GIVING NON-ENGLISH SPEAKING GERMANS AND JAPANESE A BASIC SPEAKING
ABILITY IN ENGLISH THROUGH USING ONLY ENGLISH
IN THE CLASSROOM

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IN THE CLASSROOM

THESIS

Presented to the Graduate Council of the North
Texas State Teachers College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS

by

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140816
Denton, Texas
August, 1946
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CHAPTER I

THE HISTORY AND DEVELOPMENT OF "SPEAKING ENGLISH"

A Five Week Course for German Children

Occasionally, in the experience of teaching, there comes a time when the seemingly impossible must be accomplished. When a time limit is fixed which is far from adequate for successful accomplishment even of the possible, the problem facing the teacher assumes gigantic and almost terrifying proportions.

This was the situation in which the author, as principal of the schools for German and Japanese children in the United States Alien Internment Camp at Crystal City, Texas, found himself in the summer of 1945. The eight week summer session was in its fourth week when the superintendent of the school system brought the author the information that a number of German children were to enroll in the school to learn the English language so they could enter the English grammar school in the fall semester. The school system was arranged into four separate schools: an affiliated grammar and high school for English-speaking Germans and Japanese, a German-speaking school for German children, and a Japanese-speaking school for Japanese children. Under this system every child could attend a school which was conducted in the language he used most fluently.

The problem as it presented itself was this: the group of German children who wanted to transfer from the German to the English school
must be given a speaking ability in English within the four remaining weeks of the summer session. This was further complicated by the fact that the author was scheduled to leave on a trip of important personal business which could not be postponed or cancelled. This trip would take a week from the four available weeks for the course, leaving only three weeks for teaching these German children to speak English.

The work of the summer session had been planned on the basis of the results of achievement tests which had been given during the spring semester. These tests revealed that several of the students had been classified below their grade ability, and also that there were some students who were retarding their classes. In order to be fair to all, classes were organized for the summer session around those who were to be shifted to different grades on the results of the testing. Under this system, a pupil who had just completed the third grade, but was shown by the tests to be capable of advancement to the fifth grade, would enroll in the fourth grade for the summer session, thus giving him a preview of the fourth grade work before entering the fifth grade in September. On the same principal of giving the students the work which was most needed, a pupil who had not done standard work in the fourth grade during the previous year would re-enroll in the fourth grade for the summer session, thus giving him a review and helping to bring up his standard of work.

Both teachers and pupils were reaching the achievement of their aims for the summer session, and the entire school system was running smoothly according to schedule, when the group of German children anxious to learn English entered the school in the fourth week. A few Germans
were already placed in classes, but the addition of this new group to the various grades would surely result in confusion over the entire school, especially since the greater number of these children could not speak English. The most efficient solution seemed to be the organization of a new class in which to teach these children to use the English language enough that they would be able to join the other students in the regular classes in the fall.

Naturally, as in the case of the solution of every problem of major proportions, there were a number of smaller problems which helped to compose the whole, and which must be settled before any results could be obtained in the solution of the problem of teaching these children to speak English. Among these small, but elemental questions were the following: How many pupils would there be in this class? Did any of the pupils know any English? What type of class procedure could be used most efficiently and most effectively? Would four weeks be sufficient time for any progress to be made? How would the necessary leave which the author had to take affect the problem?

On the appointed morning, twenty pupils enrolled for the proposed course in "Speaking English". The following morning the Gray-Votaw English achievement test was given, the results of which showed that nine of the twenty pupils had studied a little English in school. Of the eleven pupils who did not know any English, three could talk brokenly, but were not able to recognize English words. The grade levels of the twenty pupils ranged from the first to the eighth grades. It seemed most logical to divide them into the following divisions; those who could use no English, and those who had studied a small amount of English in
school, but were not proficient in using the language. It was decided that a general review of the parts of speech and reading comprehension would be the two teaching elements most emphasized with the group which knew a little English, hereinafter called Group Two, while vocabulary building through the aid of small cards with an object pictured on one side and its name on the reverse was the teaching element to be emphasized with the beginners, hereinafter called Group One.

Although the author's vacation leave was not desirable in the light of this new situation, it did prove profitable since it gave him a chance to view the situation from a distance, and to reach a decision on the course to follow in leading the group. Also, it provided a chance to outline plans and view the desired results of the course.

Although there was a slight division in each of the two groups which existed in the class, there seemed a possibility of achieving unity in the work through the use of a flexible teaching technique which would take into consideration the different age and grade levels of the pupils, while enabling them to remain in one class. It was obvious that Group One had the greater need -- to learn and to use English. This fact, being the most important in the consideration of the problem, became the core of the teaching technique. Group Two, needing a review and an increased proficiency in handling English, would be aided toward that end by helping in teaching Group One. Through using English alone in the classroom and helping the beginners to use it, they would gain the facility with the language which they needed.
Table One shows the results of the Gray-Votaw reading test which was given to Group Two. This group of nine students had studied English in school, as shown in the results of the test. The test was given as directed by its authors.

**TABLE 1**

**RESULTS OF GRAY-VOTAW READING ACHIEVEMENT TEST**

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Grade</th>
<th>Vocabulary</th>
<th>Word Choice</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karl Arend</td>
<td>3</td>
<td>29</td>
<td>33</td>
<td>..</td>
</tr>
<tr>
<td>Antonio Lehmann</td>
<td>4</td>
<td>22</td>
<td>29</td>
<td>..</td>
</tr>
<tr>
<td>Evamarie Sandweg</td>
<td>4</td>
<td>24</td>
<td>35</td>
<td>..</td>
</tr>
<tr>
<td>Walter Arend</td>
<td>4</td>
<td>32</td>
<td>31</td>
<td>..</td>
</tr>
<tr>
<td>Otto Schwartz</td>
<td>6</td>
<td>39</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Erjen Hansachenberg</td>
<td>7</td>
<td>32</td>
<td>..</td>
<td>45</td>
</tr>
<tr>
<td>Rosie Neupert</td>
<td>7</td>
<td>40</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Charlotte Krause</td>
<td>7</td>
<td>35</td>
<td>43</td>
<td>49</td>
</tr>
<tr>
<td>Karl Schwarz</td>
<td>8</td>
<td>44</td>
<td>37</td>
<td>45</td>
</tr>
</tbody>
</table>

Since the core of our teaching technique was for Group One to learn to use English, and Group Two to achieve fluency of expression in English, and since this comprised the whole reason for conducting a "Speaking English" class in the summer school session, it became imperative that all the speaking done in the class must be done in English. Many times both teacher and pupil had to make recourse to pantomime, demonstration, or diagram, but the German language was never used for purposes of clarifying sentences, or explaining to the pupils. This was truly a "Speaking English" class.

Every one had to speak English as much as was possible at his grade level, so words for that purpose were needed. It would have been very easy to slip from our goal, and use only words that presented themselves
to mind at the moment, but the need was for words that were "operators". By "operators" we mean words which are basic in the English language, which could be taught readily, grasped easily, and which would give our pupils a functional, though small vocabulary. The spelling of the words was a minor factor and was not stressed, and even the recognition of the written word was of small importance. The aim for our four week course was the recognition of the word when heard, and the immediate association of the word with the object which it represents. For the beginners, rules of grammar and sentence construction were omitted, but parts of speech were given a slight amount of attention for the benefit of Group Two. As soon as possible, isolated words were discarded for the use of complete sentences. In this manner the word in its relationship to other words in the language was learned without the confusion of adding the rules of grammar to what already must have seemed to the pupils more than they could absorb at once.

In many cases, diagrams on the blackboard were used to bring out and impress upon the pupils the meanings of words or the types of words. For example, an arrow was used as an indicator of action or direction for each preposition. The diagrams often remained on the blackboard for several days and were referred to frequently. All words were defined by demonstration, action, or picturing, rather than by resorting to the use of the mother tongue for definitions. Complete sentences were written on the board and repeated orally. Questions and their answers were written and repeated.

This perhaps was parrot-like, but it was a speaking class. This repetition gave to the beginner both confidence in saying the English
words, and a knowledge of them, while at the same time it was affording an effective means of review for Group Two. The members of Group Two were assigned, individually, as helpers to members of Group One. In all class activities they assisted by guiding, directing, suggesting, pantomiming, picturing, or by any means which presented itself to them, with the exception of the use of the German language. The members of Group Two readily agreed to be helpers in order that the objective of the entire class could be reached in the given time.

A schedule was followed, but changes were made as the need developed, and in any instance where there had to be a choice, action and demonstration was given preference over rules or routine. All materials for teaching were prepared on the evening preceding the lesson, and any diagrams needed were placed on the blackboard. As soon as the pupils were seated in the morning, word cards which were to be learned that day were distributed. The class procedure was never fixed and inflexible, but rather, followed the expressed and visible needs of the two groups. The greater part of the teaching was done through conversation in simple sentences with each sentence bringing to the attention of the pupils the new words contained in the lesson. Such conversations as the following were heard daily:

Teacher: "This is a dog." (Showing a picture of a dog.)

Class: "This is a dog."

Teacher: "This is a flag."

Class: "This is a flag."

After several days of associating words with objects, the conversations began to reflect the increased word power of the pupils as shown by the following:
Teacher: "Wolfgang, get the book off my desk."

Wolfgang: "I am getting the book off your desk."

Teacher: "Give the book to Johnny, Wolfgang."

Wolfgang: "I am giving the book to Johnny."

Johnny: "I am getting the book from Wolfgang."

Teacher: "Johnny, put the book in your desk, please."

Johnny: "I am putting the book in my desk."

Teacher: "Take the book out of your desk."

Johnny: "I am taking the book out of my desk."

Teacher: "Johnny, be seated, please."

Johnny: "I am sitting down."

This type of procedure was used throughout the entire summer session.

When Group Two was engaged in helping Group One, the action became more complicated. Pupils were used as objects or individuals, and other pupils asked to walk "around, behind, before, with, among" them. Table Two shows the daily schedule.

**TABLE 2**

**BASIC SCHEDULE FOR DAY'S TEACHING**

<table>
<thead>
<tr>
<th>Time</th>
<th>Group One</th>
<th>Group Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 to 8:30</td>
<td>Picture-Word Study</td>
<td>Helping</td>
</tr>
<tr>
<td>8:30 to 8:45</td>
<td>Card Games</td>
<td>Helping</td>
</tr>
<tr>
<td>8:45 to 9:00</td>
<td>Personal work, sentences</td>
<td>Studying parts of speech</td>
</tr>
<tr>
<td>9:00 to 9:25</td>
<td>Recess</td>
<td>Drill parts of speech</td>
</tr>
<tr>
<td>9:25 to 10:00</td>
<td>Word action, demonstration</td>
<td>Recess</td>
</tr>
<tr>
<td>10:00 to 10:30</td>
<td>Word action, demonstration</td>
<td>Helping</td>
</tr>
<tr>
<td>10:30 to 11:30</td>
<td>Dismissed</td>
<td>Reading, comprehension</td>
</tr>
<tr>
<td>11:30</td>
<td>. . . . . . . . . . . . .</td>
<td>Dismissed</td>
</tr>
</tbody>
</table>

When Group One was dismissed at 10:30, it had participated in an
hour and forty minutes of class work. Group Two had assisted one hour
and ten minutes and had fifteen minutes of study and seventy minutes in
class periods when it was dismissed at 11:30.

The "Speaking English" class was allotted two weeks more time at
the end of the summer session. A special test, the results of which are
shown in Table Three, was made for the three first graders. Papers were

**TABLE 3**

SCORRS OF THREE FIRST GRADE PUPILS ON FINAL TEST

<table>
<thead>
<tr>
<th>Pupil Unassisted</th>
<th>Teacher Pronouncing Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Right Wrong Skipped</td>
<td>No. Right Wrong Skipped Eng.</td>
</tr>
</tbody>
</table>

**Peter Lehmann**

<table>
<thead>
<tr>
<th>9</th>
<th>5</th>
<th>4</th>
<th>0</th>
<th>9</th>
<th>8</th>
<th>0</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>3</td>
<td>9</td>
<td>2</td>
<td>14</td>
<td>13</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>14</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>37</td>
<td>17</td>
<td>30</td>
<td>10</td>
<td>37</td>
<td>55</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

**John Seeman**

<table>
<thead>
<tr>
<th>9</th>
<th>2</th>
<th>0</th>
<th>7</th>
<th>9</th>
<th>9</th>
<th>0</th>
<th>0</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
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<tr>
<td>10</td>
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<td>10</td>
<td>10</td>
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<td>0</td>
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<tr>
<td>14</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>14</td>
<td>13</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>2</td>
<td>3</td>
<td>9</td>
<td>14</td>
<td>13</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>37</td>
<td>11</td>
<td>6</td>
<td>40</td>
<td>37</td>
<td>55</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

**Wolfgang Bethke**

<table>
<thead>
<tr>
<th>9</th>
<th>4</th>
<th>0</th>
<th>5</th>
<th>9</th>
<th>9</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>3</td>
<td>0</td>
<td>7</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>0</td>
<td>2</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>11</td>
<td>0</td>
<td>3</td>
<td>14</td>
<td>14</td>
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<td>3</td>
<td>6</td>
<td>14</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>37</td>
<td>31</td>
<td>3</td>
<td>23</td>
<td>37</td>
<td>57</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
prepared with a list of fifty-seven words that were also pictured. The pupils were asked to draw a line from the word to the picture with no help from the teacher. Then the same test was made with the teacher pronouncing the words. Sentences using a blank line instead of the personal pronoun, singular form, had been printed and each pupil told the teacher the word to write in the blank space. The highest possible score was fifteen.

The final test for the other members of Group One consisted of three parts: (1) the test of the personal pronoun similar to that given the three first grade children; (2) the Gray-Votaw Reading Test; and (3) one hundred words with picture representations on the same sheet. In the picture test the students were to write on the line under the picture the number corresponding to the word. The score was the number right.

Table Four shows the scores for the three parts of the final test.

**TABLE 4**

**SCORES OF GROUP ONE ON FINAL TEST**

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Grade</th>
<th>Part I</th>
<th>Part II</th>
<th>Part II Cont'd</th>
<th>Part III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jaffa Loeschner</td>
<td>2</td>
<td>8</td>
<td>..</td>
<td>..</td>
<td>90</td>
</tr>
<tr>
<td>Marianna Sandwe</td>
<td>2</td>
<td>15</td>
<td>12</td>
<td>..</td>
<td>95</td>
</tr>
<tr>
<td>Loretta Loeffler</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>..</td>
<td>98</td>
</tr>
<tr>
<td>Ingrid Rupret</td>
<td>2</td>
<td>8</td>
<td>..</td>
<td>..</td>
<td>84</td>
</tr>
<tr>
<td>LeVerne Deki</td>
<td>2</td>
<td>10</td>
<td>3</td>
<td>..</td>
<td>75</td>
</tr>
<tr>
<td>Janet Deki</td>
<td>3</td>
<td>12</td>
<td>8</td>
<td>..</td>
<td>80</td>
</tr>
<tr>
<td>Ernst Lehmann*</td>
<td>3</td>
<td>17</td>
<td>20</td>
<td>37</td>
<td>99</td>
</tr>
<tr>
<td>Ingrid Loeschner</td>
<td>3</td>
<td>21</td>
<td>16</td>
<td>..</td>
<td>95</td>
</tr>
<tr>
<td>Rudi Von Lusurist</td>
<td>3</td>
<td>15</td>
<td>..</td>
<td>..</td>
<td>75</td>
</tr>
</tbody>
</table>

* Could speak English, but did not know any printed words.

At the end of the five weeks course the same test which was given
at the beginning was given Group Two, and Table Five shows a comparison of the results of the two tests.

**TABLE 5**

**COMPARISON OF FIRST AND SECOND TESTS GIVEN GROUP TWO**

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Grade</th>
<th>First Test (before teaching)</th>
<th>Second Test (after teaching)</th>
<th>Score Raised</th>
<th>School Grade Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karl A.</td>
<td>3</td>
<td>29 33</td>
<td>41 39 34</td>
<td>12 6</td>
<td>3-7 3-5 2-7</td>
</tr>
<tr>
<td>Antonio L.</td>
<td>4</td>
<td>22 29</td>
<td>34 61 32</td>
<td>12 34 32</td>
<td>3-0 5-7 3-0</td>
</tr>
<tr>
<td>Evamarie S.</td>
<td>4</td>
<td>24 35</td>
<td>39 43</td>
<td>15 8</td>
<td>3-6 5-0 ...</td>
</tr>
<tr>
<td>Walter A.</td>
<td>4</td>
<td>32 31</td>
<td>45 41 31</td>
<td>13 10</td>
<td>5-6 3-7 3-0</td>
</tr>
<tr>
<td>Otto S.</td>
<td>6</td>
<td>39 40 30</td>
<td>45 49 40</td>
<td>6 9 10</td>
<td>5-6 5-3 4-6</td>
</tr>
<tr>
<td>Egon R.</td>
<td>7</td>
<td>32 45</td>
<td>53 60 61</td>
<td>20</td>
<td>6-0 5-6 5-3</td>
</tr>
<tr>
<td>Rosie M.</td>
<td>7</td>
<td>40 45</td>
<td>81 77 94</td>
<td>41 32 51</td>
<td>8-8 8-5 9-9</td>
</tr>
<tr>
<td>Charlotte K.</td>
<td>7</td>
<td>35 43</td>
<td>49 53 78 73</td>
<td>12 35 24</td>
<td>7-2 8-2 8-5</td>
</tr>
<tr>
<td>Karl S.</td>
<td>8</td>
<td>44 37</td>
<td>45 54</td>
<td>67 65</td>
<td>10 30 7-3 8-0 7-8</td>
</tr>
<tr>
<td>Lillian P.</td>
<td>8</td>
<td>...</td>
<td>69 80</td>
<td>80 ...</td>
<td>...</td>
</tr>
<tr>
<td>Fritz W.</td>
<td>6</td>
<td>...</td>
<td>55 45 54</td>
<td>...</td>
<td>7-4 5-0 5-3</td>
</tr>
<tr>
<td>Max G.</td>
<td>6</td>
<td>...</td>
<td>25 43</td>
<td>...</td>
<td>3-4 5-0 ...</td>
</tr>
</tbody>
</table>

* A -- Vocabulary  B -- Word Choice  C -- Comprehension

In the twenty-eight days of actual class work, this group, by assisting Group One, who knew no English, helped themselves as much as they did the others. To Group Two belongs much of the credit for the progress of Group One, as well as for the gain they made as individuals. This system, which was born of the necessity for personal work with those in Group One, and the brevity of time allotted for the course, resulted in the achievement of both goals which had been set for the "Speaking English" class, and promoted self-confidence among the members of Group Two.
A Night Class for Adults

The success of this course in "Speaking English" was responsible for the organization, January 24, 1946, of an adult class of Japanese who wanted to learn to use the English language. There was an enrollment of twenty-five. At the first meeting of the class an interpreter was used to explain the general procedure of the class, and that the class was to speak only in English. The class met on Tuesday, Thursday and Saturday evenings from seven o'clock until eight-thirty. The author had worked out definite aims, class teaching techniques, and materials to be made, following in general the procedure and methods used in the class of German children the preceding summer.

The Formation of Nine Classes for Children

During examination week at the end of the first semester, the superintendent brought the author the information that both the German and Japanese schools were to close, and that there would be no more teaching within the camp except in English. This brought an increase in the enrollment of the affiliated school from one hundred and twenty-five pupils to four hundred and eighteen pupils.

The greater part of this group who were being transferred from the German and Japanese schools could not enroll in the regular classes in our school because they would be seriously handicapped without a speaking knowledge of English. Since all the work must be taught in English, again it was necessary to form separate classes for those who could not use the English language. The primary aim of these classes was to give these students a functional use of English so that they might join the other classes in the school.
The author's problem then presented itself in its complete form:
"Giving non-English speaking Germans and Japanese a basic speaking ability in English through using only English in the classroom."

The school records showed that there would be approximately seventy-five German children and one hundred or more Japanese children in this new group. This made necessary the division of these large groups into classes which would not be too large for the oral type of teaching technique which was to be followed. The ideal number for such a class would have been less than twenty, but because of the difficulty of securing teachers, our groups were formed into classes averaging twenty-two pupils. There were three classes for German children, six classes for Japanese children, and the night class of Japanese adults was continued. The materials which had already been prepared for the adult class had to be modified and revised for the classes of children. Also, there was the problem of finding teachers for the new classes, and training the teachers in the technique of teaching "Speaking English", since it was impossible for the author to teach each class personally and still carry on his duties as principal.

The teachers for the three classes of German children were secured from among the teachers who had been in the German-speaking school, and the teachers for the six classes of Japanese children were secured from the English-speaking high school students. All these teachers were given training by the author in the methods he suggested for conducting the classes. Teaching materials were prepared in advance of the lessons by the author, and were taught to the teachers. Then a handbook of instructions and teaching procedures was prepared for the teachers, giving them
a picture of the aim and the methods to be used in reaching the aim of their class work in a logical and orderly manner.

The importance of speaking only in English in the classroom was stressed over and over again to the group of teachers, and they, in turn, stressed it in the classroom. The author carried on a program of active supervision of all the class work in these "Speaking English" classes so that the achievements of all the classes might be seen as a whole and that the goal which had been established might be reached more quickly and efficiently.
CHAPTER II

THE TEACHERS MANUAL FOR "SPEAKING ENGLISH" CLASSES

The following manual was evolved for the use of the individual teachers in conducting their classes in "Speaking English". Since the manual in its entirety was written and compiled by the author of this thesis, it will be given here in its original form, without further acknowledgement of source.

Suggestions to Teachers

Before definite lessons can be carried through successfully, it is best to understand the general procedure and the definite aim of this study.

It is desired that the course will give to those taking it the ability to commune one with another in simple oral English.

The procedure to be followed is first, to build up a knowledge of several hundred English words, principally nouns, words of operation, qualities, and things that are common in all languages. For this reason the course is based primarily on a basic list of words, but many others will be used. Words will be recognized only as a means of speech, and not as spelling or written work, but the copying of words will be used as an aid in learning them. Oral communication is the aim.

There will be two periods for classwork each day, consisting of two hours in the morning and one hour in the afternoon. The first objective
is to build up from one hundred to two hundred words of definite known
things, the work to be done in complete sentences. This vocabulary
building is to be accomplished by the means of signs, objects, pictures,
demonstration, and by the spoken or written English word. Note: All
class work is to be in English. Cards with the printed word on one side
and a sketch of the object on the other side are to be furnished as the
first means used in this step. Repetition is the chief essential in
the class work, press it constantly.

The work is divided into lessons because a definite aim is to be
attained before progressing beyond a division. A lesson does not mean
that the aim must be attained with one or two class meetings. A lesson
means that the class must attain that goal before new material is intro-
duced. In the beginning, only the words given in each lesson are to be
used, and these words are to be used in short sentences.

In the use of an object or picture, a complete sentence is employed,
such as, "This is a chair", and not merely the word "chair". The parts
of speech are not to be mentioned as such, but are to be built up in
whole sentences. The singular or plural of nouns or verbs also shall be
omitted at first. These will be used as the work progresses, and their
explanation will be given at a time when it can be understood.

The General Procedure

It is necessary to know just how much English each pupil knows,
therefore a definite method for certain parts of the class work is to
be maintained.

First step: Indicate by holding your hand over your mouth and
shaking your head that silence is wanted. Write the word on the blackboard, but covered so that none can recognize it. Again, shake your head, cover your mouth, then reveal the word and hold up your hand, nodding your head. Then the word is pronounced by teacher and group. At this point, while repeating the word, the card with the word on it is given to those who do not know it. This process is repeated until a number of cards or words have been used. The cards are to be used by the individual in his study at home. If a large number of pupils do not know the words, then by pairing members, drill upon the words with constant supervision by the teacher. After the word can be recalled by looking either at it or the picture, the cards are to be returned.

The number of words given at one period depends upon the various ages of the students in the class. Before new words are introduced, all the students must have mastered the words previously presented.

Procedure 1, Vocabulary Building

Our objective is to learn to speak the English language in as short a time as possible, so the individual may express himself on his own level and may be easily understood. In order to do this, definite lesson plans or aims are being prepared, which are to be followed faithfully. As far as is possible, each step is to be accomplished as given. Should the material be late in reaching the teacher, it is expected that the teacher will review the material already covered.

The first step in this procedure is the use of the verb "to be" in the third person, singular, present tense in a complete sentence. The demonstrative pronouns "this" and "that" are used to introduce every
noun presented. The personal pronouns "I", "you", "he", "she", and "it" with their respective possessive cases, "my", "your", "his", "hers", "her", and "its" are to be used. The vocabulary for the most part will be things that are commonly known. It is considered best to begin by naming the parts of the body and the things which are in the class room. It is easy for the teacher to start by placing his hand on his head and saying "This is my head"; the class then responding in unison. The sentence as a whole is written on the blackboard and is repeated several times by the class. A complete picture of the sentence is desired. This procedure with "this" and "that" introducing the nouns is to be continued until a vocabulary of one hundred or more words has become the basic vocabulary of the pupils. In addition to objects which can be demonstrated by being shown to the class, cards with a sketch of an object and with the name of the object on the opposite side will be furnished as rapidly as they can be made. The student, by playing "solitaire" with his cards, or by working with another pupil can easily learn twenty-five or more words a day. Later, for checking purposes, cards with the name only may be given, for the student to write its meaning on the reverse side, and at other times, cards with the picture only should be given for the student to write the name of the object.

Short simple sentences containing only a very few words should be used at first. In this way the students will not become confused. After sentence building becomes easy, many more words can be used. Adjectives and adverbs are to be added gradually to the vocabulary, but the limitation at the beginning is so great that the structural element does not stand out as clearly as it should. The slow learner is to be aided, encouraged,
and even pushed so that he can develop a feeling of confidence within himself. At the same time, the rapid learner should be encouraged to attain his maximum.

The teacher is requested not to be discouraged with the apparently barren limitations of the early lessons and material. As the lessons progress, notes will become more brief, because what has been said so far applies in principle to all lessons, and to the way in which they can be most readily presented. Each lesson, with a demonstration of teaching techniques, will be given to the teachers before they present it to the students. The teacher should try to take advantage of all possible avenues of approach to the student, and should use his own ideas in presenting the words and sentences. Pictured suggestions will be given, but this does not mean that there is only one way of presenting the material.

Material to be emphasized in this procedure is as follows:

Verb: "To be" (Use at the beginning only the 3rd person, singular, present tense, "is".)

Pronouns: First person - "I", "my"; Second person - "you", "your"; Third person - "he", "she", "it", "his", "her", "its".

Demonstratives: "This", "that".

Vocabulary: Parts of the body and all things available in the classroom.

Examples: "This is my head"; "That is your head".

Emphasis: The emphasis should be placed on complete sentences.

The pages which follow are examples of the vocabulary cards which were used in building procedure one. The pictures for the cards were made by Japanese and German internees, and for the purposes of this thesis have been reproduced faithfully.
Cards Used in Vocabulary Building
(Picture Side)*

*Words printed on reverse side.
<table>
<thead>
<tr>
<th>drum</th>
<th>boy</th>
<th>flag</th>
</tr>
</thead>
<tbody>
<tr>
<td>bird</td>
<td>squirrel</td>
<td>kite</td>
</tr>
<tr>
<td>duck</td>
<td>house</td>
<td>horse</td>
</tr>
<tr>
<td>tree</td>
<td>ring</td>
<td>box</td>
</tr>
</tbody>
</table>
Cards Used in Vocabulary Building
(Picture Side)

*Words printed on reverse side.*
<table>
<thead>
<tr>
<th>cup</th>
<th>dish</th>
<th>train</th>
</tr>
</thead>
<tbody>
<tr>
<td>star</td>
<td>wagon</td>
<td>cat</td>
</tr>
<tr>
<td>rabbit</td>
<td>moon</td>
<td>man</td>
</tr>
<tr>
<td>fork</td>
<td>chicken</td>
<td>airplane</td>
</tr>
</tbody>
</table>
Cards Used in Vocabulary Building
(Picture Side)*

*Words printed on reverse side.
<table>
<thead>
<tr>
<th>hat</th>
<th>bed</th>
<th>cat</th>
</tr>
</thead>
<tbody>
<tr>
<td>girl</td>
<td>nest</td>
<td>ball</td>
</tr>
<tr>
<td>hund</td>
<td>book</td>
<td>apple</td>
</tr>
<tr>
<td>mouse</td>
<td>flower</td>
<td>toy</td>
</tr>
</tbody>
</table>
Cards Used in Vocabulary Building
(Picture Side)*

*Words printed on reverse side.
<table>
<thead>
<tr>
<th>woman</th>
<th>dog</th>
<th>car</th>
</tr>
</thead>
<tbody>
<tr>
<td>door</td>
<td>window</td>
<td>eye</td>
</tr>
<tr>
<td>fish</td>
<td>cow</td>
<td>man</td>
</tr>
<tr>
<td>milk</td>
<td>boat</td>
<td>egg</td>
</tr>
</tbody>
</table>
Procedure 2, Articles "A" and "An"

The aim of teaching the use of "a" and "an" is to contrast the definiteness of the ownership as shown by the possessive pronouns with the indefinite articles. Again, no rules are to be given, but the meanings will develop naturally when a larger vocabulary has been developed. Instead of rules, a few examples are given here and the teacher can supplement them with others by the use of objects or pictures.

Examples: This is an apple. That is an arm. 
This is an ear. That is an eye. 
This is an ink bottle. That is an ice cream cone. 
This is an orange. That is an owl.

Attention to the difference between "a" and "an" is then emphasized by writing one of the above sentences on the blackboard and contrasting it with other sentences using "a", underlining both "an" and "a".

Example: This is a leg. That is an arm. 
This is a pencil That is an apple.

Procedure 3, Developing a Vocabulary

The aim now is to broaden the horizon for the pupil by developing his vocabulary.

A lesson sheet will be provided for the class. At first the teacher is to prepare the students by introducing the following step. We are establishing word-order in the sentences, and every word of each sentence must be said in its proper place until every student has the pattern firmly fixed in his mind.

Verbs: "to get", "to give" Use the first, second, and third person, singular, present tense only.

Prepositions: "to", "from".

Pronouns: "me", "you", "him", "her", "it".
Examples: I give the ball to you. He gets the ball from me.

I give I get I put I take
You give You get You put You take
He, she, it gives He, she, it gets He, she it puts He, she, it takes

To . . . . I give this ball to you, and you get this ball from me.
From . . . . You give the ball to me, and I get the ball from you.
S. . . . . She gives a book to you, and you get the book from her.

These sentences are only examples. Be sure these verbs are used repeatedly in many sentences. Use as many nouns from the basic vocabulary as possible.

Procedure 4, Opposites

put take

on . . . . I put my hand on the table, and I take my hand off the table.

off . . . . You put your shoe on your foot, and you take your shoe off your foot.

takes . . . . He puts his coat on, and he takes his coat off.

puts . . . . She puts her hat on her head, and she takes her hat off.

He takes his hat and puts it on his head.

She puts her book on the table and he takes it off the table.

My arm is long.
Your finger is short.
His arm is big.
I am well.
He is sick.
The weather is warm today.
Yesterday it was hot.
This water is cold, but it was hot.

Opposites that can be demonstrated in the classroom.

<table>
<thead>
<tr>
<th>long</th>
<th>short</th>
</tr>
</thead>
<tbody>
<tr>
<td>big, large</td>
<td>small, little</td>
</tr>
<tr>
<td>tall, high</td>
<td>low, short</td>
</tr>
<tr>
<td>old, worn</td>
<td>new, young</td>
</tr>
<tr>
<td>hard, solid</td>
<td>soft, giving</td>
</tr>
<tr>
<td>bad</td>
<td>good</td>
</tr>
<tr>
<td>round, circle</td>
<td>square, rectangle</td>
</tr>
<tr>
<td>hot, warm</td>
<td>cold, cool</td>
</tr>
<tr>
<td>dirty, unkept</td>
<td>clean, tidy, neat</td>
</tr>
<tr>
<td>right</td>
<td>left, wrong</td>
</tr>
<tr>
<td>open</td>
<td>shut, closed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>black</th>
<th>white</th>
</tr>
</thead>
<tbody>
<tr>
<td>wet</td>
<td>dry</td>
</tr>
<tr>
<td>fast</td>
<td>slow</td>
</tr>
<tr>
<td>thick</td>
<td>thin</td>
</tr>
<tr>
<td>wide</td>
<td>narrow</td>
</tr>
<tr>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>sick</td>
<td>well</td>
</tr>
<tr>
<td>good</td>
<td>bad</td>
</tr>
<tr>
<td>asleep</td>
<td>awake</td>
</tr>
<tr>
<td>sweet</td>
<td>sour</td>
</tr>
<tr>
<td>fat</td>
<td>skinny</td>
</tr>
</tbody>
</table>
Illustrations for Teaching Opposites
Procedure 4

small

big

high

low

Tall

Short

Employ as many means as possible other than sketches to teach these opposites.
Study Sheet for Procedures 3 and 4

I give this apple to you.
You get this apple from me.

He gives that book to her.

You give this apple to me.
I get this apple from you.

She gets that book from him.

I put this pencil on the table.

You take the pencil off the table.

He puts his hat on the table.

She takes his hat off the table.

I say "Good morning" to you.

You say "Good morning" to me.
He says, "Good morning" to her.

"Good morning, how do you do?"

"What is the name of this in English?"

"In English, what is this called?"

She says, "Good morning" to him.

"I am well, thank you. How are you?"

"What is this in English?"

**Review Sheet for Procedures 3 and 4**

**give**

I give this ball to you.
You give this ball to me.
He gives this ball to you.
She gives this ball to me.
It gives this ball to him.

1. I give.
2. You give.
3. He, she, it gives.

1. I get.
2. You get.
3. He, she, it gets.

1. I put.
2. You put.
3. He, she, it puts.

1. I take.
2. You take.
3. He, she, it takes.

I give this apple to you.
You get this apple from me.

**get**

I get this ball from you.
You get this ball from me.
He gets this ball from you.
She gets this ball from me.
It gets this ball from her.

1. I am giving.
2. You are giving.
3. He, she, it is giving.

1. I am getting.
2. You are getting.
3. He, she, it is getting.

1. I am putting.
2. You are putting.
3. He, she, it is putting.

1. I am taking.
2. You are taking.
3. He, she, it is taking.

I am giving this apple to you.
You are getting this apple from me.

The teacher is to write the sentences on the blackboard to be used for study and drill.
I give this apple to him. He is getting this apple from me.
He gives this apple to me. He is giving this apple to me.
I give this apple to her. I am giving this apple to her.
She gets this apple from me. She is getting this apple from me.
She gives this apple to it. She is giving this apple to it.
It gets this apple from her. It is getting this apple from her.

Procedure 5, Adding Words to Vocabulary

Say
I say, "good morning" to you.
You say, "Good morning" to me.

Says
He says, "Good morning" to her.
She says, "Good morning" to him.

Note: Words at left margin are the ones to be emphasized in this procedure.

These are those
This is a card, and this is a card. These are cards. I give you this card and this card; they are cards. These are my cards. These are his cards. These are your cards. These are my cards. I put my hand on this table. I put my book on this chair. I take my book off that chair. I take my card off that table. I put this card in your hand. I take it from your hand. I put my hat on my head. You put your glove on your hand. He puts his shoe on his foot. She puts her apron on over her dress. We put our hats on our heads. You put your gloves on your hands. They put their shoes on their feet.

put

on
take
off

pur

take

He takes his shoe off his foot. She takes her apron off. We take our hats off our heads. You take your gloves off.
Procedure 6, More New Words

I give this card to you. I give it to you. I give this card and this card to you. I give them to you. One card is in your hand. It is in your hand. Two cards are in your hand. They are in your hand. You put them on that table. You put them there. I put them here. They are here on this table. I take three cards from you and I put them on this table. They are here. I give them to him and he puts them on that table. This pencil is on this table here. Those cards are on that table there. Those are here. Those are there. This is here. That is there.

Procedure 7, Possessive Apostrophe

Verb: "to be" - "am" first person present tense, singular.
"are" first, second, and third person, plural.

Pronouns: we you they us you them our your their

Articles: "the" (definite) "a" (indefinite)

Possessive Apostrophe:

The definiteness of "the" and the indefiniteness of "a" is a very difficult thing to teach. First, try to show by indicating that all the boys or girls in the class are, as individuals, "a" boy or "a" girl. This may be done by touching them individually and saying, "This is a boy." "This is a girl." Then pick out one pupil who is wearing something which is different from all the rest and say, "This is the girl with the red dress." The boy is wearing a black coat." Be sure to write the sentences on the board underlining the definite article "the."
Other sentences which can be used to bring out the differences between "a" and "the" follow.

This is a wall. That is a wall, but this is the east wall. That is the west wall. That is the south wall. That is the north wall. That is the floor. That is the ceiling. That is the sky. That is the sun.

The use of the possessive apostrophe is easily demonstrated through the use of articles belonging to various pupils. The technique may be seen in the following sentences:

This hat belongs to John. This is John’s hat.
This book belongs to Mary. This is Mary’s book.

Procedure 8. Past, Present, and Future Tense

Verbs: Simple future tense of all verbs that have been studied.
Adverbs: "then", "now", "today", "tomorrow"
Vocabulary: Days of the week (using calendar)

In teaching a new tense, the use of a clock face with movable hands is very desirable. Set the hands at nine, then say, "Now the clock says 9 o'clock. It will say 10 o'clock." Now move the hands and say, "Then it was 9 o'clock, but now the clock says 10 o'clock." Another method to use in teaching the future tense is using the days of the week. "Today is now. Tomorrow will be ______ (name the day). Today is Monday. Tomorrow will be Tuesday. Now it is Monday. The day after tomorrow will be Wednesday.

Demonstration: Stand in front of a pupil and say, "I am here. I will be there." Point to another desk and move over to that desk, saying, "Now I am here, but I will be at your desk." Then, standing in front of a pupil, hold up your pencil and say, "I give this pencil to you. No, (turning to another pupil) I will give it to you." This can be repeated using various objects in order to show that the meaning is not confined to a few situations.
Study Sheet for Procedure 3

I am a man.

I am a boy.

They are boys.

This is my hat.

That is your hat.

These are our hats.

This is her hat.

This is his hat.

These are their hats.
He says, "This is my house and this is your house."

This is our house.

Their houses are white.

These are their houses.

Their houses are small houses.

This is his watch.

This is her watch.

These are their watches.
Study Sheet

This is I.

This is you.

This is he.

This is she.

You and I are friends.

You and I are friends, We are friends.

He and she are friends.

He and she are they. They are friends.
Study Sheet, Prepositions

To

I give this book to you.

Into

I walk into the house.

In

I walk in the house.

Out

I walk out of the house.

From

I walk from the house.

After

I walk after the dog.

Before

I walk before the dog.

In front of

I walk in front of the dog.

In midst of

I walk in midst of, or among the dogs.

Among

I walk in midst of, or among the dogs.

Between

I walk between the dogs.

With

I walk with a stick.

Under

I walk under the flag.

On

I put the book on the table.

Off

I took the book off the table.

Off of

I took a leg off of the table.

Against

I walked against the table.
Study Sheet

Across

I put the sticks across the table.

Over

I put the key over the door.

At

I live at D-25-A, Crystal City.

The man said, "I am a man."

The man said, "You are a boy."

The boy said, "You are a man."
The boy said, "We are boys."

The boys said, "We are boys."

The man said, "You are boys."

The man said, "We are a group."

The man and the boys said, "The group is one."
He is one of the group.

The man said, "He is one of the group."

I am one of the group.

The boy said, "I am one of the group."

You are one of us.

The boys said, "You are one of us."

We are one.

The man and the boys said, "We are one."
Now it is 9 o'clock.

It will be 10 o'clock.

This is a bird.

Now it is here.

It will be there.

This day is ______ Today is ______ It is ______

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Tomorrow will be

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
<table>
<thead>
<tr>
<th>Yesterday</th>
<th>Today</th>
<th>Tomorrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was there.</td>
<td>I am here.</td>
<td>I will be there.</td>
</tr>
<tr>
<td>You were there.</td>
<td>You are here.</td>
<td>You will be there.</td>
</tr>
<tr>
<td>He was there.</td>
<td>He is here.</td>
<td>He will be there.</td>
</tr>
<tr>
<td>She was there.</td>
<td>She is here.</td>
<td>She will be there.</td>
</tr>
<tr>
<td>We were there.</td>
<td>We are here.</td>
<td>We will be there.</td>
</tr>
<tr>
<td>You were there.</td>
<td>You are here.</td>
<td>You will be there.</td>
</tr>
<tr>
<td>They were there.</td>
<td>They are here.</td>
<td>They will be there.</td>
</tr>
<tr>
<td>I gave.</td>
<td>I give.</td>
<td>I will give.</td>
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<td>You gave.</td>
<td>You give.</td>
<td>You will give.</td>
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<td>He, she, it gave.</td>
<td>He, she, it gives.</td>
<td>He, she, it will give.</td>
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<td>We gave.</td>
<td>We give.</td>
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<td>They gave.</td>
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<td>I got.</td>
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<td>He, she, it got.</td>
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<td>They got.</td>
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<td>He, she, it put.</td>
<td>He, she, it puts.</td>
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<td>They put.</td>
<td>They put.</td>
<td>They will put.</td>
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<td>I took.</td>
<td>I take.</td>
<td>I will take.</td>
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<td>You took.</td>
<td>You take.</td>
<td>You will take.</td>
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<td>He, she, it took.</td>
<td>He, she, it takes.</td>
<td>He, she, it will take.</td>
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<td>They took.</td>
<td>They take.</td>
<td>They will take.</td>
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Study Sheet

This is a desk.
I am here.
I will go from the desk to the door.
Now I go to the door.
Now I am here.

Jack and Joe, you will come to me from your seats.
Now they come to me.
They came to me.
Now they are here by me.
Jack goes to my desk.
Now he is at the desk.

Joe goes to his seat. Now he is at his seat. Jack comes back to the door. He is here now. He was at the desk. Jack goes to his seat and Joe goes to the desk. Joe goes back to his seat and now they are in their seats.
This is a football.

I kick the football.

It goes from me to you.

It went from my foot to you.

You kick the football back to me.

It came from you to me.

This is a home.

This is a school.

This is a bus stop.

This is a church.

This is a market.
Study Sheet
The Clothes Line

The clothes line story has a picture with many details given, and with some reading material based on the picture. The reading is limited to the words which have been studied. The object of this unit is still the building of the speaking vocabulary, linking this vocabulary to the various relationships of things and events as found in everyday living. The clothes line easily calls to the mind many details involved in washing, and later there will follow reading material in which the words will be used in a narrative. Thus a two-fold aim is intended; first, to learn the objects in a picture, and second, to be able to talk about them.

One must practice speaking English in order to speak it fluently. Of course, every teaching method is to be employed in teaching, and for that reason, some writing is necessary, even though it is not absolutely required. With these ideas in mind, pictures will be given without any explanations. These pictures are to be used by the teacher as he wishes. It is suggested that various objects be recognized, names written on the blackboard, and then short narratives given, emphasizing speaking. Pictures may be colored as the student recognizes the object and its name. Students are to be encouraged to talk about the things found in the picture.

The reverse side of the picture is for class use, therefore it will be left blank. As the picture is used, the teacher may take the class upon an imaginary trip and name the objects, or better, on a real field trip and learn interesting things with which to build a narrative for class use later.
This is a clothespin.  This is a clothes line.  This is a shirt.  This is a towel.

This is a pair of socks.  This is a dress.  This is an apron.  This is a pair of trousers.

This is a clothesline.  On this line are some clothes; a pair of socks, a pair of stockings, a shirt, a dress, a pair of trousers, an apron, and a towel.  The clothes line is between two posts, and the clothes are pinned on the line.  They are clean clothes.  The house maid put them on the line to dry.  They were washed and now are in the sunshine to dry.  There will be more work to do when they are dry.  The maid will take the socks off the line and put them away in a drawer.  She will take the stockings off and put them away.  The shirt will be ironed and put on a hanger in a closet.  The dress, also, will be put on a hanger and put in the closet.  There will be much hard work on the trousers before they can be put away.  The towel will be put away with very little work on it.  The towel will be put on a shelf in the bath room.  All the clothes are clean and are put away in places where it is easy to reach them.  The maid goes the clothes when they are soiled and puts them away when they are clean.  She washes the clothes, then she irons the clothes and puts them away.  Mothers who wash clothes are always working.  The getting, washing, and putting away of everything is a very big job for them.
Suggestions for Teaching Prepositions

Have the pupils use objects in demonstrating the usage: to put, on, over, under, by, against, near, at, across, and so forth. Draw a large circle on the floor. "Johnny, walk into the circle. Stop. Walk in the circle. Walk out of the circle. Here, walk with this stick. Jack and Joe, come here please. Now, Johnny, walk with Jack and Joe. Walk between Jack and Joe. Walk in front of Jack and Joe. Walk behind them. Walk before them. Walk around them. Walk after them." Call several others forward and repeat the procedure, then add the following. "Johnny, walk among the pupils. Walk about them. Walk in the midst of them."

A List of Things

What
What is this?
This is a glass.

What is that?
That is a spoon.

What is this?
This is a nail.

Which
What are these?
They are a needle and a pin.

Which is the needle?

What is that?
That is a cup.

What is this?
This is a knife.

What is that?
That is a fork.

What is the name of this?
This is a screw.

What is this?
This is a key.
The needle has an eye in one end
and a sharp point at the other end.
Which one is the pin? The pin is
the one with a head on it.

What are these things?

They are a table, a
chair, a book, and a
glass.

Which is the chair?
The chair is back of the
table.

Which things are on the
table? The book and the
glass are on the table.

Which are the leaves of
the book? These are the
leaves of the book.

What is this?

This is a book.

What part of the book
is this?

That is the book cover.

What part of the book
is this?

That is the back of the book.

Where:

Where is the knife? - The knife is between the cup and the fork.

Where is the fork? - The fork is between the knife and the screw.

Where is the screw? - The screw is between the fork and the key.

Where is the key? - The key is below the screw.

Where is the glass? - The glass is on the table.

Where is the chair? - The chair is back of the table.

Where is the needle? - The needle is across the pin.
Procedure 9. *What, Which and Where*

Interrogative pronouns: "what", "which" and "where".

Note: Supply "List of Things" to students when presenting this step.

*What:* What should be used as an interrogative pronoun only, and not as a relative pronoun at this point. In every example given to the class, it must be possible to use a noun instead of "what". "What is one of the most indefinite question words, but if learned as an interrogative pronoun, its relative use will become natural. "What" asks for an answer. If the sentence is formed first with a noun, then substituting "what" in the place of that noun, it will be easy to see whether the predicate is singular or plural. (This rule applies to "there" also.)

*Example:* This is a pencil. What is this? Answer: This is a pencil.

These are pencils. What are these? Answer: They are pencils.

*Which:* The introduction of "which" is used instead of the nouns.

*Example:* Here are a hat, a coat, and a chair. What are these things? They are a hat, a coat, and a chair. Which is the hat? The hat is the one on the chair. Which is the coat? The coat is the one hanging on the wall. Which is black, the coat or the hat? The hat is black. Which is the chair? The chair is the one standing by the table. This can be carried further with other things in the room.

*Where:* "Where", taught following "which", easily forms a review of the positions of all persons and things in the room. Where is the desk? Where is the stove? Where are the lights? Where is John? Where is Jack? Where are John, Jack, and Joe?
This is a desk.

I am here.
I will go from the desk to the door.

Now I go to the door.

I was there.

Now I am here.

Am I at my desk?  -  No, you are at the door.
Where am I?  -  You are at the door.
Now where am I?

Jack and Joe, you will come to me from your seats.

Now they come to me.

They came to me.
Now they are here by me.

Jack goes to my desk.

Is Jack at my desk?  Yes, he is at your desk.
Is Joe at my desk? No, he is with you at the door. Which is at my desk, Jack or Joe? Joe is at the desk. Joe, you will go to your desk. Where are Jack and Joe? They are at your desk. Jack and Joe, you will come to me.

Where were Jack and Joe?
They were at your desk.

Where are they now?
They are at the door with you.

Are they in their seats?
Yes, Joe, John, and Dick are in their seats.

Joe, will you come to me?

Did Joe come to me?
Yes, he came to you.

Is Joe in his seat?
No, he is not in his seat.
Where are John and Dick? They are in their seats.
Did John and Dick come to me? No, Joe came to you.
Is Joe’s seat empty? Yes, it is empty.

Joe, will you go to your seat?

John and Dick, will you come to me?

Is Joe going to his seat? Yes, he is going to his seat.

Are John and Dick coming to me? Yes, they are coming to you.

Procedure 10, *When, How, Why, and Because.*

Interrogatives: "when", "how", "why".

Conjunction: "because".

"When", "how", and "why" naturally follow "what", "which", and "where", and the conjunction "because" explains their relationship to each other. Countless other developments can readily be seen.

Example: 
- When did John leave? . . . . . . . . He left just now.
- Why did John leave? . . . . . . . . Because he is sick.
- How did John leave? . . . . . . . . He left in his car.
Study Sheet, When, How, Why, Because

When does the ball come to you?

How did the ball come to you?
Why did the ball come to you?
The ball came to me because you kicked it to me.

When will the ball come to me?
I will kick it to you.
How did the ball come to me?
I kicked it to you.
Why did it come to me?
It came because I kicked it to you.

When do we rest our bodies?
We rest our bodies at night.

How do we rest our bodies?
By reclining, and by sleeping.

Why do we rest our bodies?
We rest because we get tired.
Why are you going to town? I am going for my mail.
When are you going to town? I am going after 5 o'clock.
How are you going to town? I am going on the bus.
Why don't you walk to town? Because I can ride on the bus.
When is he coming here? He is coming in June.
How is he coming? He is coming by plane.
Why is he coming by plane? He is in a hurry to get here.
Why is he in a hurry to get here? He wants to see his mother.
When are the birds happy? They are happy in the spring.
When do the flowers bloom? They bloom in their seasons.
Why is it dark at night? The stars are not very bright.

No Is the door open? No, it is shut. Is the window open? Yes,
it is open. Is it seven o'clock? Yes, it is seven o'clock.
Is it eight o'clock? No, it is seven o'clock. Is it dark
tonight? Yes, it is dark tonight. Is the moon shining? No,
the moon is not shining. Are the stars shining? Yes, the stars
are shining. Is it warm tonight? No, it is cool tonight. Was
it cool last Saturday night? No, it was warm last Saturday
night. Is it raining tonight? No, it is not raining tonight.
Were Are you sick tonight? No, I am well tonight. Were you sick
last night? No, I was well last night. Were you sick last week?
No, I was not sick last week. Was John sick last week? Yes,
he was sick. Were your children sick last week? No, they were
sick week before last. Were they at school last week? Yes,
they were at school. Where do you live? I live at T-24-A.
Which Where do you live? I live at D-29-2. Which house is your house?
Or My house is the last house on this street. Is John or Mary
Both going to school today? They are both going. Which one is older,
John or Mary? John is older than Mary.
Are they doing well in school? Yes, they are doing very well in their school work. Which school do they go to? They go to the East Side School. Is the school near or far from your home? It is not very far. They can walk to it easily. Do you take them there in bad weather? Yes, when it is bad I take them.

Which one resembles their father, John or Mary? Mary resembles her father very much. Which is the harder, washing or cooking? Washing is the harder. When you make a pie, do you make one, or more than one? I usually make two or more. Will you call me when you get home? Yes, I'll call you. Where is my pencil? It is in your pocket. Which pocket is it in? It is in your inside pocket. When did I put it there? You put it there just a few moments ago. Where is your pencil? It is on my desk or on the floor. Is your pencil red or black? It is black. Which is better, red or black? Black is better for the eyes.

Is red bad for the eyes? Yes, it is. Which colors do you say are better together, red and green, black and white, or yellow and purple? Black and white are good colors together.

This is a pencil
This is a rubber on the pencil.

The pencil is sharp on one end. There is a rubber on the other end of the pencil. The rubber is on one end and the point is on the other end of the pencil.
Note: The pictures are for class study and sentence building.

This is a dog.

This is the head of the dog.

These are its ears.

This is its tongue.

These are its fore legs.

This is the tail of the dog.

These are its hind legs.

These are its feet.

The Dog.

This dog has four feet. There are toes on its feet. On its toes there are nails. Its nails are sharp. The dog's teeth are sharp. He uses his teeth for biting. If the dog is angry its bite may be dangerous. The dog's bite is bad, but its bark is not. Its tongue is red. This dog has a long nose with a black tip. The dog's ears are large. Its tail is big. Its neck is big. It is a big dog. The dog's feet are called paws. The feet are on its legs. The dog's hair is short and it is colored white with black spots.

Some dogs are useful, but many are not. Many dogs are good pets for children. It is sometimes said that a dog is man's best friend. A dog is a friend of its owner.
Procedure 10, Cont’d.

Its:

Explaining "its" is not easy if one tries to show the difference between "its" and "it’s" at the same time. For this reason, it will be best not to mention "it’s" at this time.

"Its" was used in the beginning with no particular attention being brought to it. Now it is to be fully developed, but with no rule. If an object is not available for use in illustrating, then a picture of some bird or animal can be used.

This is a bird.

This is its tail.  This is its eye.

This is its wing.  This is its bill.

These are its feet.

Of:

The ownership shown by the preposition "of" had been used, but now it is necessary to use it as an aid in teaching the ownership of "its".

Examples follow:

That is the head of a doll. . . . . . . . . . . That is its head.
That is the foot of a bird. . . . . . . . . . . That is its foot.
That is the arm of a doll. . . . . . . . . . . That is its arm.
That is the eye of a doll. . . . . . . . . . . That is its eye.
That is the hat of the girl in white. . . . . . . . That is her hat.
That is the cap of the boy in black. . . . . . . . That is his cap.
He is the son of John Doe. . . . . . . . . . . He is his son.
That is the nest of a robin. . . . . . . . . . . That is its nest.
That is the house of a sparrow. . . . . . . . . . That is its house.
That is the cover of a book. . . . . . . . . . . That is its cover.
That is the leg of the dog. . . . . . . . . . . . . . . . That is its leg.
Procedures 11 and 12, Simple Punctuation

Procedures 11 and 12 do not introduce any new words. We have proceeded step by step, without rules, building by class work sheets and oral work, until sentences can be made and used by the class. "Do" was given in our first class session in using "How do you do?" with the question mark. The six interrogative pronouns were given with the question mark at the end of the sentence. "Yes" and "no" have been used in the class, both orally and in writing, but now our aim is to establish the fact that they are always followed by a comma when used to introduce a sentence. Example: Yes, that is right.

Our second aim is to impress upon the students that when certain verbs are used to introduce a sentence, that sentence must be followed by a question mark. The lesson sheets have been prepared with the idea of developing this simple punctuation in such a way as to make it seem natural. Without any explanations of the root of the verbs, they are placed in a sentence with the question mark at the end of the sentence, and then followed by a proper answering sentence. It is natural that "was", "were", "will", "have", and "has" belong to this step, and sentences will be used with them. But, again, they are not new words.

Early in our class work a "List of Opposites" was given for the purpose of vocabulary building. These words were learned and used in sentences. Now, through speaking and conversations, we should learn whether or not our students know these words.

Note:

Procedures 11 and 12 are listed in the class materials as Procedure 12.
Study Sheet
Procedure 12

Jim and Joe are in their seats.
Are they at the door?
No, Jim and Joe are in their seats.

Joe goes to the door.
Is Joe in his seat?
No, Joe is at the door.
Is Joe at the door?
Yes, he is at the door.
Is Jim in his seat?
Yes, Jim is in his seat.

Jim goes to the door.
Is Jim in his seat?
No, Jim is at the door.
Is Jim with Joe?
Yes, Jim and Joe are at the door.
Are both Jim and Joe at the door?
Yes, they are both at the door.
Procedure 12 - Cont 'd.

This is Jim's coat.
Whose coat is it?
It is Jim's coat.
Is this Joe's coat?
No, it is Jim's coat.

Whose hat is this?
That is Jim's hat.
Is it Joe's hat?
No, Joe has his hat on.

Whose books are these?
They are Joe's books.
Are these Jim's books?
No, Jim has his books.
Procedure 12 - Cont'd

Whose seats are these?
They are Jim and Joe's seats.
Did Jim and Joe go to the door?
Yes, they went to the door.

Are they near their seats?
No, they are at the door.
Whose books are in his seat?
Joe's books are in his seat.
Whose seat does not have books in it?
Jim's seat does not have books in it.

Whose hat is that?
That is Jim's hat.
Whose hat is Joe wearing?
Joe is wearing his hat.
Whose books is Jim carrying?
Jim is carrying his books.
Whose seat has a hat in it?
Whose seat has a hat in it?
Jim's seat has a hat in it.
Are Jim and Joe in their seats?
No, they are not in their seats.
Were they in them this morning?
Yes, they were in them this morning.

Are they at the door now?
Yes, they are at the door.

Will they go back to their seats?
Yes, they will go back to their seats.

Will they stay in their seats?
Yes, they will stay in their seats.

Will they study?
Yes, they will study.

Has Joe lost his hat?
No, Joe has his hat on.

Has Jim lost his books?
No, Jim has his books.

Will Joe get his books?
Yes, Joe will get his books.

Will Jim get his hat?
Yes, Jim will get his hat.

Have they all their things with them?
No, each one has left something in his seat.

Have you your pencils?
Yes, we have our pencils.
Study Sheet  
Some, Before, After, Any

One little bird,  
Two little birds,  
Three little birds,  
Four little birds,  
Five little birds,  
All sitting on a limb.

Along came a man with a big gun.  
Bang! Bang!  
Fly away birdies! Fly away!

Some:  
Here are some birds in a tree.  
There are five little birds.  
Five little birds are some birds.  
One little bird is just a bird,  
but four or five little birds are some birds. So five birds in a tree are some birds.
After

But after the gun's "Bang! bang!"
The little birds flew away and there were no little birds in the tree. "Bang! bang!" and there was no bird in the tree. No birds, not any birds, were in the tree.

Before

Before the man came, there were some birds. But after the gun went "Bang! bang!" there were not any birds in the tree.

All the birds flew away and not any birds were in the tree. At first the tree had some little birds in it. That was before the man with a big gun came. After the gun said "Bang! bang!" there were not any birds in the tree. Now there are five birds in the air. Five birds are some birds flying in the air.

Before, there were some birds.

After there were not any birds.

Five little birds are some birds, and they were there before the "Bang! bang!"

After that, there were not any little birds in the tree.
The teaching techniques and procedures given in the above manual for the teachers of "Speaking English" in the Crystal City Internment Camp were developed to fit the needs of the particular groups being taught. Also, while compiling the manual, it was necessary to keep in mind the fact that the greater part of the teachers had had no special training for teaching other than that given them by the author, and the instructions which were in the manual. Therefore more detailed instructions for class procedures were made than might have been necessary in a more normal teaching situation.

The illustrative drawings for the procedures were made by a Japanese minister who was interned in the camp, and by a German internee after the Japanese man was repatriated. For the purposes of this thesis, the drawings were reproduced by means of tracing, because it was believed that much of the interest of the manual lay in the style of the illustrations.
CHAPTER III

RESULTS OF THE "SPEAKING ENGLISH" CLASSES AS SHOWN
IN LETTERS FROM TEACHERS AND PUPILS

On first consideration, a written letter seems to be a rather strange way of showing progress in "Speaking English". However, these classes in the Crystal City Internment Camp began to express a desire and a need for writing and spelling in English. The teachers then introduced these aspects of using the English language in their classes to fill the need voiced by their students.

In compiling results for this thesis, the most visible results, and certainly the most accurate picture of the progress of the students can be obtained from the letters written by the students themselves. At the end of the teaching semester, the students were asked by their teachers to write letters to the author to show their progress in learning the English language. Of the one hundred twenty-five letters received, only a few could be used here, so the most representative ones have been selected. These letters present, in concrete form, the development of individual self-expression in English, and an interesting insight into the personal life of the students.

Each of the letters shown is reproduced faithfully from the original. The spelling, punctuation, capitalization, and wording are just as they appear on the actual letters written by the pupils. In some cases, the teachers tried to make corrections on the original copy of the letters,
and had the pupil send in a corrected copy. However, the author discouraged this practice, and asked particularly for the first copy written, since a corrected copy would be of little value in showing the true ability of the pupil to express himself in English.

Photostatic copies of several of these letters are presented because the handwriting, form, spacing, spelling, and method of expression are so unusual and so interesting that they could not be reproduced effectively on the typewriter.

Letters From Teachers

Statements from several of the teachers of "Speaking English" are included because they tell from the point of view of the teacher what actually took place in the classroom. The first of these is from a first grade teacher in the English grammar school who had taught some of the children after they had completed the first "Speaking English" class.

During the past year I taught in the Crystal City Federal Internment Camp under the supervision of Mr. H. A. Parks. Entering my first grade class this past fall were three German children: Wolfgang Bethke, Peter Lehmann, and Johnny Seeman. These children had been in Mr. Parks' summer class of English for five weeks. During those five weeks they had learned to speak English as well as the average child who had always spoken English. A great deal of their progress in my first grade class was directly due not only to their quick comprehension of English, but their ability to respond in English. As a result, I have great confidence in Mr. Parks' method and ability of teaching our English language.

Sincerely,
Mrs. T. E. Dickerson

The following group of letters were written by teachers who actually taught "Speaking English" classes under the supervision of the author. It is to be kept in mind in reading these letters, that the
teachers themselves—were internees. Some of the teachers had had only high school training, while others were the alien internees who had been teaching in the Japanese and German schools. The three letters which follow were written by teachers from each of these two groups.

preview "speaking english" class consists of first and second graders who spoke either Spanish or German.

Purpose of this class is, to prepare the children for transfer from a German "Volks-Schule" to an American grammar school.

One working period about 6 weeks is at our disposal to teach:
A. Sufficient spoken language, so that the children may be transferred to regular Elementary Grammar School classes.
B. To do just enough writing, so that the children do not entirely forget, what they already learned of this subject.
C. Arithmetic is limited to counting.
D. Reading: Without trying to spell, the goal is, that the children recognize the entire vocabulary involved as word pictures.

Means used to achieve the purpose: Aside from the illustrated work-sheets furnished, all efforts were concentrated on:
1. Demonstration
2. Illustration
3. Speaking drill, individually and in the groups.

Greatest care has been taken regarding pronunciation. Words and sentences were repeated until they were pronounced correctly. Never were there any rules applied, but all tricks available as described under 1 - 2 - 3 - were used extensively.

The English Alphabet was taught, not giving the phonetic values but the names of the 26 letters.

Findings: On the end of the period the first and second graders could have been transferred to their respective classes without great handicap as far as language is concerned.

In an actual test most of the first graders and all second graders could have read for instance: Using Words - by Lillian E. Billington, second year, excepting of course, new words.

H. Koetter.

My class consists of nineteen pupils whose ages are from twelve to fourteen. They had been in Japanese schools four or five years and could not use nor speak English when they enrolled on February 18, 1946.

The class periods are from Monday thru Friday, twice per day, two hours in the morning and one in the afternoon. The procedure at first was the building up of several hundred usable English words by seeing the word and using it in an English sentence; being able
to recognize the word by speaking it or seeing it rather than by spelling. Demonstrations, signs, pictures, objects, ditto, mimeograph, as well as writing it upon the blackboard were the means used. At first the words were taken from furnished ditto material and were written upon the blackboard, but as fast as learned only the unknown words were written. They were always written in a complete sentence so that the use would be natural or learned with the word.

Now we are having spelling, because my pupils insisted upon keeping a note book. Writing and spelling became a natural part of their work. I am giving from twenty to twenty-five words, daily using the words from the material furnished. After the spelling lesson, the students use the words in a sentence and they seem to be getting very good results.

I have added arithmetic also, as an aid in teaching English from an angle that is almost universally the same (math). I found they knew addition, subtraction, multiplication and division, but not much of fractions.

I am satisfied with the results in their spelling and the use of English orally. They speak in short sentences and not always correctly but it is communication in English, one with another which was the purpose for the starting of "Speaking English" classes.

Mabel Wakayama

My class consists of twenty-three students between the ages of fifteen to nineteen and they do about seventh grade level studies. Our class is held two forty-five minute periods in the morning and one forty-five minute period in the afternoon.

In explaining meanings of new words, they are spoken or written on the board by me in complete sentences using those words. There are quite a few enthusiastic students who ask how to say certain groups of words as a complete sentence.

Quite a lot of our reading has been done in the way of study of mimeograph and hectograph sheets, and as a whole they recognize complete sentences fairly well, but do not grasp the meaning too quickly.

We have "Spelling Bees" occasionally and they are done on the blackboard. All spelling words which are had, are written by the students in their tablets and on their own accord they ask me the meaning of such and their pronunciations.

New words which come from the thought problems which I have chosen from the math book are explained, then the students work the problems on their tablets and later we have students go up to the blackboard and have a discussion on them.

Fumiyo Usakubo
Letters From a Class of German Boys

The following group of letters is from a German class in "Speaking English". In this class the teacher marked the errors made in spelling, and tried to rearrange the phrases so that the letters would read more smoothly. These corrections are being omitted here, and the letters presented just as the students wrote them.

Crystal City, Texas
Quadraplex 28
Monday, May 20th, 1946

Mr. H. A. Parks
Principal of our school

Dear Mr. Parks:
I am Gerriet Behrens, I am 8 years old. We are 10 mouthns in this camp. I came with my Father and Mother to America. My teacher is Mr. Ulrich. We have a swimming pool, a cantine and a store. I must fetch the milk for my Mother. I came from Paraguay. I collected stamps. I have many stamps. When I bought the milk my Mother gives me 5 cents each Saturday. My little brother is in the kindergarden. Sometimes I help my Mother in the kitchen. In the hot times I like swimming pool and a cold Coca-Cola. In Paraguay we had a good house. In Paraguay we had a horse and two dogs. We had many hens and many ducks. In Paraguay we could ride with a bus. I came from Paraguay to America with an airplane. In Paraguay we had a radio. We had in our classroom 5 boys; Hans Dietz, Camp, Jurgen Fischer, Bodo Wolter, Reimer Behrens, and me too. My birthday is in July. The birthday from my brother is in May and the birthday from my sister is in November. I can speak Spanish and a little English.

Yours very truly,
Gerriet Behrens

Mr. H. A. Parks
May 20th, Monday 1946
Principal of our school

Dear Mr. Parks:
My name is Bodo Wolter. I am ten years old. I came from Peru, Peru is a nice land. Arequipa is in Peru. I came from Arequipa in an airplane to Lima. And from Lima in a car to Callao, Callao is a port from ships, and from Callao I came in a ship to North America in this camp. I have a big sister with fifteen years. Now I am two years in this camp. Before I was in the
Germen School, and yet I am in the American school, my teacher is Mr. Ulrich. We are five in our classroom. Reimer Behrens, Gerrit Behrens, Jurgen Fischer, Hans Dieter Camp, and Bodo Walter. With my teacher we have taken many walks. This camp I go each Fridays to the movies. It is very hot yet, and in the camp are many mosquitos. I have in February birthday. In the morning I get up and drink a cup of milk, than I go with my scooter to hell the milk from the store and than I go to the school. My Father work in the cantine. My scooter is green and big. I have many toys. My sister and I are born in Peru. Please, wen you have stamps you can give my, because I have a big collection of stamps and a big stamps book.

Yours truly pupil
Bodo Walter

Crystal City, Texas
Cottage F
Monday, May 20th, 1946

Mr. H. A. Parks
Principal of our School
(Dear Mr. Parks:)

I am 9 years old, my other brother is 2 years old, and my third brother 1 year old. I have 2 brothers, but not a sister. My third brother love me, but he is a little fellow. My second brother love me too. My birthday is in November. I am Hans Dieter Camp. In our classroom are: Reimer Behrens, Gerrit Behrens, Bodo Walter, Jurgen Fischer, and Hans Dieter Camp. I like to play (hengeln sit) heik d and sit. Our teachers name is Mr. Ulrich. In November I am 9 years old. It is nice in this camp. We came from Peru. I came from Peru with a ship. I have a scooter in Peru. My little automobile in Peru is paint red. In Peru I have many toys. I have a collections of stamps. When you will place gift me them. My best friend is Jurgen Fischer. To Easter I went for a walk. To Christmas I went too for a walk with my 3 brothers.

Yours very truly,
Hans D. C.

* Hide and seek

There were two other letters from boys in this same class. Each of the letters contained the same topics as the letters quoted here.

Each letter has had corrections marked on it by the teacher, and just under the child's signature is the signature of the child's father. This reveals an interesting practice among the German inhabitants of this
camp. Everything which was written and turned in by a child in the school (the German Volks-Schule) had to be taken home, after it had been corrected, for the father to sign. The child was then required to write a correct copy at home. The stamp collections mentioned in all these letters from German children are sheets of German stamps which were given them at the German school. Information was printed on the sheet about the stamps and the pictures on them. The children were required to memorize all this information. This was a mild form of pro-German propaganda which was carried on through the German grammar school.

It is obvious that the teacher has suggested certain things to be put in these letters, and that the children have all followed the suggestions closely. This tendency toward regimentation is not so apparent in the following letters from the Japanese students.

Letters From a Group of 10 and 11 Year Old Japanese

The first group of letters from Japanese students were taken from the class of ten and eleven year old students.

Dear Mr. Parks,

Thank you very much for having a special class for children like me.

I am eleven year old.

I like go to school English, and drawing, and song, and swing, and play hide and seek.

The weather is hot so I go to swimming sometime. Ther are many children swimming. We have learned to sing many songs such as "Yankee Doodle" "Anchors Aweigh" "Susanna" I like "Anchors Aweigh" the best because it is pappy. My favorite subject is Reading can say my alphabet very good "I am very happy that I was able to attended the class for it have help me to understand English."

Thank you again for all you have done for us. So-long.

Yours truly

Maeaki Hideko

*Lines underlined had been copied from another pupil and were marked out of the letter by the teacher.
Dear Mr. Parks:

How are you. I don't see you about a long time.
When you receive this letter I wish you to be healthy.
If I could write better then I will be write this letter
better. But don't worry this is the first letter, what I write
in English and nobody help me to write it.

Excuse me but maybe the sex so more long
than this.

Sincerely yours,
Kagame Nobuo

Dear Mr. Parks

Thank you very much I like drawing, and I like to play with
doll hide and seeks, and I like go to school English, and song,
the weather is very hot so I go to swimming sometime.

Yours truly
Mishima Miyoko

Dear Mr. Park,

Thank you very much for having a special class. I like to
draw and arithmatic and funny mans.* Now a day is very hot. I go
swimming every day. Now I can swim little good. I go to movies
every week. I understand little of what said in the movie make
I and very happy for it have helped. I like play marbles.

Sincerely yours,
Yokusery Nakamatsu

*comics

Letters from 12-14 Year Group

Japanese children from twelve to fourteen years old wrote the
next two letters.

Dear Mr. Parks

It really has been a pleasure learning English from you.
I will never for get anything that you have taught me.
I go to school deary to study much English us I can.
I like very much study English,
I am study in school reading, writing, spelling, singing,
drawing and arithmatic.
I like arithmatic too.
Sometime it get dottoe paper.
My teacher is very king and Mr. Parks no worry.

Sincerely your
Chieko Kamisato
Dear Mr. Parks,

Hello!! Mr Park's, how are you? how is your foot Mr. Parks. Is it getting better? Oh I hope so!! Well Mr Parks We are still studying every day the English but I do not understand too much because I think I talk to much in the classroom. But now I am quiet, because disturb to the other pupils. I think you do not understand my English but that is all about the English Language of my study.

Mr Parks and I hope your get to come again to school; oh!!
boy we want see your face again. Check!!!
I think that about all Mr Parks. Well take it easy Mr Parks.
I hope we meet again

Sincerely
Naoko Honda

Letters From 15 Year Group

The letters from the fifteen year old group complete the ones from the regular classes in the school system. This group of students are those from fifteen years of age to the end of high school.

Dear Mr. Parks

I started to go to the English about the middle of February and I have learned many words that I can use in my daily use. English from you. First time I learnt English do not like it more and more. Now a days it is also getting harder little by little and I also learn Arithmetic too. My teacher is a good teacher.

My teacher gives us spelling test almost every day. Sometimes I get one hundred on my paper and that is the time when I am very happy. I also learned some songs and learned them. I speak English a little bit that is why I am very happy.

I like little dog and dog fur color is white black. The dog bites sometimes bad man comes and the dog barks at them. Sometimes when happy it wiggles its tail.

Sincerely your
Kikue Shibayama

Dear Mr. Parks

We are very glad you are our principal. I am able to speak a little English because you were able to find teachers for us. I want to stay here and continue my studies but my father want to go to Peru. I will never forget of Crystal City because you are our principal. I go to Peru and maybe come back here. Mr Parks, don't forget of your janitor.

Sincerely yours,
Seiko Nakamatsu
Dear Mr. Parks,

It really has been a pleasure learning English from you. I will never forget anything that you have taught me.

I like rabbits; the rabbit color is white and black. Its eye is brown and its mouth is big. He has four feet and hind legs are short. The rabbit jumps and runs. He eats carrots and vegetables. He live in woods and forest. The rabbit bite. The rabbit digs with its sharp nails. The rabbit body is small. It is pretty and cute.

Sincerely yours,
Sunako Causara

Dear Mr. Parks,

I go to school daily trying not to miss any of my class. When I first started school I did not know how to speak or write any English. Sometimes the teacher give us a test I usually missed a few in spelling but now I am getting hundreds almost every day.

Soon I will be leaving with my parents. When I do leave this country I will never forget how you have taught us English and I will try to use it always.

Thank you very much for teaching me how to speak and write English.

Very truly yours,
Chiko Schibayama

Dear teacher;

How are you? I happily without any novelty but yes busy studying with pleasure and glad. Taking my beautiful course of English. The five days of the week I am going to the school and Saturday and Sundays I spend the time playing. Sometimes swimming at the beautiful pool that we have at the camp. The day Sunday I got go the Sunday school.

Dear teacher I want to tell more to you but as you know all this is all that I can, it is my best. I know little but English talk and write too. Well, my dear teacher all this things, is all for you, therefore I can explain my thankful to you, but any day I repay for everythings that you have done for us.

Your pupil
Yours very truly
Hanaoki Suzuki

Dear Mr. Parks;

How are you? Mr. Parks may be there may be mistakes in my letter so I know you will excuse me. Thank you very much for this special class. When I entered in this camp I did not know any English. But now for this special class I am understanding little English, so I am very happy. I like play volley ball, tennis and play piano. But I can play little

Sincerely your student
Fumiko Kato
Dear Mr. Parks,

How are you? Are you able to walk now? It is very hot today but I am fine and I am coming to the "English School". Although it is hot when I enter the classroom I forget all about it once I begin to study.

We learn many songs and among them I like "Anchor Aweigh", "White Cliffs of Dover", "Long Long Trail", "Oh What a Beautiful Morning!" and "Marine Song".

Mr Parks, we are study "English" but I like stay here in North America, to continue my study and I want to be able to speak English very soon. I am happy because I can learn even one word each day. That is why I thank you very much.

Although I would like to write more I shall close now.

Very truly yours,
Sadako Haski

Letters From Adult Class

The remainder of the letters quoted in this thesis were written by members of the adult class in English which was conducted at night. Just before the end of the school year, the author was injured in an automobile accident and these letters were written to him while he was confined to his bed. Most of the men and women who wrote these letters have been trained in Spanish as well as in their own language, and the phrasing and spelling of their letters is an interesting combination of the three languages. There is a wide amount of variation in the abilities of the different groups to express themselves in English, but the difference does not seem more marked than the difference which would be apparent in letters written by American children in the various age groups.

All of the writers of these letters knew no English when they entered a "Speaking English" class. Since the members of the adult class had been educated, even though their education was in another language, they found it easier to learn English and to build a wide vocabulary to express their thoughts. These letters from the adult class were written after approximately twenty lessons in "Speaking English."
Dear M. A. Parks;
I thank you very much for your kindness to teaching me English.
Now I feel so friendship to American people thru with you.
You were very kindly all the time; in anywhere. I will never forget you, and your smiling face.
I repeat thank you, and I hope your happiness in future life. Please don't forget me, one of your nice students.
Sincerely yours
Yasuhiko Chashi

Dear Mr. Parks,
Hello, my dear teacher; how are you? I, happily without any news, getting along, but so sad when I heard that will be going out soon.
Dear teacher I can't explain my thankful for every things that you had done for me. I am very very thankful of you for everything, and I guess that someday I will repay you for all.
I don't know where I will go yet, but my family a thing in order to stay in United States in order to continue my study of English.
Well my dear teacher I want to tell you some more but I will do it in another letter soon. Dear teacher I wish you the best of luck and happiness with your lovery family. My best regards for your family.

Very truly yours
Toshikaru Tawara

Dear teacher;
How are you my dear teacher? I happily without any news around here. It has been a great chance of can write a letter to you, certainly has been a great pleasure to me, when I heard to my teacher, that we have to write a letter to you.
I am going to school every morning at 9:00 A.M. until 12:00 P.M. at the afternoon 1:00 P.M. until 2:30 P.M. and the rest of the time I am studying Japanese one hours and then I helped my mother at home, and the days Tuesday and Thursday I am going the evening school at 7:30 P.M. until 9:00 P.M.
The Saturdays and Sundays sometimes I played, ping-pong and some time I went to swimming.
In the morning at 6:00 A.M. I am going to practice some tennies and some I enjoy the time looking basket-ball game some time base-ball and some time we practiced some folley-ball and some going to the movies that we have two times at a week.
Well, my dear teacher I want to tell some more but it is twelve o'clock and guess that better go into bed. My very best regard to you. I will write you soon.

Yours very truly
Suzuko Suzuki
Suzuko is a young lady who has studied in Peru, so she speaks Spanish fluently. She studied Japanese in the Internment Camp and began English in the night class for adults. In the time since that class ended she has continued studying English and desires more school training.

Dear Mr. Parks

How are you? I am fine. The weather is very bad now. How is your sick now days? I am writing about my family. I have for children two boys and two girls. My husband is working in the Hospital. I get up at seven o'clock in the morning and we eat breakfast then children are going to school. I go to the market. I buy food. I wash the clothes sometime. At 11 o'clock I start to cook at 12 o'clock come booms the children we eat lunch. When 2:30 comes I go to the English class. Our class begins at 3:00 o'clock and ends at 4:00 o'clock. I am very very like that class. One hour goes very fast. I am sorry we have only two days to go school. At 6 o'clock we have very happy eat dinner. We go to the show sometime. This camp is very good camp. I will not forget about Mr. Parks, and Miss Cold Smis. Take care of yourself. Good-by.

Yours turly,
Kazuko Kawamoto

Mrs. Kawamoto is well trained in the Japanese language and uses Spanish too. When she started in the English class, although she knew a few words, she could not express herself in either spoken or written English.

My respect teacher;

I was frightened when I have heard you got hurt by the automovil in the last night of our English class. I shall never forget about that night. It was pick-dark, thunder, lightning and rained.

I am very sorry to this calamity, if have not that class, you was not ill-luck.

Now I am studying to speak English in the High School, one hour daily. Thanks to our experienced teacher in English literature, I understanding little by little, but my teacher says "this class will be close at twenty-eighth of this month", therefore I shall never have so good opportunity as have now. but I have determination to study English at every where and I shall write letter to you from Peru or Japan. Because I do not know to wher
is deporting us. Anyhow I shall not forget to you. Always I shall recall to you how taught me first word of English language. Please give me your address for to write letter in English after we leave from this camp. We shall farewell in few time, but never forget life of camp and your face. Here I stop to write. I pray to the Gods as well as your health.

Sincerely yours,
S. Nigashide

The last letter was written by the man who made the illustrations for the teaching manual in "Speaking English". Rev. Taiichi Tsuyuki could not use enough English to be understood when he entered the night class. Later he began working in the office of the author. For the first few weeks an interpreter was needed, but within a short time he could converse easily in English. Since this man is a minister, and has been pastor of a church in Los Angeles it is evident that he is a well educated man. This letter was written after he was released from the internment camp and had returned to his home and church in Los Angeles.

From:
Rev. Taiichi Tsuyuki
2924 East 1st St.
Los Angeles 35, Calif.

Mr. H. A. Parks
Box 413
Crystal City, Texas

May 27, 1946

My dear Mr. Parks,

Thank you very much for your yearning letter for me. I read it in the full of joy. Since I came Los Angeles I sent some letter to you and sent my best regards to you through Misashizuka Nagamama and Miss Nami Kudo who member of our English night class, but I get no answer from them. So I am very anxiety about your health. How are your condition now?

I hope you are complete recovery more quick. I praying to God for you every day. Since I came here, here is many troubl happend as you know. That's street car strike and Bread shortage etc. So I always thinking about Crystal City and I will never forget
pleasure full Crystal Camp's life. Especially your kindness to me everything.

When I returned my house last 14th of March. There was some Mexican people live in my house, because I lent the house to them before evacuation. But I am very surprise that my house became just cosmopolitan house, because they bring everything in my house. That is, in front of my house, there was a many goats and so many chickens and so many kittens and ducks, beside big watch black dog sit down front door, and three lovely yellow canary bird in the cage and many gold fish live in pond. Oh! that's just like it zoo!! But these big family were very nice to me, because they served to me nice wellcome party. You know this party was held in the wonderfull program. Chicken dinner, fresh goat's milk, fried duck, eggs, and canary's sweet vocalist sing a song for well come for me, and during the party the big dog all the time watched front door. Isn't it wonderful?

Now a days I studying some Spanish with English. Therefore now lo hable un poco espanol. Yesterday I painted my room and fixed some carpenter work too. Oh it's very hard to me to cut some big timber but at last I fixed very nice it. Therefor you will be visit to me any time and you can sleep in that room as just like Palace Hotel (Ha. Ha.)

Well, Mr. Parke excuse me so much joke in my letter.

My wife and two little boys are very well, and they spending all day long to do some mischief. Some times they catch my lovely gold fish and spear my canary. That's no good.

Coming Thursday we will be have the memorial service at my church. So now I having very busy every day for it's preparation. Thank you again Mr. Parks for your kindly letter to me. I will be write you after henceforth. Please take good care of yourself, and take a easy everything. Please.

Give my best regards to all of your English class. I will be write you again soon.

The very best of luck to you.

Sincerely yours,
Rev. Taiichi Tsuyuki

When one realizes that none of these people could either speak or write English before enrolling in a "Speaking English" class it is evident
that the aim of the classes was accomplished. We have given non-English
speaking Germans and Japanese a basic speaking ability in English through
using only English in the classroom. Naturally they are not able to
speak as well as native Americans, but that was not the aim of the class.
The aim was for a basic speaking ability, because the time was very
limited. From this basic ability, it had to be left up to the individual
to develop fluency and accuracy of expression for himself. Many of our
students have expressed, both in their letters and in conversations,
a desire to continue the study of English, and many of them are doing it.
CHAPTER IV

SUMMARY AND CONCLUSIONS

This thesis, rather than being merely a study of work which had been done by others, is a presentation of the successful accomplishment of a course of study which grew from a definite need in a school system. The project was carried out in the United States Alien Internment Camp in Crystal City, Texas. The United States Government maintained schools for German and Japanese children whose parents were interned in the camp.

The classes in "Speaking English" were first organized to meet the need of a group of children who wanted to transfer from the German-speaking grammar school to the English speaking grammar school. These children knew no English, so it was necessary that they be given a basic speaking ability in English before they could enter their regular classes in the fall. The amount of time allowed for teaching this group of children was five weeks.

In teaching these German children, the author began developing a method of teaching English to foreigners which he wished to pursue further. This desire led to the organization of a night class for Japanese adults who wished to learn to speak English.

The author was given an even greater opportunity to develop his method of teaching English when the German-speaking and Japanese-speaking grammar schools in the camp were closed. All the children who were in these schools had to be taught to use English before they could enter
the English grammar school. The inability of these children to speak
in English would have resulted in chaos in the entire school, because
their handicap was so great. Also, the government had ordered that all
teaching done in the camp be done in English.

These groups of students, children and adults, German and Japanese,
were formed into small classes and the author's method of teaching
"Speaking English" was tested by actual use in school work. Before
these results were compiled, the "Speaking English" method was used in
four classes of German children, six classes of Japanese children, and
one class of Japanese adults.

The method was named "Speaking English" because the key note of the
system was speaking only in English in the classroom. The technique
used was a combination of the natural method by which a baby learns to
speak its mother tongue, and the intensified method used by the United
States Army in teaching foreign languages. A teacher's manual and all the
class material had to be compiled by the author. It was also necessary
for him to train all the teachers to use the "Speaking English" method,
since most of the teachers had had no previous teacher training at all.

The results of the "Speaking English" classes were thoroughly satis-
factory. The aim was to give non-English speaking Germans and Japanese
a basic speaking ability in English through using only English in the
classroom. The children were enrolled in their regular classes in the
English-speaking grammar school upon the completion of their "Speaking
English" course. With no exceptions, these children were able to carry
on their regular school work with no language handicap. In no case did
one of these children who had been in a "Speaking English" class retard
his class in the English-speaking school through an inability to speak or
understand English. The author had visible and indisputable evidence
of the effectiveness of the teaching method used in letters written to
him in English by over one hundred twenty-five of the one hundred thirty-
five students of "Speaking English" at the completion of their course.
All of these letters show a uniformly high degree of mastery of the basic
principles of the English language. Enough interest in learning English
was created in these classes that most of the students have gone on
independently to gain increased fluency and facility of expression in
English.
APPENDIX

Four letters from Japanese students who had completed the "Speaking English" course are presented as evidence of the effectiveness of the teaching method which was used. These letters are typical of the tendency to combine features of Japanese and Spanish with English. Photostatic copies are used here because much of the interest of these letters lies in the peculiarities of spelling and handwriting which could not be reproduced effectively on the typewriter.

20/5/46

Crystal City, Tex

Dear Mr. Parks

We have a pretty good teacher, and all the credit goes to you.

Since I have been here, I have become able to write English more in glad to show so by writing this letter to you.

Your student,

[Signature]

83
May 20, 1946.
D-10-A
Crystal City, Texas

Dear Mr. Parks,

Mr. Parks, we have a good teacher. I like to study English. I am glad for having a good teacher. I am studying 3 months and I am very thankful for you. I don't forget your thankfulness never.

Thank you very much.

Sincerely Yours

Suematsu Masayoshi
Crystal City May 27th, 1946

Mr. Park
Present
My honorable teacher
Dear Sirs,

There is no word to express my sincere thanks for your kindness and patience in teaching me English, during the few months I have attended night school your teaching have been a great help to me and I shall always be thankful.

I regret that we must part now just when I was beginning to slowly understand and improve in our use of English.

It must have been very difficult to teach me since my English is so poor.

In closing may I wish you the best of luck and perhaps we may meet again some day?
Please take good care of your health.

Here well to our respectful teacher.

Yours sincerely

Taijiro Toshiko.
May 20, 1946
7.5. AB
Crystal City, Texas

Dear Mr. Parks,

How are you? When a first going to camp and it did not
now in English but now, I am able to read and
write a little and it is all because of what you
have done for us up to now. I thank you very
much and I hope it will not be long before
I may speak the English language as well as everybody
else. Because I am continued the studio English. I am
happy for you teaching.

Sincerely,

Kisako Noji