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ENGLISH A--AN EVALUATION OF PROGRAMMED INSTRUCTION.

BY- HAMILTON, ROBERT S. HEINKEL, OTTO A.

SAN DIEGO CITY COLL. CALIF.

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THE EFFECTS OF A PROGRAMMED TEXT IN REVIEW ENGLISH CLASSES WERE STUDIED BY COMPARISON OF FINAL EXAMINATION SCORES ACHIEVED BY TWO GROUPS OF 58 STUDENTS WHO HAD BEEN MATCHED ON THE BASIS OF SCORES ON THE ENGLISH SCREENING TEST. THE EXPERIMENTAL GROUP RECEIVED INSTRUCTION BY MEANS OF A PROGRAMMED TEXT, AND THE CONTROL GROUP USED A CONVENTIONAL BOOK. IN ADDITION TO AN EXAMINATION DESIGNED FOR ITS OWN SITUATION, EACH GROUP ALSO TOOK THE TEST DESIGNED FOR THE OTHER GROUP. THE PERFORMANCE OF THE EXPERIMENTAL GROUP WAS SIGNIFICANTLY HIGHER (AT THE .01 LEVEL) THAN THAT OF THE CONTROL GROUP. IN BOTH GROUPS, THE CORRELATION BETWEEN THE EXPERIMENTAL GROUP'S TEST AND THE GRADES EARNED IN THE COURSE EXCEEDED .80, WHILE THE CORRELATION OF GRADES AND CONVENTIONAL TEST SCORES WAS LESS THAN .58. THE AUTHOR RECOMMENDS THAT (1) IF ONE METHOD IS TO BE CHOSEN OVER THE OTHER, THE PROGRAMMED METHOD SHOULD BE GIVEN THE GREATER CONSIDERATION, (2) ALL ENGLISH TEACHERS IN THE INSTITUTION SHOULD CONSIDER USING THE TESTS PREPARED FOR USE WITH THE PROGRAMMED TEXT, (3) THE STUDY SHOULD BE REPLICATED WITH DESIGN PROVISIONS TO CONTROL MORE OF THE VARIABLES, AND (4) GRADES IN SUBSEQUENT ENGLISH CLASSES SHOULD BE USED AS AN ADDITIONAL EVALUATIVE MEASURE. (WD)

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ENGLISH A: AN EVALUATION OF PROGRAMMED INSTRUCTION

San Diego City Colleges

RESEARCH REPORT 67-7

Curriculum Office
Robert S. Hamilton, Director
Otto A. Heinkel, Research Assistant
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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

A programmed method of instruction in English A, a review course, was recently introduced in the San Diego Junior Colleges (course outline attached). A pilot study was conducted to attempt to gain some indication of the relative performance of students receiving the programmed instruction. The general plan was to administer final examinations to an experimental and a control group and analyze the results.

Since students are selected for English A on the basis of their scores on the Cooperative English Test (CET), it was decided to use this independent variable in selecting two matched groups for the study. Some attention was also given to the bias resulting from sex differences in the two groups. It is recognized that many other variables affect a student's performance. However, for obvious practical reasons it was considered sufficient at this stage to control only the two variables mentioned above.

The study sample was selected from students enrolled in English A at Mesa College during the Fall, 1966 semester. The experimental group (X-Group) consisted of 58 students (37 males and 21 females) receiving programmed instruction, and a matched control group (C-Group) of 58 enrollees (33 males and 25 females) not taught by the programmed method. It was assumed that the sex differences in the two groups were not sufficient to significantly bias the results of the study.

Two final examinations were chosen to serve as dependent variables. One, the H-Test (attached), was chosen for its appropriateness for the C-Group. The 3200-Test (attached) was designed primarily for the X-Group. At the end of the semester each group took both tests and the results were compared by applying significance tests to observed differences in the means. In addition, coefficients of correlation were computed between the grade points earned and the scores on the two tests.

The specific hypothesis to be tested was: Students in English A receiving programmed instruction obtain significantly higher scores on the final examinations than those enrollees not taught by the programmed method.

The results of the study as evidenced by tables I and II support the hypothesis (within the design limitations).

TABLE I. Grade and Test Averages

	CET (Scaled Score)	GPA	H-Test	3200 Test
X-Group	146.3	2.10	46.3%	82.6%
C-Group	146.3	1.72	50.0%	68.8%
Y-C	0	0.38	-3.7%	12.8%
Significant Difference (.05 Level)	No	No	No	Yes

TABLE II. Correlations: Grades to Test Scores

	CET	H-Test	3200 Test
X-Group	.40	.53	.81
C-Group	.32	.57	.81

TABLE III. Test and Grade Variance

	CET (Scaled Score)	GPA	A-TEST	3200 Test
X-Group	6.3	.93	14.8	9.4
C-Group	6.3	1.05	15.2	10.5

SUMMARY:

The correlation between grades earned and the 3200-test scores was much higher for both groups than the other indicated correlations. Also, the only statistically significant difference favored the students receiving programmed instruction. These two results indicate that if a choice were to be made between the two methods of instruction, the programmed method should receive the greatest consideration.

The high correlation between grading practices and the 3200-test scores also indicates that all English A instructors, irregardless of the method of instruction, should seriously consider using the 3200 final examination.

The reader is reminded of the practical design limitations of this pilot study. A detailed replicate study should be conducted to validate the conclusions. It is recommended that such a study include a larger sample and that an attempt be made to control more of the many other variables that could influence the data. It is also suggested that success in subsequent English classes be included in evaluating the two methods.

COURSE OUTLINE

SAN DIEGO JUNIOR COLLEGES

COURSE OUTLINE

I. Name of Course and Description

English A - English Review

English A emphasizes the basic rules for current standard English usage. Review is given in parts of speech, sentence construction, capitalization, punctuation, other areas of functional grammar (as needed), spelling, and vocabulary.

This course is required of and limited to those students who pass the entrance test with a score below the cutting point for English 1. The units earned do not apply to the English requirements for the A.A. degree. On counselor recommendation, the course may be required of secretarial majors.

Fall, Spring 3 hours, 3 units

II. Admission Conditions

No prerequisites

III. Objectives

To improve the student's background in grammar so that he will be able to communicate better in standard English.

To assist the student in recognizing correct spelling and motivate him to achieve correctness of spelling in his written work.

To increase the student's vocabulary so that he will be able to recognize and to understand the words encountered in college reading and lectures and to motivate him to continue to increase his vocabulary through the use of the dictionary when he encounters words the meaning of which he does not know.

IV. Scope and Content

It is recommended that each instructor fulfill the three objectives of this course in the manner which seem best (according to his professional judgment) to meet the needs of each particular class section.

V. Teaching Methods

Methods for instruction include lecture, discussion, and individual instruction.

VI. Teaching Materials

Required Texts:

Basic Text: English 3200, Harcourt, Brace and World

(Since English 3200 is a programmed instruction text and since the company does not sell the test booklet separately, it is recommended that each student be required to purchase a new text for each semester's work. Each student could be required to present his receipt for the purchase of English 3200 text in order to participate in the class testing program for English A.)

Alternate Basic Text: New Preface to Writing, by Hamilton, Odyssey Press

Supplemental Texts: Spelling and Vocabulary, by Ward, Chandler Publishing Company

A Reading Approach to College Writing, Alternate Edition, Cox and Foote, Chandler Publishing Company

Any standard college dictionary

(Note: Since Harcourt, Brace and World, Inc. furnishes gratis outlines for dictionary study and tests (with key) to accompany the Standard College Dictionary, it is recommended that the teacher of English A Consider requiring this dictionary until a better one is available.)

10/61

Revised: 4/65

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H-TEST

Final Examination

NAME _____ SCORE _____

EACH of the following examples contains one error in spelling, diction, or grammar which may be corrected by changing one word. Underline the faulty word and write your correction in the first space opposite the sentence. Make your corrections in the simplest possible way: if a pronoun does not agree with its antecedent, change the pronoun rather than the antecedent; if a verb does not agree with its subject, change the verb rather than the subject; do not change the tense of a verb unless the error is one of tense.

In the second space after each example, write *C* if the sentence is correctly punctuated, *F* if the sentence has faulty punctuation. Do not call an example faulty merely because some other punctuation would be permissible. You are not required to change the punctuation in any way.

EXAMPLES:

CORRECTIONS	PUNC- TUATION
-------------	------------------

Mr. Allen, the custodian of the building, has locked up and went home.

<i>gone</i>	<i>C</i>
-------------	----------

Not one of my friends were at home. All having gone to the game.

<i>was</i>	<i>F</i>
------------	----------

1. Mr. Johnson, Mr. Scott, and Dean Hodges, have announced that their going to attend the banquet.
2. Neither of the two new orders—you would know this if you had read them—have affected our business.
3. Freedom of the press is one of the principals of democracy guaranteed by our Bill of Rights.
4. The committee has announced it's choice of John Clark for chairman; although John has not yet accepted the responsibility.
5. Don't either of the workmen ever follow the convenient procedure which we have suggested?
6. The eagerness of buyers and the shortage of merchandise, creates many problems for merchants in time of war.
7. The first to arrive were Helen and I, whom you probably expected would be late as usual.
8. The word *soluble* is frequently misspelled by students, but it is seldom mispronounced.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

9. If this plan remains a secret between you and I, we shall have no difficulty in carrying it out. _____
10. We thought John had been delayed at the office, instead, he had lain down and went to sleep. _____
11. Mr. Clark, a scientist, who has now joined our firm, discussed new developments in forestry. _____
12. The candidate was comparatively eager before the election; afterward, however, he effected indifference to his defeat. _____
13. I made less mistakes than usual today, however, I must try to do still better tomorrow. _____
14. Each of the four products, which we make in our factory, have been advertised continuously. _____
15. Neither the acknowledged ability of our athletes nor the loyal support of our students were sufficient to give us a winning team. _____
16. Each of these men claims that they can do the work better than any of the others. _____
17. "Imagine my embarrassment!" said Jim, "My boss asked me to correct my grammar." _____
18. We have benefited greatly from the healthy climatic conditions in this region. _____
19. Students studying in the library objected to us talking and laughing in the reading room. _____
20. My youngest brother whom you will see today, looks somewhat like my father and I. _____
21. The effect which these regulations will have upon competition, has been exaggerated. _____
22. Two of the most prominent men who have visited here recently are alumnae of my college. _____
23. The foreman, together with five of his men, comes to work early every morning; such regularity is almost incredible. _____
24. Haven't either of the two men begun practicing. _____
25. Nearly every large city in the state will hold their municipal elections this fall. _____

SERIES THREE

26. Our attorney has given us some entirely disinterested advise, and we propose to follow it _____
27. Because all three men are friends of ours we divide our business equally between them. _____
28. The company for which I now work, is trying to increase their production. _____
29. Each of the members of the class, I am sorry to say, have proved to be inadequately prepared. _____
30. Most everyone thought that the work was noticeably harder after the holidays. _____
31. I want to ask you which of the two men were sitting here when you entered the office? _____
32. The variety of materials, which art students need, have surprised many of us freshmen. _____
33. Whom do you suppose the next governor will be? _____
34. I don't know if I should go with you and him or not. _____
35. Mr. Jones's niece went to the office this morning to inquire of her grades. _____
36. The doctor whom you sent to see us, told my brother and myself to get more exercise. _____
37. I wish it were permissible to have our own fireworks like we used to. _____
38. Anyone, who expects to graduate next spring, should check their credits immediately. _____
39. Robert has gone to Midwest University because of their special program in electronics. _____
40. Smith was the first to arrive and the last to leave; no one enjoys our parties more than him. _____
41. Furthermore, there is no one whom we would rather entertain than he. _____
42. Three plural nouns which everyone should learn to spell are: *potatoes, pianoes, Negroes.* _____

43. I thought the patient looked some better this morning, however, he said that he felt worse. _____
44. Everyone in the restaurant had been reminded to leave their packages in the check room. _____
45. Everyone but me seems to have benefitted from the opportunity. _____
46. Students use the dictionary very little; although most of them agree that it is indispensable. _____
47. I infer from your remarks that you differ from the preceding speaker on several matters. _____
48. He asked two of us to join him—John and myself _____
49. The automobiles, which are manufactured in Europe, do not operate very different from ours. _____
50. The committee which was appointed to handle this problem, has announced their unanimous decision. _____
51. Our hostess has served a frozen desert which everyone in the dining room is finding irresistible. _____
52. We were disappointed—you know this without me telling you—when we heard who had won. _____
53. The little, old, woman acted as if she was responsible for the conduct of the State Department. _____
54. After lunch we rested for an hour, then we went out and swam in the lake. _____
55. Insurance agents seize every opportunity to prove that accidents have occasionally occurred in our own homes. _____
56. When commanded to lie down, the dog had immediately gone to his master and laid down. _____
57. Every fraternity on the campus want to excel in sports. _____
58. I read in the newspaper yesterday where you plan to run for Congress next year. _____
59. The reason for our failure to arrive on time is, because the bus was late. _____
60. Every one of the men, who were lucky enough to obtain tickets, have enjoyed the recital. _____

3200 TEST

San Diego Mesa College

Final Examination - 3200

English A

After each statement write true or false (1 point each).

1. A noun clause modifies a noun.
2. In sentences containing both a direct object and an indirect object, the indirect object comes first.
3. Adjectives and adjective clauses are not as variable in their positions as are adverbs and adverb clauses.
4. Clauses that begin with who, which, or that are probably adverb clauses.
5. A gerund modifies a noun.
6. A subject complement is frequently a noun, a pronoun, or an adjective.
7. When the subject of the verb is in two parts and is linked by the word or, choose the first part of the subject to agree with the verb.
8. When you subordinate an idea, you give it less importance than the main part of the sentence has.
9. There are some verbs that take neither a direct object nor a subject complement.
10. Adverbs modify other adverbs sometimes.

Eliminate the and by changing the underlined statement to the kind of word group indicated in the parentheses. Write a complete sentence. (2 points each)

11. Mother has a frightful way, and it gets rid of salesmen.
(Prepositional phrase with gerund)
12. Frank passed me on the stairs, and he was running for his life.
(Present participial phrase)
13. The book was published before 1900, and it was still the best available treatment of the subject. (Adverb clause)
14. He wrote the play, and this relieved his sorrow. (Infinitive phrase)
15. Coleridge was a friend, and Wordsworth owed much to him. (Adj. clause)
16. Wordsworth wrote "The Borderers," and it is his only play. (appositive)

Identify each word group, using the following letters. (2 points each)
F = Fragment S = Sentence RS = Run-on Sentence

17. Beware of drinking too much, it can get to be a habit.
18. All men are mortal, therefore Socrates is mortal.
19. Not desiring to spend my money for lost causes.
20. Which was not so foolish, when you come to think of it.
21. If Socrates is a man, then he is mortal.

Write the letter of the correct sentence (3 points each)

22. A. The saleslady told me to take the dress and have it altered.
B. The saleslady told me to take the dress and that I should have it altered.
23. A. You might have beat our team last season, but you can't now.
B. You might have beat our team last season, but you can't beat us now.
24. A. Is the Russian educational system superior to the United States?
B. Is the Russian educational system superior to that of the United States?
25. A. Will all the students please go to the library who are doing research?
B. Will all the students who are doing research please go to the library?
26. A. Driving recklessly, my jalopy crashed into the parked car.
B. Driving recklessly, I crashed my jalopy into the parked car.
27. A. When Frost talked to Khrushchev, he did not mention politics.
B. Frost did not mention politics when he talked to Khrushchev.
28. A. Scanning is when you analyze the metrical structure of a poem.
B. Scanning is analyzing the metrical structure of a poem.

Copy the correct word or words in each pair. (1 point each)

29. I never did like (those, that) kind of cereal.
30. Henry may have (fallen, fell) asleep during the lecture.
31. The man bought a plane ticket and then (disappeared, disappears).
32. They have (chose, chosen) the new cheerleaders.
33. Mary and (her, she) won the contest.
34. The student council has changed (it's, its) constitution.
35. During the long march, the band played (badly, bad).
36. John had (lain, laid) awake until dawn.
37. I planned (to have paid, to pay) my rent last Monday.
38. The price of peanuts (depends, depend) on the market values.

39. John now has more college credits than (me, I).
40. Have you asked them if (they're, their) going with us?
41. He knows that they hurt (themselves, themselves) by not studying.
42. Each one of the cars (has, have) its own peculiarities.
43. The queen of the dance looks (beautifully, beautiful).
44. We noticed the package that John (sent, had sent) through the mail.
45. John agreed to (us, our) using his car.
46. The injured man rested more (comfortably, comfortable) after being given first aid.
47. There (is, are) many questions in the test.
48. They have (drove, driven) to San Francisco frequently.
49. It was (she, her) who introduced the guests.
50. He used to entertain (us, we) girls with his ghost stories.
51. Your choice, it seems to me, depends on (who, whom) has the best grade average.
52. Between you and (I, me), I think Mrs. Dunn is the best organ player in town.
53. I'm afraid I didn't do (good, well) on my history exam.
54. One is not supposed to ask the teacher for (his, your) grade before the grades are mailed to the students.
55. Ever since I can remember, the McCoy's (lived, have lived) in that green house on the corner.
56. Which one of the math teachers (makes, make) you work hardest?
57. "Everyone please remember to bring (his, their) own sleeping bag," the scoutmaster said.
58. Leroy is one of those moochers (who, whom) I detest.
59. Which one of the twins (tries, try) the most to win?

Write the letter of the item which is correctly punctuated. (1 point each)

60. A. There are four kinds of ships in the harbor, destroyers, cruisers, submarines, and battleships.
B. There are four kinds of ships in the harbor: destroyers, cruisers, submarines, and battleships.
C. There are four kinds of ships in the harbor; destroyers, cruisers, submarines, and battleships.
61. A. Some women realize that a swimming suit is for swimming, others seem to feel that its purpose is to prove they are hiding nothing.
B. Some women realize that a swimming suit is for swimming; others seem to feel that its purpose is to prove they are hiding nothing.
C. Some women realize that a swimming suit is for swimming--others seem to feel that its purpose is to prove they are hiding nothing.
62. A. "What is the desired level of production?" questioned the student.
B. "What is the desired level of production," questioned the student?
C. "What is the desired level of production?," questioned the student.
63. A. Travis Jackson, whom I knew in the Marines, returned to town and we spent the night reminiscing about our war experiences.
B. Travis Jackson, whom I knew in the Marines, returned to town, and we spent the night reminiscing about our war experiences.
C. Travis Jackson whom I knew in the Marines returned to town, and we spent the night reminiscing about our war experiences.
64. A. Betty Bottomley, an extrovert, chose speech, drama, and music, as her favorite subject.
B. Betty Bottomley, an extrovert, chose speech, drama, and music as her favorite subjects.
C. Betty Bottomley an extrovert, chose speech, drama, and music as her favorite subjects.
65. A. Misunderstnading, which is a problem for most people, causes frustration, and irritation.
B. Misunderstanding which is a problem for most people, causes frustration and irritation.
C. Misunderstnading, which is a problem for most people, causes frustration and irritation.
66. A. Alice I am sure, will forgive Arthur, who, in turn will forgive her.
B. Alice, I am sure, will forgive Arthur, who, in turn, will forgive her.
C. Alice, I am sure, will forgive Arthur who, in turn, will forgive her.
67. A. The train left San Diego California on May 1, 1966 for New York.
B. The train left San Diego, California on May 1, 1966 for New York.
C. The train left San Diego, California, on May 1, 1966, for New York.
68. A. Since the bike was in good shape, I bought it and painted it red and white.
B. Since the bike was in good shape I bought it, and painted it red and white.
C. Since the bike was in good shape I bought it and painted it red and white.

69. A. "With the advent of nuclear power," said the scientist. "Destruction is imminent."
B. "With the advent of nuclear power, said the scientist, destruction is imminent."
C. "With the advent of nuclear power," said the scientist, "destruction is imminent."

Write the letter of the sentence in which apostrophes are used correctly. (1 point each)

70. a. That agents' courage saved two Presidents' lives.
b. That agent's courage saved two President's lives.
c. That agent's courage save! two Presidents' lives.
71. a. Your's isn't as large as George's house.
b. Yours isn't as large as George's house.
c. Yourse is'nt as large as George' house.
72. a. The women's names were on the Jones' list.
b. The womens' names were on the Jones' list.
c. The women's names were on the Jone's list.

Write the letter of the sentence in which capitals are used correctly. (1 point each)

73. a. I watched the last set of the match between Mesa College and a team from the East.
b. I watched the last set of the Match between Mesa college and a team from the east.
c. I watched the last set of the match between Mesa College and a team from the east.
74. a. My Father could speak English in the mexican village near the Texas border.
b. My father could speak english in the Mexican village near the texas border.
c. My father could speak English in the Mexican village near the Texas border.
75. a. Robison, a famous negro singer, played in Shakespeare's Othello at the Old Globe last spring.
b. Robison, a famous Negro singer, played in Shakespeare's Othello at the Old Globe last spring.
c. Robison, a famous negro singer, played in Shakespeare's Othello at the old Globe last Spring.