INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or “target” for pages apparently lacking from the document photographed is “Missing Page(s)”. If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in “sectioning” the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from “photographs” if essential to the understanding of the dissertation. Silver prints of “photographs” may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

Xerox University Microfilms
300 North Zeeb Road
Ann Arbor, Michigan 48106
DI STEFANO, Philip Paul, 1946-
A COMPARISON OF STUDENT ATTITUDES TOWARD
TRADITIONAL AND DIVERSIFIED ELECTIVE ENGLISH
OFFERINGS.

The Ohio State University, Ph.D., 1974
Education, curriculum development

University Microfilms, A XEROX Company, Ann Arbor, Michigan

THIS DISSERTATION HAS BEEN MICROFILMED EXACTLY AS RECEIVED.
A COMPARISON OF STUDENT ATTITUDES TOWARD TRADITIONAL
AND DIVERSIFIED ELECTIVE ENGLISH OFFERINGS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Philip Di Stefano, B.S., M.A.

* * * *

The Ohio State University

1974

Reading Committee:

Dr. Frank Zidonis
Dr. Donald Bateman
Dr. Maia P. Mertz

Approved By

Frank Zidonis
Adviser
Humanities Education
ACKNOWLEDGMENTS

Gratitude is here expressed to the many people who aided in the development and completion of this study.

To the eleventh and twelfth graders in the seven Columbus Schools who served as subjects for this study, and to their teachers, the department chairmen, and administrators of the schools, appreciation is extended for the charitable manner in which they gave their time and effort.

Much credit is due the members of the Reading Committee of this dissertation, Dr. Maia Pank Mertz, Dr. Donald Bateman, and Dr. Frank Zidonis, chairman, for their continual encouragement and for the assistance and promptness with which they served me throughout the writing period.

To John Pluth, my thanks are given for the assistance rendered in the computer programming and other statistical aspects of the research.

Finally, to my wife, Yvonne, my parents, and my very good friends, I want to express my gratitude for their encouragement and assistance when I planned this educational endeavor. Without their help, this dissertation, which is a culmination of that endeavor, would not have become a reality.
VITA

September 21, 1946. . . . . . . . . . . . . . . . . . Born - Steubenville, Ohio

June, 1968. . . . . . . . . . . . . . . . . . . . . . . . . B.S., Ohio State University, Columbus, Ohio


August, 1970. . . . . . . . . . . . . . . . . . . . . . M.A., West Virginia University, Morgantown, West Virginia

Sept., 1971 - March, 1972 . . . . . . . Research Associate, Ohio State University, Protocols Materials Project, Frank Zidonis, Director

March, 1972 - June, 1974 . . . . . . . . . Teaching Associate, Ohio State University

September, 1974 . . . . . . . . . . . . . . . . . . . . . . . . . . Assistant Professor, School of Education, University of Colorado, Boulder, Colorado

FIELDS OF STUDY

Major Field: Education

English Education. Dr. Frank Zidonis, Adviser
Dr. Donald Bateman
Dr. Maia P. Mertz
Dr. Victor Rentel

American Literature. Dr. Julian Markels
# TABLE OF CONTENTS

ACKNOWLEDGMENTS ........................................... ii
VITA. ....................................................... iii
LIST OF TABLES. ............................................. vi

Chapter

I. INTRODUCTION AND STATEMENT OF THE PROBLEM 1
   - Major Questions and Objectives
   - Significance of the Study
   - Operational Definitions
   - Limitations of the Study
   - Organization of the Remainder of the Dissertation

II. REVIEW OF LITERATURE 15
   - Assessment of Attitudes
   - A Note on Validity
   - Studies in the Teaching of English
   - The Emergence of the Elective English Program

III. RESEARCH DESIGN 56
   - Introduction
   - Planning and Organization
   - The Research Design
   - The Preliminary Questionnaire
   - The Pilot Survey
   - Refinement of the Instrument
   - The Survey

IV. FINDINGS AND DISCUSSION 92
   - Introduction
   - Definition of Terms
   - Testing the Hypotheses
   - Reliability of the Instrument
V. CONCLUSIONS AND IMPLICATIONS

Review of the Study
Implications of the Conclusions
Recommendations for Further Research

APPENDIX

A .................................................. 175
B .................................................. 179

BIBLIOGRAPHY ............................................ 187
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total and Sample Populations Listed by Individual Schools</td>
<td>81</td>
</tr>
<tr>
<td>2</td>
<td>$t$-test for the Significance of the Difference Between Means of Total Attitude Scores Toward English by Students in the Diversified Elective Program and the Traditional Program</td>
<td>96</td>
</tr>
<tr>
<td>3</td>
<td>$t$-test for the Significance of the Difference Between Means of Attitude Scores on the Statement Concerning Student Attitudes Toward Attending School</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>$t$-test for the Significance of the Difference Between Means of Attitude Scores on the Statement Concerning Student Attitudes Toward English</td>
<td>101</td>
</tr>
<tr>
<td>5</td>
<td>$t$-test for the Significance of the Difference Between Means of Attitude Scores on the Statement Concerning Student Attitudes Toward English and Other Subjects</td>
<td>102</td>
</tr>
<tr>
<td>6</td>
<td>$t$-test for the Significance of the Difference Between Means of Attitude Scores on the Statement Concerning Student Attitudes Toward Not Feeling Oppressed in English Classes</td>
<td>103</td>
</tr>
<tr>
<td>7</td>
<td>$t$-test for the Significance of the Difference Between Means of Attitude Scores on the Statement Concerning Student Attitudes Toward English Classes Meeting Their Interests</td>
<td>104</td>
</tr>
<tr>
<td>8</td>
<td>$t$-test for the Significance of the Difference Between Means of Attitude Scores on the Statement Concerning Student Attitudes Toward the Study of Literature</td>
<td>105</td>
</tr>
<tr>
<td>Table</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>18</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Suburban and Urban Students Concerning Their Attitudes Toward Attending School</td>
<td>118</td>
</tr>
<tr>
<td>19</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Suburban and Urban Students Concerning Their Attitudes Toward English</td>
<td>118</td>
</tr>
<tr>
<td>20</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Suburban and Urban Students Concerning Their Attitudes Toward English and Other Subjects</td>
<td>119</td>
</tr>
<tr>
<td>21</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Suburban and Urban Students Concerning Their Attitudes Toward Not Feeling Oppressed in English Classes</td>
<td>120</td>
</tr>
<tr>
<td>22</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Suburban and Urban Students Concerning Their Attitudes Toward English Meeting Their Interests</td>
<td>121</td>
</tr>
<tr>
<td>23</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Suburban and Urban Students Concerning Their Attitudes Toward the Study of Literature</td>
<td>122</td>
</tr>
<tr>
<td>24</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Suburban and Urban Students Concerning Their Attitudes Toward the Study of Grammar</td>
<td>123</td>
</tr>
<tr>
<td>25</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Suburban and Urban Students Concerning Their Attitudes Toward the Study of Usage</td>
<td>124</td>
</tr>
<tr>
<td>26</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Suburban and Urban Students Concerning Their Attitudes Toward the Study of Composition</td>
<td>124</td>
</tr>
<tr>
<td>27</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Suburban and Urban Students Concerning Their Attitudes Toward Having More Than One Teacher for English</td>
<td>125</td>
</tr>
</tbody>
</table>

viii
<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Suburban and Urban Students Concerning Their Attitudes Toward Having Different Classmates in Their English Classes</td>
</tr>
<tr>
<td>29</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Suburban and Urban Students Concerning Their Attitudes Toward Choosing Different Courses in English</td>
</tr>
<tr>
<td>30</td>
<td>t-test for the Significance of the Difference Between Means of Total Attitude Scores by Male and Female Students in the Diversified Elective English Program</td>
</tr>
<tr>
<td>31</td>
<td>t-test for the Significance of the Difference Between Means of Total Attitude Scores by Male and Female Students in the Traditional English Program</td>
</tr>
<tr>
<td>32</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Male and Female Students Concerning Their Attitudes Toward Attending School</td>
</tr>
<tr>
<td>33</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Male and Female Students Concerning Their Attitudes Toward English Classes</td>
</tr>
<tr>
<td>34</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Male and Female Students Concerning Their Attitudes Toward English and Other Subjects</td>
</tr>
<tr>
<td>35</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Male and Female Students Concerning Their Attitudes Toward Not Feeling Oppressed in English Classes</td>
</tr>
<tr>
<td>36</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Male and Female Students Concerning Their Attitudes Toward English Classes Meeting Their Interests</td>
</tr>
<tr>
<td>37</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Male and Female Students Concerning Their Attitudes Toward the Study of Literature</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>38</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Male and Female Students Concerning Their Attitudes Toward the Study of Grammar</td>
</tr>
<tr>
<td>39</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Male and Female Students Concerning Their Attitudes Toward the Study of Usage</td>
</tr>
<tr>
<td>40</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Male and Female Students Concerning Their Attitudes Toward the Study of Composition</td>
</tr>
<tr>
<td>41</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Male and Female Students Concerning Their Attitudes Toward Having More Than One Teacher for English</td>
</tr>
<tr>
<td>42</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Male and Female Students Concerning Their Attitudes Toward Having Different Classmates in Their English Classes</td>
</tr>
<tr>
<td>43</td>
<td>t-test for the Significance of the Difference Between Means of Attitude Scores by Male and Female Students Concerning Their Attitudes Toward Choosing Different Courses in English</td>
</tr>
<tr>
<td>44</td>
<td>t-test for the Significance of the Difference Between Means of Total Attitude Scores by College Bound and Non-College Bound Students in the Diversified Elective English Program</td>
</tr>
<tr>
<td>45</td>
<td>t-test for the Significance of the Difference Between Means of Total Attitude Scores by College Bound and Non-College Bound Students in the Traditional English Program</td>
</tr>
<tr>
<td>46</td>
<td>Percentage of Responses by Students in the Diversified Elective English Program as to the Degree of the Use of Materials in the English Classroom</td>
</tr>
</tbody>
</table>
Table

47 Percentage of Responses by Students in the Traditional English Program as to the Use of Materials in the English Classroom 142

48 Percentage of Responses by Students in the Diversified Elective English Program as to the Degree of the Exposure to Instructional Techniques in the English Program 146

49 Percentage of Responses by Students in the Traditional English Program as to the Degree of the Exposure to Instructional Techniques in the English Program 147

50 Percentage of Responses by Students in the Diversified Elective English Program as to the Degree of Participation of Activities in the English Program 150

51 Percentage of Responses by Students in the Traditional English Program as to the Degree of Participation of Activities in the English Program 151

52 Percentage of Responses by Students in the Diversified Elective and Traditional English Programs as to Final Grades Received in Their English Classes 155

53 Internal Consistency Reliability 158
CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Just as genetic diversity favors the survival of the species, educational diversity increases the odds for the survival of societies.

The principle of diversity will require fewer required courses, increasing choice among estoteric specialities. . . . The result of such a policy will be to produce far more individualized human beings, more differences among people, more varied ideas, political and social sub-systems, and more color.

Adaptation involves the making of successive choices. . . . Yet the more crucial the question of value becomes, the less willing our present schools are to grapple with it. It is no wonder that millions of young people trace erratic pathways into the future ricocheting this way and that like unguided missiles.1

The secondary English curriculum of ten years ago has little relevancy to the youth of the seventies. That this can be said of other secondary curricula--science, mathematics, the social sciences--is undoubtedly true, but the extensive requirements in English in the secondary schools and in the professional and lay acceptance of the necessity for mastery of one's native language have resulted in a proportionately larger and darker image of the contemporary English curriculum than of the other areas traditionally studied by high school students.

The public has joined English teachers and high school students in condemning current practices in the teaching of English. The English Journal, the official journal of the National Council of Teachers of English, monthly reports the dissatisfaction of the profession with what

is happening in English classes. Eminent educators, philosophers, and sociologists deplore contemporary methods of instruction in literature as seriously alienating youth from the educational process and as failing utterly in the process of humanization and sensitization which the literary experience can produce.

Finally, students themselves find no meaning for their lives in the literature prescribed for them, in the writing they are arbitrarily assigned, in the contrived speaking experiences to which they are involuntarily subjected. The interests of another generation and of another world are imposed upon them in the confident, but naive belief that since that other world has judged this content and this methodology and found them good, the same methodology and content must be good for all people of all ages and for all time.

The resultant tragedy is two fold: the disregard of student interest has resulted in apathy, resistance, and finally in rejection not only of his English class, but of his total school experience. Concomitant with this is his ultimate inability to communicate with his fellow man and thus to succeed in practically any competitive field of work, his economic future is predetermined. More tragically, the disregard of student choice has resulted in the virtual inability of the student to choose, to discriminate and to evaluate. Nathaniel Hickerson, in Education For Alienation, states categorically: "We do not prepare our children to be adults." Charles Reich in The Greening of America emphasizes the magnitude of the consequences of this hiatus:

---

The power of choice, the power to transcend, is exactly what has been missing in America for so long. . . the supreme act is the act of choice. For the choice of a life-style is an act of transcendence of the machine, an act of independence, a declaration of independence. We are entering a new age of man.3

The methodology of the traditional English course effectively prohibits any action except acquiescence to the taste of the teacher or to the rigid restrictions of a city, district, or state curriculum guide which governs literary experiences. The student who was reared in a home where literary experiences were common survived and found his individual literary milieu. The vast number of students whose only encounter with the aesthetic, the emotional, the ethical experience of literature was in the English classroom were in general deprived of choice, deprived of exposure to the multitudes of novels and poems and stories that might have delighted and moved them and that ultimately, might have developed in them a sensitivity not only to the literary experience, but to life itself.

To counteract the deficiencies of the traditional program, the elective English program emerged. Elective programs may well be one of the most significant developments in the English curricula of American high schools during the past ten years. They are programs at one or more grade levels which permit students to choose the courses that appeal to them from among a fairly wide variety of offerings. Some schools offer electives only at the senior level; others, at some combination of levels from seventh through twelfth grades. In one sense, electives are not really new. English departments have offered electives for twenty-five years or more—courses such as journalism, theater arts, debate, speech

and so forth. These courses could be elected in the same way that voice, typing, chorus, and orchestra could be elected, but only in addition to the "major" courses which were required.

The earliest allusion to an elective program in a high school seems to be in an article which appeared in the English Journal in 1955. In that article, Harry Overton discussed a series of five electives for eleventh graders. Each course consisted of three units of study which remained constant in all five courses, but each course had a different emphasis: creative writing, oral communication, dramatic literature, literary interpretation or general English. Each student was free to select the course emphasis he preferred. While this program was an antecedent of current programs, a prototype of elective programs in this study was first described by G. Robert Carlsen and John W. Conner in 1962. Their article described an elective program for eleventh and twelfth graders. The program offered ten nongraded courses, that is, ten courses that were open to either juniors and seniors. The only requirement was that each student elect one composition course, one literature course, and one speech course. The fourth course could be in whatever area the student wished. The literature courses included two modified survey courses, one in English and one in American literature, a course in "landmarks of literature," and one in "individualized reading." The composition courses included one in writing problems (focusing on "writing situations found in daily life" and a "review

---


of sentence structure, paragraph formulation, choice and use of nouns, pronouns, verbs, adjectives, adverbs, elementary literary devices, punctuation, capitalization and spelling. As students work with concrete writing situations), a writing laboratory for students who have "mastered the fundamentals," and creative writing. The program included three speech courses: one in the basics of speech, one in public address, and one in drama.

From these beginnings, elective programs have developed to the point of offering as many as sixty different elective courses in a single school. While the lines of influence and development are not clear, more and more elective programs began to appear in the late sixties, and they are continuing to appear. Some were influenced by the work of others such as Carlsen's work at Iowa University High School or Project APEX at Trenton, Michigan, and some undoubtedly arose independently of antecedents.

A recent survey of Ohio high schools, conducted by James Nichols and Verne B. Wootton, testifies to the increasing interest in elective programs. Of 392 schools responding (about 45 percent of all Ohio high schools), 281 still have traditional year-long programs. Of the remainder, 65 offer a variety of sixteen or more courses. When asked the kinds of curriculum change they were most interested in, 78 schools with traditional programs indicated strong interest in elective programs. Both the results of the survey and his experience with Ohio Schools led Verne B. Wootton, English consultant for the Ohio State Department of Education, to predict that by 1980, 70 percent of Ohio high schools may be offering elective

programs is well established, not only in Ohio, but around the country.

**Major Questions and Objectives**

From this discussion emerges the heart of the problem. It definitely seems that the elective system has been established in Ohio, especially in the Columbus Public Schools, and the following three questions seem most relevant to this study:

1. What differences exist between the traditional English program and the diversified elective English program in terms of student attitudes toward English?

2. What differences exist between the traditional English program and the diversified elective English program in terms of materials used, instructional techniques used, activities performed in class, and final grades received in English class?

3. To what extent do these differences contribute to differences in student attitude?

The major objectives of this study, then, are also three in number:

1. To develop and refine an instrument assessing attitude toward English.

2. To compare the attitudes of students toward English in the traditional and the diversified elective English programs.

3. To identify specific factors that might contribute to the differences of attitudes of the two groups of students.

Utilizing junior and senior high school students in specific Columbus Public Schools during the first two months of the 1973-1974 school year, the study was carried out in two stages. Stage 1 dealt with
question 1 above, and its principal objective was the development of a workable Likert-type attitude-assessing instrument, the major purpose for which in this study was utilization in Stage II of the research. The need for such an instrument is demonstrated in the review of the literature.

Stage II utilized the developed attitude inventory to determine, first, the degree to which the two English programs, the traditional and the diversified elective, did affect attitudes of students. The study also sought to identify how sub-groups of the sample, formed according to urban and suburban students, male and female students, college bound and non-college bound students, felt about the two programs in English. In addition, the study sought to identify how many and to what degree materials, methods and activities were utilized in each of the two programs. Finally, an analysis of final grades in each program was assessed to determine if grades were a factor in differences in attitudes.

Following the development of the instrument in Stage I, then, the study dealt with major questions 2 and 3, seeking to compare the attitudes of students in each program and to identify specific factors that might contribute to the differences in attitudes. Technically, Stage II sought to determine to what extent each of the following null hypotheses could be rejected:

(1) There is no significant difference in means of total attitude scores toward English by students in the diversified elective English program compared to students in the traditional English program.

(2) There is no significant difference in total attitude scores toward the structure of English programs by students in the
diversified elective English program compared to students in the traditional English program.

(3) There is no significant difference in total attitude scores toward English by urban and suburban students in the diversified elective English program.

(4) There is no significant difference in total attitude scores toward English by male and female students in the diversified elective English program.

(5) There is no significant difference in total attitude scores toward English by college bound and non-college bound students in the diversified elective English program.

(6) Students in the diversified elective English program do not use more materials in their classes than students in the traditional English program.

(7) Students in the diversified elective English program are not exposed to more instructional techniques than students in the traditional English program.

(8) Students in the diversified elective English program do not participate in more activities in English classes than students in the traditional English program.

(9) Students in the diversified elective English program do not receive higher grades than students in the traditional English program.

Significance of the Study

If the Nichols and Wootton survey is correct and 70 percent of Ohio Schools will be offering elective programs of some kind by 1980, this
present study is significant at three areas: the state level, the local level and the university level. At the time the Nichols and Wootton study was conducted, very few schools in Ohio offered an elective program, but 78 schools indicated strong interest in the elective program. If this is so, the results of this study can be very beneficial to the schools that are beginning to make the move toward a curriculum change in English. The survey includes an attitude scale concerning student attitudes toward English in general, specific subject areas of English and structures of English programs. The results of this section can aid schools in developing their English programs. The survey also includes sections on materials, methods and activities that are used in the English program in the Columbus Public Schools. These results along with the results of the attitude scale can be significant to school districts in Ohio which are beginning the new curriculum change in English.

It has been one year since the Columbus Public Schools have switched from an all traditional to an elective English program for students in Grades 11 and 12, and it is time that the new program be evaluated against the old program. If the new program does not offer the students anything more than what the old program did, then, the curriculum change was not worth all the time and effort that faculty members, students, and administrators endured. If the evaluation shows that the new program has some promising characteristics, then, the faculty could begin work on making changes within the new curriculum to make it better. If it turns out that the new program is far better than the old one, all who worked so hard in organizing the curriculum change should be aware of its worth in the school district.
The third area where the study may be significant is in the university. If the diversified elective program is implemented in 70 percent of the schools in Ohio by 1980, the teacher preparation programs might have to be changed. Besides finding out how students feel about English, the second part of the questionnaire deals with the use of materials, methods and activities in the English classroom. If students in the elective program use different materials; are exposed to different instructional techniques; and participate in different activities than the students in the traditional program, then, the teacher preparation programs at the university level might have to change to meet the interests and needs of the students at the secondary level.

Operational Definitions

**Attitude**: An attitude is a system of ideas with an emotional core or content. Attitude includes both the negative sentiments and the positive, including attachments, loyalties to persons, objects or ideals.

**Attitude Toward English**: Attitude toward English is operationally defined as the score on the attitude inventory administered.

**Traditional English Program**: The traditional English program is the one that all tenth graders in the Columbus Public Schools are enrolled. The structure of the program consists of students being placed in one classroom with one teacher and the same students for the entire school year. All of the tenth grade students are grouped homogeneously in three groups: modified, regular and advanced. The curriculum for tenth graders is divided into five areas: grammar and usage, composition, literature, word study and speech. Minimum requirements are given to all tenth grade
teachers. Teachers of tenth grade classes organize their grammar and usage study so that all students have an opportunity to thoroughly review grammar and usage that has been taught in the junior high school. In Grade 10, between fifteen and eighteen themes are written. Eighty percent of the themes are exposition. Under the literature area, the following units are taught to tenth graders: a magazine unit; a semantic unit; and a thematic unit dealing with either evil, man and society, mythical hero or responsibility. In the area of work study, the humor of language, pronunciation and etymology are studied. The following minimums in speech are as followed for tenth grade students: two formal speeches, six well-structured discussions, one panel discussion, and two oral readings.

The Diversified Elective English Program: The diversified elective English program is the one that all eleventh and twelfth graders in the Columbus Public Schools are enrolled. The structure of the program consists of students choosing between two and four English classes a year. The classes last for a period of nine or eighteen weeks, and it is possible for students to have a different teacher for each class as well as different students. Students can also take more than one English class per semester. In all of the public high schools in Columbus, nine similar courses are offered. They are "Advanced Composition," "American Literature," "Basic Communications," "American Ethnic Literature," "Literature of Drama," "Media Study," "Nature of Language," "Reading for Individual Pleasure," and "World Literature." There is no grouping compared to the homogeneous grouping in the tenth grade, but students do speak to the guidance counselor and the English Department Chairman before signing up for any of the courses. It is this researcher's understanding that no student is
ever denied entrance into a course that he chooses. Besides these nine common courses that are offered in all senior high schools, any school may add any course to its English curriculum. Any course that is added would usually fall under one of the nine "umbrella" courses. The reason for this is that books are ordered under one of the common titles. For example, at Central High School, a very popular course is titled "Detective Stories" and is listed under "American Literature." For some courses, students are asked to pay a fee, but they are notified of this when they sign up for the course. A complete course offering of each school that participated in this survey is listed in Appendix A.

Limitations of the Study

In this study, there seems to be three limitations: time, the sample, and the validity of attitude scales. The diversified elective English program was a year old in June, 1973, and it was at this time that the study to evaluate attitudes should have begun. The actual survey did not take beginning until October, 1973, and students in both groups had to remember what they did in English class the previous year after four months of being out of classes. In some way this lapse of time might have had an effect on the way students answered each item on the questionnaire. It should be noted, however, that there were two groups of students who were being compared, and so the time factor affected each group equally. While the study was in the planning stages, it was first decided that only one group, twelfth graders, would be used, and they would respond to statements about both English programs, the traditional and the diversified elective. The idea was discarded because the seniors would have to remember what happened in English class two years ago as well as the
previous year. It seemed that the present way of evaluating the two programs was the only way to insure that reliable responses would be given within the limits of the time factor.

The second limitation of the study was that sample that was used. Whenever two groups are compared, they should be matched as equally as possible. In this study, one group of students was twelfth graders and the other group were eleventh graders. The reason that these groups could not be in the same grade is that tenth graders in the Columbus Public Schools are enrolled in the traditional English program while eleventh and twelfth graders are enrolled in the diversified elective program. Since the purpose of the survey was to compare attitudes of students in the traditional and the diversified elective English offerings, it was necessary to use eleventh graders who would respond to statements concerning their last year's traditional English program, and twelfth graders who would respond to statements concerning their last year's elective program. As stated earlier, it was first decided that only twelfth graders would be used to respond to items in both programs, but the time factor entered in. Therefore, so that time would not threaten the validity of the survey, another age group of students was used to participate in the survey.

The third limitation of the survey was the attitude-assessing instrument. The results of this study are valid internally only in the degree to which the developed instrument measures what it purports to measure. Whenever an attitude instrument is used, the validity of the survey can be threatened in a few ways. The "desire to please" an uncontrolled variable may produce an attitude response toward the positive direction. Measured attitude may be the result of some variables completely foreign to the
design of the study. There were no open-ended parts to the attitude scale. Respondes were forced to answer within the areas of the inventory. There may very well have been other significant areas of attitude untouched by the instrument. If attitudes had been assessed earlier than what they were or after the new program had been part of the curriculum for a longer period of time, the results might be different. There was no provision in the design of the research for follow-up.

Organization of the Remainder of the Dissertation

The foregoing material has comprised Chapter I of this study: Introduction and Statement of the Problem. The remaining chapters in the study are II, Review of Related Literature; III, Research Design; IV, Findings and Discussion; and V, Conclusions and Implications.
CHAPTER II

REVIEW OF LITERATURE

Introduction

Despite the enthusiasm with which the concept of the Elective English Program has been accepted, and despite the alacrity with which it has spread, there has been as yet very few scholarly studies made of the various programs in operation. This lack may be traced to the recency of the innovation and also, perhaps, to a reluctance on the part of English teachers, who believe a solution to their very real problems to have been found, to examine the measurable results objectively. Consequently, the review of the literature pertinent to this study is limited.

Included in the first section of this chapter is an examination of attitude-assessing instruments. The second section of this chapter examines some of the relevant research on the teaching of secondary English. It will be an attempt to indicate the conflict which has existed—conflict between learning theory and actual teaching practice; conflict between teachers' perceptions of the students they were teaching and the real people who sat in their classrooms; conflict between teachers' perceptions of the validity of what content they were emphasizing and the attitudes of their students toward the same content. Finally, the third section of Chapter II deals with the emergence of the English Elective Program. It will examine declarations by individual schools and by curriculum workers concerning the rationale for these innovations. Descriptions
of typical and atypical Elective English Programs, and some tentative evaluations of these programs made by the participants will also be examined.

Assessment of Attitudes

In view of the importance, complex nature, and diverse interpretations of attitudes, the methods of their measurement is crucial. Edwards has classified three general approaches to assessing attitudes: direct questioning, direct observation of behavior, and indirect measurement by means of attitude scales.¹

Direct questioning is not generally held to be a reliable method principally because people often choose to decline to disclose their feelings on controversial or possibly threatening issues. In fact, some individuals are not truly cognizant of their attitudes in certain areas.

Direct observation is not very reliable because of the divergence between open behavior and private beliefs of individuals, particularly over the short term. Over repeated observations, however, there is definite worth to this method.

The literature, then, concentrates most heavily upon what Edwards considers indirect methods of measurement. These may be rather loosely developed instruments, with non-standardized scoring systems (such as incomplete sentences, essays, and responses to open-ended questionnaires) as described by Corcoran and Gibb,² or projective techniques (including


some of the above, and the Thematic Apperception Test) which may serve individualized assessment purposes best.

On the other hand, attitude-assessing instruments may be more research-oriented in their construction, development and validations, formulated in order to predict or correlate for samples and populations. These instruments consist of statements, carefully worded according to informal criteria to be dealt with later in this section. Statements may be derived from a variety of sources, including interviews, essays, a search of previously written questionnaires, and original ideas. Edwards\(^3\) writes that other statements may be obtained from newspaper editorials and magazine articles dealing with, and from books written about, the object.

The items comprising attitude scales are organized in various ways. Edwards\(^4\) devotes his book on attitude scale construction to a consideration of five such types of instruments: (1) the method of equal-appearing intervals, (2) the methods of successive intervals, (3) the method of paired comparisons, (4) the method of summated ratings, and (5) the method of scalogram analysis.

The development of an instrument using the method of equal-appearing intervals involves the judgment of several raters who are asked to place a number of items on a particular continuum of equally spaced intervals. They are given directions only with regard to what should be characteristic of items placed in the two extreme intervals and in the middle interval;

---

\(^3\)Edwards, *Techniques of Attitude Scale Construction*, p. 68.
\(^4\)Ibid., pp. 72-101.
thus all intervals appear to be equally-spaced. Scale values are then
determined by finding the median values of items as the judges have placed
them on the continuum. Ambiguous items are discarded, and the final form
of the inventory consists of a considerable number of items, selected on
the basis of consistency of judge agreement, each with its own scale
weight. The respondee checks those statements with which he agrees. The
average of the point value scores on items which he has checked yields
his general attitude score on the instrument. This method was developed
in detail by Thurstone and Chave.5

An assumption inherent in the establishment of the questionnaire by
the method of equal intervals is that the intervals between statements
are equal. This may not be so, however. Thus various procedures have
been suggested for taking into account possible inequalities in the
intervals on the psychological continuum. One of these is the method of
successive intervals, developed by Thurstone, refined by Saffir6 and
Edwards and Thurstone.7 This method, though of interest, is very similar
to the method previously described, in fact identical in instructions to
judges and in basis for accepting statements into the final form. The
principal difference appears to lie in the scoring technique which estab­
ishes scale values for each item.

5Leon L. Thurstone and E. J. Chave, The Measurement of Attitude

6M. A. Saffir, "A Comparative Study of Scales Constructed by Three

7Allen L. Edwards and L. L. Thurstone, "An Internal Consistency
Check for Scale Values Determined by the Method of Successive Intervals,"
Thurstone's method was acceptable to researchers, but the necessity of obtaining judges who would be willing to perform the tedious task of carefully evaluating a great number of items brought about a search for another way of assessing attitudes. The third method of assessing attitudes is known either as the method of summated ratings or the Likert-type scale, named for its founder.

The Likert-type inventory consists of (1) the collection of statements in the usual ways, through interviews, essays, and informal closed- and open-ended questionnaires, (2) the use of several of these items to which individuals respond along a continuum from "strongly agree," to "strongly disagree," (3) collapsing the outside categories and scoring each response 5, 3, or 1, depending upon the degree of favorable response toward the matter in question, (4) the summation of these scores on individual items to yield a score of general attitude, (5) an item analysis, and (6) the acceptance of the final attitude scale on the basis of those items which significantly differentiate individuals with most positive general attitude scores from those with low attitude scores toward the area of concern.

In developing his method of summated ratings, Likert gave two forms of a scale to a group, employing Thurstone's technique in one case and his own in the other. He found a correlation of better than .9 between scores of the subjects on the two forms. Therefore, current research has tended to utilize the less tedious method of summated ratings in the construction of attitude inventories.

---

A fourth method of organizing attitude inventory information is the method of paired comparisons. Early work was effected by Thurstone. The subject is asked to indicate which of a pair of statements more nearly represents his feeling toward a particular object or matter. For completeness, and as a check for reliability, each statement in the scale is paired with every other one. If the attitude statements are to prove in a variety of ways, it may be seen, then, that the number of paired comparisons, statements to be responded to and compared, will be $n(n-1)/2$, and very large as $n$ increases. Thus the advantages in this technique of checks for internal consistency, and description of the rank order of statement types which are characteristic of each individual respondee, are offset by the bulk of the instrument and the tediousness of the task of responding to the inventory, if any degree of depth is to be desired. Therefore, this method is not prevalent in the literature.

Bartlett, Quay and Wrightsman build an interesting case for more use of this forced-choice type of questionnaire construction in the assessment of attitude. In their study, they compare the Likert-type organization of items with the forced-choice method through different phrasing of the same items. Noting through a pre-post research design, a change in attitude but only as assessed by the Likert-type method, they suggest that there is a built-in control for bias using the paired comparison method and perhaps none in the Likert-type method. Of course, the


question still remains unanswered as to which of the instruments is assessing the "true" status of the group's attitude at the conclusion of the experiment. The fact remains, however, that there is a significant difference in results obtained, using the two diverse methods of phrasing the items for the attitude instrument.

The fifth and the last method of organizing attitude inventories to be discussed in this paper is termed Scalogram Analysis, or the Guttman technique. In practice, it differs from other methods of constructing attitude scales in that it is principally a procedure for evaluating sets of statements or existing scales to determine whether or not they meet the requirements of a particular kind of scale as outlined by Guttman. The assumption here is that a person with a more favorable attitude score than another person must also be just as favorable or more favorable in his response to every statement in the set than the other person. When this requirement is satisfied at a statistically significant level then we are said to have a valuable "unidimensional" scale.

Corcoran and Gibb further employ the Guttman type criterion and scaling method to measure principally some single attitude. The goal is reproducibility, and the principal question dealt with is, "If we know a response, can we predict all other responses on the scale?"

The Guttman criterion or method of scalogram analysis, then, is employed to substantiate the content of attitude inventories, or in the


development of attitude-assessing instruments. Numerous examples employing the scalogram analysis technique are found in the literature. One such is the development of a scale of attitudinal dimensions by Edwards and Wilson, who postulate a two-dimensional grid and seek to locate individuals within this frame in accordance with their responses to items on an attitude inventory.

Within the development of the attitude inventories by any of the means, there arises the necessary concern for criteria for attitude statements to be included in the instrument. Thurstone and Chave, Likert, and Bird pose various informal criteria for writing items to be utilized in attitude scale construction. Edwards summarizes these as follows:

1. Statements should refer to the present rather than the past.
2. Statements should not be, or appear to be, factual.
3. Statements should be interpretable in one and only one way.
4. Irrelevant statements should be avoided.
5. Statements likely to be endorsed by everyone, or no one, are not valuable.
6. Statements should embrace the entire range of the affective field.
7. Language of the statements should be clear, concise and direct.


8. Rarely should statements exceed 20 words in length.

9. Each statement should contain only one complete thought.

10. Statements containing universals (e.g. all, always, none, and never) are to be avoided.

11. Words such as "only," "just," and "merely" should be used sparingly and carefully as they introduce other considerations.

12. Statements should be simple, and not compound or complex, whenever possible.

13. Words not understandable to the respondee should be avoided.

14. Double negatives should not be used.

A Note on Validity

The question as to whether these indirect methods for obtaining measurements of a person's attitude are truly meaningful is one difficult to answer. Corcoran and Gibb write:

In none of the procedures has the problem of validity been solved. The usual method is a logical judgment that the information obtained is relevant to the attitude in question.16

Summers presents a case for the use of projective tests in measuring attitude. He, too, points out the problems in determining the validity of an attitude-assessing instrument:

The truth is, that the validity of any and all attitude tests is unknown. None of the tests, including the Guttman, have been able to demonstrate the validity of an instrument beyond face validity or common sense.17

In summary, then, the literature reveals three general approaches to the assessment of attitude. Indirect measurement by means of attitude


inventories appears to be the most appropriate for research studies. There are four prevalent ways of creating attitude-assessing instruments, each with its unique set of advantages, limitations, and purposes. However, none of these have been effectively validated in terms of acceptable statistical means.

Studies in the Teaching of English

In 1953, Stephen Corey reiterated what others had been stating throughout the twentieth century: very little of the then-current teaching was based upon research evidence or scientific proof. Throughout the years between 1900 and 1935, despite the effects of the Hosic report, which attempted to establish a new concept of English teaching, and despite the fact that the colleges may not have intended to do so, the all-pervading college entrance examinations dictated in general the nature of the secondary school English curriculum. Hosic, the chairman of the National Joint Committee on English, representing the newly founded National Council of Teachers of English and the National Education Association, stated in 1917:

The college preparatory function of the high school is a minor one. Most of the graduates of the high school go not into college but into "life." Hence, the course in English should be organized with reference to basic personal and social needs rather than with reference to college-entrance requirements. . . 19

At least one step was made toward the lessening of the rigidity of the college entrance examinations in literature as a result of that report.

---


The National Conference on Uniform Requirements in English decided, in 1911, even before the publication of the report, to offer, alongside the existing "restricted" examination, a "comprehensive" examination which did not demand a familiarity with a prescribed list of literary works. Here, then, is the movement away from the thought that entering college freshmen needed to possess a common background of specific literary experiences—primarily experiences with British literature and classical literature in translation.

In reaction against the continuing obeisance of high school English departments to the requirements, real or imagined, of the colleges and in recognition of the increasingly great proportion of adolescents in high school who did not intend to enter college, Wilbur Hatfield in 1935 insisted upon a continuing, but greater emphasis on personal and social needs in his report, *An Experience Curriculum in English*. Hatfield based his curriculum upon the philosophy of John Dewey and divided each major phase of English into "experience strands." These were essentially a series of similar types of experience gradually increasing in scope and difficulty and running vertically through the elementary or secondary level or both.20

That this program, influential upon curriculum theory as it may have been, was neither totally accepted nor totally implemented is illustrated by the questions formulated in 1958 by the participants in the conference on *The Basic Issues*. Representatives of the American

---

Studies Association, the College English Association, and the Modern Language Association agreed that certain basic questions must be studied and resolved. Among them, these three have implications for this study:

1. What is "English?"

2. Can basic programs in English be devised that are sequential and cumulative from the kindergarten through graduate school?

3. Should certain literary works be required at each of the various levels in the basic program?

It should be noted that the substance of these questions occurs again and again, decade after decade. At the end of this particular conference, the participants recorded their deep concern about the success of English teachers in inculcating in students a permanent love of literature and a pride in the ability to use their language well. They stated that all teaching was an act of faith, but that it sometimes required strong faith to believe that this goal was being achieved. The end result of the conference was the statement of the imperative need that the whole problem of the teaching of English from the elementary grades through the graduate school undergo a thorough re-examination.

The concern with public education in the late fifties and the early sixties encompassed English instruction. John Fisher, speaking of the increasing need for federal aid to education, said during the Allerton Park Conference on Research in the Teaching of English:

It will come . . . in recognition of the long term deterioration of the standards and programs of the public high schools. This deterioration has been going on since compulsory education laws and our national faith in education decreed that all students should have a high school education. Since financial support for elementary and secondary education did not increase in proportion to the local, and since many of the students did not have ability for or interest in academic work, a high school program had to be devised that could be taught by inferior teachers to
uninterested students under impossible working conditions. It is a marvel that so many excellent and dedicated teachers have been willing to endure its environment and so many good students have emerged from it.21

The Allerton Conference focused attention on the need for research aimed at improving this tragic situation, stating that educational research in the field of teaching of English had been at such a low level that it had never been taken seriously by most educators. Erwin Steinberg asserted that English teachers must take upon themselves the task of research in their profession, particularly research in the teaching of the effective use of language; in the structure and sequence of subjects and courses; in the relationship between what is taught in the schools and the subculture from which the student comes.22

The federal government did, indeed, contribute to the improvement of English education with the establishment of Project English in 1962. Project English was designed to make a key contribution to raising the quality of English instruction by financing research, surveys, and demonstrations and by establishing curriculum study centers to prepare new curricula in English, initially emphasizing "reading, composition, and related language skills." The United States Office of Education sponsored curriculum centers such as those at the University of Oregon, which attempted a sequential and cumulative curriculum, grades 5-12; the University of Nebraska, which evolved a cyclical curriculum, based upon the study of literature, grades 1-6 at first, but eventually, grades


22Ibid., pp. 35-42.
kindergarten through twelve; and the University of Wisconsin, which developed a curriculum which, eclectic in approach, followed a definite sequence.

Despite financial aid from the government, despite the work of the curriculum centers, in 1965 the state of English teaching was such that the Commission on English of the College Entrance Examination Board, after five years of study, not only questioned yet one more time the exact nature of "English," but admitted that the English curriculum in the average secondary school was

an unhappy combination of old matter unrenewed and new matter that rarely rises above the level of passing concerns. Macbeth vies with the writing of thank-you notes for time in the curriculum, and lessons on telephoning with instruction in the processes of argument.23

The Commission on English directed its attention upon the college-bound student, and, while recommending that each school develop its own curriculum for its own students, yet stressed the importance of intensive reading of selected major literary works and the critical analysis thereof. The Commission prescribed no specific reading list for college-bound seniors (although the Advanced Placement Examination Committee of the College Entrance Examination Board later did so), but stated that timing and sequence varied with the competence and the maturity of the students.

Blount, summarizing investigations relating to the language arts for the year 1965, stated that the year's research was uneven. He remarked that in some studies, deficiencies in conception or in execution

misled; in others, the study seemed impractical for classroom teachers; in still others the methodological techniques were not adequately presented. He acknowledged the basic problem in dissemination of any research. Finally, he admitted that, despite the paucity of current research, even the questions investigated led to more positive results than at any time in the past history of English research.\textsuperscript{24}

What was actually happening in the English classrooms of the United States, as opposed to what curriculum centers were developing and what scholars and curriculum specialists were saying should be happening, was reported in 1966 by James Squire and Roger Applebee. In a Record of English Teaching Today, Applebee stated that they (he and Squire) saw schools using numbers of recent innovations which appeared to have some promise, "provided that they are attempted with a mixture of boldness and healthy skepticism."\textsuperscript{25} He praised the fact that some schools were trying to individualize instruction in accordance with the student's ability and needs. He noted that some schools were developing courses of different lengths as well as of different degrees of difficulty, from which a student could elect a series of courses in any given semester. He mentioned courses in literary genres, in specific skills, and predicted that, carried to its extreme such a course incorporate non-gradedness with flexibility. Stating that no single innovation offered a panacea for all schools and all problems, Applebee denied that any system or


innovation could "substitute for the work of the able, imaginative English teacher under optimum conditions."26

The previous statement has serious implications for the present study; so, too, does this list of items compiled by Squire and Applebee and reported by Applebee. These factors, they said, constituted the strength of any secondary English program.

1. The quality of teaching (preparation, professional attitude)
2. Excellence of program in composition
3. Leadership in department (strong chairman, good conditions for supervision)
4. Richness of teaching resources (books, audio-visual equipment, supplementary materials)
5. Professional climate (interaction between teachers, freedom of discussion, interest in the intellectual and in professional matters)
6. Program in literature (stress on individual texts, balanced selections, quality of instruction)
7. Reasonable teaching loads (number and size of classes, available assistance, limited outside responsibilities)
8. Experimental attitudes toward English (interest in new scholarship, willingness to discuss new ideas)
9. Provision for individual reading (classroom book collections, widespread reading, provision for discussion and reporting)
10. Excellence of library (adequacy of books and magazines, availability to students)27

Among the characteristics of English programs found by Squire and Applebee in those schools which consistently educate outstanding students

26Ibid., p. 278.
27Ibid., p. 281.
in English, the ten points just cited were found, but a few observations were surprising and worthy of mention. The teaching methods employed in these schools are less varied than one would anticipate. Innovation and experimentation in instruction were comparatively rare. Few sound reading programs were found in these schools. The slow and the non-college bound were largely neglected, both in the planning of special reading programs for them and in the lack of specially-organized courses in any aspect of the language arts. Interestingly enough, the department chairmen of these schools were more aware of changes in scholarly developments in English than of changes in the culture which may affect the teaching of English. Insufficient attention was paid to the modern media of communication, to audio-visual media, and to program experimentations. In discussing the individualization of instruction and the desirability of locally-planned curriculum, Squire and Applebee stated that they seldom found the quality of instruction or the intellectual tone of a school in multiple-school districts approaching the quality of the program of the single school. This situation may be the result of what the observers cite as the tendency of school districts to impose strictures on the language program through large-scale, system-wide adoption of single text-books—and the resultant tendency of teachers seldom to use these language books.28

Finally, James Squire insisted that the most pressing problem in the entire English curriculum was not the decision to teach traditional or generative grammar, and not the question of prescribed or comprehensive literary titles. Rather, it was the development of a curriculum in English for the non-college bound. He quoted and agreed with David Holbrook who, in his writing of British schools in English for the Rejected, stated that children in the lower tracks were rejected indeed—rejected by teachers, by principals, walled off from any contact with the greatness of our culture. Squire emphasized that little attempt was made to introduce any intellectually stimulating learning, any imaginative literature. Reliance was on the technological, the scientific, the mechanical, the routine use of drillbooks, workbooks, and "canned" dittoed lessons.29

In 1967, Albert Kitzhaber, despite the empirical evidence of a lack of dissemination of such information to the schools and implementation of it practically therein, noted that among seven distinct achievements of the curriculum study centers established by Project English was the incorporation of current scholarship in learning theory and in the substantive field of English.30

Toward the end of the decade, R. Baird Shuman attempted to bring a reconciliation between the teacher's perception of his vocation and the urgent needs of American society. He declared that duty and obedience were no longer the aim of education, but that the cultivation of citizens

29Ibid., p. 95.

who could act independently, rationally, and wisely was the goal of education. He called for the necessity of educators to keep up with the rapid change in society.31

Echoing statements concerning the condition of English research made for decades, Blount in reviewing the literature of the past ten years stated that research findings had not been consistent or systematic. A great concern was still the problem of intensive and extensive reading. Another concern was the fact that such research that had been done had been done by doctoral students, college professors, and agencies, and not by the classroom practitioner. The first problem, he related, was to convince classroom teachers of the value of empirical research to improving educational practices.32

The Emergence of the Elective English Program

In his discussion of the apparent success of one of the archetypal elective English programs, Trenton High School's APEX (Appropriate Placement for Excellence), a non-graded phase-elective English curriculum, Donald Weise, the chairman of that school's English department, summarized the problems he believed most English departments in the United States were facing:

1. Lack of success with slow learners.
2. Restricted opportunities for fast learners.
3. Difficulties with the individualization of instruction.
4. Poor results with composition instruction.

5. Haphazard teaching of reading skills.
6. Instruction gaps especially in nonprint communications media.
7. Teaching insecurity about what should be taught.
8. Redundancy of instruction.
9. General student apathy.  

He then discussed other problems even more frightening: the multitude of students who hated English upon leaving school even more than they did when entering it and who did not learn to read better, but had learned to despise reading; the students who found television programs— even commercials—more exciting than what English teachers had traditionally thought students found exciting. The answer, it seemed to Weise and to his English department, was to devise a curriculum which would involve students in decision-making and planning. But the answer did not evolve through spontaneous generation; it required three years of time and at least $200,000 of Federal grant money. The Trenton program will be described in some detail later because it has been used as a model by so many schools. But first, let us examine responses made by schools and scholars to the self-evident and ubiquitous problems specified by Weise, responses in the form of proposals for curriculum change, and actual experimental programs.

Kubicek remarked that one of the earliest programs began in 1958 in the University High School at the University of Iowa. It, like many of its successors, was a two year program.  

Carlsen and Connor described the department's dissatisfaction with the relevancy of its program and

---


the rationale and the processes by which they arrived at this pioneer in the field of Elective English courses. They began with the discovery that at the senior level, with two sections of students, each running for a year, they had four one-semester units of time. They decided to set up four individual one-semester courses, designed around the kinds of content that they felt most students needed: Reading in English Literature, Landmarks of Literature, Writing Problems, and Writing Workshops. Seniors were given descriptions of the programs and asked to choose two. Interestingly enough, some chose to take three courses and one requested all four. The success of the experiment, displayed primarily in student enthusiasm, led the department to nongrade the eleventh and twelfth grades and thus provide itself with eight one-semester units of time with which to deal. The cooperation of the speech department added three one-semester courses. The design of seven individual courses, many thematic explorations into literature, other skills-building courses, gave a student ten courses in the language arts from which to select his program. He was limited only by the requirement that he elect one literature course, one composition course, and one speech course. The fourth course each year was of his own choosing. Actually, the department believed that students would usually select a balanced program for themselves without this requirement.

Carlsen and Connor reported the results of the program, after two years of experimentation, to have been positive.\(^3\!) Descriptions of later programs will probably reveal the much greater latitude eventually

provided for the student and significantly, the involvement of students in actually designing, suggesting, and planning elective English courses. But in 1962, what had been done was startlingly innovative. Positive results indicated by Carlsen and Connor included flexibility of offerings; individualization of instruction made possible without undue insecurity about new materials and methodology on the part of the teachers; the immediate feedback on the significance of the offerings indicated by the selection made by the students; the validity for their own lives of the choices students made; the general attitudes of students toward English; and the number of students taking more than the required English units; the number of superior students taking University English courses not in place of but along with high school offerings.

At approximately the same time, in school year 1962-63 in California, an experiment in which students in the eleventh grade were, for the first semester, enrolled in English five days a week and, for the second semester, enrolled in English three days a week, with two days of electives interspersed was being conducted in the Centinela Union High School District. Georgiades and Bjelke reported that the 56 eleventh-graders involved could choose electives in the academic fields of algebra, chemistry, creative writing, German, history, reading laboratory, senior seminar and Spanish. They could also choose from the fine arts and applied arts courses, business machines, clerical practice, drafting, electric shop, music, print shop, school yearbook, and typing. It was also possible for the students to substitute a course in speech for one of the units in English. The researchers were thorough in their procedures and testing. They established two matched groups: (1) pupils
who chose non-writing subjects for the two periods a week (e.g., typing or music); (2) pupils who chose subjects which would provide an opportunity for them to improve their writing skills (e.g., creative writing or annual). A third group (control) comprised of pupils drawn from other non-team classes was matched insofar as possible with the other two groups. What the authors termed a "face value" analysis of the findings indicated that those pupils who had English only three days a week performed twice as well on the Cooperative English Test 2A (Educational Testing Service, 1960). The observers insisted that they realized that any real conclusion from the limited data would be misleading, but it must be emphasized that in the exploration of the literature for similarly careful investigations into analysis of elective English programs, it has been impossible to locate an equally thorough evaluation of a program. Georgiades and Bjelke anticipated the positive student responses which they received, but remarked that the students felt that they had more opportunity to be creative and to broaden their horizons, to make more progress in learning to think for themselves, and to improve their ability to work independently. As various programs are examined, the comment of Georgiades and Bjelke on this program should be remembered:

The ultimate goal of change in curriculum design is improved educational opportunity, and student attitude can have a strong influence on the effectiveness of any program.

In October, 1964, Max Klang observed that there had been few significant changes in the American high school English curriculum in

---


37 Ibid., p. 194.
the last fifty or sixty years. He noted that just before 1900, the National Education Association's Committee on Uniform College Entrance Requirements outlined what was the (in 1964) traditional four-year secondary school English program, placing narration, description, exposition, the novel, drama, English literature studies, and composition in the curriculum slots which in most schools they occupy. He deplored the use of survey courses and the examination questions which required social perceptions high school students lacked ("What were the factors which made the Elizabethan Age one of England's greatest?" "What elements of Romanticism and Victorianism still exist in our society today?") As a result, the student was forced to memorize and repeat the explanatory and introductory pieces in his anthology. He produced what his teacher wanted, not what he himself has internalized. Klang suggested that it was not merely the student's attitude toward English and toward reading which was at stake:

...because instruction in composition and writing mechanics is so often developed from literature assignments, the negative attitudes, engendered by the literature programs are injurious to the student's writing. The improvement of student writing depends primarily on favorable changes in the student's attitude...

Needless to say, these arguments call for a new attitude toward the high school curriculum. The curriculum must be a vehicle through which the English teacher will have greater opportunity to communicate thoughtfully with young people, greater opportunity to justify, in his student's eyes, those creative new units he feels compelled to offer his classes.38

His solution was the elective English system—a program of semester English electives devoted to specific academic disciplines and the

students' social and cultural needs. In addition to the advantages mentioned previously, Klang mentioned the effectiveness of the program in involving parents in the curriculum shaping policies of the school:

When the student-parent community is left with a good deal of choice concerning the direction of the students' academic program, there is far more genuine desire to understand the content and methods of the school's English program than in a situation in which the student is led through an unalterable pattern of requirements. 39

Klang insisted, however, upon three basic requirements for an elective English program: each course must deal with a specific area of a recognized academic discipline, helping to eliminate the deadly repetition which is a characteristic of English instruction; content should remain on an academically sound level of sophistication—it should not be geared simply to the superficialities of quick helps to better adjustment to community standards, but must have fully apparent application, apparent in the student's eyes, to his life as a responsible participant in the activities of democratic institutions; finally, each course must support the philosophy that public education serves just as much to bring about change as to reflect and reinforce current community modes. He discussed the various kinds of courses which should be offered and, in connection with the literature courses, presented the view, now commonly held, but then radical, that literature cannot be taught; it must be experienced.

In August, 1964, the Western Small Schools Project began organizing materials suggesting possibilities for "phasing" English in those

39Ibid., p. 506.
small schools which lacked sufficiently trained personnel to develop those materials themselves.\(^4^0\) Phasing, stated Weise, was the describing of courses, in a general way, by assigning to them a number from one to five to indicate their degree of difficulty. He emphasized that phasing described courses only and was not used to describe students.\(^4^1\) The Milwaukee Public Schools began an ungraded program in English language arts in January, 1966, which was supported by Title I of the Elementary and Secondary Education Act, in order "to strengthen language competencies of students from substandard home environments." Class sizes were reduced and teachers were given in-service training.\(^4^2\) East Leyden High School of Franklin Park, Illinois, offered its unsuccessful students, grades 9-12, an opportunity to transfer into a course especially designed for them, over which they could exercise a veto in content and scope. Students engaged in projects of special interest to them rather than in repetitions of skill exercises. The goal of the program was to promote a positive attitude toward the school experience.\(^4^3\)

Applebee and Corbin published 1966 Curriculum Projects in English: A Report on 172 Projects in 35 States, in which they described the experiment of the Penellas County, Clearwater, Florida, Department of


\(^4^1\)Donald F. Weise, "Nongrading, Electing, and Phasing," p. 125.


Public Instruction, in semester organization at the senior high school level in three county high schools. Students had to complete three prerequisites—language, composition, and American Literature—and then could enter an elective program, i.e., literature, composition, creative writing, journalism, speech, drama, and business English. Again, this was an attempt to eliminate duplication of material and to meet the needs of students more effectively. They reported on the program begun at Keokuk Senior High School, Keokuk, Iowa, in September, 1964, which offered to seniors, instead of twelfth grade English, courses carrying such titles as "Everyday Writing," "Seeing Life Through Literature," "Twentieth Century World," "The Image of Man," and "Individualized Reading." The department stated that students enrolled in more than the number of English courses required by English 12 and that the program seemed to meet the needs and interests of all tracks. Hunter College High School stopped formal classes on May the twentieth and provided students with time and staff to explore in depth an area they felt important. Students were given no credit for these weeks. A similar experiment was held in the Houston Independent School District: a non-credit English course planned as an experiment in learning with pleasure. Guest lecturers were invited; classes were held in logic, rhetoric, and


literature. Reading and discussion were to proceed at a pace natural to students. There were special sessions to deal with individual problems and deficiencies which might be ignored in a standard English program.47

The Bridgewater-Raritan School District proposed in 1966 an elective English course on only one grade level. Their reasons for the establishment of such a program were similar to those of the other schools undertaking such a project, but provided, perhaps, a slightly different perspective:

1. Juniors and seniors are mature enough to make wise choices with the expert help of their English teachers and guidance counselors. The opportunity to choose provides for the further development of the individual.
2. Teachers and students will be intensely stimulated by so varied a program.
3. The abolishment of standard and academic levels will result in more democratic grouping for individual classes or sections.
4. Students will enroll according to their abilities, interests, and needs, not according to their age.
5. The variety of courses allows for a greater range of individual needs.
6. Interests and abilities of individual teachers are not stifled. The best teacher is one who believes in what he is teaching.
7. A student may be exposed to twice as many English teachers in his final two years.

11. Greater creativity is fostered in both student and teacher.
12. By combining the student population (grades 11 and 12) and abolishing the distinctions between junior and senior English, scheduling becomes more flexible. Fewer schedule conflicts will occur; thus, students will have an opportunity to participate in a broader selection of courses from other subject areas.
13. Students oriented more toward the language arts will have the opportunity to select more English courses under a system of semester electives.

14. Students will be encouraged through the variety of courses offered to develop new interests and new leisure time activities.\textsuperscript{48}

Kubicek remarked on the Bridgewater-Raritan School District (concerning its original plan to work on one grade level, which eventually became a program on two-grade levels) that national and state developments since that time indicated that an English elective program on more than one grade level was desirable; that in fact, the trend existed not only in English, but in many areas of the curriculum.

The elective English program which has attracted the greatest amount of attention and upon which numerous other programs have been based or from which other programs have been adapted is that of Trenton High School, Trenton, Michigan, the APEX program mentioned in the beginning of this section. The concepts of this program were described by Weise:

Nongrading is the eliminating of grade levels and tracks as devices for grouping students and defining courses. . . Practically speaking, it means that in a great many of the courses offered, it is possible to find freshman, sophomores, juniors, or seniors, all of whom have the common learning bond, not of age, but of similar interest in the course, similar abilities and similar needs.

Electing is the allowing of students to freely select their own courses.

Phasing is the describing of courses, in a general way, by assigning to them a number from one to five to indicate their degree of difficulty. This concept is useful in that it allows one to describe elective courses more readily for guidance purposes.

Phase 1 courses are designed for students who find reading, writing, speaking, and thinking quite difficult and have serious problems with basic skills.

\textsuperscript{48}Kubicek, \textit{Elective English Programs in Junior and Senior High Schools}, pp. 74-75.
Phase 2 courses have been created for students who do not have serious difficulty with basic skills, but need to refine them, and can do so best by learning at a somewhat slower pace.

Phase 3 courses are particularly for those who have a fair command of the basic language skills and would like to advance beyond them but do so at a moderate rather than accelerated pace.

Phase 4 courses are for students who learn fairly rapidly and are in good command of the basic skills.

Phase 5 courses offer a challenge to advanced students who have excellent control of basic skills and who are looking for stimulating and self-motivated academic learning experiences.

A nongraded phase-elective curriculum, then, is one which offers to students a wide variety of courses grouped for guidance purposes in levels of difficulty which may be freely elected by students of any age on the basis of their own individual interests, needs, and abilities.49

As an example of the types of courses offered in elective English programs throughout the United States, the courses offered to Trenton High School students in January, 1970, are listed below:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Phase Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental English</td>
<td>1</td>
</tr>
<tr>
<td>Vocational English</td>
<td>1</td>
</tr>
<tr>
<td>Basic Reading Skills</td>
<td>1-2</td>
</tr>
<tr>
<td>Ideas and Ideals</td>
<td>1-2</td>
</tr>
<tr>
<td>Seminar in New Dimensions</td>
<td>1-5</td>
</tr>
<tr>
<td>Independent Study</td>
<td>1-5</td>
</tr>
<tr>
<td>Film Explorations</td>
<td>2</td>
</tr>
<tr>
<td>Literary Explorations</td>
<td>2</td>
</tr>
<tr>
<td>Contemporary Humanities</td>
<td>2-3</td>
</tr>
<tr>
<td>Basic Communication</td>
<td>2-3</td>
</tr>
<tr>
<td>Individualized Reading</td>
<td>2-5</td>
</tr>
<tr>
<td>Theater Arts</td>
<td>2-5</td>
</tr>
<tr>
<td>Introductory Compositions</td>
<td>3</td>
</tr>
<tr>
<td>Modern Literature</td>
<td>3-4</td>
</tr>
<tr>
<td>Reading Techniques</td>
<td>3-4</td>
</tr>
<tr>
<td>Mythology</td>
<td>3-4</td>
</tr>
<tr>
<td>Nobel Prize Authors</td>
<td>3-4</td>
</tr>
<tr>
<td>Contemporary Reading</td>
<td>3-4</td>
</tr>
</tbody>
</table>

The Trenton program has insisted that each of the courses be built into it the basic language skills: reading, writing, speaking, thinking, and listening. Students entering the program made out a four-year plan of work; this program, however, was flexible and could be changed with the approval of the teacher and the counselor. A survey has been administered each year to the students in order to determine the specific courses to be offered the following year. The results have been resubmitted to the students, who then decided what courses they definitely planned to take. It was important to note that the student's choices have been reviewed by an English instructor and consequently either approved or disapproved.

50Ibid., p. 126.
Students also had to register into the courses. After the number of sections required of each course had been determined by registration, the English faculty was given the opportunity to express preference in course and number of sections they would most prefer to teach.

Student response to the APEX Curriculum, as recorded in a Survey of Student Response was overwhelmingly favorable. The survey asked for student opinion on such items as the amount the student felt he had learned, the materials used, the instructor, the increase (if any) in the amount of reading he had done, the improvement in reading skill, the amount of writing done in the course of the year, the improvement in writing, the increase in his awareness of important personal, local, national, and international problems, the increase (if any) in individual help, the student's attitude toward choice in selection of courses, his attitude toward nongradedness, his rating of APEX as compared with previous experiences with English programs, and change (if any) in his attitude toward English. In each case, the response was at least "no difference," but responses weighed heavily in the direction of the highly positive.

A University of Oregon doctoral dissertation, entitled "A Study of Newer Programs and Trends in the Teaching of Literature in Selected Oregon Senior High Schools," revealed that these schools were making wide use of innovative programs, such as those involving team effort, ungraded classes, a practical English curriculum for the lower 40-50 per cent of the students, and also independent study. It also listed that student participation was high in planning curriculum, and that
the schools made use of listening centers and resource centers, of Project English materials; and the schools also included humanities programs.51

A Wayne State doctoral student stated in his dissertation that the Report of the Annual English Conference of the Metropolitan Detroit Bureau of School Studies stated in 1968 that its Southgate District was involved in a program similar to Trenton's. The emphasis, it stated, was upon teacher involvement and teacher attitude change. The conference stressed the necessity of working for those needs peculiar to the individual school and individual community.52

James Carlson, in an address to the annual convention of the National Council of Teachers of English in Honolulu in November, 1967, declared that he was highly encouraged by the first results of the experimentation in elective English programs. He saw clear evidences of marked changes in attitudes of both teachers and students. He felt that teachers were showing new understanding of the difference between students and the difficulties which have kept students from succeeding. He saw the adjustment of expectations on the parts of students and teachers—and even an adjustment of the basic teaching philosophy which must come if the program were to succeed. He said that he detected positive changes in student morale, especially among students of lower ability


whose behavior teachers are most trying to alter. The great gamble, Carlson remarked, was that as attitudes change, as students experience success, the best learning would take place. If the Educational Testing Service's Cooperative English Test really tests what it purports to do, he stated, then the APEX experiment has been successful so far. Carlson stated that one of the ramifications for teachers was the fact that each semester brought them new students, new courses, so that all teachers eventually met all types of students. The increased demands of day to day preparation, he said, were more than offset by the teachers' retaining enthusiasm and freshness and sharing both with the students. Finally, he said, the proof of success was that, if asked, despite the hours and days of work involved, whether the teachers would do it again, he was sure that their response would be, "You bet we would."53

Howard Kirschenbaum discussed the advantages and the drawbacks of what he termed a "free choice English curriculum" in a paper presented at the annual convention of the National Council of Teachers of English at Washington, D.C., in November, 1969. His basic question was: What is relevant for the middle 75 per cent? He stated that any man was on dangerous ground in deciding what was good for another, let alone 75 per cent of the other.

Albert Camus once noted that we have had too many benevolent leaders whose only goal was "happiness of the people," but who failed to go to the people directly and ask them what it would take to make them happy and the means by which they hoped to become so. As long as we English teachers continue

to take it solely upon ourselves to decide what is relevant for our students, I think our role is analogous to that of the benevolent despots to whom Camus referred. 54

Kirschenbaum went on to state that the despot may be totally wrong in his perceptions of the needs of his people.

Speaking of English teachers collectively, I would say that up to now we have failed abysmally in determining what is right for our students. 55

However, despite his agreement with the principle of elective English programs, Kirschenbaum pointed out several very real drawbacks that occur.

1. If the courses are designed without meaningful participation by students, they will be just as irrelevant as most English curriculum has been up to now. Departments must meet, send out questionnaires, react to the feedback.

2. If the total number of courses is too restricted, many student interests will not be covered. There must be an agreement between student interests and faculty competence.

3. Student abilities must be considered; teachers must not plan a program based upon their interests. The top students are not a cause for worry; the middle 75 per cent will probably do surprisingly well in courses they have helped plan and have themselves selected. The problem is with the slow students; all students must have real choices from attractive alternatives.

4. Small schools necessarily will have limited numbers of courses. It is important then to inter-age the classes.

5. The mechanical problems of scheduling, rostering, selection and registration are not easily answered.

6. The most important question concerns itself with whether there are not certain reading experiences a student needs if he is to be considered an educated person. (Kirschenbaum doubted this because of the steady proliferation of knowledge and the impossibility of deciding, including, and eliminating—and the inevitable return then to the structured curriculum.)

7. Another major question involves the teaching of skills. As English teachers, we still have the responsibility of teaching our students to effectively communicate with the English language, which means effective reading ability.


55 Ibid., p. 2.
and the skill of literary analysis, clear and cogent writing skills, the ability to listen and hear another person's views and feelings, and the skill of verbally communicating one's own ideas. This has not changed, and these skills can all be taught in the context of any course within the free choice English curriculum.\(^{56}\)

As mentioned earlier, a comprehensive collection of examples of a variety of elective English programs was compiled by Linda Kubicek in 1970 and published by the National Council of Teachers of English. However, she made no attempt to evaluate. In all cases the descriptions, some with rationale, some without, were exactly as the schools supplied them to her.

The Shawnee Mission Public Schools, which instituted an elective English curriculum in school year 1970-71 issued a statement which reflected the growing acceptance by English departments throughout the United States of the validity of this type of program. In stating that there were three major reasons for establishing the program: the failure of a traditional English program to meet the needs of students, the training required in the "New English" of teachers not experienced or educated in this field, and the traditional design of the facilities and the schedule, Brown said that "national movements in English indicate that greater use of independent study and student election of courses seems to be successful."\(^{57}\) The entire staff would use the system in 1970-71; instruction, hopefully, would improve by:

\(^{56}\)Ibid., pp. 6-8.

1. Creating a situation in which teachers would plan together during school time;
2. Encouraging group planning so that teachers with special backgrounds or interests in an area would help others who might not be as strong in that area;
3. Providing an arrangement that should more efficiently orient new teachers and train student teachers;
4. Developing a competitive atmosphere that should bring about better teaching;
5. Providing an opportunity for teachers to share their specialities in the short courses.58

These points are brought out because they stress the importance attached to the staff development aspects of the program by the Shawnee Mission Public Schools. Their statement concerning the values for students inherent in the program are similar to those reported by other school systems.

Myers reported that, having had an elective English program, the staff decided to introduce independent study as a possible student elective. Results on the New York State Regents' indicated that students involved in such study did as well as those involved in the usual English program.59

Students at one high school, reported by Mary Commers, were allowed to elect three-week courses at the end of the semester. They were graded on a superior-pass-fail basis. Everyone in the school taught, the principal and the guidance counselor included. The consensus of opinion among the students, Commers reported: "Groovy English!"60

---

58Ibid., p. 4


Reports on individual elective English course programs proliferated in 1970. Most reflected unbounded enthusiasm. However, John Crabbe cited some concerns felt by teachers, curriculum specialists, and instructors in English education.

The student makes most of his real choices from among literature titles; the pickings may get a bit slim when it comes to the skills, several of which are likely to be "required electives." Crabbe referred to such offerings as composition, reading, speech, basic communications—all of which had once again become the "remedial dumping ground." The student was given only the illusion of choice. The basic problems, Crabbe stated, still revolved around scope and sequence. Topics such as "Introduction to Russian Literature" could scarcely be handled in the nine-week segments of electives—unless the teacher wished to ignore Tolstoy and Dostoevsky. On the other hand, a narrowing of a subject or area to absurdity invited disaster in the lack of communication and discouraged students from enrollment. Ideally, the length of a course should be adjusted to the content. This requires tremendously complex scheduling and the complete cooperation of the entire school staff. Crabbe agreed with the urgent need for relevance in the English curriculum of today, but pointed out that a certain restraint, a certain caution were needed before the wholesale acceptance of what seemed a good idea. He pointed out the basic problem in sequence: under an elective English program, no two students have had the same program; the students have shared no common literary experience. Indeed, unless a composition

---

"elective" is a prerequisite to the other courses, the teacher cannot assume basic training in writing.

We could argue whether our present ideas about sequence are valid, but I find them preferable to brooding over chaos.62

Grabbe then discussed the staffing problem: Who will teach what? Teachers, he said, would enjoy immensely teaching the literature courses; it could be for them a reliving of their college lives. But, he pointed out, who would teach the "dreary" courses—the courses in composition, reading and basic communications? The elective courses could become a popularity contest for teachers. He also regarded it highly possible that those courses which attracted no students would be eliminated (a basic characteristic of most English programs), which ultimately could mean that if a course entitled "Shakespeare" attracted no students, then Shakespeare would not be taught in that particular school. An even greater concern to Crabbe was the possibility that composition would not be taught because

... the teaching of written expression is the most tedious, difficult, unrewarding, and necessary thing we do in high school English.63

An elective English program forces English departments to choose one of two directions if the faculty really accepts the responsibility to teach composition. One is the short course in composition.

Not wanting to pick students off the walls, we don't put the students through nine-week composition units in regular English classes.64

---

62Ibid., p. 992.
63Ibid., pp. 992-993.
64Ibid., p. 993.
The other direction is subterfuge. The students are disgruntled to find that they are being given composition and spelling and reading—all the old matter from which they were led to think they were escaping—in new packages.

The elective program could become a cop-out from unpleasant chores—notably the teaching of composition. Taught in the abstract it bores—and skills don't come easily to students. Skills need repetition and building upon, not relegation to a "convenient corner of the tenth grade." Grabbe questioned the capabilities of high school students to select a "balanced meal from all those goodies." Although it is undoubtedly wise to teach students to live with their decisions, the problem with high school students, Grabbe felt, was that, unlike college students, they cannot stay around another year if they discover that the choice was unwise. Finally, he observed that the expense of such a program was considerable: it required a multitude of books to make one hundred courses a reality—a multitude of books that may be used one semester only, if the course proves unpopular or if the course has been devised by an eccentric. In concern for such expense, teachers may be driven to using the same books for many courses; the problems of repetition are compounded by the problems of honesty.

Yet, as a result of an evaluation done at Scarsdale High School of its elective English program, Myers reported that the one thing that could be said with confidence about the program was "Yes, it is teaching at least as much as do traditional classes."

In a comparison of performance on the New York State Regents' examinations, the only two possible differences in the performance of

65Ibid., p. 993.
students in the elective English program and those in the traditional program lay in a higher performance in reading of both the low verbal ability group and the average ability group from the elective English courses. The counselor carefully noted that this difference in performance constituted a trend toward a significant difference. That such a finding should justify the immense amount of work and time expanded by the teachers would be debatable, Myers admitted, had they not considered the extremely positive results obtained from a student survey of attitude toward the elective English program.66

The year 1971 saw the second compilation by the National Council of Teachers of English of examples of elective English programs throughout the United States. This "convenient resource of examples" reflected the continuing enthusiasm of English departments for English elective programs.67


CHAPTER III

RESEARCH DESIGN

Introduction

This chapter is concerned with material pertinent to the manner in which the research of this study was conducted. First, attention is centered upon the planning and organization that took place when the researcher decided to do the study. Second, a detailed description of the research design is given to point out its advantages and disadvantages. Third, the attitude-assessing instrument in its preliminary form is explained. Fourth, the pilot study is described in its entirety. Details are given about the sample, collection of data and analysis of data. Fifth, emphasis is placed upon the refinement of the instrument that will be used in the actual survey. Sixth, the actual survey is described in its entirety. Again, the sample population, methods of collecting data, and the procedures for analyzing the data are stated in detail. The chapter is concluded with a brief summary of its component parts.

Planning and Organization

When it was learned that no research had been conducted in comparing the diversified English elective offerings to the traditional English program in the Columbus Public Schools, this writer began preparations to evaluate the new program in comparison to the old one.
It was necessary to answer six major questions before any evaluation could take place.

1. Why do a research study?
2. Who should participate in the research study?
3. What kind of research study should be conducted?
4. How should the research study be conducted?
5. Where should the research study be conducted?
6. When should the research study be conducted?

Whenever one program in a school is terminated, and another is initiated, the latter should be evaluated in some way. If the new program does not offer the students anything more than what the old program did, then, the curriculum change was not worth all the time and effort that faculty members, students, and administrators endured. If the evaluation shows that the new program has some promising characteristics, then, the faculty could begin work on making changes within the new curriculum to make it better. If it turns out that the new program is far better than the old one, all who worked so hard in organizing the curriculum change should be aware of its worth in the school district. Although other research in the area of the elective English curriculum has been reported in Chapter II, it has no direct bearing on the program in the Columbus Schools since each program is unique in its own way. Each has its own program rationale, program design, course offerings, and course design.

Although teachers, administrators, and instructional coordinators are mainly responsible for a curriculum change, that change affects the students more than anyone else involved. For this reason, it was
decided that students should participate in the research study. This researcher was also concerned lest teachers be biased in their responses since they initiated the new program and perhaps hoped that it prove better than the old program. Along with this assumption, it was also decided that students who were still in school but not presently taking English should also participate in the survey. At some schools in the Columbus School District, Central High School for example, the seniors have the option of not taking any English during their last year. The use of these students in the survey would tend to clarify the results. For if only seniors who were taking English were involved in the survey, their responses would probably be positive since they choose to take more English than required.

For many educational research problems, the most appropriate data are those which may be collected by means of tests or other measuring instruments. Such data include measures of aptitude, achievement, or attitudes. In planning a research survey where test data are to be collected, it is most important to select or construct tests which will yield valid measures of the variables relevant to the problem of the research survey. After examining the advantages and disadvantages of each of the above measures, it was decided that attitude testing would be the best measure to use.

In answering the question of how should the research be conducted, it was decided that a questionnaire would be devised using the Likert-technique of summed ratings. This technique and the criteria used for making up an attitude questionnaire are described more fully in Chapter II. Before making up the questionnaire, it was also necessary to read
about the criticisms of questionnaires so that the writer could avoid any major pitfall that might hamper the survey.

The major criticism of questionnaires used in education is that they are mailed and less than 50 per cent of the recipients complete and return the questionnaire received. Such a small percentage of return would not be so serious a matter if the sample of respondents were representative of the population to which the questionnaire is sent. Unfortunately, the representativeness of the respondents is seldom known, and one can usually safely assume that the sample is biased. Even a professional association with such prestige as the National Council of Teachers of English in conducting a study supported by funds supplied by the United States Office of Education under contract with the University of Minnesota had difficulty in obtaining a satisfactory proportion of response:

Of the 1,683 questionnaires mailed to administrators in colleges, schools, and other agencies, 810 came back, a return of 48 per cent. But of these AQ's (administrator questionnaires), only 510 or 30 per cent, contained sufficient information to justify their inclusion. 1

In a scholarly discussion of the representativeness of his data, Allen mentions his inability to obtain cooperation from the superintendents of schools of Chicago and San Francisco, two cities with large numbers of non-English speaking children and adults. No reply was received from Chicago, in spite of follow-up requests. The superintendent of the San Francisco schools contended that "lack of time and

---

personnel prevented a response. " Similarly, several college administra tors included in the sample failed to respond because they did not consider foreign students’ difficulties with English a problem. While the superintendents and other administrators referred to possibly should have been more alert to the importance of the research just cited, it should be recognized that the high incidence of poorly constructed and complex questionnaires asking for data relevant to trivial problems has made unwelcome even superior questionnaires.

To prevent any bias by the respondents or a less than favorable return rate on the questionnaire, it was decided that the researcher would administer the questionnaires personally. This way, it would be possible to establish rapport, to explain the purpose of the study, and to explain the meaning of items that may not be clear. As a result of this procedure, the projective number of respondents in the survey was approximately 700 and the actual number was 652. More details about the participants will be reported later on in this chapter.

The "where" and the "when" questions were the final ones to be answered before any direct steps could be taken. The diversified elective English program was incorporated in thirteen senior high schools in the Columbus Public Schools during the school year 1972-1973. Out of the thirteen schools, four could be classified as suburban because of their location in the city of Columbus. It was decided that all four suburban schools, Brookhaven, Northland, Walnut Ridge, and Whetstone, would be used in the survey. With the remaining nine urban schools, four would be randomly chosen to participate in the survey. They were

\[^2\text{Ibid., p. 6.}\]
Central, East, Linden McKinley and South High Schools. Since the program was a year old at the end of the 1972-1973 school year, it was necessary to begin the evaluation as soon as possible in the 1973-1974 school year. Time would be a definite factor throughout the planning and running of the survey.

After the six major questions were answered, the next task in planning and organization was to get the idea approved by the Dissertation Committee. In early August the researcher met with the Dissertation Committee and gave them a prospectus along with a rough draft of a questionnaire. After listening to the plans for the survey, the committee proved to be very beneficial by giving advice on how the research design might be improved. After listening to their advice and receiving their approval on the prospectus that was submitted, the next procedure was to secure the approval of the Columbus Public Schools. By working cooperatively with the Field Experience Office at Ohio State University and the Department of Evaluation, Research and Planning of the Columbus Public Schools, this writer was given conditional permission to begin the pilot study of the comparison of student attitudes toward the diversified elective and traditional English offerings. The permission was conditional in that each school that was selected to participate in the survey had to be contacted, and each had to give permission for the survey to be conducted. It will be pointed out later in this chapter how the conditional permission became a hindrance to the survey.
The Research Design

The research design employed in this study in both the pilot and the actual survey is described thoroughly by Campbell and Stanley in *Experimental and Quasi-Experimental Designs For Research.* Known as The Static-Group Comparison Design, it is one of the quasi-experimental designs. The framework of the study is designated by

\[ X \quad _{01} \]
\[ _{02} \]

Where

- \( X \) refers to the Diversified Elective English Program and
- \( _{01} \) and \( _{02} \) refer to the attitude questionnaires given to both groups.

In this design, there is a control group which represents the traditional English program.

With every research design, there are factors which jeopardize its validity. These factors are distinguished as internal and external validity. Internal validity is the basic minimum without which any experiment is uninterpretable: Did in fact the experimental treatments make a difference in this specific experimental instance? External validity asks the question of generalizability: To what populations, settings, treatment variables, and measurement variables can this effect be generalized. Both types of criteria are obviously important, even though they are frequently at odds in that features increasing one may jeopardize the other. While internal validity is the sine qua non, and

---

while the question of external validity, like the question of inductive inference, is never completely answerable, the selection of designs strong in both types of validity is obviously the ideal. This is particularly the case for research on teaching, in which generalization to applied settings of known character is desired.

Relevant to internal validity are eight different classes of extraneous variables. These variables, if not controlled, in the research design, might produce effects confounded with the effect of the experimental stimulus. They represent the effects of:

1. **History**, the specific events occurring before measurement in addition to the experimental variable.

2. **Maturation**, processes within the respondents operating as a function of the passage of time per se (not specific to particular events), including growing older, growing hungrier, growing more tired, and the like.

3. **Testing**, the effects of taking a test of any sorts.

4. **Instrumentation**, in which changes in the calibration of a measuring instrument or changes in the observers or scorers used may produce changes in the obtained measurements.

5. **Statistical regression**, operating where groups have been selected on the basis of their extreme scores.

6. Biases resulting in differential selection of respondents for the comparison groups.

7. **Experimental mortality**, or differential loss of respondents from the comparison groups.
8. **Interaction of selection, maturation, etc.,** which might be mistaken for the effect of the experimental variable.

The factors jeopardizing external validity or representativeness which will be discussed are as follows:

9. The reactive or interaction effect of testing, in which a pretest might increase or decrease the respondent's sensitivity or responsiveness to the experimental variable and thus make the results obtained for a pretested population unrepresentative of the effects of the experimental variable for the unpretested universe from which the experimental respondents were selected.

10. The interaction of selection biases and the experimental variable.

11. Reactive effects of experimental arrangements which would preclude generalization about the effect of the experimental variable upon persons being exposed to it in non-experimental settings.

12. Multiple-treatment inference, likely to occur whenever multiple treatments are applied to the same respondents because the effects of prior treatments are not usually erasable.

According to Campbell and Stanley,\(^4\) The Static-Group Comparison Design controls for five factors for internal validity: history, maturation, testing, instrumentation, and regression. The reason that the design controls these factors is that there are two groups, and whenever one factor influences a group, there is the equal possibility that it will influence the other group. This design does not control selection,

mortality, and interaction of the factors since randomization does not take place before the treatment is given. There are no formal means of certifying that the groups are equivalent, and mortality is not controlled since it is not known how many students who were in each program have dropped out of school before the survey is administered.

With regards to external validity, the design controls one; it does not control another; and two are not relevant. The interaction effect of testing is controlled because there is no pretest; thus, the results can be generalized to the population that was not selected. This design does not control the interaction effects of selection biases and the experimental variable because no selection process is used in this design. Reactive arrangements are not relevant for this research design. A most prominent source of unrepresentativeness is the patent artificiality of the experimental setting and the student's knowledge that he is participating in an experiment. At the time that the treatment was going on, no students knew that they would participate in an experiment later on in the year. The fourth factor that may jeopardize external validity—the multiple treatment inference—is also not relevant to this study since the comparison of attitudes involves only one experimental treatment, the diversified elective English program.

The Preliminary Questionnaire

Before any of the schools could be contacted about the survey, and before the pilot study could become a reality, an instrument for measuring attitudes had to be devised. Since the instrument that would be used in both the pilot and actual surveys was not the result of the
efforts of some other experimenter, it is important to spend some time now discussing the development of the questionnaire.

In Chapter II of this dissertation, fourteen criteria were listed for developing attitude statements. It was hoped that in devising the instrument, all fourteen criteria could be employed so that the questionnaire would meet the standards summarized by Edwards. However, it was found that Criterion 1, which referred to writing statements in the present rather than the past tense could not be met. It was impossible to write the statements in the present tense since the purpose of the survey was to assess the attitudes of students toward their last year's English program. This writer felt that by using the past tense instead of the present tense no validity, external or internal, would be jeopardized. It should also be noted that the remaining thirteen criteria were met in developing the instrument.

Principal sources of reference for direction in developing the instrument were George Hillocks in his report, An Evaluation of Project APEX: A Non-Graded Phase-Elective English Program and Franklin Myers in his article, "English Electives Passes a Test: An Abstract of An Evaluation of the Elective Program at Scarsdale High School." Both of these men devised attitude scales that they used with participants in surveys. After examining the types of attitude scales that these men used as well as their statements, it was decided that the attitude scale in this study would be short and direct so as not to confuse the participants.

Twelve statements made up the attitude scale. Statements 1 through 5 were of a general type to find out how the participants felt about school on the whole as well as how they felt about their English
and other classes. Statements 6 through 9 were directly about the subject matter that is usually taught in an English class. Since eleventh and twelfth graders were going to participate in the survey, it was assumed that all would have had literature, grammar, usage, and composition in their last English program and could respond to a statement about these subject areas. This assumption was true in the pilot survey but not in the actual survey as will be pointed out later in this chapter. Statements 10 through 12 were concerned with the structure of the English programs. Since two programs were being compared and each had a distinct structure, it was necessary to obtain the students' feelings about the way each program was set up.

The Likert-technique of summated ratings was used as the method of responding to the attitude statements. This method includes five responses varying in degree from "Strongly Agree" to "Strongly Disagree" with the middle responses being "Agree," "Undecided," and "Disagree." After each statement, the participant would circle the degree to which he agreed or disagreed with the statement. This attitude scale became Part I of the questionnaire.

Besides trying to assess attitude differences between the diversified elective English program and the traditional program, another purpose of the survey was to try to identify other factors that might contribute to a change in attitude. The factors that might cause a change in attitude in a student's view toward English are the materials, methods and activities that are used in English classes. Therefore, three sections dealing with these factors were added to the questionnaire besides the attitude scale.
Part II of the questionnaire consisted of fifteen items relating to materials that are sometimes used in an English classroom. Part III of the questionnaire consisted of four items relating to methods of teaching that are sometimes employed in an English classroom, and Part IV consisted of another fifteen items referring to activities that are sometimes performed in an English classroom. Since the researcher and his colleagues were former secondary school English teachers, it was not too difficult to name items that belonged in each of the three parts. However, in these sections as well as the first section, space was provided for participants in the pilot study to comment about and add to each section. In Parts II, III, and IV, instead of using the "strongly agree" to "strongly disagree" responses, the participants could circle either "Very Much," "Much," "Some," "Little," or "Very Little" to indicate the use of a material, method, or activity. Besides answering the four parts of the survey, participants would be asked to give some factual information at the top of the questionnaires. The factual information consisted of the name of the school, sex of the participant and plans for college. This information would greatly aid the researcher in answering hypotheses stated in Chapter I. Both forms of the pilot survey appear in their entirety in Appendix B. As one can see, they are identical except for Statements 10, 11 and 12 of Part I which refer to the structures of each program. Since the programs are different, their structures are also different.
The Pilot Survey

Sample Population

As was stated earlier in this chapter, eight schools were randomly selected to participate in the survey. Four were urban and four suburban. From these eight schools, one suburban and one urban were chosen randomly to participate in the pilot study. They were South High School, representing the urban schools, and Northland High School, representing the suburban schools. During the third week of September, the principals, instructional coordinators and department chairmen of both schools were contacted, and the survey was explained to them. After receiving permission from the administrators of each school to conduct the pilot survey, it was necessary to begin selecting participants.

For a pilot study, the population does not have to be as great as the actual survey. It was arbitrarily decided that twenty students would be selected from each school—ten juniors and ten seniors. A table of random numbers was used to obtain a random sample. Each student in the eleventh and twelfth grades was assigned a number starting with one. Then, turning to the table of random numbers, this writer started at some randomly selected point in the table and successively chose twenty, three digit random numbers by moving horizontally and/or vertically. This procedure was done four times for each of the two classes at both schools.

Procedures

After the twenty students at each school were randomly selected, they were notified by school officials that day that they were chosen to participate in a survey which would last approximately twenty minutes. The survey would take place the following day, and any of the students had the right not to participate if they did not want to. The survey was conducted at South High School during the morning of September 18, at Northland High School during the morning of September 20. The procedures were the same at each school. The ten juniors and ten seniors would meet in a room designated by the principal or instructional coordinator. The researcher, then, would explain the purpose of the survey and pass out the questionnaires to each group. After having the students fill in the factual information at the top of the questionnaire, the researcher read the directions to all four parts of the survey and told the participants that they could ask any questions about the statements on the survey as well as add any comment they wished to the different sections.

Besides passing out the questionnaires to the students, this writer also asked that the English teachers who were observing the survey to comment on the statements. This way, the pilot questionnaire would be scrutinized by students, teachers, and colleagues of the researcher.

One drawback occurred in the pilot study. Since this writer had the names of the participants, it was hoped that after the survey was completed it would be possible to examine the files of the students to obtain final grades for each student. This way it would be possible to compare the final grades of students in the diversified elective English
program and the traditional program. However, the principals at each school informed this writer that permission was needed from the students and their parents to use the students' personal files. Instead of following this procedure, it was decided to alter the questionnaire to obtain the final grades of students.

Analysis of Data

All of the data in the pilot study was scored by hand. As reported earlier in this chapter, the first part of the questionnaire was an attitude scale which utilized the Likert-technique of summated ratings. This technique assigns a scale value to each of the five responses: "Strongly Agree," "Agree," "Undecided," "Disagree," and "Strongly Disagree." By combining the two outside categories—"Strongly Agree" and "Agree," "Disagree" and "Strongly Disagree," a point value of 5, 3, or 1 can be assigned to the responses. Since the attitude scale consisted of twelve items, the scores for any individual would fall between 12 and 60; above 36, if opinions tended to be favorable; and below 36, if opinions tended to be unfavorable to the given point of view.

The major statistical test that was used for Part I of the questionnaire in the pilot study was the $t$ test. The $t$ test developed around 1915 by William Sealy Gosset, a consulting statistician for Guinness Brewery of Dublin, is one used between the means of each group. Each individual questionnaire was tabulated and was given a numerical score

---

between 12 and 60. Then, the eleventh graders from both schools were separated from the twelfth graders and a mean was computated for each group. For the twelfth graders representing the diversified elective English program, the mean was 44, and for the eleventh graders, representing the traditional program, the mean was 34. After using the following formula for the t test: \[ t = \frac{M_1 - M_2}{\sqrt{\frac{\sum x_1^2}{N_1} + \frac{\sum x_2^2}{N_2} - 2 \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}} \]

where

- \( M_1 \) and \( M_2 \) are the mean scores of both groups;
- \( \sum x_1^2 \) and \( \sum x_2^2 \) are the sum of squares around each sample mean;
- \( N_1 \) and \( N_2 \) are the number of participants in each group;

the \( t \) was 5.04. Since the number of degrees of freedom was 38 and at the 0.05 level of probability, the \( t \) value is 2.031, there was a significant difference in the comparison of student attitudes in the diversified elective English program and the traditional program. After arriving at this finding, it was decided by the writer to pursue the survey with a greater number of participants. When the actual survey was completed, it was decided that other \( t \) tests would be employed to see if there were any significant differences in Part I of the survey between suburban and urban students, males and females, and those students who planned to go to college and those who did not. For the present, however, it

---

was decided that since there was a significant difference between the two programs, that was all that was needed to continue with the survey.

It was very difficult to make any analysis of Parts II, III, and IV because the participants could not circle an item "never," since that response did not appear on the pilot survey. As a result, it was impossible to analyze materials, methods, and activities between the two groups. This was a major flaw that had to be corrected before the actual survey took place.

Refinement of the Instrument

The revised instrument appears in Appendix B, and as one can see, there had to be some major changes. In the information section on the pilot questionnaire, the question was asked, "Do you plan to go to college?" During the pilot survey, participant after participant was asking questions such as: "Do I write 'yes' if I am going to barber college," or "Do I write 'yes' if I plan to go to a technical school?" Since the researcher was thinking about a four-year college to see if there was a significant difference between the student in the diversified elective English program who was going to college compared to the student in the same program who was not going to college, the question was changed to "Do you plan to go to a four-year college?" By adding the term "four-year" to the questionnaire, it was hoped that it would aid the students in deciding whether or not to respond "yes" or "no."

In Part I of the questionnaire, there were only a few minor changes. The number of statements stayed at twelve. None of the teachers or participants suggested other statements that could be added.
However, it was noted during the pilot study that participants were asking questions concerning the wording of the first two statements. For some reason, the phrases "during this program" and "in this program" were confusing to some of the students so these phrases were changed to "last year."

A major change had to be made in Parts II, III, and IV. As was noted before, there was no response provided for students to circle if they had never used the material, been exposed to an instructional technique or participated in an activity. Therefore, the five responses were changed from "Very Much," "Much," "Some," "Little," and "Very Little" to "Always," "Much," "Some," "Little," and "Never." This way, it would be possible to compare percentages of how many students used materials, were exposed to different methods and participated in activities as well as the degree of their use. By combining the first four responses to represent an affirmative answer and using the fifth response to represent a negative answer, a comparison between the two groups could be made.

Individual items were added to Parts II and IV while Part III stayed the same. As was noted before, in the pilot study, spaces were provided for students and teachers to add any material, method, or activity that they wanted to. In Part II, two items were added: "Plays" and "Overhead Projectors." In Part IV, five items were added. In the pilot questionnaire, one activity that was listed was "Discussing plays and photographs." Many participants in the pilot stated that they discussed plays but not photographs, and, therefore, they did not know how to respond to that item. The activity was changed to two items:
"Discussing plays," and "Discussing photographs." Other items that were added to Part IV were "Writing poetry," "Making movies," "Filling out applications," and "Writing letters."

Two sections that did not appear in the pilot study were added to the survey. One of the hypotheses that were listed in Chapter I stated that students in the diversified elective English program would have received higher grades than those students in the traditional program. As stated earlier in this chapter, when the pilot study was being conducted, the principals of the two schools informed the writer that it was not permissible to use the students' files to obtain final grades in English. The only way that the personal files would be used was if the students and their parents signed permission cards giving the researcher access to the files. Since the total population of the study was going to be approximately seven-hundred students, this writer felt that it would take too much time to obtain the permission from all the participants. Time was such an important factor in the study that the reliability of getting each student's grade from his personal file had to be sacrificed, and in its place, another section would be added to the questionnaire. In this section each participant was asked to circle the grade that he received as a final grade for last year's English program. The procedure for giving directions to this section will be given in detail later on in this chapter.

Even though students in the pilot study were asked to comment on each part of the questionnaire, it was decided that the final section of the questionnaire should be of the open-form or unrestricted type. This type of statement calls for a free response in the respondent's
own words. No clues are given, and the open-form probably provides for greater depth of response. The respondent reveals his frame of reference and possibly the reasons for his response. Although this type of item is sometimes difficult to interpret, tabulate, and summarize in the research report, it was decided that it may aid the analysis of the data by revealing certain patterns that may have been overlooked in the analysis. Each participant in the study would be asked to name the one thing that he enjoyed most about the English program that he was in last year. He could respond any way that he wanted to, and if there was not one thing that he enjoyed, he had the option of leaving the space blank, or writing in any statement on why he did not enjoy anything in last year's class. Again, the directions for this section will be given in more detail in a later part of this chapter.

The Survey

Sample Population

After the pilot study was conducted, and it was found that the study was worth expanding to a larger population, the next procedure was to begin to contact the remaining six schools to obtain permission to conduct the survey. Each school that was visited was given a sample of the refined instruments as well as the explanation on why the survey was being conducted. A letter written by the Department of Evaluation, Research and Planning of the Columbus Public Schools giving permission from the Central Office to conduct the survey was also shown to the administrators of each school. All schools except Whetstone gave their permission to conduct the survey. The principal of Whetstone did not
feel that the first statement in Part I of the questionnaire, "Last year, I enjoyed going to school" was a statement that should be asked. Since eliminating that statement would only jeopardize the validity of the survey, it was decided that Whetstone High School should not be used in the survey. Since there were only four high schools in Columbus that lie outside the city and could be considered suburban, another school could not be substituted for Whetstone, and as a result seven schools were used for the survey, four urban and three suburban. It should be noted here that the seven schools that were used were very delighted that the survey was being taken since administrators and to a greater degree, English department chairmen and teachers, worked so hard to incorporate the program that they were eager to find out its merits. It was hoped by the researcher that the sampling and the survey could be completed by the end of October, 1973 since the program was over a year old, and the new school year had begun.

Since sampling does not consist in collecting data casually from any conveniently located units, it was necessary to select each unit in a specified way under controlled conditions to obtain a representative sample. Several steps were involved in the process. It was necessary to (1) define a population, (2) procure an accurate and complete list of the units in the population, (3) draw representative units from the list, and (4) obtain a sufficiently large sample to represent the characteristics of the population.\(^8\)

\(^8\) \textit{Tbid.}, p. 296.
Conclusions cannot be drawn concerning a population until the nature of the units that comprise it is clearly defined. If a population is vaguely defined, it is difficult to know what units to consider when selecting the sample. For this study, the population was clearly defined. Since the survey was intended to find out the attitudes of students toward English in the diversified elective English program and the traditional program, two groups representing students who were in each program were selected for the sample. Twelfth graders were chosen to represent the participants who would respond to the attitude scale concerning the diversified elective English program, and eleventh graders were chosen to represent the participants who would respond to the attitude scale concerning the traditional English program. Both groups of students would respond to items representing the materials, methods and activities used in their last year's English program.

After the population was clearly defined, it was necessary to obtain a complete, accurate, and up-to-date list of all students in the junior and senior classes at the seven high schools where the survey would be conducted. It was decided that two days would be needed to conduct the survey at each school. The first day would involve the selection of the participants and the second day would include the administering of the survey. The researcher had to be careful not to schedule the administering of the survey on a Monday or a Friday since many students enjoy having those days free. The following days were chosen to obtain samples and administer the survey: October 15-16, Brookhaven High School; October 17-18, Central High School; October 22-23, East High School; October 24-25, Linden McKinley High School; October 29-30,
Northland High School; October 31-November 1, South High School; and November 5-6, Walnut Ridge High School.

On the first day of the two days at each school, this writer was given a list of all juniors and seniors in the school. The list was up-to-date since it was the beginning of the school year and most of the students are enrolled at this time and are usually attending school. Beginning with the first name of each student in each class, the researcher assigned a number beginning with one and following in numerical order until all students in each class had a number.

After defining the population and giving each member of the total population a number, the next step was to select a sample from the lists of juniors and seniors. A good sample must be as nearly representative of the entire population as possible. The method used to select a representative sample was random sampling. In random sampling, carefully controlled conditions are created to ensure that each unit in the population has an equal or known chance of being included in the sample. A table of random numbers was used to select the sample. This technique was fully described earlier in this chapter in the pilot study. A random sample does not necessarily represent the characteristics of the total population, but when the choice of subjects is left to chance, the possibility of bias entering the selection of the sample is reduced.

In obtaining an adequate sampling, there were no specific rules on how one should be formulated, and therefore, this writer had to arbitrarily choose a sample number. In general, there are three factors which determine the size of an adequate sample: the nature of the population, the type of sampling design, and the degree of precision desired.
Using these three factors, it was decided that one out of every ten juniors and one out of every ten seniors should be chosen for the survey.

After randomly selecting one out of every ten juniors and seniors at each of the seven high schools, it was decided that these students should be contacted the same day to inform them about their participation in the survey. It was not difficult to notify the juniors since they were all enrolled in English classes and the English teachers were very helpful in informing the students. For the most part, most of the seniors were also enrolled in English classes except for some students who were working a half a day and had completed their English requirements the previous year. These students were notified about their participation in the survey while they were in homeroom. If for some reason a student was not in school the first day, he was notified during the first period of the next day about the participation. If the student did not show up for school on the second day, his name was scratched from the survey, but another student was not added.

Table 1 indicates the number of students who participated in the survey. It should be noted for a hundred percent participation, there should be approximately 700 students. The actual number that did show up for the survey was 652 which represents 93 percent of the total population. As stated earlier in this chapter, a return of 50 percent is considered good when questionnaires are mailed. The ninety-three percent that this researcher received represents a very good and hopefully a reliable sample.
TABLE 1
TOTAL AND SAMPLE POPULATIONS LISTED
BY INDIVIDUAL SCHOOLS

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>RANK</th>
<th>TOTAL</th>
<th>ANTICIPATED POPULATION</th>
<th>ACTUAL POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookhaven</td>
<td>Senior</td>
<td>430</td>
<td>43</td>
<td>42</td>
</tr>
<tr>
<td>Brookhaven</td>
<td>Junior</td>
<td>520</td>
<td>52</td>
<td>46</td>
</tr>
<tr>
<td>Central</td>
<td>Senior</td>
<td>430</td>
<td>43</td>
<td>39</td>
</tr>
<tr>
<td>Central</td>
<td>Junior</td>
<td>458</td>
<td>45</td>
<td>41</td>
</tr>
<tr>
<td>East</td>
<td>Senior</td>
<td>315</td>
<td>31</td>
<td>30</td>
</tr>
<tr>
<td>East</td>
<td>Junior</td>
<td>577</td>
<td>57</td>
<td>51</td>
</tr>
<tr>
<td>Linden McKinley</td>
<td>Senior</td>
<td>335</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Linden McKinley</td>
<td>Junior</td>
<td>446</td>
<td>44</td>
<td>39</td>
</tr>
<tr>
<td>Northland</td>
<td>Senior</td>
<td>517</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Northland</td>
<td>Junior</td>
<td>558</td>
<td>55</td>
<td>53</td>
</tr>
<tr>
<td>South</td>
<td>Senior</td>
<td>496</td>
<td>49</td>
<td>48</td>
</tr>
<tr>
<td>South</td>
<td>Junior</td>
<td>615</td>
<td>61</td>
<td>59</td>
</tr>
<tr>
<td>Walnut Ridge</td>
<td>Senior</td>
<td>615</td>
<td>61</td>
<td>60</td>
</tr>
<tr>
<td>Walnut Ridge</td>
<td>Junior</td>
<td>688</td>
<td>68</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>7000</td>
<td>693</td>
<td>652</td>
</tr>
</tbody>
</table>

Collection of Data

With the seven schools, the methods of collecting the data were the same. On the second day of the two days at each school, this writer met with the participants to conduct the survey. At each school, the
time that the survey was administered was approximately the same. De­pending on the time that school started, this writer met with the students between 8:00 and 9:00 in the morning. Along with the researcher and the students, there would usually be two or three English teachers to assist in passing out and collecting the questionnaires.

In each school, the researcher would be the only person who would give the directions and answer any question so that there would be no confusion or mis-directions. When the students came into the room, they did not know anything about the nature of the survey. They were only told the day before that they were randomly chosen to participate in a survey concerning their last year's English program. Therefore, the first thing that had to be done was to inform the participants about the nature of the survey. For convenience sake and so that all participants would hear the same rationale for giving the survey, this writer read the following introduction to all participants:

My name is Phil Di Stefano, and I am a graduate student at Ohio State University. As part of my graduate program, I am conducting a survey in seven Columbus High Schools to find out your attitudes toward your last year's English Program. Besides giving your attitude toward English, you will also be asked to circle the use of materials, methods, and activities in last year's English class as well as the final grade that you received. You do not have to sign your name, and I will be the only one who looks at your question­naire. It will take you approximately fifteen minutes to answer all the statements and items on the survey. I would appreciate your help in assessing student attitudes toward English. If for any reason, you do not want to participate in the survey, you may leave now.

After reading the introduction, the next step was to pass out the questionnaires. Since there were eleventh and twelfth graders in the same room, it was necessary to pass out the questionnaires separately,
giving them first to the eleventh graders. The directions were the same for both groups, and the researcher read the directions as they appeared on the survey to the participants. Statements 6 through 9 referred to attitudes toward subject matter. All participants worked with literature, composition, and usage, but not all of the students worked with grammar per se. Therefore, it was necessary to inform students that if they did not have grammar, they should still answer the statement by circling "Undecided." All statements needed to be answered to permit computer analysis. The reason "Undecided" was used was that if the students did not have grammar, they could not answer either "Agree" or "Disagree" to the statement. A problem arises when the data is analyzed since there is a point value assigned to the "Agree," "Undecided," and "Disagree" responses of 5, 3, 1 respectively. If the students who did not have grammar responded to the statement by circling "Undecided," a point value of 3 would be assigned to that statement. This move would boost the total mean score as well as the individual mean of the participants in the diversified elective English program since it was the participants in the new program who had the option of enrolling in a grammar course. All the students in the traditional English program had done some work with grammar. There was a way, however, to find out the true response of the statement dealing with the study of grammar.

In Part IV of the questionnaire dealing with activities that are sometimes performed in an English classroom, activity forty-one was "Doing grammar exercises. By separating the students in the diversified elective English program and the participants in the traditional program and checking how many of the former circled "Never" for item forty-one,
it was possible to isolate that number of cards which were marked "Uncertain" for Statement 7 or Part I which read: "Studying grammar (parts of speech) was interesting to me." It was now possible to analyze that statement with the remaining cards.

With Parts II, III, and IV no conflicts existed since the participants had the response of "Never" to circle if they were unfamiliar with a material, method or activity. However, with Part V, there was some explanation needed. The purpose of Part V was to find out if students enrolled in the diversified elective English program received higher final grades than students in the traditional program. As stated earlier, the principals of the schools where the pilot study took place felt that each participant should be asked if it were permissible for the researcher to use the participant's personal file. This would involve sending home with the participants a permission slip which stated the purpose of the survey and the reason why it was necessary to use the students' personal files. After these slips were sent home, it would be necessary to wait for the signed permission slips to be returned by all the participants. Since the bulk of the survey depended upon students remembering their last year's English program, it was decided to sacrifice the reliability of obtaining students' grades from the personal files and to waste no time in having students fill out the questionnaire since they were already in the new school year.

The procedures for explaining Part V to the participants are as follows. The participants were asked to circle the grade they received as a final grade for last year's English program. For students in the traditional program, this was not a problem since they received only one
final grade for their English course. But, with students in the diversified program, a problem existed. All of these students had two final grades, and some students at South High School, for example, had three or four courses since South High School offers nine week courses as well as eighteen week courses. Students in the new program were asked to circle each of the final grades they received. If they received a B and a C, for example, they were to circle the two grades in Item 54. If they received two B's, then, they were to put two circles around the letter B in Item 54.

So as to have some unity in recording these grades, it should be mentioned that all letter grades were transformed into numerical values. That is, the letters—A, B, C, D, and F—were transformed into the numerical values of 5, 4, 3, 2, and 1. This way, it was possible for the computer to analyze this data. The problem arises when students in the elective program had grades of a B and a C for example. When averaging together the numerical values of 4 and 3, the mean becomes 3.5. In all cases when the final grade was a whole number and a fraction, the fraction was dropped and the whole number retained. In the example mentioned above, the final grade for the student who had a B and a C was a C or a 3. This same method was used when students recorded three or four final grades.

To insure reliability with Part V, the following procedures were used. When all of the students were finished with the survey, they would hand their questionnaires to one of the teachers in the room or the researcher before they left the room. At each school, the researcher
would stop approximately ten students or 10 per cent of the total number in the room, and would ask them to wait a few minutes longer before they turned in their survey. Then, the students were asked if it were permissible for the researcher to examine their files concerning their final grades in English. It was stressed that reliability is an important factor in all research, and by checking approximately ten per cent of the total sample, it would be possible to make some reliable generalizations about Item 54. All students cooperated with the researcher and put their names on the questionnaire so that their files could be checked. It should be noted here that the writer gave the students a day to change their minds after they spoke to their parents. The following day, the researcher returned to the school in the afternoon to check the files. None of the sixty-five students objected to using their records, and all the responses that were given to Part V in the survey were the same as the grades that appeared in the records. It seemed clear that the responses concerning the final grades were reliable enough to make some generalizations in the following chapter.

No problems arose in giving directions to Part VI. Students were given the opportunity to say anything that they enjoyed about last year's English program. They were also given the options of leaving the space blank or if they did not enjoy anything about last year's English program, they could state what they did not like about English. After giving the directions to each part and explaining any ambiguity, the researcher answered any question that the students might have, and then, left them to work on the survey. There was no time limit put on the
students, and for the most part, the students finished answering all statements in fifteen to twenty minutes.

Analysis of Data

After all of the questionnaires were collected, the next step was to begin analyzing the data. Just as the t test was employed in the pilot study, it would also be used as the major statistical test in the actual survey. According to Stanley and Campbell, the t test is optimal for the research design used.9

Consequently, the t test was run for Part I of the questionnaire—the attitude scale. With the type of data collected in the remaining parts, there were no statistical tests that could be employed. Percentages were therefore used to see if there were any significant differences between students in the elective English program and the traditional program concerning methods, materials, activities, and grades.

Before the Computer Center could begin analyzing the data, steps had to be taken to transfer the raw data to computer cards. The Office of Evaluation at Ohio State University provided the key punch service, but the data had to be transferred by hand on a general coding form. This form, Number 108, consisted of seventy-nine columns with numerical values in each column from 0 to 9. Every statement and item on the questionnaire had to be transferred to the coding form by using numerical values. For the attitude scale, the values were already set at 5, 3, and 1 for the responses of "Agree," "Undecided," and "Disagree." As stated earlier, according to the Likert-technique of summated ratings,

the outside categories of "Strongly Agree," "Agree," and "Disagree," "Strongly Disagree," are collapsed and given a point value of 5 and 1 respectively. For Parts II, III, and IV, the responses of "Always," "Much," "Some," "Little," and "Never" were given point values of 5, 4, 3, 2, and 1 respectively. For Part V, the letter grades of A, B, C, D, and F were given point values of 5, 4, 3, 2, and 1 also. There was no way to change responses to numerical values in Part VI, and therefore, this part was not represented on the general coding form. The method of analyzing Part VI would be by isolating patterns that occur which were not represented on the actual survey. This procedure will be described in more detail in the next chapter.

The factual information which appeared at the top of each questionnaire was also coded numerically. Each of the seven schools—Brookhaven, Central, East, Linden McKinley, Northland, South, and Walnut Ridge—were given numerical values of 1 through 7 respectively. If the school was suburban, it was coded as 1; if urban, as 2. Students were also given a numerical value according to sex—Male, 1; Female, 2. Three digits were used for the item asking if students planned to attend a four-year college. If they did, it was scored as a 1; if they did not, it was scored as a 2; and if they were undecided, it was scored as a 3. The programs were also given numerical values. The diversified elective English program was scored as 1, and the traditional program was scored as 2.

Fifty-nine out of the seventy-nine columns were used on the general coding form. The columns were divided as follows:
Columns:  

1  Program: 1 = Diversified Elective English Program, 2 = Traditional English Program 

2  School: 1 = Brookhaven, 2 = Central, 3 = East, 4 = Linden McKinley, 5 = Northland, 6 = South, and 7 = Walnut Ridge 

3  Type of School: 1 = Suburban, 2 = Urban 

4  Sex: 1 = Male, 2 = Female 

5  College: 1 = Yes, 2 = No, and 3 = Undecided 

6-17  Attitude Scale: 5 = Agree, 3 = Undecided, and 1 = Disagree 

18-34  Materials Used: 5 = Always, 4 = Much, 3 = Some, 2 = Little, and 1 = Never 

35-38  Methods Used: 5 = Always, 4 = Much, 3 = Some, 2 = Little, and 1 = Never 

39-58  Activities Performed: 5 = Always, 4 = Much, 3 = Some, 2 = Little, and 1 = Never 

59  Final Grades: 5 = A, 4 = B, 3 = C, 2 = D, and 1 = F 

After the data was transferred to the general coding form, the next procedure was to take the forms to the Office of Evaluation so it could key punch the data on to computer cards. This process took only one day to do, and the computer cards were then given to John Pluth of the Computer Center to run the statistical tests. 

Since the factual data of each questionnaire appeared on the computer cards, it was possible to use the \( t \) test to its optimum on Part I of the survey. By separating the questionnaires by programs, diversified elective and traditional, the computer could use the \( t \) test to find out if there was a significant difference between students in each program. Not only, could the \( t \) test be used to obtain the total
attitude toward each program, but also, it could be used to obtain an individual attitude toward each statement in the scale. Along with finding out $t$ scores for individual items and the total score, it was also possible to isolate Statements 10 through 12 and run a $t$ test to determine if there was any significant difference between the students' attitudes toward the structure of each program. The reason why this test was done was that it is possible that students in the new program might not have a more positive attitude toward the subject of English than students in the old program, but the former might have a more positive attitude toward the structure of the new program than the latter in the old program or vice versa.

After separating the questionnaires by programs, the next procedure was to separate the programs into parts. Since a $t$ test can be run with only two groups, it was possible to separate each program into males, females and suburban, urban. When it came to separating questionnaires by whether or not students were planning to go to college, they were separated into two groups—Yes and No. The questionnaires which were coded 3 for Column 5 were not used for this specific $t$ test. This specific procedure will be examined more closely in the next chapter. By employing these procedures, it was possible to answer hypotheses dealing with attitudes of male, female; suburban, urban; and college-bound, non-college-bound students in both programs.

Since a $t$ test could not be employed between each school since there were seven schools, the computer was able to give the mean score of each statement in Part I of the questionnaire as well as the total mean and structure mean for each of the seven schools. This way, it
would be possible to check how each school compared to every other
school in both programs.

For Parts II, III, IV and V, the computer took each item in these
four sections and gave the frequency as well as the percentage of re-
sponses in each of the five categories listed. Forty-two tables were
produced giving frequencies and percentages of responses that partici-
pants in each program as to the use of materials, methods and activities
as well as grades received. This way it was possible to make compari-
sions between the two groups of students in the two distinct English pro-
grams. It was not feasible to have the computer produce tables for each
school since the computer treats each item as a separate variable and
as a result the computer would have to produce approximately 350 tables
to obtain the data on how participants in each school in each program
made use of materials, methods and activities as well as final grades
received.
CHAPTER IV

FINDINGS AND DISCUSSION

Introduction

This chapter is concerned with the findings of this study and is divided into three major areas. First, a list of statistical terms are defined so that readers of the study will not be frustrated with the statistical terminology included in this chapter. Only those terms which are used a great deal are defined.

Second, t tests of the significance of difference between means of Part I of the survey and percentages of responses of the remaining parts of the questionnaire are analyzed. The hypotheses formulated in Chapter I are considered, and the extent to which the null hypotheses could or could not be rejected is discussed.

In the third section, attention is centered upon the attitude-assessing instrument. Details as to the test of reliability are presented for the instrument as it was administered to the final sample in the major part of the study. A brief summary follows this last section.

Definition of Terms

One of the major criticisms of educational research is that it is carried out at the university level and for the most part is not read by practicing teachers. Since a copy of this dissertation will be given to the Columbus Public Schools, it is hoped that practicing English
teachers will read this survey. Therefore, it is necessary to define some statistical terms that will be used continually in this chapter so that the teachers will not be frustrated with unfamiliar terminology.

**Null Hypothesis** - A null hypothesis states that there is no significant difference between two or more parameters which in this survey are the attitude scores of the two groups of students. It concerns a judgment as to whether apparent differences are real differences or whether they merely result from sampling error. The experimenter formulates a null hypothesis, a no difference hypothesis. What he hypothesizes is that any apparent difference between the mean achievement of the two sample groups at the end of the experiment is simply the result of sampling error. If the difference between the mean achievement of the experimental group and the control group is too great to attribute to the normal fluctuations that result from sampling error, he may refute or reject the null hypothesis, saying, in effect, that it is not true that the apparent difference is merely the result of sampling error. These means no longer behave as two random sample means from the same population. Something has happened to, or affected, the experiment in such a way that it behaves like a sample from a different, or changed population. Thus, the researcher may conclude that the experimental variable or treatment, not sampling error, accounted for the difference in performance as measured by the mean test scores. The experimenter is using a statistical test to discount chance or sampling error as a variable.
Mean - The mean of a distribution is commonly understood as the arithmetic average. It is computed by dividing the sum of all the scores by the number of scores.

Standard Deviation - The standard deviation is the positive square root of the variance and is used as a measure of spread or dispersion. A standard deviation can be visualized as a distance along the score scale measured above and below the mean.

\( t \)-test - The \( t \) test was described in the previous chapter. It is a statistical test that compares two independent means. In analyzing the attitude scale section of the questionnaire, the \( t \) test was used to compare student responses toward English.

Two-tailed Test - A two-tailed test estimates the probability that a sample mean will depart in either direction (plus or minus) from its predicted value. Since the purpose of this study is concerned with the difference in attitudes toward English by students in two different English programs, a two-tailed test is employed. For the two-tailed test at the 0.05 level of significance, the areas of rejection would include .025 percent at each end of a normal bell shaped curve.

Level of Significance - The rejection or acceptance of a null hypothesis is based upon some level of significance as a criterion. In psychological and educational circles, the 5 percent level of significance (.05) is often accepted as a standard for rejection. Rejecting the null hypothesis at the 5 percent level indicates that a difference in means as large as that found between the experimental and control group means would not likely have resulted from sampling error in more than 5 out of 100 replications of the experiment. This suggests a
95 percent likelihood or probability that the difference was due to the experimental variable rather than to sampling error. Of course, this decision recognizes the possibility that in 5 percent of the cases upon replication of the experiment, as large a difference might possibly result from sampling error rather than from the experimental variable.

A more rigorous test of significance is the 1 percent level (.01). Rejecting the null hypothesis at the 1 percent level of significance would suggest that as large a difference between experimental and control mean achievement would not likely have resulted from sampling error in more than one hundred cases.

Degrees of Freedom - In the most general case, degrees of freedom (df) refer to the number of scores or frequencies permitted to vary around some constant or parameter. For the test of significance of the difference between two means (t) the number of degrees of freedom would be:

\[ N_1 + N_2 - 2 \]

where \( N_1 \) = The number of students in the diversified elective English program and

\( N_2 \) = The number of students in the traditional English program.

Testing the Hypotheses

In this section of the chapter, the discussion centers on the extent to which the null hypotheses stated in Chapter II have been rejected. For each hypothesis, the following materials will be presented: a statement of the hypothesis, the manner in which the hypothesis was
tested, the conclusion regarding the hypothesis, and a discussion of the result.

Hypothesis I: There is no significant difference in means of total attitude scores toward English by students in the diversified elective English program compared to students in the traditional English program.

In measuring this hypothesis, the means and standard deviations for each group, the elective and traditional, to the total attitude scale were found. Table 2 summarizes this and other relevant data and provides the \( t \) score for the total attitude scores using the means for each group.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>( t )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversified</td>
<td>303</td>
<td>4.021</td>
<td>0.638</td>
<td>26.46</td>
</tr>
<tr>
<td>Traditional</td>
<td>349</td>
<td>2.512</td>
<td>0.621</td>
<td></td>
</tr>
</tbody>
</table>

As one can see, the mean for the total attitude score by students in the diversified program was 4.021. As stated in Chapter III, a positive response to any of the twelve statements on the attitude scale would be scored as a 5. With a mean of 4.021, it is quite easy to see just how positive the attitude of students in the diversified elective English program were. The mean score for the total attitude scale by
students in the traditional program was 2.512. If a student was undecided or if he felt negative toward an attitude statement, he was given a numerical value of 3 or 1 respectively. Any total mean under a 3.0 would indicate a negative attitude by students toward English. The 2.512, then, represents a negative feeling toward the English program that these students were enrolled in.

What is more impressive than the wide range between the two means is the $t$ score. The $t$ value is 26.46. The usual way for finding out if the $t$ value is significant at any level is to use the Fisher-Yates table for significant points of $t$ scores. After a $t$ score is found, the experimenter finds the degrees of freedom and then moves to the Fisher-Yates table to the significant level (.05, .01, or .001) to see if the $t$ score is higher than the $t$ value on the table. If it is, then, the null hypothesis can be rejected. However, a problem arises in that most Fisher-Yates tables which appear in statistical textbooks give $t$ values up to 120 degrees of freedom. Then, the values are listed for infinity. Since the degrees of freedom are found by adding the number of participants in each group then subtracting two from the total number, the degree of freedom for this study would be 650. The problem is solved, however, in that the computer sheets list the probability for each of the $t$ scores. For this hypothesis as well as all the others, a $t$ score will be significant if the probability is at the 0.05, 0.01, or 0.001 level.

The $t$ value for Hypothesis I is 26.46, and it is significant at the 0.001 level. Therefore, the null hypothesis that there are no significant differences between total attitude scores toward English by
students in the diversified elective English program and the traditional program can be rejected.

The result of rejecting Hypothesis I leads one to speculate about the reasons why students in the diversified elective English program have a more positive attitude toward English than students in the traditional program. Whenever a program in a high school curriculum is terminated and a new program is initiated, students at first will probably respond favorably to the curriculum change. The newness of the program can be considered as one factor which resulted in a higher attitude score by students in the diversified program. If the only reason that students favored the diversified elective English program was that it was new, then, in a few years the attitude scores may reverse themselves to compare equally with the scores of students in the traditional program. What is needed in the new program is an on going process of evaluation of courses that are being offered so that new courses may be added to the curriculum to meet the needs of the many individuals that will be coming in contact with the English curriculum. By doing this, the diversified elective English program never becomes old or traditional since changes are always taking place.

Another reason why students might respond favorably toward the elective English program is that teacher enthusiasm is high. This can correspond to the newness of the program that was just mentioned and also to the fact that teachers might be teaching their specialties. Since the English Department in each school was mainly responsible for the curriculum change, the teachers would feel enthusiastic about teaching in the new program. For the most part, the teachers made up the
courses and individual teachers taught courses which interested them, and as a result, the courses would be more exciting. Whenever a teacher is interested and enthusiastic about her class, that interest and enthusiasm will show in her teaching. By having classrooms where teachers want to teach courses and where students have chosen the courses because of some interest, then, it would be very probable that student attitudes toward English would be very positive. Hopefully, this teacher enthusiasm and interest will remain in the new program and not wear away with time.

Since the new curriculum change is called the diversified elective English program, students are able to choose the courses they want. Although more details will be given later in this chapter concerning the structures of the two programs, it should be mentioned here that given an opportunity to choose a course, students would more than likely have a positive feeling toward that program. Students would probably consider any elective program preferable to a nonelective, mandatory program. Certain programs that will be looked at later on in this chapter offer a series of courses, which, in their content, do not differ significantly from the content of a mandatory program. The courses seem to represent enlargements of aspects of traditional programs: surveys, genre courses, and composition courses. Nevertheless, the students in these programs might respond more favorably toward the English program.

When writing about student attitudes, it is very difficult to make assumptions concerning why students feel one way or another toward an English program. What can be said here, however, is that a t value of 26.46 was found for the comparison of means of total attitude scores for
two diverse English programs. Using the Fisher-Yates table, the \( t \) value at the .001 level with a degree of freedom of infinity is 3.291. The \( t \) value of the total attitude scale was eight times greater at the .001 level than the value needed for a significant difference. It can be stated here that the new curriculum change in English has met with success as far as student attitudes toward English are concerned.

Besides obtaining data on the total attitude scores of students toward the diversified elective and the traditional English programs, individual scores of attitude statements were also obtained. Except for statements 10, 11, and 12 which will be considered when discussing Hypothesis II, the following set of sub-hypotheses are considered using \( t \) tests for the significance of difference between means of Statements 1 through 9.

Sub-hypothesis a: There is no significant difference in means between students in the elective English program and students in the traditional English program concerning their attitudes toward enjoying school.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV</th>
<th>( t )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversified</td>
<td>303</td>
<td>4.135</td>
<td>1.446</td>
<td>3.6195</td>
</tr>
<tr>
<td>Traditional</td>
<td>349</td>
<td>3.688</td>
<td>1.675</td>
<td></td>
</tr>
</tbody>
</table>
The $t$ score of 3.6195 was significant at the .001 level, and as a result, the null sub-hypothesis can be rejected. What should be noted here is that both groups enjoyed going to school while they were enrolled in their specific English programs. It is possible to make the assumption that students in the diversified elective English program enjoyed going to school more than students in the traditional program because their classes and teachers were interesting enough that it was worth while to come to school. It is hoped that the English courses were partially responsible for this favorable attitude toward attending school.

Sub-hypothesis b: There is no significant difference in means between students in the elective English program and students in the traditional English program concerning their attitudes toward the subject of English.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversified</td>
<td>303</td>
<td>4.254</td>
<td>1.354</td>
<td>9.7585</td>
</tr>
<tr>
<td>Traditional</td>
<td>349</td>
<td>2.811</td>
<td>1.756</td>
<td></td>
</tr>
</tbody>
</table>

This individual statement concerning the enjoyment of English provides for an interesting analysis. The $t$ score of 9.7585 is significant at the .001 level and as a result, the null hypothesis can be rejected. Besides rejecting the null hypothesis, it should also be noted that the mean scores for each group are higher than the mean scores for the total
attitude score. This leads one to conclude that there might be something lacking in each program, but once in the classroom, the students might enjoy English. The mean for the traditional group is still negative, and by comparing the mean scores of the group in sub-hypotheses a and b, it becomes clear that although these students enjoyed going to school, they did not enjoy their English classes.

Sub-hypothesis c: There is no significant difference in means between students in the elective English program and students in the traditional English program concerning their attitudes toward English and other subjects.

### TABLE 5

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversified</td>
<td>303</td>
<td>2.828</td>
<td>1.703</td>
<td></td>
</tr>
<tr>
<td>Traditional</td>
<td>349</td>
<td>1.579</td>
<td>1.210</td>
<td>10.8818</td>
</tr>
</tbody>
</table>

Again, the t value of 10.8818 is significant at the .001 level. However, as one can see, both mean scores represent a negative attitude toward the statement even though the difference between the means, 1.249, represents a sharp distinction between the groups. A possible reason why both groups would respond negatively to that statement is that English is still a required course as compared to such courses as woodshop, automechanics, or foreign languages which are electives, and students do have a definite choice of whether or not to take these
courses. Even though students in the diversified elective English program have a negative attitude toward their English classes as compared to their other classes, there is a significant difference at the .001 level between how they feel and how students in the traditional English program feel about the statement.

Sub-hypothesis d: There is no significant difference in means between students in the elective English program and students in the traditional English program concerning their attitudes toward not feeling oppressed in English class.

**TABLE 6**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversified</td>
<td>303</td>
<td>3.944</td>
<td>1.376</td>
<td></td>
</tr>
<tr>
<td>Traditional</td>
<td>349</td>
<td>3.361</td>
<td>1.505</td>
<td>5.1232</td>
</tr>
</tbody>
</table>

Although the t value of 5.1232 is significant at the .001 level, it should be noted that with both groups, there was a positive attitude about not being oppressed in the English classroom. To this researcher this was an interesting finding in that it was thought that students in the traditional program would have a negative feeling toward the statement. Since students in the traditional program had to take English for one year with the same teacher and students, it would be very easy for the teacher to make the students feel oppressed. It was not that
surprising that students in the diversified program felt positive about not being oppressed in their English classes since they chose the English courses, and the teachers were able to teach the classes that they wanted to.

Sub-hypothesis e: There is no significant difference in means between students in the elective English program and students in the traditional English program concerning their attitudes toward English classes meeting their interests.

**TABLE 7**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversified</td>
<td>303</td>
<td>3.587</td>
<td>1.628</td>
<td>12.0632</td>
</tr>
<tr>
<td>Traditional</td>
<td>349</td>
<td>2.146</td>
<td>1.418</td>
<td></td>
</tr>
</tbody>
</table>

The 12.0632 *t* value is significant at the .001 level. Besides being able to reject the null sub-hypothesis, it should also be mentioned that the difference in mean scores is 1.441 which represents a wide margin of difference. The mean for the traditional group is under 3.0 which makes it a negative mean which reflects a negative attitude toward the statement. It should not be surprising that the attitude score was positive for the diversified group since one of the purposes of the diversified elective English program is to have many different courses so that students can choose ones that interest them. It seems
from this attitude score that the new program is working in so far as providing courses that meet with student interest.

   Sub-hypothesis f: There is no significant difference in the means between students in the diversified elective English program and students in the traditional English program concerning their attitudes toward the study of literature.

   TABLE 8

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversified</td>
<td>303</td>
<td>3.812</td>
<td>1.555</td>
<td>7.1069</td>
</tr>
<tr>
<td>Traditional</td>
<td>349</td>
<td>2.885</td>
<td>1.742</td>
<td></td>
</tr>
</tbody>
</table>

The t value of 7.1069 is significant at the .001 level, and the null sub-hypothesis can be rejected. All students in both groups were exposed to literature, and as one can see, the students in the diversified group indicated a very high positive attitude toward the study of literature while students in the traditional group were below the undecided category. Since there are so many different literature areas that can be offered in an English classroom, it would seem likely that the elective system would offer more of these courses than the traditional course would. Usually in a traditional English class, either American Literature or World Literature is studied. The selections from these eras are usually found in an anthology book, and they reflect the works of major authors. More contemporary literature as well as courses in
Ethnic and Black Literature is offered in most elective programs, and as a result, students in the new program would be exposed to different areas of literatures, and they possibly might have a more positive attitude toward the study of literature.

Sub-hypothesis g: There is no significant difference in means between students in the elective English program and students in the traditional English program concerning their attitudes toward the study of grammar.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversified</td>
<td>144</td>
<td>2.591</td>
<td>1.606</td>
<td></td>
</tr>
<tr>
<td>Traditional</td>
<td>349</td>
<td>1.854</td>
<td>1.473</td>
<td>6.0993</td>
</tr>
</tbody>
</table>

Before a brief analysis of the results of this statement, it should be noted that the number of diversified students who had grammar was considerably fewer than the numbers that participated in other subject areas. As stated in Chapter III, while administering the survey, it was found that some students in the diversified elective English program had not studied grammar. Since the computer center analyzed the questionnaires, it was necessary that all statements be answered. Therefore, students were given the directions that if they did not participate in grammar, they were to circle the response "Undecided" because they could have neither a positive nor a negative feeling toward that statement.
Since Item 41 in Part IV of the questionnaire asked students if they did grammar exercises, it was not difficult to find out how many participants did not do any grammar exercises. When it was found that 159 students in the diversified program did not study grammar, then, the next procedure was to isolate that many cards which had the response "Undecided" circled for Statement 7. The remaining cards were run through the computer again and a t score was found just for Statement 7.

The t value for Statement 7 is 6.0993 which is significant at the .001 level. Although there was a significant difference in the two means, the means for each group were negative. In looking over the course outlines that appear in Appendix A, one can see that although there are no grammar courses per se offered in the diversified elective English program, there are some basic composition courses in which grammar is stressed. It might be that students in the diversified program signed up for one of the basic composition courses and were not pleased when grammar was being taught. However since the course was for nine or eighteen weeks, the study of grammar was not so long, and even though these students responded negatively to the statement, they still felt more positive about it than students in the traditional group to the point that a significant difference was obtained.

Sub-hypothesis h: There is no significant difference in the means between students in the elective English program and students in the traditional English program concerning their attitudes toward the study of usage.
The null sub-hypothesis can be rejected at the .001 level since the $t$ value is 7.0653. The mean score for the diversified group is positive by only a slight degree while the mean score for the traditional group is negative. Since all students in both groups studied usage, this $t$ score again reinforces the idea that since students were able to choose courses that they wanted to take, they would have a more positive attitude toward the course. The usage mean for the diversified group may not be as positive as the other subjects such as literature and composition since usage is usually studied not by itself but in conjunction with composition courses.

Sub-hypothesis 1: There is no significant difference in the means between students in the elective English program and students in the traditional English program concerning their attitudes toward composition.
TABLE 11

T-TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF ATTITUDE SCORES ON THE STATEMENT CONCERNING STUDENT ATTITUDES TOWARD THE STUDY OF COMPOSITION

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversified</td>
<td>303</td>
<td>3.548</td>
<td>1.585</td>
<td></td>
</tr>
<tr>
<td>Traditional</td>
<td>349</td>
<td>2.616</td>
<td>1.666</td>
<td>7.2748</td>
</tr>
</tbody>
</table>

The t score of 7.2748 is significant at the .001 level and the null sub-hypothesis concerning student attitudes toward the study of composition can be rejected. Once more, the mean score for students in the diversified program reflects a positive attitude toward the study of composition while the mean score for the students in the traditional program reflects a negative feeling toward the study of composition.

In summary, then, besides rejecting Hypothesis I, it was possible to reject nine sub-hypotheses concerning individual statements about the study of English in the diversified elective English program and traditional program at the .001 level of significance. It should be noted that with both groups there was a higher mean score for the statement calling for their feelings toward English as compared to their total attitude scores about the total program and its relationship to attending school and to other subjects. In only two instances were the mean scores for the diversified group negative. These statements had to do with enjoying English more than other subjects and with studying grammar. Besides these two statements, all other statements received a positive mean score from the students in the diversified elective English program,
and therefore, one can conclude that the new English program, its
cOMPONENT parts, and its relationship to the school process has met
with success as far as student attitudes are concerned.

**Hypothesis II:** There is no significant difference in total
attitude scores toward the structure of English programs by
students in the diversified elective English program com­
pared to students in the traditional English program.

To test this hypothesis, it was necessary to isolate Statements
10, 11, and 12 in Part I of the questionnaire. These statements refer
to the structure of each program and as before, the t test will be used
as the major statistical test.

**TABLE 12**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversified</td>
<td>303</td>
<td>4.749</td>
<td>0.516</td>
<td>40.0505</td>
</tr>
<tr>
<td>Traditional</td>
<td>349</td>
<td>2.309</td>
<td>0.943</td>
<td></td>
</tr>
</tbody>
</table>

The mean for the diversified group 4.749, represents a very posi­
tive attitude toward the structure of the elective English program since
5.0 is the highest mean that could be obtained in this study. The mean
for the traditional group was below 3.0 which signifies a negative atti­
tude toward the structure of the traditional English program. What is
very impressive in Table 12 is the t score. Using the Fisher-Yates
table, the t value at the .001 level for infinity is 3.291. Any score higher than 3.291 would be significant. The t value for this statement is 40.0505 which is thirteen times greater than what was needed to be significant at the .001 level of probability.

Before making any generalizations about why students in the elective system felt so positive toward the structure of their program and why students in the traditional program felt so negative, it might be a good idea to separate the structure statements into sub-hypotheses to see how students responded to individual statements. As with the sub-hypotheses under Hypothesis I, each statement will have its own t value so that significant differences between the two groups can be observed and analyzed.

Sub-hypothesis a: There is no significant difference in means between students in the elective English program and students in the traditional English program concerning their attitude toward having more than one or one teacher for English.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversified</td>
<td>303</td>
<td>4.578</td>
<td>0.978</td>
<td>19.9637</td>
</tr>
<tr>
<td>Traditional</td>
<td>349</td>
<td>2.553</td>
<td>1.509</td>
<td></td>
</tr>
</tbody>
</table>
The $t$ value of 19.9637 is significant at the .001 level and as a result, the null sub-hypothesis can be rejected.

Sub-hypothesis b: There is no significant difference in means between students in the elective English program and students in the traditional English program concerning their attitudes toward having different or the same classmates in their English classes.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversified</td>
<td>303</td>
<td>4.802</td>
<td>0.680</td>
<td></td>
</tr>
<tr>
<td>Traditional</td>
<td>349</td>
<td>2.506</td>
<td>1.523</td>
<td>23.4577</td>
</tr>
</tbody>
</table>

The $t$ value of 23.4577 is significant at the .001 level and as a result, the null sub-hypothesis can be rejected.

Sub-hypothesis c: There is no significant difference in means between students in the diversified elective English program and students in the traditional English program concerning their attitudes toward choosing or being placed in their English classes.
TABLE 15

\[ t \]-TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF ATTITUDE SCORES ON THE STATEMENT CONCERNING STUDENT ATTITUDES TOWARD CHOOSING OR BEING PLACED IN ENGLISH COURSES

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>( t )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversified</td>
<td>303</td>
<td>4.868</td>
<td>0.593</td>
<td>42.8480</td>
</tr>
<tr>
<td>Traditional</td>
<td>349</td>
<td>1.799</td>
<td>1.115</td>
<td></td>
</tr>
</tbody>
</table>

The \( t \) value for this statement is 42.8480 which is significant at the .001 level, and therefore, the null sub-hypothesis can be rejected. Of all the statements in the attitude scale, this statement received the highest \( t \) value as well as the highest mean for students in the diversified program. Without a doubt, this statement reinforces an earlier assumption that students will have a more positive attitude toward English when given the option of choosing courses than if they were arbitrarily placed in a classroom for a year.

Some other assumptions can be made about the sub-hypotheses of Hypothesis II. Table 13 reflects the attitudes of students in both groups toward having one or more teachers for English. It should be noted that for students in the traditional group, this was the highest mean of the three means having to do with the structure of the programs. It can be interpreted that some students in the traditional program had teachers who were very good to work for, and it really did not matter how long the teacher had the class. Also, it is possible that by working with the same teacher for a long period of time, the students would enjoy having the teacher after they got to know her. These are just
assumptions, and of course, they could be working the opposite way. That is, after spending so much time with one teacher, the students may get dissatisfied with her and begin to dislike her. It should be remembered that the mean score for this statement for the students in the traditional group was a negative one.

Besides finding out if there were significant differences in means between students in the diversified elective and the traditional English programs, it was also decided that means would be found for groups within the diversified elective program. Since this was the new program, it will be explored in depth so that the evaluation will be as detailed as possible. However, whenever it is necessary to use the mean scores for groups within the traditional English program, this will be done to show the contrasts or comparisons.

Hypothesis III: There is no significant difference in total attitude scores toward English by urban and suburban students in the diversified elective English program.

As with the first two hypotheses, the major statistical test that will be employed is the $t$ test. The procedure for collecting this data was to separate the computer cards by programs, and then, using only the cards for the diversified elective program, run the $t$ test on the twelve statements to get a total attitude score. Table 16 summarizes the relevant data and provides the $t$ score for the total attitude scores using the total means for each group.
TABLE 16

\textit{t}-TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF TOTAL ATTITUDE SCORES BY SUBURBAN AND URBAN STUDENTS IN THE DIVERSIFIED ELECTIVE ENGLISH PROGRAM

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>( t )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburban</td>
<td>153</td>
<td>3.748</td>
<td>0.712</td>
<td>2.0162</td>
</tr>
<tr>
<td>Urban</td>
<td>150</td>
<td>3.896</td>
<td>0.342</td>
<td></td>
</tr>
</tbody>
</table>

The \( t \) value of 2.0162 is significant at the .05 level which allows for the rejection of the null hypothesis. Although both means are positive, the mean score for the urban students was slightly higher than the mean score for the suburban students. This result permits some interesting assumptions. First of all, it is possible to make the assumption that the urban students feel that the diversified elective English program is offering them something more than what the traditional English program did. To support this assumption, one can look at the course offerings at the urban schools and see such courses as "Black Literature," "Film Appreciation," "Reading For Pleasure," and "Ethnic Literature" being offered. These courses offer the urban students some relevancy to their lives. For example, "Black Literature" and "Ethnic Literature" are very popular courses at Central, East, Linden McKinley and South High Schools. The students at these schools, mostly Black and White Appalachian, are more ready to meet the experience of literature in these courses as opposed to the literature of the traditional program which focuses on such areas as the survey of American literature and British literature of the nineteenth century. At South High School, one of the most popular courses is "Mass Media." The emphasis of this course is
on the history of movies and film making. Each student in the class is expected to help produce a short movie. In this course, literature is experienced not by reading but by doing and viewing. The students work together with the teacher in the process of making a film. The end result is viewed by all, and everyone has contributed in some small way. At Central High School, one of the most popular courses is "Ancient Literature" which examines devils, demons, witches, and psychics which have been written about a great deal and have some immediate relevancy in that this subject matter is being talked about a great deal in today's world.

To go along with this assumption is the idea that students in the suburban schools are more college-oriented than students in the urban schools, and the courses that are offered at these schools seem to be very similar to courses offered in the traditional English 11 and 12 programs. The literature courses reflect the American and British classics, and although the students in the suburban schools have a more positive attitude than students in the traditional program, they are still taking courses that are similar to the older programs.

It might be appropriate now to take a look at the total attitude scores for suburban and urban students in the traditional English program. Although this would not be a sub-hypothesis of Hypothesis III or a hypothesis by itself, the data might be used to support assumptions and implications about Hypothesis III. Table 17 summarizes the means and other relevant data and provides t scores for the total attitude scores for each group.
TABLE 17

T-TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF TOTAL ATTITUDE SCORES BY SUBURBAN AND URBAN STUDENTS IN THE TRADITIONAL ENGLISH PROGRAM

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburban</td>
<td>158</td>
<td>2.589</td>
<td>0.657</td>
<td>2.0704</td>
</tr>
<tr>
<td>Urban</td>
<td>191</td>
<td>2.412</td>
<td>0.574</td>
<td></td>
</tr>
</tbody>
</table>

The t score of 2.0704 is significant at the .05 level, but the significant difference shows that the suburban students have a more positive attitude toward the traditional English program than urban students in the same program. This t value reinforces the assumption that urban students are choosing courses in the new program that are more relevant to their needs and interests. It seems that both groups of students are benefiting from the curriculum change, but urban students are benefiting somewhat more from the new program.

By analyzing the twelve statements that make up Part I of the questionnaire used for students in the diversified elective English program, it might be possible to find out what statements concerning English in the new program are being favored more by the urban students. Once again, sub-hypotheses will be used to see if there are any significant differences between mean scores.

Sub-hypothesis a: There is no significant difference in means between suburban and urban students in the diversified elective English program concerning their attitudes toward enjoying school.
TABLE 18

\( t \)- TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF ATTITUDE SCORES BY SUBURBAN AND URBAN STUDENTS CONCERNING THEIR ATTITUDE TOWARD ATTENDING SCHOOL

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>( t )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburban</td>
<td>153</td>
<td>4.098</td>
<td>1.498</td>
<td>0.4519</td>
</tr>
<tr>
<td>Urban</td>
<td>150</td>
<td>4.173</td>
<td>1.389</td>
<td></td>
</tr>
</tbody>
</table>

Although the mean score for the urban students is slightly higher than the mean score for the suburban students, the \( t \) score was not significant at the .05 level. As a result, the null sub-hypothesis cannot be rejected.

Sub-hypothesis b: There is no significant difference in means between suburban students and urban students in the diversified elective English program concerning their attitudes toward English.

TABLE 19

\( t \)- TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF ATTITUDE SCORES BY SUBURBAN AND URBAN STUDENTS CONCERNING THEIR ATTITUDES TOWARD ENGLISH

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>( t )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburban</td>
<td>153</td>
<td>4.163</td>
<td>1.475</td>
<td>1.1769</td>
</tr>
<tr>
<td>Urban</td>
<td>150</td>
<td>4.347</td>
<td>1.211</td>
<td></td>
</tr>
</tbody>
</table>

The mean score of the urban students is slightly higher than the mean score of the suburban students, but the \( t \) value of 1.1769 is not significant at the .05 level. Again, the null sub-hypothesis cannot be rejected.
Sub-hypothesis c: There is no significant difference in the means between suburban students and urban students in the diversified elective English program concerning their attitudes toward enjoying English more than their other classes.

**TABLE 20**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburban</td>
<td>153</td>
<td>2.752</td>
<td>1.761</td>
<td>0.7903</td>
</tr>
<tr>
<td>Urban</td>
<td>150</td>
<td>2.907</td>
<td>1.638</td>
<td></td>
</tr>
</tbody>
</table>

The mean for the urban students is higher than the mean for the suburban students, but it should be remembered that both means represent a negative attitude toward the statement. The \( t \) value of 0.7903 is not significant at the .05 level, and the null sub-hypothesis cannot be rejected. What might be mentioned is that the urban students feel more positive about their English courses as compared to other courses in the new program than they did in the old program. The mean for the urban students in the traditional program concerning the statement was 1.506, and the mean for the suburban students in the old program concerning this statement was 1.642. This clearly shows that the urban students were very dissatisfied more so than the suburban students concerning their feelings toward English as compared to other subjects in the traditional program. However, the mean for the urban students jumped by 1.401 for those students in the diversified elective program. Even
though both groups responded negatively to this statement, the rise in means from the traditional program to the new program indicates a more favorable attitude.

Sub-hypothesis d: There is no significant difference in means between attitude scores of suburban and urban students in the diversified elective English program concerning their attitudes toward not feeling oppressed in English classes.

TABLE 21

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburban</td>
<td>153</td>
<td>3.930</td>
<td>1.355</td>
<td>0.4648</td>
</tr>
<tr>
<td>Urban</td>
<td>150</td>
<td>3.934</td>
<td>1.397</td>
<td></td>
</tr>
</tbody>
</table>

The $t$ value of 0.4648 is not significant at the .05 level and the null sub-hypothesis cannot be rejected. It is somewhat interesting to note that the two means were both positive as well as being almost identical.

Sub-hypothesis e: There is no significant difference in means between suburban and urban students in the diversified elective English program concerning their attitudes toward English classes meeting their interests.
TABLE 22

**t-TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF ATTITUDE SCORES BY SUBURBAN AND URBAN STUDENTS CONCERNING THEIR ATTITUDES TOWARD ENGLISH MEETING THEIR INTERESTS**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburban</td>
<td>153</td>
<td>3.444</td>
<td>1.730</td>
<td>1.5450</td>
</tr>
<tr>
<td>Urban</td>
<td>150</td>
<td>3.733</td>
<td>1.504</td>
<td></td>
</tr>
</tbody>
</table>

The t score of 1.5450 is not significant at the .05 level, and therefore, the null sub-hypothesis cannot be rejected. What should be noted, however, is that the mean score for the urban students is .289 higher than the mean score for the suburban students. This is somewhat impressive in that one of the purposes of the elective system is to provide courses that meet individual needs and interests. That the urban students feel more positive than the suburban students about this statement indicates that for the present time, the elective system is providing urban students with some interesting courses.

Sub-hypothesis f: There is no significant difference in means between suburban and urban students in the diversified elective English program concerning their attitudes toward the study of literature.
The $t$ score of 2.0610 is significant at the .05 level, and the null sub-hypothesis can be rejected. The urban students had a mean of 3.993 while the suburban students' mean was 3.627. Although both means are positive, the urban students had a higher mean which suggests that they are taking courses in literature which might be interesting and relevant to them. In contrast to the mean for urban students in the new program is the mean for the same students in the old program. The mean score for urban students in the traditional program is 2.484, and the mean score for the suburban students in the same program is 3.354. The difference of the means for each group shows the sharp increase of the urban students and only a slight increase for the suburban students. This would reinforce the earlier assumption that the suburban students were taking literature courses that were similar to the ones given in the traditional program except that now they are elective.

Sub-hypothesis $g$: There is no significant difference in the means between suburban and urban students in the diversified elective English program concerning their attitudes toward the study of grammar.
TABLE 24

\( t \)-TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF ATTITUDE SCORES BY SUBURBAN AND URBAN STUDENTS CONCERNING THEIR ATTITUDES TOWARD THE STUDY OF GRAMMAR

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>( t )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburban</td>
<td>70</td>
<td>2.307</td>
<td>1.416</td>
<td>3.1448</td>
</tr>
<tr>
<td>Urban</td>
<td>74</td>
<td>2.880</td>
<td>1.732</td>
<td></td>
</tr>
</tbody>
</table>

The \( t \) score of 3.1448 is significant at the .01 level, and therefore, the null sub-hypothesis can be rejected. Both means are negative, however, the mean for the urban students is 0.573 higher than the mean for the suburban students. As stated earlier in this chapter, it is difficult to cite reasons why students feel one way or another to a statement, but possibly, one assumption can be made about this statement. It is possible that in the urban schools, teachers stress the importance of studying grammar so the urban students can use their knowledge of English grammar to get out of the city and into the suburbs. Since this is not a study on bi-dialectalism, it is not necessary to get into the pros and cons of this subject, but it should be mentioned as a possible reason for urban students feeling more positive about the study of grammar. That is, if students feel that they can prosper in life from studying a course, they might enjoy studying it. However, it should be remembered that both scores for this statement represent negative feelings.

Sub-hypothesis h: There is no significant difference in means between suburban students and urban students in the diversified elective English program concerning their attitudes toward the study of usage.
TABLE 25

**t- TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF ATTITUDE SCORES BY SUBURBAN AND URBAN STUDENTS CONCERNING THEIR ATTITUDES TOWARD THE STUDY OF USAGE**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburban</td>
<td>153</td>
<td>2.699</td>
<td>1.430</td>
<td>4.7006</td>
</tr>
<tr>
<td>Urban</td>
<td>150</td>
<td>3.427</td>
<td>1.691</td>
<td></td>
</tr>
</tbody>
</table>

The $t$ score of 4.7006 is significant at the .001 level, and the null sub-hypothesis can be rejected. What is interesting in this result of the statement on usage is that the mean of the urban students is positive while the mean of the suburban students is negative. This result could possibly coincide with the previous statement in which it was stated that students in the urban schools may be influenced by their teachers who believe that learning correct usage is a way of getting out of the city.

Sub-hypothesis 1: There is no significant difference in the means between suburban and urban students in the diversified elective English program concerning their attitudes toward the study of composition.

TABLE 26

**t- TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF ATTITUDE SCORES BY SUBURBAN AND URBAN STUDENTS CONCERNING THEIR ATTITUDES TOWARD THE STUDY OF COMPOSITION**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburban</td>
<td>153</td>
<td>3.497</td>
<td>1.539</td>
<td>0.5655</td>
</tr>
<tr>
<td>Urban</td>
<td>150</td>
<td>3.600</td>
<td>1.629</td>
<td></td>
</tr>
</tbody>
</table>
Again, the mean score of the urban students is higher than the mean score of the suburban students, but the \( t \) value of 0.5655 is not significant at the .05 level, and the null sub-hypothesis cannot be rejected. This has been the only subject area where there has not been a significant difference between the two groups. Both means are positive while the means for the students in the traditional program are negative. However, the mean for the suburban students in the old program (2.632) is higher than the mean for the urban students (2.595). There is no significant difference in the traditional program either. These means can reflect the assumption that the urban students are benefiting more from the curriculum change than the suburban students.

Sub-hypothesis j: There is no significant difference in means between suburban and urban students in the diversified elective English program concerning their attitude toward having more than one teacher for their English courses.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>STD. DEV.</th>
<th>( t )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburban</td>
<td>153</td>
<td>4.500</td>
<td>1.050</td>
<td>1.9498</td>
</tr>
<tr>
<td>Urban</td>
<td>150</td>
<td>4.686</td>
<td>0.889</td>
<td></td>
</tr>
</tbody>
</table>

Both means are positive, but the \( t \) score of 1.9498 is not significant at the .05 level, and the null sub-hypothesis cannot be rejected.
Sub-hypothesis k: There is no significant difference in means between suburban and urban students in the diversified elective English program concerning their attitude toward having different classmates in their English classes.

**TABLE 28**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburban</td>
<td>153</td>
<td>4.752</td>
<td>0.735</td>
<td>1.3009</td>
</tr>
<tr>
<td>Urban</td>
<td>150</td>
<td>4.853</td>
<td>0.615</td>
<td></td>
</tr>
</tbody>
</table>

The t score of 1.3009 is not significant at the .05 level, and the null sub-hypothesis cannot be rejected. Again, both means are very positive, and the mean for the urban students is slightly higher than the mean for the suburban students.

Sub-hypothesis 1: There is no significant difference in means between suburban and urban students in the diversified elective English program concerning their attitudes toward choosing different courses in English.
TABLE 29

T-TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF ATTITUDE SCORES BY SUBURBAN AND URBAN STUDENTS CONCERNING THEIR ATTITUDES TOWARD CHOOSING DIFFERENT COURSES IN ENGLISH

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburban</td>
<td>153</td>
<td>4.908</td>
<td>0.528</td>
<td>1.1989</td>
</tr>
<tr>
<td>Urban</td>
<td>150</td>
<td>4.827</td>
<td>0.651</td>
<td></td>
</tr>
</tbody>
</table>

The t score of 1.1989 is not significant at the .05 level, and the null sub-hypothesis cannot be rejected. Although both means are positive, the mean for the suburban students is slightly higher than the mean for the urban students. This is the only statement in the attitude scale where the suburban students have a higher mean than the urban students.

The results of Hypothesis III and the sub-hypotheses imply some interesting assumptions. For such a long time in English education, the emphasis of the secondary curriculum has been on the preparation of students for college. As stated in Chapter II, the emphasis involved the study of the classics along with work in language and composition. The English teachers taught the subjects the same way to all students, and since the suburban students were indoctrinated by their parents with the idea that they must go to college, they succeeded in the English program. However, the urban students who were not pressured by their parents to go on to college and probably could not afford to go were not successful in the English program since it was geared to the college-oriented students. Now, with the emergence of the elective program, it seems that
courses are being offered to meet the interests and the needs of all students and hopefully, the urban students are benefiting from the curriculum change.

**Hypothesis IV:** There is no significant difference in total attitude scores toward English by male and female students in the diversified elective English program.

As with the first three hypotheses, the major statistical test that will be employed is the t test. The procedure for collecting data was to separate the computer cards by programs, and then, using only the cards for the diversified elective program, run the t test on the twelve statements to get a total attitude score for males and females. Table 30 summarizes the relevant data and provides the t score for the total attitude score using the total means for each group.

**TABLE 30**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>140</td>
<td>3.982</td>
<td>0.706</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>163</td>
<td>4.086</td>
<td>0.562</td>
<td>0.9575</td>
</tr>
</tbody>
</table>

The t value of 0.9575 is not significant at the .05 level, and the null hypothesis cannot be rejected. This is the first time that a null hypothesis could not be rejected, but the findings reinforce the assumption that the diversified elective English program is meeting the needs of all individuals. With different courses being offered in the elective
system, both males and females have the option of choosing courses that they are interested in.

To support this assumption, it seems that it would be a good idea to observe how males and females in the traditional English program responded to the total attitude scale. Table 31 summarizes the means and other relevant data and provides a $t$ score for the total attitude score for males and females in the traditional English program.

**TABLE 31**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>172</td>
<td>2.382</td>
<td>0.629</td>
<td>2.2344</td>
</tr>
<tr>
<td>Female</td>
<td>177</td>
<td>2.641</td>
<td>0.612</td>
<td></td>
</tr>
</tbody>
</table>

The $t$ score of 2.2344 is significant at the .05 level, and the significant difference points out that females in the traditional English program have a more positive attitude toward English than males do. However, it should be noted that both scores are negative. This result reinforces the assumption that the elective program is offering courses that interest both males and females.

Since Hypothesis IV was not rejected, it might be appropriate to look at the individual statements of males and females to observe if there are any significant differences between the two groups. As with the other sub-hypotheses, each statement will have its own $t$ value so
that significant differences between the two groups can be observed and analyzed.

Sub-hypothesis a: There is no significant difference in means between male and female students in the diversified elective English program concerning their attitudes toward enjoying school.

**TABLE 32**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>140</td>
<td>4.071</td>
<td>1.442</td>
<td>0.7710</td>
</tr>
<tr>
<td>Female</td>
<td>163</td>
<td>4.190</td>
<td>1.447</td>
<td></td>
</tr>
</tbody>
</table>

Although the mean score for female students was slightly higher than the mean score for the male students, the $t$ score was not significant at the .05 level. As a result, the null sub-hypothesis cannot be rejected.

Sub-hypothesis b: There is no significant difference in means between male and female students in the diversified elective English program concerning their attitudes toward English classes.
TABLE 33

\( t \)-TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF ATTITUDE SCORES BY MALE AND FEMALE STUDENTS CONCERNING THEIR ATTITUDES TOWARD ENGLISH CLASSES

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>( t )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>140</td>
<td>4.114</td>
<td>1.498</td>
<td>1.6684</td>
</tr>
<tr>
<td>Female</td>
<td>163</td>
<td>4.374</td>
<td>1.204</td>
<td></td>
</tr>
</tbody>
</table>

The mean score of the female students is higher than the mean score for male students, but the \( t \) score of 1.6684 is not significant at the .05 level. Therefore, the null sub-hypothesis cannot be rejected.

Sub-hypothesis c: There is no significant difference in means between male and female students in the diversified elective English program concerning their attitudes toward enjoying English more than their other classes.

TABLE 34

\( t \)-TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF ATTITUDE SCORES BY MALE AND FEMALE STUDENTS CONCERNING THEIR ATTITUDES TOWARD ENGLISH AND OTHER SUBJECTS

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>( t )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>140</td>
<td>2.643</td>
<td>1.678</td>
<td>1.7603</td>
</tr>
<tr>
<td>Female</td>
<td>163</td>
<td>2.988</td>
<td>1.709</td>
<td></td>
</tr>
</tbody>
</table>

The \( t \) value of 1.7603 is not significant at the .05 level, and the null sub-hypothesis cannot be rejected. Even though the female students have a mean score which is higher than the mean score for the male
students, both groups have a negative attitude toward the statement. The female students' mean is very close to 3.0 which signifies an undecided attitude toward the statement. In contrast to these two means are the means for the male and female students in the traditional program. The mean score for male students is 1.523 while the mean score for female students is 1.633. Both are very negative and as one can see, there is a very sharp increase in means of both groups in the elective program.

Sub-hypothesis d: There is no significant difference in means between attitude scores of male and female students in the diversified elective English program concerning their attitude toward not feeling oppressed in English classes.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>140</td>
<td>3.843</td>
<td>1.436</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>163</td>
<td>4.031</td>
<td>1.317</td>
<td>1.1830</td>
</tr>
</tbody>
</table>

The $t$ value of 1.1830 is not significant at the .05 level, and the null sub-hypothesis cannot be rejected. Once again, the mean score for females is higher than for males, but not at any significant difference.

Sub-hypothesis e: There is no significant difference in means between male and female students in the diversified elective English
program concerning their attitude toward English classes meeting their interests.

### TABLE 36

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>140</td>
<td>3.443</td>
<td>1.640</td>
<td>1.4327</td>
</tr>
<tr>
<td>Female</td>
<td>163</td>
<td>3.712</td>
<td>1.608</td>
<td></td>
</tr>
</tbody>
</table>

The $t$ value of 1.4327 is not significant at the .05 level even though the mean score for the females is higher than the mean score for males. The null sub-hypothesis cannot be rejected.

Sub-hypothesis f: There is no significant difference in means between male and female students in the diversified elective English program concerning their attitudes toward the study of literature.

### TABLE 37

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>140</td>
<td>3.829</td>
<td>1.542</td>
<td>0.1726</td>
</tr>
<tr>
<td>Female</td>
<td>163</td>
<td>3.798</td>
<td>1.559</td>
<td></td>
</tr>
</tbody>
</table>

The $t$ value of 0.1726 is not significant at the .05 level, and the null sub-hypothesis cannot be rejected. What should be noted here is
that the mean score for the male students is slightly higher than the mean score for the female students. This is the first statement where the males have a higher mean score than the females. What is more impressive is the contrast of the mean scores of males and females in the traditional program. The mean score for females in the traditional program is 3.147 which represents a positive feeling toward the study of literature while the mean score for males in the same program is 2.616. There is a definite increase in the attitudes of male students in the elective system. It should also be mentioned that there is a significant difference at the .01 level for male and female students in the traditional program.

Sub-hypothesis g: There is no significant difference in means between male and female students in the diversified elective English program concerning their attitudes toward the study of grammar.

<table>
<thead>
<tr>
<th>TABLE 38</th>
</tr>
</thead>
<tbody>
<tr>
<td>t- TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF ATTITUDE SCORES BY MALE AND FEMALE STUDENTS CONCERNING THEIR ATTITUDES TOWARD THE STUDY OF GRAMMAR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>64</td>
<td>2.557</td>
<td>1.532</td>
<td>0.3367</td>
</tr>
<tr>
<td>Female</td>
<td>80</td>
<td>2.620</td>
<td>1.666</td>
<td></td>
</tr>
</tbody>
</table>

The t score of 0.3367 is not significant at the .05 level, and the null sub-hypothesis cannot be rejected. Again, both means are negative, and the mean score for females is higher than for males.
Sub-hypothesis h: There is no significant difference in means between male and female students in the diversified elective English program concerning their attitudes toward the study of usage.

**TABLE 39**

**t- TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF ATTITUDE SCORES BY MALE AND FEMALE STUDENTS CONCERNING THEIR ATTITUDES TOWARD THE STUDY OF USAGE**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>140</td>
<td>2.943</td>
<td>1.583</td>
<td>1.6157</td>
</tr>
<tr>
<td>Female</td>
<td>163</td>
<td>3.249</td>
<td>1.696</td>
<td></td>
</tr>
</tbody>
</table>

The t score of 1.6157 is not significant at the .05 level, and the null sub-hypothesis cannot be rejected. It should be noted that the mean score for males indicates a negative feeling while the mean score for the females indicates a positive feeling.

Sub-hypothesis i: There is no significant difference in means between male and female students in the diversified elective English program concerning their attitudes toward the study of composition.

**TABLE 40**

**t- TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF ATTITUDE SCORES BY MALE AND FEMALE STUDENTS CONCERNING THEIR ATTITUDES TOWARD THE STUDY OF COMPOSITION**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>140</td>
<td>3.314</td>
<td>1.608</td>
<td>2.3921</td>
</tr>
<tr>
<td>Female</td>
<td>163</td>
<td>3.748</td>
<td>1.536</td>
<td></td>
</tr>
</tbody>
</table>
The $t$ value of 2.3921 is significant at the .05 level, and the null sub-hypothesis can be rejected. This is the first statement in which the null sub-hypothesis has been rejected. Both means are positive as compared to the means of each group in the traditional program. The means of the students in the old program are negative and a significant difference occurs with females having the higher mean.

Sub-hypothesis $j$: There is no significant difference in means between male and female students in the diversified elective English program concerning their attitudes toward having more than one teacher for English.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>140</td>
<td>4.557</td>
<td>1.044</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>163</td>
<td>4.595</td>
<td>0.918</td>
<td>0.3356</td>
</tr>
</tbody>
</table>

The $t$ value of 0.3356 is not significant at the .05 level, and the null sub-hypothesis cannot be rejected. The mean scores for each group are almost identical with females having a slight edge.

Sub-hypothesis $k$: There is no significant difference in means between male and female students in the diversified elective English program concerning their attitudes toward having different classmates in their English classes.
TABLE 42

$t$-TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF ATTITUDE SCORES BY MALE AND FEMALE STUDENTS CONCERNING THEIR ATTITUDES TOWARD HAVING DIFFERENT CLASSMATES IN THEIR ENGLISH CLASSES

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>140</td>
<td>4.843</td>
<td>0.589</td>
<td>0.9680</td>
</tr>
<tr>
<td>Female</td>
<td>163</td>
<td>4.767</td>
<td>0.748</td>
<td></td>
</tr>
</tbody>
</table>

The $t$ value of 0.9680 is not significant at the .05 level, and the null sub-hypothesis cannot be rejected. It should be noted that both scores are very positive, and the males have a higher mean score than the females.

Sub-hypothesis 1: There is no significant difference in means between male and female students in the diversified elective English program concerning their attitudes toward choosing different courses in English.

TABLE 43

$t$-TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF ATTITUDE SCORES BY MALE AND FEMALE STUDENTS CONCERNING THEIR ATTITUDES TOWARD CHOOSING DIFFERENT COURSES IN ENGLISH

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>140</td>
<td>4.843</td>
<td>0.679</td>
<td>0.6814</td>
</tr>
<tr>
<td>Female</td>
<td>163</td>
<td>4.890</td>
<td>0.508</td>
<td></td>
</tr>
</tbody>
</table>

The $t$ value of 0.6814 is not significant at the .05 level, and the null sub-hypothesis cannot be rejected. Both means are positive with the
mean score for females being slightly higher than the mean score for males.

Of the twelve sub-hypotheses that were under Hypothesis IV, only one statement, the study of composition was significant at the .05 level. These results along with the result found between male and female students in the traditional program support the assumption that the diversified elective English program is offering courses that meet the approval of both male and female students as well as providing a structure that all students approve of.

Hypothesis V: There is no significant difference in total attitude scores toward English by college bound and non-college bound students in the diversified elective English program.

Once again, the major statistical test that will be employed is the $t$ test. The procedure for collecting the data was to separate the computer cards by programs, and then, run the $t$ test on the twelve statements to get a total attitude score for college and non-college bound students. It should be noted that fewer students are used for the total number to test this hypothesis than were used for the other hypotheses. The reason is that some students were undecided as to whether or not they were going to college, and therefore, their cards were not included when the $t$ test was run. Table 44 summarizes the relevant data and provides the $t$ score for the total attitude score using the total number for each group.
TABLE 44

**t-TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE**
**BETWEEN MEANS OF TOTAL ATTITUDE SCORES**
**BY COLLEGE BOUND AND NON-COLLEGE BOUND STUDENTS IN THE DIVERSIFIED ELECTIVE ENGLISH PROGRAM**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Bound</td>
<td>136</td>
<td>4.072</td>
<td>0.721</td>
<td>0.9462</td>
</tr>
<tr>
<td>Non-College Bound</td>
<td>130</td>
<td>3.996</td>
<td>0.565</td>
<td></td>
</tr>
</tbody>
</table>

The t score of 0.9462 is not significant at the .05 level, and the null hypothesis cannot be rejected. As with Hypothesis IV, this result reinforces the assumption that the diversified elective English program is trying to provide all students with courses that are interesting as well as ones that meet their needs. In contrast to this result is the result of college and non-college bound students in the traditional English program. Table 45 provides the information for this program.

TABLE 45

**t-TEST FOR THE SIGNIFICANCE OF THE DIFFERENCE**
**BETWEEN MEANS OF TOTAL ATTITUDE SCORES**
**BY COLLEGE BOUND AND NON-COLLEGE BOUND STUDENTS IN THE TRADITIONAL ENGLISH PROGRAM**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Bound</td>
<td>156</td>
<td>2.841</td>
<td>0.612</td>
<td>2.2538</td>
</tr>
<tr>
<td>Non-College Bound</td>
<td>158</td>
<td>2.182</td>
<td>0.629</td>
<td></td>
</tr>
</tbody>
</table>

Although both of the means are negative, the t value of 2.2538 is significant at the .05 level. The college bound student in the traditional program has a more positive attitude than the non-college bound
student in the same program. This again reinforces the earlier assumption about the new program. It is offering something for all students at the present time.

Even though sub-hypotheses have been given for the previous hypotheses, this researcher feels that it is not necessary to list tables for each sub-hypotheses under Hypothesis V as before. The reason is that there are no significant differences between the college bound and the non-college bound students in the new program on any of the statements. With all twelve statements, the college bound students have a slightly higher mean than the non-college bound students, but not so high that a significant difference occurs. In this instance, it does not seem necessary to list the sub-hypotheses.

The second half of the questionnaire deals with certain specifics about the two English programs. Besides finding out how students feel about their English program, it was also decided that it would be worthwhile to find out what kinds of materials, teaching methods, and activities were used in each of the two programs as well as the degree of their use. In addition, students in both programs were also asked to indicate their final grade in English. With this information, it is possible to correlate the results with the other findings made so far.

**Hypothesis VI:** Students in the diversified elective English program do not use more materials in their classes than students in the traditional English program.

To test this hypothesis, the percentages of responses given will be used. In each item listed under the tables, the percentage of responses is indicated.
TABLE 46
PERCENTAGE OF RESPONSES BY STUDENTS IN THE DIVERSIFIED ELECTIVE ENGLISH PROGRAM AS TO THE DEGREE OF THE USE OF MATERIALS IN THE ENGLISH CLASSROOM

<table>
<thead>
<tr>
<th>MATERIAL</th>
<th>ALWAYS</th>
<th>MUCH</th>
<th>SOME</th>
<th>LITTLE</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fictional stories</td>
<td>4.3</td>
<td>39.9</td>
<td>41.3</td>
<td>14.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Non-fictional stories</td>
<td>4.5</td>
<td>15.9</td>
<td>49.5</td>
<td>30.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Poetry</td>
<td>2.0</td>
<td>25.1</td>
<td>38.9</td>
<td>34.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Plays</td>
<td>2.0</td>
<td>18.8</td>
<td>42.2</td>
<td>27.4</td>
<td>9.6</td>
</tr>
<tr>
<td>Workbooks</td>
<td>2.6</td>
<td>3.6</td>
<td>15.8</td>
<td>13.6</td>
<td>64.4</td>
</tr>
<tr>
<td>Magazines</td>
<td>1.7</td>
<td>3.6</td>
<td>30.4</td>
<td>28.2</td>
<td>36.3</td>
</tr>
<tr>
<td>Newspapers</td>
<td>2.3</td>
<td>4.0</td>
<td>30.7</td>
<td>27.0</td>
<td>36.0</td>
</tr>
<tr>
<td>Photographs</td>
<td>1.7</td>
<td>5.3</td>
<td>28.4</td>
<td>32.3</td>
<td>32.3</td>
</tr>
<tr>
<td>Films</td>
<td>4.0</td>
<td>6.3</td>
<td>38.9</td>
<td>32.3</td>
<td>18.5</td>
</tr>
<tr>
<td>Music</td>
<td>2.6</td>
<td>3.0</td>
<td>26.4</td>
<td>35.7</td>
<td>32.3</td>
</tr>
<tr>
<td>Paintings</td>
<td>0.3</td>
<td>2.3</td>
<td>14.2</td>
<td>27.8</td>
<td>55.4</td>
</tr>
<tr>
<td>Filmstrips</td>
<td>3.0</td>
<td>2.0</td>
<td>35.3</td>
<td>35.6</td>
<td>24.1</td>
</tr>
<tr>
<td>Records of poetry</td>
<td>3.3</td>
<td>3.3</td>
<td>16.2</td>
<td>27.7</td>
<td>49.5</td>
</tr>
<tr>
<td>Tape Recorders</td>
<td>2.3</td>
<td>2.0</td>
<td>27.4</td>
<td>34.0</td>
<td>34.3</td>
</tr>
<tr>
<td>Video Tapes</td>
<td>0.0</td>
<td>2.6</td>
<td>11.6</td>
<td>29.7</td>
<td>56.1</td>
</tr>
<tr>
<td>Bulletin Boards</td>
<td>5.3</td>
<td>9.2</td>
<td>26.4</td>
<td>24.1</td>
<td>35.0</td>
</tr>
<tr>
<td>Overhead Projectors</td>
<td>2.6</td>
<td>4.0</td>
<td>28.7</td>
<td>28.1</td>
<td>36.6</td>
</tr>
</tbody>
</table>
### TABLE 47

PERCENTAGE OF RESPONSES BY STUDENTS IN THE TRADITIONAL ENGLISH PROGRAM AS TO THE DEGREE OF THE USE OF MATERIALS IN THE ENGLISH CLASSROOM

<table>
<thead>
<tr>
<th>MATERIAL</th>
<th>ALWAYS</th>
<th>MUCH</th>
<th>SOME</th>
<th>LITTLE</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fictional stories</td>
<td>1.7</td>
<td>28.7</td>
<td>52.4</td>
<td>17.2</td>
<td>0.0</td>
</tr>
<tr>
<td>Non-fictional stories</td>
<td>1.4</td>
<td>13.2</td>
<td>52.1</td>
<td>32.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Poetry</td>
<td>2.6</td>
<td>18.1</td>
<td>45.0</td>
<td>26.3</td>
<td>8.0</td>
</tr>
<tr>
<td>Plays</td>
<td>1.4</td>
<td>12.3</td>
<td>43.9</td>
<td>28.9</td>
<td>13.5</td>
</tr>
<tr>
<td>Workbooks</td>
<td>1.6</td>
<td>0.9</td>
<td>11.5</td>
<td>23.2</td>
<td>62.8</td>
</tr>
<tr>
<td>Magazines</td>
<td>0.6</td>
<td>2.0</td>
<td>15.2</td>
<td>25.2</td>
<td>57.0</td>
</tr>
<tr>
<td>Newspapers</td>
<td>0.8</td>
<td>2.0</td>
<td>11.2</td>
<td>23.2</td>
<td>62.8</td>
</tr>
<tr>
<td>Photographs</td>
<td>0.9</td>
<td>0.3</td>
<td>8.0</td>
<td>23.5</td>
<td>67.3</td>
</tr>
<tr>
<td>Films</td>
<td>0.3</td>
<td>1.7</td>
<td>10.3</td>
<td>41.5</td>
<td>50.2</td>
</tr>
<tr>
<td>Music</td>
<td>0.0</td>
<td>1.4</td>
<td>6.3</td>
<td>27.3</td>
<td>65.0</td>
</tr>
<tr>
<td>Paintings</td>
<td>0.0</td>
<td>0.2</td>
<td>2.9</td>
<td>11.2</td>
<td>85.7</td>
</tr>
<tr>
<td>Filmstrips</td>
<td>0.6</td>
<td>1.7</td>
<td>14.6</td>
<td>27.8</td>
<td>55.3</td>
</tr>
<tr>
<td>Records of poetry</td>
<td>0.8</td>
<td>1.7</td>
<td>13.5</td>
<td>25.8</td>
<td>58.2</td>
</tr>
<tr>
<td>Tape Recorders</td>
<td>0.0</td>
<td>0.2</td>
<td>8.9</td>
<td>15.8</td>
<td>75.1</td>
</tr>
<tr>
<td>Video Tapes</td>
<td>0.3</td>
<td>0.6</td>
<td>4.0</td>
<td>12.9</td>
<td>82.2</td>
</tr>
<tr>
<td>Bulletin Boards</td>
<td>1.7</td>
<td>6.3</td>
<td>18.6</td>
<td>20.6</td>
<td>52.8</td>
</tr>
<tr>
<td>Overhead Projectors</td>
<td>0.6</td>
<td>2.9</td>
<td>14.9</td>
<td>18.6</td>
<td>63.0</td>
</tr>
</tbody>
</table>

By combining the first four categories of each item and using these categories to represent an affirmative response and using the final category to represent a negative response, it becomes quite clear that the students in the diversified elective English program
used more materials than the students in the traditional program. It is possible, then, to reject the null hypothesis.

Besides rejecting the null hypothesis, it is necessary to analyze some of the individual items so that implications may be drawn as to whether or not the materials used were a factor in the positive attitude of students in the elective English program.

There seems to be no major differences in the responses to the first five items by students in both programs. This seems natural since in both programs there is an emphasis on literature, and most students would be working with fiction, non-fiction, poetry and plays. In both programs, workbooks were not used very often since they are primarily used in the junior high school and not in the senior high school. The item was included in the questionnaire because some basic composition courses in the elective program, and some traditional classes used workbooks when studying grammar.

Beginning with Item 18, Magazines, and concluding with Item 29, Overhead Projectors, there is a significant difference in the responses of students in both groups. These materials can be classified as multi-media, and they include printed, visual, audio, and audio-visual materials. Magazines and newspapers can be considered printed media, and there is a distinct difference in the use of this media by students in both programs. Approximately 64 percent of the students in the diversified elective program used magazines and newspapers in their English classes. This represents approximately two-thirds of the total number of students in the elective program. However, in the traditional program, 43 percent of the students used magazines and 37.2 percent of
them used newspapers in their classrooms. This represents less than one-half and slightly over one-third of the total number of students who used printed media in their English class. It should be remembered that the printed media are not new to the curriculum of English, but that in the traditional program, so much time has been spent on reading literature from anthology texts, that media study has been neglected.

Visual materials, represented by photographs, paintings, bulletin boards, and overhead projectors, are used more in the diversified elective program than in the traditional program. These visual materials can make the study of literature more appealing to students as well as be very effective in introducing new ideas and clarifying some difficult concepts. In the diversified elective program, 67.7 percent of the students used photographs, but in the traditional program, only 33.7 percent of the students used photographs in their English class. With regards to the use of paintings in the English classroom, 45.6 percent of the students in the new program used paintings, while a very small percentage, 14.3, of the students in the traditional program used paintings. Bulletin boards, which many teachers may think are only for elementary schools, can be very effective teaching aids in the secondary schools. In the elective program, 65 percent of the students used bulletin boards compared to 47.2 percent of the students in the traditional English program.

The audio materials—music, records of poetry and tape recorders—are used a great deal more in the diversified elective program. In the traditional program, only 35 percent of the students used music; 41.8 percent used records of poetry; and only 24.9 percent used tape recorders.
These results can be compared to the students in the elective program in which 67 percent of the students used music; 51.5 percent used records of poetry; and 65.7 percent used tape recorders.

A significant difference also occurs in the number of students who used audio-visual materials. In the traditional program, 49.8 percent of the students used films; 44.7 percent used filmstrips; and 17.8 percent used video tapes. In contrast are the results of the students in the elective program of whom 81.5 percent used films; 75.9 percent used filmstrips; and 43.9 percent used video tapes.

The use of materials is a very important aspect of an English curriculum. From the two tables presented on materials used, it should be noted that for the most part students in the traditional program worked with written materials. It is this researcher's opinion that the printed material used was probably found in a common anthology text, and as a result, most students in the traditional program were exposed to the same readings. However, there are many students who are unable to communicate with their more verbal teachers, and they helped considerably by the use of non-written materials that help to make ideas clear and to stimulate verbal response. It seems from the tables presented that students in the elective program are given the opportunity of using more multi-media materials than students in the traditional program. This fact leads the researcher to believe that the use of materials can be one of the factors for the positive attitude that students in the elective program have toward English.
Hypothesis VII: Students in the diversified elective English program are not exposed to more instructional techniques than students in the traditional English program.

To test this hypothesis, the percentages of responses given will be used to reject or accept the null hypothesis. Tables 48 and 49 list each method and the percentage of responses indicated by students in both programs.

**TABLE 48**

PERCENTAGE OF RESPONSES BY STUDENTS IN THE DIVERSIFIED ELECTIVE ENGLISH PROGRAM AS TO THE DEGREE OF THE EXPOSURE TO INSTRUCTIONAL TECHNIQUES IN THE ENGLISH PROGRAM

<table>
<thead>
<tr>
<th>METHOD</th>
<th>ALWAYS</th>
<th>MUCH</th>
<th>SOME</th>
<th>LITTLE</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture by the teacher</td>
<td>8.2</td>
<td>30.3</td>
<td>41.3</td>
<td>20.2</td>
<td>0.0</td>
</tr>
<tr>
<td>Class discussion with the teacher</td>
<td>14.5</td>
<td>22.1</td>
<td>57.4</td>
<td>6.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Small group discussion with other students</td>
<td>4.0</td>
<td>29.0</td>
<td>41.6</td>
<td>29.0</td>
<td>3.3</td>
</tr>
<tr>
<td>Individual Study</td>
<td>5.9</td>
<td>20.8</td>
<td>44.6</td>
<td>24.1</td>
<td>4.6</td>
</tr>
</tbody>
</table>
TABLE 49
PERCENTAGE OF RESPONSES BY STUDENTS IN THE TRADITIONAL ENGLISH PROGRAM AS TO THE DEGREE OF THE EXPOSURE TO INSTRUCTIONAL TECHNIQUES IN THE ENGLISH PROGRAM

<table>
<thead>
<tr>
<th>METHOD</th>
<th>ALWAYS</th>
<th>MUCH</th>
<th>SOME</th>
<th>LITTLE</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture by the teacher</td>
<td>30.2</td>
<td>41.4</td>
<td>23.8</td>
<td>4.6</td>
<td>0.0</td>
</tr>
<tr>
<td>Class discussion with the teacher</td>
<td>5.4</td>
<td>16.9</td>
<td>34.7</td>
<td>38.1</td>
<td>4.9</td>
</tr>
<tr>
<td>Small group discussion with other students</td>
<td>0.9</td>
<td>4.9</td>
<td>25.2</td>
<td>47.0</td>
<td>22.1</td>
</tr>
<tr>
<td>Individual Study</td>
<td>3.2</td>
<td>9.7</td>
<td>25.5</td>
<td>43.3</td>
<td>18.3</td>
</tr>
</tbody>
</table>

Once again, by combining the first four categories and assigning to them an affirmative response and assigning the final category a negative response, it can be clearly seen that students in the diversified elective English program are exposed to more instructional techniques than students in the traditional program. As a result, the null hypothesis can be rejected. However, what is more impressive is the degree to which the students were exposed to the different methods of teaching. The instructional methods listed range from very teacher-centered to student-centered. A brief analysis of each could produce some interesting implications.

Probably, the most teacher-centered method used is lecturing. In the traditional English program, 71.4 percent of the students were exposed to lecturing by the teacher always or for most of the time in last year's English class. In direct contrast is the diversified elective English program where 38.5 percent of the students were exposed
to lecturing by the teacher always or for much of the time in last year's English classes.

The next method of teaching which is still considered teacher-centered is class discussion with the teacher. The reason why this method is considered teacher-centered is that for the most part the teachers ask the students questions which have specific answers that the teachers know. The questions for the most part are factual although there may be some inquiry ones. Although this method is considered teacher-centered, there is more student involvement than in the lecture method. In the diversified program, 36.6 percent of the students were exposed to the discussion method always or for much of the time during last year's English program. However, in the traditional program, 22.3 percent of the students were exposed to the discussion method always or for much of the time during last year's English program. It should be noted that although the two percentages are not very different, the more student involvement that is required for the method, the higher the percentage is for the students in the elective program. This will become more distinct with the last two methods.

The third method of teaching that was examined in this study is small group discussion with other students. This method is more student-centered than the first two methods. An example of this type of method is the Moffett program where group process is used a great deal with students working together. In comparing the percentage of responses to this item by students in both groups, it can be seen that 33 percent of the students in the new program were exposed to small group discussion with other students always or much of the time last year while
only 5.8 percent of the students in the old program were exposed to the method always or for most of the time. Under the "Never" column, 3.3 percent of the students in the elective program responded that they never used this method while 22.1 percent of the students in the traditional program circled "Never."

The fourth method, individual study, represents an almost total student-centered method. Under the "Always" and "Much" categories, 36.7 percent of the students in the elective program responded, while only 12.9 percent of the students in the traditional program responded. Also, there is a difference in the "Never" category. In the new program, 4.6 percent of the students responded that they never did any individual study, while 18.3 percent of the students in the traditional program circled "Never."

This data indicates that the diversified elective program is moving toward a more student-centered curriculum than a teacher-centered one. The student-centered curriculum allows students to be more active in class as well as giving them more responsibility than what is given to students in the teacher-centered curriculum. By being exposed to varied methods of teaching in the elective program, the students may feel more positive about the program since it provides instructional techniques that allow for more student activity and involvement.

**Hypothesis VIII:** Students in the diversified elective English program do not participate in more activities in English classes than students in the traditional English program.
To test this hypothesis, the percentages of responses given will be used to reject or accept the null hypothesis. Tables 50 and 51 list each activity and the percentage of responses indicated by students in both programs.

**TABLE 50**

PERCENTAGE OF RESPONSES BY STUDENTS IN THE DIVERSIFIED ELECTIVE ENGLISH PROGRAM AS TO THE DEGREE OF PARTICIPATION OF ACTIVITIES IN THE ENGLISH PROGRAM

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ALWAYS</th>
<th>MUCH</th>
<th>SOME</th>
<th>LITTLE</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling and/or vocabulary tests and drills</td>
<td>6.2</td>
<td>6.3</td>
<td>20.5</td>
<td>30.0</td>
<td>37.0</td>
</tr>
<tr>
<td>Acting out plays</td>
<td>1.7</td>
<td>7.9</td>
<td>28.7</td>
<td>39.6</td>
<td>22.1</td>
</tr>
<tr>
<td>Discussing plays</td>
<td>3.0</td>
<td>23.8</td>
<td>36.0</td>
<td>26.4</td>
<td>10.8</td>
</tr>
<tr>
<td>Discussing photographs</td>
<td>0.3</td>
<td>6.6</td>
<td>23.4</td>
<td>32.7</td>
<td>37.0</td>
</tr>
<tr>
<td>Listening to records of poetry</td>
<td>2.3</td>
<td>3.0</td>
<td>19.5</td>
<td>31.0</td>
<td>44.2</td>
</tr>
<tr>
<td>Writing compositions</td>
<td>5.3</td>
<td>35.6</td>
<td>38.9</td>
<td>20.2</td>
<td>0.0</td>
</tr>
<tr>
<td>Writing poetry</td>
<td>1.3</td>
<td>8.6</td>
<td>31.7</td>
<td>45.9</td>
<td>12.5</td>
</tr>
<tr>
<td>Doing grammar exercises</td>
<td>2.3</td>
<td>6.6</td>
<td>15.2</td>
<td>23.4</td>
<td>52.5</td>
</tr>
<tr>
<td>Giving oral reports and speeches</td>
<td>4.3</td>
<td>9.6</td>
<td>43.2</td>
<td>30.7</td>
<td>12.2</td>
</tr>
<tr>
<td>Listening to music</td>
<td>3.3</td>
<td>6.3</td>
<td>26.4</td>
<td>33.3</td>
<td>30.7</td>
</tr>
<tr>
<td>Discussing literature</td>
<td>6.3</td>
<td>51.2</td>
<td>29.0</td>
<td>13.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Discussing compositions you have written</td>
<td>5.0</td>
<td>19.5</td>
<td>37.6</td>
<td>27.1</td>
<td>10.9</td>
</tr>
<tr>
<td>Listening to the teacher talk</td>
<td>10.2</td>
<td>26.7</td>
<td>41.6</td>
<td>21.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Reading aloud</td>
<td>4.0</td>
<td>17.2</td>
<td>38.0</td>
<td>29.7</td>
<td>11.2</td>
</tr>
</tbody>
</table>
### TABLE 50 - CONTINUED

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ALWAYS</th>
<th>MUCH</th>
<th>SOME</th>
<th>LITTLE</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing library research</td>
<td>1.3</td>
<td>10.2</td>
<td>38.3</td>
<td>35.3</td>
<td>14.9</td>
</tr>
<tr>
<td>Watching movies</td>
<td>2.3</td>
<td>6.3</td>
<td>42.2</td>
<td>34.0</td>
<td>15.2</td>
</tr>
<tr>
<td>Making movies</td>
<td>0.0</td>
<td>1.6</td>
<td>8.3</td>
<td>14.2</td>
<td>75.9</td>
</tr>
<tr>
<td>Listening to the teacher read aloud</td>
<td>2.6</td>
<td>7.6</td>
<td>46.3</td>
<td>31.0</td>
<td>12.5</td>
</tr>
<tr>
<td>Filling out applications</td>
<td>2.0</td>
<td>1.0</td>
<td>18.2</td>
<td>29.0</td>
<td>49.8</td>
</tr>
<tr>
<td>Writing letters</td>
<td>2.0</td>
<td>2.0</td>
<td>18.7</td>
<td>24.8</td>
<td>52.5</td>
</tr>
</tbody>
</table>

### TABLE 51

PERCENTAGE OF RESPONSES BY STUDENTS IN THE TRADITIONAL ENGLISH PROGRAM AS TO THE DEGREE OF PARTICIPATION OF ACTIVITIES IN THE ENGLISH PROGRAM

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ALWAYS</th>
<th>MUCH</th>
<th>SOME</th>
<th>LITTLE</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling and/or vocabulary tests and drills</td>
<td>11.2</td>
<td>29.5</td>
<td>28.4</td>
<td>22.9</td>
<td>8.0</td>
</tr>
<tr>
<td>Acting out plays</td>
<td>0.6</td>
<td>3.4</td>
<td>12.3</td>
<td>29.2</td>
<td>54.4</td>
</tr>
<tr>
<td>Discussing plays</td>
<td>2.3</td>
<td>13.2</td>
<td>48.1</td>
<td>24.1</td>
<td>12.3</td>
</tr>
<tr>
<td>Discussing photographs</td>
<td>0.6</td>
<td>5.7</td>
<td>6.0</td>
<td>17.2</td>
<td>70.5</td>
</tr>
<tr>
<td>Listening to records of poetry</td>
<td>6.0</td>
<td>0.9</td>
<td>10.6</td>
<td>30.9</td>
<td>51.6</td>
</tr>
<tr>
<td>Writing compositions</td>
<td>5.2</td>
<td>28.9</td>
<td>46.4</td>
<td>19.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Writing poetry</td>
<td>0.3</td>
<td>2.6</td>
<td>17.2</td>
<td>38.1</td>
<td>41.8</td>
</tr>
<tr>
<td>Doing grammar exercises</td>
<td>11.2</td>
<td>41.5</td>
<td>36.1</td>
<td>10.8</td>
<td>0.0</td>
</tr>
<tr>
<td>Giving oral reports and speeches</td>
<td>1.1</td>
<td>10.9</td>
<td>34.1</td>
<td>28.9</td>
<td>24.0</td>
</tr>
<tr>
<td>Listening to music</td>
<td>0.3</td>
<td>0.3</td>
<td>10.0</td>
<td>24.4</td>
<td>65.0</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>ALWAYS</td>
<td>MUCH</td>
<td>SOME</td>
<td>LITTLE</td>
<td>NEVER</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------</td>
<td>------</td>
<td>------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Discussing literature</td>
<td>4.0</td>
<td>44.7</td>
<td>35.2</td>
<td>16.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Discussing compositions you have written</td>
<td>1.7</td>
<td>8.6</td>
<td>24.6</td>
<td>24.1</td>
<td>41.0</td>
</tr>
<tr>
<td>Listening to the teacher talk</td>
<td>37.5</td>
<td>38.7</td>
<td>19.2</td>
<td>4.6</td>
<td>0.0</td>
</tr>
<tr>
<td>Reading aloud</td>
<td>5.7</td>
<td>20.9</td>
<td>43.0</td>
<td>23.8</td>
<td>6.6</td>
</tr>
<tr>
<td>Doing library research</td>
<td>1.1</td>
<td>9.2</td>
<td>31.2</td>
<td>33.2</td>
<td>25.3</td>
</tr>
<tr>
<td>Watching movies</td>
<td>0.0</td>
<td>1.7</td>
<td>17.2</td>
<td>40.7</td>
<td>40.4</td>
</tr>
<tr>
<td>Making movies</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>4.9</td>
<td>95.1</td>
</tr>
<tr>
<td>Listening to the teacher read aloud</td>
<td>6.9</td>
<td>23.5</td>
<td>35.5</td>
<td>22.3</td>
<td>11.8</td>
</tr>
<tr>
<td>Filling out applications</td>
<td>0.6</td>
<td>2.3</td>
<td>10.6</td>
<td>31.5</td>
<td>55.0</td>
</tr>
<tr>
<td>Writing letters</td>
<td>0.3</td>
<td>2.3</td>
<td>14.9</td>
<td>26.1</td>
<td>56.4</td>
</tr>
</tbody>
</table>

By assigning an affirmative response to the first four categories and a negative response to the final category, it should be noted that of the twenty activities listed, there were more "Never" responses circled on thirteen of the activities by students in the traditional English program than by students in the elective program. With three activities, the same percentage of students in both groups circled "Never" and with four activities, more students in the elective program circled "Never" than did students in the traditional program. The three activities in which all students in both programs participated were writing compositions, discussing literature and listening to the teacher talk. The first two activities coincide with the earlier finding
in Part I of the questionnaire that all students studied composition and literature. Of the third activity, it should be noted that 36.9 percent of the students in the elective program circled always or much for this item, while 76.2 percent of the students in the traditional program circled always or much. This result correlates with the earlier assumption that the traditional program is more teacher-centered than the new program.

The four activities in which fewer students in the traditional program circled "Never" than did students in the elective program are spelling and/or vocabulary tests and drills, doing grammar exercises, reading aloud, and listening to the teacher read aloud. These activities represent a very structured curriculum such as the traditional program where all students are doing common activities. For the first two activities, 92 and 100 percent of the students in the traditional program responded affirmatively while 63 and 48 percent of the students in the elective program responded affirmatively. For the final two activities, the differences were not as pronounced as the first two.

It is not necessary to analyze each of the thirteen items which fewer students in the elective program responded "Never" than did students in the traditional program, but some items warrant analysis. For example, 10.8 percent of the students in the elective program responded that they never participated in discussing plays while 12.3 percent of the students in the traditional program responded "Never" to this item. This difference is not very great, but in the preceding item, "Acting out plays," 22.1 percent of the students in the elective program responded "Never" while 54.4 percent of the students in the traditional
program responded "Never." The results of the two items reinforce the idea that the elective English program is more student-centered than the traditional program. Acting out plays gives students a chance to be more active and involved in the classroom as well as sharing responsibility with other students.

Another example is the items concerned with writing exercises. All students in both programs responded affirmatively to writing compositions. However, when it came to writing poetry, 87.5 percent of the students in the elective program wrote poetry while only 58.2 percent of the students in the traditional program wrote poetry. This result may have some bearing on the next hypothesis concerning grades. Writing poetry is a more creative type of writing than theme writing, and poetry is usually graded differently if graded at all. When it came to discussing compositions that they had written, 89.1 percent of the students in the elective program responded affirmatively while only 59 percent of the students in the traditional program responded affirmatively. Again, this is a more student-centered activity than teacher-centered, and when students discuss compositions they have written, it is difficult to evaluate them objectively.

Other items have to do with the mass media, and as to be expected, more students in the elective system responded that they participated in these activities than students in the traditional program. From this brief analysis of activities, it is possible to reject the null hypothesis, and along with the materials and methods, activities performed in the classroom could be another factor for the positive attitude of students in the diversified elective English program.
Hypothesis IX: Students in the diversified elective English program do not receive higher grades than students in the traditional English program.

To test this hypothesis, the percentages of responses given will be used to reject or accept the null hypothesis. Table 52 lists each possible final grade and the percentage of responses indicated by students in both programs.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>15.2</td>
<td>41.9</td>
<td>36.3</td>
<td>6.6</td>
<td>0.0</td>
</tr>
<tr>
<td>B</td>
<td>0.9</td>
<td>16.9</td>
<td>55.0</td>
<td>21.8</td>
<td>5.4</td>
</tr>
</tbody>
</table>

Group A refers to students in the elective program, and Group B refers to students in the traditional program. As one can see, the students in Group A received higher final grades than students in Group B, and the null hypothesis can be rejected.

Some implications can be made about this result. First of all, since students were able to choose classes that they were interested in, it would be likely that they would do better in the classes than if they were forced to take the class. Along with this assumption is the idea that teachers may be more enthusiastic and interesting in the elective courses, and as a result the classroom atmosphere would be more conducive
to learning than if the teachers were unenthusiastic about and disinterested in the class.

Another assumption that can be made is that since many of the activities and methods used in the elective program are student-centered, it becomes difficult for teachers to evaluate students objectively. As a result, students might receive higher grades since the teacher cannot objectively evaluate the work done. An example of this would be the evaluation of students who worked together to produce a film. The finished product is the work of all students who did such things as shooting the film, editing it, and splicing it. The contrast in evaluating this activity is evaluating a grammar exercise or a spelling drill. There are right and wrong answers, and teachers can be very objective in their evaluation.

Summary of Findings

From Hypothesis I, it was found that there was a significant difference in total attitude scores toward the English program by students in the diversified elective program compared to students in the traditional program. With all of the sub-hypotheses under Hypothesis I, there was a significant difference at the .001 level, and students in the elective program had a more favorable attitude toward all of the statements compared to students in the traditional program. With two statements—student attitudes toward enjoying English more than other subjects, and student attitudes toward the study of grammar—both groups responded negatively
From Hypothesis II, it was found that there was a significant
difference in attitude scores toward the structure of the English program
by students in the elective program compared to students in the tradi-
tional program. Three statements in that attitude scale dealt with
components that made up the structure of each English program. With
each of the statements, the students in the elective program had a very
positive attitude compared to a negative attitude by students in the
traditional program.

Hypotheses III, IV, and V concentrated on attitudes by groups
within the diversified elective program. It was found that urban students
in the program had a more positive attitude toward English than suburban
students. The significant difference occurred at the .05 level. There
were no significant differences found between male and female, and
college bound and non-college bound students. These groups all had
positive attitudes toward the English program which indicated that the
elective program was meeting the needs and interests of the students.

By combining the results of Hypotheses VI, VII, and VIII, it was
found that students in the elective program used more materials, were
exposed to more methods of teaching, and participated in more activities
than students in the traditional program. There were more multi-media
materials used as well as more student-centered methods and activities
in the new program. These factors could have some possible bearing on
the positive attitude of students toward English in the elective program.

The results of Hypothesis IX pointed out that students in the
elective program received higher grades than students in the traditional
program. Since students received their grades before they took the
survey, it is possible that because they received higher grades, the students in the new program felt more positive toward the English program. Implications as to why students received higher grades were based on the structure of the program which allowed students to choose their classes, and the student-centered methods and activities that make evaluation subjective instead of objective.

**Reliability of the Instrument**

Utilizing the final form of the attitude scale, responses of the total group to Part I of the questionnaire, and the Kuder-Richardson Formula #8,¹ coefficients of reliability relative to internal consistency were derived. Mean, standard deviation and reliability coefficients are summarized in Table 53.

<table>
<thead>
<tr>
<th>MEAN</th>
<th>ST. DEV.</th>
<th>KUDE-RICHARDSON #8</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.73</td>
<td>5.44</td>
<td>.880</td>
</tr>
</tbody>
</table>

This is a high reliability coefficient, but it should be remembered that there were high t values in each of the twelve items on the attitude scale, and the scores of students in each program were consistent throughout the testing of the hypotheses.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

In this, the final chapter of the study, there are three parts. In the first part of the chapter, the study is reviewed briefly so that the reader may readily ascertain the basis for the conclusions that are drawn in the second part of the chapter. Part two includes the conclusions and their implications for (1) schools in the state of Ohio that are planning a diversified elective English program, (2) schools in the Columbus Public School District that have the diversified elective English program and want to improve it, and (3) universities and colleges that have teacher preparation programs in English education and have field experience work in schools that have the diversified elective program. The chapter is concluded with recommendations for further research that are suggested by the results of this study.

Review of the Study

As noted in Chapter I, this study was conducted in an attempt to deal with the following three questions:

(1) What differences exist between the traditional English program and the diversified elective English program in terms of student attitudes toward English?

(2) What differences exist between the traditional English
program and the diversified elective English program in terms of materials used, instructional techniques used, activities performed in class, and final grades received in English class?

(3) To what extent do these differences contribute to differences in student attitude?

A review of related literature revealed that psychologists and educators were very much concerned with the problems of attitude and the development of instruments to appraise attitudes more accurately. Studies have also revealed that change of attitude toward academic areas can be effected, although the literature points out that there are research problems attendant in assessing that change. Chapter II also examined some of the relevant research in the teaching of secondary English. It was an attempt to indicate the conflict which has existed in the English curriculum. The conflict involved that between learning theory and actual teaching practice; between teachers' perceptions of the students they were teaching and the real people who sat in their classrooms; and between teachers' perceptions of the validity of what content they were emphasizing and the attitudes of their students toward the same content. The final section of the chapter dealt with the emergence of the elective English program and examined descriptions of typical and atypical programs as well as evaluations of these programs.

In Chapter III was presented a description of the methods employed in conducting the research of the study. The chapter was divided into three major sections: the planning and organization of the study, the pilot study and the actual survey. In the planning and organization
section, the research design and the formation of the attitude assessing instrument was discussed in detail. The pilot study consisted of finding out if the study was feasible as well as testing and refining the instrument. The actual study was then described in its entirety. The sample population, methods of collecting data, and the procedures for analyzing the data were stated in detail.

The core of the study was presented in Chapter IV, for here were discussed the findings of the study. The Kuder-Richardson Formula #8 test was utilized on the refined instrument, and it was shown to have a very high reliability.

Each of the null hypotheses formulated in Chapter I were tested, and the following findings resulted:

(1) There was a significant difference in means of total attitude scores toward English by students in the diversified elective English program compared to students in the traditional English program. The t score was 26.46 which was significant at the .001 level. Besides obtaining data on the total attitude scores of students toward the diversified elective and the traditional English offerings, individual attitude scores of statements were also obtained. With all of the sub-hypotheses under Hypothesis I, there was a significant difference in attitude scores at the .001 level by students in the diversified elective English program compared to students in the traditional English program. In only two statements were the mean scores by students in the diversified elective program negative. These statements had to do with enjoying English more than other subjects and with studying grammar.
(2) There was a significant difference in total attitude scores toward the structure of English programs by students in the diversified elective English program compared to students in the traditional English program. The $t$ score was 40.0505 which was significant at the .001 level. There were three statements on the attitude scale that were related to the structure of each program. With each of the statements, the students in the diversified elective program had a positive attitude while students in the traditional program had a negative attitude. The $t$ scores for each individual statement were significant at the .001 level.

(3) There was a significant difference in total attitude scores toward English by urban students compared to suburban students in the diversified elective English program. The $t$ score was 2.0162 which was significant at the .05 level. Sub-hypotheses were also used, and it was found that there were significant differences by urban students compared to suburban students on the statements concerning the study of literature, grammar and usage. With the other statements, the mean score was somewhat higher for urban students than suburban students, but there were no significant differences. It should be mentioned that when total attitude scores toward the traditional English program were compared, the suburban students had a higher mean score than the urban students, and there was a significant difference at the .05 level.

(4) There was no significant difference in total attitude scores toward English by male and female students in the diversified elective English program. The $t$ value was 0.9575, and that was not significant at the .05 level. None of the sub-hypotheses except for the statement about the study of composition was significant at any level. Females
tended to have higher mean scores than males, but they were not significant. The mean scores of total attitude scores by male and female students in the traditional program were significant. Females had a higher mean score in the old program than males, and the difference was significant at the .05 level.

(5) There was no significant difference in total attitude scores toward English by college bound and non-college bound students in the diversified elective English program. The $t$ score of 0.9462 was not significant at the .05 level even though the college bound students had a higher mean than non-college bound students. None of the null sub-hypotheses could be rejected at any level. As with the previous hypothesis, there was a significant difference between means of total attitude scores by college bound and non-college bound students in the traditional English program. The $t$ score was 2.2538 which was significant at the .05 level, and college bound students had the higher mean than non-college bound students.

(6) Students in the diversified elective English program did use more materials in their English classes than students in the traditional English program. By observing percentages of responses to seventeen items dealing with materials used in English classes, students in the diversified elective program circled the response "Never" fewer times than students in the traditional program. Both groups used fiction, non-fiction, poetry and plays in their classes. However, there were many more multi-media materials used in the elective program than in the traditional program. These materials included printed, audio, visual and audio-visual materials.
(7) Students in the diversified elective English program were exposed to more instructional techniques than students in the traditional English program. By observing percentages of responses by students to four different instructional techniques: lecture by the teacher; class discussion with the teacher; small group discussion with other students; and individual study, fewer students in the diversified elective program circled the response "Never" than students in the traditional program. Both groups of students indicated that they were exposed to the lecture method by teachers, but as the methods became more student-centered, fewer students in the traditional program responded that they were exposed to these methods.

(8) Students in the diversified elective English program did participate in more activities in English classes than students in the traditional English program. By observing percentages of responses by students to twenty different activities, fewer students in the diversified elective program circled the response "Never" than students in the traditional English program. The activities corresponded to the previous two hypotheses concerning materials and methods in that students in the diversified elective program performed more activities that were student-centered and utilized more multi-media activities compared to students in the traditional program.

(9) Students in the diversified elective English program did receive higher grades than students in the traditional English program. Percentages of responses by students to statements asking them to circle their final grades revealed that more students in the elective program received A's and B's than students in the traditional program. However,
more students in the traditional program received C's, D's and F's than students in the diversified program.

Implications of the Conclusions

As stated in Chapter II, the study was significant at three educational levels: the state level, the local school district level and the university level. The implications that can be drawn from the conclusions can be applied to each of the three levels. The evidence supplied by the data from Part I of the questionnaire could be a basis for any school district in Ohio that wants to improve its English curriculum. As far as student attitudes are concerned, the diversified elective English program is succeeding compared to the traditional program. The statements that made up Part I of the survey were divided into three sections: attitudes toward school and English in general, attitudes toward specific subject areas in the English curriculum, and attitudes toward the structure of the English programs. In every statement on the attitude scale, students in the diversified elective program had a more positive attitude than students in the traditional program.

With regard to Parts II, III, IV and V of the questionnaire, schools that are thinking about an elective program might observe how students in the survey made use of materials, methods and activities in their English classes. What is known is this: students in the diversified elective program used more multi-media materials than students in the traditional program; they were exposed to a greater amount of student-centered approaches to learning; and as a result, they performed more media and student-centered activities in their English classes.
Finally, students in the new program received higher final grades than students in the old program. These results correlated with the results of Part I of the questionnaire can be used by a school district to initiate an elective program. What should be noted is that each elective program is unique in its own way, and since it would be serving a different group of students than the program in this study did, the results might not be the same. However, if a school district in Ohio has been cautious about terminating its traditional English program and initiating an elective program, the results of this study might give the school district the encouragement it needs to begin the curriculum change.

At the local level, the implications of the conclusions of this study are very significant since the study took place in the Columbus Public School District. The results of the survey tend to reinforce the beliefs that teachers, department chairmen in English and administrators had about the diversified elective English program. The seven schools used in this survey represent a sample of the total population of students in the Columbus Public Schools, and the results of the questionnaire should be of interest to all English teachers in the schools.

From the first part of the questionnaire, the attitude scale, the elective program seems to be working very well. Besides the results showing that students in the elective program had a more positive attitude toward English than students in the traditional program, there were other results concerning groups within the elective program and their attitude toward English. It was found that urban students had a more positive attitude than suburban students in the elective program. Their
mean scores were so much higher that there was a significant difference at the .05 level of probability. There were no significant differences between male and female students and college bound and non-college bound students in the elective program. Teachers should also be aware that the results for the first part of the questionnaire were quite different for the students in the traditional English program. The suburban students had a more positive attitude toward English than the urban students did, and the mean score was significant at the .05 level. There were also significant differences between male and female students, and college bound and non-college bound students. Female students and college bound students had higher mean scores, and the scores were significant at the .05 level.

From the results of Part I of the questionnaire, the English teachers in the Columbus Public Schools should be aware that the elective program is working as far as the students are concerned. The elective program was set up to insure that the English curriculum was meeting the needs and interests of all students. For such a long time, the English curriculum was set up to prepare students for college, and it was the suburban students who benefited from the curriculum since they were the ones who usually planned to go to college. There has been a complete reversal with the elective system. The urban students felt that they were being offered more in this program since they responded positively to the attitude scale on the questionnaire. Further evidence that the new program is offering everyone something is that there was no significant difference between male and female students, and college bound and non-college bound students.
Another purpose of the elective system was that it would develop a great variety of approaches to English and include many specific courses. Teachers in the Columbus Public Schools should note from Parts II, III, and IV of the questionnaire that this purpose has been achieved. Students in the diversified elective program were exposed to different approaches in instructional techniques and used more multimedia materials in their courses. Although the three traditional subject areas of English—language, literature, and composition—were studied, there was the opportunity for students to work with other relevant materials that are usually not offered in a traditional English program.

The teachers in the schools were able to use their talents to a greater degree in the elective program. Again, this is another purpose of the elective program, and it seems to be working very well. The assumption is that when teachers teach a subject that they know and enjoy, and students sign up for courses which interest them, then, the courses will be successful. From the results of the attitude scale, especially with the statement concerning interests being met in English classes, the students in the elective program have very positive feelings.

From these examples and the results reported earlier in this study, the teachers of English in the Columbus Public Schools should feel some satisfaction in their decision to change the English curriculum. However, an evaluation of a curriculum should be a continuous process. Besides pointing out the definite advantages of the present elective program in the Columbus Public Schools, it is necessary for
this researcher to identify some weaknesses in the program and suggest ways to modify change.

In Part I of the questionnaire, there were two statements in which students in the elective program responded to in a negative way. The first statement had to do with enjoying English more than other subjects. The assumption that was made earlier in the study as to why students responded this way was that English is a required subject compared to other subjects such as music, woodshop, automechanics, and foreign languages. Students choose these elective courses because of some personal interest, and although the English program is called elective, students are still required to take it. One way of improving students' attitude toward their feeling of English and other subjects is to constantly add new courses to the curriculum with students having a greater role in planning the curriculum. Basically, students do this now in that if they do not want to sign up for a course, they do not, and as a result when there are no students signed up for a course, it is dropped. However, it is usually the English teachers and the department chairmen who make up the courses, and it is this researcher's opinion that more student involvement should be allowed.

The second statement that students in the elective program responded negatively to was their enjoyment in the studying of grammar. The assumption that was made with regard to why students responded this way was that a grammar course was not offered, but grammar might have been part of the basic composition course. There seem to be two ways of improving student attitudes toward the study of grammar. One way is to offer a grammar course as an elective. Students who were interested
in studying grammar could do so by signing up for the elective course. The second way to eliminate the negative attitude toward grammar is not to teach it in the basic composition course. Most students in the eleventh and twelfth grades have studied grammar for six or seven years. The constant drilling of grammatical rules can become very boring and tedious for students, and it is no wonder that they responded negatively to the statement. If grammar is to be taught at all, it would be a good idea to finish teaching it in the junior high school.

Concerning the sections of the survey having to do with materials, methods and activities, it is believed that there should be an ongoing process of trying new materials, methods and activities constantly so that the elective program does not become traditional. This is a difficult task because it is easy for teachers to fall into the rut of teaching the same thing the same way every year.

In Part V of the questionnaire, the students were asked to indicate their final grades received in English classes. The results showed that students in the elective program received higher final grades than students in the traditional program. The assumptions made about this result were that since students elected to take the courses, they would do better, and also, since there were more student-centered activities in the new curriculum, it was difficult for teachers to grade the students objectively. Therefore, this researcher would suggest that the elective program would improve if traditional letter grades would be abolished. It is suggested that either a Pass-Fail or Satisfactory-Unsatisfactory system be used. This way it would be possible for students to work at their own pace on different projects and not worry
about grades. For example, in a poetry writing course or a film making
course, a student could experiment with his creative talents without
being pressured by grades.

A major change that this researcher would suggest to improve the
elective English program in the Columbus Schools is to include tenth
graders in the program. The results of the survey by tenth grader was
a factor in suggesting this change. With most of the items on the atti-
tude scale, the tenth graders had a very negative attitude toward their
English program. One possible reason for this negative attitude is that
all students are asked to do the same things in the English classroom.
They all study grammar, composition and literature. All are exposed to
a very teacher-centered curriculum, and as a result all are graded ob-
jectively. The reason that the tenth graders are still in the tradi-
tional program is that the English teachers feel that these students
still need work in the basics of English. This researcher believes that
this is not a valid reason. The basics of English are taught over and
over again in the junior high schools. By the time the students are in
the tenth grade, they should have the chance to follow their interests
and choose courses that reflect these interests.

Another factor in the traditional program that suggests a change
to the elective program is the homogeneous grouping of the students. In
the three ability groups, students study the same material but at dif-
ferent rates. The elective program has shown that there is no need to
group students according to arbitrary chronological divisions or in
mandatory ability tracks. In an elective program that consisted of
tenth, eleventh, and twelfth graders, there would be the opportunity for
all students to benefit from each other as well as the teacher. Students would be in a class not because of their chronological age or ability group but because of a common interest.

The implications of the conclusions of this study have a significance at the university level. In most teacher preparation programs in English, the emphasis in the methods courses is on literature, language and composition. These courses were adequate for preparing teachers for the traditional program but may be lacking in preparing students for the elective program. This researcher sees two possible ways of improving the teacher preparation program in English. The first has to do with the content that is studied at the university level. The subject of English should be synonymous with the word "communications," and the prospective English teacher should be given the opportunity to work in any area of communications that interest him. This includes work with film, art and music as well as the study of literature, language and composition.

The second way that the teacher preparation program change to better prepare students for the elective program is to change the procedures in the methods courses. Since the instructional techniques in the elective program seem to be moving toward a student-centered curriculum, the methods courses should reflect that type of curriculum. The courses should be built around the students and the work done in the methods courses should reflect the interests of the students.
Recommendations for Further Research

The findings of this study generate a number of questions and problems which further research can answer. These problems are here stated so that some future researcher might explore the possibilities these problems pose. Other researchers might consider the following:

1. For what additional purposes can the instrument developed (or a similar instrument) be employed effectively?

2. Would there be different results if a survey similar to this one would be administered to two groups of students at the end of the school year?

3. Would there be different results if a similar survey were administered in the same schools in a few more years?

4. Would there be different results if a similar survey was administered to two groups who were equally matched?

5. What are the attitudes of teachers of English toward the diversified elective English program?

This chapter provided a review of the study, conclusions and implications of the findings of the study, and recommendations for further research generated by the current investigation. The present study was an inquiry into attitudes toward English by two groups of students in a traditional and the diversified elective English programs. The study sought to find out what types of materials, methods, and activities were used in both programs. The final purpose of the study was to compare the final grades received in English by the students in both programs. Some questions about the elective program in English have been answered; other questions have been raised about the topic considered. It is the
hope of this investigator that the findings of this and subsequent relevant studies may be communicated to other investigators so that the nature of the educative process may become more and more understood by those who are entrusted with the teaching of people.
APPENDIX A

COURSE OFFERINGS IN THE DIVERSIFIED ELECTIVE ENGLISH PROGRAM BY: INDIVIDUAL SCHOOLS

Brookhaven High School

Advanced Composition I
Advanced Composition II
American Ethnic Literature
Basic Communications
British Literature I
British Literature II
Creative Writing
Journalism I
Literature of Drama I
Literature of Drama II
Major American Writers 1700-1920
Major American Writers 1920-Present
Media
Nature of Language I
Nature of Language II
Reading for Pleasure
Shakespeare
World Literature I
World Literature II - Mythology

Central High School

Ancient Literature
Bible in Literature
Black Literature
Creative Writing
Detective Stories
Dramatics
English for College
Everyday English
Film Appreciation
Journalism
Man and His Gods (Mythology)
Modern Novel
Oral Interpretation of Literature
Practical and Informative Composition
Central High School - Continued

Science Fiction
Sounds, Shapes and Textures: Poetry
Short Story and Its Forerunners
Speaking Effectively
Word Power

Linden McKinley High School

American Studies
Basic Composition
Black Literature
Creative Writing
Major British Writers
Major International Writers
Modern Media
Now Literature
Reading for Individual Pleasure
Reading Improvement
The Forms of Drama
The Literature of Drama

Northland High School

Advanced Composition
American Ethnic and Regional Literature
American Folklore
American Heritage
American Studies
Basic Communications
Basic Filmmaking
Bible as Literature (Old Testament)
Bible as Literature (New Testament)
British Heritage (448-1850)
Business English
Children's Literature
Creative Writing
Individualized Reading
Independent Study in English
Journalism I
Major American Writers (1865-1950)
Media Study
Modern Poetry
Nature of Language
Science Fiction
Shakespeare
Suspense Fiction
The Literature of Drama
Themes in Literature
Northland High School - Continued

20th Century British Literature
Visual Language
World Literature (Eastern)
World Literature (Western)
World Mythology

South High School

Better Paragraphs
Bible as Literature
Coherent Sentences
College Prep Composition
Composition, Simple
Creative Writing
Drama: One Acts
Drama: Comedy
Drama: Tragedy
Early British Writers
Ethnic Literature I
Ethnic Literature II
Ethnic Literature III
Ethnic Literature IV
Journalism I
Journalism II
Later British Writers
Mark Twain
Mass Media
Oral Interpretation
Play Reading I
Poetry I
Poetry II
Reading Effectively
Reading for Pleasure
Science Fiction
Semantics and Logic
Shakespeare
Short Story
Vocational English
Word Power
World Literature I
World Literature II

Walnut Ridge High School

Advanced Composition
American Literature - Major American Writers
American Literature - American Heritage
Walnut Ridge High School - Continued

Basic Communications
British Literature from Beowulf to Browning
Business English
Contemporary Novel
Independent Study - English
Literature of Drama
Media Study
Multi-Ethnic Literature
Nature of Language
Twentieth Century British Authors
Verbal Communications
World Literature
APPENDIX B

QUESTIONNAIRE FORMS

Pilot Questionnaire - Eleventh Grade

Name of School: ___________________________ Sex: __________

Do you plan to go to college? ______________

Part I. Below are a set of statements referring to the English program that you had last year in the tenth grade. Read each statement and circle the degree to which you agree or disagree with the statement: Strongly Agree, SA; Agree, A; Undecided, UD; Disagree, D; or Strongly Disagree, SD.

1. During this program, I enjoyed going to school. SA A UD D SD
2. I enjoyed English class in this program. SA A UD D SD
3. I enjoyed English more than my other classes. SA A UD D SD
4. I did not feel oppressed in my English class. SA A UD D SD
5. My interests were met in my English class. SA A UD D SD
6. Studying literature was interesting to me. SA A UD D SD
7. Studying grammar (parts of speech) was interesting to me. SA A UD D SD
8. Studying usage, capitalization, punctuation, etc. were interesting to me. SA A UD D SD
9. Studying composition was interesting to me. SA A UD D SD
10. I enjoyed having one teacher all year for English. SA A UD D SD
11. I enjoyed being with the same students in my English class all year. SA A UD D SD
12. I approve of being placed in one English class for the entire year. SA A UD D SD
13. Other Statements: ____________________________ SA A UD D SD

Part II. Listed below are materials that are sometimes found in an English classroom. Next to each material, circle the degree of its use in last year's English class: Very Much, VM; Much, M; Some, S; Little, L; or Very Little, VL.

14. Fictional stories VM M S L VL
15. Non-fictional stories VM M S L VL
16. Poetry VM M S L VL
17. Workbooks VM M S L VL
18. Magazines VM M S L VL

179
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19.</td>
<td>Newspapers</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>20.</td>
<td>Photographs</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>21.</td>
<td>Films</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>22.</td>
<td>Music</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>23.</td>
<td>Paintings</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>24.</td>
<td>Filmstrips</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>25.</td>
<td>Records of Poetry</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>26.</td>
<td>Tape Recorders</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>27.</td>
<td>Video Tapes</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>29.</td>
<td>Others:</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
</tbody>
</table>

Part III. Listed below are methods of teaching that are sometimes found in an English classroom. Next to each method, circle the degree of its use in last year’s English class: Very Much, VM; Much, M; Some, S; Little, L; or Very Little, VL.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30.</td>
<td>Lecture by the teacher</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>31.</td>
<td>Class discussion with the teacher</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>32.</td>
<td>Small group discussion with other students</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>33.</td>
<td>Individual study</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>34.</td>
<td>Others:</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
</tbody>
</table>

Part IV. Listed below are activities that are sometimes found in an English classroom. Next to each activity, circle the degree of its use in last year’s English class: Very Much, VM; Much, M; Some, S; Little, L; or Very Little, VL.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>35.</td>
<td>Spelling and/or vocabulary tests and drills</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>36.</td>
<td>Acting out plays</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>37.</td>
<td>Discussing plays and photographs</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>38.</td>
<td>Listening to records</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>39.</td>
<td>Writing compositions</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>40.</td>
<td>Doing grammar exercises</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>41.</td>
<td>Giving oral reports and speeches</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>42.</td>
<td>Discussing literature</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>43.</td>
<td>Discussing compositions you have written</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>44.</td>
<td>Listening to the teacher talk</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>45.</td>
<td>Reading aloud</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>46.</td>
<td>Doing library research</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>47.</td>
<td>Watching movies</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>48.</td>
<td>Listening to music</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>49.</td>
<td>Listening to the teacher read aloud</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>50.</td>
<td>Others:</td>
<td>VM</td>
<td>M</td>
<td>S</td>
</tr>
</tbody>
</table>
Pilot Questionnaire - Twelfth Grade

Name of School: ________________________ Sex: __________
Do you plan to go to college? __________

Part I. Below are a set of statements referring to the English program that you had last year in the eleventh grade. Read each statement and circle the degree to which you agree or disagree with the statement: Strongly Agree, SA; Agree, A; Undecided, UD; Disagree, D; or Strongly Disagree, SD.

1. During this program, I enjoyed going to school. SA A UD D SD
2. I enjoyed English class in this program. SA A UD D SD
3. I enjoyed English more than my other classes. SA A UD D SD
4. I did not feel oppressed in my English classes. SA A UD D SD
5. My interests were met in my English classes. SA A UD D SD
6. Studying literature was interesting to me. SA A UD D SD
7. Studying grammar (parts of speech) was interesting to me. SA A UD D SD
8. Studying usage, capitalization, punctuation, etc. were interesting to me. SA A UD D SD
9. Studying composition was interesting to me. SA A UD D SD
10. I enjoyed having more than one teacher in my English classes during the entire year. SA A UD D SD
11. I enjoyed being with different students in my English classes. SA A UD D SD
12. I approve of choosing different courses throughout the year. SA A UD D SD
13. Other Statements: __________

Part II. Listed below are materials that are sometimes found in an English classroom. Next to each material, circle the degree of its use in last year's English class: Very Much, VM; Much, M; Some, S; Little, L; or Very Little, VL.

14. Fictional stories VM M S L VL
15. Non-fictional stories VM M S L VL
16. Poetry VM M S L VL
17. Workbooks VM M S L VL
18. Magazines VM M S L VL
19. Newspapers VM M S L VL
20. Photographs VM M S L VL
21. Films VM M S L VL
22. Music VM M S L VL
23. Paintings VM M S L VL
24. Filmstrips VM M S L VL
25. Records of Poetry VM M S L VL
26. Tape Recorders VM M S L VL
27. Video Tapes VM M S L VL
29. Others: __________
Part III. Listed below are methods of teaching that are sometimes found in an English classroom. Next to each method, circle the degree of its use in last year’s English class: Very Much, VM; Much, M; Some, S; Little, L; or Very Little, VL.

<table>
<thead>
<tr>
<th>Method</th>
<th>VM</th>
<th>M</th>
<th>S</th>
<th>L</th>
<th>VL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture by the teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class discussion with the teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small group discussion with other students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part IV. Listed below are activities that are sometimes found in an English classroom. Next to each activity, circle the degree of its use in last year’s English class: Very Much, VM; Much, M; Some, S; Little, L; or Very Little, VL.

<table>
<thead>
<tr>
<th>Activity</th>
<th>VM</th>
<th>M</th>
<th>S</th>
<th>L</th>
<th>VL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling and/or vocabulary tests and drills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acting out plays</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussing plays and photographs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to records</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing compositions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing grammar exercises</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving oral reports and speeches</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussing literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussing compositions you have written</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to the teacher talk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading aloud</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing library research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching movies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to the teacher read aloud</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Revised Questionnaire - Eleventh Grade

Name of school: ___________________ Sex: ___________________

Do you plan to attend a four-year college? ____________

Part I. Below are a set of statements referring to the English program that you had last year in the tenth grade. Read each statement and circle the degree to which you agree or disagree with the statement: Strongly Agree, SA; Agree, A; Undecided, UD; Disagree, D; or Strongly Disagree, SD.

1. Last year, I enjoyed going to school. SA A UD D SD
2. I enjoyed English class last year. SA A UD D SD
3. I enjoyed English more than my other classes. SA A UD D SD
4. I did not feel oppressed in my English class. SA A UD D SD
5. My interests were met in my English class. SA A UD D SD
6. Studying literature was interesting to me. SA A UD D SD
7. Studying grammar (parts of speech) was interesting to me. SA A UD D SD
8. Studying usage, capitalization and punctuation were interesting to me. SA A UD D SD
9. Studying composition was interesting to me. SA A UD D SD
10. I enjoyed having one teacher in my English class for the entire year. SA A UD D SD
11. I enjoyed being with the same students in my English class all year. SA A UD D SD
12. I approve of being placed in one English class for the entire year. SA A UD D SD

Part II. Listed below are materials that are sometimes used in an English classroom. Next to each material, circle the degree of its use in last year's English class: Always, A; Much, M; Some, S; Little, L; or Never, N.

13. Fictional stories A M S L N
14. Non-fictional stories A M S L N
15. Poetry A M S L N
16. Plays A M S L N
17. Workbooks A M S L N
18. Magazines A M S L N
19. Newspapers A M S L N
20. Photographs A M S L N
21. Films A M S L N
22. Music A M S L N
23. Paintings A M S L N
24. Filmstrips A M S L N
25. Records of poetry A M S L N
26. Tape Recorders A M S L N
27. Video Tapes A M S L N
29. Overhead Projectors A M S L N
Part III. Listed below are methods of teaching that are sometimes used in an English classroom. Next to each method, circle the degree of its use in last year's English class: Always, A; Much, M; Some, S; Little, L; or Never, N.

30. Lecture by the teacher A M S L N
31. Class discussion with the teacher A M S L N
32. Small group discussion with other students A M S L N
33. Individual Study A M S L N

Part IV. Listed below are activities that are sometimes performed in an English classroom. Next to each activity, circle the degree of its use in last year's English class: Always, A; Much, M; Some, S; Little, L; or Never, N.

34. Spelling and/or vocabulary tests and drills A M S L N
35. Acting-out plays A M S L N
36. Discussing plays A M S L N
37. Discussing photographs A M S L N
38. Listening to records of poetry A M S L N
39. Writing compositions A M S L N
40. Writing poetry A M S L N
41. Doing grammar exercises A M S L N
42. Giving oral reports and speeches A M S L N
43. Listening to music A M S L N
44. Discussing literature A M S L N
45. Discussing compositions you have written A M S L N
46. Listening to the teacher talk A M S L N
47. Reading aloud A M S L N
48. Doing library research A M S L N
49. Watching movies A M S L N
50. Making movies A M S L N
51. Listening to the teacher read aloud A M S L N
52. Filling out applications A M S L N
53. Writing letters A M S L N

Part V. Circle the grade that you received as a final grade for last year's English program.

54. Last year in my English class, I received a final grade of _______. A B C D F

Part VI. Name one thing that you enjoyed most about last year's English program. If there was not one thing that you enjoyed about the program, leave the space blank.
Revised Questionnaire - Twelfth Grade

Name of School: ___________________________ Sex: ________________

Do you plan to attend a four-year college? ______________________

Part I. Below are a set of statements referring to the English program that you had last year in the eleventh grade. Read each statement and circle the degree to which you agree or disagree with the statement: Strongly Agree, SA; Agree, A; Undecided, UD; Disagree, D; or Strongly Disagree, SD.

1. Last year, I enjoyed going to school. SA A UD D SD
2. I enjoyed English class last year. SA A UD D SD
3. I enjoyed English more than my other classes. SA A UD D SD
4. I did not feel oppressed in my English classes. SA A UD D SD
5. My interests were met in my English classes. SA A UD D SD
6. Studying literature was interesting to me. SA A UD D SD
7. Studying grammar (parts of speech) was interesting to me. SA A UD D SD
8. Studying usage, capitalization and punctuation were interesting to me. SA A UD D SD
9. Studying composition was interesting to me. SA A UD D SD
10. I enjoyed having more than one teacher in my English classes during the entire year. SA A UD D SD
11. I enjoyed being with different students in my English classes last year. SA A UD D SD
12. I approve of choosing different courses throughout the year. SA A UD D SD

Part II. Listed below are materials that are sometimes used in an English classroom. Next to each material, circle the degree of its use in last year's English class: Always, A; Much, M; Some, S; Little, L; or Never, N.

13. Fictional stories A M S L N
14. Non-fictional stories A M S L N
15. Poetry A M S L N
16. Plays A M S L N
17. Workbooks A M S L N
18. Magazines A M S L N
19. Newspapers A M S L N
20. Photographs A M S L N
21. Films A M S L N
22. Music A M S L N
23. Paintings A M S L N
24. Filmstrips A M S L N
25. Records of poetry A M S L N
26. Tape Recorders A M S L N
27. Video Tapes A M S L N
29. Overhead Projectors A M S L N
Part III. Listed below are methods of teaching that are sometimes used in an English classroom. Next to each method, circle the degree of its use in last year's English class: Always, A; Much, M; Some, S; Little, L; or Never, N.

30. Lecture by the teacher A M S L N
31. Class discussion with the teacher A M S L N
32. Small group discussion with other students A M S L N
33. Individual Study A M S L N

Part IV. Listed below are activities that are sometimes performed in an English classroom. Next to each activity, circle the degree of its use in last year's English class: Always, A; Much, M; Some, S; Little, L; or Never, N.

34. Spelling and/or vocabulary tests and drills A M S L N
35. Acting out plays A M S L N
36. Discussing plays A M S L N
37. Discussing photographs A M S L N
38. Listening to records of poetry A M S L N
39. Writing compositions A M S L N
40. Writing poetry A M S L N
41. Doing grammar exercises A M S L N
42. Giving oral reports and speeches A M S L N
43. Listening to music A M S L N
44. Discussing literature A M S L N
45. Discussing compositions you have written A M S L N
46. Listening to the teacher talk A M S L N
47. Reading aloud A M S L N
48. Doing library research A M S L N
49. Watching movies A M S L N
50. Listening to the teacher read aloud A M S L N
51. Making movies A M S L N
52. Filling out applications A M S L N
53. Writing letters A M S L N

Part V. Circle the grade(s) that you received as a final grade(s) for last year's English program.

54. Last year in my English program, I received a final grade(s) of __________. A B C D E F

Part VI. Name one thing that you enjoyed most about last year's English program. If there was not one thing that you enjoyed about the program, leave the space blank.
BIBLIOGRAPHY


Guttmann, L. "A Basis for Scaling Qualitative Data." American Sociological Review, IX (1944), pp. 139-150.


