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An analysis of language textbooks in oral reporting for the fourth grade

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ANALYSIS OF LANGUAGE TEXTBOOKS

IN ORAL REPORTING FOR THE

FOURTH GRADE.

THESIS
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1949
ANALYSIS OF LANGUAGE TEXT-BOOKS IN
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A Thesis

AN ANALYSIS OF LANGUAGE TEXTBOOKS IN ORAL REPORTING FOR THE FOURTH GRADE

Submitted by

Nancy M. Serignano

(A. B., Emmanuel College, 1944)

In Partial Fulfillment of Requirements for

the Degree of Master of Education

June 1949

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INTRODUCTION

The ability to speak well contributes to a person's life adjustment. Yet of all the activities carried on in the classroom little training is provided to develop proficiency in oral expression. Indistinct utterances, gramatical inaccuracies, a poverty of words, inadequate expression hinder some elementary school graduates of today.

Many of the present day textbooks do not provide sufficient practice for the teacher to help pupils with individual difficulties. In order to be efficient in the oral language skills there must be enough opportunities for practice so that they may become automatic.

The purpose of this study is to analyse ten current and frequently used fourth grade language textbooks, to determine the number and type of possiblities the pupil has to report orally.

It has been shown that America needs[1] "an oncoming generation of critical thinkers and communicators of thought." It is essential now not only to have knowledge but the skill and ability to spread this knowledge. The need for oral expression in the elementary schools is obvious and necessary.

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1. Parret, Margaret, "The Program in Spoken English," Elementary English, 23:225, April, 1947.

The ability to speak clearly, fluently and pleasantly cannot be acquired in a short time. It is the obligation of the school to teach a form of speaking adapted to the needs of society. This form should be true to the facts of the past and present, and should show the theory of language and its usage. This study is an attempt to show how often opportunities are provided in textbooks to practice this skill.

CHAPTER I

SUMMARY OF PREVIOUS RESEARCH

In the literature concerning oral language in the elementary schools much emphasis has been placed on motivation, the development of attitudes and the teaching of specific and general skills. Oral language is important to the daily needs of all persons, no matter what their way of life. The schools should fit each generation to take its place in the social group, and equip the students to meet all the usual needs of life.

Hinsdale[1] states:

> Vocal expression is instinctive, but speech is an art. Perhaps oral speech is not commonly counted among the arts; but we virtually acknowledge that it is so when we speak of 'the art of conversation' and of 'the art of public speaking' for these forms of speech do not differ from common speech in kind. Moreover, speech is an art that is cultivated in the schools.

Baker[2] suggests that:

> The need for a training in English that will not only lead the student to an appreciation of the artistic aspects of language, but also fit him to meet the social and business situations of life.

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1. Hinsdale, B. A., Teaching the Language-Arts, New York: D. Appleton & Company, 1896, page 8.

2. Baker, Elizabeth W., Oral English, Boston: Allyn & Bacon, 1938, preface iii.

Driggs[1] feels:

> The prime purpose of speech is service, Language is a social instrument. It was created as a medium through which man could communicate his thoughts, his feelings and his experiences with his fellows.
> In the throbbing work of the world, men use language mainly to inform, to convince, to stimulate in others responsive feeling and action. Speech may be best taught not for its own sake, but for the sake of service. The language lesson, to give a real-life training, must be actuated by a real-life purpose. It must offer to the pupil well-directed practice in the use of speech for the good of some common cause. Thus taught, language becomes a vitalized study.

He lays down these rules for the language study plan in the elementary school:

1. Language work in the middle grades should be mainly oral.

2. Fluency and spontaneity is still the central aim.

3. Corrective and preventive exercises should connect closely with the learner's real-life language.

4. Composition lessons should lead the learner to express himself not for the sake of expression, but for the sake of serving a real-life purpose.

5. Vocabulary work, enunciation exercises, and lessons in grammer should be more systematically given than in preceeding grades.

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1. Driggs, Howard R., Our Living Language, Chicago: The University Publishing Company, 1921, pp. 10-59.

Continuing on the same subject Whitney[1] states:

> Language may be briefly and comprehensively defined as the means of expression of human thought. In a wider and freer sense, everything that bodies forth thought and makes it apprehensible, in whatever way, is called language. But for scientific purposes the term needs restriction, since it should apply else to nearly all human actions and product which discloses the thought that gave it birth. Language, then, signifies rather certain instrumentalities whereby men consciously and with intention represent their thought, to the end, chiefly of making it known to other men; it is expression for the sake of communication.

Bowden[2] feels that effective use of language depends on two things — "first, using language frequently; second, learning what language is and how to use it." She suggests that the school program should provide at least one period each day for direct study and use of language, including informal conversation, purposeful discussion, relating of stories, reporting of events and dramatization of situations and experiences.

The Committee of the National Council of Teachers of English[3] consider that language is an important instrument

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1. de Laguna, Grace A., Speech, Its Functions and Development. New Haven: Yale University Press, 1927, pp. 15-16.

2. Bowden, Florence B., "Conversation and Discussion in the Elementary School." Elementary English, 23:293; May, 1947.

3. Basic Aims Committee for the National Council of Teachers of English, "Basic Aims for English Instruction in American Schools." English Journal, 31:40; June, 1942.

of life and fundamental for maintaining the democratic way. They also state that language is a living, growing instrument of thought with no rigid pattern of expression to interfere with responses to the psychological and social needs of individuals.

Smith[1] says:

> Language is the instrument of thought and communication. The child's power to grasp, to enter into, and to reflect upon the experiences he has is dependent to a large degree upon his facility in the use of verbal symbols. Conversely, as his experience is broadened and deepened, language symbols acquire meaning for him, and further growth and learning becomes possible to him. Also, it is through language power that he is able to express his own thoughts and emotions, to share vicariously in those of others, and to participate in the life of his social group.

McKee[2] follows the same trend of thought as he explains:

> In achieving his chosen purposes and carrying out his various enterprises, the child has two major uses for language. First, it is his chief means of communicating with others.... second, the thinking that the child does is carried on for the most part in language.

All school children need motivation to create and establish a purpose for performing certain activities in the class-

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1. Smith, Dora V., "Growth in Language Power as Relative to Child Development." National Society for the Study of Education, Forty-third Yearbook, Part II, p. 52.

2. McKee, Paul, "An Adequate Program in the Language Arts." op. cit., p. 6.

room. Blaisdell[1] explains that self-expression about the things the child knows best will form a good basis for motivation. He says that normal children have unlimited powers of self-expression, and possess an endless supply of thoughts which they will spontaneously express if given the opportunity to do so. He lays down the following principles of expression:

1. Ask the pupil to talk about the things in which his interest is alive.

2. Base self-expression work on the pupil's experience.

3. Use rather than repress the child's normal desire to tell of his experiences.

4. When it seems necessary to delay self-expression, make the delay as brief as possible, assuring the child of your interest and of your wish that he tell his story to his classmates as well as to you.

According to Watson:[2]

> The great motivation behind this program (self-expression) must be the joy found in the power of creation. Such joy is, or should be, a big factor in all education. Young children do not immediately recognize this fact, but as they develop under skilled leaders they unconsciously learn to adjust their efforts in the face of childish disappointments. This trait of personality is of special significance in adult life, when the individual may frequently need to turn from the frustrations and monotony of the everyday grind to the comforting joy of his own hobby corner.

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1. Blaisdell, Thomas C., Ways to Teach English. New York: Doubleday, Doran & Company, Inc., 1930, pp. 8-9-10.

2. Watson, Leone B., "Self-Expression Thru Language." National Elementary Principal, 20:375; July, 1941.

Camenisch[1] writes:

> The modern or social method of teaching language bases its instruction on the needs of the pupils. Unless they see that what they are learning is to help them express themselves more acceptably, progress will not be great.

Stevenson[2] states that language training in the primary grades should concern itself with providing situations in which the child will speak naturally from first-hand experiences. The intermediate grades should refine the child's language tools so that they are usable for both pleasure and power.

Simplicity and clarity, says Bair[3] are the keys to better language in our elementary schools. These are the rules by which all teaching should be done, and all material presented to children should possess these two important qualities.

McKee[4] states that:

> The school should teach those aspects of oral and written expression which the pupil needs most in order to achieve his purposes and to

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1. Casmenisch, Sophia C., "How Much Language Form Shall We Teach?" Elementary English Review, 20:104; March, 1943.

2. Stevenson, M. C., "Oral Language in the Intermediate Grades." National Elementary Principal, 20:269; July, 1941.

3. Bair, Frederick H., "Better Language for Better Living." National Elementary Principal, 21:22; October, 1941.

4. McKee, Paul, "An Adequate Program in the Language Arts." National Society for the Study of Education, Forty-third Yearbook, Part II, pp. 7-9-28.

carry out his interprises.
There are at least three good reasons why the pupil needs to learn and meet successfully the speaking and writing situations, with which he is confronted:

1. Lack of competence in speaking and writing greatly reduce the pupil's chances of success in communicating his ideas to others.

2. Language is a tool for learning.

3. The Pupil needs to learn to meet successfully situations of life.

Oral expression is basic to instruction in written expressions at all grade levels, sound teaching of oral expression will lighten the instructional load in written expression, and most of the practice provided in expression should be oral rather than written.

The Committee of the National Council of Teachers of English[1] reports that:

> The vital program in language uses every kind of experience significant in the life of the individual. At the same time it aims to provide new and enriching experiences within the English classroom. Only through such natural associations with the primary sources and motives of expression can the program in English hope to develop exact and broad vocabularies, To promote growth in logical thinking, and to stimulate careful habits of observation and reflection.

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1. "Basic Aims for English Instruction of American Schools." Prepared by the Basic Aims Committee of the National Council of Teachers of English, English Journal, 31:43; June, 1942.

Vocabulary is one of the important factors in teaching good language. Oliver[1] writes that memory work does not produce the best results in gaining a usable vocabulary. The value of word study cannot be produced merely by repetition, it must arise from the use and understanding of words. In order to build an active vocabulary several methods may be employed. He suggests these:

1. Raise words of passive understanding to active knowledge by analysis and drill.

2. Group words about ideas and present them in families of this sort, sports, hobbies, industries, etc.

3. Center interests in the words themselves, seeing what ideas may be developed around them, finding synonyms and antonyms.

According to Seegers:[2]

> We think of language first as a subject to be taught, not as a means of thinking, of teaching, of responding, of imparting, or a manifestation and means of growth. Language is more than an 'activity'. It is the major basis upon which understanding, or misunderstanding, is predicated. Language is closely associated with growth and development. It is an important medium for self-expression. If the opportunity for

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1. Oliver, Kenneth A., "Let's Teach English!" The English Leaflet, 41-42:73-78; May, 1942.

2. Seegers, J. Conrad, "Language in Relation to Experience, Thinking, and Learning." National Society for the Study of Education, Forty-third Yearbook, Part II, pp. 36-37-46.

> proper self-expression through language is afforded, and if proper conditions are provided to stimulate use of language, the result is more than mean growth in the use of language. One of the results is opportunity for the wholesome development of personality. If children are constantly kept under restraint, and allowed to speak only when addressed....it is not only language development which is hindered, but the development of poise, of self-confidence, and of general interest, as well.

Mahoney[1] gives the following as the aims of oral language in the fourth grade:

1. To strengthen the 'sentence sense'. Eliminate 'and' and 'so'.

2. To secure good bearing before the class. There is no excuse for self-consciousness if the right atmosphere is established.

3. To continue to promote orderly talking.

4. To secure good articulation and good tone.

5. To correct, with moderation, common spoken errors.

The teacher's aim is not to have the pupil 'say something', but to make certain that the pupil 'has something to say'. This increases the desire to talk and improves the interest in talking effectively.

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1. Mahoney, John J., Standards in English. New York: World Book Company, 1918, p. 73.

Johnson[1] believes that oral language is the only study which is used in the pursuit of every study, and the only study useful in every vocation and avocation of life. An individual's needs and purposes come through his speech to the listener, whether he desires it or not.

James[2] summed up the whole purpose of oral language by saying: "all life comes back to our speech, the medium through which we communicate".

The research indicates the importance of oral expression for all children so that they will be prepared to meet the daily requirements of life. If the school is to furnish effective language exercise, it must make more generous provision for social intercourse and for worthwhile childish activities which will call for discussion, consultation, inquiry, explanation, directions, reports and many other practical responses. Therefore, this study is an attempt to analyse the number and type of opportunities presented in ten commonly used language textbooks for the fourth grade.

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1. Johnson, M. W., "Language and Children's Behavior." Elementary School Journal, 46:142; November, 1945.

2. op. cit.

CHAPTER II

PLAN OF STUDY

At the beginning of this study copies of fourth grade language textbooks were obtained from Houghton Mifflin Company, The Macmillan Company, Laidlaw Brothers, Scott, Foresman and Company, Ginn and Company, D. C. Heath and Company, Charles E. Merrill Company, Allyn and Bacon, World Book Company, and the American Book Company.

The following books were selected because they were published after 1940 or within the last ten years. They are here listed in chronological order of publication, with authors, titles, date of publication, publishers and instructional level.

1. Bair, Frederick H., Neal, Elma A., Foster, Inez, Storm, Ollie P., With Tongue and Pen. Boston: The Macmillan Co., 1940. Fourth Grade.

2. Trabue M. R., Goodrich, Bessie B., Language Arts. New York: Charles E. Merrill Co., 1941. Grade Four.

3. O'Rourke, L. J., We Talk and Write. Boston: Scott, Foresman & Co., 1942. Fourth Grade.

4. Johnson, Roy I., Hooper, L., Goodkoontz, B., Dearborn, Frances R., English For You and Me. Boston: Ginn & Co., 1942. Grade Four.

5. Bardwell, R. W., Falk, Ethel M., Tressler, J. C., Sharing Interests. Boston: D. C. Heath & Co., 1944. Fourth Grade.

6. Ferris, F. K., Keener, E. E., Giddings, A. F., Learning Essential English. New York: Laidlaw Brothers, 1944. Grade Four.

7. Stoddard, A. J., Bailey, Matilda, Lewis, W. D., English Two. Boston: American Book Co., 1944. Grade Four.

8. McKee, Paul, McCowen, Annie, Gaining Skill with Words. Boston: Houghton Mifflin Co., 1945. Fourth Grade.

9. Burleson, David S., Cash, Laurie, Adventures in English. Boston: Allyn & Bacon, 1947. Grade Four.

10. Dawson, Mildred A., Miller, Jonnie M., Language for Daily Use. New York: World Book Co., 1948. Grade Four.

Each text was carefully examined in order to discover the kinds of activities that are offered to fourth grade pupils in oral language. After reading and comparing the books it seemed that the following activities are most frequently presented. It was then decided that these items would form the basis to analyse the textbooks, for the type and number of opportunities given to children in the fourth grade.

Individual Activities (activities which would be given by one pupil after reading, discussion, or explanation)

1. Announcements
2. Descriptions
3. Explanations
4. Giving Directions
5. Messages
6. Personal Experiences
7. Telling Stories

Individual-Group Activities (activities which a committee or group of children work upon with one child giving the oral talk)

1. Reports
2. Summaries

Group Activities (activities in which more than one child will speak orally)

1. Dramatizations
2. Discussions
3. Introductions
4. Telephone Conversations

The terms used in this study are defined as follows:

Announcements[1] "to proclaim or make known, formally or in a public manner."

Descriptions[2] "the act of describing; delineations by marks or signs; an account of anything in words or writing; the tracing out, narrating, setting forth explaining, illustrating, defining."

Explanations[3] "the act of explaining; elucidation; interpretations; a mutual clearing up of a misunderstanding; to make intelligible or clear; expounding."

Giving Directions[4] "giving relative positions; a command; order; guidance; instruction."

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1. Webster, Noah, Webster's Daily Use Dictionary, New York: Grossett & Dunlap, 1932,
2. to 4. op. cit.

Messages[1] "communication sent from one person to another; an official communication."

Personal Experiences some real experiences that are exciting and make good stories.

Summaries[2] "brief, laconic, compendious; done in a short way or method; an abridgement, compendium."

Telling Stories repeating stories heard or read; telling something exciting not necessarily true.

Reports[3] "giving an account of; relate; tell from one to another; circulate publicity; take down."

Dramatizations or plays are stories told in dialogue by a cast of actors who play the parts of characters by speaking in answer to cues.

Discussions[4] "argument; debate; consideration of a question; reason upon; agitate."

Introductions[5] "the act of introduction, presentation; a preface; conducting or bringing in; bringing into notice; bringing into acquaintance."

Telephone Conversations the act of conversing or talking over the telephone.

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1. Webster, Noah, Webster's Daily Use Dictionary, New York: Grosset & Dunlap, 1932.

2. to 5. op. cit.

In order to clarify terms further, examples of each type of activity analysed in this study are presented:

Announcements

In presenting a radio broadcast at school there is some discussion with the children and teacher. One of the important parts in such a program is the announcer or the announcement. Such questions as the following would arise: Who would be a good announcer? Why? What would be included in his or her announcement? Should the announcement be brief and to the point or long?

This would be a typical announcement:

> This is station RWF, Room 20, Lyman School. It is exactly three o'clock. We will now begin our special Monday broadcast. The boys and girls are all here with me. They are ready to give you news of the school, talks, poems, stories and a short play. Robert Moore, our reporter will start by giving you the latest news of the Lyman School.

Descriptions

Discuss with class: What is a description? What should be included in the description? Should it be long or short? What kind of words should be used in the description? After the discussion, pupils are asked to give their descriptions.

This is one that John gave:

> I lost my knife on the playground. It has two blades. The point of the smaller blade is broken off. The handle is made of dark brown material. There is a ring in the large end of the handle.

Explanations

After the reading and discussion of some materials the students are asked to five talks explaining how to make something.

This is what Richard said:

A Weather Bird

> Would you like to know about the weather every day? It is fun to tell your friends that you are a weather man. Here is something that will help you to know what kind of a day it will be. I call it the Weather Bird. Place a fir cone in a sunny place, and leave it there until the scales are open wide. Then make the fir cone look like a bird. Cut a head for the bird out of cardboard. Use pieces of wire to make the legs. Fasten the head and tail feathers to the cone where they should be. When the bird is finished, put it outdoors or on a window sill. It will tell you whether each day will be sunny, cloudy or rainy. On rainy days they will be closed tight. On cloudy days they will be half closed, and on sunny days they will be wide open.

Giving Directions

During class discussions the children decided that these three things were important for giving directions:

1. Tell which way to go.
2. Tell how far to go before making a turn.
3. Tell how to know the place when it is reached.

James wanted to find the Webster School. He was new to the town. If he stopped you on the street how would you direct him.

Here is what June said:

> Walk east on Bates Street for three blocks, turn right at Webster Park, and go down the hill. Pass five houses. The Webster School is the large brick building on your right.

Messages

In talking about telephones the class decided that many times it is necessary to leave messages because people are not present.

Suppose that Mrs. White, a friend of your mother called up to say that your mother is to be present at a church meeting at three o'clock on Monday afternoon. Suggest the message that you might give to your mother.

Personal Experiences

Discussion of personal experiences was motivated by the following questions which the children themselves decided were necessary: Have you ever been stung by a bee? Do you know someone who has had that painful experience? Do you think the bumble bee was to blame for stinging you on the nose? These are some of the questions you should ask yourselves in deciding upon a personal experience with a bee.

Perhaps there is someone in this room who has had this experience. Perhaps he or she would like to tell about it.

This what Sue reported:

> On Saturday we went for a picnic. We were having a lot of fun, when suddenly Billy

> screamed. A bee was buzzing around his head. Everyone jumped and ran away. I was not quick enough. The bee turned and headed for me. It stung me right on the nose. My nose puffed away up. Then everyone laughed at me. I didn't ! I didn't like being laughed at, and my picnic was ruined.

Telling Stories

The boys and girls found story telling great fun. However, they realized that there were some important rules to remember when telling a story. Here are the rules they decided upon:

1. Tell just one story.
2. Tell enough facts to make the story interesting.
3. Tell things in the order in which they happened.

Here is one story Fred told:

The Accident

> Last week we went auto riding. We were driving up the mountains. As we turned a sharp narrow corner another car coming the other way was turning at the same time. The man who was driving the car swung to the left. He was very close to the edge of the cliff and we all screamed. The man jammed his brakes very hard. He stopped right on the edge, just in time. We jumped out of our car to see if he was all right. Then we went on with our ride.

Reports

The children had just started their classroom library. They wanted to be sure everyone knew about it. Some suggested having reports. This is what happened:

The class divided into four committees. The subject they were to discuss was Our Library.

Each committee was given one of the following topics to report on:

1. Where Our Library is.
2. The kinds of books in Our Library.
3. How to get books from Our Library.
4. How to improve Our Library.

After a committee found information and organized a report, one member of the group was elected to deliver the report to the class.

Summaries:

The fourth grade wanted to prepare a scrap book telling about the books in their library. They decided the best way was to write a summary of each book immediately after they read it. They wanted short interesting summaries which included the name of the book and the author, and a short paragraph about the main point of the story. Each time the summary of a different book was added to the scrap book, all the children wanted to read it. Then, if the story appealed to them, they selected the book to read for themselves.

This is the report that Francis gave in class before placing it in the scrap book:

The Wonder World of Ants

by Wilfred Bronson

> Did you ever wonder about ants? Have you ever asked yourself questions like these? What are ants? What do they eat? What do they do? Have they any brains?
> I have thought about these things for a long time. Then, one day I found this book in the library. Each chapter tells about different kinds of ants. It also tells what they do. I liked the book very much because it answered all my questions. The pictures tell alot about the ants, too.

Dramatizations

The fourth grade was asked to present an assembly program to the school in the month of March. After discussing what they would like to do they decided that a short play would add to their program. They had read a story called "The Princess Who Would Not Laugh." They thought that it would be fun to change it into a play. The children elected a committee to arrange the story and select the actors.

Discussions

Discuss with the class the kinds of news that they would like to have on their bulletin board. The boys and girls said that they would not be proud to show others their bulletin if it were full of stories that were neither interesting nor important.

They decided upon these standards:

1. Choose news that will be interesting for more than a few days.

2. Choose news that we can understand.

3. Choose news that is worth remembering.

Introductions

After a discussion about introductions, the class decided that practice would help them remember how to make an introduction.

The children played that they wanted to make a new pupil feel at home. Here are some of the introductions they used:

1. You are introducing the new pupil to other children on the playground during his first recess.

2. You have taken her or him to your teacher, and you are introducing your teacher to the pupil.

3. You go to the library, and you introduce the new pupil to the librarian.

4. You go with the pupil to ask the janitor to put another seat in the room for him.

Telephone Conversations

Discussions about telephoning with the class resulted to the following standards in using the telephone.

1. Courtesy in making calls.

2. Speaking clearly over the telephone.

3. Making the conversations as short as possible.

Groups of two children were asked to make telephone calls over a make-believe telephone.

Under the above headings, ten recently published lan-

guage textbooks for the fourth grade have been analysed. The type of activity and number of opportunities for oral expression in the classroom have been tabulated in the following chapter.

CHAPTER III

ANALYSIS OF DATA

The purpose of this study is to analyse ten language textbooks in order to determine the type and number of opportunities given for oral language in the fourth grade.

The data is presented according to the following outline:

1. For each textbook considered the activities and page placement of opportunities to use those activities.
2. The total number of opportunities to use each activity in each of the textbooks.
3. The total number of opportunities to use each activity in all ten of the textbooks considered.
4. The total number of opportunities for use of all the activities presented in this study.
5. The comparison of the number of opportunities presented in each textbook.

It is pointed out that, for some activities, only one opportunity for training in oral expression is recorded. In these particular activities the opportunity can be organized for participation of an entire class.

Table I

Analysis of Sharing Interests, D.C. Heath Co.

pages 3-247

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES				
INDIVIDUAL	Descriptions	*91- 1	139- 1	141- 4	143- 1	
	Explanations	52- 1	60- 2	77- 1		
	Giving Directions	60- 2				
	Personal Experiences	142- 1				
	Telling Stories	85- 3	87- 2	93- 1	94- 5	95- 1
		96- 5				
INDIVIDUAL GROUP	Reports	12- 6	13- 3	52-28	61- 2	62- 2
		69- 1	70 -2	82-10	103- 6	124- 3
		139- 1	141- 7	143- 1	145- 7	
	Summaries	128- 5	158- 4			
GROUP	Dramatizations	7- 4	59- 6	75- 2	77- 2	92-10
		97-10	108- 2	125- 2	231- 9	
	Discussions	5- 2	7- 1	8- 1	10- 3	15- 3
		20- 1	38- 7	59- 2	61- 2	62- 1
		63- 2	86- 8	109- 4	110- 2	117- 5
		129- 1	138- 3	140- 6	155- 4	
	Introductions	4- 2	6- 3	7-12	75- 2	125- 4
	Telephone Conversations	108- 2	109- 6			

*indicates that on page 91, 1 opportunity is given to perform

Table II

Total Number of Opportunities to Perform in

Sharing Interests, D.C. Heath and Co.

Catagories	Number of Opportunities
Announcements	0
Descriptions	7
Discussions	58
Dramatizations	47
Explanations	4
Giving Directions	2
Introductions	23
Messages	0
Personal Experiences	1
Reports	79
Summaries	9
Telephone Conversations	8
Telling Stories	17
Total	255
Range	0-79
Average	20

Table III

Analysis of Gaining Skill with Words, Houghton Mifflin Co.

pages 2-237

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES				
INDIVIDUAL	Descriptions	*181- 5	189- 4	190- 5	192- 3	200- 3
		201- 5	202- 1	204- 1	206-10	
	Messages	127- 1				
	Personal Expereinces	174- 1	75- 1	79- 1		
	Telling Stories	74- 9	75- 2	76- 1	79- 1	81-14
		82-12	83- 2	84- 6	88- 1	89-18
		92-12	93- 1	94- 5	138-11	211- 4
		212- 1	214- 4	215- 5	216- 5	218- 5
		219- 3	220- 1	221- 4	223- 1	224-11
INDIVIDUAL GROUP	Reports	28- 4	30- 3	31- 3	32- 1	33- 7
		39- 4	40- 2	45- 3	48- 8	78- 1
		79- 2	93- 1	143- 6	145- 1	146- 4
		147- 3	154- 2	156- 5	159- 1	223- 1
GROUP	Dramatizations	8- 2	9- 3	11- 4	121- 2	125-11
		131- 3				
	Introductions	12- 4	13- 6	14-15		
	Telephone Conversations	120- 4	121- 3	125- 8	126- 3	127- 6
		131-10				

* indicates that on page 181, 5 opportunities are given to perform

Table IV

Total Number of Opportunities to Perform in

Gaining Skill with Words, Houghton Mifflin Co.

Catagories	Number of Opportunities
Announcements	0
Descriptions	37
Discussions	0
Dramatizations	25
Explanations	0
Giving Directions	0
Introductions	25
Messages	1
Personal Experiences	3
Reports	62
Summaries	0
Telephone Conversations	34
Telling Stories	139
Total	326
Range	0-139
Average	25

Table V

Analysis of English For You and Me, Ginn and Co.

pages 11-264

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES				
INDIVIDUAL	Giving Directions	* 34- 1	35- 4	36- 5	40- 4	187- 2
		186- 1				
	Messages	45- 2	46- 4	47- 1	48- 4	49- 2
		50- 2	56- 4			
	Personal Experiences	171- 1				
	Telling Stories	11- 1	12- 1	13- 5	15- 1	16- 1
		17- 3	18- 1	19- 1	20- 6	165- 2
		166- 1	168- 3	167- 1	169-16	170- 2
		201- 5	207- 1			
INDIVIDUAL GROUP	Reports	98- 5	99- 3	100- 2	101- 2	104- 1
		115-25	141- 1	195- 3	196- 2	
	Summaries	216- 2	217- 6	219- 3	220- 1	
GROUP	Dramatizations	52- 2	116- 2	117- 4	118- 3	119- 2
		131- 2	195- 6	200- 6		
	Discussions	201- 8				
	Introductions	104- 1	185- 3	240- 3		
	Tele phone Conversations	50- 1	51- 6	52- 2		

* indicates that on page 34, 1 opportunity is given to perform

Table VI

Total Number of Opportunities to Perform in

English For You and Me, Ginn and Co.

Catagories	Number of Opportunities
Announcements	0
Descriptions	0
Discussions	8
Dramatizations	27
Explanations	0
Giving Directions	17
Introductions	7
Messages	19
Personal Experiences	1
Reports	44
Summaries	12
Telephone Conversations	9
Telling Stories	51
Total	195
Range	0-51
Average	15

Table VII

Analysis of We Talk and Write, Scott, Foresman and Co.

pages 8-224

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES				
INDIVIDUAL	Announcements	* 83- 1	84- 1	85- 5	192- 1	193- 3
		194- 4	220- 2	221- 6		
	Descriptions	34- 1	35- 2	101- 1	102- 4	113- 1
	Explanations	113- 1	114- 1	115- 4	116- 1	156- 1
		157- 1				
	Messages	48- 1	49- 4	50- 2		
	Personal Experiences	8- 1	9- 1	13- 1	14- 1	15- 1
	Telling Stories	38- 1	64- 1	120- 1	148- 1	176- 1
		214- 1				
INDIVIDUAL GROUP	Reports	13- 1	14- 1	15- 1	20- 1	21- 1
		27- 3	38- 1	40- 2	41- 7	42- 7
		64-11	91- 1	93- 6		
GROUP	Dramatizations	98- 8	175-12	201- 4	203- 5	204- 2
		206- 4	209- 4	210- 2	213- 5	214- 8
		218- 6				
	Discussions	8- 1	9- 3	10- 2	11- 1	12- 5
		21- 3	38- 1	40- 1	41- 1	42- 4
		48- 1	49- 2	83- 1	105- 1	125- 5
		131- 6	136- 2	137- 1	160- 3	166- 1
		167- 4	180- 1	186- 2	187- 1	194- 2
		216- 8	223- 4	224- 5		
	Introductions	18- 3	19- 4	20- 6		
	Telephone Conversations	67- 2	68- 6			

* indicates that on page 83, 1 opportunity is given to perform

Table VIII

Total Number of Opportunities to Perform in

We Talk and Write, Scott, Foresman and Co.

Catagories	Number of Opportunities
Announcements	23
Descriptions	9
Discussions	72
Dramatizations	60
Explanations	9
Giving Directions	0
Introductions	13
Messages	7
Personal Experiences	5
Reports	43
Summaries	0
Telephone Conversations	8
Telling Stories	6
Total	255
Range	0-72
Average	20

Table IX

Analysis of Language Arts, Charles E. Merrill Co.

pages 1-266

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES				
INDIVIDUAL	Announcements	* 16- 3	17- 5	19-10		
	Descriptions	80- 1	81- 2	82-25	84- 5	
	Giving Directions	246- 1				
	Personal Experiences	35- 1	220- 1	219- 1		
	Telling Stories	37- 1	85- 1	87- 1	102- 1	156- 1
		169- 1	191- 1	244- 1	251- 1	
INDIVIDUAL GROUP	Reports	54- 1	57- 1	58- 1	126- 1	128- 1
		130- 1	143- 1	181- 1	197- 1	198- 1
		245- 1	249- 1			
GROUP	Dramatizations	82- 1	88- 2	120- 1	89- 1	237- 1
	Discussions	1- 1	2- 7	3- 3	4- 2	5- 9
		6- 8	20- 3	21- 4	40- 6	41- 5
		56- 3	58- 5	84- 1	92- 1	93- 1
		94- 1	96- 6	118- 1	131- 6	135-10
		136- 3	139- 1	158-10	162- 4	170- 9
		188- 1	206- 3	218- 1		
	Introductions	165- 1				
	Telephone Conversations	163- 2				

* indicates that on page 16, 3 opportunities are given to perform

Table X

Total Number of Opportunities to Perform in

Language Arts, Charles E. Merrill Co.

Catagories	Number of Opportunities
Announcements	18
Descriptions	33
Discussions	115
Explanations	0
Giving Directions	1
Introductions	1
Messages	0
Personal Experiences	3
Reports	12
Summaries	0
Telephone Conversations	2
Telling Stories	9
Total	200
Range	0-115
Average	15

Table XI

Analysis of Language for Daily Use, World Book Co.

pages 1-270

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES				
INDIVIDUAL	Announcements	*167- 1				
	Descriptions	39- 4	44- 1			
	Giving Directions	191- 1	192- 1	249- 1		
	Personal Experiences	158- 1	159- 2	160-10		
	Telling Stories	12- 1	15- 1	37- 4	40- 6	119- 1
		122- 1	146-10	147- 1	148- 1	163- 1
		207- 1				
INDIVIDUAL GROUP	Reports	8- 1	58- 1	59- 1	74- 1	75- 1
		89- 1	157- 1	180- 1	181- 1	183- 5
		227- 3	228- 1	229- 1		
GROUP	Dramatizations	26- 1	37- 1	63- 1	72- 5	89- 1
		94- 1	96- 1	101- 1	132- 1	194- 1
		228- 1	246- 1			
	Discussions	24- 1	26- 1	71- 1	81- 1	85- 1
		101- 1	122- 1	131- 1	161- 1	190- 1
		205- 1	211- 1	225- 1	246- 1	248- 2
	Introductions	101- 3	128- 1	224- 5		
	Telephone Conversations	220- 2	222- 6			

* indicates that on page 167, 1 opportunity is given to perform

Table XII

Total Number of Opportunities to Perform in

Language for Daily Use, World Book Co.

Catagories	Number of Opportunities
Announcements	1
Descriptions	5
Discussions	16
Dramatizations	16
Explanations	0
Giving Directions	3
Introductions	9
Messages	0
Personal Experiences	13
Reports	19
Summaries	0
Telephone Conversations	8
Telling Stories	28
Total	118
Range	0-28
Average	9

Table XIII

Analysis of English Two, American Book Co.

pages 3-296

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES				
INDIVIDUAL	Announcements	*136- 1	251- 7	254- 1	281- 4	
	Descriptions	133- 2	134- 1	184- 1	187- 1	188- 4
	Explanations	30- 1 296- 1	141- 1	242- 1	258- 1	284-13
	Telling Stories	4- 1 100- 5	5- 1 124- 1	14- 1 146- 1	31- 1 249- 2	72- 2
INDIVIDUAL	Reports	9- 1 257-12	28- 1	72- 2	157- 9	201- 6
GROUP	Dramatizations	31- 5	32- 8	35-28	72- 6	273- 5
	Discussions	27- 1 193- 1	28- 2 194- 1	76- 1 195- 1	77- 1 274- 1	86- 1
	Introductions	138- 3	139- 5	140-17		
	Telephone Conversations	79- 2	80- 6	215- 3	261- 8	

* indicates that on page 136, 1 opportunity is given to perform

Table XIV

Total Number of Opportunities to Perform in

English Two, American Book Co.

Catagories	Number of Opportunities
Announcements	13
Descriptions	9
Discussions	10
Dramatizations	52
Explanations	18
Giving Directions	0
Introductions	25
Messages	0
Personal Experiences	0
Reports	31
Summaries	0
Telephone Conversations	19
Telling Stories	15
Total	192
Range	0-52
Average	15

Table XV

Analysis of Adventures in English, Allyn and Bacon

pages 1-214

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES				
INDIVIDUAL	Announcements	*149-11				
	Descriptions	187- 1				
	Explanations	188- 8	190- 1			
	Telling Stories	10- 1	11- 1	12- 1	52-10	72- 1
		93- 1	99- 6	104- 4	122- 1	124- 7
		135- 1	160- 7	190- 4		
INDIVIDUAL GROUP	Reports	154- 8	180- 9	182- 1		
GROUP	Dramatizations	4-24	126- 2	160- 6	172- 2	201- 9
	Discussions	111- 1				
	Introductions	4-24	155- 9			
	Telephone Conversations	111-30	190- 2			

* indicates that on page 149, 11 opportunities are given to perform

Table XVI

Total Number of Opportunities to Perform in

Adventures in English, Allyn and Bacon

Catagories	Number of Opportunities
Announcements	11
Descriptions	1
Discussions	1
Dramatizations	43
Explanations	9
Giving Directions	0
Introductions	33
Messages	0
Personal Experiences	0
Reports	18
Summaries	0
Telephone Conversations	32
Telling Stories	45
Total	193
Range	0-45
Average	15

Table XVII

Analysis of With Tongue and Pen, The Macmillan Co.

pages 3-261

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES				
INDIVIDUAL	Descriptions	*191- 4	151- 1			
	Explanations	45- 1	209- 8			
	Giving Directions	124- 1	189- 1	236- 1		
	Telling Stories	66- 1	80- 1	99-10	122-13	206- 1
INDIVIDUAL GROUP	Reports	32- 1	33- 6	64- 1	92- 5	163- 5
		188- 6				
GROUP	Dramatizations	47- 4	53- 5	55- 5	56- 8	66- 1
		134- 2	140-10	215- 5		
	Discussions	5- 1	17- 1	31- 1	52- 1	138- 1
		178- 1	208- 1			

* indicates that on page 191, 4 opportunities are given to perform

Table XVIII

Total Number of Opportunities to Perform in

With Tongue and Pen, The Macmillan Co.

Catagories	Number of Opportunities
Announcements	0
Descriptions	5
Discussions	7
Dramatizations	40
Explanations	9
Giving Directions	3
Introductions	0
Messages	0
Personal Experiences	0
Reports	24
Summaries	0
Telephone Conversations	0
Telling Stories	26
Total	114
Range	0-40
Average	9

Table XIX

Analysis of Learning Essential English, Laidlaw Brothers

pages 11-196

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES				
INDIVIDUAL	Announcements	*167- 1	168- 3			
	Descriptions	41- 1	112- 1			
	Giving Directions	58- 3				
	Telling Stories	13- 6	58- 2	63- 1	80- 5	189- 4
INDIVIDUAL GROUP	Reports	118- 1	121- 9	132- 1	163- 9	
GROUP	Dramatizations	34- 3	80- 3	138- 5		
	Discussions	12- 1	20- 1	22- 2	39- 2	44- 1
		72- 2	80- 1	82- 1	92- 1	118- 1
		127- 1	131- 1	134- 1	137- 1	145- 6
		146- 3	150- 1	172- 1	176- 1	187- 1
		189- 1				
	Introductions	138- 3				
	Telephone Conversations	138- 2				

* indicates that on page 167, 1 opportunity is given to perform

Table XX

Total Number of Opportunities to Perform in

Learning Essential English, Laidlaw Brothers

Catagories	Number of Opportunities
Announcements	4
Descriptions	2
Discussions	31
Dramatizations	11
Explanations	0
Giving Directions	3
Introductions	3
Messages	0
Personal Experiences	0
Reports	20
Summaries	0
Telephone Conversations	2
Telling Stories	18
Total	94
Range	0-31
Average	7

Table XXI

Total Number of Opportunities to Perform in All the Textbooks in All the Activities Developed in This Study

Textbooks	Number of Opportunities
Adventures in English	193
English For You and Me	195
English Two	192
Gaining Skill With Words	326
Language Arts	200
Language for Daily Use	118
Learning Essential English	94
Sharing Interests	255
We Talk and Write	255
With Tongue and Pen	114
Total	1,942
Range	94-326
Average	194.2

Table XXII

Total Number of Opportunities to Perform in All the Activities Developed in This Study

Activities	Number of Opportunities
Announcements	70
Descriptions	92
Discussions	318
Dramatizations	327
Explanations	49
Giving Directions	29
Introductions	139
Messages	27
Personal Experiences	26
Reports	352
Summaries	21
Telephone Conversations	122
Telling Stories	354
Total	1,923
Range	21-354
Average	102

Table XXIII

A Comparision of the Total Number of Opportunities to Perform

Books	Announcements	Descriptions	Discussions	Dramatizations	Explanations	Giving Directions	Introductions	Messages	Personal Experiences	Reports	Summaries	Tel. Conver.	Telling Stories
Adventures in English	11	1	1	43	9	0	33	0	0	18	0	32	45
English For You and Me	0	0	8	27	0	17	7	19	1	44	12	9	51
English Two	13	0	10	52	18	0	25	0	0	31	0	19	15
Gaining Skill with Words	0	37	0	25	0	0	25	1	3	62	0	34	139
Language Arts	18	33	115	6	0	1	1	0	3	12	0	2	9
Language for Daily Use	1	5	16	16	0	3	9	0	13	19	0	8	28
Learning Essential English	4	2	31	11	0	3	3	0	0	20	0	2	18
Sharing Interests	0	7	58	47	4	2	23	0	1	79	9	8	17
We Talk and Write	23	9	72	60	9	0	13	7	5	43	0	8	6
With Tongue and Pen	0	5	7	40	9	3	0	0	0	24	0	0	26
Totals	70	92	318	327	49	29	139	27	26	352	21	122	354

CHAPTER IV

GENERAL SUMMARY AND CONCLUSIONS

Textbooks vary widely in their provision for training children in oral expression. Therefore, in order to assist teachers in the selection of the most adequate language textbooks for daily classroom teaching, this study reports the number and type of opportunities for activities in oral language that are provided in ten recently published textbooks for the fourth grade.

From the statistical analysis of data, the following conclusions are drawn:

1. There are 1,923 opportunities to use oral language in the ten textbooks examined, or an average of 192.3 per book.
2. The book Gaining Skill with Words has the greatest number of opportunities with 326.
3. The book Learning Essential English has the least number of opportunities with 94.
4. There were marked differences in emphasis of different types of oral language activities, with only 21 opportunities for oral summaries as compared to 354 for telling stories.
5. The analysis of each textbook for each of the thirteen

types of opportunities may be found in the tables in the preceding chapter.

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