

**A CHECK LIST ANALYSIS OF METHODS USED BY PRE-PRIMER
TEACHERS OF NON-ENGLISH SPEAKING CHILDREN**

THESIS

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By

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
1. Statement of the Problem	1
2. Definition of Terms	2
3. Delimitation of the Problem	3
4. Value of the Problem	3
5. Related Studies	4
II. PROCEDURE, MATERIALS, AND METHODS	11
1. Procedure and Source of Data	11
2. Tabulation of Data	15
3. Description of Methods Used in Check-List.	16
III. EVALUATION	21
1. The Criterion of Frequency of Use of Methods and Procedures	21
2. The Criterion of Importance of Methods and Procedures	23
3. A Comparison Between the Criteria of Frequency and Importance	25
IV. CONCLUSIONS	37
1. Conclusions	37
2. Recommendations	40
BIBLIOGRAPHY.	46
APPENDICES	48
Appendix A. The Original Check-List of Methods and Procedures Presented to the Pre-Primer Teachers of Non-English Speaking Children	49
Appendix B. Frequency Table of Methods	54
Appendix C. Importance Table of Methods	56
Appendix D. Frequency Table of Procedures	58
Appendix E. Importance Table of Procedures	60

LIST OF TABLES

	Page
1. Frequency Groupings of Methods and Procedures with Percentage Ratings in Each Group. . . .	21
2. Importance Groupings of Methods and Procedures with Percentage Ratings in Each Group. . . .	24
3. Methods in the Highest Group with Rank in Frequency and in Importance	26
4. Methods in the Middle Group with Rank in Frequency and in Importance	26
5. Methods in the Lowest Group with Rank in Frequency and in Importance	27
6. Percentage of Methods in Frequency and in Importance in Highest, Middle and Lowest Groups	27
7. Five Methods with Least Difference between Mean Frequency Ratings and Importance Ratings . . .	29
8. Five Methods with Greatest Difference between Mean Frequency Ratings and Importance Ratings.	29
9. Four Procedures in Highest Group with Same Rank in Frequency and in Importance	31
10. Procedures in Highest Group with Rank in Frequency and in Importance and Amount of Gain or Loss in Rank in Importance. . . .	32
11. Procedures in Middle Group with Rank in Frequency and in Importance and Amount of Gain or Loss in Rank in Importance. . . .	33
12. Procedures in Lowest Group with Rank in Frequency and in Importance and Amount of Gain or Loss in Rank in Importance. . . .	34
13. The Fifteen Procedures in Highest, Middle and Lowest Groups with Rank in Frequency and in Importance and Amount of Gain in Importance . .	35
14. The Twelve Procedures in Highest, Middle and Lowest Groups with Rank in Frequency and in Importance and Amount of Loss in Importance . .	36

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CHAPTER I

INTRODUCTION

1. The Problem Stated

The problem of this study is to discover the methods and procedures used in the classrooms of the teachers of Pre-Primer Non-English speaking children in the San Antonio School System, and within the limits of the study, to evaluate these methods. The initial step in the solution of this problem was the making of a thorough analysis of the methods and procedures, in order to determine what methods and procedures are actually being used in the classrooms of the Pre-Primer teachers. Such an analysis and the consequent formulation of a check-list of all the current methods and procedures are preliminary essentials to the gathering of sufficient data from which the solution of the problem may be reached. The data obtained through the checking of the list by the teachers actually teaching in the Pre-Primer classrooms were studied in an attempt to reach satisfactory conclusions and to offer worthwhile recommendations.

2. Definition of Terms

The term "Pre-Primer" is used in the schools of San Antonio, Texas, to designate that half-term grade added below the regular first grade. The six year old children, both the English speaking and the Non-English speaking, are enrolled in the Pre-Primer grade.

The term "Non-English speaking" is used for that large number of children born of foreign parentage and in whose homes a foreign language is spoken. The majority of these children in the Southwest are Mexicans. There are some Italians, Germans, Chinese, Polish, Armenians, and others.

In this study the terms "technique" and "procedure" are used almost synonymously. A technique or a procedure is a way of doing something, it is a device used in carrying out an activity in the classroom.

In evaluating the results obtained from the check-list the criterion of frequency of use and the criterion of importance are employed. By "frequency of use" is meant how often the methods and procedures are actually being used in the classrooms. In checking the list the teachers were asked to indicate if the methods and procedures were used at all and, if so, to what degree low, medium or high. By "importance" is meant whether or not a method or procedure is considered worthwhile and, if so, of what degree low, medium or high.

3. Delimitation of the Problem

a. This study is confined to San Antonio, Texas.

b. It is also confined to twenty-four elementary schools in San Antonio, Texas, which enroll Non-English speaking children. The names of these schools may be found in Chapter II of this study.

c. It is further limited in that only those teachers of the Pre-Primer Non-English grades were interviewed or asked to check the list herein used. In each Pre-Primer room there are from twenty-five to forty-five children who are six years of age or older.

d. The check-list in this study was not presented to teachers of American children who came from homes where English is spoken.

4. The Value of the Problem

The value of this study is seen in the problems which necessarily arise from the increasing enrollment in the schools of children from homes where English is not spoken. The curriculum of the school is made primarily for American children who speak English; teachers are trained to teach children who already speak English; but the schools enroll numbers of children who do not speak the English language.

The value of this problem, then, is:

- a. To discover the methods of most practical use.
- b. To reveal procedures and techniques which successful teachers make use of in their daily teaching.
- c. To describe these methods so that the inexperienced teacher may profit by them.
- d. To evaluate these methods and procedures in terms of the objectives and aims set up by those people who first recognized this need of the Southwest.
- e. After tabulation is made of the data collected in this study, to recommend the current methods and procedures which are by actual frequency of use thought to be of highest importance.

5. Related Studies

With the increasing interest in the ever-growing problem of fitting the curriculum to the needs of the Non-English speaking child, various studies have been made. These studies show the tendency toward dealing in a scientific way with the conditions in our schools due to the foreign-born element. They also show the splendid use of the various current methods and results obtained. They reveal the need for continued scientific thought and investigation to help solve one of the most interesting, as well as one of the most

important, of our educational problems, namely, educating the Non-English speaking child to become a good, useful, and happy citizen. The following are some of the more important studies previously made in this field. They are summarized in the order in which they appear here:

- a. Burkett, Doris Lorraine, Teaching Pre-Primer Mexican Children by the Unit Method, Thesis, Southwest Texas State Teachers College, San Marcos, Texas, August, 1939.
- b. Burkett, Nellie Edith, Teaching Literature to Pre-Primer Non-English Speaking Children by the Use of Slides, Thesis, Southwest Texas State Teachers College, San Marcos, Texas, August, 1939.
- c. Hodges, Lydia Herrera, A Study of the Reading Ability of Mexican Children in Relation to Their Socio-Economic Status, Thesis, Southwest Texas State Teachers College, San Marcos, Texas, 1938.
- d. Neal, Elma A., "Non English Speaking Children," Childcraft, V., 5, pp. 20-38.
- e. Cooper, Ida M., "A Comparative Study of the Organization for Teaching of Ten Beginning Reading Systems," Journal of Educational Research, Vol., 28 No., 5, pp. 347-357, (January, 1935).

1
The Doris Lorraine Burkett Study

The situation in this study was that of dealing with the Non-English speaking child. Objectives, both general and specific, were set up. The Unit method was used in the classroom of Miss Burkett and is included in the check-list of the present study. The Units selected for study were,

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1. Burkett, Doris Lorraine, Teaching Pre-Primer Mexican Children by the Unit Method, Thesis, Southwest Texas State Teachers College, San Marcos, Texas, August, 1939.

"The Child and His Toys," "The Child and School," "The Child and His Pets," and "The Playhouse." The materials, development, and approach were given for each unit. The Units were evaluated as to achievement in numbers, language arts, literature, music, drawing, and social studies.

The conclusions drawn by the study are expressed very briefly in the following ways:

(1). The needs of the Mexican children were met so far as the schools could meet them under the present set up.

(2). The children learned to express themselves in English quite well.

(3). They learned numbers, songs, nursery rhymes, and drawing.

(4). Desirable attitudes were attained.

The Nellie Edith Burkett Study ²

This study demonstrated most effectively the use of the Visual Aid method in a Pre-Primer class of Non-English speaking pupils. Miss Burkett says:

One of the most effective ways of teaching literature and the English language to Non-English speaking children, who are just entering school, is to tell folk tales to them while showing slides of each separate action of the stories as they are being told. ³

These slides are pieces of glass upon which the pictures

2. Burkett, Nellie Edith, Teaching Literature to Pre-Primer Non-English Speaking Children by the Use of Slides, Thesis, Southwest Texas State Teachers College, San Marcos, Texas, August, 1939.

3. Ibid., p.1

are made and flashed on a screen. In this study three stories were beautifully illustrated. They were "The Three Bears," "The Three Pigs," and "Little Black Sambo." The exact sentences to be used with each picture were included in this study.

The Lydia Herrera Hodges Study⁴

This study of the relation between the reading ability of the Mexican children and their socio-economic status was made in four of the schools of San Antonio. The four schools were Stephen F. Austin, No. 2, John B. Hood, No. 33, Jose Navarro, No. 8, and Anthony Margil, No. 41. The children of these schools are largely Mexican and Italian. They were given a Gates Primary Reading Test, Type 1, which is a test designed to sample the ability to read words representative of the primary vocabulary. The Sims Score Card for Socio-Economic Status, Form C was used in scoring results of the reading test.

It was pointed out that there are a number of causal factors accounting for the low standing of Mexican children that investigators report. Some of these factors are heredity, environment, unsuitability of test, and language handicap. A low average in socio-economic status was found. It was

4. Hodges, Lydia Herrera, A Study of the Reading Ability of Mexican Children in Relation to Their Socio-Economic Status, Thesis, Southwest Texas State Teachers College, San Marcos, Texas, 1938.

stated, too, that if the results of such an investigation were typical that a group having a low mean socio-economic score would likely have a low mean reading score.

5
The Elma A. Neal Study

This article advocates the use of the Direct method in teaching English to Non-English speaking children. In building the curriculum to fit the needs of these children Miss Neal says:

The problem of learning a new language centers in two aims: (1) the ability to communicate thought through conversation, and (2) the ability to acquire thoughts through reading. 6

In relation to method the following suggestions were said to be helpful:

- (1). Give the children first hand experience through observation and activities.
- (2). Use objects and pictures freely.
- (3). Dramatize incidents in the lesson unit.
- (4). Multiple associations through repetition in a variety of interesting ways.
- (5). Give enunciation exercises to overcome speech difficulties.
- (6). Teach conversational English. Children should take part in conversation, questioning and answering each other. Polite terms and idioms are taught in this way.
- (7). Train children to think in English - not through translation methods - so that the sight of an object calls for the English word without the intermediate link of the foreign word. 7

5. Neal, Elma A., "Non-English Speaking Children," Childcraft, V. 5, p. 20-38.

6. Ibid., p. 21

7. Ibid., p. 24

8
The Ida M. Cooper Study

In this comparative study of the organization for teaching of ten beginning reading systems the purpose was to find out if these systems agreed in the principles of teaching. A few of the conclusions drawn in this study are quoted here because they bear directly on this study in dealing with method:

- (1). There is no agreement as to a single best method. Some authors suggest that a teacher's method should be determined by her personality, her knowledge of technique and the conditions under which she teaches.
- (2). There is a noticeable tendency to refrain from negative suggestions.
- (3). There is a marked tendency toward having the pupil read as the adult does, without "goading" or "teaching."
- (4). The Intrinsic Method of word presentation is favored.
- (5). Isolated word drills are undesirable.
- (6). Much provision is made for individual differences and increased attention is being paid to individual instruction.
- (7). The tendency is to reduce the primer vocabulary to its lowest terms, and to base it on scientific word tests.
- (8). Fewer and simpler phonetic elements are being taught. It is agreed that phonics should not be taught too early or too strenuously, and should be taught only in connection with words.

8. Cooper, Ida M., "A Comparative Study of the Organization for Teaching of Ten Beginning Reading Systems," Journal of Educational Research, Vol. 28, No. 5, (January, 1935), pp. 356-357.

- (9). The present tendency is to be guided in the choice of both matter and method by the needs and interest of the child.
- (10). There is some tendency toward the use of the activity program, units of work, centers of interest, etc.
- (11). All possible aids--phonics, memorization, dramatization and the like--are recommended for use by a majority of these primers, "as the need arises. 9

9. Ibid., pp. 356-357.

CHAPTER II

PROCEDURE, MATERIALS, AND METHODS

1. Procedure and Sources of Data

In the initial step in handling this problem, it was necessary to select some way by which an analysis of the methods and procedures used by the Pre-Primer teachers might be put into a practical form for securing evaluations. In a list of the possible uses of the Check Lists by Bixler, the concluding statement is:

... limitations should be noted. The Check Lists will probably prove more useful to workers in quantitative research than to workers in philosophical research. 1

Since this study is concerned with the gathering of data for measuring quantitatively the frequency of occurrence of methods and procedures, and the frequency with which these same methods and procedures are rated as of high, medium, or low importance, it seemed appropriate to use the check-list technique in this case. This procedure is an efficient way of accumulating a large amount of evidence in a short time.

The writer reviewed a number of other check-lists in research studies for information concerning the formation of the one used in this study. In reviewing and reading various studies, periodicals, and books, the methods chosen for the check-list were those found to be the ones most

1. Bixler, Harold Hench, Check Lists for Educational Research, Bureau of Publications, Teachers College, Columbia University, New York, 1928, p. 4

frequently used in current practice. It was thought unnecessary to add to this list those methods which have, more or less, been discarded because of the development of the newer and better ones. The writer's own experience in teaching the Non-English speaking children in San Antonio, Texas, was helpful in forming the list.

Directions for checking the list were carefully worked out in order to simplify the efforts, as well as conserve the time, of those to whom it was sent. Examples to illustrate the checking method were given, as well as a briefly stated description of each method. Space was allowed for personal information, name, school, and teaching experience with Non-English speaking children. The complete check-list of the ten methods and the thirty-one procedures, together with the directions, is given in Appendix A of this study.

For evaluation of results two of the criteria used by Wiley² were selected, these being frequency and importance. The criterion of frequency was chosen because of its value in showing the extent to which the methods and procedures are being carried out. The criterion of importance was chosen because of its usefulness in indicating the relative value of the methods and procedures included. Each method and procedure was to be rated on each of these two bases

2. Wiley, Edward Orlando, An Evaluated Check List of Supervisory Activities Performed by Supervisors in Laboratory Schools of Teacher Training Institutions, Unpublished Doctor's Dissertation, University of Texas, Austin, Texas, June, 1934.

according to four possible values, which are represented
by the symbols used by Wiley.³

- 0 indicates no frequency or importance
- 1 indicates a low degree of frequency or importance
- 2 indicates medium frequency or medium importance
- 3 indicates the highest frequency or importance.

Authorities agree that regarding frequency of performance, the classroom teacher is the best single source of data. The classroom teacher, especially the one with much experience in her field of work, is, too, a capable judge of the importance of the methods used in the classroom. In order to obtain data for this study permission for distributing the check-list was granted by Miss Elma A. Neal, the Assistant Superintendent of the Elementary Division in the San Antonio school system. A list of the Pre-Primer teachers of the Non-English speaking groups was provided by the elementary department. A list of schools in which these teachers taught was also provided. There were fifty teachers from twenty-four different elementary schools. The following is a list of the schools with the number of each school.

Houston, Sam, 1	Brackenridge, J.T., 21
Austin, Stephen F., 2	Hillcrest, 24
Milam, Ben, 4	Gonzales, Rafael, 25
Burnett, David G., 5	Collins Garden, 27
Johnson, Frank, 7	Lee, Robert E., 30
Navarro, Jose, 8	Ogden, Ira, 31
Bowie, James, 9	Barkley, David, 32
Bonham, James, 10	Hood, John B., 33

3. Ibid., p. 33

Crockett, David, 11	Ivanhoe, 36
Smith, Deaf & J.W., 15	de Zavala, Lorenze, 40
Harris, W.T., 17	Margil, Anthony, 41
Briscoe, Andrew, 19	Ruiz, Francisco, 42

The check list in this study was presented personally by the writer to sixteen of the fifty teachers whose names were on the list provided by the elementary department. Friends of the writer interviewed six of the teachers. The list was mailed to twenty-seven others, eleven of whom were called over the telephone. The writer also checked the list. There was a one hundred per cent response, which proves, in the writer's opinion, that teachers have an exceptionally high degree of interest in their work and in progressive educational development. Especially is this true in a field as new as the teaching of the children of foreign parentage. Concerning the fifty teachers in the fall term of the school year 1940-1941, and the fifty who checked the list, the following data are given:

- 12 have Master's degrees
- 38 have Bachelor's degrees
- 46 have taught Non-English speaking children 4 years or over
- 1 has taught Non-English speaking children 3 years
- 1 has taught Non-English speaking children 2 years
- 2 have taught Non-English speaking children 1 year.

The value of data received from a group of teachers prepared and experienced, as these data show, should be recognized.

2. Tabulation of Data

After all fifty lists were checked it was necessary to reduce the results to some usable form. Since there were two bases on which each method was judged, frequency (F) and importance (I), it was necessary to consider the judgments according to each criterion in a separate table.

The following calculation was made as to the percentage of teachers rating each method either 3, 2, 1, or 0 in frequency. For example item number c is presented this way:

Method	Scale			
	3	2	1	0
c. Activity Method	72	20	8	

A similar calculation was made as to the percentage of teachers rating each method 3, 2, 1, or 0 in importance, as:

Method	Scale			
	3	2	1	0
c. Activity Method	78	14	8	

In order to express the composite score for each item as judged according to the two criteria, the mean has been used. The mean frequency rating for each method has been added to the frequency table. The following is an example of the final form of the tabulation of data compiled under the criterion of frequency and given in full in the appendix.

Method	Scale				Mean
	3	2	1	0	
c. Activity Method	70	20	8		2.64

The mean importance rating for each method has been added to the importance table. The following is an example of the

final tabulation of data compiled under the criterion of importance and given in full in the appendix.

Method	Scale				Mean
	3	2	1	0	
a. Activity Method	78	14	8		2.70

3. Description of Methods Listed in the Check-list

a. Direct Method. By the direct method is meant the use of the English language in teaching English, without translation into the native tongue of the learner. This method calls for the direct association between the object and the English word. The sight of the object at the same time the English word is spoken, fixes the situation for recall without the intermediate link of the foreign word. For example, when the child sees a hat the teacher says, "This is a hat," and the child repeats the sentence. The use of the foreign word for hat, sombrero, if the child is Mexican, is omitted.

b. Indirect Method. This method is the opposite of the direct method. It is a three-track association which is thought to retard the learning process and cause hesitation in speaking the new language. For example, as in the above illustration, if the word "hat" is being taught, the child, if Mexican, is allowed to say and to think the foreign word, sombrero.

c. Activity Method. In this method the object is to stimulate and provide for the active, intelligent, participation of each child. The child experiences life situations as concrete realities. Time to live these

situations, in play, is definitely planned for the young child. There are periods for group and individual discussions and plans; for constructive and creative work; for reports of progress and evaluation; for drills upon needed skills to make the work progress more rapidly and effectively; for sharing results with other members of the group or class. With the Pre-Primer children these activities are of a very simple nature, but very real and interesting to the child mind.

d. Experience Method. In this method children learn from a desire to find out or tell something. After performing some experiment, or perhaps after working in the garden or caring for pets, the children gather in a group to tell what has been done. The teacher writes some of their sentences on the board. They read and correct their own sentences. Often these are printed by an older child and returned as a story. These sentences are easily read by the children who already know the idea presented.

e. Incidental Method. In this method the activity performed is not to be used as a means of furthering reading but reading is strictly a means to further the activity. Provide the occasion and, according to this method, reading will follow incidentally. A few sentences of the child's work written on the board pleases and stimulates a renewal of activity. An unfinished story creates a desire to

learn the meaning of the written page.

f. Interest Method. In this method anything which the group is interested in at the time of beginning the day's work is the subject for investigation until the interest changes. For example, if a parent gave a child a pretty ball for his birthday he would likely bring it to school to show to the other children. The interest created by seeing, handling, and playing with the ball affords an excellent situation for conversation about the ball and sentences for reading.

g. Nursery Rhyme and Story Method. In this method the order is from the whole selection to lines or sentences, then to phrases, and then, to individual words. It is directly the reverse of the order followed in the old word method. The nursery rhyme method involves first, memorizing the rhyme, then reading it from a chart or blackboard. Cardboard strips of various lines may be printed and children match with those located in the rhyme on the board. Phrases, and also words, are matched in this manner. The rhyme is then read from the book.

h. Project Method. Hasic and Chase say:

The Project Method means providing opportunity for the children to engage in living, in satisfying, worth-while enterprises--worth-while for them; it means guiding and assisting them to participate in

these enterprises so that they may reap to the full the possible benefits. 4

The following is an example of the project method given by Hosis and Chase:

Mother Goose's Health Party

- (1) Situation
- (2) Purpose
- (3) Planning, executing and judging
- (4) Knowledge, power, attitude or skill acquired through the project. 5

1. Unit Method. In this method one unit of study may be selected for the entire term. During this unit of study all subject matter to be taught is woven into and around the one subject. Many devices and procedures used in other methods may also be used in this method.

In the Doris Lorraine Burkett Study ⁶ there is an excellent example of this method. Each of these four units, the Child and his Toys, the Child and his Pets, the Child and School, and the Play House, were taught as to materials, approach, development, language, and reading.

j. Visual-Aid Method. In this method, although any object or toy is a visual aid, the term as applied, refers to such instruments, as lantern with slides, the camera, and moving picture machines. The box picture show with

4. Hosis, J.T., and Chase, S.E., Brief Guide to the Project Method, World Book Company, 1924, Chapter 1, p.7

5. Ibid., Chapter 12, pp. 109-116

6. Burkett, Doris Lorraine, op. cit., pp. 13-24

pictures drawn by the class may also be included.

An example of this method of teaching was carried on by a San Antonio teacher who made daily pictures of her Pre-Primer class with the sentences of the day's lesson included. These pictures were often shown on the screen for study or review. This was the only major method used during the entire term.

CHAPTER III

EVALUATION

1. The Criterion of Frequency of Use of Methods and Procedures

The criterion of frequency of use is of value because it is an indication of the extent to which the methods and procedures are being put into actual practice by the teachers. There is an indication of importance, too, when we assume that those methods and procedures most frequently used are likely to be the most important. Frequencies were rated from 3, the highest, to 0, the lowest. In order to show the percentage of those methods and procedures having the highest, medium, and lowest frequency they are divided into three groups: those used most frequently are those having means 3.00 to 2.01 under the F criterion; those of medium frequency are those having means of 2.00 to 1.01; and those used least frequently are those having means of 1.00 to 0. Table 1 shows the percentage of the checklist methods and procedures rated in each of these frequency groups by the Pre-Primer teachers.

Table 1. Frequency Groupings of Methods and Procedures with Percentage Ratings in Each Group

	Frequency Groupings--Methods and Procedures			Total
	3.00-2.01	2.00-1.01	1.00-0	
Methods	60	30	10	100
Procedures	54.8	45.2		100

Of the ten methods given on the check-list, six were rated in the group of highest frequency. These methods were Activity, Direct, Experience, Incidental, Unit, and Interest. Three methods, Visual Aid, Nursery Rhyme, and Project, were rated in the group of medium frequency. One, the Indirect method, was rated in the group of lowest frequency.

Of the thirty-one procedures on the check-list seventeen were rated in the group of highest frequency. Fourteen procedures were rated in the group of medium frequency and none were rated in the lowest frequency group.

The method receiving the very highest rating, a mean of 2.64, was the well-known and highly approved Activity method. In many of our modern books, which deal with methods and procedures used in Primary work, the Activity method holds its place in usage and importance. The high ratings given to many of the methods on the list show the variety of ways teachers attempt to appeal to the interests and understanding of children. The very low rating given one method, the Indirect method, shows how whole-heartedly all the San Antonio Pre-Primer teachers are attempting to teach the foreign speaking child by means of the Direct method, which has been advocated to a great extent by Miss Elma A. Neal,¹ the Assistant Superintendent of the Elementary Division in San Antonio, Texas.

1. Neal, Elma A., op. cit., p.20-38.

In the frequency table of procedures over half of the procedures received very high ratings, indicating that to hold the interest of the child many and various devices should be available. The remaining fourteen procedures not included in the highest rated group were rated of medium frequency. Since none of the procedures were rated in the lowest frequency group evidently all of the thirty-one procedures on the check-list are being used by all of the Pre-Primer teachers; this would seem to indicate they are considered of great importance.

In general, the indications are that the methods and procedures included on the check-list are being used with a high degree of frequency.

2. The Criterion of Importance of Methods and Procedures

The criterion of importance has been selected to indicate to what extent the methods and procedures included in the check-list were considered worthwhile by the teachers. Methods and procedures even though ranked in the lowest frequency group, if given a high importance rating, would indicate that they should be used in the classroom. There are certain types of methods and procedures that require only occasional performance, but, nevertheless, are of importance. An example of this type is the Excursion procedure.

An excursion of a class of children would occur occasionally, and therefore it would likely receive a low rating in frequency. On the other hand, it likely would be considered of great importance and receive a higher rating in importance than in frequency.

The same method will be used in considering the criterion of importance as that used in considering frequency. The same three groupings of the mean values are: those of highest importance, with means from 3.00 to 2.01; those of medium importance, with means from 2.00 to 1.01; and those of least importance, with means from 1.00 to 0. Table 2 shows the percentage of the check-list methods and procedures rated in each of the importance groups by the Pre-Primer teachers.

Table 2. Importance Groupings of Methods and Procedures with Percentage Ratings in Each Group

	Importance Groupings--Methods and Procedures			
	3.00-2.01	2.00-1.01	1.00-0	Total
Methods	70	20	10	100
Procedures	77.4	22.6		100

The above table shows that one more method was rated in the group of highest importance than was rated in the group of highest frequency. This would indicate that the majority of the methods considered of great importance are

the ones actually being used in the classrooms. This, it may be assumed, is as it should be.

In general, the inclusion of the methods and procedures on the check-list, is justified by their high rating on the basis of importance.

3. A Comparison Between the Criteria of Frequency and of Importance

A very high degree of correlation is shown in the ratings of the methods and procedures on the bases of frequency and importance. In comparing the ranks and medians of the methods in the frequency table with the importance table three groups were used. The Highest group includes three methods, the Middle group includes four methods, and the Lowest group includes three methods. Due to the total number of methods being ten, no exact quarter or third could be used for comparisons. The grouping of Highest, Middle, and Lowest was used because the ranks of the various methods seem to fall naturally into these groups. The three methods ranked in the Highest group in frequency are also in the Highest group in importance. Two of these, however, exchanged places in the importance table. This is shown in Table 3.

Table 3. Methods in the Highest Group with Rank in Frequency and in Importance

Frequency		Highest Group		Importance	
Rank	Method	Rank	Method	Rank	Method
1	Activity	1	Activity	1	Activity
2	Direct	2	Experience	2	Experience
3	Experience	3	Direct	3	Direct

The four methods ranked in the Middle group in frequency are also in the Middle group in importance. Table 4 shows the methods in the Middle group.

Table 4. Methods in the Middle Group with Rank in Frequency and in Importance

Frequency		Middle Group		Importance	
Rank	Method	Rank	Method	Rank	Method
4	Incidental	4	Unit	4	Unit
5	Unit	5	Interest	5	Interest
6	Interest	6	Visual Aid	6	Visual Aid
7	Visual Aid	7	Incidental	7	Incidental

It was found that the Incidental method dropped from fourth place in rank in frequency to seventh place in importance. The Unit method, the Interest method, and the Visual Aid method gained one place in rank in the importance table.

The methods ranked in the Lowest group in frequency are also in the Lowest group in importance. Table 5 shows the methods and ranks in the Lowest group in both the frequency and the importance tables.

Table 5. Methods in the Lowest Group with Rank in Frequency and in Importance

Lowest Group			
Frequency Rank	Method	Importance Rank	Method
8	Nursery Rhyme	8	Project
9	Project	9	Nursery Rhyme
10	Indirect	10	Indirect

It was found that the Nursery Rhyme method dropped one place in the importance table, and the Project method gained one place. The Indirect method, the lowest of all ten methods in rank, remained in the same low place in each table.

The percentage of methods that fell in the corresponding group in both frequency and importance was 100% as shown in table 6.

Table 6. Percentage of Methods in Frequency and in Importance in Highest, Middle and Lowest Groups

Tables	Methods		
	Highest	Groups Middle	Lowest
Frequency	100%	100%	100%
Importance	100%	100%	100%

It was found that two methods ranked the same in frequency and in importance. One of these was the method that ranked the highest of all the ten methods, the other was the method that ranked the lowest of all the ten methods. The Activity method ranked the highest in both frequency and

importance. The Indirect method ranked the lowest in both frequency and importance. Within the groups five methods ranked only one place higher in the importance table than in the frequency table. Three methods were found to rank from one to three places lower in the importance table than in the frequency table.

Although the methods were ranked nearly the same under both criteria of frequency and of importance, it was found that with only one exception, each method had a higher mean in importance than in frequency. This exception was in the Indirect method, the very lowest method in rank in both frequency and importance. Although this method is used by the teachers to some degree it is not considered of much importance, its mean being only .86. Because of lack of time for individual attention, the Indirect method is often resorted to, in order to interpret the English word or sentence, that the non-English speaking child may get the meaning, at least for the time being.

No method was found to have the same mean in frequency and in importance. In nine of the ten methods the mean of importance was higher than the mean of frequency. Two tables are given to show the means which have the least and greatest differences in the ratings. Table 7 shows the five methods having the least difference between the frequency ratings and the importance ratings. The amount of difference in the mean is also shown.

Table 7. Five Methods with Least Difference between Mean Frequency Ratings and Importance Ratings

Method	Mean		Difference
	Frequency	Importance	
Nursery Rhyme	1.40	1.42	.02
Activity	2.64	2.70	.06
Direct	2.48	2.58	.10
Incidental	2.14	2.26	.12
Indirect	1.00	.86	.14

Two of these methods, the Activity and the Direct were found in the Highest group in rank. One method, the Incidental, was found in the Middle group. Two methods, the Nursery Rhyme and the Indirect were found in the Lowest group. The Indirect method is the only one which received a lower mean in importance than in frequency.

Table 8 shows the five methods having the greatest difference between the frequency ratings and the importance ratings. The difference in the mean is shown in the table also.

Table 8. Five Methods with Greatest Difference between Mean Frequency Ratings and Importance Ratings

Method	Mean		Difference
	Frequency	Importance	
Experience	2.42	2.70	.28
Project	1.08	1.44	.36
Unit	2.14	2.50	.36
Interest	2.02	2.40	.38
Visual Aid	1.44	2.34	.90

One of these methods, the Experience, was found in the Highest group. The Project method was found in the Lowest group. The other three methods were found in the Middle group. The method showing the greatest difference in ratings of frequency and of importance was the Visual Aid method.

In general, those methods considered to be most important were also used most frequently and those rated of least importance were used least frequently.

The same grouping will be used in comparing the ranks and means of procedures as that used in comparing the ranks and means of methods. These groups are Highest, Middle, and Lowest. There are a total of thirty-one procedures on the check-list. Those ranked from 1 to 10 in the frequency table are in the Highest group. Those ranked from 11 to 21 in the frequency table are in the Middle group. Those ranked from 22 to 31 in the frequency table are in the Lowest group.

The ten procedures ranked in the Highest group in frequency are also in the Highest group in importance. Four of these remained in the same position as to rank. These four are the only procedures that ranked the same in frequency and in importance. Table 9 shows these four procedures and their respective ranks in the frequency and in the importance tables.

Table 9. Four Procedures in the Highest Group with Same Rank in Frequency and in Importance

Highest Group			
Frequency Rank	Procedures	Rank	Importance Procedures
1	Blackboard lessons	1	Blackboard lessons
2	Objects, toys, pictures used in oral language	2	Objects, toys, pictures used in oral language
9	Sentence procedure	9	Sentence procedure
10	Story telling by the teacher	10	Story telling by the teacher

The remaining twenty-seven procedures changed to higher or to lower positions in rank in the importance table from the positions established in the frequency table; therefore tables are given to show the number of points higher, called in the tables "places gained," and the number of points lower, called in the tables "places lost."

In the Highest group were found four procedures that ranked one place higher in the importance table than in the frequency table. These were Songs-action songs, etc., Informal conversation group lessons, Dramatization, and Games. Two procedures of the Highest group took a lower place. These were Drawing, which was only one place lower, and Words on cards for drill, which was three places lower. Table 10 shows the four procedures of the Highest group that gained in rank and the two procedures that lost in rank in the importance table.

Table 10. Procedures in Highest Group with Rank in Frequency and in Importance and Amount of Gain or Loss in Rank in Importance

Rank in Frequency	Procedures	Highest Group	
		Rank in Importance	Places Gained Lost
4	Songs-action songs etc.	3	1
6	Informal conversation group lessons	5	1
7	Dramatization	6	1
8	Games	7	1
3	Drawing	4	1
5	Words on cards for drill	8	3

In the Middle group five procedures were found to rank from one to two places higher in the importance table than in the frequency table. These procedures were Chart lessons made in class, Story telling by children, Story procedure, Dances, and Phonics only as the need arises. Six procedures of the Middle group were found to rank from one to eight places lower in the importance table than in the frequency table. These procedures were Phrase cards for drill, which lost two places, Clay modeling, which lost one place, Borders, which lost two places, and Formal conversation, which lost eight places. Table 11 shows the five procedures in the Middle group that gained in rank in the importance table, and the six procedures in this same group, that lost in rank in the importance table.

Table 11. Procedures in Middle Group with Rank in Frequency and in Importance and Amount of Gain or Loss in Rank in Importance

Middle Group				
Rank in Frequency	Procedures	Rank in Importance	Places Gained	Places Lost
12	Chart lessons made in class	11	1	
14	Story telling by children	12	2	
16	Story procedure	15	1	
17	Dances	16	1	
20	Phonics only as need arises	19	1	
11	Phrase cards for drill	13		2
13	Clay modeling	14		1
15	Borders	17		2
18	Posters, language & reading	20		2
19	Colored pegs	26		7
21	Formal conversation	29		8

In the Lowest group six procedures were found to rank from one to ten places higher in the importance table than in the frequency table. These procedures were Bulletin board, Making booklets, Auditorium programs, Rhythm band, Live animals, pets, used in oral language, and Excursions. Four procedures of the Lowest group were found to rank from one to five places lower in the importance table than in the frequency table. These were Sentence cards for drill, which lost five places, Culminating activity, which lost two places, Word procedure, which lost one place, and Phonics

using definite drill lessons, which lost one place. Table 12 shows the six procedures in the Lowest group that gained in rank in the importance table, and the four procedures in this same group that lost in rank in the importance table.

Table 12. Procedures in Lowest Group with Rank in Frequency and in Importance and Amount of Gain or Loss in Rank in Importance

Lowest Group				
Rank in Frequency	Procedures	Rank in Importance	Places Gained	Places Lost
22	Bulletin board	21	1	
24	Making booklets	23	1	
26	Auditorium programs	25	1	
27	Rhythm band	24	3	
28	Live animals, pets used in oral language	18	10	
31	Excursions	22	9	
23	Sentence cards for drill	28		5
25	Culminating activity of term	27		2
29	Word procedure	30		1
30	Phonics using definite drill lessons	31		1

Fifteen of the thirty-one procedures in the check-list were found to rank higher in the importance table than in the frequency table. These fifteen procedures are shown in Table 13. They are given according to groups in the frequency table. The ranks in the frequency table and in the importance table are shown, as well as the number of places gained in rank in the importance table over the rank in the frequency table.

Table 13. The Fifteen Procedures in Highest, Middle and Lowest Groups with Rank in Frequency and in Importance and Amount of Gain in Importance

Rank in Frequency	Procedures	Rank in Importance	Places Gained
<u>Highest Group</u>			
4	Songs-action songs, etc.	3	1
6	Informal conversation group lessons	5	1
7	Dramatization	6	1
8	Games	7	1
<u>Middle Group</u>			
12	Chart lessons made in class	11	1
14	Story telling by children	12	2
16	Story procedure	15	1
17	Dances	16	1
20	Phonics only as the need arises	19	1
<u>Lowest Group</u>			
22	Bulletin board	21	1
24	Making booklets	23	1
26	Auditorium programs	25	1
27	Rhythm band	24	3
28	Live animals, pets, for oral language	18	10
31	Excursions	22	9

In the above list two procedures show a decided change in position in the importance table. These two procedures are Live animals, pets, for oral language, and Excursions. This great difference may be explained by the fact that the use of live animals in a school room, while being very important in bringing about a life situation as a means for teaching oral language, is, nevertheless, too seldom used to rate very high in frequency. Excursions are not taken often enough to rate very high in frequency, but they are considered

important in teaching. Two other procedures in the above list used only on special occasions, are Auditorium programs and Rhythm band. Due, no doubt, to a lack of training on the part of the teacher or because of a lack of equipment, the Rhythm band procedure received a lower rating in frequency than in importance.

Table 14 shows the twelve procedures which were found to rank lower in importance than in frequency. They are given according to groups in the frequency table. The ranks in the frequency table and in the importance table are shown, as well as the number of places lost in rank in the importance table from that established in the frequency table.

Table 14. The Twelve Procedures in Highest, Middle and Lowest Groups with Rank in Frequency and in Importance and Amount of Loss in Importance

Rank in Frequency	Procedures	Rank in Importance	Places Lost
	<u>Highest Group</u>		
3	Drawing	4	1
5	Words on cards for drill	8	3
	<u>Middle Group</u>		
11	Phrase cards for drill	13	2
13	Clay modeling	14	1
15	Borders	17	2
18	Posters, for language & reading	20	2
19	Colored pegs	26	7
21	Formal conversation	29	8
	<u>Lowest Group</u>		
23	Sentence cards for drill	28	5
25	Culminating activity of term	27	2
29	Word procedure	30	1
30	Phonics, definite drill lessons	31	1

CHAPTER IV

CONCLUSIONS

1. Conclusions

The primary purpose of this study was to discover the use of current methods and procedures in the classrooms of the teachers of Pre-Primer Non-English speaking children in the San Antonio School System, and to evaluate these methods. The first step was the thorough analysis of the methods and procedures, presented in the form of a check-list in order to accomplish the second step, namely, the evaluation of the methods and procedures. This evaluation was made on the basis of the ratings of frequency and of importance given the ten methods and the thirty-one procedures by all of the teachers of Pre-Primer Non-English speaking classes in San Antonio, Texas, during the fall term of the school year 1940-1941.

After completing this analysis and evaluation the following conclusions were reached.

a. In previous studies made of methods and procedures none were found which used the actual opinions or ratings of the teachers as a basis for evaluation.

b. The check-list was found to be a satisfactory technique in making this evaluation.

c. The check-list was formed after research study in order that no current methods and procedures would be omitted.

d. All of the teachers who checked the list held either a bachelor's degree or a master's degree.

e. Forty-six of the fifty teachers who checked the list had four years or more than four years of experience with Non-English speaking children. One teacher had three years of experience, one teacher had two years of experience, and two teachers had one year of experience with Non-English speaking children. It seems these teachers are in this field of work from choice and remain in it from choice.

f. All of the methods and procedures included in the check-list, were used to some extent by all of the teachers and, as a whole, were rated high in frequency and considered important.

g. The methods and procedures advocated more highly by the supervisors and principals in San Antonio received high frequency ratings, as well as, high importance ratings. In San Antonio the teachers are allowed much freedom of choice in the use of methods and procedures. It is believed by those in authority in the San Antonio school system, that the best results come when a teacher uses the method which is best adapted to her own personality and characteristics.

h. The preceding statements bear out the conclusion that the following methods are the most frequently used and

hence concluded to be the most important. They are given here in the order of their rank in importance.

- (1). Activity method
- (2). Experience method
- (3). Direct method

i. The conclusion was reached that the methods used least frequently and considered of least importance are the following.

- (1). Project method
- (2). Nursery Rhyme method
- (3). Indirect method

j. The following are the ten procedures most frequently used and, therefore, concluded to be the most important. They are given in order of their rank in the importance table found in Appendix E of this study.

- (1). Blackboard lessons
- (2). Objects, toys, pictures used in oral language
- (3). Songs, action-songs etc.
- (4). Drawing, painting, and coloring
- (5). Informal conversation group lessons
- (6). Dramatization
- (7). Games
- (8). Words on cards for drill
- (9). Sentence procedure
- (10). Story telling by teacher

k. The following are the ten procedures used least frequently and, therefore, concluded to be of least importance. They are given in order of their rank in the importance table found in Appendix E of this study, the last one given being rated of least importance.

- (1). Excursions
- (2). Making booklets
- (3). Rhythm band
- (4). Auditorium programs
- (5). Colored pegs
- (6). Culminating activity of term
- (7). Sentence cards for drill
- (8). Formal conversation (planned previously)
- (9). Word procedure
- (10). Phonics, definite drill lessons

1. In general the methods and procedures rated most important were those used most frequently, nevertheless, according to the teachers' own ratings, they were not used to the extent their importance seemed to warrant. It may be well to conclude here that, after all, a teacher is human and is conscientious enough to rate a thing in importance where it belongs, but at the same time, is modest enough not to credit herself with doing the thing perfectly.

m. There were very few cases of extreme disagreement among the teachers; however, in a few instances a very high rating was given where the majority had rated it very low.

n. There was found to be about equal homogeneity of opinion in regard to the methods and procedures considered most important and those considered of lesser importance.

2. Recommendations

After making the analysis and the evaluation in this study the following recommendations are offered.

The methods and procedures discussed in this study are

those used in Pre-Primer Non-English speaking classes to teach children to speak and to read English. The majority of these children do not understand a word of English when they enter school at six years of age, or older. The writer's opinion, based on many years of teaching experience and on the judgment of many fellow teachers, is that, at least one half of the school year should be spent in teaching oral language. The child would profit more if reading were omitted until a needed working oral vocabulary was mastered. This oral vocabulary should be planned very definitely, and taught systematically, though informally. The children should be taught to use fluently many simple words, which they must know in order to discuss their experiences.

In the present study the three methods rated the highest by the San Antonio Pre-Primer teachers, are the three considered in this paper to be the most important in teaching language, as well as, reading, to the Non-English speaking child. These three methods are the Activity method, the Experience method, and the Direct method.

The Direct method, rated third in importance by the San Antonio teachers, has to do with the way English words are presented to the child. The English word or sentence is repeated when the object is shown or the action performed, and repeated, maybe many times, without translation into the

foreign language of the child. This Direct method is, in the writer's opinion, much to be preferred to its opposite, the Indirect method. These two methods are almost in a class to themselves for no matter which one is used, it will permeate all other methods used in the classroom.

It has been found, in the classroom of the writer, that better results are derived from the use of the Activity method combined with the Experience method. Children must experience activities, if full and complete meanings are to be real to them.

In the list of procedures, Blackboard lessons received the highest rating in frequency and in importance by the San Antonio teachers. If reading is omitted from the Pre-Primer classrooms, as was recommended above, then Blackboard lessons would not be used, except for illustrations. If reading must be taught in this first term of school, it is recommended that it be deferred to, at least, the last half of the term, and the first half of the time be devoted to intense work in teaching an oral vocabulary. In an effort to teach this vocabulary the following procedures, with their many variations, are recommended in the order in which they are given here. This order does not agree with the rank in importance given by the San Antonio teachers, who checked the list. It must be remembered that all procedures relating to reading alone

have been purposely omitted.

a. Procedures related to oral language

- (1). Objects, toys, pictures used in oral language
- (2). Dramatization
- (3). Informal conversation group lessons
- (4). Games
- (5). Songs-action songs etc.
- (6). Drawing, painting and coloring
- (7). Story telling by teacher
- (8). Story telling by children
- (9). Clay modeling
- (10). Dances
- (11). Borders (useful in teaching)
- (12). Live animals, pets, used in oral language
- (13). Excursions
- (14). Phonics, only as the need arises
- (15). Making booklets
- (16). Colored pegs
- (17). Rhythm band
- (18). Auditorium programs
- (19). Culminating activity of term

If reading is taught in the first term of school to Non-English speaking children the procedures in the order found in the importance table in Appendix D of this study are recommended.

While making this study the writer was allowed to experiment with a class of Pre-Primer Non-English speaking children, and to try out the above recommendation that reading be omitted in the first term of school, that is, four and one-half months was devoted to oral language. This class remained under the same guidance during their second term of school, during which time reading was taught, as well as more oral language. The results

listed below prove, to the writer, that, at least, this class profited greatly by the omission of reading in the first term of school.

a. Children grasped new situations and new problems with greater ease and readiness.

b. Children made quicker responses in the recognition of words.

c. There was more rapid reading after beginning the process of reading.

d. Since there was more time for mastering oral language children were better prepared for reading.

e. Children were more experienced because they had had more time for activities in the classroom.

f. Children were freer to express themselves because they had ample time for discussions of their experiences.

g. Children had a more thorough understanding of all about them and were eager to learn more.

h. Children had learned how to plan for various activities and expressed, in English, their desire to plan them.

i. Children had learned how to carry on a dramatization of a story or play with very little help.

j. Children made a greater effort to speak English in their activities and in their play with each other.

k. Children easily covered the reading material usually

read during the first term of school, and also, were able to read the material of the second term well enough that they did not lose a term's advancement.

l. This class of beginners avoided the difficult task of learning to read the language at the same time that they learned to speak the language. This is much more considerate of the child because that necessary, definite drill in beginning the process of reading was postponed until the children spoke the language freely in an informal and meaningful way.

m. The art of teaching the young Non-English speaking child to speak our language and then guiding him through the process of learning to read our language brings a satisfaction and a joy to both the learner and the teacher, which is revealed only in the process.

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APPENDICES

APPENDIX A

**The Original Check-list of Methods and
Procedures Presented to the Pre-Primer
Teachers of Non-English Speaking Children.**

**A Check List of Methods and Procedures Presented
to Pre-Primer Teachers of Non-English Speaking Children**

Prepared by

Orene R. Mercer

Purpose of This Study

The purpose of this study is to evaluate the current methods and procedures used in teaching the Pre-Primer Grades of Non-English speaking children with regard to (1) the frequency with which the method is being used, and (2) the relative importance of the various methods.

Personal Information

1. Name 2. Name of School
3. Years of experience with Non-English speaking children (only).

1 yr.	2 yrs.	3 yrs.	4 yrs. or over
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Directions for Checking the List

1. The "F" at the top of the column means frequency with which the method occurs in your teaching.
"I" means the importance of the method in your estimation.
2. The symbols to be used in checking each method according to these headings are: 0, 1, 2, or 3.
"0" indicates no frequency or importance
"1" indicates a low degree of frequency or of importance
"2" indicates medium or average frequency or importance
"3" indicates the highest frequency or importance. If used once a week or more count as 3.

Examples to Illustrate the Checking Method

	F	I
i. Unit method.	0	1
11. Excursions	2	3

The scores for method i indicate that you do not use the method at all but that you think it is of importance in the grade you teach.

The scores for 11 mean that you take an average number of excursions (more than once or twice a year but less than once a week) and you feel they are of great importance in the grade you teach.

A Very Brief Description of Each Method

- a. Direct method - i.e. think in English without translation.
- b. Indirect method - i.e. think in native language then English.
- c. Activity method - Each lesson centers around some activity as building a house, or planning a class booklet, planned to create interest.
- d. Experience method - Each lesson derived from some obvious experience participated in by the majority - as going to the park for lunch.
- e. Incidental method - As need for a word arises present it in development, whether planned for the day or not.
- f. Interest method - A child brings in a toy or object he wishes to make, then it is played with or made.
- g. Nursery Rhyme or Story method - Teacher reads rhyme; children learn to say it. It is written on the board and children learn to read it.
- h. Project method - One subject as "Our Farm" is used during the term. All subjects are correlated with this.
- i. Unit method - "Home," "Pets," etc., chosen for a month, or six weeks study. Music, language, etc., included.
- j. Visual Aid - This method makes use of the camera, electric lantern with slides or even the school-made picture show with each reading lesson of the term.

CHECK LIST

		Methods						F	I
a.	Direct method.	.	.	.	.	.	.	—	—
b.	Indirect method	.	.	.	.	.	.	—	—
c.	Activity method	.	.	.	.	.	.	—	—
d.	Experience method.	.	.	.	.	.	.	—	—
e.	Incidental method.	.	.	.	.	.	.	—	—
f.	Interest method	.	.	.	.	.	.	—	—
g.	Nursery Rhyme or Story method.	.	.	.	.	.	.	—	—
h.	Project method	.	.	.	.	.	.	—	—
i.	Unit method	.	.	.	.	.	.	—	—
j.	Visual Aid method.	.	.	.	.	.	.	—	—
Procedures of Devices									
1.	Story procedure	.	.	.	.	.	.	—	—
2.	Sentence procedure	.	.	.	.	.	.	—	—
3.	Word procedure	.	.	.	.	.	.	—	—
4.	Informal conversation group lessons	.	.	.	.	.	.	—	—
5.	Formal conversation (planned previously)	.	.	.	.	.	.	—	—
6.	Chart lessons (made in class).	.	.	.	.	.	.	—	—
7.	Blackboard lessons	.	.	.	.	.	.	—	—
8.	Sentence cards for drill	.	.	.	.	.	.	—	—
9.	Phrase cards for drill	.	.	.	.	.	.	—	—
10.	Words on cards for drill	.	.	.	.	.	.	—	—
11.	Excursions	.	.	.	.	.	.	—	—

CHECK LIST CONTINUED

	F	I
12. Dramatization	—	—
13. Objects, toys, pictures used in language	—	—
14. Live animals, pets used in language. .	—	—
15. Games	—	—
16. Songs-action songs, etc.	—	—
17. Dances	—	—
18. Drawing and painting or coloring . .	—	—
19. Clay modeling	—	—
20. Posters (for language and reading) . .	—	—
21. Bulletin board (for language and reading)	—	—
22. Borders (useful in teaching)	—	—
23. Making booklets.	—	—
24. Rhythm band (organized even in small way)	—	—
25. Colored pegs	—	—
26. Story telling by teacher	—	—
27. Story telling by children	—	—
28. Auditorium programs.	—	—
29. Culminating activity of term	—	—
30. Phonics, definite drill lessons. . . .	—	—
31. Phonics, only as the need arises . . .	—	—

Kindly fill every space so that complete results may be compiled.

Thank you.

APPENDIX B
Frequency Table of Methods

FREQUENCY TABLE

This table shows the percentages of the teachers who gave the methods each of the values 3, 2, 1, and 0; this table also includes the mean frequencies.

The methods are given in the order of their rank determined by the mean.

All the figures given are per cents with the exception of the means.

Rank	Method Number	Method	Scale of Values				Mean
			3	2	1	0	
1	e	Activity	72	20	8		2.64
2	a	Direct	76	2	16	6	2.48
3	d	Experience	58	30	8	4	2.42
4	e	Incidental	50	22	20	8	2.14
5	i	Unit	48	28	14	10	2.14
6	f	Interest	34	36	28	2	2.02
7	j	Visual Aid	24	20	32	24	1.44
8	g	Nursery Rhyme	16	38	16	30	1.40
9	h	Project	24	12	12	52	1.08
10	b	Indirect	10	20	30	40	1.00

APPENDIX C

Importance Table of Methods

IMPORTANCE TABLE

This table shows the percentages of the teachers who gave the methods each of the values 3, 2, 1, and 0; this table also includes the mean importance of the methods.

The methods are given in the order of their rank determined by the mean.

All the figures given are per cents with the exception of the means.

Rank	Method Number	Method	Scale of Values				Mean
			3	2	1	0	
1	c	Activity	78	14	8		2.70
2	d	Experience	72	26	2		2.70
3	a	Direct	76	14	2	6	2.58
4	i	Unit	66	22	8	4	2.50
5	f	Interest	52	36	12		2.40
6	j	Visual Aid	60	18	18	4	2.34
7	e	Incidental	58	16	20	6	2.26
8	h	Project	30	18	18	34	1.44
9	g	Nursery Rhyme	22	24	28	26	1.42
10	b	Indirect	10	12	32	46	.86

APPENDIX D
Frequency Table of Procedures

FREQUENCY TABLE

This table shows the percentages of the teachers who gave the procedures each of the values 3, 2, 1, and 0; this table also includes the mean frequencies.

The procedures are given in the order of their rank determined by the mean.

All the figures given are per cents except the means.

Rank	Procedure Number	Procedures	Scale of Values				Mean
			3	2	1	0	
1	7	Blackboard lessons	96	4			2.96
2	13	Objects, toys used in oral language	94	2			2.90
3	18	Drawing, painting and coloring	86	12	2		2.90
4	16	Songs-action, etc.	92	4	4		2.88
5	10	Word cards for drill	76	16	4	4	2.64
6	4	Informal conversation group lessons	74	16	10		2.64
7	12	Dramatization	72	20	6	2	2.62
8	15	Games	70	22	8		2.62
9	2	Sentence Procedure	62	32	2	2	2.52
10	26	Story telling by teacher	62	24	12	2	2.46
11	9	Phrase cards for drill	64	12	12	12	2.28
12	6	Chart lessons made in class	58	20	14	8	2.28
13	19	Clay modeling	52	30	12	6	2.28
14	27	Story telling by children	48	28	22	2	2.22
15	22	Borders (useful in teaching)	46	28	16	10	2.10
16	1	Story procedure	44	28	18	10	2.06
17	17	Dances	38	34	24	4	2.06
18	20	Posters for language and reading	34	40	16	10	1.98
19	25	Colored pegs	36	34	16	14	1.92
20	31	Phonics, only as the need arises	36	26	18	20	1.78
21	5	Formal conversation (plan previously)	34	26	20	20	1.74
22	21	Bulletin board for language & reading	32	22	26	20	1.66
23	8	Sentence cards for drill	34	22	14	30	1.60
24	23	Making booklets	18	34	32	16	1.54
25	29	Culminating activity of term	34	14	22	30	1.52
26	28	Auditorium programs	18	38	22	22	1.52
27	24	Rhythm band (organized in room even in small way)	26	28	10	36	1.44
28	14	Live animals, pets, used in oral language	24	18	32	26	1.40
29	3	Word procedure	26	20	18	36	1.36
30	30	Phonics, definite drill lessons	24	18	20	38	1.28
31	11	Excursions	12	28	36	24	1.28

APPENDIX E

Importance Table of Procedures

IMPORTANCE TABLE

This table shows the percentages of the teachers who gave the procedures each of the values 3, 2, 1, and 0; this table also includes the mean importance of the procedures.

The procedures are given in the order of their rank determined by the mean.

All the figures given are per cents except the means.

Rank	Procedure Number	Procedures	Scale of Values				Mean
			3	2	1	0	
1	7	Blackboard lessons	98	2			2.98
2	13	Objects, toys used in oral language	94	6			2.94
3	16	Songs-action, etc	90	8	2		2.88
4	18	Drawing, painting and coloring	90	8	2		2.88
5	4	Informal conversation group lessons	80	20			2.80
6	12	Dramatization	80	14	6		2.74
7	15	Games	76	22	2		2.74
8	10	Word cards for drill	80	14	2	4	2.70
9	2	Sentence procedure	66	30	2	2	2.60
10	26	Story telling by teacher	70	18	10	2	2.56
11	6	Chart lessons made in class	68	20	12		2.56
12	27	Story telling by children	60	28	10	2	2.46
13	9	Phrase cards for drill	64	18	14	4	2.42
14	19	Clay modeling	58	30	8	4	2.42
15	1	Story procedure	64	14	16	6	2.36
16	17	Dances	46	42	12		2.34
17	22	Borders (useful in teaching)	52	26	18	4	2.26
18	14	Live animals, pets, used in oral language	52	26	12	10	2.20
19	31	Phonics, only as the need arises	52	26	12	10	2.20
20	20	Posters for language and reading	44	34	20	2	2.20
21	21	Bulletin board for language & read.	40	36	18	6	2.10
22	11	Excursions	46	24	18	12	2.04
23	23	Making booklets	34	42	16	8	2.02
24	24	Rhythm band (organized in room even in small way)	30	46	20	4	2.02
25	28	Auditorium programs	36	32	24	8	1.96
26	25	Colored pegs	32	38	22	8	1.94
27	29	Culminating activity of term	44	18	20	18	1.88
28	8	Sentence cards for drill	42	22	18	18	1.88
29	5	Formal conversation, plan previously	34	28	30	8	1.88
30	3	Word procedure	36	12	18	34	1.50
31	30	Phonics, definite drill lessons	26	16	22	36	1.32