (p < .05). (Based on conservative assumptions that sample size = 300 and standard deviation = 1.2).



#### d. The Total Curriculum and the Individual Chapters

Authorities in the field of Language Arts instruction generally favour an integrated view of the Language Arts Curriculum.<sup>1</sup> The writers of this report agree with this view which holds that the separate aspects of language modes examined in each questionnaire are not, in fact, used or taught separately in the classroom. They are, instead, generally used and developed together for the purpose of enhancing communication and enabling skill development in one area to reinforce growth in another area. While this position is held to be the one most nearly reflecting the nature, function and development of language, it is not an appropriate basis for a report on specific instructional practices in the discipline. In order to fully examine teaching and learning in each aspect of the Language Arts, the total integrated curriculum has been analyzed into its major components representing both the receptive and expressive language modes of listening and reading and of speaking and writing as well as the content fields of Kindergarten Language Arts, Elementary Literature and Secondary English/Language Arts. Separate sections of the present report, therefore, are devoted to the practices of instruction in each of these areas. The reader is asked to view each of these sections as part of a whole, that being the integrated Language Arts/English curriculum practised in most classrooms.

#### e. Organization of the Report

This report is divided into seven chapters. Chapter 1 presents the findings related to background and general information on the Elementary Language Arts teacher and the classroom. Chapter 2 presents the findings with respect to instruction in Kindergarten Language Arts, while Chapter 7 reports on Secondary English Language Arts. Chapters 3 through 6 report consecutively on instructional practices for Elementary Reading, Writing, Literature and Oral Communication.

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<sup>1</sup>Smith, E., Goodman, K., and Meredith, J., Language and Thinking in the Elementary School, Toronto: Holt, Rinehart & Winston, Inc. 1970.

## CHAPTER I

BACKGROUND AND GENERAL INFORMATION  
FOR  
ALL ELEMENTARY TEACHERS OF LANGUAGE ARTS

## INTRODUCTION

In order that teachers' responses relative to learning outcomes, instructional activities and instructional materials be placed in proper perspective, all questionnaires included a common section dealing with background information on the teacher and soliciting teacher opinions about the language arts curriculum. The present chapter presents the findings of the common section. Since, in applying statistical tests to differences between groups, it was found that all elementary teachers responded in a similar manner, the data from all elementary questionnaires has been collapsed and the responses will be treated as coming from a single source. This procedure was used only for Section 1 of the questionnaires, the Background and General Information section.

Information will be presented on various features of the teachers' background and opinions. Part A will deal with the respondents' academic background, Part B will consider experiences in workshops, Part C is concerned with membership in professional organizations, Part D with class size, Part E with the manner in which instruction is organized and Part F reports on working conditions. Responses were made through selection of various alternatives, either descriptive of certain academic or classroom realities or on a preference scale.

A. AREAS OF UNIVERSITY TRAINING

Table 1-1 Percent of Yes Responses\*  
Areas of University Training  
Teachers of Grades 1, 3, and 7

<u>Areas of Univ. Training</u>	<u>% Yes</u>
a. Language Arts	76.4
b. English Literature	66.0
c. Reading	59.8
d. English Composition	53.1
e. Children's Literature	46.8
f. Creative Writing	29.1
g. Remedial Reading	22.4
h. Drama	15.0
i. Linguistics	14.2
j. Speech	10.4
k. Kindergarten	8.4
l. Library	6.2

\*Number = 5218

Discussion:

Of the areas which might be considered to comprise the content of academic training for language arts teachers not all are to be found in the background of elementary teachers, and some are very poorly represented. Slightly over 75% of the respondents have had courses in methodology in the area in which they instruct - a surprising finding considering almost all elementary teachers teach language arts. Only between 50% and 66% of the teachers have had specific courses in reading, English composition or literature, the central elements of all language arts programmes. Other courses such as speech and drama have been taken by only a small minority.



### Summary and Conclusions

As will be noted, the first six areas listed are those which may be said to make up the principal orthodox or traditional school language activities, though many language experts might argue powerfully for more importance to be given to "Speech" and "Drama". Low response figures regarding "Kindergarten" and "Library" may be attributable to the specialist nature of the areas, the small numbers involved and the degree of provision of the services implied. Librarians may well be largely employed as librarians, rather than teaching language arts per se. In considering the first six items of the list, however, the reader may be impelled to reflect upon the implied gaps in training which the figures seem to suggest - 23.6% not having had training in the language arts, 34.0% in English literature, 40.2% in reading and so on. This form of analysis should, however, only be undertaken against the background of the elementary teacher's need to be a generalist who is required to teach in all areas daily in most cases. As well, teacher education programmes in some universities may not have included courses labelled "Language Arts" while the content of language arts courses may have been presented under another name.

The relatively limited academic background of some teachers may account for the somewhat restricted view of both learning outcomes and instructional procedures as seen in the remainder of the report. These findings suggest that considerably more attention must be given at pre-service and in-service levels to the development of an adequate academic base for Language Arts teachers.

B. FORMAL WORKSHOPS AND COURSES ATTENDEDTable 1-2 Percent Attendance  
Workshops and Non Credit Courses.

<u>Workshops and Non- Credit Courses last yr.</u>	<u>% Attendance</u>
a. 0 - 2	47.1
b. 3 - 5	33.8
c. 6 - 8	10.0
d. 9+	3.8
e. No response	5.3

Discussion:

While 5.3% failed to respond, and while some ambiguity resides in the fact that the first category includes "0 workshops" in its description, making it hard to determine a percentage of teachers not attending any such activities, the proportion of respondents attending one or more workshops could be as high as 94.7%. The lowest category seems unlikely to represent a "0" response in many cases, as school districts habitually use several of the "discretionary days", allocated by the Department of Education for in-service activities, with attendance at these being obligatory for teachers. It would appear reasonable to regard attendances in excess of 3 as very likely to be attendances of a voluntary nature. As will be noted, 47.6% of respondents reported having participated to this extent, while 13.8% claimed to have attended more than 6 activities. The largest single group of responses indicated participation in the minimum number of formal workshops and courses, 47.1% of replies falling into this category.

SUMMARY AND CONCLUSIONS

Most teachers attend workshops, some attending several during the year. These findings suggest that this forum for dissemination of professional and academic information could be effectively used to enlarge and extend the teacher's background. Evidence of gaps in the teachers' training and awareness of current developments emerges throughout the survey, particularly with regard to the scope of instructional goals and practices. In addition to the natural time gap between theory and practice the responses of teachers to the questionnaires indicated that they were not fully aware of current language arts programmes as presented in curriculum guides.

C. MEMBERSHIP IN PROFESSIONAL ORGANIZATIONSTable 1-3 Percent of Affiliation  
Membership in Professional Organizations

<u>Professional Organizations</u>	<u>Membership</u>
a. B.C. Primary Teachers' Association	37.6
b. Provincial Intermediate Teachers Association	10.0
c. Other	5.4
d. B.C. English Teachers Association	5.3
e. National Council of Teachers of English	0.4
f. Canadian Council of Teachers of English	0.2

Discussion:

Generally, membership in the bodies suggested by the survey statement was not high, failing to exceed 10% of responses except in the case of the B.C. Primary Teachers' Association, which accounted for 37.6% of the sample. Membership in organizations other than the ones specified was not large, (5.4%). In examining the figures, it should be remembered that many teachers serve on a variety of local committees concerned with professional development, liaison with universities and research bodies, and local in-service arrangements. A proportion of serving teachers often are also actively engaged in part-time professional studies.

Teachers were encouraged to indicate organizations other than those listed to which they belonged. Those identified in the questionnaires included: Special Education Association, Music Educators' Association, B.C. Principals' and Vice Principals' Association, B.C. Art Teachers' Association, B.C. Science Teachers' Association, and B.C. Mathematics Teachers' Association.

#### SUMMARY AND CONCLUSIONS

Teacher membership in professional organizations was very low overall, only the Primary Association showing any appreciable membership. Membership in national and international associations was particularly low. Considering the dramatic changes occurring in instructional practices and materials, it would be expected that teachers would continually seek out these changes from one of the most appropriate sources - their professional organizations. Since teacher membership in these organizations is low it must be assumed that information on new developments is being provided, if at all, by other means such as in-service activities. These findings, when coupled with teachers' rather limited views on learning outcomes and instructional practices, suggests a need to provide for teachers' more extensive contacts with their profession as it exists outside the classroom and the school.

D. SIZE OF LANGUAGE ARTS CLASS

Table 1-4 Percent in each Category  
Size of Class

<u>Size of Class</u>	<u>% in Category</u>
a. 1 - 15	9.7
b. 16 - 20	7.6
c. 21 - 25	25.6
d. 26 - 30	36.8
e. 31 - 35	17.9
f. 35+	1.4
g. No response	1.1

Discussion:

Responses amounted to 98.9% of the sample and a clear majority (56.1%), of the replies indicated class sizes above 26. In fact, 19.3% of the sample reported over 30 pupils per class. The largest single category was the group enrolling 26-30 pupils, accounting for 36.8% of the sample.

SUMMARY AND CONCLUSIONS

That classes are generally large (between 25 and 30) is clearly evident from these findings. Subsequent tables dealing with the nature of class organization should be interpreted in the light of the facts presented above, as class size is likely to be a powerful conditioning factor when deciding upon the feasibility of various forms of organization. The reader's attention is also directed to a later set of tables and comments, in which the reduction of class size is strongly indicated as the improvement most wanted by respondents. Classes of 20 or less, which lend themselves most readily to techniques of individualization, it will be noted, amounted to only 17.5% of those surveyed.



E. ORGANIZATION OF CLASSES FOR INSTRUCTION

Table 1-5 Percent in each Category  
Organization for Instruction

<u>Category</u>	<u>Percent</u>
<u>i. Assignment to Class</u>	
Heterogeneous assignment to class	69.0
Homogeneous assignment to class	24.9
Multi-age (family)	6.4
<u>ii. Room Type</u>	
Self-contained classroom	80.9
Team teaching (more than 1 teacher)	8.2
Open area (more than 1 class)	9.9
<u>iii. Within Class Organization*</u>	
Ability groups	68.4
Individualized	21.7
Partially individualized	57.7
Total class instruction	38.1
<u>iv. Subject Divisions or Integration</u>	
Separate subjects instruction	45.2
Departmentalized instruction	4.4
Integration of the components of the Language Arts/English programme	59.5
Integration of the Language Arts/ English Instruction with other areas of the Curriculum	67.7

\* More than one category was chosen

Discussion:

i. Assignment to Class

As the term "heterogeneous" may be taken to include the description "family, multi-age", some overlapping between tables is possible. There is also some



variation possible in the respondents' interpretations of the descriptions, throughout.

There was remarkable similarity between the proportions of the replies. The majority of answers, (69%), said their classes were heterogeneous, while 24.9% reported homogeneous composition. Family grouping was claimed by 6.4% of respondents.

#### ii. Room Type

Traditional patterns of class division seem to have been maintained in a large majority of cases, with 80.9% of replies indicating self-contained classroom operation. Some overlapping of response might have been expected between the last two choices, the two situations not necessarily being mutually exclusive. In fact, respondents appeared to select between the statements fairly clearly. Team teaching, perhaps the most radically different arrangement offered by the question, was reported by only 8.2%, while open-area operation was reported by 9.9% of the sample.

#### iii. Within Class Organization

A substantial number of respondents, (38.1%), reported that they teach mainly by total class instruction. The use of grouping by ability - essentially the creation of more nearly homogeneous groups within classes - was reported by 68.4% of the sample, and this may bear some relation to the statement, by 57.7% of the sample, that they considered their instruction to be partially individualized. Completely individualized instruction is claimed by 21.7%. It should be noted that these were not discrete categories and many respondents chose more than one form of organization. There are, therefore, many variations of these basic types of organization.

#### iv. Subject Divisions or Integration

Replies were fairly evenly divided between those who considered that their instruction was divided into clearcut subject areas in language arts, e.g. spelling, writing, etc. and those who did not, though the latter were in the majority. Presumably those denying any clear division were, by the same token, claiming to instruct in an integrated way.

The trend towards integration of the traditional divisions of instruction was, in fact, quite marked. In language arts instruction, 59.5% of respondents said that they integrated the various aspects of the subject, while 67.7% of the sample reported that they considered their language arts instruction to be integrated with work in other subject areas.

#### Teachers' Comments

Critical comments were leveled against those circumstances or activities where one class or grade could impinge upon another such as in open areas and split-grade rooms. Note was made especially of the difficulty of conducting oral communication activities under such conditions although some Grade 7 teachers felt they would like to try open area settings for some activities.

This latter view was countered by comments from Grade 1 teachers who indicated a strong desire to be able to be in closer contact with individual class members. Open areas, split-grade rooms and over-large classes were felt to be inhibiting this contact drastically. Teachers also mentioned the excessive demands of the overall curriculum for Grade 1 as well as the fact that the curriculum was one in which too great an array of skills had to be taught to too many in too short a time.

#### SUMMARY AND CONCLUSIONS

Some caution is advisable in interpreting the figures on classroom organization. There may be a danger of assuming that the sample itself was homogeneous as to the conditions under which the respondents were operating. The composition of the sample, detailed elsewhere, should be borne in mind. In urban situations, where larger school populations are within easy reach of school facilities, selection

to form homogeneous groups is a choice the organizer may make, barring other inhibiting factors. The options open to the organizer are likely to be more limited in rural situations, with more sparse populations at some distance from the schools, unless the administration takes the unpopular step of concentrating pupils by transportation or some other method. A proportion of the family groupings reported might well be simply a reflection of the situation of some very small rural schools, whose intake is small in numbers varying widely in age.

With regard to assignment by type of room, caution must be exercised once more as there are varying levels of freedom to exercise choice as to the mode of division, according to the number and variety of skills of staff, the physical existence of open areas in which to work, and so on. The self-contained classroom is, however, still the most popular type of setting for instruction and reflects probably as much teacher preference as situational necessity.

Teachers have long been urged to divide classes into groups and sub-groups, to attempt individualization by a wide variety of means and to become a facilitator of learning instead of an overt teacher. In spite of this, more than one-third of those sampled reported teaching by total class instruction. In fact, all teachers quite appropriately must use total class instruction part of the time for a variety of reasons. In this survey, the majority of respondents indicated the use of some attempts to provide for the individual needs of learners. However, if earlier tables reporting the proportion of self-contained classrooms as being over 80% and the number of classes over 26 as being over 56% with some 69% of classes being grouped as heterogeneous units are borne in mind, the conclusion that a considerable number of large classes containing pupils of much varied levels of ability must be taught mainly by whole-class instructional methods is hard to avoid. It should be stressed, however, that the statistical evidence is very tenuous for such an assumption to be made. Further investigation should be made to discern what factors inhibit individualization. With most of the self-contained classrooms (80.9%) mainly heterogeneously grouped (69%), and subjected to internal rather than external forms of organization (ability groups, partially or wholly individualized), the very low proportion of departmentalization was not surprising (4.4%).

While these data are opinions and are not precise enough to be reported as fact, there does appear to be a trend towards integration of subject subdivision and entire subjects. This synthetic trend is a reversal of the analytical tendency of earlier years and is in sharp contrast with secondary school practice. Departmentalization, which received such small support in this survey's responses, is the rule rather than the exception throughout the stages of education which follow the child's elementary school experience. This can hardly facilitate the process of smooth transfer from elementary to secondary schooling and consideration may have to be given to integration in the early stages of secondary education or departmentalization in the late stages of elementary schooling.

F. FACTORS AFFECTING THE SUCCESS OF THE LANGUAGE ARTS PROGRAMME

Table 1-6 Mean Values\*  
Factors Affecting Language Arts Programmes

<u>Factors Affecting Programmes</u>	<u>Mean Values</u>
a. Reduction of class size	1.4
b. Greater time for preparation	1.8
c. More clerical assistance	2.9
d. Better library services	2.3
e. Reduction of total pupil load	1.9
f. Improvement of physical facilities. (in the school and classroom)	2.5
g. Textbooks more suited to instructional needs	2.0
h. Increasing time allotments for Language Arts/ English	3.1
i. More released time for in-service and professional development	2.4
j. More effective in-service and professional development	2.2
k. Curriculum Guides that offer more assistance in the instructional <u>process</u>	2.5
l. Curriculum Guides that outline <u>content</u> in specific terms	2.5
m. More effective teacher education pre-service programmes	2.0
n. More Learning Assistance services	2.1

\*1. High priority 2. Important but not a priority  
3. Of moderate importance 4. Not very important  
5. Of no importance

Table 1-7 Priorities - Highest and Lowest Factors Affecting Language Arts Programmes

<u>Highest Priority</u>	<u>Percent</u>
a. Reduction of class size	56.8
b. Greater time for preparation	18.2
<u>Lowest Priority</u>	
a. More clerical assistance	22.8
b. Increasing time allotments for Language Arts/English	17.4

Discussion:

Of the fourteen items listed which might affect the success of language arts programmes, the two identified as most crucial were reduction in class size (a), and more time for preparation (b), clearly revealing the limitations under which teachers feel they operate. Lowest priorities went to clerical assistance (c), and increased class time allotments (h). While the two factors having the higher priority were considered to be "Essential" to "Important" on the scale and were selected by 56.8% and 18.2% of the respondents, those of lowest priority were generally in the "Of Moderate Importance" category and were selected as having least influence by 22.8% and 17.4% of the respondents. Other factors which appeared to be considered highly related to the success of the language arts programme were: more effective teacher education programmes (m), and more suitable textbooks (g). The remaining factors were generally ranked either "Important" or "Of Moderate Importance" on the scale.

SUMMARY AND CONCLUSIONS:

Teachers generally agreed that their main difficulties were rooted in excessive class size, lack of time for preparation and consultation, inadequate or inappropriate teacher education, unsuitable textbooks and lack of support and guidance in the carrying out of the programme. Each of these factors has long been a source of problems for educators at all levels from the Faculty of Education to the Department of Education to the local district and school. Many and various attempts have been made to resolve these problems ranging from the provision of more funds to the reorganization of programmes. Such attempts merely reaffirm the presence of the long standing problems and call out for continued efforts toward their resolution.



## INTERPRETATIONS AND IMPLICATIONS

The authors present the following interpretations and implications as they arise out of the findings and conclusions from this part of the Questionnaire:

1. Considering the relatively limited academic background of some teachers, more attention should be given at pre-service and in-service levels to the development of an adequate academic and professional base for Language Arts teachers, especially in Reading and Language Arts. As well, teachers should assume the responsibility of upgrading their backgrounds through summer session course work.
2. In light of the popularity of workshops and evidence of gaps in teachers' training, the workshop should be developed as a more effective means of dissemination of professional and academic information.
3. Due to the apparent needs of teachers to be made more aware of changes in instructional practices and materials, as seen later in this report, and their limited membership in professional organizations, more effort should be made to encourage membership in these organizations and to encourage more sharing of professional information through other avenues.
4. Since excessive class size is identified as one of the most deleterious factors in the implementation of an effective Language Arts programme, every effort should be made to reduce the size of Language Arts classes. Also, the effect of a decrease in class size upon learning should be investigated.
5. Because teachers, in general, appear to favour individualization and integration of instruction while they are required by circumstances to organize classes, for the most part, in large heterogenous groups, more administrative and practical opportunity should be provided for integrated and individualized instruction. In addition, appropriate "transition experiences" in terms of classroom organization - e.g. departmentalization - might be provided at the upper elementary level to prepare students for the secondary school. Or, a more integrated approach might be used in the early stages of secondary education.

6. Since teachers agreed that their main difficulties in implementing an optimally effective programme were the traditional problems of excessive class size, lack of time for preparation, inadequate or inappropriate teacher education and textbooks and lack of support in carrying out the programme, *there should be continuing and increased attention to these long standing problems by all concerned.*

CHAPTER 2KINDERGARTEN LANGUAGE ARTS

"Within the integrated curriculum of the Kindergarten the teacher will be aware of the (traditional) subject areas but the emphasis will be on the child in the various activity centres, any one of which might embrace all of these subject areas."

Resource Book for Kindergartens  
Department of Education  
Province of British Columbia  
1973:20

This Report is focussed on the place of Language Arts in the Kindergarten.

ABSTRACT

The typical Kindergarten class is a heterogeneous group of less than 25 children assigned to a self-contained classroom under the guidance of one teacher. This teacher may have either one or two of these half-day sessions per day. There are some instances of family grouping, team teaching, open areas and combinations of Kindergarten and Grade I children. Many teachers oppose the idea of multi-grade groups on the grounds that it inhibits the achievement of the goals of the Kindergarten Programme.

The Kindergarten curriculum is usually based on an eclectic combination of educational theories selected by the individual teacher whose main reference is the British Columbia Resource Book for Kindergartens. Few other reference books are in general use.

The teachers are of the opinion that the main purposes of Kindergarten are to develop a positive self-concept, to provide an observation period for the informal diagnosis and correction of learning problems, and to lay a foundation for the formal instruction in the Language Arts in the ensuing years. To implement these goals, activities which stress free individual play and involvement with a variety of materials and equipment are preferred over structured lessons in specific skills. Total class participation in literature, music, painting and movement education is also emphasized in the teaching/learning procedures.

In the Kindergarten Language Arts Programme, the most important goal is to develop the ability to communicate using language as a social tool through talking freely and easily, and listening to others. The importance of developing readiness for beginning reading in the Kindergarten while rejected in theory, appears to be accepted to some degree in practice. There is some controversy as to which skills can be considered legitimate activities in the Kindergarten and which are rightly the domain of Grade I. Kindergarten teachers resist the suggestion that the Kindergarten year assume some of the tasks of the first grade. However, from the positive responses to the goals of a

projected ideal Kindergarten Programme which included many of the skills pre-requisite to beginning reading, it may be supposed that in some classes these are already part of the Kindergarten curriculum.

Evaluation of individual progress through informal observation is preferred. Other types of evaluation, such as standardized tests, are thought to be inappropriate at this level.

The teachers felt that fewer children, more equipment and space, the clarification of the goals of the Kindergarten in the total school situation, and greater access to in-service education than exist at present, would improve the Kindergarten Programme.

ORGANIZATION OF THE CHAPTER

Because of the specialized nature of the Kindergarten Programme, it was necessary to separate the information regarding the experiential and academic background of the Kindergarten teacher, participation in Workshops, and membership in professional organizations from the statistics and discussion presented in Chapter I. Similarly, class size, organization for instruction, and suggestions for improving professional working conditions appear in the appropriate sections of this report:

The chapter is therefore divided into the parts which approximate the sections of the Kindergarten Language Arts Questionnaire. These are as follows:

Part I	Background Information
Part II	The Kind and Extent of Learning Experiences
Part III	The Nature and Organization of Teaching Procedures
Part IV	The Nature of Learning Activities
Part V	Learning Outcomes
Part VI	Application of Knowledge
Part VII	Evaluation of Attitudes, Knowledge, and Skills
Part VIII	Developing the Curriculum and Achieving Goals in the Kindergarten Language Arts Programme
Part IX	Interpretations and Implications

PART I. BACKGROUND INFORMATIONTable 2-1 Percentage of responses  
Background information

N=664

	<u>Percent</u>
<b>a. Highest certificate category</b>	
Professional	45.0%
Standard	43.2%
License	9.8%
No response or outside range	2.0%
<b>b. Years of post-secondary training</b>	
0 - 2	13.9%
3	34.5%
4	31.2%
5	11.4%
6	3.2%
More than 6	1.5%
No response	4.4%
<b>c. Years of teaching experience</b>	
One or less	1.7%
2 - 3	18.8%
4 - 6	21.5%
7 - 10	17.3%
11 - 15	15.8%
16+	13.9%
No response	0.9%
<b>d. Areas of University Training</b>	
English Literature	66.6%
Language Arts	64.5%
Kindergarten	61.4%

## Background information (continued)

Children's Literature	54.2%
Reading	49.7%
English Composition	48.5%
Creative Writing	22.4%
Drama	18.5%
Remedial Reading	17.3%
Speech	15.8%
Linguistics	15.2%
Library	5.7%
e. Number of formal workshops and/or non-credit courses attended in the last two years	
0 - 2	40.7%
3 - 5	38.4%
6 - 8	13.7%
9+	4.2%
No response	3.0%
f. Membership in Professional Organization* (Only those with 10% response)	
B.C. Primary Teachers' Association	53.9%
Other (B.C. Kindergarten Teacher's Association)	10.2%

Discussion:

The Kindergarten teacher in British Columbia appears to be relatively new to the teaching profession. Over half (52%) have six years or less teaching experience; 31% have been teaching under three years.

The affirmative responses to the areas of University training which are particularly relevant to Kindergarten teaching: Language Arts, Kindergarten, Childrens Literature, Reading, Drama, Remedial Reading, and Speech, show that less than 65% have taken courses in these areas.



Attendance at workshops and/or non-credit courses is comparable with that of the total Elementary group (Table 1-2 on page 13) with a slightly higher percentage attending on a voluntary basis.

Membership in Professional organizations is not high with approximately half of the teachers (53.9%) belonging to the B.C. Primary Teachers' Association. A small percentage indicate that they belong to Kindergarten Associations both provincial and local, and to Special Education Associations.

#### SUMMARY AND CONCLUSIONS

The Kindergarten teacher seems to have received relatively limited contacts with those experiences which prepare her/him for teaching in this specialized area. Although the data from this study does not provide information about the location of teacher education, other reports\* indicate that many Kindergarten teachers have been trained outside British Columbia, e.g., Great Britain, Australia, and the United States of America. In the first two countries, teachers may be trained in a college as opposed to a university: in the last one, a Child Development approach is emphasized rather than a broad spectrum of courses. It may also be speculated that courses such as those provided by Community Colleges for certification by the Human Resources Department have been taken prior to university entrance. However, with the large proportion of the teaching staff of the Kindergartens having three years or less of post-secondary education and less than six years of teaching experience, these variables cannot completely account for the apparent gaps in teacher preparation.

It seems evident from the data that assignment of Kindergarten classes does not depend entirely upon either experience or special pre-service education. As will be seen in the following parts of the chapter, the teacher plays the leading role in selecting and evaluating the goals and content of the Kindergarten curriculum. Under these circumstances, it is imperative that in-service education be available to assist the teacher in the field in the performance of these important tasks.

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\* Superintendent's Committee, Kindergarten Report - 1966. Submitted to the Board of School Trustees, North Vancouver, B.C. (Mimeographed copy).

Goldsborough, H., Kindergartens in Canada. Toronto: Canadian Education Association, 1972.

Fleming, T. and Kratzmann, A., Pre-primary Public Education in Western Canada - Perspectives and Practices. Early Childhood Education, Volume 9, No. 2, Winter 1975-76, pp. 5-32.

PART II. THE KIND AND EXTENT OF LEARNING EXPERIENCES

Questions in this section were concerned with the kind and extent of learning experiences in Language Arts in the Kindergarten including the source of activities, materials and the point of view upon which the programme is based.

Table 2-2 Mean Values\*  
Frequency of Use of Resource  
and Reference Materials.

<u>Resources and Materials</u>	<u>Mean</u>
a. B.C. Resource Book for Kindergarten	2.7
b. The Peabody Language Kit	2.9
c. B.C. Curriculum Guide for Kindergartens	3.1
d. Prime Areas	3.2
e. Frostig Visual Perception Guides	3.7
f. Montessori Method and Materials	4.0
g. The Ginn Language Kit	4.2
h. Distar Programme	4.7
i. Open Court Preschool Materials	4.8

\*1. Always 2. Often 3. Sometimes 4. Seldom 5. Never

Discussion:

The teachers were asked to indicate the frequency of use of resource and reference materials on a five point scale: "Always", "Often", "Sometimes", "Rarely" and "Never". The most frequently used resource material for curriculum development is the B.C. Resource Book for the Kindergarten (a), with 76% of the teachers indicating that it is used "Sometimes", "Often" or "Always". The Peabody Language Kit (b), the B.C. Curriculum Guide for Kindergartens (c), and Prime Areas (d) are used by approximately two-thirds of the teachers.

Specific Programmes for Kindergarten such as Ginn, Montessori, Frostig, Distar and Open Court are used infrequently.

Curriculum Guides from other B.C. sources added by the teachers are those issued by Burnaby, Coquitlam, Cranbrook, Nanaimo, Vancouver, and the B.C. Teachers' Federation. Resource Books from Manitoba, Ontario and Ottawa are listed also with the Ontario Kindergarten Resource Book being most frequently mentioned. In addition to the kits listed, Dinkmeyer's Developing Understanding of Self and Others Kit, published by American Guidance Service Corporation, was written in.

Reference books mentioned were: Widmer, Emily L., The Critical Years; Allen, Roach V., Language Experience in Early Childhood; Lorton, M., Workjobs. Workjobs is most frequently mentioned.

Table 2-3 Mean Values\*  
 Attitude Toward Ways of Fostering  
 Language Arts Readiness in the  
 Kindergarten

<u>Ways of Fostering Language Arts</u>	<u>Mean</u>
a. Enriching the children's language resources with a variety of experiences	1.1
b. Providing an environment responsive to each child's needs	1.2
c. Encouraging an interest in speaking and reading	1.2
d. Helping the children to develop effective work habits	1.4
e. Training in visual discrimination and sensory-motor learning skills	1.5
f. A Language Experience Programme based on the oral language of the class	1.7
g. Teaching sound-letter associations to prepare children for reading in the pre-primers	2.2
h. Teaching the alphabet	2.5
i. Teaching sight words before sound-letter relationships are taught	3.1
j. Teaching the readiness skills suggested in the reading series in which the children will begin formal instruction	3.2
k. Intensive teaching of skills pre-requisite to reading	3.3
l. A Readiness Workbook	3.9

\*1. Completely agree 2. Agree 3. Undecided 4. Disagree 5. Completely disagree

Discussion:

The teachers were asked to what extent they agreed or disagreed with these statements. Enriching the children's language resources with a variety of experiences (a) and the provision of an environment responsive to each child's need (b), are endorsed by over 97% of the teachers. More than 95% of the teachers agree that encouraging an interest in speaking and reading (c), and helping the children to develop effective work habits (d) are important facets of preparation for the more formal instruction in the

Language Arts. There is 93% agreement that training in visual discrimination (e) should also be included in the Kindergarten curriculum.

Twenty-Four percent of the respondents are undecided about the inclusion of the reading readiness skills which are suggested in the reading series in which the children will begin formal instruction. They are equally undecided about whether a sight word approach or a phonic method should be used in presenting these skills.

Between 40% and 63% disagree to some extent with teaching readiness skills by any method. Readiness workbooks are completely rejected by 63% while 18% think that they should be used.

#### SUMMARY AND CONCLUSIONS

The prime reference sources of the British Columbia Kindergarten curriculum are those produced in the province. Resource books from other provinces are also used but to a much lesser extent and are usually purchased by individual teachers.

Few reference books are consulted except those which are suggested or provided by the Department of Education. Similarly, the Peabody Language Kit and the DUSO Kit are routinely supplied by many school districts.

The teachers indicate by their responses that the curriculum in Language Arts in the Kindergarten should be based on the development of language skills through informal contacts with a classroom environment which encourages an interest in speaking and reading.

With the exception of training in visual discrimination, opinions are divided on the inclusion of experiences to develop specific skills which could be considered basic to readiness for beginning reading. It is clear that the curriculum in this area of the Language Arts depends upon the philosophy and insight of the individual teacher. In most cases it appears to be unrelated to the programme of beginning reading in Grade I, since the data indicate little consideration is given to the specific reading tasks of the following year.

PART III. THE NATURE AND ORGANIZATION OF TEACHING PROCEDURES

In examining teaching procedures, questions were asked about the assignment of children to classes, the class size, the organization for instruction, and the types and frequency of use of professional and para-professional assistance which are accessible to Kindergarten teachers.

Table 2-4 Percent  
Organization of Kindergarten Classes

<u>Types of assignment to classes</u>	<u>Percent</u>
a. Half-day for each of two classes	74.1%
b. Half-day for one class	11.4%
c. Multi-age grouping	8.4%
d. Combined with Grade I (Half-day)	6.9%
e. Open area (two or more classes)	6.0%
f. Combined with Grade I (whole day)	1.5%

Discussion:

The teachers were asked to check the ways in which children were assigned to classrooms.

The most popular organizational structure in Kindergartens is to have two classes each attending for one half day under the direction of one teacher. There are 76 classes wherein the teacher has one class for half-day sessions. Forty respondents indicated that they were involved in open area situations of two or more classes.

There appears to be some experimentation with combining Kindergarten and Grade I children for half-day sessions (46 respondents), in whole-day sessions (10 respondents) and in multi-age grouping (56 respondents).

Teacher Comments:

Teachers indicate that they are not in favour of combining Kindergarten

children with those in the Primary Grades and feel that it interferes with the full achievement of the goals of the Kindergarten.

Table 2-5 Percent  
Class Size

<u>Number of Children</u>	<u>Percent</u>
1-15	14.2%
16-20	27.0%
21-25	39.8%
26-30	10.5%
31-35	2.0%
More than 35	2.4%
No response	4.2%

Discussion:

Eighty-one percent of the respondents indicate that they have 25 or fewer children in their Kindergarten classes. A relatively small percentage (10.5%) are in the category which approaches the maximum number of children allowed by the Department of Education regulations. Twenty-nine teachers report that they have over 31 children per class. An equal number of teachers chose not to answer this question.

Table 2-6 Percent  
Organization for instruction

<u>Types of organization</u>	<u>Percent</u>
1. <u>Assignment to Class</u>	
Heterogeneous assignment to class	60.1%
Homogeneous assignment to class	13.7%
Multi-age (family grouping)	12.3%
2. <u>Room Type</u>	
Self-contained classroom	80.7%
Team teaching (more than one teacher)	11.6%
Open area (more than one class)	7.8%
3. <u>Within Class Organization</u>	
Ability groups	19.3%
Individualized	47.1%
Partially individualized	52.4%
Total class instruction	41.6%
3. <u>Subject Divisions or Integration</u>	
Separate subjects	10.7%
Departmentalized	1.8%
Integration of components of the Language Arts	58.6%
Integration of the Language Arts with other areas	89.2%

Discussion:

The teachers were asked to check all descriptions which applied to their class. A profile of instructional organization shows that the most usual pattern is one in which a heterogeneous group is assigned to a self-contained classroom. Instructional procedures include a combination of some degree of individualization and total class instruction. The Language Arts content is integrated with other curriculum areas.

Some inconsistencies are noted in the percentages claiming "Multi-age grouping" and "Open areas" in Table 2-4 and Table 2-5. This could be caused by misinterpretation of the terms: "Multi-age" could mean a range in chronological age; "Open area" is applied to a variety of situations and may have



been thought to apply to the school rather than the classroom.

Table 2-7 Mean Values\*  
Frequency of Use of Professional  
and/or Para-professional Assistance.

<u>Types of Assistance -</u>	<u>Mean</u>
a. School nurse	2.5
b. Parent involved occasionally	2.8
c. Older pupils in the school	3.0
d. Parent involved on a regular basis	3.3
e. Community resource persons	3.4
f. Speech therapist	3.5
g. Other teachers (assistant or team teacher)	3.5
h. Teacher aide	3.6
i. Learning assistance class teacher	3.7
j. School psychologist	3.8
k. Subject-matter specialists, e.g. Music, Art, P.E., etc.	4.0

\*1. Very frequently 2. Often 3. Sometimes 4. Seldom 5. Never

Discussion:

The school nurse is the most frequently consulted professional to support the work of the Kindergarten teacher. Fewer than 10% report frequent consultation with a school psychologist while approximately 15% to 20% indicate that a speech therapist and a learning assistance teacher are available and/or consulted "Often" and "Very Frequently". These professionals are "Seldom" or "Never" consulted by between 40% to 50% of the respondents. It appears that specialists in Music, Art, and P.E. have little contact with the Kindergarten teachers as 45% report that they never use their services.

The occasional involvement of parents and the assistance of older pupils in the school are the most frequently mentioned para-professionals.

Teacher Comments:

Additional sources of assistance written in by the teachers included the school Principal, the Resource Centre Personnel, Dental Health Specialists, and the School Librarian who was most frequently mentioned. It would seem from the comments made that some of the professional resource personnel are never used because they are not available.

SUMMARY AND CONCLUSIONS

Assignment to Kindergarten classes favours the traditional two half-day classes whether under the guidance of one or two teachers per day. This could be an administrative decision but from the teachers' comments, it appears that they are reluctant to introduce different types of assignments such as combining the Kindergarten and Grade I. This, they feel, might require more formal teaching of the Language Arts and thus lessen the over-all effectiveness of the Kindergarten Programme.

This attitude is further aggravated by the limited availability of para-professional assistance to free the teacher for small group instruction without neglecting the rest of the class.

Although the class size is not excessive when compared with the total picture of enrolments in the Elementary School (Table 1-4), smaller classes would increase the number of Kindergarten classes required and result in the opportunity to assign children to classrooms on a more homogeneous basis, thus decreasing the range of language maturity with which a teacher must deal. Under these circumstances, other organizational structures might be more acceptable.

The paucity of supportive services of a professional nature such as a School Psychologist and a Learning Assistance Class Teacher, should be a matter of some concern when one of the stated purposes of the Kindergarten is to provide for an early observation period to diagnose and correct learning problems (Table 2-9, c). It would seem that it is imperative that Kindergarten teachers should have an extensive background of training and experience in Child Psychology and in Language Arts especially in the areas of Reading, Remedial Reading and Speech, in order to diagnose and correct the less severe, non-clinical problems which may be encountered during the Kindergarten year.

The survey does not provide information regarding the extent of the teachers' training in Child Psychology or Child Development but the data show that at least a third of the teaching staff have not had specialized training in Language Arts or associated courses.

PART IV. NATURE OF LEARNING ACTIVITIES

Questions in this section examined the types of learning activities and frequency of use.

Table 2-8 Mean Values  
Frequency of Use of Selected  
Learning Activities

<u>Learning activities</u>	<u>Mean</u>
a. Conversation	1.1
b. Listening to stories read by the teacher	1.1
c. Discussion	1.1
d. Dramatic play-e.g. housekeeping centre	1.2
e. "Reading" picture books	1.7
f. Specific lessons in pre-reading skills	1.9
g. Specific lessons in listening	1.9
h. Planning periods	1.9
i. Dictating stories about a picture to the teacher	2.1
j. Listening to stories told by children	2.1
k. Listening to poetry	2.3
l. Dramatization (creative drama)	2.5
m. Specific lessons in vocabulary development	2.5
n. Listening to stories told by the teacher	2.6
o. Puppetry	2.6
p. Experience chart composition	2.8
q. Specific lessons in speech improvement	3.1
r. Doing simple worksheets (pre-reading skills)	3.3
s. Specific printing lessons	3.4

Discussion:

The teachers were asked to rank the frequency of use of the activities on a five-point scale: "Daily", "Weekly", "Sometimes", "Seldom", and "Never". Activities offered on a "Daily" basis in 87% to 96% of the classrooms include items (a) to (d).

Children participate in Items (a) to (j) on a "Daily" or "Weekly" basis in 57% to 98% of the classrooms. Items (k) to (p) are ranked in the "Sometimes" category by 37% to 45% of the respondents.

It should be noted that Item (j) is used "Daily" by 39% of the teachers and "Sometimes" by 35%. On Item (m), the "Daily" and "Sometimes" ratings are also very close - 26% and 31% respectively. Approximately 20% of the respondents indicate that these two items (j) and (m) are part of the weekly programme.

Items (q), (r), and (s) are "Seldom" or "Never" used by one-third to one-half of the teachers.

#### Teacher Comments:

Approximately 15% of the teachers added Language Arts Activities which they use to the list. These include Films, Choral Speaking, Cooking, Key Words, and Listening Stations.

#### SUMMARY AND CONCLUSIONS

In keeping with the attitudes expressed regarding the ways to foster readiness in Language Arts in the Kindergarten (Table 2-3), the activities used "Daily" or "Weekly" reflect these findings. Although the main emphasis is on Items (a) to (h), Item (f) - "Specific lessons in pre-reading skills" - receives more emphasis than one would expect from the low rating which similar items are given in Part II (Table 2-3, Items (j) and (k)). It would seem that readiness skills which form part of a reading series are viewed with some suspicion. The fact that beginning reading approaches vary in emphasis, may make this undifferentiated readiness approach confusing to the children. For example, the use of Key Words which is a sight method might militate against learning for those children who will enter the Language Patterns Reading Programme which employs a sound-symbol approach to teaching reading.

PART V. LEARNING OUTCOMES

The questions in this section dealt with the importance of general reasons for including the Kindergarten year in the learning continuum and with the general goals of the Kindergarten Language Arts Programme. Data on teachers' rankings of specific learning outcomes in an ideal programme are presented in the Report Dealing With Goals and these data will be referred to also.

Table 2-9 Mean Values\*  
General Reasons for Including Kindergarten  
in the School System

<u>Reasons</u>	<u>Mean</u>
a. To develop a positive self-concept to increase the probability of reading success	1.3
b. To make the transition from home to school less traumatic	1.5
c. To provide for an early observation period to diagnose and correct learning problems	1.7
d. To provide a foundation for the Language Arts	1.8
e. To compensate for a deprived environment	2.0
f. To improve the chances of success in the primary grades	2.1
g. To provide educational instruction for children who mature early	2.5
h. To make an early effort to involve parents in the educational system	2.6
i. To decrease the learning burden of Grade I by assuming some of the content usually assigned to that grade	3.7
j. To provide for a longer time in school in order to master the increasing number of skills and body of knowledge required	3.8

\*1. Essential 2. Important 3. Moderate importance 4. Little importance  
5. No importance

Discussion:

The data show that the majority of Kindergarten teachers feel that the affective outcomes of the Kindergarten experience, (a), (b) and (e) were of major importance. The early identification and correction of learning disabilities (c) coupled with the development of language skills (d) also held high priority. There appears to be greater concern for the compensatory function of the Kindergarten for the child from a deprived environment (e) and (f) for whatever reason, than for the intellectual stimulation for the able child (g).

Attitudes toward the importance of involving the parents in the education of their children (h) vary widely. While 16% feel that it is "Essential", 19% of the teachers respond that it is of "Little" or "No importance". Sixty-two percent of the respondents attach "Important" or "Of moderate importance" rankings to this reason for including the Kindergarten in the school system.

The suggestion that more time and opportunity be provided to teach content earlier (i) and (j), receives negative reactions. In each of these categories, 61% of the teachers feel that the presentation and mastery of knowledge and skills is of "Little" or "No importance" in the purposes of the Kindergarten. Between 21% and 26% ascribe only "Moderate importance" to these reasons.

Teacher Comments:

The teachers are distressed by the pressures, mainly by parents, to provide advanced instruction either in the Kindergarten or through the transfer of children to Grade I. Most of the teachers feel that all children of Kindergarten age, regardless of their maturity, benefit from the informal experiences and activities of the Kindergarten year.

Table 2-10 Mean Values  
General Goals of the Kindergarten  
Language Arts Programme.

<u>Goals of Kindergarten Language Arts</u>	<u>Mean</u>
a. To develop the ability to communicate with others; express ideas	1.2
b. To use language as a social tool, i.e., to talk freely and easily, listen to others, etc.	1.3
c. To develop fluency and naturalness of expression	1.5
d. To express ideas in an organized fashion	1.7
e. To develop the ability to name, describe and classify objects common in the environment	1.8
f. To form habits of correct usage	2.0
g. To develop the ability to speak distinctly in a pleasant voice with good control of volume and tone	2.1
h. To learn about the language, e.g., a system of sounds that conveys meaning only in words and sentences, etc.	3.0

#### Discussion:

A high proportion of the teachers (.98%) give first priority to the development of the ability to communicate with others (a) rating this item as "Essential" (81%) or "Important" (16%). The second most important to use language as a social tool (b) - is rated as "Essential" by 71% while 3% of the respondents considered this outcome to be "Of moderate importance" only.

The least important outcome listed is "To learn about the language as a system" (h). The responses to this outcome produce an almost perfect statistical normal curve. It appears that the teachers are more concerned with the general goals of language development than with the specific facets which contribute to their attainment. Although Item (f) "To form habits of correct usage" has a slightly higher mean value than Item (g), it is rated as being the third least-important outcome listed. All the outcomes, with the exception of Item (h), were judged to be within the "Important" or "Essential" range.



## SUMMARY AND CONCLUSIONS

The Kindergarten teachers ranked the development of a foundation for the Language Arts (Table 2-9) fourth, in order of importance when considering the reasons for including the Kindergarten in the school system. They give precedence to the development of a positive self-concept, to helping the child make an easy transition from home to the school environment, and to the early observation period in which to diagnose and correct learning problems.

In ranking the goals of the Language Arts Programme (Table 2-10) the ability to communicate fluently with others in a social setting, and to express ideas about the environment, are considered more important than the correctness and quality of how Kindergarten children speak.

### Relationship between Rankings of Goals of the Present vs. the Ideal Language Arts Programme

Although the goals proposed in the ideal programme are more specific than those of the present programme, there are common elements. These include affective goals, as well as goals of listening, speaking, reading, and to some extent, writing.

All the sub-skills of these main Language Arts areas are listed in the "ideal" programme and are endorsed by between 63% and 92% of the respondents who agree that they are "Essential" or "Important". These sub-skills constitute the controversial reading readiness skills which are basic to beginning reading. Without such learning experiences in the Kindergarten, these skills would have to be acquired in the first grade.

When ranking the present purposes for including the Kindergarten in the school system, sharing the burden of the first grade through assuming some of the content usually assigned to that grade, was in seventh place on a continuum of eight. Teacher comment expressed concern for what was thought to be an increasing tendency for the Kindergarten programme to become a watered-down version of "a formal Grade I programme".

An explanation for this discrepancy might be that Kindergarten teachers interpreted "decreasing the learning burden at the Grade I level" as meaning that formal reading instruction would thus begin in the Kindergarten. It appears that there is an assumption that all Grade I reading is of a formal

nature.

From that data provided in Table 2-3 and Table 2-7, and which show high frequency use of specific lessons in pre-reading skills and in listening, another hypothesis might be posed. It could be that the Language Arts sub-skills listed in the ideal programme are already part of the present Kindergarten programme, and therefore, not viewed as content usually assigned to Grade I.

It would seem that the implementation of the goals of the ideal programme would not change the nature of the Kindergarten appreciably. A clear statement of these goals, however, would give some measure of continuity and coherence to the curricula of the Kindergarten and Grade I in British Columbia schools. This need not dictate the curriculum at either level but it would provide some common expectations of the outcomes of a Kindergarten programme and assist the teachers in curriculum development.

PART VI. APPLICATION OF KNOWLEDGE AND SKILLS

Questions in this section dealt with the types of group and individual activities and the materials used to provide practice through which to foster growth in Language Arts skills, and with their emphasis in the Kindergarten Programme.

Table 2-11 Mean Value  
Frequency of Use of Selected  
Practice Activities

<u>Selected Practice Activities</u>	<u>Mean</u>
a. Free play activities	1.1
b. Library books (story type)	1.1
c. Painting	1.3
d. Music	1.3
e. Housekeeping centre	1.3
f. Movement education (games, rhythms, dances)	1.4
g. Modelling, crafts	1.7
h. Language games	1.9
i. Sorting and classifying objects and materials	1.9
j. Informational books	2.1
k. Cooking, carpentry, experimenting (science)	2.4
l. Water play	2.5
m. Puppet theatre	2.6
n. Listening post (or similar equipment)	2.7
o. Commercial Reading games	3.7
p. Teacher-prepared worksheets	3.8
q. Speech cards	4.2
r. Reading workbooks	4.7

Discussion:

The teachers were asked to respond to the frequency of use in terms of "Daily", "Weekly", "Frequently", "Occasionally", or "Never". Free play (a), Library books (b), Painting (c), Music (d), and a Housekeeping centre (e) are

used "Daily" in 80% to 96% of the classrooms in the survey. Of these, Free play (a) is judged to be the most effective activity and Library books (b) the second most effective in assisting in the development of Language Arts skills.

Movement education (f) is used "Daily" in 68% of the classrooms. Twenty percent of the respondents indicated that it was part of the weekly programme.

Modelling and Crafts (g), Language games (h), and ~~Sorting and classifying objects and materials~~ (i) are used "Daily" in between 48% and 55% of the classrooms. Informational books (j), Water play (l), and Listening post (n) are used "Daily" by approximately 40% of the classes. These items are used "Frequently" or "Occasionally" by between 35% and 40% with the Listening post being used less often.

Items (p), (q), and (r) are seldom used in Kindergarten classes.

#### Teacher Comments:

One hundred and thirty eight teachers (21%) contributed other activities to the list. Sand play was mentioned most frequently, but Block building, Puzzles, Teacher-made games, Drama, Field trips and Key words were also included. These teachers are of the opinion that all Kindergarten activities are complementary to fostering the acquisition of knowledge and skills in the Language Arts.

#### SUMMARY AND CONCLUSIONS

The rating of practice activities is consistent with the view that freedom to use the traditional activities and materials of the Kindergarten is preferred over those activities which are specifically directed toward the development of reading skills.

The data show a trend either to provide activities on a complete "Daily" basis, or else "Frequently" or "Occasionally".

In at least 25% of the classrooms all activities and materials described are available every day. From the teachers' comments one can infer that in many cases unavailability of either the materials or the facilities and space inhibits their inclusion in the programme.

In most classes there is a limited use of worksheets and workbooks. Where they are used, it seems logical to assume that they might be an attempt to meet individual needs and interests.

PART VII. EVALUATION OF ATTITUDES, KNOWLEDGE, AND SKILLS

Questions in this section were directed toward the types and frequency of use of evaluation techniques. Reporting to parents was also examined.

Table 2-12 Mean Values\*  
Type and Frequency of Evaluation  
Techniques

<u>Evaluation techniques</u>	<u>Mean</u>
a. Anecdotal records	1.9
b. Observation checklists	2.3
c. Informal inventories of Language skills	2.5
d. Case studies	3.9
e. Teacher-prepared tests	4.0
f. Standardized tests	4.1
g. Readiness workbook exercises	4.3

\*1. Almost always 2. Often 3. Sometimes 4. Rarely 5. Almost never

Discussion:

Anecdotal records (a) are the preferred means of evaluation by 41% of the Kindergarten teachers who use them "Almost always"; 32% use them "Often". Observation checklists (b) are used "Often" and "Sometimes" by 67% of the respondents. Language skills are evaluated "Almost always" by 25% of the teachers; "Often" by 33%, and "Sometimes" by 22% through the use of informal inventories (c).

The evaluation of pupil progress through more formal means, i.e., case studies (d), and paper and pencil tests (e) and (f), are used infrequently. Less than 10% of the teachers use them "Almost always" or "Often".

Readiness workbook exercises, which may or may not be formal activities, do not play a large part in the evaluation process. Ratings of "Sometimes" to "Almost never" are given by 89% of the teachers with "Almost never" accounting for 59% of the responses.

Teacher Comments:

Day-to-day observation is mentioned frequently as the main evaluative technique with some teachers selecting two children per day for detailed observation. Records are kept of Free Play activity choices. Weekly records of strengths and weaknesses are also kept by some of the respondents.

Standardized tests, where used, are Readiness Tests administered at the end of the Kindergarten year.

Many of the teachers feel that evaluation of Kindergarten children is inappropriate. Others are of the opinion that the stated goals and/or the curricular recommendations outlined by the Department of Education are too nebulous to evaluate in a systematic fashion.

Table 2-13 Mean values  
Ways of Reporting to Parents

<u>Report to parents</u>	<u>Mean</u>
a. Parent - teacher conference (special day)	2.0
b. Informal parent-teacher conferences	2.4
c. Parent visits to the classroom	2.4
d. Telephone calls	2.5
e. Prescribed report card form	2.6
f. Informal letters	3.1
g. Newsletters	3.1
h. Informal parent-group meetings	3.5
i. Home visits	4.0

Discussion:

It is evident that the teachers use a variety of means to report to parents. Although Parent-teacher conference (special day) (a), appears to be the most usual contact with parents, an equal number (42%) employ the Prescribed report card form (e) on an "Always" basis. These are countered by the 29% who "Seldom" or "Never" use (e). Informal parent-teacher conferences (b), Parents visits to the classroom (c), and Telephone calls (d)

are used "Always" or "Often" by 51% to 59% of the teachers with the latter category accounting for 41% to 45% of the responses.

Informal letters (f) and Newsletters (g) appear to be almost equal in popular use yet the emphasis differs. Sixty-six percent of the teachers use (f) "Often" and "Sometimes" as compared with the 52% who use (g). Newsletters (g) are "Never" used by 23% of the respondents.

Home visits (i) are clearly the least-used communication with parents. Forty percent report that they "Never" visit the children's homes, 27% indicate that they "Seldom" do, while 18% "Sometimes" see the parents in their homes.

#### Teacher Comments:

Informal discussion with the parents was most frequently mentioned by the 45 teachers who chose to comment. Report cards where used, are sent out three times per year. In order to further the communication with non-English speaking parents, in some schools interpreters are called in during conferences.

#### SUMMARY AND CONCLUSIONS

There is no clear-cut picture of evaluation and reporting to parents. Teachers do not rely on a single method but use a variety of informal techniques. Observation is the preferred means of collecting data regarding the individual pupil's achievement of the goals of the Kindergarten.

Since the teachers' ratings of the outcomes of the Kindergarten Programme give third and fourth priority to the early diagnosis of learning problems and to providing a foundation for the Language Arts (Table 2-9), it would seem that a more comprehensive, structured evaluation programme is needed. This would also provide a firmer base for the Kindergarten teacher to have more influence on the promotion of children from Kindergarten to Grade I - a plea which is made very frequently throughout the questionnaire.



PART VIII. DEVELOPING THE CURRICULUM AND ACHIEVING GOALS  
IN THE KINDERGARTEN LANGUAGE ARTS PROGRAMME

Questions in this section were directed toward the development of the Kindergarten Curriculum. They examined the theoretical bases and the teachers' perceived needs for successful implementation of the programme goals.

Table 2-14. Percent  
Theories Basic to the  
Kindergarten Programme

<u>Curriculum theories</u>	<u>Percent</u>
a. <u>The Socialization Theory</u> based on the child's social behaviour and development (child's interests)	17.0%
b. <u>The Developmental Theory</u> based on the maturational readiness of the child (self-selection and self-pacing)	13.6%
c. <u>The Instructional Theory</u> based on the selection AND sequencing of subject-matter content (Language and sensory-motor skills)	11.7%
d. <u>The Transactional Theory</u> based on personal autonomy with reason (Child determines goals and procedures)	1.8%
e. A combination of theories	55.6%

Discussion:

An eclectic approach to curriculum development is indicated by 55.6% of teachers who selected Item (e) as the one which most nearly described the curriculum in their Kindergarten. The theories which have traditionally governed the Kindergarten Curriculum, Items (a) and (b) are endorsed by 30.6% of the respondents, while an emphasis on instruction, Item (c) which became a controversial issue during the 1960's is selected by 11.7%. The Transactional Theory, Item (d), which is basic to "Open" Education is endorsed by 1.8%.

Teacher Comments:

The concept most widely held by the 136 teachers who chose to comment is that the Kindergarten should be a series of experiences designed to improve social and personal skills which also heighten the awareness of the environment and the relationships among those things of which it is composed. In addition, through an enhanced self-image and an awakened intellectual interest, the way would be paved for the introduction of more formal learning. There are a few who firmly reiterate their belief in early instruction as opposed to incidental learning through exploration of a prepared environment.

Table 2-15 Mean values\*  
The Relative Importance of Ways  
to Facilitate the Realization of  
Goals in the Kindergarten

<u>Ways to improve the programme</u>	<u>Mean</u>
a. The total number of children assigned to one teacher should never exceed fifty	1.1
b. A wide variety of suitable materials should be readily available	1.3
c. There should be a clear understanding of the goals of the Kindergarten among the administration, the teachers, and the parents in the school district	1.4
d. Space and equipment for active play should be available more frequently	1.5
e. Kindergarten classes should be smaller (lower pupil-teacher ratio)	1.6
f. Pre-service teacher preparation should be more appropriate to the task	1.9
g. There should be more in-service and professional development activities for the Kindergarten teacher	2.0
h. The quality of in-service education programmes should be improved	2.1
i. The Revised Curriculum Guide in Language Arts should include the Kindergarten in the sequential development of the Language Arts	2.3
j. The Kindergarten Curriculum guide should provide more specific information	2.5

\*1. Essential 2. Important 3. Moderate importance 4. Little importance 5. No importance

Discussion:

The highest priority is given to the upper limit of the number of children to be assigned to one teacher (a). Of the respondents, 89% indicate that it is "Essential" that the limit not exceed 50 children per teacher. An additional 7% feel that it is an "Important" factor in the achievement in their goals. A lower pupil-teacher ratio, Item (e), seems to be less crucial as 56% selected it as "Essential". It is "Important", however, to 29% of the teachers.

The availability of a wide variety of materials to implement the programme (b) is considered an "Essential" or "Important" element by 95% of the teachers, while space and equipment for active play (d) would help to improve the programme of Kindergartens in the opinion of 91% of the respondents.

The provision of more in-service and professional development activities (g) is seen to be "Essential" and "Important" by 76% while the quality of these activities already provided (h), seems more acceptable than the quantity available (65%). Fewer than 3% view these activities as of "Little" or "No Importance".

The understanding of goals of the Kindergarten among all those concerned with the programme, including parents and those teachers who will have the children in the Primary grades, is considered "Essential" by 67% of the Kindergarten teachers. Another 26% feel that this item is "Important". This accounts for 93% of the teachers responding to the questionnaire.

The appropriateness of pre-service teacher preparation (f) is questioned by 75% of the respondents who feel that it is "Essential" or "Important" that it should be more relevant to the task.

Curriculum guides receive the least emphasis. The inclusion of the Kindergarten in the sequential development of the Language Arts Programme (i) is seen as "Essential" or "Important" by 62% of the teachers, "Of moderate importance" by 21%, and of "Little" or "No importance" by 14%. Over half of the respondents indicated it was "Essential" or "Important" to have more specific information in the Kindergarten Curriculum Guide (j).

Teacher Comments:

A perceived need for more contact with other teachers and for the opportunity to play a more important role in the continuous progress of the children they teach was expressed. The teachers would like to have more influence on the designing of Kindergarten classrooms. More equipment is required, especially all the materials which accompany Language Kits.

SUMMARY AND CONCLUSIONS

The total number of children for which a teacher must assume responsibility is of greater importance than the number of children in any one class up to a maximum of 25. As is seen in Table 2-5, in approximately 15% of the Kindergartens in British Columbia the enrolment exceeds the 25 maximum figure.

The quantity of materials, equipment and suitable space designed for the implementation of the Kindergarten programme, seems equally important to the majority of the teachers.

The question of the appropriateness of teacher preparation could be viewed as an indication that training institutions such as Faculties of Education in the province should revise their offerings in this teaching area. However, as is noted in Table 2-1, 38.6% of the teachers surveyed have taken no courses in Kindergarten Education. In addition, 35% have no courses in Language Arts, 46.8% have none in Childrens' Literature, and 50% have none in Reading. Coupled with their relative inexperience, it is not surprising that they feel that the preparation for the task leaves much to be desired. This would also account for the stress placed on the need for more access to in-service education. In the light of the information gained from this survey regarding teacher-placement practices, Faculties of Education should place more emphasis on this level in the initial training of teachers.

The importance attached to the clarification of goals and outcomes taken in conjunction with the expressed wish for more contact with other teachers could be interpreted to mean that the Kindergarten and its teacher has been isolated from the rest of the Elementary school. Whether the goals in Language Arts should be included in a general curriculum bulletin is not as clearly indicated. This could be a reflection of the fear that the

Kindergarten might ~~lose~~ its unique function and become a watered-down Grade I. There is evidence to support the idea that more specific direction would be welcomed by the majority of Kindergarten teachers.

PART IX. INTERPRETATIONS AND IMPLICATIONS

The following interpretations and implications arise from the findings of this part of the report:

1. Since the Kindergarten year is viewed as being very important and specialized with the teacher being responsible for the development of the Kindergarten curriculum, *it is strongly suggested that teachers with appropriate training and suitable experience should be secured for Kindergarten classes.*
2. Since the current practice in teacher placement in Kindergarten classes appears to favour the less-experienced teacher with fewer years of post-secondary training, *institutions responsible for the teacher education should put greater emphases on the Kindergarten in the initial professional training of primary teachers.*
3. Since the pre-service preparation of the Kindergarten teacher may be incomplete and teachers in the field have expressed a need for further practical assistance, and since voluntary participation in workshops and non-credit courses is not high, *it is suggested that School Boards and Districts should provide and schedule in-service opportunities as a required part of the professional development of Kindergarten teachers in their Districts.*
4. Since a highly-ranked purpose of the Kindergarten in the school system is to provide an early opportunity to diagnose and correct learning problems, *steps should be taken to ensure that either the Kindergarten teacher be knowledgeable about these processes or that adequate supporting services be available. Also, in spite of the opinion that all children can benefit from a year in Kindergarten, there appears to be little special provision for the problems and needs of mature children. It is suggested that consideration be given to those children for whom less than a full year in Kindergarten is sufficient.*
5. Since Kindergarten teachers strongly agree that children of this age learn best through active involvement with their environment and concrete materials, *every effort should be made to provide adequate space, equipment, and materials to facilitate this teaching procedure. Also, since much of the acquisition of understanding, knowledge, and skills depends upon the quality of the materials used, commercial materials should be scrutinized to evaluate their contribution to the implementation of the goals of the Kindergarten curriculum.*

6. Since there appears to be some confusion as to what constitutes readiness skills and which of these can be included in the Kindergarten curriculum without violating its general goals, it is suggested that attention be directed to the clarification of the role of the Kindergarten in this aspect of the Language Arts and its function in the total Language Arts Programme.
7. Since Kindergarten teachers prefer to evaluate through informal observation and since assignment to the next level should depend on this assessment, it is desirable that these informal data convey meaning to the parent and to the Grade I teacher. It is suggested that observation checklists should be standardized to accommodate the affective goals of the Kindergarten and the cognitive goals which are pre-requisite to success in Grade I.
8. Since the teachers' comments indicate a wish to have more contact with other teachers, to have more influence on questions concerning their pupils and on education in general, it is suggested that efforts be made to incorporate the Kindergarten as fully as possible into the whole school system.

CHAPTER 3READINGREADING

Comprehend and evaluate ideas, apply skills and techniques appropriate to the materials, locate and use information efficiently, attack new words.



ABSTRACT

Teachers gain ideas for class activities mainly from colleagues and from their own previous experience; grades one and three teachers also use guidebooks extensively. In general teachers seem to use the prescribed materials, although at all three levels they indicated that library books were the most important instructional material.

Pupils are usually grouped on the basis of reading achievement. Teachers spend extra time with pupils having difficulty.

Reading instruction time averages typically about two hours a day in grade one but is reduced to about one hour a day in grade seven. Teacher directed skill lessons and group discussions of stories are the most common reading activities.

Teacher goals reflect a reasonably balanced programme with enjoyment listed as most important at all three grade levels. Reading at the grade level average is of only moderate importance to most teachers.

Questioning is the main strategy used for checking mastery and application of reading skills. Teacher prepared materials are used more frequently than commercially prepared materials, although more commercial materials are desired.

Teacher observation and daily pupil performance are the two evaluative techniques used most often. Pupil confidence is the most important evaluative criterion. Content materials, especially science and social studies, are more difficult for pupils to read than library books.

Teachers indicated that they would like specific reading outcomes for each grade level and greater freedom of choice for reading materials.

ORGANIZATION OF THE CHAPTER

This chapter is divided into sections corresponding to those used in the Reading Questionnaire booklet. These sections are as follows:

- Part I The Kind and Extent of Learning Experiences
- Part II The Nature and Organization of Teaching Procedures
- Part III The Nature of Learning Activities
- Part IV Learning Goals in Reading in the Present Programme
- Part V The Application of Knowledge and Skills
- Part VI The Evaluation of Attitudes, Knowledge and Skills
- Part VII Achieving the Goals of a Reading Programme
- Part VIII Interpretations and Implications

Sections I - VII each consist of questionnaire results presented in table form, followed by brief discussions of these results, condensations of applicable teacher comments and a summary and conclusions section. Throughout the chapter, questionnaire results relating to learning outcomes will be mentioned. These findings were published in an earlier report, Report, Dealing with Goals.<sup>1</sup> These references will be for the purpose of comparing intended goals with instructional practices.

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<sup>1</sup> B.C. Dept. of Education, Report, Dealing with Goals. Victoria, B.C., Department of Education. 1976.



Part I. THE KIND AND EXTENT OF LEARNING EXPERIENCES

Questions in this section focussed on the sources of activities, materials used, and the point of view on which the programme is based.

Table 3-1. Mean Values  
Usefulness of Resources for Planning

	Gr.1	Gr.3	Gr.7
Indicate the usefulness of the following resources as you plan the day-to-day reading activities in your classroom.			
a. Ideas from colleagues	2.1	2.0	2.2
b. Activities in previous years	2.1	2.3	2.3
c. Teachers' guidebooks accompanying Reading Series	2.1	2.1	2.9
d. Ideas from in-service activities	2.4	2.5	2.7
e. Materials from the district Resource Centre	2.6	2.6	2.8
f. Idea Books	2.7	2.8	3.0
g. Pupils' suggestions	3.2	3.1	3.0
h. Professional journals	3.2	3.1	3.5
i. Ideas from university courses	3.2	3.4	3.3
j. B.C.T.F. Lesson Aids	3.5	3.4	3.2
k. School district specialists	3.3	3.5	3.7
l. B.C. Language Arts Curriculum Guide	3.6	3.6	3.7
m. A reading programme developed by this school	3.9	3.9	3.7
n. A reading programme developed by this district	4.0	4.0	4.1

Discussion:

Teachers were asked to rate the usefulness of a variety of resources as they plan the day-to-day activities in their classrooms. A five point scale was used: 1, "Most Useful"; 2, "Very Useful"; 3, "Useful"; 4, "Fairly Useful"; and 5, "Almost No Use". Teachers at all three levels gave the highest ratings to

(a) "Ideas from Colleagues", and (b) "Activities in Previous Years". Teachers from Grades 1 and 3 included (c) "Teachers' Guidebooks accompanying the Reading Series" in this same category. Not far behind in usefulness were (d) "Ideas from in-service activities", and (e) "Materials from the district Resource Centre". The lowest ratings were given to (n) "A reading programme developed by this district", and (m) "A reading programme developed by this school". About 20% of the teachers did not rate these two items at all and the remainder gave very low ratings to them so it seems likely that many schools and/or districts have not yet developed their own reading programmes or at least, not in a form that teachers consciously use for day-to-day planning. The comparatively low ratings for the Curriculum Guide (l), Lesson Aids (j), University courses (i), and School district specialists (k) require further analysis. Is the problem lack of access - e.g. "There are no Lesson Aids in our district" or lack of worth, "That University course I took didn't help at all". This analysis would seem to be particularly important for University courses as this training is required before certification.

The low rating that "Professional journals" received is consistent with the finding that fewer than 5% of the teachers reported membership in organizations that have journals.<sup>1</sup>

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<sup>1</sup>See Chapter.1

Table 3-2 Mean Values  
Importance of Instructional Materials

J	Gr.1	Gr.3	Gr.7
Indicate the relative importance of each of the following instructional materials to your reading programme.			
a. Library books	1.6	1.5	1.7
b. A prescribed basal Reading Series	1.7	1.9	2.2
c. Teacher made materials	1.7	2.1	2.5
d. Supplemental reading skill development materials	2.0	2.0	2.0
e. Other Reading Series	2.1	2.2	2.2
f. Books for individualized instruction	2.3	2.2	2.2
g. Books related to the content areas	2.4	2.2	2.5
h. Stories written by the pupils	2.2	2.4	2.8
i. Workbooks accompanying The Reading Series	2.5	2.8	3.4
j. B.C.T.F. Lesson Aids	3.2	3.3	3.2
k. Newspapers and/or magazines	3.5	3.1	2.6

#### Discussion:

Teachers were asked to indicate also the importance of several types of instructional materials for their reading programmes. A five point scale was used: 1, "Essential"; 2, "Important"; 3, "Of Moderate Importance"; 4, "Of Little Importance"; and 5, "Of No Importance". Teachers at all grade levels indicated that (a) "Library books" were the most important instructional materials. Grade 1 teachers indicated that (b) "A prescribed basal Reading Series", and (c) "Teacher made materials" were as important as (a) "Library Books". Grade 3 teachers felt that (b) "Basal readers" were almost as important as (a) "Library Books". Grade 7 teachers preferred (d) "Supplemental skill development materials" as second choice. The relatively low rankings for content books (g), and (k) "Newspapers and/or magazines" may indicate a lack of awareness that reading skills must be taught for these materials as well as the story-type materials found in basal readers. These materials are also useful for helping the grade seven student discover the world beyond their own immediate experiences.

Teachers were asked to name the reading series and supplementary materials they use. The great majority use the prescribed materials. The Language Patterns series (Holt, Rinehart & Winston) appears to be slightly more popular than The Canadian Reading Development series (Copp-Clark) in Grade 1 while The Canadian Reading Development series seems slightly more popular in Grade 3. S.R.A. kits were the most frequently mentioned supplementary material.

It should be noted that even though library books are the most important instructional material, teachers rated improved library services eighth in importance from a list of fourteen priorities for improved language arts programmes (see Table 1-6).



Discussion:

A five point scale (1 - "Used, successfully"; 2 - "Used, with fair results"; 3 - "Used, nothing better"; 4 - "Used, not successfully"; and 5 - "Have never used"). measured the reaction of the teachers to the prescribed reading texts and novels. The great majority of the teachers indicated they have used all of the prescribed materials at one time or another. Grade 1 teachers appear to be more satisfied with the materials than the Grade 3 or Grade 7 teachers. Approximately 50% of the Grade 1 teachers responded "Used, successfully" for each of the readers listed. The corresponding figure for Grade 3 was 40%. Grade 7 responses showed a wide range; 57% indicated "Used, successfully" for Sense and Feeling (k), but only 8% made the same claim for Words on Wings (c). Grade 7 teachers do not report much success with Words on Wings, Captain of the Discovery, Favourite Plays for Classroom Reading or Poems to Enjoy. Re-examination of the use of these particular items is needed. Either more suitable materials should be provided or more suitable methods of using those materials should be made available to Grade 7 teachers. (Note: Chapter 5, "Children's Literature", contains further comments regarding the six novels listed. See Table 5-3 and the accompanying discussion.)



Table 3-4 Percentages  
Source of Word-Recognition Programme

Check the source(s) of the word-recognition programme used in your classroom.	Percent Yes		
	Gr.1	Gr.3	Gr.7
a. As outlined in the reading series being used	84.8	81.1	45.1
b. As outlined in a supplementary reading series	30.1	33.7	23.2
c. A special phonics series	32.6	38.2	8.7
d. A programme developed by a committee of educators in the district	3.2	3.5	2.1
e. A programme developed by the teachers in the school	5.9	5.0	8.0
f. A programme developed by yourself from a variety of sources	72.2	66.3	69.0
g. As outlined in the B.C. Language Arts Curriculum Guide	28.3	28.5	23.5

Discussion:

A variety of sources for the word-recognition programme was listed and teachers were asked to indicate which they used. The percentages equal more than 100 as there were multiple responses. The most common source for grades 1 and 3 was "As outlined in the reading series being used" (a), followed by "A programme developed by yourself from a variety of sources" (f). Grade 7 teachers reversed this pattern. The response rate for the school or district programme was low; this is consistent with the lack of local curricula mentioned earlier (see Table 3-1).

Table 3-5 Mean Values  
Attitude Toward Statements

<u>Attitudes</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. There is no one system of teaching, phonics that is significantly better than any other system.	2.6	2.5	2.6
b. Reading systems which are based on phonics are superior to those which stress meaning.	2.9	2.9	3.0
c. Current revisions of basal reading series such as <u>Ginn</u> and <u>Curriculum Foundation Series</u> show an earlier and more intensive emphasis on phonics instruction.	2.6	2.6	2.8
d. The effectiveness of a reading programme is dependent upon the approach and extent of its phonics programme	2.2	2.5	2.7
e. Phonics is just one of several basic word recognition techniques.	2.1	2.0	2.1
f. Poor readers benefit more from a strong emphasis on word-recognition skills than from any other type of programme.	2.9	2.7	2.8
g. The role of the intermediate grades is to ensure the development of comprehension skills.	2.5	2.4	2.1
h. Reading for details must be well-developed before pupils are expected to read critically.	2.2	2.2	2.2
i. Oral reading should be a part of all teacher-directed reading lessons.	2.8	2.8	3.0
j. Extensive silent reading is essential for reading skill development.	2.0	1.9	1.8

Discussion:

A series of statements was included in an attempt to measure the points of view of teachers on a number of issues. While mean scores indicate mild agreement for these statements, the distributions for each item show much disagreement among teachers. Teachers at all levels were split on the issue of phonics vs.

meaning approach, but tended to support the idea that a programme's effectiveness depends on a phonics component (d) and then were undecided about the most effective remedial treatment (f). The role of oral reading (i) is unclear, but silent reading (j) is generally supported. Many teachers were undecided about statement (c), which may indicate a lack of information about available materials or lack of evaluation of them.

#### Teacher Comments:

Throughout the comments offered with regard to the teaching and uses of reading at all three levels, there runs a theme of recognition of vast differences between pupils in ability and attitude. This disparity, already noted by kindergarten teachers in their remarks, is obvious on entry to grade one and, although a majority of pupils may mask many of their differences by reaching a minimum standard of achievement, the divergence between those who have difficulties and those who are able to cope seems to become ever wider, so that teachers of Grade Three are found to be expressing misgivings about the overall effectiveness of programmes, while a principal concern of grade seven teachers, according to their remarks, is how to reconcile the vast range of ability which they encounter with the heavy demands of a pre-secondary course-load which would appear to have been predicated upon the assumption that most pupils would, by this time, have acquired language skills which were adequate to the tasks, particularly in reading.

Grade one teachers commented on the individual needs of pupils. Small classes were seen as the best method of dealing with individual differences; some felt that class size would not be reduced significantly and so wanted more aides provided. One group requested additional learning assistance services while a similar number felt that specialist intervention at this beginning level aggravated problems.

Oral language was seen as the basis for developing reading and writing skills. Phonics was seen as the prime concern for beginning reading. Class-wide reading programmes were favoured in the comments though some reported grouping after an initial period. Repeated requests were made for small attractive reading books, of high interest but low difficulty, and with a wide variety of stories and subject matter.

Grade three teachers expressed concern for the overall effectiveness of the programmes. Available books seem to lack interest. They echoed the grade one teachers' request for more supplemental material of high interest and also materials appropriate to children from other cultures. A strong plea was made to avoid split-grade classes.

An eclectic method of teaching was supported by the grade three teachers' comments. The major aspect of teaching reading is a search for meaning though analytical techniques were reported helpful. The development of pupil interest is seen as paramount, though feedback to help pupils understand the reading process is also stressed. Teachers should help those having difficulty while auxiliaries assist more able pupils.

Grade seven teachers do not seem to see their role as providing overt, formal reading instruction but rather to provide the opportunity for pupils to read according to their comments. The need for high interest, low difficulty material was repeated. Substantial remedial help was requested through both changing the types of coursework and the addition of specialists. The wide divergence among individual pupils was compounded by heavy course loads (which some compared with the lighter load of the secondary teacher). Reading is seen as gaining information from a variety of materials. Many admitted a lack of detailed information regarding reading methodology, though there was some acquaintance with phonics which was seen as helpful to the poor reader but inhibiting to a reader searching for subject matter information in other studies.

The following materials were listed as being in use in addition to the prescribed materials:

Grade One

Gage - Language Experience Reading Program

Just For Me (level 2A) For Me (2B)

Follow Me (level 3)

Authors: Thorn, Elizabeth; McCreary - Juhasz, Anne;  
Smith, Audrey C; Munroe, K.D., Richmond,  
Irene.

W.J. Gage Limited, Toronto, 1970.

Ginn integrated language program: level one.

Pre-primer two (and three) - Martha Kambeitz

Toronto, Ginn (1968-69).

Levels two and three (Up The Beanstalk and Rockets Away)  
also by Martha Kambeitz.

Level 4 - All About Me - by Bernadette Bouchard

S.R.A. Reading Lab.

Teacher's handbook by Don H. Parker

Reading lab collaborators: Emily Tuttle

Chicago: Science Research Associates (1960).

Ginn Reading 360

Level (1) Learning about Sounds and Letters by  
Theodore Clymer.

(2) My Sound and Workbook by  
Theodore Clymer, Thomas C. Barrett.

Ginn and Company, Boston: 1969.

(3) A Duck Is A Duck

(4) Helicopters and Gingerbread by  
Theodore Clymer, Billie Parr.

Nelson (Scott-Foresman)

Open Highways, Book 4 (Curriculum Foundation Series)  
guidebook by Marion Monroe (and others)

Chicago: Scott, Foresman, 1965.

Gage Curriculum Foundation

Streets And Roads by William S. Gray,

Basic Readers - Curriculum Foundation Series  
A revision of the Elson-Gray Basic Readers.

W.J. Gage & Company, Limited, Toronto

Individual Reading From Scholastic Reaching Out.  
(Primary level I and II).

General coordinator: Priscilla Lynch

Copyright 1972 by Scholastic Magazines Inc.

Scholastic Book Services, A division of Scholastic  
Magazines.

Richmond Hill, Ontario.

Miscellaneous Materials

Puppets

Charts

Workbooks

Books brought by pupils

Children's magazines

Books

Audio/visual devices

Grade Three

Gage: Follow Me (level 3)  
Out And Away (level 4)  
Flying Free (level 5)

Authors: of Language Experience Reading Program

Thorn, Elizabeth; McCreary-Juhasz, Anne;  
 Smith, Audrey C., Munroe, K.D., Richmond,  
 M. Irene.

W.J. Gage Limited, Toronto, 1975.

Nelson (Scott-Foresman) Curriculum Foundation Series,

Open Highways, book 5. Guidebook by Marion  
 Monroe (and others). Chicago. Scott-Foresman. 1965.

Nelson

Funny Surprises (level 1)

Kittens and Bears (1)

Pets and Puppets (1)

The Toy-box (2)

Mr. Whiskers (3)

Authors: Editor-in-chief John McInnes

Assoc. Editors: Margaret Belfry

Althea Collins

Margaret Gerrard

John Ryckman

Thomas Nelson & Sons (Canada) Limited, Don Mills, Ontario. 1970.

Ginn Integrated Language Program. (level 3)

Rockets Away by Martha Kambertz and Denise Burns.

Ginn and Company. Toronto, 1968.

Distar Reading I, II, III part of Distar Instructional

System. Distar Reading III developed by Siefried

Engelmann and Susan Stearns.

S.R.A. Don Mills, Ontario: 1973.

Dent The Canadian Heritage Readers

Happy Highways (4). General Editor:

F. Henry Johnson.

J.M. Dent & Sons (Canada) Limited.

Toronto: Vancouver 1962.

Reader's Digest Reading Skill Builder

Prepared by Guy W. Wagner  
 Gladys L. Persons  
 Lillian A. Wilcox

The Reader's Digest Educational Service, Inc.,  
 Pleasantville, New York - 1951.

Lippincott Basic Reading Series - Grade 3 - Reader 3-1,3-2.

Lippincott Basic Reading by  
 Glenn McCracken and Charles C. Walcutt,  
 J.B. Lippincott Company New York: 1964.

Bank Street Readers

Revised edition by Bank Street College of Education (gr.1-3).  
 Macmillan 1972-73.

Random House - Random House Reading Program.

General Editor: Roebuck, Flora N.

Random House: New York (1969 by Random House School and Library Service)

S.R.A. - Reading Lab.

Teacher's Handbook by Don H. Parker

Rdg. Lab. Collaborator: Emily Tuttle

Chicago: Science Research Associates (1960).

Merrill linguistic readers: reader 1-6

Edited by: Charles C. Fries

Columbus, Charles E. Merrill Books 1966.

Phonics Is Fun - Louis Krane

A Big, Big Man pre-primer 1.1.16, In the Tent pre-primer, 2. 1.20,

A Mule On A Kite pre-primer 3.

Modern Curriculum Press, Cleveland.

Sullivan Associates

Programmed Reading, book 1-2.

Twenty-one series 1-3, by Cynthia Dee Buchanan.

New York: McGraw-Hill, 1963.

Scholastic Books

Individualized Reading from Scholastic teacher's guide,  
 by Priscilla Lynch

Copyright 1969 by Scholastic Magazines Inc., Richmond Hill, Ontario.

Complete reading program Grades 1,2,3

Reaching Higher: Grade 3.

Scholastic Book Services, Richmond Hill, Ontario.

Dr. Stott Kits: Programmed reading Kit 2  
Developed by D.H. Stott  
Page Educational Publishers 1970.

Satellite Readers: A Language Patterns Book  
e.g. Captain Mac by Dulce Gould  
Woodland Gnomes by Antonie Belcher  
General editor: Dr. John R. Linn; Holt Rinehart, & Winston,  
Toronto/Montreal 1971.

Reading and Thinking Skills

Reading and Thinking Educreative Systems.  
Cambridge Reading Work-a-texts gr. 1-6.

Slingerland, Beth H. Multi-Sensory Approach to  
Language Arts for Specific Language Disability in Children

Educators Publishing Services, Cambridge, 1969-71.

Miscellaneous Materials

Flash cards

Phonics workbooks

Word puzzles

Activity cards

Tapes and filmstrips

Duplicated skill exercises



Grade Seven

English Through Experience by G.A. Nelson and N.E. Nelson  
Toronto, Copp Clark, 1968.

Broad Horizons (6)

General Editor: F. Henry Johnson  
J.M. Dent & Sons (Canada) Limited Toronto, 1963.

S.R.A. Reading Lab.

Teacher's handbook by Don H. Parker  
Reading Lab Collaborators: Emily Tuttle  
Chicago: Science Research Assoc. 1960.

Curriculum Foundation Series - Nelson (Scott-Foresman).

Book 6, Open Highways Guidebook by Marion Monroe & others.  
Chicago: Scott, Foresman, 1966.

Reader's Digest Skill-Builders

Prepared by: Guy W. Wagner  
Gladys L. Persons  
William A. Wilcox

The Reader's Digest Educational Service, Inc.,  
Pleasantville, New York 1951.

Reach For Stars by Ovida M. McIntosh

Toronto: Ginn, 1965.  
(Canadian Ginn basic readers).

Be A Better Reader

Book one through six by: Nila Barton Smith  
Scarborough, Ontario: Prentice-Hall of Canada, 1974.

Growth Reading Skills

Scholastic Books - Available for grades 7 - 12 in  
Junior Classics mythology, poetry, short-stories and  
anthologies etc.

Scholastic Book Services, Richmond Hill, Ontario.

Controlled Reader - Vocabulary programmed instruction  
by Stanford Taylor, Helen Frackenpohl, members of  
Educational Developmental Laboratories, subsidiary of  
McGraw-Hill, Huntington, N.Y. 1968/1969.

Wordly Wise (E.D.L.)Miscellaneous Materials

Novels

Comic books

### SUMMARY AND CONCLUSIONS

Teachers indicated that they use the materials prescribed. They generally receive ideas from their previous experiences in the classroom or from colleagues; primary teachers also make extensive use of The Reading Series guidebooks. Teachers of grades one and three feel that library books, a basal Reading Series and teacher-made materials are the most important instructional materials, while grade seven teachers prefer library books and supplemental skill materials. The word recognition programme is developed by the individual teacher but relies heavily on the basal reading series.

While a decentralized curriculum has been discussed for some time, few schools or districts appear to have developed reading curricula (see Tables 3-1 and 3-4), although individual teachers develop a curriculum as they modify and adapt ideas from several sources.

The role of university courses, district specialists, The Curriculum Guide and B.C.T.F. Lesson Aids need clarification and evaluation (see Table 3-1). Several of the grade seven materials require re-evaluation (see Table 3-3).

Part II THE NATURE AND ORGANIZATION OF TEACHING PROCEDURESTable 3-6 Mean Values  
Attitude Toward Statements

	Gr.1	Gr.3	Gr.7
In order to cope with the wide range of achievement in a class, the teacher should:			
a. Spend extra time with pupils having difficulty	1.7	1.7	1.8
b. Group pupils on the basis of reading achievement	1.9	1.8	2.1
c. Have the better readers in the class help those having difficulty	2.2	2.3	2.3
d. Provide different experiences for each pupil	2.4	2.5	2.3
e. Have paraprofessionals, e.g. teacher aids, help those having difficulty	2.4	2.3	2.5
f. Expect less progress from pupils having difficulty	2.6	2.9	2.8
g. Have pupils choose their own reading material	2.9	2.8	2.7
h. Spend less time instructing the more able pupils	3.7	3.4	3.3
i. Send the better readers to a higher grade for reading.	3.7	3.6	3.6

## Discussion:

Pupil diversity is a fact of life in elementary classrooms. Teachers were asked to react to several methods of coping with the wide range of achievement in a class. A five-point scale from 1 - "Strongly Agree" to 5 - "Strongly Disagree" was used. Teachers favor "Spend extra time with pupils having difficulty" (a), and "Group pupils on the basis of reading achievement" (b). Agreement with statement (a), and disagreement with statement (h) would seem contradictory. It is not clear how one is accomplished without the other. Teachers generally disagree with sending good readers to a higher grade (i). In-class tutoring (c) received slightly more support than the use of paraprofessionals (e). Few of the teachers were

"Undecided" about expecting less from pupils having difficulty, (f), but about equal numbers responded "Agree" and "Disagree", making the group mean approach "Undecided" even though individual teachers are not undecided. Overall, however, there is no clear preference on this point.

Table 3-7 Mean Values  
Word-Recognition Organization

<u>Lesson Organization:</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Group lessons as part of the regular reading period directed by the teacher	1.7	1.8	2.6
b. As the need arises on an individual basis	2.0	2.0	2.2
c. As part of the spelling programme	2.7	2.1	2.1
d. Group lessons on a special needs basis, e.g. in order to undertake a special project	2.6	2.5	2.8
e. Group lessons in a separate period designed to teach word recognition skills	2.5	2.8	3.2
f. Group lessons on a remedial basis	2.7	2.8	3.2
g. To the class as a whole	2.8	2.8	2.8

#### Discussion:

The word recognition programme in Grade 1 is organized primarily around group lessons (a), with extra help for individuals as the need arises (b). The Grade 3 programme also uses group lessons (a), with individual help (b), and it also makes reading a part of the spelling programme (c). In Grade 7 the word recognition programme is built into spelling (c), with individual help provided as needed (b). The word-recognition programme shifts its emphasis from intake (reading) to output (spelling) as pupils move through the grades.

#### Teacher Comments:

As indicated in Part 1, teacher comments from all three levels indicated concern for the wide range of pupil achievement and an underlying frustration in not being able to adequately deal with this phenomenon. There is some indication that more attention is focussed on those students having difficulty while less attention is given to those who seem to be getting along.

### SUMMARY AND CONCLUSIONS

Teachers generally organize their reading programmes so they can provide extra help for students having difficulty and group students on the basis of reading achievement. The word-recognition programme changes from a reading to a spelling emphasis through the grades. Research has shown clearly the harmful attitudinal effects of permanent groups based on reading achievement, and the dubious achievement gains made with such grouping.<sup>1</sup> This information does not seem to be available to teachers or else alternate organizational strategies are not known or can not be used for some reason.

The mixed response as to whether or not pupils should choose their own reading material (Table 3-6) was unexpected; an earlier report had indicated that pupil selection of reading material was "Important" at all three grade levels. This apparent discrepancy may have resulted because the item did not specify if students should sometimes have the opportunity to choose their own reading material or if they should always choose their own reading material. The evidence from other sources clearly indicates that teacher guided self-selection of recreational reading materials increases students' reading enjoyment and should therefore be included in the reading programme. Instructional materials, however, are more effective when chosen by the teacher.

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<sup>1</sup>David Russell and Henry Rea, "Research on teaching reading" in N.L. Gage (Ed.) Handbook of Research on Teaching. Chicago: Rand McNally, 1963.

Part III THE NATURE OF LEARNING ACTIVITIES

This section is concerned with the nature of learning activities used and their frequency and duration.

Table 3-8 Percentages  
Weekly Reading Instruction Time

Instructional Time per Week:	Percent responding		
	Gr. 1	Gr. 3	Gr. 7
a. One hour or less	2.5	2.5	4.0
b. One - three hours	3.6	2.7	19.7
c. Three - six hours	5.0	19.1	53.1
d. Six - nine hours	28.1	41.2	17.1
e. Ten or more hours	59.7	32.5	4.0
f. No response	1.1	2.0	2.1

Discussion:

The amount of reading instruction time decreases at higher grade levels. About 60% of the Grade 1 teachers indicate that their reading instruction period averages two hours or more each day; about 40% of the Grade 3 teachers indicated that their daily reading period is about one hour and a half; while about 50% of the Grade 7 teachers indicated an average daily reading instruction period of about one hour.

Table 3-9 Percentages  
Word-Recognition Activities

Approximately how much reading instruction time is spent in these activities connected with word-recognition skills?	Grade	Grade	Grade
	1	3	7
<b>Instruction by the teacher</b>			
More than one-half	19.2	13.2	6.3
One-half	30.5	24.8	17.6
One-third	28.3	28.0	23.5
One-quarter	13.1	19.1	23.7
Less than one-quarter	2.9	8.4	17.8
No response	5.9	6.5	11.0
<b>Work books</b>			
More than one-half	5.2	3.7	3.8
One-half	13.1	12.4	8.9
One-third	21.9	20.6	14.8
One-quarter	19.5	19.4	14.8
Less than one-quarter	29.9	32.3	39.2
No response	10.4	11.7	18.5
<b>Self-selected learning materials</b>			
More than one-half	6.1	7.2	3.8
One-half	15.2	8.7	6.3
One-third	22.2	16.6	12.9
One-quarter	22.9	28.5	19.5
Less than one-quarter	25.3	29.0	40.1
No response	8.4	9.9	17.4

Discussion:

Teachers were asked to indicate how much of the reading instructional time was used for selected word recognition activities. Unfortunately, "Related



Teacher-prepared Materials" was omitted from this section in error. The responses show that word-recognition activities occupy a decreasing proportion of time as grade level increases. As the total reading time also decreased with grade level, the amount of time for word-recognition activities is dramatically reduced as grade level increases.

Some general comments are possible about teacher prepared materials. A majority of teachers at all three levels indicated that they develop their word recognition programme from several sources (Table 3-4). To do so, they would have to modify existing materials as well as prepare new materials. Grade one teachers commented that teacher prepared materials are an important instructional resource.

Table 3-10 Mean Values  
Frequency of Activities

Indicate how frequently students are involved in each of the following activities.	Gr.1	Gr.3	Gr.7
a. Teacher directed skill development lessons	1.9	1.8	2.2
b. Group discussions of stories read	1.9	2.0	2.2
c. Silent reading in teacher-directed lesson	2.2	2.2	2.2
d. Experiences to provide a background for reading	2.1	2.2	2.4
e. Oral reading in teacher-directed lesson	2.1	2.3	3.0
f. Reference book reading	3.0	2.2	2.3
g. Sight word drill	2.3	2.6	3.6
h. Individual teacher-pupil conferences	3.1	3.1	3.1
i. Oral book reports	3.5	3.2	3.3
j. Written book reports	4.0	3.3	2.9

Discussion:

A five point scale from 1, "Always" to 5, "Never" was used to determine how frequently several learning activities were used with pupils. "Independent Reading" was inadvertently omitted from this list; this is particularly unfortunate in view of the importance given to library books as an instructional material (see Table 3-2). Presumably, "Independent reading" would be an important component of the instructional programme at all levels. Grade 1 teachers use "Group discussions of stories read" (b) and "Teacher directed skill development lessons" (a) most frequently. Grade 3 teachers use skill development lessons (a) most frequently while Grade 7 teachers use discussions (b), skill development lessons (a) and silent reading (c) most often. "Sight word drill" (g), and oral reading (e) are used less frequently in the upper grades. "Written book reports" (j), and "reference book reading" (f) assume greater importance through the grades. Silent reading received equal value at all three grade levels while it might be expected to become more important through the grades.

Teacher Comments:

The importance of oral activities to the beginning reading programme was mentioned in Part 1. Grade 1 teachers also commented that the programme was inter-related so that language activities surrounded the reading act and made reading part of the language programme.

Grade 3 teachers' comments emphasized an eclectic approach with the need for a wide variety of materials.

Comments by Grade 7 teachers stressed the need for students to encounter a great variety of printed materials including many from outside the school setting.

Additional instructional materials and activities that were suggested for use:

Grade 1

Charts

Scholastic Individual Reading Kit

Library books

Puppets

Plays

Grade 3

Story writing

Chalkboard exercises

Silent reading

Oral reading

Vocabulary

Grade 7

Teacher prepared materials

Projects

Directed free reading

Oral reading of pupils' own compositions

Dramatization

Research

SUMMARY AND CONCLUSIONS

Reading instruction time decreases through the grades. The proportion of reading time devoted to word-recognition also decreases. The types of activities used with pupils seem uniform except that oral reading and sight word drill decline in importance, while reference reading and written book reports increase in importance through the grades.

These findings are consistent with the idea that pupils learn to read during primary grades and read to learn for the remainder of school; and also that once word recognition skills are mastered at the primary level, relatively little instruction is needed to maintain them during later school years. The types of instructional activities seem relatively constant through the grades.

Part IV LEARNING GOALS IN READING IN THE PRESENT PROGRAMME

This section is concerned with the learning goals in the present reading Programme.

Table 3-11 Mean Values  
Desired Goals of the Present Program

Indicate the relative importance of each of these outcomes in your present programme at your grade level.	Grade	Grade	Grade
	I	3	7
The total reading programme should:			
a. Make reading enjoyable	1.1	1.1	1.3
b. Help pupils to reach their reading potential	1.3	1.4	1.5
c. Systematically develop the required reading skills	1.4	1.5	1.6
d. Encourage the pupils to read habitually	1.5	1.5	1.6
e. Introduce pupils to a wide variety of print materials	1.6	1.6	1.6
f. Enable pupils to find information efficiently	2.0	1.7	1.6
g. Develop critical thinking skills	2.0	1.7	1.7
h. Ensure that each pupil reads at grade level	2.7	2.8	2.9

Discussion:

Teachers at the three levels agreed that they are most concerned that pupils enjoy reading and least concerned that pupils read at grade level. The five point scale used for this section was 1, "Essential"; 2, "Important"; 3, "Of Moderate Importance"; 4, "Of Little Importance"; 5, "Of No Importance". This means that enjoyment of reading is considered "Essential" by the teachers responding but that reading at grade level was considered "Of Moderate Importance". Responses to the first five items was similar at all three grade levels, but Grade 1 teachers indicated it is less important for their pupils to find information and think critically than did the teachers at the Grade 3 and 7 levels.

Table 3-12 Mean Values  
Desired Goals for Pupils

Indicate the relative importance of each of the following.	Grade	Grade	Grade
	1	3	7
<u>Word Recognition Skills</u>			
The pupil should:			
a. Use phonics skills to identify new words	1.4	1.5	2.0
b. Acquire a large stock of common sight words	1.7	1.6	1.6
c. Identify new words by using context clues	1.7	1.6	1.6
d. Use structural analysis skills to identify new words	2.0	1.8	1.9
e. Use the dictionary to assist them in the pronunciation and meaning of unfamiliar words	2.9	2.0	1.6
<u>Comprehension Skills</u>			
The pupil should:			
a. Identify main ideas	1.7	1.5	1.4
b. Identify important details	1.8	1.7	1.7
c. Make judgements based on information	1.9	1.8	1.6
d. Make inferences and anticipate outcomes	2.0	1.9	1.8
<u>Study Skills</u>			
The pupil should:			
a. Locate information	2.1	1.6	1.4
b. Organize information effectively	2.3	1.9	1.6



### Discussion:

The pupil goals were all seen as important by teachers. Grade 1 teachers indicated that using phonics skills was the most important of the pupil goals listed while use of the dictionary was the least important. Grade 3 teachers gave highest values and equal importance to using phonics and identifying main ideas, while rating dictionary skills as the least important of the items listed. The differences among rankings is not very great, however Grade 7 teachers responded in a different manner from the other teachers surveyed. Their most important goals were identifying main ideas and locating information and least important was phonics.

The results suggest that teachers at the three levels surveyed tried to achieve a balanced programme of reading instruction as the responses cluster at the rating of "Important". The results are similar to those found in The Report on Goals.

### Teacher Comments:

The importance of pupils' enjoyment of reading was reinforced in the comments as was the Grade 7 teachers' view that phonics is not as important as the ability to locate, understand and organize information.

Teachers' concern that each pupil achieve basic reading skills was mentioned in Part 1. Their frustration at not being able to achieve this aim was also indicated earlier.

### SUMMARY AND CONCLUSIONS

Teachers reading goals reflect a balanced programme at least as far as the items listed in this section. They seem somewhat frustrated at not being able to achieve this programme for each pupil and, as indicated earlier, desire smaller classes and greater quantities of materials appropriate to the diversity of pupil ability in their classes.

Part V. THE APPLICATION OF KNOWLEDGE AND SKILLS

This section deals with procedures and activities used to apply and master reading skills and knowledge.

Table 3-13 Mean Values  
Activities for Application

How frequently do you use the following:	Gr. 1	Gr. 3	Gr. 7
<u>A. General activities</u>			
a. Oral answers to teacher-questions	1.4	1.5	1.8
b. Written answers to teacher-questions	2.1	1.7	1.9
c. Pupils paraphrase or summarize the passage	3.1	2.8	2.6
d. Pupils dramatize the passage	2.8	3.1	3.4
e. Pupils interpret the passage artistically, e.g. song, pictures	2.5	2.7	3.5
f. Pupils lead discussions	3.0	3.1	2.9
<u>B. Teacher-prepared materials</u>			
g. Chalkboard exercises	1.8	1.9	2.6
h. Duplicated exercises	2.0	2.1	2.5
i. Reading job-cards	2.7	2.7	3.2
j. Reading games, cards, puzzles, etc.	2.2	2.7	3.4
<u>C. Commercially-prepared materials</u>			
k. Reading kits, e.g. S.R.A.	3.4	2.9	3.1
l. Reading games, puzzles	2.6	2.9	3.6
m. Workbooks accompanying the readers	2.5	2.9	4.0
n. Workbooks accompanying a supplementary series, or special word-recognition skills book	3.2	3.2	3.6
<u>D. Functional application of reading skills</u>			
o. Individualized reading in books which are provided as part of the basal Reading Series	2.3	2.8	2.9
p. Individualized reading in another series	2.4	2.7	3.0
q. Individualized reading in storybooks	2.2	1.9	2.4
r. Individualized reading in informational trade books	3.7	3.2	3.5
s. Reading in books related to the content subjects, e.g. prescribed texts	3.3	2.7	2.5



Discussion:

A list of activities for applying reading skills was prepared. Teachers were asked to indicate how frequently they used each of the activities, (1, "Very Frequently" to 5, "Never"). At Grades 3 and 7, "Oral answers to teacher-questions" (a), and "Written answers to teacher-questions" (b) are the most common activities. At Grade 1, "Oral answers to teacher questions" (a), and "Chalkboard exercises" (g) are used most often. The results indicate that Grade 1 teachers use a greater number of activities with greater frequency than do Grade 7 teachers. This is consistent with the longer reading periods in Grade 1 (see Table 3 - 8). The emphasis on questioning is apparent at all three grade levels. Teacher-prepared materials are used more frequently than commercial materials, although it is not known whether this is by choice or as the result of a lack of commercial materials. It should also be noted that consumable teacher-made materials (chalkboard and duplicated activities) are used more frequently than non-consumable materials (job-cards and games, puzzles, etc.). Individualized Reading in various types of books occurs "Often" or "Sometimes" and ranked near the midpoint of the activities listed in terms of frequency.

Table 3-14 Mean Values  
Practice Activities' Evaluation

	Gr.1	Gr.3	Gr.7
Indicate your methods for checking daily practice activities:			
a. The activities/exercises are checked with the children each day as part of the reading block or period.	1.8	2.1	2.4
b. The teacher checks the activities/exercises and the children make the necessary corrections on the same day.	1.5	1.9	2.7
c. The teacher checks the activities/exercises and the pupils make the corrections in a special period the following day.	4.1	3.6	3.4
d. The activities/exercises are mainly self-checking thus eliminating the need for teacher assessment.	3.9	3.9	3.4
e. The activities/exercises are geared to the independent level of the pupils so they can mark each other's work under the supervision of the teacher.	4.1	3.7	3.2

Discussion:

Teachers indicated that they generally check children's work during the same period or the same day (b). Peer-marking (e), self-checking (d) and checking the next day (c) occur more often in Grade 7 than in Grades 1 or 3, but even in Grade 7 these methods are used only "Sometimes".

Teacher Comments:

The following application items were added by Grade 7 teachers:

Individual reading of magazines and newspapers  
Library books  
Novels related to content subjects  
Pamphlets

The following commercially prepared materials were added by Grade 3 teachers:

Duplicated skill activities  
Filmstrips and tapes

Grade 1 teachers added the following methods of checking pupils' daily work:

Spot checks  
Individual conferences  
Comprehension exercises

The comments followed a unique pattern, each grade level commented about a different aspect of this section. Grade 1 teachers suggested additional daily checking methods; Grade 3 teachers suggested additional types of commercially prepared materials; while Grade 7 teachers added functional skill application methods. This pattern reflects the Grade 1 teachers' concern with individual progress, the Grade 3 teachers' concern with additional materials and the Grade 7 teachers' concern with diverse skill applications that were mentioned earlier (see Part I).

SUMMARY AND CONCLUSIONS

Questioning is the strategy that teachers indicated they use most often for mastery and application of reading skills. Guszak's research<sup>1</sup> indicates that improved questioning results in improved pupil comprehension. Questioning strategies would seem to be a profitable in-service topic.

<sup>1</sup>See Guszak, Frank, "Teachers' questions and levels of reading comprehension."

In T. Barrett (Ed), The Evaluation of Children's Reading Achievement.

IRA 1967 pp. 97-110.

Teacher-prepared materials are used more frequently than commercial materials at all three levels; comments by teachers indicated they would like a greater quantity and greater variety of commercially prepared materials, presumably to lighten their preparation load. Increased use of non-consumable, teacher-prepared materials might also ease teachers' preparation load. This would appear to be another useful in-service topic. The lack of sufficient commercial materials might be the result of lack of funds or lack of information about available materials. More information could be gained about commercial materials through more extensive use of publishers displays, by inviting representatives to in-service and/or teachers' meetings or by designation of individuals or groups who would report on new or particularly useful materials.

Part VI EVALUATION OF ATTITUDES, KNOWLEDGE AND SKILLS

This section deals with the evaluation of reading and the estimated performance level of classes.

Table 3-15 Mean Values  
Evaluation: Techniques

	Gr.1	Gr.3	Gr.7
Indicate the place of each of the following evaluation techniques in your reading programme:			
a. Teacher observation of pupils' reading behaviours	1.2	1.3	1.5
b. Performance on day-to-day activities in workbooks, games, etc.	1.3	1.4	1.8
c. Checklists (teacher-prepared)	2.1	2.2	2.5
d. Teacher-prepared tests	2.4	2.4	2.2
e. Standardized reading tests	3.4	3.0	2.5
f. Tests prepared at the School District level	3.5	3.4	3.6
g. Tests prepared for use throughout the school	3.8	3.6	3.7
h. Informal inventories (commercially-prepared)	4.0	3.8	3.8

Discussion:

On a five point scale from 1, "Essential" to 5, "Of No Importance" teachers were asked to indicate the importance of several evaluation techniques. Teachers at all three levels indicated that the most important techniques were observation (a), and daily performance (b). Standardized tests assume more importance as the grade level increases. Tests prepared at the district (f), or school (g) levels received a low rating, consistent with the ratings given to local curricula (see Tables 3-1 and 3-4).

Table 3-16 Mean Values  
Evaluation of Student Behaviours

	Gr. 1	Gr. 3	Gr. 7
Indicate the importance you attach to each of the following in evaluating reading attitudes and skills:			
a. The pupils show confidence in their ability to read	1.4	1.5	1.6
b. The pupils use many clues to help them recognize words and meaning	1.6	1.6	1.8
c. The pupils use a variety of techniques suited to their purposes for reading	1.7	1.8	1.9
d. Practice exercises are usually completed successfully	1.8	1.8	2.0
e. The pupils select reading as a free-choice activity	2.0	2.0	2.0
f. The pupils critically evaluate what they read	2.5	2.2	2.1
g. The pupils sound out all the unfamiliar words encountered in any type of reading	2.2	2.3	2.6
h. The pupils perform satisfactorily on tests of reading skills	2.6	2.5	2.5
i. The pupils consult a suitable reference book to find answers to their questions	2.8	2.1	1.9

#### Discussion:

Teachers were asked to indicate the importance attached to each of a series of reading behaviours using a five-point scale (1, "Essential" to 5, "Of No Importance"). Teachers at all three levels agreed that confidence (a) was the most important pupil behaviour. Flexibility in reading seemed to be given second importance as indicated by using many clues (b), and a variety of techniques (c). The comparatively low ranking for performance on tests (h) is consistent with the response indicated in Table 3-15. The only item to show much divergence between grade levels was use of reference books (i) with Grade 1 teachers finding this much less important than did the teachers of Grades 3 and 7.

Table 3-17 Percentages  
Reading Level

Reading Level How many of your present class can read and under- stand the following:	Grade	Grade	Grade
	1	3	7
Library books of their own choice			
Almost all	34.8	68.2	68.1
three-quarters	34.4	25.3	23.0
one-half	18.3	5.0	5.4
one-quarter	8.1	0.5	1.2
Almost none	1.4	0.2	0.2
No answer	2.9	0.7	2.1
Local newspapers			
Almost all	Nil	3.5	18.1
three-quarters	1.6	11.7	35.7
one-half	9.0	32.5	30.0
one-quarter	25.1	30.3	10.8
Almost none	54.3	14.1	4.4
No answer	10.0	7.9	4.0
Social studies texts at their grade/year level			
Almost all	6.1	16.4	16.0
three-quarters	19.0	32.3	34.5
one-half	19.9	27.0	31.9
one-quarter	10.6	7.7	11.0
Almost none	14.3	3.0	2.3
No answer	30.1	13.6	4.2
Science texts at their grade/year level			
Almost all	6.6	15.9	12.7
three-quarters	20.6	32.0	35.9
one-half	19.7	24.8	25.4
one-quarter	12.7	7.4	8.5
Almost none	12.9	1.5	1.9
No answer	27.6	18.4	15.7

Table 3-17 Percentages - Continued

Reading Level			
How many of your present class can read and understand the following:			
	Grade 1	Grade 3	Grade 7
Mathematics texts at their grade/year level			
Almost all	30.3	34.7	21.4
three-quarters	32.8	44.4	42.0
one-half	15.6	13.9	24.9
one-quarter	5.9	3.0	4.5
Almost none	3.6	0.7	1.2
No answer	11.8	3.2	6.1
Encyclopedias at their grade/year level			
Almost all	5.9	15.6	18.3
three-quarters	14.9	34.7	38.7
one-half	20.6	31.8	31.0
one-quarter	15.2	7.9	6.6
Almost none	17.9	1.7	0.7
No answer	25.6	8.2	4.7
Dictionaries at their grade/year level			
Almost all	21.0	28.8	30.5
three-quarters	25.6	40.0	41.8
one-half	21.5	22.3	19.2
one-quarter	10.4	5.2	3.3
Almost none	8.6	0.5	0.5
No answer	12.9	3.2	4.7

100



Discussion:

In order to determine the degree of match between students and various available materials, teachers were asked to indicate what proportion of their class could read different materials. As was expected, library books (a) could be read by a greater proportion of students than any other material listed. This may be one reason for the importance of library books as an instructional tool (see Table 3-2). Mathematics texts are easier for students to read than the socials or science texts, but the proportion of students who are able to read the math texts decreases significantly between Grades 3 and 7. The relatively poor showing of Grade 1 students in science and social studies areas, no doubt reflects the lack of materials appropriate to this grade level. The ability of most students to understand mathematics texts may reflect the emphasis given to math in most elementary classrooms or lower readability level for mathematics texts.

Table 3-18 Percentages  
Word-Recognition Proficiency

	Gr.1	Gr.3	Gr.7
Approximately how many pupils are able to use the word-recognition skills appropriate to their level?			
Almost all	57.5	41.7	25.4
three-quarters	31.9	48.6	45.8
one-half	7.0	6.5	22.8
one-quarter	1.1	1.0	2.6
Almost none	0.2	0.2	0.2
No answer	2.3	2.0	3.3

Discussion:

Teachers were also asked what proportion of their class could apply word-recognition skills appropriate to their reading level. Student proficiency seems to decline through the grades. This seems to contradict the belief that once word-recognition skills have been mastered, relatively little instruction is needed to maintain them. (See Table 3-9). This decline could also result from less importance being given to word-recognition skills by Grade 7 teachers.

Teachers were also asked to list the factors that are the main reasons for satisfactory and unsatisfactory progress by students. The most frequent reasons for satisfactory progress were interest in school and/or learning and a wide range of experiences. The reasons for unsatisfactory progress were diverse but were generally factors considered beyond the school's direct control, such as family problems or immaturity; inability of the teacher to give sufficient individual attention, however, was also mentioned. Schools could compensate for some of these factors if sufficient resources were available.

Teacher Comments:

Teachers echoed their earlier concern and apparent frustration at not having the time to adequately evaluate individual progress nor the resources to help those students who were in obvious difficulty.

SUMMARY AND CONCLUSIONS

Teachers indicated that they most often check pupils' work the same day, often the same period. Day-to-day performance and teacher observation are the most important evaluation techniques. Confidence and flexibility seem to be the most important student behaviours. In general, pupils can read library books they choose, but have some difficulty with other materials. Mathematics texts seem easier for students than other subject texts, probably because of the emphasis on mathematics in the elementary programme. Students' ability to read math texts seems to decrease between Grades 3 and 7, but no obvious reason for this could be identified. The main reasons listed for unsatisfactory progress of students were generally beyond the direct control of the school, although teachers would like additional time and resources to compensate for these problems.

Part VII ACHIEVING THE GOALS OF A READING PROGRAMMETable 3-19 Mean Values  
Word-Recognition Development

	Gr.1	Gr.3	Gr.7
Indicate your degree of agreement or disagreement:			
a. Word-recognition skills are a necessary part of the reading programme of the elementary school.	1.3	1.3	1.5
b. There is a need to continue instruction in word-recognition skills in the intermediate grades.	1.8	1.7	1.8
c. There is a need for a systematic programme of word-recognition techniques, from Kindergarten to the end of the elementary school.	1.8	1.7	1.9
d. Most word-recognition skills are learned by the end of the primary grades.	2.3	2.4	3.0
e. If there is a need for word-recognition skills to be taught in the intermediate grades it should be done on a remedial basis.	3.7	3.6	3.3

Discussion:

Teachers were asked to react to a series of statements regarding the development of a word-recognition programme. In general, teachers agreed that word-recognition skills are a necessary part of the reading programme (a); that the programme should continue in the intermediate grades (b), and that the programme should continue from Kindergarten through elementary grades (c).

Table 3-20 Mean Values  
Reading Materials Selection

	Gr.1	Gr.3	Gr.7
a. There should be an <u>outline</u> of the minimum learning outcomes at each level or grade, to guide the teacher in the selection of reading activities	1.6	1.6	1.8
b. There should be <u>several</u> recommended reading series to allow the teacher to choose freely.	1.7	1.6	1.7
c. There should be <u>no</u> prescribed reading series.	3.6	3.7	3.8
d. There should be <u>one</u> prescribed reading series for the elementary grades.	4.4	4.4	4.2

Discussion:

When asked about prescribed reading series, teachers preferred several prescribed series (b) accompanied by an outline of minimal outcomes for each level or grade (a). This indicates a desire for guidance within a framework rather than a strict curriculum or no guidance. The comments that were made also indicated a desire for specific outcomes with a wider choice of reading series and greater availability of supplemental books for independent reading.

Table 3-21. Mean Values  
Improvements Needed

	Gr.1	Gr.3	Gr.7
Rate each statement below with respect to the degree it would assist in improving your reading programme:			
a. Pre-service teacher-education should provide more appropriate training in <u>READING</u> .	1.6	1.7	1.6
b. Curriculum guides in <u>READING</u> should provide for a sequential development from primary to intermediate emphasis.	1.9	1.8	1.9
c. Materials associated with the <u>READING</u> series (or with individualized methods) e.g. guidebooks, charts, pictures, word cards, etc., should be provided in greater quantity.	1.9	1.8	1.9
d. Pupils should be more competent in basic skills of one level before proceeding to the next.	1.8	1.9	2.1
e. Attention should be given to the developmental levels at which specific <u>READING</u> skills are introduced to the pupils.	1.9	2.0	2.0
f. The quality of in-service programmes in <u>READING</u> should be improved.	2.0	2.0	2.0
g. There should be more in-service and professional development activities in <u>READING</u> .	2.0	2.1	2.0
h. Continuous progress and the various levels should be reconsidered and amended.	2.2	2.2	2.3
i. Curriculum guides in <u>READING</u> should provide more specific directions.	2.5	2.5	2.2
j. Curriculum guides in <u>READING</u> should be less detailed.	3.8	3.8	3.9

Discussion:

Given a list of suggestions for improving their own reading programmes to be rated on a five point scale (1, "Essential" to 5, "Of No Importance"), teachers indicated that more appropriate pre-service training (a) was most needed. A sequentially developed curriculum guide (b), more materials (c), attention to skill

development levels (e), and greater pupil competence at each level (d) were next in importance. Less detailed curriculum guides (j) were not important.

#### Teacher Comments:

Grade 1 teachers feel very strongly that class size be reduced; also they indicated emphatically that it be possible for students to work at their own rates. The need for a greater choice of reading series and for more supplemental books for independent reading was reiterated, as was the need for standardization of reading so students could transfer more readily from place to place. Improving the quantity and quality of in-service offerings and having more resource personnel were also mentioned.

The comments from Grade 3 teachers mainly reflected a concern for the elimination of split classes and a need for good primary dictionaries. They agreed with Grade 1 teachers that classes should be smaller and that more books should be available, especially for different cultural groups. They wanted more remedial specialists available and better teacher training. Less use of oral reading was also mentioned, presumably this refers to Grades 1 and 2.

Provision of preparation time as well as smaller classes was mentioned by Grade 7 teachers. A greater number and variety of books was requested, language texts with grammar sections were specifically mentioned. Their comments also reflected a need for curriculum guides that are more specific.

#### SUMMARY AND CONCLUSIONS

In order to achieve the goals of their reading programmes, teachers would like both more direction and more choice. Teachers want more direction in determining the goals or outcomes of the reading programme while requesting more choice in the selection of materials. This could be accomplished by developing a reading programme with carefully spelled out pupil outcomes and then keying these outcomes to a wide variety of materials, thereby producing a series of specific outcomes

with many alternate ways to achieve them. It has been known for some time that using a variety of materials improves the reading programme.<sup>1</sup>

Better pre-service reading instruction is considered very important. As only 60% of the teachers indicated completion of any reading training, the majority of teachers probably have had no pre-service reading training. Improved in-service training in reading is also needed.

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<sup>1</sup>See William S. Gray, Improving Instruction in Reading: An Experimental Study. Chicago: University of Chicago Press, 1933.



Part VIII \* INTERPRETATIONS AND IMPLICATIONS

This section will summarize major findings from the other sections and suggest action to be taken.

1. As few districts or schools appear to have developed their own reading curricula, *the Department of Education should continue to provide an elementary reading curriculum, at least for the time being. The form of this curriculum should be altered to indicate specific pupil outcomes at each level.*
2. Since prescribed materials, including a basal reading series, are used in most classrooms, and teachers indicate that they want more freedom in choosing the basal materials and a greater variety of supplemental materials, *the Department of Education should take steps to allow greater freedom in the acquisition of materials by schools. An expanded list of prescribed materials and a greater quantity of supplemental materials would be a useful first step.*
3. As teachers do not seem to find university courses, district specialists, the Curriculum Guides or B.C.T.F. Lesson Aids particularly beneficial to their day-to-day planning, *the role of each of these needs to be evaluated and clarified.*
4. As harmful consequences seem to result from pupil grouping based on reading achievement, *the possibility of encouraging other types of pupil grouping needs to be explored. Careful planning would be needed to avoid regressing to a pattern of full-time, whole-class teaching.*
5. Because variety in materials is considered important, *pupil selection (with teacher guidance) of recreational reading materials should be encouraged, while teacher selection of instructional materials should be retained.*
6. Since teachers indicate that they want to achieve a balanced programme in reading, *they should be encouraged to continue striving for this balance.*

7. As teachers indicate that questioning, both oral and written, is the major strategy for mastery and application of reading skills, *improving questioning strategies should be part of the in-service programme.*
8. As teachers indicate the need for greater quantities of commercially prepared materials, *the in-service programme\* should include information on the availability as well as the evaluation of available commercial materials.*
9. Because content materials, particularly in science and socials, are viewed as more difficult for pupils to read than story materials, *specific strategies for helping pupils read and understand content text materials should be included in the in-service programme\*. In addition, readability level should be one of the important criteria for the selection of prescribed texts in the content areas.*
10. Since teachers desire specific guidance in reading goals,
  - (a) *The reading curriculum for B.C. should include specific outcomes for each level.*
  - (b) *Prescribed reading materials should be keyed to these pupil goals.*
11. Because university pre-service programmes need to be evaluated in light of teachers' current classroom situations, *pre-service teacher training should include reading methods and strategies for dealing with pupil differences, including suggestions for working with other cultures and those who speak other languages.*

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\* The in-service programme is specifically mentioned as this is addressed mainly to practicing teachers who completed the questionnaire. It is assumed that these same components would become part of the pre-service programme also.

CHAPTER 4WRITTEN LANGUAGEWRITTEN LANGUAGE

Uses written language fluently and effectively. Exhibits skill in the use of various kinds of writing (narrative, descriptive, expository) for various purposes and in the use of structure and unity. Shows concern for appropriate use of the mechanics of writing such as handwriting, spelling and punctuation.

ABSTRACT

The sources of the curriculum in written language seem to be largely the British Columbia Language Arts Curriculum Guide (1968) and the various text books available for use in the classroom. Most teachers select spelling words from many sources including spellers, word lists, interest words and the subject areas. Teachers in Grade 7 use texts and commercially prepared materials more than teachers at other levels. This was indicated by 56% of teachers at that level.

The average amount of time allocated to written language, spelling and handwriting suggests adequate treatment but the range tends to be very broad. Integrated instructions in Grade 1 made the questionnaire difficult for teachers at that level to complete. The majority of teachers use separate class periods in Grade 3 and Grade 7 for spelling and handwriting.

In ranking learning goals of the present programme, teachers rated most highly the improvement of basic skills in written language. Strong support was also obvious for simple, concise and correct writing.

In comparing ratings of learning outcomes for "Ideal" as opposed to "Present" programmes, three outcomes - those dealing with vocabulary, grammar and punctuation - were substantially higher in "Ideal" ratings. Teachers would like to improve their teaching in the basic areas if time and resources are at hand.

Many excellent follow-up activities are used by teachers of written language. Teacher-oriented activities such as marking and sharing with the teacher seem to have priority, especially at the higher grade levels over pupil-directed activities.

Concerning factors that adversely affect the Language Arts Programme, teachers are critical of the current Curriculum Guide, of pre-service, and to a lesser degree of in-service teacher education, and of the texts and materials available for teaching written language.

## ORGANIZATION OF THE CHAPTER

This chapter is divided into several sections corresponding in content to the divisions in the Written Communication questionnaire booklet. These sections are as follows:

- PART I The Kind and Extent of Learning Experiences
- PART II The Nature and Organization of Teaching Procedures
- PART III The Nature of Learning Activities
- PART IV Learning Outcomes in Written Communication in the Present Programme
- PART V Application of Knowledge and Skills
- PART VI Evaluation of Knowledge and Abilities
- PART VII Achieving Goals in a Written Communication Programme
- PART VIII Interpretations and Implications

Each of the Sections I to VII consists of data presented in table form followed by a discussion of the data, written comments of teachers taken from the questionnaire, and a summary of and conclusions arising from the findings.

PART I THE KIND AND EXTENT OF LEARNING EXPERIENCES

Questions in this section were concerned with the sources of curriculum in written language, the use of text or other commercially prepared materials for the development of written language skills, the activities provided as preparation for written language and the sources of words for the spelling programme.

Table 4-1 Percent

Sources of Curriculum in Written Language

<u>Sources</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. No specific curriculum reference used	34	38	41
b. The British Columbia Language Arts Curriculum Guide	60	63	60
c. The programme suggested in a text book	45	43	28
d. The programme suggested in a reference book	13	12	6

Table 4-2 Percent

Use of Text or Commercially Prepared Materials

<u>Use of pupil text or other commercially prepared material for development of written language skills.</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
	31	41	56

Discussion:

The sources of most programmes would seem to be a combination of the British Columbia Language Arts Curriculum Guide (1968) and the various text books available for use in the classrooms. The large number of respondents indicating "no specific curriculum" can not be interpreted as a casual attitude on the part of teachers toward curriculum development in written language. The possible reasons for the large number of respondents citing no specific curriculum will be discussed in the summary sections of this report. The fact is that the Curriculum Guide and text books are important sources of the curriculum and should be of high quality if the programme is to be of high quality.

The use of a text or of other commercially prepared materials was indicated by only 31 percent of Grade 1 teachers. The number using such materials increased to 41 percent in Grade 3 and 56 percent in Grade 7.

Table 4-3 Mean Values

Activities as Preparation for  
Written Language

<u>Preparation for Written language</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. A common experience	* 2.0	2.2	2.4
b. An experience from another subject area	2.5	2.5	2.7
c. Experiences from background of children	2.1	2.2	2.2
d. A motivating idea to build fantasy	2.4	2.1	2.4
e. Discussion	2.2	2.2	2.2
f. Deliberate vocabulary and language building	2.5	2.6	2.8
g. Creative drama or puppetry	3.1	3.2	3.6
h. The visual arts	2.7	3.0	3.5
i. Note taking	4.6	4.2	3.6
j. Reference materials	3.5	2.9	2.7

\* 1- Almost always; 2- Often; 3- Sometimes; 4- Rarely; 5- Never

Teachers at all three grade levels use a wide variety of activities as preparation for written language. Common experiences and experiences from the backgrounds of children along with discussions are most frequently used to help prepare children for the experience of writing. Creative drama, the visual arts, note taking and reference materials were indicated as being used rather infrequently. Systematic vocabulary development as part of the preparation for writing is certainly not routine.

Table 4-4 Mean Values

## Sources of Words for Spelling Programme

Word Sources	Gr. 1	Gr. 3	Gr. 7
a. A word list	* 3.3	3.2	3.2
b. A speller	4.6	2.7	3.1
c. Words from other subject areas	3.5	3.8	3.4
d. Words in which the children are interested	3.0	3.6	3.7
e. Lists of errors	4.0	3.8	3.7

\* 1- Almost all; 2-Three-quarters; 3-One-half; 4- One quarter;  
5- Almost none

Discussion:

Teachers in all grades canvassed use a variety of sources for the words in the spelling programmes. Word lists of various kinds are important sources for all grades, constituting just under one-half of the words used. Spellers are not used in Grade 1 but are the single, most important source of words in Grade 3 and Grade 7. Words from other subject areas, words in which the children are interested and lists of errors are all used but are sources of lesser importance except for interest words which constitutes the most important source for Grade 1.



TEACHER COMMENTS

Grade 1 teachers expressed concern that the questionnaire could not be used to indicate clearly the nature of their highly integrated programmes. Respondents from grades 3 and 7 seemed to feel that the questionnaire gave them the opportunity to communicate in a satisfactory manner.)

In terms of the sources of the curriculum, the following text and reference books were cited.

Grade 1:

Canadian Reading Development Series  
The Copp Clark Publishing Company Limited; Vancouver, Toronto, Montreal, 1960

Language Patterns  
Holt, Rinehart and Winston of Canada Limited; Toronto, Montreal, 1971

Ginn Integrated Language Program  
Ginn and Company; Toronto, 1968

Language Experience Reading Program  
W.J. Gage Limited; Toronto, 1966

Spelling in the Language Arts  
Thomas Nelson and Sons (Canada) Limited; Toronto, 1963

Grade 3:

Canadian Reading Development Series  
The Copp Clark Publishing Company Limited; Vancouver, Toronto, Montreal, 1960

Language Patterns  
Holt, Rinehart and Winston of Canada Limited; Toronto, Montreal, 1971

Reading 360  
Ginn and Company; Boston, Massachusetts, 1969

The Canadian Language Development Series  
The Copp Clark Publishing Company Limited; Vancouver, Toronto, Montreal 1963

Language Comes Alive  
J.M. Dent and Sons (Canada) Limited; Toronto, Vancouver, 1960

Grade 7

The Canadian Language Development Series  
The Copp Clark Publishing Company Limited; Vancouver, Toronto, Montreal, 1963

Spelling in the Language Arts  
Thomas Nelson and Sons (Canada) Limited; Toronto, 1963

Sense and Feeling  
The Copp Clark Publishing Company; Vancouver, Winnipeg, Toronto, 1968

English Through Experience  
The Copp Clark Publishing Company; Toronto, Winnipeg, Vancouver, 1968

SUMMARY AND CONCLUSIONS

Teachers at all grade levels canvassed develop curriculum from a number of sources: The British Columbia Language Arts Curriculum Guide, various text books available, and from reference books. There are some obvious conclusions to be drawn. First, the Curriculum Guide and the text books (the two most important sources) must be current and of high quality if they are to exert such an important influence on the curriculum of written language in the Province. Secondly, teachers are developing an eclectic curriculum from various sources, a process that requires a high level of professional skill built on excellent teacher education, both pre-service and in-service. Currently, the Curriculum Guide and many text materials lack specificity and are out of date and the teacher education programmes leave much to be desired. Indeed the amount of time permitted for teacher education in itself militates against true professional performance in curriculum development. Greatly strengthened pre-service and in-service teacher education programmes, including instruction in curriculum development, must be developed if teachers are to play a professional role in determining curriculum.

PART II THE NATURE AND ORGANIZATION OF TEACHING PROCEDURES

The questions in this section were concerned with the frequency of use of the various types of written language; with the instructional patterns in written language, spelling, and handwriting; and with the alphabets and writing instruments used at the three grade levels.

Table 4-5 Mean Values\*

Frequency of Use of Types of  
Written Language

<u>Types of Written Language</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. Practical writing	2.9	2.2	2.2
b. Creative writing	2.0	2.0	2.5
c. Social correspondence	4.6	4.3	4.5

\* 1- More than once per week; 2-Weekly; 3-Several per month;  
4- Monthly; 5- Less than once per month.

Table 4-6 Percent

Character of Programme in  
Written Language\*

<u>Characteristics of Programme</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. No planned activities to develop skills	5	3	4
b. An integrated language arts programme	74	66	49
c. A programme integrated with listening and speaking	63	67	47
d. A programme integrated with reading and literature	62	73	70
e. A programme to develop written language skills	37	59	64

\* More than one characteristic could be marked.

Table 4-7 Percent

Instructional Patterns in  
Spelling\*

<u>Instructional Patterns</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. Separate class period	27	75	69
b. Whole class instruction	37	56	58
c. Small group instruction	44	40	29
d. Individualized instruction	44	43	37
e. Integrated spelling instruction	44	21	20
f. A combination of the above	28	31	28

\* More than one characteristic could be marked.

Table 4-8 Percent

Instructional Patterns in  
Handwriting\*

<u>Instructional Patterns</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. Separate class periods	62	79	15
b. Whole class instruction	66	72	21
c. Small group instruction	30	21	8
d. Individualized instruction	56	58	41
e. Integrated handwriting instruction	35	32	64
f. A combination of the above	26	25	8

\* More than one instructional pattern could be marked.

Table 4-9 Percent  
Alphabet Used in Handwriting

<u>Alphabet Used</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. B.C. Language Arts Curriculum Guide (1968)	59	48	24
b. Commercial Handwriting Programme	8	15	5
c. No particular alphabet	11	12	54
d. Other	23	27	13

Table 4-10 Mean Values\*  
Instrument Used in Handwriting

<u>Instrument</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. Primer print pencil	3.6	4.8	4.9
b. Standard pencil	1.2	1.1	2.6
c. Ball-point pen	4.9	3.8	1.3
d. Fountain pen	5.0	4.9	4.5
e. Straight pen	4.9	4.8	4.7
f. Crayon	3.0	4.0	4.5
g. Chalk	2.3	2.8	3.7

\* 1- Almost always; 2-Often; 3-Sometimes; 4- Seldom; 5-Never

Discussion:

The use of creative writing exceeds practical writing in both Grade 1 and Grade 3. In these two grades on the average, children write creatively about once each week and use practical writing several times each month. Social correspondence is used less frequently than once a month. In Grade 7 practical writing is most common, creative writing next, with social correspondence being used at about the same level of frequency as for the other two grades.

Written language in Grade 1 is very largely integrated with the other language arts. Of much less importance is that parts of the programme in Grade 3 and Grade 7 are very similar except that the amount of integration decreases while more skill development in written composition is carried on separately.

In spelling the instructional patterns depend very much on grade level. In Grade 1 for example, separate class periods are used by only slightly more than one quarter of the teachers in the sample. Instruction in spelling in Grade 1 is integrated with the other language arts with small group and individualized instruction both used more frequently than the whole class instruction.

Handwriting instruction in Grade 1 and 3 is somewhat similar, although Grade 3 teachers use more separate class periods and more whole class instruction. Comparatively few Grade 7 teachers (15 percent) use separate class periods for handwriting instruction. At the Grade 7 level handwriting instruction would seem largely to be integrated with the writing task itself or to be individualized.

The handwriting alphabet in the British Columbia Language Arts Curriculum Guide is used more frequently by all teachers than any other alphabet. A slight majority of Grade 7 teachers use "no particular alphabet" and more than one of ten teachers in Grade 1 and 3 find a specific model unnecessary.

A standard pencil is the most popular writing instrument in both Grades 1 and 3, replaced by the ball-point pen in Grade 7. It is interesting that the straight pen is still used by about 2.5 percent of Grade 7 pupils "almost always" or "often".

#### SUMMARY AND CONCLUSIONS

Widespread concern was expressed by Grade 7 teachers about the low level of achievement in reading and all aspects of written expression among the students entering Grade 7. Table 4-5, showing the frequency of use of types of written language provides an interesting commentary on this problem. In Grade 7 the most common type of writing practised is practical writing showing a gradual decrease in the prominence of creative writing started in Grade 1. Grade 1 and 3 teachers emphasize skill in writing creatively: Grade 7 teachers expect the prerequisites for effective practical writing to be present. Articulation among programmes throughout the grades is essential if skill development is to be sequential.

Apart from rather obvious trends in written language programmes from grade to grade the fact that most teachers provide both integrated and separate instruction in written language, the atypical answers provide fascinating food for thought. In Table 4-6 for example, five percent of teachers in Grade 1, three percent in Grade 3, and four percent in Grade 7 provide "no planned activities to develop skills" in written language, suggesting that it is believed that students learn by writing.

Instructional patterns in spelling and handwriting provide interesting parallels. Separate class periods for instruction in these areas, while popular especially in the middle grades, are certainly not used by all teachers. Instruction to various sized groups and individuals suggests flexible grouping for varying purposes.

PART III THE NATURE OF THE LEARNING ACTIVITIES IN WRITTEN LANGUAGE,  
SPELLING AND HANDWRITING

This part of the report on written language is concerned with the amount of instructional time devoted to writing, spelling and handwriting; an estimate of the relative importance of those written language areas with which pupils need help; the methods of providing for individual differences in spelling; and the frequency of instruction in the various components of the handwriting programme.

Table 4-11 Percent

Time Spent in Typical Week in  
Writing (Composition)

<u>Time Per week for Writing</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. 0 - 1½ hours	12	3	5
b. 1½ - 3 hours	19	17	21
c. 3 - 4½ hours	21	19	26
d. 4½ - 6 hours	25	30	26
e. 6 or more hours	21	29	19

Table 4-12 Percent

Time Spent in Typical Week in  
Spelling

<u>Time per week for Spelling</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. 0 - ½ hour	16	3	7
b. ½ - 1 hour	31	14	29
c. 1 - 1½ hour	27	44	39
d. 1½ - 2 hours	12	27	17
e. 2 - 2½ hours	10	11	7



Table 4-13. Percent

Time Spent in Typical Week in Handwriting

<u>Time per week for Handwriting</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. 0 - $\frac{1}{2}$ hour	7	6	59
b. $\frac{1}{2}$ - 1 hour	28	32	26
c. 1 - $1\frac{1}{2}$ hours	32	39	7
d. $1\frac{1}{2}$ - 2 hours	14	13	2
e. 2 - $2\frac{1}{2}$ hours	17	10	4

Table 4-14 Mean Values\*

Priorities in Teaching Aspects of Written Language

<u>Language Aspect</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. Usage	2.1	1.9	1.7
b. Handwriting and Neatness	2.0	2.1	2.4
c. Story Structure	2.4	2.2	2.2
d. Spelling	2.4	2.0	1.9
e. Grammar	2.5	2.1	1.9
f. Creativity and Originality	1.8	1.8	2.1
g. Vocabulary	2.3	2.1	1.9
h. Punctuation and capitalization	2.3	1.9	1.8
i. Fluency	3.0	2.8	2.7
j. Precision and succinctness	3.3	2.9	2.5

\* 1- Essential; 2- Important; 3- Of moderate importance;  
4- Of little importance; 5- of no importance

Table 4-15 Mean Values\*

Frequency of Use of Provisions for Individual Differences in Spelling

<u>Provisions</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Differing expectations	2.1	2.0	1.9
b. Varying number of words	2.2	2.6	2.9
c. Varying difficulty of words	1.9	2.3	2.5
d. Varying difficulty of exercises	2.0	2.2	2.5
e. Grouping pupils	2.3	2.7	2.9
f. Enrichment	2.6	2.7	2.9
g. Diagnosis and Remediation	2.4	2.4	2.7
h. Adjusting methods for independent study	2.9	2.8	2.9
i. Excuse from Spelling instruction	4.2	3.9	3.7

\* 1 - Almost always, 2 - Often, 3 - Sometimes, 4 - Seldom, 5 - Almost never.

Table 4-16 Mean Values\*

Frequency of Use of Instructional Components in Handwriting

<u>Component</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Basic instruction in printing	1.5	2.7	4.1
b. Basic instruction in cursive writing	4.6	1.6	3.7
c. Letter form	1.5	1.6	3.3
d. Spacing	1.4	1.9	3.3
e. Size	1.5	1.8	3.2
f. Slant	3.1	2.1	3.4
g. Alignment	2.2	2.1	3.4
h. Neatness	1.5	1.4	1.9
i. Speed of Writing	3.6	3.4	3.6
j. Handwriting Movement	2.8	2.6	3.8
k. Sitting position	2.4	2.2	3.3

\* 1 - Almost always, 2 - Often, 3 - Sometimes, 4 - Seldom, 5 - Almost never.

Discussion:

Table 4-11 indicates the amount of time actually spent by pupils at the three grade levels in writing. The average time for each grade, somewhere between category 3 (3-4½ hours) and category 4 (4½-6 hours), suggests a substantial amount of practice in writing for each grade. However, distribution should also be examined. For Grade 1, for example, even the category containing the least amount of time was checked by over 10 percent of the teachers. Similar phenomena may be noted, at both ends of the scale, for all grades. Again, the averages for time spent in spelling and handwriting instruction indicate a good emphasis on instruction in these areas but the range of responses must be examined.

Instructional emphasis on the various aspects of written language are indicated in Table 4-14. Creativity and originality have high priority, along with usage and handwriting and neatness, in Grade 1. In Grade 3, creativity and originality again rank the highest, followed by usage, punctuation and capitalization, spelling, handwriting and neatness, grammar and vocabulary. The priorities in Grade 7 are usage, punctuation and capitalization, spelling and grammar.

Provisions for individual differences in spelling seem well used in the grades examined. (Table 4-15). Differing expectations as well as varying the number and difficulty of words and exercises are popular.

Table 4-16 indicates the frequency of use of instructional components in handwriting. Teachers in Grade 1 and Grade 3 are concerned about virtually all instructional components. In Grade 7 handwriting instruction in terms of specific components seems to be focussed primarily on neatness.

### SUMMARY AND CONCLUSIONS

The allocations of time for composition, spelling and handwriting are startling and disturbing. While the averages in each area and for each grade are reasonable, the distributions are not, although some discrepancies may exist because of respondent's definition of writing. In Grade 7, to take one example only, 5 percent of the respondents teach in classrooms where less than 1½ hours per week is spent in writing while 19 percent consider six or more hours to be appropriate.

The priorities in teaching aspects of written language (Table 4-14) are surprising. The same teachers in allocating importance to the learning goals in written language in an "ideal" setting judged originality to be less important than the other "content" subskills across all three grade levels. Yet, in terms of priority given to teaching various aspects of written language, creativity and originality ranked highest in Grades 1 and 3. Perhaps it should be noted that the statement of learning goals mentioned above stressed "ideal" settings while the present question solicits information about existing priorities. Also, the relatively high ranking of creativity here is supported by the amount of time used in Grades 1 and 3 in creative writing.

The change in priorities and in the use of instructional components strongly suggests the need for articulation in written language programmes. Priorities in teaching must be shared if learning outcomes are to be realized.

PART IV OBSERVED LEARNING OUTCOMES OF WRITTEN LANGUAGE

This section was concerned with learning outcomes in written language, spelling and handwriting as observed in present programmes.

Table 4-17 Mean Values\*

Observed Learning Outcomes of  
Written Language

<u>Outcomes</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. Content: chooses a topic of appropriate interest and scope.	1.9	1.8	1.9
b. Vocabulary: expresses ideas precisely.	2.3	2.1	2.0
c. Style: uses stylistic devices appropriately and effectively.	3.4	2.8	2.5
d. Grammar: produces simple, clear, structure.	2.1	1.8	1.7
e. Punctuation: uses the conventions of punctuation.	2.5	1.9	1.9

\* 1- Essential; 2- Importance; 3- Of moderate importance;  
4- Of little importance; 5- Of no importance

Table 4-18 Mean Values\*

Observed Learning Outcomes of  
Spelling

<u>Outcomes</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. Learns to spell a basic high frequency spelling vocabulary.	2.0	1.6	1.7
b. Understands the importance of correct spelling.	1.9	1.7	1.7
c. Desires to correctly spell words needed for writing.	1.7	1.6	1.7
d. Able to spell words needed for writing through understanding spelling principles	1.9	1.7	1.9

Table 4-19 Mean Values\*

## Observed Outcomes of Handwriting

<u>Outcomes</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. Writes legibly.	1.3	1.3	1.4
b. Writes easily.	1.8	1.8	2.0
c. Writes with reasonable speed.	2.5	2.4	2.4
d. Writes neatly and with appropriate organization	1.8	1.8	1.8

\* 1- Essential;      2- Importance;      3- Of moderate importance;  
4- Of little importance;      5- Of no importance

### DISCUSSION:

All learning outcomes for written language in the present programmes were ranked comparatively highly with the possible exception of the outcome having to do with the use of stylistic devices. With that one exception, all outcomes rated at or near the "Important" category.

The learning outcomes of present spelling programmes all rated at or above the "Important" category. Those having to do with handwriting rated very highly too except for the outcome having to do with the speed of writing.

### SUMMARY AND CONCLUSIONS

The ratings of outcomes of present programmes in written language, spelling and handwriting would seem to suggest an endorsement of programmes to improve the basic skills of written language. Comparatively few outcomes at any grade level, rated below the "Important" category with the exception of speed of handwriting and the use of stylistic devices in written composition. Strong support was obvious for simple, concise and correct writing.

### RELATIONSHIPS BETWEEN PRESENT vs. IDEAL PROGRAMMES IN WRITTEN LANGUAGE

It should be noted that only a sampling of the "Ideal" learning outcomes were included in the questions which gave respondents an opportunity to indicate the importance attached to present learning outcomes. Any conclusions drawn, therefore, must be tentative.

For those learning outcomes dealing with written language, two seemed to be rated at the same level for both "Present" and "Ideal" programmes: the choice of a topic of appropriate interest and scope and the use of appropriate and effective stylistic devices. Three outcomes, those dealing with vocabulary, grammar and punctuation, were substantially higher in the "Ideal" ratings. It seems likely that teachers would improve their teaching of these basic writing skills if time, materials and better teacher education would provide the means. The pattern observed for written language of the superiority of "Ideal" to "Present", persisted throughout the spelling and handwriting comparison.



Part V PROCEDURES AND ACTIVITIES IN WRITTEN LANGUAGE PROGRAMMES

Questions in this section were concerned with the frequency of use of follow-up activities in written language, the teacher's estimate of the number of pupils writing at or above the instructional level and with the frequency of use of kinds of experiences in spelling and handwriting.

Table 4-20 Mean Values\*  
Frequency of Use of Follow-up  
Activities in Written Language

<u>Follow-up Activities</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Sharing with teacher and/or parents	1.6	1.8	2.1
b. Sharing with other pupils	1.9	2.0	2.2
c. Teacher marking and corrections	1.5	1.5	1.7
d. Individual consultation with teacher	1.9	2.1	2.2
e. Revision	2.9	2.5	2.4
f. Cooperative development of criteria	2.9	2.8	2.9
g. Development of skills as indicated by text	3.0	2.8	2.9
h. Development of skills as indicated by pupil's own writing	2.1	2.0	2.0

\* 1 - Almost always, 2 - Often, 3 - Sometimes, 4 - Seldom, 5 - Almost never.

Table 4-21 Percent  
Pupils Writing at or Above  
Instructional Level in Written  
Language

<u>Pupils Writing at or above Instructional Level</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
	57.0	54.8	36.3

Table 4-22 Mean Values\*

Frequency of Kinds of Experiences  
in Spelling

<u>Kinds of Experiences</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Listening Activities	2.1	2.2	2.6
b. Speaking Activities	2.2	2.3	2.8
c. Reading Activities	1.9	2.2	2.5
d. Writing Activities	2.0	1.7	1.9
e. Activities to Build Word Meaning	2.3	2.1	2.2
f. Etymology or word history	4.4	4.0	3.4
g. Phonics	1.2	1.6	3.0
h. Morphology or structural analysis	2.6	2.4	3.0
i. Proofreading	3.3	2.6	2.3
j. Use of the dictionary	3.6	2.4	1.9
k. Word games	3.1	2.6	2.9
l. Team games	3.6	2.9	3.4
m. Projects	4.5	4.1	3.8

\* 1 - Almost always, 2 - Often, 3 - Sometimes, 4 - Seldom, 5 - Almost never.

Table 4-23 Mean Values\*

Frequency of Kinds of Experiences,  
in Handwriting

<u>Kinds of Experiences</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Special provision for left-handed	2.2	2.3	3.4
b. Use of a large alphabet	1.1	1.2	3.9
c. A commercial practice programme	4.2	3.8	4.6
d. Use of a handwriting notebook	2.1	1.7	4.2
e. Provisions for good writing in subject areas	1.4	1.4	2.0

\* 1 - Almost always, 2 - Often, 3 - Sometimes, 4 - Seldom, 5 - Almost never.

### Discussion

The most frequently used follow-up activities in written language (Table 4-20) are teacher marking and correction (c) (for Grades 1, 3, and 7); and sharing with teacher and/or parents (a) (for Grades 1 and 3); and development of skill as indicated by pupil's own writing (h) (for Grade 7). Individual consultation with teacher (d) and sharing with other pupils (b) also ranked highly.

When teachers at the three grade levels were asked to indicate the success of pupil writing at or above the instructional level, they were unanimous in the judgment that real success is seldom attained. Teachers appeared to be more dissatisfied with their pupils' degrees of success in writing as the pupils progressed from Grade 1 to 7.

Spelling activities most frequently used (Table 4-22) include phonics (g) and reading (c) in Grade 1, phonics (g) and writing (d) in Grade 3, and writing (d) and use of the dictionary (j) in Grade 7.

In handwriting the most popular activities are the use of a large alphabet (b), and provisions for good writing in subject areas (e) in Grades 1 and 3. In Grade 7, provisions for good writing in subject areas (e) was the only experience rated as being used "Often" (Table 4-23).

### SUMMARY AND CONCLUSIONS

In their choice of follow-up activities in written language, teachers use many procedures. Teacher marking, consultation and sharing are necessary and effective. A comparative lack of emphasis on such experiences, however, as pupil sharing and the development of cooperative criteria suggests an emphasis on communication with the teacher as opposed to communication with other children. Such communication among peers takes written language out of the "busywork" category and makes it genuine and purposeful.

The decline in the value which teachers at increasing grade levels place on the written language of their pupils is an interesting phenomenon. Are Grade 7 teachers more demanding or less realistic? Are their pupils coming into the age level when high achievement is unpopular? The fact is that, in the judgement of the teachers, achievement in written language declines with increasing grade level.

Many useful experiences in spelling are common practice at all grade levels. Phonics plays a very important and perhaps too important a part at the Grade 1 and Grade 3 levels. The apparent emphasis on other language arts activities seems sound.

Part VI MANNER OF EVALUATION IN WRITTEN LANGUAGE, SPELLING AND HANDWRITING

The present section deals with the frequency of the techniques used in evaluating written language, spelling and handwriting.

Table 4-24 Mean Values\*  
Manner of Evaluation in Written Language

<u>Manner of Evaluation</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Children's reaction during sharing	2.3	2.4	2.7
b. Tests, formal and informal	3.5	3.0	2.8
c. Self-Evaluation of notebooks and folders	2.3	2.3	2.5
d. Reading and analysis by teacher	1.9	1.8	2.0
e. Brief comments by teacher	2.2	1.9	1.7
f. Comprehensive marking by teacher	2.4	2.1	2.2
g. Identification of errors	2.2	1.9	1.8
h. Grading of papers on a scale	4.6	4.1	3.1
i. Ranking by comparison with a standard	4.5	4.3	3.9
j. No pupil evaluation	4.0	4.0	4.1
k. No teacher evaluation	4.2	4.3	4.4

\* 1 - Almost always, 2 - Often, 3 - Sometimes, 4 - Seldom, 5 - Almost never.

Table 4-25 Mean Values\*

## Manner of Evaluation in Spelling

<u>Manner of Evaluation</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Test of week's words at beginning of week	4.3	3.3	3.0
b. Test of week's words at end of week	3.7	1.5	1.7
c. Standardized spelling test	4.6	3.3	3.3
d. Teacher-made spelling test	2.6	2.5	2.5
e. Proofreading	3.3	2.9	2.9
f. Dictation of the weekly list of words	2.8	1.9	2.1
g. Words dictated in sentences or paragraphs	3.1	2.2	2.2
h. Examination of spelling in written work	2.2	1.9	2.2
i. Self-marking and evaluation	3.6	3.0	2.7

Table 4-26 Mean Values\*

## Methods of Evaluation in Handwriting

<u>Manner of Evaluation</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Pupil self-evaluation	2.4	2.6	2.8
b. Analysis of handwriting as a basis for teaching	2.3	2.1	3.1
c. Analysis of process as a basis for teaching	2.5	2.4	3.4
d. Use of a personal file holder	3.3	3.2	3.8
e. Commercial handwriting scales	4.7	4.5	4.8

\* 1, Almost always, 2 - Often, 3 - Sometimes, 4 - Seldom, 5 - Almost never.

### Discussion:

The most commonly used techniques for the evaluation of written language include, in Grade 1, reading and analysis by teacher (d), brief comments by teacher (e) and identification of errors (g), closely followed by children's reactions during sharing (a) and self-evaluation of notebooks and folders (c). For Grade 3, the techniques most frequently used seem to rank about the same. In Grade 7, there is less emphasis on pupil oriented evaluation and a correspondingly greater emphasis on teacher evaluation. None of the teachers use formal testing to any degree.

The use of spelling evaluation in Grade 1 seems to depend on the use of many informal techniques. Grade 3 and Grade 7 teachers tend to rely mainly on a test at the end of the week's spelling unit (b) and on an examination of the pupil's written work (h).

The evaluation of handwriting at all three grade levels seems a mix of the analysis of handwriting, both process and product, as a basis for teaching and the use of pupil self-evaluation.

### SUMMARY AND CONCLUSIONS

The evaluation of written language, spelling and handwriting seems varied and sound. An argument might be made for more pupil involvement and self-evaluation, particularly at the Grade 7 level, and for less emphasis on pupil error as opposed to pupil success, but the evaluative techniques used by the typical teacher should be effective. Self-evaluation through the use of proofreading and pupil analysis, would probably strengthen the evaluation of both spelling and handwriting although again, in both areas, the evaluative programmes seem strong.

Part VII WAYS OF IMPROVING THE PROGRAMME IN WRITTEN LANGUAGES

The questions in this section deal with the importance of the ways of improving the achievement of the goals of written language.

Table 4-27 Mean Values\*  
Ways of Achieving Stated Goals in  
Written Language

Ways of Achieving Goals	Gr.1	Gr.3	Gr.7
a More appropriate pre-service training	2.0	2.0	2.0
b Less directive curriculum guides	3.6	3.7	3.8
c More specific curriculum guides	2.8	2.6	2.6
d More appropriate point of view in curriculum guides	2.8	2.8	2.8
e Sequential development in curriculum guides	1.8	1.8	1.9
f Greater attention to written language in curriculum guides	2.1	2.1	2.1
g More texts and materials available	2.5	2.1	1.9
h More suitable texts and materials	2.3	2.1	1.9
i More in-service and professional development	2.3	2.3	2.3
j Better in-service	2.3	2.3	2.3
k More time for written language	3.0	3.1	3.0
l Greater emphasis on written language	2.5	2.6	2.5
m Greater competence in pre-requisite skills	2.1	2.1	2.0

\* 1 - Essential, 2 - Important, 3 - Of Moderate Importance, 4 - Of Little Importance, 5 - Of No Importance.



Discussion:

Teachers in all three grades consider sequential development in curriculum guides (e) to be the single most important way of making possible improvement in achievement in the stated goals of written language. Curriculum guides are not too directive according to respondents but should emphasize written language to a greater degree.

More appropriate pre-service training (a) is an "Important" priority with more and better in-service training (i,j) ranking somewhat lower.

Teachers at all three grade levels, but particularly at the Grade 7 level, wish for greater competence in pre-requisite skills (m). Grade 3 and, particularly, Grade 7 teachers expressed a desire for more and better texts and materials (g,h).

SUMMARY AND CONCLUSIONS

Teachers are critical of the current curriculum guides, pre-service teacher education and the texts and materials available.

Curriculum guides should place more stress on written language and, most importantly, should contain, where possible, descriptions of the sequences which constitute development.

Teachers do not perceive pre-service education as providing the necessary preparation for teaching written language. In-service education, too, should improve in quantity and quality.

All teachers, but especially those in Grade 3 and Grade 7, need more and better texts and materials.

Part VIII INTERPRETATIONS AND IMPLICATIONS

1. Since substantially different programmes in written language are being planned not only by teachers at different grade levels but by different teachers at the same grade level, *teachers must be involved in a continuing dialogue about written language focussed on the local level but taking developments in broader spheres into account.*

Many specific examples could be cited which illustrate the need for dialogue resulting in coordination and articulation. All teachers, but particularly those in Grade 7, are unhappy about the pre-requisite skills pupils have on entrance: expectations need to be shared. The range of times considered suitable for practice in writing is extreme: teachers must discuss such problems on the way to arriving at reasonable solutions.

2. Because the teachers who responded to the present survey are coping with considerable success with a multitude of intricate problems and there the teachers themselves are critical of their pre-service and in-service preparation for the tasks which face them, *programme development in teacher education must be a continuing process and must include all those concerned with the education of children.*

3. In that the present survey indicates clearly that curriculum guides are important sources of the local written language curriculum and that teachers expect curriculum guides to provide them with a sequential programme outlining the development of written language skill, *highly directive, detailed guides which prescribe activities do not seem to be what is wanted.*

4. Since teachers, particularly at the Grade 3 and Grade 7 levels, rate basic writing skills such as grammar, vocabulary and punctuation more highly, the sequence of skills in curriculum guides should reflect this view. More complex skills such as the use of stylistic devices should also be included. Because teachers, also, need materials and texts as sources of learning experiences, *resource centres containing new materials could facilitate the teacher's search for better instructional resources.*

CHAPTER 5ELEMENTARY LANGUAGE ARTS - LITERATURELITERATURE

The student: Is developing a wide familiarity with the best in literature of all types. Is mastering the art of making useful associations between literature and the world as it is experienced.

ABSTRACT

Teachers reported that the resources they regard as most significant in developing a literature programme were experience and knowledge gathered from teaching and researching. The B. C. Curriculum Guide was reported as being used only moderately.

Grade 7 teachers reported a fair degree of success in teaching five of the six novels prescribed for the level at which they teach. The sole Canadian title on the list was reported to be the one with which least success was experienced.

Most libraries accessible to children in British Columbia schools were reported as having a collection of books that range in difficulty and interest. Most teachers reported they pursue a planned but flexible literature programme.

A majority of teachers at all grade levels reported that they read aloud to children at least three or four times a week.

There appears to be considerable diversity among teachers with regard to the learning outcomes of a literature programme. The most frequently endorsed outcomes were familiarity with a wide range of literature, improvement of reading ability and development of literary taste.

With regard to responses to literature teachers tend to prefer a wide variety of expressive modes. Primary teachers tend to prefer artistic responses while Grade 7 teachers tend to be more oriented towards meaning and understanding.

A majority of teachers provide opportunities, at least once a week, for children to express how they have been affected by various pieces of literature.

Teachers report informal observation as the preferred mode of evaluation in a literature programme.

Teachers reported that they see an increase in material as the most significant way in which to improve their literature programmes. Increased in-service and pre-service are ranked next in importance. Changes in the curriculum guide were not perceived as being a particularly significant means for improving current offerings in literature.

#### ORGANIZATION OF THE CHAPTER

In this chapter the data based on the responses to the elementary literature questionnaire are presented in tabular form.

The chapter is broken down into eight parts based on the organizing principles around which the original questionnaire was formulated. The topics presented are: resources in developing a literature programme, teaching procedures in a literature programme, the frequency of learning activities, learning outcomes in literature, mastery and application in literature, evaluation of attitudes, knowledge and skills in a literature programme, further development of a literature programme, and interpretation and implications.

Following each table is a commentary on the more significant findings.

Part I. RESOURCES USED IN DEVELOPING A LITERATURE PROGRAMME

Teachers were asked to indicate the frequency of the use made of certain resources in developing a literature programme.

Table 5-1 Mean Values  
Resources for developing a  
literature programme

Resources for Developing a Literature Programme	Gr. 1	Gr. 3	Gr. 7
a. B.C. Curriculum Guide	3.1	3.2	3.3
b. Professional textbooks (e.g. Huck and Kuhn, Arbuthnot)	3.0	3.1	3.3
c. Professional journals (e.g. Instructor, Grade Teacher, Horn Book)	2.8	2.9	3.3
d. Personal expertise developed in University course work	2.6	2.7	2.6
e. Personal expertise developed from in-service training	2.5	2.6	2.8
f. Personal expertise developed from experience in teaching	1.4	1.5	1.4
g. Advice from colleagues (supervisors, school librarian, teachers, principal)	2.4	2.4	2.5
h. B.C.T.F. Lesson Aids	3.3	3.2	3.1
i. Commercially prepared anthologies, programmes or kits (e.g. Random House Literature Programme)	3.5	3.4	3.4
j. District Instructional Materials Centre	3.0	3.0	3.1
k. Library books authorized for use in public schools in British Columbia	2.2	2.0	2.3
l. Suggestions and materials from children	2.3	2.4	2.8
m. Classroom library	2.0	2.1	3.1
n. School library	1.9	1.6	1.9
o. A-V Media (Record, tapes, filmstrips)	2.3	2.4	2.7
p. Personal library	2.5	2.6	2.9
q. Materials prescribed for the grade(s) you teach (e.g. novels, poetry, anthologies, drama, books)	2.2	2.1	1.7
r. Local public library	3.5	3.5	3.6
s. Materials loaned by colleagues	3.1	3.2	3.4
t. Commercial book clubs (e.g. Scholastic, TAB)	3.6	3.4	3.5
u. School broadcasts	4.1	4.2	4.3

The resources reported as being used most frequently by teachers at all grade levels were expertise developed from experience (f), and the school library (n).

Grade 7 teachers reported a significantly greater use of material prescribed for the grade in which they teach (q) than did teachers of other grades.

Teachers generally reported moderate (somewhere between "Often" and "Sometimes") use of professional journals (c), proficiency developed in university (d), expertise developed in in-service training (e), advice from colleagues (g), authorized library books (k), suggestions from children (l), A/V media (o), and personal libraries (p).

Generally speaking, less use (somewhere between "Sometimes" and "Rarely") seems to be made of the B.C. Curriculum Guide (a), B.C.T.F. Lesson Aids (h), professional textbooks (b), commercially prepared programmes or kits (i), district instructional materials centre (j), local public libraries (r), materials loaned by colleagues (s) and commercial book clubs (t).

The majority of teachers report that they use school broadcasts (u) "Rarely" or "Never".

Table 5-2 Percentages  
Availability of library materials

		No Response		
		Yes	No	
Do you have a library of any kind?	Gr. 1	97.1	2.3	0.7
	Gr. 3	99.0	0.7	0.2
	Gr. 7	98.0	1.1	0.9

That data in Table 5-2 are based on simply asking teachers whether any kind of library was available to them. The overwhelming majority of teachers responded positively.

Table 5-3 Percentages  
Estimated degree of success met  
in teaching the prescribed novel  
listed - Grade 7 only.

Prescribed Novels	*	1	2	3	4	5	6
Trease: Word to Caesar		31.4	27.1	7.4	6.1	17.8	10.2
L'Engle: A Wrinkle in Time		38.4	21.9	7.9	5.0	16.3	10.6
Ullman: Banner in the Sky		49.0	25.3	5.4	1.6	10.4	8.4
Haig-Brown: Captain of the Discovery		7.9	21.0	12.4	16.9	29.3	12.4
North: Rascal		45.8	27.1	8.1	0.5	8.8	9.7
Kjelgaard: Big Red		43.1	27.8	8.8	0.5	10.6	9.3

The Grade 7 teachers were asked to estimate the degree of success they had met in teaching the novels prescribed for Grade 7. \* The teachers were asked to make a rating on a 1-5 scale using the following descriptions: 1 - "Used successfully"; 2 - "Used with fair results"; 3 - "Used, nothing better"; 4 - "Used unsuccessfully"; and 5 - "Have never used". 6 indicates "No Response".



With the exception of Captain of the Discovery every novel has been used successfully or with a fair degree of success by more than fifty per cent of the teachers reporting. The substantial percentages in categories 5 and 6 should not be necessarily taken as a rejection of the book in question. The reasons for teachers reporting they have never used the book or failing to be responsive at all may be unrelated to their opinion of the book in question.

#### TEACHER COMMENTS

With regard to teaching resources in their written comments teachers were unanimous in their requests for improved library facilities always stipulating that a full-time librarian should be available. A demand for high interest/low vocabulary reading materials was expressed by teachers at all three levels. The stimulation of interest was emphasised by all groups and the use of non-print materials to achieve this goal was mentioned frequently.

Many teachers at the grade one level commented that the curriculum guide was not well-suited to the circumstances under which they taught. Such comments were particularly marked from teachers of children whose first language was not English or teachers who had a high proportion of children with learning difficulties.

Grade 3 teachers listed the following as teaching resources used: mounted pictures, television programmes, resource persons (story tellers), magazines, and newspapers. Specific novels mentioned: Dr. Doolittle series, Winnie the Pooh, Charlie and the Chocolate Factory and Charlotte's Web (prescribed for Grade 4).

Grade seven teachers shared the concerns of the primary teachers with regard to improved library services and a need for high interest/low vocabulary reading material. In addition they noted a concern regarding sexist attitudes embedded in much of the literature now available and called for this imbalance to be redressed. The prescribed novel, Captain of the Discovery was singled out by some teachers as being ill-suited for grade seven students.

Specific titles recommended by the grade seven teachers included Kidnapped, Shane, The Thirty-Nine Steps, Grizzly, Wilderness Champion, Call of the Wild, Treasure Island, The Hobbit, A Christmas Carol, Curse of the Viking Grave and Never Cry Wolf.

The data from Table 5-2 indicate the vast majority of children have access to some kind of library through schools in British Columbia. The small percentage who do not might well give rise to some concern.

The results from Table 5-3 indicate that Grade 7 teachers appear to have felt they have used five of the prescribed novels with some success but the remaining one is generally felt to be less useful. This novel is the sole Canadian representative on the Grade 7 list. If we are interested in stimulating and maintaining an interest in Canadian literature it may be that Canadian books, likely to be more appealing to teachers and students be added to the list of novels prescribed for Grade 7.

In their written comments several teachers noted the sexist overtones in many books available in schools. It is of interest to note that only one book on the Grade 7 prescribed list, A Wrinkle in Time, has female characters as main characters and even in this case the roles are shared by two male characters whereas the remaining five titles have a single male figure as the central character.

The rather moderate use of the B.C. curriculum suggests that steps be taken to produce a document that will be perceived as more useful and relevant to teachers. The data from Part VII of this chapter suggest that revisions should be in the direction of providing more specific information and direction regarding a literature programme.

The relatively low usage made of B.C.T.F. lesson aids and district instructional centres suggests that some more detailed investigation be made to determine the reason for the situation and that action then be taken to increase the level of usage.

The results tabulated in Table 5-3 indicate that Banner in the Sky, Rascal and Big Red have in general been presented with a fair degree of success. Word to Caesar and Wrinkle in Time have been used within the range between "Fair success" and "Nothing better". Captain of the Discovery, the only Canadian book on the list, received the lowest rating. In their written comments several Grade 7 teachers described this book in negative terms.

#### SUMMARY AND CONCLUSIONS

The data in Table 5-1 indicate that the most widely used resources are expertise developed from experience and school libraries. Heavy usage is indicated where literary material is prescribed (Grade 7). The response at Grades 1 and 3 to this item is puzzling. The question was included so that Grade 7 teachers could respond and it was expected, since no literature materials are prescribed for Grades 1 and 3, that it would elicit no response from teachers teaching at those levels. It may be that teachers had in mind the reading instructional material which includes some literary selections but such speculation cannot be verified on the present data.

The data regarding expertise developed at University and from in-service training indicate that they are having some positive effect but room for improvement still exists. The data regarding the use made of advice from colleagues is encouraging since it represents a form of "hidden" in-service which might well be further encouraged.

If the authorized curriculum is seen as a core around which programmes are developed, the relatively low use of the B.C. Curriculum must give cause for some concern. The low reported usage of the B.C.T.F. lesson aids, district instructional material centres, and school broadcasts suggests that the literature component of these resources be improved or wider publicity be given to existing literary materials.

Part II. TEACHING PROCEDURES IN A LITERATURE PROGRAMMETable 5. Mean Values  
Characteristics of Libraries available  
in Schools

<u>Library Characteristics</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. Books other than textbooks available in the library for recreational reading.	1.5	1.4	1.6
b. Provision is made in the classroom so that children can read in the library rather than at their desks.	2.3	2.4	2.5
c. Library includes displays of pupil-made materials related to books.	2.6	2.6	2.9
d. Library includes stories or other forms of literature written by the children currently enrolled in your class.	3.0	3.2	3.8
e. Library includes displays of materials designed to motivate the reading of books (e.g. posters, questionnaires, motivational quizzes).	2.6	2.3	2.2
f. Library includes a variety of reading interests.	1.4	1.3	1.4
g. Library includes a wide range of reading difficulty.	1.4	1.3	1.4
h. Library is comfortably furnished.	2.2	2.1	2.1
i. Audio-visual forms of literature (e.g. records, tapes, filmstrips) are available in the library)	2.3	2.1	2.1

The data from Table 5-4 suggest that most libraries accessible to children in schools in B.C. contain books other than textbooks (a), include a variety of interests (f) ranging widely in difficulty (g). Somewhat fewer such libraries make provision for reading in the library (b), include displays

(c), are comfortably furnished (h), or contain literature in audio-visual form (l). Even fewer include materials written by children.

Table 5-5 Percentages  
Organizational Characteristics  
of a Literature Programme

<u>Organizational Characteristics of a Literature Programme</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. I usually adhere to a planned programme.	5.9	7.8	13.8
b. I have a planned programme but incorporate materials suggested by others (e.g. children, colleagues, etc.)	67.3	70.1	70.9
c. I do not have a planned programme since it depends entirely on the interests of the children I am teaching	20.8	17.8	11.1
d. I do not have a literature programme.	1.1	0.7	0.2

The data from Table 5-5 indicate the majority of teachers follow a planned literature programme into which they incorporate suggestions from others (b). Rather more primary teachers than intermediate teachers rely solely on the current interests of the children in determining the literature programme (c). And about twice as many intermediate teachers as primary teachers stay closely to the programme they have planned (a). Only a very small percentage of each grade level indicated that they have no literature programme (d).

Table 5-6 Percentages  
Type of Schedule for Reading Aloud  
to Children

Schedule for Reading Aloud	Gr. 1	Gr. 3	Gr. 7
a. I have a regular schedule which I usually follow.	9.9	13.1	8.4
b. I read to the class only whenever there is time to spare.	1.4	1.9	9.3
c. I have a regular schedule but I also read aloud if there is time to spare.	16.5	15.7	14.9
d. I never read aloud to the children I teach.	0.2	0.2	2.3
e. Stories and poems are read only in association with a social studies or science unit.	0.2	0.0	2.7
f. I have a regular schedule, I also use spare time and I incorporate reading aloud into teaching in the content areas.	69.5	65.3	44.9

The data for Table 5-6 indicate that the majority of primary teachers and a substantial minority of Grade 7 teachers read orally to children according to a planned schedule which they supplement with spare time and reading related to the content areas (f). A further 14.9 - 16.5% of teachers reporting follow the same combination, except that they do not incorporate the oral reading of content area material (c). Between 8.4 and 13.1% of the teachers follow a regular schedule which they usually follow (a). Only a tiny percentage, 0.2 (actually a single teacher) reported no reading at the Grade 1 level (d). At the Grade 7 level 2.7% reported that they never read aloud to the children they teach (d).

### TEACHER COMMENTS

Teachers at all three levels mentioned the value of pictures, audio visual material and realia in promoting an interest in literature.

Comments from Grade one teachers stressed that approaches to literature at this level should be primarily oral. A widespread desire to achieve flexibility was noted so as to exploit to the full the children's interests and needs. Many teachers mentioned the use of real and vicarious experiences, games, classroom visitors, puppet theatres, and audio-visual material.

Grade three teachers mentioned attempts to get children to produce literature for their peers. Many teachers commented that they took note of the curriculum but did not feel bound by it, preferring to use the ongoing interests of the children as a guide in selecting suitable material.

### SUMMARY AND CONCLUSIONS

Teachers feel that most libraries accessible through the school provide a collection of books that range in interest and difficulty. Somewhat less attention seems to be given over to making the library an inviting or stimulating place through the use of soft furnishings or motivational displays.

Most teachers indicated they follow a planned but flexible literature programme. Approximately 17 to 20% of the primary teachers report that their literature programme is based entirely on the current interests of the children whereas only 11.1% of the Grade 7 teachers indicated they use this idea.

The majority of teachers read aloud to children according to a regular schedule. Many of them supplement this with reading aloud whenever time allows and by reading material related to the content areas.



Part III. FREQUENCY OF LEARNING ACTIVITIES IN LITERATURE

Table 5-7 Percentages  
Frequency with which Children Listen  
to Stories Read Aloud by the Teacher

<u>Frequency</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. Every day	76.1	62.5	14.2
b. 3-4 times a week	19.0	30.4	48.1
c. 0-1 times a week	2.9	3.8	21.4
d. Less than once a week	0.2	1.2	12.0
e. Never	0.7	0.7	2.5

The data from Table 5-7 indicate the majority of teachers read aloud to the children they teach at least three to four times a week if not more frequently. A minority of Grade 7 teachers reported reading aloud less than once a week.

There is much evidence to show that listening is a skill which can be learned (Central New York Study Council, 1957; Keller, P.W., 1960, Devine, 1961) and some evidence to suggest that improvement in listening will assist in the development of reading ability (Lundsteen, 1971).

TEACHER COMMENTS

In their comments teachers of grade one and grade three children endorse an oral approach to literature whereas grade seven teachers expressed some reserve with regard to reading aloud, suggesting that this should happen only when the atmosphere was especially suitable as, for example, arising spontaneously from a particular enthusiasm for a particular piece of literature.



SUMMARY

The data from Table 5-6 indicate the vast majority of primary teachers read to the children three or more times a week. A reduced number, but still a clear majority, of Grade 7 teachers report they read aloud with a similar frequency. Only a few primary teachers read less than once a week; but a total of 14.5% of the Grade 7 teachers reported this low a frequency.

Part IV. LEARNING OUTCOMES IN LITERATURE: Present Programme

In gathering data on learning outcomes of their present literature programmes, respondents were asked to state which two of a list of learning outcomes they agree with the most.

Table 5-8 Percentages  
Teachers Indicating most Agreement  
with Outcome of their Present  
Literature Programme

<u>Learning Outcomes for a Literature Programme</u>	Gr. 1	Gr. 3	Gr. 7
a. Children will be thoroughly familiar with a core of first-rate literature (e.g. award winners, classics).	12.0	11.2	6.4
b. Children will be familiar with a wide variety of literature with regard to form and content (e.g. a wide range of books and poems).	47.4	53.9	42.7
c. Children will be familiar with literature that most adequately meets their psycho-social needs (e.g. problems faced in growing up).	14.0	9.8	21.0
d. Children will be familiar with literature that will assist them in developing an appreciation of their cultural heritage (e.g. Canadian literature).	3.9	5.4	4.1
e. Children will be familiar with literature that will assist the growth of reading and other cognitive skills (e.g. becoming better readers).	42.9	35.4	53.8
f. Children will be familiar with literature that will develop their imaginations (e.g. becoming more creative thinkers).	38.2	32.8	29.1
g. Children will be able to choose discriminately among the literature available to them (e.g. be able to pick out good books for leisure time reading).	38.6	48.0	40.9

Discussion

The only firm cross-grade generalization that can be drawn from the data presented in Table 5-8 is that there is a fairly consistent lack of endorsement of the idea that literature should be used to assist children in "developing an appreciation of their cultural heritage" (d). To a lesser extent the same observation can be made regarding the idea that children should become "thoroughly familiar with a core of first rate literature" (a). Relatively few primary teachers endorsed the idea of using literature to meet psycho-social needs although 21.0% of the grade 7 teachers did select this option (c). Three options seem to be endorsed fairly consistently across the grades: Children will be familiar with a wide variety of literature with regard to form and content (b); children will become familiar with literature that will assist the growth of reading and other cognitive skills (e); and children will be able to choose discriminately among the literature available to them (g). However, none of these options received majority endorsements across all grade levels. A majority of grade 7 teachers appear to have endorsed the idea of using literature to improve reading and other cognitive skills (e), whereas rather more primary teachers than grade 7 teachers endorse the use of literature in developing the imagination (c). A higher percentage of grade 3 teachers are concerned with developing discriminating readers (g) than there are concerned among the grade 1 or grade 7 teachers.

Table 5-9 Percentages  
Teachers Indicating "Most Agreement"  
with the Suggested Modes of Pupil  
Response to Literature

Modes of Response in a Literature Programme	Gr. 1	Gr. 3	Gr. 7
a. Children will develop the ability to express verbally how various pieces of literature affect them.	33.6	29.0	33.0
b. Children will learn to express in a variety of artistic ways the effect that literature has on them.	45.4	42.0	28.2
c. Children will develop the capacity to express in a variety of ways how literature affects them.	61.1	67.7	61.8
d. The images and feelings created by literature are usually too delicate for communication and children should rarely be asked to express how various pieces of literature affect them.	5.0	3.8	7.0
e. Children will be able to demonstrate their understanding of a piece of literature.	29.7	30.2	42.9
f. Expressive activities related to literature should be concerned with determining whether or not a child has understood a given piece of literature.	14.2	16.2	16.0

#### Discussion:

The data in Table 5-9 indicates there is fairly uniform support for the idea that "Children will develop the capacity to express in a variety of ways how literature affects them" (c). There is very little support at any grade level for the idea that "The images and feelings created by literature are usually too delicate for communication..." (d). Relatively more primary than grade 7 teachers endorsed artistic modes of expression in reacting to literature (b). Grade 7 teachers endorsed most frequently the idea that "Children will be able to demonstrate their understanding of the meaning of a piece of literature" (e). An evaluative approach to responses to literature reflected in the statement, "Expressive activities related to literature should be concerned with determining whether or not a child has understood a given piece of literature" (f) was endorsed by relatively few teachers at any grade level:

### TEACHER COMMENTS

The overwhelming majority of primary teachers who offered comments on the outcome of a literature programme regarded it as a means of associating reading with enjoyment. They wished to disassociate it from any form of stress. Primary teachers also noted the value of a literature programme in developing capacity in oral language.

An increase in grade level tended to be associated with an increasing demand for an analytical approach to literature with grade one teachers rejecting almost unanimously any suggestion for analysis, grade three teachers making rather more frequent reference to analytical skills and grade seven teachers making the largest number of comments in this regard. However even at the grade seven level several respondents noted that any search for deep implications in the material read should be avoided unless the demand for it came spontaneously from the pupil.

### SUMMARY AND CONCLUSIONS

The data in Table 5-8 reflect a diversity of opinion among teachers regarding the outcomes of their present literature programmes. None of the options listed was endorsed by a majority of teachers across the three grade levels. Relatively speaking the teachers tended to endorse most strongly the ideas that children should become familiar with a wide variety of literature; the kinds of literature that will help in the development of reading and other cognitive skills, and in the ability to become discriminating readers. The drop in the percentage of grade 7 teachers compared to the grade 3 teachers who endorsed the idea that a literature programme should help to develop in children the ability to "choose discriminately among the literature available to them" may be of concern if it is believed that school experience should assist in the growth in independence of the students.

Very few teachers at any grade level endorsed the idea that literature should be used to develop an appreciation of cultural heritage.

The data in Table 5-9 indicate that teachers tended to endorse a variety of means of expression in literature-related activities. Primary teachers favoured artistic modes of response while grade 7 teachers showed a tendency to stress the demonstration of understanding. Evaluative approaches were endorsed by relatively few teachers.

Data on teachers' rankings of learning outcomes in an "Ideal" or future oriented setting are presented in the "Report Dealing with Goals". These data will be used in comparing teachers' perceptions of present and ideal programmes in a Literature programme.

#### Relationship between Ranking of Present vs. Ideal Programmes in Literature

In general, the results from the teachers' ideal and present programmes tend to confirm one another: In both a positive attitude towards literature appears to be most heavily endorsed, followed by a desire to improve reading skills. Becoming a discriminating reader tended to be more heavily endorsed in the ideal than in the present programme. The idea that literature should be employed to inform the child about his social situation or to meet his psychosocial needs was endorsed by relatively few teachers in either the ideal or present programmes.

The relative differential among grades with regard to using literature to develop the imagination was maintained across both questions. Primary teachers tended to hold more favourable attitudes towards creativity development and through literature than did the intermediate teachers in both ideal and actual programmes.

Part V. MASTERY AND APPLICATION IN LITERATURETable 5-10 Percentages  
Frequency of Book Sharing Activities

<u>Frequency</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. Every day	35.2	17.1	7.4
b. 2-3 times a week	23.9	24.2	15.1
c. 1-2 times a week	25.1	38.5	34.1
d. Once a month	6.8	10.9	19.6
e. Never	5.9	6.4	20.1

The data from Table 5-10 indicate that the majority of teachers at all grade levels make provision for some book sharing activities at least once or twice a week (a, b & c). This majority is not quite as large at the Grade 7 level as it is in the primary grades. Just over 20% of the Grade 7 teachers and a smaller percentage of the primary teachers reported that they never hold book sharing sessions (e).

SUMMARY

The majority of teachers indicate that some form of book sharing takes place at least once a week in their classrooms. A small percentage of primary teachers and a substantial minority of Grade 7 teachers report that they never provide opportunities for the sharing of books.

IMPLICATIONS

If teachers are to put into practice the maxim "A successful literature programme will produce a student who can express how a given piece of literature has affected him..." which the respondents to the questionnaire overwhelmingly endorsed elsewhere\* then it is obvious that book sharing activities must be pursued. Action should be taken so that positive attitudinal and behavioural changes occur in those teachers who presently do not provide opportunities for book sharing.

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\* Report Dealing with Goals, Chapter 5.



Part VI. EVALUATION OF ATTITUDES, KNOWLEDGE AND SKILLS IN A  
LITERATURE PROGRAMME

Table 5-11 Mean Values \*  
Frequency with Which the Following  
Evaluative Procedures are Used

<u>Evaluative Procedures</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. Comprehension Test	3.3	2.9	2.7
b. Evaluation of the structural characteristics of a literary programme	3.9	3.5	3.0
c. Evaluation of artistic responses to literature (e.g. paintings, models, dramatizations):	2.7	2.7	3.2
d. Evaluation of participation in discussions related to literature.	2.3	2.3	2.2
e. Observation of interaction with literature (e.g. frequency with which books are changed, apparent enthusiasm for stories encountered, length of sustained attention to literary selections, etc.).	1.9	1.8	2.2
f. Evaluation of written book reports.	4.0	3.3	2.7
g. Evaluation of oral book reports.	3.5	3.1	3.0

\*1. Always 2. Often 3. Sometimes 4. Rarely 5. Never

It is apparent from the data tabulated in Table 5-11 that teachers at all three grade levels use informal observational techniques more frequently than any other form of evaluation (c). Participation in discussion is used next most frequently across all grade levels (d). Evaluation of structural characteristics of a literary selection is used relatively infrequently (b). The frequency with which the evaluation of written reports (f) and comprehension tests (a) are used increases with the grade level. Primary teachers use evaluation of oral book reports (g) significantly less frequently than they do participation in discussion (d), while for Grade 7 teachers this difference is not significant. Artistic responses (c) are used significantly more frequently by primary teachers than by Grade 7 teachers.

TEACHER COMMENTS

Primary teachers who chose to comment placed the emphasis on enjoyment without formal evaluation. Likewise grade seven teachers called for informal methods of evaluation which avoided placing the pupil in a difficult position

SUMMARY AND CONCLUSIONS

Teachers at all grade levels tend to employ informal observation and participation in discussion most frequently in assessing the effectiveness of their literature programmes. These observations correlate nicely with the findings from Part IV, Table 5-9 dealing with the outcomes of a literature programme where oral activities were endorsed by a majority of teachers. Structural characteristics of literature also tend to be shunned by teachers both as outcomes and as evaluative bases. Primary teachers appear to make a distinction between the child's oral behaviour in making a book report and his participation in discussion in that the former is used significantly less frequently as a basis for evaluation than the latter. Intermediate teachers do not seem to make this distinction as strongly.

Part VII. FURTHER DEVELOPMENT OF A LITERATURE PROGRAMME

Table 5-12 Mean Values  
Estimated Degree to Which the Following  
Would Assist in the Improvement of a  
Literature Programme.

<u>Possible Improvements</u>	<u>Gr. 1</u>	<u>Gr. 3</u>	<u>Gr. 7</u>
a. Curriculum guide should contain more direction regarding literature programme.	2.8	2.7	2.6
b. Curriculum guide should provide less direction regarding literature programme.	4.1	4.2	4.3
c. Curriculum guide should provide more information regarding literature programme.	2.6	2.5	2.3
d. The goals of a literature programme set out in the curriculum guide should be more practical.	2.6	2.6	2.5
e. More materials for teaching literature should be made available.	1.9	1.9	1.8
f. Materials provided for the literature programme should be more suitable.	2.3	2.2	2.2
g. More time should be allowed for the teaching of literature.	2.9	2.8	3.1
h. Pre-professional training in children's literature should be increased.	2.1	2.1	2.2
i. In-service training in children's literature should be increased.	2.1	2.1	2.2

It is apparent from the data presented in Table 5-12, that teachers at all three grade levels perceived an increase in the quantity of materials available (e) as the most important way to improve their literature programmes. This finding supports that noted in Chapter I, "Suggestions to Improve Professional Working Conditions" where a substantial percentage of teachers expressed the opinion that improvement could be significantly effected by the provision of more suitable instructional materials and improved library services. Many comments from all three grade levels called for an increase in high-interest, low-vocabulary material and the full time services of a librarian. Teachers at the grade 1 level expressed a need for a greater amount of literature especially suitable for Indian children.

Pre-professional training (h), in-service (i) and more suitable materials (f) tended to be rated as the next most important means for improvement. These findings are supported in Chapter I where it is noted that teachers perceived increases in the amount and quality of in-service and pre-service as important ways towards improving working conditions.

Increased time (g) and various changes in the curriculum (a, c and d) are perceived as being of only moderate importance. However changes in the curriculum guide tended to be in favour of more information and direction. Once again these findings are supported in Chapter I although a certain ambivalence on the part of teachers towards the importance of curriculum revision is evident.

#### SUMMARY AND CONCLUSIONS

Teachers perceived an increase in the amount of material available as the most important way in which they might improve their literature programmes. This finding is echoed in the data in Table 5-1 where it was noted that teachers make frequent use of school libraries but these facilities are sometimes felt to be less than adequate.

Increased pre-service and in-service training and the provision of more suitable materials in children's literature are rated as being next in importance as means for the improvement of literature programmes.

The rather moderate concern for changes in the curriculum is perhaps a reflection of the teachers' perception of the curriculum, which, as was noted in Table 5-1 was not used to a great extent in developing a literature programme. Such change as was endorsed was towards more, rather than less, direction.

Part VIII. INTERPRETATIONS AND IMPLICATIONS

The authors present the following interpretations and implications as they arise out of the findings from this part of the Report.

From Table 5-1

1. The high usage reported for expertise developed through experience relative to the more limited usage reported for expertise developed at University suggests that *ways of increasing the internship component of pre-service training be explored.*
2. The high usage of school libraries, coupled with teachers' comments regarding the inadequacy of the libraries, suggest that *steps be taken to improve school library facilities.* A more detailed study of this question may be in order but such a study should not be used to delay action aimed at immediate improvement. Such a study should certainly undertake to *identify any schools lacking library facilities, and steps should be taken to rectify the situation immediately.*
3. The relatively low usage of the present curriculum guides suggests that *development of a curriculum in literature that will be perceived to be relevant to the wide range of teaching situations encountered across the province should be initiated.*
4. The low usage reported for the B.C.T.F. lesson aids, district instructional materials centres and school broadcasts suggests that *action should be taken to determine (a) if such resources represent an optimum means for providing support for a literature programme and (b) given that (a) is confirmed; explore means by which greater use be made of these facilities.*

From Table 5-2

5. The almost universal access to libraries for children attending schools in B.C. is heartening. However, in a modern prosperous province the fact that any children are deprived of a school library may be the source of some concern.

From Table 5-3

6. Based on the mixed reaction by Grade 7 teachers to the prescribed novels, it is recommended that *the present list be reviewed and that consideration be given to replacing certain titles or extending the list with books likely to be more appealing than the less popular titles on the present list. Particular emphasis should be given to Canadian books and novels presenting females in positive central roles.*

From Table 5-4

7. If the mere provision of literary materials is seen as insufficient to attract children, then action might be undertaken to assist teachers to explore ways in which school and class libraries can be made into more attractive and stimulating areas.

From Table 5-5

8. Whether literature programmes should be planned or grow entirely out of current interests is a philosophical rather than a scientific decision. Perhaps the decision can best be made at the local level on the basis of local experience. If the teacher, school or district finds that one approach appears to work better than another, then local or possibly individual arrangements should be made.

From Table 5-6

9. The fact that teachers are reading aloud to the children they teach is more important than the schedule according to which they do it. The only action necessary is to ensure that the teachers are given acknowledgement for the excellent work they are doing in this regard and to take appropriate action in order to ensure that the small percentage of teachers who do not now read aloud to children are brought to appreciate the benefits of this activity.

From Table 5-7

10. The large percentage of teachers who report they now read aloud to children suggests that action should be taken to reinforce the oral



reading behaviour of most teachers and means of producing attitude changes in those teachers who do not now read regularly and frequently to the children they teach should be explored.

From Table 5-8

11. Future curriculum development in literature should take note that the most widely endorsed learning outcomes for a literature programme were: becoming familiar with a wide variety of literature; developing growth in reading and other cognitive skills; and developing discriminating readers. If the idea that school experience should contribute towards growth in independence, then it may be felt necessary to take action to increase the number of Grade 7 teachers who perceive that the ability to discriminate among the literature available is an important outcome of a literature programme.

From Table 5-9

12. Committees concerned in future curriculum development should take cognizance of the fact that teachers tend to prefer a variety of means of responding to literature.

From Table 5-10\*

13. If teachers are to put into practice the maxim "A successful literature programme will produce a student who can express how a given piece of literature has affected him ..." which the respondents to the questionnaire overwhelmingly endorsed elsewhere\* then it is obvious that book sharing activities must be pursued. Action should be taken so that positive attitudinal and behavioural changes occur in those teachers who presently do not provide opportunities for book sharing.

\* Report Dealing with Goals, Chapter 5



From Table 5-11

14. The reported evaluative bases employed by the responding teachers appear to coincide nicely with the desired learning outcomes they have identified. *Action should be taken to reassure teachers that they appear to have developed a logical and consistent relationship between the desired learning outcomes and the evaluative procedures for a literature programme.*

From Table 5-12

15. Based on the high need expressed for increased materials for teaching literature, *action should be undertaken to improve the library service available to teachers.* It may well be that some teachers may not be aware of the resources that are already available to them. Thus, it seems advisable to *improve the service, in the form of qualified librarians,* who in turn would effect the necessary improvements in material through consultation with teachers rather than simply increasing library materials budgets without the assurance that such funds will always be spent wisely.
16. Based on the relatively high need expressed for increased pre-service and in-service in children's literature, *authorities concerned with these programmes should investigate means of strengthening the children's literature component in their offerings.*
17. The conclusions drawn from this section tend to reinforce those drawn from Table 5-1, namely that *action must be taken to effect a positive attitudinal change towards the role of the curriculum in programme development.* The change should be towards increases in information regarding children's literature and more guidance in developing a literature programme.

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Central New York Study Council. Some Helps for Building Guides for Skill Development in the Language Arts: Listening. Report No. 7; Syracuse: Syracuse University, 1957.

Davine, Thomas G. "Reading and Listening: New Research Findings." Elementary English, 38, 1961, 1970-1974.

Keller, Paul W. "Major Findings in Listening in the Past Ten Years." Journal of Communication, 10, 1960, 26-28.

Lundsteen, Sara W. Listening: Its Impact on Reading and The Other Language Arts. Urbana, Ill.: A Clearing House on the Teaching of English, 1971.

CHAPTER 6ORAL COMMUNICATIONSPEAKING

Uses appropriate voice and speech skills. Speaks with fluency and precision. Appreciates the relationship between speaking and listening. Understands the effects of and is able to use a variety of techniques in oral communication.

LISTENING

Comprehends fully and accurately in all listening behaviours. Evaluates what is heard. Appreciates and enjoys listening experiences. Uses a variety of levels in listening.

ABSTRACT

Teachers saw the total Oral Communication programme as falling between "Important" and "Essential" on the preference scale although specific skills were often ranked lower than "Important". Variations in rankings occurred as a function of grade level and skill area. The most popular sources of the curriculum in Oral Communication were the teacher's own experience and ideas from colleagues, with academic training and curriculum guides having relatively less importance. In general, an integrated approach to the Oral Communication curriculum was preferred. Teachers' responses showed a need for good quality instructional materials.

Teaching procedures emphasizing various child-centered activities were most popular. The least popular activities for developing oral skills were ones which were narrow in scope with respect to skills or restricted in variety of activities.

Learning activities in Oral Communication integrated with other curriculum areas were given highest priority as were those based on children's experiences. Local and individualized programs were considered most desirable. Generally teachers saw relatively little need for follow-up activities to provide practice for and application of skills in Oral Communication suggesting that a highly informal approach to skill development is preferred. This finding conflicted with teachers' expressed views on the importance of objectives in Oral Communication. While all objectives in this area were ranked as at least "Of Moderate Importance" teachers appear to see relatively less value in following up learning activities to insure that the objectives are met.

In the present programme, as in the ideal one, all objectives were considered worthy of development. However, in both contexts, the simpler, more basic skills were ranked above the more complex ones. Listening skills were generally considered to be more important than Speaking skills. Little variation was seen in the views on objectives in actual as opposed to ideal circumstances.

Teachers' ratings of evaluation procedures in Oral Communication followed the pattern established elsewhere in the questionnaire. In spite of considering

most oral skills to have a high importance teachers appeared to believe that not only skill development but also skill evaluation is best accomplished through informal means focussed on the more basic skills in this area. Teachers appeared to be generally satisfied with the quality of Speaking and Listening exhibited by their pupils.

Teachers saw highly specific academic preparation, a better supply of high quality materials and more emphasis upon Oral Communication in the total programme as being most important to the success of their programmes. They believed curriculum guides and increased time for skill development to be less crucial factors in the quality of the Oral Communication programme.

#### ORGANIZATION OF THE CHAPTER

This chapter is divided into several sections corresponding in content to the divisions in the Oral Communication questionnaire booklét. These sections are as follows:

- Part I The Kind and Extent of Learning Experiences
- Part II The Nature and Organization of Teaching Procedures
- Part III The Nature of Learning Activities
- Part IV Learning Outcomes in Oral Communication in the Present Programme
- Part V Application of Knowledge and Skills
- Part VI Evaluation of Knowledge and Abilities
- Part VII Achieving Goals in an Oral Communication Programme
- Part VIII Interpretations and Implications

Each of the Sections I to VII consists of data presented in table form followed by a discussion of the data, written comments of teachers taken from the questionnaire and a summary of and conclusions arising from the findings. Throughout the chapter, reference will be made to the results of the section in the questionnaire dealing with learning outcomes. These findings were presented

in the earlier Report, Dealing with Goals. Reference to these findings is made for the purpose of a discrepancy analysis, i.e. to identify and attempt to explain the discrepancy between goals of instruction and instructional practices.

Part I. THE KINDS AND EXTENT OF LEARNING EXPERIENCES

Questions in this section were concerned with the kind and extent of learning experiences in Oral Communication, including the sources of activities, materials and point-of-view upon which the programme is based.

Table 6-1 Mean Values\*  
Views on the Importance of  
the Oral Communication Programme

<u>Individuals Concerned</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Teachers	1.3	1.4	1.5
b. Children	2.3	2.4	2.8

\*1. Essential 2. Important 3. Moderate Importance 4. Little Importance 5. No Importance

Table 6-2 Percent  
Time Allotments  
for Oral Communication

<u>Weekly Time Allotments</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. 2 hr/wk. or more	57.2	39.9	20.9
b. 1 hr/wk.	22.9	33.1	28.5
c. 45 min/wk.	13.0	15.6	21.6
d. 30 min/wk.	5.0	10.0	23.5
e. 0 min/wk.	0.2	0.2	2.6

Discussion:

All respondents indicated a high priority for skills of oral communication, both in the present and ideal programmes with most rankings falling in or near the "Important" category. This regard for specific skills was borne out in their overall ranking of a programme for developing skills of oral communication. In fact, the general ranking was between "Important" and "Essential" at all grade levels with a very high degree of accord between grades. Mean responses were 1.3, 1.5 and 1.5 for the Grades 1, 3, and 7.

While teachers regard skill development in Oral Communication very highly, they report that children regard it less importantly, placing it between "Important" and "Of Moderate Importance" on the scale. There also appears to be a perception of less concern for oral communication among intermediate children than among primary children.

In addition, the amount of time spent in an Oral Communication program is reported to decrease with grade level while in general teachers identified many of the complex Oral Communication skills as having a higher priority in later grades. At the primary level 2 hours per week or more on the average are used while in Grade 7 it is an hour or less. This appears to be a contradiction between beliefs and practices.



Teachers' views about the sources of the curriculum in Oral Communication provided valuable insight into the philosophy and bases of activities in this area of the curriculum. A summary of responses is provided below.

Table 6-3 Percent  
Sources of Curriculum in  
Oral Communication

<u>Source of Curriculum</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. The British Columbia Language Arts Curriculum Guide	61.5	63.6	55.5
b. The programme suggested in another Guide (Specify)	26.5	13.1	6.4
c. Personal expertise developed in University course work	39.2	41.7	39.8
d. Personal expertise developed from in-service training	40.4	34.0	23.3
e. Personal expertise developed from experience in teaching	84.4	80.2	82.8
f. Advice from colleagues (supervisors, teachers, etc.)	56.5	56.9	52.2
g. B.C.T.F. Lesson Aids	27.4	31.2	26.8
h. Suggestions and materials from children	66.4	68.1	51.5
i. No specific curriculum used	20.3	26.6	23.8
j. The programme suggested in a reference book. (Specify)	10.9	8.6	4.0

#### Discussion:

Teachers showed considerable agreement across grades as to the source and nature of their curriculum. The most common sources were the Provincial Guide, personal expertise developed from teaching, advice from colleagues, and suggestions and materials from children. University course work and in-service training generally received considerably less than 50% of the responses. (More than one source was capable of being selected). B.C.T.F. lesson aids, also, appear to be used to a limited extent.

Further information regarding the nature of the programme was provided in the question dealing with the overall characteristics of the Oral Communication programme. This information is summarized in Table 6-4 below.

Table 6-4 Percent Characteristics of the Oral Communication Program

<u>Characteristics of Program</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. An integrated <u>Speaking</u> and <u>Listening</u> programme	89.6	80.4	57.9
b. A programme integrated with the <u>Writing</u> programme	36.3	65.0	54.8
c. A programme integrated with <u>Reading</u> and <u>Literature</u>	71.6	76.0	64.0
d. A programme specifically designed to develop separately <u>Speaking</u> skills and <u>Listening</u> skills	15.6	14.0	19.8
e. No planned activities specifically designed to develop <u>Speaking</u> and <u>Listening</u> skills	5.0	7.5	13.9

Table 6-5 Percent Use of Text or Commercially Prepared Material

<u>Use of Text</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Use of pupil text or other commercially prepared material for development of Oral Communication skills	83	76	83

Discussion:

All respondents favored an integrated programme, although this was less evident at the Grade 7 level than in Grades 1 & 3. Also, a broader or more

co-ordinated form of integration, i.e. with Reading and Literature or Listening and Speaking were favored over a narrower one, i.e. with Writing only. A specific skills approach appeared to be little used.

With respect to materials of instruction, teachers appeared to favor pupil texts or other commercially prepared materials to the degree of 83%, 76% and 83% for Grades 1, 3 and 7 respectively.

#### TEACHER COMMENTS

Comments made at all three grade levels accorded Oral Communication a place of importance in the Language Arts curriculum, particularly in the comments of primary teachers. Several Grade 7 teachers who commented, however, felt that oral work was tending to be over-emphasized of late, to the detriment of written language.

At the Grade 1 level many statements expressed a desire for more control over curriculum decisions. Several teachers wished to see kindergarten methods continue into Grade 1. There was also, however, a desire for more intensive readiness programs to extend "down" into kindergarten. Many expressed the view that Listening and Speaking skills should be included in the primary curriculum.

At the Grade 3 level many statements stressed the interdependence of all Language Arts and said it was common practice to integrate work in Oral Communication with other language work and with other subjects. A strong emphasis upon active pupil participation in learning was pointed out and there was a tendency among teachers to postpone refinement of skills and a concern for accuracy of expression until later in the child's school experience. A number of comments were made which expressed concern for the difficulties of children from non-English-speaking backgrounds, and suggested that there be provision of special materials or classes for them. There was a frequently-expressed wish for more

time for the language arts. As with Grade 1 teachers, there was endorsement of learning activities oriented towards "play" and leading to development of efficient oral language performance. The concept that effective listening and speaking were pre-requisites to effective reading and writing were endorsed.

Grade 7 teachers, along with those at the other levels, showed a strong concern for lack of time for preparation. There appeared to be an even division between those who wished to make curriculum decisions themselves and those who wished these to be made in greater detail by the Department of Education, suggesting that there was some dissatisfaction with the present curriculum. While most of the comments endorsed the idea that oral skills in language took precedence over written ones, there was a notable concern about written skills. Some comments suggested that the extent of the teacher's task in respect to development of writing skills did not permit adequate time for oral work.

A small number of Grade 1 teachers expressed negative comments regarding texts, saying that they were sexist, ill-suited to interpretation with the oral programme and middle-class urban oriented.

With regard to instructional materials, the following items were identified.\*

Grade 1

The Canadian Development Series - Primary

General Editor: Dr. J. McIntosh, Assoc. Ed.: Barrett, F., Lewis, C.E.

Publisher: The Copp Clark Publishing Co. Ltd.

Vancouver/Toronto/Montreal, 1962

Duso Kit

Author: Dinkmeyer, Don

Publisher: American Guidance Service Inc.

Minnesota, 1973

Language Patterns

Authors: Linn, Bruce, Donaldson

Ellis, Saunders, Trischuk

Holt, Rinehart and Winston of Canada Ltd.

Toronto/Montreal, 1968.

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\*Items are not listed in order of priority.

Peabody Rebus Reading Program

Authors: Woodcock, Richard  
Davies, Cornelia

Publishers: American Guidance Service Inc.,  
Publishers Building, U.S.A. 1969

Talking Time

Author: Scott, Louise Binder  
Thompson, J.J.

Second edition: St. Louis, Webster Division,  
McGraw-Hill, 1966.

Grade 3Creative English.The Canadian Language Development Series

Gilford, Marion

Edmondson, Rosanne

The Copp Clark Publishing Company  
Vancouver/Toronto/Montreal 1961

Guidebook to Basal ReaderTeacher's Manual for 'Stories of Fun and Adventure'

Barbara R. Mercer

General Editor: Dr. J.R. McIntosh

The Copp Clark Publishing Co.

Vancouver/Toronto/Montreal 1965

Language Patterns

Authors: Linn, Bruce, Donaldson

Ellis, Saunders, Trischuk

Holt, Rinehart and Winston of Canada Ltd.,

Toronto/Montreal, 1968.

Peabody Rebus Reading Program

Authors: Woodcock, Richard  
Davies, Cornelia

Publishers: American Guidance Service Inc.,  
Publishers Building, U.S.A. 1969

Grade 7Communication

Authors: Affleck, Muriel (Caldwell)

Toronto, MacMillan, 1972 (The MacMillan Language Program)

English Through Experience

Authors: Nelson, G.A. and Nelson, N.E.

Toronto, Copp Clark, 1968.

S.R.A. Kit

Naslund, Robert

McClellan, Jack

Science Research Associate, Chicago, Ill., 1961

Sense and Feeling

Compiled and edited by R.J. Scott

The Copp Clark Publishing Co.

Vancouver/Winnipeg/Toronto

1968

Starting Points in Reading (Language) A,B,C,D,E

by Hooper, Heather. General Editor, Bill Moore

Ginn and Company

Xerox of Canada Ltd., Toronto.

1973

Voyageur Series

The Voyageurs

Andrews, R.J.

(Toronto) Ginn (1969)

SUMMARY AND CONCLUSIONS

These findings suggest that while teachers consider the overall Oral Communication program as falling between "Important" and "Essential", they perceive skill categories and individual skills somehow lower in priority. This may be an example of the adage that the total is greater than the sum of its parts. Also, the averaging of more favored and less favored skills would produce a lower mean score. The teachers' perceptions that children viewed the total program as ranging between "Important" and "Of Moderate Importance" is likely an accurate reflection of children's often ambivalent attitude towards curriculum matters.

The apparent discontinuity between the raising of Oral Communication skills in priority with increase in grade level and the lowering of the amount of time allocated for skill development suggests that teachers at higher levels know the importance of Oral Communication skills, but due to pressures probably from other aspects of curriculum, find it necessary to curtail instructions.

Evidence on the sources of curriculum reveals a highly experiential base to the program for all teachers. While the B.C. Guide is apparently used it is less important than direct experience. Training, also, plays a relatively minor role in curriculum development. This evidence indicates the importance of local curriculum development, particularly since the category receiving the second highest ranking "Suggestions and materials from children" is coupled with the first ranking category "Personal expertise developed from experience in teaching". The relatively low value assigned to academic and in-service experiences suggests their perceived lack of significance for curriculum development in spite of the high value assigned to specific speaking and listening learning outcomes. Teachers appear to feel that they cannot learn all the skills from books or courses but some are learned from observing and experiencing these skills in action. However, their perceptions may be somewhat narrow as shown by the preference for the simpler learning outcomes in the Oral Communication programme. This view should be altered through appropriate educational activities for teachers.

The integrated view of the program suggests a strong need for a changed emphasis in the scheduling of activities to avoid fragmenting instruction as well as the need for development or provision of instructional materials designed to build oral communication skills as part of a total language program. These materials should especially unite speaking, listening, literature and reading activities on the basis of skills identified in the relevant parts of this total survey.

The frequency of use of commercially prepared materials reveals a need for prepared programs and suggests a need for identification and authorization of suitable materials by Departmental curriculum committees. These materials should be selected on the basis of their ability to develop skills in an integrated manner and their attention to skills identified as important in the areas considered to be needful of integration, i.e. Listening, Speaking, Reading, Writing and Literature.

Teachers' comments, on the whole, paralleled opinions expressed in their objective responses. The integrated approach to developing Speaking and Listening skills was strongly supported as was the need for modification of the curriculum either locally or provincially. The problems of sufficient time for instruction and suitable instructional materials were raised suggesting that both local and provincial authorities must establish curriculum priorities and seek out or develop texts and other materials.

Instructional materials being used were seen to be from the Department's list of recommended materials as well as other materials available commercially. Teachers appear to use whatever materials are suitable and/or available, suggesting the need for attention to quality of materials and availability of financial resources.



In examining the teaching procedures, questions were asked about scheduling of lessons and the nature and source of activities used by teachers.

Table 6-6 Percent  
Frequency of Lessons for  
Development of Oral Communication Skills

<u>Frequency of Lessons</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Every day	61.2	43.6	16.9
b. 2 - 3 times a week	19.1	21.7	18.8
c. 1 - 2 times a week	12.1	22.6	39.3
d. Once a month	1.9	4.7	13.6
e. Never	3.5	4.4	6.4

Table 6-7 Mean Values\*  
Popular Teaching Procedures

<u>Teaching Procedures</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
A. Activities arising from:			
1. Personal experience of children	1.7	1.7	2.1
2. Local and school experiences	2.2	2.2	2.5
3. Other curriculum areas	2.1	2.3	2.6
B. Development through:			
1. All verbal and non verbal communication activities	2.2	2.3	2.7
2. Much exposure to and practice in speaking and listening	1.8	1.9	2.4
3. Evaluative teacher feedback to correct errors in usage and grammar and emphasize factual accuracy and retention	2.2	2.2	2.3

\*1. Always 2. Often 3. Sometimes 4. Rarely 5. Never

Table 6-8 Mean Values  
Least Popular Teaching Procedures

Teaching Procedures	Gr.1	Gr.3	Gr.7
a. Major concern of programme is for development only of voice and hearing	2.5	2.6	2.9
b. Trained models are presented through audio visual media	3.6	3.6	3.7
c. One basic way of speaking and listening is emphasized in all cases	3.0	2.9	2.9
d. One basic way of instruction is used to develop all Oral Communication skills	3.1	3.1	3.2

#### Discussion:

Teachers had indicated earlier that time for skill building decreased with grade level. This tendency was evidenced again in the schedule of activities where primary teachers held lessons in Listening and Speaking at least three times a week while Grade 7 teachers planned such lessons only about once or twice a week.

Of the nature and source of activities a rather sharp division of opinion was shown. Several kinds of activities were popular and several were used less often.

Activities were ranked on a five point scale with the response categories of: "Always", "Often", "Sometimes", "Rarely", and "Never". On the scale 1 was "Always" and 5 was "Never".

The most popular activities used by teachers range generally between "Often" and "Always". These are shown in Table 6-7 and are largely based on personal experiences of children which they can discuss.

The least popular activities, used "Rarely" or "Sometimes", are shown in Table 6-8 and are based on highly specific skill activities such as voice training or a limited variety in methodology.

### SUMMARY AND CONCLUSIONS

The responses suggest that teachers perceived a strong link between curriculum sources and teaching activities. As shown in the previous section teachers believed in an experiential and child-centered source for the curriculum. In this section it can be seen that the emphasis continues into teaching activities since the most popular activities involve children's personal experiences of various kinds including those in other aspects of the curriculum and from teacher feedback. The use of other aspects of the curriculum reinforces the desire to integrate learning activities. This preference for child-based teaching activities again reinforces the importance of locally developed curricula and more opportunity for teacher development of learning experiences. Such involvement, of course, would require time and resources being made available.

The least popular activities were the most restrictive in scope or methodology suggesting that teachers believe in a wide range of learning experiences. This reinforces the implication suggested earlier regarding time and resources and shows a correspondence with the view upon learning outcomes where the full range of objectives was perceived as being of considerable importance.

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Part III THE NATURE OF LEARNING ACTIVITIES

Questions in this section examined the type and frequency of learning activities for students. Three general categories of activities were considered; general, specific and follow-up.

Table 6-9 Mean Values  
General Learning Activities

<u>General Learning Activities</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Free discussion of new activities	2.0	2.1	2.5
b. Inductive development of principles	2.5	2.5	2.7
c. Use of an integrated program involving curriculum areas	1.7	1.8	2.2
d. Use of specific skill building activities	2.5	2.6	3.1
e. Skill building as part of a total Oral Communication program	1.8	2.1	2.5

Discussion:

Respondents rated the variety of activities presented in this category as being used, on the average, between "Sometimes" and "Often" with the most popular activities being those which are part of some integrated program. These were "use of an integrated program involving all curriculum areas"(c) and "skill building as part of a total oral communication program"(e).. "Free discussion of new activities"(a) was also popular. Activities generally were reported as being used less as grade level increased.

Table 6-10 Mean Values  
Specific Learning Activities

Specific Learning Activities	Gr.1	Gr.3	Gr.7
a. Share common experiences	1.6	1.6	2.1
b. Share an experience from another subject	2.1	2.1	2.4
c. Share experiences from their backgrounds	1.8	1.8	2.3
d. React to motivating idea	2.0	1.9	2.2
e. Informal discussion	1.8	1.8	2.1
f. Planned formal language building activities	2.8	2.8	2.8
g. Creative drama and other dramatic activity	2.6	2.6	2.9
h. Involvement in visual arts	1.9	2.0	2.5
i. Use reference material for research	3.4	2.2	1.9
j. Involvement in musical arts	2.3	2.3	2.9
k. Use commercial skill building materials	3.3	3.3	3.5

#### Discussion:

Learning Activities in this category were ranked as being used either "Sometimes" or "Often" on the five point scale "Always" - "Often" - "Sometimes" - "Rarely" - "Never". "Always" is 1 on the scale, "Never" is 5. Most of the activities appeared to be used more frequently at the primary levels than in the intermediate grades. The only exception was "Use reference materials for research" (i) which is used more often in grades 3 and 7.

Of the eleven activities presented several appeared to be more popular, being generally ranked in the "Often" range of use. These activities were largely of two kinds - the sharing of experiences (items a, b, c, d & e) - and involvement in visual arts (item h). Other activities including formal

Lessons, creative drama, musical arts and commercial programs were ranked generally in the range between "Sometimes" and "Rarely". These findings correspond with those in the general activities section which revealed a preference for an integrated approach to skill development. The higher use of informal sharing experiences in the specific activities section reflects the discussion orientation suggested by the preferred integrated approach.

Table 6-11 Mean Values  
Follow-up Activities in Oral Communication

<u>Follow-Up Activities</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Teacher provides feedback to the class concerning use of Oral Communication skills	2.4	2.3	2.4
b. Individual children consult with the teacher to obtain help with oral skills	2.9	2.9	3.0
c. Children try a second attempt at the same oral activities.	2.8	2.9	3.1
d. Children are involved in co-operative development and the use of Oral Communication criteria	2.7	2.8	3.1
e. Children are involved in development of skills as indicated by a text or curriculum guide	3.0	3.3	3.4
f. Children are provided feedback via electronic recording, e.g. audio tape, video tape	3.4	3.1	3.4

Discussion:

Learning activities in this category were rated relatively low in terms of use. Their use generally fell in the "Sometimes" category. The exception was Activity (a) - "Teacher feedback", for which respondents indicated a use falling between "Often" and "Sometimes". The least popular activity was found to be Activity (f) - "Feedback via electronic recording". Generally all activities in this category were used more frequently by teachers of younger children.

TEACHER COMMENTS

Teacher comments with regard to learning activities were generally very similar across the grades. They emphasized an integrated approach and identified the following activities as being popular: Choral speaking, dramatic activities, informal and formal discussions, story telling, discussion of current events, use of listening lessons from reading programmes and use of the tape recorder, question and answer periods and critical listening activities involving speakers. Teachers at the Grade 7 level did, however, mention formal activities more than did their primary colleagues, especially drama and debates. Also at this level mention was made of media as a source of stimuli for oral activities. Several statements referred to non-verbal communication as part of oral communication.

SUMMARY AND CONCLUSIONS

These findings related to general activities suggest that teachers believe skill development to be best accomplished on an integrated basis which accords with views on learning outcomes. Learning outcomes in all aspects of oral communication were rated highly indicating that no one area of this aspect of language arts is more important than another. In addition this view corresponds with respondents' perceptions of teaching activities where integrated approaches were most favoured. Thus both in teaching activities and learning activities integration is deemed to have greatest utility and should be encouraged in the classroom.

The drop in the use of activities with increase in grade level suggests less time being available for skill development in oral communication or less time being scheduled. This fact is noted in spite of the indicated increase in importance of many skills from the primary to the upper elementary levels. These findings imply a greater time period be made available for integrated oral communication activities at the upper elementary level.

In specific learning activities the use of informal discussion-based experiences reinforce the evidence presented earlier which revealed that teachers



preferred to develop the oral communication curriculum on the basis of children's experiences. As well, the revealed importance of developing a wide range of oral communication skills is supported by the use of a wide ranging programme of informal activities.

The findings suggest that teachers perceive local and individualized programmes to be most desirable. However, the preference for such programmes and the relatively low priority given to formal activities and commercial programmes suggests that teachers may find the more rigorous and structured activities in a formal programme too demanding and therefore prefer an incidental or informal programme. It may be that such an approach may lead to relatively little developmental activity in children.

Considering follow-up activities, the relatively low frequency of use of specific follow-up skill development activities suggests that although teachers ranked all objectives in oral communication as at least "Of Moderate Importance" and indicated a high use of various learning activities, they see relatively less value in following up these activities to insure that skills are being developed. This result may be an expression of the view that as long as children are active they will be learning and that assessment of performance and appropriate follow-up are not essential.

This conclusion is reinforced by the more frequent use of teacher feedback and the relatively greater use of follow-up activities in earlier grades. The greater use of teacher feedback suggests a somewhat informal approach to skill development. (This was seen in the previous section as well). In the higher grades, where more formal activities usually prevail, teachers indicated a decreasing use of follow-up activities. The teachers showed by their responses a lack of congruity between their views on the importance of objectives and the use of activities needed to insure their development.

Teacher comments revealed a variety of largely informal learning activities such as story telling and discussion being employed in preference to formal and structured skill development activities.

Part IV LEARNING GOALS IN ORAL COMMUNICATION IN THE PRESENT PROGRAMME

This section was concerned with determining the relative importance of learning goals in the present programme in Oral Communication.

Table 6-12 Mean Values\*  
Learning Goals in the Present Programme

<u>Present Instructional Goals</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Develop voice skills (enunciation, quality, etc.)	2.0	1.9	2.1
b. Develop appropriate usage and dialect (form, variety, etc.)	2.0	1.9	2.0
c. Develop fluency and precision in speaking (vocabulary, organization, originality, etc.)	1.8	1.7	1.8
d. Use appropriate types and levels of speech (formality, adjustment by function, etc.)	2.8	2.6	2.4
e. Understand effect of speaking and relationships between speaking and listening (non-verbal skills, confidence in speaking, effect of technique in ORAL COMMUNICATION, etc.)	2.1	2.0	2.2
f. Use speech skills effectively (preparing for speaking, communicate mood, etc.)	2.6	2.4	2.3
g. Develop auditory discrimination (patterns and types of sounds, etc.)	1.5	1.9	2.6
h. Develop comprehension in listening (follow directions, sequence, interpret verbal and non-verbal clues, etc.)	1.2	1.3	1.7
i. Evaluate information in listening (analyze propoganda, use critical listening, etc.)	2.6	2.3	2.0
j. Develop appreciation in listening (awareness of aesthetic qualities in sound, enjoy literature and drama, etc.)	1.9	1.8	2.1
k. Develop appropriate levels in listening (hearing, assimilation of words into meaning, adapt listening behaviour to purposes, etc.)	2.0	2.0	2.2
l. Develop memory in listening (auditory, memory, short term memory, etc.)	1.7	1.9	2.3

\*1. Essential 2. Important 3. Moderate Importance 4. Little Importance  
5. No Importance

Discussion:

Teachers showed considerable variation in their perception of the importance of learning goals in the present programme as a result both of grade level and skill being ranked. All skills were generally highly regarded with average responses ranging from "Essential" to "Of Moderate Importance". As a whole Listening skills were somewhat more highly regarded than were Speaking skills.

In the area of Speech, development of fluency and precision in speaking (c) was the skill most highly ranked by all teachers, generally being placed in the "Important" category. The Speech skills which were ranked lowest were concerned with the use of appropriate speech levels (d) and effective use of speech skills (f). Respondents considered these skills to be generally "Of Moderate Importance". Both of these Speech skills showed a significant increase in importance as grade level increased. Other Speech skills listed were ranked, on the average, in the "Important" category.

Among the listed Listening skills Comprehension (h) was ranked highest by teachers at all levels being placed either in the "Essential" or "Important" categories. Other Listening skills were generally ranked "Important" or "Of Moderate Importance". Some dramatic shifts in priorities of certain skills occurred across grade levels. Auditory discrimination (g) moved from a rating in the "Important" category in Grade 1 to a rating of "Of Moderate Importance" in Grade 7. Evaluating information through critical listening (i) showed the reverse trend, moving from "Of Moderate Importance" in Grade 1 to "Important" in Grade 7. Simpler skills in both areas were, on the whole, ranked higher than more complex skills.

Data on teachers' rankings of learning outcomes in an "Ideal" or future oriented setting are presented in "The Report Dealing with Learning Goals". These data will be used in comparing teachers' perceptions of present and ideal programmes in Oral Communication.

### SUMMARY AND CONCLUSIONS

In the case of both Speech and Listening skills teachers generally ranked the simpler more basic skills higher than the skills which are more complex or advanced developmentally, e.g. fluency in speaking and comprehension in listening were considered more important than use of appropriate speech levels or ability to evaluate oral information. Teachers appear to be more concerned with developing lower level or more essential skills than they are with a comprehensive programme of skill development. These views may be the result of a desire to develop prerequisite skills first or a limited view of the nature of an Oral Communication programme.

The observed shifts in rankings of certain objectives among grade levels suggests that teachers are aware of the spiral or developmental nature of the Oral Communication programme where the skill being developed receives increasing or decreasing emphasis depending on the learner's maturity.

The generally higher rankings given to Listening skills as a whole suggests that teachers feel a greater need to develop receptive skills rather than expressive ones. This finding may be due to the importance teachers attach to listening as a learning activity. It would appear appropriate to make teachers aware of the reciprocal nature of speaking and listening and of the need to have skills in each developed jointly.

### Relationship between Rankings of Present vs Ideal Programs in Speaking

In general the teachers at all levels perceived the importance of the skills of speaking as having a similar priority in the two response conditions; present and ideal. As noted earlier, the more complex skills were generally ranked higher by teachers at higher grade levels. There was no systematic difference between the rankings in the "present" context for some skill categories and those in the "ideal" context. Skills were generally given a similar priority under both ideal and present circumstances. This finding suggests that teachers are presently implementing a speech curriculum as fully as they believe possible.

### Relationship between Rankings of Present vs. Ideal Programmes in Listening

In almost all cases mean values for present vs. ideal programmes showed a somewhat lower ranking of the skill categories in the ideal setting. Where this was not the case, the differences were very small. In some cases, e.g., "auditory discrimination" and "comprehension in listening" showed rather large shifts downward in ranking from the present to the ideal context. In every case but one, "comprehension in listening", the ranking trend was in the same direction in both present and ideal contexts. In this category, while the present context showed a lowering of rankings as grade level increased, the ideal circumstances showed a raising of the rank of the category skills.

However, since the two sets of responses were not made to identical stimuli, i.e. the present context presented only the twelve general skills categories while in the ideal setting these were differentiated into several subskills each, and because of the closeness of the results in most cases, it may be concluded that teachers would not change the skill emphasis in any dramatic way in future were they to have an opportunity to do so.

Part V APPLICATION OF KNOWLEDGE AND SKILLS

Questions in this section examined the procedures and activities used by children in the application of knowledge and skills in Oral Communication.

Table 6-13 Mean Values  
Application of Knowledge and Skills

<u>Application Activities</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Speaking in unison (choral reading and speaking)	2.8	2.9	3.7
b. Oral reading by individuals	1.5	1.6	2.4
c. Story telling	2.1	2.1	2.7
d. Puppetry	2.8	3.0	4.0
e. Creative Dramatics	2.7	2.7	3.1
f. Theatre for children	3.5	3.5	3.7
g. Prepared speeches	4.4	3.9	3.0
h. Speaking exercises (question and answer, demonstration, telephone calls, etc.)	2.8	2.9	2.9
i. Discussion involving parliamentary procedure	4.6	4.3	3.6
j. Informal discussion with teacher present	2.2	2.2	2.1
k. Informal discussion by the children alone	2.7	2.8	2.7
l. Panel discussions	4.7	4.4	3.5
m. The symposium	4.8	4.6	4.0
n. The debate	4.8	4.5	3.5
o. The lecture	4.7	4.4	3.6
p. The interview	4.3	3.9	3.4
q. Listening to sounds made by people	2.8	3.1	3.6
r. Listening games	2.1	2.4	3.4
s. Listening to activities in content fields (e.g. social studies)	2.6	2.4	2.7
t. Listening programmes and kits (commercial)	3.3	3.5	3.8
u. Poetry	2.2	2.2	2.7
v. Music	2.0	2.2	2.9
w. Listening to natural sounds	2.6	2.8	3.4
x. Broadcasts - radio and television	3.4	3.3	3.2

### Discussion:

Procedures in this section were ranked differentially by the respondents, several being placed in the "Often" range of use and the majority of the items in the range between "Sometimes" and "Rarely".

Informal and conventional procedures and activities were most popular for all teachers while the more formal structured and mature activities were reported least often used. Usage of activities across the grades varied. Once more, the informal and conventional procedures were reported being used somewhat more often by teachers of younger children while the more formal activities were reported as generally more popular among teachers of older children. Procedures and activities of the first type mentioned were oral reading (b), story telling (c), creative drama (e), informal discussion (j) & (k), listening games (r), poetry (u) and music (v). These seem to fall into sub-groups which include oral story activities, discussions, drama, and listening in game-like situations and in music and drama.

Activities of the second type included a variety of speaking and listening activities which are generally highly structured and organized such as prepared speeches (g), panel discussions (l) and broadcasts (x).

### SUMMARY AND CONCLUSIONS

While teachers reported a high preference for all oral skills they appeared to believe that their application should be practised through a limited number of behaviors, largely informal, conventional and unstructured. This suggests that teachers are not well versed in or perhaps not capable of using other more structured techniques through which to have children practice their newly developed oral skills. Perhaps, also, teachers do not see the need to have children apply these skills to the use for which they are best intended. It may be that teachers perceive best the need to provide learning experiences for skill development but not to fix these skills by applying them appropriately.



Part VI EVALUATION OF KNOWLEDGE AND ABILITIES

In this section the areas of evaluation in Oral Communication and the means of evaluating these areas were considered.

Table 6-14 Mean Values  
Areas of Evaluation in Speaking

<u>Evaluation of Speaking</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Articulatory ability	1.9	2.0	2.2
b. Quality and use of voice	2.3	2.2	2.3
c. Suitability of level of speech in terms of formality	3.0	2.9	2.7
d. Ability to adapt speech to function	2.7	2.6	2.4
e. Precision of expression	2.6	2.4	2.3
f. Fluency of expression	2.0	1.9	2.1
g. Acceptance of and use of appropriate dialect according to speech setting	3.1	2.9	2.8
h. Appropriate usage	2.0	1.8	1.9
i. Ability to create appropriate effect	2.6	2.4	2.3
j. Ability to organize	2.2	2.0	1.8
k. Ability to use listening skills	1.4	1.4	1.9

Discussion:

The areas of evaluation in Speaking were ranked generally in the range from "Of Moderate Importance" to "Essential", with specific areas clustering into preference groups.

Those areas of evaluation which were considered of most importance had to do with the essential and basic characteristics of speaking while evaluation of the more sophisticated skills was ranked of lesser importance. Those areas focussing on articulation (a), fluency (f), usage (h) and listening ability (k)



were rated as being "Important" or "Essential". Those areas dealing with voice quality (b), ability to create effect (i) and ability to organize in speaking (j) were rated next most highly falling generally in the range between "Of Moderate Importance" and "Important". Those areas considered least important and falling generally in the "Of Moderate Importance" range dealt with complex and sophisticated speech skills, i.e. formality of speech (c), adapting speech to function (d), precision of expression (e) and use of dialect (g).

Table 6-15 Mean Values  
Areas of Evaluation in Listening

<u>Evaluation of Listening</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Auditory discrimination	1.2	1.5	2.2
b. Listening for comprehension	1.2	1.3	1.5
c. Listening to evaluate/critical listening	2.2	2.0	1.9
d. Listening for appreciation/enjoyment	1.6	1.6	2.0
e. Specific listening skills, e.g. noting details	1.9	1.9	2.1
f. Specific listening levels, e.g. hearing	2.0	2.1	2.5
g. Auditory memory	1.9	2.1	2.5

Discussion:

All areas of evaluation in Listening were ranked on the average as "Important" or "Essential". Teachers in Grades 1 & 3 generally ranked all areas of evaluation higher than did teachers in Grade 7. Of the several areas of evaluation listed, the more basic skills of "auditory discrimination" (a), "listening for comprehension" (b) and "listening for appreciation" (d) were considered most important in evaluation by all teachers. Specific skills of listening and critical listening were considered relatively less important for purposes of evaluation, however, even these were ranked mainly in the "Important" category.

Table 6-16 Mean Values  
Means of Evaluation in the Total Oral  
Communication Programme

<u>Evaluation in the Total Programme</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Observation by teacher	1.3	1.4	1.5
b. Co-operatively developed criteria	2.7	2.4	2.6
c. Self-evaluation by pupils	2.5	2.2	2.3
d. Large group evaluation	3.1	2.8	2.9
e. Small group evaluation	2.7	2.5	2.6
f. Comments by teacher	1.9	2.0	1.9
g. Standardized tests	3.9	3.7	3.7
h. Checklists	3.1	3.1	3.2

Discussion:

Teacher rankings of evaluation techniques fell largely into three groups while overall the listed procedures ranged in importance from "Essential" to "Of Little Importance". Most highly preferred by all teachers of the several means of evaluation were the informal procedures: "observation by teacher" (a) and "comments by teacher" (f). These were rated generally as "Essential" or "Important". Next in preference were individual or small group evaluation procedures: (b), (c), and (e) being rated generally in the "Important" or "Of Moderate Importance" categories. Finally came the formal and large group evaluative techniques: (d), (g) and (h) which were considered to be "Of Moderate Importance" or "Of Little Importance". Of all the means of evaluation, "standardized tests" (g) were ranked lowest, considered by all to be generally "Of Little Importance". Little variation in preference was seen between grades.

Table 6-17 Percentages  
Estimated Levels of Speaking  
and Listening Performance

Percent Levels of Performance	Percent Pupils Performing at Each Level					
	Speaking			Listening		
	Gr.1	Gr.3	Gr.7	Gr.1	Gr.3	Gr.7
100	24.6	26.1	17.4	20.6	16.8	11.5
90	29.8	25.6	22.1	18.0	20.7	18.8
80	21.0	21.2	19.1	26.2	25.9	17.6
70	7.1	9.3	15.3	12.8	11.4	14.4
60	6.9	3.7	8.2	10.4	7.9	12.9
50	3.3	4.4	6.1	4.7	7.0	12.0
40	1.4	3.5	3.1	1.9	3.5	4.0
30	1.4	0.9	1.4	1.9	1.2	1.2
20	0.7	0.9	1.2	--	0.7	1.4
10	0.7	1.6	1.2	0.7	1.6	1.2
Nil Response	3.1	2.6	4.9	2.8	3.3	4.9
	N = 410/423	418/429	404/425	411/423	415/429	404/425

#### Discussion:

Teachers showed a remarkable consistency in response with regard to estimates of Speaking and Listening performance particularly at the primary level (Grades 1 & 3). At this level teachers perceived about 75% of their pupils performing above 70% of the level appropriate for their grade. At the grade 7 level the spread of performance is somewhat greater with about 75% performing between 60% and 100% of the level appropriate to their grade. Generally, Listening was spread out more on the performance levels than was Speaking performance, with proportionately fewer pupils being placed in the highest performance levels. Relatively small proportions of pupils were placed in low performance levels in either Speaking and Listening.

#### Teacher Comments

Statements from teachers at all levels repeatedly dwelt on the impression that children of all ages did not seem to listen well, denying attention to any

speaker and often failing to follow the most carefully stated directions. Respondents strongly suspected the cause of this behavior may be a result of exposure to the electronic media, especially T.V. This gave considerable concern, especially in the primary grades, since the belief was commonly held by teachers that development of skills of Listening and Speaking must always precede reading and writing. Comments were also made about the related difficulty of inducing many children to speak in large group situations whereas they would talk a great deal informally.

The following are comments on methods of evaluation made by teachers at the different levels:

#### Grade 1

##### Tests: - District tests

##### - Language Patterns

Authors: Linn, Bruce, Donaldson  
Ellis, Saunders, Trischuk  
Holt, Rinehart and Winston of Canada Ltd.,  
Toronto/Montreal 1968

##### - Workbooks

##### - Canadian Tests of Basic Skills

General Editor: Ethel M. King, Univ. of Calgary  
Thomas Nelson & Sons, (Canada) Ltd.  
Houghton Mifflin Co.  
1967

##### - Metropolitan Readiness Test

Hildreth, Gertrude  
Griffiths, Nellie.  
McGauvran, Mary  
Harcourt, Brace & World Inc.  
Test Department  
Chicago/New York

##### - Tests in basal reading and language series

##### Checklists:

- Teacher-made checklists for skills' evaluation
- Auditory discrimination, and consonant and vowel sounds checklists.

Other Means of Evaluation:

- Vocabulary lists in reading texts
- School tests
- Oral questioning
- Day to day written work
- Informal testing

Grade 3Tests:

- Canadian Tests of Basic Skills  
General Editor: Ethel M. King, Univ. of Calgary  
Thomas Nelson & Sons, (Canada) Ltd.,  
Houghton Mifflin Co.  
1967
- Stanford Achievement Test  
Test Department  
Harcourt Brace Jovanovich Inc.  
Chicago/San Francisco  
Authors: Kelley, Truman  
Madden, Richard  
Gardner, Eric  
Rudman, Herbert.
- Teacher-prepared tests

Checklists:

- Teacher-made
- From the Curriculum Guide

Other Means of Evaluation:

- S.R.A. Listening Skills (S.R.A. Kit)  
Naslund, Robert  
McClellan, Jack  
Science Research Associates  
Chicago, Ill. 1961
- Oral completion of stories
- Teacher-prepared anecdotal evaluation

Grade 7Tests:

- Canadian Tests of Basic Skills  
General Editor: Ethel M. King, Univ. of Calgary  
Thomas Nelson & Sons, (Canada) Ltd.,  
Houghton Mifflin Co.  
1967
- Gates-McGinitie Test  
Gates, Arthur  
MacGinitie, Walter  
Teachers College Press,  
Teachers College,  
Columbia University, New York 1965
- S.R.A. Tests

Checklists:

- Teacher-made checklists
- Evaluation sheet filled out by teacher and student
- Criteria developed by school staff

Other Means of Evaluation:

- Comparison with other groups
- Perceptual communication skills chart
- Reader's Digest materials
- Speech competition evaluation sheets

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### SUMMARY AND CONCLUSIONS

Teachers' ratings of areas of evaluation in speech follow the pattern established in other sections of the questionnaire. In spite of considering most oral skills to have a high importance teachers appeared to believe that not only skill development but also skill evaluation should focus on the more basic and elemental skills. The parallel between rankings in skill development and skill evaluation reveals a consistency in teacher behavior, however, the relatively low ranking of the more sophisticated oral skills suggests a restricted view of the total oral language curriculum.

The means of evaluation most preferred by all teachers were the less formal child-centered ones as opposed to formal tests in large group settings. These views are appropriate and expected in the area of spoken language where individual differences and considerations are paramount. Teacher preferences in the means of evaluation also parallel their rankings of instructional goals since it is the more basic and straightforward goals that can be evaluated informally and by observation. Teacher comments upon the means of evaluation revealed a variety of devices being used, some only marginally related to Oral Communication. It can be seen from these comments that good quality and valid resources in evaluation of Oral Communication are rather limited. Teachers might consider the implementation of a more comprehensive and rigorous programme of evaluation in Oral Communication skills to ensure that the full range of these skills is being fully developed.

Teacher estimates of pupil performance in Oral Communication suggest that there is general satisfaction with the quality of Speaking and Listening performance at all grade levels although somewhat less so at the intermediate level (Grade 7). Their comments, however, reveal a rather low regard for children's ability and willingness to listen. It is especially the areas of listening for directions and listening with courtesy that seem to be most lacking. Speaking in group situations was also seen as a serious problem area. Since about 13% of pupils are seen as performing below an appropriate level, teachers appear to accept the need for a structured developmental programme in Oral Communication.

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Part VII' ACHIEVING GOALS IN AN ORAL COMMUNICATION PROGRAMME

In this section the ways in which the stated goals in Oral Communication can be achieved more fully are considered: Each statement was rated with respect to the degree to which it affects the success of the Oral Communication programme.

Table 6-18 Mean Values  
Areas Which Affect the Oral Communication  
Programme

<u>Influences Upon the Programme</u>	<u>Gr.1</u>	<u>Gr.3</u>	<u>Gr.7</u>
a. Pre-service teacher education should provide more appropriate training in Oral Communication	1.8	1.9	1.9
b. Curriculum guides in oral communication should be less directive	3.5	3.5	3.7
c. Curriculum guides in oral communication should provide more specific directions	2.6	2.7	2.4
d. Curriculum guides in oral communication should be based on a more appropriate point-of-view of oral communication	2.8	2.8	2.7
e. Curriculum guides should provide for a sequential development from primary to intermediate emphasis in oral communication	1.9	2.1	1.9
f. Oral communication should receive greater attention in the overall curriculum	1.9	2.0	2.1
g. More texts and materials in oral communication should be made available	2.2	2.1	1.9
h. Texts and materials in oral communication should be more suitable	2.4	2.2	2.1
i. There should be more in-service and professional development activities in oral communication	2.1	2.2	2.2
j. The quality of in-service programmes in oral communication should be improved	2.2	2.3	2.3
k. The time allotment for oral communication should be increased	2.7	2.7	2.8
l. There should be greater emphasis on oral communication in the philosophy of the school	2.4	2.5	2.5
m. Children should have a higher level of competence in prerequisite skills in oral communication	2.2	2.3	2.2

Table 6-19 Priorities  
Areas which Affect the Oral Communication  
Programme

<u>Grade 1</u>	
<u>Refer to 6-18</u> <u>Highest Priority</u>	<u>Refer to 6-18</u> <u>Lowest Priority</u>
<ul style="list-style-type: none"> <li>a. Pre-service teacher education should provide more appropriate training in Oral Communication</li> <li>e. Curriculum guides should provide for a sequential development from primary to intermediate emphasis in Oral Communication</li> <li>f. Oral Communication should receive greater attention in the overall curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>b. Curriculum guides in Oral Communication should be less directive.</li> <li>d. Curriculum guides in Oral Communication should be based on a more appropriate point of view of Oral Communication</li> </ul>
<u>Grade 3</u>	
<ul style="list-style-type: none"> <li>a. As in Grade 1</li> <li>g. More texts and materials in Oral Communication should be made available.</li> </ul>	<ul style="list-style-type: none"> <li>b. As in Grade 1</li> <li>d. As in Grade 1</li> </ul>
<u>Grade 7</u>	
<ul style="list-style-type: none"> <li>a. As in Grades 1 and 3</li> <li>e. As in Grades 1 and 3</li> <li>g. As in Grade 3</li> </ul>	<ul style="list-style-type: none"> <li>b. As in Grades 1 and 3</li> <li>k. The time allotment for Oral Communication should be increased.</li> </ul>

Teachers at all levels, Grades 1, 3 & 7, showed a high degree of agreement with regard to the way they could improve their Oral Communication programmes. Among the many items listed which might affect the success of the programme there were only two or three significantly different responses. The responses fell into two general clusters, ranging from the "Important" category to the "Of Little Importance" category.

The items ranked as being of most importance to the success of the Oral Communication programme (generally ranked "Important") were ones dealing with pre-service education (a), sequential programmes (e), more attention in the

total programme (f), more and more suitable texts and materials (g) & (h), more and better quality inservice activities (i) & (j) and a higher level of competence in prerequisite skills (m). Pre-service training (a) received the highest ranking.

Items identified as being of less significance in the success of the programme (generally ranked "Of Moderate Importance") were ones dealing with the lack of and/or excessive directiveness of curriculum guides (b), (c), appropriateness of point of view in curriculum guides (d), increased time allotment for Oral Communication (k) and greater emphasis on Oral Communication in the school philosophy (l). Lack of directiveness (b) received the lowest ranking.

A noteworthy contrast in teacher opinions was found in the items related to the relative importance of Oral Communication in the Language Arts curriculum. The item referring to increased attention for Oral Communication (f) received one of the highest rankings in all grades while the item concerned with increased time for Oral Communication (k) received one of the lowest rankings.

Priority ratings by the respondents were highly consistent, particularly with regard to first position in the highest and lowest category. All teachers rated pre-service education as most important in a successful Oral Communication programme and less directive curriculum guides as being least important. Also considered important was the matter of sequential programme development (Grade 1) and availability of texts (Grades 3 & 7). Other factors noted as being of least importance in a successful Oral Communication programme were appropriateness of point of view in curriculum guides (Grades 1 & 3) and increase in time allotment for Oral Communication (Grade 7).

#### Teacher Comments

Teachers generally agreed that there was a lack of autonomy in making curriculum decisions. Statements by Grade 1 and Grade 3 teachers were almost unanimous on this point while Grade 7 teachers were divided almost equally between those who want the Department of Education to specify curriculum guidelines in detail and those wishing to control curriculum themselves.

Following are specific comments made at each grade level:

Grade 1 (leading frequency presented first)

- Develop Listening/Speaking skills before Reading
- Smaller classes
- Special classes for non-English speaking students
- More suitable books
- More teacher control of curriculum
- Avoidance of open areas and split grades

Grade 3 (leading frequency presented first)

- Smaller classes
- Emphasis on participation temporarily disregarding accuracy
- More provision for exceptional and mal-adjusted children
- Avoidance of split grades and open areas
- Special provision for children from non-English speaking backgrounds
- More control over the curriculum

Grade 7 (leading frequency presented first)

- Time allowance for preparation
- Re-training of teachers
- Smaller classes
- Teacher control of curriculum
- Detailed specification of curriculum by the Department of Education
- More attention to Reading and Writing skills

### SUMMARY AND CONCLUSIONS

Teachers evidenced strong and consistent opinions upon factors which influence programme effectiveness in Oral Communication. From their responses it was evident that they see improved academic preparation - both pre-service and in-service, more and better materials and greater attention to Oral Communication in the total programme as being necessary to greater success in development of Oral Communication skills. They see comparatively less value in factors such as the nature and quality of curriculum guides and increased time allotment for Oral Communication. These findings correspond well with teachers' opinions on objectives where they assign greater importance to essential or basic skills of Oral Communication. They show there and in their need for better preparation and materials a somewhat restricted view of the Oral Communication curriculum. Expanding teacher expertise and resources should broaden the scope of the curriculum.

A noteworthy finding in this section was the relatively low regard with which teachers viewed the nature and purpose of curriculum guides. They see curriculum guides as being generally "Of Moderate Importance" in the success of their programmes apparently because they should contain more carefully sequenced and fully detailed instructional activities.

These findings are in sharp contrast with those in the section dealing with the sources of the Curriculum in Oral Communication. There, the teachers indicated that the B.C. Language Arts Guide was one of the most important sources of curriculum ideas and academic training was one of the least important. These anomalies might be explained by the fact that in the section on sources of the curriculum, B.C. Guides were well regarded while other guides were not, and the question in the present section on factors affecting the programme refers to guides in general. With regard to academic training, the differences in response may be attributed, once more, to the more general nature of the question in the earlier section and its more specific nature in the latter section. It appears, therefore, that teachers want more and better courses dealing specifically with Oral Communication and they want curriculum guides not unlike the present ones but more carefully sequenced and fully developed. Since, in fact, for many

teachers the text and other instructional materials used are the curriculum, attention should be given to providing high quality resources.

Teacher comments bear out this last observation in that all teachers, and particularly Grade 7 respondents, wanted greater autonomy in curriculum development. In addition, the comments revealed an overriding concern for class size and appropriate classroom conditions as might be expected in the development of Oral Communication skills. The point on teacher preparation through retraining suggests an awareness on the part of teachers of their own academic and professional shortcomings and reinforces their selection of specific University course content as being one of the most important variables in an effective Oral Communication programme.

Part VIII INTERPRETATIONS AND IMPLICATIONS

The authors present the following interpretations and implications as they arise out of the findings and conclusions from this part of the report.

1. Since teachers saw the source of the curriculum as having a largely experiential base arising from children's suggestions and teachers' experiences and since the simpler, more basic learning outcomes were preferred to the more complex ones, and since academic training, in-service activities, and curriculum guides were seen as having relatively little value in providing a curriculum for Oral Communication, *appropriate educational activities to expand teachers' perceptions of the curriculum by teacher educators and the profession coupled with utilitarian statements of the curriculum by the Department of Education should be organized and made available.*
2. Considering teachers' high regard for child-based teaching and learning activities and their general agreement upon the scope and sequence of objectives in Oral Communication, *attempts should be made to provide teachers with a statement of the essential or general learning outcomes in Oral Communication and to develop procedures whereby local curriculum development can occur to expand the basic programme in terms of specific, local, and individual needs.*
3. Due to the frequency of use of commercially prepared materials, a programme and procedures by the Department for identification, authorization and provision to teachers of suitable materials for Oral Communication should be continued and enlarged, because for many teachers, these materials are the curriculum. *These materials should be selected on the basis of their ability to develop skills in an integrated manner and their attention to skills identified as important in the areas considered to be needful of integration, i.e. Listening, Speaking, Reading, Writing and Literature.*
4. Because teachers view Oral Communication as an integrated programme, *there is a need for a changed emphasis in the scheduling of activities*



to avoid fragmenting of instruction as well as the need for development or provision of instructional materials designed to build Oral Communication skills as part of a total language programme.

5. Considering teachers' preferences for wide ranging learning activities, Both pre-service and in-service programmes should emphasize a variety of approaches to development of specified goals.
6. Because teachers prefer local and individualized programmes but give relatively low priority to formal instructional activities, more attention must be focussed in academic preparation and curriculum development upon organized sequential, developmental and structured approaches to skill development to avoid programmes which are not comprehensive.
7. Since teachers' views on the importance of Oral Communication objectives indicate a higher preference for the simpler and more basic skills in both present and ideal circumstances and since this position does not fully reflect a comprehensive and developmental view of the curriculum, pre-service and in-service instruction should address the problem.
8. Considering the lack of emphasis upon application of Oral Communication skills in functional settings, procedures and materials with such an emphasis should be developed or provided.
9. Since teachers favor the evaluation of basic Oral Communication skills through informal child-centered procedures, attention at teacher education and re-education, curriculum development and materials procurement levels should be given to the implementation of a more comprehensive and rigorous programme of evaluation to ensure that the full range of Oral Communication skills is being developed.



10. In light of teachers' estimates of pupil performance in Oral Communication, *there is justification and need for a structured developmental programme in this area of the Language Arts.*
11. In that teachers saw improved academic preparation - both pre-service and in-service, more and better materials and greater attention to Oral Communication in the total programme as being necessary to greater success in the development of skills, *teacher educators, Departmental officials and district administrators should examine current practices in these areas and effect necessary changes to ensure greater success for the programme.*
12. Because teachers saw relatively little value in curriculum guides as presently constituted, *Departmental Curriculum Committees should consider appropriate revisions in format and content as suggested in the findings of this report.*
13. Since teachers saw a need for improved in-service education, *the questionnaire and the report on Oral Communication could be used as a means of increasing teacher knowledge of the Oral Communication Programme.*

CHAPTER 7

SECONDARY LANGUAGE ARTS / ENGLISH

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## INTRODUCTION

The Secondary Language Arts Questionnaire was the longest of the Language:B.C. packets, running to 34 pages. It was mailed to all English teachers in Grades 8, 11, and 12; 90% of the questionnaires were completed and returned. In all, there were 810 Grade 8 responses, 350 Grade 11, and 274 Grade 12. Because it attempted to cover the entire programme for the three grades, it also differed in some respects from the elementary level questionnaires such that a parallel format is neither possible nor desirable. In addition, the questions concerning ideal and current aims of the programme were not structured so as to allow for detailed specific comparison; having attempted to follow the pattern of the elementary sections in this instance would have increased the length of the Questionnaire and made it more wearisome to fill out. This chapter, therefore, differs in format from the preceding ones in that it attempts to group responses from various parts of the questionnaire into four major areas. In this way, the content should be clear and easily accessible to the reader.

Part A, "The Teacher and the Programme", derives from Parts I-III of the Questionnaire, and tries to give an objective picture of the backgrounds of the teachers and the ways in which their English programmes are organized. Part B, "Methods of Teaching and Evaluation", from Parts V and VI of the Questionnaire, explores the actual processes of teaching that go on in the classrooms. Part C, "Texts and Guides", taken from Parts V and VII, provides the teachers' views on and experiences with the recommended textbooks and the Department of Education Curriculum Guides. Part D, "Opinions and Suggestions", contains teachers' reactions to statements about English programmes taken from various sections of the Questionnaire.

The two final parts interpret the data presented. Part E, "Summary and Conclusions", discusses the material in each section and the implications for change that it raises; Part F, "Interpretations and Implications", offers specific suggestions that grow out of the preceding parts. The Tables, which sometimes utilize mean values on a numerical scale and sometimes percentage of respondents for different choices, are explained at the beginning of each part or sub-section.

ABSTRACT

Chapter 7 surveys the teachers and their methods in Grades 8, 11 and 12. Based on Sections I - VII of the Survey Questionnaire, the data is broken down into four major areas: background, methods, texts and opinions.

Part A, "The Teacher and the Programme", provides factual background indicating that most teachers at these levels have professional certificates, belong to few professional organizations, and do not attend a large number of in-service workshops. Grade 8 teachers tend to have larger classes, to meet more students, and to have relatively less training and experience than their senior secondary counterparts; many of them, as well, are not primarily teachers of English. Class sizes at all levels generally are in the high twenties, and usually between 100 and 140 hours are allotted to English. The programmes tend to be integrated rather than having clearly separate sections devoted to reading, literature, speaking and listening. Formal instruction in reading skills is generally not an important part of the programme, nor are the majority of teachers trained in reading or remedial reading.

Part B, "Methods of Teaching and Evaluation", finds that a variety of methods are used for various areas of Language Arts, although again few formal techniques of reading, listening, and speaking skills instruction are employed on any large scale. Non-fiction also seems to be neglected at all levels. Teachers were firm on the need for evaluation of some sort, but felt that the best means of evaluation were those that involved the teacher directly rather than those using external or standardized examinations.

Part C, "Texts and Guides", examines the teachers' responses to the specific texts prescribed by the Department of Education. A few texts at each level received high ratings, but many more were ignored entirely or were used without enthusiasm; the major need at all three levels is an effective language text. Teachers also reported that they did refer to the Curriculum Guides, and that they found the general objectives worthwhile; however, they felt that the Guides could be made more specific in suggestions and methods for attaining these objectives.

Part D, "Opinions and Suggestions", provides results of a series of questions asked about possible changes in the programmes. Most of the opinions followed earlier findings: teachers felt that classes should be reduced, more time should be allowed for preparation and individual conferences, Curriculum Guides should be more specific, and University training programmes should be reviewed in order that better training be provided. The final two sections deal with the implications of the data presented. After discussion of each part, a series of recommendations is made; these concern suggestions for improving teacher training, for expanding the range of the programme, for revising Curriculum Guides and text lists, and for distributing results of this survey.

Note: Since all of the respondents did not record replies to all items on the Questionnaire, the percentages in the tables will not necessarily total one hundred, and mean values are predicated upon the number of responses to each item.

PART A THE TEACHER AND THE PROGRAMME

This section describes in objective terms the backgrounds of the responding teachers and the ways in which the Language Arts/English programme is organized.

1. The Teacher

Table 7-1 summarizes the background information asked for in Part I of the Questionnaire; percentage figures are used to indicate the number of teachers at each grade level responding to each part of the question.

Table 7-1 Percentages  
Backgrounds and General Information

<u>Backgrounds &amp; General Information</u>	<u>Gr. 8</u>	<u>Gr. 11</u>	<u>Gr. 12</u>
a. Highest certificate category:			
1. Professional	94.8%	96.3%	98.9%
2. Standard	3.3	2.3	.4
3. License	.5	.3	.7
b. Years of post-secondary training:			
1. Zero to two	3.0%	1.1%	1.1%
2. Three	1.5	2.0	2.2
3. Four	13.0	6.3	4.4
4. Five	60.0	53.1	48.2
5. Six	13.3	21.7	25.2
6. Seven or more	7.5	14.9	17.9
c. Years of teaching experience:			
1. One or less	13.2%	10.0%	6.2%
2. Two - three	22.0	14.3	9.5
3. Four - six	22.3	18.9	15.0
4. Seven - ten	15.2	15.7	15.0
5. Eleven - fifteen	12.2	14.0	14.6
6. Sixteen or more	14.6	26.9	39.4

## Backgrounds and General Information con't.....

	Gr. 8	Gr. 11	Gr. 12
d. Areas in which University training was received:			
1. English literature	90.5%	94.3%	98.2%
2. English composition	65.1	72.0	72.6
3. Drama	24.9	38.6	37.6
4. Linguistics	26.4	32.3	32.1
5. Language Arts	33.2	29.1	26.6
6. Creative Writing	26.4	24.3	25.2
7. Reading	26.5	23.4	21.2
8. Speech	14.9	18.3	14.6
9. Remedial reading	17.2	10.9	11.7
10. Children's literature	10.6	6.3	8.4
11. Library	6.0	4.6	4.0
e. Number of formal workshops and/or non-credit courses attended in last two years:			
1. Zero - two	60.6%	66.9%	63.5%
2. Three - five	29.4	26.0	25.5
3. Six - eight	5.2	2.6	6.6
4. Nine or more	1.5	.9	1.5
f. Membership in professional organizations (only those with more than 10% listed):			
1. British Columbia English Teachers' Association	45.2%	48.0%	55.8%
2. Canadian Council of Teachers of English	4.2	7.4	12.4
3. National Council of Teachers of English	5.6	7.4	15.3

Discussion:

The responses to this section indicate that senior secondary teachers have more specialized training and more experience than their counterparts in Grade 8. Virtually all the teachers have professional certificates, and the great majority have had five or more years of University training (80% at Grade 8, over 90% at Grades 11 and 12); in the senior grades well over one-third (36% at Grade 11, 43% at Grade 12) have had six or more years. In years of experience, well over half the Grade 8 teachers (57.5%) have less than six years in the schools, while 40% of Grade 11 and 54% of Grade 12 teachers have been teaching for more than ten years; nearly 40% of Grade 12 teachers have 16 or more years' experience.

The actual University training, however, seems somewhat lacking in several areas. As might be expected, English literature and composition head the list, although even the latter was covered by slightly less than three-quarters of the teachers. Excepting drama (the only literary area specified) and Language Arts courses for Grade 8 teachers, no other areas were identified by more than one-third of the respondents. Only 21 to 26% of the teachers had had formal training in reading instruction, and about half that percentage had had work in remedial reading. Speech training had been received by about one-sixth of the teachers, and there had been little instruction in children's literature or library work.

Teachers, again in general, do not seem to be affiliated with great numbers of professional societies and do not attend many workshops or other such programmes. Almost half the teachers do belong to the BCETA, and 12-15% of Grade 12 teachers to the CCTE and NCTE, but no other organizations were singled out. Less than 10% of the teachers had attended more than five workshops in the past two years, whereas the great majority (60-67%) had attended two or less.



## 2. The Programme in the School

Tables 7-2 and 7-3 deal with the organization of the English programme and the general availability of classroom materials. Table 7-2 is given in percentage responses.

Table 7-2 Percentages  
Organization of Programme

<u>Organization</u>	<u>Gr. 8</u>	<u>Gr. 11</u>	<u>Gr. 12</u>
a. Total number of course hours allotted to English:			
1. 99 or fewer	9.0%	17.4%	12.8%
2. 100 - 119	18.6	29.4	32.8
3. 120 - 139	22.0	30.3	33.2
4. 140 or more	32.8	8.6	7.3
b. <u>Prime</u> responsibility for determining nature and sequence of English programmes:			
1. Administration	3.3	5.7	3.6
2. English Department	26.0	26.6	29.2
3. Individual teachers	41.0	43.1	39.8
4. Teacher and students	4.2	4.3	4.4
5. Combination of above	22.8	18.6	18.6
c. <u>Prime</u> responsibility for selecting specific texts to be ordered from prescribed lists:			
1. Administration	6.9	5.1	1.8
2. English Department	66.7	66.0	69.7
3. Individual teachers	10.0	14.3	16.8
4. Teacher and students	.1	1.4	--
5. Combination of above	14.7	12.3	10.2

## Organization of Programme cont'd.....

	Gr. 8	Gr. 11	Gr. 12
d. Prime responsibility for selecting texts for classroom use from those available:			
1. Administration	1.5%	.9%	.4%
2. English Department	14.3	16.9	16.4
3. Individual teacher	67.0	64.3	70.1
4. Teacher and students	8.0	10.0	5.8
5. Combination of above	7.9	6.9	6.9

Table 7-3 Mean Values\*  
Availability of Materials

Availability of following (1 = Always available, 4 = Not readily available):	Gr. 8	Gr. 11	Gr. 12
1. Dictionaries	1.2	1.6	1.5
2. Tape recorders	1.8	1.7	1.7
3. Film or slide projectors	1.8	1.8	1.7
4. Overhead projectors	2.0	2.0	1.9
5. Magazines, newspapers	2.0	2.0	2.0
6. Filing cabinets	2.7	2.5	2.3
7. Videotape recorders	2.6	2.5	2.5

\*1. Always available 2. Usually available 3. Available with difficulty  
4. Not readily available

Discussion:

Less time is devoted to English instruction in the higher grades → while from 60 to 66% of senior secondary schools have between 100 and 139 hours of English instruction time annually, nearly a third of the schools enrolling grade 8 have more than 140 hours available for English classes, or in four times as many grade 8 classes as in senior secondary classes. More than one-eighth of the senior schools devote fewer than 100 hours to English. These figures, however, may be somewhat suspect (especially the one-third response to "more than 140 hours" at grade 8) because of the possibility of teachers mis-reading the question or of being otherwise unclear as to the specific time allotted.

Individual teachers appear to have considerable influence in determining their own programmes. Although in two-thirds of the cases, English Departments are responsible for selecting the texts to be ordered from the prescribed lists, the actual selection for the classroom is made by the teacher in two-thirds of the schools. Slightly over one-quarter of the Departments determine the nature and sequence of the courses, but here again some 40% of the teachers make the final decisions. Administrative responsibility is negligible, although there does seem to be considerable consultation among all interested groups.

Dictionaries, tape recorders, projectors and magazines and papers seem generally available to the great majority of teachers, with from 70 to 90% indicating that these aids are always or usually obtainable. Dictionaries, however, are slightly less handy in the upper grades than in Grade 8. Video-tape recorders are available "Always" or "Usually" in 50% of the schools, with another 25% of the teachers saying that they could be obtained with difficulty. Filing cabinets either are available or not: 26 to 34% of the respondents indicated constant availability, 27 to 41% the reverse - Grade 8 teachers generally had less access to these facilities.

### 3. The Classroom

Several specific questions were asked concerning the size and nature of the class. Table 7-4 uses percentages and deals with the number of students met and the method of their grouping. Table 7-5, expressed in mean values, identifies the general structure of the programme according to frequency of approach.

Table 7-4: Percentages  
Class Size and Organization

	Gr. 8	Gr. 11	Gr. 12
a. Average size of English class:			
1. 1-15	4.4%	3.1%	1.1%
2. 16-20	6.4	6.3	6.6
3. 21-25	19.6	26.6	29.9
4. 26-30	43.6	39.4	37.6
5. 31-35	21.6	16.0	18.2
6. 36 or more	.2	.9	--
b. Number of secondary English classes being taught:			
1. One or two	38.3	30.0	16.8
2. Three or four	34.1	39.1	51.5
3. Five or more	26.8	30.0	30.7
c. Percentage of teaching time devoted to English courses:			
1. Less than 24%	15.2	7.1	4.0
2. 25-49%	21.1	14.9	8.8
3. 50-74%	20.9	13.4	12.8
4. 75-99%	15.4	16.9	17.9
5. 100%	26.7	47.4	55.8

## Class size and organization cont'd.....

	Gr. 8	Gr. 11	Gr. 12
d. Total number of students met in one timetable cycle:			
1. 90 or fewer	24.7	30.9	26.6
2. 90-129	24.1	31.1	34.7
3. 130-159	19.1	17.7	12.8
4. 160-199	17.3	12.9	18.6
5. 200 or more	13.0	4.3	5.5
e. Grouping of students:*			
1. Heterogeneous assignment	59.0	69.7	71.9
2. Homogeneous assignment	45.3	39.1	40.5
3. Multi-age (family)	1.4	2.0	2.2
f. Type of classroom/teaching arrangement:			
1. Self-contained classroom	83.1	83.1	83.6
2. Team teaching (more than one teacher)	4.2	2.6	4.7
3. Open area (more than one class)	2.3	.9	.4

\* Some teachers with several classes of different types may have checked more than one answer.

Discussion:

Over half of the classes at all grade levels contain between 26 and 35 students; Grade 8 classes are generally larger, and one-fifth of these contain more than 30 students. Grade 8 teachers also tend to meet more students in the course of a timetable cycle. Sixty percent of the senior secondary teachers met fewer than 130 students, while 30% of Grade 8 teachers met more than 160. Grade 8 teachers also do more teaching in areas other than English: only one-quarter devote full time to English (that is about half the percentage of their colleagues in the upper grades), whereas over a third devote less than half their time to teaching English. Again, nearly 40% of Grade 8 teachers have only one or two English classes, compared with 30% at Grade 11 and 17% at Grade 12. These figures in (b.) and (d.), too, may be misleading since there is no indication of whether the response refers to a term/semester system which may involve unusual scheduling patterns.

Most of the classes at all levels are assigned as heterogeneous groupings -- more than two-thirds of the senior secondary teachers indicated this kind of arrangement. But, there is considerable "streaming" as well, with 39-45% of teachers at all levels indicating they had some kind of homogeneous grouping. Most of the classrooms (83% at all levels) are self-contained, and there is only a scattering of team-taught and open-area arrangements.

Table 7-5 Mean Values\*  
Conduct of Programme

Relative frequency of the following general approaches:	Gr. 8	Gr. 11	Gr. 12
1. Study of literature, writing, reading and oral communication is integrated.	1.9	1.6	1.7
2. Writing is integrated with study of the literature by deriving the topics and subject matter for writing from reading.	2.1	1.9	1.9
3. Regular periods are set aside for instruction and practice in writing.	2.4	2.4	2.4
4. Emphasis is placed on student creative writing.	2.3	2.6	2.7
5. Training and practice in speaking skills are given.	2.6	2.6	2.6
6. Training and practice in listening skills are given.	2.8	2.9	2.8
7. Regular periods are set aside for instruction in formal grammar.	2.6	3.0	3.0
8. Training and practice in reading skills are given.	2.6	3.1	3.1
9. Emphasis is placed on non-print expression.	2.9	2.9	3.0
10. Formal teaching of reading is integrated with the study of literature.	2.8	3.2	3.2
11. The origin, development and structure of the English language is studied.	3.4	3.3	3.3

\*1. Always 2. Often 3. Sometimes 4. Rarely 5. Never

Table organized in order of decreasing frequency.

Discussion:

In most cases, the programmes are integrated, with the teaching of reading, writing, oral communication and literature combined rather than done in separate instructional blocs. Only in dealing with writing do teachers regularly set aside class time for instruction and practice; less attention is apparently given to formal practice and training in speaking, listening and reading skills, although Grade 8 teachers do spend more time on the latter than do senior secondary teachers. Grade 8 teachers also make more use of creative writing. Formal study of the development of the English language does not make up a large part of the programme.



PART B. METHODS OF TEACHING AND EVALUATION

This section derives from Parts V and VI of the Questionnaire, "Methods and Materials" and "Evaluation". Responses dealing solely with composition methods will be considered in Part Three of the project, the Writing Assessment.

1. Methods

After general questions concerning the amount of time given to various aspects of the English programme, teachers were asked to respond to lists of methods dealing with the teaching of literature, non-fiction, speaking and listening skills, and reading skills, according to the relative frequency with which the techniques were employed. The "Always - Never" five point scale was used for Table 7-8 and following, beginning on page 247 - they are composed of the mean responses at each grade level and are ranked in general order of decreasing frequency.

Table 7-6 Percentages  
Time Allotment: General Areas

	Gr. 8	Gr. 11	Gr. 12
a. Proportion of available time spent on <u>literature</u> :			
1. 0-19%	6.2%	5.4%	5.1%
2. 20-39%	29.0	17.4	19.7
3. 40-59%	41.1	44.0	39.8
4. 60-79%	16.0	21.0	25.5
5. 80-100%	2.1	2.9	3.6

## Time Allotment: General Areas cont'd.....

b. Proportion of available time spent on <u>instruction</u> in writing:			
1. 0-19%	43.1	41.7	44.9
2. 20-39%	38.9	39.4	36.9
3. 40-59%	8.8	8.3	9.1
4. 60-79%	2.6	2.9	1.5
5. 80-100%	.9	.9	2.2
c. Proportion of available time spent on <u>practice</u> in writing:			
1. 0-19%	15.1	15.1	14.6
2. 20-39%	48.9	46.9	51.1
3. 40-59%	21.4	23.7	19.7
4. 60-79%	7.1	6.3	7.7
5. 80-100%	1.9	.9	1.1
d. Proportion of available time spent on <u>formal oral activities</u> (debate, oral reports, oral reading, etc.):			
1. 0-19%	56.9	57.4	56.9
2. 20-39%	26.4	22.3	24.5
3. 40-59%	7.7	8.0	8.8
4. 60-79%	2.1	2.0	1.8
5. 80-100%	1.5	2.3	1.1
e. Proportion of available time spent on <u>practice</u> in <u>listening</u> :			
1. 0-19%	63.2	63.4	62.4
2. 20-39%	18.6	16.0	14.2
3. 40-59%	6.8	4.6	8.8
4. 60-79%	2.3	4.9	2.6
5. 80-100%	2.8	2.6	1.8

Discussion:

Clearly, literature (a), and composition (c) make up the bulk of the instruction at the secondary levels. Teachers at all three grades generally agreed in the percentages of time spent in various areas of the programme, with but one exception: about 35% of Grade 8 teachers spend less than 40% of the time on liter-

ature instruction compared with fewer than 25% of the teachers in the upper grades. Literature appears to take up about half or more of the time in 60% of all the classes, while writing practice forms the other major part of the teaching process. Formal instruction in writing is third in allocated time, and formal instruction in oral and listening activities are given the least time by 57 to 63% of the teachers at all levels.

Table 7-7 Percentages  
Time Allotment: Literature

	Gr. 8	Gr. 11	Gr. 12
a. Proportion of time available for literature spent on <u>drama</u> :			
1. 0-10%	64.0%	30.0%	28.5%
2. 11-20%	21.4	42.6	46.4
3. 21-30%	5.1	15.7	12.0
4. 31-40%	1.4	1.4	1.8
5. 41-50%	1.5	.6	1.5
b. Proportion of time spent on <u>short stories</u> :			
1. 0-10%	6.8	19.4	9.1
2. 11-20%	43.1	44.9	46.4
3. 21-30%	31.6	23.1	28.8
4. 31-40%	11.5	3.1	5.8
5. 41-50%	1.9	.6	9.9
c. Proportion of time spent on <u>novels</u> :			
1. 0-10%	5.6	5.7	7.3
2. 11-20%	30.9	25.4	35.8
3. 21-30%	39.8	42.9	33.2
4. 31-40%	16.3	14.3	12.8
5. 41-50%	2.5	4.6	2.2
d. Proportion spent on <u>poetry</u> :			
1. 0-10%	34.6	36.6	24.5
2. 11-20%	40.4	39.1	45.3
3. 21-30%	15.6	12.6	17.2
4. 31-40%	2.8	2.6	2.9
5. 41-50%	.6	.6	1.1
e. Proportion spent on <u>non-fiction prose</u> :			
1. 0-10%	51.7	39.7	41.2
2. 11-20%	29.5	36.3	31.4
3. 21-30%	7.8	8.3	13.5
4. 31-40%	2.3	3.7	1.5
5. 41-50%	.6	1.1	.7

## Time Allotment: Literature cont'd....

	Gr. 8	Gr. 11	Gr. 12
f. Proportion spent on <u>non-print material</u> :			
1. 0-10%	67.0	63.7	60.9
2. 11-20%	16.7	18.3	15.3
3. 21-30%	4.8	3.1	3.3
4. 31-40%	.9	.9	2.2
5. 41-50%	1.5	3.1	1.1

Discussion:

The teaching of fiction - short stories and novels - makes up the bulk of literary study, with more than two-thirds of the teachers at all grade levels indicating that between 10 and 30% of the time is spent on each. Poetry, drama (at the senior grades), and non-fiction prose make up less than 20% each, while relatively little time is devoted to non-print materials. Poetry and fiction receive more emphasis, generally, at the Grade 8 level than do drama and non-fiction.

Table 7-8 (a) Mean Values\*  
Methods: Literature

	Gr. 8	Gr. 11	Gr. 12
a. Relative frequency of techniques:			
1. Oral questions, discussions, and analysis	2.0	1.8	1.8
2. Written assignments	2.1	2.0	2.1
3. Outside reading by students at home	2.3	2.3	2.2
4. Teacher explanation or analysis	2.4	2.3	2.3
5. Silent reading by students in class	2.3	2.5	2.6
6. Students read parts, act out scenes or play roles	2.7	2.5	2.5
7. Teacher explanation of historical backgrounds	2.9	2.6	2.6
8. Small group discussions	3.0	2.7	2.5
9. Seatwork questions	2.6	2.8	2.9
10. Student reports	2.8	2.8	2.7
11. Written tests for comprehension	2.8	2.8	2.7
12. Oral reading by teacher	2.7	2.9	2.8
13. Integration of one genre with other genres	2.9	2.9	2.7
14. Students write own poems/drama/fiction	2.5	3.0	3.1
15. Discussion of material written by students	2.8	3.0	2.9
16. Tapes and records (poetry)	3.2	3.0	2.8
17. Records or films (drama)	3.4	2.8	2.8
18. Library research assignments	3.2	3.1	2.8
19. Oral reading by students	3.0	3.1	3.0
20. Teacher explanation of dramatic (stage) techniques	3.4	2.9	2.9
21. Discussion of material selected by students	3.1	3.2	3.0
22. Notes taken while reading	3.6	3.2	2.9
23. Paraphrasing poems orally	3.4	3.4	3.3
24. Paraphrasing poems in written form	3.7	3.6	3.6
25. Class visits to live performances (drama, poetry readings)	4.2	3.8	3.8

\*1. Always 2. Often 3. Sometimes 4. Rarely 5. Never

Table 7-8 (b) and (c) Percentages  
Methods: Literature (Continued)

	Gr. 8	Gr. 11	Gr. 12
b. Average number of novels read by each student:			
1. None	.2%	.3%	--
2. One to three	15.9	27.4	31.4
3. Four to six	45.3	50.0	47.4
4. Seven to nine	22.8	14.6	13.5
5. Ten or more	12.8	5.7	4.0
c. Average number of short stories read by each student:			
1. 0-4	1.2	5.4	4.0
2. 5-9	22.3	38.3	21.9
3. 10-14	37.3	34.3	47.4
4. 15-19	18.9	14.0	17.2
5. 20 or more	17.3	5.7	7.7

#### Discussion:

The mean rankings of nearly all the listed techniques between "Often" and "Sometimes" indicate a wide variety of approaches to teaching literature within each class. The most common methods are the traditional ones of class discussion, written assignments, outside reading, lecture by teacher and silent reading in class. At the least-used end of the scale is the paraphrasing of poetry (both oral and written). Class visits to live performances of drama and poetry also were done infrequently, although such events, of course, depend upon the situation of the school.

Again, the teachers at all three grade levels are in considerable agreement with but a few exceptions. Grade 8 teachers, who do not deal extensively with drama (see above, Table 7-7), generally ranked lower those devices which deal specifically with that genre. Library research assignments are employed more in Grade 12, as are reading notes, the area showing the greatest divergence of response in the three grades. Also showing a considerable range, though in the opposite direction, is the use of creative writing employed more often at Grade 8 (2.5) than at the higher levels (3.0 and 3.1 in Grades 11 and 12).

More fiction is read at the Grade 8 level, although about half

the classes at all levels read 4 to 6 novels, and about 60% read between 5 and 14 short stories.



Table 7-9 Percentages and Mean Values  
Methods: Non-Fiction

	Gr. 8	Gr. 11	Gr. 12
a. Type of non-fiction receiving most stress:			
1. Essay	16.8%	55.7%	63.1%
2. Biography	14.8	5.7	3.6
3. Journalism	16.0	12.0	9.9
4. None of above	18.0	10.0	7.3
5. Not applicable	30.5	12.6	9.5
b. Relative frequency of techniques:			
		<u>Mean Values</u>	
1. Oral questions and discussion	2.4	2.1	2.1
2. Integration with composition programme	2.4	2.3	2.2
3. Written questions and discussion	2.6	2.4	2.5
4. Teacher explanation	2.6	2.5	2.5
5. Focus on factual information presented	2.8	2.6	2.6
6. Silent reading in class	2.7	2.7	2.7
7. Assigned reading out of class	3.1	2.7	2.5
8. Focus on style and structure of writing	3.1	2.7	2.5
9. Tests for comprehension	3.0	3.0	2.9
10. Training in reading skills	2.8	3.2	3.1
11. Library research projects	3.2	3.2	3.0
12. Oral reading by teacher	3.1	3.2	3.2
13. Oral reading by students	3.4	3.5	3.6

Discussion:

Again, the mean responses tended to fall between the "Often" and "Sometimes" categories, with class discussion and integration with the composition programme being employed most often. The lack of emphasis on non-fiction in Grade 8 (30.5% of the teachers indicated "Not Applicable" possibly because the Resource Course doesn't suggest a specific focus on non-fiction) perhaps distorts the other mean-scores, but the upper level classes appear to do more out-of-class reading and focus more on the style and structure of writing whereas the Grade 8 teachers use non-fiction more for training in reading. Essays are the most important form of non-fiction used in the senior secondary grades, while those Grade 8 teachers using non-fiction employ a variety of forms.

Table 7-10 Mean Values and Percentages  
Methods: Speaking and Listening

	Gr. 8	Gr. 11	Gr. 12
a. Relative frequency of techniques:			
	<u>Mean Values</u>		
1. Point out errors and misused language in students' oral work as a matter of course	2.6	2.7	2.7
2. Have students give oral summaries	3.0	3.1	3.0
3. Give training and regular practice in listening skills	3.0	3.3	3.2
4. Give training and practice in note-taking	3.3	3.3	3.1
5. Give training and practice in reading aloud	3.1	3.4	3.4
6. Provide examples of well-organized oral explanations and examples	3.3	3.3	3.3
7. Give training and practice in extemporaneous speaking	3.5	3.5	3.4
8. Have students dramatize written material	3.3	3.6	3.5
9. Have students summarize oral presentations	3.5	3.5	3.5
10. Give training and regular practice in debating	3.6	3.6	3.6
11. Give training and regular practice in formal speeches	3.7	3.9	3.8
12. Employ kits, texts and workbooks in teaching oral skills	3.8	4.2	4.1
b. Use of visual and auditory aids (pictures, tapes, records, films, etc.):			
	<u>Percentages</u>		
1. Several times a week	7.5%	11.1%	14.6%
2. Once a week	15.8	18.0	16.4
3. Once every two weeks	17.0	19.1	15.7
4. Occasionally	55.9	46.9	47.4

Discussion:

The mean rankings here are significantly lower than those for the teaching of literature and non-fiction. Only the regular pointing-out of errors and misused language in students' oral work rated between "Often" and "Sometimes", while the rest of the responses fell between "Sometimes" and "Rarely". The most frequent techniques tend toward the informal as well: oral summaries, practice in listening,

practice in note-taking, and reading aloud. More formal aspects, such as debates and speeches, were used much less often. There was little use of formal texts designed to encourage listening or speaking skills. Visual and auditory aids are in evidence, however, with almost half the teachers using them "Occasionally" and an equal percentage every two weeks or more.

Table 7-11 Mean Values  
Methods: Reading

	Gr. 8	Gr. 11	Gr. 12
a. Relative frequency of techniques:			
1. Give a book talk when introducing new book	2.3	2.4	2.3
2. Determine reading level of students at beginning of year and make adjustments	2.0	2.4	2.6
3. Integrate reading and study skills with the teaching of English	2.4	2.6	2.7
4. Use imaginative literature to teach reading	2.4	2.7	2.8
5. Teach reference skills	2.7	2.8	2.6
6. Spend time on comprehension skills	2.6	2.9	2.9
7. Discuss necessary reading skills for new assignments	2.8	3.1	3.0
8. Use non-fiction to teach reading	3.1	3.2	3.1
9. Spend time on word-attack skills	2.9	3.3	3.4
10. Use materials from other disciplines or grade levels	3.1	3.3	3.2
11. Set aside class time to teach reading	3.1	3.9	3.8
12. Use special instructional material to teach reading	3.1	3.9	3.9

Discussion:

The same trends are apparent here as in the section dealing with speaking and listening -- that is, more use of informal rather than formal approaches -- but the mean ratings are generally higher. Giving book talks and determining the class reading level are techniques used most frequently, whereas formal approaches, such as special instructional materials and setting aside time for reading instruction, are employed less frequently and, indeed, rarely at the senior levels.

## 2. Evaluation

In Part VI of the Questionnaire, teachers were asked about their methods of evaluation as well as their opinions about the most useful means of evaluating student work in English - Table 7-12 gives percentage figures; Table 7-13 gives mean values on the five-point "Excellent-Poor" scale (1=Excellent), ranked according to the most effective methods.

Table 7-12 Percentages.  
Methods of Evaluation

	Gr. 8	Gr. 11	Gr. 12
a. The function of evaluation of students:			
1. Important and necessary part of the English programme	60.2%	59.7%	63.9%
2. Important	22.5	20.6	21.2
3. Not important	.9	.6	.7
4. Of concern only between teacher and student	7.7	8.9	7.3
5. Contradictory to the spirit of the programme	2.0	2.3	1.8
b. Grading scheme normally employed:			
1. Pass - fail	2.3	.9	---
2. Five-point letter scale	19.6	13.7	13.9
3. Seven-point letter scale	46.4	49.4	54.4
4. Numerical mark as percent	14.9	16.3	12.0
5. Other	13.6	16.0	13.9
c. Proportion of final grade determined by term work (excluding final examinations):			
1. 0-24%	4.6	1.7	1.8
2. 25-49%	8.1	5.4	5.5
3. 50-74%	21.0	20.0	23.0
4. 75-100%	63.7	72.0	66.4
d. At the outset of the course are the objectives and standards clearly explained to students?			
1. Always	68.6	79.1	78.5
2. Usually	23.3	16.9	17.2
3. In some cases	5.8	2.9	2.9
4. Rarely	.9	.6	.4
5. Never	.25	.4	.3

Discussion:

Teachers at all grade levels agreed on the importance of some form of evaluation: about 60% specified evaluation as necessary and important, and another 20% marked it important; fewer than 10% suggested that it should be of concern only between teacher and student, and only about 3% indicated that it was not important or was contradictory to the spirit of English teaching. About half the teachers employ the seven-point letter scale, with the five-point letter scale as the second most frequent method, followed by the numerical percent. Considerable emphasis is placed on term work (as opposed to final examinations) in arriving at a final grade -- over two-thirds of the senior secondary and over 60% of junior secondary teachers count term work for 75-100% of a grade, and another 20% at each level consider it worth at least half. Again, most teachers (69-79%) always explain their objectives and standards for a course, and another 17-23% indicate that they "Usually" do so, bringing the totals for both cases to well above 90%.

Table 7-13 Mean Values\*  
Means of Evaluating Student Work

	Gr. 8	Gr. 11	Gr. 12
a. Most accurate means of evaluation:			
1. Assessments of student's written work	1.7	1.6	1.6
2. Assessments of oral work	2.1	2.2	2.3
3. Frequent teacher-made tests	2.4	2.4	2.2
4. Teacher's subjective judgement	2.6	2.5	2.5
5. Scholarship examinations	3.8	3.4	3.2
6. Periodic standardized tests	3.4	3.5	3.4
7. External examinations	4.0	3.9	3.6
b. Best means for providing students with information about their progress:			
1. Assessments of student's written work	1.7	1.6	1.7
2. Assessments of oral work	2.2	2.2	2.3
3. Frequent teacher-made tests	2.3	2.3	2.2
4. Teacher's subjective judgement	2.5	2.5	2.4
5. Periodic standardized tests	3.4	3.4	3.4
6. Scholarship examinations	3.9	3.5	3.4
7. External examinations	3.9	3.8	3.5

\*1. Excellent 2. Good 3. Satisfactory 4. Fair 5. Poor

Discussion:

Teachers agreed on the primacy of forms of evaluation done by the teachers themselves rather than by external evaluators; nor is there significant difference between the most accurate methods of evaluation and the best methods of informing students about their progress. Assessments of written work were judged the best in both areas, with 85% of the teachers rating this method "Excellent" or "Good" measure. Assessments of oral work and teacher-made tests were rated next highest, with general subjective judgments following. The three forms of external examination all rated nearly a full point lower, generally in the lower end of the range between "Satisfactory" and "Fair". Senior secondary teachers, however, ranked

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scholarship exams and standardized tests higher than did Grade-8 teachers, although these methods were still regarded as much less accurate or valuable than the teachers' own judgements on student work.



PART C. TEXTS AND GUIDES

As part of the Questionnaire section on "Methods and Materials", teachers were asked to evaluate the texts supplied by the Department of Education according to a five-point scale, as follows:

- 1 - Used, successfully
- 2 - Used, with fair results
- 3 - Used, nothing better
- 4 - Used, not successfully
- 5 - Have never used

Earlier in the Questionnaire, teachers at all levels were asked whether they ever supplemented the prescribed texts:

Table 7-14 Percentages  
Use of Supplemental Texts

	Gr. 8	Gr. 11	Gr. 12
a. Use of other than the prescribed <u>literature</u> texts:			
1. Always	4.2%	13.4%	12.0%
2. Often	31.5	42.3	54.7
3. Sometimes	49.4	36.0	27.0
4. Rarely	12.2	7.1	4.7
5. Never	2.0	.9	.4
b. Use of other than the prescribed <u>language and writing</u> texts:			
1. Always	10.4	25.4	23.7
2. Often	35.9	37.4	41.6
3. Sometimes	35.8	25.4	24.8
4. Rarely	13.5	9.4	5.5
5. Never	3.2	2.0	3.6

Discussion:

This table suggests that most teachers do indeed do considerable substituting of texts. Some 55 to 65% of Grade 11 and 12 teachers add literature texts "Always" or "Often", and over one-third of Grade 8 teachers also do so. Almost the same percentages of teachers indicate that they supplement the language texts - 45% of Grade 8 teachers, 63% of Grade 11 teachers, and 65% of Grade 12 teachers listing such changes "Always" or "Often", while less than 16% at all levels indicate that they rarely or never make additions. The first three sections of this part deal with responses to the prescribed texts at the individual grade levels.

1. Texts: Grade 8Table 7-15. Percentages  
Grade 8 Text and Course Evaluations

a. <u>Text (Issue)*</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N</u>
1. Hinton, <u>The Outsiders</u> (B)	57.8%	11.0%	2.5%	.5%	22.3%	5.9%
2. <u>Focus</u> (Nelson) (A)	57.0	25.3	3.7	1.2	7.0	5.7
3. Livesey & Archer, <u>Incentives</u> (A)	46.7	24.3	5.3	3.6	15.1	5.1
4. Butler, <u>Light a Single Candle</u> (B)	37.3	17.4	3.1	.9	34.6	6.8
5. Buchanan, <u>Copper Sunrise</u> (B)	35.2	15.4	3.2	1.5	37.3	7.4
6. Gallico, <u>Snow Goose</u> (B)	34.2	19.4	3.1	2.1	33.8	7.4
7. Steinbeck, <u>Red Pony</u> (B)	32.1	27.9	4.8	2.5	26.0	6.7
8. Wojciechowska, <u>Tuned Out</u> (B)	32.9	16.4	4.6	3.3	36.5	17.3
9. Winter, <u>Ventures I</u> (B)	31.2	25.1	6.4	2.2	27.5	7.5
10. Dunning, et al., <u>Reflections on A Gift of Watermelon Pickle</u> (B)	29.1	24.0	2.8	3.1	33.6	7.4
11. Richter, <u>Light in the Forest</u> (B)	28.9	23.2	4.7	2.6	34.2	6.4
12. Craven, <u>I Heard the Owl Call My Name</u> (B)	28.5	25.7	4.0	6.7	28.5	6.7
13. Winter, <u>Ventures II</u> (B)	25.2	20.4	4.9	1.4	37.5	10.6
14. Piattor, <u>Action English I</u> (B)	21.6	27.7	9.3	5.7	29.1	6.7
15. Clifford, Fay, <u>Magnificent Myths of Man</u> (B)	21.4	23.6	6.5	4.0	37.5	7.0
16. St. Pierre, <u>Boss of the Namko Drive</u> (B)	17.7	20.7	6.0	3.2	43.5	8.9
17. Faulkner, <u>Moonfleet</u> (B)	17.7	16.4	8.0	5.4	45.2	7.3
18. Haupt, <u>Man in the Fictional Mode I</u> (B)	17.5	21.4	5.9	2.1	43.7	9.4
19. Littell, <u>Language of Man I</u> (B)	17.2	20.0	7.5	5.1	39.8	10.5
20. Bennett, <u>Jamie</u> (B)	16.7	21.0	3.2	4.7	46.0	8.4
21. Charlesworth, <u>Second Century Anthologies of Verse, Book I</u> (A)	15.9	30.0	9.8	5.1	31.0	8.3
22. Jenkinson et al., <u>Tactics in Reading Series</u>	14.8	17.4	3.5	1.9	54.9	7.5
23. <u>Anne Frank</u> (B)	14.2	18.3	5.1	4.2	49.3	9.0
24. Lawrence, <u>Action English 2</u> (B)	13.2	17.7	5.8	4.2	49.3	9.9

cont'd.

## Grade 8 Text Evaluations (Continued)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>M</u>
25. Nurnberg, <u>Word Play</u> (E)	13.1	25.7	7.0	12.1	34.4	7.7
26. Glatthorn, et al., <u>Dynamics of Language I</u> (B)	12.7	20.6	10.5	12.0	35.4	8.8
27. Creighton, <u>Deeds of Gods and Heroes</u> (B)	12.1	19.6	8.1	4.8	47.7	7.7
28. Zweigler, <u>Man in the Poetic Mode I</u> (B)	10.5	26.8	6.7	4.1	43.6	8.4
29. The Leaf Not, the Tree (Kit) (E and C)	10.0	12.8	3.2	4.6	61.5	7.9
30. Shafer, et al., <u>Success in Reading Series</u>	9.5	11.9	3.7	1.6	62.6	10.7
31. Heinlein, <u>Have Spacesuit, Will Travel</u> (B)	9.1	20.1	7.2	7.4	47.8	8.4
32. Gainsburg et al., <u>Advanced Skills in Reading Series</u>	7.9	12.7	3.3	1.9	65.1	9.1
33. Jenkinson, et al., <u>Be a Better Reader Series</u>	7.5	6.3	1.7	.9	72.8	10.7

See Curriculum Guide for choices among various issue categories.

- \*1. Used successfully 2. Used with fair results 3. Used, nothing better  
4. Used, not successfully 5. Have never used M. (Missing) No information

b. Rate the results of the new English VIII Resource Course:

1. Excellent	10.2%	4. Fair	9.1%
2. Good	43.3	5. Poor	2.6
3. Satisfactory	23.5	Mean	2.4

Discussion:

These figures are not totally reliable because of the quite recent implementation of the Resource Course concept which was permissive during the 1973-74 school year and became prescriptive in 1974-75. However, all the texts were not available in September of 1973; some did not arrive until well into the 1974-75 school year. Even if the books were in the school, few teachers would have been able to familiarize themselves with the texts, let alone use them. Therefore, the somewhat higher percentages of "have never used" and "missing", compared with those at the senior

secondary level, probably reflect this lack of opportunity to study and use the texts over a sufficient period of time. Nevertheless, the results of those texts in use remain interesting in terms of their performance, and teachers should be made aware of the other possibilities as well.

The collection Focus (57%) and Hinton's The Outsiders (58%) were judged to have been used successfully by over half of the respondents; other texts which received the highest rating from more than one-third of the teachers included Livesey and Archer's Incentives, Butler's Light a Single Candle, Buchan's Copper Sunrise, and Gallico's Snow Goose. In addition, the following texts were judged to have been used successfully or with fair results by over fifty percent of the respondents: Dunning, Reflections on a Gift of Watermelon Pickle; Winter, Ventures I; Craven, I Heard the Owl Call My Name; Steinbeck, The Red Pony; and Richter, The Light in the Forest. The highest rated language text was Plattor's Action English I with almost half the teachers indicating fair or successful results.

The following titles were either noted as having been used unsuccessfully, having never been used, or unmarked ("missing") by over 50% of the teachers: Zweigler, Man in the Poetic Mode; The Leaf Not the Tree; Creighton, Deeds of Gods and Heroes; Haupt, Man in the Fictional Mode I; St. Pierre, Boss of the Namko Drive; Bennett, Jamie; Heinlein, Have Spacesuit, Will Travel; Anne Frank; Faulkner, Moonfleet; Wojciechowska, Tuned Out; Littel, Language of Man I; Glatthorn, The Dynamics of Language I; Lawrence, Action English II; Nurnberg, Word Play; Gainsburg, Advanced Skills in Reading Series; Tactics in Reading Series; Shafer, Success in Reading Series; Jenkinson, Be a Better Reader Series. Of these books, only Tuned Out had a high rating of successful use (32%) by those who had used it.

Several suggestions were listed in the "Other" categories, but without much agreement; among the titles were The Pearl, The Craft of Writing, Kon-Tiki, Prose of Relevance, That was Then -- This is Now, Language Is?, Imagine, and SRA Reading Kits. Grammar and spelling texts and non-sexist books were listed under "Perceived Needs" in another part of the Questionnaire, with a grammar text repeated in several of the responses.

The general response to the Resource Course programme, involving selection from this wide range of texts, however, was quite high, with 54% of the teachers indicating excellent or good results and only 12% rating it "Fair" or "Poor".

2. Texts; Grade 11Table 7-16 Percentages  
Grade 11 Text Evaluations

<u>Text</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>M</u>
1. Golding, <u>Lord of the Flies</u>	78.3%	12.0%	2.9%	.6%	4.6%	1.7%
2. Bradbury, <u>Martian Chronicles</u>	37.1	26.9	5.4	5.1	21.1	4.3
3. Voeden, <u>Human Values in Drama</u>	33.4	26.3	9.1	2.9	21.4	6.9
4. <u>Collection of Shakespeare's Plays</u>	32.6	31.1	9.1	5.1	16.3	5.7
5. Martin, <u>Man's Search for Values</u>	32.3	32.6	18.9	9.1	4.3	2.9
6. Buck, <u>The Good Earth</u>	21.4	14.9	4.9	6.3	45.1	7.4
7. <u>Four Novels</u>	20.6	30.0	12.6	5.7	26.0	5.1
8. Knowles, <u>A Separate Peace</u>	20.0	22.9	6.0	7.7	38.0	5.4
9. Scargill & Penner, <u>Looking at Language</u>	6.9	15.1	14.3	16.9	40.3	6.6
10. Crane, <u>Red Badge of Courage</u>	6.6	20.6	9.7	15.7	40.9	6.6
11. Nelson, <u>Unit Lessons in Composition</u>	6.3	17.1	16.9	19.1	34.0	6.6
12. Rieu, <u>The Iliad</u>	5.4	15.7	5.1	14.3	52.9	6.6

Discussion:

Grade 11 teachers showed very clear divisions between useful and unsuccessful texts. Golding's Lord of the Flies received the most praise, being used successfully by an overwhelming majority (78%), with another 12% saying they had used it with fair results; only two teachers indicated that it had been unsuccessful. Other useful texts, ranked as successful by nearly one-third of the teachers, included Bradbury's Martian Chronicles, Voeden's Human Values in Drama, the collection of Shakespeare, and the basic anthology Martin's Man's Search for Values; these four texts also received "Fair" ratings from another one-quarter to one-third of the teachers. Less highly regarded, but still with 20% responding to successful use, were Buck's The Good Earth, Four Novels, and Knowles' A Separate Peace.

At the lower end of the scale were the two language texts, Nelson's Unit Lessons in Composition and Scargill and Penner's Looking at Language, which received successful ratings from 6 to 7% of the teachers, along with the greatest percentage of responses concerning unsuccessful use. Rieu's Iliad and Crane's Red Badge of Courage received the lowest rankings among the literary choices. There was also a large number of teachers -- between a third and a half -- who indicated that they had never used these books.

Over two dozen titles were suggested in the "Other" categories, with Huxley's Brave New World receiving several mentions. Among the other books suggested were Essentials of English Grammar, Catch-22, Johnny Got His Gun, Stranger in a Strange Land, Day of the Triffids, Romeo and Juliet, Fahrenheit 451, Siddhartha, The Outsider, 1984, Flowers for Algernon, Mastering Effective English, Duddy Kravitz, Catcher in the Rye, Never Cry Wolf, Black Like Me, Rite of Passage, One Flew Over the Cuckoo's Nest, Dynamics of Language, Butterfly Revolution, All Quiet on the Western Front and Prose of Rélevance.

3. Texts: Grade 12Table 7-17 Percentages  
Grade 12 Text Evaluations

<u>Text</u>	1	2	3	4	5	M
1. Perrine, <u>Story and Structure</u>	74.8%	12.8%	6.2%	.7%	1.8%	3.6%
2. Harrison, <u>Two Plays for Study</u>	47.1	23.4	9.9	1.5	13.9	4.4
3. Thompson, <u>Theatre Today</u>	42.0	28.1	6.9	1.8	15.3	5.8
4. Dudek, <u>Poetry of Our Time</u>	37.6	38.3	11.3	1.8	6.2	14.7
5. Greene, <u>I Never Promised You A Rose Garden</u>	35.0	31.8	6.9	7.7	14.2	4.4
6. Paton, <u>Cry, the Beloved Country</u>	23.0	30.7	12.8	6.6	22.6	4.4
7. Webber, <u>Essays of Our Time</u>	16.4	32.5	23.4	11.3	12.8	3.6
8. Hardy, <u>The Mayor of Caster- bridge</u>	14.6	27.7	8.0	9.1	36.5	4.0
9. Harrison, <u>The Critical Approach</u>	8.0	25.9	19.0	24.5	16.4	6.2
10. Penner & Macaree, <u>Discourse: Purposes and Problems</u>	2.9	15.0	16.4	35.8	25.9	4.0
11. Stegner, <u>Wolf Willow</u>	2.2	5.5	3.6	12.8	68.6	7.3

Discussion:

Certain texts stood out as both successful and as unknown. Perrine's Story and Structure (74.8%) and Harrison's Two Plays for Study (47.1%) had the highest response rates indicating successful use. Dudek's Poetry of Our Time (37.6%), Greene's I Never Promised You a Rose Garden (35%) and Thompson's Theatre Today (42%) also found general acceptance; over two-thirds of the respondents, indeed, indicated that these five texts were used with fair to successful results.

Less successful were the language text, Penner and Macaree's Discourse, and the anthology Harrison's The Critical Approach, for which one-quarter to one-third of the teachers indicated unsuccessful use, while there seemed to be few advocates of either. The essay anthology, Webber's Essays of Our Time, received only indifferent response with one-third of the teachers noting fair results and another one-quarter suggesting its use only because there was nothing better. Hardy's Mayor of Casterbridge (37%), Paton's Cry, the Beloved Country (23%) and Stegner's



Wolf Willow (69%) all received a relatively high percentage of response indicating non-use.

In addition, teachers listed 154 texts in the "Other" spaces under category 1 (successful use). Again, Brave New World was noted by a considerable number of teachers; other books receiving mention included: Flowers for Algernon, Never Cry Wolf, Grapes of Wrath, Slaughterhouse-Five, Pride and Prejudice, Romeo and Juliet, Hamlet, Siddhartha, One Flew Over the Cuckoo's Nest, The Collector, Tess of the d'Urbervilles, 1984, Ivan Denisovitch, Of Mice and Men, Stone Angel, Poetry of Relevance, Catcher in the Rye, and The Outsider.



#### 4. Curriculum Guides: All Levels

Part VII of the Questionnaire ("Issues in the Implementation of the Programme") contained teachers' evaluations of various aspects of the curriculum guides supplied by the Department of Education according to the scale ranging from excellent to poor; nearly three-quarters of the respondents (84.2% of Grade 8 teachers, 73.7% of Grade 11 teachers, and 72.6% of Grade 12 teachers) indicated they had read the guides in the past year. Table 7-18 gives the mean responses at the three grade levels according to the following scale:

- 1 - Excellent
- 2 - Good
- 3 - Satisfactory
- 4 - Fair
- 5 - Poor

In addition, Table 7-18a gives a percentage breakdown of the item "General Usefulness".

Table 7-18 Mean Values  
Curriculum Guides

	Gr. 8	Gr. 11	Gr. 12
a. Aspect of guides:			
1. Worth of listed objectives	2.7	2.6	2.5
2. Attainability of listed objectives	3.1	3.2	3.2
3. Guidelines on oral and written communication	3.3	3.3	3.2
4. Guidelines on literature	3.2	3.1	3.0
5. Guidelines on skills and abilities	3.4	3.3	3.2
6. Guidelines on Gr. VIII Resource Course	3.3	--	--
7. Options to provide "a rich cultural background" through study of English	3.3	3.4	3.4
8. Suggestions for encouraging imagination and creativity	3.3	3.4	3.4
9. Specificity of suggestions and ideas	3.8	3.6	3.7
10. Completeness of coverage of aspects of teaching	3.7	3.6	3.5
11. General usefulness	3.6	3.6	3.5

Table 7-18a Percentages  
Curriculum Guides: Usefulness

a. Evaluation of general usefulness	Gr. 8	Gr. 11	Gr. 12
1. Excellent	1.7%	1.1%	1.1%
2. Good	11.4	12.3	12.4
3. Satisfactory	28.1	25.4	28.5
4. Fair	25.4	27.7	29.9
5. Poor	18.4	16.3	11.7
6. Missing	14.9	17.1	16.4

Discussion:

Teachers at all three grade levels agreed about the respective curriculum guides. The teachers found that the listed objectives were between "Good" and "Satisfactory" on a five-point scale; over 50% of all three groups responded to the objectives with those ratings, and the mean rankings were between 2.5 and 2.7. However, the responses to other aspects of the guides indicated far more criticism. The other responses generally ranged from 3.0 to 3.4, close to the "Satisfactory" level, but tending toward the "Fair" range of the scale. Indeed, if the percentage of responses "Missing" (about 15-20% for each item, representing undoubtedly those who indicated they had not read the guides during the past year) is added to the others, it appears that between 40 and 50% of the teachers either don't read the guides or, if doing so, find them only "Fair" or "Poor".

Especially singled out for criticism was the lack of specific suggestions and ideas, presumably for attaining the objectives or for teaching the texts; here, and in the comment about completeness of coverage of aspects of teaching, the mean responses tended more definitely toward the "Fair" category. Less than 12% of the teachers (9.4% and 9.6% for Grade 8, 12.2% and 12.0% for Grade 11, and 9.9% and 12.0% for Grade 12) rated the specificity of suggestion and completeness of coverage as "Excellent" or "Good".

The general usefulness of the guides was also ranked between "Fair" and "Satisfactory", with the means tending toward the former. Nearly 60% of all teachers either found the general usefulness of the curriculum guides to be "Fair" or "Poor", or they failed to respond at all, indicating that they had had little or no recent contact with the guides.

#### PART D. OPINIONS AND SUGGESTIONS

Teachers were asked, at four different points in the Questionnaire, to respond to statements concerning goals and the programmes they actually teach. The first instance asked for an indication of priority that should be given to various suggestions about improving professional conditions; this section was constant in all the Questionnaire booklets, so that a range of opinion could be gathered throughout all levels of the school system. Later, teachers were asked to evaluate the objectives of their programmes under both current and ideal conditions (the second of these groups of responses makes up Part I of this report). Finally, at the end of the "Methods" section, teachers were asked to agree or disagree with a number of opinions about English teaching.

This part deals with the responses in these three sections (excluding the goals and objectives under ideal conditions). "Professional Working Conditions" derives from Part I of the Questionnaire; "Current Aims" is made up of Part IV; and "Teaching Concerns" comes from Part VII. They are grouped here to indicate the ways in which teachers view theoretical and practical recommendations at issue in the teaching of English.

##### 1. Professional Working Conditions.

Part I of the Questionnaire asked teachers to respond to a series of "suggestions that have been made to improve professional working conditions" by rating each statement "with respect to the degree to which it affects the success of your language arts programme".

Table 7-19 gives the mean scores for each grade level response in approximate order of decreasing importance.

In addition, teachers were asked to list the two suggestions that should receive the highest priority; and the two which should receive lowest; Table 7-20 is a condensed version of this response.

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Table 7-19 Mean Values\*  
Professional Working Conditions

<u>Suggestion</u>	Gr. 8	Gr. 11	Gr. 12
1. Reduction of class size	1.5	1.6	1.8
2. Reduction of total pupil load	1.9	1.9	1.9
3. Greater time for preparation	2.0	2.0	1.9
4. Textbooks more suited to instructional needs	2.2	1.8	1.8
5. More effective teacher education pre-service programmes	2.2	2.3	2.2
6. More effective in-service and professional development	2.3	2.4	2.3
7. More Learning Assistance services	2.2	2.4	2.5
8. Better library services	2.4	2.4	2.3
9. Improvement of physical facilities (in school and classroom)	2.5	2.7	2.6
10. More released time for in-service and professional development	2.6	2.7	2.6
11. Curriculum guides that offer more assistance in the instructional <u>process</u>	2.5	2.8	3.0
12. Increasing time allotments for Language Arts/English	2.9	2.9	2.7
13. More clerical assistance	3.1	2.9	2.9
14. Curriculum guides that outline <u>content</u> in specific terms	2.7	3.1	3.3

\*1. Should be given a high priority 2. Important, but not a priority  
3. Of moderate importance 4. Not very important 5. Of no importance

Table 7-20 Percentages  
Priorities of Suggestions

	Gr. 8	Gr. 11	Gr. 12
a. Two of above items to receive highest priority:			
1. Reduction of class size	53.6%	48.3%	43.4%
2. Textbooks more suited to instructional needs	19.8	31.4	31.0
3. Greater time for preparation	19.1	26.6	30.3
4. Reduction of total pupil load	21.1	21.4	23.7
b. Two of above items to receive lowest priority:			
1. Curriculum guides that outline <u>content</u> in specific terms	28.9	38.3	37.2
2. Curriculum guides that offer more <u>assistance</u> in the instructional process	21.6	25.4	28.8
3. More clerical assistance	35.7	25.4	27.7
4. Improvement of physical facilities	16.9	21.4	17.5
5. Increasing time allotments for Language Arts/English	26.0	20.3	16.4

Discussion:

Teachers at all grade levels agreed on the need to reduce both individual class size and total pupil load. Also deemed important at all levels was the need for greater preparation time. Grade 11 and 12 teachers also felt that more suitable textbooks should be given a high priority, but Grade 8 teachers thought that this approach, while important, was not an immediate concern. In the mid-range of priorities were such things as more effective pre-service and in-service training, and better library and learning assistance services. More release time, clerical assistance, and time allotment for the programme all fell at the bottom of the scale, although all were noted to be in the area of moderate importance. The listing of the two highest and lowest priority items also followed this pattern.

Curriculum Guide revision also seemed to place lower on the scale, but here the mean scores are deceptive because of the fairly consistent division of opinion. Table 7-21 gives the percentage figures for items 11 and 14 of Table 7-19.

Table 7-21 Percentages  
Percentage of Response: Guides

	Gr. 8	Gr. 11	Gr. 12
a. Curriculum guides/ <u>process</u> (item 11)			
1. High Priority	28.1%	19.7%	14.2%
2. Important	24.7	26.3	24.1
3. Of Moderate Importance	24.4	19.1	21.2
4. Not Very Important	13.7	17.4	19.7
5. Of No Importance	8.0	16.0	18.2
b. Curriculum guides/ <u>content</u> (item 14)			
1. High Priority	26.5	19.4	18.1
2. Important	21.9	17.7	16.4
3. Of Moderate Importance	22.2	20.6	22.3
4. Not Very Important	14.2	20.0	21.5
5. Of No Importance	14.1	21.1	23.7

#### Discussion:

At the Grade 8 level, more than half the teachers indicated a desire for curriculum guides that include specific educational methods, and nearly half wanted guides with more specific content. At the higher levels, there seemed to be less need for change, although there are still fairly large groups who ranked curriculum guide changes at the first two levels of importance.

In Part IV of the Questionnaire, teachers were asked to respond to a short list of general aims of the Language Arts/English programme "in regard to the emphasis you give, or feel you have to give" at the present time; this section was a contrast to Part VIII, which dealt with aims under ideal conditions, to attempt to determine if goals differed because of the current conditions. The responses followed the value scale of "Essential" to "Of No Importance", but only a few of the detailed objectives are stated in language identical to those in Part VIII. The comparison tables for the Report on Goals are indicated in the right hand column. Mean values are given.

Table 7-22 Mean Values  
Current Aims

	Report on Goals			Table No.
	Gr. 8	Gr. 11	Gr. 12	
A student should be able to:				
1. Develop reading skills	1.4	1.6	1.6	7-8
2. Enjoy literature	1.5	1.7	1.6	7-3
3. Distinguish between fact and opinion	1.8	1.5	1.4	7-1
4. Relate literature to his own experiences or environment	1.8	1.7	1.6	7-3
5. Develop listening skills	1.7	1.8	1.8	7-7
6. Develop speaking skills	1.8	1.9	1.9	7-7
7. Organize and develop an essay logically	2.1	1.5	1.4	7-2
8. Recognize quality in the printed and spoken word	2.1	1.8	1.7	7-1
9. Employ vocabulary appropriate to subject	1.9	1.8	1.7	7-2
10. Experience all types of communication	1.8	2.0	2.0	7-1
11. Write legibly	1.9	2.2	2.2	7-2
12. Perceive slanted writing	2.6	2.0	1.8	7-1
13. Analyze literature	2.7	2.3	2.1	7-3
14. Develop skills for non-print materials	2.4	2.5	2.4	-
15. Develop talents through creative writing	2.2	2.5	2.5	7-4, 7-5
16. Develop a technical vocabulary to deal with literature	2.9	2.7	2.5	7-3
17. Develop a general knowledge of literary history	3.6	3.1	2.9	7-3



### Discussion:

As in Part VIII, dealing with ideal objectives, most of the responses fell in the "Important" or "Essential" areas. Grade 8 teachers put most emphasis on the development of reading skills, and gave high priority to other basic skills - legible writing, vocabulary, speaking and listening - as well as to the enjoyment of literature and the relating of literature to personal experience. Grade 11 and 12 teachers agreed with the importance of these goals, and also placed increased emphasis on greater critical analysis, recognition of slanted writing, distinguishing between fact and opinion, recognizing quality, organizing essays, and analyzing literature. Less importance was given to developing a technical (critical) vocabulary, to gaining a knowledge of literary history, or to dealing with non-print materials, even at the higher grades.

Most of the responses for the current aims differed little from similar goals described in the section dealing with ideal aims; the same patterns and same degrees were generally found in both the current and ideal situations. The only notable exception among the more important items occurs in the organization and development of an essay at the Grade 8 level: apparently slightly less emphasis (2.1) is given under present conditions than would be given in ideal conditions (1.7). Other exceptions occurred with those items deemed generally less important. Grade 8 teachers attach less importance to work on slanted writing under present conditions than they would in ideal ones (2.6 to 2.2). Likewise, at all three levels, teachers find that they must give less emphasis to developing a technical vocabulary to deal with literature and to developing a general knowledge of literary history under current conditions (2.9, 2.7, 2.5 for critical vocabulary, 3.6, 3.1, 2.9 for literary history) than under ideal conditions (2.5, 2.3, 2.2 and 3.1, 2.6, 2.6 respectively). Curiously, creative writing follows a reverse pattern: teachers ranked it 2.2, 2.5 and 2.5 in present aims, 2.7-3.0, 3.2-3.3, and 3.4-3.5 in ideal goals (the double figures derive from the specific questions on poetry and prose).

### 3. Teaching Concerns

At the conclusion of Part VII of the Questionnaire, teachers were asked to react to several statements about various aspects of the teaching of Language Arts/English. Table 7+23 gives a mean score of responses at each grade level



according to the following scale:

- 1 - Strongly Agree
- 2 - Agree
- 3 - Undecided
- 4 - Disagree
- 5 - Strongly Disagree

Clusterings around the 2.0 level indicate a high level of agreement, with more than two-thirds of the teachers answering "Strongly Agree" or "Agree". Clusterings around the 3.0 area indicate a split of opinion, with most of the responses falling in categories 2, 3 or 4. Means of 3.3 and above indicate that more than half of the teachers disagreed with the statement. The table is given in order of decreasing agreement with the statements; the subsequent discussion adds some percentage responses in cases where the mean score might be misleading.

In addition, Table 7-24 shows the teachers' opinions on a final question about how classes should be organized.

Table 7-23 Mean Values  
Opinions on Language Arts Teaching

Agreement with statement:	Gr. 8	Gr. 11	Gr. 12
1. More time should be allowed for personalized instruction/conferences	1.7	1.8	1.7
2. Teaching reading and study skills enhances students' learning of English	1.9	1.8	1.8
3. It is necessary to have taken special courses in reading in order to teach reading effectively	2.1	2.0	2.0
4. All secondary teachers should be teachers of language	2.2	2.2	2.0
5. Teaching of remedial reading should be carried out by special reading teachers only	2.3	2.1	2.3
6. More attention should be paid to classroom design and furnishings	2.3	2.4	2.2
7. All teachers of English language should be specialists in the subject	2.7	2.4	2.1
8. The teaching of reading can be incorporated into the teaching of literature and writing without interfering with main objectives	2.3	2.5	2.5
9. More time should be devoted to English	2.6	2.6	2.5
10. All teachers of literature should be specialists in the subject	3.0	2.5	2.2
11. English should be interdisciplinary (combined with social studies and/or art, and/or music, etc.)	2.5	2.6	2.7
12. Promotion to higher grades should be contingent upon reading ability	2.9	2.8	2.8
13. The teaching of developmental reading in the secondary school should be carried out by special reading teachers only	3.0	2.8	2.8
14. The English teacher is in the best position to determine and teach reading skills	3.1	3.1	3.1
15. My pre-service professional education has adequately prepared me to meet the needs of my students	3.2	3.1	3.0
16. Teaching reading along with literature detracts from the enjoyment students should derive	3.4	3.3	3.2

## Opinions on Language Arts Teaching cont'd....

	Gr. 8	Gr. 11	Gr. 12
17. English teachers should be responsible for teaching reading and writing skills necessary in other areas (such as science, mathematics, social studies etc.)	3.4	3.4	3.5

Table 7-24 Percentages  
Organization of Classes

	Gr. 8	Gr. 11	Gr. 12
Classes should be organized on the basis of:			
1. I.Q.	1.6%	1.9%	1.7%
2. Ability and interest in English	34.4	48.9	51.5
3. Social and physical maturity	14.9	11.7	13.1
4. Reading ability	19.6	10.9	6.9
5. Other	22.6	22.3	21.9

Discussion:

Very few of the statements in Table 7-23 received a high "Undecided" vote among those about which more than one-quarter of the teachers were undecided are items 16 (25.2% at grade 12), 8, 9, 11 and 12, of which the latter three have to do with the relation of English classes to the rest of the school programme.

Areas of high agreement at all grade levels involved the need for more time for personalized instruction and conferences and the teaching of remedial reading by specialized reading instructors. The two ideas that all secondary teachers should be concerned with -- language instruction and the teaching of Reading and study skills which enhance the learning of English -- were also strongly endorsed. The disagreement with the negatively phrased item 16 suggests that teachers also feel that the use of reading skills instruction with literary study does not detract from the latter. The highest percentage of "Strongly Agree" responses were found in item 1 (41.2% at Grade 8, 39.4% at Grade 11, 54.2% at Grade 12) and the two items (2 and 3) dealing with reading instruction; in addition, over one-third of Grade 12 teachers felt strongly about the need for all secondary teachers to pay attention to language.

Strong areas of disagreement were found in matters relating to other disciplines. While a majority of teachers felt that English should be interdisciplinary (54.4% at Grade 8, 53.7% at Grade 11, 44.9% at Grade 12), most thought that they should not have to teach the reading and writing skills for those other areas; item 17, in fact, had the only large percentage of "Strong Disagreement" (18 to 21%). More than one-third of the teachers at each grade level (37.7%, 40.3% and 40.2%, respectively), however, disagreed with the idea that English teachers are in the best position to determine and teach reading skills.

Many teachers, especially at the Grade 8 level, expressed some dissatisfaction with their pre-service training. Only 34% of Grade 8 teachers agreed that their educational training had adequately prepared them; 32% disagreed with the statement, and 13% registered strong disagreement. Ratings were somewhat better in the senior secondary levels, but still considerable numbers were not satisfied with their training (43.5% at Grade 11, 39% at Grade 12). Less than 6% of teachers at all levels indicated strong agreement with the statement.

There were two other items, also having to do with training, in which the responses of Grade 8 teachers differed from those of their senior secondary colleagues. The latter felt that teachers of Language (item 7) and, especially, teachers of Literature (item 10) should be specialists in the area, but Grade 8 respondents felt that such specialized training was probably not so important. Sophisticated literary training, in particular, was deemed less necessary at this level.

In organizing classes, most teachers felt that grouping according to interest and ability in English would be most useful. Again, however, a large number of Grade 8 teachers felt that grouping by reading ability might be beneficial at that level. A high number of "Other" suggestions were made here, with the majority of responses being "Heterogeneous" (senior secondary) and a combination of reading ability and English ability (junior secondary).

PART E. SUMMARY AND CONCLUSIONS1. The Teacher and The Programme

Most of the factual material in this section is not surprising: the high percentage of self-contained classrooms with homogeneous grouping, for instance, or the high number of teachers with professional certificates. Class sizes tending toward the high twenties can be uncomfortable, especially when the teacher is faced with the marking of writing assignments. In the classes, audio-visual and other supplementary equipment seems generally available, and the teacher appears to have considerable control over the texts and the nature of the programme presented. These programmes tend toward the integration of all elements with the study of literature; hence, little time is spent on formal aspects of reading, speaking, and listening instruction, and these areas are covered in more general ways when studying literature. Formal periods are set aside, however, for instruction and practice in writing.

Two important trends are observable from this data, however, which have to do with the teachers' backgrounds. First, it would appear that Grade 8 teachers, in general, have less experience, less training, but larger classes and a heavier student load. A higher percentage of Grade 8 teachers teach only one or two English classes than do those in the senior grades; but these classes are slightly larger, and the total number of pupils they meet is greater (Table 7-4). Again, they have had less University training and generally less experience, almost 58% having taught less than six years; not quite two-thirds have had training in composition, despite this being the level where most people would expect basic training in composition to begin.

The above comments are not meant to be critical of Grade 8 teachers or of the job they are doing. But the facts do indicate that perhaps they are not being given the help or the training to handle the job they are being expected to do. In the general comments made at the end of the Questionnaire, several Grade 8 teachers noted that they had difficulty in replying in a meaningful way since they were teaching English reluctantly, having been directed to the job or being of very limited experience. This Questionnaire cannot determine how many teachers had been trained primarily as English teachers and how many received their major training in fields other than

English, but perhaps this information should be gathered.

The other major area of concern has to do with reading. Formal reading instruction (as well as formal instruction in speaking and listening) does not make up a great deal of the secondary language programme, yet many teachers feel that reading ability should perhaps determine class make-up and even promotion (see Tables 7-23 and 7-24); reading skills are also considered primary aims of the current programme (Table 7-22). Yet few teachers have an adequate background in reading instruction. Only about one-quarter have had university training in reading, and only half that number have had remedial reading training. Teachers do suggest, however, that one does need such backgrounds in order to teach reading effectively (Table 7-23). This need for background work in reading skills seems especially important at the upper grade levels.

Finally, the teachers generally do not have a large commitment to in-service training and development. They do not belong to a large number of professional organizations, nor do they attend a great number of conferences or workshops. In Table 7-19, the issue of more release time to pursue such activities is not given high priority. The fact, however, that almost half of the teachers belong to the B.C. English Teachers Association means that that organization should be a useful means of communicating information on language arts programmes and ideas among secondary school teachers.

## 2. Methods of Teaching and Evaluation.

The teaching methods employed show considerable variety of approach, although methods involving oral work tend to fall at the less-frequently-used end of the scale. This attitude corroborates the feelings of teachers in the "Objectives" section (Part I) that oral responses to literature are of perhaps less importance. But if they treat oral responses (the reading aloud of poetry and drama, and even prose), as well as creative writing, not as ends in themselves but as aids in the enjoyment and understanding of literature, they may find that they have achieved that primary aim. This idea is especially important at the upper grade levels.



Again, formal work in reading and listening, as well as speaking, tended to rank toward the bottom end of most-used methods. Reading instruction, especially, seems to be a by-product of work in imaginative literature and non-fiction, rather than an area to be concentrated upon by specific methods and methodologies.

Non-fiction seems to be an unduly-neglected area of literary study, perhaps, because it may be used more as a stimulus to the writing of compositions than as a form of literature in itself. Additional emphasis on various forms of non-fiction, such as biography and journalism in addition to formal essays, might provide better means for talking about the mechanics of writing (style and effect) as well as an introduction to other facets of literary study. It might also placate teachers in other fields who are critical of what they see as over-emphasis on "imaginative" literature, as if good non-fiction is somehow non-literary. Both non-fiction and drama might be introduced with more emphasis at the Grade 8 level as well, as forms which lend themselves to speaking and listening and to discussion of the mechanics of writing.

The problem of involving students with literature by means of live performances is one, of course, that depends upon the location of the school. That this technique was the least used is not surprising. But it is important that students do see and respond to live performances, not only for their sakes, but for that of the arts themselves. Here, more funds should be made available not only for students to travel, but for the arts to come to schools. Co-operative programmes might be initiated with the universities and colleges in which drama classes or participants in creative writing classes visit secondary schools on a regular basis.

The actual percentage of time spent on various aspects of literature seems generally well-balanced -- the emphasis on prose in Grade 8 results no doubt from the relative absence of drama. These percentages fall generally within the recommendations of the current curriculum guides and seem appropriate, with the exceptions concerning drama and non-fiction noted above.

The emphasis on evaluation is equally important, along with the feeling of teachers that they themselves are best qualified to do such judging. While many teachers in the senior grades feel that standardized exams might provide reasonably accurate assessments of student work, they agree with other teachers that the

teacher should have the major responsibility for determining their students' abilities. Perhaps more effort to standardize the grading scale and to work out (in curriculum guides) specific guidelines for the values of grades would make parents, employers and other lay people happier with evaluation techniques.

3. Texts and Guides.

The figures given in Tables 7-15, 7-16 and 7-17 should in themselves provide useful information not only to curriculum revision committees but to new or inexperienced teachers as well. The overall response, suggestive of incompleteness of coverage or general inadequacy of the prescribed text list should be a matter of great concern as well as of simple economics. The major demand at all three grade levels, one echoed in the teachers' comments at the end of the Questionnaire as well, was for good language and writing texts. Teachers at the senior levels, especially, gave high priority to the need for textbooks more suited to instructional needs (Tables 7-19 and 7-20).

The literary texts also showed considerable divergence of opinion concerning their effectiveness. Several were regarded very favorably, and several were hardly tried. Perhaps curriculum guides (or special supplements) should pay more attention to providing more information about various texts: how they should be used, what they contain, what objectives they meet -- in short, the guides should, as the teachers do (Table 7-11), provide book talks on their texts. Such background information would be especially useful for new teachers or those with limited experience; it would also help reduce the number of books not being used on a regular basis. Books with which considerable dissatisfaction is shown should be considered for replacement. Some kind of evaluation of texts by teachers on a regular basis would also add to the liveliness of the programme for both teachers and students.

In an attempt to shorten the Questionnaire, specific sections on various literary genres were consolidated into general sections on literature. Among the items left out, unfortunately, were those dealing with specific kinds of literary texts, including the desirability of Canadian texts. The current lists at the senior secondary levels do seem to be fairly restricted in range; there

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are, for example, few Canadian novels, few novels of experimental style, or few that show a range of development of the historical tradition. Many of the ones most popular, on the other hand, tend toward first-person or confessional type of fiction. While such books may help achieve the goal of relating literature to the student's own experiences and environment, they may not reveal the great range of possibilities inherent in reading for enjoyment, among other things.

The curriculum guides, given the fairly large percentage of teachers who do read them, can be an important in-service educational tool. As Part I of this Report suggests, however, teachers have a firm grasp of objectives and an ability to discriminate between the relative importance of such objectives; even in evaluating the guides, which received generally little praise, teachers found the listed objectives as the most worthwhile sections. What they are asking for in the guides are more specific suggestions about methods of attaining those objectives -- how to teach, not what to, teach for. In addition, time might be spent on introducing the prescribed texts in more detail (either in the guides or in special supplements) to suggest how they might further the desired aims.

#### 4. Opinions and Suggestions.

Most of the comments in this section have been discussed above. Most of the opinions offered by the teachers, as well, seem supported by the rest of the Questionnaire. Class sizes (especially in the junior secondary schools) do need to be reduced so that more individualized instruction in reading and writing can be offered. More time for preparation and grading should be available. Curriculum guides should be made more specific in terms of suggestions for teaching. (The low priority given to guide revision in this section may be due to the inclusion of the twenty percent or so of teachers who do not read or use the guides.) Also University training programmes should review their programmes in light of the general dissatisfaction with preparation indicated by teachers; any changes should certainly include specific training in reading, speaking, and listening skills instruction.

PART F. INTERPRETATIONS AND IMPLICATIONS

1. Since teachers seem to have incomplete training in many cases, and since they themselves feel that their pre-service instruction was inadequate, *efforts should be made to ensure that all English teachers have sufficient and appropriate training and background in basic aspects of English reading, composition, and literature. University training programmes should ensure that all secondary English teachers receive training in reading skills instruction, as well as in methods of encouraging speaking and listening skills as formal parts of the secondary programme.*
2. Because of the work load involved in teaching English, *efforts should be made to reduce class sizes and total pupil loads and to allow more time for preparation and the marking of papers. Such efforts are especially urgent at the Grade 8 level where the teachers, in general, have less experience and training in English, as well as larger classes. In addition, Grade 8 teachers whose main specialization or interest is not English should not be forced to teach in the English programme without sufficient background.*
3. In an attempt to broaden the range of study in English classes and thereby provide more interest for both student and teacher, *in addition to increasing the skills of the former, English programmes at all levels might give increased emphasis to non-fiction, to oral work in literature (reading drama and poetry aloud, especially in the upper grades), and to creative writing. (See also Part I of this Report.) In addition, the students' response to the living arts could be made more effective if efforts were made, on the parts of both schools and Universities, to increase the opportunities for secondary students to attend live performances of literary events (such as plays and poetry readings).*
4. Given the potential usefulness of the Curriculum Guides published by the Department of Education and the suggestions by the teachers concerning these Guides, *efforts should be made to revise the Guides with the following points in mind:*

- a. that less time and space be given to specific objectives, and that sections involving specific suggestions and guidelines concerning methods be expanded;
  - b. that detailed information on the content and use of each recommended text be supplied;
  - c. that an attempt be made to specify guidelines for evaluation; and
  - d. that particular attention be paid to Grade 8 Guides concerning the above inclusions, since so many Grade 8 teachers may be only part-time teachers of English.
5. Since teachers and teaching thrive on the interchange of ideas, and since several teachers have already commented favourably on the Questionnaires, it seems appropriate to give the specific results of the sections dealing with methodology a wider circulation than they might otherwise receive. Copies and summaries of the Tables dealing with methods and texts should be provided to teachers who participated in the Survey, along with a summary of other materials. The mere listing of methods in the Questionnaire may lead people to reconsider their own methods, whereas teachers with little or no experience would especially benefit from seeing the variety of approaches used by their colleagues, as well as those ideas and texts which seem to have been successful.
6. Because both students and teachers gain from improvement and variation of text lists, the prescribed list of texts should be subjected to a regular review via the Questionnaire method. Immediate efforts should be directed toward the finding of effective language texts at all levels. The comments on the prescribed texts (especially at the senior level where they have been used for a longer period) seem especially useful for teachers and administrators alike.
7. Finally, it should be noted that despite its length this report merely examines the main points of the data; much material remains, and much can be learned through further study of the various areas covered. This Report and the data upon which it is based should be publicized and made available to Faculties of Education for continued and more detailed research.

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