

THE UNIVERSITY OF MANITOBA

THE IMPLEMENTATION OF AN ENGLISH ELECTIVE PROGRAM  
IN AN URBAN HIGH SCHOOL: A CASE STUDY

by

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A dissertation submitted to the Faculty of Graduate Studies of  
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## ABSTRACT

The purpose of this study was to describe the implementation of an English elective program in an urban high school. It was hoped that the description would provide the teachers with useful information for making program changes. It was also hoped that other English teachers contemplating curricular changes might find the descriptive analysis helpful. The perceptions of those teachers and students who had been involved with the program were the main source of data. However, observations of the program's operation and documents pertaining to the program were also used.

A two-phase methodology was developed to facilitate a portrayal of the program's operation. It was intended that this methodology would be illustrative of an alternative approach to program evaluation. Thus the study provided a rationale for, and a description of the methodology so that the efficacy of this alternative could be considered.

The analysis of the data indicated that the program did not operate as its developers had intended. Its operation was affected by an unanticipated increase in student enrollment and by the initiation of three new teachers. The effect of these constraints suggested that the interrelationships of the learning milieu make it necessary for program planners and evaluators to look at innovative programs as they operate within the school setting.

The findings indicated that the participants had a positive attitude about the program. Some reasons for their feelings were suggested. Other findings dealing with the elective program's susceptibility to problems as a result of large classes and a lack of planning were presented.

The questioning and observing procedures used in the study were generally effective in describing the program's operation. The

selected documents, when used together with questioning and observing, were more effective than had been anticipated.

The two-phase methodology was partially successful in fulfilling its purpose. It helped the researcher to focus on relevant issues, to establish a positive rapport with the participants, and to develop the structured instruments used in Phase Two. Although the structured questionnaire and the observation schedule provided data to corroborate earlier findings, they did not produce any significant new data as had been hoped.

The study included recommendations for program change and for the further development of the methodology.

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## Chapter 1

### THE PROBLEM

#### A STATEMENT OF THE PROBLEM

Innovators require different kinds of information in order to make decisions about their projects. Often, they are not able to obtain this information. A recent innovation in the English curriculum, the elective concept, is an example.

The elective concept for English programs is being considered as an alternative to the official program which is operating in Manitoba. It is being considered because it offers certain features that could be used to improve the quality of instruction and learning. At the present time, several English departments in Manitoba are experimenting with different elective designs.

Although more and more schools are considering the possibility of implementing elective designs as a part of their English programs, those already in existence have not been evaluated.

The high school under investigation has developed and implemented an elective design for its grade ten English program. The innovators believed that this design would help them to provide a learning situation more suited to the students' needs and interests than the existing one. No evaluative procedure had been used to collect data about the program.

This study attempted to gather data with the use of an innovative methodology in order to describe the implementation of this English elective program. The primary aim was to describe

how the program operated within the school setting. The participants' perceptions of the program, especially in terms of its strengths and weaknesses, were used for this description. A secondary aim of the study was to determine the efficacy of the evaluation methodology.

### IMPORTANCE OF THE PROBLEM

At present, the English elective concept for developing programs is in the pilot stage in Manitoba. No studies have been published concerning its implementation. The elective program under investigation was an example. This study is therefore important because it attempted to:

- provide the school under investigation with information about its program in order to facilitate change or to provide a basis for change;
- yield information which might be of use to other English departments contemplating curricular changes;
- illustrate a methodology for evaluation.

### LIMITATIONS

1. This methodology used a combination of data-collecting methods to gather the data. More reliable results might have been obtained had a team of observers and interviewers been used. A comparison of their perceptions might have helped to reduce the subjectivity that exists in the methodology.

2. Because the study was confined to one particular school with its unique characteristics, great care should be taken in generalizing its findings to other elective programs.

## DELIMITATIONS

Because the focus of this study was on the process of implementing an elective program and not on an overall assessment of its worth, no attempt was made to compare it with other English programs or to measure student achievement with pre- and post-tests or other similar measures.

## DEFINITION OF TERMS

### English Elective Program

English elective programs take many forms and so can mean different things to different readers. In this study it is a method of organization in a high school English curriculum which is flexible in order to facilitate individualization. It attempts this by allowing students to choose their English course from various units with different topics and activities. The units are usually teacher-made, and vary to attempt to match learning situations to the needs and interests of students.

## ORGANIZATION OF THE STUDY

The requirements of standard thesis format made the organization of this study problematic. Because of the methodology used, the written report might be more suited to a narrative report similar to that used to describe an anthropological case study. The author has attempted to present the study in a way that maintains the spirit of methodology, but also satisfies thesis requirements.

To this end the study is organized in the following way:

The purpose of the study is described in Chapter 1.

Chapter 2 discusses the development of elective programs, two evaluation paradigms, and presents an overview of English program evaluation.

Chapter 3 describes the research methodology and the preliminary activity.

Chapter 4 presents an overview of the setting in which the elective program operated.

Chapter 5 presents the results, findings and implications for the second phase of the study which were generated by the Exploratory Study.

Chapter 6 presents the results and findings of Phase Two.

Chapter 7 includes a summary of the main findings of this study, conclusions drawn, and recommendations.

## Chapter 2

### REVIEW OF THE RELATED LITERATURE

The review of literature relates to three main areas. First, some of the influences on the development of English electives and a history of electives are briefly outlined. The development of electives in Manitoba is also discussed. Second, two paradigms in education evaluation are identified. Finally, English program evaluating is reviewed.

### RECENT CHANGES IN THE ENGLISH CURRICULUM

The English curriculum has undergone several changes in the last fifteen years. Some of the influences on its development can be found in the report from the "Basic Issues" conference in 1959,<sup>1</sup> the Commission on English report, Freedom and Discipline in English,<sup>2</sup> John Dixon's report on the Dartmouth Seminar,<sup>3</sup> Squire and Applebee's National Study of High School English Programs,<sup>4</sup>

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<sup>1</sup> "The Basic Issues in the Teaching of English," Supplement to College English, Vol. 41 (October 1959).

<sup>2</sup> College Entrance Examination Board, Report of the Commission on English, Freedom and Discipline in English, 1965.

<sup>3</sup> John Dixon, Growth Through English (Reading: National Association for the Teaching of English, 1967).

<sup>4</sup> James R. Squire and Roger Applebee, High School English Instruction Today. The National Study of High School English Programs (New York: Appleton-Century-Crofts, 1968).

and James Moffett's, A Student-Centered Language Arts Curriculum.<sup>5</sup> These publications have exerted a widespread influence on English programs in North America very much in the manner described by D. M. Donlan.<sup>6</sup> The result of this "process" has been a trend toward focusing on the individual and his personal growth in the use of language.

### THE ELECTIVE CONCEPT

The elective-centered model for the English curriculum became well-known with the APEX (Appropriate Placement for Excellence in English) Project.<sup>7</sup> However, English teachers had experimented with electives before this time. The first allusion to electives seems to be Harry Overton's article in the April, 1955 English Journal, where he discussed a series of five electives for grade eleven students. The teachers in his school had asked, "Why can't we give our eleventh graders the opportunity to develop their interest in some particular phase of English?"<sup>8</sup> In the late fifties, G. Robert Carlsen at the State University of Iowa, offered four one-semester units "designed around the kind of content that . . . various kinds of students need."<sup>9</sup>

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<sup>5</sup>James Moffett, A Student-Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers (Boston: Houghton Mifflin Company, 1968).

<sup>6</sup>D. M. Donlan, "Dilemma of Choice: Revolution in English Curricula, 1958-1968," Dissertations Abstracts International, The Humanities and Social Sciences, Vol. 32 (June) 1972:

"what might be suggested is that curriculum development, in reality, is a cyclical phenomenon: the processes of thinking, talking, and writing generate a product - a curriculum publication of some sort - which in turn should generate more thinking, talking and writing."

<sup>7</sup>Project APEX: A Non-Graded Phase - Elective English Curriculum 3rd rev. ed. (Trenton, Michigan: Trenton High School, 1968).

The students were allowed to choose the unit they wanted to study.

Although the lines of development are not clear, it seems that the major influences on the growth of elective programs has been the trend toward individualization in education. Curriculum builders have been faced with the challenge of providing programs with the flexibility to accomodate the individual. For electives this has meant a program which is flexible enough to accomodate the needs and interests of each student. George Hillocks says:

The advantage of elective programs cited by more rationales than any other (14 of 25) was that they permit students to choose courses in which they are interested. Close behind were statements alluding to the increased ability of elective programs to meet the needs (13) and interests (8) of the students.<sup>10</sup>

More and more elective programs were developed during the late sixties. Richard Graves comments on the growth of elective programs in the United States: "It is truly phenomenal that any movement should enjoy such widespread acceptance in an enterprise as diverse as American education."<sup>11</sup>

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<sup>8</sup> Harry Overton, "Eleventh-Grade Electives," English Journal, Vol. 44 (April 1955), 211-214.

<sup>9</sup> Richard L. Graves, "English Elective Curricula and How They Grew." The Educational Forum, Vol. 38 (January 1974), p. 211.

<sup>10</sup> George Hillocks Jr., Alternatives in English: A Critical Appraisal of Elective Programs (Washington, D. C., National Center for Educational Research and Development, 1972), p. 12.

<sup>11</sup> Graves, "English Electives," p. 198.

## THE DEVELOPMENT OF ELECTIVES IN MANITOBA

The development of the English curriculum in Manitoba has been influenced by trends in the United States and Britain. However, certain specific changes in the Manitoba educational scene led to the consideration of the elective concept as an alternative way of organizing the English curriculum.

The 1959 Report of the Royal Commission on Education<sup>12</sup> provided for the development of programs of study which could serve as alternatives to those which emphasized preparation for university. The curriculum revision which followed "attempted to meet individual needs of students by broadening the range of educational offerings . . . ." <sup>13</sup>

The trends in educational thinking at this time, as well as other "pressures"<sup>14</sup> caused Manitoba's educational leaders to consider making further changes within the existing curriculum. These changes were:

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<sup>12</sup>The Report of the Manitoba Royal Commission on Education, 1959.

<sup>13</sup>Kris Breckman, "The Role of Evaluation in an Experimental School," A Report Prepared for the Manitoba Department of Youth and Education and the Winnipeg School Division, 1970, p. 3.

<sup>14</sup>S.A.I. Bullock, "The CORE Committee on the Reorganization of the Secondary Schools," Manitoba Department of Youth and Education Curriculum Bulletin, Vol. 4 (June 1970) p. 3:

- (1) an expanding and changing high school population possessed of a wide range of differing interests and abilities;
- (2) the provision of new and diverse forms of post-secondary education;
- (3) the reorganization of the elementary school curriculum and the acceptance of the principle of continuous student progress;
- (4) the conflict between the expectations of a complex, technological society, expressed as a demand for more specialized forms of knowledge and training, and the traditional concept of general education;
- (5) a growing awareness of the limitations of a curriculum prepared for common grouping systems; and
- (6) the increasing concern of students themselves as to the essential nature of the high school program.

"the establishment of the Combined Program in 1968 and more recently the elimination of the separate University and General Courses."<sup>15</sup>

In 1968, the Language Arts Curriculum Council was appointed by the Minister of Youth and Education. One of its responsibilities was:

That the Council shall establish and set down in writing an overall philosophy for the total language arts program and in terms of this philosophy, it shall:

- a. make recommendations to the Minister of Youth and Education concerning future patterns in elementary and secondary language instruction, and
- b. include in these recommendations a sequential organization of what may constitute a language arts program from kindergarten to grade 12, to form the basis of specific programs to be developed subsequently.<sup>16</sup>

One of this group's initial recommendations was "the introduction of a more comprehensive, elective curriculum design for high school English in view of the changing patterns of learning and teaching in Manitoba."<sup>17</sup> In order to accomplish this, in the fall of 1972 the High School Working Party was struck . . . . to develop the basis for a functional elective curriculum design for senior English.<sup>18</sup>

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<sup>15</sup> Ibid.

<sup>16</sup> Manitoba Department of Education, Report of the Council for the Development of Language Arts Curricula K-12 in Manitoba, Language Arts in Manitoba, 1974, p.1.

<sup>17</sup> Manitoba Department of Education, Curriculum Department, The Elective Design, p. 12.

<sup>18</sup> Ibid., p. 13.

One of the main local influences on the deliberations of this Working Party was the Report of the Core Committee on the Reorganization of the Secondary School. The following statements from the report seem to capture its spirit as it is related to the development of elective programs:

"The needs of the individual are central and constitute the focal point for the efforts in the school." <sup>19</sup>

"Emphasis on the individual implies that the student in the secondary school should have the opportunity to make, and accept the responsibility for making significant decisions regarding the kind of educational experiences which will be best for him." <sup>20</sup>

"The curriculum must be planned primarily with a view to the development in the student of various powers and abilities." <sup>21</sup>

". . .The seventies have come to recognize that students need the ability to handle social and personal problems as well as to cope with skill subjects, and that no planned program . . . can substitute for the spirit and enthusiasm of students actively involved in and committed to what they are doing." <sup>22</sup>

"The development of programs related to local needs and interests should be primarily a school responsibility...." <sup>23</sup>

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<sup>19</sup> Manitoba Department of Education, The Report of the Core Committee on the Reorganization of the Secondary School, 1973, p. 8.

<sup>20</sup> Ibid., p. 9.

<sup>21</sup> Ibid., p. 19.

<sup>22</sup> Ibid., p. 26.

<sup>23</sup> Ibid., p. 31.

The experimental design developed by the Working Party "was submitted to a meeting of twenty experienced teachers and subject matter experts to evaluate its design...."<sup>24</sup> On October 29, 1973, after some revision, the design was presented to interested schools whose English departments agreed to take part in the experimental design program beginning in September 1974.

. . . it may be said that the teachers who developed the experimental elective design were convinced of the need in their schools for a more flexible, versatile, locally-based language program which would allow them to adjust the year's work more appropriately to the widened range of new goals, needs, and interests in terms which were understandable to their students.<sup>25</sup>

At present five English departments in Manitoba schools are experimenting with "official" elective programs. The high school under investigation in this study is one of them.

In conclusion, one of the current trends in educational thought is the focus on the individual. This is evident in the development of English curricula. The elective concept has evolved as one of the most popular means of accomodating individualization within the English curriculum.

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<sup>24</sup> Department of Education, The Elective Design, p. 13.

<sup>25</sup> Winston Layne, "The Experimental English Elective Design". Education Manitoba, Vol. 2 (January-February 1976), p. 4.

## EDUCATION EVALUATION

The purpose of this section is not to review the literature in education evaluation. This task has been done well many times.<sup>26</sup> Rather, the writer will identify two distinct paradigms found in the literature about curriculum evaluation.

The best-known approach to evaluation is that which is based on the work of R. W. Tyler. Taylor and Cowley state that "Tyler and his group devised and implemented a philosophy of evaluation that has formed a basis for almost all subsequent thought about evaluation."<sup>27</sup> Ernest R. House identifies this viewpoint as a "technology of evaluation... (which) has consisted of specifying in behavioral objectives what students are supposed to be doing and measuring those objectives with standardized achievement tests."<sup>28</sup>

The chief merits of this kind of evaluation are that it produces valid, reliable and objective data.<sup>29</sup> Because of these merits and the

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<sup>26</sup> For a review, the reader might refer to D. A. MacKay, and T. O. Maguire, Evaluation of Instructional Programs. A Study Prepared for the Educational Planning Mission. Alberta Human Resources Research Council, May 1971, pp. 3-17.

<sup>27</sup> Peter Taylor and Doris Cowley, "New Dimensions of Evaluation." Manitoba Department of Youth and Education Curriculum Bulletin, Vol. 4 (June 1970), p. 11.

<sup>28</sup> Ernest R. House, "Technology and Evaluation," Educational Technology (November 1973), p. 21.

<sup>29</sup> MacKay and Maguire, op. cit., p. 4.

promise of a systematic approach to curriculum evaluation, this technology is very popular. Most evaluation models are based to some extent on Tyler's work.

In discussing a model where "program objectives provide, for the evaluator, the main criteria for success"<sup>30</sup> Barry MacDonald notes:

This model is clearly most useful where these statements of objectives are easy to make and command wide agreement, where side effects are likely to be insignificant or easily detected and controlled, and whose strict adherence to the objectives is unlikely to undermine educational values that they do not contain.<sup>31</sup>

If these conditions do not exist, the literature suggests this approach to curriculum evaluation might not be the best one.

Recently, the literature reflects the existence of an alternative paradigm. The names given to this general procedure suggest its orientation. Stake calls it "a responsive" or "portrayal" approach<sup>32</sup> to evaluation. J. A. Riffel identifies this alternative as "participatory problem-solving."<sup>33</sup> The concern in this approach is that the program be looked at in as complete a way as possible.

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<sup>30</sup> Barry MacDonald, "Briefing Decision Makers," in Ernest R. House (Ed.) School Evaluation: The Politics and Process (Berkeley: McCutchan Publishing Corporation, 1973), p. 177.

<sup>31</sup> Ibid.

<sup>32</sup> R. E. Stake, "Responsive Evaluation," U.S. Department of Health, Education, and Welfare. Office of Education, 1972, p. 1. EDO75487.

<sup>33</sup> J. A. Riffle, "Two Conceptions of Evaluation: Their Roots and Implications for Evaluation" (unpublished paper, The University of Manitoba, 1975), p. 3.

House says that the "evaluator must get close to the program, experience it and convey that experience in its totality."<sup>34</sup> The focal point is not the program's statement of goals, but what is happening - from the evaluator's point of view and from that of the participants. Parlett and Hamilton describe what they call illuminative evaluation:

Observation, interviews with participants (students, instructors, administrators and others), questionnaires, and analysis of documents and background information are all combined to help 'illuminate' problems, issues, and significant program features. <sup>35</sup>

The details of the two procedures have not been discussed, but hopefully enough information has been given to suggest the existence of the two paradigms. For a detailed discussion of the procedure used in this study, the reader is directed to Chapter 3: The Methodology.

#### EVALUATION OF ENGLISH PROGRAMS

Probably English programs are not evaluated as often as they should be, judging from the literature. Hillocks observes,

...very few of the elective programs...involve systematic evaluation, but it is likely that traditional programs make even feebler attempts to evaluate their effectiveness. <sup>36</sup>

Most of what is published discusses how to implement an idea or a program, but not how, or if, it was evaluated.

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<sup>34</sup> House, op. cit., p. 23.

<sup>35</sup> Malcolm Parlett and David Hamilton, "Evaluation as Illumination: a new approach to the study of Innovatory Programs," University of Edinburgh Centre in Research in the Educational Sciences. Occasional Paper - 9, 1972, p. 1.

<sup>36</sup> George Hillocks, Jr., op. cit., p. 100.

What has been written on the evaluation of English programs tends to follow the thinking in the curriculum evaluation field in general. For example, the traditional comparative experiment is reflected in studies such as Erwin R. Steinberg's<sup>37</sup> where students from a "sequential cumulative" curriculum in English were compared to similar students taking a "traditional" curriculum. The evaluators used fifty-nine statistical tests to make a comparison of the test and control group. Franklin G. Myers<sup>38</sup> also used this approach to evaluate an English Elective Program. This study used standardized tests for reading and writing to compare two groups of students - one group which was taught in a traditional program and the other which was in an elective program. Myers used an opinionnaire to determine which program the students liked best. These studies are characteristic of most English evaluation projects in that the researchers have the hypotheses formed before they begin their research. However, there has been some deviation from this approach. Hewick describes a situation where, "a multi-criterion approach to diagnose the soundness of the program" was used.<sup>39</sup> This study used conversations and questionnaires to gather data about students' and teachers' perceptions of the program. Direct observation was also used to determine how the program was working. Hillocks reports that two evaluations (Project APEX and Mt. Diablo Unified School District) made use of observational strategies.<sup>40</sup>

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<sup>37</sup> Erwin R. Steinberg, and others, "A Senior High Curriculum in English for Able College Bound Students," The Staff of the Curriculum Study Center in English (Pittsburg: Carnegie Institute of Technology, 1965).

<sup>38</sup> Franklin G. Myers, "English Electives Passes a Test: An Abstract of an Evaluation of the Elective Program at Scarsdale School," English Record, Vol. 21 (February 1971).

<sup>39</sup> Walter E. Hewick, "Students and Teachers Develop English Curriculum," District of Columbia Public Schools (Washington, D. C.: Department of Research and Evaluation, 1973).

<sup>40</sup> Hillocks, op. cit., p. 104.

Most English Elective programs have not been evaluated. In 1972, the Indiana Council of Teachers of English reported:

...very few schools have established a formal procedure for evaluating their programs. For the most part, evaluations have been limited to casual inquiries with students and staff members. A few schools used opinion surveys. Usually, the aim of the survey was to find out if the students like the 'new system' better than the 'old system'. 41

In Hillock's study involving 84 elective programs, 27 per cent responded that they had not attempted to gather evidence about the effectiveness of their programs. About 67 per cent of all the programs used no method or only one of teacher and students oral statements, standardized tests, surveys of parents, studies of college performance or noting changes in grades. 42

#### CONCLUSION

Elective programs in English have enjoyed widespread popularity in North America because they seem capable of accomodating the most recent general trends in education. Although they have been introduced in many schools, most have not been evaluated in any systematic way. In Chapter 3 the approach taken to evaluation by this study will be described.

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<sup>41</sup> Edward Jenkinson, comp., Some Questions and Answers About Planning Phase Elective Programs in English (Terre Haute: Indiana State University, 1972), p. 15.

<sup>42</sup> Hillocks, op. cit., p. 100.

## Chapter 3

### METHODOLOGY

The planning for an English elective program at the school under investigation began in the spring of 1974. This stemmed from a "dissatisfaction with the Grade 10 English Program."<sup>1</sup> The innovators sought "a new approach to course content and an altered methodology."<sup>2</sup> The program they developed was implemented in September 1974.

This high school and four other schools in Manitoba are presently experimenting with the elective approach to English programs on an official pilot basis.<sup>3</sup> They have access to some services from the Curriculum Branch of the Department of Education.

The elective program in Grade 10 at this urban high school had not been evaluated. No material had been published about the effectiveness of the other pilot programs in Manitoba. The concerns in this study were to describe the implementation of the English elective program in the school. The data collected were used to provide the school with information about its program in order to facilitate changes and to provide a basis for change. It is difficult to determine the extent to which the resulting data could usefully be generalized, but it was hoped that it could be of use to other English departments contemplating curricular changes. The study might be seen by some readers as a useful illustration of a particular approach to evaluation.

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<sup>1</sup> From a brief by the teachers who designed the program.

<sup>2</sup> Ibid.

<sup>3</sup> Winston Layne, *op. cit.*, p. 4.

This study was concerned with developing a methodology that would be capable of providing data in the areas stated. In this chapter the methodology selected will be discussed and an attempt will be made to explain why this particular approach was used.

#### RATIONALE FOR THE PROCEDURE

In Chapter 2, two paradigms of curriculum evaluation were described. In each of these orientations, several models or procedures exist. In choosing a methodology, the choice of methodology was influenced by Arie Lewy's view that:

the way evaluation should be planned and performed is dependent on the circumstances of the program development and program utilization. A model that fits the requirements of one situation may not fit under changed circumstances. <sup>4</sup>

Since the program to be described was new, it seemed that an innovative approach would be necessary. Cronbach says, "old habits of thought and long established techniques are poor guides to the evaluation required for course improvement."<sup>5</sup> Scriven suggests that "in the early days of a new approach, there should be no thought of proving anything to the external world, but only the idea of exploring and experimenting."<sup>6</sup>

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<sup>4</sup> Arie Lewy, "The Practice of Curriculum Evaluation," Curriculum Theory Network, 11, (Spring 1973), p. 8.

<sup>5</sup> Lee Cronbach, "Course Improvement Through Evaluation," Teachers College Record, 64 (May 1963), p. 683.

<sup>6</sup> Michael Scriven, "Goal-Free Evaluation" in Ernest R. House, (ed.) School Evaluation: The Politics and Process (Berkeley: McCutcheon Publishing Corporation, 1973), p. 326.

The studies which use some version of the Tylerian Model have some clear idea of what they are looking for or trying to prove. This approach is used "when it is important to know if certain goals have been reached... and when certain hypotheses or issues are to be investigated."<sup>7</sup> Since this study did not attempt to 'prove' a hypothesis stated in advance, the procedure which used the discrepancy between objectives and outcomes as a base was not used.

This study used the less known of the two approaches to curriculum evaluation to describe the English elective program. This approach is based, to a certain extent, on the literature of sociology and anthropology. In an Introduction to Sociological Research, Mathilda Riley explains:

...the objective may be exploratory. If the researcher feels that his model is vague and incomplete, his main purpose may be to learn as much as he can about the properties of the system - about the process, for example, of interaction among the members.<sup>8</sup>

The situation she describes is similar to what this study attempted.

The starting point for this study was similar to the situation Stake describes, "when the project staff needs help in monitoring the program and no one is sure what problems will arise, (and)...when audiences want an understanding of the activities and of the strengths and shortcomings of the program."<sup>9</sup> It is at this time when "responsive evaluation will be particularly useful."<sup>10</sup>

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<sup>7</sup> Robert E. Stake, op. cit., p. 2.

<sup>8</sup> Mathilda White Riley, Introduction to Sociological Research (New York: Harcourt, Brace and World Incorporated), 1963, p. 14.

<sup>9</sup> Stake, op. cit., p. 2.

<sup>10</sup> Ibid.

Writers in both sociology and education see a need for getting more information about how a program works. Becker says:

we need to go over the folklore, the gimmicks and tricks that people have used successfully, the personal narratives available, and see what logical structure we can fashion that will allow us to develop more systematic procedures.<sup>11</sup>

While discussing observational strategies, Louis Smith quotes Maslow:

'In most cases (experimental programs and schools) we wind up with ... inadequate accounts of just what was done, how, and when, and of just what happened and didn't happen as a result ...' <sup>12</sup>

He suggests the value of a kind of "ethnologist...who is simply a non-interfering observer and a good reporter." <sup>13</sup> This study attempted to provide the kind of information that would be useful in describing how the program works.

#### DEVELOPMENT OF A CASE STUDY PROCEDURE

The author chose to develop a methodology for this project rather than to use a general model. This choice was based on the literature which has already been discussed in Chapter 2: The discussion which follows will explain the choice of the procedure followed.

The study used a case study procedure. It was important to portray the implementation of the English elective program in depth,

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<sup>11</sup> Howard S. Becker, Sociological Work (Chicago: Aldine Publishing Company, 1970), p. 22.

<sup>12</sup> A. H. Maslow, "Observing and Reporting Education Experiments," Humanist 25, 1965, p. 13 in Louis M. Smith, "The Use of Observational Strategies for the Development of a Summative Evaluation Model," AERA paper 1972, p. 3. ED 064367.

<sup>13</sup> Ibid.

over as long a period as possible. Because the case study allows for a variety of data collecting techniques,<sup>14</sup> the writer was able to use the data collected through questioning, observing and collecting documents in order to provide an in-depth picture of the implementation process. The sociologist or anthropologist uses the case study in his attempt to: "arrive at a comprehensive understanding of the group under study ... and to develop more general theoretical statements about regularities in social structure and process."<sup>15</sup>

The case study procedure was chosen for this project also because of its potential for flexibility. Becker says that the nature of the case study "prepares [the investigator] to deal with unexpected findings and, indeed, requires him to reorient his study in the light of such developments."<sup>16</sup>

To sum up, the case study was chosen because it allowed:

- a variety of data collecting methods;
- a longitudinal analysis of the process;
- generation of information about the program;
- flexibility in procedure.

#### DEVELOPMENT OF DATA COLLECTING METHODS

This study used questioning, observing and document-collecting in an attempt to provide a comprehensive portrayal of the English elective program.

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<sup>14</sup> J. A. Culbertson and S. P. Hencley, Educational Research. New Perspectives (Danville: The Interstate Printers and Publishers Inc., 1963), p. 272.

<sup>15</sup> Becker, op. cit., p. 76.

<sup>16</sup> Ibid., p. 76.

Eugene J. Webb and his associates make a strong case for the use of multiple methods in social science research: "Once a proposition has been confirmed by two or more independent measurement processes, the uncertainty of its interpretation is greatly reduced."<sup>17</sup> The validity of any speculations will be improved. Becker says, "The very large number of observations and kinds of data an observer can collect, and the resulting possibility of experimenting with a variety of procedures for collecting them, means that his final conclusions can be tested more often and in more ways than is common in other forms of research."<sup>18</sup> Webb and Becker point out how the validity of conclusions can be improved by using more than one method of data collecting. Lewy suggests that "the use of different measurement instruments for any given purpose allows the validity of any one measure to be validated."<sup>19</sup> For people interested in evaluating English elective programs, Hillocks advises, "To avoid narrowly based judgements, the evaluation should be eclectic, using as many approaches as are applicable."<sup>20</sup>

The advantages of using more than one method in this study were that they:

- improved the reliability of speculations;
- illustrated the reliability of the instruments;
- increased the possibility of more relevant data;
- increased the possibility of generalized data.

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<sup>17</sup> Eugene J. Webb and others, Unobtrusive Measures. Non-reactive Research in the Social Sciences (Chicago: Rand McNally, 1966), p. 3.

<sup>18</sup> Becker, op. cit., p. 18.

<sup>19</sup> Lewy, op. cit., p. 29.

<sup>20</sup> Hillocks, op. cit., p. 105.

The main reason for the use of a two-phase process in this procedure was to attempt to systematize - to generalize from the basis of 'rich' field data to focus on specific aspects of the implementation process. The end result was to provide a clear picture of its operation.

In this study, an attempt was made, through questioning, observing and analyzing documents, to portray what was going on. "The researcher who works with an exploratory objective tries to find clues to what is going on in the system, or tries to gain insights..."<sup>21</sup> In discussing the need for the evaluator to be responsive to the program, Stake says,

The principal stimuli then would be those of the program, including responses of students and subsequent dialogue. Somehow (hopefully not imperially) the evaluator would pick and choose what to observe, what to record.<sup>22</sup>

Louis Smith argues that often evaluation plans have a "high degree of irrelevance or artificiality because they are formulated independently of the ongoing program."<sup>23</sup> By employing a two-phase methodology with the first phase being exploratory, an attempt was made to focus on relevant issues and thus give an accurate portrayal of the program.

The purpose of this exploratory phase was to obtain data about the program:

- to use as a basis to formulate procedure and to refine data-gathering techniques; <sup>24</sup>
- to help to portray the program as it occurred.

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<sup>21</sup> Riley, Introduction to Sociological Research, p. 14.

<sup>22</sup> Stake, "Responsive Evaluation," p. 3.

<sup>23</sup> Louis M. Smith, "Observational Strategies," p. 3.

<sup>24</sup> Armand J. Galfo and Earl Miller, Interpreting Education Research (Dubuque: N. M. C. Brown Co. Pub. 1965), p. 47.

The exploratory phase in this study gathered data through questioning, observing and collecting documents. This procedure was influenced by the work of Howard S. Becker,<sup>25</sup> who with Blanche Geer<sup>26</sup> attempted to systematize the participant observation methodology.

Other education studies make extensive use of an ethnographic methodology.<sup>27</sup> These methodologies use participant observation as the main source of data, but also include interviews, records, and questionnaires.

Two-phase studies (although not by that name) are described by Galfo and Miller.<sup>28</sup> They cite an example where a researcher makes contact with a group at work, observes what is happening, makes a

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<sup>25</sup> Howard S. Becker, "Problems of Inference and Proof in Participant Observation," American Sociological Review, Vol. 23 (December 1958), pp. 652-660.

<sup>26</sup> Howard S. Becker and Blanche Geer, "Participant Observation: the Analysis of Qualitative Field Data" in Human Organization Research, R.N. Adams and J. J. Preiss, eds. (Homewood: The Dorsey Press Inc., 1960), pp. 267-289.

<sup>27</sup> For examples, the reader could refer to the work of Louis M. Smith:

Louis M. Smith and W. Geoffrey, The Complexities of an Urban Classroom (New York: Holt, Rinehart and Winston Inc., 1968).

Louis M. Smith and Pat M. Keith, Anatomy of Educational Innovation: An Organizational Analysis of an Elementary School (New York: John Wiley and Sons Incorporated, 1971).

Louis M. Smith and Paul Pohland, "Education, Technology and the Rural Highlands, AERA Monograph Series on Curriculum Evaluation. Vol. 7 (Chicago: Rand McNally, 1974), pp. 5-54.

<sup>28</sup> Galfo and Miller, op. cit., p. 47.

tentative decision about a relationship between certain factors, develops an observation schedule incorporating these factors, and proceeds to gather and analyze data about them. This is essentially what this study did in the observation segment.

T. R. Morrison uses a two-stage process in the ethnographic phase of an experimental evaluation model. He identifies "observation of what is presented" as the first stage of the process and "focused observations" as the second stage.<sup>29</sup>

Parlett and Hamilton make a persuasive argument for a three-stage evaluation process where the "investigators observe, inquire further, and then seek to explain."<sup>30</sup>

In most of the studies discussed, the researcher becomes more systematic in data-collecting as he sees fit. Often as the study progresses, it is possible to converge on relevant data. In this study, an attempt was made to focus the data-collecting in the second phase of the

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<sup>29</sup> T. R. Morrison, "Values, Conflicts and Culture. The Experience of Evaluation" (unpublished paper, University of Manitoba, 1975), p. 38.

<sup>30</sup> Malcolm Parlett and David Hamilton, "Evaluation as Illumination: a new approach to the study of Innovatory Programs", Center for Research in the Educational Sciences. Occasional Paper - 9 (October 1972), pp. 18-19:

They indicate that in the first phase "early visits to the participating schools yielded a number of common incidents, recurring trends, and issues frequently raised in discussion... The second phase began with the selection of such phenomena, occurrences, or groups of opinions as topics for more sustained and intensive inquiry... The third stage consisted in seeking general principles underlying the organization of the program; spotting patterns of cause and effect within its operation; and placing individual findings within a broader explanatory context."

procedure. Since the time spent in the classroom was shorter than is the case where participant observation is the main source of data, this study used a combination of data-collecting instruments. The data collected with these instruments was used in the development of an observation schedule and a structured questionnaire. In this way the study focused on specific aspects of the program by using a systematic means of data collection.

This study used the following data-collecting instruments:

- field, methodological and theoretical notes to record general observations and conversations;
- informal and structured questionnaires;
- observation schedule;
- documents.

Strictly speaking, the use of notes is a technique rather than a data-collecting instrument. However, since the first phase of this study relied on the systematic use of field data in note form, the author will discuss their use in this section.<sup>31</sup>

The collection of Field Notes<sup>32</sup> began during the first phase. They were the primary means of recording observations and conversations. They were low inference records of what was seen and heard in the program setting. They contained descriptions of what people did, what they said about their activities, and a description of the setting. All the data collected in the exploratory phase of the study were recorded in these notes. It was analyzed as this phase continued, in order to give direction to the study. When analyzed, they proved a basis for the procedural design and for focusing the observation and questioning in the second phase.

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<sup>31</sup>This discussion synthesizes the explanation of the three kinds of notes in: Center for the Study of Evaluation, How to Document the Program, Field Test Edition. The University of California, 1975, pp. 187-190.

<sup>32</sup>cf. Appendix B.

Methodological notes provided a running record of what the researcher did in the course of study. They included thoughts about the methodological approach, instructions and reminders to himself, or critiques of his tactics.

Theoretical Notes were the researcher's record of his attempts to interpret and derive meaning from the data collected in the field notes. Louis Smith discusses the use of a similar kind of notes; "Interpretative asides" as he calls them,

...are hunches, guesses and speculations that arise in the course of the actual field observation. Some turn out to be major guiding constructs in the final write up; others turn out to be not so bright 'insights' that later data indicate are wrong, irrelevant or stupid. <sup>33</sup>

Notes of this kind helped in keeping track of ideas and/or new questions.

This study was illustrative of an evaluation methodology; the notes provided a record of what happened. This information might be of use to other evaluators.

Instruments for questioning were also used. Data from the unstructured questionnaires and conversations were used during the first phase of the study to determine the participants' perceptions of the English elective program.

During the second phase, the study used a structured questionnaire to attempt to get more specific information from a larger sampling of program participants. The questions used in this questionnaire were generated largely by the exploratory study, but the literature on elective programs was used also. The researcher used a combination of closed and open format in the questionnaire construction.

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<sup>33</sup> Smith, "The Use of Observational Strategies," p. 5.

Observation was a key data-collecting instrument in this study. The part it plays in studies such as this has been discussed earlier in this paper. A two-phase observation process was used, with general observation leading to an attempt to focus on particular kinds of relevant activities and interactions among the participants. An observation schedule was devised after the exploratory study. The categories for the schedule were drawn from the initial observation period in an attempt to describe the operation of the program as accurately as possible.

The analysis of collected documents was examined to provide information about the development and implementation of the program. Most of the studies which use participant observation or any similar procedure use this instrument. However, Brenda Engel suggests: "...there is something new in the systematic use of such documentation in educational programs..."<sup>34</sup>

In this study, the documents which served as a primary source of information about the elective program were used in the following ways:

1. to portray the implementation of an English elective program from June 1974 to January 1976;
2. to provide information for the time period before the researcher entered the school setting;
3. to corroborate information collected from other data-collecting methods.

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<sup>34</sup> Brenda S. Engel. A Handbook on Documentation (Fargo: University of North Dakota Press, 1975), p. 1.

## PRELIMINARY ACTIVITY

Permission to do this study was obtained from the English Department, the school administration, and from the Director of Evaluation in the school division. Two members of the English Department were contacted during the summer of 1975 and the proposed evaluation was discussed. They said that they needed some feedback about their program and that they would welcome an evaluation aimed at providing them with data on which to base program changes. They also believed that all the teachers who were involved in the elective program would be receptive to the project.

During the second week of September, the English Department Head, the Vice-principal responsible for the English elective program, and the Director of Evaluation were officially contacted. The proposed study was discussed and permission to proceed was obtained. It was agreed that the resulting data would be made available for inclusion in a report about the school's English program.

The school was visited two days per week over a three-week period, beginning September 21, 1975, and ending October 10, 1975. The object of this activity was to become acquainted with the school setting. To this end, the school was toured in the company of one of the school's English teachers. The following details were noted in order to facilitate entry into the school during the first phase of the study:

- general routine: school timetable, bell system, length of periods, lunch breaks, regulations, English staff timetables;
- general layout of the building: location of the English rooms, reading lab, prep. rooms.

The second general objective of this initial contact was to attempt to blend into the school setting as much as possible. During this time the researcher became acquainted with several members of the school staff. When asked the reason for his being in the school, he tried to make it clear that it was to provide the English Department with an outsider's view of their experimental English program. An attempt was made to describe this role as non-threatening and supportive.

### SUMMARY

This chapter has described the methodology used in this study. (Table 1). The general procedure was a case study. It was done in two phases, the first being exploratory in nature and the other, more focused and systematic. A multi-method approach which consisted of questioning, observing, and collecting documents was used to gather data. Reasons for this methodology were suggested.

The construction of evaluation procedures was based on the belief that they should be "custom-made" to suit the program to be evaluated. This is especially true where innovative or experimental programs, such as the English elective program, are concerned. The researcher cannot know all the details that might be relevant until (s)he has "seen" the program. This belief has grown out of a study of the literature described in this paper, from discussions with other educators interested in evaluation, and the feeling that it makes sense.

This methodology is unique, since it was designed to portray the implementation of an English elective program at a particular high school. However, the components used in the methodology are not new, but are based on the literature of education and other social sciences.

TABLE 1

A Summary of the Two-phase Methodology Used to Evaluate  
an English Elective Program in Grade 10 at an Urban High School

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1. Methods
  - 1.1 Observation
  - 1.2 Questioning: conversations, informal interviews, discussions, questionnaires
  - 1.3 Documents: reports, minutes, elective units, statements of intents, student work.
  
2. Persons
  - 2.1 Pupils 1974-75 (semesters 1 & 2)
  - 2.2 Pupils 1975-76 (semester 1)
  - 2.3 Teachers who have taught the program
  - 2.4 Other English teachers
  - 2.5 Administrators, teachers, teacher aide.
  
3. Situations
  - 3.1 Open area - pupils and teachers
  - 3.2 Classroom - pupils and teachers
  - 3.3 Other school settings - prep. rooms, corridors, staff room
  - 3.4 Meetings.

## CHAPTER 4

### THE SETTING: SCHOOL AND ELECTIVE PROGRAM

The purpose of this study was to describe the implementation of an English elective program in an urban high school. The methodology emphasized portraying the program as it occurred. It is important therefore to describe the setting in which the elective program was implemented. Parlett and Hamilton argue "that innovatory programs, even for research purposes, cannot sensibly be separated from the learning milieu of which they become part."<sup>1</sup>

This chapter will attempt to give the reader a picture of the setting for this study using a brief description of the school and of the elective program within the school.

### THE SCHOOL

The high school under investigation was built and equipped by the Federal and Provincial Governments. It covers nearly four acres on a site of approximately eighteen acres, and is about 170,000 square feet in area. The school contains a number of specialized areas designed for the teaching of a wide variety of subjects.

This is a regional secondary school; a school that is located in and administered by a local school division but intended to serve students in all of the school divisions in a designated area. If a student wishes to follow a course of studies not offered in his own division, he may elect to come to the school in the study. Students who reside in the immediate vicinity of the school will normally attend this school for any course of studies.

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<sup>1</sup> Parlett and Hamilton, Evaluation as Illumination, p. 13.

The school is a comprehensive school. That is, it offers the full range of high school programs presently authorized for the Province of Manitoba. As a consequence, the plan as developed has integrated a number of areas that allow for the teaching of specialized discipline.

A glance at the floor plan (Figure 1) will indicate a number of unique but functional areas for the teaching of vocational subjects. Of equal importance are facilities for the teaching of a range of academic subjects required for the students intending to proceed to university as well as the academic subjects related to the vocational areas. In the second storey of the school, there is located a large Business Education area which reflects the needs of the modern business world.

To integrate this complexity of teaching facilities, the core of this school is the circular Resource Centre. It ties together all the extended areas of the school.

The school offers a comprehensive program of studies with a wide range of academic subjects taught at various levels of difficulty. All students must continue their academic studies for their three-year high school career, along with the major course of studies they elect to follow.

The nature of the school program is such that students enrolled will be pursuing their own individual educational aims. Some students will be planning to enter employment directly from the school after graduation. Others will be preparing for entrance to the community colleges or to university. A few students will be attending the school to obtain standing in a selected subject or to obtain a particular skill for immediate use.

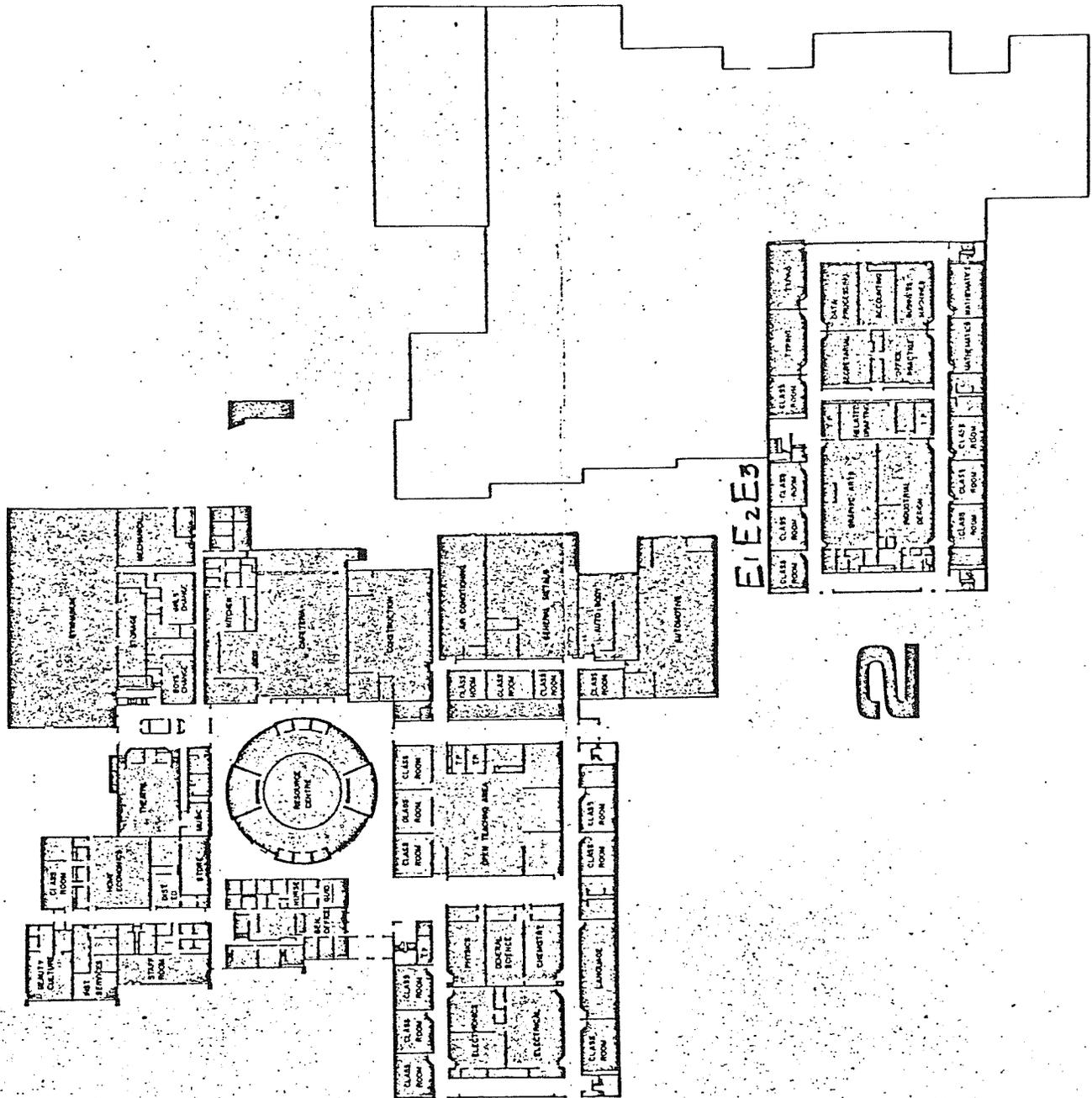


Figure 1: A floor plan of the school with the English Classrooms (E<sub>1</sub>, E<sub>2</sub>, E<sub>3</sub>) before the alterations.

Since it is a regional school serving several areas of the city, the student body comes from a wide variety of cultural backgrounds. The majority of the students, however, come from middle-income working class homes.

At the time of the study the teaching, administration, and clerical staff consisted of:

- 1 principal
- 2 vice-principals
- 1 administrative assistant
- 76 teachers, including 3 guidance counsellors and 1 librarian
- 3 full-time and 1 half-time instructional aides
- 1 library clerk
- 1 audio-visual technician
- 6 office clerks.

The school opened in September, 1971, to serve 1200 students.

Table 2 shows the increase in enrollment since the opening.

Table 2  
Enrollment Figures

Date	Planned Enrollment for Budget Purposes	Actual Enrollment			
		Total	Academic	Bus. Ed.	Vocational
1971		778	246	119	413
1972		1062	360	165	540
1973		1281	370	253	658
1974	1300	1208	413	194	601
1975	1300	1392	478	204	710

Students enrolled at the school in the study are responsible for regulating their own attendance. A school attendance policy defines the requirements and limits.

The school year is divided into two semesters. The first semester runs from September through January; the second, from February through June, as shown in Table 3.

Table 3

## The Semester System

Semester 1			Semester 2		
Sept.	Mid-Nov.	Feb.	Feb.	Mid-April	June
1st Term		2nd Term	3rd Term		4th Term
report		report	report		report

Vocational students spend 50 per cent of their time in vocational studies and 50 per cent of their time in academic studies. They study different academic subjects each semester. Vocational studies continue through the year.

High school graduation requires the student to choose a major. There are specific credit requirements for each major.

Students with a vocational major must attain 12 credits in the vocational area. In addition, a number of academic credits must be attained. The minimum number of academic credits required for vocational students is 9. Some vocational areas have more required academic credits.

It is possible for a vocational student to attain 4 vocational credits and 4 academic credits per school year. One Physical Education credit is required.

All students in Arts or Science are required to take 9 compulsory credits.

English	4 credits	English 100, 101, 103	1 credit
		200, 201, 203	1 credit
		300, 301, 305	1 credit
Mathematics	1 credit		
Science	1 credit		
Canadian Studies	1 credit		
Geography	1 credit		
Physical Education	1 credit		
	<hr/>		
	9 credits		

Students are required to attain 12 other credits for graduation.

The school in this study runs on a six-day cycle with six periods in each day.

Table 4 describes the timetable and indicates the length of the periods. Periods 1, 3, and 4 are 40 minutes long, while periods 2, 5 and 6 are 80 minutes long. Thus period 1 is "split" to enable people to have a lunch break in either period 3 or 4. The staggered lunch period is necessary to avoid over-crowding in the cafeteria.

Table 4

## The Timetable

Period	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1 9:30 - 10:10 a.m. a.m.						
2 10:10 - 11:30 a.m. a.m.						
3 11:30 - 12:10 a.m. p.m.						
4 12:10 - 12:50 p.m. p.m.						
5 12:50 - 2:10 p.m. p.m.						
6 2:10 - 3:30 p.m. p.m.						

## THE ELECTIVE PROGRAM

The purpose of this section is to describe briefly the elective program as a part of the general setting of the school. What follows, then, is an attempt to give the reader an idea about the framework in which the program operates.

There are ten teachers in the English Department including one Department Head. Of these, eight have taught in the elective program at some time. Presently, five teach in the Grade ten program. One of the teachers is a reading specialist who instructs in the Reading Lab. He works mainly with students in the Vocational program. However, he instructs referrals from the elective program and students who elect to do

a unit on Reading or Listening. There is one half-time instructional aide for the English Department.

The elective program operates only in Grade ten in this high school. Although only the students in the 100 and 101 courses are instructed as classes, individual students can work toward a 103 credit in the elective program. For the details about the administration of the elective program, the reader is directed to Appendix A - Documents 3, 15, and 16.

Two or three teachers are block-timetabled to facilitate cooperative activities between the classes in the English rooms. The classes are held at the same time during the six-day cycle, either on the odd days, (Day 1, 3, 5) or the even days (Day 2, 4, 6).

There are seven sections in the 100 and 101 courses. The number of students in each class varies. The number of students in each class is shown in Table 5.

Table 5  
Class Size

100 Course		101 Course	
Section	No. of Students	Section	No. of Students
1	33	5	33
2	40	6	46
3	23	7	37
4	25		

Most of the Grade ten English classes take place in what is called the "English open area." (Figure 2). This area was created during the first year of the elective program's operation. Usually two classes are scheduled into  $E_1$  and  $E_2$  (the actual open area). One class is scheduled into  $E_3$ , a traditional classroom. Figure 2 illustrates how the rooms are equipped. There is internal access between the rooms.

It was considered likely that the implementation of the new program would be influenced by the school setting. Also, the program would probably have some effect on the school milieu. Therefore both the school setting and the elective program have been described briefly in an attempt to give the reader a general picture of the milieu in which the implementation took place.

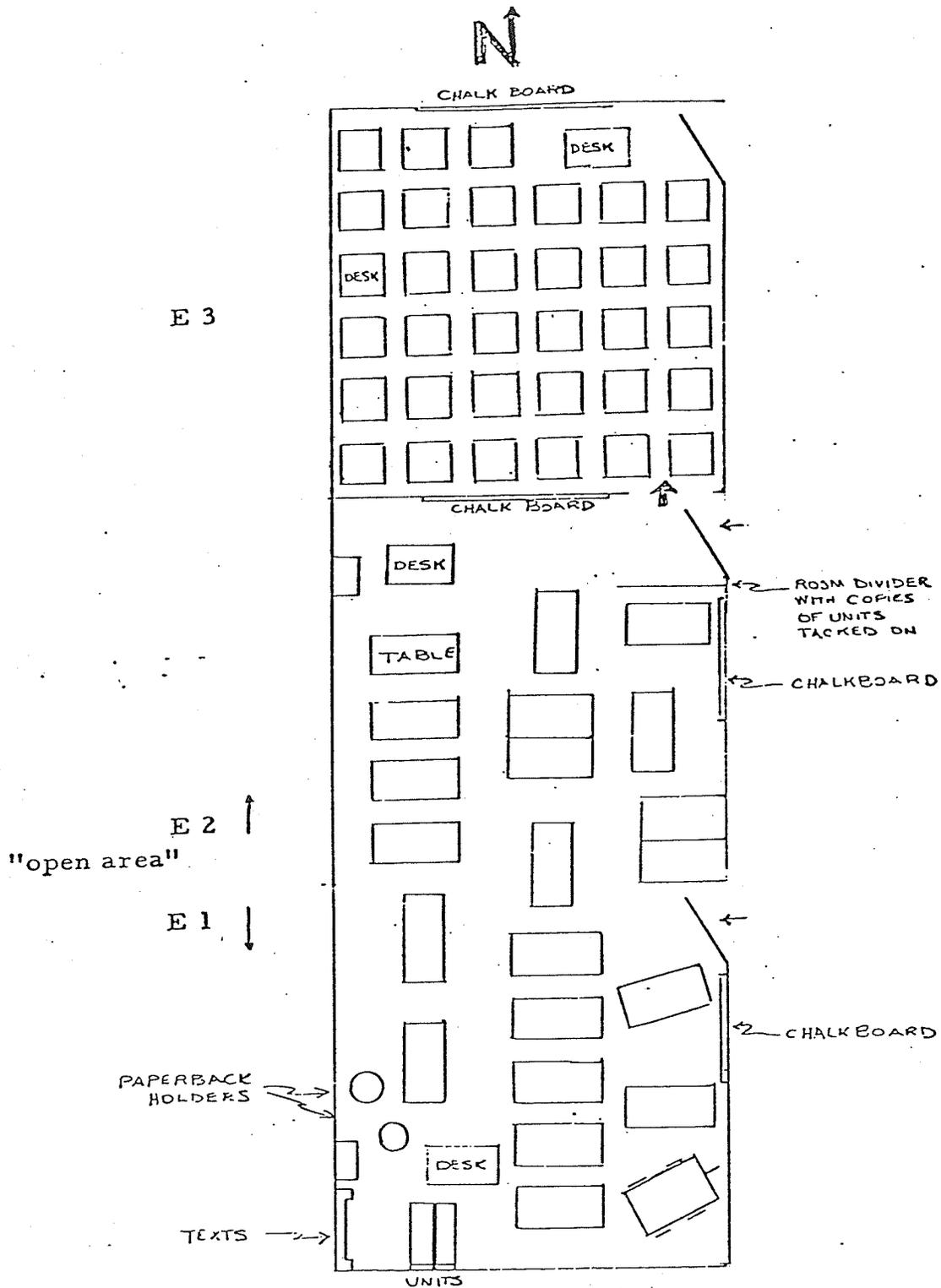


Figure 2: An enlarged section of the English area.

Note the removal of the wall between E<sub>1</sub> and E<sub>2</sub> and the addition of a door between E<sub>2</sub> and E<sub>3</sub>.

## Chapter 5

### PHASE ONE - THE EXPLORATORY STUDY: RESULTS, FINDINGS AND IMPLICATIONS FOR PHASE TWO

#### INTRODUCTION

The purpose of this study was to describe the process of implementing an English elective program in grade ten in an urban high school. It began October 20, 1975, and ended January 26, 1976. The methodology consisted of two phases. The first phase attempted to get an initial picture of how the program operated within the school setting. The procedure consisted of observing the program in operation, questioning various people about the program, and examining documents which pertained to the program. (See Table 6).

The analysis of the data took place throughout the first phase in an attempt to move with the implementation process. For example, early in the study it became clear that the teachers presently in the elective program were planning to modify it. Thus, interviewing them as soon as possible and monitoring their meetings became a priority. The researcher tried to portray the process as it occurred.

The data from the first round of questioning, observing, and document-collecting was analyzed when Phase One ended. These findings were used as the basis for making decisions about what the study would focus on in Phase Two. These findings also helped to refine the data-collecting instruments in an attempt to make the procedure in Phase Two more systematic.

Table 6

A Summary of the Methodology used in Phase One  
in the Evaluation of the Grade Ten English Elective Program

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1. Methods
    - 1.1 Questioning - conversation, informal interviews, group discussion
    - 1.2 Observation
    - 1.3 Documents - reports, minutes, elective units.
  2. Persons
    - 2.1 Teachers and Pupils - grade ten (1974-75 semester 1 and 2)
    - 2.2 Teachers and Pupils - grade ten (1975-76 semester 1)
    - 2.3 Teachers - grade eleven
    - 2.4 Others - administrators, counsellor, teacher aide.
  3. Situations
    - 3.1 Open area - pupils and teachers
    - 3.2 Classroom - pupils and teachers
    - 3.3 Other school settings - staff room, prep. rooms, corridors
    - 3.4 Meetings - about the elective program
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Chapter 5 is organized into four main sections and the data will be presented in the following way. First, the data from the questioning procedures will be presented separately. The findings from all questioning procedures will be discussed at the end of this section. Secondly, the results from both observation procedures will be presented separately and then the findings will be discussed. Then the documents will be discussed. Finally, a summary of the findings from questioning and observing will be presented and their implications for phase two of the study will be discussed.

## QUESTIONING

During the exploratory phase of the study, an attempt was made to obtain the participants' perceptions of how the elective program operated. In general, two kinds of questioning were used to gather this information. First, the researcher was involved in several conversations with students and teachers. These conversations were initiated by the researcher with a question such as, "How do you like the elective program?" or "How are things going?" or "How does the elective program work?" Another source of data resulted from conversations initiated by a question or a remark from a participant. For example, on one occasion, when the researcher was seated at the back of a classroom, a student asked, "Who are you?" A conversation resulted where the student commented on the elective program. These conversations were recorded in Field Notes shortly after they took place.

The second method of questioning consisted of discussions guided by the topics which were suggested by an unstructured questionnaire. There was some variation in the way these interviews were carried out. During the first few days of the study, the teachers who were presently teaching in the elective program (semester 1, 1975-76), were interviewed in a seminar room and the interview was recorded on audiotape. The tapes which resulted were transcribed later. The second period of interviewing took place during the first two weeks of January 1976. By this time, the interviewer "was like one of the staff", as several of the staff said. Since the interviewer had also become more adept at recording data on the spot in a way that was not inhibiting to the participants, and more skillful in listening and questioning, the tape recorder was considered unnecessary. For these reasons, the interviews were recorded as notes and later transcribed. It was also necessary to make some changes in the method of interviewing the students. The students presently in the grade ten program (semester 1, 1975-76), were interviewed individually or in small groups,

during their English classes. The students from the previous year's program (1974-75), now in grade eleven, were harder to contact individually. Due to constraints of time and the interviewer's desire to contact as many students as possible, the grade elevens were interviewed as two classes (200 and 201). In effect, the interviewer sat with the students and participated in a group discussion about their experiences with the elective program.

The procedure used with each group of participants will be discussed more fully with the results.

The following program participants were contacted:

a) students and teachers from 1974-75, and b) students from semester 1, 1975-76. Although the program participants were the main objects of attention, non-participants who were affected by the elective program were also contacted. The grade eleven English teachers, two administrators, a guidance counsellor, and a teacher aide were interviewed to obtain their perceptions of the program.

## CONVERSATIONS

The teachers were willing to talk about the elective program. During the conversations they readily volunteered information about how they thought the program was operating.

At different times during the course of the study, teachers suggested that this kind of evaluation was needed and a positive factor in the development of a program. The Field Notes record a teacher comment: "...it is good to have someone come in from the outside because teachers get so entrenched in their own programs that they really don't know what is going on." (October 21, 1975). Another teacher said that they needed "critical information about the elective program." (October 21, 1975).

Teachers tended to volunteer their comments; it was not necessary to direct a line of questioning. This was the case especially where two or more members of the teachers from the elective program were talking with the researcher. In these cases, the teachers would carry the conversation. Since the researcher was present for most of the day during the first two weeks of the pilot study, it was possible to come into contact with the participating teachers on a regular basis. The meetings were unplanned and conversations were spontaneous. It was not necessary to seek out people to talk with. Because of the facilities of the school, that is, large, comfortable staff lounge, staff dining room, and prep. rooms, and the school timetable which included period breaks, prep. periods, and staggered lunch breaks, there was ample opportunity to meet with the staff regularly.

During the first few days of phase one, the teachers in the program expressed their views about different aspects of the program. They talked about the problems they had encountered.

One of the problems mentioned by the teachers was the shortage of textbooks. Another was that the study program suggested by the elective units was not working out as they thought it should. One teacher said:

"we're teaching the content as it was specified in the program guide; but aren't sure about the approach." (Field Notes, October 21, 1975)

Several people said that the teachers who had been instrumental in setting up the elective program had received some criticism about it. The Field Notes record five comments made in separate conversations between October 20th and 22nd to this effect. The date and source of the comments are:

<u>Date</u>	<u>Source</u>
October 20, 1975	teacher in third semester with electives
October 21, 1975	teacher in first semester with electives
October 22, 1975	grade eleven teacher
October 22, 1975	teacher in first semester with electives
October 22, 1975	teacher in third semester with electives

A representative comment was: "The department as a whole, myself included, has been critical of the program. R. and T. are bearing the brunt of it." (Field Notes, October 21, 1975).

The teachers who had been instrumental in implementing the program (the developers) said that they had expected more input from the other teachers who had taught in the program at some time or other. One of the developers said that he couldn't see how anyone could criticize units that someone else had made for a specific situation. He said, "If they don't like the units, why don't they change them?"

The teachers also mentioned that two steps had been taken in their attempt to resolve some of the problems. The first was that they had requested the grade eleven teachers to submit a list of their expectations for students entering the English 200 and 201 programs. The second was that they had agreed to meet regularly Wednesday mornings at eight o'clock to resolve the most pressing problems and to plan changes for the coming semester.

The results of this early, informal questioning was to give direction to the study. Although interviews had been planned as part of the methodology, when they were to be conducted was not specified. Since the teachers were about to begin planning changes in the program, it seemed important to learn how they perceived the program before any changes were made. At this point, the researcher decided to monitor the meetings in an attempt to describe this aspect of the implementation process.

## UNSTRUCTURED QUESTIONNAIRE AND INTERVIEWS

The interviews in which the unstructured questionnaire was used attempted to obtain data about the program's operation. It was important to talk with as many people in the school as possible in order to see how they were affected by the program. The presentation of the results of these interviews will be in the following order: First, the interviews conducted with the teachers presently in the elective program (1975-76) will be discussed. Secondly, the results from the interviews with one teacher from the 1974-75 program will be presented. Third will be the views of the grade eleven English teachers. Finally, the students' perception of the program will be presented, those of the 1975-76 students being followed by those of the 1974-75 students.

### Teacher (1975-76) Interviews

The teachers who were teaching in the elective program during semester one 1975-76, were interviewed using an unstructured format. The following topics were raised for discussion and each person responded with little direction from the interviewer:

- origins of the elective program
- operation of the program
- problems that had been encountered
- solutions attempted
- strengths of the program
- weaknesses of the program
- directions the program should take.

The objective was to get a record of their perceptions. The interviews took place privately in informal settings between October 29th and November 3rd, 1975. A tape recorder was used to record the discussions. Prior to the interviews the teachers were told the purpose of the interview, how it would be used, and that all replies would be confidential.

Since there had been several conversations between the teachers and the interviewer before the interview took place, the teachers seemed comfortable and at ease. The teachers were open in their comments about the program, as they had been on previous occasions.

Lack of Organization. Most of the teachers said they had experienced some difficulty because of a lack of organization within the program. This applied to the program in general. Some representative comments were:

"...very little direction in terms of how you will to this or that. "

"...thrown the units and thrown to your class. Go. It was a sink or swim thing. "

"There were not enough books. "

"There was not enough coordination of efforts... the use of materials etc. "

"It was hard to know who had what or what materials were available. "

One teacher's comment seemed to sum up the teachers' feelings about the lack of organization: "...like a car, always mechanical problems ... spend too much time fixing. "

Course Administration. Besides the problems encountered because of lack of coordination in the program in general, individual teachers said they had experienced difficulties in administering their courses. The amount of "paper work" a teacher had to contend with was a common complaint from those teachers in the program for their first semester. Some typical comments were:

"There is a tremendous amount of written material that has to be marked -

many times more than in a traditional program. And it has to be done over a two and one-half week period. "

"I found it time-consuming - the running off of material, getting units ready, marking."

Skills. Another concern was that students were experiencing problems in their English because their skills were not adequate. These teachers recognized this but expressed frustration because they were unable to resolve the problems. One of the comments was:

"...students are experiencing severe difficulty with spelling, language, punctuation - there is no time to help them with problems. The only feedback they get is in the seminar or in their written mark - by that time they have moved on to another unit and are making the same mistakes again."

One teacher said that the grade eleven teachers had complained about the students' lack of language skills. He said that there was a tendency to mark more superficially now because of the increased marking requirements of the elective program.

"A teacher has to check spelling, grammar, etc. regularly or the student becomes a sloppy writer - most sentence mistakes are caused by carelessness, not by a lack of knowledge."

Another teacher said, "A teacher shouldn't complain about a student's lack of skills when they're not being taught." This issue seems to be causing some anxiety for these teachers.

Motivation. Teachers commented on the lack of motivation of some students to choose their own units and activities and to work on their own:

"Some kids can't handle it...they sit around and do nothing."

"They want a teacher to say this is what you have to do, this is when you have to do it."

"Some kids can't cope with the freedom...not enough maturity."

Other students were having difficulties for other reasons:

"The quiet ones who are having trouble are ignored in a way."

"The 101's are not as willing to come up and talk."

Advantages. When discussing the advantages of the elective English program, the teachers made several positive comments:

"I think it is a good program...I have a good feeling about it."

"You don't have to worry about covering a lesson each day. You can devote your time to the kids. They have units to work on - you spend your time moving around talking to them."

"...get to know the kids...relaxed."

"It is a relaxed atmosphere for a teacher...really nice."

They stated that the program fostered qualities that were good for the development of the student. Most of the teachers mentioned that students developed "self-discipline" and a "sense of responsibility". Students were motivated because of "the freedom to choose." One teacher said, "The kids are very happy, they can choose books that appeal to them."

Program Origins and Directions. The responses to these items will serve the purpose here of providing the reader with some background information on the teachers' perceptions of the program's intent. It will also serve as a starting point to discuss their perceptions of the directions in which the elective program should go. One teacher said:

"The original idea was that a relatively loose structure allowed the individual teacher and student to adapt to the program. For example, the units were meant originally as guidelines - if students didn't like them, they could make changes. Some of the new teachers had trouble because they thought the units had to be followed exactly as they had been written."

Another teacher said:

"Social development is important in this school... it comes about more readily when students are freer. We thought we could give the kids essentially the same background as the traditional approach gives, but by changing the methodology we could bring about more development in the affective domain... We tried to develop responsibility through providing a freer atmosphere. But the program doesn't help us to relate to the academic aspect of the material. The program doesn't lend itself to the study of characterization in the novel, the study of poetry and the short story. We should try to integrate the two."

Another teacher commented that the program had to take a different direction in regard to skills development:

"Students should have the confidence that they will be going into grade eleven with the basics. They should understand literary terms... how to write a test; they need these things besides responsibility and self-discipline."

"We are going toward a more teacher-centered approach for kids who want to study English beyond high school."

"Those needing remedial help could be pulled out of the regular class for a month or so and be given credit."

Some directions were suggested to alleviate the administrative problems:

"Pre-planning is essential to get away from mechanical problems."

"There is a lack of administrative structure... we need some kind of structure to administer a program like this."

"We need some clerical help, a full-time professional would solve some problems."

"The more unstructured the program, the more structured the teacher has to be. The teacher has to know why something is being done."

### Teacher (1974-75) Interviews

The perceptions of the teachers who had taught in the elective program during one or both semesters in 1974-75 were considered important for two reasons. First, they would provide some historical data about the implementation of the program. Secondly, how they viewed the program in retrospect might give the study a different perspective. This may be helpful in understanding the causes and reasons for certain phenomena in the present program.

These interviews took place between January 6, 1976, and January 14, 1976. The items that had been used in the previous teacher interviews were used as a basis for the interviews. They were:

- origins of the program
- operation of the program
- problems encountered
- attempted solutions
- strengths of the program
- weaknesses of the program
- directions the program should go.

The teachers knew the purpose of the interview. They were told that their comments would be considered confidential. The interviews were recorded in note form by the interviewer and transcribed shortly after.

Origins of the Program. The teachers said that the elective program had derived mainly from the interest and energy of three teachers. Two of these people were still on staff and taught in the program. These developers had drawn up the administrative guidelines and had presented their ideas to the school administration and the other English teachers. Both groups had expressed a willingness to try out the elective concept in grade ten. The administration had provided financial and moral support. Three other teachers, including the reading instructor, joined the developers in implementing the program. They wrote and revised elective units and also helped in the formulation of policy.

One of the teachers (not a developer), said that the rest of the department had not been very helpful in the implementation process. One comment was, "We sat back and took a 'show me' attitude." One teacher said, "I felt like Cassandra saying, 'I told you so!' all the time."

Poetry and Shakespeare. Most of these teachers said that they had had trouble teaching the Shakespeare, poetry and essay-writing units. In the first semester, the students did these units individually but teachers said that it "didn't work out." They spent too much time giving the same information to the students individually. Also, they said they were not satisfied with the students' work. One teacher said that he had been teaching grade eleven English during the same semester and "knew that the students in grade ten weren't being prepared."

During the second semester, two teachers said that they had taught parts of these units with the students as a group and the result had been better. However, they said that they still had other groups, doing different units, to attend to.

One teacher said, "Something like Shakespeare was done poorly by the majority of students - and taught poorly."

Program and Course Administration. Some of the teachers interviewed said that they had found the program disorganized when they taught in it. They said they were trying out many things for the first time and were prepared to make changes. One teacher said that more clerical help was a "must" in this kind of program.

They said that they had encountered problems which were related to the administration of the program. They had found the marking heavy. They said they had experienced difficulty getting the books they needed for some of the units. They had found that it took extra time to keep track of attendance when they attempted to "mix up" the students from the 100, 101, and 103 programs.

Most of the teachers said that they had had a problem with students copying each other's units. In the second semester, the teachers had marked and returned the students' work, then had requested it be turned back in. They had hoped to solve the problem of copying in this way.

Some of the teachers said that the heterogeneous classes which consisted of students from the 100, 101, and 103 program were a good idea. They said they helped the slower students. Other teachers said that the students tended to group themselves roughly into ability groups anyway and so it was "a waste of time."

All of the teachers said that the students in the 103 program did not like the elective approach because they wanted more direction. Some teachers said that many 101 students also found the elective program difficult because it tended to leave too much up to the student.

Strengths. All of the teachers interviewed said that they found the use of seminars an advantage. Some of the reasons cited were: it provided a forum for the exchange of ideas; it encouraged students to be more tolerant; it helped to encourage a better rapport between teachers and students. One teacher said the seminar was "a seductive teaching method."

The teachers said that this program encouraged them to make better use of the community. Many students chose activities that required them to go into the community.

Other advantages which the teachers mentioned were that:

- they were able to establish a better rapport with their students;
- the students seemed happier;
- "some kids really got into their work;" and
- they could do more counselling. One teacher said that the use of the Proposal Form (Document #9) facilitated counselling.

### Staff Interviews

The perceptions of those people who might be affected by the elective program were considered important in this study since its concern was to describe the operation of the program within the school setting. Although these people were non-participants, they would likely be affected by the program's administration, its strengths and weaknesses. Their views might influence how the program operated.

These people were contacted at different times during the first phase of the study. The discussions with them generated from the question, "What effect has the elective program had on you?" The resulting discussion was recorded shortly after it occurred.

Grade Eleven Teachers. The three teachers who taught the grade eleven English program discussed the elective program mainly in terms of how well their students were doing. Their students had been in grade ten during the program's first year of operation.

The teacher who taught the 200 program said that the students were very weak in work with poetry, Shakespeare and essay-writing. This teacher said that the elective program lacked continuity and the students' skills were adversely affected. The teachers in the 201 program said that they thought the students were weak in reading and discussion skills.

Reading Instructor. The teacher who was responsible for the reading lab had been involved in the implementation of the elective program since its beginning. He said that he was supposed to be responsible for helping with the development of spelling, writing and reading skills. He was involved in remediation as well. During 1974-75 all the students took the Reading Lab units. At this time the Vocational students (103) were in the elective program. The teacher said that he thought the 103's did not like it and that "they couldn't work under this philosophy - it was too loose."

During the 1975-76 semester one, he worked mainly with the 103 and 203 students. However, he said that "twenty or thirty students" took the Reading Lab unit this semester. He said that two teachers in the grade ten program "refer kids to the Reading Lab." This teacher said that the problem was that the two week period was "too short a time to do much skill development." He said that he felt the two week period might be useful for "well-motivated kids whose skill deficiencies weren't too great." He said that in his opinion there were a number of students in the 101 program this year whose reading skills were as weak as those of the 103 students, but couldn't be scheduled into the reading program.

Administrators. Two administrators were contacted. One was interviewed in depth about the elective program. The focus of this interview was the effect it had had on him as the administrator responsible for the program. Also, he was asked about how the program was developed.

He said that the program had been initiated by three of the English teachers. They had been interested and enthusiastic, so they were allowed to try it out. He said that the administration had faith in the staff and allowed them to initiate programs. He said that his role was to help teachers to realize their objectives. He had tried to give them as much support as possible. The change of program in itself might result in more interest but he thought the feature of student choice would result in improved student interest. He had had no complaints from the students about the program and he felt that "happy kids and happy teachers resulted in more production".

Guidance Counsellor. One of the guidance teachers was contacted in order to determine how the elective program had affected their students. This person could recall only one reference to the program. This was that the students liked being given a chance to choose their books.

Instructional Aide. The aide worked in the English department half-days. The elective program had meant considerably more typing for her. There had been a quantity of typing and duplicating when the program was initiated and the stock of elective units was being built up. After that, the unit revisions came periodically. In semester one, 1975-76, there had been more last minute duplicating and when the units were being revised, considerably more typing. She said also that she had trouble keeping track of the books. They were not being returned by the teachers. Some books were in the open area, some in a preparation room, and some were in her office. Thus when a teacher came to her looking for a set of books, she often was not able to help.

The findings from the results of the staff interviews will be presented together with those from the other data-collecting procedures later in this chapter. The results of the student interviews will be discussed now.

### Student Interviews

The purpose of the student interviews in the exploratory study was to attempt to obtain data that would a) help to describe the operation of the elective program, and b) aid in the development of the structured questionnaire for use in phase two. To this end students from the 1974-75 program and students from the 1975-76 program were interviewed. The students' views of the program were considered essential for a complete description of the program's operation.

The results of these interviews will be discussed in two sections. First, the results of the interviews with students presently in the elective program will be discussed. Secondly, the results of the group discussions with the grade elevens will be presented.

The general procedure for the student interviews was discussed earlier in this chapter. The different approaches to these interviews were outlined. Further details will be described before each of the two sections. The following items were used as the basis for the interviews:

- operation of the program
- problems encountered
- solutions attempted
- strengths of the program
- weaknesses of the program.

The reader will notice that the same general items were used to question all the participants.

Students 1975-76

These interviews took place during class time. The students were in their regular classes. The interviewer entered the room, sat down at the same table with the students and said, "I'm trying to find out about your English program. Will you tell me about it?" Sometimes, while the researcher was involved in general classroom observation, he would sit with students and talk with them about their activities. The same general topics were discussed. Sixteen of these students were interviewed.

Program Operation. The students interviewed did not hesitate to discuss deadlines and what they were required to do. They talked about their responsibilities. One student said, "We have a choice - we can work very hard and finish early, or take it easy and finish on time - or a bit late." When the interviewer asked what the student considered "working hard" the student replied, "Working through the complete period and doing about three hours homework every night." By working at an "ordinary pace" without doing homework it was possible "to finish on time or a day early."

The students interviewed explained how the elective program operated in regard to the number of units they were required to do, the length of time for these units, the procedures followed if they did not complete the required number of units by the end of the semester, and the evaluation procedure. Some of the comments were:

"We choose 7 units out of 15 or so."

"We work at our own speed."

"If we don't get finished we get an incomplete.  
Then we have two months to finish."

Some of the students did not know about the Evaluation Form (Document 10) because they did not use it. Others explained how it worked. Two students said that the grades which the teacher assigned each category in the Evaluation Form coincided or exceeded those which they had assigned.

Although all the students explained how the time period for the completion of the individual unit operated, the procedure varied. While some students said they were required to have the unit in within a day or so of the two week period, others said it didn't matter how long it took to complete. Another student said the teacher penalized him after the third "late" unit. Two students said they were one unit "behind," but were sure they could finish by the end of the semester.

Strengths. The students said that the units were "okay", "good", "kinda dumb." Although all those students interviewed said that they could have modified or rewritten units, none had done so. The reasons cited were that it was too hard or it took too much time.

Most of the students interviewed said that they liked the elective program and that they had not had any problems. Some of their comments were:

"I like to be able to choose units and to work at my own speed. "

"It's not as hard as I've had it. "

"...get lots of help from the teacher. "

"...could use more grammar and spelling. "

One student said that the elective program allowed him to work when it was necessary and he could plan his year around sports.

Weaknesses. Four of the students interviewed said they did not like the elective program. These students were from one class. Some of their comments were:

"I got A's last year in language; this year I got D's in 100, so they moved me to 101 - now I get C's."

"All we do is write stories. I don't know what I'm doing."

"We never discuss anything."

"My language hasn't improved - I'm still making the same mistakes."

"We don't get our marks back until we are about three units ahead - we don't know how well we are doing."

One student said, "It is hard to get used to working on your own. We're used to the teacher standing up and talking all the time. This way you have to do it on your own." This student said that as yet he had not handed in any units.\*

While talking about problems that had been encountered, one student said that there had been some difficulty finding examples for definitions of terms used in poetry. He gave metaphor as an example. However, the student mentioned that the teacher had helped with this problem. Two other students commented that the teacher had helped them when they had had difficulty.

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\*The reader might be interested in the fact that the interviewer asked about this student during the second phase of the study and was advised that the student had stopped attending English classes around Christmas.

### Students 1974-75

These students were taught in either semester one or semester two of the elective program's first year of operation. Their views were considered important in this study for three reasons. First, they might be able to point out whether or not the elective program had prepared them for their grade eleven program. If they felt it had not, they would be able to say where they thought the program was weak. Second, their perceptions would help to develop a picture of how the program was implemented. Finally, their perceptions would contribute to the development of a structured questionnaire for phase two. The students' perceptions will be presented as they were recorded, in separate classes.

These students were interviewed using the same general topics as the other program participants. They discussed the elective program as a group. The interviewer acted as a group leader or chairman, not talking much, but asking for clarification when necessary and keeping the discussion from moving tangentially. The students and the interviewer sat in desks and chairs arranged in a circle. There were eighteen students in the 200 class interview which took place January 14, 1976. There were 32 students in the 201 class interview which took place January 15, 1976.

Program Organization. The majority of the students in the 200 class said that the program required more organization. They said that it seemed disorganized at times and uncoordinated. They suggested that there should be greater attempt made to coordinate the students' work in the units. They recalled that they had been confused about evaluation procedures. One student said that she had thought she had done well in grade ten English, but had been "clobbered" when she began grade eleven work.

One interesting result was the fact that students frequently indicated that their experiences had been different. During this discussion, statements such as, "mine was not like that at all", or "our teacher didn't do that" occurred several times. This occurred when the opening statement was in praise or in criticism of some aspect of the program. They seemed to agree among themselves "that it depended to a large extent on their teacher."

Skills. Some students said that they had found that the Shakespeare unit and the essay-writing did not prepare them for grade eleven work. However, several students commented that they had found the reading lab unit worthwhile and that they felt it should be made an on-going part of their English program.

Strengths. Some students said they liked being able to choose the units for their course. Almost every one in the group said that they had been motivated at least once to work beyond what was required by the unit outline. Some recalled that they had been confused about whether or not they could spend longer than two weeks in the units. A few said that they had been afraid that they would get behind if they went over the suggested two week limit.

Weaknesses. The students said that they felt the elective program had been geared more for outgoing students and that a shy student would not ask questions or request help from the teacher. As a result, they felt that these students did not make much progress at times.

Several students in this group said that they believed the grade ten program had been geared to "a lower level of English" and that they hadn't been challenged sufficiently in the program. Some of the students said that they had been upset when they weren't allowed to keep their completed units. They said they had done good work and wanted to keep it.

The students in the 201 program said that they felt the elective program had not encouraged them to improve their writing. Several people in this group said that their time in the reading lab had not been useful because they were there for too short a time. One student said that, in her view, it had been worthwhile because she had been booked into the lab for a longer period of time.

The majority of these students said they had found the units "okay." No one had attempted to write up his own unit because "it was too much work", they said. Two people said they had done more work than was required by the unit because they had become interested in it. These students said the seminars were "useless." A few students said that they thought their units should be returned. One student said that he thought students should have some say in what the objectives of an English course should be.

#### FINDINGS: QUESTIONING

The purpose of the questioning procedure in this study was to determine how the people who were involved in the elective program viewed its operation. Their views were of central importance in this study since one of the objectives was to provide the program members with feedback so that a basis for change could be established.

The purpose of this study was to provide the English department with a description of the operation of its experimental English program. The views of the program's participants are central in providing this feedback. Thus, different questioning procedures were employed to gather these data from several sources. In phase one, data from questioning was used to help to portray the operation of the program and to aid in the development of a structured questionnaire in phase two. As the study continued, these data were reinterpreted in the light of new findings.

The findings from the questioning procedure will be presented in two parts. First, the participants' perceptions of (a) the program's strengths (Table 7), and (b) the program's weaknesses (Table 8) will be discussed. Then other findings will be presented which pertain to the results of questioning the participants from semester one, 1975-76.

Table 7

## The Participants' Perception of the Elective Program's Strengths

Participants	S T R E N G T H S				
	Allows freedom of choice	Students motivated to work	Promotes good rapport between teachers & students	Develops self-discipline & responsibility	Encourages individualization
Students 1974-75	X	X		X	
Students 1975-76	X	X			
Teachers 1974-75	X	X	X	X	X
Teachers 1975-76	X	X	X	X	X

Table 8

## The Participants' Perceptions of the Program's Weaknesses

Participants	W E A K N E S S E S			
	Poorly Organized	More Administrative Work	Some Students Not Motivated	Skills, Shakespeare, Poetry, difficult to teach
Students 1974-75	X		X	X
Students 1975-76			X	X
Teachers 1974-75	X	X	X	X
Teachers 1975-76	X	X	X	X

### Strengths of the Program

Choice. The results seem to indicate that most of the participants had experienced the same strengths in the program. It allowed the students to select certain units to make up their English course, and there was also a choice within the individual unit. This finding is consistent with the literature on electives, since it was most frequently listed as a major advantage by students and teachers.

Motivation. The participants also agreed that it motivated students to work. It is reasonable to expect that students could be motivated by giving them a choice - a 'say' in what they were going to study. However, students might have been motivated by the open classroom or by being allowed to work with friends, or by a number of other factors. Also, an interesting finding related to student motivation was suggested by the results of the student interviews. Although all the students interviewed said they were aware that they could revise units or write new ones, none of them did. They said it was too hard or too much work, even though they were not satisfied with the existing units. This finding might question the program's assumption that students will develop their own units by simply providing the opportunity.

Self-Discipline. The results would suggest that most of the teachers and students agreed generally that this elective system encouraged self-discipline and a sense of responsibility. However, there was a feeling that those students who were well-motivated, disciplined people did very well, while those who did not possess these qualities had difficulty.

Rapport. The results indicate that the teachers felt that this program encouraged a good rapport between them and the students. It was student-centered, and the teacher operated as a resource person who

guided them, They thought that this encouraged a positive teacher-student relationship. The results seem to indicate that the teachers from both years had experienced more opportunities for individualization with the students in their classes. They found more opportunities to counsel students and to get to know them than they had in other programs.

#### Weaknesses of the Program

Motivation. A reading of the results would indicate that the program participants agreed on some of the weaknesses as well as on the strengths. They seem to agree that some students were not motivated to do well in the program. Those who required more direction and who would not consult the teacher seemed to have difficulty. The results show that the Vocational students had been taken out of the elective program beginning in September 1975 because they had experienced difficulty with the lack of structure in the program.

Skills. A significant finding was that the participating groups agreed that their experience with either language arts skills, Shakespeare, or poetry had been unsatisfactory. The results of the grade eleven teachers' interviews would seem to confirm that the students they were teaching, who had been in one grade ten elective program, were weak in these areas.

The students in grade eleven, especially those in the 200 program, seemed to be upset because they felt that they had not been adequately prepared for the grade eleven course. The teachers from both years said that they had experienced difficulty teaching in the areas where the grade elevens were experiencing difficulty. Generally, the results suggest that the elective program did not stress the development of language arts skills; it did not appear to accommodate remedial help for those students who were experiencing difficulty, and less rigorous marking seemed to make the problem worse. The results seem to indicate

wide-spread concern among the program participants.

Organization. The results show that most of the participants had found the elective program disorganized. In its first year of operation (1974-75) the elective program could have experienced some organizational problems in getting started. During the first semester (1975-76) the presence of new teachers might have had some effect on the program's organization. The results show that some of the participants seemed to expect a common organizational and administrative policy for all the teachers in the program in regard to length of units, coordination of units and evaluation. Other participants felt that each teacher was at liberty to "interpret" the general program for his classroom. This would seem to be supported by the difference in student perception about the operation of the elective program, especially in 1974-75.

More Administrative Work. The results suggest that if the teachers had had difficulty administering the program, the students might find it disorganized. For example, if the teachers had trouble obtaining or keeping track of textbooks, the students would find that they had to wait for certain books, or to share copies.

The results show that some of the teachers had experienced an increase in "paper work", marking, duplicating, and keeping records. These results might suggest that the 1975-76 program was affected because the new teachers did not have time to revise the elective units they were teaching. Thus, they had difficulty for most of the first semester.

### Other Findings

Constraints. During this initial questioning period, the researcher became aware of certain constraints which influenced the implementation of the elective program during this semester (semester one, 1975-76).

Parlett mentions that,

there are numerous constraints (legal, administrative, occupational, architectural and financial) on the organization of teaching in the school; there are pervasive operating assumptions (about the arrangement of subjects, curricula, teaching methods and student evaluation) held by faculty; there are the individual teachers characteristics (teaching style, experience, professional orientation, and private goals)....<sup>1</sup>

This would seem to be true from what was experienced in this study. The first constraint was an unanticipated increase in student enrollment in September, 1975. In June 1975, the budget figures show that 1300 students were expected in September. In September, 1392 students were registered. This increase would undoubtedly have affected class size, number of texts required, and the amount of paper work a teacher would have. These factors all seem to have affected the English elective program.

Another constraint was that the program had three new teachers in it starting in September 1975. They had to become familiar with it. Their period of initiation seemed to have had an effect on the operation of the program. Also, their ideas about a teacher's role and how (s)he should function might influence how they performed in the program. If a teacher's philosophy about teaching was quite different from that reflected in the design of the elective program, the program might be affected.

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<sup>1</sup>Parlett and Hamilton, Evaluation as Illumination, p. 12.

Teacher Attitude. The teachers in semester one (1975-76) indicated in their interviews that the program was not operating as they intended. Although everyone interviewed made positive comments about the elective program, it was evident that they had experienced some frustration. The teachers who had been instrumental in developing the program expressed some frustration because:

- they had received the brunt of the criticism directed at the elective program by the English teachers,
- they felt that the other members of the English department could have contributed more to ensure the success of the program,
- they felt that they should not be expected to make the program run and that it was not their responsibility alone.

The teachers who were teaching in the elective program for their first semester had experienced some frustration because:

- they had not understood how the program was supposed to operate,
- they had not received any guidance and the program seemed disorganized to them,
- they had run into some problems when teaching which seemed to be caused by the program.

Elective Meetings. There seemed to be a common feeling among the teachers that the regular elective meetings they had planned would be valuable. The results show that during the first few days of the study, several teachers had commented that these meetings were

imminent and that they would help to get at the problems. The results seem to indicate that they were motivated by these factors:

- they had encountered difficulties teaching in this program and did not want to spend another semester like the present one.
- they thought the program had potential, but was not operating as it should.
- other English teachers had been critical of the program.
- an evaluation of the program had begun..

Student Attitude. There was considerable difference in the attitudes of the two student groups to the elective program. The students from the 1974-75 program tended to be negative while those from the 1975-76 program were largely positive. The interviewing procedure differed - the students from 1974-75 were interviewed as two groups, while the 1975-76 students were interviewed individually or in small groups. It seemed possible that the students interviewed as a group might have been influenced to respond negatively to the program because of peer influence while the individual student might have wanted to please the interviewer.

Questioning Technique. The interviewer found that he was becoming more adept at questioning and skillful at recording data as the study continued. It was also possible to focus more adroitly on the concerns of the student or teacher.

### Conclusion

The methodology for this study involved the progressive focusing on issues that were relevant to the problem. This meant that the analysis of data would take place throughout the study. For example,

the data from general observations and conversations were recorded in the Field Notes and analyzed in the Methodological and Theoretical Notes. This process helped the researcher to make decisions regarding the direction the study should take in its pursuit of relevant data. The results of the questioning procedures were interpreted for two purposes. The first purpose was to describe the program's operation in terms of its participants' perceptions of the strengths and weaknesses. The second purpose was to raise questions about the operation of the program or to give the study some clues about the directions it should follow in phase two. These directions or implications for further study will be discussed in the final segment of the chapter after the results and findings of the Observation are presented.

## OBSERVATION

In Phase One of the study, the purpose of the observation procedures was to get a picture of how the English elective program was operating. Periods of observation took place in the classrooms and in the elective meetings. It was also hoped that the first phase of observation would help the study to focus on relevant issues by refining the data-collection instrument and the procedure. No formal observation tools were used in the first phase.

The observation section is organized in the following way: The results of the classroom observation will be presented first. Then, the results of the elective meetings will be described. Finally, the findings from observing will be discussed.

### Classroom Observation

The following general categories were used to describe the elective program in operation:

- physical location
- teacher activities
- student activities
- student grouping
- problems that appeared to exist.

In most cases, the data was recorded in anecdotal form. However, one of the purposes of the pilot study was to help to refine the instruments for use in the main study. Therefore, in the observation portion, different methods of recording were used; the length of the observation periods were varied, and different aspects of the program received the major focus during the different observation periods. This allowed for some development in the observation instrument as well as helping to refine the categories that might provide the most useful data about the elective program.

Different classrooms were observed during different times in the cycle and during different times in the day between October 21 and October 23, 1975. For some visits the classroom visit was pre-arranged, while for others, no arrangements were made. The observation periods occurred during days four, five, and six of the six-day cycle. But since the teachers had the same students in their classes on either the odd or the even days, it was possible to observe all the teachers with most of their students.

During this phase, seven observation sessions were used to gather data about how the program operated. The observation time period ranged from ten to forty minutes. All observations took place either in the "open area" ( $E_1$  and  $E_2$ ) or in the single classroom ( $E_3$ ).<sup>2</sup>

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<sup>2</sup>cf. Chapter 4, p. 41.

In the "open area" students were seated at tables in groups of different sizes, while students in E<sub>3</sub> were seated at desks. During the observation periods there seemed to be no major difference in the noise level or in the participants' activities from one area to the other.

Teachers. The teachers were observed to be engaged in the following activities:

- seated at desk, writing
- seated at desk, talking with individual student
- seated at desk, talking with students as they approached the desk individually or in pairs
- standing in some area of the room, talking with students as they came up or asked questions from their seats
- moving about the room, pausing to talk with individual students or groups of students.

Teachers were observed to spend most of their time talking with students about some aspect of their course. In one twelve-minute interval, a teacher talked with six students individually. There was no rush about this procedure; students got up and went over to where the teacher was located, asked a question or made a statement, the teacher responded, and the student returned to his seat. Everyone seemed accustomed to this procedure. The frequent movement in the room did not seem to bother anyone.

Students. The students were observed in the following activities:

- reading
- writing
- talking quietly to each other
- talking loudly to each other
- talking with the teacher
- walking around

- listening, looking
- other: playing with coins, playing imaginary guitar, pinching, pushing.

Most of the students' time seemed to be spent reading, writing or talking. What they were reading, writing, or saying was not determined. In some cases, the student talk was quite loud but no one showed any concern over this. However, when it became louder and quite obvious that the noise was becoming disturbing to the participants, the teacher requested some modification of behavior.

In some cases, student groups talked throughout the observation period. But student talk did not seem to be any problem unless the group was larger than four. Then the talk became loud. Please note that the nature of the talk was not determined. An exception to this was one situation where a student played an imaginary guitar periodically as he talked with the other students in the group. When there was any activity that could be called "horsing around", it occurred in groups of more than four people.

The student groups tended to be comprised of all boys or all girls. The groups ranged in size from individuals to eight people. However, groups of more than five were not common. When people sat alone, they were observed to read or write for most of the observation period. If there was more than one person, they tended to pause to talk frequently.

#### English Elective Meetings

The teachers who were teaching in the elective program during semester one 1975-76 decided to meet on a regular basis to discuss the problems they had encountered. They wanted to try to resolve them and to plan for semester two. Prior to this, no meetings had been held to

discuss the operation of the elective program with the new teachers.

The object of this observation was an attempt to obtain data regarding:

- the problems the teachers encountered in implementing the English elective program and what they saw as the cause;
- their attempts to deal with them;
- the decision-making process.

Six meetings were held between October 22, 1975 and December 22, 1975. Of these, four were observed on these dates: October 22, October 29, November 5, and December 2. The minutes or the agendas for all the meetings were collected. Most of the meetings were held in one of the school's conference rooms (B40).

Meeting 1<sup>3</sup> October 22, 1975 B40 8:25 a.m.

The first topic discussed as a problem was the textbook shortage. The suggested causes of the shortage were (a) more students than were expected, and (b) more than one teacher using the same books.

The solutions suggested were:

- to have better communication and coordination so that teachers would know what was going on;
- to take a book inventory so that everyone would know what books were available;
- to order the books which were absolutely necessary. (the Budget was over-spent).

The second topic discussed was the elective units. It was suggested that they should be presented to the students in a more organized fashion

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<sup>3</sup> cf. Appendix A, Document #17.

and that the students' choice of units should be limited. A form was proposed to accomplish these two things and was to be presented at the October 29 meeting. The possibility of beginning to revise the elective units was also discussed.

One teacher was particularly vocal during this meeting and most of his comments were about the need for change in the elective program. At one point he suggested that he was embarrassed by the present units. The point stressed was that the program was disorganized and that was why it was not working. The other teachers said very little during this meeting. However, the others agreed that problems existed. There was general agreement about the suggested starting point for the proposed solutions.

Meeting 2<sup>4</sup> October 24, 1975

This meeting was held at the home of one of the teachers. They had decided to meet to discuss the elective program rather than attend the Provincial In-Service (S.A.G.) which was held that day. The observer was not present at the meeting. However, the Field Notes record two occasions where teachers mentioned this meeting.

On the morning of October 27, 1975, the researcher met one of the teachers and asked, "How was S.A.G.?" The teacher replied that they had not gone, but they had met for "seven hours to thresh out problems" with the elective program. The teacher said that it was a very constructive meeting and that they were going to work toward making changes for next semester. On October 28, 1975, another teacher commented on the usefulness of the meeting on October 24, 1975.

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<sup>4</sup>cf. Appendix A, Document #18.

Meeting 3<sup>5</sup> October 29, 1975 B40

The teachers continued in their attempts to solve some of the problems they were encountering. The first topic was the textbook shortage - the "book problem". The Student Unit Schedule was discussed. This was suggested as a means of organizing how the students were offered the units. It would also limit the number of choices a student would have. If all the teachers used this schedule, everyone would be able to see who was doing what at any particular time. This was suggested as a stop-gap measure for the present semester. A teacher asked whether this kind of organization was necessary, since it hampered flexibility.

The book inventory had been completed and a report was made. The second topic was the revision of units. The teachers selected the units they wanted to revise.

Meeting 4<sup>6</sup> November 5, 1975 B40

The teachers continued to discuss solutions to (a) the "book problem" and (b) re-writing units. Some books which had been urgently needed to complete semester one had been ordered. A list of books required for semester two was being compiled.

Two points of view were expressed during the discussion about unit revision. One was that the nature of the unit assignments be changed. The activities should be directed more toward written assignments, and the number of other activities decreased. The other point of view was that the total number of activities could be increased with written assignment activities. This would maintain flexibility and "a teacher could alter a program as he or she sees fit." (Field Notes, November 5, 1975).

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<sup>5</sup> cf. Appendix A, Document #19.

<sup>6</sup> cf. Appendix A, Document #21.

There was general agreement that performance objectives be specified and written for each unit.

The format for revising the units was discussed and agreed upon. The possibility of having 50 per cent of the units teacher-centered and 50 per cent of the units student-centered was discussed.

Meeting 5<sup>7</sup> November 29, 1975

The proposed agenda for this meeting suggested that the teachers intended to continue their discussion about unit revision and their needs for the coming semester. The last item was whether or not they needed to meet regularly now.

Meeting 6<sup>8</sup> December 2, 1975 B40

At this meeting the teachers discussed how the program could be improved. They thought that they should:

- feel free to vary the number of units that were offered;
- try to make more use of each other, e. g. team-teaching;
- request the administration to timetable so that no more than two classes are in the open area at one time;
- indicate that another room would be required;
- up-date the book list as more books arrived;
- not designate the units "academic" and therefore restrict them to students in certain programs. It should be left up to the discretion of the teachers to allow a student to take certain units.

The teachers read and discussed the revised units which were available.

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<sup>7</sup> cf. Appendix A, Document #22.

<sup>8</sup> cf. Appendix A, Document #23.

Meeting 7<sup>9</sup> December 22, 1975

The proposed agenda for this meeting suggested that the newly revised units would be discussed.

#### FINDINGS: OBSERVATION

##### Classroom

The initial observation periods in the classroom had two purposes. The first was to enable the observer to get a picture of how the program operated. The focus for this was the way in which the teachers and students spent their time. The second objective was to gather data that would make it possible to refine the observation procedure for the second phase of the study. This would enable the observation to focus on the issues suggested by Phase One.

The results show that the teachers spent most of their time talking with students while in the classroom. This was significant because it suggested that the students might be receiving a considerable amount of individual help with their course. This also showed that the teachers spent little time directing the class as a whole in their course work. It seemed obvious that the amount of time spent dealing with "housekeeping" questions, such as where this or that could be found, would have to be determined. It would also be necessary to try to determine the amount of time the teacher spent giving the same information to the students individually.

The students in this program were observed to spend their time reading, writing or discussing. Their contact with the teacher was as

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<sup>9</sup>cf. Appendix A, Document #24.

individuals or as part of small groups. It seemed significant to look more closely at the nature of the student discussions.

This observation period was found to be successful because the data suggested how the program participants spent their time. It raised questions to be answered in Phase Two. The data also helped to refine the observation instrument.

The reporting format for the observation schedule was influenced by the initial observation period. At first, classroom activities were noted at two to four minute intervals during the observation period. It was found that by noting the initial situation on entering the observation location - activities, grouping, etc. - that changing patterns of behavior could be noted satisfactorily in a brief anecdotal description. The anecdotal description, combined with the use of category of behaviors checklist was found to be effective for obtaining information about the activities of the participants.

A final finding, indicated by the researcher's experiences with the observation, was that two observers might provide more reliable data about happenings in the classroom. Two independent perceptions of the situations could be used to corroborate results.

### Elective Meetings

Early in the exploratory study it became apparent that the teachers were going to try to make some changes in the elective program. They had planned to meet regularly once a week to discuss its weaknesses and to plan for the necessary changes. It was thought that these meetings would help to give a picture of how the program had operated, what problems teachers had encountered, and how they would go about solving them. It seemed possible that the observation of the meetings could

provide information about the process of change which people experience when they implement an innovative program.

There seemed to be a considerable change in teacher attitude between October 22, 1975 when the meetings began, and December 22, 1975, when they were temporarily discontinued. That the teachers had experienced frustration because of some aspects of the program was suggested earlier in this chapter. This was evident from the results of the first meeting on October 22, 1975, when the program was criticized by one person while the other teachers were silent for most of the time. The stoical attitude shown by the teachers who implemented the program and the silence of the other teachers was symptomatic of this frustration. However, the teachers' attitudes were much more positive by the time the meetings ended in December.

This change seemed to result from the cooperative decision-making process initiated by these meetings. The teachers had worked together as a group to formulate a procedure to improve the elective program. During this process: (a) the "new" members might have learned more about what the originators had intended. This knowledge might have helped them to understand what was going on. (b) the "new" members had written units that reflected their ideas about what they thought was important in an English program. (c) the "old" members were pleased that the "new" members had made a significant contribution to the revision of the units. They were impressed with the quality of the input.

In a brief to the English Department (Document #15) after the first year (1974-75) of operation of the elective program, the teachers made the following recommendations:

Experience has suggested that additional staff in the program function best if

- (a) they write at least one unit,
- (b) they serve equally in administrative duties.

By the end of the observation period both these things had been accomplished, and the teachers' attitudes were much more positive toward the program.

The second significant finding which resulted from the elective meetings was the nature of the changes made in the units. Generally, the trend seemed to be toward a more teacher-centered approach to the elective program. The teachers seemed to feel that certain skills and topics could be taught more effectively by using a more or less traditional approach. The unit assignments, activities and objectives were being spelled out more specifically. Apparently this was one of the ways to become more organized.

The suggestion to make written assignments the focal point of the activities might have come from the teachers' concern about the students' general lack of "skills". It might have been a response to the criticism of the activities of other English teachers in the department. It also might have been an indication that the new teachers in the program felt that writing should be a priority, ahead of other activities.

The decision to state performance objectives for each unit also suggested a changed feeling about the amount of structure necessary in the program. Earlier, in a description of the administration of the elective program (Document #3), the teachers had indicated that there was no need for written objectives. However, in a conversation (Field Notes, December 8, 1975) a teacher had said that performance objectives were for teachers and not for students. This latter statement seemed to be the reason for their inclusion now. When new teachers became involved

in the elective program and taught the existing units, the stated objectives of the units would give them a better idea of what the originator had intended. This decision seemed to represent a significant move toward solving a problem which had affected the implementation of the elective program.

Observation procedures were used in the exploratory phase of the study to portray the implementation of the elective program by describing classroom activities and the English elective meetings. The implications of the findings elicited through observation will be discussed in the final section of this chapter.

### THE DOCUMENTS

A large number of documents were collected during the course of this study. It was intended that they be used for two purposes. First, they were a primary source of information to describe the implementation of the English elective program. Their second function was as a means of corroborating data collected by the other instruments.

The documents were collected as the study progressed. They were analyzed and used as they were intended. They helped the researcher to explain what had happened, and sometimes why something had happened. Throughout this thesis they are referred to to illustrate different points. However, toward the end of Phase One, the documents seemed to take on a new significance. When the documents pertaining specifically to the development of the elective program were selected and arranged in chronological order, they were found to portray the implementation process. Together, they were illustrative of the development of an elective program in an urban high school from June 1974 to January 1976.

The documents have been typed for the convenience of the reader. Only the names of the school division, the school under investigation, and the program participants have been omitted. The following documents are presented in Appendix A:

1. A statement of the school division's general aims and objectives.
2. Minutes of an English Department meeting - June 4, 1974.
3. Outline for the administration of the grade ten English program - June 18, 1974.
4. Proposal for change in the implementation procedure, November 2, 1974.
5. List of unit topics, November 2, 1974.
6. Unit revision - standard format outline - November, 1974.
7. "The View from my Corner" - November, 1974.
8. Creation of the English "area" - floor plan, November, 1974.
9. Proposal form (revised version), December, 1974.
10. Student summary sheet - December, 1974.
11. "What is Individualization?" - February, 1975.
12. General objectives and outline of operation for grade ten English - April, 1975.
13. Reading laboratory (Reading Self-Improvement Program) - April, 1975.
14. A teacher's assessment of the program - May, 1975.
15. An explanation of the grade ten English program - June, 1975

16. Outline for the grade ten English program for 1975-76  
June 24, 1975.
17. Minutes of English meeting - October 22, 1975.
18. Minutes of English elective meeting - October 24, 1975.
19. Minutes of English elective meeting - October 29, 1975.
20. Proposed students' unit timetable - October 29, 1975.
21. Minutes of English elective meeting - November 5, 1975.
22. Agenda for English elective meeting - November 29, 1975.
23. Agenda for English elective meeting - December 2, 1975.
24. Agenda for English elective meeting - December 22, 1975,  
and a list of current units
- 25-28. Sample Units:
  25. Outline for student-designed units.
  26. Sample of student-designed unit.
  - 27-29. A sample of an original English elective unit and  
its revised versions.

A SUMMARY OF THE MAIN FINDINGS FROM PHASE ONE  
AND THEIR IMPLICATIONS FOR PHASE TWO

The procedures, results and findings from the first phase of the study have been discussed in the preceding sections of this chapter. A summary of these findings follows:

1. The operation of the elective program during the first semester of the 1975-76 school year was affected by certain constraints. These were

- (a) the unexpected increase in student enrollment
- (b) the introduction of three new teachers to the program.

2. These constraints might have contributed to the following program weaknesses which were identified by the participants:

- (a) lack of efficient organization
- (b) increased administrative load for teachers
- (c) shortage of books.

Other weaknesses were indicated:

- (d) some students were not motivated in the elective program
- (e) certain skills, poetry and Shakespeare were not being satisfactorily accommodated in the program.

3. The constraints, together with these weaknesses, affected the operation of the program to the extent that the teachers experienced frustration during the first few months of the first semester.

4. A series of elective meetings between October 22, 1975 and December 22, 1975 had the following results:

- (a) teachers made temporary changes in the administration
- (b) they planned program changes for semester two, 1976: the units were to be more structured, the program more teacher-centered
- (c) this group decision-making resulted in an improved teacher attitude.

5. The program participants identified certain strengths in the English elective program. They said it

- (a) allowed students to choose courses
- (b) motivated students to work
- (c) promoted a good rapport between students and teacher
- (d) encouraged the development of self-discipline and responsibility
- (e) encouraged individualization.

It was found that the first strength, that the program allowed students to choose their courses, was identified as the most cited advantage of elective programs in Hillocks' study.<sup>10</sup>

6. The classroom observation sessions found that the teachers main classroom function was to talk with students individually or in small groups. Students spent most of their time reading, writing, or discussing. They worked individually or in groups, not as a class.

The findings from Phase One had several implications for Phase Two. Two data-collecting instruments were used in Phase Two - a structured questionnaire and an observation schedule. The methodology used in this study allowed for the progressive focusing on relevant issues and for the development of instruments. The main implication of these

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<sup>10</sup>Hillocks, Alternatives in English, p. 12.

findings for the questionnaire was that they indicated the areas where it should focus and what should be included in it. For example, more data about student attitude was required, and the perceptions of students in different courses (100, 101) in each of the two years were considered potentially significant as a result of the exploratory study. The findings from Phase One also had implication for the observation schedule. They indicated the need for more specific data about the nature of student and teacher talk. Also, it was hoped that the procedure in the second phase would produce useful data about teacher-student interaction.

## Chapter 6

### PHASE TWO: RESULTS AND FINDINGS

#### INTRODUCTION

The methodology used in this study has been described as consisting of two phases. In the first phase, the researcher tried to become familiar with the operation of the elective program both as it had developed and as it was developing. As more data was collected, common incidents were identified and different trends observed. From this base, an unstructured questionnaire was developed and a number of program participants were interviewed. Several sessions of classroom observations were recorded also. As the exploratory phase continued, the researcher became more familiar with the staff and the program setting, more adept at questioning, and more experienced at observing. In this process, no date was set to determine when Phase One ended and Phase Two began. As Parlett and Hamilton say,

...the stages overlap and functionally interrelate. The transition from stage to stage, as the investigation unfolds, occurs as problem areas become progressively clarified and re-defined.<sup>1</sup>

So it was with this study.

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<sup>1</sup>Parlett and Hamilton, Evaluation as Illumination, p. 19.

In order to help the study focus on issues which were relevant to the program, the researcher attempted to become more rigorous in collecting data. To this end, a structured questionnaire and an observation schedule were developed using the data which had been collected. For the purposes of this thesis, this is when Phase Two began.

In this chapter, the data resulting from the structured questionnaire and the observation schedule will be discussed.

### STRUCTURED QUESTIONNAIRE

Separate questionnaires for teachers<sup>2</sup> and students<sup>3</sup> were constructed using insights gained from the first phase of the study and the literature about evaluating English elective programs. The general purpose of the questionnaires was to attempt to record the participants' perceptions of the elective program in a more systematic way than had been used in Phase One. It was hoped that the resulting data could be used to corroborate earlier findings. It was also hoped that it would provide new information that might help to explain the reasons behind such matters as program weaknesses and participants' attitudes.

The following groups of program participants were requested to complete questionnaires:

- the students presently (semester one, 1975-76) in the grade ten English program
- the students presently taking grade eleven English who had been in the elective program in 1974-75
- the teachers who had taught in the elective program at any time between September 1974 and January 1976.

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<sup>2</sup> cf. Appendix C.

<sup>3</sup> cf. Appendix D.

The questionnaires for both teachers and students were administered on January 21, 1976. The students were given their questionnaires during a regular English class in an attempt to maximize the number of returns.

#### Teacher Questionnaire

Nine teachers who had taught in the elective program completed questionnaires. All of them had been interviewed previously. The purpose of having them respond to this questionnaire was mainly to corroborate their earlier responses. One teacher had left the city and could not be contacted.

The data from the structured questionnaire was very similar to that recorded with the unstructured questionnaire. Since these results have appeared in the first phase of the study, they are not presented again.

#### Student Questionnaire<sup>4</sup>

With the exception of those who were absent from class that day, most of the students in grade ten semester one (1975-76) completed the questionnaire.

Most of the students in the grade eleven program during semester one completed the questionnaire. The exceptions were absentees from school that day and those who were not enrolled in 1974-75.

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<sup>4</sup>The complete results of the student questionnaires are presented in Appendix E.

Table 9

## Students Completing Questionnaires

<u>Program</u>	<u>1974-75</u>	<u>1975-76</u>
100	41	110
101	47	95
Total	88	205

Attitude. Questionnaire items 2, 9, 10, and 11 refer to the students' general attitude to the English elective program. The results are shown in Figure 3 and in Tables 10.1, 10.2, and 10.3.

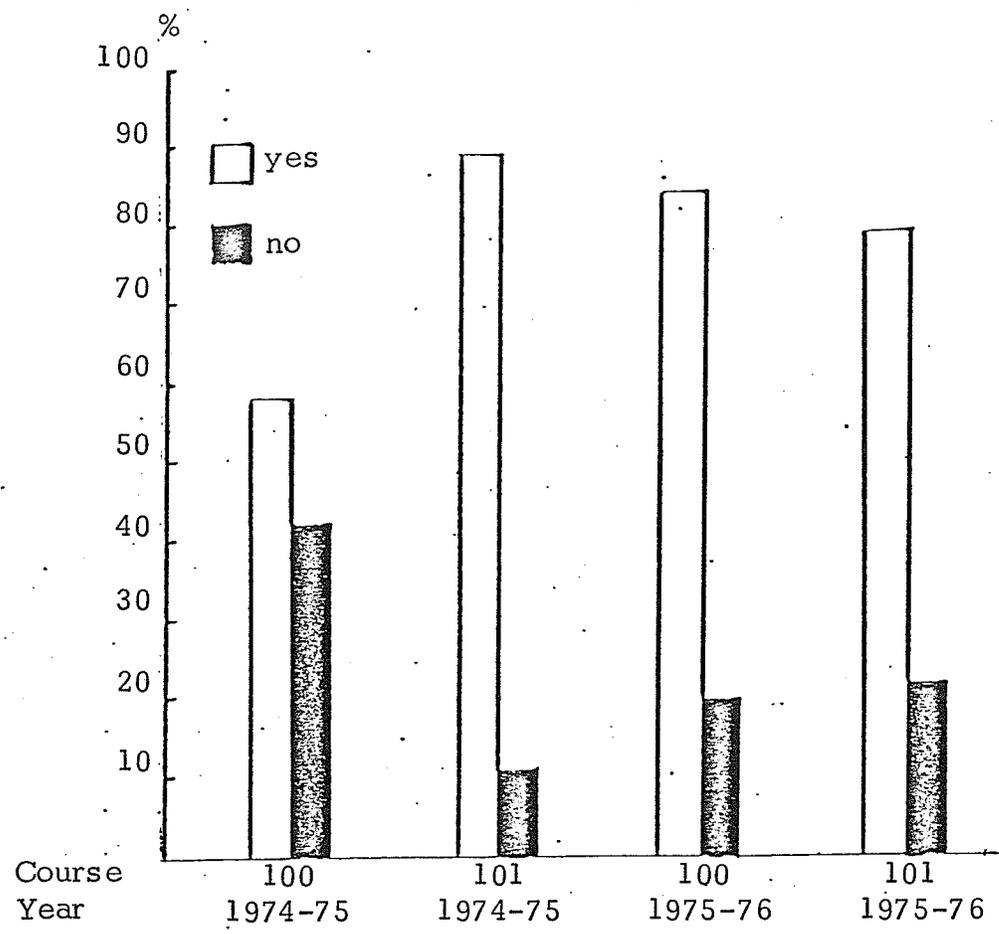


Figure 3

Students' indication of whether or not they would have chosen the elective program.

Table 10.1  
Students Rating of Elective Program in Comparison with  
Other English Programs

		a) poorer	b) same	c) better	d) much better	e) don't know
1974-1975	100	43.9 %	9.8	22.0	22.0	2.4
	101	14.9	4.3	38.3	42.6	-
1975-1976	100	10.0	3.6	35.4	46.4	4.6
	101	16.8	10.5	23.2	37.9	11.6

Table 10.2  
Students Feelings Toward the Elective Program

		a) fine	b) good/need modification	c) poor/need modification	d) should be abandoned	e) other
1974-1975	100	12.5 %	47.5	25.0	12.5	2.5
	101	21.7	65.2	6.5	6.5	
1974-1975	100	40.2	45.4	7.2	3.1	4.1
	101	37.8	46.7	8.9	5.5	1.1

Table 10.3

## Students' Attitudes Toward Expansion of Elective Program

	Grade Eleven		Grade Twelve		Grades Eleven & Twelve	
	Yes	No	Yes	No	Yes	No
1974-75 100	19.4 %	80.6	10.0	90.0	26.3	73.7
1974-75 101	58.1	41.9	41.4	58.6	62.5	37.5
1975-76 100	50.0	50.0	2.1	97.9	57.0	43.0
1975-76 101	38.6	61.4	3.3	96.7	54.6	45.4

Influences on Student Choice of Electives. Item 3 referred to the student's preception of the main influences on their choice of elective units.

Table 11

Students' Perceptions About What Influenced Their Choice of Units -  
Presented in Rank Order

	Per Cent
1. interest in topic	37.0
2. ease of completion	29.0
3. recommendations from class-mates	12.8
4. usefulness for future	8.3
5. suggestions from teacher	7.7
6. other	5.2

The students indicated that they were influenced most by their interest in the unit topic when they came to select their program. The next most frequent influence indicated was the ease with which they thought they could complete the unit. The order of these influences was reversed from that of the 1974-75, 101 class, where 39.1 per cent of the students indicated ease of completion as their primary influence, and 33.3 per cent said their interest in the topic influenced them. The results show that 5.2 per cent of all students had been influenced by something else. In almost every case these students said that they had been assigned units to work on, that is, they had no choice. Figure 4 illustrates the perceptions of the two groups of students.

Effect of Choosing. It was hoped that item 4 would indicate whether or not being allowed to choose their English program was considered beneficial in terms of motivation and output.

Figure 5 illustrates the students' response. Most students indicated that they thought being able to choose their units had resulted in their being more motivated and doing better work.

Skills. In Phase One, some of the participants indicated that certain skills were not being accommodated by the elective program. Item 5 hoped to determine how the students saw this issue. Figure 6 illustrates their response.

The graph illustrates only the data related to "should be increased" portion of the item.

The Units. Item 6 was developed in an attempt to ascertain whether or not the students were satisfied with the choice of elective units which they were offered. Figure 7 portrays their responses.

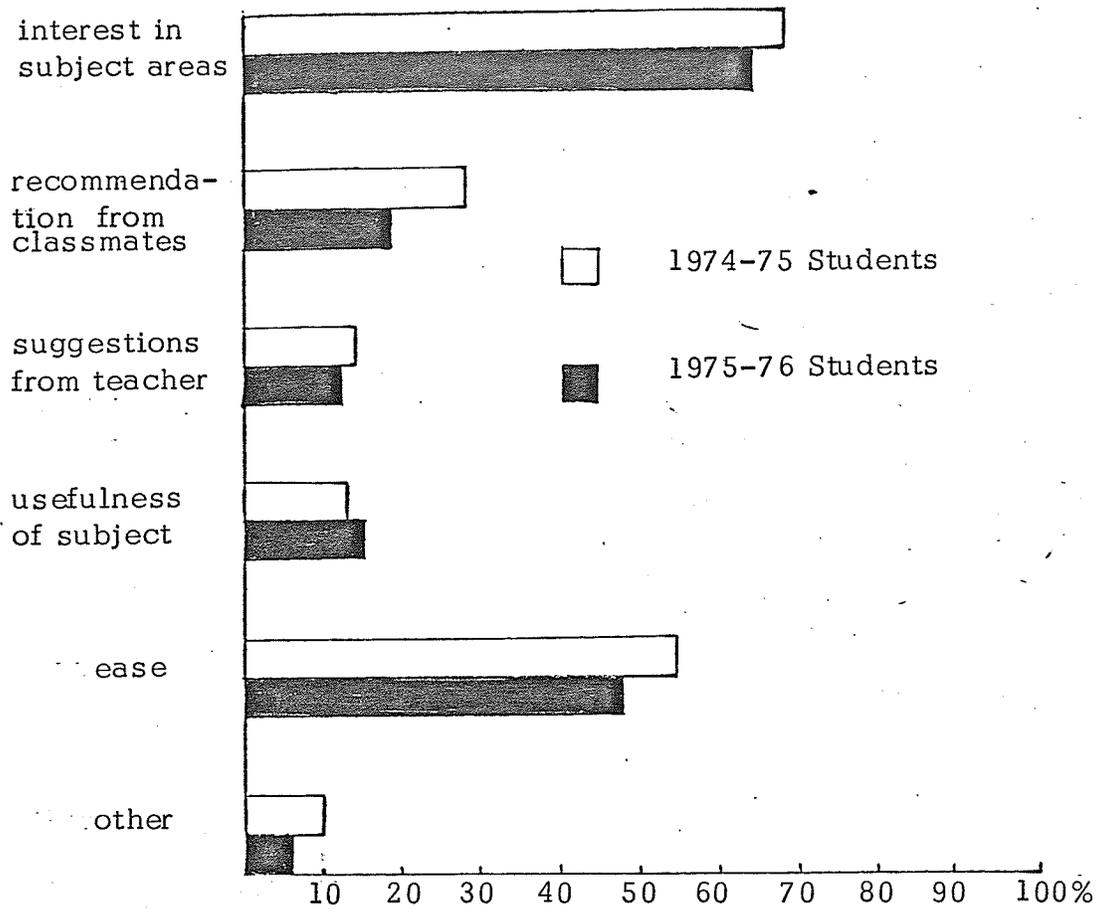


Figure 4

Influence in Choice of Units

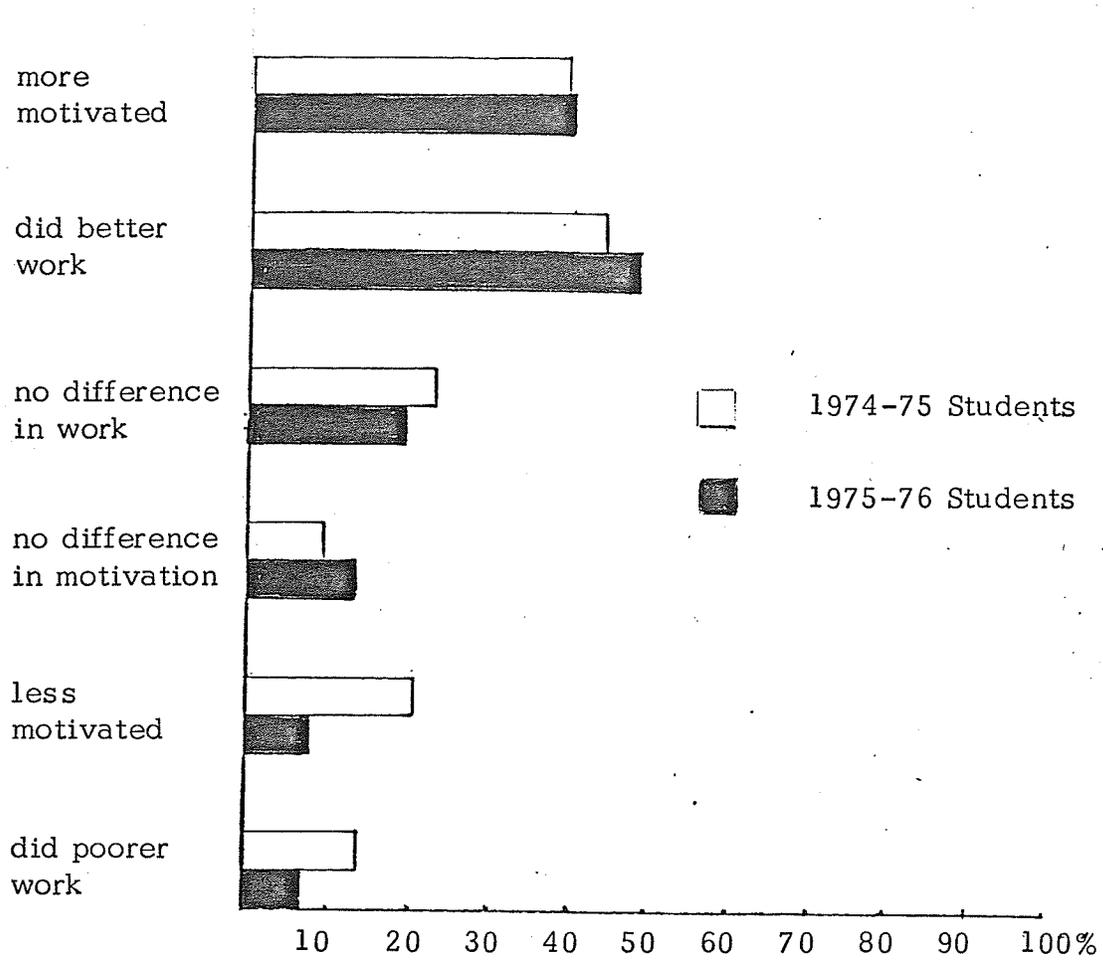


Figure 5

Students' Feelings Toward their Work  
as a Result of Choosing Units

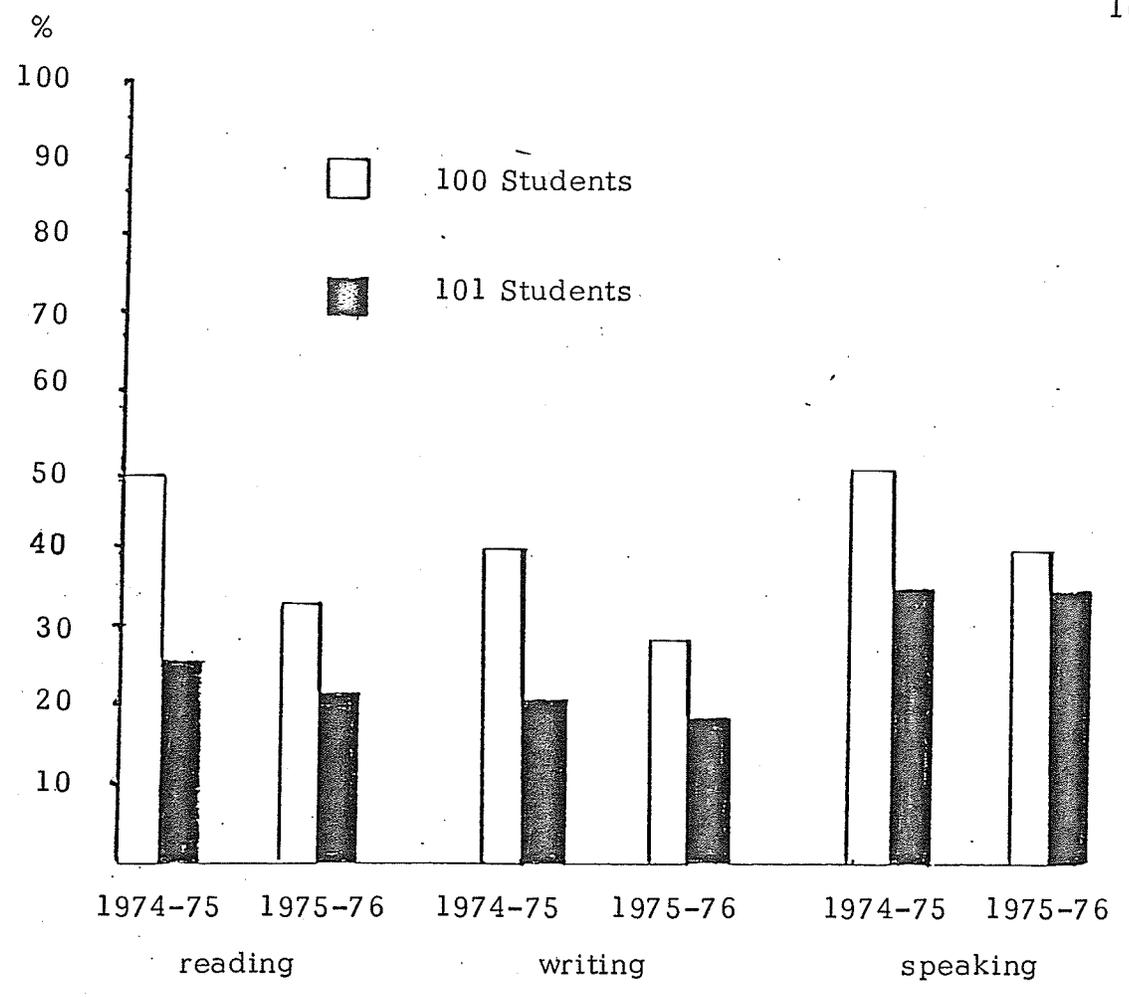


Figure 6  
Students Who Felt the Amount of Time Spent on Skills  
Should be Increased

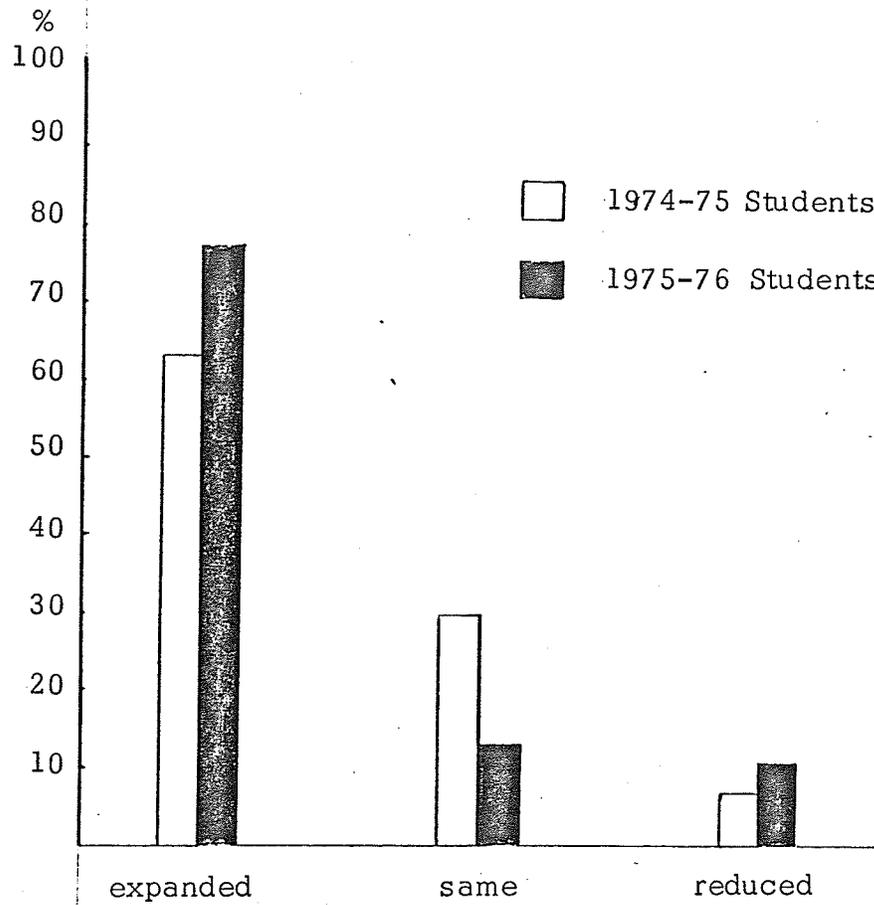


Figure 7

Procedure for Dealing with Units

Student Involvement. It was hoped that the student response to Item 7 would indicate how they viewed their involvement in the elective program. The activities which were listed attempted to describe different degrees of student involvement. It was considered possible that the data might indicate the extent to which the students thought they were involved in the operation of their English course. Figure 8 illustrates the trends in their perception.

Program Effectiveness. Item 8 listed five aspects of the elective program which might have affected its operation. It was hoped that the resulting data might suggest some causes of the program's strengths and weaknesses. Figure 9 indicates the trends in the students' perceptions.

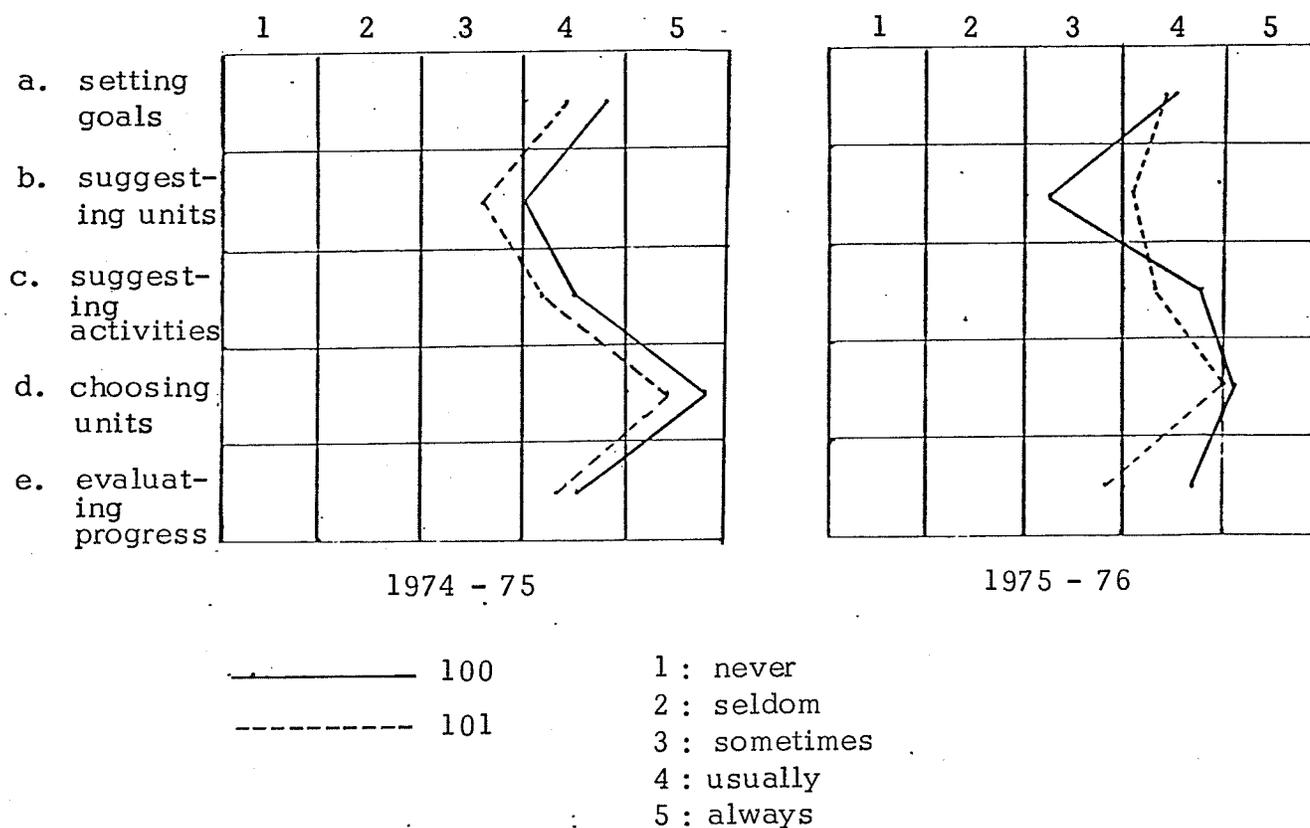


Figure 8

Student Perceptions of Their Involvement in the Elective Program

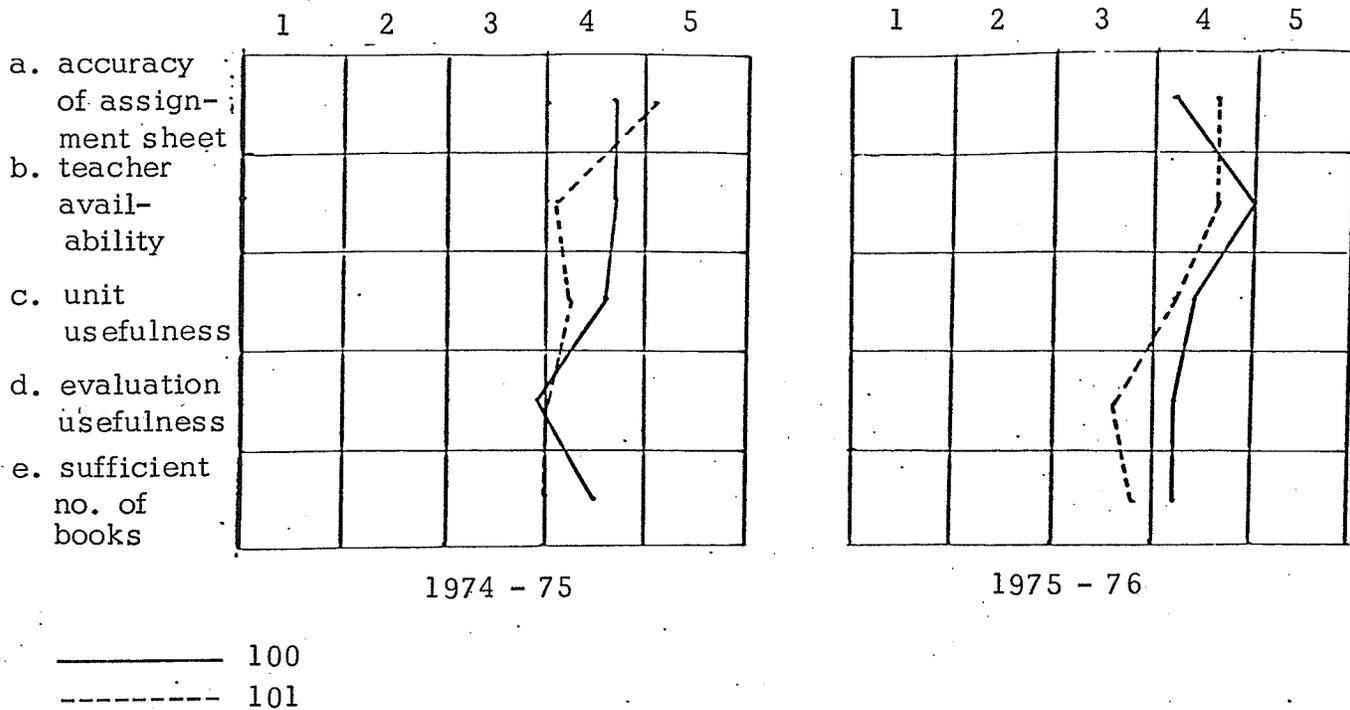


Figure 9

Student Perceptions of Specific Aspects of the Elective Program

Program Strengths and Weaknesses.<sup>5</sup> Items 12 and 13 requested a written response from the students. Their responses agreed with what other program participants had considered the program's strengths and weaknesses. Some typical responses were:

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<sup>5</sup> For the questionnaires, the terms "advantages" and "disadvantages" were considered synonymous with "strengths" and "weaknesses." Advantages and disadvantages were substituted because it was found that students seemed to be confused by the latter terms.

- about choice and individualization - "The best part is working at units, activities, and reading books you have chosen yourself. "
- about responsibility and self-discipline - "...an opportunity to make your own decisions and see what you can do on your own. "
- " You have to learn to work on your own and to set your own goals. "
- about skills - "Not enough emphasis is placed on improving vocabulary, reading, and writing skills. "
- "We're not learning any kind of skills. "
- about motivation - "Some people can't work on their own and get discouraged. "
- "Some people are not mature enough to accept the responsibility of working by themselves and cause disturbances so others can't work. "

The students in grade ten indicated some concern about how they would manage in grades eleven and twelve:

"When we get to grade eleven and twelve, how are we going to remember the grammar we took in grades one to nine?"

"We'll be clued out in eleven and twelve - I'd hate to flunk. "

Since 293 students completed the structured questionnaire, the "open" section produced a quantity of data about their perceptions of the program's strengths and weaknesses. The quotations which were chosen for inclusion here are representative of the student response.

## FINDINGS: QUESTIONNAIRES

Teacher Questionnaire

Although the teachers' questionnaire was used mainly to corroborate earlier findings, one new insight arose from its analysis. As a result of the meetings on electives, the teachers had become more rigid and structured in their interpretation of the elective design in an attempt to resolve some of the problems they were experiencing. One of these problems was the difficulty in managing the large classes (two with over 40 students) when there were several units being done at the same time. They attempted to solve this problem by reducing the amount of choice (in some cases eliminating it altogether) which students had. The researcher realized that in their attempt to solve one problem, they had aggravated two others. First, they had reduced the amount of choice so that students were dissatisfied. Secondly, since more students were now working on the same units, considerably more books of the same title were required. Thus their book shortage was aggravated. It would appear that the complexity of the learning milieu necessitates careful planning.

Student Questionnaire

Student Attitude. From the information generated by questions 2, 9, and 10 it would appear that students are reasonably happy with the elective program. The least enthusiastic group seemed to be the students who are now in the 200 English program. From their responses to other questions, it seems that they might have encountered difficulty in certain areas of their grade eleven program. This might account for their attitude to the elective program if they felt that they had not been adequately prepared. The results show that 43.9 per cent of this group found the elective program "poorer" than other programs they had experienced.

In question 10, 12.5 per cent of this group indicated that they thought the elective program should be abandoned.

It is interesting that although the students' response to items 2, 9, and 10 shows a generally positive attitude to the program, the results of question 11 would seem to suggest a different attitude. Question 11 attempted to discover if the students thought that the elective program should be expanded to include grades eleven and/or twelve. The researcher assumed that if the students were happy with the program, they would react positively to its extension into grades eleven and twelve. However, from the results it would appear that the students would not like to see this happen.

The Units. The results would appear to indicate that when the students chose their elective units, most were influenced by their interest in the topic (37 per cent). This finding would appear to be consistent with the elective idea - that students choose according to what interests them. A reading of the results showed that 29 per cent of the students based their choice on "ease of completion". At first this result might suggest irresponsibility, when the fostering of a sense of responsibility was indicated earlier in the findings as a program strength. However, some of the students interviewed in Phase One said that they were able to organize their grade ten programs better because of the flexibility provided by the elective program. If something else in their lives, another school course or an extra-curricular activity, were a priority when they choose their elective, then "ease of completion" would be a factor to consider. In this case the program would be helping them to satisfy their needs and interests.

It was hoped that the final response to question 3, "other", might provide some additional influences on the students' choice of electives. Instead, almost all the responses suggested that they had

not been given any choice; they were assigned certain units. This might be explained by teachers' explanation earlier of semester one, 1975-76, where, because of certain constraints and the problems teachers were having, "...the program really did not operate as it was supposed to." (Field Notes: January 14, 1976). Therefore, it seems that, at least in some cases, students were assigned their units and did not elect them.

A large number of students (77 percent and 63.2 percent) indicated that they thought the unit topics should be expanded. This would seem to suggest a direction for further study and development. It might be significant to review the present units and to consider revisions and/or substitutions after some consideration between the program participants.

Motivation. A reading of the results of item 4 would seem to indicate that the students thought being able to choose had resulted in their being more motivated and doing better work.

Skills. The participants indicated at different times in the course of this research that "skills" were an issue. The results of item 5 suggest that the students in the 100 program felt a need for more time with the language arts skills. The students in grade eleven especially seem to have felt that more time should be spent in this area. This finding appeared to corroborate earlier findings about the question of skills.

Student Involvement. From a reading of the results of questioning, it would appear that students were usually involved in the process of developing curricula for their English program.

Program Strengths and Weaknesses. The results of the open section of the questionnaire corroborated earlier findings about the elective program's strengths and weaknesses. Item 8 attempted to gather data which might account for some of the weaknesses in the program. However,

the results indicate that the students thought that the factors indicated in item 8 were "usually" true. Therefore, it was not successful in obtaining more data.

Methodology. The structured questionnaire was useful because it corroborated findings which were derived from other instruments. Because a much larger anonymous student sampling was used to obtain the results, the findings were considered more reliable. While some additional information was produced which helped to portray the implementation process, it did little to explain the causes in any more depth.

#### CLASSROOM OBSERVATION SCHEDULE

In the second phase of the study an observation schedule<sup>6</sup> was developed in an attempt to observe the operation of the program more systematically. The findings from Phase One were used in this development in two ways. First, they suggested the activities in which the participants in this experimental program were involved. Secondly, they suggested that it might be significant to try to focus on interaction.

Thus, with the use of an observation schedule, the study hoped to confirm or deny what the findings in the first phase of observation had suggested about participant activities. It was hoped also that the kinds of interaction and the nature of the "talk" could be determined.

Nine classes were observed, each for 20 minutes, between January 6, 1976 and January 14, 1976. Observations were made on days 2, 3, 4, and 5 of the six-day cycle at different times during the school day. An observation schedule consisting of both coded behavior and an anecdotal account was used.

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<sup>6</sup>cf. Appendix B.

## RESULTS AND FINDINGS

Reading and Writing . When in the English classrooms students were observed to spend most of their time reading and writing. This confirmed what had been found in Phase One. The size of students groups ranged from individual to ten people. During the periods of observation, all the student behaviors on the schedule were observed. Exceptions to this were one observation period when all the students were listening to a play recording, and another where the same group was discussing one play.

It was noted that although a variety of activities was taking place in the classroom, the class was not disrupted. The students and teachers did not appear concerned about the activity. For example, on the aforementioned occasion when the students were listening to a play, different potential disruptions occurred. There was considerable noise from an adjoining room. Twice students from another class walked through the group of listening students in order to reach the resource area. In a few minutes they walked back. On neither occasion did the class appear affected by the intrusion. They did not look up from the text in which they were following the play.

These results would appear to suggest that the participants were able to work comfortably in a situation that would, in the writer's opinion, be considered disruptive. If the variety of activities can be considered positively as an indication of student individualization, then the noise and activity produced would not appear to detract.

"Discussing" and "Talking". The researcher was not able to determine when small groups of students were talking about a topic initiated by their English course or when they were discussing other matters. Of course, when students were talking loudly enough for the observer to hear, then a better assessment of the "quality" of the talk could be determined.

Discussion. During this phase of the study, three large group (more than 10 students) discussions were observed. The teachers appeared to be varying the classroom activities. On one occasion the group discussion was about a Shakespearean play; on the other, essay writing was the topic. The reader will recall that one of the findings in Phase One was that the elective program did not appear to facilitate instruction in these areas. The results of the second phase observation procedure might indicate that the teachers were trying alternative approaches. Perhaps it was a strength of this program that its teachers were willing to try alternative approaches.

Teacher-Student Interaction. The program's participants were observed to interact mostly on an individual or small group basis. Occasionally a teacher was involved with a student group larger than seven. In most cases, it was observed that the student or students contacted the teacher. However, teachers were observed to pause and talk with the seated students on several occasions. On one occasion a teacher called students up to his desk to talk with them individually. This interaction was supportive as the teacher gave advice or clarification about a question.

There appeared to be a large number of questions pertaining to the elective units. The exact nature of any questions that were not actually overheard was not determined. Thus it was not possible to determine how much time teachers spent giving the same instructions to several students. Also, it was not possible to speculate about the amount of time spent clarifying details in the elective units.

On one occasion, in six out of nine observation sessions, the teacher requested that a student or students modify their behavior. This was done firmly and the students were observed to comply with the teacher's request.

Generally the classroom interaction between the participants was observed to have been supportive. The teachers moved about talking with students, answering questions and giving advice. Students approached teachers when they needed help with some aspect of their course.

Methodology. Generally, the findings from the second phase of observing appear to support those from the first phase. Teachers spent almost all their time interacting with individuals or small groups of students. The students spent most of their time working on the units which made up their programs. The teacher's function was as a resource person suggesting where information could be found, clarifying or giving advice about the program activities, and generally helping the students with their individual programs. It had been hoped that the observation schedule would provide additional data that would enable the researcher to comment in a detailed way about teacher-student interaction. It did not. Its main importance was found to be corroborating what had been found in Phase One.

## Chapter 7

### SUMMARY AND CONCLUSIONS

#### AIMS OF THE STUDY RESTATED

The major purpose of this study was to describe the implementation of an English elective program in an urban high school. The description was based mainly on the participants' perception of the program. Observations of the program's operation and the analysis of documents pertaining to the program's implementation were also used. It was hoped that a portrayal of the program's operation within the school setting would provide the participants with the kind of feedback that would facilitate change. It was considered likely that the description of the implementation of this program would be of use to other English departments who are contemplating curricular changes. The secondary purpose of the study was to attempt to determine the efficacy of the methodology employed.

#### SUMMARY OF THE MAJOR FINDINGS - PHASE ONE AND PHASE TWO

The following summary statements describe the implementation of the elective program:

1. The operation of the elective program appears to have been affected by certain constraints.<sup>1</sup> The first was an unexpected increase in student enrollment at the beginning of the school term. The second was that three out of the five teachers in the program were new. Both of these factors would probably have had some effect on any new program, but they seem to have had considerable impact on the elective program's operation.

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<sup>1</sup>cf. Parlett and Hamilton, *op. cit.*, pp. 11-15.

2. Most of the participants found that the program lacked efficient organization.<sup>2</sup> This was shown by their responses to both interviews and questionnaires. Since the elective program required considerable administrative time on the part of the teachers involved, the lack of organization in the program as a whole added to their work load. For example, the problems of a textbook shortage were exaggerated by an inefficient system for keeping track of the texts. As a result, teachers spent extra time trying to locate enough books to teach their classes. Not only were the teachers frustrated, but the students were upset because often they were not able to get the books they wanted to read.
3. Some students did not favor the elective approach, some were not motivated to work in this program and some were experiencing difficulty with certain language skills. These students required extra teacher attention. Some students and teachers indicated that the teacher did not have enough time to do this. Since this elective program hoped to provide an opportunity for individualization<sup>3</sup>, this was an important finding.
4. The program participants indicated that certain language arts skills (e.g. essay-writing), topics (e.g. Shakespeare), and remediation were not easily accommodated in this elective program. The skills were not being learned as a part of most thematic units. The units which attempted to focus on a skill were not considered successful. The two week period was not considered sufficient to teach a Shakespeare unit in most cases. The students who had graduated from the elective program and who were taking English 200 indicated that they were considerably affected by what they called their "lack of skills." The teachers indicated that they did not have sufficient time

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<sup>2</sup>cf. Table 8

<sup>3</sup>cf. Appendix A, Document 3

to do the kind of remediation which the students required.

5. Although they had experienced some difficulties, the participants' attitudes to the total program were positive. The students received considerable individual attention; they had some input into the planning and operation of their program. The teachers, after experiencing frustration about the program's problems, took the initiative and planned changes in the program. This group decision-making process seemed to result in a more positive teacher attitude, and provided them with a common background in the program.
6. The teachers' attitude toward the program seemed to improve after they were able to achieve a common basic knowledge about the program's operation as a result of the elective meetings.<sup>4</sup> This would seem to suggest that teacher assumptions are of importance to anyone planning an innovation. It would also suggest that planners should consider providing new teachers with sufficient background information about innovative programs.
7. The program participants considered the opportunity for student choice<sup>5</sup> a definite strength of electives. They felt that the students having input into their program development resulted in increased motivation and an improvement in the work done. Teachers and students both felt that it resulted in a better classroom atmosphere.

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<sup>4</sup>cf. Findings: English Elective Meetings, Chapter 5.

<sup>5</sup>cf. Table 7.

8. Teachers were observed to interact with students individually or on a small group basis.<sup>6</sup> Both teachers and students saw this as a strength of the program. The students saw it as a chance to work on their own or with their friends, and when necessary, an opportunity to get individual attention from the teacher. The teachers saw it as an advantage for individualizing their instruction and for creating a positive teacher-student rapport.
9. The methodology produced data that made it possible to describe the operation of the elective program.<sup>7</sup> The questioning procedures were generally effective in obtaining the participants' perceptions of the program's operation. The data from observing contributed to the description.
10. The intent of the study was to use information from selected documents to give a historical overview of the program's implementation. The information was also to be used to corroborate information obtained from other sources. The documents were found useful for these purposes. However, it was also found that these documents, when arranged chronologically, portrayed the implementation process in a fairly comprehensive way.<sup>8</sup> This finding seemed to suggest another use for documents in the description of an innovative project.
11. The two-phase methodology was found to be a qualified success. It did allow for the gradual focusing on issues which were of concern to the participants. It did facilitate the development of a positive rapport between the researcher and the program participants. It did suggest some reasons for certain attitudes

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<sup>6</sup> cf. Findings: Observation Schedule, Chapter 6.

<sup>7</sup> cf. Smith and Pohland, op. cit., pp. 47, 48.

<sup>8</sup> cf. Appendix A.

and occurrences. It did make it possible for structured instruments to be developed for use in Phase Two, based on data from Phase One. However, these instruments were only partially successful. While the structured questionnaire and the observation schedule produced data to corroborate what had been found with other methods, they did not produce a significant amount of new data.

### CONCLUSION

The experimental English elective program in this school was implemented because its developers believed that it could satisfy the major school goals<sup>9</sup> and the students' needs and interests more effectively. It had been in operation for one school year prior to the beginning of this study. During the first semester of the 1975-76 school year, when the study took place, the program did not function as its developers had intended. It was affected by certain constraints which were beyond their control. Since the program was still in its developmental stages, it contained some weaknesses, for example, a lack of organization. This and related weaknesses were exaggerated by the constraints. The combined effects of the constraints plus the existing weaknesses in the program resulted in its not operating as it was planned. This demonstrated to the author that the interrelationship of the learning milieu (teachers' and students' assumptions, enrollment, class size, courses, timetabling, etc.), make it necessary for evaluators to look at innovative programs as they operate in the school setting.

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<sup>9</sup>cf. Appendix A, Document 1.

The findings suggest that the elective program was affected by two constraints, an increased enrollment and the initiations of new teachers. Due to the interrelationship of different factors in the learning milieu, it is difficult to say exactly how these factors affected existing weaknesses in the program. However, it seems possible due to the individual and small group interaction which is a main feature of the approach, that electives are susceptible to problems resulting from large classes. Furthermore, it appears that the elective approach requires extensive planning prior to the beginning of each new term. At this time new teachers and students could be introduced to the program.

The program's operation was handicapped by the constraints and existing weaknesses described by the findings.<sup>10</sup> Despite these problems in the program, the students showed a positive attitude toward it. This appears to have been due mainly to two factors. Most important was the amount of time spent by the teachers working with the students individually or in small groups. Secondly, the provision for choice allowed most students to take part in the planning of their English course.

The teachers' attitudes toward the elective program improved considerably after the series of meetings about electives. These improved attitudes might have been due to the formation of a common base of knowledge which resulted from the sharing of information during these meetings. Since the meetings produced plans for program change, it appears that a knowledge base is necessary before change takes place.

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<sup>10</sup>cf. Findings 2, 3, and 4, Chapter 7.

In conclusion, it appears that the methodology used in the study was generally effective in describing the operation of the elective program during its implementation. The questioning procedures were generally effective in describing the participants' perceptions of the program's operation. The data from observing added to the description of how the program operated. The documents proved to be a very effective tool for portraying the implementation of the program.

The two-phase methodology was only partially successful in fulfilling its purpose. It was successful in that it allowed the researcher to focus on relevant issues; it helped to establish a positive rapport between the researcher and the program participants - especially the teachers, and it provided information that aided in the development of the structured instruments used in Phase Two of the study. However, while the structured questionnaires and the observation schedule provided data that corroborated earlier findings, they did not produce any significant new data. It is difficult to say whether the fault lies with the methodology or whether the researcher was not sufficiently knowledgeable to make use of the data.

Perhaps the main strength of this methodology is that it allows the researcher to interact with the program participants over a longer period of time than is possible with some types of evaluation. It allows him to establish a positive rapport with the participants. The longer time period spent in the school setting, when an amicable relationship exists, might be the best way to facilitate the changes which are needed in the program.

## RECOMMENDATIONS

Elective Program

Although most program participants seem relatively content with the English elective program, the author would like to make the following suggestions:

- since all people do not favor this approach, that some consideration be given to an alternative program or alternative instructional techniques in order to accomodate as many people as possible;
- that some consideration be given to bringing the objectives of the English Department closer together so that students do not experience a shock when passing from grade ten to eleven, and that some provision be made to provide for continuity between the courses;
- since skills tend to be de-emphasized in elective programs because they are not usually the units chosen, that some consideration be given to integrating the development of the desired skills within most of the units;
- that some provision be made for remedial skill work in the program, beginning with the re-introduction to the reading lab of the 100 and 101 students who require a developmental reading program;
- that new students, and especially new teachers, receive some kind of introduction to the operation of the elective program prior to the beginning of the school term;

- that some consideration be given to polling students to determine the units which are most useful and as an aid to planning revisions and new units;
- that consideration be given to developing a way to assess the students' needs;
- that some consideration be given to re-examining student evaluation policy.

### Further Study

It is recommended that the interested researcher attempt to determine:

- the effect that an evaluation procedure has on program changes;
- the extent to which teachers' and students' assumptions affect the implementation of an innovative project;
- the reasons for students' positive attitude toward the elective concept, considering the effect of small peer group interaction and individualized instruction as well as the possibility for choice.

It is further recommended that those people interested in this evaluation methodology consider the use of:

- a team of observers and interviewers to gather the data;

- other observation tools<sup>11</sup> which might be adapted to fit their school situation;
- documents alone as an evaluation tool.

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<sup>11</sup>The interested reader might refer to: Anita Simon and E. Gil Boyer, Mirrors for Behavior III. An Anthology of Observation Instruments (Wyncote: Communications Materials Center, 1974).

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APPENDICES

APPENDIX A  
THE DOCUMENTS

The following documents are contained in Appendix A:

1. A statement of the school division's general aims and objectives.
2. Minutes of an English Department meeting - June 4, 1974.
3. Outline for the administration of the grade ten English program - June 18, 1974.
4. Proposal for change in the implementation procedure, November 2, 1974.
5. List of unit topics, November 2, 1974.
6. Unit revision - standard format outline - November 1974.
7. "The View from my Corner" - November 1974.
8. Creation of the English "area" - floor plan, November, 1974.
9. Proposal form (revised version), December 1974.
10. Student summary sheet - December 1974.
11. "What is Individualization?" - February 1975.
12. General objectives and outline of operation for grade ten English - April 1975.
13. Reading laboratory (Reading self-improvement program) - April 1975.
14. A teacher's assessment of the program - May 1975.
15. An explanation of the grade ten English program - June 1975.
16. Outline for the grade ten English program for 1975-76 - June 24, 1975.
17. Minutes of English meeting - October 22, 1975.
18. Minutes of English elective meeting - October 24, 1975.
19. Minutes of English elective meeting - October 29, 1975.

20. Proposed students' unit timetable - October 29, 1975.
21. Minutes of English elective meeting - November 5, 1975.
22. Agenda for English elective meeting - November 29, 1975.
23. Agenda for English elective meeting - December 2, 1975.
24. Agenda for English elective meeting - December 22, 1975  
and a list of current units
- 25-28: Sample Units:
25. Outline for student-designed units.
26. Sample of student-designed unit.
- 27-29. A sample of an original English elective unit and its revised  
versions.

## Document 1.

## THE SCHOOL DIVISION

A STATEMENT OF GENERAL AIMS AND OBJECTIVES1. BASIC PHILOSOPHY

The Division accepts the general aims of education as enunciated by the Department of Education, that is:

the development of broad literacy, and  
the promotion of democratic citizenship.

Our educational system must be centered on the human needs of the students that it is designed to serve. Through the educational process that we provide, each child should be enabled to realize self-respect, self-fulfillment and his relevance in a dynamic society. This central theme provides a frame of reference for the development of educational objectives, curriculum content, methods of instruction, administrative procedures and evaluation programs.

Our basic aim is to develop educational programs within these general guidelines.

2. AIMS

More specifically the following developmental areas constitute the main threads of elementary and secondary education. The educational program of any school must be centered upon and dedicated to maximum development of the following areas:

Communication

- concerned with the interchange of thought and feelings, particularly through language.

Personal and social development

- concerned with the individual's sense of personal worth, physical and mental development, moral standards and adequacy as a contributing member of society.

Creativity

- concerned with the encouragement of inventiveness and imagination.

Systematic thinking

- used in the broadest sense and concerned with problem solving, decision making and attitudes of inquiry.

Skill Development

- concerned with the development and strengthening of the tools of learning.

NOTE: The above five areas are not listed in order of priority.

### 3. OBJECTIVES OF THE FIVE DEVELOPMENTAL AREAS

#### COMMUNICATION

Communication is a basic human activity for the sharing of information, ideas and feelings. Communication is a dynamic process that includes the following:

1. gestures and signals.
2. pictures and symbols.
3. written language.
4. verbal language.

The following objectives should be achieved by keeping in mind the kinds of communication as mentioned above:

1. to develop a confidence in the individual that he may have something to communicate.
2. to develop the skills of communication through language (writing, reading, speaking and listening).
3. to develop the ability to gain satisfaction through communication of thoughts, ideas and feelings.

#### PERSONAL AND SOCIAL DEVELOPMENT

In order to develop an individual's sense of personal worth the school division shall provide opportunities for positive growth in a non-threatening learning environment through:

1. the development of a realistic self concept.
2. the acquisition of an acceptance of self and others.

### 3. positive inter-personal relationships.

Personal and social development will be enhanced by providing learning experiences appropriate to the student at each stage of his development and including systematic progress in developing skills and concepts essential both for effective living and for making a living.

The schools in the division shall be responsible for providing learning experiences for students which will create an awareness and understanding of society's norms, values and expectations in relation to the community in which students live.

The school, through its organization, example and curriculum, must provide opportunities for the student to evaluate and to implement his behaviour so that he may be a contributing member of our society.

### CREATIVITY

Concerned with the encouragement of inventiveness and imagination:

1. to develop; the attitude that basic knowledge, skills and understanding are necessary for the process of creative development.
2. to develop learning situations that call for independent thinking, self-initiated projects and experimentation.
3. to develop situations where students can sense problems or missing information, make hypotheses about these deficiencies, test the hypotheses, arrive at acceptable solutions and communicate the results.
4. to provide situations where students may develop an appreciation of the aesthetic qualities of our culture.
5. to encourage students to demonstrate their creative talents.
6. to establish a creative climate in all appropriate learning situations.
7. to identify creative talent. (Some indicators being: curiosity, originality, divergent thinking, perception of relationships and flexibility).

SYSTEMATIC THINKING

The objective of systematic thinking is to develop the following process:

1. to perceive the problem.
2. to focus relevant information on the problem.
3. to organize, analyze and interpret this information.
4. to formulate possible solutions to the problem, recognizing that some may be unsatisfactory.
5. to recognize the consequences of each solution.
6. to test what appears to be the best solution.
7. to draw conclusions.
8. to generalize from this entire experience so that the child can apply his learning to a new situation.

SKILL DEVELOPMENT

Concerned with the development and strengthening of the tools of learning:

1. to develop reading skills.
2. to develop computational skills.
3. to develop the ability to use reference materials.
4. to develop the ability to think logically and to solve problems.
5. to develop fuller use of the senses, e.g., listening and observing.

4. OUR OBJECTIVES ARE THE PROMOTION OF STUDENT DEVELOPMENT IN THESE FIVE AREAS. IT MUST BE EMPHASIZED:

1. that students should be encouraged to progress at a rate commensurate with their aptitude and abilities and should be evaluated in comparison with themselves and by comparison to others.
2. that attention to the five developmental areas must inevitably serve to place the subject disciplines in a new perspective. This is not to say that these disciplines will become any less important, but rather that they will constitute the vehicles rather than the primary purpose of education and be recognized as such.
3. that, by implication, the traditional disciplines will need to be measured against their capacity to contribute to the developmental areas and the vigorous growth of the total curriculum.
4. that the five developmental areas do not simply represent slots into which specific subject matter courses can be easily fitted, but rather the essential purpose of all the experiences that the school offers.

5. that individual schools have the responsibility to develop programs to fulfill these objectives.

## Document 2

Minutes of Meeting - June 4, 1974.I. Review of Units Writtena) Overall field of coverage

- approximately 30 units written at present
- need more units in Drama (Shakespearean and non-Sh), Canadian Lit, Poetry, some themes (e.g., War).

b) Individual Units

- suggestions for change and expansion offered for the units now written.
- acceptance of standard form for unit writing.

II. Administrative Requestsa) Curriculum Materials

- each teacher is to review his units and make lists of library orders plus curriculum materials needed; lists to be done by end of June.

b) Miscellaneous

- need much paper to run off units.
- need some access between rooms E1, E2, E3. (e.g. doors)
- horizontal file and shelving.
- bulletin boards
- some way to hang posters on walls.

III. Program Layouta) Organization of Units

- divide units into 3 categories: Genre, Theme, Language.
- tentative decision that each student to complete a total of 8 units to take about two cycles each.
- number of students that may work on one unit at the same time: from 6 to 15 (to be decided later).
- need to pressure students to complete half of the units by mid-semester; register an Incomplete on mid-term report if half of units are not done.
- have a large wall calendar to illustrate length of semester and time periods for systematic completion of the units required.

b) Organization of Choices

- first day of classes, each teacher inform class of requirements for the semester.
- after first day, take lists of students (100, 101, 103) and make three new lists containing one-third of each of the original lists (i.e., mix classes equally).
- every student to select a minimum of one unit from each of the three categories.

c) Requirements for 100 credit

- i) must write at least two essays according to the format laid out for essay writing. (note: this may be fulfilled as part of the activities for units chosen during the semester).
- ii) a minimum of one Shakespeare unit (from the list of units on Shakespearean plays).
- iii) a minimum of one Poetry unit involving poetic form, content, and technique. (note: this may be fulfilled in any unit if poetry is used extensively).

d) Approach to unit fulfillment

- initial commitment to choice of unit and tentative dates for completion of various aspects. (note: use a form designed for this purpose).
- aspects to completion of each unit:
  - i) initial commitment
  - ii) required reading
  - iii) selected activities (the number of them to be determined in consultation with a teacher).
  - iv) written report on reading and activities.
  - v) oral and written answers to questions for consideration and vocabulary terms.
  - vi) oral seminar on entire unit for summary and sharing.

Document 3

OUTLINE FOR ADMINISTRATION OF  
GRADE TEN ENGLISH PROGRAM

Date: June 18, 1974

OUTLINE FOR ADMINISTRATION OF GRADE TEN PROGRAMA. The Unit Approach

With the objective of relating English studies more closely to the needs and interests of students, our team closely examined the grade ten program as outlined by the Department of Education.

It was decided that, through curriculum revision and expansion of offerings, we could work towards our objective, satisfy the divisional goals and philosophy, and fulfill any basic requirements expected of the program.

The unit approach was selected as a flexible base to use in rewriting our program. This unit concept provides for a compact yet thorough treatment of a generic, thematic, or other concern. Yet it also serves as a springboard for some flexibility which gives students more personal involvement in the structuring of their course work.

The unit is a methodological tool whose only function is to lead students into the process of learning. There is no inherent value in its printed pages. The unit is not a mini-course which clearly outlines all that the student should learn and how he should learn it. Rather, it is a starting point from which the student may move in many directions according to personal ability and inclination.

The basic format for the writing of the units was adapted from a model presently being used in our school (in the Social Studies department). There are sound reasons for this choice. After one year of use, this unit model appears to be a functional vehicle for a more individualized approach to the process of learning. Also, it is desirable to pursue an integration of the student's educational program, especially in the area of humanities and social sciences.

Each unit is composed of five parts: questions for consideration, vocabulary terms, required reading, activities, and resource materials. The questions serve to introduce the topic and stimulate the student for inquiry. They are also used to facilitate a summary or overview at the end of the unit of work. Vocabulary items are words which must be understood in order to intelligently work with and discuss the subject involved. Required readings are included to ensure a basic common denominator for class discussion and fulfillment of the provincial curriculum. The list of activities allows each student to outline much of his own work for the unit. And the resource section will be continually expanded as more materials are available for use.

B. Organization of Units and Choices

For the implementation of our program, the units will

be listed under three categories: Genre, Theme, and Language. Each student must select a minimum of one unit from each of the categories. During the semester, each student will be required to complete at least eight units in total.

Students will be pressured to complete half of the units by mid-semester to avoid an Incomplete registered on their mid-term report. A large wall calendar will be posted to illustrate the length of the semester and the two-cycle time periods for systematic completion of the units.

On the first day of classes, each teacher will inform his class of the requirements for a credit in English that semester. After the first day, the three class lists (100, 101, 103) will be altered to make three new lists, each containing one-third of each of the original lists. In this way, the students will be distributed fairly equally in heterogeneous groups.

From this classroom base, students will choose the units they wish to work with. Teachers will serve as consultants and advisors for these choices. The number of students that can do one unit at the same time will be limited, depending on the materials available. File records will be kept on each student to monitor progress.

Many other administrative details have been considered and will be implemented as the program gets underway. (e.g., what students each teacher works with, a provision for class sessions, particular administrative and curricular duties of each teacher, and so on).

### C. Requirements for English 100 Credit

The students in the 100 class on the first day will be informed of the specific requirements they must meet for 100 credit. As well as a quality of work in keeping with an above average academic student, these class members must fulfill the following requirements during the semester:

1. A minimum of one unit on a Shakespearean play, from several which will be offered.
2. A minimum of one Poetry unit involving poetic form, content, and technique.
3. Write at least two essays according to the format laid out for good essay writing.

Any units may be used to fulfill the poetry and essay writing requirements, providing the student completes the units in an appropriate manner.

In addition to the specific guidelines for English 100 credit, all students will be supervised to the extent that

they experience a range of literature that is suitable to the standing they wish to achieve. The matter of curriculum should not be a problem, however, since many of the units will make use of a variety of literary genres.

A benefit of the flexibility in this program is the provision for a student to receive a credit different than the one he registered for. In the present program, for example, an excellent vocational student in a 103 class is locked into a 103 credit regardless how superior he is in academic achievement. The reverse also holds true for 100 students who perform at a level far below the standard which is required. Rather than phase the units, the teachers will judge the quality of the work which is done by each student.

#### D. Approach to Unit Fulfillment

The matter of commitment by the student is a very essential part of the program. Once the student settles on his first unit (and each one thereafter), he will fill out a form designed to outline how and when he will execute the various aspects of the unit.

In keeping with the individual nature of the program, several details will be worked out at the time of choice in consultation with a teacher. Student input and decision making is to be emphasized, even to the point of students writing their own units when necessary. This involvement is aimed at facilitating motivation, interest, and personal gain through genuine learning.

The general approach to the fulfillment of each unit will include the following items:

1. initial commitment (and completion of form).
2. required reading
3. selected activities (the number of them to be determined in consultation with a teacher).
4. written report on reading and activities.
5. oral and written answers to the questions for consideration and vocabulary terms.
6. oral seminar on the entire unit for summary and sharing.

Since a group of students will usually be working together on one unit, there will be an opportunity for a broad variety of learning experiences, especially in the selection of activities. Students will be encouraged to diversify in some of the activities chosen, and to suggest their own when desirable. Group interaction for sharing of experiences then becomes quite valuable and important.

Consistent with the pursuit of learning as a process, evaluation in this program will not major in formal testing. Although some content is an essential part of the units,

there is no single overall body of information to be learned by every student. The structure of each unit and its fulfillment (as itemized above) imply a continuous evaluation of each student. Quality of work, attitude, and participation are some other factors to be considered in evaluation. Self and group evaluation may also become part of the program.

During the completion of their units, students will be compelled to exercise the basic communications skills. There will be ample opportunity to practice and receive help in weak areas.

The program is intended to stimulate students to develop in the five areas outlined by the divisional philosophy. Increased student responsibility and active participation in all aspects of the program is expected to produce some measure of growth in each student.

#### E. Conclusion - Role of the Teacher

A word is necessary on the role of the teacher in this program. A more individualized approach to English means more, not less, work for the teacher. It is expected that he will be very involved with students as they move through the phases of unit fulfillment.

A student-centered program does not imply that the students are left entirely on their own. True, the teacher is no longer the central figure for all the students all the time. Rather, his role is shifted to one of motivation, guidance, and assistance in relation to particular needs of small groups and individuals.

Imparting of knowledge, instruction in concepts, and other activities may still be engaged in as in the traditional classroom. But the audience will usually be much smaller and the teacher will find himself having more involvement with different groups and individuals.

Parallel timetabling of several teachers provides for many variations in student-teacher groupings. It is expected that our team will pursue an optimal use of the flexibility which is provided in the structure of this program.

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## Document 4

Grade 10 English

November 2/74

The following items are presented as proposals to be adopted as policy for the implementation of the present Grade Ten English program:

1. Every active unit must have a required reading(s), a choice wherever possible.
2. Every unit must have an assignment based on the required reading. (e.g., a long answer class test).
3. Every student is to provide written answers to the questions and vocabulary, after the above items are completed.
4. Every student is to complete 3-5 activities.
5. Approximately half of the unit time period is to be spent on reading the literature, discussing it, and doing the related test assignment.
6. The unit time periods should be extended by a few days.
7. The number of units offered to students should be reduced so that each teacher is handling only 1 2 3 4 5 units at the same time.
8. Survey test-exam (skills oriented) at semester's end?
9. 00 students engage in critical analysis exercises?

## Document 5

UNIT TOPICS      Nov. 2

Teacher 1

Utopia  
Linguistics  
Love  
War  
Transactional Analysis  
School  
Values  
Pornography  
Discovery  
Fear  
Short Story  
Poetry  
Old Age  
Humor  
Creative Writing

Teacher 2

Mental Illness  
Science Fiction  
Humor  
Language Skills  
Short Stories(fiction)  
Prejudice  
The Meaning of Courage  
Lang. in Work situations  
The Supernatural  
Elements of the Short  
Story  
Short Prose-Work Unit  
The Seasons of Life  
The Novel  
Poetry - Work Unit

Broad Areas:

- Experience
- Concepts
- Authors
- Historical
- Specific Works
- Genres
- Themes
- Justice
- The World of Sports

Teacher 3

Shakespeare Twelfth  
night  
Midsummer Night'  
Dream  
Novel - Great Expec-  
tations  
Middle English Poetr  
Point of View in  
Poetry primer  
Gardens  
Metaphors  
The Work Ethic  
Satire and Irony  
Greek Myths  
Creative Writing  
T.V. Videotape  
Pejortive Literature  
Endurance  
Poetry-Animals &  
Birds  
The Sea & Ships  
Creative Writing  
Short Stories

Detective/Mysteries  
Human Nature  
Family  
Growing Up  
God  
Peer Groups  
Happiness  
Good & Evil  
The Senses  
Renaissance  
Aggression  
Freedom/Discipline  
Who Am I? (Identity)

Russian Literature  
Political Literature  
Sickness & Disease  
Far Eastern Literature  
Canadian Literature  
Rebellion  
Conflict  
Women in Literature  
Sexual Attitudes  
Life Styles  
Beauty & the Beast  
Animals in Literature

## Document 6

STANDARD FORMAT

1. Title Page: Category,  
number,  
title,  
quotation (if there is one)
2. General Instructions (Be sure to follow these steps in the order they are listed).
  - a) Read questions at end of unit to get some idea of what you will be required to know at the end of the time period. Do not answer questions at this time.
  - b) Do required reading. (This must be completed in the first few days).
  - c) Be ready for assignment as arranged with teacher (on required reading).
  - d) Do vocabulary.
  - e) Select 3 to 5 activities and do.
  - f) Do questions.
  - g) Prepare for evaluation.
3. Required Reading.
4. Assignment on required reading to be arranged with teacher.
5. Vocabulary.
6. Activities.
7. Questions.
8. Evaluation. (Written report and seminar).

Groups for Revising Units

Deadline Friday, November 8.

Group A

Short Story  
 Poetry  
 Midsummer Night's Dream  
 Creative Writing-Voca-  
 tional

Novel  
 Drama  
 As You Like It  
 Love

Twelfth Night  
 Animals and Birds  
 Creative Writing  
 Essay Writing

Group B

Utopia  
 Prejudice  
 Linguistics

Death & Dying  
 Humour  
 Seasons of Life  
 Family Problems

Justice  
 Sports  
 Endurance

## Document 7

THE VIEW FROM MY CORNER

- A Teacher

Introduction

By the end of June last year, a new program for Grade 10 English was fairly well conceived in mind and on paper. As any new or experimental approach, it was incomplete until put to the test of student contact.

After two months of practice, it is possible to see some of the strengths and weaknesses of our program. The problem issues likely vary to some extent from teacher to teacher, but here are some matters which I consider in need of attention.

Number of units in stock

Rather than have 30-odd units of variable merit, we should reduce the number by roughly one-half. Choose the more popular units plus the essential ones, and beef them up according to the suggestions outlined below. (Units taken out of circulation at the present time could be introduced later when appropriate).

Format and content of unit

At present, we are not fulfilling the literature base adequately for some of our units. Left alone, students appear to be centering on the questions and vocabulary then jumping to the activities with insufficient consideration of the basic reading requirement.

It should not be necessary for a teacher to constantly remind students that they need to read the reading and do something with it. The unit itself should make that clear.

Assuming there is nothing sacred about the present unit format, there are some changes which would enhance our program. My suggestion for the procedure of fulfilling a unit is as follows:

- 1) Read the required reading (often a choice), and meet to discuss the text.
- 2) Do a written assignment (and perhaps even a test of some kind?) based on the reading.

- 3) Deal with the questions and vocabulary terms listed in the unit (preferably in writing).
- 4) Choose and complete a selected number of activities.
- 5) Have the seminar.

The sequence of the items listed above is important. In this plan of attack, the literature becomes primary, to be dealt with first; and the activities assume more of a "fringe benefit" status.

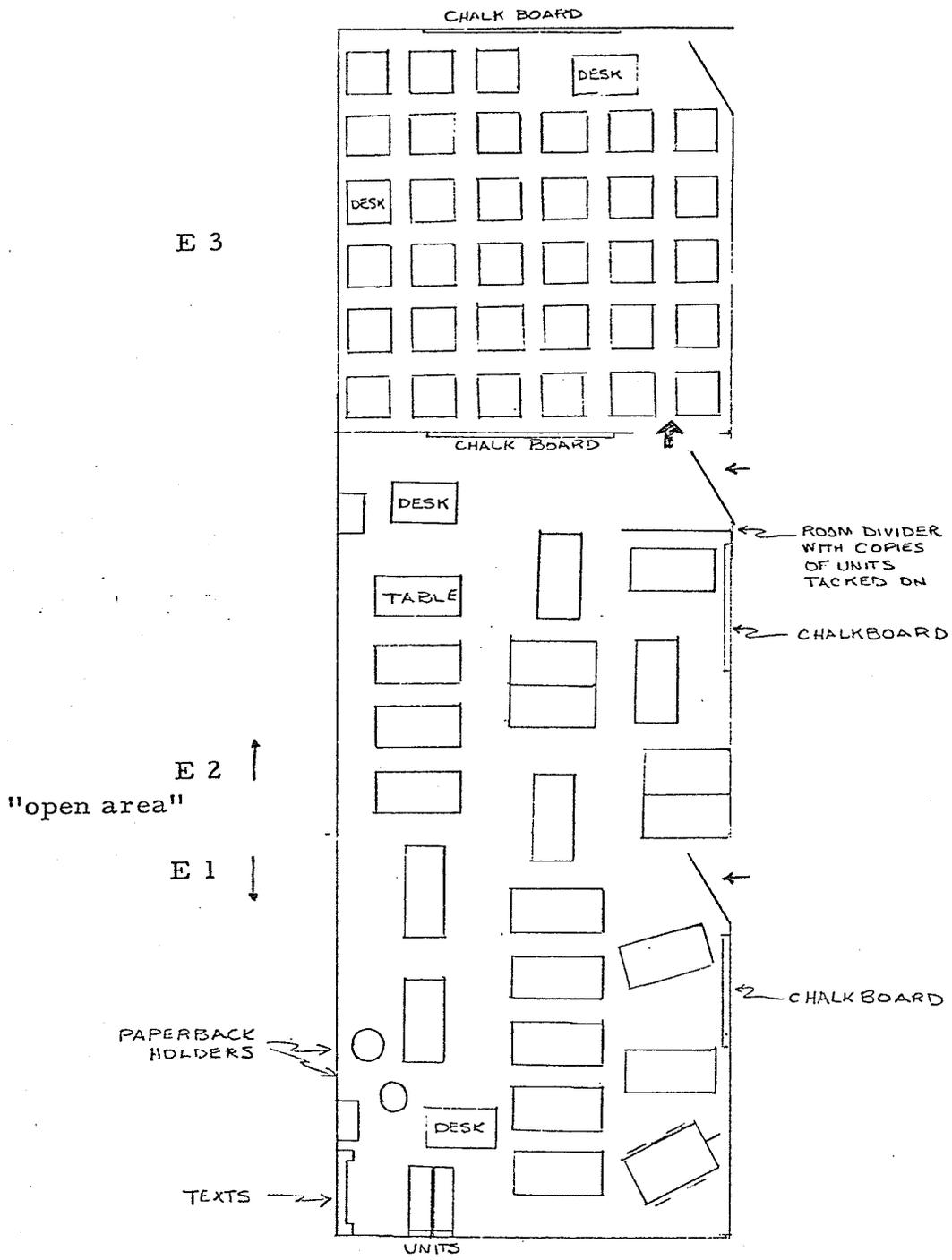
### Evaluation

The above procedure for unit fulfillment allows for more testing and evaluation of the students. A unit mark based on the seminar and written work alone is marginally satisfactory. With the added testing of the reading itself, our base for evaluation is broader and more attractive.

### Objectives

At present, I think we have a good mental picture of what our general objectives in this program are. There is good reason to clarify these objectives and outline them in writing.

Regarding individual units, it may be quite appropriate to list the more specific objectives being pursued in that unit of study.



Document 8

Floor plan of the open area created from two classrooms

Document 9

PROPOSAL FORM

SEC. NO. \_\_\_\_\_

NAME \_\_\_\_\_ TOPIC NO. \_\_\_\_\_

TITLE OF UNIT \_\_\_\_\_ UNIT CREDIT 103

STARTING DATE \_\_\_\_\_ 101

SEMINAR DATE \_\_\_\_\_ GRADE: 100

Seminar \_\_\_\_\_

Written \_\_\_\_\_

Assignment \_\_\_\_\_

ACTIVITIES CHOSEN

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

LIST ALL RESOURCES USED

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PERSONAL EVALUATION (Code: 0-not observed, 1-poor, 2-fair, 3-average, 4-good, 5-excellent)

punctuality - constant attendance	_____	_____	<u>Comments</u>
concentration	_____	_____	
attitude toward unit topic	_____	_____	_____
attitude toward other students	_____	_____	_____
cooperation	_____	_____	_____
self-confidence	_____	_____	_____
degree of supervision needed	_____	_____	_____
ability to make decisions	_____	_____	_____

Comments

attitude toward course

\_\_\_\_\_

\_\_\_\_\_

initiative, voluntary partici-  
pation

\_\_\_\_\_

\_\_\_\_\_

You / Teacher



## Document 11

We have been asked to share in our thinking on the development of individualized modular units. The following are possible questions to be considered:

1. What is individualized learning?

Individualized learning is primarily an alternate methodological approach. It involves teachers establishing a student-centered curriculum.

2. Is individualization synonymous with superficiality?

Any program (even one sanctioned by tradition) may be superficial. There is nothing inherent in individualized learning that creates superficiality. In fact, the opposite may be argued.

3. Is there less student-teacher contact with individualized learning?

Individualized learning makes possible more student contact. It requires the teacher to relate to students in a more intimate honest fashion. This is not required by a lecture format.

4. How do you organize an individualized program?

This is an important question as individualization requires more organization than a classroom situation. Genre, theme, and so on, may all be employed in an individualized program depending on the teacher's particular preference.

5. What topics may be used in individualized units?

The English curriculum is 'stuffed' with topics. The breadth of topics is limitless. Look at curriculum and see for yourself. Department members have suggested units on Japanese literature, film, the geography of literature, women in literature, Canadian literature, reading skills.

6. Can English be individualized in a worthwhile fashion?

Yes, but it is important that anyone doing it has a solid conception of what individualized learning involves. Otherwise, contracts, or other aspects of individualized learning override a program.

7. Do student learn less in an individualized program?

Indications are that students learn more. Remember, what is taught and what is learned may be two very different things.

8. Can an individualized program do anything better than the classroom?

Individualized learning programs are characterized by a set of behavioral objectives more in tune with the needs of the 1974 student. They (properly designed) offer choice, involvement, quality, relevance and flexibility. There is less cop work and more educational work.

9. Does an individualization meet the aims of the Department of Education and a high school's Divisional Philosophy?

An individualized program is able to meet all requirements. There is some doubt with the teacher-centered program however.

10. Can an individualized program teach skills?

An individualized learning situation can be used to teach anything already done in a traditional format.

11. Is there any advantage to the teacher centered classroom over individualization?

The teacher centered classroom was designed for a host of reasons. It is under pressure to change by administrators and government. We hope that any change leaves untouched its attributes and only abandons its drawbacks.

Communication to a large group the same information at the same time is one obvious strong point.

## Document 12

GENERAL OBJECTIVES GRADE 10 ENGLISH

Attaining goals is as important as having them. The following are general objectives. Each individualized unit in the program indicates specific objectives.

## 1. FEELINGS AND VALUES:

Students feel the English curriculum is worthwhile and enjoyable.

Self direction is positively valued. The student discovers an increasing pride and confidence in making his own choices, guiding his own life.

Students tend to move away from facades. Pretence, defensiveness, putting up a front, tend to be negatively valued.

Pleasing others as a goal in itself is negatively valued.

One's self, one's own feelings come to be positively valued. The student values himself and his reactions as being of worth.

Sensitivity to others and acceptance of others is positively valued. The student comes to appreciate others for what they are.

Being real is positively valued. The student tends to move toward being himself, being his real feelings, being what he is.

## 2. RATIONAL AND SYSTEMATIC:

The student writes in complete sentences.

The student writes a proper paragraph.

The student writes a coherent series of paragraphs.

All the literary genre are read.

An increase in reading speed is apparent.

The student better comprehends what is read.

Each student listens when another speaks.

Each student is capable of repeating what has been said.

Each student is able:

To be capable of finding a reference book.

To sense problems and missing information in units and arrive at acceptable solutions and communicate the results.

To express ideas orally such that others may understand.

To display confidence in speaking in small groups.

To develop the following problem solving process:

1. perceive problem.
2. to focus relevant information.
3. to organize, analyze and interpret this information.
4. to formulate solutions to unit fulfillment.
5. to draw conclusions.
6. to generalize from this entire experience and be able to reapply to other particular occasions.

To provide a forum for the intellectual examination of common issues inherent in the nature of human existence (ie., death, love, aging, family problems).

The student will be able to effectively work with others.

### EVALUATION

The Grade 10 English program attempts to evaluate students both in light of the individual's achievement and progress in terms of others.

Presently, students work individually on a group topic. Their written work is evaluated for approximately 80% of a unit mark. A seminar amounts to the final 20% of a total grade. Meeting unit objectives and professional judgement conspire in a final unit assessment.

The high school division has recently appointed an evaluation consultant. We intend to make contact with him to gain assistance in establishing improved affective testing.

### DEVELOPING UNITS FOR THE PROGRAM

Units for the Grade 10 English program at the high school have been prepared as per the information in the Outline of Administration. The selection of subject matter for the units has been based, initially, on the already-available curriculum material recommended for Grade 10 courses by the Department of Education. For

example, the units on Animals and Poetry and A Midsummer Night's Dream make use of materials (The Art of Poetry, Fifteen Winds, the school text of Shakespeare's play) already incorporated into the authorized Grade 10 program. We have incorporated aspects of genre, thematic, and language material into the units available at present, so that the existing Grade 10 curriculum is satisfactorily represented.

## OUTLINE FOR ADMINISTRATION OF GRADE TEN PROGRAM

### GENERAL INTRODUCTION

The following administrative outline was prepared in June, 1974. It provides a general overview of the Grade 10 English program.

Several observations, however, may provide more information on the process we went through as the program developed:

1. As much as possible, we used curriculum materials which were already in stock; unit titles and contents thus grew out of the materials available.
2. The unit format is defined and described in the administrative outline, but the role of the questions in each unit requires clarification; these questions are actually objectives for the unit, but stated in terms which are more usable for the student.
3. The basis for evaluation has shifted a little. We realized that students were not always integrating the literature reading into their unit work. We now require an assignment related to the literature base for each unit, this being evaluated along with the full report of unit work and the oral seminar.

### A. THE UNIT APPROACH

With the objective of relating English studies more closely to the needs and interests of students, our team closely examined the grade ten program as outlined by the Department of Education and as practiced at the high school.

It was decided that, through curriculum revision and expansion of offerings, we could work towards our objective, satisfy the divisional goals and philosophy, and fulfill any basic requirements expected of the program.

The unit approach was selected as a flexible base to use in rewriting our program. This unit concept provides for a compact yet thorough treatment of a generic, thematic, or other concern. Yet it also

serves as a springboard for some flexibility which gives students more personal involvement in the structuring of their course work.

The unit is a methodological tool whose only function is to lead students into the process of learning. There is no inherent value in its printed pages. The unit is not a mini-course which clearly outlines all that the student should learn and how he should learn it. Rather, it is a starting point from which the student may move in many directions according to personal ability and inclination.

The basic format for the writing of the units was adapted from a model presently being used in our school (in the Social Studies department). There are sound reasons for this choice. After one year of use, this unit model appears to be a functional vehicle for a more individualized approach to the process of learning. Also, it is desirable to pursue an integration of the student's educational program, especially in the area of humanities and social sciences.

Each unit is composed of five parts: questions for consideration, vocabulary terms, required reading, activities, and resource materials. The questions serve to introduce the topic and stimulate the student for inquiry. They are also used to facilitate a summary or overview at the end of the unit of work. Vocabulary items are words which must be understood in order to intelligently work with and discuss the subject involved. Required readings are included to ensure a basic common denominator for class discussion and fulfillment of the provincial curriculum. The list of activities allows each student to outline much of his own work for the unit. And the resource section will be continually expanded as more materials are available for use.

#### A) Flexible placement and student choice

The high school's Grade X English program tries to accommodate students from several divisions in the eastern sector of Winnipeg. We give 100, 101 and 103 credits for the program and the students are free to choose whatever credit they wish to receive providing they fulfill the requirements of the course. Maximum flexibility is achieved because the student is able to move from a 103 credit to a 101 or 100 or vice-versa during the course of the semester providing he fulfills the requirements. This applies to all students - Academic or Vocational or Business.

There are approximately 30 units from which the students have to choose 8. There are 3 categories: Genre, Theme, and Language.

The basic requirements are as follows:

- a) all students must take at least one unit from each category.
- b) students wishing to gain a 100 credit must have in addition to the basic requirement: 1 Shakespeare unit, 1 poetry unit dealing with form and content; and 2 essays (4-5 pages in length).
- c) the differentiation between a 101 and 103 credit is determined by the standard of work produced.
- d) the student wishing to gain a 100 credit is also urged to take the short story and novel units although this is not compulsory as there is much opportunity for dealing with these genre in the thematic units.

In addition there are 2 units (Reading Development and Listening Skills) which the student can take in the Reading Lab, if the teacher feels it is required.

Under this program we feel that the students have a wide choice of units to choose from and thus we can cater to their interests. At the same time, we are fulfilling the requirements as laid down by the Department of Education. Because of the wide choice, the program is very flexible as is evidenced by the fact that a student taking a Vocational major can still get an English 100 credit and vice-versa.

#### ACCOMMODATING NEW UNITS, SKILLS, AND TECHNIQUES IN THE PROGRAM

Where the need for a new unit is discovered, or where the need to develop and evaluate a new skill is identified, either by teacher or student, the matter is noted and mentioned at the next team meeting (80 minutes, 2nd period each Day 3). Then, in the case of a new unit, the appropriate teacher makes a commitment to prepare a new unit on the topic and submit it for team approval by a particular date. As soon as the unit has been approved, and resource and curriculum materials are stored in the resource area, the unit is placed on file and included in the list of available choices. In the case of a new skill, the team will discuss incorporation of an activity involving the skill in appropriate units. For example, an oral report activity might be declared a necessary skill-developing addition to units on poetry and The Novel. Such activities, relating to specific curriculum materials in these units, would be prepared and added to the activity lists for the units. Where the teachers decide that it is necessary, students would be directed specifically to these activities.

New techniques of approach are discussed and 'brainstormed' by the team at its meetings, and incorporated as necessary by each of the individual teachers.

## Use of Community Resources in the Program

Many activities in the program units involve the students' use of community resources. For example, the unit on Drama (Plays as Literature) contains an activity directing the student to interview an actor or actress connected with the Manitoba Theatre Workshop on the general topic of interpreting a play script. Several students have chosen this activity, and have returned with a more complete understanding of the literary element in drama, as well as a strong personal motivation to see a stage performance. The unit on Twelfth Night advises an interview on the subject of interpreting Shakespearian characters, and this activity has given participating students an acute sense of the importance of Shakespeare's contribution to literature and drama. Next term we hope to bring community speakers to the classes on a regular basis.

It should be stressed that, although community resources are referred to frequently by the supervising teachers in preparation of units, they are not in all cases mandatory sources of information for all students. In all units, emphasis is placed on the required reading materials from the Grade 10 curriculum, and the facilities (print and audio-visual materials) of the school library.

## Individual Study, Repair Work, Seminars

Although much of the work done by the high school's Grade 10 is group work there is ample opportunity for individual study.

Books are chosen, largely, on an individual basis. Units are also selected in this manner. A student may, if he/she so wishes, work completely alone. Also, students are at liberty to suggest an area of specialized, independent study. This might involve studying the works of one author (e.g., W. O. Mitchell) for a period of two or three weeks. Within each unit studied the student is required to select and deal with various activities on an individual basis.

"Repair work" suggests either remedial work for students or revising and rewriting unwieldy units.

To help students who, because of lack of skills, motivation, or effort, do not function in the program certain alternatives are available. Two reading lab units are provided for students who have comprehension problems. Students may be referred to special units which deal with their special problems (e.g., a grammar unit for those weak in skills). Students are asked to do further work if they hand in work which is incomplete or unsatisfactory. In all of these cases the staff member involved "guides" the student to the necessary unit and helps him/her to overcome whatever difficulties

arise.

Since starting the program in September the grade 10 teachers have found it necessary to "repair" certain units. This has included, to date, changing the format of all units (see sample), revising the activities in all units, rewriting approximately 20% of the units, and discarding six of thirty units. The six staff members involved are also attempting to improve evaluation procedures by working out such procedures as a group and sharing evaluation, on occasion, to achieve as much common ground as possible.

Seminars play a definite and important role in the program.

Roughly 80% of the units demand seminars and these sessions may range from thirty to eighty minutes with forty minutes being most common. The seminar is worth 20-25% of the unit grade. Seminars cover such items as terminology, basic questions, required reading, and opinion. The stress in seminars is on students contributing the greatest part of the exchanges of information and opinion. One rule is that ALL group members must participate actively (i.e., speak). The seminar also offers a chance to explore one aspect of a topic in depth, if the group so desires.

The above is not an attempt to give an exhaustive run-down of what has been done in the Grade 10 English Program at the high school. It doesn't even seem like the best way to learn "a bit" about said program. Visiting the school and talking to the staff and students involved would give a more real picture. The wall is down and the doors and minds (one hopes) are open.

Last Thought: May our program always be in a state of flux.

## Document 13

## READING LABORATORY - (Reading Self Improvement Program)

The Reading Center program at the high school involves Psychotechnics training equipment - shadowscope or reading pacers.

Three areas in the reading center that we work in:

1. Comprehension: Do you understand what you read? How much information can you remember? What is essential information to remember? Many of the essays you will read will ask basic questions afterwards. We will be practising to remember more of what you read.
2. Speed: (Rate) How fast do you read? During the first couple of days, we will be timing you to see how fast you read. This is measured in words per minute. We hope to double or triple your reading speed. We use a pacer or shadowscope to improve reading speed.
3. Vocabulary: How many words do you know? Can you read difficult or even unknown words without stopping to look them up. Often we don't improve our vocabulary and this is one of the major reasons we are poor readers.

BASIC UNDERSTANDING

1. Reading is a skill. The lab environment is predicated upon the concept of mastering the identifiable, sequential, sub-skills of reading.
2. Reading skill development can be most successful when instruction takes place in both its perceptual and conceptual areas, i.e., in both the processes of reading (HOW one reads) and in the content of reading (WHAT one reads.)
3. Reading development takes place in three stages or "steps" as a student progresses through school. The lab environment "recreates" the opportunity to master each of these steps and their sub-skills, with the student starting at his point of strength rather than weakness.
4. Reading laboratory instruction provides for individual differences by allowing for many modalities of learning (visual, auditory, kinesthetic). It incorporates the concept of simulation which allows the student to graphically see and hear excellent readers in operation so that he can emulate them rather than simply analyzing his task.

5. Reading skills are "overlearned" to mastery through the opportunities provided by modern audio-visual techniques and programs.

At present, the Reading Laboratory has produced two units for the Grade 10 English program. They are on Listening Skills and Reading Development. These units serve as remedial units for students who are diagnosed as needing improvement in these skills. As well, students who diagnose their own need for improvement can elect these units as a part of their total credit requirement. The literature used as material for these units reinforces the curriculum requirements of the total course. In this sense, the Reading Laboratory is a totally integrated part of the Grade 10 program.

## Document 14

Observations for English Department Meeting

At this time I think it is appropriate to make some assessment of the Grade 10 English Program as it has operated in the 1974-75 school year. I wish to offer some personal views and recommendations for those who will be teaching the program next year. Those who have organized and piloted the program through its first two semesters have devoted enormous energy and many hours of hard work to the program and none of the suggestions below are meant as criticism of that considerable effort.

Separation of the 103 classes. Since this has already been determined I merely observe that it is a wise decision. The special needs of this group with the emphasis on more oral work, remedial behavior and skill programs, the importance of small classes and an extremely flexible program makes separate classes essential. The separation of the 103 classes does not mean that individuals within those classes cannot be allowed to work on an individualized program. The need for some large group instruction in how to approach the various types of units is indicated by the student work this year.

Language Units - students should be made aware of the importance of attention to detail in these units. Some research skills must be taught first by the teacher. General essay format lessons would also be a helpful addition.

Genre Units - e.g., Novel, short stories, poetry. The student should be able to relate the terms studied to the materials read. Through instruction from the teacher the student can be given some tools for dealing with the material.

Theme Units - These are the units which the students seem most capable of handling on their own. I would advise a survey of students just finished Grade 10 to discover what theme units to add to the existing base.

Some general improvements that can be made in the units are:

- less vocabulary
- more relation of vocabulary to materials studied
- The "questions for consideration" should relate more directly to ideas discussed in the material as well as eliciting student opinions and ideas.

Some specific improvements that can be made in the units are:

Poetry - some specific questions to guide students through specific poems would help students in developing their own approach to the study of poetry.

- Essay Writing - should be studied as a class. A simpler essay writing booklet should be available.
- Shakespeare - a unit should be devised that emphasizes the study of the language of Shakespeare - i.e., various selections studied for analysis of difference between Shakespearean and modern English. A separate unit on historical and cultural aspects of the era should be considered.
- The seminar - the small group discussion is an excellent teaching and learning device but it cannot replace all other methods. If teaching the Grade 10 course again I would be tempted not to assign marks to seminars. I found the students felt the assignment of a mark to our discussions inhibiting. I found the decision about what Grade to give a difficult one.

The use of the E I-II Area.

I don't think the program should continue without clerical assistance next year. The problem of lost and misplaced materials is enormous. The teacher wastes much valuable teaching time in searching. The student wastes similar amounts of learning time.

I think more cooperative efforts to take advantage of the English open area should be undertaken. Planning would allow a small group to be in instruction class with a teacher while another supervises and assists the rest of the students. I would advise more teacher leadership in the planning of field trips and tours. Larger groups should be taken on such trips.

Finally, I would observe that most of my suggestions are directed towards a more teacher centered course. The reason for this is that I believe that if we offer the right teacher guidance at the Grade 10 level we may ultimately be able to make our senior programs more student centered. I don't feel that most of the students coming to us are ready for the degree of independence demanded of them by the Grade 10 program. By forcing independence on them too quickly we may be forcing them into shame and deceit in their efforts to produce what they think we require of them. What I am advocating is simply a more gradual and humane weaning process. In this regard I feel that not only should the Grade 10 program be changed to make it less demanding in terms of independence and maturity but if we are to be philosophically consistent we must take a long hard look at our Grade 11 and 12 methodology and structure to see if we are keeping pace with the students growing independence and maturity.

Respectfully submitted.

- A Teacher.

## Document 15

BRIEF:                    GRADE 10 ENGLISH PROGRAM

PURPOSE:                Explanation of the Grade 10 English Program.

HISTORY:

Several English Department members felt a dissatisfaction with the Grade 10 English program. A review of the program was undertaken. This review led to a variety of new approaches to course content as well as an altered methodology.

In conjunction with the Department of Education an experimental program for Grade 10 was initiated. Presently, the majority of the English Department is directly involved in the program and its development.

Several assumptions of the program:

- motivation is a key to learning
- students profit by courses designed specifically for them
- students are not inately irresponsible
- significant learning involves behavioral changes
- "there is nothing as unequal as the equal treatment of unequals"
- there is no one answer to education, therefore, no necessity for everyone to use the same approach
- recent educational developments, when considered valid, should be incorporated into current practice
- rather than bring the students to the curriculum the curriculum can be taken to the students.

THE PROGRAM:

100

The Literature 100 program focuses on three areas, literary form (genre), language, and literature as it relates to living. The course is personalized (individualized). A credit requires one poetry, one Shakespeare, and one essay unit out of a total of eight units for the term. The program is flexible to allow for the pursuit of a student's special interests.

101

Literature 101 is a personalized (individualized) program. Eight units out of approximately twenty-five units are required to receive a credit. At least one unit from those offered in the areas of literary form, themes, and language must be examined. The program emphasizes literature as a vehicle to personal and social examination.

103

Literature 103 requires that seven units in three general areas be completed. Choices range to approximately twenty-five units. The course is personalized (individualized) enabling the student to tailor his or her curriculum to individual needs. Programmed units on reading, grammar, listening, writing and other skill areas are available if needed.

NOTE: The above courses are heterogeneously grouped. This allows a student to try more difficult or easier work and to change credit.

#### THE CURRICULUM:

The Grade 10 courses are written into modulars or units. On a semester a unit takes approximately two weeks (depending on the student). The curriculum design offers extreme flexibility and can accommodate out of school activities and any type of school year.

The following is a list of units in use:

<u>FORM</u>	<u>Theme</u>	<u>Language</u>
Short Story	Seasons of Life	Essay Writing
Poetry	Justice	Listening Skills
Novel	Endurance	Linguistics
Plays as Literature	Love	Writing Your Own Unit
Shakespeare	Death and Dying	Creative Writing (vocational view)
	Family Problems	Human Relations
	Ideal World	Reading Lab.
	God on the Prairies	
	Animals and Poetry	
	World of Sports	
	War at Sea	(programmed grammar available on referral)

GENERAL PROGRAM OBJECTIVES: (specific behavioral objectives excluded)

#### AFFECTIVE:

Self direction is positively valued.

- shows variety and uniqueness in unit
- able to explain a plan for unit completion.

Sensitivity to others and acceptance of others is positively valued.

- students accept although not agree with others
- student volunteers assistance

Students feel curriculum is worthwhile and enjoyable.

- students comment favourably on curriculum.
- students appear interested while working.

Pleasing others as a goal in itself is negatively valued.

- argues logically for behavior
- questions teacher and peer statements

Being oneself is positively valued. The student is comfortable being his real feelings, being what he or she is.

- student may display emotion
- smiles at personal error and forgives

Students appreciate language.

- student responds to diction of appropriate degree
- responds to sensitive language and fine distinctions

#### COGNITIVE

To develop the following problem solving process:

- (a) perceive problem
- (b) focus relevant information
- (c) organize, analyze and interpret this information
- (d) formulate individual response to unit fulfillment
- (e) draw conclusions
- (f) generalize from this entire experience and be able to reapply to other particular occasions.

To provide a forum for the intellectual examination of common issues inherent in the nature of human existence (i.e., death, love, aging, family problems).

To create opportunities for creative efforts in English studies by requiring, reorganizing, original planning, and promoting novelty.

To further develop the four basic communication skills:

- (a) writing
- (b) reading
- (c) speaking
- (d) listening

To offer the tools (i.e., vocabulary, etc.) necessary for a meaningful understanding of literature in its various forms.

The aforementioned are of course extremely general. However, they set a tone. Each unit aims at these objectives in gradation.

**CONCLUSION:**

The program has stabilized over the last two semesters.

Experience has suggested that additional staff involved in the program function best if (a) they write at least one unit (b) serve equally in the administrative duties.

OUTLINE FOR GRADE TEN  
ENGLISH PROGRAM 1975-1976

Date: June 24, 1975.

## Introduction

As part of the ongoing process of developing the Grade Ten English program, we have closely examined our initial year of operation. Since flexibility is perhaps the key word in this program, we wish to be sensitive to changes that are either necessary or desirable.

The underlying assumptions and goals of the program have been laid out in previous briefs and need not be repeated here. This report focuses on how the program will be implemented next year by the above two teachers.

It is assumed that other teachers in the program may choose to modify certain things to suit individual taste. As long as certain administrative details are standard for all teachers involved (e.g., handling of resources), there is no compulsion for every section to be handled the same way. Much of our learning this year resulted from different teachers doing different things. The flexible, experimental element must remain in the program.

## Content of Program

The units will continue to be divided into three categories, as listed below. On the basis of experience, some units have been shelved for the present time. All units have been revised at least once this past year, and those to be used in September will be reviewed again for changes.

At least three new units are being written for next semester. We will have an operant base of approximately twenty-one units.

Teachers entering the program for the first time may adapt the units in whatever way they consider most effective. It is assumed that they should also write units in areas which are not well represented at present.

Listed below are the units to be used in September 1975:

<u>Genre</u>	<u>Theme</u>	<u>Language</u>
Short Story I	Death and Dying	Creative Writing
Short Story II	Family Problems	(whole semester)
Plays as Literature	Seasons of Life	Human Relations
Animals in Poetry	Love	Linguistics
Poetry: Form and Content	Endurance	Group Discussion
Shakespeare	World of Sports	Reading Lab
Novel	Friends	Story-Telling

These units will be available to students in three ways. First, they will be posted on bulletin boards in E1-E2. Second, they will be bound in volumes to be used in the classroom. Third, there will be single copies of each unit available for students' personal use.

In general, we will encourage the use of classroom unit copies in order to minimize duplicating expenses.

### Administration of Program

There are several points to note regarding the practical application of the program:

#### 1. Credit Requirements

Students will be expected to complete eight units during the semester.

Every student must complete at least two units from each of the three categories.

The E100 student will be required to take one Shakespeare and one Poetry unit, plus write at least one acceptable essay.

#### 2. Class Units

After a day or two of general testing, students will begin their first unit of work. The E100 students will study a Shakespearean play with a teacher and the E101 students will complete a unit on Group Discussion Skills with another teacher.

At the end of the first unit of time, the Group Discussion Skills unit will be offered on an extended basis (e.g., one or two class sessions per cycle) for students who missed it. A Practical Writing Skills unit (e.g., reports, surveys, critiques) will be offered on the same basis.

#### 3. Small Group Work

Students will be expected to work in groups of at least six people. Individual activities may vary within the group, but some things will be done together also.

Teachers will have class sessions with each group as often as possible.

#### 4. Reading Lab

Each student will be allowed to take one Reading Lab unit. The type of program will be worked out in consultation with a teacher. The possibilities at present are: Reading Development and Listening Program.

Since E100 and E101 students will not be scheduled into the Lab next year, we will encourage students to take a unit in the Reading Lab.

### 5. Resources

Someone must be in charge of the Resource corner at all times. Books and other materials are to be signed out.

The most efficient way to accomplish this control of resources is to assign students to the task for one unit of time and allow them one unit credit.

### 6. Special Activities

a) A film/speaker period will be organized about once every two cycles.

b) A "words and literary facts of the day" feature will be instituted. On a daily basis, several vocabulary terms and one or two items of literary interest (e.g., authors, books, movies) will be given by the teachers.

At regular intervals (e.g., monthly) students will write quiz tests on these items.

### 7. Evaluation

Students will be evaluated on the basis of their involvement in the total program, which includes:

- a) group participation (throughout unit)
- b) tests:
  - i) content of readings
  - ii) words and literary facts of the day
- c) written work (unit reports).
- d) oral seminar (at end of unit).

The combination of marks are variable, but one possible allocation for a unit is as follows:

- 1/3 - group participation and tests
- 1/3 - written work
- 1/3 - oral seminar

This brief summarizes the approach to be taken to the Grade Ten program in September 1975 by two students. Some details will likely be modified as the year progresses. But in essence we have presented here the mode of operation we will assume.

## Document 17

October 22, 1975 Summary Minutes: Grade 10 Elective Design

I. General conversation mentioned some issues of concern:

- books
- approach to Shakespeare
- closer cooperation amongst staff
- review and rewrite units
- program development
- details as to program's design and intentions.

II. Plans of Action:

Books: An inventory of grade 10 books is to be taken:

- i) each teacher to list their books in use and submit list by Monday.
- ii) A teacher to make a count of books in E30 prep. room.
- iii) A teacher will prepare two recording books, for E1 and E30.
- iv) A teacher will be responsible for a book count of E1 tests.
- v) Total count to be prepared and presented at next Wednesday's 8:00 a.m. meeting in B30.

III. Topic of Next meeting:

Books

- Units:
- A teacher to discuss unit selection
  - possibility of rewriting units
  - effect of managerial decisions on program philosophy

Document 18

October 25, 1975. Meeting: Grade 10 Elective Design

Several decisions were made regarding next semester's Grade 10 program:

- I. - program to include student centered and teacher-centered alternate teaching methodologies.
- three compulsory units for L100 and L101 will be as follows:
  1. drama (to include excerpts from Shakespeare)
  2. poetry
  3. short story
- compulsory units will be teacher centered with module assessment to be final exam.
- the semester is to be organized as:
  - 1 cycle - Orientation
  - 14 cycles- 3 compulsory
  - 4 elective
  - 1 cycle - wind down
- teacher pairs will teach compulsory units alternately to each other's classes - cooperative teaching.
- unit electives to be presented as follows:

		cycles	2	4	6	8	10	12	14	
Teacher responsibility {	Teacher 1	genre	T <sub>1</sub>	G <sub>2</sub>	T <sub>2</sub>	G <sub>1</sub>	T <sub>1</sub>	G <sub>2</sub>	T <sub>1</sub>	= one section
	Teacher 2	theme	G <sub>2</sub>	T <sub>1</sub>	G <sub>1</sub>	T <sub>2</sub>	G <sub>2</sub>	T <sub>2</sub>	G <sub>1</sub>	

II. Next Meeting: Wed. October 29, 8:00 a.m. B40)

- book credit report.
- inits in use
- division of responsibilities for unit development.

## Document 19

October 29, 1975. Summary Minutes: Grade 10 Elective Design

I. Textbook Report:

- student presented lists of textbooks to meeting
- student to coordinate textbook requests - put lists in his mailbox.

II. Units and Revision:

- a) - decision to use 'student's unit schedule' as a guideline and stop-gap measure to assist in solving this semester's book problems.

- teacher will prepare a sheet for teacher's use.

- b) - teachers will revise units in pairs

- theme units will be re-evaluated first

- each teacher will formulate ideas for revision and offer suggestions at next Wednesday's meeting.

- we chose to evaluate these units respectively:

Word of Sport	- A teacher
Endurance	- A teacher
Prejudice	- A teacher
Family Problems	- A teacher
Love	- A teacher

III. Possible topics for next Wednesday's meeting:

- unit revision suggestions and procedure.

STUDENT'S UNIT SCHEDULE

INSTRUCTIONS:

Select one unit of study in each of the 8 boxes below by circling the number of that unit. For example, if you were selecting the first unit in the second box, 1. Animals in Poetry, you would simply circle the 1. The only unit offered in the first box is "essay writing" which is compulsory. If you would like to take other units that don't appear to work out in this schedule, simply list the title of those units in the "Others" column.

	1	3	5	7	9	11	13	15
Essay Writing	1. Animals in Poetry 2. War at Sea 3. Family Problems	1. Poetry: Form & Content 2. Endurance 3. Seasons of Life	1. Plays as Literature 2. Justice 3. God on the Prairies	1. The Novel 2. Word of Sport 3. Linguistics	1. Twelfth Night 2. Prejudice 3. Human Relations	1. Short Story 2. Love 3. Listening Program	1. Death & Dying 2. Writing Own Unit 3. The Novel	

OTHERS

- 1.
- 2.
- 3.

## Document 21

Nov. 5          Summary of Minutes:    Grade 10 Elective Design

I.    Textbook situation:

- a teacher has ordered more books.
- a teacher will collect requests for books for second semester, put requests in his mailbox.
- Grade 10 accounting book is in E1.

II.   Unit Revision:

Two weeks from now these units will have been revised:

Word of Sports and Family Problems  
Love and Prejudice  
Endurance

III.   Unit format:

General agreement was given to write units in this order:

- a.   title page - quote, classification (genre, language, theme).
- b.   general instructions - include a statement to indicate that at least one activity directly relates to reading.
- c.   vocabulary - (under consideration)
- d.   Required Assignment - should be typed on all units
- e.   Required Reading -
- f.   Activities - should be kept but improved
- g.   Questions - O.K.
- h.   Evaluation - explained in more detail.

## Document 22

ENGLISH DEPT. ELECTIVE DESIGN PROGRAM - GRADE 10

A reminder of our meeting scheduled for 8:00 a.m. Wednesday. A suggested agenda for this meeting is as follows:

1. report on unit revision:
  - a. Theme Unit, Intelligence
  - b. Theme, Prejudice
  - c. Presentation postponed.
2. Future units to be revised:
  - responsibilities
  - deadlines
3. Administrative requests for coming semester
  - class sizes, books, any other relevant concern
4. Need for future meetings:

Some mention has been made of limiting the number of meetings in the future to those times when we need to review each others revised material. We may want to consider this idea at this time.

## Document 23

MEMO: GRADE 10 ELECTIVE DESIGN

DEC. 2nd.

The proposed agenda for our Wednesday morning meeting is the following:

- I. Unit Revision Report. Revised units will be examined by everyone.
  - a. Intelligence, Love.
  - b. Endurance
  - c. Prejudice
  - d. World of Sport
  - e. Animals and Poetry
- II. Needs for next semester.
- III. Completion of unit revision.

## Document 24

MEMO: Re: Grade 10 Elective Design Program

The next meeting is scheduled for Monday, December 22nd, at 3:30 p.m. Unit revision for next semester will be close to completion at this time.

The proposed agenda for this meeting is as follows:

I. Revised Units - a general brainstorming of reworked units.

- a) Endurance, Justice, Animals and Poetry.
- b) Plays as Literature, God on the Prairies, and possibly Horror.
- c) World of Sport, another unit based on The Contender (i.e., Life in the Ghetto)
- d) Science Fiction, Prejudice.
- e) Linguistics, Humor, Death and Dying

---

NOTE: This will set the Grade 10 program unit list up to this position:

- |                          |                         |
|--------------------------|-------------------------|
| 1. War (Seasons of Life) | 11. God on the Prairies |
| 2. Prejudice             | 12. Horror              |
| 3. Science Fiction       | 13. Linguistics         |
| 4. Endurance             | 14. Love                |
| 5. Justice               | 15. Intelligence        |
| 6. Animals and Poetry    | 16. Death and Dying     |
| 7. World of Sport        | 17. Ideal World         |
| 8. Life in the Ghetto    | 18. Novel               |
| 9. Family Problems       | 19. Humor               |
| 10. Plays as Literature  | 20. Reading Lab.        |

\* Plus teacher centered units: Short Prose, Poetry, Shakespeare.

## Document 25

There is nothing as unequal as  
the equal treatment of unequals.

## Your Own Individualized Unit.

The following is not a regular unit, it is your opportunity to make your own unit. At the same time it is your chance to build our program and yourself.

STEP I Think about something.

Questions: Ask yourself questions. Questions might be of the "I have always wondered..." variety. Select your questions as best you can. Maybe they're questions other people would like to wonder about. Ask your friends. Remember good questions get good answers. At least five questions are desirable.

STEP II

Vocabulary: List any words a person might come across when investigating your topic that may be new, important, or difficult. If they're listed they may be understood before they become a problem.

STEP III

Required Reading: If any particular work is important to the topic it may be made required. This is not always necessary. It's up to you.

STEP IV

Activities: Activities are things people can do to investigate the topic area. They are a place to start when you do not have your own idea. Look over other individualized units for ideas. What activities might be unique to your unit?

STEP V

Resources: Suggest where people can look to find out about your topic. You may have made a special tape, a movie, collected some articles which you want others to know are available. Now is your chance. Maybe some textbooks are useful.

STEP VI

Smile! You have just made your 1st individualized unit! The whole idea involves an educational philosophy. Don't worry if you aren't interested in thinking about it - you are living it.

Congratulations.

## Document 26

"The true profession of man is  
to find his way to himself."

INDIVIDUALISM - Self

1. What is individualism?
2. How is individualism attained?
3. How does individualism affect society?
4. How does society affect individualism, education?
5. How is individuality jeopardized?
6. Is an individual egotistical, egoistical?
7. What is self-reliance?
8. What does the future hold for individualism?
9. What is the relationship between conformity and individuality?

Vocabulary:

individualism	individual	society
egoism	egotism	freedom
self-reliance	antiutopianism	conformity

Activities:

1. Analyze a "great" man for individualism (i.e., Hitler).
2. Prepare a film or slide show indicating individualism.
3. Artistically create individualism.
4. Create the future for an individual (utopian or antiutopian).
5. Prepare a report on individualism in modern society.
6. Prepare and perform a skit showing the problems of individualism in a modern or future society.
7. Prepare a book review on any of the listed books:

Resources

Your mind mostly.

8. Prepare a bibliography for this unit.
9. Probe the past for trends of individualism.
10. Prepare a panel discussion on ideal individualism - discussion should be at least 15 minutes.
11. Visit a pertinent area (Monestary) and analyze individualism.
12. Plan and play a game that may bring out individualism in a group (introduce an original game).

13. Ask your grandfather or equivalent if he is a wise man.
14. What is the good life?

Reading: (resources)

Siddhartha	- Hermann Hesse
The Journey to the East	- Hermann Hesse
One Day in the Life of Ivan Denisovich	- Alexander Solzhenitsyn
Brave New World	- Aldous Huxley
1984	- George Orwell
A Clockwork Orange	- Anthony Burgess
We the Living	- Ann Rand
On Becoming a Person	- Carl Rogers
Fahrenheit 451	- Ray Bradbury

## Document 27

"Justice, I think, is the tolerable accommodation of the conflicting interests of society. . ."

"Man's capacity for justice makes democracy possible, but man's inclination to injustice makes democracy necessary."  
(R. Niebuhr)

"Injustice anywhere is a threat to justice everywhere."  
(Martin Luther King, Jr.)

J U S T I C EQuestions:

What is the meaning of justice?  
 How important is justice to the person and society?  
 What are some of the basic human rights of people?  
 How is justice sometimes distorted or perverted?  
 What does "mob mania" mean? How does it sometimes lead to injustice?  
 How true is the saying, "Innocent until proven guilty"?  
 Why do some people have a more difficult time than others in receiving just treatment?  
 What does the term "poetic justice" mean?

Vocabulary:

justice	discrimination	injustice
poetic justice	human rights	ombudsman

Reading:The Stephen Truscott StoryIn the Heat of the Night"Twelve Angry Men" - from Great Television Plays"Thunder on Sycamore Street" - SearchlightsActivities:

1. Write an essay on the subject of justice and injustice.
2. Read the play "Twelve Angry Men" very closely. Trace the steps which each jury member goes through in making up his mind, and analyze the influences which cause them to change their decisions.
3. Present a detailed list and explanation for what society owes to an individual who has been wrongly locked up for a number of years.
4. Prepare a speech or written paper on the topic, "The Ten Greatest Wrongs in Society," and how you would correct them.
5. Analyze a suitable novel in detail to reveal what it has to say on the matter of justice.
6. Explain in detail how the administration of justice is influenced by racial and ethnic discrimination, social and financial status, and various other factors.

7. Present the story of Stephen Truscott and evaluate his case from your point of view.
8. Make a list of all the basic human rights of every person and explain why these rights are important.
9. Use a suitable medium of expression to present what you think is the greatest injustice that can be inflicted on a human being.
10. Contact the Human Rights Commission to find out what issues they are concerned about and how they operate.
11. Examine the role of the Ombudsman at various levels of administration.
12. Do research on consumer Protection legislation and the consumers' Bureau in government.
13. Create a drama or write a story about a person who has been unjustly accused of committing a terrible crime.
14. Present a debate on the topic, "Resolved that in our society a man is innocent until proven guilty."
15. Visit the hearings of a court case, reconstruct the situation which is being tried, and evaluate the role of justice in the case.
16. Define "poetic justice" as fully as possible, and explain how it is used in literature.
17. Prepare a speech on some aspect of justice and record the speech on cassette tape.
18. Analyze the psychology of "mob mania", where one or two influential persons can lead others to do very foolish things.
19. Interview someone who has been unjustly treated by people, business, or government.

## Document 28

## THEME

## JUSTICE

"Justice, I think, is the tolerable  
accommodation of the conflicting  
interests of society. . ."

"Man's capacity for justice makes democracy  
possible, but man's inclination to  
injustice makes democracy necessary."  
(R. Niebuhr)

"Injustice anywhere is a threat to justice  
everywhere."  
(Martin Luther King, Jr.)

GENERAL INSTRUCTIONS

(Be sure to follow these steps in the order they are listed)

- a) Read questions at end of unit to get some idea of what you will be required to know at the end of the time period. Do not answer questions at this time.
- b) Do required reading. (This must be completed in the first few days).
- c) Be ready for assignment on required reading as arranged with teacher.
- d) Do vocabulary.
- e) Select 3 to 5 activities and do.
- f) Do questions.
- g) Prepare for evaluation.

REQUIRED READING

The Stephen Truscott Story

"Twelve Angry Men" - from Great Television Plays

ASSIGNMENT

1. Outline the case against Stephen Truscott from the time he was captured to the time he was released.
2. From "Twelve Angry Men" trace the steps which one juror goes through in changing his vote from guilty to not guilty.

VOCABULARY

discrimination	injustice
analyze	jury
perversion	plaintiff

ACTIVITIES

1. Write an essay on the subject of justice and injustice.
2. Present a detailed list and explanation for what society owes to an individual who has been wrongly locked up for a number of years.
3. Prepare a speech or written paper on the topic "The Ten

Greatest Wrongs in Society," and how you would correct them.

4. Analyze a suitable novel in detail to reveal what it has to say on the matter of justice.
5. Explain in detail how the administration of justice is influenced by racial and ethnic discrimination, social and financial status, and various other factors.
6. Make a list of all the basic human rights of every person and explain why these rights are important.
7. Use a suitable medium of expression to present what you think is the greatest injustice that can be inflicted on a human being.
8. Contact the Human Rights Commission to find out what issues they are concerned about and how they operate.
9. Report on the role of the Ombudsman, i.e., George Maltby in Manitoba.
10. Do research on consumer Protection legislation and the consumers' Bureau in government.
11. Create a drama or write a story about a person who has been unjuustly accused of committing a terrible crime.
12. Present a debate on the topic, "Resolved that in our society a man is innocent until proven guilty."
13. Visit the hearings of a court case, reconstruct the situation which is being tried, and evaluate the role of justice in the case.
14. Define "poetic justice" as fully as possible, and explain how it is used in literature.
15. Prepare a speech on some aspect of justice and record the speech on cassette tape.
16. Analyze the psychology of "mob mania", where one or two influential persons can lead others to do very foolish things.
17. Interview someone who has been unjustly treated by people, business, or government, and report your findings.
18. Describe in detail, justifying your statements, at least 3 characters from the play, Twelve Angry Men.

QUESTIONS

What is the meaning of justice?

How important is justice to the person and society?

What are some of the basic human rights of people?

How is justice sometimes distorted or perverted?

What does "mob mania" mean? How does it sometimes lead to injustice?

How true is the saying, "Innocent until proven guilty?"

Why do some people have a more difficult time than others in receiving just treatment?

What does the term "poetic justice" mean?

EVALUATION (Written report and seminar)

## Document 29

THEME

JUSTICE

"Justice, I think, is the tolerable accommodation of the conflicting interests of society. . ."

"Man's capacity for justice makes democracy possible, but man's inclination to injustice makes democracy necessary"  
(R. Niebuhr)

"Injustice anywhere is a threat to justice everywhere"  
(Martin Luther King, Jr.)

JUSTICEGENERAL INSTRUCTIONS FOR COMPLETION OF UNIT

1. Read the questions at the end of the unit to get some idea of what you will be required to know for the seminar.
2. Do the required reading. This must be completed in the first few days of the unit.
3. Complete the assignment on the required reading as arranged with your teacher.
4. Define the vocabulary words and give an example for each one from your required reading.
5. Select and complete your activities, the specific number to be decided in consultation with your teacher.
6. Answer the questions as fully as possible in written form.
7. Gather all your written material in a neat, orderly fashion, fill out a proposal form, and review your work in preparation for the oral seminar.

REQUIRED READING

Read both of the following plays:

1. "Twelve Angry Men" - from Great Television Plays
2. "Thunder on Sycamore Street" - in Mentor Book of Short Plays

ASSIGNMENT ON REQUIRED READING

After completing your reading, prepare full written answers for both of the following questions:

1. In "Twelve Angry Men", trace the questions and comments of juror number 8 throughout the play, and outline his progressive influence on the other jurors.
2. In "Thunder on Sycamore Street", examine the three family households and analyze the characteristics, similarities, and differences between them.

VOCABULARY

discrimination  
justice  
plaintiff  
defendant

honesty  
injustice  
jury  
probing

Write out definitions for each of the above terms, preferably in your own words. Then give an example from your reading to illustrate the meaning of each word.

### ACTIVITIES

Your activities are to be selected in consultation with your teacher. At least two of these activities must be related to the required reading.

1. Write an essay on the subject of justice and injustice.
2. Prepare a speech or written paper on the topic, "The Ten Greatest Wrongs in Society," and how you would correct them.
3. The play, "Thunder on Sycamore Street", was written for television. Discuss how good a play it is: its beginning (repeated), setting, suspense, dialogue, characters, climax.
4. Present a detailed list and explanation for what society owes to an individual who has been wrongly locked up for a number of years.
5. Analyze a suitable novel in detail to reveal what it has to say on the matter of justice.
6. "We have a right to live where we please and how we please. We're keeping all of those things, Anna. They belong to us" (p. 61, Thunder on Sycamore Street).  
Make a list of all the basic human rights of every person and explain why these rights are important.
7. Explain in detail how the administration of justice is influenced by racial and ethnic discrimination, social and financial status, and various other factors.
8. "Arthur Hayes is a hen-pecked husband who becomes a her." Defend this statement as fully as you can using details from the play, "Thunder on Sycamore Street."
9. Present what you think is the greatest injustice that can be inflicted on a human being. Use any medium of expression that is suitable.
10. Contact the Human Rights Commission to find out what issues they are concerned about and how they operate.
11. Report on the role of the Ombudsman (i.e., George Maltby) in Manitoba.
12. Write a play or story about a person who has been unjustly accused of committing a terrible crime.

13. Present a debate on the topic, "Resolved that in our society a man is innocent until proven guilty."
14. Define "poetic justice" as fully as possible, and explain how it is used in literature.
15. "We can't be different! We can't afford it! (p. 52, "Thunder on Sycamore Street"). Outline Mrs. Hayes' attitudes as they are expressed in this and other speeches on pp. 51-53 of the play.
16. Prepare a speech on some aspect of justice and record the speech on cassette tape.
17. "Do you know what a mob is like? Do you know what they're capable of doing!" (p. 60, "Thunder on Sycamore Street"). Analyze the psychology of "mob mania", where one or two influential people can lead others to do very foolish things.
18. "And his father is no longer the greatest guy in the world." (p. 68, "Thunder on Sycamore Street").
  - a) Explain what Roger is feeling here and why.
  - b) Discuss the different ways fathers lose the respect of their children.
19. "Justice was accomplished in 'Twelve Angry Men'". Discuss to what extent this statement is true and why.
20. Interview someone who has been unjustly treated by people, business, or government and report your findings.
21. Describe in detail at least three characters from the play, "Twelve Angry Men".
22. Compare jurors no. 3 and no. 8 in as much detail as you can (their characters, similarities, differences, your view of them, and so on).

### QUESTIONS

- What is the meaning of justice?  
 How important is justice to the individual person and to society?  
 What are some of the basic human rights of people?  
 To what extent do the majority of people have these rights in actual practice?  
 How is justice sometimes distorted or perverted?  
 To what extent is justice fulfilled in each of the two plays you have read for this unit?  
 What does "mob mania" mean?  
 How does it sometimes lead to injustice?  
 How true is the saying, "Innocent until proven guilty?"  
 Why do some people have a more difficult time than others in receiving just treatment?

What does the term "poetic justice" mean?

EVALUATION - will be based on the following items, each teacher to decide how much weight to place on each one.

1. Assignment on required reading.
2. Written work on questions, vocabulary, and activities.
3. Oral seminar at end of unit.
4. Individual work habits during unit of work.

INSTRUCTIONAL OBJECTIVES

The student will know:

- how to complete a unit of work in a planned, logical order.
- personal responses to questions which reflect important ideas in the unit.
- the meaning of vocabulary terms related to the unit of study.
- the attitudes towards justice expressed in two plays.
- The student will:
  - read and consider an assigned number of plays.
  - complete written assignments on the plays read.
  - research the meanings of selected vocabulary terms related to the unit of study and apply them to the material read.
  - choose and complete a selected number of learning activities.
  - compile all written work neatly and in an acceptable order or format.
  - prepare for and take part in an oral seminar on the unit of work.

The student will appreciate:

- the importance of justice in our society.
- the value of certain basic human rights.
- the various ways literature deals with theme of justice.
- the need for individual attention and concern in order to preserve justice and fair treatment of people.

APPENDIX B

- (1) A Sample of Field, Theoretical and  
Methodological Notes
- (2) Observation Schedule

NOTESFIELD

Mon. Oct. 20 (Day 4)

Met two members of faculty of Ed. in office before classes; other people (not students in halls and staffroom. Inquired about whereabouts of Engl. Dept. head. Want to find him. He told me that a meeting regarding interns was being held this morning. This involved him and he was late. He took me to the  $\frac{1}{2}$  time aide's office and introduced me to her. Showed me an office where I could work.

Talked with two members of Eng. Dept. involved in elective program. Mentioned having to work out some problems regarding electives. Wanted more participation from rest of dept. 2 courses of action: (1) request to Gr. 11 teachers for feedback about what they expected from kids entering their program from Gr. 10; (2) regular meetings Weds. 8 a.m. with teachers in Eng. electives. They invited me to come to the meeting. Received copies of teachers' timetables. Compiled to form timetable so could plan for observation. Went up to elective "open area". Met \_\_\_\_\_ and intern, \_\_\_\_\_. Talked in general about program with \_\_\_\_\_. \_\_\_\_\_ busy with student groups. In 10 min.

THEORETICAL & METHODOLOGICAL

There seems to be a lot going on here this am. Dept. head appeared harried. Will this affect an evaluation? Is there too much going on?

Invited to attend this meeting These 2 teachers appeared to be under some pressure-attitude that they wanted more from other members of the dept. I know both of them, and they appeared slightly upset. What's going on?

Meet the other teachers in the elective program ASAP.

talked with 2 separate groups and followed one other student to his seat and asked him if he needed help. He had been standing beside groups she was busy with, but went to sit down before she was finished. The present unit being completed today to be handed in tomorrow. New one to start tomorrow.

\_\_\_\_\_ joked with 2 groups of students. They ignored him. Said he had taught a successful unit on how to write an essay. Said he came into class in the middle of a unit. Class would be in turmoil if left alone at that time. "Now\_\_\_\_\_ can leave anytime and it's o.k." Made arrangements to talk with \_\_\_\_\_ during period 2 tomorrow (Oct. 21).

Observed another teacher in the north end of the English area - sitting at desk talking with a student seated beside desk. Teacher talked for 10 minutes. During this time the student replied briefly 3 times. Teacher asked if the student had enough information to continue. Student replied, "I still think the school is cheap." Teacher replied, "O.K." Teacher talked with another student who came up to desk. Remainder of class were seated at tables. Some writing, some reading, some talking.

Tues. Oct. 21, Day 5

In period 1 met with one member \_\_\_\_\_ of the Eng. Dept. in the staff room. Attempted to explain what I'm doing here. Tried to emphasize supportive role. Teacher wondered if I would be doing an evaluation

Research suggests avoiding observation or data gathering when a unit is beginning or ending. This could affect validity of observations at this time.

After the first day in the school I have the feeling that there is a lot going on here. There are interns in the classes, me as an observer. This is an experimental program - tends to be loosely organized and operated - the classes are quite large. To the data collected under these circumstances valid?

on individual performance. Being a first year teacher was aware that someone would report on performance but didn't know who or how. Mentioned that some people get uptight about having people in classroom-not her though she added. She wanted to know what procedures would be used to evaluate program would I be in each classroom, how would this be worked out. Said it was good to have someone come in from outside because teachers get so entrenched in their own programs that they really don't know what is going on. I answered her questions, consequently talked more than I intended. Offered to help her in any way I could with program. She mentioned Eng. meeting Wed. a.m.

Period 2.

Talked with 2 members of dept. ( ) plus interns ( ) about program. I explained what I was going to try to do. \_\_\_\_\_ commented that I didn't have to fears - said something about teachers' "unfounded paranoia" over evaluation.

\_\_\_\_\_ said that he would like to see critical information about the program. I said that I would follow an observational procedure and try to provide objective data. They talked about the difficulty they had in getting texts. \_\_\_\_\_ said their budget was overspent considerably. What to do? \_\_\_\_\_ said they needed more integration within dept. when it came to ordering texts. I mentioned that increased involvement was a complicating factor. She needed additional texts for her elective units.

This seemed to be of concern. Was slightly upset that didn't know more about the evaluation of non-tenure teachers. How would this influence performance?

Her comments volunteered.

This was o.k. though because she had lots of questions - concerned? I think this made her more comfortable.

I guess I was stressing the "supportive" aspect too much.

Comments during this conversation volunteered by the individuals. I said very little after opening comments about my role.

Made the point that with 25 kids you could use 5 sets of 5 but this was difficult with 45 students. She said that she and other dept. members had been openly critical of elective program. Said that \_\_\_ & \_\_\_ were bearing brunt of criticism about the program. She said that the regular English meetings would give everyone a chance to thresh out the problems. Would be better now because she had lots of questions to ask. \_\_\_ emphasized that of the 5 people presently involved in the elective program, only 2 had been familiar with it in Sept. 3 were new. He said they were teaching the content as specified in the program guide but weren't sure about approach.

\_\_\_ mentioned that she was going to teach a compulsory poetry unit to the class as a whole. She said that she couldn't see the point of explaining terms etc. to each student individually. Later she said that they needed some feedback about the operation of the program - had to make some changes. \_\_\_ said that he was aware of many things that needed change - and the changes were coming - this was an experimental program. \_\_\_ suggested that \_\_\_ would be a good person to talk to about the program since she had been active in it last year. Went on to say that the Gr. XI teachers had complained that the X's from the elective program were weak - didn't know all the things they should. Apparently they were compiling a list of expectations. \_\_\_ said that she wouldn't mind my recording some of her perceptions of the elective program at a later date.

Note what \_\_\_ and \_\_\_ said yesterday.

Hadn't they had any preliminary meetings to talk about program, its operation, responsibilities, etc.?

Hadn't had any meetings though.

This was a surprise to me since it seemed that she thought this would be going against the unit outline that the others had written up. It seems that some clarification of the intent and operation of the program is necessary. Talk to \_\_\_ - also students from last year's program.

More pressure on \_\_\_ and \_\_\_?

Set up procedure for taped interview.

## CLASSROOM OBSERVATION SCHEDULE

Class: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

<u>Student behaviors</u>	<u>No. of Students</u>	<u>No. of Groups</u>
1. writing		
2. Reading	<u>more than 7</u>	<u>5-7</u> <u>2-4</u> <u>Individuals</u>
3. Discussing		
4. Fooling around, talking		
5. Consulting teacher		

Teacher behavior  
and interactionNo. of StudentsNo. of times

## 1. Talking:

- lecturing or discussing-
- questioning, interviewing-
- directing a change  
in student behavior-
- clarifying or giving  
advice -

## 2. Contact initiated by:

- teacher
- student

COMMENTS:

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APPENDIX C  
TEACHER QUESTIONNAIRE

Please answer the following questions about the English Elective program as you experienced it. Feel free to provide further explanation of any of your answers on the back of the page.

1. Please indicate the time period(s) in which you taught in the English Elective program:

Sept. 1974-Jan. 1975	<input type="checkbox"/>
Jan. 1975 - June 1975	<input type="checkbox"/>
Sept. 1975- Jan. 1976	<input type="checkbox"/>

2. Have you had any input into planning or modifying the Elective program?  
(circle one)      Yes      No

If yes, please explain the form it took \_\_\_\_\_

	never	seldom	sometimes	usually	always
3. Do you feel that the Elective program allowed you to work with students in a way that was comfortable to you?					
4. Do you feel that you were able to consult with students individually?					
5. Do you feel that there were sufficient texts and/or reference materials to support the Elective program?					
6. Do you feel that the elective units your students chose were beneficial to them?					
7. Do you feel that students reacted favorably to the Elective program?					

8. Do you feel that you were sufficiently informed about the grade ten English Elective program in terms of:

- a. its philosophy?
- b. its objectives?
- c. its organization?

Yes	No	Don't Know

9. Please check (✓) the degree to which you think your students were involved in the following activities in the English Elective program.

	not involved	seldom involved	sometimes involved	frequently involved	always involved
a. setting goals for their work in the course					
b. suggesting units for their course					
c. suggesting activities for their course					
d. choosing units to work on					
e. choosing activities to work on					
f. evaluating their progress in their course					

10. How would you rate the English Elective program compared to other English programs which you have taught? (circle one)

- a. poorer
- b. same
- c. better
- d. much better
- e. don't know

11. The English Elective program in grade ten (circle one)

- a. is fine the way it is
  - b. is good, but needs some modification
  - c. is poor and needs a lot of modification
  - d. should be abandoned (please explain)
  - e. other (please explain)
- 
- 

12. I feel that our high school English program could be improved if the Elective program were expanded to include: (you may circle more than one)

- a. grade eleven      Yes    No
- b. grade twelve      Yes    No
- c. grades eleven  
and twelve      Yes    No

13. I see the greatest advantage of the grade ten English Elective program as

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14. I see the greatest disadvantage of the grade ten English Elective program as

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APPENDIX D  
STUDENT QUESTIONNAIRE

Please answer the following questions about the English Elective program as you experienced it in grade ten. Feel free to provide further explanation for any of your answers on the back of the page.

1. When I was in the English Elective program, I worked toward a (circle one)

(a) 100 credit (b) 101 credit

2. If you had had a choice of English programs, would you have chosen the Elective program? Circle one.

(a) yes (b) no

3. What influenced you most in your choice of English Elective units? ( you may circle more than one)

- a. interest in the subject area
- b. recommendation from classmates
- c. suggestions from English teacher
- d. usefulness of the subject for the future
- e. the ease at which I might complete the unit
- f. other (please explain in the space below)

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4. Having selected my own units in the English Elective program, I felt (you may circle more than one)

- a. that I was more motivated to learn than in a required course
- b. that I did better work in English
- c. that it made no difference in the way I did my work in English
- d. that it made no difference in my motivation to learn
- e. that it made me less motivated to learn than in a required course
- f. that I did poorer work in English

5. In the English Elective program, the amount of time spent on developing

	a. should be increased	b. should remain the same	c. should be decreased
i. reading skills			
ii. writing skills			
iii. speaking skills			

6. The topics which make up the units in the English Elective program should be (circle one)

- a. expanded to cover more areas of interest
- b. kept as they now stand
- c. reduced so that emphasis can be placed on fewer areas

7. Please check (✓) the degree to which you were involved in the following activities in the English Elective program:

	never involved	seldom involved	sometimes involved	usually involved	always involved
a. setting goals for your work in the course					
b. suggesting units for your course					
c. suggesting activities for your course					
d. choosing units to work on					
e. evaluating your progress in your course					

8. Please check (✓) the degree to which the following statements are true in your experience with the English Elective program.

	never	seldom	sometimes	usually	always
a. the unit assignment sheet described accurately what was required of me					
b. the teacher was available for consultation and/or help with questions					
c. the units I chose were beneficial					
d. the information provided by the evaluation helped me to improve my work					
e. there were enough texts and reference books					

9. How would you rate the grade ten English Elective program compared to other English programs where you have been a student? Circle one.

a. poorer    b. same    c. better    d. much better    e. don't know

10. The English Elective program in grade ten (circle one)

- a. is fine the way it is
  - b. is good, but needs some modification
  - c. is poor and needs a lot of modification
  - d. should be abandoned (please explain)
  - e. other (please explain)
- 
- 

11. I feel that I would benefit if the English Elective program were expanded to include: (you may circle more than one)

- a. grade eleven      Yes    No
- b. grade twelve      Yes    No
- c. grades eleven  
and twelve      Yes    No

12. I see the greatest advantage of the grade ten English Elective program as

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13. I see the greatest disadvantage of the grade ten English Elective program as

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APPENDIX D  
STUDENT QUESTIONNAIRE RESULTS

41 students presently in grade eleven who were in the 100 program in 1974 '75

Please answer the following questions about the English Elective program as you experienced it in grade ten. Feel free to provide further explanation for any of your answers on the back of the page.

1. When I was in the English Elective program, I worked toward a (circle one)

(a) 100 credit (b) 101 credit

2. If you had had a choice of English programs, would you have chosen the Elective program? Circle one.

(a) <sup>57.5%</sup> yes (b) <sup>42.5%</sup> no

3. What influenced you most in your choice of English Elective units? ( you may circle more than one)

- a. interest in the subject area 87.8%
- b. recommendation from classmates 34.2%
- c. suggestions from English teacher 29.3%
- d. usefulness of the subject for the future 17.1%
- e. the ease at which I might complete the unit 51.2%
- f. other (please explain in the space below) 17.1%

~~6 students responded that they had not been given a choice of units~~

~~1 student responded that the units required for a 100 credit had influenced his choice~~

4. Having selected my own units in the English Elective program, I felt (you may circle more than one)

- a. that I was more motivated to learn than in a required course 36.6%
- b. that I did better work in English 43.9%
- c. that it made no difference in the way I did my work in English 24.4%
- d. that it made no difference in my motivation to learn 9.8%
- e. that it made me less motivated to learn than in a required course 2.4%
- f. that I did poorer work in English 22.2%

5. In the English Elective program, the amount of time spent on developing

	a. should be increased	b. should remain the same	c. should be decreased
i. reading skills	48.8%	43.9%	7.3%
ii. writing skills	40.0%	60.0%	---
iii. speaking skills	50.0%	47.5%	2.5%

6. The topics which make up the units in the English Elective program should be (circle one)

- a. expanded to cover more areas of interest 73.2%
- b. kept as they now stand 12.2%
- c. reduced so that emphasis can be placed on fewer areas 14.6%

7. Please check (✓) the degree to which you were involved in the following activities in the English Elective program:

	never involved	seldom involved	sometimes involved	usually involved	always involved
a. setting goals for your work in the course	4.9%	4.9%	24.4%	39.0%	26.8%
b. suggesting units for your course	9.7%	21.9%	36.6%	19.5%	12.3%
c. suggesting activities for your course	2.4%	21.9%	36.6%	19.5%	26.7%
d. choosing units to work on	----	----	2.4%	19.5%	78.1%
e. evaluating your progress in your course	7.3%	17.1%	24.4%	21.9%	29.3%

8. Please check (✓) the degree to which the following statements are true in your experience with the English Elective program.

	never	seldom	sometimes	usually	always
a. the unit assignment sheet described accurately what was required of me	5.1%	10.3%	12.8%	53.9%	17.9%
b. the teacher was available for consultation and/or help with questions	----	17.1%	24.4%	29.3%	29.2%
c. the units I chose were beneficial	2.4%	9.8%	31.7%	46.3%	9.8%
d. the information provided by the evaluation helped me to improve my work	17.5%	15.0%	30.0%	35.0%	2.5%
e. there were enough texts and reference books	2.4%	17.1%	19.5%	51.2%	9.8%

9. How would you rate the grade ten English Elective program compared to other English programs where you have been a student? Circle one.

- a. 44.4% poorer
- b. 9.8% same
- c. 21.9% better
- d. 21.9% much better
- e. 2.0% don't know

10. The English Elective program in grade ten (circle one)

- a. is fine the way it is 12.5%
- b. is good, but needs some modification 47.5%
- c. is poor and needs a lot of modification 25.0%
- d. should be abandoned (please explain) 12.5%
- e. other (please explain) 2.5%

d. doesn't prepare students for grade eleven-

e. depends on the teacher; should be organized, resourceful, helpful

11. I feel that I would benefit if the English Elective program were expanded to include: (you may circle more than one)

- |                             |       |       |
|-----------------------------|-------|-------|
| a. grade eleven             | 19.4% | 80.6% |
|                             | Yes   | No    |
| b. grade twelve             | 10.0% | 90.0% |
|                             | Yes   | No    |
| c. grades eleven and twelve | 26.3% | 73.7% |
|                             | Yes   | No    |

12. I see the greatest advantage of the grade ten English Elective program as

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13. I see the greatest disadvantage of the grade ten English Elective program as

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- 47 students presently in grade eleven who were in the 101 program in 1974 '75

Please answer the following questions about the English Elective program as you experienced it in grade ten. Feel free to provide further explanation for any of your answers on the back of the page.

1. When I was in the English Elective program, I worked toward a (circle one)

- (a) 100 credit      (b) 101 credit

2. If you had had a choice of English programs, would you have chosen the Elective program? Circle one.

- 84.1%      19.9%  
(a) yes      (b) no

3. What influenced you most in your choice of English Elective units? ( you may circle more than one)

- a. interest in the subject area 48.9%
  - b. recommendation from classmates 21.3%
  - c. suggestions from English teacher 2.1%
  - d. usefulness of the subject for the future 10.6%
  - e. the ease at which I might complete the unit 57.4%
  - f. other (please explain in the space below) 6.4%
- 

4. Having selected my own units in the English Elective program, I felt (you may circle more than one)

- a. that I was more motivated to learn than in a required course 42.6%
- b. that I did better work in English 44.7%
- c. that it made no difference in the way I did my work in English 21.3%
- d. that it made no difference in my motivation to learn 8.5%
- e. that it made me less motivated to learn than in a required course 14.9%
- f. that I did poorer work in English 6.4%

5. In the English Elective program, the amount of time spent on developing

	a. should be increased	b. should remain the same	c. should be decreased
i. reading skills	25.6%	58.1%	16.3%
ii. writing skills	20.9%	65.2%	13.9%
iii. speaking skills	34.1%	38.6%	27.3%

6. The topics which make up the units in the English Elective program should be (circle one)

- a. expanded to cover more areas of interest 80.4%
- b. kept as they now stand 13.1%
- c. reduced so that emphasis can be placed on fewer areas 6.5%

7. Please check (✓) the degree to which you were involved in the following activities in the English Elective program:

	never involved	seldom involved	sometimes involved	usually involved	always involved
a. setting goals for your work in the course	4.3%	8.5%	44.7%	27.7%	14.8%
b. suggesting units for your course	27.7%	21.3%	21.3%	17.0%	12.7%
c. suggesting activities for your course	14.9%	14.9%	19.2%	34.0%	17.0%
d. choosing units to work on	4.4%	4.4%	4.4%	23.9%	62.9%
e. evaluating your progress in your course	10.6%	14.9%	23.4%	36.2%	14.9%

8. Please check (✓) the degree to which the following statements are true in your experience with the English Elective program.

	never	seldom	sometimes	usually	always
a. the unit assignment sheet described accurately what was required of me	----	6.5%	10.9%	50.0%	32.6%
b. the teacher was available for consultation and/or help with questions	8.7%	32.6%	13.0%	32.6%	13.1%
c. the units I chose were beneficial	10.9%	8.7%	36.9%	41.3%	2.2%
d. the information provided by the evaluation helped me to improve my work	10.9%	19.6%	43.5%	17.4%	8.6%
e. there were enough texts and reference books	10.9%	26.1%	28.3%	21.7%	13.0%

9. How would you rate the grade ten English Elective program compared to other English programs where you have been a student? Circle one.

- a. poorer <sup>14.9%</sup> b. same <sup>4.3%</sup> c. better <sup>38.3%</sup> d. much better <sup>42.5%</sup> e. don't know

10. The English Elective program in grade ten (circle one)

- a. is fine the way it is 21.7%
- b. is good, but needs some modification 65.2%
- c. is poor and needs a lot of modification 6.5%
- d. should be abandoned (please explain) 6.6%
- e. other (please explain)

---

d. didn't like the program

---

11. I feel that I would benefit if the English Elective program were expanded to include: (you may circle more than one)

- |                             |       |       |
|-----------------------------|-------|-------|
| a. grade eleven             | 58.1% | 41.9% |
|                             | Yes   | No    |
| b. grade twelve             | 41.4% | 58.6% |
|                             | Yes   | No    |
| c. grades eleven and twelve | 62.5% | 37.5% |
|                             | Yes   | No    |

12. I see the greatest advantage of the grade ten English Elective program as

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13. I see the greatest disadvantage of the grade ten English Elective program as

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-110 students in the 100 program in grade ten 1975 '76

Please answer the following questions about the English Elective program as you experienced it in grade ten. Feel free to provide further explanation for any of your answers on the back of the page.

1. When I was in the English Elective program, I worked toward a (circle one)

- (a) 100 credit (b) 101 credit

2. If you had had a choice of English programs, would you have chosen the Elective program? Circle one.

- (a) <sup>88.9%</sup>yes (b) <sup>11.1%</sup>no

3. What influenced you most in your choice of English Elective units? (you may circle more than one)

- a. interest in the subject area 69.1%
- b. recommendation from classmates 24.5%
- c. suggestions from English teacher 10.9%
- d. usefulness of the subject for the future 16.4%
- e. the ease at which I might complete the unit 54.5%
- f. other (please explain in the space below) 6.4%

-seven people responded that they had had no choice- one indicated the possibility for research as a reason for choice- one indicated the opportunity to write poems and stories as an influence

4. Having selected my own units in the English Elective program, I felt (you may circle more than one)

- a. that I was more motivated to learn than in a required course 48.3%
- b. that I did better work in English 52.7%
- c. that it made no difference in the way I did my work in English 20.9%
- d. that it made no difference in my motivation to learn 11.8%
- e. that it made me less motivated to learn than in a required course 6.4%
- f. that I did poorer work in English 3.6%

5. In the English Elective program, the amount of time spent on developing

	a. should be increased	b. should remain the same	c. should be decreased
i. reading skills	33.3%	62.1%	4.6%
ii. writing skills	28.2%	64.5%	7.3%
iii. speaking skills	39.8%	55.6%	4.6%

6. The topics which make up the units in the English Elective program should be (circle one)

- a. expanded to cover more areas of interest 63.3%
- b. kept as they now stand 30.3%
- c. reduced so that emphasis can be placed on fewer areas 6.4%

7. Please check (✓) the degree to which you were involved in the following activities in the English Elective program:

	never involved	seldom involved	sometimes involved	usually involved	always involved
a. setting goals for your work in the course	7.4%	7.4%	28.7%	42.6%	13.9%
b. suggesting units for your course	26.4%	16.4%	27.3%	14.5%	15.4%
c. suggesting activities for your course	11.8%	10.9%	27.3%	25.4%	24.6%
d. choosing units to work on	2.7%	7.3%	16.4%	29.1%	44.5%
e. evaluating your progress in your course	7.5%	10.3%	17.7%	34.5%	29.9%

8. Please check (✓) the degree to which the following statements are true in your experience with the English Elective program.

	never	seldom	sometimes	usually	always
a. the unit assignment sheet described accurately what was required of me	----	4.6%	14.5%	48.1%	31.8%
b. the teacher was available for consultation and/or help with questions	3.8%	1.9%	16.9%	43.5%	33.9%
c. the units I chose were beneficial	1.9%	11.2%	42.9%	34.6%	9.4%
d. the information provided by the evaluation helped me to improve my work	6.5%	10.2%	43.5%	33.3%	6.5%
e. there were enough texts and reference books	6.4%	29.2%	21.8%	31.8%	11.8%

## Student Questionnaire

3

9. How would you rate the grade ten English Elective program compared to other English programs where you have been a student? Circle one.

- a. 10.0% poorer    b. 3.6% same    c. 35.4% better    d. 43.4% much better    e. 4.6% don't know

10. The English Elective program in grade ten (circle one)

- a. is fine the way it is 40.2%  
 b. is good, but needs some modification 45.4%  
 c. is poor and needs a lot of modification 7.2%  
 d. should be abandoned (please explain) 3.1%  
 e. other (please explain) 4.1%

d. can't get units in on time- fool around and don't get anything done- units boring

e. not challenging enough- how about one-half elective, one-half structured?

11. I feel that I would benefit if the English Elective program were expanded to include: (you may circle more than one)

- |                                |              |             |
|--------------------------------|--------------|-------------|
| a. grade eleven                | 50.0%<br>Yes | 50.0%<br>No |
| b. grade twelve                | 2.1%<br>Yes  | 97.9%<br>No |
| c. grades eleven<br>and twelve | 57.0%<br>Yes | 43.0%<br>No |

12. I see the greatest advantage of the grade ten English Elective program as

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13. I see the greatest disadvantage of the grade ten English Elective program as

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-95 students in the 101 program in grade ten 1975 '76

Please answer the following questions about the English Elective program as you experienced it in grade ten. Feel free to provide further explanation for any of your answers on the back of the page.

1. When I was in the English Elective program, I worked toward a (circle one)

- (a) 100 credit (b) 101 credit

2. If you had had a choice of English programs, would you have chosen the Elective program? Circle one.

- (a) 78.9% yes (b) 21.1% no

3. What influenced you most in your choice of English Elective units? (you may circle more than one)

- a. interest in the subject area 59.0%
- b. recommendation from classmates 11.6%
- c. suggestions from English teacher 14.7%
- d. usefulness of the subject for the future 14.7%
- e. the ease at which I might complete the unit 42.1%
- f. other (please explain in the space below) 8.4%

-five people responded that they had had no choice in units

4. Having selected my own units in the English Elective program, I felt (you may circle more than one)

- a. that I was more motivated to learn than in a required course 30.5%
- b. that I did better work in English 43.2%
- c. that it made no difference in the way I did my work in English 17.9%
- d. that it made no difference in my motivation to learn 13.7%
- e. that it made me less motivated to learn than in a required course 9.5%
- f. that I did poorer work in English 10.5%

5. In the English Elective program, the amount of time spent on developing

	a. should be increased	b. should remain the same	c. should be decreased
i. reading skills	22.1%	71.6%	6.3%
ii. writing skills	17.9%	68.4%	13.7%
iii. speaking skills	34.7%	50.5%	14.8%

6. The topics which make up the units in the English Elective program should be (circle one)

- a. expanded to cover more areas of interest 63.2%
- b. kept as they now stand 29.5%
- c. reduced so that emphasis can be placed on fewer areas 7.3%

7. Please check (✓) the degree to which you were involved in the following activities in the English Elective program:

	never involved	seldom involved	sometimes involved	usually involved	always involved
a. setting goals for your work in the course	6.4%	8.4%	38.9%	27.4%	18.9%
b. suggesting units for your course	21.0%	12.6%	25.3%	18.9%	22.2%
c. suggesting activities for your course	15.9%	16.8%	16.8%	24.2%	26.3%
d. choosing units to work on	3.2%	11.6%	14.7%	26.3%	44.2%
e. evaluating your progress in your course	20.0%	26.3%	22.2%	16.8%	14.7%

8. Please check (✓) the degree to which the following statements are true in your experience with the English Elective program.

	never	seldom	sometimes	usually	always
a. the unit assignment sheet described accurately what was required of me	9.5%	6.3%	27.3%	33.7%	23.2%
b. the teacher was available for consultation and/or help with questions	4.2%	14.8%	22.1%	40.0%	18.9%
c. the units I chose were beneficial	6.3%	13.8%	35.9%	28.4%	11.6%
d. the information provided by the evaluation helped me to improve my work	9.5%	23.2%	50.5%	13.7%	3.1%
e. there were enough texts and reference books	17.9%	28.4%	24.3%	18.9%	10.5%

## Student Questionnaire

3

9. How would you rate the grade ten English Elective program compared to other English programs where you have been a student? Circle one.

a. poorer 16.8%    b. same 10.5%    c. better 23.2%    d. much better 37.9%    e. don't know 11.6%

10. The English Elective program in grade ten (circle one)

- a. is fine the way it is 37.8%
- b. is good, but needs some modification 46.7%
- c. is poor and needs a lot of modification 8.9%
- d. should be abandoned (please explain) 5.5%
- e. other (please explain) 1.1%

d. nothing in course to improve grammar, spelling, comp. -don't learn enough

don't get work done e. easy, but you don't learn more

11. I feel that I would benefit if the English Elective program were expanded to include: (you may circle more than one)

- |                                |       |       |
|--------------------------------|-------|-------|
| a. grade eleven                | 38.6% | 61.4% |
|                                | Yes   | No    |
| b. grade twelve                | 3.3%  | 96.7% |
|                                | Yes   | No    |
| c. grades eleven<br>and twelve | 54.6% | 45.4% |
|                                | Yes   | No    |

12. I see the greatest advantage of the grade ten English Elective program as

\_\_\_\_\_

\_\_\_\_\_

13. I see the greatest disadvantage of the grade ten English Elective program as

\_\_\_\_\_

\_\_\_\_\_