To the Graduate Council:

I am submitting herewith a thesis written by Billy J. C. Scott entitled "A Study of the Effectiveness of Communication Skill Development in a Career English Course." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Industrial Education.

Dr. Gerald LaBorde,
Major Professor

We have read this thesis and recommend its acceptance:

Accepted for the Council:

Vice Chancellor
Graduate Studies and Research

A STUDY OF THE EFFECTIVENESS OF COMMUNICATION SKILL DEVELOPMENT IN A CAREER ENGLISH COURSE

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee

Billy J. C. Scott

August 1974

ACKNOWLEDGMENTS

The author gratefully acknowledges the assistance, guidance and encouragement of Dr. Gerald LaBorde, who served as his committee Chairman. Gratitude is also expressed to various members of the faculty of Carter High School. Dedication and gratitude is expressed to the principal, Don L. Stiner, deceased.

1165623

ABSTRACT

Many students at Carter (Comprehensive) High School seem inadequately prepared to deal with the subject English.

There is reflected in student behavior lack of self-identity, little self-esteem, and there appears to be few goals or inappropriate direction. Another mirrow is the lack or absence of demonstrated communication skills and little recognition of any need to have workable skills.

The purposes of this study were to establish a need, institute self-confidence, motivate and offer some reasoning about why students need communication skills, and finally offer alternatives to sometimes rigid, competitive and accepted behavioral patterns. The direction of such an offering is attitude change; the way one looks toward themselves (students and teachers alike) and about the way in which they relate to a sometimes different world around them.

Problems with and in English sometimes reflect problems and deficiencies in/on social, moral, home, and attitude levels. A many sided, sometimes short attack can be made to reach success on an immediate and practical level. Students live now. Underlying themes for a semester course in Career English are self-confidence, skill, and success.

One unit of study in Career English is Sentence Structure. One way of learning the need for and use of sentence structure is to identify with something students already know. In this case, the automobile is a subject students are not threatened by and can feel comfortable examining. Automobiles take passengers somewhere, to a destination. The sentence also has a goal.

The purpose of this study was an attempt to initiate a new approach in teaching communication skills to vocationally oriented students at Carter High School.

The sample population consisted of students, male and female, classified as Juniors and Seniors. Others participating in the study included Academic English teachers and Vocational subject teachers.

The instruments used were multiple-choice, fill-in-the-blank, and self-directed alternative choices.

The null hypothesis stated there was no significant difference in students' communication skills at the completion of a Career English course and their demonstrated skills at the beginning of the course.

A pretest--posttest was formulated with a student-teacher English usage questionnaire to measure success. Results of the t test indicates a significant difference (above the .05 level) in the growth between the two groups. The experimental group, studying English in a Vocational

subject area, experienced more growth than the traditionally oriented control group. In using the English Usage Questionnaire, students found more statements acceptable than Vocational subject or academic English teachers.

Results of this study show students can learn more adequately and purposefully if they can associate with something they already appreciate such as the automobile.

It is hoped that the effort will be made easier to discover and know the relationship between the students' lives and classroom English.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	The Problem	3
	Statement of the problem	3
	Importance of problem	3
	Hypothesis	4
	Definition of Terms	4
	Limitations of the Study	6
	Organization of the Study	6
II.	REVIEW OF RELATED LITERATURE	7
III.	RESEARCH METHODS AND PROCEDURES USED	14
	Population	14
	Evaluative Instrument	16
	Methodology	16
IV.	RESULTS	18
V.	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	29
	Summary	29
	Conclusions	30
	Recommendations	31
BIBLIOGRAPHY		33
APPENDIXES		35

CHAPTER PAGE

Appendix A 36

Appendix B 39

Appendix C 44

VITA 46

LIST OF TABLES

TABLE		PAGE
I.	Results of Kuder Vocational Preference Record by Mean Score and Corrected Score	20
II.	Results of the Pretest and Posttest of the "Language Evaluation" of the Control Group and Experimental Group Responded in Mean Group Scores and Mean Differences	23
III.	Results of the English Language Usage Questionnaire Administered to English Teachers, Vocational Subject Teachers and Career English Students in the Experimental and Control Groups	25

CHAPTER I

INTRODUCTION

During the past several years of American history there has been a growing theme of "getting ready for work," a major outcome of this study has been awareness of the role secondary schools play in the life of a growing community. More demands are placed on what happens in the classroom. This is understandable; classroom behavior explains what will happen later in the world of work. The result has been that all too often students are not adequately prepared to meet problems with which they are faced. They are not prepared for several reasons including not being interested, having feelings of apathy, flightiness, being inconsistent, over-conforming, being uncertain, and a tendency to drift within the confines of the classroom scene. English specifically seems irrelevant for their lives. There are students who seem positive, purposeful, enthusiastic and proud. Others are marked by confusion. In different ways students have learned a pattern of behavior that compensates for their not knowing how to deal with the dynamics of the surrounding world (Raths, Harmin, Simon, 1966).

This is important, not in any abstract way, but in the way it illustrates a central problem of our school time. Eric Fromm, 1955, suggests many people of our society seem to fall into some of these categories. In fact, it is sometimes said that the number is increasing. In any event, few would deny that there are far too many children in the schools today who do not seem to learn as well as they might because they simply are not clear about the relationship between themselves and school course work. One thing which unites them all is the way they have not yet found a meaningful role for their lives and are therefore unable or unwilling to marshall up their full intellectual resources for use in the crucial game of "making a living."

While teaching the whole child is not a panacea for teaching whatever ails children and educators, teaching English in a more purposeful way provides unique and powerful tools to help guide some children. A system of appreciating English in terms of a job does not pretend to solve behavioral difficulties whose causes lie outside the system.

Many sensitive teachers have been working along these lines for many years. This writing may only help them to use them more systematically and pointedly.

Boys and girls entering the ninth grade at Carter High School of the Knox County School system sometimes express

reluctance and dissatisfaction with academic efforts or subjects, particularly English. (Stiner, 1972).

There is reflected in student behavior a lack of self-identity, little self-esteem, and a lack or absence of guided goals. As expressed, by students, there is a lack of demonstrated factual knowledge, few communication skills and little recognition of any need to have workable skills. This classroom behavior may be evidence of a larger problem and deficiencies within social, home, work, and attitude levels. Students frequently feel there is no satisfactory relationship between their efforts in English and their prospective jobs.

I. THE PROBLEM

Statement of the Problem

The purpose of this study is to attempt to identify a new approach in teaching communication skills to vocational students at Carter High School.

Importance of Problem

Students sometimes experience difficulty in realizing the relationship between courses they take and knowledge they can utilize. This study suggests that vocational students at Carter High School will: One, become better equipped to understand the relationship among subjects and

their own purposes and be made to feel better about themselves in an educational environment; two, better understand how, what they have feared in the past as "English," will become a positive force. While the academic subject English is feared, no such reluctance is generally associated with vocational subjects. If English can be associated with vocational subjects such as "Paint and Body Repair" then English may survive usage as a practical and useful tool. More immediately, students in understanding the function of an automobile, may also appreciate the function of a sentence and therefore the thinking process.

Hypothesis

The hypothesis to be tested within this study stated in the Null form is that there is no significant difference in students' communication skills at the completion of a Career English course at Carter High School and their demonstrated skills at the beginning of the course.

II. DEFINITION OF TERMS

For the purpose of this study the following definitions were formulated:

Career. Career refers to a sequence of occupation, jobs, and positions throughout a person's life.

Comprehensive high school. This refers to an institution that offers both academic and vocational courses in its program and for the purpose was Carter High School.

Hands-on. Hands-on refers to the experience a student receives by actually working with his or her hands.

Occupation. Occupation is a category in the social structuring of work, a group of the similar jobs found in general establishments.

Sentence. A group of words containing a subject and predicate.

Predicate. All the words in a sentence except the subject and its modifiers.

Subject. All the words in a sentence except the predicate and its modifiers.

Capital letter. A sentence always begins with a capital letter.

End punctuation. A sentence always ends with a period, a question mark, or exclamation point.

Five points necessary for every sentence. Every sentence makes sense: ends with a period, a question mark, or exclamation point; begins with a capital letter; expresses a complete thought; has a subject and predicate.

III. LIMITATIONS OF THE STUDY

This study was limited to two Career English courses offered at Carter High School of the Knox County School system. The classes were composed of the 11th and 12th grade students.

IV. ORGANIZATION OF THE STUDY

Chapter I is composed of the introduction, statement of the problem, importance of problem, hypothesis, definition of terms, limitations of the study, and organization of the study.

Chapter II presents a review of related literature relevant to this study. Chapter III consists of specific procedures and methods used. Chapter IV deals with the results of the study.

Chapter V contains a summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

Almost half of the graduates of Carter High School enter the work force upon graduation. Approximately 20 percent enter college. More than 12 percent become unemployed. The need for adequate preparedness is essential (Southern Association of Colleges and Schools, 1970).

Today less than 20 percent of the secondary school population receives any kind of specific occupational training, while 80 percent of our youth do not graduate from college ("Vocational Education for the 70's," 1971).

In spite of the very real accomplishments of schools in this country, serious weaknesses remain. In fact, as a country philosophically founded as a work-oriented society, our nation is in deep difficulty. The 50,000,000 American families for whom work is necessary, but college inappropriate, demand alternatives that will offer them status, security, satisfaction, and success.

As our society enters the stage in which persons' physical needs are increasingly easily satisfied by an increasingly productive and efficient economy, other problems come into focus.

One of these is the ability to relate English in a meaningful or useful way to students.

Career English is intended primarily for students who are not enrolled in business courses but who may be enrolled for vocational and nonvocational courses. This course should give those students who take it--both those who terminate their education before or at high school graduation and those who need part-time work while preparing for a career--the necessary language and social skills to apply for a job.

According to Reed with the Division of Instruction in Dade County Public Schools in Miami, Florida:

> One of the demands made of the curriculum today is that it be relevant to lives of the students. Part of the lives of many students is the need for employment. . . . either after school and on Saturdays, during the summer, or immediately after graduation. With today's competition for unskilled and semi-skilled jobs, there is a need by students for the language and social skills necessary to compete for a job. To be relevant, the curriculum must fill that need (1971).

Roberts (1972) argues that the conscious development of spoken English may contribute to their improvement of written English. He also states that oral language cannot be separated from written language and that written English can develop only in a context which is interesting to the child and compatible with his mental capabilities. The teacher can improve written standards of communication. not only when in his role as instructor, but also as class participant. He also describes large classroom organization.

Associative learning and language development are underscored by Stevens (1970) when she suggests that a student is more equipped to learn English when the study can relate with the subject being studied.

Coppedge (1970) feels curriculum development may be improved within the schools if such courses as Distributive Education may be thought of in terms of the community as well as communicative skills.

Motivation marks the article "Famous Seventh-Grade Authors: Building Egos the Lazy Way." The author feels that the practice of collecting samples of her students' compositions motivates their writing and yields other instructional assets (McKearn, 1971).

Evans (1971) in the magazine, "School Shop" describes the relationship between effective teaching and educational quality with training techniques and industrial education. He feels tools should be an integral part of the teaching process. If a student is to feel at home with a saw, then the saw should be taught while the student actually uses it.

The teaching practices for students with special needs, i.e. the disadvantaged youth and the academically handicapped, may be more readily helped in view of changing attitudes of the public. Taking students' needs more seriously and personally are essential (Ralstrom, 1971).

According to Postman and Weingartner (1966) not only are attitudes changing in America, but so also is the language used by people in the work they do. As opposed to the traditional view of usage, English tends to continue changing in a particular direction . . . it does not stand still. This tendency caused the change from Chaucer's IT AM I to IT IS I, and is continuing the change to IT IS ME.

Those who have studied the changing patterns of language say that whatever "logic" there is in language can only be inferred from what has actually happened and is happening to the language.

To examine another sample, we sometimes hear it said that two negatives make a positive, so that "I don't have none" really means "I do have some." Logical? Yes, say those who impose mathematical concepts on language. Nonsense, say those who recognize that in fact "I don't have none" means "I don't have any" to any normal and competent user of the language. Spanish, they point out, uses double negatives even more than English, and Chaucer used triple negatives. The rule that double negatives make a positive may have wide application in algebra; it has very little in natural languages. Another way of saying all of this is that linguists discovered that language is the product of people; it is therefore as much governed by psychological and physiological factors as by purely "logical" ones.

As Sapir remarked in Language (1921), "Who did you see?" is the natural form for an eager inquiry. It is of course the uncontrolled speech of the folk to which we must look for advance information as to the general linguistic movement."

To continue (Postman and Weingartner, 1966) the anthropological linguists found that the structure of the Indian languages to contain concepts just as "sophisticated" as the concepts of European languages. The Chinookian language, for one, has as much complexity as Greek or Latin or English. In short, they concluded that there is no linguistic basis for believing that the sound or grammatical system of one language is "logically" or "inherently" superior to any other.

Another study worth mentioning here was conducted by Sterling A. Leonard, and published in 1932 under the title Current English Usage. Leonard's objective was to ascertain the actual usage of cultivated people, according to the judgement of certain groups. He solicited the opinions of several groups of people on whether or not certain constructions were "acceptable," "disputable," or "illiterate." He did not ask them to comment on whether or not such constructions should be acceptable, but on whether they, in fact, were based on their own observation of the language behavior of educated people.

In summary then, the main contributions of linguists engaged in the study of "correctness" and usage are these:

1. They have called into serious question the major assumptions of eighteenth-century grammarians on matters of language change, the bases of correctness, and the status of logic and Latin.
2. They have initiated an informed dialogue on the question "What are legitimate criteria on which to base a conception of good and bad usage?"
3. They have provided reliable information about the characteristics of different dialects and styles of language.

In 1935, Leonard Bloomfield wrote, "Our schools are conducted by persons, who from professors of education to teachers of classrooms, know nothing of the results of linguistic science." Twenty years later, Charles Fries observed that the situation had not changed much. He said, "The views of language that prevail in the schools and among even the 'educated' public still perpetuate the authoritarian attitude of the eighteenth century." What is the situation today? In brief, we find three kinds of approaches to the study of usage. First, there exists, to a depressing extent, teachers who have been totally

unaffected by anything that has happened in language scholarship. They regard such terms as "correct" and "incorrect" English as absolutes, perhaps even believing that correct English "exists prior to and independent of man." They provide students with lists of expressions that are labeled "incorrect," which the students are commanded to avoid using. They view changes in language as corruptions. They stand firmly on Latin and logic as the basis for correctness. They attach moral connotations to "good" and "bad" English. The kind of student they often produce is described extremely well by S. I. Hayakawa in the following passage from his article "Linguistic Science and the Teaching of Composition":

> The most common result of the teaching of English and composition is not the creation of good writers and speakers but the creation, in most of the public, of a life long fear of grammatical errors. . . . To be sure, we help some of our students to speak and write better. But the majority of the fair-to-middling students leave the English class feeling that "correct English," like moral perfection, is something that they cannot hope to attain.

Postman points out that the teacher's aim is to help develop their students' ability as observers, evaluators, speakers, and writers of language. They recognize that dependence on authority ultimately fails because students must live most of their lives without an English teacher or handbook of usage and composition nearby. Students must come, someday, to do without them.

CHAPTER III

RESEARCH METHODS AND PROCEDURES USED

Chapter III consists of a description of the population, a description of the instrument, and a discussion of the methodology.

I. POPULATION

Carter High School is a rural and suburban high school, within easy proximity to The University of Tennessee, Knoxville city and the Knoxville Area Vocational Technical School. The population of Strawberry Plains which Carter High School serves is predominately Caucasian and only a small percent is Negro. It is located away from busy roads and highways, and the only distractions are those created on line with the learning process. Currently, there are in excess of 1,200 students enrolled with the high school. There are more than 50 teachers, two guidance counselors, two principals, and one responsible for attendance. The grades served are 9 through 12.

Of the total population, almost sixty students signed or registered for the course "Career English." These students were placed in three separate classrooms throughout the day. There are two teachers.

Two of the three groups are involved in this study. One group consists of 20 students, eleven of which are female and nine males. The average age is sixteen and one-half years. In the other group there are twenty-four students with an average age of sixteen and one-half. In this group (the control group) there are nineteen males and five females.

The sample population will consist of students classified by the school administration as Juniors and Seniors of Carter High School.

Personal and non-college bound interests are considered as adequate preparation for participation in the course "Career English." Less than twenty-one percent of the graduates of Carter High School attend college, thus students participating in the sample are more than representative of the large school population.

Students who do not qualify for college admission nor for Career English are offered other alternaives in satisfying communication skills and state controlled English requirements.

All of the sample population express similar views in terms of their need to work and understand themselves more adequately.

II. EVALUATIVE INSTRUMENT

An instrument was designed for the student (Appendix A) to rate on a scale (poor 1 2 3 4 5 excellent) the number which best expressed feelings concerning specific statements or questions pertaining to the usage of the English language.

An instrument for the instructor was designed in questionnaire form with a rating scale (poor 1 2 3 4 5 excellent) with an open-ended question at the end of the questionnaire concerning their usage, as teachers, of the English language (Appendix B).

An instrument was constructed, consisting of 20 questions, including true and false, multiple choice, fill-in-the-blanks, and making choices. There were a total of 100 decision making questions (Appendix C). The post-test had a different arrangement of the questions asked.

Validation of the instruments was made both by the academic and vocational high school staffs.

III. METHODOLOGY

Both the questionnaire for students and teachers and the Pretest--Posttest will be administered by the Career English teacher. The questionnaire received from the Career English students and teachers of both English and vocational subjects should provide an invaluable source of

information in the formulation of future Career English content.

Tests will be administered to the sample student population both at the beginning of the "Sentence Structure" Unit and with the conclusion. The data will then be subjected to a simple t test to discover significant differences. Arithmetical means will be compared along with student reaction (significant at the .05 level).

The course outline for Career English will include discussion and demonstration.

CHAPTER IV

RESULTS

This chapter contains and presents the results of the study involving eleventh and twelfth graders, their teachers and responses to a questionnaire concerning English language usage. It also includes results of the evaluation of the Pretest--Posttest given to the Career English students. Results of a Kuder Vocational Preference Record test is also provided. The objective of this study was an attempt to identify a new approach in teaching communication skills to vocational students at Carter High School.

There were two groups involved. The Control group, numbering twenty-three (23), was treated in the traditional lecture, discussion fashion. The Experimental group, numbering twenty (20), was exposed to a different situation in which the classroom became the Autobody Repair Shop where automobiles and tools were present. The academic atmosphere seemed to be absent and the pressure of student relevance appeared to be in sharper focus. In this circumstance students were asked to relate ideas with their senses. While identifying the function and purpose of the automobile they were guided through the function and use of the sentence. The assumption was made that concrete

evidence could be associated and applied to intangible ideas, i.e. the automobile and sentence structure. Appendix C includes an outlined lesson plan for the unit of study for the sentence.

At the beginning of the course, Career English, a Kuder Vocational Preference Record, Forms CH and CM (February '51) was given to both the control and experimental groups to help establish and confirm data. A Profile Sheet (Science Research Associates, Inc.) had been designed to demonstrate for male and female students with raw scores and percentages the current interests of students in ten areas including outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. The results of this interest test may be found in Table I.

These scores appear to indicate the following observations: The two groups appeared to have similar interests patterns except in the category of outdoors. The control group had a higher mean score which might indicate a greater group interest for activities taking place outdoors. The experimental group indicated a higher preference for the activities associated with the literary and musical categories. The Kuder Preference Record scores were not treated statistically, for this was a dimension added to the study after the initial design was approved. The data was available and it was believed that the scores might provide additional data on the similarities of the two groups.

TABLE I

RESULTS OF KUDER VOCATIONAL PREFERENCE RECORD
BY MEAN SCORE AND CORRECTED SCORE

	Experimental Group		Control Group	
	Mean Raw Score	Corrected Score	Mean Raw Score	Corrected Score
Outdoor	35.63	38.52	48.86	62.40
Mechanical	30.15	45.47	39.5	46.68
Computational	24.36	43.00	23.77	35.77
Scientific	45.00	44.00	33.95	40.81
Persuasive	42.94	65.36	46.95	63.81
Artistic	43.89	65.63	27.5	62.5
Literary	16.36	38.05	13.00	28.04
Musical	12.68	63.59	11.09	49.77
Social Services	43.10	43.36	43.04	50.00
Clerical	56.38	59.68	50.27	51.59

A Pretest--Posttest was designed to help collect data concerning student feelings before and after a unit of study about the use of the sentence. The Pretest--Posttest was presented to two groups of eleventh and twelfth grades, male and female students; a control group, Group B and experimental group, Group A.

The Pretest--Posttest "Language Evaluation" (Appendix A) included nineteen questions. Question one was concerned with identifying groups of words as sentences. Question two dealt with identifying five points necessary for every sentence. Question number three concerned the identification of the subject and predicate of a sentence. Question four asks what are the two parts of every sentence. Question five was intended as a distractor item in which the participants would feel little failure since both the experimental and control groups had already demonstrated success with the use of punctuation in sentences.

Students were asked in item six to write three sentences that did not begin with subjects. In question seven students were asked to write sentences using relevant topics. In item eight students were asked to identify the best definition for a sentence. Item nine was a completion question in which the students were asked to identify the purpose of a sentence. In question ten students were asked to identify tools found in their shop or job interest area

and to use them as subjects in sentences. Then students were asked to identify the purpose of the subject and predicate of sentences.

As another distractor, item thirteen students were asked to identify the three ways of punctuation in which a sentence may end.

Question fourteen was concerned with the identification of certain groups of words as sentences. There were nineteen choices. In question fifteen students were asked to separate a group of words into sentences, adding the necessary punctuation. Question sixteen was concerned with underlining the subject and predicate of groups of words.

Given "relevant" predicates, the students were asked to use them in sentences in question seventeen. Question eighteen asked with what a sentence always begins and finally, question nineteen concerned the selection of the five best points necessary for every sentence. There were twelve items from which to choose. The mean differences were tested statistically for significance to test the null hypothesis that there is no significant difference in students' communication skills at the completion of a Career English course at Carter High School and their demonstrated skills at the beginning of the course.

Table II presents the results of scores and comparison of the two groups. The results of the t test indicates a

TABLE II

RESULTS OF THE PRETEST AND POSTTEST OF THE "LANGUAGE EVALUATION" OF THE CONTROL GROUP AND EXPERIMENTAL GROUP RESPONDED IN MEAN GROUP SCORES AND MEAN DIFFERENCES

	Mean Pretest	Mean Posttest	Mean Differences	Value of t
Experimental Group	56.3	66.2	9.9	2.3*
Control Group	57.6	63.4	6.7	

*Significant at the .05 level.

significant difference (above the .05 level) in the growth between the two groups as measured by the "Language Evaluation." The experimental group experienced more growth than the control group; therefore, the null hypothesis was rejected.

The "English Language Usage" questionnaire for Vocational teachers, Academic English teachers, and Career English students (Appendix B) was designed to contribute to the collection of data and included seventeen usage statements and four problem situations in which the opinions of Subjects were secured via choices of "Acceptable," "Unacceptable," and "Uncertain." Responses to the four problem situations included four multiple-choices and an additional choice of "Self-directed-alternative." Table III indicates a summary of the responses to the items on the questionnaire given by the participants.

In terms of "acceptable" statements, students in the control group and experimental group scored higher than both Academic English and Vocational subject teachers (55.3 percent, 54.3 percent, 25.7 percent, and 39.5 percent, respectively).

There was greater unacceptability of English usage for academic English teachers (74.3 percent) than Vocational subject teachers (60.5 percent). Both sets of teachers

TABLE III

RESULTS OF THE ENGLISH LANGUAGE USAGE QUESTIONNAIRE ADMINISTERED TO ENGLISH TEACHERS, VOCATIONAL SUBJECT TEACHERS AND CAREER ENGLISH STUDENTS IN THE EXPERIMENTAL AND CONTROL GROUPS

	Acceptable	Unacceptable	Uncertain
English teachers	25.7%	74.3%	0%
Vocational teachers	39.5%	60.5%	0%
Experimental group	54.5%	35.4%	11.1%
Control group	55.3%	27.1%	16.8%

recorded more unacceptability than students in the experimental group (35.4 percent) or in the control group (27.1 percent).

Both Academic English and Vocational subject teachers scored zero percent "Uncertain" with usage of English while the experimental group of students scored 11.1 percent "Uncertain" and the control group of students scored 16.8 percent "Uncertain" with usage of English.

Fewer statements were unacceptable to both groups of students (experimental 35.4 percent and control 27.1 percent) compared with both groups of teachers (Academic English 74.5 percent and Vocational subject teachers 60.5 percent).

Both the experimental group (35.4 percent) and control group (27.1 percent) scored less than the Vocational subject teachers (60.5 percent) regarding unacceptability of English usage. Academic English teachers found 74.3 percent of English usage "Unacceptable."

More students in the experimental group (11.1 percent) and control group (16.8 percent) found uncertainty than either or both groups of teachers who were zero percent "Uncertain" in each group.

The experimental group of students found 54.5 percent of the statements "Acceptable" and the control group of students indicated 55.3 percent of the usage of English

statements made "Acceptable." There is a difference of less than 1 percent.

There is an 8.3 percent difference of "Unacceptable" statements between the experimental group with 35.4 percent and the control group with 27.1 percent.

Five and seven-tenths percent is the difference between the experimental group (11.1 percent) and the control group (16.8 percent) concerning "Uncertain" statements of English usage.

Vocational subject teachers scored (39.5 percent higher than Academic English teachers (25.7 percent) regarding "Acceptable" statements in English usage.

Academic English teachers (74.3 percent) scored higher with "Unacceptable" statements than Vocational subject teachers (60.5 percent).

It might be suspected that students in their usage of English find more statements acceptable than Academic English teachers or Vocational subject teachers. While students find fewer statements unacceptable, more students seem to be uncertain about English language usage than teachers.

It appears that among teachers more statements are acceptable to Vocational subject teachers than Academic English teachers.

More uncertainty seems to exist among students than among teachers regarding English usage.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to attempt to identify a new approach in teaching communication skills to vocational students at Carter High School.

Studies of this type are significant in view of the fact that only 20 percent of the school population graduating seek college entrance. Students in the remaining percentage seek employment predominantly and must choose alternatives not requiring college background.

This study was conducted at Carter High School, Strawberry Plains, Tennessee, a comprehensive high school with a wide variety of academic and vocational offerings. The subjects used in the study were members of the 1973-1974 eleventh and twelfth grades and their vocational-subject and English teachers. A Kuder Vocational Preference Record test, a Pretest--Posttest and English Usage questionnaire were developed for use in collecting data for the study. Responses were obtained during the second semester of the 1973-1974 school year. Examination of the

results of the t test and examination of the student-teacher English usage questionnaire indicate a marked improvement in coping with sentence structure in a vocational oriented class.

II. CONCLUSIONS

In studying the results of the investigation of students' interests, of a student-teacher questionnaire regarding English usage, and of a Pretest--Posttest unit of study concerning sentence purpose and function the following conclusions have been drawn:

1. Results of statistical treatment of data supplied by participants rejected the null hypothesis.
2. Results of statistical treatment show students found in their usage of English more acceptable statements with a 2:1 ratio over Academic English teachers or Vocational subject teachers.
3. Academic English teachers were more certain about their usage of English statements with 74.3 percent while 60.5 percent of the statements were certain for Vocational subject teachers.

4. Students were far more uncertain about their usage of English with almost one-fifth of the statements showing uncertainty.
5. If students are given the opportunity they will identify with their own established interests and recognize a need to communicate more readily in various subject areas.

III. RECOMMENDATIONS

The following recommendations are made based on the results of the study:

1. Additional studies similar to this one should be made to facilitate more comprehensive learning by students.
2. Results of this study should be made available to the instructional and administrative personnel of Carter High School and the Knox County School system.
3. It should be hoped that information learned by students would be shared with one another and with other levels of activity in which students find themselves.
4. Students should be given the opportunities to share the personal benefits of this experiment with other students and staff members.

5. In the process of associating subject areas with each other and their efforts, students may also recognize a relationship between their lives and their functions and purposes in class and life.
6. Since the students completing the experimental instructional program experienced significantly greater growth, it is recommended that the techniques used in the program be adopted by teachers in other instructional areas.

BIBLIOGRAPHY

BIBLIOGRAPHY

Bloomfield, L. Language, New York: Holt, Rinehart and Winston, Inc., 1965.

Coppedge, W. R. "D E's Affair With the Humanities," American Vocational Journal, June, 1970.

Evans, L. A., Jr. "Teach With Tools in Industry," School Shop, June, 1971.

Fries, Charles C. American English Grammar, New York: Appleton-Century-Crofts, 1940.

Hayakawa, S. E. "Lingustic Science and the Teaching of Composition," ETC., VII, Winter 1950.

Leonard, S. A. Current English Usage, Inland Press, 1932.

Postman and Weingartner. Linguistics, A Revolution in Teaching, New York: Dell Publishing Company, 1966.

Postman and Weingartner. Teaching As a Subversive Activity, New York: Delacorte Press, 1971.

Ralstrom, S. Emil. "Teaching Practices for Students With Special Needs," Man, Society, Technology, January 1972.

Raths, Harmin, and Simon. Values and Teaching, Columbus, Ohio: Charles E. Merrill Publishing Company, 1966.

Reed, Bonnie. "English on the Job, Language Arts: 5113.31." Dade County Public Schools, Miami, Florida, 1971.

Sapir, E. Language: An Introduction to the Study of Speech. New York: Harcourt, Brace, 1921.

Southern Association of Colleges and Schools. "Evaluation of Carter High School," Report of Visiting Committee, Strawberry Plains, Tennessee, April 6-9, 1970.

Stevens, Jeanne. "Them Words in Books," English in Education, June, 1970.

APPENDIXES

APPENDIX A

SOLVE THESE PROBLEMS

Problem I. The situation: You have arrived at the home of a girl you are going to take out on a date. Although you admire the girl very much, you do not think you will like her father. The girl has told you that her father dislikes people who work with their hands for a living. Your father owns a gas station in town. While you are waiting for your date, you meet her father in the living room. After some polite exchange of greetings, her father asks you what your father does for a living. YOUR language choices:

1. "He's a grease monkey."
2. "He's an auto mechanic."
3. "He's in business for himself."
4. "He's an automotive engineer."

Problem II. The situation: Your are attending a basketball game with a boy you like very much. One of the players, Ed Shannon, dribbles equally well with both his right and left hands. Your boyfriend turns to you and says, "I've never seen a player as amphibious as Shannon." YOUR language choices:

1. "Amphibious? You must be kidding! That means something that can live on land and in water."
2. "I think you mean ambidextrous, Boy."
3. "Yes, he is amphibious, isn't he?"
4. "Yes, he is ambidextrous, isn't he?"

Problem III. The situation: You and two of your close friends are confronted by a man on the street who is soliciting contributions for a worthy cause. None of you has any money. One of your friends says to the man, "I ain't got no money." The man says to your second friend, "Won't you contribute a little?" He replies, "I ain't got no money either." Finally the man turns to you for a contribution. YOUR language choices:

1. "I'm like the others. I ain't got no money."
2. "I'm afraid I do not have any money."
3. "Sorry, I'm busted too."
4. "I'd like to contribute, but I'm financially embarrassed at the moment."

Problem IV. The situation: You are being interviewed for a part-time job. The job is important to you because you know you will need the money in the weeks to come. At one point in the interview, your prospective employer says to

you, "I hope working on Saturdays don't bother you." YOUR language choices:

1. "No, it don't matter to me."
2. "Working on Saturdays doesn't bother me."
3. "No, it doesn't."
4. "No, it don't."

Indicate how you feel about the underlined words and expressions in the following sentences. Place a check in the appropriate box.

		ACCEPTABLE	UNACCEPTABLE	UNCERTAIN
1.	It is me.			
2.	Everyone please put on their coats.			
3.	He don't influence me.			
4.	Who did you see yesterday?			
5.	He will come before you will have finished your work.			
6.	I am going to go tomorrow.			
7.	I shall go tomorrow.			
8.	Neither you nor he is tall.			
9.	Let's keep this between you and I.			
10.	This is the most unkindest thing you have ever done.			
11.	Winstons taste good like a cigarette should.			
12.	That's a real good curve ball.			
13.	It is not unlikely that he will come.			
14.	Each of the boys are coming to the party.			
15.	I will go tomorrow.			
16.	He doesn't have no money.			
17.	To myself, this seems silly.			

(Postman-Weingartner-1966)

APPENDIX B

LANGUAGE EVALUATION

1. Which of the following groups of words are sentences? Circle the correct letters.

   A. Thebuilding we applied for work.
   B. Slow down.
   C. What shall we do with the extra nails?
   D. The paint brush that was worn too thin.
   E. Whenever you polish the silver thimbles in reverse.
   F. Hammer, nails, other tools and equipment.
   G. I am now getting ready for the job.
   H. Please, no smoking.
   I. The alarm clock on the bed stand now ringing to awaken us.
   J. Take a message to the foreman.

2. Identify five points necessary for every sentence in the following: (Be specific)

   The remarkable idea of accuracy is necessary for construction work.

   A.
   B.
   C.
   D.
   E.
   F.

3. In each sentence draw a line under the subject and two lines under the predicate.

   A. Can you steer the tractor?
   B. Did you know it is over 500 miles from Memphis to Knoxville?
   C. It is possible to draw a straight line with this instrument called a pencil.
   D. You must read the directions carefully to avoid mistakes or accidents.
   E. The car turned the corner on two wheels and kept on the main street.

4. What are two parts that every sentence must have?

   A.
   B.

5. Supply the necessary capitals and punctuation marks for the following sentences:

   A. gertrude and corum have lived at 143 kentucky avenue in oak ridge for more than ten years
   B. rural route 16 is marked by an overpass heading due north in the spring
   C. harold and jim drove to new jersey via new york from canada
   D. when will i get a chance to visit with you and your grandmother
   E. dr miller was introduced to mr jones and mr samms last tuesday the last day of august

6. Write three sentences that do not begin with a subject.

   A.
   B.
   C.

7. Listed below are topics. Make them into sentences.

   A. First Aid
   B. My job
   C. Organization in a shop
   D. The vlaue of money
   E. Cooperation and work
   F. The shop area
   G. English and communication
   H. "Safety First"

8. Select the best definition for sentence. Circle the correct letter.

   A. A sentence is a group of words expressing a single thought.
   B. A sentence is a group of words marked by a capital letter and a period.
   C. A sentence is an utterance.
   D. A sentence is a group of words that contains a subject and predicate.
   E. The best idea associated with the definition of a sentence has with it all the qualities of communication skills in action.

9. Complete the idea: The purpose of a sentence is

10. Make a list of five objects or tools found in your shop or work interest area. Use each as a subject in a sentence.

    1.
    2.
    3.
    4.
    5.

    A.
    B.
    C.
    D.
    E.

11. The subject of a sentence tells (Complete the idea).

12. The predicate of a sentence shows (Complete the idea).

13. Sentences end with a _____ or a _____ or an _____.

14. Below are some groups of words. Circle the letters by those words that are sentences.

    A. Take the saw, hammer, nails, and screw driver with your to the job site.
    B. Is that a record of my work performance?
    C. Because English helps the worker.
    D. The diameter is twice the radius.
    E. Upholstering, like carpentry, requires great accuracy.
    F. A fair day's pay means a fair day's work.
    G. Fit the spaces between the joints of metal.
    H. If the shoe fits, wear it.
    I. The plumber, the electrician, the mason, the carpenter--all.
    J. From this point to the edge of the building makes a straight line.
    K. A sloppy attitude results in sloppy work.
    L. Set the finishing nails.
    M. From time to time wash the top of this case.
    N. If you will see the options between the fine blade of the Hacksaw and the Screw-Slot.
    O. The difference between a rigid plastic and a flexible glass.
    P. Why? Why not?
    Q. Now is the time for all great men to come to the aid of their country.

R. What is it?
S. Photographs ask questions--Can you answer them?

15. Separate the following words into sentences, adding the necessary punctuation.

have all wiring done by a competent electrician electrical wiring and appliances hould bear the underwriters laboratories label on all parts never run cords over radiators under rugs or through doorways never jerk cords out of outlets grip the plug only

16. Underline the subject of the following sentences with one line. Underline the predicate with two lines.

A. Our class visited those stores to inquire about job possibilities.
B. Have you drawn a blue print?
C. Remember to wear goggles in this kind of work.
D. Will plastics be replaced with a new invention?

17. Use each of the following predicate in a sentence. Underline the whole predicate in each case.

A. Cut
B. is working
C. sanded
D. was painting
E. has spent
F. sawed

18. A sentence always begins with a (Complete the idea).

19. Select the five best points necessary for every sentence and circle the letter.

A. Every sentence has a capital letter and period.
B. Makes sense.
C. Begin with a capital letter.
D. End with a period, a question mark, or exclamation point.
E. Ends with a final statement.
F. Begins with just a capital letter.
G. Begins with a capital letter and a positive attitude.
H. Expresses a complete thought.
I. Some sentences can best expressed without words.
J. Have a subject and predicate.
K. Always has a preposition.
L. The subject always does something to the action.

APPENDIX C

A UNIT OF STUDY FOR CAREER ENGLISH

WHAT IS A SENTENCE?

I. Introduction

   A. Sense and nonsense words--a comparison
   B. The purpose of a sentence

II. A sentence has a subject and predicate

   A. Predicate tells the action
   B. Subject tells who or what did the action

III. Building an effective or good sentence

   A. A sentence must:

      1. make sense
      2. express a complete thought
      3. have a subject and predicate
      4. begin with a capital letter
      5. end with a period, a question mark, or exclamation point

   B. What we write must sound interesting with variety

IV. A sentence begins and ends with punctuation

VITA

Bill Scott was born in Harlan, Kentucky, 1937. He has attended schools in Harlan, Detroit, Michigan, Chillicothe, Ohio. He graduated from Oak Ridge High School, Oak Ridge, Tennessee in 1956. He attended Austin Peay State University in Clarksville, Tennessee, and graduated from the University of Tennessee, Knoxville. While in the Air Force he taught school in Adana, Turkey, for two years. He has also taught in Virginia, Tennessee, and more recently with Knoxville College "Upward Bound." For the last five years he has been teaching at Carter High School, Strawberry Plains, Tennessee.

He entered the Graduate School at the University of Tennessee in 1973 and received his Master's Degree in August, 1974.

He is married to a teacher, Jean Mischlich Scott, and has two sons, Benson Andrew and Michael Keith.