

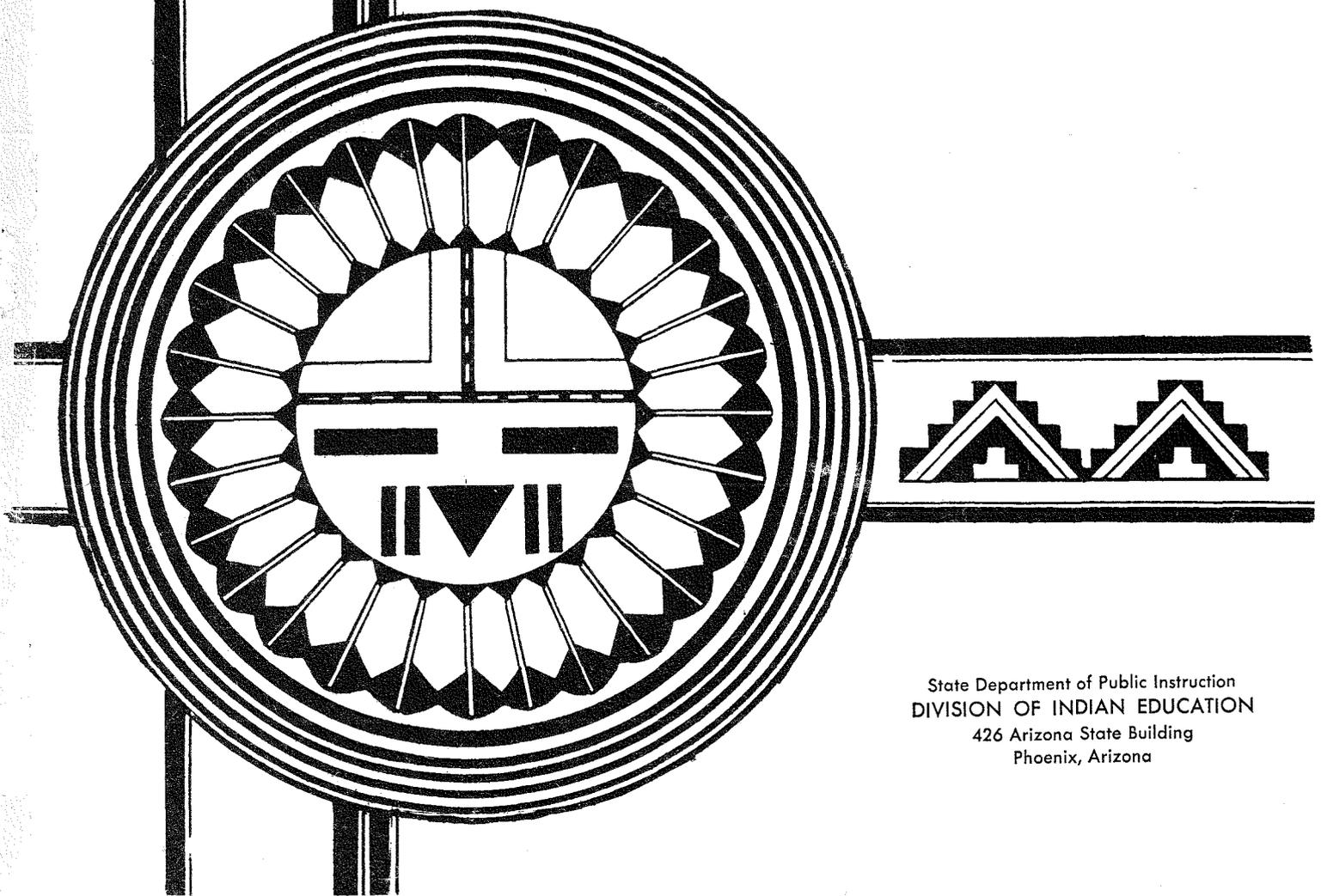
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ORAL ENGLISH

AFTER THE FIRST GRADE



State Department of Public Instruction  
DIVISION OF INDIAN EDUCATION  
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Phoenix, Arizona

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ORAL ENGLISH AFTER THE FIRST GRADE

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DIVISION OF INDIAN EDUCATION  
State House  
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SPEECH IS THE MOST IMPORTANT SOCIAL  
TOOL A CHILD OR ADULT POSSESSES. TO  
BE ABLE TO COMMUNICATE SUCCESSFULLY  
IS ONE OF THE IMPORTANT ASSETS IN LIFE.

## FOREWORD

All too often teachers, suddenly given the task of teaching English as a second-language, have no way of finding out how others have approached the problems involved in this task. One of the main objectives of the Division of Indian Education has been establishing lines of communication between teachers of the state so as to share experiences derived from teaching Indian children. They have been pleased to act as a clearing house for teaching aids and methods tested and found to be of value.

The problems arising with Indian students learning English, as a second language, will probably never be handled wholly by trained speech correctionists in the state of Arizona. There are too many children involved. Several thousand Indian children are now enrolled in our public schools and the cost to provide speech specialists would be prohibitive.

Therefore, this bulletin will consider a speech improvement program, carried out primarily by the classroom teacher. The contents of the bulletin is suggestive, not prescriptive. The sequence is planned but not mandatory. The teacher may select and adapt the suggestions to meet the needs of the individual or group he or she is trying to help.

More and more teachers, at all levels of the educational ladder, are realizing that language growth is a continuous process. It must always be remembered that English, as a second language, is not taught in a vacuum, but in a social environment. The Indian child should learn the new mode of communication by living the language through activity. Effective language learning involves stimulation from as many sources as possible---visual, auditory, kinaesthetic.

Motivation is the most important factor involved in a person's learning a second language. A keen desire to learn is fundamental to any real measure of success.

What can be more important to the Indian children in our public schools, than to handle in English, their own work-a-day language with facility. As the language barrier is demolished, to the same extent will the amalgamation of the Indian children of the state into the dominant non-Indian society be hastened.

MAMIE SIZEMORE  
Classroom Specialist  
Division of Indian Education

**BASIC ELEMENTS OF A PROGRAM FOR TEACHING ENGLISH AS A SECOND  
LANGUAGE TO INDIAN CHILDREN**

**FIRST** and foremost is the requirement to create the need for speaking English-----  
then capitalize upon this need.

**SECOND** is the need to develop systematically a vocabulary for expressing oneself;

**THIRD** is the need to formulate and develop automatic control and fluency in the  
use of natural and accurate English-language patterns.

**FOUR** is the need to teach each child to speak freely with respect to others and to  
learn to appreciate the art of listening as well as speaking.

**FIFTH** is to provide opportunities for conversing with others in group situations;

**SIXTH** is to encourage participation in group planning and social situations found  
in the dominant culture.

**SEVENTH** is the stressing of contributions that are worthwhile for the group.

**EIGHTH** is to develop the ability to express oneself in creative and dramatic play.

**NINTH** is to encourage orderly, complete, clear development of ideas.

**TENTH** is to develop the ability to recognize, interpret and speak so there is  
"sentence sense."

**ELEVENTH** is to stimulate the acquisition of vowels and consonants in proper  
sequence.

**TWELFTH** is to stress the accuracy of pronunciation, and importance of proper  
sentence structure;

**THIRTEENTH** is to encourage natural, audible, pleasing, unstrained speaking voices  
capable of reflecting mood and meaning.

**FOURTEENTH** is to stress the importance of trying to eliminate inappropriate, or  
distracting visible mannerisms while speaking.

## ORAL ENGLISH AFTER THE FIRST GRADE

The need for instructional help in oral English for Indian students does not end with the first grade. They continue to need positive and constructive help for several years. By the end of the second year in school they have become truly bilingual, and then their needs overlap with those of English speaking children in the classroom. This being true they are seldom taught separately in instructional groups.

The effective use of English is one of the main responsibilities of the elementary school. Children of this age should be led to become interested in language as a social skill, and to desire to develop their own powers in the use of language in the situations of life.

A language is a method by which one living thing by an effort, deliberate or not, brings or exchanges a message to another living thing. For any person language is learned in a very vital situation. If this is true of a child's native language it holds true in the learning of a second language. The skills involved are not being learned alone, they are integrated in a cluster of learnings which include attitudes, study habits, social skills, and values. Special interests of Indian students should be met as they become familiar with the English-speaking culture in all its aspects. Integration with the total groups is highly desirable.

Older Indian boys and girls need guidance in their learning of English. The successful teacher will be sensitive to their needs and plan her program accordingly. In the classroom, lifelike situations and activities will give opportunity to create

interest and develop skill in oral and written expression. These general suggestions from experienced teachers may be found helpful:

1. The elementary school pupil is largely influenced by immediate needs and immediate problems. Learning is facilitated if the material is interesting to the pupil.
2. If the child feels secure in his classroom environment he will mingle with English-speaking companions. Teachers should appreciate the importance of good human relations. Contact with the whole group gives the Indian child practice in the whole constellation of English learnings. Too often it is found that the Indian adolescent feels he is being isolated because of his linguistic handicap and will revert back to spending his time with companions who speak only his native tongue.

Experience has taught that many teachers have failed to regard seriously a number of important psychological problems in teaching English as a second language. They have been so concerned about the factors which they could see and measure that they have failed to take into consideration some of the more subtle and less obvious conditions. In other words they have become so absorbed in the development of techniques that they have forgotten the student.

3. Teachers must, from the very first day of school, use extreme care to make the Indian children feel that they are interested in them and

recognize their difficulties and successes. Even the tone of a teacher's voice and her attitude will tell the child a great deal, no matter what words she uses. Indian children are very keen judges of whether or not a person is friendly, patient, or interested. They may misunderstand if the teacher talks too loudly or too rapidly, and they may take these to indicate irritation, whether or not she is in such a mood. The whole school situation should be conducive to an atmosphere of ease and happiness to insure ready response in English and an acceptable social adjustment.

4. A special endeavor should be made to help children realize the importance of speaking English well. Details of a language program have meaning only as they are seen in relation to the larger idea or principle: if the student sees the plan or general nature of the program, the details then seem natural and become an integrated part of the whole; that is the more easily and readily the child sees meaning, the easier the learning.
5. Indian adolescents are very sensitive. They have fear that almost amounts to a phobia, that someone will make fun of them. In their own cultural background shame, or ridicule, is used as a means of discipline. Be sure that the Indian child understands your questions. Do not just take it for granted that he understands what you are asking. See that his answers are considered respectfully, and appreciated. Safeguard them against experience that will make Indian children withdraw

from oral discussions. This is important for all ages, but critical for boys and girls in the upper grades. It seems reasonable to conclude that in many instances failure in language learning may be traced to unconscious fears of mistakes, and hence rejection of the new language.

6. Children who are learning a second language, and are uncertain of their use of it, will talk more freely in a small group. This type of activity fits very well into an activity program where small mixed groups may work together for reading, committee work, and discussion.
7. There is an opportunity to encourage good speech every time there is an opportunity for oral expression. This statement is not meant to imply that the teacher should correct poor speech every time it occurs in a child's expression. It is embarrassing to have a correction made while a student is talking before a class. Make notes and save corrections, for older children, until you can work with them alone. This is particularly important at the beginning of the school year, when the children are strange to the teacher, it is advisable to refrain from immediate correction of speech errors. It is more important to help the child feel that the expression of his thought is a welcome contribution to the group than it is to make him feel that every sentence must be absolutely correct before he dares to express it. Grammar can become a roadblock to expression; when using the

new language itself is the real hurdle;

The English language is made up of sounds, vocabulary, and grammar; Each deserves special attention; Undue emphasis upon grammar may alienate from the total language program intelligent children who initially showed a keen interest in learning English.

### Essential Language Skills

Research in recent years tends to prove that a second language is more naturally acquired in its spoken form. Also that students learning a second language are more highly motivated in that language and to persevere in its use if the reward of their effort is an early proficiency in using the learned language as an educational tool; The wise teacher will plan activities that will involve her bilingual children in speaking English as much, and as often as possible; Speech is the language and speaking is learned by much speaking and in no other way.

(A recent study showed that where non-English speaking pupils were in minority in an English speaking community of high socio-economic level, they learned English much more quickly, since English was the language spoken at the stores, in the movies, and at all other community activities. In contrast, in this same study, it was revealed that in the upper grades it becomes increasingly difficult to motivate poorly acculturated pupils to an academic type of study. The immediate needs of their lives do not seem to require it and it is difficult for them to envision a long range need which might or could occur later in life and in a different socio-economic setting.)

When a child is interested in what he is talking about he will often forget and overcome his lack of language skills by his enthusiasm. Listen for the idea the child is trying to express, rather than the mechanics of language; With practice the language skills will improve. In this way they become helpers to good communication

in a secondary role, and are not the principal goal in themselves.

Do not be overly concerned about your Indian student's imperfect English speech. This does not mean that this aspect of language learning should be ignored. It has been found that the longer an Indian child, learning English, uses incorrect forms of speech, the more difficult it is for him to overcome his defects, and the more he is slowed down in his learning to speak the language with the right intonation, and without accent. Give your older Indian students specific help, but bear in mind that if teachers are successful in getting children to talk a great deal in English, they will correct many of their own faults by conscious and unconscious imitation of the English pattern. As teachers study individual children and come to know their background and emotional development, they should strive to create an environment that will provide an opportunity for speech improvement.

When children express their thoughts the teacher will need to listen critically. Poor voice quality, lazy enunciation, inaccurate pronunciation, and limited vocabularies will need to be noted. Thought must be given to ways and means of improving speech. Isolated and mechanized drills do not as a general rule achieve the desired ends in speech improvement for a group. Happier solutions for improvements lie in using games, selecting speech jingles, motivation practice, subtly correcting individual errors, and commending improvement. Do not overdo praise with Indian children, many times this makes them feel conspicuous, which is contrary to their hometraining.

Oral expressions should always be given the special emphasis that its prominence and use in everyday life merits. The following essential language

skills should be developed step by step in well-planned sequence, consistent with the mental and social growth of the child;

The following outline of skills and knowledges covers many of the difficulties which the Indian children have in the use of oral English; It is the result of extensive research by teachers who have worked for years with the Indian children of Arizona;

Use of I with name words:

John and I; Mary and I; My brother and I (not me)

John and I (not I and John)

Pointing words: these and those (not them)

Words that say "No" (not, none, nothing, no one, nobody, nowhere)

Use of this and that (not this here and that there)

Avoiding unnecessary words (as my brother he)

Making words mean more (not more taller, etc.)

Making words mean most (not most loveliest, etc.)

Use of I, he, she, we, and they with one another, or with names, as (He and I; John and she; Mary and he; We and our friends, etc.)

Use of me, him, her, us, and them with one another or with names, as:

(She asked him and me. They asked John and her.)

Use of me, him, her, us, and them after with, between, to, for

Use of different forms of sit, sat, rise, raise, lie and lay

Use of ought (not had ought)

Use of shall I (not will I) in asking questions

Use of he said (not he says)

Avoid unnecessary words as: where to; off of; where is it at; from off

Use of I, he, she, we, or they after as, (I am older than she.)

Use of hardly and scarcely (not haven't hardly, etc.)

Correct use of:

come and came

sit and set

saw and seen

let and leave

did and done

doesn't and don't

went and gone

is and are (especially you are)

ran and run

was and were (especially you were  
and they were)

teach and learn

we children and us children

himself and themselves (not hisself and theirselves)

eat, ate and eaten

spoke and spoken

give, gave and given

broke and broken

good and well

froze and frozen

bring and brought

chose and chosen

took and taken

stole and stolen

two, too and to

drank and drunk

wrote and written

sang and sung

grew and grown

rang and rung

began and begun

lie and lay

knew and known

a and an

rode and ridden

like and as

threw and thrown

rise and raise

### Understanding English

Anyone learning a second language usually understands more than he can speak or write. Indian children after the first two or three years of schooling can read more than they can express orally. It has been found by research that the receptive skills are easier to learn, in a second language.

There is a distinction between an active ( functional or productive ) and a passive ( recognitional or receptive ) vocabulary. That vocabulary is active which is learned so intensively as to form, meaning, and use that it can be used by the student in any listening, speaking, reading or writing activity. Vocabulary is considered passive when students understand its meaning in either oral or written context without, however, being able to reproduce it themselves. A person's receptive vocabulary will always be larger than his active vocabulary.

In actual practice, with very few exceptions, the bilingual students who have developed a reasonable facility in the use of oral English are successful achievers in reading activities. So fundamental is the part played by language that the entire instructional program should be organized so as to promote its effective use. The teacher of an Indian child is faced with two major problems in guiding the language development of her student: Teaching the child how to use the English language and teaching the child when to use certain parts of the language.

Indian children many times master the mechanics of reading but comprehension of what they read is very uncertain. When reading is started in books, two types of reading instruction is recommended : intensive and extensive. In intensive reading as the term indicates, each vocabulary and structural item is explained

and made part of the student's active language; pronunciation and intonation is stressed, and each concept is clarified. In extensive reading, the principal aim is comprehension. Students are trained to get meaning primarily from the context although some common vocabulary items may be developed for active use. At the beginning all reading lessons should be of the intensive type. Later both kinds may be given with the material from the same text serving for either one. Children learn to "say words" but lack experience, many times, to do more than follow the general thread of what they read. Children who have little contact with the use of English outside school should have special help with oral English to build understanding. Following are a number of techniques for teaching English:

1. An Indian student, learning English as a second language, should be considered a beginner until he learns to speak and understand enough English to make a satisfactory adjustment to his grade level. Techniques used with him should be those of teaching English as a foreign language. Normally the techniques used in teaching in upper grades should be native language techniques. The student must master the spoken language, this means the literature of the language.
2. Language must be related to facts. To tell an Indian child who has never seen a "monkey" that it is a jungle animal does not give a basis for understanding the word "monkey". Use as many experiences with real things as possible to supplement verbal meanings. A live monkey may not be available to show the children, a picture or some other means of representation, plus description, should be used to develop the children's concept

of the word. The danger of being too obvious is nothing compared with the immediate confusion, and future misconceptions which come from premature assumptions of students' linguistic knowledge. Training in sheer verbalization defeats the purpose of language instruction.

3. There are many school experiences which are not dependent on language to express their meanings. Films, pictures, and other visual aids should be used to supplement books. By using objects, pictures, and demonstrations of various kinds the teacher can help the student build a knowledge of English in a process similar to that which a child learns his mother tongue.
4. In all subjects use a great deal of discussion and explaining. Many teachers worst and most common fault is talking too much. They try to make teaching a substitute for learning and in doing so prevent the child from learning. It is essential to make the child feel a need for oral communication. The need to express himself or to make himself understood is not apparent to the child if the teacher expresses ideas for him or continually repeats what he has said. Spontaneous free expressions of interest should be encouraged to develop rapport between teacher and pupils, also between Indian and non-Indian students. This will:
  - a. develop facility of expression
  - b. call attention to new words and terms
  - c. extend class interests.
5. Work with small groups of children. Teachers of older Indian children have found that bringing children around a large table for group dis-

cussion encourages them to speak up. In such small groups you can watch and check the comprehension of the individual child.

6. Include the bilingual children in all activities whether they participate actively or not, because as long as they are interested their learning may be incidental.

### Development of Language Facility

Anthropologists report that language is the essence of culture. There are no people anywhere known to be without a language and the language always includes expressions to describe those things that are considered important to the people speaking that language. In other words we could say language is the vehicle of culture.

Of all the tens of thousands of behavior patterns and belief systems we learn from our culture, language is far and away the most important. In learning a new language "the enemy of the language to be learned is the language already in possession." The basic assumption on which the program for teaching English as a second language rests, like a first, native, language is most naturally acquired in its spoken form and that a solid and lasting ability to read a language best results from previous acquisition of that speech which its written form symbolizes. Thus the ear and tongue are to be trained first, and the eye only later. To facilitate the use of the new language:

1. Involve the use of needs, to give purpose to a given activity.
  - a. The expansion of vocabulary, until it is adequate for communication about worthwhile things, should go parallel with the student's experience;
  - b. Development of reasonable control over sentence structure;
  - c. The development of ability to perceive relationships between language and facts;

d. The improvement of speech production;

Learning grammar from rules is like learning the interpretation of a melody second-hand from the explanations of someone who has heard it sung. Learning it from direct speech is like learning the interpretation of a melody directly from hearing it sung. It is the only way to get it fully and exactly. After all, the human ear is responsible for what human speech is; and what the ear has done, the ear can understand better than the mind. The ear may find simple, what the mind calls complicated.

2. Include many work periods of a laboratory type in which children can talk freely together as they work. In these social situations the bilingual child will develop need for varied types of language expression:

- a. Using the telephone
- b. Introducing people
- c. Telling stories and listening
- d. Dramatizing stories
- e. Making oral and written reports
- f. Making announcements
- g. Giving directions
- h. Actual experiences needing a command of English:
  - Writing friendly letters
  - Writing and answering invitations
  - Writing letters of thanks
  - Taking notes
  - Writing a business letter.
- i. Writing group stories together makes an excellent opportunity for special attention to words.
- j. Make NEW WORD charts for all activities of the room, go over them often with the bilingual children.
- k. Encourage children to show things they have made and done, this tends to focus their attention away from themselves and on the object or experience.
- l. Play various kinds of word games for vocabulary development. Games using prepositions, verbs, and nouns are good for this age group.
- m. Find new words to be used in place of familiar words. Select poetic words and colorful expressions giving awareness to words that express mood, color, and character.
- n. Focus special interest and attention on words in everything the class does, discussing new words, synonyms, homonyms, slight and subtle differences in meanings, and the varied meaning carried by a single word.

## Idiosyncrasies of the English Language

The idiosyncrasies of the English language are pointed out in the following poem from NEA Journal, September, 1956:

When the English tongue we speak,  
Why is "break" not rimed with "freak"?  
"Beard" sounds not the same as "heard",  
"Cord" is different from "word"; ----  
Think of "hose" and "does" and "lose";  
And think of "goose" and yet of "choose",  
Think of "comb" and "tomb" and "bomb";  
"Doll" and "roll" and "home" and "some",  
And since "pay" is rimed with "say",  
Why not "paid" with "said" I pray? ----  
Wherefore "done" but "gone" and "lone"?  
Is there any reason known?  
And, in short, it seems to me  
Sound and letters disagree.

This is another example of idiosyncrasies:

A farmer who started to plough  
Had nothing to work but his cough;  
Before he got through,  
Had his wife working, tough,  
Which started a family rough.

(Source unknown)

Watch for idioms in the English language when you are helping Indian children with oral vocabulary. The following comes from J. Donald Adams on the vagaries of our language:

"Take 'fix', for example, a word whose many faced character caused Mark Twain to wonder how anybody not born to its use could master English. You can fix the refrigerator; you can keep your eyes or your attention on something; you can fix the price of something else; you can prepare a meal or a drink; you can influence the result of a game, etc."

A number of particular English constructions offer persistent difficulties to Indian children. The difficulties vary from tribe to tribe. All languages spoken by members of the Arizona tribes differ radically from English, furthermore, they vary significantly from each other. Teachers must analyze the difficulties that her special group of children have with their oral speech and construction of sentences. Teachers should listen for sounds that are difficult for their children to hear and produce in correct form. Lists should be made that fit individual groups. As stated above, the basic thing to remember is that Arizona Indian children from different tribes have language habits that vary significantly from tribe to tribe. This means that their speech difficulties will not fall into a definite Indian pattern.

The language period, when all children are working on correct usage and expression, is the best time regularly available to work with the Indian children in the classroom. Most of the special needs of bilingual children can be met in this class period by emphasizing practice on those forms which you know are most difficult for the Indian children in your group. Observe your students' speech not only in the classroom but also on the playground to see what their difficulties are, then plan to give them special attention to help them overcome their errors.

The Navajo tribe, with their cousins the Apaches, are the largest Indian linguistic group in Arizona. For this reason they will be used as an example in this discussion of learning English as a second language. The principles that apply to this group can be used in teaching children of other tribes.

As a Navajo child learns to speak English he must reshape his pattern of thinking. Since his native language is so entirely different from the new one it does

not permit an easy readjustment of thought and expression habits. He must acquire a different mold in which to cast his thoughts. He cannot build the unknown upon the known. In fact, he often has to try to learn the unknown in terms of the unknown.

It would take volumes to set down all the differences between Navajo and English; as the two cultures differ, so do the languages. Teachers are not expected to learn to speak the language of her Indian students, but they should have a basic knowledge of the Navajo language. Everyone who has learned a foreign language knows that a very limited knowledge of the language of a people gives an insight into their character and mentality quite out of proportion to the effort involved in acquiring the knowledge. To acquire even a rudimentary knowledge of Navajo or any Indian language requires a great deal of time and effort. But the more the teachers know of the native language structure the better equipped they will be to help their students learn English. This knowledge will also help to diagnose and correct speech defects characteristic of Indian children learning English.

Teachers, while they have been conscious of the difficulty which the Indian child encounters in pronouncing English sounds, do not always set good examples, and they are unconscious of the fact that their own pronunciations often are faulty. English speaking people with whom they converse understand the intentions of their incomplete speech----but Indian children, with no other model to go by, imitate their teachers and never know that letters, or syllables are missing,

All teachers of bilingual children should have a knowledge of the phonetics of their own language. The definition of phonetics in a broad sense is the study of

speech sounds, phonetics should not be confused with the use of phonics in the teaching of reading, phonetics as a study includes the way in which speech sounds are produced by the speech mechanism of the human body.

There are somethings about the Navajo language that teachers should know. Only by knowing what to look for will any but the most sensitive teacher detect the points where the pupils are failing to conform in the new language. By knowing the reason, failures can be readily and initially corrected. The longer a child speaks incorrectly the harder it is for him to correct his errors,

### Things to Remember When You Are Teaching Navajo Children to Speak English

#### I. Sounds:

There are some sounds in the English language which do not appear in the Navajo language. This is true of other Indian languages. These are very difficult for Navajo children to say---difficult, but not impossible. There is nothing peculiar about Navajo lips, tongues, teeth or throats which make these sounds difficult, it is simply that they are unaccustomed to making these sounds; Many teachers are careless in listening, and let matters slide if the sounds the children make are approximations. Care should be taken that the sounds are uttered as distinctly as possible.

- a. The sound th, whether as in whether or in think, will be strange to Navajo children. (The "th" sound is almost exclusively English. It does not appear in any other language except Greek and Danish). Even children who have been four or five

years in school will be heard to say, "Dis is my mudda", or, "Dis is my fhadda". If the correct position of the tongue and teeth is made clear to the children when the sound is introduced, they will find they can make the sound.

b. This is true also of f, or ph, r, and p. The tendency is the substitution of wh for f, so that Fort Defiance becomes "Whut Dewhance". The sound of r may be dropped entirely in the Navajo language. The Spanish coin real becomes simply yaal, and is now used for a "bit" or twelve and one-half cents. Or many times the sound of r is replaced by the sound of l, aroz becomes alos, Americano becomes Dilagaano. A little girl by the name of Rose might pronounce her name so that it sounds like Lois. The sound of p is usually sounded by a Navajo child as b, although the Navajo b is more explosive than the English b. Of course the essential difference between p and b is the voicing. "Purple" is usually pronounced "bubble", by a young Navajo.

c. Vowels in Navajo are a, e, i, o, and rarely u, all with the continental qualities as found in:

father

mill

end

obey

These may be lengthened to the sounds in:

far

police

fey

motor

Consequently Navajo lacks the sounds in such common English words as cat (watch for "ket"), calf, watch for ("keff"). The Navajo language has numerous diphthongs so that the pronoun I presents no difficulty in English, being a combination of a and i. The language lacks the common diphthong represented in English by the long o, which really is o plus w or u.

IT IS ONLY BY LISTENING CAREFULLY TO A  
SINGLE PUPIL THAT A TEACHER WILL DETECT THESE  
SUBTLE DEFECTS----THEY ARE LOST IN GROUP  
READING IF THE CLASS IS PREDOMINANTLY NON-  
INDIAN.

## 2. Pronouns:

The Navajo language makes no distinction of gender in personal pronouns or possessives. He, she, his and her remained mysteries for years to students, and many have been graduated from schools and still say, "My sister he is lose his horse". Much practice with changing gender of the antecedent is the only cure for this.

## 3. Articles:

There is neither definite nor indefinite articles in the Navajo language. Only usage can teach a Navajo when to use a, or an, or the. If the teacher is not careful the child will think the article is part of the word and even at times will add another article---as in, "I saw an asnake". (It is significant that in all European languages the indefinite article is the number one, and neither classical Greek nor Latin has an indefinite article.)

#### 4. Glottal Stop:

The glottal stop is peculiar to many if not all American Indian languages. It is the last trait to drop out of the speech of Navajos learning English. English speaking people while they do not take it into consideration, do use it unconsciously---for example if a person wants to say "your ear" and make it perfectly plain that they are not saying "your rear" will unconsciously insert this glottal stop between the words. This stop is an integral part of Navajo and its presence or absence may completely change the meaning of a word. Our careless treatment in English of the letter t is an invitation to take over the glottal stop---all are familiar with the Scot who asked for "a li'l bo'l of wa'r". Especially the final t in English is prone to be swallowed and at best given the glottal stop.

THE TEACHER WHO REALLY CARES ABOUT TURNING OUT  
PUPILS ABLE TO SPEAK GOOD ENGLISH CAN, IF PATIENT,  
PERSISTENT AND GUIDED BY THE ABOVE OBSERVATIONS,  
DO JUST THAT.

#### Classroom Activities to Promote Use of Oral English

Following are a few classroom activities that have proved successful in classrooms where Indian students are enrolled:

1. Class members take turns greeting guests, introducing visitors, and serving as hosts and hostesses for class parties or programs,
2. Ask your local telephone company's Business Office to send a packet of materials that contains games and teaching aids. Your school may arrange to borrow a Teletrainer from the Division of Indian Education,

or from your local phone office;

3. "Pretend" conversations to Indians or characters in a play, so each child can explain his home, pets, or family. You will be surprised that Arizona Indian children do not consider themselves as Indians. Their conception of an Indian is the classical stereotype of feathers and warpaint.
4. Pupils take turns in teaching a game, preparing an exhibit or bulletin boards; the class talks on related ideas or experiences.
5. Show a film involving a street fight, keeping a playmate out of a game, or some similar social problem---encourage the group to decide on the best or right solution to the problem.
6. Puppets and films encourage dramatization, so does a well-told or a well-read story. Begin dramatizing daily events and familiar routines and work into the less familiar imaginative playlets.
7. Invite an interesting local painter, trainman, rancher, or museum curator to be interviewed by the class.
8. The class selects a poem to read together in chorus.
9. Pupils may tell a part of a story from a new book they are reading and then read aloud the ending of the story to the class.
10. Each pupil reads a "question" he has phrased for a quiz show. The first student answering correctly then reads his question.
11. Each pupil is asked to bring in a clearly-stated "rule for home safety" "a good manner rule" "rule for fair play", etc.

(The teacher may list these on the board or do a class tape recording.)

12. The tape recorder may be used to record committee meetings of the class, and then later the class can listen to the ideas and language.
13. Who am I? Play a game like the television program "What's my Line"? Use characters in stories, television personalities, or historical characters---each pupil takes a turn at asking a question of the child who is "it".
14. Pretend that no one in class knows anyone else---each child asks a question of his partner such as: "How do you spend your summers?" - "Do you live near the school?" - "Where does your father work?"
15. Spin a Story: The class decides on 3 objects. Each child makes up a story giving information about these 3 objects. One child starts his story; the teacher stops him; another child carries on.
16. Use of tape recorder or inter-com system for class---reading poems, stories, or dialogues to students in another class.
17. Pupils invite the elementary supervisor, librarian, principal or some other "guests" to the class---the duties of a host are discussed and divided among class members; a party or program for parents may be developed; a return visit to the school nurse, librarian, or principal may be arranged.

18. Each child tells of personal experiences; in watching a motion picture or television program, in observing a mystery, accident, or unusual local happening;
19. When a new pupil enters school, a class member takes the new pupil to the principal, special teachers, bus driver, nurse, librarian, supervisors, cafeteria, staff and custodian and introduces the new pupil;
20. Use a current news item as a basis for class discussion---each student may bring in a news item on the Atomic Project the Big Storm, or overcrowded schools and read it to the group. The class decides on the best ideas and the best sources;
21. Plan a field trip and choose class members to interview the manager and clerks in a store, a museum, or the weather bureau staff;
22. Each child makes an "announcement" to the class: on library hours, a scout meeting, dancing or music lessons, money collections for community projects, directions during an air raid, or garbage disposal facilities;
23. Choral reading of widely varied rhythms and volumes; humor and mystery are much appreciated;
24. A radio show is planned with announcers, panel members and studio audience. Plan "take-offs" on Washington's winter at Valley Forge, the first train, steamboat trip up the Mississippi, etc;

25. Science demonstration; pupils talk as they demonstrate.
26. Each student brings in a description or dialogue of a person most unlike himself, and reads it to the class. Or, one most like himself. Class may guess who the person is.
27. Invite three or four resource persons to class, as a unit is under study; have the class frame the main topics of inquiry before the resource persons appear; the class selects discussion leaders and hosts for the session.
28. Organize a "Tall-Tales" Club for a weekly session; use myths, mysteries, science fiction, legends, and folk stories for variety.
29. Students, through Student Government, present all announcements for all fund drives, student elections, and student activities --- announcements are given over the public address system, and in home rooms.
30. Ask students to describe the smells; of a Cafeteria, Locker Room, Ditto Room, Shop, etc. Speeches on tastes, colors, sounds and textures could be included.
31. Plan a series of interview questions for a "Mock Interview"; the topic might be "Questions I would like to Ask Lincoln" or other well known historical characters. Plan a similar series of questions to ask class mates about these men; compare language.
32. Students view television announcers or masters of ceremonies and list the hackneyed, meaningless expressions used in introducing

performers or acts; Pupils are asked to list situations in which they may need to make introductions: in church, school, or community life; Slips of paper are drawn and impromptu introductions are presented by class members.

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