KNOWING THE FACTORS INVOLVED IN
DEVELOPING AN APPRECIATION
FOR ENGLISH

BY

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TABLE OF CONTENTS

Chapter                                                                 | Page
---                                                                 | ---
I. INTRODUCTION                                                        | 1
   Statement of the Problem                                           | 2
   Procedure                                                           | 3
II. REVIEW OF AVAILABLE LITERATURE CONCERNING WAYS TO IMPROVE THE     | 5
    HIGH SCHOOL ENGLISH PROGRAM                                       |
    Correctness, Readability, and Communicativeness in the Classroom   | 7
    Motivation                                                         | 9
    Effective Communication                                            | 13
III. REVIEWING THE LIKES AND DISLIKES OF STUDENTS TOWARD THE ENGLISH  | 15
     PROGRAM                                                          |
IV. DEVELOPING READING, WRITING, LISTENING AND SPEAKING SKILLS         | 21
    IN THE STUDENTS                                                    |
    Reading                                                            | 21
    Writing                                                            | 23
    Speaking                                                           | 24
    Listening                                                          | 26
V. SUMMARY AND CONCLUSIONS                                            | 30
    Summary                                                            | 30
    Conclusions                                                        | 31
    BIBLIOGRAPHY                                                       | 34
CHAPTER I
INTRODUCTION

The teaching of English in the secondary schools of the modern day is under constant and critical scrutiny. Many teachers in the English area are being criticized for not giving the youngsters the essential factors necessary for their later lives. Thus, teachers must be constantly aware of ways to improve their teaching methods and how to improve the students' interests in the English program.\(^1\) Without a basic mastery of the means of communication, other phases of education are meaningless. The likes and dislikes of students must be weighed very carefully in order to find the crucial areas of English teaching.\(^2\) In turn these must be referred to the basic skills of reading, writing, speaking, and listening to be emphasized in developing and maintaining an appreciation for English.

Teachers of English today are confronted with the problem of instilling in the students' minds lasting and beneficial knowledge dealing with composition and literature. They must attack the situation with fresh ideas and do everything within their power to attract and keep the students' interests. This first became apparent to this writer during practice teaching experience. Seeing and experiencing this problem first hand has made this study seem much more important and meaningful.


Likes and dislikes of high school students concerning the English program are certainly two important factors in establishing an effective program in English. Teachers must know how to present different units. For example, if several students express a dislike for speech the teacher must make a special effort to present the material in an interesting manner. The important reason for this lies in the danger of the students furthering their dislike for the entire English program if the material isn't made interesting. The power of literary appreciation never does develop in many students. Consequently many falter and are lost in the strides taken in further reading.

The fundamental skills of reading, writing, speaking, and listening are important for every student to learn and master. These must become stepping stones for the later walks of life in which the students will put the preceding to constant use. The teaching of these skills will be based on the likes and dislikes toward the English program. The four preceding items are important to every English teacher. Developing an appreciation for English is an important part of the high school English program, which leads to the problem of the present study.

Statement of the Problem

The problem of the present study was to determine the factors involved in developing an appreciation for English.

For many years the traditional approach to English has been to memorize rules of grammar. This constituted a sufficient command of the

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language. However, it has been shown that such a program isn't as beneficial as several people have thought. Many educators, principals, business executives, and college professors who this writer has talked to firmly believe that an intensive grammar program is no longer useful. All of them expressed a profound belief in emphasizing composition and literature, with a minimal amount of grammar. "Integrate it with composition and make the students use grammar as well as learn it," was a common plea of many. Applying the rules of grammar to everyday writing and utilizing them in either oral or written communication will be the best way for students to develop an appreciation for English. They must be shown the value of a deep knowledge of oral and written communication.

The problem before the English teacher in developing an appreciation for English in the students was explored in the following areas:

1. The review of available literature concerning the high school English program.
2. Knowing the likes and dislikes of students toward the English program.
3. Developing reading, writing, listening, and speaking skills in the students.

Procedures

The procedures followed in this study involved a review of available literature and administering a questionnaire in college freshman English classes. The questionnaires were used to determine students' likes and dislikes.

Knowing the likes and dislikes of students toward English will prove to be quite valuable. Increased attention must be given to the development of reading, writing, listening, and speaking skills.
The first objective was to review available literature and determine the importance of good composition and knowledge of literature. This portion of the investigation follows in Chapter II.
CHAPTER II

REVIEW OF AVAILABLE LITERATURE CONCERNING
WAYS TO IMPROVE THE HIGH SCHOOL
ENGLISH PROGRAM

As far back as man can remember, communication has been an integral part of every person’s life. Students of today can and must receive the very best instruction in both oral and written communication. The essence of life is change and students must change in their way of expressing themselves as they change in other aspects of their life. The student must know above all, how to express himself. This must be done both in speaking and writing. However, writing will be most important because the student will do this in all walks of life. Drilling students in grammar and then trying to apply this to composition without making practical use of the training will do relatively no good. The students must become proficient in writing for themselves and seeing their ideas in coherent form before their eyes. From experience of the high school this writer attended, learning rules of grammar has very little effect on writing or speaking. They must be practiced and learned to gain ability in them.

Teachers must be the guideposts, the instilling figures for the students. They must convey the knowledge and ability to write and speak well to each and every student. Constant practice in writing and speaking with the teacher as the guide will result in a favorable condition for the teacher.

1Hirshlees, Lucia D., Teaching Composition and Literature in Junior and Senior High School, New York: Harcourt, Brace and Company, 1937, foreword.
Viewing, hearing, reading, writing, speaking, and even thinking to a great extent, are the basic skills involved in effective communication and mastery of English in life. Without the development and mastery of these skills, the young person of today is lacking in what could be termed a vital life process.

The question then is this, "Do teachers of today give the youngsters what they need and in turn do the youngsters absorb what is given to them in the English classroom?" Smiley in her article, "Do Your Classroom Procedures Really Teach Communication?" delves into this point. She states that, "The use of language must be logical." To further this statement the language must communicate to the audience, different levels of usage must be appropriate to different situations, and students must listen while someone else is speaking. The last aspect will allow for students to learn more effectively and ascertain new ideas for further study of their own. Language and thinking are integrally related. In a typical day the average English classroom should portray the following kinds of communication:

1. The teacher explaining.
2. The teacher giving directions.
3. The teacher asking questions.
4. The teacher approving students' responses.
5. The teacher disapproving students' responses.

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6. The teacher correcting students' responses.

7. Students answering questions of the teacher.

With the preceding items working constantly in the classroom, incentive for the students to maintain a relatively high degree of interest is possible. Cooperation between the students and the teacher is imperative for success in developing an appreciation for English. With a good plan in operation, the preceding seven phases of the learning experience can be expected to be produced. Students will initially produce the following: what is learned; how material is studied; when it is studied; by whom; how learning is to be evaluated. In other words, students should be able to freely and clearly express themselves. Mandatory in the classroom should be these three factors: correctness, readability, and communicativeness.

**Correctness, Readability, and Communicativeness in the Classroom**

Correctness has always been somewhat of a problem in the English classroom. Emphasizing correctness has often resulted in a deterioration of effective communication. Correctness must be for the ultimate sake of communication and not the reverse. Students, therefore, have often felt that the best way is not to say anything at all and thereby they will make no errors.

Readability is important because it gives the students a feeling of security. Being able to express oneself effectively both orally and verbally becomes important to the students if they maintain a high degree of readability.

*ibid., p. 45.*
Communicativeness in the English classroom essentially means a development of the four skills: reading, writing, speaking, and listening. A student must be able to read well if he wants to communicate his ideas from reading to other members of the class. Writing becomes imperative if the student is to communicate effectively with the written word. A student may communicate by talking or expressing his ideas from articles he reads, but to write his ideas effectively may be a total loss. With the medium of writing mastered, the student can convey his ideas to an unlimited number of people. Speaking becomes an integral part of every student's life. It should be impressed upon a student that talking to people is often a basis for evaluation. This is to say that many people form judgments of others by just listening to them speak. The end result can be favorable or unfavorable—depending on how much the individual student cares about the kind of impression he or she will make. Last but certainly not least comes listening. To develop the other three skills one must first listen. Listening and comprehending what the teacher is trying to put across is a good example of the importance of listening.

The student, in pushing ahead with the importance of the development of communicative skills, must be able to tie his assignments in with some interesting material. This will help stimulate his thinking to greater heights. In oral communication alone, the processes involved are: the gathering of information, the reasoning from evidence, the organization of ideas, the oral expression of ideas, the response of auditors to the expression of those ideas—all aid in the synthesis of knowledge.  

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average student. Each teacher has certain responsibilities to fulfill in teaching the youngsters. The English teacher plays an important part in the total education of youngsters.

Returning to the student, it has been the purpose of this review to determine the value of investigating the English program. Composition and literature are foremost in the discussion and of course rate the most consideration. Conant in his *American High School Today*9 grapples the significance of composition when he asks that writing occupy approximately half of the total time devoted to the study of all secondary English. He states in this booklet that students should be required to write an average of one theme a week. Of course this is quite a sharp contrast to what has existed for many years. It is a known fact that some students have entered college with only a dozen papers having been written prior to college years. This writer was such a person. Throughout his entire pre-college years only eight themes or papers of any size were written. Just why experience and practice with composition was not started earlier in the schooling is not clear. Actually the art of effective writing should be a matter of evolving throughout the school years, not some entirely new process introduced in junior or senior high school. This leaves too short a time to actually master composition to any degree.

**Motivation**

The key word to be remembered in an effective English program is motivation. The teacher must motivate the youngsters in order to get the

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maximum results of a good learning situation. Too many teachers rush through each segment of the English program and the students aren't really motivated to any degree and consequently they do not retain the material. The four elements to be emphasized by each teacher to motivate the students are: pride, results, observation, and interesting and worthwhile topics.

Pride of workmanship, of seeing the actual product is a strong influence for motivating the student. Doing any of the work in composition and literature is a chore for the students and too often they do not have any desire to do the work. If the teacher can praise the students at every available opportunity and encourage them further, the student will eventually begin to develop a feeling of pride in his work. Patience on the part of the teacher must be emphasized and stressed because several students can lose interest fast if the teacher becomes harsh and impatient. Consequently if a student is praised for his efforts and encouraged, he will probably try harder to improve his work.

Good results further motivate the student in learning effective composition. By talking to graduates about the importance of effective writing, speaking, reading, and listening each student will see it is to his own benefit to improve. If each student can be impressed with the usefulness of composition and literature, further motivation will ultimately come from within the student. This becomes the most effective and worthwhile means of encouraging more effort from each and every student.

Motivation of the student is not an easy task because the student has not yet realized or experienced to any degree the considerable part that communicative skills will play in his life. Observation then becomes an important part of the motivation of the student. Seeing first hand
how important writing, speaking, listening, and reading is to every one
becomes an important step in motivating the students. A teacher can harp
continually on the importance of writing well, for example, but the end
result is most effective when the students can be shown the importance of
the skill. A girl can see a very successful secretary typing the count-
less letters for her boss, the boy can see how much writing is involved
in an engineer's work or in the work of an agricultural person. Seeing
is a large part of the motivating element of the students. They will
undoubtedly put forth more effort when they are hit with the impact of
the importance of communicative skills.

If a student can be shown that skill in developing good speaking,
writing, reading, and listening habits can result in a high degree of
success, then the motivation within the entire English program will be
well on its way. Much too often the students have seen composition (and
literature) only as a non-related, difficult, uninteresting requirement
in their schooling. It is always a help for students to be shown reality
and the importance of what the teacher is trying to teach them.

Imposing topics on the student to write and speak about which are
uninteresting to him often results in poor motivation and stimulation.
There are innumerable topics which will be interesting and thought-
provoking to the students. Stimulating interest to encourage any further
effort from the student should always be taken into consideration. A
general classification of interesting subjects which has worked out well
according to Round, a Professor of English in Baltimore, is the following:

I. Topics Expressing Personal Attitudes

1. I believe . . .
II. Topics Expressing Concern With Personal Standards

1. Our Strong Need to Conform
2. Friendship
3. Fair Play
4. School Rules
5. Cheating
6. Double Standards (adult and youth)
7. Maintaining My Individuality
8. Pads
9. Words to Live By
10. Don't Let Anyone Stop on You
11. Learning to Live Alone
12. Dating

III. Topics Expressing Concern About Education and a Career

1. Planning a Career
2. Job or School
3. Getting Along with my Problem
4. A Career in
5. Working Teenagers
6. The Problem of Studying
7. My Family and My Career
8. Adequate Preparation
9. Look Before You Leap
10. In My Father's Footsteps
11. Job Satisfaction
12. Making My Own Decisions
13. My Search for Independence

IV. Topics on Family Living

1. Understanding our Elders
2. My Place in the Family
3. Economic Problem
4. The Youngest (Oldest) Child
5. Making a House a Home
6. A Doctor (etc.) in the Home
7. A Happy Childhood
8. A Family Crisis
9. Bad News Best
10. Having my Own Way

V. Growth of American Thought

1. Prejudice
2. School Politics
3. Is College Necessary for Success?
4. Teen-agers and Religion
5. Is the Curfew Helpful in Problems of Juvenile Delinquency?
6. New Opportunities in an Age of Automation

The topics listed are only a few which students can use to talk and write about in their English classes. Giving the students motivating subjects to deal with will lead to a much more valuable program.

Effective Communication

Effective communication is the real goal of English in the school and this should never be lost. Language is not rigid and inflexible. The experience of writing, reading, speaking, and listening can become a very rewarding one with a bit of effort on the part of every student. Too many times the students have been led to believe in English classes there is only one way to do something and that is the right way.

In order to get a more complete picture of English programs in high school, this review has been necessary. Reading and discussing articles dealing with the English program has set a foundation for determining the importance of developing the communicative skills: reading, writing, speaking, and listening. First, however, the likes and dislikes of students must be studied to see if there is any correlation between them and the communicative skills. Determining the importance of the likes and

dislikes of students is the second major area of concern and is explored in Chapter III.
Numerous surveys have been made concerning the work students do in English classes. It is not surprising to note that many surveys have found that students are not reading and in some cases are not writing as much as they formerly did.

Too often the results of such surveys in reference to work done in English classes show one startling fact. The teachers do not know their students and consequently cannot understand the capacities and abilities of many of the students. Knowing the likes and dislikes of students is one good way for the teacher to become better acquainted with the students and thus lay the groundwork for improving the English program. Determining the areas of English which students like best and the ones they dislike becomes important in developing the communicative skills.

When it was decided to use a questionnaire to find the basic likes and dislikes of students toward the high school English program, obstacles presented themselves. Questions began to arise in reference to using the questionnaire. Would such a questionnaire have any merit to the present investigation? Answering this question it was decided that the only concrete way to determine the likes and dislikes of students was to go to the students themselves. Immediately another question came into focus. Which students should the questionnaire be submitted to? After long hours of study and deliberation, the following answer was resolved. It should be given to students who could give a good random sample of different types of English programs. At last, freshman English classes
at Montana State College were decided upon. The two reasons for this decision are: they represented students from several different states and the high school English program is still fresh in their minds.

Three items were asked for upon submitting the questionnaire to 250 freshman students. Likes and dislikes of the high school English program, what the emphasis was on, and the location of each student’s high school constituted the three items. This presented enough information to make the questionnaire valuable and worthwhile to the present investigation.

Showing the results in part should be given to observe the importance of students’ likes and dislikes. The lists of likes and dislikes which follow are not all of them but show the most common ones stated by a majority of the students. First the list of likes will be viewed, then the dislikes, and finally a brief breakdown on emphasis within the different English programs in school represented.

Likes of students must be carefully considered to improve the high school English program. Students will be motivated to do better work if their interests are considered by teachers. The list of likes represents a cross-section of the most frequently stated likes of student.

1. Literature was heavily emphasized.
2. Writing was done very much and on interesting subjects.
3. Themes were written about something we wanted or enjoyed.
4. Reading of good poetry and literature was good.
5. Study of Shakespeare was presented in a way that gave a desire to know more about his works.
6. The only year I enjoyed English was my senior year. The program was on creativity in writing, stimulated thinking in reading, and a pattern of challenges in both. This belief and system for it brought out the creative spirit. The writing
was corrected with the individual style and thinking considered.

7. Book reports were most interesting. We read what we wished.

8. Study of literature and relating to our lives was most interesting.

9. In my high school, we did a lot of theme writing. Our themes were to be written on varied subjects so there wasn't any favoritism.

10. Informal talks on favorite subject.

11. Studying literature and discussing it in class.

12. Composition, speech, and literature were most interesting.

13. English literature and discussion groups on material.


15. The practice given in writing term papers and theses.

16. Good library training.

17. Writing, debates, spelling bees, vocabulary, term papers.

18. Literature and constant writing.

19. Discussions of literary works on panels and open discussions.

20. Reading and listening to teacher's discussions.

21. I had to write a term paper on a subject that I chose myself and I enjoyed doing this and learned much from it.

22. Liked methods used in assigning compositions.

23. A broad reading program and covering lots of interesting literature, which we discussed.

24. Much writing, freedom to express myself.

25. Writing compositions and helpful criticisms on the compositions and speeches.

Students will generally rebel against things they dislike. Being aware of students' dislikes toward the high school English program is
important to every English teacher. The dislikes stated represent the most common among students used in this study.

1. More years of high school English should be learning how to write.
2. I disliked the fact that we did very little composition in high school. This is affecting my college English.
3. Grammar all the time and too much spelling.
4. All types of grammar.
5. Analysis of students' essays.
6. Writing poetry and short stories on certain subjects.
7. We didn't really learn to use the main fundamentals for writing a long term or theme paper.
8. Lack of a good program in grammar and using it in writing papers.
9. Speech and grammar.
10. Disliked book reports very much. I like to read but do not like to be told what to read.
11. Repetition of grammar, it was useless.
12. Literature—it didn't appeal to me and teacher didn't make it interesting.
14. Too much meaningless memorization of poems, etc.
15. Giving speeches on assigned topics.
16. Written assignments were horrible.
17. Trying to understand poetry, grammar.
18. Grammar because it was dull and uninteresting.
19. Literature—teacher did not spend enough time to explain it in a helpful manner.
21. Should have been given more reading to do.

22. Not enough writing in class.

23. My dislike was not enough reading.

24. Had very little practical writing and not enough helpful grammar to use in later life.

25. Not enough composition work; good course in grammar, but never learned very well how to apply it.

The breakdown of grammar, composition, and literature as parts of the English program was very interesting in this study. The students who stated the most dislikes came from schools which for the most part emphasized grammar, and literature to a degree. The largest majority of schools represented did not emphasize composition but rather grammar and/or literature. The preceding 50 examples of likes and dislikes presents a cross segment of the most common likes and dislikes. They are printed as the students wrote them on the questionnaires handed them. The schools represented ranged in enrollment from 22 to 1800 students. Montana and four other states were included in the range of schools constituting the study.

Casting a glance over the likes and dislikes reported in summary will show that the communicative skills are directly involved with a large percentage of the likes and dislikes. This proves to a degree the importance of emphasizing these skills in order to develop an appreciation for English. More careful consideration of reading, writing, speaking, and listening will help to lead to a better program of English and consequently a deeper appreciation.

Providing the students with a feeling of correctness and good accomplishment must be the prime goals of the teacher in the English program. Since so many of the likes and the dislikes are concerned with the
communicative skills, they must be carefully emphasized and worked with. Too often the students lack in learning English mainly because the teacher didn't put enough time and preparation into the lessons.

Brevity has become a part of the English program and many of the students have been hurt as a result. Constant verbalizing and being conscious of the English program are two good ways to develop an appreciation for English. The teacher generally has too much ground to cover and never discusses material at length. Even in class discussions of literature the answers of the students are kept to a minimum and quite short so as to keep the class "moving." This, however, is a fallacy of the English program. Students will retain material much better if they can understand it and discuss it enough to get more than just a fleeting glimpse.

Reading, writing, speaking, and listening are all related to the likes and dislikes of students. Therefore it stands to reason that likes and dislikes should be considered in developing an appreciation for English. Discussing them and understanding better just what each should accomplish is the next step in trying to bring about a better means of developing interest and appreciation in the students toward the English program. Going into each skill and relating them back to the likes and dislikes of the students will show the importance of each. Discussing what should be done with each one becomes an integral part of such an investigation as this. Before a person tries to develop an appreciation for English, he must know where to begin and what to do after a basis for starting is decided. The next portion of the investigation dealing with the communicative skills and their importance follows in Chapter IV.
CHAPTER IV
DEVELOPING READING, WRITING, LISTENING
AND SPEAKING SKILLS IN THE STUDENTS

Effective English is an important function which involves good reading, writing, speaking, and listening habits. The students must be aware of speech sounds, how to imitate them, be able to express oneself clearly on paper, and comprehend what is read. Each is discussed in this chapter.

Reading

A well-stocked library is of unlimited help to the students for development of their English skills. Many students do not read very much concerning English and thus much of the total effect of the English program is lost. They do not have interest in reading material connected in any way with English. Sauer has made the statement that students are acutely aware of literature today. Something must be done about this because the fact that reading is vitally important to the total picture of the English program is generally not disputed. The question then is centered around how youngsters can be motivated to do more and more reading, and of higher caliber. Does reading extensively really aid in developing good English skills? Studies made in this area seem to indicate it does. Students are much more apt to improve their reading ability if they are given material to read which is interesting to them.

Improved reading ability can help the student by improving his vocabulary, giving him good examples of organization, structure, usage,

and styles of effective writing. If a student can be shown concrete examples by business and society where good reading has helped immensely, then the whole problem becomes more meaningful. Extensive reading by the student can make him aware of language differences existing in the modern world.

Crystallization of ideas and thoughts by the students can come as a result of giving the students interesting materials to read. The questionnaire in this study revealed the fact that many students do not comprehend or appreciate any of the elements of English because they did not have interesting materials to read. Good reading must acquaint the students with interesting material in a large variety of fields. If the reading material is of interest to the student, he will undoubtedly pick up new ideas, discover new types of writing, develop an appreciation for English, and broaden his scope of understanding and comprehension. The teacher must not forget to have the student share his reading experiences and give him encouragement for further reading. Reading is not an entity unto itself, but rather a part of the whole English program. Reading stimulates enthusiasm, creativeness, an awareness of the language, informs students of different factors, and helps to provide examples for composition exercises. There must be a sufficient number of books so all students will be able to find their particular field of interest. The student should be allowed to find reading material on his own level and not try to keep up with all the other students. A high degree of motivation must be sought in order to provide for the best methods of reading. By sharing experiences of reading with other students, motivating some students to do further reading may be gained.
Silent reading is very important to each student, but so is oral reading and the discussion connected with it. Letting students discuss interesting readings will help the teacher in furthering the reading angle of the English program. Writing down ideas gained from interesting material read is important to the students. It is fitting that a discussion on writing as a part of the English program be presented next. This will tie in directly with reading.

Writing

A major goal or aim of any English program is to help the student develop good writing habits and improve upon them through the years. Writing constantly is a very important aspect of developing an appreciation for English. Students must realize the importance of what they are doing in the English program. To accomplish this purpose the teacher must let the students write about subjects which appear interesting to them. The attitude that students should write on assigned topics is negated today as evidence has shown this has not worked in the past. Choosing interesting topics for the student to make a choice from is a good way to arouse students' interests. The list which was presented in Chapter II of this report concerning interesting topics is a good example of some of the interesting topics which could be used for writing in the English program.

The questionnaire results revealed that many students expressed as a dislike a lack of writing. Many said they did very little writing in high school English classes and consequently were lost in their college freshman English classes. Others went on to say that the writing they did
was on uninteresting and dull topics. Some expressed a desire for teachers of high school English to make the topics more interesting and stimulating. It can be summarized from these questionnaire results that stimulating a degree of writing on interesting topics will result in a higher degree of appreciation by the students.

The student should always be helped to realize that his topic is worthwhile and is demanding of some intensive thought and deliberation by the student. The need for good spelling, punctuation, grammar, expression of thought, and reading in conjunction with writing are all attributes which should be stressed by the teacher. The student should be brought to the point where he understands that other people are interested in his work and ideas, not other people's ideas and thoughts. Penetrating into his particular field of interest will result in a nicer finished product. Once the student can see the value of expressing his ideas, the idea of writing becomes more tasteful to him. Once he can see his ideas and thinking mirrored in his papers, a feeling of pride should evolve. Then a higher degree of writing will ultimately come as a result of stimulating interest in the student.

After writing has been motivated in the student, his ideas should be presented to the class. This in turn will help motivate other youngsters toward better writing. The speaking skill is equally an important part of the total picture of high school English.

Speaking

Communicating to other people by expressing orally the things one believes becomes an important part of the English program. Improvement in speaking takes place from the time a person is a small infant. Parents
teach little youngsters to improve their speech; teachers of primary grades teach youngsters improvement of speech; in the later grades improvement of grammar and presentation is presented in speech. Then in the high school a halt is called to the speech activities. Just why this is so remains an unanswered question. In these years when phases of permanent learning should be stressed, one of the most important ones is brought to a halt. Every walk of life and every class in school has speech going on all the time. Imagine what the world would be like without some people having a knowledge of speech habits and being able to express themselves orally!

Two-way discussions are good ways to communicate ideas. People can discuss with others their ideas and important factors they feel should be passed on. All people should hear themselves using correct language and ways to express ideas.

Spelling words wrong constantly can often be blamed on the fact that those people have never heard them correctly. Similarly they have not used them correctly either. This can be blamed on the fact that many students have not had the opportunities to speak out extensively and at any length in high school English classes. So to learn what they can, often the things learned are incorrect. Without proper guidance and working with teachers on this very topic, the bad habits are cemented. Good speech habits come as a result of several years of practice and constant use.

Many of the students expressed in the questionnaires that they did not speak enough in high school English classes. Now that they are in college and have to speak in front of classes, many of them are lost in what to do and how to do it. So again it can be seen that if likes and
dislikes of students are taken into account and seriously studied, better programs will result in English departments of the high schools.

It is true that many schools offer speech courses but even today there are a great many schools which do not have any form of speech programs. Thus, the only logical place for students to acquire any proficiency in speech is within the walls of the English program. It is up to each individual English teacher to see that the students get this. Speaking skills are not a by-product in any sense of the term. They are learned and then improved upon. To develop any of the three preceding skills which have been discussed, the students must first learn to listen and comprehend what is being said.

Listening

The development of English proficiency depends a great deal on the aspect of ear training, or to put in shorter terms, listening. The constant use of listening to what is being said will ultimately lead into developing a proficiency in all of the communicative skills. Listening as a skill certainly does not decrease in life, rather it increases and plays an even more important part of a person's life. In community and business affairs, listening is important for the proper functioning of affairs. The tremendous influence of international dealings and relations with other countries make listening still more important and valuable to every person. The time spent listening to radio, television, movies, stage plays, other people, and close friends all serve to point out the ever-increasing need for listening.

Students in the beginning grades spend a great deal of each day listening. They listen to noises outside, to fellow pupils, to teacher
talking, to parents talking, to older brother and sister discussing cer-
tain events. The quality of listening of these small youngsters has a
definite bearing upon their further learning and upon the building of
good study habits.

Listening is hearing, identifying, classifying, and interpreting
all sounds heard. There are certain pitfalls in listening such as day-
dreaming, thinking about last night's date or party, wondering what the
history test will be like, private planning, or debating. Listening
can certainly be listed as a crucial skill and becomes a definite asset
to developing an appreciation for English and improving the language.
Students must learn to think as they listen and comprehend the material
which their hearing is picking up. Improvement only comes in listening
when the students have become ready to listen, know what they are listen-
ing for, and how to listen effectively so as to get the most of what they
are listening to.

Some of the listening skills which should be studied and mastered
by the students include the following:

1. Listening to detect likenesses and differences in the sounds
   of letters, words, and phrases.
2. Listening to make comparisons.
3. Listening for the ultimate purpose of imitating.
4. Listening to detect emotionally-packed speeches, emphasis, and
   inflection of the voice.

The teacher can develop these skills and others by stimulating interest
and appreciation for listening skills. The students must find something

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12Rasmussen, Carrie, Speech Methods in the Elementary School, New
interesting about learning to listen. It must be brought down to their level in a sense. An appreciation for listening can be cited in one example by bringing speakers into the classroom. Such a speaker could be a very influential business man in the community who was well liked. He could talk to the students and tell them of the importance of listening. Citing some of his personal experiences which helped him would be very beneficial and helpful to the students. If they can once see where listening will help them, the skill is on the "right track." Listening will then carry over to the other communicative skills and another obstacle is ready to be overcome—developing all the other skills.

Many of the students expressed a lack of listening to the English teachers when they filled out the questionnaires. They felt that if they had listened a little closer they would be that much farther ahead today. So once more one can see the link of likes and dislikes of students with the communicative skills. An appreciation will not develop towards the English program unless students can do things which are of interest to them. They must have an interest before they can develop an appreciation. As has been stated, a teacher must give the students interesting materials to read, interesting topics to talk about, stimulating and interesting subjects to write on, and above all the listening which students must do should revolve around interesting topics.

Developing an appreciation for English must be based on students' likes and dislikes if the English program is to enjoy full success. The questionnaire results used in this study serve to strengthen the preceding statement. An appreciation for English must be obtained since students constantly use the media of reading, writing, speaking, and listening.
throughout their entire lives. Knowing the students' likes and dislikes will not only benefit the teacher in improving the program, but will help him in knowing and understanding the students better. This is an aspect of teaching every teacher should practice.

A summary and the conclusions which have resulted from the study follow in Chapter V.
CHAPTER V
SUMMARY AND CONCLUSIONS

This study has been primarily concerned with the discussion of factors involved in developing an appreciation for English. Review of literature concerning the high school English program, using a questionnaire to discover students' likes and dislikes, and discussing importance of communicative skills were the sources of information.

Summary

The problem in this study was to arrive at a basis for developing an appreciation of English in the high school students. Discovering and studying likes and dislikes of students proved to be an efficient way to capture interest and thus lead to an appreciation of English.

Reviewing available literature revealed a need to improve the high school English program. Motivation, effective communication, correctness, and readability should all be emphasized in the English classroom. Improving the high school English program is an important factor in today's high schools.

Likes and dislikes of students must be considered in developing communicative skills. Knowing and understanding what students like and dislike are important to every English teacher. Results of the questionnaires exhibited many common likes and dislikes among several students from high schools represented.

It was found that the four following skills being emphasized would foster an appreciation for English:

1. Reading
2. Writing
3. Speaking
4. Listening

Each of these listed areas is an equally important part in the total picture of the English program. Too often, the communicative skills have been slighted and consequently the students leave high school with a lost feeling, and sometimes resentful, towards the high school English program. Several schools emphasize grammar and it has been shown that such a program is not beneficial today. Communicative skills play a very important part in the high school English program and throughout each student's life.

This study has shown that actual doing is of utmost importance in developing an appreciation for English. Using interesting topics, showing encouragement, emphasizing communicative skills, and developing a sense of pride and accomplishment all play an important part in creating a purposeful and more appreciative English program. All elements of the English program must be carefully integrated and made interesting. It is felt these factors will then produce a feeling of appreciation and motivation for better work.

Conclusions

The findings of this study seem to lead to the following conclusions toward the high school English program:

1. There is a definite need for developing an appreciation for English in the high school students. This is brought out by the constant use of elements learned in the English classroom.

2. Likes and dislikes of students should be discovered and studied
to better the English program. Evidence of this was brought out by the questionnaires and items listed by the students therein. A majority of the items were directly concerned with reading, writing, listening, and speaking.

3. **Communicative skills are of utmost importance to all the students.** They should be emphasized and worked with very carefully.

4. Reading enables the student to make a visual connection with his work and that of more proficient people. Becoming aware of the importance of reading is an essential part of the English program.

5. **Composition is definitely needed in the English program.** More practice in writing and using interesting topics are two ways to develop an appreciation for English.

6. The habit of good speech is accomplished by the constant use of oral English. Using correct English in speaking and seeing the carry-over value into later life are essential to a more appreciative program of English.

7. **Listening is needed to improve English because the development of appreciation is first accomplished by attracting the students' interests.** A sensitive ear is the means by which the other communicative skills can be mastered.

Knowing and studying the factors which have been discussed in this study will help for the developing of interest in the students. The students can then go into later life better prepared to adequately communicate to other people.
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