

THE BOAT PEOPLE:
DESCRIPTIVE ANALYSIS OF A
PROGRAM FOR TEACHING ENGLISH AS A
FOREIGN LANGUAGE

by

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ABSTRACT

The purpose of this study was to describe an innovative E.F.L. Program in McCauley School in Edmonton, Alberta, which appeared to provide the basic reading skills and learning experiences needed to help E.F.L. students to integrate into the regular classroom. More specifically, this study sought to gather descriptive data about the program by monitoring the progress of 83 students, mainly Vietnamese boat people, enrolled in the program between September, 1980 and June, 1981.

Through the use of teacher and student questionnaires and interviews, examination of curriculum schedules and instructional materials and the use of various formal and informal measures, this study attempted to answer the following questions:

1. Who are the students involved in the program and what are their educational and language backgrounds?
2. Who are the teachers in the program and what are their qualifications?
3. How are the students selected and assigned to the various program levels?
4. What is the curriculum organization of the program?
5. How is the reading component of the curriculum organized in terms of instructional time, content, resources and methodology?
6. How is the program evaluated?
7. Is the program effective, i.e., are there demonstrable gains in students' reading ability?

The findings of the study seem to indicate that the McCauley program in an effective model for responding to the need for special programs in E.F.L. Students appeared to have made about a year's growth in reading and spelling skills. However, because of the developmental nature of the McCauley program, it is difficult to isolate specific features to draw conclusions as to which components of the program are contributing most to the program's success. It is equally difficult to generalize the findings of the present descriptive study to other populations.

THESIS SUPERVISOR

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CHAPTER ONE: THE PROBLEM

A. Introduction

The initial chapter presents the problem investigated in this study. Beginning with the rationale behind this research, the need for additional inquiry into E.F.L. (English as a Foreign Language) is attested to by the lack of previous research and by historical changes in the population served by such programs. This problem is then presented against the background of current E.F.L. programs. In explaining the purpose of this investigation its goal is defined, with a statement of the questions to be answered by it. Terms used in the study are defined. Limitations and assumptions are listed. The chapter concludes with an outline of the remainder of the thesis.

B. Rationale For The Study

The need for further research into the teaching of E.F.L. is well-documented. As pointed out by Gradman (1978), Peck (1977) and Summers (1979), little information is available on teaching reading to students who speak little or no English. Reading programs specifically designed for refugee/immigrant students are clearly required (Ashworth, 1979; Ebel, 1980).

As Ebel (1980) also noted, E.F.L. reading instruction has undergone several changes during the past forty years. Since the 1940's the E.F.L. population has changed from being predominantly adults with upper socio-economic backgrounds to children from a wide variety of backgrounds. Thus, adult

learning strategies employed in the past are no longer applicable. Additionally, instructional methods have shifted from being purely audiolingual to programs introducing reading and writing simultaneously with or shortly after the introduction of aural/oral language. Teacher training materials are few, with only four books presenting adequate information.

Research in the more general field of E.F.L. learning is also severely limited. A survey of 20 periodicals published between 1961 and 1968 yielded only 17 E.F.L. articles that could be categorized as scientific in format and approach to research (Morrisroe, 1972). A survey of articles in the Journal of Reading (1957 to 1977) showed that no articles on E.F.L. were published in volumes 1 to 7 (1957 to 1963), only 0.5% of the articles in volumes 8 to 14 (1964 to 1971) concerned E.F.L. and articles on E.F.L. constituted a mere 1% of volumes 15 to 20 (1972 to 1977). Thus, as Peck (1977) notes, the research situation in E.F.L. reading is wide open at this time; the need for further research is obvious.

C. Background To The Study

Research into program development for E.F.L. students has particular significance currently since, during the past decade, the instability of a number of governments in underdeveloped countries has resulted in large numbers of immigrant refugees being accepted into Canada (Miles-Herman, 1980). Concern has been expressed by native Canadians about the assimilation of these refugees (Government of Canada, 1979). English language programs are continuing to be developed to aid the acculturation

process of immigrants of all ages (Government of Canada, 1979). Canada Employment and Immigration figures up to 1980 show that the proportion of non-English speaking children aged four to nineteen years has risen, while the proportion of English speaking children has declined over the past decade (Miles-Herman, 1980). This group of immigrants presents an educational dilemma unique in Canadian history and one which cannot rely entirely on American experience for its solution (Ashworth, 1979).

The Canada Employment and Immigration Commission stated in a newsletter (July, 1979) that the Indochinese Refugee movement was the second largest movement of refugees since the end of World War II. In that same year, school boards began to supply special language training for many of these arriving refugees (Government of Canada, 1979).

The development of programs to meet Canadian needs has been slow (Ashworth, 1979). An Educational Research Institute of British Columbia (E.R.I.B.C.) report written in 1980 stated that the planning and execution of E.F.L. programs in that province was haphazard, with no routine procedures operating. It is hoped that within this decade the teaching of E.F.L. reading will have been placed on a much more systematic basis than it has been in the past (Uljin, 1980).

D. Purpose Of The Study

This study was designed to describe an innovative E.F.L. program in McCauley School in Edmonton, Alberta, which appears to provide the basic reading skills and learning experiences

needed to help E.F.L. students to integrate into the regular classroom. Summary progress reports for the Planning and Research Branch of Alberta Education have shown that students studying E.F.L. have made significant gains in their English language reading skills through participation in that program. It appears that the program is accomplishing its purpose in equipping students with the functional reading skills necessary for entry into a regular school program.

Specifically, this study attempts to describe the McCauley program by monitoring the progress of 83 students enrolled in the program between September, 1980 and June, 1981. Most of these students are Vietnamese boat people who recently fled their homeland and are settling in Canada. The remainder of the students are children from various ethnic groups. These students are recent arrivals in Canada and have scant or no knowledge of either their new country or the English language. Their educational experiences vary and the culture shock that they experience may further compound their educational problems.

Through the use of teacher and student questionnaires and interviews, examination of curriculum schedules and instructional materials and the use of various formal and informal measures, this study attempts to answer the following questions:

1. Who are the students involved in the program and what are their educational and language backgrounds?
2. Who are the teachers in the program and what are their qualifications?
3. How are the students selected and assigned to the

various program levels?

4. What is the curriculum organization of the program?

5. How is the reading component of the curriculum organized in terms of instructional time, content, resources and methodology?

6. How is the program evaluated?

7. Is the program effective, i.e., are there demonstrable gains in students' reading ability?

E. Definition Of Terms

1. E.F.L. (English as a Foreign Language) is used to encompass E.S.O.L. (English to Speakers of Other Languages), T.E.S.O.L. (Teaching of English to Speakers of Other Languages) and E.S.L. (English as a Second Language).

2. Immersion E.F.L. program refers to one in which students are segregated from the regular school program and are taught as a group exclusively in English.

3. Minimal English skills are defined as insufficient knowledge of the language to cope in a regular school program.

4. Functional reading skills means reading skills that are adequate to allow entry into a regular school program as distinct from an E.F.L. program.

5. Basic classes refer to students diagnosed as having no English skills.

6. Transitional classes refer to students diagnosed as having minimal English skills.

F. Assumptions And Limitations Of The Study

Interpretation of this study must be made in conjunction with the following considerations:

1. This is a baseline descriptive study. It may serve as a model that can be adapted to similar educational circumstances. However, as no control group was available, it cannot be surmized that a cause-effect relationship exists between the program instruction and the acquisition of English.

2. It is assumed that the researcher's participation in the program did not invalidate data gathered in the teacher interviews.

3. The standardized tests employed in the program were normed for a very different population. Therefore, caution must be exercised in the interpretation of results. Unfortunately, more appropriately normed tests were not available.

4. The assumption is made that students understood questions asked in the interviews and answered accurately. Since interpreters were employed, it is further assumed that the language barrier did not seriously hamper this process.

5. Finally, this investigation assumes that teachers answered questionnaires accurately and utilized their professional expertise in responding to interview questions.

G. Thesis Outline

Ensuing chapters of this study present the McCauley School E.F.L. program. Chapter Two provides a review of current literature in the field. In Chapter Three, the procedures used to attain pertinent information are explained. The fourth

chapter describes the program itself, detailing its components and presenting pre- post-test program test results. Chapter Five concludes the study with recommendations derived from the investigation.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

A. Overview

The literature reviewed is derived from textbooks, journals, government publications, E.R.I.B.C. reports and documents procured through the Educational Resources Information Centre (E.R.I.C.). This chapter begins with existing studies pertaining to general E.F.L. theory. Next, research on E.F.L. programs and their evaluation is discussed, followed by literature about specific E.F.L. reading programs.

B. Existing Studies

The literature concerning E.F.L. theory proposes that the goal of E.F.L. teaching is acquisition by the student of the language and culture (Ashworth, 1975; Savage, 1978; Thonis, 1970). This transpires most successfully in an humanistic atmosphere (Smith, 1975). Although there are too many limitations in current research to make a case for any one best procedure for teaching E.F.L. (Gradman, 1978), there exists some evidence of the superiority of an integrative instructional model combining socio-psychological and pedagogical-linguistic aspects of language learning (Kalantzis, 1972). E.F.L. reading programs should therefore be culturally, age and interest appropriate to immigrant students (McGee, 1978; Stoddard, 1968; Tyacke and Saunders, 1979).

In discussing elementary E.F.L. programs, Ashworth (1979) emphasized that no one program is suitable for all school districts. Factors that must be considered when choosing a

program are administrative constraints, the population served and the program objectives. Administrative constraints refer to the number of E.F.L. students, their age range, previous schooling, the quality of local transportation to consolidate students in one school, the availability of trained E.F.L. teachers and the nature of the administrative support and funding. The population to be served by an E.F.L. program can vary from foreign born students to natives who speak non-standard English. Each group requires a different program. The program objective may be simply to teach children English and put them into the mainstream. On the other hand, it may be to assist them in their cultural adjustment as well as in their language acquisition. These factors are as applicable to the high school E.F.L. program as they are to the elementary E.F.L. program. Thus, E.F.L. educators should tailor the E.F.L. program to closely meet students' needs (Karkia, 1979).

Thonis (1970) proposed an experimental E.F.L. curriculum with six dimensions. These were expanded experiences, improvement of native language, literacy in the vernacular, oral English proficiency, literacy in English and achievement in subject areas through individual language strengths and the preferred learning modalities of the students.

With regard to the evaluation of E.F.L. programs and students, Thonis suggested that materials, techniques, methods, practices and rewards of the program be assessed objectively. Evaluation of pupils should be an ongoing process. Informal observation, reviews of the pupil's school history, interviews, questioning and casual conversation should be used. Teacher-

made tests should be constructed to measure skill development. This evaluative procedure rests on the premise that the goals and objectives of the program are explicit rather than implicit (Streiff, 1970).

Evaluation models for E.F.L. programs were examined by Bauldauf (1978), who made the point that standardized tests are not valid measures of achievement for many E.F.L. students since they are not normed for that population. He recommended a local norms model. This would use as a standard of comparison locally developed norms based on representative samples of the relevant population. Because this task is a difficult and time-consuming one, Bauldauf (1978) also suggested the development and use of culturally relevant cloze tests which can be specifically related to reading achievement. The validity of using cloze tests is born out by their high correlation with other tests of E.F.L. proficiency (Hisama, 1978).

Several schemes for E.F.L. programs were found in the literature. Karkia (1979) recommended that the E.F.L. program emphasize speaking, listening and reading skills as well as grammar and vocabulary. Wilson (1969) presented a program which he claimed produced English two years. The plan advocated total involvement using the relationships among experience, thinking and language developed by student participation in the work and play activities of peers. He concluded that total language immersion at home and at school was the best formula for learning a new language.

A study directed at identifying salient characteristics of four adult E.F.L. programs provided greater detail about

important program components (Savage, 1978). The major goal of the programs was to enable foreign-born adults to assimilate into the American culture. The objective was to teach listening, speaking, reading, and writing skills in an American cultural milieu. Student needs were assessed by oral and written tests and by personal interviews. Program designs utilized small group instruction which took into account cognitive, affective and psychomotor aspects of language and cultural acquisition by means of a variety of teacher-selected activities. These activities stressed the program objective. No standard methodology was prescribed: instead, an eclectic approach was encouraged, dependent only on the teacher's decision about how best to approach a specific task. Similarly, no one method of classroom planning was endorsed. In the classes observed, however, the following were predominant features: peer-mediation, student-centred problem solving activity, paced and varied tasks with an initial emphasis on aural/oral skills, minimal teacher modelling and correction, teacher-prepared materials rather than textbooks, self-directed problem solving activities, culturally relevant idioms, an atmosphere of purposeful informality, high regard for student self-esteem and small class size. Program evaluation focused on explicit goals. It took the form of regular but informal testing, teacher-made tests, continual program reassessment by teachers and administrators, regular teacher observations and peer observations. A variety of methods was used to collect data on these programs. They included interviews with program administrators and faculty, informal talks with students,

classroom observations and examinations of program literature and materials.

The apparent success of specific E.F.L. programs is supported by a number of studies. An evaluation of a migrant education program in California (Blankett, 1972) revealed that children enrolled in E.F.L. classes learned to speak English more quickly and took part in classroom activities sooner than did migrants in other types of programs. In Arizona, at the Rough Rock Demonstration School, teachers undertook to improve Navajo Indian arts and language skills (Rough Rock Demonstration School, 1969). To do so, they compiled curriculum guidelines for use at all school levels in a variety of content areas. These curricula were designed to: meet the specific needs of the students; develop critical thinking; state explicitly the basic concepts to be learned; and to implement a variety of teaching methods emphasizing program flexibility, student involvement and visual stimuli. They created an environment linking skill mastery and practice in decision-making, thus encouraging the students to regard learning as a lifelong process. An evaluation of an Elementary/Secondary Education Act program (E.S.E.A., 1965) in Sacramento examined audiolingual lessons which were developed particularly for non English speaking students (Delavan, 1966). The author concluded that the specificity of content and design plus the inclusion of dialogue, pictures and worksheets and the condition of small group presentation were critical components in a successful program for E.F.L. students.

Despite the existence of viable E.F.L. programs, there are

inherent problems. The Hartford Public Schools evaluated their E.F.L. programs in a 1973-1974 study (Hartford Public Schools, 1973-74). The goal of the program was to help E.F.L. students master the written and oral aspects of English and to move into a regular school program. Classes were held for only one hour daily. While this goal was met, concern was expressed about funding, class scheduling and size, lack of interest in the program by other staff members, learning disabilities among E.F.L. students and lack of time to meet with regular teachers to plan programs for E.F.L. students.

Examination of the literature concerning E.F.L. reading programs reveals a variety of theoretical bases. In "Developing Literacy Skills in Adolescents and Adults" (Payne, 1976), literacy was defined as the meaningful interaction of language in its written form. The underlying assumption is that literacy is acquired through motivated practice of reading and writing skills. Reading and writing are complementary skills that are developmental. Just as reading is a linguistic guessing game (Tyacke and Saunders, 1979), speaking is a linguistic choosing game. Therefore, guessing and choosing are skills that need to be taught. Reading and writing are practical applications of language and lexical, syntactical, phonographic and semantic aspects need to be taught. Rigg (1976) recommends language experience as one way of accomplishing these ends. This strategy provides activities in which the student guesses, chooses and practices applying skills to the tasks of reading and writing.

The developmental reading program for E.F.L. students also

has its proponents (New York City Board of Education, 1968). In the beginning reading program, students should master the material orally before reading it (Stoddard, 1968). E.F.L. students can be grouped according to the speed at which they will probably acquire reading skills (McGee, 1978). Those illiterate in the vernacular will require pre-reading instruction. Those literate in a language that has a different script will require both intensive (comprehension) and extensive (fiction and non-fiction) reading practice. The author recommended the choice of a reading program with a similar cultural background to that of the student. It should also be one that is appropriate to the student's age and interests.

The impact of linguistics on language teaching cannot be ignored. Wilson (1973) espoused the direct teaching of grammar patterns in E.F.L. reading. She emphasized that teaching reading in another language is difficult because there are few known techniques. The difference between reading and writing skills has not been acknowledged in the past, nor is it known which aspects of reading are universal. Lexical, structural and cultural reading comprehension must be taught using sentence patterns from formal prose. Since reading is a problem-solving activity, knowledge of general principles is useful. Specific instruction in grammar patterns helps the reader's syntactical comprehension. Some parts of the linguistic transformational model describing syntax are useful in teaching reading, but it is a slow procedure and some of the grammatical categories are not universal (Politzer, 1972). The starting point of any exercise should be a construction in the foreign language. Good

teaching materials should be based on a grammatical comparison of the native language and the foreign language so that differences are noted. Practice is an essential component of language learning because learning about a language is not the same skill as learning to use a language. Politzer (1972), who concluded that the best way to teach a foreign language is by the direct method, advocated that native language be totally avoided and linguistic structure and sequencing be used. He cautioned, however, that learning grammatical structures in isolation is no assurance of foreign language acquisition.

The native literacy approach to teaching reading skills represents another alternative (Ching, 1976). The non-English speaking student is faced with two tasks in learning to read English. Not only does he need to learn the reading process, he also must acquire the English language itself (Weber, 1970). One approach, described earlier, is to teach the student the spoken language and then the written language (Stoddard, 1968). Another is to teach the student to read in his native language first, providing him with reading skills that can be transferred to English. This requires that the teacher speak the student's native language, which is not always possible.

An illustration of this type of program is found in the Milwaukee Bilingual Program (1977). The children enrolled in the program were taught to read in their native languages while learning oral English. After mastering oral English, they were taught to read in English. Standardized test scores indicated that this program was successful.

The research concerning the teaching of reading to

E.F.L. students provides a variety of opinions as to when this instruction should begin (Raz, 1969-70; Weber, 1970; Lado, 1976). One point of view suggests that students should master the oral language and meaning before being taught reading (Derrick, 1966; Moss, 1972; New York City Board of Education, 1968; Paine, 1972). This is based on the assumption that reading in a foreign language is part of learning that language. As such, it should follow listening and speaking in that language, as it does in the native language (Moss, 1972). Another point of view was that the oral and written language should be presented simultaneously (Kaplan, 1969; Lado, 1976; Weber, 1970). Just as the native speaker of English finds it easier to recognize a name if it is seen as well as heard, so E.F.L. students find it easier to comprehend aural material if they have a written clue. This gives them a guide to listening, making an early connection between written and oral language in their minds (Lado, 1976). Stoddard (1968) presented a compromise solution. In the early stages of reading, oral mastery was attained before reading was attempted. However, unless the student was illiterate in his native language, a long delay was considered to be inadvisable. Students were equipped with functional reading skills as soon as possible. This allowed them to return to their interrupted education as quickly as possible. Furthermore, it was felt that students may become discouraged if reading was withheld too long. Kaplan (1969) concurred that reading and writing must be introduced as soon as the student has sufficient lexical control to make reading instruction viable. There was no consensus among linguists as

to the best time to begin reading instruction (New York City Board of Education, 1968).

The E.F.L. student faces a number of problems in learning to read English. Initially, he must become accustomed to the sound of the English language, hear the distinct features of the language and be able to reproduce some of it (Bernardoni, 1962; Bouchard, 1974). Left-to-right visual tracking skills must be assured (Bristol Community College, 1974). The E.F.L. student must see print as a representation of meaningful language (Fries, 1972; Sutton, 1977). Once the student possesses these pre-reading skills, the different skills and strategies of reading must be taught overtly (Sutton, 1977). Problems that will confront the reading student include a restricted vocabulary, ignorance of structural signals and scant understanding of the social and cultural context of the reading material itself (Kerr, 1975). This hinders the ability to pick correct reading cues and to accurately confirm or reject them. Thus the hypothesis-testing procedure used by accomplished readers does not function (Bouchard, 1974). Total reading comprehension requires the E.F.L. student to have mastered six levels of meaning (Motta, 1974). First, the reader must know. He must know word structures, sentence structures, word functions, punctuation, denotative meaning, and must be able to recall specific information. Second, the reader must comprehend, be able to understand and restate a message, make inferences and draw conclusions. Application of information is the third meaning level. Analyzing is the fourth comprehension level, requiring identification of sequence, main ideas,

connotative meanings, figurative language and relationships. The fifth level, synthesizing, looks at creating new ideas while the sixth level, evaluating, involves self-appraising biases, judging information as valid or invalid, evaluating information as fact or opinion, assessing propaganda and evaluating the quality of the written word.

C. Summary

The body of research about E.F.L. reading programs is inconclusive. It appears that the most successful teaching methods combine several approaches. They select materials and strategies appropriate to individual student needs. They provide a supportive emotional atmosphere. Reading skills should be taught sequentially, practice should be characterized by materials that can be corrected and directed by the student. Finally, students require specialized content reading and study skills instruction (Thonis, 1970). A successful E.F.L. program will incorporate all of these aspects.

CHAPTER THREE: PROCEDURES

A. Overview

Chapter Three describes the procedures utilized to obtain descriptive data about the McCauley School E.F.L. program generally and the reading program specifically. In this chapter, the research methodology is presented along with the selection of subjects and pilot studies undertaken in the development of instruments. These instruments are then detailed, as are the field procedures used in their application. Information is provided concerning the collection and recording of data. Finally, data display and treatment are explained.

B. Research Methodology

Because of the descriptive nature of this study, the survey method was adopted. All of the students enrolled for all or part of the 1980-81 McCauley School E.F.L. program were used as subjects. Additionally, data was gathered from the six teachers of E.F.L. core subjects and the two program aides. The Teacher and Teacher Aide Questionnaires and Interview Schedules and the Student Interview Schedule were piloted in an Elementary E.F.L. program in Edmonton. However, because no parallel junior high school program exists in Edmonton, the Teacher and Aide Interview Schedules could not be piloted extensively.

C. Collection And Recording Of Data

Demographic information concerning the program's staff was obtained through questionnaires. The Teacher Questionnaire was

designed to determine post secondary education, teaching experience, professional affiliations and knowledge of languages other than English. The Aide Questionnaire was concerned with similar questions about education, work experience and knowledge of foreign languages. Student Interviews were employed to gather information regarding sex, native country, length of time in Canada, native and other languages spoken, years of previous schooling (including years in E.F.L. programs) and languages studied. Teacher and Aide Interviews solicited program data. The Teacher Interview consisted of inquiries about skills taught, materials used and procedures for evaluation. The Aide Interview sought information about aides' duties and time allocations.

At the beginning of the school year, the researcher met with the other five E.F.L. teachers, the two E.F.L. aides and the principal of the school. The purpose of the study was explained and their cooperation was enlisted.

Upon enrolment in the program, students were interviewed individually by the researcher. The purpose of the questions (to provide information for both the school and for a study of the McCauley E.F.L. program) was explained. Five student interpreters were trained and used, where necessary, to assist in this procedure.

Students were then given to a battery of tests. A teacher aide was trained by the Project Director to administer all tests. Included were the Comprehensive English Language Test (C.E.L.T.) with Structure, Listening and Vocabulary components, the Diagnostic Test of English as a Second Language (a locally

developed test) and the Edmonton Spelling Ability Test (number 1). The majority of students wrote these tests as a group. However, because of late entrance to the program, some students wrote them individually. Finally, the researcher administered individually the Schonell Graded Word List. Scores for all tests were recorded.

Post-tests were given to all students leaving the program. The forms of the C.E.L.T., Diagnostic Test of English as a Second Language and the Schonell Graded Word List remained the same. An alternate form of the Edmonton Spelling Ability Test (number 4) was employed. Upon leaving the program, each student completed the Gates-MacGinitie Reading Test (Basic students Level A, Form 1; Transitional students Level E, Form 1). The Culture Fair I.Q. Test was also given to those students enrolled in the program in June.

In addition to the questionnaires, interviews and testing, information was obtained from report cards, a program summary report and school records. The procedures used to determine report card marks in English language development are described in Chapter Four. Policy on student promotions within and out of the program is also detailed there. Hearing and vision test results were provided by the school nurse.

The Summary Progress Report for the 1980-81 School Year for the Projects Funded by the Planning and Research Branch, Alberta Education provided information on the program objectives, the design, the perceived results of the program, its significance and the difficulties encountered in conducting the program. The organizational strategy of the program is diagrammed in a flow

chart (presented in Chapter Three). School timetables furnished time allocations.

D. Data Display And Treatment

Data is displayed in tables, figures and through explication, in Chapter Four. The total E.F.L. program organization provides the framework within which the reading program operates. Subjects of the study - the staff and students - are described demographically. The reading program itself is then detailed through the analysis of five components: reading time, reading approaches, reading skills, teaching materials and evaluation procedures. Finally, results of the E.F.L. program are presented.

Program organization describes the route followed by students enrolled in the program. Procedures undertaken upon entrance to the program, within the program and upon exit from the program are outlined. This information is expanded in the chapter text. Information about student movement within the program, the length of time students were in the program, E.F.L. teacher assignments, duties of teacher aides, allocation of student time, amount of time spent in E.F.L. learning and in Language Arts versus content area study are displayed in tables. Discrepancies between Basic and Transitional classes are highlighted in text.

Teacher and student demographics are summarized. Similarities are aligned to generate profiles of teaching and student backgrounds. Students are grouped by initial class placement to reveal commonalities and disparities between Basic

and Transitional class populations.

Demographic data creates a profile of the staff and students who constitute the program. This data is presented to reveal factors relevant to the instructional situation.

The reading program is described in terms of reading time in core subjects, reading approaches, reading techniques, materials and evaluation procedures. Comparisons between reading time in Language Arts and content area subjects are made. Conclusions are drawn as to the most popular approaches. Reading techniques were obtained from a reading skills checklist (Braun and Froese, 1977). A table displays the general reading skills of word recognition, word analysis, comprehension, study skills and content area reading. Observations regarding the most important skills and techniques for the whole group, for Basic and Transitional classes and in subject areas, are included. Types of material and their frequency of use are discussed in the text of Chapter Four. Evaluation procedures used by teachers are considered. Finally, program pre- and post-test results are described. They are summarized in a table. Statistical analyses provided answers to the following questions:

1. Did more time in the program make a difference in gain scores?
2. Was there a correlation between sex and gain scores?
3. Was there a difference between Transitional and Basic students in gain scores?
4. Was there a difference between scores of students who spoke Chinese as a native language and scores of students who

did not speak Chinese as a native language?

5. Was there a significant correlation between I.Q. scores and C.E.L.T. score gains?

6. Was there a significant correlation between I.Q. scores and Gates-MacGinitie post-test scores?

7. Was there a significant correlation between Gates-MacGinitie post-test scores and C.E.L.T. Vocabulary post-test scores?

8. Was there a significant correlation between Edmonton Spelling Ability post-test scores and C.E.L.T. Vocabulary post-test scores?

9. Was there a significant correlation between Diagnostic Test of English as a Second Language post-test scores and C.E.L.T. Structure post-test scores?

E. Summary

Information was gathered about the participants in the program and about the program's organization and execution. The components of the reading program were isolated. Test results were examined to determine whether or not students appeared to have made gains in their English Language ability.

CHAPTER FOUR: FINDINGS

A. E.F.L. Program Organization

1. Overview

The McCauley Program existed within an elementary junior high school (K-9) and was designed to accommodate non-English speaking students.

As Figure 1 shows, upon entry to the program students were screened and designated as Basic (having no or few English language skills) or Transitional (having some skill in English). According to their age, they were then assigned to one of the two Basic classes (BA for older students, BB for younger students) or to one of the three Transitional classes (TA for the oldest, TB for the next oldest, TC for the youngest students). Statistical analysis indicated the ages in the Transitional group and the Basic group were comparable.

2. Staff

As stated in Chapter Three, the program's staff consisted of six teachers and two aides. There were 83 students. Table 1 indicates time allocated to teachers for E.F.L. and non-E.F.L. teaching. Because of the variety of assignments within the E.F.L. program, however, further clarification is required. Four of the six teachers taught both Transitional and Basic classes. The other two taught only Transitional students, one teaching only Language Arts and the other teaching only content subjects. Only two of the program's teachers taught both content subjects and Language Arts.

One of the program aides was full-time. She spent the

Figure 1

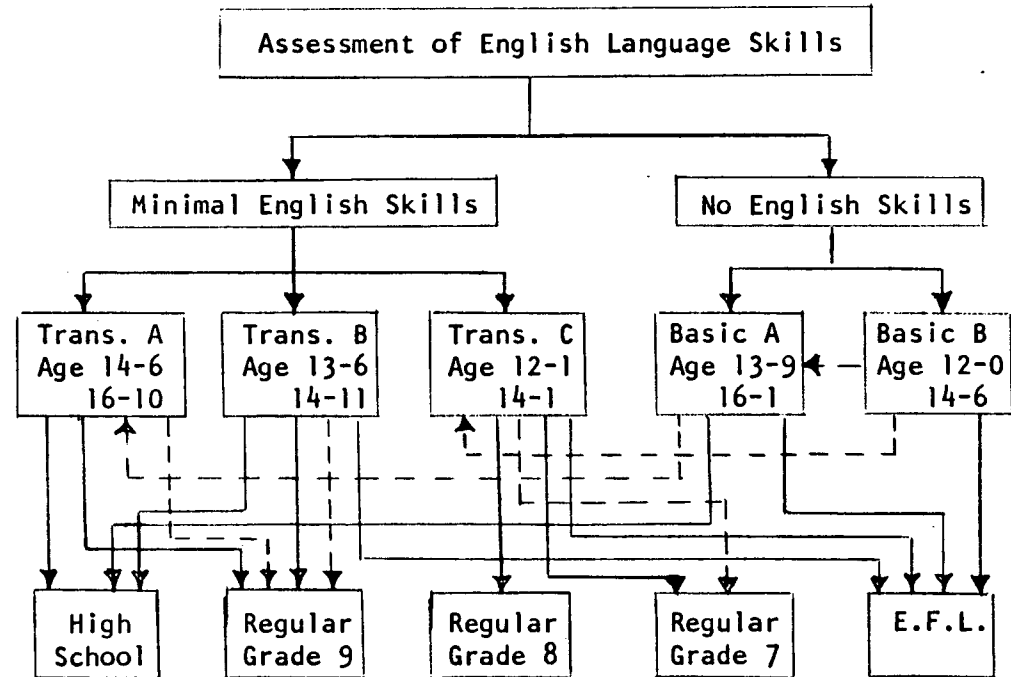
McCauley E.F.L. Program Organization

Screening (standardized tests¹)

Diagnosis

E.F.L. class placement and movement within program (based on standardized tests,² achievement grades and teacher judgment) (indicated by broken lines)

Placement upon leaving program (based on standardized tests,³ achievement grades and teacher judgment) (solid lines)



1 - CELT, Edmonton Spelling, Schonell, Diagnostic

2 - as per screening plus Gates MacGinitie

3 - all

majority of her time in planning and organizational activities, with lesser amounts of time allocated to record-keeping and testing. The half-time aide was utilized mainly as a tutor but spent some time in planning and organizing activities as well as in testing.

Table 1
E.F.L. Teacher Assignments

Teacher	Time ¹	Assignment	
		E.F.L.	Non-E.F.L.
1	hrs %	18 74	4 17
2	hrs %	22 89	1 6
3	hrs %	16 66	6 26
4	hrs %	23 94	0 0
5	hrs %	16 66	7 29
6	hrs %	7 29	16 66
Total	hrs %	102	34
Average	hrs %	17 70	6 24

¹ per week, 24.3 hrs = 1 week

Upon enrolment in the program, 53% of the students were assigned to Transitional classes, 47% to Basic classes. At first glance this may be misleading because in fact the classes were not equally balanced, as Table 2 shows. A third of the students moved, during the course of the program, from their initial class placement. Thus, 2 students moved within Basic classes, 14 moved from Basic to Transitional classes, and 2 moved from the youngest Basic class to the oldest one.

The variation in time spent by students in the program is depicted in Table 3. Two-thirds of the students were enrolled for all of the program; one-fifth spent less than six months in it. There was no significant difference in number between Basic and Transitional students who completed the full program.

Table 2
Student Movement During Program

Transferred To	Class			
	Basic		Transitional	
	%	#	%	#
Basic	2	2	0	0
Transitional	17	14	0	0
Regular	1	1 ¹	8	7
EFL elsewhere	0	0	5	4
Total	20	17	13	11

¹ one student transferred from Basic to Transitional to regular (She is not included elsewhere on the table)

Table 3
Length of Time Students in Program

Time in Months	Number of Students					
	Basic		Transitional		Total	
	%	#	%	#	%	#
9.0-10.0	31	26	34	28	65	54
5.0- 8.9	11	9	7	6	18	15
2.0- 4.9	5	4	12	10	17	14
Total	47	39	53	44	100	83

In Table 4, student timetables are summarized. From this information, it can be deduced that Transitional students spent an average of 76% of their time in E.F.L. study compared to 86% for Basic Students.

Of their E.F.L. time, Transitional students spent 32% in Language Arts, whereas Basic classes spent 50%. More time was spent in "other" subjects (24%) than in content subjects by Transitional students. The reverse was true for Basic Students, who spent 36% of their time in content learning.

Table 4
Student Time Allocations for Subjects¹

Class	Content								Total E.F.L.	
	L.A. %	hrs	S.S. %	hrs	Sc. %	Math hrs	%	hrs	%	hrs
B.A.	42.9	10.5	14.3	3.5	14.3	3.5	14.4	3.5	85.8	21.0
B.B.	57.2	14.0	0	0.0	14.3	3.5	14.3	3.5	85.8	21.0
T.A.&T.B	31.4	7.5	14.4	3.5	14.3	3.5	14.4	3.5	74.4	18.0
T.C.	34.3	8.5	17.3	4.0	14.3	3.5	14.1	3.5	80.0	19.5
Average	39.4	9.5	12.0	3.0	14.3	3.5	14.3	3.5	80.1	19.5

Class	Art ² %	hrs	Home Ec. ² %	hrs	P.E. ₃ %	hrs	Total Non-E.F.L. % hrs	
B.A.	5.8	1.5	0	0.0	8.5	2.0	14.3	3.5
B.B.	5.7	1.5	0	0.0	8.5	2.0	14.2	3.5
T.A.&T.B	5.6	1.5	8.5	2.0	11.5	3.0	25.7	6.0
T.C.	8.6	2.0	0	0.0	11.5	3.0	20.1	5.0
Average	6.3	1.5	3.4	1.0	10.3	2.5	20.0	5.0

¹ 24.3 hrs. instructional time per week = 100%

² taught by teacher of regular program

³ integrated into regular program

B. Demographics

1. Staff

Teachers in the program had a variety of backgrounds. All had the equivalent of Bachelors in Education, four had additional Bachelors of Arts and one had a Masters of Arts. Three had specialized in English, one in Social Sciences and two in Science and Math. No one had specialized in E.F.L. in his degree work. Three teachers had taken reading courses, four had taken courses in E.F.L. methodology and four had taken courses in E.F.L. related areas such as Anthropology and Linguistics. Two teachers had taken courses in all three areas. Fluency in a foreign language was claimed by two teachers. Neither language was a native language of any student in the program. Teaching experience ranged between 2 1/2 years and 21 years, the average being 11 years. Five teachers had previous E.F.L. teaching experience ranging from 1 to 15 years with an average of 7 years. The same five teachers had taught in the program the previous year. The program aides had taken courses in both audio-visual aids and office skills. Each had worked in the program the previous year. Prior to that, neither had experience as an aide.

2. Students

The 83 students in the program consisted of 43 males (52%) and 40 females (48%). They were distributed evenly among the five classes. Student age ranged between 12 and 17 years. Those between the ages of 15 and 17 comprised all of the TA class, 67% of the BA class and 20% of the TB class. Students

between 12 and 14 years of age accounted for all of the TC class, 95% of the BB class and 80% of the TB class. An analysis was done and no significant age difference between the Transitional and Basic groups was found.

Fifty-nine percent of the students came from Vietnam, 25% from other parts of Indo China (Laos, China, Korea), 10% from other parts of Asia (Lebanon, Malaysia, Borneo, Pakistan, India) and the remaining 6% from Europe (Portugal), the USSR and Latin America (Argentina).

Fifty-eight percent of the students spoke Chinese as a native language. This represents 18% of the population speaking both Chinese and Vietnamese and another 40% speaking only Chinese. Of the remaining students, 19% spoke only Vietnamese, 8% spoke Laotian and 15% spoke other languages.

When interviewed, 65% of the student population had no knowledge of a non-native language. However, 18% claimed Vietnamese as a second language, 6% claimed Chinese and 4% claimed Thai. A variety of other languages constituted the remaining 7% of those with an additional language. Further questioning revealed that only 13% of those who knew another language could read it.

Upon entrance to the program, 12% of the students were new arrivals to Canada, 55% had spent less than a year here and 32% had been here for more than a year.

Previous schooling ranged considerably. Only 2% of the students had no previous schooling outside Canada. Sixty-one percent had between 6 and 10 years of schooling in native /refugee countries and 37% had between 1 and 5 years of

schooling. With respect to foreign language study outside Canada, 30% of the students had experienced none, 48% had studied one or more languages for 1 month to 5 years, 22% had studied for 5 to 10 years. More specifically, 51% of the students had not studied any English prior to reaching Canada, 32% had studied English for up to 1 year, and 17% had studied it for 2 to 10 years.

An examination of previous student schooling in Canada revealed that 27% of the population had no previous schooling in Canada, 48% had between a month and a year and 25% had more than one year (to a maximum of 3 years). Previous E.F.L. schooling was limited to 31% of the students, 50% of whom had less than a year and 19% of whom had more than a year to a maximum of 3 years.

C. The Reading Program

1. Reading Time

The amount of time devoted to reading instruction is displayed in Table 5. Students spent about half their instructional time being taught reading. Basic students received some 12% more reading time than did Transitional students.

The majority of reading instruction took place in Language Arts and Social Studies classes. Fifty-five percent of the E.F.L. students' time at school was spent learning reading.

Reading was taught more than 80% of the time in both Social Studies and Language Arts. By contrast, it was taught for only 46% of the Science time and for only 28% of the Math time.

2. Reading Approaches

Table 6 shows the various reading approaches utilized and the amount of time that each was utilized. Language Experience (listening, speaking, writing, reading) was used half the reading instruction time. Linguistics (grapheme - morpheme relationships - the association of sound and the visual symbol) and Basal Readers (readiness, pre-primer, etc.) were used equally for about one-fifth of the reading time. The Alphabet (I.T.A., Words in Color, Diacritical marking system) and Individualized (variety of materials and pupil choice, teacher-pupil conferences) approaches were used only a small portion of the time. Linguistics was used twice as often in Basic classes as in Transitional classes. No individualized reading was undertaken in Basic classes.

Table 5
Percent of Core Subject Time and Hours per
Week Spent in Reading Instruction

Subject	Class Averages						
	Basic %	hrs	Transitional %	hrs	Total hrs	Average %	hrs
L.A.	83.6	10.0	81.6	6.5	16.5	82.9	8.5
S.S.	37.5	1.5	93.5	3.5	5.0	83.9	2.4
Sc	60.0	2.0	31.7	1.0	3.0	46.1	1.6
Math	32.5	1.0	23.3	1.0	2.0	28.2	1.0
Time	60.5	14.5	48.7	12.0	26.5	54.6	13.5
per week							
Av. core	70.1	3.5	63.9	3.0	6.6	68.2	3.5
subjects							

Table 6
Percent of Reading Instruction Time spent
being taught Reading by Various Approaches

Reading Approach	Class Averages					
	Basic		Transitional		All Students	
Language	51	7.5	53	6.5	51	7.0
Experience						
Linguistics	27	4.0	14	2.0	20	3.0
Alphabet	4	0.5	3	0.5	3	0.5
Individualized	0	0.0	6	0.5	3	0.5
Basal Reader	17	2.5	24	3.0	20	3.0

An investigation of the relationship between reading approach and core subject revealed the following trends. Language experience was used most often (41% to 78% of the time) in all subjects. Linguistics was the second most popular approach (being used 14-23% of the time) in all subjects except Language Arts, where the Basal Reader approach was slightly more popular (used 31% of the time). The Alphabet, Individualized and Basal approaches were used least often (0-9% of the time) with the exception of Language Arts as previously stated.

3. Reading Skills

The percentages of reading instruction time devoted to general reading skills are summarized in Table 7. This table indicates that the largest amount of time was spent on comprehension skills for both Basic and Transitional students. The rest of the time was equally divided among the remaining skills, with slightly less time allocated to study skills. However, Basic students spent three times as many hours on word recognition skills as did Transitional students. Transitional students spent almost twice as much time on study skills and content area reading as did Basic students.

Specifically, content area reading was most prominent in Math (44%) and Science (50%) where the second largest amount of time was spent on comprehension (26-31%). Comprehension took up the most time in Language Arts (47%) and in Social Studies (44%) where the second largest amount of time was spent in word analysis (22%) and content area (21%) respectively. Comparable amounts of time (10-18%) were spent in all subjects on study skills. The largest amount of time spent on word analysis was

in Language Arts (22%). Almost twice as much time was devoted to word recognition in Language Arts (15%) and Social Studies (13%) as it was in Science (8%) and Math (5%).

Table 7
Percent of Reading Instruction Time
Devoted to Reading Skills

Reading Skill	Class					
	Basic		Transitional		Average	
word recogniton	21	3.0	7	1.0	15	2.0
word analysis	17	2.5	14	1.5	15	2.0
comprehension	44	6.5	43	5.0	44	6.0
study skills	8	1.0	14	1.5	11	1.5
content area	11	1.5	21	2.5	15	2.0

Teachers estimated relative time spent on various techniques subsumed by each general reading skill. Overall, the greatest amount of instructional time in word analysis skills was devoted to structure, followed by semantics, syntax and phonics. (Basic students, however, spent more time on structural and phonic aspects than did Transitional students). Comprehension time was allocated most freely to literal interpretive techniques with vocabulary, inferential, evaluative, and interpretive techniques ensuing. More time was spent on locational study skills than on organizational skills, analysis of tables and graphs or skimming/scanning techniques.

In Mathematics, steps in solving a written problem were emphasized more than was reading for details. Science classes stressed reading for details first, technical vocabulary second, and experiential background third. No time was spent on understanding graphs, drawings, equations and formulas. In the final content area, Social Studies, instruction in general vocabulary was granted more time than was instruction in informational reading and in critical reading (which only Transitional students received).

In the context of subject areas, word analysis and study skills techniques were taught across all subjects. Content area reading techniques were taught in appropriate subjects with Science and Social Studies skills receiving some additional time in Language Arts. Evaluative and interpretative comprehension techniques were not taught in either Science or Mathematics classes.

Further analysis disclosed that semantic word analysis techniques involved more instructional time in Language Arts and Social Studies than they did in Science and Math. Vocabulary and literal comprehension techniques were the most important comprehension skills in all subjects. Organizational study skills ranked highly in all subjects. Locational techniques were also highly ranked in all subjects except Math, where techniques for understanding tables and graphs were deemed more important.

4. Materials

A variety of materials were used in the reading program. Taken as a group, students received some 32% of their reading

instruction using textbooks, 27% using teacher-constructed materials, 21% using audio-visuals, 7% using workbooks and 3% using games. (In distinguishing between materials used in Transitional and Basic reading instruction, it was noted that textbooks, teacher-constructed materials and audio-visuals were used equally in Basic instruction, whereas in Transitional instruction, textbooks figured most prominently, followed by teacher-constructed materials, workbooks and audio-visuals. Games were used more often in Basic than in Transitional instruction, although the time factor was small for both groups.

A comparison of content area materials with Language Arts materials showed that Language Arts classes used texts four times as often as did content area classes. However, content classes used workbooks twice as often as did Language Arts classes. They also used audio-visual materials three times more frequently than did Language Arts classes. Games were used only by Language Arts and Social Studies classes. In both cases, the amount of time was small (4% to 5%).

5. Evaluation Procedures

In the evaluation of reading ability, teacher-made tests accounted for 50%, teacher observation for 40% and the remaining 10% was made up jointly of standardized tests and tests that accompany published materials.

However, when Basic and Transitional groupings were considered separately, a distinctly different picture emerged. Teacher-made tests accounted for the greatest part of the evaluation of Transitional students (67%) but for only 35% of Basic students' evaluation. Teacher observation was responsible

for most of the remaining evaluation (24%) of Transitional students, whereas it accounted for 54% of the evaluation of Basic students.

In terms of subjects, teacher observation constituted half of Language Arts reading ability evaluation. By contrast, teacher-made tests formed more than half of this evaluation in content subjects, with teacher-observation forming only a third of the evaluation. Standardized tests made up a quarter of the evaluation in Language Arts, but almost none of the evaluation in content subjects.

The student report card was designed to evaluate Language Arts and content subject performances in different ways. The Language Arts evaluation focussed specifically on English Language development in the areas of listening, speaking, reading and writing. E.F.L. teachers arrived at a consensus, based on their experiences with students' English skills in all academic areas. Content subject achievement was determined by appropriate individual teachers. Promotion of students within the program was based on teacher consensus.

6. Program Results

Hearing and vision tests were administered by the nurse (with the aid of an interpreter) in April. Sixty-five students were tested. Twenty percent of the students performed below accepted levels on the tests. Of that number, 11% failed the vision test, 7% the hearing test.

Table 8 presents the means and standard deviations for the pre- and post-tests administered in the program, along with T values and 2-tail probabilities. As the table indicates, all

were significant beyond $P > 0.000$ suggesting that, at least in terms of the tests given, the program is successful.

For example, the Edmonton Spelling Ability pre-test mean of 24.5 translates to a grade score of 4.5 or five months in grade four. The post-test mean of 40 on the same test represents a grade score of 7.8. Thus, in terms of this test, there is a mean gain of more than three years during the course of the program. Norming data for the Schonell test suggest that students made approximately one year of growth in terms of grade level, from grade 2.6 to grade 3.6.

Table 8
Pre-test and Post-test Results

Test	N=	Pretest		Post Test		T Value	2-Tail Prob.
		M	SD	M	SD		
1. EDMONTON Spelling Ability Test	74	24.5	15.5	40.0	16.7	-11.58	0.000
2. Schonell Graded Word Lists	78	25.8	16.9	35.8	13.7	-10.68	0.000
3. C.E.L.T.) Vocabulary	79	15.1	9.5	22.6	7.1	- 7.88	0.000
4. C.E.L.T. Structure	80	16.8	11.3	26.5	10.6	-11.89	0.000
5. C.E.L.T. Listening	80	14.4	9.3	21.8	8.0	-11.34	0.000
6. Diagnostic Test of English as a Second Language	66	12.2	14.7	24.5	18.0	- 9.59	0.000

Unfortunately, it is difficult to translate the scores from the remaining pre- and post-tests into meaningful information, since norming data is not available for either the C.E.L.T. or the Diagnostic Test of English as a Second Language. One can only speculate that the increase from pre- to post-test mean scores on both the C.E.L.T. and the Diagnostic Test of English

as a Second Language reflects some legitimate measure of growth.

IQ scores, as measured by the Culture Fair IQ Test administered to students upon exit from the program, indicated that 46% of the students who wrote it achieved an average score (90-109), 10% achieved a superior score (110-139) and 44% achieved a lower than average score (< 90). The mean score was 92 and scores ranged from 57 to 139 (82 points). There was no significant difference between the scores of Basic and Transitional students.

Regression Analyses of Variance (using equalized pretest scores) with sex and length of time in program as co-variates revealed that there were no statistically significant differences between gain scores of male and of female students on any of the tests. Nor did the length of time in the program have an effect on gain scores.

A similiar ANOVA with class groupings (Transitional, Basic) and time in program as covariates proved that the only test in which one class had higher gain scores than another was the C.E.L.T. Vocabulary Test. Transitional students' mean score of 25.86 was significant by better ($p > 0.032$) than Basic students mean of 18.89.

The same type of regression ANOVA with time in program and native language (Chinese and non-Chinese) as covariates showed that there was no difference between two groups in gain score on any of the tests.

The effect of 22 scores on the C.E.L.T. subtest gain scores was assessed by multiple regression analyses of variance using post tests as the dependent variable. A correlation was

found between the 22 scores and gain scores on both the Vocabulary ($F = 4.486$) and Listening ($F = 4.486$) subtests but not on the Structure subtest ($F = 0.598$).

The Gates-MacGinitie Reading Test was given as a post-test. The scores were compared with IQ scores, resulting in a correlation of 0.45. When Gates scores were compared with C.E.L.T. Vocabulary post-test scores, the correlation was 0.58.

The Edmonton Spelling Ability post-test scores correlated with the C.E.L.T. Vocabulary post test scores (0.6004). The strongest correlation discovered was between the C.E.L.T. Structure post test scores and the Diagnostic Test of English as a Second Language post-test scores (0.8200).

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

A. Overview

The McCauley E.F.L. program is one of a number of E.F.L. programs in North America. It serves a specific population of refugee, adolescent students. Literature in the field suggests a need for development, implementation and evaluation of such programs.

In this paper, the McCauley model has been described in detail. Those who participated in it, the six teachers, the two aides, and the eighty-three students have been described. Aspects of their educational and experiential backgrounds that may have influenced the program were highlighted. Teaching techniques, materials and content of reading instruction were explicated, leading to some general conclusions about dominant features of each. Pre- and post-program standardized test scores were analyzed to determine success in acquisition of English as measured by those tests.

B. Conclusions

The findings in Chapter Four suggest a number of conclusions. The McCauley program is a proponent of the theory that an immersion model is the best environment in which students can absorb English (Blankett, 1972). The program appears to have a fluid nature, adapting to individual student learning rates, with 28% of the students being promoted within the program or to regular classes. This is consistent with Karkia's (1979) recommendation that E.F.L. programs be closely

adapted to student needs. Furthermore, teachers appeared to be able to operate efficiently within a flexible environment that provided relatively few materials or course prescriptions and classes which were seldom static in population. It is worth noting, however, that two-thirds of the students were enrolled for all of the program, thus providing a consistent basis for program description.

Time allocations, resulting in a variety of teacher assignments, may have given teachers a fragmented view of the program and perhaps a biased view of student progress/achievement levels. For example, two teachers taught only Transitional students and their expectations may have been unrealistic since they had no Basic students with whom to compare them. The fact that one of these teachers taught only Language Arts and the other only content area subjects may have further isolated them from the E.F.L. mainstream. Additionally, since certain of the Mathematics skills required little or no knowledge of English, those students with greater Math ability may have been perceived as more advanced and thus requiring less English language skill development.

The presence of the competent full-time aide freed teachers to spend more time with and to expend more energy on students, rather than on record-keeping. Further, the use of the part-time aide as a tutor allowed Basic students entering the program with no English skills to receive intensive one-to-one or small group instruction. These factors may have contributed substantially to the success of the program and probably lessened the adjustment difficulties of new students entering

classes during the course of the program.

The fact that Transitional students spent 10% less time in E.F.L. study than did Basic students allowed the former to spend more time with Canadian English-speaking students. This may have aided in the acculturation process and in the transition from a protected E.F.L. environment to the mainstream of Canadian school life.

The larger amount of time spent by Basic students in Language Arts would seem practical; they require more intense language instruction. Further, it would appear that the additional 12% of content instruction time (as compared to Transitional students) is justified. Basic Students may need added time to acquire the content knowledge of their Canadian peers.

Teachers in the program had varied educational experiences. Only half had taken reading courses. This may have influenced the quality of reading instruction. Similarly, none of the teachers had specialized in E.F.L. in his degree work. However, E.F.L. courses, E.F.L. related courses and the background of practical experience in E.F.L. may have helped to offset this lack of formal training. Five of the teachers had worked together in the same program previously. They appeared to hold similar educational views and to work together compatibly. This may have been beneficial to the program.

The preponderance of one native group (59% Vietnamese) may have had some deleterious effects within the program. They formed a natural group wherein their culture and language were reinforced. The need to learn English and to assimilate may

have thus been mollified. Furthermore, students outside this group sometimes found it difficult to infiltrate friendships established within the group. (This was most obvious in Basic classes where English communication skills were severely limited.)

While all but 2% of the students claimed some schooling outside Canada, there was no way to judge either the quality or the intensity of that education. Conversation with students suggested that classes had been large (more than 50 students) and autocratic, with liberal measures of corporal punishment. It was also implied that teaching strategies differed from those in Canada. Students had almost no experience with textbooks, notebooks or research skills. They were discouraged from questioning the teacher's opinion. This background may have made students' adjustment to Canadian schooling an additional burden to the language barrier.

Since the majority of students (70%) had studied a foreign language at one time, this probably contributed to their facility in learning English. However, half the students had not previously studied any English. It may be that more time was required for these students to attune themselves to the sound of English (Bernardoni, 1962; Bouchard, 1974), delaying the acquisition of its specifics.

It would seem reasonable to assume that the extra 12% of instructional time devoted to reading in Basic classes was justified by these students' lack of English language skills.

The reading approaches utilized (Language Experience, Linguistics) are consistent with methods recommended in current

E.F.L. literature (Karkia, 1979; Savage, 1978; Rigg, 1976). The major emphasis on comprehension across classes and subjects would appear appropriate to the age of the students. The purpose of the program, according to the funding report, was to fill the content gap evident in other E.F.L. programs. Most students in the program had some degree of literacy in at least one language. Thus, many of the reading readiness skills could be omitted or merely reviewed. One would assume, for instance, that the concept of meaning from print would have been established for most students.

Time allocations for various skills suggest that Basic students were heavily exposed to word recognition skills in an attempt to produce some degree of literacy and independent reading as rapidly as possible. Study skills were left mainly until students reached the Transitional level. This may have been detrimental to their Canadian schooling as they apparently lacked any previous training in those skills.

The reading techniques most frequently stressed were drawn from the lower end of the hierarchy of skills. Little time was spent on the higher level skills such as critical reading. Some exposure to them may have been advantageous to students moving on to high school. This emphasis on specific instruction in basic skills (particularly in grammar) is, however, supported by Wilson (1973).

Although a variety of texts were used in Language Arts classes and workbooks were used in Math classes, teachers of Social Studies and Science relied heavily on materials of their own creation. The literature (Savage, 1978) suggests that this

is beneficial. In fact, few published materials appeared to be available for content instruction of adolescent pupils acquiring the language. Hence, perhaps some of the research skills that students should have been learning in Social Studies and Science weren't being taught. Since content teachers used audio-visuals far more often than did Language Arts teachers, it could be that more practical means were required to put meaning across in those subjects.

Teachers tended to rely heavily on subjective rather than objective evaluation in assessing reading ability and growth. This probably resulted from a lack of reliable tests capable of discriminating fine degrees of reading acquisition. However, these procedures are consistent with views expressed in the literature (Thonis, 1970; Savage, 1978) that pupil evaluation should be continual and informal, utilizing teacher-made tests to analyze skill growth. Due to the objective nature of Math and the relative lack of English required, teachers naturally relied more heavily on tests than on personal observation in that subject.

The hearing and vision tests were administered late in the program. Consequently, 20% of those students identified as deficient in those areas operated under that handicap for most of the year.

The fact that 44% of the students scored below average on the I.Q. test may indicate that the test was culturally biased or that instructions were not understood. However, the test purports to be "culture free". Interpreters were used in giving test instructions and each student was individually asked by a

teacher if he understood the directions. One is nevertheless left with the question of whether the I.Q. of this population was normal, whether the test itself was unreliable or whether the lack of test experience on the part of the students was the cause of such a large proportion of students scoring below average.

Students appear to have made about a year's growth in oral word reading skill (as evinced by the Schonell test), obtaining a mean grade score of 3.6 by the end of the program. This is comparable to their Gates-MacGinitie scores (mean of 3.4) and to their spelling scores (4.0).

The higher vocabulary gains by Transitional students do not appear to be due to more intense instruction. Basic and Transitional classes received apparently equal amounts of vocabulary development. It may be that Basic students require more specific vocabulary drill to make gains comparable to Transitional students.

The validity of test gain scores could be questionable in light of the fact that so many students scored zero on pretests (e.g. 26 students scored zero on the Diagnostic Test of English as a Second Language). A further consideration is that these tests were not normed for this E.F.L. population and may therefore be invalid (Bauldauf, 1978). The highest intertest correlation was between the C.E.L.T. Structure and the Diagnostic Test of English as a Second Language, indicating that they may be measuring similar skills. The correlations between I.Q. score and some of the other test scores may mean that I.Q. score can be used as a predictor of success in the program,

indicating that those who score high on the Culture Fair I.Q. Test may learn to read (as measured by the Gates-MacGinitie Reading Test) more rapidly than those who have low I.Q. scores. Those who scored well on the C.E.L.T. Vocabulary Test also seemed to do well on the Edmonton Spelling Ability Test, suggesting that similar skills are required in both tests.

One could assume from growth measurement on the tests that the program was of some value in helping students acquire English language reading skills.

C. Summary And Recommendations For Further Study

In summary, it would appear that the McCauley program is an effective model for responding to the need for special programs in E.F.L. Students appeared to have made about a year's growth in reading and spelling skills. Because of the developmental nature of the McCauley program, it is difficult to isolate specific features to draw conclusions as to which components of the program are contributing most to the program's success. It is equally difficult to generalize the findings of the present descriptive study to other populations.

Even though the present study was primarily designed to gather baseline data, it has nevertheless uncovered a number of serious problems which merit future research. Some of the more important of these are listed below.

1. One very serious problem facing education working in the area of E.F.L. is a need for appropriate diagnostic and achievement assessment instruments normed for Asian populations. The fact that 44% of the population in the present study

achieved I.Q. scores of less than 75 suggests that the Culture Fair I.Q. norms are likely inappropriate to such students. The development of such assessment tools is a critical area for further research.

2. Because of the nature of the present study there was no apparatus to standardize any of the techniques or procedures used in the program. There is a need for research in which procedures and materials can be controlled and manipulated, thereby allowing for comparison and replication.

3. In the McCauley program, there was no measurement of pre-program native literacy. Even though one might speculate that students who read and write in their native language will make the transition to English more quickly than those who do not, there is no empirical evidence of this with populations such as those in the McCauley program. Research in this area is definitely needed.

4. A follow-up study of the educational success of students enrolled in the program would help to determine the effectiveness of this type of E.F.L. program.

5. Because of the obvious sociological implications associated with the acculturation process, there is a need for research focussing on this aspect of total immersion programs such as that at McCauley.

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