1-1-1971

Oral language development as basic to reading readiness

Marguerite Cunningham

Follow this and additional works at: https://digitalcommons.stritch.edu/etd

Part of the Education Commons

Recommended Citation
https://digitalcommons.stritch.edu/etd/791

This Research Paper is brought to you for free and open access by Stritch Shares. It has been accepted for inclusion in Master's Theses, Capstones, and Projects by an authorized administrator of Stritch Shares. For more information, please contact smbagley@stritch.edu.
ORAL LANGUAGE DEVELOPMENT
AS BASIC TO READING READINESS

by

Sister Marguerite Cunningham, R.S.M.

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION (READING SPECIALIST)
AT THE CARDINAL STRITCH COLLEGE

Milwaukee, Wisconsin

1971
This research paper has been
approved for the Graduate Committee
of the Cardinal Stritch College by

Sister Marie Colette
(Adviser)

March 1, 1970
(Date)
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td></td>
</tr>
<tr>
<td>Evaluation of the Close Relationship Between</td>
<td></td>
</tr>
<tr>
<td>Oral Language and Reading Readiness</td>
<td></td>
</tr>
<tr>
<td>Measures Employed in the Evaluation</td>
<td></td>
</tr>
<tr>
<td>Reemphasis of the Importance of Speech Development</td>
<td></td>
</tr>
<tr>
<td>II. SURVEY OF RELATED LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>Communication and Social Growth</td>
<td></td>
</tr>
<tr>
<td>Ideas and Experiences</td>
<td></td>
</tr>
<tr>
<td>Integration of the Language Arts and Literature</td>
<td></td>
</tr>
<tr>
<td>Reading Readiness and the Language-Experience Approach</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>III. ANNOTATED BIBLIOGRAPHY OF TEACHER REFERENCE</td>
<td>20</td>
</tr>
<tr>
<td>Principles Underlying Measures to Improve Oral Language</td>
<td></td>
</tr>
<tr>
<td>Communication and Social Growth</td>
<td></td>
</tr>
<tr>
<td>Literature and Poetry</td>
<td></td>
</tr>
<tr>
<td>Ideas and Experiences</td>
<td></td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>36</td>
</tr>
</tbody>
</table>
I

In the 1968-69 school year, the writer was con-
fronted with four children repeating first grade. Each
one of them had an oral language problem which seemingly
hindered progress in reading. At that time, two ques-
tions formed in the writer's mind:

1. What was the importance of oral language
development to reading readiness?

2. What were some suggestions and materials
that would aid the classroom teacher in the development
of oral language?

This paper resulted from a search to find those
two answers. The intention of the writer was to investi-
gate the apparently close relationship between oral
language and reading readiness. In addition, the writer
wanted to locate materials and methods helpful in devel-
oping language power.

To accomplish these purposes, the writer employed
the following measures:

1. Publications which dealt with language
development as basic to reading success were examined.

2. Language arts programs in the primary grades
were surveyed.

3. In an effort to evoke more fruitful and lasting results, teacher awareness of oral language development was highlighted.

4. Finally, suggestions for growth in oral language were listed as practical aids for the primary teacher.

In the presentation of the paper was also included a sincere desire that primary teachers reemphasize the importance of speech as requisite to educating the whole child.
CHAPTER II

SURVEY OF RELATED LITERATURE

Over the past decade, numerous articles and chapters in books have noted the importance of language development to success in reading. Often, too, helpful suggestions and practical aids have been given on how to build a strong workable language arts program in the elementary school. This paper is an attempt to review such literature focusing mainly on oral language in the primary grades with respect to reading readiness. Hopefully, the ideas and opinions contained in the review will be of value to interested primary teachers and to the children under their care.

**Communication and Social Growth**

Renewed awareness of oral language development being an integral part of reading readiness was pointed out by the Task Force Report published by the National Council of Teachers of English.¹ It would seem that primary teachers could most readily and most easily stress this development in their classrooms daily. Strickland observes that growth

in oral language in the primary school is one of its most important elements.\textsuperscript{2}

Communication—vital to man—could not be achieved without language. However, learning and using language are processes to be learned. Petty implies that the results come about after long trials, imitation, and practice.\textsuperscript{3}

The processes themselves begin soon after birth and continue steadily through the pre-school years in rather informal situations. Once the child enters school, a more formal type of instruction takes place.

The language arts program in the school must provide opportunities the child needs to increase his control over language by giving him needed background ideas and experiences. Without these, language development would be impossible. Oral communication, more than any other of the language arts, except listening, is used by the child throughout his school days and throughout his life. He uses speech as an aid in ordering his thinking and also in helping him develop socially.\textsuperscript{4}


If a child learns to express himself easily and well, he tends to become more friendly and outgoing. If there is difficulty in this area, he tends to become withdrawn in an attempt to hide his inadequacies. Background experiences and vocabulary development are needed to foster language growth. Field trips to points of interest, music activities, poems and literature could serve as building materials for the child's solid or weak foundation in language.

For the primary children conversations, discussions, storytelling and dramatizations emphasize the social aspect of language. Dawson puts it this way:

How We Share at School

We think of something interesting.
We tell it well.
We think of good words.
We speak clearly.
We look at the other children.
We listen politely when someone else speaks.

The social aspect must be stressed since many of these small children have never before been in a peer group of classroom size. Many of them have had few chances to

---


communicate with others outside the family circle. In the group will be those who want to monopolize and those painfully shy ones who are fearful in the situation. The teacher must carefully observe the needs of the class in her efforts to insure healthy growth in language with a minimum of pressure.

According to Ruddell, understanding the contribution of oral language to the development of other basic communication skills is vital to the classroom teacher; vital because the child must be taught to utilize his skill in oral and written expression for effective communication. Vocabulary understanding and elements of vocabulary in structural patterns appear to encompass common components in the language arts. Therefore, the child's maturity in speaking and listening would have a bearing on his ability to comprehend written material through reading.7

Sawyer related an experience showing the link between speech and reading. A remedial group of readers met daily to read new books. They were given help with unfamiliar words and encouraged to tell their friends about the stories read. This new experience of storytelling raised interest level in the class and helped improve enunciation. There were errors in language but the printed words had been translated into meaningful concepts. After

---

two weeks the children had gained much self-assurance and
had shown a new eagerness to volunteer for oral reports.
As a result of this experiment, the speech and reading
combination was further used in the remedial program. 8

It is Botel's belief that written language par-
tially represents spoken language because at best it is
only a record. Tone, gesture, shifting stress can change
the meaning to some extent. Recording pupil's speech, using
experience charts, choral readings, and dramatizations
help breathe life into characters--so that their meaning
reaches out farther and deeper. 9

Along these same lines Stark suggests that story-
telling is effective when the reader becomes part of the
story and develops a genuine feeling for the characters.
Thus the child's own experiences are stimulated and inte-
grated in this two-way communication. Whatever efforts
the child puts forth must be recognized and built upon. On
the other hand, if there exists a language difficulty in
the child resulting from hearing impairment, infection,
brain injury or whatever, this, too, must be understood and
allowances must be made. He must be offered what will help
him succeed. In all events language must be associated

8Ruth P. Sawyer, "Better Speech for Better Reading,"
Elementary School Journal, LXV, No. 7 (April, 1965),
pp. 359-65.

9Norton Botel, "What Linguistics Says to This
Teacher of Reading and Spelling," Reading Teacher, XVIII,
No. 3 (December, 1964), pp. 188-93.
with pleasant experiences. 10

**Ideas and Experiences**

As basic to reading, language development in the classroom concerns itself mainly with ideas and experiences. The concepts the child tries to express must be clear to him. Cohen infers that the language will be best understood if the experience is meaningfully and clearly understood. In accepting the child as he comes to the classroom, and beginning with his childhood comprehension and oral expression, the teacher must open new avenues and possibilities for him to examine and assimilate. From here, he will be led to use the symbols that deal with both. 11

At this point, it might be well to consider the interest linguists have shown in the teaching of reading—especially beginning reading. As DeBoer puts it, speech in most primary children takes precedence over writing and print. They must reconver the printed word into sound before reading can take place. Whole words, first; then groups and clusters in characteristic patterns to express meaning are introduced, ending finally in full length stories. Structural growth from smaller units to larger

---


ones is noted in the sequence. From this concept it is reasonable to judge: sounds which communicate meaning should be the foundation for reading. 12

Fries, however, believes that alphabet recognition, spelling patterns that identify the vowel phonemes should become the focal point for word identification. His definition of reading calls it a three stage process based on

1) transfer from auditory to visual signs for identical signals

2) increased reader attention and contribution to meanings and signals

3) refinement of the reading process to the level of vicarious experiencing.

He implies that the reading process is actually a unique condition between a learner and an operation; the utterance is primary and adequate speech necessary for this condition. 13

Marquard comments on the place of aural/oral language over visual and written language and the ultimate importance of meaning. He calls language a code of signals, the meaning of which must be sought out, but not in syntax or vocabulary. He suggests that the teacher interview the

---


student after a written assignment to get an insight into the student's conception of the problem; or that the student might simply record his oral replies to a written response. If mistakes and discrepancies were utilized this way, some vocabulary development might result; the reading of the printed symbol might become easier.\textsuperscript{14}

Nila B. Smith urges teachers to be keenly aware of the relationship of language arts to the reading skills. At one time speaking, listening, writing, and reading were taught in combination; then later each was separated from the others and taught as an unrelated skill. Of recent years this close integration is being emphasized and used to reinforce the reading skill.\textsuperscript{15}

According to Hammaes, all areas of reading, comprehension, interpretation, word meaning, readiness, etc., will be strengthened through oral development and must be preceded by it. She offered these oral activities for consideration:

(1) The teacher writes news on the wall chart. This flows from an evaluation or oral discussion of the day's events. Each child has a day to read the chart.


(2) Bulletin boards stimulate conversation. Children cut out pictures from magazines and paste them on the board. Then they discuss the pictures.

(3) The children make signs about books, then read these signs in other classrooms or leave them in the hall outside the door.

(4) Recreational reading in season could be utilized. Charts explaining famous characters could be read silently--then aloud. The child with the chart tells his story about the character.

(5) Group conversation could be used to stress oral development.

(6) Small children could dictate stories as older children, possibly fifth or sixth graders, write them down.

(7) Tape recorders offer opportunities for oral expression. Add-a-line stories are effective for this purpose. The teacher begins the story, then each child adds a line. This continues until the story comes to an end. The tape is replayed so the class can hear the story in its entirety.

(8) Pages of large ads from magazines are torn out; some words familiar to the children and some not familiar are cut out and pasted on a card. These three or four words the children are asked to use in discussing a certain thing in class.

(9) Various opportunities in the social studies units lend themselves to oral language development.
(10) T.V. commercials and advertising, choral speaking, charts of explanation and new vocabulary, might prove useful in oral lessons. Hopefully, interest would increase and steady progress ensue.  

Strang maintains that oral expression is clearly related to oral reading ability and that speech supplies the basis for beginning reading in most classrooms. Beginning phonics should deal with meaningful words while sight words should have a personal significance for the child. She also points out that difficulties in oral reading and other aspects of oral expression appear to be associated with at least two personality types—the timid child and the aggressive one. Underlying personality factors seem to affect both speech and reading.  

Before continuing the discussion of oral expression, it might be well to interpose a few thoughts on the skill of listening. This skill is necessary to language development in speech, reading, and writing. Keliher speaks of the listening skill in this way:  

It is said that many children today are handicapped in language learning because they do not listen well. The art of listening is the riveted attention one gives to something worth hearing; it is the eager quiet of waiting to hear a loved voice

16 Ibid., pp. 150-52.

It is the silence of taking one's turn in sharing ideas that have meaning; it is the reflective quiet essential to a good dream.  

Integration of the Language Arts and Literature

In line with this art of listening, Hatfield remarks that worthy literature could be opened up and utilized for this purpose. Since literature is chiefly about people and personal living, many phases of it can be read, talked, and written about. Lively topics, centered around this theme—rather than trivia and boring repetition would provide more suitable and enjoyable learning experiences.

Children in school need models to pattern their speech upon, just as in pre-school years they imitated models in their home environment. Sister Mary Roselyn claims that children should be taught as early as possible to distinguish complete and incomplete sentences. While oral and written language can not be used equally, some practice in rules of form is necessary to insure thoughtful, independent work. However, Lewis explains that creativity must not be slighted. He says that children can

---


19 W. W. Hatfield, "Humanizing the Language Arts," Elementary English, XXXXII, No. 10 (October, 1965), 673-78.

learn to think in terms of metaphor and simile if daring teachers can help them discover their powers and help them develop their potential for bold original thought.\(^{21}\)

Evans voices an opinion that if schools are to graduate competent and conscientious writers and thinkers, then in the elementary grades children must learn that all uses of language demand attention and control. Seemingly they would learn this much better by thinking and writing clearly about things that are objective and permanent rather than about what is vague and irrelevant.\(^{22}\)

Clear thinking is referred to again by Wagner. He says that the power of language, oral or written, is to stimulate the mind's use of it in sorting out thoughts and reactions, and in organizing experiences. Implied is the notion that oral language is more than words heard and responded to. The same author comments on Pitman's idea that words are more significant and meaningful if presented in a personal situation rather than in words involving other people, times and places.\(^{23}\)

---


Reading Readiness and the Language-Experience Approach

Obviously, reading is more than identifying words. The following quotation from Betts considers the significance of language and reading readiness:

Differences between children are reflected in their capacities for and rates of language development. These differences are measured in terms of background of experience, language facility, general intelligence, aptitudes, personality, etc.

It is during the pre-reading readiness and the reading readiness stages of development that the foundations for critical reading are laid. At this time, the child is given some insight into the functions of oral language.

During the reading readiness stage, special attention is given to the rounding out of basic concepts and the development of a social being. He learns when to talk and when to listen. During the story hour he learns to feel the warmth of good literature. His world expands to an awareness of other people in his environment. He becomes less self-centered. 24

Children will respond to language in its functional use—to communicate. Stauffer says that this functional use must be the basis of the language lessons. He

further explains the language-experience approach as being the most comprehensive and effective regarding beginning reading instruction. The method is based on the oral language facility of the children and also their experience background. The use of language (concepts) is based on experience (percepts and cognition) and on man's need to communicate. Reading and writing in particular are influenced by this approach, which probably should be given thoughtful consideration. 25

Oral communication is termed by Tidyman a major experience in the instructional phase of the language program—as valuable to the child as language is to society. The close relationship between language and thinking should be stressed; actually, the very process of putting ideas into words is part of thinking. Understanding is deepened by expression. He concludes with the notion of language arts having a common purpose—the exchange of ideas; using words as symbols, sentences for expressing complete thoughts, and the organization of ideas into paragraphs and stories. 26

Commercial readiness programs, according to Veatch, fail because they deny the priority of spoken language. Children bring the best material a teacher has—


their own language—speaking and listening. This author states that the best way to teach beginning reading is to show how talking can be turned into writing and then read back. Some topics for discussion periods using life experiences and ideas from the group provide content for engrossing and rich sharing.

Ideas come from all kinds of pictures:

Children's own, magazines, book pictures, newspaper pictures, film strips, motion pictures, colored slides, picture collections from museums, art galleries, etc.

Ideas come from feelings:

Talking about an argument somewhere
Talking about a dream
Talking about a great embarrassment
Talking about an event that was funny
Talking about an event that was frightening
Talking about something that meant happiness
Talking about something make-believe

Ideas come from events:

Accidents in the street, home
Happenings in the home, neighborhood, going to and from school
Happenings in the school
Events in the news, on television, radio, etc.
Ideas come from trips:

Walking trips nearby to gas stations,
children's homes
Trips within the school building
Trips by bus and car

Ideas come from people:

Visitors to the class or school
Friends and neighbors with interesting
occupations or hobbies
Owners of businesses and other adults
Children in other classes in the
school

Ideas come from class activities:

Making plans for the day, week, term
Making and discussing collections,
experiments, construction projects
Cooking, baking, eating
Caring for living creatures at home and
at school
Telling stories, riddles, jokes

Summary

In summary, this chapter dealt with certain
aspects of recent literature which pointed to the importance

of oral language development as basic to reading readiness. Topics considered were: communication and social growth, ideas and experiences, integration of the language arts and literature, reading readiness and the language-experience approach.
Mildred Dawson has offered these recommendations as Principles Underlying Measures to Improve Oral Language:

1. A child's speech is intimately related to his personal development.

2. His oral language determines the quality of his reading and writing.

3. Teachers should put ideas before form.

4. Teachers should feel genuine respect for whatever dialect a child speaks.

5. Growth in a child's command over oral language leads to a clarification of thinking, and vice versa.

6. The more inadequate a child's command of language, the more likely he will be blocked in some learning experiences.

7. Though a child's language patterns are pretty well set by the age of five or six, the competencies involved in using oral language are subject to training under skillful, tactful instruction.

8. Improvement is more likely to come through actual communication of ideas through speaking and listening rather than through separate practice and drill.

With these suggestions in mind, the following

The writer chose to use the same four headings in this chapter as were used in Chapter 2. This was to parallel the review of literature with a corresponding list of selected books.

**Communication and Social Growth**


Speaking, listening, reading, and writing are considered relative to place in the language arts program. Methods of teaching involved in and ways to solve problems that hinder language growth are presented systematically and concisely in the text. A final chapter evaluating and interpreting the language arts program is an added help to the teacher.


This Guide is The Primary Edition Grades 1-3. This edition was taken from a planned program for Grades 1-12. The Units for the first three grades consist of family units, holiday observances, and literary selections. Specific objectives, activities, skills, evaluations, and resources are named for each unit. Films and filmstrips are also listed.


Instructional procedures suggested in the text are attempts to awaken that spirit of inquiry inherent in the best learning and teaching situations. Separate chapters are devoted to vocabulary development, oral communication and written communication as well as enrichment suggestions for the language arts program. Language disabilities, diagnostic procedures, corrective instruction, and evaluation techniques have been taken into consideration also.

Clearly divided into seven parts, the book describes specific methods and procedures for language development in the early primary grades. Many helpful suggestions and readings are included. Among topical headings are the following:

- The Language Arts Program and the Child Experience: The Basis for Language Growth
- Language Arts in the Kindergarten
- Informal Communication in the Early Primary Grades
- The More Organized Forms of Oral Communication
- Written Expression
- Improvement of Language


Teaching procedures for the language arts are suggested as well as an informative discussion of each of the language arts and their relatedness. Specific aims, goals, and skills are listed; experiences with literature as well as desired outcomes are also included.


Discussions of "adequate" speech and the physiological basis of speech make up the beginning two sections of the book. Part three deals with a discussion of each of the speech arts: choral reading, oral reading, story telling, creative dramatics, speaking before a class, and discussion. Sources of materials—exercises, supplies, special programs, in addition to discussions values, and methods of procedure have been indicated.

Machintosh, Helen K., "Children and Oral Language." A joint statement of the Association for:

- Childhood Education International
- Supervision and Curriculum Development
- International Reading Association

Communication Skills needed for oral language are discussed. Various oral language experiences at different grade levels are reported. Some of these include role playing, dramatizations, sharing time. Also the important parent's and teacher's role in furthering the child's
growth in language are included.


Language performance is dealt with essentially in the book—the actual use of language as social communication. The author sees all expressive experiences as central in the educative process. Improvisation, drama, discussion, writing are structured experiences in which young people continually express their own ideas and feelings. Steady growth through these experiences bring the children to the next appropriate level of instruction.


Material has been organized around five aspects of oral communication: conversing and discussing, storytelling, reporting and making speeches, dramatizing, using words well. Each section begins with a presentation of an example; an explanation of the teaching efforts follows; finally, the author adds comments and raises questions to help the readers examine decisions and alternatives. Individual differences are considered without causing a loss for the others in the class.


This is a methods book mainly. Goal is speech improvement through style and word; storytelling and dramatics; puppets and poetry; games and assembly programs. Throughout the book is stressed the notion that speech transmits belief, emotion or attitude to arouse corresponding ones in other people. Speech is a phenomenon—used constantly—and one of the most necessary tools in life.


This is a rich resource book with many suggestions, illustrations, and examples to enrich language instruction for the primary and intermediate grades. Skills involved in listening, speaking, and writing are enumerated. In addition, corresponding activities are outlined.
for each skill. The format is clear, systematic, and generally simple to follow.


Three sections make up this bulletin: listening and speaking, reading, and writing at the primary and intermediate levels. Suggested activities and media for the development of various skills are offered as well as expected outcomes and references.


The book is designed to show the responsibilities of the English teacher in the elementary school. Patterns of childhood experiences make up the content of regular assignments of self expression. The emotional energy a child uses and the depth of feeling he experiences are channeled into descriptions of long lasting memory—to become part of his life and personality. The conclusion is—autobiographical writing is the most realistic, satisfying and maturing kind of expression; the child will feel the need for correctness because he is writing from experience.

Many opportunities for speaking and listening, especially in the primary grades, dramatics and poetry are presented to the reader. Communication is the purpose of the whole thing; English is considered the way to language and psychological growth.

Literature and Poetry


This is a representative collection of realistic stories for children to be used in the classroom, home, or camp. Part One is composed of stories: Animal Stories, Life in the United States, Life in Other Lands, and Historical Fiction. Part Two—"Realistic Literature and Children"—discusses general criteria for evaluating realistic stories and suggests ways of using the anthology section. Part Three is a bibliography of books listed as additional reading to those presented in the anthology section.

Three Books: *Time for Poetry, Time for Fairy Tales, and Time for True Tales* have been combined in this anthology. The result is a collection of poetry and prose old and new for children of all ages. Help in using these materials is also given. Each book is divided into sections in the Table of Contents to help the reader find his way around.


Old and new tales comprise the make-up of this volume. The selections are classified according to national origin. The bibliography has been brought up to date. A beginning section on telling stories and reading aloud to children will be found useful for adults who are working with or guiding children.


Emphasis is on trade books and library books related to curriculum and instruction rather than fantasy and highly imaginative writings. Poetry and folk tales have been omitted, although the subheading Folklore was used in certain appropriate instances.


A delightful collection of verse under eighteen headings such as: happenings, animals, weather, signs of love, surprises and turnabouts, quiet and questioning, chants and chime, and small things. Illustrations by Martha Cone add to the over-all interest appeal of the volume.


Growth in language development is considered using literature as the chief means. Such aspects as reading aloud, telling stories, presenting poetry, doing choral speaking are discussed. In addition, dramatizing, enjoying literature visually, and relating literature to other school learnings are topics developed.

The pages of Lear's original nonsense alphabet are reproduced exactly including his own distinctive handwriting. The drawings and verses contained are delightful and enchanting with a wide appeal to all children.


This curriculum consists of Twelve Units. Each is of a story type such as folk tale, fanciful tale, animal and adventure story, fable, other lands and people, and biography. Each unit consists of background information, suggested procedures, composition activities, vocabulary development, syntax, and extended activities.


Ruth Sawyer calls the goal of the storyteller to be able to create a story, to make it live during the moment of the telling, to arouse emotions—wonder, laughter, joy, amazement. Methods, techniques as well as practical suggestions are found within the framework of this delightful book. Included is a chapter on selecting story material. Finally eleven of the author's favorite stories make up the closing section.


Silver Pennies and More Silver Pennies are combined in this book. Part One would have a wide appeal for younger children while Part Two would be for older ones. The purpose of the text is to instill a love of and an appreciation for poetry that will deepen with age.


The book is concerned primarily with telling stories to children and young people as a means of sharing, teaching, and entertaining. The book in three sections begins with the heritage of storytelling; then in some stories that are good for telling many times, and finally a large bibliography of books that will help the storyteller build background and
understanding of new and old stories. Traditional material is grouped by country and modern classified by age level.


This is mainly a handbook for teachers. The author's purposes were to encourage creativeness in children, to provide experiences which would evoke poetic responses, to set up a workshop for practical experiences with poetry, and to develop standards of evaluation for children's creative work in poetry. Original works of various age level children are included in the book. Eight chapter titles are as follows:

Awakening the Desire for Self-expression
The Teaching of Poetry
Adventures in Beauty
Emotional Values in Poetry
Ideas in Poetry
Words for Poetry
Rhythms and Patterns
Evaluating the Poetry of Children


The book proposes many helpful methods, techniques, and suggestions for teaching children's literature. Topics considered for oral work are: telling and selecting stories, following up a story, the interpreting and stimulating interest in poetry, and choral speaking. Since background in literature is essential to enrichment in reading, this book could be well utilized. The oral activities in primary grades would lend themselves to the interest and depth of these experiences in literature.

_Ideas and Experiences_


Selections contained will be helpful in teaching the language arts and specific suggestions for classroom use will prove valuable to the teacher. Each of the language arts is given careful consideration in its own chapter topic. Also included is a chapter on children's literature which could well be utilized.

Possible goals for the Language Arts Program in the Elementary School are used in outline form as topic headings then explained carefully and followed by useful suggestions as to method and ideas of incorporating them. Among goals listed are:

- to use words responsibly
- to think clearly
- to listen imaginatively
- to speak effectively
- to read thoughtfully
- to write creatively
- to use mechanics powerfully
- to regard good English respectfully
- to acquaint children with the best


This is a practical guide to the principles, techniques, and materials for teaching good oral expression to children of all grades in the elementary school. Choral speaking, dramatization, storytelling, oral reading of prose and poetry as well as procedures, suggestions and materials are treated of in this text.


The main theme throughout the text centers on growth through creative expression. Among the seven chapters that compose the book are found these titles:

- Children and Writing
- Children Begin to Write
- Practical Writing
- Personal Writing
- Children's Verse
- Individual Differences in Writing
- Writing and Growth

Many interesting examples of creative writing are presented from grade levels 1-6.


The interrelationship between theory and practice is stressed in the text. A topic is presented with guidelines for teaching it; next,
suggestions on how theory can be implemented are presented to the reader. Specific methods and procedures are recommended in various forms. Ones which best fit the children's needs should be selected by the teacher. Made up of three parts: Basic Considerations, Guiding Growth in Communications Skills, and Specialized Procedures and Resources, the organization of the book emphasizes continuous guided growth as well as an appraisal of the work in the language arts.


The text concerns itself with aspects of the language-arts program common to primary, middle, and upper grades. It also deals with methods that are used at each level. The user of the book will be able to understand what to teach and how to teach it.

Promotion of reading readiness and language development are provided for in clearly outlined discussions and listed activities. Included among these are informal conversation, sharing experiences, group discussion, story telling, dramatics, creative stories, poems and literature.


The purpose of the book is to give young people independent learning experiences which could be adjusted to individual needs. Suggested planning, procedures and evaluation for each are included. Listening and speaking activities are correlated as are reading and writing activities.


Every phase of the English Program at the elementary level has been provided for--oral and written, creative and functional, grammar and punctuation. Seven parts compose the book. Each part contains chapters on procedures, lesson plans and background knowledge. Following are these seven parts:

Oral Creative Expression
Written Creative Expression
Oral Functional Expression
Written Functional Expression
Improving Quality of Writing
Teaching Grammar and Usage
Other Aspects of the English Program

Throughout the book, the authors' belief that effective teaching of language in the elementary school rests upon a professional approach and specialized knowledge of language skills is emphasized. Five parts make up the content of the volume:
  Educational point of view as it affects language teaching
  Objectives of the Language Program
  Techniques and methods of Developing Language Skills
  Special aspects of the Language Program
  Evaluating the results of Language Teaching

Language is regarded as a skill field dependent for its effectiveness on the formation of correct habits. Consequently language skills must be developed in connection with a school program.

The book is based on the idea that for the child entering school, oral language is the language—the only method of communication the child knows. Consequently, greater attention must be paid to speaking and listening in the primary programs. Creativity is the theme created throughout the book. Chapters deal with:
  Creative experiences in Oral Language
  Choric Interpretation
  Storytelling
  Creative Dramatics
  Children's Theatre
  Building a Curriculum of Oral Interpretation
Clear explanations of purposes and helpful ideas of procedure abound in the text.

This book of suggestions shows ways that children can be taught many aspects of creative writing. "Input" of ideas and experiences,
on-going activities in the classroom daily; that is work in social studies, science, health, music, etc. are incorporated into frequent writing lessons. While writing is stressed throughout the book, certainly oral discussion and presentation of sentences, word lists and new vocabularies are necessarily involved. It would seem that the oral activities would deepen the interest and enhance the benefits of the written lessons.


Primarily a methods book in its presentation, this book was intended as a guide for teachers in language arts and speech. Emphasis falls on purposes of oral communication, speaking and listening abilities, and integrating the language arts. Lesson plans and outlines throughout the book call attention to discussions, talks, oral reading and choral speaking, dramatic activities, and poetry. Attention was given also to the problems of individual differences. Included was a section on the speech and hearing handicapped in the classroom.


Speech Education is considered one of the main factors in teaching, "the art of living, loving and belonging." The book outlines activities that help achieve that art. Under four main headings—Everyday Speech, Drama, Poetry Speaking, and Speech Technique are found many suggestions to fit the needs of the class and the personal enthusiasm of the teacher. Specifically, talks, oral language games, acting, discussion, rhythmic activity rhymes, storytelling and reporting faster love of and growth in language development.


Communication skills of listening, speaking, reading, and writing have been interrelated throughout the book. Games, devices, and activities contained have been graded from kindergarten to fourth grade levels. Also a wide variety of techniques and ideas suitable for preparing reading charts, spelling lessons, and
language arts activities have been included. Ideas can be located with ease and the materials themselves can be used to supplement regular lesson plans.

Language-Experience Approach and Reading Readiness


Varied language activities are named and ways are suggested for language-experience development in this Introductory Book. Specifically it is a teacher's resource book. Six units comprise this Level I and would carry over through the first grade or extend into early second grade.


Concepts to be developed and extended are listed at the beginning of each of the six units that comprise Level II. As the Level I text, this is a teacher's resource book: a continuation and reinforcement of the first book. An index of authors and titles as well as an index of first lines of poems has been included in this second volume.


This Guide consists of a comprehensive list of teaching aids, along with a carefully selected bibliography of all aspects of elementary reading instruction aside from remedial teaching. The reference bulletin includes a helpful general reference bibliography, an index of publishers and their addresses, and a list of publishers and agents of teaching aids.


Theory and practice book with such headings, as: Foundations and Basis for Teaching Reading, Reading, Beginning Reading, A Developmental Reading Program, Fundamental Thoughtful Processes,
and Recreational and Worktype Reading. Chapter III Beginning Word Attack--affords helpful ideas for oral activities.

Integration of the language arts results in better learning and development of the communication skills. Consequently the function of instruction is to teach the children to speak, listen, read, write, and spell so they will be able to communicate effectively. Among Chapter topics are:

Communication: Learners, Needs, Principles
Developing Oral Language
Listening: Learning and Teaching
Reading: Objectives, Preparatory Phase, Readiness

Technics, objectives, and sources are supplied helpfully throughout the text.

"Self-Expression", "Word Fun", and "Meet the Authors" make up the three parts of the book. Much of the book uses oral expression as the means for word activities. This expression is considered basic to future written work. The text would be helpful as a supplement to the teacher's own lessons in the language arts.

The book focuses on the strength of the teaching upon the child's growth, abilities, dignity, and independence. Progress in speaking, reading, and writing are emphasized as integral to the child's total learning. Sections on reading, writing, and spelling are presented. Also, the significance of charts in the classroom, the search for broader understanding, and more reading through books, stories, and topical exploration make up the content matter.

The papers presented result from a series of research institutes in various parts of the country. The Tenth ACD Curriculum Research
Institute devoted its attention to problems of language and meaning since most teaching is accomplished through language and meaning is the ultimate test of any curriculum change. Seven articles deal with such topics as Curriculum Language, Classroom Meanings, What Language Reveals, Meaning and Thinking and Motivation.


The relation of many kinds of pre-school experience and pre-school growth to reading readiness are explained in this book. Special activity suggestions for developing oral language and listening skills are presented as useful to daily instructional programs.


Seatwork activities, independent work activities, and games listed in the book were designed with reading in mind. However, much of an oral nature is involved in the selection of these activities. Thus, oral language development could be furthered also in their use. The activities themselves are purposeful, orderly and enjoyable ones.


This is a modified linguistic approach to basic reading instruction from kindergarten through second grade. In the pre-reading program are discussed features of the oral language arts program. Many games are suggested for the enrichment of children's speaking and comprehending vocabularies; for practice in learning the correspondence between sounds and letters. The importance of children's learning to express themselves in clear sentences and to pronounce words correctly are stressed.


This is a methods book essentially focusing on teacher attitudes and enthusiasm for learning
and helping others to learn. Stimulating techniques and creative approaches are employed to make English vibrant and interesting. In line with oral language development two chapters are especially helpful—The World of Poetry and Reading as a Language Skill.


While the book is not devoted exclusively to the language arts program, many helpful ideas and suggestions contained make it a most worthwhile text. Chapters such as:

Improving the Reading Program
Writers at Work
Focus on Speaking and Listening
offer valuable aid and insight for the instructor who wants to do a more effective job of teaching.


The book uses the language-experience approach and a combination of approaches are provided adding up to new ways of teaching reading. Divided into three parts—Introduction and Background, Classroom Management, and Progression and Development—the text as seen by the author points to the human interaction—between child and teacher as the base instruction in reading. Helpful ideas for oral language development are found in Part III—under beginning reading and sharing.
BIBLIOGRAPHY

Books


Cortright, Rupert, and George Hinds. Creative Discussion.


Moffett, James. A Student-Centered Language Arts Curricu- 

MacCampbell, James C. Readings in the Language Arts in 
the Elementary School. Boston: D. C. Heath 

Pappas, George. Reading in the Primary School. New 

Washington: Center for Applied Research in 

Petty, Walter. Issues and Problems in the Elementary 
Language Arts. Boston: Allyn and Bacon, Inc., 
1968.

Rasmussen, Carrie. Let's Say Poetry Together and Have 
Fun: For Primary Grades. Minneapolis: Burgess 

Bell, Violet, et al. Subject Index to Poetry for Children 
and Young People. Chicago: American Library 
Association, 1957.

Shane, Harold G., Redding, Mary E., Gillespie, Margaret C. 
Beginning Language Arts Instruction with Children. 
Columbus, Ohio: Charles E. Merrill Books, 1961.

Shugrue, Michael F. How the New English Will Help Your 

Stern, Catherine and Gould, Toni S. Children Discover 
Reading.


Strickland, Ruth. The Language Arts in the Elementary 

Tidyman, Millard. Teaching the Language Arts. New York: 

Tiedt, Iris and Tiedt, Sidney. Contemporary English in the 

Trauger, Wilmer K. Language Arts in Elementary Schools. 


**Periodicals**


Botel, Morton. "What Linguistics Says to This Teacher of Reading and Spelling," *Reading Teacher, XVIII,* No. 3 (December, 1964), 158-93.


Hatfield, W. W. "Humanizing the Language Arts," Elementary English, XXXII, No. 10 (October, 1965), 673-78.


