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Oral history: An approach to teaching limited English proficient children

Cheri Andrea McNabb

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ORAL HISTORY: AN APPROACH TO TEACHING
LIMITED ENGLISH PROFICIENT CHILDREN

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education

by
Cheri Andrea McNabb

December 1992
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Approved by:

Marjorie McCabe Ph.D
Thom Gehring Ph.D
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CHAPTER I

Background and the Problem

The educational needs of children who are classified as Limited English Proficient (LEP) have been neglected. Their interaction with the education system requires strategies and materials that will address these specific needs. Oral history as a learning strategy is flexible and adaptable allowing for accommodation of a wide range of skills, abilities, strengths, and needs. Oral History refers to any orally transmitted communication which has been preserved to serve future generations (Fernekos, 1983). The vocabulary, or thought content of the material, will be relevant to the student because it comes from his own background of experience (Hart, 1982).

As a learning strategy, oral history can be used to meet the objectives of acquisition of skill in reading and language arts in English, mathematics, and other academic subjects. “Oral history should be used in many subject areas to assist students in learning. Educators have attributed to students using oral history, growth in such areas as word usage skills, writing, editing, creative thought, interviewing, organizing, and a host of others” (Schipper, 1982, p. 29).

It is the intent of this paper to study the implementation of oral history strategies in education and how this may enhance the learning of children who are identified as LEP.

The purposes of this study are:

a. to identify oral history strategies that may be used to enhance the learning of students who are identified as LEP, and
b. to present the results of a survey by six teachers of the usefulness of an instructional manual in meeting the educational needs of children identified as LEP.

An instructional manual was written and it was distributed to LEP educators for evaluation. A survey was used to determine the LEP educators' reaction to the manual. They were asked to evaluate the strengths and weaknesses of the presentation and how effective the application of the manual would be in meeting the educational needs of children who are identified as LEP.

Objective. This study will:
1. Identify various effective oral history strategies for this specific group of students.
2. Provide a manual of activities for practical and successful application of oral history strategies to be used within the existing framework of LEP education.

Definition of Terms

Curriculum: Curriculum is a plan for learning.

Integrated Language: Integrated language is a program which incorporates reading, writing, speaking, and listening.

Whole Language: Whole Language is a philosophy of education. It is a combination of all the different ways and theories that educators have on how children learn. It encompasses all cues that children use to learn to read, write, and speak, not just phonics. All the processes of communication are viewed as elements of the students' linguistic whole rather than as distinct and independently learned entities.

Language Experience Approach: "The language experience approach uses children's oral language and experiences for the creation of personal reading materials. It integrates the teaching of reading with other language arts. A child's speech determines
the language patterns of the reading material, and his experiences determine the content” (Hall, 1984, p. 2).

Oral History: Oral History refers to any orally transmitted communication which has been preserved to serve future generations (Fernekes, 1983).

Strategy: “A strategy consists of a theoretical base on which a comprehensive set of activities are built. Those activities are supported by materials and techniques that are consistent with the underlying theory” (Comings and Kahler, 1984, p. 19).

Limited English Proficient Student: Limited English Proficiency (LEP) refers to a student who has not yet acquired fluency in English and who has experienced a culturally and linguistically different upbringing. The exposure of the child in the home to cultural and linguistic experiences that limit the student's English proficiency and develop a primary language other than English qualify the student as limited English proficient.

English as a Second Language (ESL): English as a Second Language refers to the teaching process by which students are taught English directly as a second language using the student's primary language of fluency as the communication tool. The goal of ESL programs is to develop fluency in English while preserving the cultural and linguistic integrity of the student's primary language.
CHAPTER II
REVIEW OF THE LITERATURE

In 1965, federal monies were allocated to create special compensatory education programs for disadvantaged children. These programs vary from state to state in design and composition but are dedicated to meeting the established criteria. The purpose of the LEP Program is to involve the child identified as LEP in a supplemental educational program designed to meet the child's specific needs in the areas of reading, mathematics, and bilingual education.

Oral History

Oral history refers to any orally transmitted communication which has been preserved to serve future generations (Fernekes, 1983). It is used effectively by some of our best authors in the search for raw materials from which to forge important and sometimes extremely moving books (Kozol, 1985).

A common, comforting, and significant component of social interactions, oral history can be directed into other experiences for specific implementations. “Perhaps, with a different direction, it might stay in the community from which it has emerged. Its first, and frequently its only audience, may be the child of the man or woman who has drawn that story out of lived experience and passed it on to add to the experiences of those who will live on to tell their stories to their children and grandchildren” (Kozol, 1985, p. 139).

Oral history has the potential to combine elements necessary for effective learning. “It can be used as a literary primer, first recorded, next transcribed and edited
with selectivity that serves phonetic purposes, finally returned to the illiterate in written language that can be employed in concrete ways” (Kozol, 1985, p. 136).

Using oral history in the classroom setting allows for integration of the student and his experiences with his educational needs for meaningful instruction. Classroom activities are meaningful if they touch students' lives and mirror their experiences (Asher, 1985). Along with activities and procedures that reach students as meaningful, there must always exist an atmosphere in which students will feel secure (Hayes and others, 1985).

A primary element of this technique is the use of materials that are significant to the students. It must be made relevant to their immediate needs and focus on their lives (Henderson and others, 1985). Relevance exists for the students because it places the students' own environment and cultural milieu at the center of investigation, with the implication that the student will be motivated to inquire about that which is most identifiable to him (Allen and Montell, 1982).

Oral history materials are relevant and meaningful for students because of their content. Comings and Kahler (1984) developed students' literacy skills by relating the subject matter to some aspect of the student's work or family life. Capturing these stories orally and transferring them to print comes from a conviction that dramatic, wonderful, terrible, foolish, funny and tragic things happen to people as an inevitable human condition (Allen and Meyer, 1978).

The realization that personal language and experiences are important and can be utilized within the curriculum allows for development academically and socially. Fernekes (1983) described the objectives for using oral history as transmitting cultural heritage, developing the personal-social understanding of students, and to show students how to think critically. Allen and Meyer (1978) presented the rationale for doing oral history as a link to fundamental sources of adolescent development and may provide significant experience for growth. They consider its impact to be in the areas of identity
(ego development), empathy, moral sensitivity and community building (sharing and involvement).

In addition to the social and psychological objectives, oral history strategies contain educational advantages. Oral history should be used in many subject areas to assist students' learning and growth in such areas as word usage skills, writing, editing, creative thought, interviewing, organizing, and a host of others (Schipper, 1982).

It is clear that oral history is not strictly a “social studies” instructional technique (Fernekes, 1983). Educators have attributed academic growth in reading, writing, word usage skills, creative writing, and communication to the use of oral history (Schipper, 1982). Hayes and others (1985) have found that dialogue journals provide a natural language exchange and a sense of audience, help to develop a positive self-image, and address individual educational needs.

Allen and Meyer (1978) presented a number of educational advantages resulting from the use of oral history strategies. The strategies affect a range of educational and educationally related areas. “Historical knowledge is immediate and tangible and offers direct linkage to ‘new’ historical interests which students tend to take seriously: ethnic traditions; family history; and women’s history. School studies are linked to the experiences of the community, and place students in situations in which they must interact with diverse groups of people, including parents, relatives, and neighbors. “Students exhibit improvement in skills in planning and organizing, oral interviewing or questioning, interpersonal communication, and listening empathy” (Allen and Meyer, 1978).

Educators who use oral history as an educational tool in the classroom relate that students receive many benefits through the use of oral history and cultural journalism projects (Schipper, 1982). The resulting virtues of oral history include academic improvement, personal and social growth, and an increased awareness of external factors.
Research has shown that in the cognitive realm attitude has a direct relationship to growth (Schipper, 1982). The use of oral history in conjunction with skill instruction in writing, reading, and graphics has shown improvement of student self-concepts and positive changes in students' attitudes (Fernekes, 1983; Schipper, 1982). Effective use of this approach results in positive overall growth of the student and a successful understanding and usage of specific skills. Mehaffy and Sitton (1977) indicated that such significant benefits result from the implementation of oral history because it is a tool that generates a great deal of interest with the students.

The implementation of oral history strategies offers a challenging and motivating technique to actively involve students in their education. Oral history prompts the heightened self-awareness of personal and social histories, increases feelings of self-worth, and promotes the expansion of intercultural and intergroup understanding (Fernekes, 1983).

The Language Experience Approach

The language experience approach is a reading methodology that is highly organized, highly structured, and systematic, but allows the teacher to teach without texts (Veatch, 1983). It is a set of activities designed to serve one purpose — the instructional use of pupils' own language (Veatch, 1983).

The language experience approach incorporates children's language and experiences to form an instructional framework for teaching reading, writing, and language skills. In using a language experience approach to instruction, teachers provide experiences through which children can use language directly and immediately for personal purposes or projects (Mehlville School District, 1983). In the language experience approach, students dictate a story to their teacher about an experience they
have all shared. This story becomes the basis for vocabulary and reading comprehension (Kinney, 1985).

In utilizing language experience strategy, the experience chart is the tangible integration of language and experience. It is a means of capturing the interest of children by tying their personal experiences to reading activities (Heilman, Blair, and Rupley, 1981). Developing an experience chart can be a teacher-directed group activity, an independent creative writing activity or a one-to-one instructional situation. The teacher usually guides the students through the process.

From the pupils' ideas, the teacher writes on the board those ideas, repeating each word as it is written (Veatch, 1983). This continues until four to five ideas have been presented in sentence form. Talking is often one of the best ways to help children who have no ideas about what to write. It creates a "comfort zone" by reducing fear and motivating students to become eager and willing participants in their own writing process (Mehlville School District, 1983). The teacher has helped to turn some of the "lived world" of pupils into prose from which all manner of literacy skills can be developed (Veatch, 1983).

Language experience is an easily justified approach for a variety of reasons, including the ideas that it supports the principles of learning, it teaches to strengths, it encompasses comprehension, and it can be used diagnostically (Christensen, 1984). Informal evaluations and assessments of individual students can be accomplished within the group situation. Such flexibility within the approach allows for an effective method of instruction for individual needs as well as group interaction.

Language experience meets a wide range of differences in the classroom and provides each child with the level of material best suited to his/her abilities and interests (Christensen, 1984). For some students, these are the best reading materials because it is what they have written or dictated (Rigg and, Kazemek, 1985; Veatch, 1983).
Research shows that a number of advantages and benefits are gained through the implementation of the language experience approach. Students write the material themselves using their vocabulary and language patterns (Kinney, 1985). Using the vocabulary from experience charts in sentences composed by students offers the opportunity not only for developing creative writing, but reinforces good patterns of English usage; tenses of verbs, punctuation, and styles of writing (Hart, 1982). In addition, it encourages students to use many of their senses. They will be writing, reading, listening and speaking about something they have actually experienced (Hall, 1981; Kinney, 1983).

Instruction of specific academic skills, especially in reading and writing, can be planned using the language experience approach. Appropriate strategies and activities can be developed from the language experience material to meet the students' individual needs. The following reading skills can be addressed using this approach: recognizing words in context, and phonic skills which include initial, medial, and final consonants, long and short vowels, and beginning blends (Hart, 1982).

A number of writing skills can be developed through the use of language experience. Christensen (1984) suggested that students read and print all the letters of the alphabet using the dictated story. Rhyming words, syllabication, and certain phonic sounds and sound/symbol relationships may also be isolated for writing practice. Language experience activities also lend themselves to addressing skills that combine reading and writing, visual perception, visual motor perception, auditory perception and discrimination, and language and verbal comprehension (Christensen, 1984). The language experience approach combines the many elements of language acquisition.
Through the use of their own language, children actively participate in their learning. The language experience approach not only integrates reading and writing with spoken language, but it can also lead to reading published materials (Rigg and Kazemek, 1985). This is ultimately the goal of reading instruction.

The structure of schools does not capitalize on the situational skill responses of different cultures. The literature suggests a more flexible, varying set of instructional circumstances. A thorough knowledge of children's cultural background and lifestyles is seen as essential to instruction. Through knowledge of these cultural issues and lifestyles, teachers can plan activities that capitalize on the linguistic strengths of children rather than emphasizing the areas of linguistic weakness.
CHAPTER III
DESIGN OF THE STUDY

Selection of Subjects

Six LEP educators from the Hesperia Unified School District, Hesperia, California, were selected to participate in this survey. The six participants were all female. They ranged in age from 27 - 48 years.

The educational background of the LEP educators indicated all the participants had completed some post-baccalaureate education. Of the six participants, four had completed a Bachelor's degree and two had completed a Master's degree.

The years of experience the educators have been involved in LEP education ranged from one year to nine years. One had one year's experience, two had three years', two had seven years' and one had nine years'.

The LEP educators were involved with or taught monolingual and bilingual students. Students ranged in age from six through twelve years of age.

The demographic data of the sample teacher group is presented in TABLE 1.

Procedures

The subjects were given a copy of the instructional manual and a survey on which to record their evaluation of the manual. The survey requested the participants to relay pertinent demographic information, discussed in the previous section, and presented in TABLE 1.
### TABLE 1

#### SUBJECTS

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<td>Male</td>
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#### EDUCATIONAL BACKGROUND

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#### YEARS OF EXPERIENCE

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#### STUDENT INFORMATION

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<td>Bilingual Spanish-English</td>
<td>71</td>
</tr>
<tr>
<td>Bilingual Russian-English</td>
<td>8</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
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The survey consisted of four questions: a general reaction, identification of the strengths and weaknesses of the manual, and discussion of the practical application of the presented material. The four questions are listed in Table 2. The participants were asked to read the manual and respond to each question in written form. Space was provided at the end of the survey for the participants to make additional comments.

The manuals and surveys were personally distributed to and collected from the LEP educators. All who were asked to participate in the survey complied with the request resulting in a 100% return rate.

A description of the responses to each question on the survey is included in Chapter IV.
TABLE 2

QUESTIONS

1. What is your general reaction to the manual?
2. Are there any additions to the manual you feel are necessary?
3. Are there any items you feel should be deleted?
4. Can the manual assist in successfully meeting the educational needs of children classified as LEP?
CHAPTER IV

RESULTS

A description of the results of each question of the survey follows. The focus of this section is to determine how effective the manual would be when applied in LEP education.

The participants were asked to respond, in written form, to four questions. A description of the responses follow.

1. **What is your general reaction to the manual?**

The participants expressed a very positive reaction to the manual. All six educators felt it was clearly written and well organized. Some of the comments include: “terrific,” “It is an excellent idea,” and “I'm glad someone compiled these.”

One of the participants indicated a lack of knowledge of the topic. After reading the instructional manual, she felt very positive about the strategies.

2. **Are there any additions to the manual you feel are necessary?**

The design and format of the manual was generally well received. One participant commented that the manual might be more successful with LEP educators if it were presented in a less formal manner, e.g., less research documented. The remaining additions were directed at specific details within the activities themselves. For example, two educators felt a more complete definition of educational terms and more complete directions for the preparation and procedure of some activities were necessary.

One participant suggested that a scope and sequence chart be developed and added at the beginning of the manual to graphically portray oral history strategies. Two of the participants stated that no additions to the manual were necessary.
3. Are there any items you feel should be deleted?

All six participants stated that they felt the activities were pertinent, showed variety, and met the objectives outlined in the introduction of the manual. No deletions were suggested.

4. Can the manual assist in successfully meeting the educational needs of children classified as LEP?

All six educators stated that the manual could be used effectively with children identified as LEP. This question elicited the greatest number of comments. The educators expressed a great deal of interest in the manual. Comments included: "The activities are good for LEP children because it allows them to use their life experiences," "This can definitely be used with our kids", and "The activities are great for LEP children."

All six educators expressed interest and enthusiasm for the manual and for application of the activities. Some participants stated that the activities were good for children identified as LEP because it allowed them to use their life experiences. This fact is important for all children, but especially children identified as LEP. Others felt the manual was a good idea and were glad to see the variety in the activities and to have them collected in one manual.

Summary of Results

Overall, the results indicate that the manual can be effectively applied to enhance the learning of children identified as LEP. The general reaction of the participants indicates an interest in using the activities. Its design and presentation allows the manual to be self-explanatory. The additions indicated were minimal, primarily in the details of the activities. The educators indicated all of the suggested activities would be useful for the child identified as LEP.
The use of oral history strategies in LEP education integrates experiences of the child identified as LEP with his educational setting. From the surveys completed for this project it appears that LEP educators support the implementation of this strategy to meet the educational needs of this group of children. The learning activities presented in the instructional manual have strong practical application for success when used within the confines of LEP education.

One of the primary considerations in LEP education is to meet the specific educational needs of this group of children. The results of the study indicate that the use of children's oral language for educational purposes is important for all children, especially children identified as LEP. It is relevant for students because it places their environment and culture at the center of investigation (Fernekes, 1983). The resulting implications indicate that the students will be highly motivated and interested because they will have written the story (Fernekes, 1983; Kinney, 1985).

The use of oral history strategies combines the use of oral history with the language experience approach. Oral history encompasses any orally transmitted communications that have been intentionally preserved to serve future generations (Fernekes, 1983). Language experience is a justified instructional approach due to the fact that it supports the principles of learning, teaches to the students' strengths, encompasses reading comprehension, and can be used diagnostically (Christensen, 1984). In a language experience approach to instruction, teachers provide rich experiences
through which children can use language directly and immediately for personal purposes or projects (Mehlville School District, 1983).

Oral history strategies implement the essence of these two techniques for use with a specific population and their educational needs. They involve children identified as LEP more fully in their own education through the use of their oral language, personal experiences, and a sensitive learning environment geared to small group and individual instruction. This instruction is based on the theory that learning takes place if the learner is able to relate new knowledge to something he already knows (Hart, 1982).

As an educational technique for children identified as LEP, oral history strategies, due to the language experience component, can be used diagnostically to effectively determine the needs of individual students. They can meet a wide range of differences in the classroom, as well as provide each child with the level of material suited to his abilities and interests (Christensen, 1984). This is very appropriate for use in a special education setting. It can also provide variety in a regular classroom situation. Presentation of the same material should be done in as many ways as possible (Hendersen and others, 1984). The use of learning activities, as presented in the instructional manual, are good for teaching skills that must be practiced over and over (Comings and Kahler, 1984).

It has become increasingly apparent throughout this study that the variety of activities presented in the instructional manual can be used with students of different ages and abilities. The results indicate that this element of the manual was of importance to the LEP educators. Research indicates that oral history can be used with elementary students (Schipper, 1982), as well as provide a link to fundamental sources of adolescent development and significant experience for growth (Allen and Meyer, 1978).

The results of the study indicate that the use of oral history strategies with children identified as LEP would have practical applications. The activities should be used with
children identified as LEP to determine their actual effectiveness. The children's response to the activities need to be assessed. Do they actively participate in their education? Can the activities be used diagnostically? Do they actually meet the grade level educational needs?

Oral history prompts the heightened self-awareness of personal and social histories, recognizes the importance of learning, increases feelings of self-worth, and promotes the expansion of intercultural and intergroup understanding (Femekes, 1983). The instruction of essential communication skills can be accomplished through the use of oral history strategies, reflecting the linguistic and cultural backgrounds of children identified as LEP.

Oral history strategies can enhance education. They can affect a wide variety of areas and skills in education. The use of oral history in conjunction with skill instruction in writing, reading, and graphics can affect social goals and student self-concept (Femekes, 1983). It has been attributed to academic growth in word usage, writing, editing, creative thought, and organization (Schipper, 1982). While this study concerns students identified as LEP, it is reasonable to expect use of oral history strategies would be supportive of other student populations. The connection between oral history strategies and self-concept makes these strategies a good area for further study or research.

While this survey may heighten the awareness of LEP educators and introduce new approaches to instruction for children identified as LEP, it is necessary to be aware of the limited geographical area surveyed. Also, additional activities and strategies directed toward the younger children identified as LEP would be beneficial. The design should meet the developmental needs of this age group. It would provide increased opportunities for more parental involvement in education.
A variety of language arts skills are reinforced through the use of oral history strategies. The required concepts and skills are an integral element of this technique, as documented by the research. The educational needs of children identified as LEP can be directly addressed through the use of oral history. It enables the educator to turn some of the "lived world" of pupils into prose from which all manner of literacy skills can be developed (Veatch, 1983).
APPENDIX A

Instructional Manual to Oral History Lesson Strategies
Introduction to the Manual

Oral history has the potential to be a powerful instrument in the educational process of Limited English Proficient (LEP) children. The structure of the student's family, interactions and daily living experiences are incorporated into oral history strategies providing accessible and relevant learning material. An appropriate and comprehensive instructional technique is developed from the learning material to address the educational needs of LEP children. They will have a personal interest in the message the material conveys. All instruction is based on the theory that learning takes place if the learner is able to relate new knowledge to something he already knows (Hart, 1982).

The implementation of oral history strategies in LEP education brings innovation and motivation to more traditional curricula. It offers an exciting way to actively involve students in their education, moving them beyond the confines of the classroom to deal directly with people, places, and events in the real world (Marchart, 1979).

Second Language educators can easily incorporate the use of oral history into their curricula. It requires neither sophisticated concepts nor technical expertise beyond that which can easily be developed in the classroom (Mehaffy and Sitton, 1977).

Oral history strategies are demanding and comprehensive, forcing students to use many of their educational skills. The methods and activities that constitute oral history strategies challenge students in many directions and on many levels. It is claimed that oral history is a worthwhile classroom technique for learning social science skills and literacy skills (Kachaturoff, 1981). Fernekes (1983) noted that skills such as developing concise and provocative questions, designing a research plan, inferring from interview data, editing transcripts according to accepted literary standards, and developing an organized and systematic approach to gathering data are representative of this approach.
Oral history combines the daily living experiences and social interactions of LEP children with the required curriculum to form a realistic and manageable approach to their education. The promise of oral history is that it can involve students in real processes of discovery in search of real goals and so combine process and product in a real experience (Cutler, Wigginton, Gallant, and Ives, 1983).

The purpose of this manual is to present various ways oral history strategies can be used to enhance the learning of Second Language Students.
NOTES FOR SECOND LANGUAGE EDUCATORS

1. Teachers should feel confident in their own understanding of the methods of oral history. This should precede any student involvement in the project (Cutler, Wigginton, et al., 1973).

2. Teachers should be attentive to planning, application and debriefing. Planning should include defining immediate objectives, audience and questions. Application is the enhancing of decision-making skills. Debriefing should include analyzing the collection of oral history, comparing items and perspectives with interviews and transferring data from oral to written (Allen and Meyer, 1978).

3. Explain the overall oral history project to the students. Prepare them with basic facts about the topic being studied (Harris, 1978). When presenting the combined language arts and social studies assignment to their class, Hirsch and Lewinger (1975) stated that their students were asked to write a book based on interviews with one of the oldest living members of their families.

   Discussion of each segment of the project should occur, in detail, at the appropriate time. Hirsch and Lewinger (1975) advised educators to use the format discussed in McGovern's book, *If You Grew Up with Abraham Lincoln*. They also suggested reading excerpts from *Foxfire Book* and *Foxfire 2*.

4. Oral history is utilized over extensive periods of time in the classroom, suggesting that the training of students for the use of this technique cannot be done within brief units of instruction (Fernke, 1983).

   Such projects require dedication and commitment by the educator to the task. It is not strictly a social studies instructional technique. It is used in conjunction with skill instruction in writing, reading, and graphics (Fernke, 1983).
The noticeable time element does not make the use of oral history strategies unwieldy or overwhelming. It does require well-thought-out plans that are sequential, organized, and presented in an age-appropriate fashion.

5. Educators should be aware that it will be necessary to spend a sufficient amount of instructional time preparing the students in proper interviewing techniques, the actual interview, preparation for an interview, and the procedure for preserving the information obtained during the interview. Hirsch and Lewinger (1975) suggested the educator conduct a model interview in the classroom to demonstrate the proper technique.

6. Teachers must realize that the quality of the interviews conducted by elementary students may be less than satisfactory as judged by the standards of professional oral historians (Machart, 1979).

7. Utilize primary source data under the careful guidance of the teacher (Machart, 1979).

8. Oral history can help participants develop increased empathy, respect, and understanding regarding diverse groups (Fernekes, 1983).
## ORAL HISTORY STRATEGIES CHART

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ORAL HISTORY STRATEGIES

Activity 1  Personal Narratives
For use with students in grades K-3.

This activity can be used with students in the summer program and the in-school classroom program. It is designed for small and large group instruction.

Activity 2  Oral Narration
For use with students in grades K-3.

This activity can be used with students in the summer program, bilingual component, and the in-school classroom program. It is designed for small group instruction.

Activity 3  Retelling Stories
For use with readers and pre-readers.

This activity can be used with students in a parenting program, the in-school classroom program, the bilingual program, and the summer program. It is designed for small group instruction.

Activity 4  Reading One's Own Language
For use with beginning readers.

This activity can be used with students in the bilingual component, and the in-school classroom program. It is designed for a one-to-one instructional situation.
Activity 5  Language Experience Chart
For use with beginning readers.

This activity can be used with students in the summer program, the bilingual component, and the in-school classroom program. It is designed for small and large group instruction.

Activity 6  Writing a Language Experience Chart
For use with students grades 1-3.

This activity can be used with students in the summer program, the bilingual component, and the in-school classroom program. It is designed for small and large group instruction.

Activity 7  Letter Tracing
For use with students just beginning to read and write.

This activity can be used with students in the summer program, the bilingual component, and the in-school classroom program. It is designed for small and large group instruction.

Activity 8  Recording Stories
For use with beginning readers.

This activity can be used with students in the summer program, the bilingual component, and the in-school classroom program. It is designed for small group and one-to-one instruction.
Activity 9  Dictated Stories: Multiple Copies
For use with students in grades K-3.

This activity can be used with students in the summer program, the bilingual component, and the in-school classroom program. It is designed for small and large group instruction and one-to-one instructional situation.

Activity 10  Patterned Sentences
For use with pre-readers and beginning readers.

This activity can be used with students in the bilingual component, the parenting component, and the in-school classroom program and the summer program. It is designed for small and large group instruction.

Activity 11  Patterned Sentence Stories
For use with beginning readers.

This activity can be used with students in the bilingual component, a parenting component, the in-school classroom program and the summer program. It is designed for small and large group instruction.
Activity 12  Writing Patterned Sentences
For use with beginning readers.

This activity can be used with students in the bilingual component, a parenting component, the in-school classroom program, and the summer program. It is designed for small and large group instruction.

Activity 13  Reading Patterned Sentences
For use with beginning readers.

This activity can be used with students in the bilingual component, a parenting component, the in-school classroom program, and the summer program. It is designed for small and large group instruction.

Activity 14  Dialogue Journals
For use with beginning writers and with students through grade 12.

This activity can be used with students in the in-school classroom program, the bilingual program, and the summer program. It is designed for one-to-one interaction between teacher and student in a large or small group situation.
Activity 15  Extending the Language Experience Approach

For use with beginning writers and with students through grade 12.

This activity can be used with students in the bilingual component and the summer program. There must be access to a computer. It is designed for small group instruction with some one-to-one instruction.

Activity 16  Styles of Writing

For use with students in grades 1-6.

This activity can be used with students in the summer program, the in-school classroom program, and the bilingual component. It is designed for small group instruction with some individual instruction.

Activity 17  Synonyms

For use with students in grades 4-8.

This activity can be used in the summer program, the bilingual component, and the in-school classroom program. It is designed for large group instruction with some independent activity required.

Activity 18  The Family Is the Curriculum

For use with students in grades 4-8.

The activity can be used in the summer program and the in-school classroom program. It is a comprehensive strategy requiring a strong commitment from the instructor. It is
designed for large group instruction, small group instruction, independent work by students and an overall cooperative attitude.

Activity 19  Sharing Personal Narratives
For use with students in grades 7-12.

This activity can be used in the summer program and the in-school classroom program. It is designed for small group instruction.

Activity 20  Sharing Oral Literature
For use with students in grades 7-12.

This activity can be used in the summer program and the in-school classroom program. It is designed for small group and individual instruction.

Activity 21  Enhancing Understanding of Character in Literature
For use with students in grades 7-12.

This activity can be used in the in-school classroom program and the summer program. It is designed for small group and individual instruction.

Activity 22  Publishing a Volume of Essays
For use with students in grades 7-12.

This activity can be used in the summer program and the in-school classroom program. It is designed for small group and individual instruction. It requires a cooperative attitude.
ACTIVITY 1 PERSONAL NARRATIVES

Elementary students should be encouraged to use their oral language in a variety of settings and situations within the curriculum. Familiar interactions with family members should be the original basis for this strategy. As students become more proficient and confident with the procedure, the narratives will begin to encompass other aspects of their interactions. This strategy is designed for use with students in grades K-3.

SKILL: Following sequential order.

OBJECTIVES: The student will present personal narratives that follow a chronological order.

GOAL: To identify cause/effect relationships.
To present an accurate descriptive account of an experience.

MATERIALS: A photograph of each student
Tape recorder.
Large pieces of paper and markers.

PREPARATION: 1. Each child will bring in a photograph of himself or his family.
2. The class will be advised of and discuss the appropriate behavior to be demonstrated while a classmate is making a presentation.
Morrow (1985) recommended the following classroom application of this strategy:

1. Arrange students in a horseshoe with the speaker seated so all can see.
2. The speaker will present the photograph so it is visible by all. He tells the class what happened before the photograph was taken, what is occurring in the picture, and the events after the photograph. If the student chooses, he may describe what might happen next.
3. Questions from other students are encouraged.
4. The presentation may be recorded for future use.

EXTENSION:

1. Transcribe the recorded accounts. The stories may be used for creative writing exercises, sequencing activities, or for experience in identifying the use of descriptive language.
2. The stories may be used as reinforcement activities for identifying the sequence of events in a story and causal relationships.

ACTIVITY 2 ORAL NARRATION

This activity is designed for use with grades K-3

SKILL: Oral Narration.

OBJECTIVE: The student will relate a story

GOAL: To encourage oral expression.
EXTENSION: Display the illustrations and stories around the classroom. Ask a student to recount the story he recorded. This may occur for a few days after the completion of the activity.

ACTIVITY 3 RETELLING STORIES

Educators have long recognized that reading to young children helps them to assimilate sophisticated language structures, accumulate background information, and develop interest in learning to read (Morrow, 1985).

Requiring children to actively participate in the literature, as authors and/or characters will further interest them in the literary process.

Acknowledgment and recognition of a student's work by classmates and educators is highly motivating. Reading student-dictated oral histories of daily experiences in school, at home or in the field neatly incorporates the student into his education. This strategy may be used with readers and pre-readers.

SKILL: Retelling stories.

OBJECTIVE: The student will identify the major sequence of events in the story.

GOAL: To enhance comprehension, to improve oral language ability.

To increase awareness of story structure.

MATERIALS: A posted checklist for oral narratives.
PREPARATION:  
1. The educator should prepare a story to relate to the students. 
2. Make a poster listing the important elements of an Oral Narrative.  
   a. Is the story real and true?  
   b. Does it have a beginning, a middle, and an end?  
   c. Is it in chronological order?  
   d. What did you enjoy about the story?  

PROCEDURE:  
Morrow (1985) recommended the following classroom application of this activity.  
1. Discuss the checklist for Oral Narratives with the students.  
2. Relate a story. Review the checklist, discussing the presence of each element in the modeled narrative. Encourage discussion and questions from the students.  
3. Divide the class in pairs. Instruct the class to tell each other a story. Stories must be real and factual. The experience must be the student's or someone he knows.  
4. Check each group. Some students will need prompting or other assistance when relating the narrative.  
5. When all the students have told their stories, ask them to briefly retell their partner's story.  
6. Instruct the students to choose one of the stories they heard and write it down. Students still at the pre-writing level should draw an illustration of the story.  

MATERIALS:  
Story - published literature
- student-dictated or student-written story

PREPARATION: 1. Teacher should be thoroughly familiar with the material. A pertinent format and important questions should be designed for a discussion before and after reading the story.

2. The educator should be familiar with the instructional techniques in implementing a directed reading/thinking activity.

PROCEDURE: Morrow (1985) recommended the following application of this strategy.

1. Allow children to retell stories of experiences that happened to them or stories that have been told to them.

2. Guide their retelling.

3. Prompt retelling generally.

4. When student needs assistance, ask gently, “Then what happened?” or “What comes next?”.

5. Do not expect complete reconstruction of structural elements from those in nursery school or kindergarten.

6. The discussion questions and length of discussion should be age-appropriate.

7. Pose questions and discussion topics. Later guide students to do it themselves.

Guided practice and repetition of the strategy will assist students in improving their ability to identify the major elements of a story and their awareness of the structures that comprise a story.
Morrow (1985) noted some valuable techniques to be used with pre-readers:

a. Letting emergent readers retell stories is a valid and valuable instructional technique. Guiding them in the re-telling is even better as children can become actively involved in literature experiences. A directed reading activity is useful for instruction of pre-readers as well as readers.

b. Both retellings and guided discussions are likely to result in development of comprehension, a sense of story structure, and oral complexity in the use of languages.

ACTIVITY 4 READING ONE'S OWN LANGUAGE

This activity is designed for use with beginning readers preferably in a one-to-one situation.

SKILL: Telling a story.

OBJECTIVE: The student will read a story he produced.

GOAL: To improve the fluency of oral reading.
To increase the student's sight-word vocabulary.

MATERIALS: Lined paper
Pencil
Tape recorder
PREPARATION: 1. Determine general topics or design an interaction that will encourage student participation.
   2. Assemble tape recorder and check to see that it works properly.

PROCEDURE: Cohen (1981) suggested the following sequence of teaching strategies when using the language experience approach.
   1. Give the student an overview of the activity and what is expected of him and what he will be doing.
   2. Discuss the topic or situation that will begin to elicit a story from the student.
   3. Write down the story exactly as the student tells it. Do not make any corrections.
   4. Read each sentence aloud. Then have the student read it aloud. If he recognizes structural irregularities in the sentence, make the necessary corrections. Do not allow the student to repeatedly read a significant error. Make the correction and explain the reason for it.
   5. Read the unknown words using the sight-word technique. It may be helpful to put some difficult words on flashcards.
   6. Have the student read the story until he can do it smoothly.
   7. The tutor will tape record his reading of the narrative. The student will do the same.
EXTENSION: 1. Have the student read the narrative silently, while listening to the tape.

2. Have the student listen to the tape and transcribe his story. The written transcript should be read by the tutor and any errors corrected.

ACTIVITY #5 LANGUAGE EXPERIENCE CHART

Despite massive and gross misunderstanding, this activity of pupil-teacher dictation has the greatest potential for teaching reading (Veatch, 1983). A student's experiences can be easily incorporated into the curriculum using language charts.

This activity is designed for use with beginning readers.

SKILL: Presenting original ideas.

OBJECTIVE: The student will participate in a language experience activity.

GOAL: To contribute ideas, suggestions, or detail to a group language experience.

MATERIALS: Blackboard

Chalk

PREPARATION: Prepare a number of questions or statements that will elicit topic ideas from the students.
PROCEDURE: Veatch (1983) suggested the following sequence for application of this strategy.

1. Center students around the teacher and blackboard. The teacher begins the activity with a question or statement designed to encourage discussion from the students.

2. The educator decides which topic will provide the most dynamic material from which instruction can ensue.

3. Talk with the student to get more information and details to include in the language experience chart. Encourage the other students to contribute.

4. The teacher records the students' ideas on the board, repeating each word as it is written. This continues until 4 or 5 sentences have been recorded. A chart of 60-70 words has been developed.

5. A series of questions relating various reading skills to the chart should be asked.
   a. Who can find a word that begins with the same letter as their name?
   b. Whose idea was this line? Can you read your own line? Can you read someone else's?
   c. Who can find some words that are exactly alike? How many? Can you read one of the lines they are in?
   d. Are there any words that rhyme?
   e. Who can read the whole chart?
EXTENSION: Have the students copy the chart. Pair the students so that each group has a fairly proficient reader and have the students read the chart to their partner.

NOTE: As a result of this activity, the teacher has turned some of the “lived world” of the students into prose from which all manner of literary skills can be developed (Veatch, 1983).

ACTIVITY #6 WRITING A LANGUAGE EXPERIENCE STORY
Language experience stories are certainly highly personal, which is what provides the incentive to acquisition without “motivation” in the hyped-up sense (Veatch, 1983). Original stories will reflect the experiences and daily interactions of LEP children bringing a point of reference into their education. More learning will occur when the student can relate the new information to something he already knows (Hart, 1982). This activity is designed for use with children in grades 1-3.

SKILL: Writing a story.

OBJECTIVE: The student will create an original story.

GOAL: To use the student's own language for instructional purposes. To produce a story drawn from the student's own experiences.

MATERIALS: Paper
Lined index cards
Pencil
PREPARATION: Select a number of completed language experience charts. These will be used by the students for reference.

PROCEDURE: 1. Review the language experience charts with the students. Remind them that the charts are only to be used for reference. If they get stuck, perhaps the word they need is on one of the charts. The story line should not be copied from the chart.

2. Direct the students to think of a story of their own.

3. Only a minimal amount of conversation between students should be tolerated.

4. Read through each student's story as it is completed. The students should then reread their stories, thinking about the words and ideas they used. They are to write down on index cards all of the words they like best.

EXTENSION: The word cards can be incorporated into a word bank. Students can then use this for reference, for correct spelling, ideas, and synonyms when writing stories.

ACTIVITY #7 LETTER TRACING

This activity is designed for those students just beginning to read and write.

SKILL: Tracing letters and words.

OBJECTIVE: The student will identify words from his word list.
GOAL: To expand the student's reading vocabulary.

MATERIALS: Tracing paper  Sand tray
Pencils  Glue
Large cards  Construction paper
Markers  Lined paper

PREPARATION: Copy the vocabulary words from the language experience chart onto large cards, tracing paper and construction paper. Veatch (1983) maintained that after tracing, copying, and other similar activities, children rarely forget their own words.

PROCEDURE: 1. Isolate letters, words, and sounds that are difficult for the student. Place the cards that contain these words in front of the student. Select an appropriate medium for the child to use to trace his word list.

2. Have the student copy his words. He should be encouraged to silently recite each word (letter or sound) as it is written.
**ACTIVITY #8    RECORDING STORIES**

This activity consists of recording stories dictated by individuals and using these stories as a basis for developing the required skills for reading and creative writing (Hart, 1982).

This activity is designed for use with beginning readers.

**SKILL:** Dictates/records story.

**OBJECTIVE:** The student will match words, identifying similar and different words.

**GOALS:** To increase individual vocabulary.
To make word comparisons between flash cards and a demonstration copy.

**MATERIALS:** Flashcards
Marker
Large paper for recording stories

**PREPARATION:** Record a story for individual students on Day 1 of the activity.
Construct sets of flashcards using the vocabulary of the story.

**PROCEDURE:** 1. Read the narrative with the students. Note the words that pose difficulties for the student.
2. Remove the flashcards that correspond to the words on the list. Use the cards for comparing those words to like words in the demonstration copy of the story.

3. This can also be used as a group exercise.

EXTENSION: Have the student illustrate his vocabulary words. The words should be used in a sentence. This can be written by the student or teacher and then illustrated.

ACTIVITY #9 DICTATED STORIES: MULTIPLE COPIES

This activity is designed for students in grades K-3.

SKILL: Encourages exploration of language.

OBJECTIVE: This student will use his language in a variety of ways.

GOAL: To expand vocabulary.
To use words in different contexts.

MATERIALS: Blackboard
Chalk
Blocked paper
Pens
Ditto master
Ditto machine
PREPARATION: 1. The student will dictate an experience to the tutor/teacher or a peer.

2. It is printed on a master sheet. The author is to provide appropriate illustrations.

3. Multiple copies are made from this.

PROCEDURE: Hard (1982) recommends the following classroom application of this skill.

1. Give copies of the dictated experience to the class. Each student will be given the opportunity to dictate a story. These can all be combined in a book form.

2. Distribute blocked paper.

3. The students are to copy the vocabulary of the story onto the paper — one word per space.

4. The paper is then cut into individual word cards. The word cards can be mounted on oaktag or card stock to make them more durable.

5. The word cards can be used to develop the following reading skills.

   a. Word matching — recognizing the word in context.

   b. Flash card drills — recognizing the word out of context.

   c. Alphabetizing/dictionary skills — putting the words in alphabetical order.

   d. Phonics — initial sounds; final sounds; medial sounds; long and short vowel sounds; beginning blends; constructing new words by changing the initial sound.
e. Syllabication.

EXTENSION:

1. The language patterns and vocabulary of the stories can be used as a basis for creative writing and reinforcement of writing skills. Have the student choose a word from his story and write a sentence. The word should be used in a different context than it was used in the story. Phrases and sentences can be used in the same way.

2. Select a particularly interesting and open-ended sentence from one of the stories. Write it on the board. The students are to use this sentence as the opening sentence of a story.

**ACTIVITY #10  PATTERNED SENTENCES**

"In a variant of the Language Experience Approach, teachers can provide a simple model for repetitive sentences about an interesting object (or experience). This provides varied readiness training with meaningful materials" (Combs, 1984, p. 178). Objects and personal experiences can be used interchangeably in this strategy. Communication arts can be incorporated into many aspects of the activity. Expanding it subtly encompasses a variety of oral language.

This activity is designed for use with the pre-readers and beginning readers.

**SKILL:** Develops concepts about print.

**OBJECTIVE:** The students will learn to write patterned sentence stories.
GOAL: To identify same/different characteristics of the print in repetitive sentences. To identify the various mechanical operations and the structures used in writing a model of a patterned sentence.

MATERIALS: Pencils
Blackboard
Blocked paper
Lined paper
Chalk

PREPARATION: 1. Select a subject for a group dictated story experience.
2. Develop a few sample patterned sentences.
3. Provide samples of print using both lined paper and blocked paper.

PROCEDURE: Combs (1982) recommended the following classroom application of this strategy.
1. The first story experience should be done by the group. Model for the children the process of composing patterned sentences. Choose a pattern like: "I have ________" It will be repeated as children form predictable sentences.
2. Encourage the students to (a) locate the initial or final letter in a word, (b) identify all the words in the sentences that begin and/or end with the same letter/sound, (c) locate a word and place their hands around it to see word boundaries and the difference
between words and letters, and (d) differentiate between uppercase and lowercase letters.

3. Call attention to the following concepts about print:
   a. The order in which letters in a word are written.
   b. Words in a sentence are written left to right.
   c. Spaces in sentences separate words.
   d. Sentences begin with a capital letter. It indicates the presentation of a new idea and a complete thought.
   e. Sentences end with a period.

**ACTIVITY #11  PATTERNED SENTENCE STORIES**

This activity is designed for use with beginning readers.

**SKILL:** The student will recognize words in print.

**OBJECTIVE:** The student will recognize individual words.

**GOAL:** To prepare children to write their own patterned sentences.

**MATERIALS:** Large cards
Markers

**PREPARATION:** 1. Make large cards that show the patterned sentence.
2. Make large cards that show each student's response.
PROCEDURE: Combs (1982) recommended the following classroom application of this strategy:
1. Display the sentence card.
2. Encourage the students to point to the individual words as they read the patterned sentence.
3. Reinforce the concept that the flow of their speech should match the act of pointing to each word.

ACTIVITY #12 WRITING PATTERNED SENTENCES
This activity is designed to be used with beginning readers.

SKILL: Writing patterned sentences.

OBJECTIVE: To expand students' reading and writing vocabulary.

MATERIALS: Large blank cards Pencils
Markers Crayons
Paper

PREPARATION: 1. Select a number of patterned sentences. Display them on cards.
2. Duplicate the sentence on the lower half of a sheet of paper. Leave a blank space for the sentence to be completed. The print and style should be age-appropriate.

PROCEDURE: 1. Read the sentence cards with the students. Advise them that they will only receive one of them.
2. Distribute the patterned sentences.
3. The students will complete the sentence with one of their own words.
4. On the upper half of the paper the students are to illustrate their stories.

EXTENSION: Arrange the class in a semi-circle. Ask students to share their stories with the class.

ACTIVITY #13 READING PATTERNED STORIES

This activity may be used with beginning readers.

"Too often, with young children, we expect all reading skills to be mastered before we introduce meaningful opportunities to read. Patterned sentence writing allows children who lack some of the readiness skills to participate in a meaningful print experience" (Combs, 1984, p. 180).

SKILL: Reading patterned sentences.

OBJECTIVE: The student will read his sentence.

GOAL: To improve reading comprehension.
To increase reading vocabulary.

MATERIALS: Paper
Pencils
PREPARATION: Prepare eight cohesive sentences for the students to complete, four sentences per paper. Topics for writing and experiences should be varied widely according to the children's interests and experiences (Combs, 1984). Use the students' language experience sheets and oral narratives for relevant topics.

PROCEDURE: 1. Have the students work in pairs. Distribute one copy of each set of sentences per group.

2. After the students have completed the sentences, have them read their stories to their partners.

EXTENSION: Cut apart the sentences. Glue each sentence onto a separate piece of paper. Have the students illustrate the sentence. Bind the pages together into a book.

NOTE: As the writing experience progresses during the year, the patterned sentence stories should be used to introduce other print and language concepts to help children add variety and complexity to their sentence patterns (Combs, 1984).

ACTIVITY #14 DIALOGUE JOURNALS
The purpose of using dialogue journals is to change non-writers into writers (Hayes, 1985). Dialogue journals provide a non-threatening environment for beginning writers to experiment with and experience their own creativity. They require students to use many
different skills on a variety of levels, concentrating on their strengths and encouraging more use of weaker skills.

The strength of dialogue journals is found in the students showing improvement in a larger number of related skills. "Their fluency increases over time. As they write, they become better writers: The length of each daily entry increased, spelling, punctuation, organization, and legibility improved, and their papers looked better" (Hayes, 1985, p. 6).

This activity is designed for use with beginning writers and students through grade 12.

**SKILL:** Improves fluency in writing.

**OBJECTIVE:** The student will write daily in a journal.

**GOAL:** To improve writing skills. To develop a sense of success in writing.

**MATERIALS:** Journal
Pencil
Pen

**PREPARATION:** Educator responds to entries daily. Certain restrictions apply: (a) never edit or correct mistakes, (b) always respond to their focus, (c) respond in clear, understandable language.
PROCEDURE:

Hayes (1985) recommended the following procedure when using dialogue journals in the classroom.

1. Ask students to write 3 lines about a topic of their choice — experiences in school, at home, in the fields, day-to-day activities with their families. They will provide the context and focus for the daily entries. Students are required to write for 15 minutes a day.

2. The teacher answers with three lines of writing. As the students' entries get longer and their fluency increases, the educator's responses should increase in length and complexity.

3. Most of the errors should take care of themselves. The remaining spelling, punctuation and structural errors can be discreetly addressed by the educator. Correct usage of spelling punctuation and structure can be modeled in the teacher's responses. Students can underline difficult words. These can be used correctly in the reply.

4. It is found that the use of dialogue journals provides a natural language exchange between the participants and a sense of audience. They help develop a positive self-image for the students; their work is addressed but not criticized. A reading lesson is provided every day. The student has to read what the teacher writes in order to respond or comment.

ACTIVITY #15 EXTENDING THE LANGUAGE EXPERIENCE APPROACH

The microcomputer extends the language experience approach beyond what the teacher can do alone (Wangberg, 1984). Incorporating the use of a computer into daily
instruction releases the student from standard drill and practice techniques. The necessary instruction is given, yet the format holds the student's attention and creates a motivating environment.
This activity is designed for beginning readers.

**SKILL:** Using a computer to incorporate the student's language in his creative writing.

**OBJECTIVE:** The student will create an original text using a computer program and teacher designed material.

**GOAL:** To refine and edit written narrative.
To encourage written expression.

**MATERIALS:** Computer
Audio cassette
Written instruction

**PREPARATION:**
1. Assemble computer program, audio cassette player, and tape with coordinating instructions. Test equipment.
2. Prepare a list of topics of interest for the student.

**PROCEDURE:**
Wangberg (1984) suggested the following classroom application of this activity.

1. Present the student with a list of topics that are of interest and that relate to his experiences. Have the student choose a topic.
2. The student should enter his or her thoughts into the computer.
3. Develop, edit and refine the narrative through questions and prompts given by the computer. Each lesson is accompanied by
an audio cassette. It presents the lesson and further instruction to the student if necessary.

4. After each computer lesson, the student and teacher review the text, discuss it, and make any additions or corrections.

5. Advise the computer to print out a copy of the original text, the edited edition, and a list of the words used.

EXTENSION:

1. The teacher should review the word list with the student weekly.
2. Discuss the narratives and text written during the week.

ACTIVITY #16  STYLES OF WRITING

Using stories' vocabulary in sentences composed by students offers the opportunity not only for developing creative writing, but reinforcing good patterns of English usage, verb tenses, punctuation, and styles of writing (Hart, 1982).

This activity is designed for use with students in grades 1-6.

SKILL: Introduces language structure.

OBJECTIVE: The student will identify language structure within his or her own writing.

GOAL: To reinforce good patterns of English usage in creative writing.
      To develop creative writing skills.
      To improve handwriting.
MATERIALS: Copies of student-written stories, narrative and essays
Paper
Pencil
Markers
Teacher-made learning activities

PREPARATION: 1. Have the student write or dictate a story.
2. Prepare a lesson on verb tenses, punctuation, parts of speech, styles of writing, or handwriting.
3. Distribute copies of the passage to be used with the lesson.

PROCEDURE: Hart (1982) recommended the following classroom application of this skill.
1. Plan carefully to elicit vocabulary in the students' stories that will provide a better basis for phonics instruction, verb tense, and parts of speech. Almost every beginning sound and blend, a variety of verb tenses, and different uses of punctuation can be included in the vocabulary.
2. Present the lesson. Ask the students to identify various examples of the topic presented by underlining or circling them.
3. Discuss the various responses, reinforcing the criteria of the lesson.
4. Follow the discussion with a lesson on manuscript or cursive handwriting. Outline a separate lesson on each letter of the alphabet. The students' vocabulary is to be used as a basis for teaching or reviewing handwriting skills.
ACTIVITY #17 SYNONYMS

"For some students, the best reading material is what they have written or dictated. This approach has the same basic requirements of any writing. There has to be something to say, someone to say it to, some reason written language is more appropriate than spoken for this message and audience" (Rigg and Kazenek, 1985, p. 730). Student developed reading materials use familiar language vocabulary and sentence structure. It is directed to the reading levels and abilities of the students. The language experience approach not only integrates reading and writing with spoken language, but it can also lead to reading published materials (Rigg and Kazenek, 1985). This is the goal which students work to attain. This activity is designed for use with students in grades 4-8.

SKILL: Identifies synonyms.

OBJECTIVE: The student will select an appropriate synonym in a cloze exercise.

GOAL: To complete cloze activities using a variety of synonyms.

To reread material for greater comprehension.

MATERIALS: Student-dictated passages

Appropriate published literature

Cloze activities

Vocabulary list
PREPARATION:
1. The educator should be thoroughly familiar with the passages to be used for instruction.
2. Construct a vocabulary list.
3. Design a cloze activity related to the passage that incorporates many of the words on the vocabulary list.

PROCEDURE:
Rigg and Kazenek (1985) recommended the following classroom application of this skill.
1. Distribute the selected passage. Ask the students to keep a list of words that present difficulty or are unfamiliar to them. Put this aside. It is to be used for a word bank and reference item.
2. Reread the material. The purpose of this step is to prevent fragmentation of the material. Rereading makes the material ever more predictable and therefore easier to read.
3. Present a cloze activity. Carefully select words that have many synonyms and are easily predictable. This will aid the students in successful completion of the activity. The previously constructed word list may be used for reference at this point if the student is experiencing difficulty with a particular statement. Otherwise the word should be taken from their own vocabulary.
4. Discuss the activity. Record the various responses on the board showing that no one answer is correct. It is important that students learn to consider the whole context before deciding which word or phrase is the best choice. It will help them when reading difficult material. Hopefully, they will be more willing
to guess at the meaning of a word and continue reading, rather than stop because they don't know a certain word.

ACTIVITY #18  THE FAMILY IS THE CURRICULUM

Hirsch and Lewinger (1975) organized a combined language arts and social studies project. The students were asked to write a book based on interviews with one of the oldest living members of their families. This project required the students to draw upon personal experiences and relationships and combine them with a variety of academic skills. This activity is designed for use with students in grades 4-8.

SKILL:  Synthesizing a complex project.

GOALS:  To demonstrate to the student the many ways academics can be used.
To organize the many aspects of a complex assignment.

MATERIALS:  Reference books (Foxfire Book; Foxfire 2; If You Grew Up with Abraham Lincoln)
Interview questions
Tape recorders
Book binder
Laminator
Ditto masters
PREPARATION: 1. The teacher must be thoroughly prepared. Each step needs to be thought out and carefully planned. Collect enough reference books. There must be enough tape recorders in good working condition available for those students who wish to use them.

2. Prepare an overview of the project for discussion with the class. Select excerpts from reference books to read to the class.

3. Construct a general format for students to use for their interviews. This can be adapted and modified by students.

PROCEDURE: Hirsch and Lewinger (1975) recommended the following classroom application of the skill.

1. Discuss the project with the students. Assure them that they will have all the assistance and information necessary to successfully complete this. They will be guided through each step of the project.

2. Have them think of 2 or 3 people they would like to interview and what they would like to learn from the individuals. These ideas should be written down. The class should discuss, in general, the different topics. They can be listed on the board.

3. Ask the students to formulate questions that would elicit the information they are interested in learning. Again, these should be written down and then discussed as a class.

4. The teacher should record the topics of interest and the questions. They can be reorganized and duplicated for use later in the interviewing process.
5. It is important to spend sufficient time discussing interviewing techniques so each student is somewhat proficient. It is advisable to provide practical and theoretical experiences in the discussion. The teacher should prepare a short tape of an interview. Have the class listen to it and discuss the procedure that was used.

6. Break the class up into pairs. Have the students prepare to interview their partners. These should be recorded if possible.

7. Listen to a few sessions. Discuss the various techniques used by the students. Remind the class that each person will adopt interviewing methods to suit his specific personality, but rules of common courtesy should be followed by all.

8. Have students practice once more with a parent, sibling or friend.

9. Ask students to draw up a formal questionnaire to be used during the actual interview. Some persons being interviewed may prefer to write the answers to some questions. Prepare students for this possibility. Some persons may not wish the interview to be recorded. Those instances will most likely not occur because family members are being interviewed. It is important to discuss the possibilities.

10. Have the student arrange the interviews.

11. The completed questionnaire should be brought to the class as soon as possible. (This helps inspire other students.)

12. After the interview, the recording needs to be transcribed. This can be written down word for word, which is very time consuming and a bit overwhelming, or it can be summarized.
Most students will require quite a bit of assistance from the teacher or parent with this section of the project.

13. The information should be reorganized. It should be arranged in chronological order, according to important events, or in a questions and answer format.

14. A first draft of the biography should be written. It should be read by and discussed with the teacher. Then the final version can be written.

15. Some discussion regarding the organization of the book should transpire. Each student should be assigned to work on a specific section of the book.

16. In addition to the biography, each student is required to provide a description of the person interviewed and, if possible, a photograph of the individual, make a drawing to describe the information in the biography, and write a few notes about the experiences provided because of the project.

17. The book should be assembled, bound, and a copy given to each student and any significant people who participated in the project.

EXTENSION: An open house can be given. An exhibit of the many phases of the project should be constructed.

ACTIVITY #19 SHARING PERSONAL NARRATIVES

This activity is designed for use with students in grades 7-12.
SKILL: Oral narration.

OBJECTIVE: The student will relate a story.

GOAL: To encourage oral expression.

MATERIALS: A checklist (in poster form) for what makes an anecdote interesting.
- Is the story of interest to the audience?
- Does it contain excitement, emotion, humor, suspense, or surprise?
- Does the story have a point?
- Does it start and end at the right place?
- Is it too long or too short?
- Is there an effective use of dialogue?

PREPARATION: 1. Prepare a list of related vocabulary to be discussed.
   - anecdote
   - oral delivery
   - effective use of dialogue
   2. The educator should prepare an appropriate anecdote to present.

PROCEDURE: 1. Discuss the related vocabulary and its relevance to the activity.
   Present the checklist for what makes an anecdote interesting.
   2. The educator should model a personal narrative. Review the vocabulary and the items on the checklist, discussing the
presence of each element in the modeled narrative. Encourage discussion and questions from the students.

3. Divide the class into pairs. Each student should have the opportunity to present a personal anecdote to his partner.

4. Ask for volunteers to relate an anecdote to the class. Discuss the checklist after the presentation.

5. The students are then to choose one of the stories they heard and prepare a brief synopsis that addresses the elements of the checklist.

ACTIVITY #20 SHARING ORAL LITERATURE (in narrative form)

Reading, writing, listening, and speaking comprise a holistic approach to language learning. Oral learning should be woven into the content area subjects to ensure that oral language is used as a tool for learning and communicating throughout the day.

Oral language should be incorporated in all areas of the curriculum. Educators need to be conscious of it as a specific area of instruction. Instruction in oral language should be developmental and sequential depending upon the students' physical, intellectual, social, and emotional stage of growth and development.

This activity can be adapted for students at varying levels of skill and ability.

This strategy is designed for use with students in grades 7-12.

SKILL: Presenting ideas clearly.

OBJECTIVE: The student will relate a personal experience or one he/she has heard.

GOAL: To provide practice in presenting ideas clearly.
To focus on presenting a narrative in a logical sequence.

MATERIALS: Autobiography
Short personal narrative

PREPARATION: 1. Select an age-appropriate excerpt from an autobiography (or outline an appropriate personal experience).
2. Prepare a short discussion on autobiographies or a brief discussion of oral literature (i.e., stories told and retold and passed on to the next generation).
3. The educator should design a concise, informative presentation in logical sequence with details and ideas presented clearly for discussion after the exchange of oral literature.

PROCEDURE: 1. Briefly discuss related terms with the students — autobiography, oral literature/oral history.
2. Read the selected excerpt from the autobiography to students, retell a story that your mother told about what life was like in another country or time, or a story she heard from her elders. This should prompt stories that students have heard.
3. Have students retell their experiences or personal oral histories to the class.
4. The class should listen carefully and be prepared to ask questions or comment.
5. The educator should conduct a brief discussion on the logical sequence in a narrative, choosing relevant details and presenting
ideas clearly. The point should be made that the same elements are important in written samples of oral history.

EXTENSION: 1. Have the students recall one of the narratives that was of interest and retell it in written form. They should include the story elements discussed in class.
2. The written versions may be read to the group to assess their accuracy.

ACTIVITY #21 ENHANCING UNDERSTANDING OF CHARACTERS IN LITERATURE

This strategy is designed for use with students in grades 7-12.

SKILL: Increasing oral language competence.

OBJECTIVE: The student will explore the structures that comprise characterization in literature.

GOAL: To enhance understanding of characters in literature.

MATERIALS: Student essays
Student-prepared dialogues
Student-related oral histories
Specific scenes from age-appropriate literature
Stage props (minimal)
A copy of the written material for each student.
PREPARATION: 1. The educator should prepare enough copies of the material for each student. It can be written by a student in the class or a key scene from a prominent piece of literature.

2. Improvisational techniques should be discussed with the students — how it is used in communication arts and in daily interactions.

3. Students should briefly skim the material. Form 2 teams of characters: the first will perform the material as presented; the second will be asked to improvise. They may need some additional preparation time after Group 1 has presented their version.

PROCEDURE: 1. Each student should be familiar with his role in the dialogue.

2. Any necessary props (i.e., chairs, table) should be assembled.

3. Students should present the prepared dialogue as written by the author.

4. A second group of students should reenact the same scene, supplying their own dialogue. This requirement of the activity is essential. It provides guided instruction and actual experience in exploring the structures that comprise characters in literature.

EXTENSION: 1. Provide stories with surprise endings for the class to read and discuss. Introduce the element of change and improvisation referring to the 2 presentations of dialogue done by the students.

2. Design a realistic situation and ask the students to present 2 different responses and justification for them.
ACTIVITY #22  PUBLISHING A VOLUME OF ESSAYS

“Reading by and to students should take a large part of the day. The content areas can be used for sources and ideas for essays” (Hayes, 1985, p. 10). Each book that is read by the class should be discussed. The different components of the book should be analyzed and the information discussed. This activity is designed for use with students in grades 7-12.

SKILL: Increases writing proficiency.

OBJECTIVE: The student will write a cohesive essay.

GOAL: To identify the themes and information necessary to write an essay.
To use correct format and proper punctuation.

MATERIALS: Topics for essays

PREPARATION: 1. Select a book for the class to read and discuss. It should be relevant to their personal experiences.
2. Outline the themes.
3. Organize the information presented in the book.
4. Discuss the essential structures of essay writing.
5. Divide the class in small groups of 3 or 4 students. One group will be the editing team. They will organize the volume of essays, design the cover and table of contents, write the dedication, and prepare the bibliography.
PROCEDURE: Hayes (1985) recommended the following classroom application of this skill.

1. Discuss how the selection relates to the students' experiences. Their essays should be organized around a personal reaction to the presented material.

2. Using the themes and information presented in the book, write a first draft. Read the draft to the group. Respond to questions, comments and suggestions from the group. They should address the clarity and cohesion of the essay.

3. The suggestions should be incorporated into the second draft. Read this draft to the group. Other students should share their impressions.

4. Edit the third draft and discuss it with the teacher.

5. Each group presents their essay to an editing team. The editing team directs the publication of the volume of essays. They check the spelling, punctuation, and format of the essays.

6. The final draft of the volume is published and laminated. The books can be used as a basis for instructing additional reading and writing skills.

EXTENSION: 1. Creating a volume of essays entitled “Love Letters to our Mothers and Fathers” is highly motivating. This topic can be used with children just learning to read and write. They can draw words they can't spell.

2. A more advanced project is to write a volume of essays entitled “Autobiographies of Not Yet Famous People.” Have the students
read autobiographies and biographies. Discuss the structural elements of auto/biographies and the information it is necessary to include.
APPENDIX B

Survey Sample
LEPEDUCATORSURVEY

1. What is your general reaction to the manual?
2. Are there any additions to the manual that you feel are necessary?
3. Are there items you feel should be deleted?
4. Can the manual be used to successfully meet the educational needs of LEP children?

Please complete the following information:

Sex ____________  Years of Education __________________________

Years of experience as an LEP educator __________________________

Student Information: Primary language __________________________

LEP Status __________________________


Wangberg, E. G., Thompson, B., & Levitov, J. E. (1984, December). First steps toward an adult basic word list. Journal of Reading, 28, 244-247.