

THE EFFECT OF DISPLAY OF FIXED GRAMMATICAL STRUCTURES
IN TEACHING ENGLISH AS A SECOND LANGUAGE

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ABSTRACT

This investigation assessed the relative effectiveness of two methods of teaching fixed items of English grammar to junior and senior high school students taking an intensive language course in English as a second language.

The method for the experimental group gave preference to the cognitive-code approach. Students were taught three items of fixed grammar deductively by means of a kinesthetic-visual card model and various oral drills. The grammar items were mechanically displayed and manipulated in order to establish a conscious awareness of grammar before oral drills were begun.

The method for the control group gave preference to audio-lingual methodology. Grammar items were taught inductively with only a little time allowed for illustration of grammar.

Pre-tests and post-tests were given to determine learning for each item of grammar. The t-test was used to measure transfer ability. The analysis of covariance was used to determine the effects the treatment conditions had on the learning of three items of fixed grammar.

From the analyses of the data the investigator found that the kinesthetic-visual card model used with the experimental group, was statistically significant for two of the three items of grammar tested. Transfer was found to be statistically significant for one of the three items of grammar tested.

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CHAPTER I

INTRODUCTION

J.B. Carroll (1966) stated that an examination of practices of foreign language teachers and several theorists showed that there were only two major theories of learning commonly used today, the audio-lingual habit theory and the cognitive code-learning theory, and both of them failed to take account of recent findings in verbal learning.

Large scale studies on comparing methods, as reported by Carroll (1966), Chastain (1968), and Olsson (1973) did little to make classroom instruction effective since they could seldom find significant differences between methods.

There is a need for small scale investigations on methods and techniques for teaching specific limited objectives based on current theory and methodology with the aim of making classroom instruction more effective and productive.

RATIONALE FOR THE STUDY

A review of current theoretical literature indicated that the role of grammar for teaching the structure of language could be divided into three main schools of thought: one "rejects grammar as a codification of reality, and therefore sees it as unnatural and almost reprehensible" (Kelly 1971), a second accepted grammar with inductive teaching methods and

behaviourist learning theory, and a third school accepted grammar with deductive teaching methods and saw explanation and isolation of critical elements as a complement to man's cognitive learning process.

Each school of thought had its advocates. Pattison (1971) was opposed to the use of grammar. He had strong feelings about courses which isolated and itemized language skills and features of language. He saw no point "in evaluating a course that has required of the learners only substitution of items in frames or manipulation of structures, because that is not language". Teaching must go after the total meaning without resorting to fragmentation.

Kelly (1971) stated that Palmer and Guerry accepted grammar "as a useful crutch with which to order knowledge already gained by active methods". Further Kelly (1971) stated that Palmer is responsible for introducing pattern practice, an inductive method, for teaching the structure of language into English. Other writers like Lado (1964) and Fries (1952) gave differing yet convincing justification for pattern practice and behaviourist theory and did much to popularize the structural method and its highly developed drill technique for teaching grammar awareness inductively.

The theory and methods of the structuralists have been given pride of place by many theorists, publishers, and in the second language classroom, it is an almost unchallenged approach. Kreidler (1971) claimed that since the 1950's the structural method has dominated second language teaching and drill has become the most important and time consuming activity in the classroom. Publishers of materials and textbooks like, English Sentence Patterns (1958) by Lado and Contemporary Spoken English (1967) from the Institute of Modern Languages, Washington, D.C., have limited themselves almost entirely to the structuralist school of thought.

Robert Allen (1972) is a writer who accepted and used grammar even in the early stages of language learning. He said, "In learning a foreign language, it is more important initially to learn the signals of grammatical meaning than to learn the lexical items." The way to learn the signals is by consciously focusing on the structural elements that carry meaning, and then immediately applying the knowledge to free sentence generation. Allen (1972) suggested the use of nonsense words and drills as a useful technique for focusing on relevant structural features.

Many writers did not fall clearly into one of the three schools of thought mentioned. Wilga Rivers (1964) did not see much of a problem in teaching grammatical awareness. Grammar was either too simple or too complex for formal lesson structuring. Rivers (1964) said:

There are certain fixed elements of language which operate as closed systems. These elements are skill type and require little intellectual analysis. These elements are inflection of person and number, agreement of gender, fixed forms of interrogation or negation and the formal features of tenses For these features drill is a very effective technique. They may be inductively learned by the students without more than an occasional word of explanation by the teacher when there is hesitation or bewilderment. In structured classroom practice their use may be extended by the process of analogy, to other utterances with different combinations of lexical items.

The investigator questioned the adequacy of drills and occasional words of explanation as an effective technique for teaching the structure of language because of the great amount of time and energy needed to acquire grammatical awareness. Furthermore, since research on comparative methodology has not found a superior method, the investigator felt that many theorists and publishers have adopted a biased view on the contributions formal grammar could have on language learning. The conventional approach of drilling to teach structure has been so over-emphasized as to restrict

the development and distribution of other approaches leaving the classroom teacher with little choice but to drill.

There is a need for new and alternate ways of teaching the structure of language that is based on a review of theoretical literature of all three schools of thought and not restricted to any limiting views of grammar. Any new approach should be tested in a teaching situation to see if it can reduce time and energy and yet remain productive.

The investigator has developed a kinesthetic-visual card model for communicating non-verbally specific grammatical features. The card model was designed to display:

1. The critical features in the structure of simple affirmative, negative and interrogative statements using pronouns and
 - (i) verb "to be" in the simple present tense
 - (ii) verbs in simple present tense
 - (iii) regular verbs in simple past tense
 - (iv) irregular verbs in simple past tense
2. The answering technique using both negative and affirmative structures.
3. The nature of contractions.

The kinesthetic-visual card model was tested in a teaching environment. It was anticipated that multi-sensory experience with structure would aid conceptualization of grammar, reduce drill time, aid memory, and build confidence in handling structures. Specifically the investigation attempted to discover if the kinesthetic-visual approach had a significant effect on language acquisition and transfer ability.

STATEMENT OF THE PROBLEM

This investigation attempted to evaluate the effectiveness of a kinesthetic-visual card model for teaching fixed grammatical patterns of

English. The investigation was designed to answer the following questions:

1. Does the kinesthetic-visual card model significantly aid oral and written language acquisition?
2. Does the kinesthetic-visual card model significantly aid subjects to acquire transfer ability?

PROCEDURE OF THE STUDY

In order to acquaint all the subjects with the kinesthetic-visual card model and the testing procedure used in the investigation, the following procedures were followed:

1. Introductory lessons were taught.
2. Oral and written pre-tests were administered.
3. Structure lesson with cards was taught on the verb "to be".
4. Oral and written post-tests were administered.

The same procedures were followed for each new grammar item as it was introduced. After the pre-test, the subjects were randomly assigned to two groups. On the day following the pre-tests, one group was taught a new grammar item using the card sets and the other group was taught the same point of grammar in the same amount of time but without the use of the cards. After the two lessons, the pre-test was restructured and administered as a post-test to measure learning for each item of grammar taught. A transfer test was given after the post-tests.

An analysis of covariance was used to determine the effects the independent variable, the card sets, had upon the learning of each item of grammar. A t-test was used to determine the effects of the cards on transfer ability of the subjects.

All oral parts of the test were recorded and checked against the

scores given at the time of the recording during the experiment.

Since all the subjects received the same lessons, there was no restriction placed on the vocabulary or the number of positive structures introduced. The lesson outlines in the appendix were considered minimum for participation in the experiment.

Since students differ in their ability to learn from any one method and since good teaching requires various methods of presentation, a level of significance of .20 was accepted as significant for the covariance analysis and .10 for the t-tests.

DEFINITIONS OF TERMS USED

Kinesthetic-visual card model. This term refers to a method of teaching certain fixed elements of grammar with cards that feature words and inflectional endings.

Fixed grammar. This refers to grammar that is rule bound. In this investigation it refers specifically to the fixed forms of interrogation and negation, and the formal features of tenses.

DELIMITATIONS

This investigation involved twenty-five junior and senior high school students in an intensive language course at Daniel McIntyre Collegiate. The students were taught only three items of fixed grammar in three short time blocks (one item per time block). The number of grammatical items was deliberately restricted and the time for each lesson was shortened to a

minimum time required for the experimental group, in order to permit; (i) uniform lesson input, (ii) diagnostic testing of each grammar item, (iii) learning without confusion from too many learning items, and (iv) for lessening the impact of any uncontrollable variables.

It was recognized that it is not possible to control the technique a student adopts for learning; therefore, a week was allowed between structure lessons so that exposure to the cards in the experimental group would be sufficiently distant so as not to influence the learning technique used by the student when he was in the control group. It was anticipated that students who were switching between methods would soon opt for a method suited to their learning style regardless of the method used in the teaching lesson.

Pronunciation was not stressed in this investigation on the assumption that it does not play an important role in the acquisition of syntax.

This investigation was not a cognitive-code versus audio-lingual experiment. No attempt has been made to differentiate the methods compared as explicitly cognitive-code and audio-lingual. The experiment group was taught by a method which gave preference to a cognitive-code approach and the control group was taught by a method which gave preference to the audio-lingual method.

LIMITATIONS

The sample for the investigation was limited by the space available for new students and by the actual number of students who had little or no knowledge of English, that were placed in the available space in the Basic English class of Daniel McIntyre Collegiate.

CHAPTER II

REVIEW OF LITERATURE

This investigation emanates from the need for developing an approach to teaching grammar that is pedagogically realistic. The review of literature examines (i) various methodologies and approaches to teaching grammar, (ii) the domain of grammar suitable for formal teaching, (iii) methodological studies, and (iv) productive learning techniques with the objective of giving a methodological rationale for the kinesthetic-visual card model assessed in this investigation.

I. REVIEW OF TEACHING METHODOLOGIES AND APPROACHES

Grammar rule and translation method. Grammar lessons dominated language teaching before the advent of Modern Linguistic Science which began approximately with Grimm's Germanic Grammar (1821). For centuries Latin and Greek were taught almost exclusively by a grammar rule and translation method. Even in recent times the grammar approach had a large following in spite of the strong attacks made on it by modern linguistic scholarship. Scholars of Latin and Greek worked toward perfection in speaking and writing and it was thought that this could only be accomplished through the highest possible expertise in the form of the language. The rigorous application of grammar rules to writing and speaking as practiced in the grammar method was well suited to developing expertise in form.

Unfortunately when grammar rule and translation were applied to teaching English there was a great deal of uncertainty about the rules of English grammar and the oral aspect was no longer vigorously pursued. The grammar-translation method, as it was practiced in recent times, was severely criticized for not stressing oral skills. Students developed ability in grammar and in reading and writing but they failed to reach an oral communication level for even simple conversation. To overcome this weakness, language learning shifted to a nearly total oral emphasis.

Another criticism levelled at the grammar-translation method was its inability to avoid interference from the dominant language system. Pairing German and English nouns ensures that there will be interference and that German will be the mediator.

The notion that learning grammar rules is somehow effective has been attacked by pointing out that speakers are not conscious of grammar during speech, and grammar is too complex to be handled simultaneously with content in the conscious domain. Memorization and application of grammar rules was associated with fruitless learning. However, a discovery approach to learning is considered to be stimulating and motivating and if it were applied to grammar it could be anticipated that rule formation and hypotheses testing through discovery could be motivating and productive. To retain instruction which leads to grammar rule formation in language learning would be in keeping with child language studies (McNeill, 1970; Slobin, 1971) which say that children speak from rules and the rules are frequently over-generalized and incompletely developed as evidenced by an analysis of children's speech.

Even after linguistics came under the influence of scientific methods, grammar rule and translation retained a large following which

served to discredit the method because new linguistic findings were largely ignored. However, new linguistic discoveries did bring about several minor and a few major changes in the importance of grammar in language teaching. Views on what language was were also changing rapidly creating a need for new methods which would reflect the latest views and linguistic advances. The role of grammar went through major changes with the introduction of the oral-direct method, the structural method, and the transformational and the cognitive code approaches.

Oral-direct method. In the 1880's a reform movement was established because of disillusionment with the grammar-translation schools. The reformers were going to teach through direct speech, that is, complete sentence utterances. This led to the direct and oral methods of teaching second languages. Under these methods grammar was learned inductively. Teachers avoided stating grammar rules and relationships explicitly on the assumption that it was better if the learner discovered them for himself. Since translation was a taboo, the learner in the absence of informed explanation, frequently formed wrong or weak hypotheses about the language. The oral direct-method lacked sequencing of lessons that would ensure quick and accurate rule and hypotheses formation.

In spite of the attacks made on the oral-direct method, it can still have a productive role in language learning. Its strength lies in developing oral skills and in contextualizing meaning for a situation without resorting to translation. This method is particularly useful during the first weeks of language learning when mainly simple sentences dealing with situations near at hand are taught.

Situational approach. The situational approach is an extension of

the oral-direct method which was weak in staging direct situations from outside the classroom. A.S. Hornby (1950) in a situational approach to language says pictures do very well "to arouse and hold the learner's interest" once the situations in the classroom have been exhausted. He suggested that with some imagination and adaptation it might be possible to continue with the direct approach with the help of pictures to a point where the student had enough oral skill to enable him to continue learning in real life situations.

Even though it might have been possible to continue with a modified direct method, it is questionable whether the exposure to other methods might not be more productive than extending one method.

Basic English. Lado (1964) said that research into most frequently used words and structures led C.K. Ogden to introduce basic English. He selected eight hundred and fifty words on their frequency of appearance and their capacity to cover all possible lexical functions as a basis for teaching English vocabulary and grammar. Even though lessons followed a grammatical framework, the actual use of grammar in teaching was kept in the background.

Reading method. In the thirties, a reading method became popular for a short time in America. Students were expected to learn a second language by learning to read the writings of great scholars and by studying their style. This approach appears unsuitable for use in the initial stages of language learning. It might be useful at rather advanced stages of language learning.

The Structural method. Structural methods were concerned with the formation and performance of habits. Certain elements of language like

verb-subject agreement, inflectional endings, formal features of tenses, negation and interrogation, and pronunciation skills, which operate below the level of conscious awareness during normal conversation, were learned almost exclusively by imitation and repetition and definitely not by explanation. Drills and patterns practices were basic to habit formation. As a step towards free communication, dialogues were practiced and thought to be very productive because language was presented in situations which resembled real communication. Gradually practices were meant to move from rigid control of structure to situations where students communicated within a given context with fewer and fewer controls over structure until communication was free flowing.

The structural methods did not set out to achieve conscious grammar rule awareness. Grammar was acquired inductively through a series of lessons that had a carefully controlled structural input. The input focused more on practicing the manipulation of formal features than on the meanings of the utterances. In practice this led to various structural drills which according to Kreidler (1971) have dominated activity in second language classrooms.

There is much controversy over the effectiveness of drills as used by the structuralists. The major criticisms levelled at the structural method seems to focus on over-emphasis on drills and pattern practices. David L. Wolfe (1967) claims that language learning devices "which run counter to the nature of true language behaviour" like "repetition of manipulative drills" and "dialogues" must be avoided. Palmer (1970) said that "pattern practice leads students away from communication and could therefore be handled by a machine".

The theoretical base for structural methods came mainly from psychological theories about language acquisition which emphasized the role of reinforcement and habit responses conditioned to stimuli in the environment. Critics of the structural approach like Jakobovits (1970) and Chomsky (1966) point out that structuralism is no longer linked to any contemporary psychological theories about language acquisition or learning. The concepts of conditioning and reinforcement, stimulus and response, are not as controlled or environment orientated as formerly believed. Carroll (1966) stated that structuralism does not take into account theory derived principles in verbal learning like "the frequency with which an item is practiced per se is not so crucial as the frequency with which an item is contrasted with other items with which it is confused". It seems that structural techniques have failed to capitalize on the contribution that cognitive learning theories can provide. Carroll (1966) said, "In learning a skill, it is often the case that conscious attention to critical features and understanding of them will facilitate learning." Carroll (1971) suggested that the audio-lingual theory might join with "some of the better elements of the cognitive code-learning theory". This was attempted by Ney (1973) who developed and described a model for synthesizing the behaviourist and cognitive approaches.

In spite of all the criticisms of pattern practices, and the conditioning theory that supported it, recent writings did not suggest abandoning all pattern practice or behaviouristic conditions. They advocate the use of pattern practice but in a modified way. Behaviouristic conditioning should be used when it can be shown to be productive and even then it should not be used exclusively. Carroll's (1971) speech contained this

assessment of psychology of learning: stimulus, responses and conditioning are indispensable to teaching a second language. James Ney (1973) in pointing to Chomsky's criticisms of behaviourism said that, "it would appear that certain facets of behaviouristic conditioning are not necessarily to be excluded from the language learning process". The suggestion is that by modification and limitation pattern practices may be productively employed in the classroom.

Wilga Rivers (1972) offered a guide for using drills effectively. She emphasized that pattern practice must give way to communicative practice as soon as the grammatical item is understood. Pattern practices must serve only as an introductory function and they must "lead directly into intensive practice in the type of construction which requires the student. . . to show he has control of that particular aspect of the language".

The Transformational-Generative approach. The transformational-generative approach is a new way of describing the grammar of a language and not a teaching method. Exponents of transformational-generative grammar oppose the notion that linguistic behaviour consists merely of responses to stimuli, or of habit formation, and generalization. Transformational grammarians believe that there are language universals and man has an innate ability to grasp and use unconsciously, rules of great abstraction and intricacy. They see speech as rule bound behaviour but on the level of the subconscious. (Carroll 1971)

Critics of transformational-generative grammar have focused mainly on the complexity of the description, while praising its explicit "accounting for the generative, creative nature of language. . ." (Brown, 1972) For actual classroom use transformational grammar might be unproductive because

it is too complex and too far removed from direct speech. This criticism might be unjust since transformational grammar attempted to unravell what happens unconsciously. Brown (1972) called for a syntactical base component of transformational grammar to be changed to a semantic or cognitive base. He said: "A meaningful theory of language must give grammar a cognitive base."

The Cognitive-code approach. The cognitive-code approach is not a teaching method but a learning theory applied to language learning. The introduction of cognitive-code learning theory caused changes to occur in the way grammar was taught. Cognitive learning asserts learning by deduction, that is going from the universal to the specific. An underlying principle for deductive learning is that people categorize, differentiate, establish relationships between things and ideas, and relate new information to previously learned material. A further assumption made by cognitive theorists is that man has an intuitive ability to crack the code by which utterances are strung together. These two assumptions have implications for grammar lessons.

A cognitive oriented lesson would strive for concept and hypotheses formation about English grammar systems. Lessons would present material deductively so that it could be related to or "subsumed" into the learner's existing cognitive structures.

Writers like Chastain (1968) and Ney (1973) have suggested that cognitive-code learning theory should be applied to language acquisition. Language at all levels said Jakobovits (1968) "should consist of knowing patterns and relations". Bruner (1967) said "grasping the structure of a subject is understanding it in a way that permits many other things to be related to it meaningfully". From recent writings it can be concluded that

teaching grammar could be deliberately encouraged as an aid to learning.

Synthesis of methodologies. Theorists have begun to speculate how various theories and methodologies may be combined, Carroll (1965) suggested that "a strategy for learning that relies too heavily on one sense modality is deficient in so far as it neglects the other sense modalities". Chastain (1970) commenting on an experiment involving teaching by combining the audio-lingual and the cognitive-code approach said, "The implication here is that the best of both methods be combined into synthesis for all students . . .".

Is there a superior method? Every new method was introduced by its authors as better than the methods before it. Several studies have been done to see if there is a superior method. Three such studies are reviewed here.

Scherer and Wertheimer (1964) "contrasted an audio-lingual method, largely based on the audio-lingual habit theory, with a bilingual, grammar-translation method of the traditional sort, based on some variety of the cognitive code-learning theory" in an experiment involving the teaching of German to college students. After two years the average differences between the groups were small enough to suggest "that it does not make any material difference whether one uses the audio-lingual method as opposed to the traditional grammar-translation method" (Carroll, 1965).

One might say the study was weak because, in a long course of study, it is impossible to control the techniques that the students will use to learn. Audio-lingual students could have done their own translations, and grammar translation students, could have done audio-lingual practices. The lessons need not have been explicitly in the domain of audio-lingual and grammar translation. The end result would tend to make all learning similar except for a slight emphasis towards a method.

Chastain and Woerdehoff (1968) of Purdue University conducted a methodological study comparing the audio-lingual habit theory and cognitive code-learning theory in a teaching experiment involving Spanish at the college level.

The audio-lingual lessons involved dialogues which students memorized by mimicry-memorization with the teacher or a tape acting as a model. This was followed by pattern drills and a discussion of the structures involved. Reading and writing were introduced on the principles espoused by audio-lingual theorists. The cognitive code classes stressed understanding of grammatical concepts. Lessons involved reading followed by questions designed to teach grammar. There was a great deal of explanation in English before exercises involving grammar were given. Oral work consisted of using structures previously written. This study made much use of the students' native language for explaining the grammar.

The study assessed the importance of method on listening, speaking, writing, reading, and comprehension. "The only significant difference in favour of the audio-lingual students was their imitative ability. The only significant difference favouring the cognitive students was their ability to read." (Chastain and Woerdehoff, 1968) In the over all results of the experiment there was a direction of difference favouring the cognitive students. Chastain and Woerdehoff (1968) cited the following implications from their study: "(1) that deductive presentation of material was superior to inductive, (2) that analysis was superior to analogy, (3) that drills stressing understanding were superior to pattern practice, and (4) that using all the senses in assimilating material being studied was superior to the natural order of presentation."

The Chastain and Woerdehoff (1968) experiment concluded that understanding of grammatical concepts was superior to automatic responses to oral or visual cues. Understanding was achieved through explanations given in the students' native language. The problem important to this investigation is how can explanations and grammatical concepts be taught if there are many languages represented in the classroom and if the teacher is unable to communicate with the students in their languages? Does this rule out the possibility of using a cognitive approach?

Margareta Olsson (1973) reported an experiment assessing the relative effectiveness of three different methods of teaching English to fourteen year olds: the implicit method, drills without grammar; the explicit English method, explanations in the target language; and the explicit Swedish method, with explanations in the source language. The grammatical structure chosen was the passive voice as it could be taught in Form Seven.

The results showed that no method was superior to another. Olsson (1973) suggested that research which tries to assess efficiency of teaching methods is not very rewarding: the reason for this might be that the methods tested were too similar; it might be necessary for research to concentrate on instructional technique and methods which are sufficiently different.

Conclusions. From the review of literature cited it can be said that methodology, and learning theory are controversial topics in second language teaching. Experts writing on these topics and research findings can not agree on which method and theory for language learning is the most effective and productive for acquiring language. Little can be gained by debating over which method or theory is superior. The teaching strategy in this investigation does not propose to set up one alternative against

another like inductive versus deductive, behaviourist versus cognitive, or formal versus informal. The lessons in this experiment attempted to integrate various methods by retaining what seemed to be the most productive aspect for the task at hand. Muska Mosston (1972) draws attention to man's unrestricted learning styles, he said:

Every person young or old has experienced a multiplicity of learning and behaving styles . . . Man is not a one dimensional creature and, therefore no single plan, or form of teaching behaviour can accommodate his full development.

II GRAMMAR

Latin based. Latin and Greek were the first grammars studied by the speakers of English and when they began to write the grammar of English, strong efforts were made to bend or adapt the natural grammar of English in order to have it conform to Latin grammar. This gave rise to the notion of superior grammar and languages. Latin was a flawless language obeying precisely the rules of its grammar. English was weak and full of flaws because it did not follow Latin grammar and at times it seemed to follow no rules at all.

An English base. The view and description of English grammar changed under the influence of the structuralists. W. Nelson Francis (1954) spoke of a revolution taking place in grammar. He said traditional grammar is too closely tied to Latin and it relies too much on "meaning" and "function" to describe English. Students of English grammar were confused by the rules, definitions, and exceptions.

The structural linguists attempted to correct the weaknesses of traditional English grammar by offering description, analysis, and rules

based on "form" of English. Francis (1954) mentioned four devices of form that signal structural meaning; word order, function words, inflections, and formal contrast. Fries (1964) tried to bring the written grammar closer to the spoken grammar by stating the linguist's task as "to discover, test, and describe, in the system in which they occur, the formal features of utterances that operate as signals of meanings".

The next major contribution to our knowledge of grammar came from the transformationalists who gave us a new form for describing English grammar. Transformational grammar sets up a framework for English that is general and specific, which means it is flexible enough to provide for any type of language structure that may be encountered. The framework consists of kernel sentences and transformational rules which when applied to the kernel sentences, allows for unlimited transformation to take place.

Complexity of English grammar. The uniqueness of language creates problems for describing its grammar. Grammar is so complex that according to Campbell (1970) "there are still substantial areas of English grammar that have not been fully understood and reduced to rules. Of the rules now available to us, many are controversial and incomplete". Chomsky (1970) in commenting on language description said:

As soon as an attempt is made to give a careful and a precise account of the rules of sentence formation, the rules of phonetic organization, or the rules of sound-meaning correspondence in a language, the inadequacy of such an approach becomes apparent.

If one attempted to write precise rules of sentence formation for all the grammar of a language, it might well be hopeless since not all of English grammar lends itself to explicit rule formation. However, not all grammar is complex. According to Rivers and Kaplan certain parts of grammar can be described with precise rules.

Categories of grammar. Wilga Rivers (1964, 1973) stresses two types of grammar for classroom use. She said, "There are certain fixed elements in language like inflections of person and number, agreement of gender, fixed forms of interrogation or negation and formal features of tenses. . ." which operate as closed systems. These elements are skill-type and can be learned by rote and can be performed mechanically. Above the mechanical level Rivers (1973) suggested there was a grammar which deals more with the purely conceptual aspects of language, like "the patterns of arrangement and the intricate complexities of interacting systems and subsystems of rules". Here "knowledge depends on awareness of abstractions such as similarities, differences, functions, and interactive relationships". This awareness can only develop when the student focuses on abstract operations. For learning abstract operations "we must concentrate on the type of activities which elicit personal involvement". (Rivers, 1973)

To summarize, Wilga River suggested two categories of grammar; level one is basically a skill-type grammar, and level two is a subconscious, abstract and creative grammar.

Kaplan (1972) suggested approaching language acquisition through two intellectual strategies, namely tactic skills and legeric activities. The tactic operates in areas of limited domain or in closed systems which have a finite set of variables. Legeric activities involve the ability to deal with an infinite set of rules in an open system as in learning semantics and style.

It appears that Kaplan's two categories corresponded very nearly to those already suggested by Rivers.

Conclusions. Since all the subjects in this investigation were

just beginning second language study, only level one grammar was used. This investigation did not deal with level two grammar because it operates at the subconscious level with no need for conscious generalizations since it is intuitively obvious or else infinitely complex and beyond description and only suitable for comprehension by the subconscious. D.H. Brown (1972) says only grammatical units which are "indeed meaningful" that is "capable of being understood, stored, and recalled should be used in the classroom". It is anticipated that skill-type grammar from level one would be a meaningful and teachable grammar.

III. PRODUCTIVE TECHNIQUES

Importance of display. What productive and informative tasks could teachers use with a level one grammar? Bosco((1970) stressed the importance of display and perception of the critical features of grammar. He said:

The student's perception of the critical elements of a problem is determined in a large measure by the way in which the problem is displayed Specific surface features of language, for example, can be displayed via ironic, or configurational representations . . . [We must] . . . stress the importance of perception in learning and consider the perceptual features according to which a problem is displayed to be an important condition for learning. Therefore a problem should be so structured that the significant features are brought into focus.

J.B. Carroll (1966) said, "In learning a skill, it is often the case that conscious attention to critical features and understanding of them will facilitate learning."

Following Bosco and Carroll's suggestion, the critical elements of skill-type grammar need to be identified, isolated, and displayed clearly so as to emphasize their presence, their meaning, and their role in sentence

formation.

Characteristics of a good visual. Since a display of the critical elements of grammar involves the use of visuals, a review of visuals is done to determine what constitutes an effective visual.

Corder (1966) said, "Efficient use of visual material depends upon the recognition of what the relevant visual features of the situation are that give meaning". Furthermore Corder (1966) continued by saying:

Even if we were clever enough to select those elements of the visual context which were relevant for teaching the meaning of a particular piece of language, we should not achieve our ends unless these features were seen, recognized and the whole picture understood by the learner.

To increase the effectiveness of a visual it should be extended to actively involve the student. The visual, should work on a multi-sensory level. Ebert (1971) has compiled a book on reading through the use of multi-sensory experiences in which he said, "the most effective learning occurs when the learner is totally involved in the learning process".

Effectiveness of visuals questioned. There are times when visuals are not necessarily aids. A practice in the 1950's was to diagram sentences so as to show the structure of the sentence. Sherwin (1969) questions whether it was an aid, even though it was defended by many authorities as a visual aid designed to help students understand sentence structure. He cites studies which showed that diagramming was not an aid to learning grammar meaningfully; at least, it did not reflect an improvement in communication over those who did not receive instructions with diagrams.

Structural linguistics and transformational grammar have developed more sophisticated and more accurate diagrams of language but the problem is not in the accuracy of the diagrams, but whether students can comprehend

them. Textbooks use many diagrams to show the structure of language. Classroom teachers use diagrams on their blackboards and overheads. It is difficult to assess the effectiveness of visuals found in textbooks and blackboards. The investigator questions the effectiveness of passive observation of visuals because students do not interpret the visuals.

Other modes of presentation. Other modes of communication like reading and writing, and non-verbal behaviour all have productive elements and should not be arbitrarily excluded. All of these modes of communication can be productive because people develop ability to perceive, conceive, reason, remember, listen, and see, and they use all these abilities in acquiring knowledge. Possibly a restricted or special mode could be used exclusively, if it could be established, through testing, that a student acquires knowledge in a specific way and not in others. If no testing is done to determine specific learning strengths, it is assumed that integrating the productive elements of various modes is more productive than using only one or two modes of communication between pupil and teacher.

Reading and Writing. Theoretical literature is not clear on when reading and writing should be introduced and made to complement the learning of listening and speaking.

The direct and audio-lingual methods and any other method that had as its goal only oral communication did not start reading and writing until the student had a specific mastery level of the sounds and structures of the target language. It was believed that with time the interference of native language sounds associated with certain printed symbols would lessen and allow the formation of new sound and symbol relationships to develop with less interference. It was thought that speaking and listening skills

were prerequisite to reading and writing and to take all four simultaneously would lead to mental strain and confusion. The normal sequence for acquiring the four language skills was listening, speaking, reading, and writing.

Dacanay (1967) set up a similar order but she did not indicate a specific time lapse between the introduction of the various skills. Her only guide lines were, "During the early stages every grammatical structure, sound pattern, and vocabulary item should have been presented orally before they are met in print and pupils should be asked to write only what they have read and spoken." This, she said, was necessary because in reading a person learns to associate a written (visual) symbol with a vocal symbol. Writing is derived from speech. (Dacanay, 1967)

Not all authorities agree on the order of presenting reading and writing. Yvone Lenard (1970) said writing should come before reading. The idea being that you would teach students how to write from sounds by transcribing sounds into symbols. This method would teach a reading skill like phonics by teaching writing, and after the learner possesses a writing skill he would proceed with reading.

Ney (1973) says "the only approach in a synthetization of methodologies for TESOL" is "a simultaneous use of all four language skills from the very start of the language program", regardless of interferences caused by irregular spelling, pronunciations or first language interference. The interferences will not disappear since English is not a phonetic language. "Toes" and "does" are not learnt by rules of spelling and pronunciation.

Ralph M. Hestor (1970) said, "After a grammatical rule is deduced and formulated in class, it can be applied in writing immediately and in elementary form in reading."

Harding (1970) spoke of the adult learner who "may wish to write down new words or to see them printed". Further Harding said that the student "has often been so conditioned to the printed page that he finds it difficult to retain a purely oral impression of a word or phrase in a foreign language". This method may have disadvantages, but the student may feel more disadvantaged without reading and writing to complement his listening and speaking.

Some literature confirms that distinct advantages could be gained by introducing reading and writing alongside of listening and speaking to students for whom the actual skill of reading and writing isn't a major stumbling block.

Roberts (1967) did research on five methods of presenting vocabulary (a) reading followed by listening, (b) listening followed reading, (c) listening and reading simultaneously, (d) reading alone, (e) listening alone, He said "there is no difficulty in selecting listening and reading as the mode showing the greatest probability of being most effective in learning new vocabulary items." On the implications of his findings, Roberts (1967) said:

If reading contributes heavily to vocabulary learning of students who are familiar with the sounds of Spanish, it might also contribute to learning vocabulary by those who are beginning the study of Spanish and are less likely to listen carefully.

Conclusion. On the question of productive and informative techniques with which to teach a level one grammar the position taken is that no general restriction on the use of any sense modality should be observed with respect to the use of visuals and with respect to the introduction of reading and writing. The approach is to integrate the modes of presentation in a manner that makes the teaching of a specific point of grammar productive.

Problems anticipated. Even though the approach is to integrate the productive elements of methods and techniques in order to give maximum opportunity for students to relate to the lessons, it is anticipated that not all students will find the approach adopted in the investigation productive because the content of the lessons is restricted to grammar. In a grammar presentation the teacher assumes that the student has an aptitude for grammar, or else has had grammar insights into his own language which he can now transfer to a new language learning situation. Carroll (1966) calls it "grammatical sensitivity" and "inductive language learning ability". If a student does not have the ability to "recognize the function of words" and the ability to "infer linguistic rules, and patterns from new linguistic content" the method will be largely unproductive. For such students another alternative route will have to be used to develop grammatical awareness.

It is recognized that there are limitations and weaknesses in seeking theoretical justification for a teaching method in scientific theories of language. Jakobovits (1970) warned against the "widespread tendency on the part of foreign language teachers to seek justification for their practices in the classroom in originally weak and currently outdated scientific theories". Furthermore he said that, "few experimentalists claim for their theories this kind of infallible generalizability to situations outside the laboratory". The review of literature has been to show the sources for the teaching model under investigation as much as it has been for its justification on what are current theories and methods.

Even though there are short-comings in this investigation, it should not divert from finding methods and justification for teaching grammar awareness. Wilga Rivers (1973) expressed a reasonable view when she said:

If we had to wait until a complete and irrefutable theoretical knowledge were obtained in such a complex area as language acquisition, we would be forced to give up all activity in language teaching. Theoretical advances are sparked and verified through practical observations. We must act on what is known at a particular stage and continually adapt and readapt our procedures as new knowledge becomes available.

CHAPTER III

RESEARCH PROCEDURES

The objective of this investigation was to develop and test the effectiveness of an approach to teaching grammar based on a review of recent second language theory. A review of methodology and basic theory underlying the development of this investigation was done in chapter two.

Theoretical framework of the investigation. The method for teaching grammar developed for this investigation was based on several conclusions taken from the review of literature.

1. A synthesis of methods is to be preferred to a doctrinaire application of one exclusive theory.
2. There is no need to restrict the use of sense modalities or skills like reading and writing in teaching students who are already literate in their native language; in fact, much can be gained by introducing reading and writing early and by using visuals and kinesthetic sense modalities in language classes.
3. There is a conscious skill-type grammar which lends itself to rule formation.
4. Display and perception of critical features of grammar assist learning and memory.
5. Drill time should be short and meaningful.
6. The lessons should be carefully sequenced so that the objectives can be achieved without undue strain and frustration.

The instrument in this investigation, called the kinesthetic-visual card model, was developed from the six conclusions stated above and from the investigator's experiences in teaching English as a second language to students in secondary school.

The Instrument. The kinesthetic-visual card model was designed to isolate and display the critical elements of skill-type grammar on cards so as to emphasize their presence, their meaning, and their role in grammar. The card model seeks to actively involve the students in the manipulation of the critical elements in performing specific transformations. Specific procedures called "model routines" have been developed to accompany the kinesthetic-visual card model. The model consists of the following sets of cards. See Appendix D for a sample.

1. Eight pronoun cards; I, you, he, she, it, we, you, they. These cards are used as subjects for all the sentences. The contractions with the verb "to be" are on the appropriate reverse side except for the "I" card; it has only "not" on the reverse side.
2. Verb "to be" set includes one "am", three "is", and four "are" cards.
3. A set of eight cards with nouns and adjectives suitable for completing the verb "to be".
4. A set of eight "not" cards with three cards marked "isn't" and four cards marked "aren't" on the reverse sides.
5. A set of eight regular verbs in the simple present tense and two "s" and one "es" card.
6. A set of five "do" and three "does" cards with "don't" and "doesn't" on their respective reverse sides.
7. A set of eight "ed" cards with "did" on the reverse side.
8. A set of eight "not" cards with "didn't" on the reverse side.
9. A set of eight irregular verbs in the simple present tense and two "s" and one "es" card.
10. A set of eight irregular verbs (same as in No. 9) in the past tense with "did" on the reverse side.
11. One card of each of the following; "yes", "no", "every day", and "yesterday".
12. Several model routine cards for (i) verb "to be" (ii) verbs in simple present tense, (iii) regular verbs in simple past tense and (iv) irregular verbs in simple past tense.

The Sample. All the subjects in this investigation were recent immigrants with little or no knowledge of English. Their ages ranged from fourteen to nineteen years, and educational standing on Manitoba equivalency ranged from grade seven to twelve. The investigation had twenty-five subjects; eleven Polish, eight Portuguese, two Chinese, one Spanish, one Ukrainian, one Yugoslavian, and one Italian. All subjects were able to read and write in their own language.

The Setting. The investigation was conducted in the Basic English class at Daniel McIntyre Collegiate during the 1972-73 school year. The investigator was the only classroom teacher for the participants in the investigation. A book of lessons was prepared to control input. (see Appendix C) The lesson outlines provided the basic structures and vocabulary needed for participation in the investigation. Included in the lesson book were diagnostic pre-tests and post-tests for each item of grammar.

The Facilities. All instruction was conducted in one classroom except when the experimental group had to be taught separately from the control group. During this time the library and an adjacent room were used. A Channel Master cassette recorder was used to tape all the oral pre-tests and post-tests.

The Basic design. The investigation was designed to compare the kinesthetic-visual card model and its procedure with a conventional treatment of the following four items of skill-type grammar:

- (i) verb "to be" in the simple present tense
- (ii) verbs in simple present tense
- (iii) regular verbs in simple past tense
- (iv) irregular verbs in simple past tense

The lesson on the verb "to be", in the simple present tense, was used to

introduce the investigation to the subjects, and the lesson on the verbs, in the simple present and regular and irregular verbs in the simple past tense, were used to collect data. Randomly selected control and experimental groups were subjected respectively to two distinctly different teaching methods. The procedure for the investigation was as follows.

Grammar Item One - introduction to the investigation

- (i) Preparation lessons on the verb "to be".
- (ii) Oral and written pre-tests.
- (iii) Structure lesson on verb "to be" with cards.
- (iv) Oral and written post-tests.

Grammar Item Two - data collected

- (i) Preparation lessons on verbs in simple present.
- (ii) Oral and written pre-tests.
- (iii) Random grouping
- (iv) Structure lesson for experimental and control group.
- (v) Oral and written post-tests.
- (vi) Transfer test

Grammar Item Three - data collected

- (i) Preparation lessons on regular verbs in simple past.
- (ii) Oral and written pre-tests.
- (iii) Random grouping.
- (iv) Structure lesson for experimental and control groups.
- (v) Oral and written post-tests.
- (vi) Transfer test.

Grammar Item Four - data collected

- (i) Preparation lessons on irregular verbs in simple past.
- (ii) Oral and written pre-tests.
- (iii) Random grouping.
- (iv) Structure lesson for experimental and control groups.
- (v) Oral and written post-tests.
- (vi) Transfer tests.

Procedure of the Investigation

Item One - the verb "to be". The preparation for grammar item one consisted of lessons from the outline book. (see Appendix C) The objectives of the lessons were (i) to introduce new words, (ii) to use the words

in meaningful affirmative sentences, and (iii) to introduce reading and writing of the new words. When the investigator was satisfied that the subjects knew the new material, the pre-tests were given.

Pre-test for verb "to be". All the subjects were sent to an adjacent room and then called back one at a time for the oral pre-test.

In part one of the oral pre-test the investigator asked the questions and indicated by nodding whether the subject should answer in the negative or affirmative.

In part two of the oral pre-test the investigator supplied the pronouns as cue words and the subjects were instructed to form questions, and negative and positive statements with each cue word supplied.

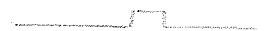
The investigator marked each response on score columns. The marks were hidden from student's view during the time of the test. The responses were tape recorded and checked again later.

The subjects were not limited to a specific time for responding and the questions could be repeated. In this manner a relaxed testing atmosphere could be maintained. The next question was not given until the student indicated he did not understand or else the investigator could clearly see that there was no understanding.

For the written pre-tests the subjects were placed so that they could not copy from each other and no communication was permitted between subjects. Enough time was allowed to permit the slow writers to finish without rushing. Questions regarding instructions on the test paper were answered by the investigator.

The procedures outlined here for the oral and written pre-tests were followed for all the oral tests (pre and post) except where indicated.

Structure Lesson on Verb "to be". After the pre-test the investigator demonstrated the formation of positive, negative, and interrogative statements with the appropriate cards. The following model routine was used and coded into symbols for a permanent reference to procedure to be followed by the investigator in all lessons and by the students in their independent study.

1. 
2. 
3. 
4. 
5. yes, no
6. not ?
7. 

The objectives and procedures for each step in the model routine were as follows:

1. Establishing recognition of classes of words by sorting the cards into positions they would have in a sentence, and then forming sentences with all the cards.
2. Establishing a normal intonation pattern for affirmative statements by moving the hand across the sentence and marking the rhythm.
3. Showing the meaningful substitutions that are possible.
4. Establishing the pattern for transformation to questions by moving the verb in front of the pronoun and establishing intonation pattern for interrogative statements.
5. Showing how the answer repeats part of the question by moving the critical cards from the question to the answer. Special attention must be given to "I" and "you", and "we" and the plural "you" remembering always to relate to real situations. Introducing "not" in an answer situation.
6. Showing position of negatives in full sentences by creating a space after the verb and putting in the word "not". Showing alternative structures through the use of contractions.
7. Establishing intonation of negatives.

The first demonstration lasted ten minutes. A second demonstration was done in three minutes with the investigator pointing out each step on

the model routine card. After the demonstrations the subjects were given card sets and a model routine card. They worked in groups of two and did the seven steps in the model routine.

After the demonstration and independent study, ten minutes were spent on oral drills.

1. Question and answer drill

Is he from Poland?

Yes, he is.

Are you from Italy?

No, I'm not.

2. Positive to negative drill

They are from Portugal.

They aren't from Portugal.

He is a student.

He isn't a student.

3. Construction drill

It

It is a book.

It (question)

Is it a book?

To conclude the structure lesson on the verb "to be" the following exercises were written on the blackboard by the investigator;

S. He is tall.

Q. Is he tall?

N. He isn't tall.

S. They are students.

Q. _____

N. _____

After all the subjects had completed the oral post-test they were brought together in one room for the written post-test. The procedures were the same as for the pre-tests.

The written post-test was marked in the presence of the students. Where the subjects had written incorrect answers, the investigator indicated to the subject the correct answer.

This completed the experimental work and the orientation phase of the investigation.

Item Two-Verbs in the Simple Present Tense. The preparation for grammar item two consisted of lessons from the lesson outline book. (see Appendix C) The objectives of the lessons were (i) to introduce twenty new verbs, (ii) to use the new verbs in positive statements involving the eight pronouns, and (iii) to introduce reading and writing of all the new words. The direct method was used to introduce the new words and statements. When the investigator was satisfied that the students could meet the objectives, the pre-tests for the simple present were given.

The procedures for the pre-tests were the same as for the verb "to be" except for oral pre-test part III. It was now necessary to provide the pronoun and the verb as cues for generating positive, negative and interrogative statements.

After the pre-tests the subjects were randomly assigned to two groups in preparation for the structure lesson. The experimental group was given the structure lesson followed by the oral post-test while the control group was in the library. Then the control group was given the structure lesson followed by the oral post-test while the experiment group was in the library. After completing the structure lessons and the oral post-tests, both groups were brought together for the written post-test. Procedures for the post tests were the same as for the pre-tests.

Structure lesson for the experimental group. The investigator demonstrated the formation of positive, negative and interrogative statements involving previously learned structures with the cards. The following model routine was used in the demonstration.

1. 
 2. _____
 3. 
 4. 
 5. yes, no
 6. not?
 7. _____

The objectives and procedures for each step in the model routine were as follows:

1. Establishing awareness of verbs and pronouns as classes of words by sorting the cards into two groups, and establishing the position for the inflectional ending "s" by forming sentences with all the cards and placing the "s" and "es" cards.
2. Practicing intonation patterns and reading of sentences.
3. Showing meaningful substitutions that are possible.
4. Establishing the pattern for transformation to questions for (i) questions involving "do" by placing "do" in front of the pronouns and for (ii) questions involving "does" by placing "does" in front of the pronouns and moving the "s" and "es" cards under the "does" card.
 Showing that the operations are reversible by collecting all the "do" and "does" cards and returning the "s" and "es" cards to the verbs they came from.
5. Showing that the answer repeats part of the question by moving the "do" and "we" cards from the question to a position after "yes" and "no" and reversing the order and turning the "do" over to show "don't" after "no".
6. Showing the position of the negative in a sentence by opening a space between the pronoun and the verb and taking the "do" and "does" cards from the question position and turning them over and inserting them in the space.
7. Establishing the intonation pattern of negative statements.

The first demonstration was fifteen minutes and the second demonstration was done in five minutes with the investigator pointing out each step on the model routine card. The subjects next worked with the cards independently for seven minutes.

The oral drills consisted of question and answer drills, negative

drills and construction drills. The procedure was the same as for the oral drills used in the verb "to be". The written work consisted of a blackboard demonstration of changing a positive statement with "you" and with "be" to question and negative. Time for drills and written work was ten minutes so that the total time did not exceed forty minutes.

The oral post-test was done immediately after the structure lesson was completed and the procedures were the same as for the pre-test. After the post-test the experimental group went to the library and the control group came to the classroom to do the same grammar item but with a conventional approach.

Structure lesson for control group on verbs in the simple present tense. The objective of this lesson was to practice and habitualize the structure for positive, negative, and interrogative statements.

A paradigm for the word "walk" in the simple present tense was written on the blackboard. This was read together and individually if subjects were unable to read at a group speed. The main emphasis of the lesson was on drills. The following four drills were done in groups and individually for thirty minutes:

- (i) a positive statement substitution drill
- (ii) an interrogative substitution drill
- (iii) a question and answer drill
- (iv) a negative statement substitution drill

The substitutions, pronouns and verbs, were provided by the investigator from Chart A (see Appendix C)

The written portion was the same as for the experiment group. Total time did not exceed forty minutes.

The oral post-test was done immediately after the structure lesson

and the procedure was the same as for the oral pre-test.

The two groups were then brought together for the written post-test and the transfer test. The procedure for the post-test was the same as for the written pre-test.

The Procedures for the Transfer Test. The meanings for the new words on the transfer test were explained or demonstrated. Otherwise normal test procedures were followed.

Item Three: Regular verbs in the Past Tense. Preparation lessons for the past tense of regular verbs from the lesson outline book were given to all the subjects. The objectives of the lessons were (i) to introduce new regular verbs in simple present tense in meaningful sentences, (ii) to use the new verbs in meaningful interrogative and negative statements in the present tense, and (iii) to introduce reading and writing of the new statements.

The preparatory lessons built up a stock of regular verbs using the known grammar of item two. When the investigator was satisfied that the students could meet the objectives, the pre-tests for the past tense of regular verbs were given.

The procedures for the oral pre-test were the same as for the verb "to be" except for part two where the cues for sentence formation were taken from chart III. (see Appendix D)

The procedures for the written pre-test were the same as for the "verb" "to be". After the pre-tests the students were randomly assigned to two groups for the structure lessons.

Structure Lesson for the Experimental Group. The investigator demonstrated the formation of positive, negative, and interrogative

statements in the past tense with the cards. The following model routine was used.

1. I walk
2. I walk ed.
3. ?
4. Yes, no
5. not ?

The objectives and procedures for the steps in the model routine were as follows:

1. Reviewing formation of present tense by making sentences in the present tense with the cards.
2. Showing relationship between present and past by taking away the present tense inflectional endings and adding the past tense inflectional ending "ed".
3. Showing the transformation to question by moving the "ed" cards in front of the pronouns and turning them over to read "did".
4. Showing that the answer repeats part of the question by moving the "did" and the "we" cards from the question to the answer position after "yes" and "no" and reversing the order, and after "no we did" add a "not" card to complete the negative statement.
5. Showing the position of the negative by making spaces between the pronouns and verbs and placing "didn't" in the space.

Each student took one sentence and did the model routine. Time for the model routine demonstration and the subjects participation was five minutes. The oral drills followed the demonstration and were done with the help of Chart I and III. (see appendix D) The following drills were done for five minutes;

- (i) present to past drill
- (ii) statement to question drill
- (iii) question and answer drill
- (iv) positive to negative drill.

There was no written work in the lesson even though it was on the test.

Total time of the lesson was ten minutes.

The oral post-test followed and its procedures were the same as the pre-test.

Structure lesson for the Control Group. The investigator wrote the following model on the board;

- S. He walks to school every day.
- S. He walked to school yesterday.
- Q. Did he walk to school yesterday? Yes he did.
- N. He didn't walk to school yesterday. No, he didn't.

The four oral drills for the experimental group stated above, were introduced by reference to the blackboard model. The total time was ten minutes. The oral post-test was given after the structure lesson and the procedures were the same as for the pre-test.

After both groups had completed the structure lesson and the oral post-tests, the written post-test and the transfer test were administered to both groups together.

Item Four: Irregular Verbs in the Simple Past Tense. Preparation lessons for irregular verbs in the past tense from the lesson outline book (see Appendix C) were given to all subjects. The objectives of the lessons were (i) to show two ways of forming the past tense (ii) to introduce new irregular verbs in the present tense in positive statements (iii) to introduce reading and writing of the new words in sentences. When the investigator was satisfied that the subjects could meet the objectives, the pre-tests were given.

For the oral pre-test the investigator read a positive statement in the present tense and the subjects were asked to change the sentence to the past tense, to the interrogative past and to the negative past.

The written pre-test procedures were the same as for the verb "to be".

After randomly grouping the subjects, the structure lessons were given.

Structure Lesson for the Experimental Group. The investigator demonstrated the formation of positive, negative and interrogative statements in the past tense with the cards. The following model routine was used.

1.

I	run	every day
---	-----	-----------
2.

I	ran	yesterday
---	-----	-----------
3. ?
4. yes, no
5. not

The objectives and procedures for each step in the model routine were as follows;

1. To review the present tense by doing a complete layout of present tense.
2. To show formation of past tense by placing the past tense verb card over the present tense verb card.
3. To show transformation to question by moving the past tense verb cards in front of the pronouns and turning them over to read "did".
4. To review answering technique.
5. To show formation of negative by making a space between the verb and the pronoun and moving the "did" from the question position into the space and adding a "not" card. For the contraction turn over the "not" and place over "did" to read "didn't".

The first demonstration was approximately five minutes. The second demonstration was done with "he runs" with the investigator pointing out each step on the model routine. Each subject took one sentence and did the model routine. Time allowed for the second demonstration and student participation was about five minutes.

The oral portion consisted of subjects making positive, negative and interrogative statements with pictures 1,6,9,10,11, and 12 from Chart A (see Appendix D) providing the cues.

The written work consisted of the following blackboard exercise.

- Pres. I come to school every day.
Past. I came to school yesterday.
Q. Did I come to school yesterday?
N. I didn't come to school yesterday.

The total time for this lesson was fifteen minutes. The oral post-test followed and the procedures were the same as for the pre-test.

Structure Lesson for the Control Group. Instead of introducing the lesson with a blackboard model, a play-acting situation from English by Stages Book II, was used (see Appendix D for a copy). Time allowed was ten minutes.

The oral and written portions of the lesson were the same as for the experimental group. Time allowed was five minutes.

The oral post-test followed and the procedures were the same as for the pre-test.

After both groups had completed the structure lesson and the oral post-tests, the written post-test and transfer test were administered to all subjects together.

The experiment concluded with checking all written papers and tabulating the results and checking all tapes with oral score columns previously marked and tabulating the results.

Statistical Treatment of Data. In order to study the effects that the kinesthetic-visual card lesson and the no cards lesson had on the learning of three items of fixed grammar, an analysis of covariance was used. This analysis was used because the post-test scores of the dependent variable are influenced by the pre-test scores and by the structure lessons with and without cards. The analysis of covariance removed the independent

variable from the dependent variable and in this way corrected the final measure of learning to show the increase that can be attributed to the cards or no cards lesson.

The t-test technique was used in the transfer tests to determine the significance of the differences between the mean scores of the students using the cards and those who didn't.

Necessary modification in sample and procedure. In order to balance the experimental group with the control group, subjects were randomly grouped for each of the three items on which data were indicated. For ideal control over both groups, all subjects should have been participants in all three items of grammar and all subjects should have been in both groups, however, due to absenteeism and withdrawal from classes only eighteen subjects participated in all three items of grammar, three participated in two items, and four participated in only one grammar item. Of the eight subjects not in both groups, three were in the experimental group and five were in the control group. It was not anticipated that so many subjects would be in only one group. Since the sample was rather small the results could be influenced either way by lack of balance in the distribution of subjects to both methods being tested. The problem was beyond the control of the investigator.

One subject was withdrawn from the investigation due to learning problems outside the scope of this investigation. The subject's weakness in pronunciation and writing plus an inability to understand testing did not permit evaluation of the teaching methods being tested.

Originally the verb "to be" was divided into two parts. Part one, involving only "I" and "you", was intended to serve as an introduction to

the investigation and part two, involving the second and third person pronouns, was to be part of the investigation. However, part one proved to be an inadequate introduction. The subjects couldn't perform tests in part two without assistance. Therefore parts one and two on the verb "to be" were combined to form a more thorough orientation for the cards, the lessons, the testing and the recording procedure.

CHAPTER IV

ANALYSIS OF THE DATA

This investigation attempted to assess the significance of the kinesthetic-visual card model for teaching fixed grammar. For this purpose data were collected on pre-tests and post-tests and transfer tests. In all, twelve hypotheses were tested.

The Simple Covariance Program (15) was used to analyse the results of the pre-tests post-tests at the Computer Centre, University of Manitoba, and the ST13 Program, a two sample t-test for unpaired observations, was used to analyse the results of the transfer tests at the Health Sciences Computer Terminal, in the Education Building, University of Manitoba.

Comparison of treatment effects on final measures. The analysis of covariance for randomized groups was used to determine the effects, if any, the treatment conditions had on the learning of three items of fixed grammar. The covariance analysis was used to partial out variance due to sampling error, by taking into account the regression of the pre-test and the post-test.

Before the analysis of covariance could be used, a number of basic assumptions had to be met. It was necessary to determine whether the collected data met these assumptions before the covariance technique could be applied appropriately. The following were the basic assumptions:

1. All subjects were assigned randomly to treatment groups.

2. The initial measures were not affected by the experimental treatment. (This assumption was met when the initial measures were secured before treatment was applied.)
3. There was a common regression slope of final measures upon initial measures for all treatment groups and the regression line was linear.
4. The scores for the treatment groups had homogeneity of variance and were basically normally distributed.

To test the assumption of homogeneity of variance and regression, the investigator selected the alpha level of .01 for the statistical comparisons. The .01 level was selected to protect against a Type 1 error. This was done in the light of evidence given by Edwards (p.121) that the F-test is a robust test and is relatively insensitive to the violations of the assumptions of homogeneity of variance and normality of distribution. An alpha level of .20 for the analysis of covariance was accepted as significant and for the t-tests an alpha level of .10 was accepted as significant. Each analysis is followed by a statement indicating at which alpha level the comparison is or is not significant. The investigator dealt with the significance of each analysis.

Bartlett's Chi-Square test was used to test homogeneity of variance of the group scores after the treatment effects. The test for homogeneity of variance indicated whether all treatment groups were random samples from a common population. A significant χ^2 would indicate heterogeneity.

Edwards (p.138) recommended that the homogeneity of regression slopes for all adjusted treatment means should be evaluated using the F-test. If a non-significant F was obtained it can be assumed that a common regression of final upon initial measures existed and that homogeneity of regression slopes did exist.

The assumption that the relationship for the initial and final

measures was linear was not evaluated. Since the subjects were the same for both the initial and final measures, it was safe to assume the relationship of the initial and final measures to be linear.

The t-test was applied to the results of the transfer tests to determine the significance of mean differences for the treatments.

PRESENTATION AND ANALYSIS OF DATA

Tables for the Analysis of Covariance

Each of the first nine tables contains the following information;

- (i) group scores after treatment effects
- (ii) test for homogeneity of variance indicated by alpha level at which the comparison is significant
- (iii) test for homogeneity of regression indicated by a non-significant F
- (iv) an analysis of covariance

TABLE 4:01

SUMMARY TABLES FOR ORAL TESTS ON VERBS IN THE SIMPLE PRESENT TENSE

Treatment Groups	Initial Means	Standard Deviation	Final Means	Standard Deviation	Adjusted Final Means
Experiment	3.45	1.916	26.82	3.601	26.859
Control	3.82	3.488	19.91	6.789	19.868

Test for Homogeneity of Variance. Bartlett's Chi-Square = 3.632 with 1 degree of freedom. Chi-Square at .01 level equals 6.64

Test for Homogeneity of Regression. F = 1.395 with 1 and 18 degrees of Freedom. F required at the .01 level equals 8.28

Analysis of Covariance

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F-Ratio
Treatments	267.59	1	267.590	8.728 *
Error	582.49	19	30.657	
Total	850.08	20	42.504	

* F is significant at the .01 level.

The following null hypothesis was rejected: There is no statistically significant difference in performances on an oral test based on verbs in the simple present tense between subjects who were taught with the kinesthetic-visual card model and those who were not.

TABLE 4:02

SUMMARY TABLES FOR ORAL TESTS ON REGULAR VERBS IN THE SIMPLE PAST TENSE

Treatment Groups	Initial Means	Standard Deviation	Final Means	Standard Deviation	Adjusted Final Means
Experiment	1.27	1.849	14.36	1.027	14.353
Control	1.09	2.023	13.36	3.139	13.374

Test for Homogeneity of Variance. Bartlett's Chi-Square = 9.157 with 1 degree of Freedom. Chi-Square required at .01 level equals 8.28 Results indicate Heterogeneity. In light of Edwards (p.121) that even without homogeneity of variance the F-test is relatively insensitive to violations of the assumptions of homogeneity of variance.

Test for Homogeneity of Regression. $F = .752$ with 1 and 18 degrees of Freedom. F required at the .01 level equals 8.28

Analysis of Covariance.

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F-Ratio
Treatments	5.26	1	5.262	.925 *
Error	108.12	19	5.691	
Total	113.38	20	5.669	

* F is not significant at the .20 level.

The following null hypothesis was upheld. There is no statistically significant difference in performances on an oral test based on regular verbs in the simple past tense between subjects who were taught with the kinesthetic-visual card model and those who were not.

TABLE 4:03

SUMMARY TABLES FOR ORAL TESTS ON IRREGULAR VERBS IN THE SIMPLE PAST TENSE

Treatment Groups	Initial Means	Standard Deviation	Final Means	Standard Deviation	Adjusted Final Means
Experiment	3.30	1.252	9.00	0.0	9.005
Control	3.40	.699	7.80	1.549	7.795

Test for Homogeneity of Variance. It was not possible to obtain a Bartlett's Chi-Square score due to a zero in the calculation. In light of Edwards (p.121) that even without homogeneity of variance the F-test is relatively insensitive to violations of the assumptions of homogeneity of variance.

Test for Homogeneity of Regression. $F = .430$ with 1 and 16 degrees of Freedom. F required at the .01 level equals 8.53.

Analysis of Covariance.

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F-Ratio
Treatments	7.30	1	7.297	5.790 *
Error	21.42	17	1.260	
Total	28.72	18	1.596	

* F is significant at the .05 level.

The following null hypothesis was rejected. There is no statistically significant difference in performances on an oral test based on irregular verbs in the simple past tense between subjects who were taught with the kinesthetic-visual card model and those who were not.

TABLE 4:04

SUMMARY TABLES FOR WRITTEN TESTS ON VERBS IN THE SIMPLE PRESENT TENSE

Treatment Group	Initial Means	Standard Deviation	Final Means	Standard Deviation	Adjusted Final Means
Experiment	6.73	3.379	24.82	3.060	24.490
Control	5.73	4.798	19.27	6.620	19.601

Test for Homogeneity of Variance. Bartlett's Chi-Square = 4.041
with 1 degree of Freedom. Chi-Square required at the .01 level = 6.64

Test for Homogeneity of Regression. F = .412 with 1 and 18 degrees of Freedom. F required at the .01 level equals 8.28

Analysis of Covariance.

Source of Variation	Sum of Squares	Degrees of F Freedom	Mean Squares	F-Ratio
Treatments	129.36	1	129.364	6.415 *
Error	383.14	19	20.165	
Total	512.51	20	25.625	

* F is significant at the .025 level.

The following null hypothesis was rejected: There is no statistically significant difference in performances on a written test based on verbs in the simple present tense between subjects who were taught with the kinesthetic-visual card model and those who were not.

TABLE 4:05

SUMMARY TABLES FOR WRITTEN TESTS ON REGULAR VERBS IN THE SIMPLE PAST TENSE

Treatment Group	Initial Means	Standard Deviation	Final Means	Standard Deviation	Adjusted Final Means
Experiment	1.00	1.732	8.73	2.370	8.795
Control	1.82	2.750	7.73	3.289	7.660

Test for Homogeneity of Variance. Bartlett's Chi-Square = 2.009
with 1 degree of Freedom. Chi-Square required at the .01 level = 6.64

Test for Homogeneity of Regression. F = 8.206 with 1 and 18
degrees of Freedom. F required at the .01 level equals 8.28

Analysis of Covariance.

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F-Ratio
Treatments	6.85	1	6.849	.806 *
Error	161.48	19	8.499	
Total	168.33	20	8.416	

* F is not significant at the .20 level.

The following null hypothesis was upheld. There is no statistically significant difference in performances on a written test based on regular verbs in the simple past tense between subjects who were taught with the kinesthetic-visual card model and those who were not.

TABLE 4:06

SUMMARY TABLES FOR WRITTEN TESTS ON IRREGULAR VERBS IN THE SIMPLE PAST TENSE

Treatment Groups	Initial Means	Standard Deviation	Final Means	Standard Deviation	Adjusted Final Means
Experiment	3.10	1.101	8.40	1.265	8.410
Control	2.70	1.059	7.10	2.470	7.090

Test for Homogeneity of Variance. Bartlett's Chi-Square = 3.160
with 1 degree of Freedom. Chi-Square required at the .01 level = 6.64

Test for Homogeneity of Regression. F = .210 with 1 and 16 degrees of Freedom. F required at the .01 level equals 8.53

Analysis of Covariance.

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F-Ratio
Treatments	8.40	1	8.404	2.063 *
Error	69.24	17	4.073	
Total	77.65	18	4.314	

* F is significant at the .20 level.

The following null hypothesis was rejected. There is no statistically significant difference in performance on a written test based on irregular verbs in the simple past tense between subjects who were taught with the kinesthetic-visual card model and those who were not.

TABLE 4:07

SUMMARY TABLES FOR ORAL TESTS ON VERBS IN THE SIMPLE PRESENT
AND REGULAR AND IRREGULAR VERBS IN THE SIMPLE PAST

Treatment Groups	Initial Means	Standard Deviation	Final Means	Standard Deviation	Adjusted Final Means
Experiment	2.66	1.945	16.97	7.864	16.992
Control	2.75	2.627	13.88	6.608	13.852

Test for Homogeneity of Variance. Bartlett's Chi-Square = 1.108
with 1 degree of Freedom. Chi-Square required at the .01 level = 6.64

Test for Homogeneity of Regression. F = .046 with 1 and 60 degrees of Freedom. F required at the .01 level equals 7.08

Analysis of Covariance.

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F-Ratio
Treatments	157.64	1	157.637	3.013 *
Error	3191.57	61	52.321	
Total	3349.21	62	54.019	

* F is significant at the .10 level.

The following null hypothesis was rejected: There is no statistically significant difference in performances on oral tests based on verbs in the simple present, and regular and irregular verbs in the simple past between subjects who were taught with the kinesthetic-visual card model and those who were not.

TABLE 4:08

SUMMARY TABLES FOR WRITTEN TESTS ON VERBS IN THE SIMPLE PRESENT
AND REGULAR AND IRREGULAR VERBS IN THE SIMPLE PAST

Treatment Groups	Initial Means	Standard Deviation	Final Means	Standard Deviation	Adjusted Final Means
Experiment	3.63	3.309	14.16	8.172	14.020
Control	3.44	3.627	11.50	7.220	11.637

Test for Homogeneity of Variance. Bartlett's Chi-Square = .125
with 1 degree of Freedom. Chi-Square required at the .01 level = 6.64

Test for Homogeneity of Regression. F = .984 with 1 and 60
degrees of Freedom. F required at the .01 level equals 7.08

Analysis of Covariance.

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F-Ratio
Treatments	90.80	1	90.796	2.638 *
Error	2099.80	61	34.423	
Total	2190.60	62	35.332	

* F is significant at the .20 level.

The following null hypothesis was rejected. There is no statistically significant difference in performances on written tests based on verbs in the simple present, and regular and irregular verbs in the simple past between subjects who were taught with the kinesthetic-visual card model and those who were not.

TABLE 4:09

SUMMARY TABLES FOR ORAL AND WRITTEN TESTS ON VERBS IN THE SIMPLE PRESENT AND REGULAR AND IRREGULAR VERBS IN THE SIMPLE PAST

Treatment Groups	Initial Means	Standard Deviation	Final Means	Standard Deviation	Adjusted Final Means
Experiment	3.14	2.736	15.56	8.081	15.537
Control	3.09	3.161	12.69	6.969	12.713

Test for Homogeneity of Variance. Bartlett's Chi-Square = 1.590 with 1 degree of Freedom. Chi-Square required at the .01 level = 6.64

Test for Homogeneity of Regression. F = .362 with 1 and 124 degrees of Freedom. F required at the .01 level equals 6.84

Analysis of Covariance.

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F-Ratio
Treatments	255.32	1	255.316	5.403 *
Error	5907.29	125	47.258	
Total	6162.60	126	48.910	

* F is significant at the .025 level.

The following null hypothesis was rejected. There is no statistically significant difference in performances on oral and written tests based on verbs in the simple present, and regular and irregular verbs in the simple past tense between subjects who were taught with the kinesthetic-visual card model and those who were not.

Tables for T-Tests

The t-test was applied to analyse the mean differences for the treatments on the transfer tests given for verbs in the simple present, and regular and irregular verbs in the simple past.

TABLE 4:10

ANALYSIS OF MEAN DIFFERENCES FOR TRANSFER TEST ON VERBS IN THE SIMPLE PRESENT TENSE

Treatment Group	Mean	DF	Difference Between Mean	t
Experiment N 11	11.909	20	2.818	1.279 *
Control N 11	9.091		1.796	

* t for .10 level is 1.325

The following null hypothesis on transfer ability was upheld. There is no statistically significant difference in transfer ability on a written test on unknown verbs in the simple present tense between subjects who were taught with the kinesthetic-visual model and those who were not.

TABLE 4:11

ANALYSIS OF MEAN DIFFERENCES FOR TRANSFER TEST ON REGULAR
VERBS IN THE SIMPLE PAST

Treatment Groups	Mean	DF	Difference Between Means	t
Experiment N 11	8.273	20	1.000	1.2 *
Control N 11	7.273			

* t for .10 level equals 1.325

The following null hypothesis on transfer ability was upheld. There is no statistically significant difference in transfer ability on a written test based on unknown regular verbs in the simple past between subjects who were taught with the kinesthetic-visual card model and those who were not.

TABLE 4:12

ANALYSIS OF MEAN DIFFERENCES FOR TRANSFER TEST ON IRREGULAR
VERBS IN THE SIMPLE PAST

Treatment Groups	Mean	DF	Difference Between Means	t
Experiment N 10	8.7	18	1.3	1.342 *
Control N 10	7.4			

* t is significant at the .10 level.

The following null hypothesis on transfer ability was rejected.

There is no statistically significant difference in transfer ability on a written test based on unknown irregular verbs in the simple past between subjects who were taught with a kinesthetic-visual card model and those who were not.

A discussion of the Findings

Oral and written language acquisition. The analysis indicated a superiority for the kinesthetic-visual card model for teaching verbs in the simple present and irregular verbs in the simple past but not for regular verbs in the simple past. The highest level of significance for oral and written language acquisition was reported for verbs in the simple present tense; .1 and .025 respectively. This lesson had the greatest number of learning items of the three lessons taught for oral and written language acquisition for verbs in the simple past tense. There was no significant differences between treatment methods at the .20 level. This lesson had the fewest number of learning items. The final adjusted means for regular verbs in the simple past favoured the experimental group.

Transfer ability. The mean scores for the experimental group were higher than those for the control group for verbs in the simple present and for regular verbs in the simple past indicating that the kinesthetic-visual card model was more effective than the conventional method in aiding students to acquire transfer ability, but the difference in the means between the two groups was not sufficient to be statistically significant at the .10 level.

For irregular verbs in the simple past, the analysis indicated that there was a statistically significant difference between the kinesthetic-

visual card method and the conventional method.

Test for Homogeneity of variance. Bartlett's Chi-Square scores indicated that the treatment groups were random samples from a common sample.

Test for homogeneity of regression. Since all treatment groups had a non-significant F it is assumed that a common regression of final upon initial measures existed and that homogeneity of regression slopes did exist.

Significant features of the investigation. A discussion of the findings is undertaken with full cognizance of what Strevens (1973) called clear and repeated lessons of twenty-five years of experiments which compare method X with method Y. He said:

. . . first, it is extremely difficult to design experiments in comparative methodology that are not falsified by unforeseen or fortuitous circumstances, and second, the great variability of learning-teaching situations renders the results of any single valid experiment only partially applicable to the precise conditions in which any particular learners are working.

Even though the language learning situation undertaken in this investigation had many variables, it was assumed that it would be useful to determine if the interaction of method X with a variable teaching-learning situation was more or less effective than the interaction of method Y with a variable teaching-learning situation. With respect to the investigation, the findings indicated that the theoretical framework for the kinesthetic-visual care model and its psychological basis, interacted favourably and effectively with the complex and variable motivational and learning factors that the subjects brought to the learning task.

The positive results of the investigation led the investigator to assess which were the most positive features of the teaching experiment and

of the kinesthetic-visual card model.

The review of literature cast doubt on whether a single method could achieve maximum success for learning a second language; therefore, attempts were made to synthesize methods. A combination of oral and direct methods were used to establish meaning and to give practice in listening and speaking. No attempt was made to follow any method explicitly thus giving freedom to select a method based on what was most compatible with the objectives of the lesson.

This investigation attempted to use to the fullest extent any language learning processes and abilities already learned in the mother tongue. Reading and writing were introduced in small units immediately after complete sentences were handled comfortably by the students. Reading was learned through a combination of a sight method and a phonetic method.

The major advantage for the kinesthetic-visual card model can be claimed on the strength that it obtained statistically significant results from introducing grammar explicitly during the initial stages of language learning. The investigator supports deliberate teaching of grammar, provided the grammar is meaningful, taught meaningful, and applied to the generation of new sentences immediately after grammar awareness is achieved.

The kinesthetic-visual card model had an advantage in being able to appeal to the student on a multi-sensori level. Retention did not depend only on the auditory sense; the visual and the kinesthetic were further avenues aiding recall. It appears that the multi-sensori learning situation permitted greater intake of information, made recall of information easier, and generally increased learning without increasing strain and learning time.

The model routines for the kinesthetic-visual card model had several advantages to offer. First, by breaking up a large learning task into smaller learning tasks, it was possible for almost all students to achieve the learning objectives. The learning steps were small and carefully planned to ensure desired concept formation. Secondly, the time allowed for the model routine was shortened as much as possible, forcing all lesson input to be completely relevant to the objectives. Because of the shortness of the demonstration and the kinesthetic nature of the demonstration, the students were able to practice the model routine independently after the demonstration. Fourthly, when the students were working independently with the cards, the teacher could observe if the students had actually acquired the desired grammar concept. The specific advantage lay in permitting the teacher to observe the student manipulate the cards. From this it was possible to judge if the student had acquired grammar awareness. This would be particularly useful in situations where the teacher can not speak the native language of the students.

Establishing grammar awareness prior to drill exercises reduced drill time needed for internalization of language. Transformations of affirmative statements to questions and negatives and the movement to free communication were generally learned fairly quickly and confidently. It was a highly motivating experience to generate sentences from grammatical concepts. The investigator did not correct misapplication of grammar rules as long as it was clear that the incorrect utterance originated from rule application on the assumption that no fixed pattern of speech was developing which could not be easily altered with the introduction of further grammar concepts. This was substantiated by the results of the

pre-tests and the post-tests. In the pre-tests the students generally applied the concepts acquired in the previous grammar lesson hoping it would apply again. After learning that "was" and "were" were indicators of past tense, they applied them to the regular verbs in the past tense resulting in sentences like, "He was walk" and "They were walk". Students were somewhat disappointed when they discovered that every sentence was wrong, but it raised their anticipation for the next grammar concept. After the "ed" was introduced as another way of forming the past tense, the "was walk" form did not appear in the post-tests.

Knowledge of grammar and the continuing challenge to apply it, established a highly experimental attitude to language learning. Considerable free oral production was directed towards discovering the flexible and inflexible parts of the language. If this attitude of exploring the language could be cultivated and maintained past the initial stages of skill-type grammar learning, it could be anticipated that the students would very quickly develop a genuine feel for the unique potential for unlimited sentence generation that exists in a language.

CHAPTER V

FINDINGS AND CONCLUSIONS

Summary. This investigation assessed the significance of a kinesthetic-visual card model as a teaching technique for teaching fixed grammar. Immigrant students with little or no knowledge of English were randomly assigned to two groups for teaching three items of grammar; one group was taught with the kinesthetic-visual card model and the other group was taught by conventional methods. Pre-tests and post-tests were given to measure learning and a covariance analysis was done to determine the learning attributed to each method.

The investigation was designed to answer the following questions:

1. Does the kinesthetic-visual card model aid students in oral and written aspects of language acquisition?
2. Does the kinesthetic-visual card model aid students in acquiring transfer ability?

In all, twelve hypotheses were tested, nine pertaining to language acquisition and three pertaining to transfer. The hypotheses tested referred to the following areas:

1. Oral acquisition of verbs in simple present.
2. Oral acquisition of regular verbs in simple past.
3. Oral acquisition of irregular verbs in simple past.
4. Written acquisition of verbs in simple present.
5. Written acquisition of regular verbs in simple past.
6. Written acquisition of irregular verbs in simple past.
7. Oral acquisition of number 1,2, and 3 combined.
8. Written acquisition of number 4, 5, and 6 combined.
9. Oral and written acquisition of 1 to 6 combined.

10. Transfer ability of verbs in the simple present.
11. Transfer ability of regular verb in the simple past.
12. Transfer ability of irregular verbs in the simple past.

I. FINDINGS

Table 5:13 is a summary of significance levels for the first nine hypotheses pertaining to language acquisition.

TABLE 5:13

SUMMARY OF SIGNIFICANCE LEVELS

	Simple Present	Regular v. Past	Irregular v. Past	Combined	Combined
Oral	.01	n/s at .20	.05	.10	
Written	.025	n/s at .20	.20	.20	.025

There was a statistically significant difference in oral and written language acquisition for lessons on verbs in simple present and for irregular verbs in simple past.

There was no statistically significant difference in oral and written language acquisition for lessons on regular verbs in simple past.

There was a statistically significant difference in language acquisition when data from the three items of grammar were combined as (i) oral (ii) written, and (iii) oral and written.

Table 5:14 is a summary of values of t for transfer tests on three items of fixed grammar.

TABLE 5:14
SUMMARY OF DATA FOR TRANSFER TESTS

Grammar	Item	t- value	DF	.10 level
Verbs in simple present		1.279	20	1.325
Regular verbs in simple past		1.2	20	1.325
Irregular verbs in simple past		1.342*	18	1.330

* t is significant at .10 level

There was no statistically significant difference in transfer ability between the kinesthetic-visual card model and the conventional method in teaching two of the three items of fixed grammar.

II. CONCLUSIONS

The investigation showed that the kinesthetic-visual model was an effective method for teaching fixed grammar.

The investigation showed that language acquisition can be accelerated if the lesson (i) displays critical features of grammar clearly, (ii) involves the student on several sense levels, and (iii) establishes grammar awareness before drills are begun.

The investigation showed that the kinesthetic-visual card model increased in effectiveness as the learning situation became more complex, suggesting that an deductive strategy was more effective than a inductive strategy.

III. SUGGESTIONS FOR FURTHER RESEARCH

Since the results of this investigation favoured the experimental group, it is recommended that this experiment be replicated to see if the results are indeed positive.

The model could be expanded into more complex areas of fixed grammar and then tested to see if it retains its effectiveness. Question words like "when", "where", and "who", "which" and "what" as it refers to verb could be added to the model.

IV. SUGGESTIONS FOR CURRICULUM

Specific suggestions. Since the results of the investigation were positive, it might be possible to apply the technique to school children who lack basic skills in oral and written grammar. The kinesthetic-visual card model could be adapted to a flannelboard and used by the teacher in a teaching situation or by the student as an independent study project.

General suggestions. The audio-lingual method is currently the most widely used teaching method. It has been extensively promoted by publishers of curriculum materials. This method has taken a fairly rigid position (i) on introducing reading and writing only after listening and speaking skills are well advanced, (ii) on teaching grammar awareness through inductive techniques, (iii) on not using grammar based lessons during initial stages of language learning, (iv) on not using translation for establishing meaning, and (v) on the use of methods that are not based on a structural approach. Because of the dominance of audio-lingual methods

other approaches have been neglected. There is a need for teachers and publishers of materials to broaden the theoretical, methodological, and the psychological basis for language teaching.

From the review of literature and the research cited, it can be seen that many productive learning techniques are not fully utilized. Researchers in comparative methodology have not found any method to be superior for the total task of teaching a second language. Carroll (1966) and Ney (1973) advocated, with theoretical justification, the synthesis of methods. Advocates of the grammar-rule and translation method, the oral method, the direct method, the situational method, and the cognitive-code approach can all point to productive features for language learning in each of these methods.

Curriculum planners should attempt to synthesize methods and not arbitrarily exclude some of them. Published material should favour a diversified approach to a concentrated application of a single method. This would provide teachers with a choice of methods.

Roberts (1967) saw no need to delay the introduction of reading and writing. He cited research that indicated that reading and writing are productive language learning aids. Allen (1973) advocated the use of explicit grammar lessons during the initial stages of language learning. The results of this investigation have indicated that there need be no arbitrary restriction on the use of reading and writing or on the use of grammar during initial stages of language learning.

Much criticism of drill exercises and dialogues for teaching grammar awareness indicates a need for alternative approaches to teaching grammar awareness. Many attempts have been made to vitalize drills and dialogues

by making them more meaningful and relevant. But this has not changed the basic classroom activity. Chastain (1968, 1970) has suggested that language lessons should be orientated to a cognitive-code approach which advocates explicit teaching of grammar. This investigation has shown that a cognitive-code approach can be used to establish grammar awareness and that it will greatly reduce the time needed for internalization of language.

The results of this investigation would suggest incorporating skill-type grammar on a multi-sensory level during initial stages of language learning. This investigation provides an alternative to conventional methods for teaching grammar awareness.

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APPENDIX

APPENDIX A

RAW DATA TABLES

Explanations of Abbreviations

A - Verbs in the Simple Present Tense

B - Regular Verbs in the Simple Past Tense

C - Irregular Verbs in the Simple Past Tense

CDS - Kinesthetic-visual Card Group

NCDS - No Cards Group

OR - Oral

WR - Written

X - Pre-test

Y - Post-test

RAW DATA TABLES FOR ANALYSIS OF COVARIANCE

A CDS OR

X	1.00	3.00	3.00	3.00	3.00	2.00	3.00	3.00	6.00
Y	25.00	20.00	30.00	29.00	28.00	30.00	29.00	28.00	21.00

X	3.00	8.00
Y	30.00	25.00

A NCD OR

X	3.00	8.00	1.00	0.00	12.00	3.00	1.00	3.00	4.00
Y	26.00	10.00	12.00	15.00	29.00	22.00	15.00	26.00	15.00

X	2.00	5.00
Y	28.00	21.00

B CDS OR

X	1.00	5.00	0.00	3.00	0.00	0.00	0.00	4.00	1.00
Y	14.00	13.00	15.00	15.00	15.00	15.00	15.00	15.00	12.00

X	0.00	0.00
Y	15.00	14.00

B NCD OR

X	4.00	1.00	6.00	0.00	0.00	0.00	0.00	0.00	0.00
Y	14.00	14.00	15.00	15.00	15.00	15.00	15.00	15.00	10.00

X	0.00	1.00
Y	15.00	14.00

C CDS OR

X	3.00	3.00	5.00	3.00	3.00	3.00	3.00	6.00	2.00
Y	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00

X	2.00
Y	9.00

C NCD OR

X	3.00	5.00	3.00	4.00	3.00	3.00	3.00	3.00	4.00
Y	9.00	9.00	4.00	8.00	9.00	8.00	8.00	7.00	7.00

X	3.00
Y	9.00

A CDS WR

X	8.00	2.00	9.00	6.00	6.00	9.00	9.00	2.00	2.00
Y	28.00	28.00	24.00	24.00	22.00	28.00	26.00	23.00	18.00

X	11.00	10.00
Y	26.00	26.00

A NCD WR

X	2.00	2.00	5.00	0.0	14.00	13.00	3.00	10.00	4.00
Y	28.00	11.00	20.00	16.00	21.00	26.00	11.00	28.00	20.00

X	8.00	2.00
Y	21.00	10.00

B CDS WR

X	0.0	0.0	4.00	4.00	3.00	0.0	0.0	0.0	0.0
Y	10.00	9.00	4.00	10.00	4.00	10.00	9.00	10.00	10.00

X	0.0	0.0
Y	10.00	10.00

B NCD WR

X	0.0	0.0	8.00	4.00	0.0	0.0	4.00	0.0	0.0
Y	10.00	8.00	10.00	10.00	4.00	10.00	10.00	6.00	7.00

X 4.00 0.0
Y 10.00 0.0

C CDS WR

X	3.00	3.00	2.00	6.00	3.00	3.00	3.00	3.00	3.00	3.00
Y	9.00	9.00	9.00	9.00	5.00	9.00	8.00	9.00	9.00	9.00

X 2.00
Y 8.00

C NCD WR

X	3.00	2.00	3.00	4.00	3.00	3.00	3.00	3.00	3.00
Y	8.00	9.00	3.00	9.00	9.00	3.00	9.00	8.00	5.00

X 0.0
Y 8.00

RAW DATA TABLES FOR TRANSFER TESTS

Item A CDS

15.00	15.00	15.00	15.00	12.00	15.00	15.00	0.0	7.00
14.00	8.00							

A NCD

15.00	8.00	12.00	0.0	15.00	0.0	6.00	15.00	9.00
10.00	10.00							

3 678

9.00 9.00 9.00 9.00 9.00 5.00 7.00 9.00 7.00
9.00 9.00

B NCD

D NCD
9.00 6.00 9.00 9.00 9.00 9.00 7.00 8.00 7.00
6.00 1.00

G GDS

9.00 9.00 9.00 9.00 9.00 9.00 6.00 9.00 9.00

© NCD

9.0

APPENDIX B

PRE-TESTS AND POST-TESTS

PRE-TEST for the VERB "TO BE"

ORAL: Teacher asks the question and the student answers.

I. TEACHER

1. Is it a _____?	Yes				
2. Is he a boy?	Yes				
3. Are you (pl) from Poland?	Yes				
4. Are you (sing) a teacher?	No				
5. Is she from _____?	No				
6. Are they <u>(person)</u> ?	Yes				
7. Are they <u>(thing)</u> ?	No				
8. Am I a student?	No				
9. Are they <u>(person)</u> ?	No				
10. Am I a teacher?	Yes				
11. Is she a girl?	Yes				
12. Are we teachers?	No				
13. Is it a _____?	No				
14. Are you (sing) a student?	Yes				
15. Are they <u>(thing)</u> ?	Yes				
16. Is he a teacher?	No				
17. Are we in Canada?	Yes				
18. Are you (pl) _____?	No				
*19 Is this a book?	Yes				
**20 Are these books?	Yes				

*Yes it is, yes that is a book, yes this is a book

**Yes they are, yes those are books, yes these are books.

PRE-TEST for the VERB "TO BE"

ORAL (cont'd):

- II. Teacher gives a cue word and the student makes a question.

<u>TEACHER</u>	STUDENT						
1. He							
2. She							
3. It							
4. We							
5. You (plural)							
6. They (person)							
7. They (things)							
8. You (singular)							
9. I							
10. It (negative)							

PRE-TEST for the VERB "TO BE"WRITTEN:

III. Put is "is", "are", or "am"

- | | |
|-------------------|---------------------|
| 1. He _____. | 11. You _____. |
| 2. She _____. | 12. _____ she? |
| 3. It _____. | 13. He _____ not. |
| 4. We _____. | 14. They _____ not. |
| 5. You _____ not. | 15. She _____ not. |
| 6. _____ he? | 16. _____ I? |
| 7. _____ it? | 17. It _____ not. |
| 8. They _____. | 18. _____ we? |
| 9. It _____ not. | 19. We _____ not. |
| 10. _____ you? | 20. _____ they? |

IV. Change to questions and negatives

1. They are your books.
2. It is a book.
3. I am a student.
4. You are from Poland.
5. We are in here.
6. This is his pen.
7. He is from Italy.
8. Those are your books.
9. They are boys.
10. She is from America.

POST-TEST for the VERB "TO BE"

ORAL: Teacher asks the question and the student answers.

I. <u>TEACHER</u>		STUDENTS
1.	Are they <u>(person)</u> ?	Yes
2.	Is it a _____ ?	No
3.	Are you (sing) a teacher?	No
4.	Am I a student?	No
5.	Are we teachers?	No
6.	Is he a boy?	Yes
7.	Are they <u>(person)</u> ?	No
8.	Is he a teacher?	No
9.	Is she a girl?	Yes
10.	Are you (pl) _____ ?	No
11.	Are we in Canada?	Yes
12.	Is she from _____ ?	No
13.	Are they <u>(thing)</u> ?	No
14.	Am I a teacher?	Yes
15.	Are you (pl) from Poland?	Yes
16.	Are you (sing) a student?	Yes
17.	Are they <u>(thing)</u> ?	Yes
18.	Is it a _____ ?	Yes
*19.	Is this a book?	Yes
**20.	Are these Books?	Yes

*Yes it is, yes that is a book, yes this is a book.

**Yes they are, yes those are books, yes these are books.

POST-TEST for the VERB "TO BE"

ORAL: (cont'd)

- II. Teacher gives a cue word and the student makes a question.

<u>TEACHER</u>	<u>STUDENTS</u>					
1. She						
2. It						
3. We						
4. He						
5. You (plural)						
6. I						
7. You (singular)						
8. They (things)						
9. They (person)						
10. It (negative)						

POST-TEST for the VERB "TO BE"WRITTEN:

III. Put in "is", "are", or "am"

1. You _____. 11. _____ you?
2. _____ they? 12. He _____.
3. _____ she? 13. It _____ not.
4. We _____ not. 14. She _____.
5. He _____ not. 15. They _____.
6. _____ we? 16. It _____.
7. They _____ not. 17. _____ it?
8. It _____ not. 18. We _____.
9. She _____ not. 19. _____ he?
10. _____ I? 20. You _____ not.

IV. Change to questions and negatives.

1. They are your books.
2. I am a student.
3. We are in here.
4. He is from Italy.
5. They are boys.
6. She is from America.
7. Those are your books.
8. This is his pen.
9. It is a book.
10. You are from Poland.

PRE TEST for VERBS in the SIMPLE PRESENT

Students answer the following questions.

ORAL

- | | | |
|-----|---------------------------|-----|
| 1. | Do they walk? | Yes |
| 2. | Do we eat? | Yes |
| 3. | Does she walk? | Yes |
| 4. | Do you wash? | Yes |
| 5. | Do I eat everyday? | Yes |
| 6. | Does he eat? | Yes |
| 7. | Does it ring? (bell) | Yes |
| 8. | Do you (pl) wash? | Yes |
| 9. | Do they sleep in class? | No |
| 10. | Do I sit near the door? | No |
| 11. | Do you (pl) eat in class? | No |
| 12. | Do you sit near the door? | No |
| 13. | Do we eat in class? | No |
| 14. | Does he sleep in class? | No |
| 15. | Does it buzz? (bell) | No |
| 16. | Does she sleep in class? | No |

ORAL

Students make statements with eat.
 questions with walk.
 negatives with sleep.

	name			name			name		
	Eat	Walk	Sleep	Eat	Walk	Sleep	Eat	Walk	Sleep
1. He									
2. I									
3. They									
4. She									
5. We									
	S	?	Not	S	?	Not	S	?	Not

	name			name			name		
	Eat	Walk	Sleep	Eat	Walk	Sleep	Eat	Walk	Sleep
1. He									
2. I									
3. They									
4. She									
5. We									
	S	?	Not	S	?	Not	S	?	Not

PRE-TEST for VERBS in the SIMPLE PRESENTWRITTEN

Complete

1. _____ they sleep?
2. I (wake Up) (wakes up) _____.
3. _____ we go to bed?
4. You (get up) (gets up) _____.
5. _____ she take a bath?
6. He (wash) (washes) _____.
7. _____ he write?
8. She (comb) (combs) _____.
9. _____ you work?
10. We (dress) (dresses) _____.
11. _____ I work?
12. They (eat) (eats) _____.

NEGATIVE:

13. I _____ wake up in the night.
14. They _____ eat in the night.
15. He _____ wash in the night.
16. You _____ dress in the night.
17. She _____ comb in the night.
18. We _____ dress in the night.

WRITTEN

Change to questions and negatives.

1. I play every day. _____

2. They sit every day. _____

3. He opens the door. _____

4. We close the door. _____

5. She reads every day. _____

POST-TEST for VERBS in the SIMPLE PRESENT

Students will answer the following questions.

ORAL:

- | | | |
|-----|-------------------------------|-----|
| 1. | Do you wash every day? | Yes |
| 2. | Does she walk every day? | Yes |
| 3. | Do they sleep in class? | No |
| 4. | Do I sit near the door? | No |
| 5. | Does it ring (bell)every day? | Yes |
| 6. | Do I eat every day? | Yes |
| 7. | Do you (pl) eat in class? | No |
| 8. | Do you sit near the door? | No |
| 9. | Do we eat in class? | No |
| 10. | Do they walk every day? | Yes |
| 11. | Do we eat every day? | Yes |
| 12. | Does he eat every day? | Yes |
| 13. | Does he sleep in class? | No |
| 14. | Does it buzz (pen)? | No |
| 15. | Do you (pl) wash every day? | Yes |
| 16. | Does she eat in class? | No |

ORAL Students make statements with eat.
questions with walk.
negatives with sleep.

	name			name			name		
	Eat	Walk	Sleep	Eat	Walk	Sleep	Eat	Walk	Sleep
1. He									
2. I									
3. They									
4. She									
5. We									
	S	?	Not	S	?	Not	S	?	Not

	name			name			name		
	Eat	Walk	Sleep	Eat	Walk	Sleep	Eat	Walk	Sleep
1. He									
2. I									
3. They									
4. She									
5. We									
	S	?	Not	S	?	Not	S	?	Not

POST-TEST for VERBS in the SIMPLE PRESENTWRITTEN:

Complete

1. They (eat) (eats) _____.
2. _____ I work?
3. We (dress) (dresses) _____.
4. _____ you work?
5. She (comb) (combs) _____.
6. _____ he write?
7. He (wash) (washes) _____.
8. _____ she take a bath.
9. You (get up) (gets up) _____.
10. _____ we go to bed?
11. I (wake up) (wakes up) _____.
12. _____ they sleep.

NEGATIVE

13. I _____ wake up at night.
14. They _____ eat at night.
15. He _____ wash at night.
16. You _____ dress at night.
17. She _____ comb at night.
18. We _____ dress at night.

POST-TEST for VERBS in the SIMPLE PRESENTWRITTEN:

Change to questions and negatives.

1. She reads every day.

Q _____ ?

N _____ .

2. We close the door every day.

Q _____ ?

N _____ .

3. He opens the door every day.

Q _____ ?

N _____ .

4. They sit every day.

Q _____ ?

N _____ .

5. I play every day.

Q _____ ?

N _____ .

TRANSFER TEST for VERBS in the SIMPLE PRESENT TENSE VERBS

Teacher:

Select five new verbs that the students have not used before.

Student:

Make a sentence using the cue word.

Change to question.

Change to a negative statement.

1. Sing S. _____

Q. _____

N. _____

2. Jump S. _____

Q. _____

N. _____

3. Climb S. _____

Q. _____

N. _____

4. Kick S. _____

Q. _____

N. _____

5. Lock the door S. _____

Q. _____

N. _____

PRE-TEST for PAST TENSE of REGULAR VERBS

ORAL: Teacher asks questions and students answer.

1. Did he walk to school?
2. Did I point at (Bill)?
3. Did she open the door?
4. Did they want apples?
5. Did I touch you?
6. Did she need an umbrella?

<u>STUDENT</u>						
Yes						
No						
No						
Yes						
No						
Yes						

ORAL: Students make sentences with pictures on Chart III.

Statements

- 1.
- 2.
- 3.

Questions

- 4.
- 5.
- 6.

Negative

- 7.
- 8.
- 9.

PRE-TEST for PAST TENSE of REGULAR VERBS

WRITTEN - Change Present to Past.

PresentPast

I work _____

They laugh _____

She plays _____

He opens _____

Change to question and negative.

1. He played yesterday _____ ?
_____2. She worked in school yesterday.
_____3. I liked the movies.

POST-TEST for PAST TENSE of REGULAR VERBS

ORAL: Teacher asks questions

1. Did she open the door?
2. Did she need an umbrella?
3. Did they want apples?
4. Did I teach on Sunday?
5. Did he walk to school?
6. Did I point at (Bill)?

<u>STUDENT</u>					
No					
Yes					
Yes					
No					
Yes					
No					

ORAL: Students make sentences with pictures on Chart III.

Statements

- 1.
- 2.
- 3.

Questions

- 4.
- 5.
- 6.

Negative

- 7.
- 8.
- 9.

POST-TEST for the PAST TENSE of REGULAR VERBSWRITTEN:

- I. Change the Present tense to the Past tense.

PresentPast

1. He opens.

_____.

2. She plays.

_____.

3. They laugh.

_____.

4. I work.

_____.

- II. Change to questions and negatives

1. He played yesterday.

Q

?

N

.

2. She walked to school yesterday.

Q

?

N

.

3. I liked the movies.

Q

?

N

.

TRANSFER TEST for the PAST TENSE of REGULAR VERBS

Change these sentences to:

- a) past tense
- b) Past tense question
- c) past tense negative

1. I help the teacher every day.

_____ yesterday.

_____ yesterday?

_____ yesterday.

2. He marks the exams every day.

_____ yesterday.

_____ yesterday?

_____ yesterday.

3. They cover their eyes every day.

_____ yesterday.

_____ yesterday?

_____ yesterday.

PRE-TEST for the PAST TENSE of IRREGULAR VERBS

The teacher reads the model sentences and the students shall change the sentence to the past tense, to a question, to a negative.

ORAL:

1. I come to school every day.

Student	Past	Q	N

2. They write letters every day.

Student	Past	Q	N

3. He goes to school every day.

Student	Past	Q	N

PRE-TEST for the PAST TENSE of IRREGULAR VERBSWRITTEN:

Change to statement in Past Tense - PAST

Question - Q

Negative - N

1. I wake up at 7:00.

PASTQ

?

N

.

2. I sleep at night.

PASTQ

?

N

.

3. I eat lunch at 12 o'clock.

PASTQ

?

N

.

POST-TEST for IRREGULAR VERBSORAL:

The teacher reads the model sentences and the students shall change them to past tense, to questions, and to negatives.

1. I eat every day.

Student	Past	Q	N

2. I come to school every day.

Student	Past	Q	N

3. They go to school every day.

Student	Past	Q	N

POST-TEST for the PAST TENSE of IRREGULAR VERBSWRITTEN:

Change to statement in Past Tense - PAST

Question - Q

Negative - N

1. He runs to school every day.

PAST _____ .

Q _____ ?

N _____ .

2. They write letters every day.

PAST _____ .

Q _____ ?

N _____ .

3. I eat lunch at 12 o'clock.

PAST _____ .

Q _____ ?

N _____ .

TRANSFER TEST for IRREGULAR VERBS in the SIMPLE PAST TENSE

Change these sentences to:

- a) Past tense P
- b) question Q
- c) negative N

1. speak - spoke

I speak every day.

a) P

.

b) Q

?

c) N

.

2. hold - held

He holds a pen.

a) P

.

b) Q

?

c) N

.

3. teach - taught

They teach every day.

a) P

.

b) Q

?

c) N

.

APPENDIX C

LESSON OUTLINE BOOKLET

Lesson 1-90 Verb "to be"

Lesson 10-14 Verbs in the Simple Present Tense

Lesson 15-19 Regular Verbs in the Simple Tense

Lesson 20-23 Irregular Verbs in the Simple Past Tense

This is a log of lessons used in this investigation. The lessons are designed to give the subjects the vocabulary and the structures necessary for participation in the experiment. Since the lessons represent minimum input for participation, additional material was taught during the week between experiment lessons.

Lessons for Verb "to be"

Lesson 1. Vocabulary: I, you, he, she, it, we, you, they.

Lesson 2. Vocabulary: am, is, are, names of all the people in the class, book, table, pen.

Structures: Positive statements with verb "to be" and the pronouns from lesson 1.

Lesson 3. Vocabulary: and, from, names of countries,

Structures: Positive statements with all the pronouns.
Example: He is Bill and he is from Greece.

Lesson 4. Reading and writing the alphabet and sentences from lesson 3.

Lesson 5. Vocabulary: boy, boys, girl, girls, student, students, teacher, classroom.

Structures: Positive statements with verb "to be" and appropriate pronouns.

Lesson 6. Vocabulary: Singular and plural of items of Chart I. See appendix D.

Structures: Positive statements with verb "to be" and "it".

Lesson 7. Reading and writing of sentences from lesson 5 and 6.

Lesson 8. Vocabulary: watch, pen, paper, pencil, sweater, (one or more items from each student), my, your, his, her, this, these, name.

Structures: Positive statements with chart I. Example: This is _____ watch. These are _____ pencils. etc. Positive statements with names. Example: My name is Mr. Peters. _____ name is _____. etc.

Lesson 9. Reading and writing of sentences from lesson 8.

Lessons for Verbs in the Simple Past Tense

Lesson 10. Vocabulary and structures from Chart A. See appendix D.

- | | |
|---------------------------|---------------------------------|
| 1. He wakes up every day. | 7. He works every day. |
| 2. He gets up every day. | 8. He walks every day. |
| 3. He washes every day. | 9. He writes every day. |
| 4. He combs every day. | 10. He takes a bath every day. |
| 5. He dresses every day. | 11. He goes to bed every night. |
| 6. He eats every day. | 12. He sleeps at night. |

Lesson 11. Repeat above with I, you, she, we, they.

Lesson 12. Reading and writing of sentences from Chart A.

Lesson 13. Vocabulary: Near, far, bell, rings, buzz, read, open, close, sit, stand, play, talk.

Structures: Positive statements with nouns and pronouns and the word above.

Lesson 14. Reading and writing of sentences from lesson 13.

Lessons for Regular Verbs in the Simple Past Tense

Lesson 15. Vocabulary and structures from Chart III. See appendix D.

- | | |
|----------------------------|------------------------------|
| 1. They walk. | 7. They play tennis. |
| 2. They work. | 8. She closes the door. |
| 3. He attends the concert. | 9. He dresses. |
| 4. She opens the window. | 10. They study. |
| 5. They wait for the bus. | 11. He listens to the radio. |
| 6. She washes the clothes. | 12. She directs the boys. |

Lesson 16. Reading and writing of sentences from Chart III.

Lesson 17. Vocabulary: days of the week, yesterday, today, tomorrow, before, after, numbers, in telling time, o'clock point, long, short, was, were, will be.

Structures: Use the above words in positive statements.

Lesson 18. Vocabulary: Want, uses, need, like, touch.

Structures: Positive statements with pronouns and cues from Chart I.

Lesson 19. Reading and writing of sentences from lesson 17 and 18.

Lessons for Irregular Verbs in the Simple Past Tense

Lesson 20. Vocabulary and structure from page 19, in English by Stages Book II, by Morris. See Appendix D.

Lesson 21. Reading and writing of sentences from lesson 20.

Lesson 22. Past tense of all structures from chart A. Positive statements only.

Lesson 23. Reading and writing of sentences from lesson 22.

APPENDIX D

CHARTS AND SAMPLES

CHART A

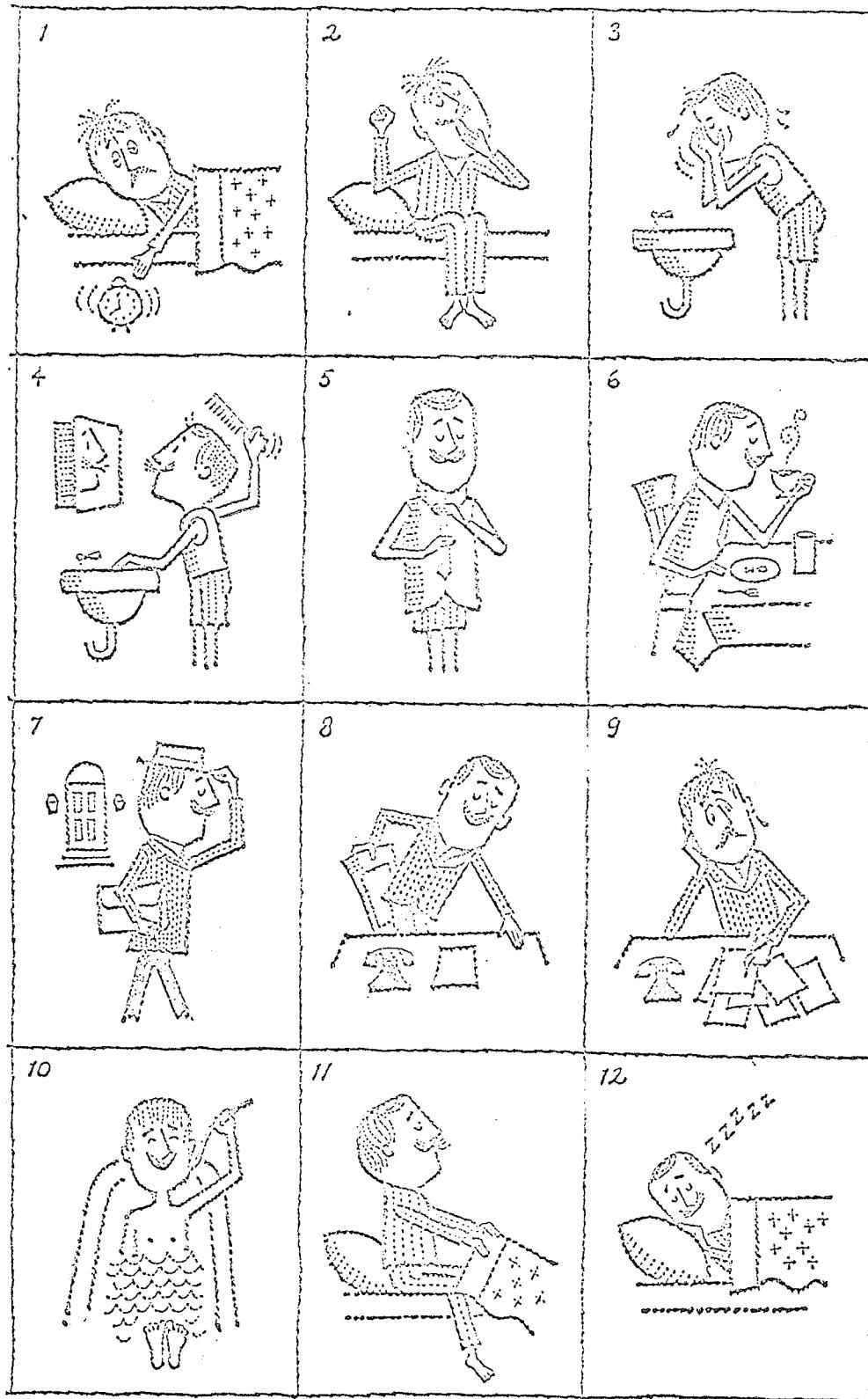
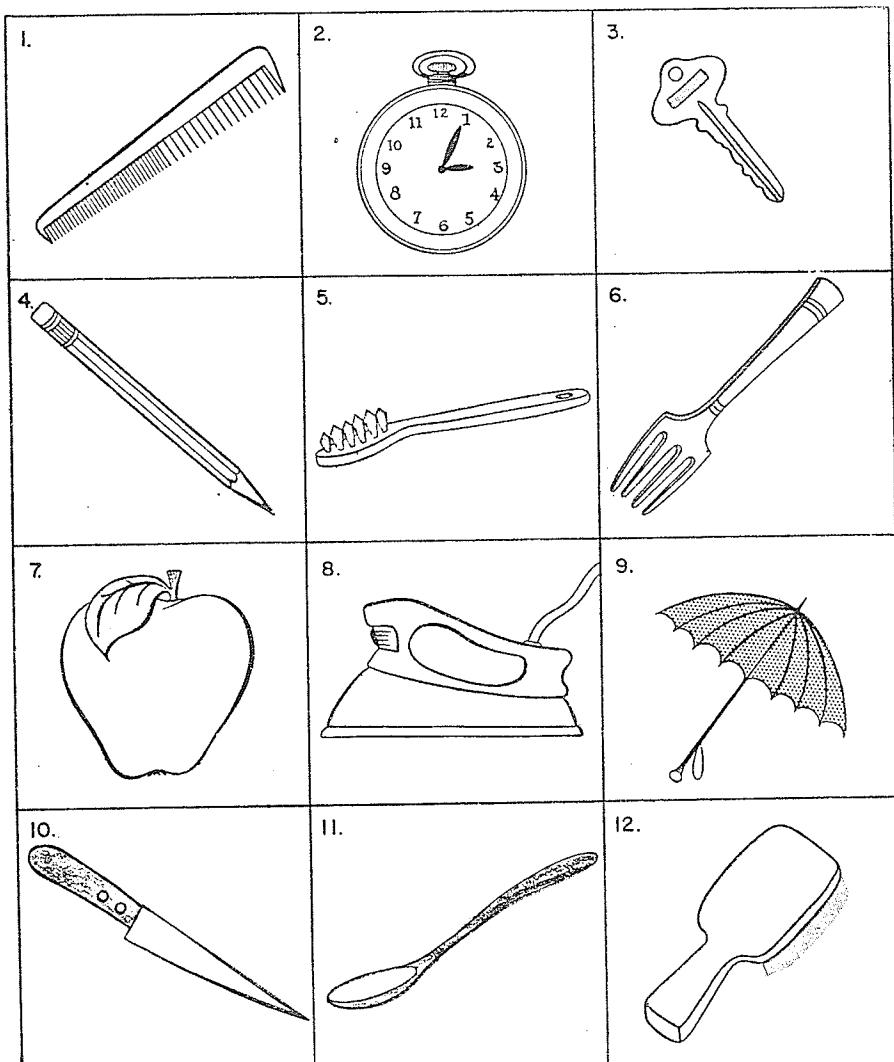
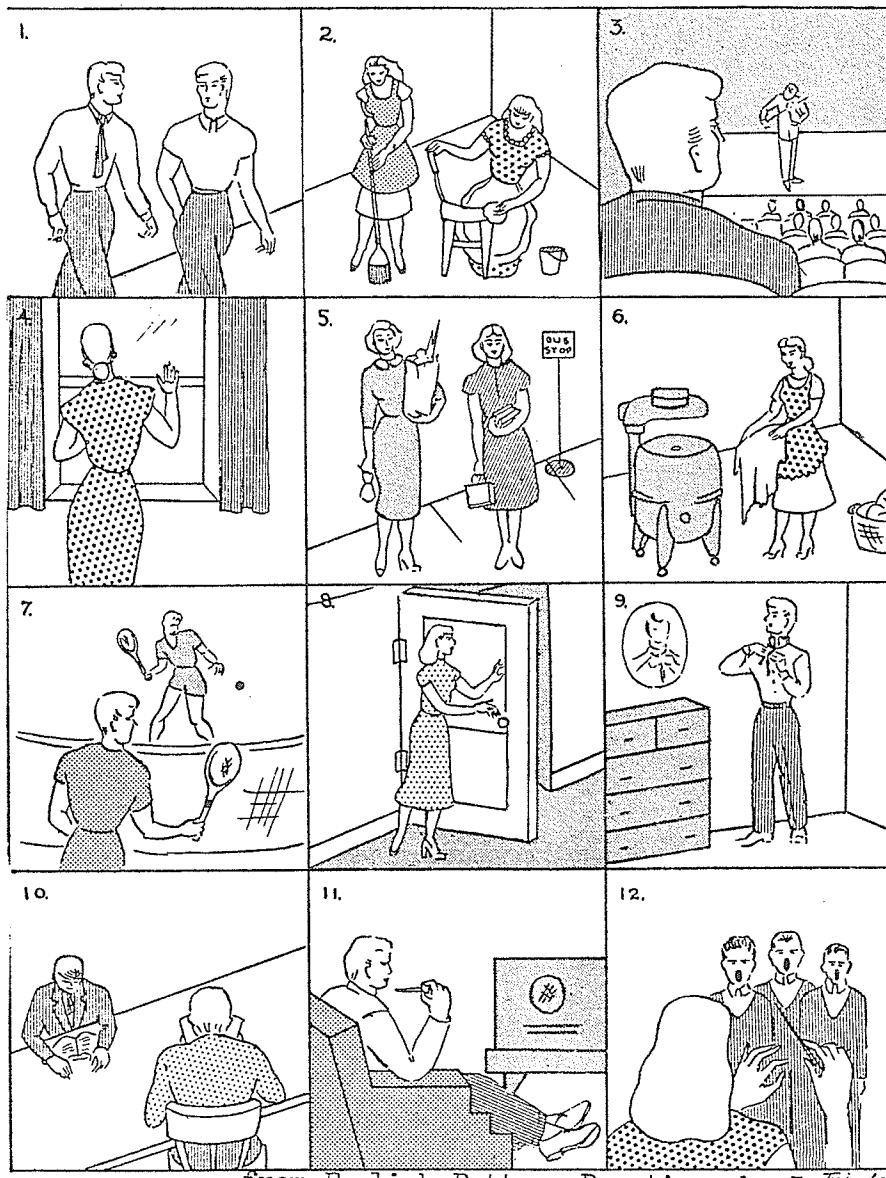


CHART I



-from English Pattern Practices, by Lado

CHART III



from English Pattern Practices by Ladda



READING

Every day

He gets up.
He sits down.
He eats.
He writes.
He comes in.
He takes a book.
He sees me.
He runs.
He goes to school.
He shuts the door.
He puts on his clothes.

Yesterday

He **got** up.
He **sat** down.
He **ate**.
He **wrote**.
He **came** in.
He **took** a book.
He **saw** me.
He **ran**.
He **went** to school.
He **shut** the door.
He **put** on his clothes.

from English by Stages, by Morris

For use with structure lesson on irregular verbs for the control group. See page 43.

LESSON FOUR*

got, went, sat, took, wrote, ate, saw, came, ran,
early.

SPEECH

1. Tom, get up, go to the door, open it, shut it, go back and sit down.
What did you (he) do first ? You **got** up.
What did you do next ? You **went** to the door.
Did you run to the door ? No, I did not.
How did you go ? I **walked** there.
2. What did you do afterwards ?
I **opened** the door.
Is the door open now ? No, it isn't.
What did you do next ? You **shut** the door.
Is the door shut now ? Yes, it is.
3. What did you do afterwards.
You **went** back and **sat** down.
4. Bob, take the chalk, go to the blackboard and write your name.
What did Bob do ? He **took** the chalk, went to the blackboard and **wrote** his name.
5. Did Bob go to the blackboard ? Yes, he did.
Did he take a book with him ? No, he did not.
What did he take ? He took the chalk.

* Purpose : To teach the past form of a few strong verbs.

SAMPLE CARDS

does he

you play

The investigator is planning to file a video-tape of the kinesthetic-visual card model with this thesis. The video-tape will be a supplement to the thesis but not an official part of the thesis.