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SELECTED FACTORS FOR INDIVIDUALIZING THE
INSTRUCTION OF ENGLISH IN SECONDARY
SCHOOLS IN THE STATE OF ALABAMA

by
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CHAPTER I

FOUNDATION OF THE STUDY

Introduction

It often has been stated that the strength of America is founded on its diversity, its recognition, and its acceptance of the uniqueness and variety of culture and individuals. It is a well established fact also that by the time students reach the secondary level an extremely wide range of abilities is present in any given classroom (ED 043-791). Although this fact and philosophical principle is seldom contested, educators often ignore or violate it. Teachers continue to seat thirty to forty students in straight rows, to require students to turn to the same page of the same textbook, and to follow the same procedures for moving through the same content material. There is an abundance of evidence in the literature that indicates that the traditional classroom activities and organization fail to challenge the more capable student and, at the same time, make excessive demands on the slower student (Baker and Goldberg, 1970; Dover, 1970).

The task of accommodating the differences among students is performed much less successfully. The area in which change appears most needed is in helping students to learn

at their own paces and in their own ways (Bishop, 1971). Because students are apparently expected to learn according to the manner in which they are taught (Brandon, 1971), a major educational problem which remains largely unsolved is the adjustment of materials and methods to accommodate individual differences (ED 043-791). Many varied instructional approaches should be tried since no one approach or curriculum to date has solved all problems (ED 046-122). It has been proven empirically and has become axiomatic that students learn in a variety of ways and at different rates. As a corollary, it also has been demonstrated that if opportunities are not provided for students to learn in different ways and at different rates, many students will not learn much at all (Burns, 1971).

If administrators and teachers seek to do no violence to any human personality and endeavor to permit and to stimulate diversity rather than commonality, then materials, methods, and content must be flexibly designed and executed toward the goal of promoting the divergent, specialized potential of each student (Hensley, 1971). It is by means of individualized education that consideration is given to what the student needs to know, what the student would like to know, and what the student already knows. Taken into account, also, are the rate and the sequence at which the selected content should be presented, the mode of the presentation of that content, the difficulty level of the materials to be used, the physical and social context in

which teaching and learning take place, and the amount of teacher supervision involved (ED 043-618).

The basic assumption behind individualized instruction is the concept that each student is an individual and should be taught and respected as an individual. Since no two living organisms are identical, it is logical that the learning process for each individual must be unique. Thus, individualized instruction must be concerned with the learner--his needs, his desires, his skills, his weaknesses, and his motives. There are two fundamental principles applicable to all aspects of individual fulfillment (Bishop, 1971). The first principle is the provision of a multiplicity of alternatives. This fundamental principle maintains that man has the greatest chance to develop his unique potential when he has the greatest number of options from which to choose. The second principle of self-fulfillment is the availability of freedom of choice. This principle suggests that the individual will achieve true self-fulfillment only as he makes his own choices. It would be ridiculous to develop a multiplicity of alternatives and then deny the student the right to option (Stodghill, 1972).

Individualized instruction refers to any procedure used to insure that the individual student receives instruction specifically appropriate for him. Individualized instruction is the process of custom tailoring instruction to fit a particular student through the use of a highly

flexible system of multiple materials, media, and procedures. In individualized instruction the student is given greater responsibility for his own learning; he begins at the level at which he is able to perform and learns systematically at his own distinct pace according to his own style. Individualized instruction, one approach to the wide variation in individual achievement in groups of students, requires an environment in which the student, the teacher, the materials and curriculum, and the processes of evaluation and reporting work together harmoniously with each supporting and complementing rather than restricting the others (Burns, 1971; Johnson, 1971; O'Donnel and Lavaroni, 1970).

Individualized instruction is not putting the student in isolation by himself, plugging a student into the instructional media system, or necessarily providing a different program for each student, although the program employed must be appropriate for each student. Neither is individualized instruction an end in itself, but rather it is a means to achieve desirable learning (Arena, 1970). The key to individualized instruction is student self-direction in the sense that the student learns effectively without continual guidance or assistance from a teacher (ED 043-700). Such individualization can be accomplished through an adjustment of the student rate of progress; through an adjustment of instructional modes, through variations in curriculum expectations; through

variations in curriculum materials; through independent study, contracts, or differentiated assignments; through the use of parents and community resource personnel; and through differentiated staff roles (ED 043-791).

Statistically, it is no simple matter to measure the success of individualized instruction. Because the student in such a program is competing with himself rather than with others (Amaria, 1969), is working within his own ability range, and is not subjected to the standards of group performance (ED 052-889), comparisons are difficult to make. Since failure of a course should no longer occur, the statistic of percentage passing is no longer significant. Evaluation focuses on behavioral changes which are observed and evaluated (Herd, 1971).

By eliminating feelings of inadequacy and accenting continuous progress, an individualized program allows for the development of a more positive self-image (ED 052-889). Individualized instruction is a more humane approach to education which allows accessibility to all and yet preserves quality education (Elding, 1970).

Significance of the Problem

A review of the literature indicates that individualized instruction is beneficial to the student and to the teacher, that it promotes a more flexible approach to curriculum and materials, and that it aids in the personalization of the evaluation and reporting process.

Individualization of instruction can provide for a sequence of development in accomplishing increasingly difficult learning tasks for the individual student. Such a process should be valuable in the teaching of English since much of the English program centers on the development of individual skills.

Statement of the Problem

The purpose of this study is to investigate the extent of individualization present in the teaching of English in selected secondary schools in the state of Alabama. Areas of investigation, which are based on the component areas of individualized instruction established by the review of the literature, include:

1. Environmental situation
2. Teacher role
3. Student involvement
4. Curriculum and materials
5. Evaluation and reporting

All of these factors, or a majority of them, must be present for true individualization of instruction to be an actuality.

Definition of Terms

For the purpose of this study the areas of investigation are defined as follows:

English: The academic discipline consisting of grammar, composition, literature, and linguistics.

Individualized instruction: One instructional method in which instruction is custom tailored through the use of a highly flexible system of multiple materials, media, and procedures as well as a variety of learning levels and learning styles to fit the individual student who has increased responsibility for his own self-paced learning through a multiplicity of alternatives and options.

Environmental situation: Facilities, scheduling, climate, and the organizational pattern of instruction.

Teacher role: Administrative and academic functions performed by the teacher.

Student involvement: The decisions which the student makes and the responsibilities which he accepts.

Materials: Titled programs and technological and human resources used to implement the curriculum.

Curriculum: The subject matter and activities related to the educational process.

Evaluation: The means of determining student progress, growth and development.

Reporting: The methods of indicating student progress.

Scope of the Study

This study investigates the extent of individualization of instruction present in five areas of individualized instruction: environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting as identified in selected secondary schools in

the state of Alabama. In order to investigate the extent of individualization of instruction present in each of the component areas of individualization, the literature was reviewed and a questionnaire was developed based on the research of the literature. This instrument, consisting of yes-no questions and selective alternatives, was mailed to the teachers of secondary school English in the state of Alabama who were selected through a stratified random sampling. The data gleaned from the returned questionnaires was computer tabulated for analysis and organized into line graphs.

Limitations of the Study

This study is concerned only with the extent of individualization as it is evidenced in each of the five component areas established by the review of the literature and not with the types of individualization identified. These five components are environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting. The study is also restricted to the discipline of English at the secondary school level, i.e., grades 6-12.

The population utilized for the study consists of a ten per cent random sampling of the secondary English classrooms in the state of Alabama. This sampling is based on a ten per cent stratified random sampling of the schools in the state according to geographic location (quarter),

type of school (city, county, metropolitan), and organizational pattern (senior high, junior high, middle school).

Also, the study is based on the responses of teachers of English in a random sampling of secondary schools in the state of Alabama, and, therefore, it does not encompass directly all English teachers in the state.

Organization of the Study

The report of the study consists of five chapters. Chapter I includes background information about individualized instruction, an introduction to the problem of individualizing instruction, a statement of purpose, and an indication of the scope and limitations of the study.

Chapter II contains a research and review of the literature related to individualized instruction. The review of the literature established five component areas for individualization of instruction: environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting. These five component areas subsequently were used as the basis of a questionnaire developed to investigate the extent of individualization present in these five component areas in selected secondary level English classrooms in the state of Alabama.

Chapter III presents a description of the methods and procedures used to obtain and to analyze the data of the study. In preparing the study, the literature related to

the individualization of instruction was reviewed. The review provided information as to the components of individualized instruction as well as a guideline for the interpretation of the data obtained through the use of the questionnaire. The instrument used to obtain the information, a questionnaire survey composed of yes-no questions and selected alternatives, was constructed from information found in the review of the literature. As a result, the questionnaire was divided into five parts: environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting. Questions used to investigate each of these areas again were based on the descriptions and discussions found in the literature. For the distribution of the questionnaires, the state of Alabama was divided into quarters and the Alabama Directory of Schools was used as the agent for categorizing schools as to metropolitan, city, and county schools and senior high, junior high, and middle schools. Ten per cent of each category for each quarter was then selected randomly through the use of a Table of Random Numbers. A list of teachers of English was obtained from each of the selected schools and copies of the questionnaire were mailed to a ten per cent random sampling of these teachers. The responses on the completed questionnaires returned by the population were keypunched for computer analysis.

Chapter IV presents the line graphs developed from the computer analysis of the data obtained through

the administration of the questionnaires. Each table is accompanied by a descriptive analysis of the data collected. As in the case of the questionnaires, the percentage tables are presented according to the five component areas established for individualized instruction: environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting. A section which describes the population of the study is also included. In addition, a description of inconsistencies in related responses of the population is presented. The summary of findings pertaining to the individualization in regard to environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting is based on a description of the hypothetical secondary school English teacher, Ms English.

Chapter V presents a summary of the findings of the study in regard to each of the five components areas investigated: environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting. A comparative analysis of an individualized program as defined by the literature and the individualized program as described by the participants in the study also is included in the summary. Conclusions concerning the environmental situation, the teacher role, the student involvement, the curriculum and materials, and the evaluation and the reporting are presented based on the criteria established by the review of the literature,

analysis of the data collected, and contradictory responses. Based on the findings of the study, recommendations are made concerning personnel, plant facilities, curriculum, and instruction. Implications for further study are also presented in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

Current Concepts of Individualized Instruction

The various writers who comment on the process of individualizing instruction emphasize different aspects of the individualization process. Several writers feel that the environmental situation is the fundamental element for a successful program of individualized instruction. Some emphasize the teacher role; others emphasize the extent of student involvement in the educational process. Some writers feel that the curriculum is the basis for individualizing instruction; others feel that the quality, quantity, and variety of the materials used are the crux of an individualized program of instruction. Finally, some writers feel that individualization of the processes of evaluation and reporting is the basis for individualizing instruction.

Environmental Situation

The writers who emphasize the environmental situation as the fundamental element for a successful program of individualized instruction stress various factors of the environmental situation. Some of the writers who stress environmental situation feel that a climate which allows

each student to progress and to grow according to his own needs, interests, abilities, and style is the primary factor for an environmental situation that is supportive of individualized instruction (ED 043-791; American Association of School Administrators, 1965). Others emphasize an organization of learning activities which permits the student to engage in activities uniquely appropriate to his own style and rate of learning, which promotes opportunities for study beyond the regular curriculum, and which permits maximum use of instructional resources (Kopp and Zufelt, 1971). These writers contend that the degree of individualization depends on the organization of the learning opportunities (Esbensen, 1968). Some writers feel that a dynamic teacher willing to experiment and to change, to be flexible in his classroom situation, is a necessity for successful individualization of instruction (Danowski, 1965). Others who stress the environmental situation believe that schools can best individualize instruction by grouping for optimum learning (Allen, 1968; Herd, 1971). Several writers advocate flexible grouping through the use of achievement level grouping, multi-age grouping, and multi-age, multi-grade grouping. These writers also advocate a skills-sequence method of organizing a non-graded curriculum into skills levels. These writers feel that flexible grouping and the nongraded concept best meet the social, the emotional, the educational, and the physical needs of all students (Lewis, 1969; Rollins, 1968).

Some writers believe that learning laboratories or learning centers form the basis for individualizing instruction. These persons assert that individualized learning is fostered through adequate staffing and up-to-date materials and equipment in these laboratories or learning centers. These writers also state that the learning centers give students a chance to grow uniquely, to maintain personality differences in a climate of understanding, and to extend their personal interests. These writers also state that the heart of the individualized program is the instructional materials center which combines the elements of a traditional library and a multi-media resource center with those of a laboratory (Allen, 1968; Steffen, 1971).

Several writers emphasize flexible scheduling as the foundation for individualized instruction. They assert that flexible scheduling allows the individual student with unique capabilities, interests, and backgrounds to develop the full measure of his talent. These writers advocate flexible scheduling because it varies the rate, the depth, and the breadth of instructional opportunities for each student according to his needs and capabilities. In addition, it gives the teacher the opportunity to perform those functions in the teaching process which he can do best, alters and varies class size, and assigns time to subjects according to his requirements for

mastery rather than treating unequal subjects as equal. These writers also assert that flexible scheduling provides a vehicle which satisfies more closely the needs of each student (Blume, 1971; Manlove and Beggs, 1965).

Other writers stress the importance and influence of the architectural structure of the plant facilities on the academic program. These writers state that as instructional programs take on a new and a more discriminating approach, the architectural aspect of the school must respond to the change. They state that educators must modify facilities to fit the instructional program which has been developed and not establish an instructional program to fit existing facilities (ED 031-061; ED 022-358).

Teacher Role

Many writers, however, are of the opinion that the teacher role is the prime factor in individualizing instruction. These writers contend that regardless of the nature and degree of planning that has gone on, the teacher is the final authority in the classroom. According to the advocates of teacher role, the teacher may implement a program in its entirety, use it with major or minor revisions, ignore it, or develop an alternate program of studies (ED 055-982). While studies reveal that at present the primary function of the teacher continues to be to give uniform instruction to the entire class and to solicit information, the advocates of teacher role anticipate that

work in individualization of instruction will lead to a greater clarification and expansion of the role of the classroom teacher (ED 048-107). To them the concept of teacher role in a program of individualized instruction includes contingency management of the learning process, materials, and scheduling (Valentine, 1971). The teacher's role in an individualized program as conceived of by several writers also includes participation in a team teaching situation. In summary, with individualized instruction the teacher assumes the role of counselor, of motivator, of diagnostician, of prescriber, of test constructor, of curriculum builder, of supervisor, of analyst, of programmer, and of team member (Danowski, 1965; Lindwall and Bolvin, 1970).

Student Involvement

Other writers perceive student involvement to be the primary basis for a program of individualized instruction. In defining and describing student involvement, these writers include the concepts of self-direction and self-pacing, participation at appropriate sequence levels, personal program planning, the use of contracts, inquiry and involvement, and independent study. To the writers who advocate student involvement as the primary basis for a program of individualized instruction, individualized learning implies that the student will develop sufficient motivation for the subject to become self-directive. These writers

contend that the student's motivation comes from a sense of purpose, of knowing why he is engaged in an activity, of knowing what good it will do him, and of knowing the consequences of his learning (Dover, 1970). These writers also believe that in a program based on student involvement the student largely is responsive to and responsible for his own education in that he selects his own goals, his own activities, his own evaluation (O'Donnel and Lavaroni, 1970). In other words, these writers feel that the student should be involved in all phases of the educational process and should participate in all decisions that affect him.

According to the writers who stress student involvement, individualized instruction includes a testing program whereby the student is placed in a personalized program at a level commensurate with his ability and his preparation (Turnbull, 1970). Each student advances at his own rate of speed and is evaluated when he believes himself to be ready (ED 026-693). According to the advocates of student involvement, each student plans his program, develops his goals, and works up his personal contract which contains a description of class goals, special goals, proposed techniques and activities, and list of resources to be used. The student also estimates the amount of time the project will take and indicates how he will evaluate his final product (McCoy, 1968).

The writers who perceive student involvement to be the primary basis for a program of individualized instruction

also contend that inquiry and involvement are prime factors in an individualized program based on student involvement. These writers contend that with inquiry and involvement courses are not confined by textbooks or teacher choice. Instead, each student individualizes his learning by selecting to a great degree his own content and materials (ED 046-122). These writers also include independent study as an important facet of a program based on student involvement. In independent study the student assumes total responsibility for his time and his academic activities. Thus, he gains experience in making decisions and in living with the consequences of those decisions (Dover, 1970).

The writers who advocate student involvement as the basis for a program of individualized instruction assert that student involvement is not reserved for the more academically inclined student. They contend that student involvement is also effective with the slower student (Langford, 1968). In fact, every student in a school setting can participate in a program of individual instruction. These writers allege that each student can best fulfill his potential as he becomes more and more self-directed in his learning, as he makes more and more decisions about when to study, what to study, where to study, and how to study (Baker and Goldberg, 1970). These writers are quick to point out, however, that the student must be prepared for this experience of involvement and must understand the

nature of and the reason for the program lest he be overwhelmed by the decision-making process.

Curriculum and Materials

Curriculum.--Some writers declare that a diverse curriculum is the key to individualized instruction. These writers contend that the curriculum can contribute to maximum self-fulfillment through a diversity of subject offerings, through an extensive program of electives and activities, through a diversity of content, through a variety of media and materials, and through cooperative planning and flexible instruction. These writers point out that in an individualized instructional program diversity is necessary because students differ markedly in their preference for and in their ability to learn from the various kinds of learning resources and situations (Beltrame and Van Dyk, 1968; Steffen, 1971).

These writers describe several programs which are based on the concept of a diversified curriculum. These programs include Project PLAN, Individually Prescribed Instruction (IPI), Programmed Logic for Automated Teaching Operations (PLATO), independent study, individualized reading, and the use of individualized homework assignments.

Project PLAN is one program which is based on the concept of a diversified curriculum. The five functions of this program include:

- (a) learning about educational and occupational opportunities and citizenship roles through activities involving self-expression, appreciation, and personal realizations and satisfactions
- (b) formulating personal values and evaluating personal potentials
- (c) learning to make wise decisions
- (d) planning personal development
- (e) learning to manage a personal development program (Flanagan, 1968).

Another program which is based on the concept of a diversified curriculum is Individually Prescribed Instruction (IPI). IPI is based on a set of behavioral objectives correlated with diagnostic instruments, with curriculum materials, and with teaching techniques. This program does not so much drastically change what is done in the classroom as how it is done. With IPI the learner is the focus and moves at his own pace and in his own style (Divoky, 1969).

Other programs which are based on a diversified curriculum include PLATO (Programmed Logic for Automated Teaching Operations) and the Utah Project and POISE Model, which are two systematic plans for the redirection and reallocation of the resources of the school to best accomplish the task of individualizing instruction for each student (Johnson, 1971; ED 021-301; ED 056-969).

Another program which helps to diversify the curriculum is independent study. Independent study refers to a student's constructive use of unscheduled time.

Opportunities include homework, extension of classwork, independent projects, and enrichment experiences (Blahr and McPherson, 1969). Because of the multiplicity of opportunities, a strong independent study program requires multiple resources (Baker and Goldberg, 1970). Also essential to independent study is the individual conference which is used to define, to limit, to motivate, to encourage, and to evaluate (Myers, 1971). Commentators are quick to point out that the applications of independent study have too often been restricted to library-type research projects. These writers assert that there is the potential for many other forms of independent study. One example cited is the almost unlimited opportunities for independent study outside the school (ED 025-810).

Another program which supports the concept of a diversified curriculum is the Individualized Reading Program (IRP). The IRP involves exploration, individual goals, and an individual learning pace. The program is based on a classroom environment conducive to reading through silent reading time, non-interfering instructional guidance, book talks and conferences, uninterrupted sustained silent reading practice, and record keeping and evaluation (ED 044-244).

Individualized reading provides opportunities for individual reading at one's own rate and for one's own purpose or interest, and for the development of needed skills (ED 024-522). Its objectives are to help the student to internalize skills, to develop the habit of reading, and

to mature in his selection and evaluation of books (ED 026-206). Such a reading program should not only widen his scope of interests and accelerate his speed of reading, but should also be useful as a means of developing the student's creative powers, his critical aplomb, and his analytical thinking. In addition, IRP introduces the student to a variety of reading materials and teaches him how to use printed information to its best advantage (ED 044-241).

A reading program for the high school student must have an individualized, challenging approach that will enlarge the student's range of interests, knowledge, and ideas. It should also supplement his assigned classwork and provide freedom of personal choice. The individualized reading program must be wide enough in scope and flexible enough in programming to be of value to the individual student. Additionally, it must be formulated for each student individually so that the individual student will benefit from it (ED 044-242).

Individualized reading may be successfully incorporated into any reading program in any size school if the students are allotted a specific amount of time to read on a regular basis. This program is not a reward for superior students; it is an opportunity for every student to find pleasure in reading regardless of his proficiency or capacity (ED 055-752).

A curriculum based on programmed instruction is another example of diversity of curriculum.

Such self-instructional materials range from simple programmed textbooks to elaborate multi-media packages and kits and machines. Programmed instruction gives the teacher more time for those aspects of learning where his presence is essential while giving the student the opportunity both to learn at his own best pace and to develop the skills needed for self-directed learning (Arena, 1970). Programmed instruction is an extension of the teacher and can be used in many ways, such as in an independent study program for a small segment of the student population, as an alternate means of instruction to be used periodically in conjunction with the conventional system, as a means for providing in-depth studies for students of higher abilities, and as a way to provide remedial activities for students experiencing learning difficulties (Deterline, 1962).

Homework is also an integral and influential aspect of an individualized curriculum. Research indicates that homework such as collecting, observing, listing, and constructing models improve academic progress. Research also indicates that when students are actively involved in their own learning, and it is structured to their personal interests, extended learning is evidenced (ED 042-585).

Materials.--Other writers are of the opinion that an appropriate variety of materials is the key to individualized instruction. The writers who support this concept contend

that materials in a variety of learning media must be available to accommodate student enrollment and student interests. They also contend that these materials must reflect a wide range of ability levels in every skill to meet the needs of each student. These writers also stress that the materials must be matched to the student, not he to them (Burns, 1971). In addition, these writers declare that the materials must be available when the student reaches the point where he needs them (Steiner, 1971; ED 043-791).

The excessiveness of individualized materials, both commercially designed and teacher designed, which are available offers some indication of the extensive emphasis on the importance of the availability of an appropriate variety of materials. Examples of these materials include SOCRATES, Project SPOKE, PYRAMID, CLASS, SJET, AVISTA, and programmed materials such as the instructional packet and teaching machines.

SOCRATES, System for Organizing Content to Review and Teach Educational Subjects, consists of a group of student in-put/out-put stations wired to a digital computer. It is a computer based, multiple-access instructional system designed to define critical categories of instruction and to treat these as system functions. Pre-tutorial decisions, tutorial decisions, and program revisions are made. The SOCRATES system can also handle the student for whom no progress can be expected to produce the minimal level of performance by teaching the student the information that

will remove his deficiencies, by lowering minimal acceptance criteria, or by lowering terminal objectives (Stolurow, 1968).

Project SPOKE with its large and varied choice of media--films, filmloops, catalogs, newspapers, magazines, audiotapes, textbooks and other books, transparencies, educational games, programmed materials, records, microfilm collections, and differentiated learning packets--is another example of materials systems for individualizing instruction (Steffen, 1971).

The PYRAMID system, Program Yielding Rapid Access Major Information Device, is a million dollar instructional hardware system offering broader capabilities than any other system of its kind. It is a computer controlled library of taped audio and video instructional materials which may be accessed from a number of individual carrels. The carrels are equipped to allow students to record lessons on personal tape recorders to take out for further study or review (Johnson, 1971).

A similar facility, CLASS, Computer-based Laboratory for Automated School Systems, makes the same individualized form of auto-instruction available to twenty students rather than to only one student at a time. This individualized automated instruction is made possible through the electronic components on each student's desk. A cumulative record of the student's performance on each topic is kept by the computer (Mitzel, 1970).

SJET, Strake Jesuit Educational Television, helps to carry the burden of instruction when information rather than assimilation is the intent. The system is a mating of a dial access audio system with a television distribution system. Films, slides, and filmstrips may be played without setting up any cumbersome equipment in the classroom. In addition, any faculty can easily produce a series for its own use (Stoltz, 1971).

Another method of individualizing materials is known as AVISTA, Audio-Visual Tutorial Approach. This method is a technological approach whereby most instruction is given through the medium of audio tapes. This method involves reading, listening, doing, and discussing. The student paces himself and can listen as often as is necessary. The teacher is also available to work on a one-to-one basis with the student. Two important aspects of the AVISTA method are that the audio tapes are able to direct and to supplement the student's study efforts and that it retains the logical, sequential learning pattern of programmed instruction with much greater flexibility in its multi-sensory approach. Rather than being a taped lecture, it is a taped presentation which directs the student in learning experiences to attain selected objectives (ED 049-620).

Two forms of programmed materials are the instructional packet and teaching machines. The instructional packet, a planned series of learning activities designed to help the learner accomplish certain specific objectives (Bishop, 1971),

is an extension of the teacher through a highly structured outline and carefully selected media. Sometimes it serves as a guide as to what to study rather than actually teaching the concept itself. The majority of packets, however, are designed to teach a concept, skill, or a combination of both. The inclusion of such media as tapes and filmloops can improve the chance of increased learning for the non-reader as well as for the above average student (Grobman, 1970).

The writers who advocate appropriate materials as the key to individualized instruction assert that much good is found in the motivational and instructional aspects of teaching machines. Teaching machines are devices which house, display, and present instructional programs (ED 028-638). One example of the teaching machine is Seminar/Autolecture, or Autolects. Autolects consists of overhead projections, cassettes, and 8mm filmloops. This teaching machine has three important features. First, it permits maximum student involvement through media control. Second, it combines instruction with "error free" exposition and self-paced instruction. Finally, it frees teacher time through simplicity of production, revision, reuse, and operation by the student or teaching assistant. Autolects are composed and edited by the teacher and can be continually revised. The autolec can be more personal than a lecture because the teacher talks in conversational tones. Any questions about the lecture can be answered in the

seminar portion of the program, by the moderator, or through group discussion. The program also includes demonstrations, photographs, and micro-notes (Berman, 1968).

These writers also believe that like the teaching machine, the computer may also help educators to help students learn and to do things that have not been done before because of lack of time and the limitations of human nature (Mitzel, 1970). With the automated classroom, instruction can be automated whenever it is appropriate, and the instructor can concentrate on those instructional processes which require his unique competencies (ED 049-620).

While many commercially produced programs and audio-visual machines and materials are available, some programs, to be appropriate, must be designed by the classroom teacher or by the student himself. Before a program can be designed, by the teacher or by the student, it is necessary to specify clearly the desired product, the responses the student is to be able to make when he has completed the program, and the skills and understandings to be mastered (Lysaught, 1963). Principles of programming include:

- (a) the subject matter is broken into small, sequenced units which require some type of response from the student
- (b) the student is provided with immediate feedback
- (c) the program is aimed at specific goals
- (d) the program revisions are based on student responses (Deterline, 1962).

The writers who support the use of individualized materials as the key to individualized instruction acquiesce that individualized materials as the sole means of instruction may be insufficient for learners. They still contend, however, that individualized materials work well for most and are superior to traditional classroom instruction (ED 028-638). These writers do point out, however, that the effectiveness of any program or set of materials is directly proportional to the extent that it actually achieves what it is purported to achieve.

Evaluation and Reporting

Evaluation.--Many writers view individualized evaluation and reporting processes as vital principles of individualized instruction. According to the writers who support these principles, much has been said about emphasizing student success rather than student failure. If such an emphasis is to exist, the student must be given whatever length of time he needs in order to become proficient at the task selected or assigned. For this purpose, a continuous progress program which allows the student to proceed at a pace commensurate with his ability and which reward him only for his demonstrated performance is necessary (Turnbull, 1970). For the program to be consistent, evaluation must also be a continuous process (Hillson and Bongo, 1971). As the student proceeds to learn from the

instructional processes and procedures available to him, his performance is monitored and continually assessed (ED 026-693). Since the student and the teacher are involved in continuous evaluation, there is no one period of reckoning (Amsden, 1971).

These writers also point out that in a program where each student progresses at his own rate standardized tests generally are inappropriate. Instead, evaluation must be based on the monitoring of discrete behavioral objectives and the evaluation of performance data. In such a situation, targets are projected before data is collected, (ED 045-724) and tests are designed to evaluate specific items rather than appealing to some norm. Such tests become diagnostic tools which can be used to identify specific weaknesses in order that the teacher can recommend remedial measures to the student. The student also has a means for feedback to learn about his progress (McCoy, 1968).

The writers who accent individualized evaluation also point out that most grading systems--from numerical to alphabetical to pass/fail--simply mark a student rather than evaluating him. In addition, the use of these grading systems frequently cause a teacher to ignore the primary purpose of grades: to evaluate the academic progress of the student. These writers contend that the traditional marking system has been constructed around a concept of failure since a student who does not come up to a certain

standard is automatically failed though he may have made some progress in "failing." The greatest deficiency within traditional grading, according to the advocates of individualized evaluation, is that it makes no allowance for the wide range of student talents, abilities, and interest levels (Hillson and Bongo, 1971). Those who emphasize individualized evaluation foresee a time when tailor-made tests will be a part of the school instructional sequence, when the evaluation results will be used regularly as a basis for instruction and guidance (ED 026-693).

Reporting.--Similarly, several writers advocate individualized reporting of student progress. They propose several methods of individualized reporting of student progress--profile charts, graphs, diaries of work or logs of activities, checklist of skills which indicates changing quality of work, progress chart of tasks done, contributions to class, quality of reports and activities, attitudes, test results, and observations (Herd, 1971). These writers acknowledge that each method has inherent advantages and disadvantages. According to the proponents of individualized reporting of student progress, the most satisfactory method of reporting progress would be the conference method with the teacher, the parent, and the student participating (Esbensen, 1968).

The writers who emphasize personalized evaluation and reporting contend that both processes must relate to the student's goals. Thus, they add, any evaluation and reporting of individual learning which have a statistical norm as their reference are a misuse of the basic meaning of individualized learning. These writers also assert that evaluation and reporting must be continuous processes, must include frequent communication between student and teacher, and must rely heavily upon student testimony in both word and action regarding his interest in the area of learning. The proponents of personalized evaluation and reporting also contend that these processes must foster an attitude of self-esteem and worthiness for the student. In addition, the processes should encompass a critical look at the individual goals of the student and the activities leading to the attainment of these goals rather than ranking and comparing students (Hillson and Bongo, 1971).

Summary

The review of the literature established five concepts which are emphasized by various writers in regard to the individualization of instruction. These five concepts include environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting.

Whatever the area of emphasis, all of the writers make the student the focal point of their approach to the

individualization of the instructional process. Writers who emphasize the environmental situation stress a climate and an organization which encourage student progress and growth according to individual need, interests, abilities, and style. Advocates of teacher role stress an interest in and a meaningful relationship with the student. The writers who stress student involvement advocate student involvement in all phases of the educational process. Proponents of curriculum stress a relevant curriculum for each student. Advocates who emphasize materials stress adequate and appropriate materials for each student's needs. Advocates of individualized evaluation stress evaluation based on individual student goals and achievements. Likewise, proponents of individualized progress reports stress evaluative reporting of individual progress rather than ranking and comparing students according to group achievements or statistical norms.

Individualization of the Instruction of English in the Secondary School

Because English is an academic discipline required of all students and because backgrounds, interests, and abilities found in the English classroom are so diverse, an individualized approach is reasonably and logically an effective and efficient approach to English instruction. Since individualization can provide for an accurate sequence of development in the accomplishment of increasingly difficult learning tasks, it follows that such a process should

be valuable in the teaching of English since much of the English program centers on the development of individual skills. Those beneficial attributes which are applicable to instruction in general are equally important and applicable to the instruction of English.

Individualized instruction is in evidence in the teaching of English in secondary schools because English has become personal (Cooper, 1971). The influence of this personalization can be observed in the concept areas of environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting.

Individualized instruction has elicited a change in the environmental situation of the English classroom. Students and teachers alike have expressed enthusiasm about their new freedom. Both enjoy being able to become involved in areas of strengths and interests (Commers, 1971). In addition, both teacher and student express approval of the new scheduling which frequently allows for approximately forty per cent unscheduled time. Many teachers point out that flexible modular scheduling is the way secondary school education is going in this personalized, fast-paced world of the seventies. Even the physical structure of the school has changed. Instead of the usual disorganized scattering of classrooms, subject clusters have been formed. The English cluster is adjacent to the library and reading area, and it has its own resource center with multisensory aids (ED 030-206).

Individualized instruction is also in evidence in the concept of the role of the English teacher. The traditional teacher presents grammar as the identification of parts of speech, phrases and clauses, and classification of sentences. The method is recitation and drill with the student working canned textbook exercises and the teacher correcting mistakes. The traditional teacher presents writing as a set of rhetorical principles to be memorized by the student and applied to teacher-devised or textbook-devised, narrowly conceived topics. The teacher proofreads these compositions with a red pencil. The traditional teacher presents literature through close analysis of each work (Blake, 1971). Continuing to teach subject matter with disregard of the student's deepest concerns is educational suicide. The teacher and his relationship with the student is far more important today than any technique, method, or technological invention (Fagan, 1971).

Individualized instruction, with its redefinition of teacher role and student role, allows the teacher to involve himself, not only in areas of strengths and interests, but to involve himself with the educational concerns of the student (Weise, 1970). In a program of individualized instruction the task of English educators is to investigate potential inter-relationships, invent appropriate classroom strategies, define teaching and learning roles, and plan content in terms of skills, knowledge, and experience. In other words, the task of English educators is to build a

curriculum which reflects significant aspects of earlier programs in the light of a broader view of human possibility (Gill, 1971).

Individualized instruction is also evident in the concept area of student involvement in English instruction. In the new English the student is actively involved in the process of learning. The lecture method is seldom used. Instead, concepts, generalizations, attitudes, and values are sharpened and these are assessed through a means of discussion and interaction. The classroom has become a seminar where students are given practice in discussing, questioning, analyzing, and testing values with other students and the teacher. With new English the student is also involved in the total creative process of growing up. Instruction is a provisional state that has as its objective to make the learner self-sufficient. Instruction helps the student to develop the confidence and the ability to evaluate his own performance (Blake, 1971).

The student has become more involved as individualized curricula require more student participation. One example of a curriculum based on student involvement is APEX, Appropriate Placement for Excellence. With APEX the student has greater responsibility and participates in the learning process. Confronted by the need to elect courses, the student must assess his abilities, goals, needs, and interests, and make a decision. Thus, the student becomes more involved, alert, and aggressive (Margules and Eigen, 1962).

In addition, involvement in the decision making process on the part of the student puts the responsibility for his education more squarely on the student (Rounds, 1972).

Another outstanding example of student involvement is the student-led seminar. In this program the seminar group chooses a faculty sponsor, compiles a bibliography, describes methods of procedure, and establishes methods of participation for each member of the seminar (Myers, 1971). With such forms of English, the emphasis is on active participation and production rather than passive absorption by the student (Leander, 1971).

Individualized instruction is also evidenced in the concept area of English curriculum and English materials. The traditional bill of fare offered the English student does not meet his needs nor is it relevant to his interests (Weise, 1970). At present there is too much talking to the student by the teacher, too much recitation-drill under the guise of discussion as the dominant mode of instruction, too much drill on vocabulary words, too many tests evaluating low level learning activities, too many uninspired and distasteful writing experiences, and too much superficial teaching of literature (Blake, 1971).

The basic principles evolving for the English curriculum for the seventies is a de-emphasis on content in favor of individual programs of experience and growth (Gill, 1971). Individualization is a popular term used to characterize English education for the seventies (Fagan, 1971).

Leveling the four year English courses (Sister Mary Sylvia, 1972) and sequencing (Meade, 1971) are two methods frequently used for individualizing English instruction. Elective courses also provide for individualization in a much more effective way than the average teacher can do in the average classroom (Rounds, 1972). In addition, independent courses provide students with the opportunity to convert hobbies into English studies. A program of independent study is based upon formal, informal, long range, or daily contracts (Fagan, 1971). Another innovative practice in English curriculum is to disperse students to other centers of activity where the student is directed by professionals in that area, e.g., the student learns to write in a television studio or news office or to act in a professional theatre company (Leonder, 1971). Such programs seem to indicate that English is becoming more of a process-oriented curriculum as contrasted to a product-oriented curriculum (LaRocque, 1971).

In a product-oriented curriculum acquisition of the right answer is emphasized, one textbook is often used, and the primary mode of instruction is the lecture. The teacher is the sole decision-maker, and she usually makes a priori decisions as to what products will be mastered--before knowing the students, their needs, their strengths, or their goals. In contrast, a process-oriented curriculum employs special collections of materials, often uses role-playing, small groups, and independent study, and respects

the student's own learning process. A process-oriented classroom will of necessity be more open and will allow students to make discoveries for themselves (LaRocque, 1971).

Numerous process-oriented curricula are available for the English classroom. Included in these are APEX, Appropriate Placement for Excellence; Quest, the New English; Operation: English Freedom; the Hawaii English Project; ImpALLA, Improvement through Progressive Achievement Levels in Language Arts; IRP, Individualized Reading Program; and Reading Unlimited.

APEX, Appropriate Placement for Excellence, is a non-graded, phased electives program. In this program the student can select any learning experience in the program that he feels will best meet his individual interests, his needs, and his abilities. Phasing indicates the degree of difficulty of the course and describes the course, not the student. APEX courses are usually one semester in length but can be designed for shorter blocks of time. In addition, the curriculum is immensely flexible. If student interests, needs, or abilities are not being met, new courses are created for them. If courses become obsolete, they are dropped (Marguiles and Eigen, 1962).

Quest offers the English student a variety of ways through which he may pursue additional knowledge, strengthen known weaknesses, and open entirely new areas of imagination. Under a Quest program, students may elect to drop a regularly scheduled subject and go on their own research for

a period of nine weeks, of one grading period, and receive a grade and credit in that subject (Wright, 1971).

The New English eschews the excessive dogma of the printed word and involves the student in oral interaction as well as allows him to continue to use printed matter. Since language is the media by which human beings interact and realize their humanity, it follows that language is the key to functioning as a human being. Speaking, writing, and reading are simply different manifestations of the same medium (Blake, 1971).

For Operation: English Freedom an eighteen week semester is condensed into fifteen weeks. In the three weeks left, students are offered a selected curriculum which offers a wider choice of offerings and makes use of outside personnel. The special curriculum is designed to meet the needs of the students as well as special interests of teachers. Evaluation for the special courses consists of superior/pass/fail (Commers, 1970).

The Hawaii English Program is a major curriculum development which has produced a tested curriculum in English for grades 1-12. The curriculum has three related strands through which students select and enter the various skills sequences at their own level and move ahead at their own rate with the help of many and varied learning tools. All students participate in a language skills sub-program, the goal of which is effective communication in language. The language strand is a sequence of inquiries into modern

linguistic science. The literature strand has as its goal student engagement with literature in a progressively discriminating way until at length the student turns to it for pleasure and instruction, has a mature and eclectic taste for it, and is able to respond to its infinite varieties and values.

Courses in the Hawaii English Program include Fundamentals of Communication, Oral Communication I and II, Drama I and II, Competitive Speech and Debate, Fundamentals of Writing, Composition, Journalism I and II, English Usage and Composition, Creative Writing, World Literature I and II, American Literature I and II, Reading Skills Development, and Reading Seminar (ED 046-122).

Another curriculum is ImPALLA, Improvement Through Progressive Achievement Levels in Language Arts. ImPALLA is a new approach to the structure and content of the secondary school language arts program. The approach takes into consideration:

- (a) the process of learning
- (b) factors which affect learning, such as attitude, self-concept, values, intelligence, interests, and motivation
- (c) the relationship of learning to the structure of any given body of knowledge or thought process
- (d) the ability to make intellectual choices and decisions
- (e) the ability to form ethical values and criteria
- (f) the ability to make aesthetic discriminations
- (g) the ability to give these choices, decisions, values, and discriminations form and meaning in action.

ImpALLA is primarily concerned with motivating the student and cultivating his natural desire and curiosity into specific pursuits in the study of language arts. The program also attempts to develop skills. Teachers and students work closely to shape individual study units that are of interest to the student and contribute to the development of his skills. The student may work alone or in a group and the time devoted to a unit can vary considerably according to projects (Gordon, et al., 1970).

Evaluations of the English curricula in high schools revealed that the greatest need of the majority of the students is for the development of reading skills that would enable them to succeed in their school work and in their out-of-school activities (ED 044-241). A program of individualized reading is one answer to this need. Two programs which seek to fulfill this need are the Individualized Reading Program (IRP) and Reading Unlimited.

The Individualized Reading Program (IRP) involves exploration, individual goals, and individual rate. This program is based on a classroom environment conducive to reading through silent reading time, non-interfering instructional guidance, book talks, conferences, uninterrupted sustained silent reading practice, and record keeping, and evaluation. The objectives of the program are to help the student to internalize skills, to develop the habit of reading, and to mature in his selection and evaluation of books (ED 052-906).

Reading Unlimited is a program for independent reading. The student compiles a bibliography of what he is reading. He concludes the course with an analytical, critical, or narrative composition as to the result of his reading (ED 044-241).

While various aspects of individualization of English instruction can be identified, the descriptions of specialized English courses, e.g., "English for the Slow Learner" and "English for the Non-College Bound" indicate that the English curriculum is not totally individualized. According to the description in the literature, an individualized curriculum contains no such specialized courses. Instead, there are specialized groups and specialized individuals within each course (Esbensen, 1968).

Many resources and materials have also been devised which facilitate the personalization of instruction. One example is the instructional packet. The use of packets allows the wide range of individual differences within the student population to function uniquely. The beginning of the packet can be written for the lower ability student, and the quest opportunities at the end of the packet can permit the more gifted student to continue in-depth investigations (Grobman, 1970).

Programmed English materials are also feasible. The study of language is amenable to programmed instruction as are literature and composition. Concepts of characterization, plot, and style can be effectively taught through

programmed material, especially by integrating recordings, films, and field trips with the programmed textbook. A model for teaching composition through programmed materials, the Klaus Composition Model, has also been developed. With the Klaus Composition Model, the student's first activity is judging sentences along the dimensions of creativity. When a graded sequence indicates that his judgment is sufficiently acute, he is confronted with "bad" sentences to edit. In the final phase, the student is given a topic to treat "creatively" (Gill, 1971).

Other examples of programmed materials include American and English Literature (Harcourt), Advanced Reading Skills (Macmillan), Experiences in Writing (McKenzie and Olson), English 2200, 2600, 3200 (Harcourt), TMI Punctuation and TMI Spelling (Grolier), Programmed English (Macmillan) and English Syntax (Macmillan) (Geddes, 1972).

In addition, there are many ways in which the English teacher can use media creatively in the classroom. The potential for exciting teaching and learning is unlimited. The study and use of media--film, photography, audio, video, slides, tapes, records, radio, collages, etc.--are relatively new and occasionally threatening to many teachers (Brandon, 1971). Other innovative practices include an all elective program, the open laboratory and the imported artist. An alternative is to bring the professional into the school (Leondar, 1971).

Individualization is also evidenced in the evaluation and processes in English instruction. An individualized test fabricated to evaluate each student's growth and unresolved weaknesses, far from being a quixotic dream, has been tried with phenomenal success. Under this plan, each student reviews his folder of papers and his notebook(s). He categorizes notations and corrections under three general headings: usage, syntax, rhetoric. This review gives the student an overview of the English curriculum. Isolated activities become a part of the whole. The individualized test on composition is usually a revision of a paper selected from the student's folder. The test on poetry is based on the student's notebook(s) and is usually in the form of a discussion. The teacher's knowledge of the student enables him to make appropriate test selections (McCoy, 1968).

Behavioral objectives are another facet of the individualized evaluation process. Since the goals of English are often vaguely stated and poorly evaluated, behavioral objectives can aid the teacher in clarifying and in making concrete the nebulous aims. They will also benefit the student as he will know exactly what is expected of him (Dieter, 1971). The use of contracts also involves the student in the evaluation process (Amsden, 1971).

Conclusion

According to the literature, individualized instruction in the English classroom is effective in the five concept

areas described by the literature--environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting. Indications are that individualized instruction is beneficial to the student and to the teacher; it promotes a more flexible approach to curriculum and materials; and it aids in the personalization of the evaluation and reporting processes. Individualization personalizes all aspects of the English education program and its purposes. This personalization is important because the English classroom is the place where the chief matters of concern are particulars of human dignity-- individual human feeling, human response, and human time as these can be known through written expression of men living and dead and they can be discovered by student writers seeking through words to name and compare and grasp their own experience. The chief matters of concern in English instruction are not analysis and explication, but rather human feeling and response (Cooper, 1971). Individualized instruction promises to be a most effective approach to instruction to achieve this human dignity.

This Writer's Concept of Individualized Instruction

Having reviewed the literature concerning the concepts of individualized instruction, this writer contends that for a true program of individualized instruction to exist, individualization must be present in all five areas of personalized instruction: environmental situation, teacher

role, student involvement, curriculum and materials, and evaluation and reporting. Otherwise, i.e., if any one aspect of the instructional program is emphasized to the exclusion of the other parts, the instructional program is only partially individualized.

The five areas of individualized instruction are mutually inclusive in that each is interrelated to and has an interdependence on each of the other facets of individualization. The environmental situation, with its component features of climate, organization, faculty, grouping, learning laboratories, scheduling, and architecture, has a direct influence, positive or negative, on the teacher role, the extent of student involvement, the type of curriculum established, the materials used, and the form of the evaluative and reporting processes employed. Similarly, the role of the teacher cannot be redefined without a redefinition of the role of the student, and vice-versa. For example, if the role of the teacher is that of lecturer, then the role of the student must be that of note-taker. If the role of the teacher is examiner, then the role of the student must be that of question answerer. If, however, the role of the teacher is that of resource person, then the role of the student must be that of inquirer. In a like vein, if the curriculum and materials are varied and diverse, offering the student a wide variety of options and opportunities, the student must then be allowed by the environmental situation and by the teacher role to

exercise these options and to take advantage of the opportunities offered. Likewise, the evaluation and reporting processes must be compatible, not only with each other, but with the principles of individualization present in the areas of teacher role, student involvement, and curriculum and materials. In a situation where the student is working with individualized materials and methods in a personalized curriculum, traditional methods of evaluation and reporting are totally inadequate and unacceptable in that they are incompatible and inconsistent with the principle of individualized instruction.

Since each component area is inter-bound with the other four, the more congruent are the areas, and the stronger and more effective the approach. In other words, all five elements of individualization must combine for the successful implementation and development of a complete program of individualized instruction.

Factors For the Individualization of Instruction

The five concept areas of individualized instruction described by the literature--environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting--encompass all aspects of the instructional situation--surrounding conditions, participants, course of study, content, and evaluation. Attempts to individualize instruction, therefore, can be evidenced in one, several, or all of these concept areas. While it

is not mandatory for individualization to be present in all component areas for a program to be individualized, a genuinely individualized approach to instruction will find a teacher who endeavors to implement, develop, and maintain individualization in each component area. Since each component area is interwoven with the other four, the more related the areas, the stronger and more effective the approach.

The descriptions and discussions found in the literature of the concept areas of environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting establish the importance of these various factors in regard to the individualization of instruction. These descriptions and discussions also delineate the valuable contributions of various features of these five concept areas in regard to the individualization of instruction. The identification, description, and discussion of the important factors and worthwhile features of each of these factors can be used to formulate the criteria for a successful program of individualized instruction.

Environmental Situation

The literature describes and discusses the influence which the environmental situation has on the individualization of instruction. Because of the strong influence of the environmental situation on other aspects of the instructional situation, personalization of the components

of the environmental situation--climate, organization, faculty, grouping practices, use of learning laboratories and learning centers, scheduling, and plant architecture--is basic to the formulation and continued development of a program of individualized instruction.

At present in most classrooms there is limited opportunity for a live, spontaneous educational experience. In the usual instructional situation, the student and teacher are not able to deviate from a prescribed course of study nor is the teacher free to capitalize on the circumstances of the moment (Botts, 1969). To foster individuality, the most fundamental element is a wholesome environment for each student. This wholesome environment, or climate, should provide rich stimulation found in instructional planning, responsible freedom, a balanced pattern of success experiences, and supportive love, respect, and acceptance. Such an environment should also provide time for the student to explore, to contemplate, and to develop an opportunity to make commitments, an opportunity for a steady deepening of self-insight, and a chance to examine human values and to look at cultural heritage (A Climate for Individuality, 1965). The school must create an environmental situation which allows for development and which encourages self-fulfillment. Each student must have the freedom to be himself, a distinct personality, in a climate of intellectual freedom with a minimum of rules and policies (Glathron, 1969). Much of the climate for a successful

individualized program is derived from the relationship between the teacher and the student and from the attitudes fostered by the administration (Botts, 1969).

Individualization requires an organization which allows the student to engage in activities uniquely appropriate to his own style and his rate of learning, which promotes opportunity for study beyond the regular curriculum, and which permits maximum use of instructional resources (Individualized Instruction, 1964). The degree of individualization of instruction depends on the degree to which provision is made for purposeful pacing, alternative means of learning, a variety of self-evaluative processes, decision-making activities, and purposeful interaction (Dover, 1970). With such an organization, there is less need for accelerated courses. Instead, there are accelerated groups within each course (Esbensen, 1968).

The teacher is also a vital influence on the individualized instructional program. For instruction to be individualized, a dynamic teacher willing to experiment and change is a necessity. The teacher must be given opportunity, however, to be flexible in classroom situations. While activities which involve the class as a whole are planned, each teacher should be able to devote the majority of classroom time to individual activities and to small groups (Lindwall and Bolvin, 1970; O'Donnel and Lavaroni, 1970).

The number of ways to group students is almost infinite (Lewis, 1969). Schools can individualize by drawing students out of the total group for special, remedial, enrichment, or honors instruction (McLaughlin, 1972). The sole purpose of any grouping is to establish an atmosphere in which optimum learning can take place (Lewis, 1969). Studies indicate that it is beneficial to form groups of mixed abilities, that mixed ability groups obtain higher scores than homogeneous groups, and that cooperative learning is especially beneficial to the lower learner at the secondary and junior high levels (Amaria, 1969).

Some students learn better by working with other pupils (Amaria, 1969). In addition, all students need some socialization experiences, experience in working as leaders and as followers, experience in assuming responsibility and initiative, and experience in hearing and in analyzing the views of others and in having their own views heard and analyzed (McLaughlin, 1972). Flexible grouping facilitates pupil movement as well as organization in terms of pupil need (Rollins, 1968). Some schools have found that students can reliably select their own learning groups; others have explored "teachability grouping" in which teachers and learners who can best work together are matched (Amaria, 1969). Peer teaching has also proved to be effective (ED 043-700). Grouping is another instructional practice which makes a valuable contribution to the individualization of instruction.

With grouping there is no reason why grade structure should be inviolable. Students prepared for and capable of certain learnings should be put together regardless of chronological age or grade assignment (Rollins, 1968) through the use of achievement level grouping, multi-age grouping (Lewis, 1969), and multi-graded classrooms which have a range of two or three chronological years (Kopp, 1971). The skills sequence-plan is one method of organizing the non-graded curriculum. Each level represents a given number of basic skills to be mastered. When the student finishes one level of the skills sequence plan, he can go on to the next level without affecting his classmates' rates of progress (Lewis, 1969). Academic confusion is eliminated by the establishing of a mastery of minimalis (Kopp, 1971). The basic guiding principle behind the non-graded concept is individualization of instruction and an attempt to meet the social, emotional, educational, and physical needs of all students through flexibility in the program, methods, materials, and equipment used in the educational process (Stolurow, 1968).

Research regarding non-graded schools appears to be conflicting and inconclusive. Controlled experiments in a real school situation are difficult to conduct since the experimental and control groups are seldom found in the same school. Also, non-graded organization as a structure cannot be validly evaluated unless accompanying changes in curriculum and in teacher role are evident. Unless more

evidence is gathered concerning the relative effectiveness of graded and non-graded curriculum organization, it would be unwise to suggest that one organization is superior to the other on the basis of present research verification. The strongest case for developing a non-graded school remains the cold logic of providing for individual differences among individual students (Rollins, 1968).

With individualized instruction, classrooms, both graded and non-graded, are operated as learning laboratories made up of learning centers (Allen, 1968). These centers vary from centralized facilities associated with the library to decentralized facilities associated with teaching departments to specialized facilities. Individualized learning is fostered through adequate staffing and up-to-date materials and equipment in these centers (Baker and Goldberg, 1970). The student and the teacher plan ways of using the learning center effectively and efficiently, thus assuring that each student has a variety of experiences. In addition, each student can pursue at self-selected centers his personal interests and explore new ones in an atmosphere free from the pressure of testing and reporting (Allen, 1968). This open laboratory concept is being accepted by a growing number of teachers who have found that, given the opportunity, most students can become responsible to a large degree for their own education (ED 057-633).

The learning situations in individualized instruction are organized to permit each student to view himself as worthy and able to succeed in learning tasks of increasing difficulty and complexity. Each student experiences working alone, working with others of like ability, working with those whose ability and age are significantly different from his, and working as a contributing member of a large group (Allen, 1968). Each module is designed to strengthen the student's understanding of a single major concept with secondary ideas included to support and to reinforce the primary idea (Baker and Goldberg, 1970). During a given week the student also has numerous modules of unscheduled time which can be used in a variety of ways--as the student chooses (ED 028-501). Classroom learning centers give all students a chance to grow uniquely, to maintain personality differences in a climate of understanding, and to extend their personal interests. At the same time, learning centers give the teacher opportunity to guide each student in extending skills and abilities and to encourage each student in self-expression and in independence (Allen, 1968).

The heart of the individualized program is the instructional materials center which is a place for both student and teacher study activity. It combines the elements of a traditional library and a multi-media resource center with those of a laboratory. The instructional materials center provides individual work spaces as well as areas for group and individual activities (Manlove and Beggs, 1965).

The facility houses the materials, supplements, references, teacher-initiated materials, and textbooks for each instructional area. Adjoining the instructional resource center are large and small group instructional areas, laboratories, and faculty offices which can also be used for academic counseling (Bishop, 1971). An important feature of the resource center is that it is always available for use along with consultant service (Petrequin, 1968).

In addition to revising the organization and location of materials, individualized instruction also involves a new concept of scheduling. With the advent of electronic data processing procedures, the possibility of developing a flexible schedule and of implementing educational alternatives has become a reality. Computers can produce a master schedule for the school lists of classes, and schedules for teachers, rooms, and students (Walton, 1970). The computerized schedule can be constructed by careful design rather than by expediency, and facilities and equipment can be considered as the schedule is constructed (Manlove and Beggs, 1965). In addition, flexible scheduling establishes an organization through which the individual student with unique capabilities, interests, and background can develop the full measure of his talent (ED 028-501).

One form of flexible scheduling is IndeFlexS, which calls for varying the rate, depth, and breadth of instructional opportunity for each student according to his needs and capabilities, giving teachers the opportunity to

perform those functions in the teaching process that they can do best, altering and varying the size of the class, and assigning time to subjects according to his requirements for mastery rather than treating unequal subjects as equal. IndiFlexS calls for a schedule cycle based on the week, thus allowing for longer periods of study, permitting unequal distribution of time for various courses, and giving latitude in organizing special group meetings. Flexible scheduling also facilitates the use of large assembly groups, small inquiry groups, and independent study (Manlove and Beggs, 1965). In addition, greater flexibility in course offerings is possible (Steiner, 1971).

With flexible scheduling each student's schedule is likely to be different from every other student's schedule because each program is tailor-made to the particular educational needs and aspirations of the student. Also, the goals of each student are different (Manlove and Beggs, 1971). Thus, a prime advantage of the flexible schedule is that each course structure is designed around its unique body of knowledge and its own students by those who best know that body of knowledge and those students. With flexible scheduling, it is the curriculum that is adapted to the student rather than the student who is made to fit the curriculum. By incorporating large group instruction, small group instruction, open laboratories, independent study, and unscheduled time as a part of the student's curriculum (Petrequin, 1968), flexible scheduling provides

a vehicle to satisfy more closely the needs of each individual in the school (ED 030-206).

Similarly, several schools have inaugurated daily demand scheduling which allows for maximum opportunities for innovation and more individualized instruction. Students do their own daily programming from a master schedule. Singles, classes offered only once that day, are scheduled first; then multiples, classes offered more than once during the day, are scheduled. Students have access to resource centers and open laboratories. They also contract for courses of study and are given independent study privileges. Any time a student is not in a structured class, he is free to use the library or resource center, or he may audit another class with permission, or he may just visit with friends in the quad area. The student is responsible for the lessons covered in a missed class. To facilitate the fulfillment of this obligation, a list of the lessons assigned and other learning materials is available in the department resource center (Gilman, 1970).

In those schools using daily demand scheduling, department heads meet each morning to plan the offerings for the next day and to decide on room usage. These plans are based on job orders concerning time needs, size of groups to be met, and facilities needed. While teachers make up the job orders one week in advance, changes can be made on a day-to-day basis. With this type of scheduling, teachers and students are not locked into a program for a year.

While it is too soon to attempt any formal evaluation of this system, teachers and students involved with flexible scheduling have responded favorably to it (Gilman, 1970).

Among the other advantages of flexible scheduling are that it provides a means for pacing instruction to individual needs, it eliminates unnecessary repetition, and it places increased responsibility for learning on the student. In addition, it allows teachers to make decisions about the length and frequency of learning activities, it gives teachers time to work with small groups and individuals, and it provides opportunities for the use of resource experts (Manlove and Beggs, 1965).

There are also disadvantages inherent in flexible scheduling. There is the danger of not giving enough time to a subject, that it requires more time and cooperative efforts of teachers in making the schedule, and that it requires teachers to change their teaching patterns. In addition to being difficult to develop, flexible scheduling is not understood by the public or even by all administrators and teachers (Manlove and Beggs, 1965).

Research studies have been made in regard to flexible scheduling. For example, in an attempt to compare modular-scheduled students with national norms, the Sequential Test of Educational Progress was administered to one study group. The scores were higher than the national averages, and achievement was somewhat higher than achievement under the

traditional schedule (Blume, 1971). In addition, students responded favorably to the variability of flexible scheduling, like the variety that it offered, and reacted positively to the opportunity for activity and unity of learning activities that it provided (Manlove and Beggs, 1965). Students also stated that they had a more informal yet effective relationship with teachers. They reported feeling that teachers expected more of them, but at the same time teachers were also able to give the student more individual attention. Most students reported feeling that they could and did utilize the opportunities afforded by independent study. Only twenty-five percent reported feeling that they had too much independent study time. Students who had a negative response to independent study time had been low achievers in both traditional and modular programs. Most students stated that the library did not have enough materials. Also, almost one half of the students indicated that they spent little or no time in the Commons area, and forty percent of the students responded that the Commons area needed stricter supervision. In general, students reported feeling that they were learning more in their modular classes than in the traditional schedule and that teachers had raised the standards of achievement in the new program (Blume, 1971).

Of the faculty, eighty-five percent indicated that they would rather teach in a modular schedule. Ninety-seven percent of the teachers reported that their role had changed

in a positive direction and that their work had become more challenging and interesting. A majority of the teachers believed that students were better motivated, assumed a more responsible role in the learning process, had more opportunity for effective study, and participated in more spontaneous class discussion. In addition, most teachers indicated that independent study was the instructional phase needing the most thought and work and that they did not have the time to develop independent study projects. Teachers also reported that professional relationships improved under flexible scheduling and that they were getting to know their students better (Blume, 1971).

Parents responding to the questionnaire on flexible scheduling expressed a favorable opinion of flexible scheduling and independent study. In addition to reporting that students had less homework, parents also indicated that with flexible scheduling their children seemed to be more responsible as students than they were with the traditional schedule (Blume, 1971).

As instructional programs take on a newer and more discriminating approach, the architectural aspect of the school must respond to the change in shape and atmosphere. Veteran schoolmen still characterize most existing schools in terms of rigidity, isolation, sterility, formality, inaccessibility, uncommodiousness, starkness, immobility, permanence, and constraint (ED 022-358). If new teaching and learning processes are to be activated, no longer can

students be sorted by architecture. Programs now require spaces that are open, simple, flexible, ample, and even beautiful and exciting (Lewis, 1969). Educators must modify the facilities to fit the instructional program that has been developed and not establish an instructional program to fit existing facilities (Manlove and Beggs, 1965).

In summary, the environmental situation must provide a climate and organization which encourages growth--of participants, of programs, and of facilities. The teacher and the student must have freedom in which to grow and to develop. This growth must be nourished by flexible grouping, by flexible scheduling, by abundant and appropriate materials effectively and efficiently organized and used, and by architecture which provides adequate space. An environmental situation comprised of compatible features is one component necessary for a successful program of individualized education.

Teacher Role

In a study of teacher communication it was found that at present the primary function of the teacher continues to be soliciting information and that the functions he performs least frequently are structuring and responding. The teacher is still the focal point of classroom activities and continues to give uniform instruction to the entire class (Shipp, 1972). A teacher can individualize instruction within a traditional school organization, however,

through the use of differentiation in unit planning, supervised study, informal grouping, differentiated assignments, subject matter enrichment, differentiated questions, consideration of interests, modification of content, varied texts, tutorial help, remedial teaching, student contracts, and special working and reporting procedures (Starr, 1971).

It is to be anticipated that work in individualized instruction will lead to a greater clarification and an expansion of the role of the classroom teacher. Thus, teachers should be prepared to use contingency management in the design of activities and situations that convert, change, or modify the behavior of the student. In order to accomplish this modification, the teacher must:

1. Know terminal behaviors
2. Develop a set of criteria for classroom use
3. Analyze the population
4. Design the learning environment (Valentine, 1971)
5. Understand and accept heterogeneous grouping
6. Know the growth needs of each student
7. Develop techniques and use resources to free and motivate students to work on their own
8. Develop a sequence of content that is relevant to the student
9. Develop a series of activities and experiences in which the student may participate to develop skill
10. Plan a classroom environment which respects the student as an individual
11. Provide sufficient materials to meet a wide range of individual needs

12. Arrange for regular conference sharing times
13. Validate procedures for evaluating the effectiveness of the system
14. Plan for regular evaluation procedures by students, teachers, and parents (ED 055-063).

The teacher must also be prepared to make exceptions to the system when they are needed and to serve as an agent for selective reinforcement (Danowski, 1965). The goal of instruction is the growth of the individual student. This growth is best achieved as the teacher guides rather than dictates (Shipp, 1972).

With the influx of computers, the teacher will become a manager of the learning process (ED 029-495), a "physician" rather than a "pill pusher." He will identify learning deficiencies, diagnose learning difficulties, prescribe corrective treatments, and otherwise help each student come closer to his true potential. The teacher's concerns will be directed more to understandings, attitudes, and appreciations as learning becomes the outcome than to factual knowledge and routine skills. He will be more attentive to the student's styles and approaches to problem solving than to the solutions evolved. He will be able to devote more of his energies to helping students develop character, social maturity, communication skills, lasting perceptions and insights, and creative inclinations. He will also develop new curriculum materials, continue to learn himself, and share his new learnings with teachers and students (Walton, 1970).

No longer will the teacher be an educational broadcaster. Instead, he will let machines, the handout, the tape, and the programmed textbook do the broadcasting. He must learn to plan ahead and to organize materials in such a way that students can begin a unit if the teacher is not available for a presentation, e.g., videotaped teacher presentations. The teacher must also be able to store large amounts of materials effectively and efficiently as well as work out routines so students can secure units of work and return them without the teacher's having to be present. The teacher must also learn to organize different kinds of groupings, and he must always know the progress position and destination of each student. The teacher must also learn to grade tests at a continuous pace rather than on one night. In summary, the teacher must learn to play the role of counselor, motivator, diagnostician, prescriber, test constructor, and curriculum builder (Steiner, 1971).

The basic aspect of the teacher's role in individualized personal instruction includes:

1. The evaluation and diagnosis of the needs and progress of each student
2. The development of individual study plans
3. The development of immediate and long range plans for the total class which take individual needs and plans into account
4. The planning and organization of the classroom and the class period to create an effective learning environment

5. The development, in cooperation with other members of the professional staff, of plans for large group instruction
6. The supervision of the work of paraprofessionals
7. The study and evaluation of the system so as to improve its operation (Lindwall and Bolvin, 1970).

A program of individualized, personalized instruction puts a greater demand upon the teacher than does the conventional system. Because a good program stimulates the student to think more deeply about the subject, the student asks questions that demand knowledge on the part of the teacher (ED 055-982). The teacher must also decide as objectively as possible how best to teach the individual students with which he is confronted--not only what to teach, but how to teach (Wallwork, 1971). With individualized instruction, the teacher role is not to tell the student what to do or how to do it, but rather to serve as a resource person, helping the student to clarify his own ideas and to analyze his problems as he meets them, and trying to show the student where and how to find materials relevant to his project (Petrequin, 1968). In addition, the teacher does not engage in any activity which can be handled by machine or by the students themselves, either individually or in a group (Reinert, 1971). The teacher then is free to devote more time to those students and to those aspects of learning where his presence is essential (Glathorn, 1969).

For the focus to be on the student, what he does and how he learns, a greater portion of the teacher's day must

be free for conferences with students (Overly and Kinghorn, 1968). Teachers should be involved in class activity approximately two-thirds of the time with one-third devoted primarily to student conferences, planning, and evaluation of student work. If the teacher is part of a team, common time must be designated when all members of that team are able to meet together for planning (Dunn, 1971).

Team teaching holds great possibilities for strengthening a school program. Studies have revealed that teaming provides:

1. A way for the team to regroup students to narrow the range of differences and thus better individualize instruction
2. A way for the team to build on each other's strengths and overcome individual weaknesses
3. A means to implement differentiated staffing
4. An incentive to the team for professional growth within the school environment
5. A way to use specialists to provide leadership and to demonstrate more effective use of materials and techniques
6. A way to provide assistance to the inexperienced teacher
7. An opportunity for the team to plan objectives, develop materials, and decide upon strategies to implement the objectives (Herd, 1971)

Some advantages for the teacher are he is freed from teaching many routine skills; he is furnished with diagnostic devices; he can meet with more accuracy the instructional needs of each student; and he can spend more time with students who need help most. In addition, through teaming,

the teacher is enabled to bring a structured, carefully thought-out program to his students. Teaming also develops a higher degree of job satisfaction (Blake and McPherson, 1969). Research also indicates that attitudes tend to be higher among staffs that have had a part in setting up flexible schedules, in making decisions regarding the length and frequencies of class meetings, in the size of learning groups, in content, and in instructional procedures to be used, in designing problem situations and exercises, in preparing presentations, and in scheduling independent study programs (ED 024-269; ED 051-974).

Regardless of the nature and degree of planning that has gone on, the teacher is the final authority in the classroom. He may implement a program in its entirety, use it with major or minor revisions, ignore it, or develop an alternate program of studies (ED 043-700). The greatest single source of difficulty in implementing individualized instruction stems from the psychological impact on the teacher since this approach runs counter to the way most were taught, were taught to teach, and have been teaching for many years (Shipp, 1972). It is not easy for all teachers to change their attitudes about teaching because traditional methods are embedded in the minds of many educators. For them, there seems to be no alternate method. Even for those who can envision the possibilities of individualized teaching methods, the old habits make it difficult to adjust (Lewis, 1969).

Student Involvement

Individualized learning implies that the student will develop sufficient motivation for the subject to become self-directive. This motivation comes from a sense of purpose, of knowing why he is engaged in an activity, of knowing what good it will do him, and of knowing the consequences of his learning (Steiner, 1971). Under this system, students are responsive to and responsible for their own education, and it is nearly impossible for a student to fail. If the student selects his own goals, his own activities, and his own evaluation and then does not work, he can easily see that the failure is an earned one (Shipp, 1972). With individualized instruction the question asked of the student is "How soon can you perform this task at this specific level of proficiency?" rather than "Can you perform this task as well and as soon as your classmates?" Instead, the student is tested and placed in a personalized program at a level commensurate with his ability and preparation. The program is one which relates to him and in which he can succeed (Dunn, 1971). Insofar as is possible, each student is permitted to advance at his own rate of speed and is tested when he believes himself to be ready. If his estimate proves incorrect, it is merely a delay and not a failure (ED 025-810).

The teacher works with the individual student to help him plan his time so it is of the most value to him (Rollins, 1968). In planning a program, the student signs

up for study groups from available choices. After goals are developed by the teacher and the student, each student works upon his personal contract which includes class goals, special goals, proposed techniques and activities as well as a list of resources to be used. The student also estimates the amount of time the project will take and indicates how he will evaluate his final product. He also describes how he will share it with others, or at least with the teacher. In preparation for evaluation, each student writes up a summary sheet listing his original goals and explaining how he did or did not meet them. At a conference the student and the teacher come to some agreement about the grade to be recorded (Shipp, 1972). Thus, the student participates in all decisions that affect him (Baker and Goldberg, 1970).

Inquiry and involvement are prime factors in such a program of personalized instruction (ED 046-122). Courses are not confined by textbooks, teacher choice, or publisher selection. Instead, the student individualizes his learning by selecting his own content (Dunn, 1971). By redefining the student's role in the learning process, individualized instruction opens new opportunities for exploration to him. For example, some students are developing their own programs and are participating in the selection and production of materials relevant to these programs and their objectives (ED 046-122).

Individualized instruction is not reserved only for the more academically inclined student. Experience and studies prove that individualized instruction is effective with the slower student also (Herd, 1971). The student can best fulfill his potential as he becomes more and more self-directed in his learning, as he makes more and more decisions for himself about when to study, what to study, where to study, and how to study (Glathorn, 1969). However, students must be prepared for this new experience and must understand the nature and reason for the program (Manlove and Beggs, 1965) lest they be overwhelmed by the decision-making process (Gross, 1970).

A completely self-paced program demands, as studies show, a great deal of the average student in the way of motivation, self-discipline, resourcefulness, productivity, self-evaluation, and desire for improvement (Bágelow and Egbert, 1968). The personality traits of general adjustment, ego strength, conscientiousness, and responsibility also influence success, particularly in independent study, which is one form of individualized instruction.

Studies indicate that the students involved in independent study are better read and better informed. Follow-up studies indicate that they adjust to the college classroom with little difficulty and that their college performances are well above average. This success is attributed to the fact that they know their strengths, weaknesses, and

learning habits. In addition, they have had experience in making decisions and in living with the consequences of those decisions (Steiner, 1971). The best feature of independent study is that the student realizes how much more there is to learn and is anxious to get on with it (Felland, 1969).

Assessment of individualized instruction has shown that the program has been effective in changing student behavior and in improving academic achievement (Botts, 1969). Students indicate that they feel less pressure, that they can work at their own pace, and that they are able to learn through doing rather than through listening or reading (Steffen, 1971). Experiments also indicate that with individualized instruction students learn faster and have a higher learning gain with a smaller dispersion of scores, and that students like an individualized approach better than conventional classroom instruction (ED 056-460).

Research also indicates that students involved in independent study make significantly superior gains on standardized achievement tests in subject matter areas in which independent reading has been done. Studies also reveal that absence from class for the purpose of independent study has no adverse effects on the accomplishments of students. In fact, some beneficial effects were evidenced. According to research studies, students who participate in independent study programs learn significantly more than

students in the control group in the areas such as library skills, study habits, satisfaction with school, and ability to define and solve problems (ED 025-944).

Schools should dedicate themselves to the maximum self-fulfillment for each student. Such a goal suggests that each student has some undeveloped potential, some special self that only he can become, and that the job of the school is to deploy all of its resources to facilitate this self-fulfillment (Glathorn, 1969). Individualized instruction, which encourages student participation in personal program planning, inquiry and involvement, pacing, and independent study, is one instructional method which demonstrates the potential for achieving this goal.

Curriculum and Materials

Curriculum.--An educational program is designed to present certain common learnings, common skills, common values, and common behavioral patterns. However, only the individual student can learn them (ED 046-122). The curriculum can contribute to maximum self-fulfillment through a diversity of subject offerings, through an extensive program of electives and activities, through a diversity of content, through a variety of media and materials, and through cooperative planning and flexibility in instruction. In an individualized program such diversity is necessary because students differ markedly in their preference for and their

ability to learn from the various kinds of learning resources (Glathorn, 1969).

There are several titled curricula for individualizing instruction. These include Project PLAN, Program of Learning According to Needs; Individually Prescribed Instruction (IPI); PLATO, Programmed Logic for Automated Teaching Operations; the Utah Project; and the POISE Model.

The five functions of Project PLAN, Program of Learning According to Need include:

1. Learning about educational and occupational opportunities, citizenship roles through activities involving self-expression, appreciation, and personal realizations and satisfactions
2. Formulating personal values and evaluation of personal potentials
3. Learning to make wise decisions
4. Planning personal development
5. Learning to manage a personal development program (Flanagan, 1968).

Individually Prescribed Instruction (IPI) is based on a set of behavioral objectives correlated with diagnostic instruments, curriculum materials, and teaching techniques. This program does not so drastically change what is done in the classroom as how it is done. With IPI the student is the focus and moves at his own pace and in his own style (Divoky, 1969).

Programmed Logic for Automated Teaching Operations (PLATO), the Utah Project (ED 021-301), and the POISE Model are systematic plans for the redirection and

reallocation of the resources of the school to best accomplish the task of individualizing instruction for each student (ED 056-969).

Another plan for individualizing instruction is independent study. Independent study refers to a student's constructive use of unscheduled time. Opportunities include homework, extension of classwork, independent projects, and enrichment experiences (Petrequin, 1968). Because of the multiplicity of opportunities offered, a strong independent study program requires multiple resources (Glathorn, 1969). Also essential to independent study is the individual conference which is used to define, to limit, to motivate, to encourage, and to evaluate (Petrequin, 1968).

While independent study has become an integral part of the English curriculum of many schools, this form of study is perhaps the most difficult phase of the program to implement on an effective basis. One reason is that it is not a part of the teacher's preparation or experience. In addition, it is a foreign concept to students. Because of these handicaps, there is still a considerable way to go to realize the full potential inherent in the concept of independent study in secondary education (Petrequin, 1968). Moreover, the applications of independent study have too often been restricted to library type research projects. There is the potential for many other forms of independent study. For example, opportunities for independent study outside the school are almost unlimited (ED 025-810).

A curriculum based on individualized reading is another approach to individualizing instruction. Individualized reading may be successfully incorporated into any program in any size school if the students are allotted a specific amount of time on a regular basis. Individualized reading is not a reward for superior students; it is an opportunity for every student to find pleasure in reading regardless of his proficiency or capacity (ED 055-752).

An individualized reading program has inherent disadvantages. Accordingly, it requires a large number of books, and concepts and skills are not systematically presented or repeated. Also, some students have difficulty with self-selection, and some require more definite structure and experience in group interaction. In addition, the teacher must be competent in identifying reading skills and managing time. There is also the possibility that students will not read enough different types of books to broaden their literary interests (ED 026-219). If the individualized reading program is set up properly, however, these disadvantages can be overcome or eliminated completely.

An individualized reading program also has inherent advantages. For example, a wide and varied selection of materials are used and reading materials are not limited to one set of textbooks. Also, instruction is adjusted to and capitalizes on the student's interests, skills, needs, and optimal mode of perceptual learning. Since the program itself can be tailored to fit each student's needs, the

student can read at a rate that is comfortable to him. The best use of learning time is possible with all students meaningfully engaged because unnecessary exercises and busy-work are eliminated (ED 026-219). In addition, individualized reading has proven popular with students (ED 055-752). Incorporated in the program is the individual conference which has special appeal for many students. Since the student develops a more favorable attitude toward reading, he usually reads more books in an individualized reading program (ED 026-219). Because of the inherent advantages, it is recommended that individualized reading be included to some extent at all grade levels (ED 055-752).

Homework is also an integral and influential aspect of an individualized curriculum. Research has shown that the kind of homework a teacher gives makes a difference in academic achievement and that homework such as collecting, observing, listing, and constructing models improves academic progress. Results indicate that when students are actively involved in their own learning and it is structured to their personal interests, extended learning and a gain in ability is evidenced (ED 042-585).

In summary, the type of curriculum established is an important influence on the extent of individualization possible in an instructional situation. The purpose of any curriculum should be the maximum development of each student. A curriculum based on titled programs such as PLAN, IPI, PLATO, independent study, individualized reading,

and/or individualized homework assignments emphasized the principles of individualized instruction and encourages the personal development of each student. A curriculum based on a diversity of options in subjects, content, and activities can more readily meet the diverse needs of the students and thus more readily personalize instruction.

Materials.--The role of media has changed from that of a supplement to that of the primary source of instruction. The out of the way storage closet for the school's lone projector and three phonograph records has expanded into a multi-media learning center. To support this growth, teachers are being prepared in the effective and creative utilization of media and equipment (Dunn, 1971).

One of the problems of truly individualized instruction is finding suitable materials (Steffen, 1971). Materials in a variety of learning media must be available to accommodate the student enrollment and student interests. In addition, the materials must be available when the student reaches the point where he needs them (Overly, 1968). The materials must reflect a wide range of ability levels in every skill and learning area to meet the needs of every student. These materials must be matched to the student, not he to them (Hensley, 1971). For an appropriate matching of student and materials to be accomplished, teachers must be aware of what materials are available

and how they might best meet the needs of individual students (ED 021-301).

The large number of programs commercially available at all educational levels presents the teacher with a major selection problem (ED 029-495). Bases for assessing programs include appropriateness (content and prospective outcomes), effectiveness (how well it teaches or attains prospective outcomes), practicality (convenience, cost, feasibility, acceptance by students and teachers), and suitability (Brandon, 1971). When the program includes machines, the human factor, reliability, safety, technical requirements, cost, manufacturer, distribution, and maintenance considerations must be taken into account (ED 029-486).

Many schools are finding that much of the cognitive content of a given unit of learning can be put into self-instructional form. This approach gives the teacher more time for those aspects of learning where his presence is essential while giving the student the opportunity both to learn at his own best pace and to develop the skills needed for self-directed learning. Such self-instructional materials, which range from simple programmed textbooks to elaborate multi-media packages and kits, are becoming increasingly available from major publishers (Glathorn, 1969).

Examples of titled self-instructional materials include: SOCRATES (System for Organizing Content to Review and Teach

Educational Subjects), Project SPOKE, PYRAMID (Program Yielding Access Major Information Device), CLASS (Computer-based Laboratory for Automated School Systems), SJET (Strake Jesuit Educational Television), and AVISTA (Audio-Visual Tutorial Approach).

SOCRATES, System for Organizing Content to Review and Teach Educational Subjects, consists of a group of student in-put/out-put stations wired to a digital computer. It is a computer-based, multiple access instructional system designed to define critical categories of instruction and to treat these as system functions. Pre-tutorial decisions, tutorial decisions, and program revisions are made. The SOCRATES system can also handle the student for whom no progress can be expected to produce the minimum level of performance by teaching the student the information that will remove his deficiencies, by lowering the minimal acceptance criteria, or by lowering terminal objectives (Stolurow, 1968).

Project SPOKE with its large and varied choice of media--films, filmloops, catalogs, newspapers, magazines, audiotapes, textbooks, and other books, transparencies, educational games, programmed materials, records, microfilm collections, and differentiated learning packets--is another example of materials for individualizing instruction (Steffen, 1971).

The PYRAMID system, Program Yielding Rapid Access Major Information Device, is a million dollar instructional

hardware system offering broader capabilities than any other system of its kind. It is a computer controlled library of taped audio and visual instructional materials which may be accessed from a number of individual carrels. The carrels are equipped to allow students to record lessons on personal tape recorders to take out for further study or review (Johnson, 1971).

A similar facility, CLASS, or Computer-based Laboratory for Automated School Systems, makes the same individualized form of auto-instruction available to twenty students rather than to only one student at a time. This individualized automated instruction is made possible through the electronic components on each student's desk. A cumulative record of the student's performance on each topic is kept by the computer (Margulies and Eigen, 1962).

SJET, Strake Jesuit Educational Television, helps to carry the burden of instruction when information rather than assimilation is the intent. The system is a mating of a dial access audio system with a television distribution system. Films, slides, and filmstrips may be played without setting up any cumbersome equipment in the classroom. In addition, any faculty can easily produce a series for its own use (Stoltz, 1971).

Another method of individualizing materials is AVISTA, Audio-Visual Tutorial Approach. This method is a technological approach whereby most instruction is given through the medium of audio tapes. This method involves reading,

listening, doing, and discussing. The student paces himself and can listen as often as is necessary. The teacher is also available to work on a one-to-one basis with the student. Two important aspects of the AVISTA method are that the audio tapes are able to direct and supplement the student's study efforts and that it retains the logical, sequential learning pattern of programmed instruction with much greater flexibility in its multi-sensory approach. Rather than being a taped lecture, it is a taped presentation which directs the student in learning experiences to attain selected objectives (Herd, 1971).

Another form of programmed material is the instructional packet. The instructional packet, a planned series of learning activities designed to help the student accomplish certain specific objectives (Grobman, 1970), is an extension of the teacher through a highly structured outline and carefully selected media. Sometimes it serves as a guide to teach a concept, skill, or a combination of both (Herd, 1971). Instructional packets can be used in many ways, such as in an independent study program for a small segment of the school population, as an alternate means of instruction to be used periodically in conjunction with the conventional system, as a means for providing in-depth studies for students of higher abilities, and as a way to provide remedial activities for students experiencing difficulties (Arena, 1970). With such diversified use possibilities, the number of packets comprising a unit can vary greatly.

In addition, the inclusion of such media as tapes and film-loops can improve the chance of increased learning for the non-reader as well as the above average student (Herd, 1971).

Much good is also found in the motivational and instructional aspects of teaching machines (ED 028-638), which are devices which house, display, and present instructional programs (Margulies and Eigen, 1962). Since too much reliance on machines can reduce creativity and can result in a dehumanizing of instruction, schools should carefully assess their needs and select only the most useful items. Existing results, however, seem to indicate that teaching machines, properly employed and programmed, considerably increase learning speed, reduce the age level at which advanced content can be presented, and provide a new type of motivation and/or practice for the student. Results also indicate that automated instruction can compete fairly successfully with other educational methods and outside interests for student attention. Two main advantages of teaching machines are their versatility and their infinite patience (Margulies and Eigen, 1962).

One example of the teaching machine is Seminar/Auto-lecture or AutoLecs. AutoLecs consists of overhead projections, cassettes, and possibly 8mm filmloops. This teaching machine has three important features. First, it permits maximum student involvement through media control. Second, it combines instruction with "error free" exposition

and self-paced instruction. Finally, it frees teacher time through simplicity of production, revision, reuse, and operation by the student or teaching assistant (Berman, 1968). AutoLecs are composed and edited by the instructor himself and can be continually revised. This approach is more personal than a lecture because the teacher talks in conversational tones. Any questions about the autolecture are answered in the seminar portion of the program. Crucial questions can be handled by the moderator of the autolec who presses the "hold" button of the tape recorder and either answers the question himself or asks the group. The program also includes demonstrations and photographs. In addition, micro-notes are available for each student (Berman, 1968). Auto-instruction can increase the teacher's personal contact with students as well as give students systematic reinforcement and active involvement with subject matter. In addition, the self-paced feature of auto-instruction can eliminate the penalization of students at the upper and lower ends of the learning continuum (Deterline, 1962).

Another type of teaching machine is the computer. Like the teaching machine, the computer may also help educators do things to help students learn that have not been done before because of lack of time and of the limitations of human nature (Walton, 1970). With the automated classroom, instruction can be automated whenever it is appropriate,

and the instructor can concentrate on those instructional processes which require his unique competencies (Mitzel, 1970).

The computer is being tried as a way of selecting instructional materials for the individual that is appropriate to his level of present knowledge; as a way of sequencing instructional material to fit an individual's background of knowledge; as a tutor/driller; as a help in expanding and mastering knowledge and skills; and as a tool to help with homework assignments. The computer is also being used as a retriever of information; as a monitor of an individual student's learning progress; as a diagnostician to pinpoint individual learning difficulties; as an organizer and executor of remedial instruction; as the controller of the pace of instruction; and as a way of introducing course material (Walton, 1970). In addition to maintaining a running tally of programs utilized, which enables instructional planners to determine the kinds of programs most popular, the computer also maintains a running record of each student's performance. Because performance records are available, the teacher can be more precise in diagnosing, grouping, and scheduling experiences (Mitzel, 1970).

There is already a substantial body of evidence that the computer has the potential of joining with the teacher in the complex task of helping the individual student to learn. There is encouraging evidence that computer

intervention is most effective where help in upgrading learning is most critically needed, where hard learning problems exist. The computer can effectively assist in the instruction of the slow learner because the computer has patience, does not get frayed nerves, can accept incorrect answers without frowning, and can pay attention as long as the student requires interaction (Walton, 1970).

Results of experiments with the use of computers also indicate that there are marginal learners who are making slow but steady progress; that attention spans are noticeably increased; that instructions are followed with greater facility; and that judgments, decisions, and other higher level thought processes are completed within briefer time limits. Results also indicate that the frustrations experienced by the student in difficulty are observably relaxed (Walton, 1970).

While many commercially produced programs and audio-visual machines and materials are available, some programs, to be appropriate, must be designed by the classroom teacher, or by the student himself. Before a program can be designed, it is necessary to specify clearly the desired end product, the responses the student is to be able to make when he has completed the program, the skills and understandings to be mastered. Each program must also go through a testing and revision process (Edling, 1967). Principles of programmed instruction include:

1. the subject matter is broken into small, sequenced units which require some type of response from the student
2. the student is provided with immediate feedback
3. the program is aimed at specific goals
4. the revisions are based on student responses (Deterline, 1962).

Programmed materials have several advantages. The programmed textbook is cheap, flexible, and portable. Freed of a fixed-size answer space, programmed texts can accommodate a wide variety of responses. Where answer books are produced separately, the program itself is not consumed and can be reused. In addition, review and auxiliary programs are readily available (Margulies and Eigen, 1962).

Programmed materials also have several limitations. Few programs which are written cover a year-long program within subject areas (Elding, 1967). Another difficulty is that it is hard to tell a very good program from a fairly good one (ED 029-495). Also, although programmed self-instructional materials may prove adequate to teach many instructional objectives, they may not be the most effective way to teach all objectives (Brandon, 1971). In addition, once a program is written, its ability to adapt to various students' differences of situational exigencies is extremely limited. Branching practices are slightly more adaptive in that two or three alternatives are available (Deterline, 1962). Perhaps the major threat of packaging is the degree of structure built into the package.

Without some structure, however, optimal learning may be precluded. Also, without some structuring and sequencing, each packet would need to be entirely independent of all other modules and would assume no learning from other units with no part pyramiding learning on previously developed skills (Lysaught and Williams, 1963).

An analysis of the results of the use of programmed instruction revealed substantial gains in learning in all instances (ED 026-186), and significant gains in learning speed and effectiveness (Marguiles and Eigen, 1962). Much research concerning programmed materials indicated a positive approach to teaching most concepts (Elding, 1967) and that teachers have positive attitudes toward programmed materials, use data to make decisions, change their behavior in working with students, and provide valuable feedback for improving the system (ED 051-974).

In a study of teachers using and not using programmed books, it was found that teachers using programmed books expressed strong preference for such books and hoped to continue to use them. The greatest value of this program was the individualized instruction it provided and the information it supplied about the successes and/or handicaps of each student (ED 024-269).

The majority of students involved in a study of the use of programmed materials reported that they liked the individualized, multi-media, self-pacing instructional

system and recommended its continued use (ED 056-460). Research also indicated that students, given a choice of teacher, textbooks, and programmed materials, tended to prefer teachers and programmed materials. No student in the sample indicated a preference for any one element alone. No student preferred teachers and textbooks without programmed materials if programmed materials were also available. All of the students wanted a teacher and programmed materials, and approximately fifty per cent indicated that if they had both a teacher and programmed materials, they would like an additional textbook. The students did not want programmed materials to replace teachers, but did prefer programmed materials to unprogrammed textbooks (ED 024-460).

Other research studies on programmed learning found evidence that the generalizations about the effectiveness of the method have been proven in classroom applications. For example, students pursuing programs scored higher on standardized achievement tests than did students taught by conventional classroom methods. Also, students made more progress than was expected and mastered material considered beyond their level of comprehension. Equally important, students evidenced only minimal unfavorable reaction to programmed learning. The character of the discontent expressed is revealing. Some students were bored; others thought the program so simplified the understanding of the

materials that they were disappointed at not encountering greater difficulty. The first problem calls for better programming. The second points to the need for more imaginative development of the program sequences so they will challenge the student's learning ability (ED 029-495).

Some of the disadvantages of the system as viewed by the students include inefficiency in use of time, difficulty in adjustment from the traditional method of instruction, and lack of motivation in studying the materials in the study guide. They also pointed out a need for frequent instructor presentations (ED 056-460). Other criticisms were that the materials are too complicated, the paperwork involved is excessive, the program itself costs too much money, and individualized instruction prevents desirable student interaction and eliminates healthy classroom competition (Divoky, 1969). In addition, more effective programming is needed because programmed materials have not lived up to their initial promise to individualize instruction (ED 025-565). To accomplish this end, methods for more effective programming are being discovered and refined (Margulies and Eigen, 1962). For continued success, programs must be periodically reviewed and continually updated to insure that they are designed to accomplish the objectives set forth and that new materials are readily available (Johnson, 1971).

Programmed materials as the sole means of instruction may not be suited for all learners, but work well for most

and are superior to traditional classroom instruction. The effectiveness of any program or set of materials is directly proportional to the extent to which it teaches (ED 056-460).

Summary.--Diversity of media and materials, like diversity of curricula, exerts great influence on the extent of individualization possible in an instructional situation. Appropriateness and availability are also important factors in regard to media and materials. Diversity of media and materials can be achieved through the use of titled materials such as SOCRATES, SPOKE, PYRAMID, CLASS, SJET, and AVISTA. Media and materials can be further diversified by the use of instructional packets, teaching machines and programmed materials. The appropriateness and availability of the diversified media and materials used determines, to a great extent, the effectiveness of a personalized instructional program based on the use of individualized media and materials.

Evaluation and Reporting

Methods of evaluation and reporting are usually, and should be, congruent with the instructional pattern established by the environmental situation, teacher and student roles, the curriculum, and the materials employed. Thus, if an instructional program is individualized, the processes of evaluation and reporting should be individualized.

Evaluation and reporting are traditionally viewed as a final or terminal process. In individualized instruction, however, the evaluation and reporting processes are integral parts of the initial stages of the instructional program (ED 048-821). In addition, both processes are continuous and the student and the teacher are involved in both (ED 029-495). The evaluation process consists of the monitoring of discrete behavioral objectives (ED 048-821), and the reporting process consists of diagnostic evaluation of the performance data (Reinert, 1971). To be compatible with the principles of individualized instruction, evaluation should be tailor-made and the reported results should be used regularly as the basis for guidance and instruction (ED 045-724).

Evaluation.--Implementing a systematic way of collecting data about the progress that a student is making can present a problem (Scanton, 1968). Individualized instruction requires more record keeping than other methods of instruction, and provision must be made for handling this requirement on a daily basis. A student progress assignment sheet, in addition to facilitating individualization of assignments, serves as a cumulative record of student work. In addition, computers show great promise for handling such functions as testing, maintaining continuous and detailed records of student progress, diagnosing deficiencies, and

providing individual schedules and study assignments (Baker and Goldberg, 1970). Another way of collecting data is to have the students record daily and weekly work which can be evaluated periodically by the teacher. This procedure eases somewhat the teacher's burden of record keeping (ED 044-242).

Daily information needed includes level, unit, and skills of each student, approximate length of time the student has been working on the skill, and the next skill for each student (Hillson and Bongo, 1971). The cumulative record sheet for each student contains pre- and post-test scores. It also contains a record by date of programs selected, completed, or dropped, with the reason for dropping noted, and a final evaluation for each program (ED 029-495).

The traditional marking system is inadequate and inappropriate in a program of individualized instruction. Traditional grading makes no allowance for the diverse range of student talents, abilities, and interests (Lewis, 1969). In addition, it is a standardized system which is imposed externally rather than a process which develops internally from the established program. The following comparison illustrates the differences between the traditional evaluation system and an individualized evaluation system.

Traditional Evaluation

1. The concept of failure is built into the educational program.
2. It is group oriented and subjectively based on the teacher's judgment.
3. Progress is rated according to a standardized form.
4. Progress is evidenced by grades from one grading period to another.
5. It is designed to equate the individual with the mass.
6. It tends to be merely a marking system.
7. Subject areas are usually designated on the report.

Individualized Evaluation

1. No student "fails" to progress, but is permitted to achieve according to his own capabilities.
2. It is individually oriented and objectively based on individual achievement.
3. Progress is indicated by evaluating the student's individual progress in relation to his abilities, needs, and interests.
4. Progressive performance at each level of academic growth is plotted.
5. It is designed for equating the individual with himself, his own abilities, his talents, and his interest levels.
6. It tends to be an instrument of evaluation.
7. Concepts, skills, or units of subject matter are usually designated (Lewis, 1969).

Reporting.--There are numerous methods of individualized reporting of student progress. These methods include profile charts, graphs, diaries of work or logs of activities, the checklist of skills which indicate changing quality of work, the progress chart of tasks done, contributions to class, quality of reports and activities, attitudes, test results, and observations (ED 055-063). Each has inherent advantages and disadvantages (Lewis, 1969).

If each student is to compete with himself, the most satisfactory method of reporting progress would be the conference with teacher, parent, and student participating (Lewis, 1969). The participants in the conference meet on a positive note, concentrate on an area or areas where there is the most hope for improvement and mutual cooperation, and make provisions for follow-through. Thus, meetings are occasions for constructive planning rather than for voicing complaints. Both oral and written methods of reporting, however, need to be improved so student progress is clearly understood (ED 055-063).

Summary.--The evaluation and reporting processes of a program of individualized instruction must be compatible with the other aspects of the instructional program, e.g., environmental situation, teacher and student roles, the curriculum, and the materials employed. Traditional forms of evaluation and reporting are inappropriate for they fail to incorporate the diversity which is an integral part of a program of individualized program focus on the student and relate to the individual student's goals. Individualized evaluation and reporting are a continuous process which include frequent communication between student and teacher. These two processes encompass a critical look at both the individual goals of the student and the activities leading to the attainment of those goals rather than merely ranking and

comparing students (Botts, 1969). Thus, any evaluation and reporting of individual learning which has a statistical norm as its reference is a misuse of the basic meaning of individualized instruction. With individualized instruction, evaluation and reporting are means rather than ends.

Conclusion

In reviewing the literature concerning individualized instruction this chapter established several aspects of individualized instruction. The first section of the chapter described:

1. the current concepts of individualized instruction
2. the characteristics and promise of individualized instruction in the secondary schools in English instruction
3. the concept of individualized instruction espoused by this writer.

The second section established the importance and contributory value of each of the five emphases--environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting--presented by the literature as evidence of a direction to individualize instruction.

The current concepts of individualized instruction and the descriptions of the importance and value of individualized instruction in the classroom served as the basis for this study of the extent of individualized instruction identifiable in secondary schools in English instruction in the state of Alabama. The descriptions of the

characteristics and promise which individualized instruction have for the secondary schools in English instruction also were influential factors in this study. Therefore, the study focused on the extent of individualization in each of the five concept areas established by the literature: environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting. These are the principles of individualized instruction established by the literature for each of these concept areas to secondary School instruction in the subject of English.

CHAPTER III

DESIGN OF THE STUDY

Introduction

Research and rationale support the concept that an individual is unique and that because each is unique, each learns at a different rate and in accordance with his own learning style. Individualized instruction is a process of custom-tailoring instruction to fit a particular student through the use of a highly flexible system of multiple materials, media, and procedures. The student is given greater responsibility for his own learning, begins at the level at which he is able to perform, and learns systematically at his own pace and according to his own style.

It has been proven empirically and has become axiomatic that students learn in a variety of ways at different rates. As a corollary, it has also been demonstrated that if opportunities are not provided for students to learn in different ways and at different rates, many students will not learn much at all (Stolurow, 1968). It is also a well established fact that by the time a student reaches the secondary level, an extremely wide range of abilities is present in any given classroom (Starr, 1971). The student

can best fulfill his individual potential as he becomes more and more self-directed in his learning and as he makes more and more decisions for himself about when to study, what to study, where to study, and how to study (Manlove and Beggs, 1965).

Thus, individualized instruction is based on the learner--his needs, desires, skills, weaknesses, and motives. After diagnosis of these factors, a variety of teaching materials and aids must be available and accessible for the learner to use. In addition, many teaching strategies must be employed to allow for differences in learning styles (Amaria, et al., 1969). Through individualized instruction, students learn responsibility, receive more individual attention where it is needed most, learn to diagnose their own learning habits and interests, have a new relationship with the teacher, and have a voice in the process of their education (Gordon, 1970).

The greatest single source of difficulty in individualizing instruction stems from the psychological impact on the teacher since this approach runs counter to the way most were taught, were taught to teach, and have been teaching for many years (Reinert, 1971). A teacher can individualize instruction within a traditional school organization, however, through the use of differentiation in unit planning, supervised study, informal groupings, differentiated assignments, subject matter enrichment, differentiated questions, consideration of interests, modification of content, varied

texts, tutorial help, remedial teaching, student contracts, and special working and reporting procedures (Felland, 1969). With individualized instruction, the teacher's role is not to tell the student what to do or how to do it but rather to serve as a resource person helping the student to clarify his ideas and to analyze his problems as he meets them and to try to show the student where and how to find materials relevant to his project (Danowski, 1965). Thus, the teacher's role is redefined as teachers learn to play the role of counselor, motivator, diagnostician, prescriber, test constructor, and curriculum builder (Lindwall and Bolvin, 1970).

The curriculum can contribute to maximum self-fulfillment for the student through a diversity of subject offerings, by an extensive program of electives, through diversity of content, and through a diversity of media and materials (Manlove and Beggs, 1965). With individualized instruction, each student's program contains only those materials which are necessary to teach the knowledge and skills his initial level of performance indicates is needed. Adjustments are made in individual programs by varying the content or the sequence or by varying both (ED 042-747). With individualized instruction, each student experiences working alone, working with others who are similar and different from himself, and working as a contributing member of a large group. Learning centers give all students a chance to grow uniquely, to maintain personality differences

in a climate of understanding, and to extend personal interests, skills, abilities, self-expression, and independence (Margulies and Eigen, 1962).

With individualized instruction, the role of media is changed from that of a supplement to a primary source of instruction, and teachers are being trained in the effective and creative utilization of media and equipment (Baker and Goldberg, 1970). Materials are presented in more than one medium in order to accommodate a broad range of learning styles, and preferences and several alternatives of instructional media are available (Glathorn, 1969). These materials reflect a wide range of ability levels in every skill to meet the needs of each student. These materials are matched to the student, not he to them (Hensley, 1971). In addition, teaching machines and computers have demonstrated tremendous potential for joining with the teacher in helping all types of students to learn faster and better (Lewis, 1969).

Through flexible scheduling the curriculum is adapted to the student rather than the student's being made to fit the curriculum (Glathorn, 1969). Flexible scheduling provides a means for pacing instruction to individual needs, allows teachers to make decisions about length and frequency of learning activities, gives teachers time to work with small groups and individuals, eliminates unnecessary repetition, places increased responsibility on the student

for learning, and provides opportunity to use resource experts (Botts, 1969).

Individualized instruction incorporates an evaluation system rather than a grading or marking system constructed around a concept of failure (Stolurow, 1968). Individualized evaluation relates to individual goals and is a continuous process which includes frequent communication between student and teacher. The individualized evaluation system is diverse, including observation, standardized tests, non-standardized devices, interviews and conferences, and sociometric devices (Taylor, 1971).

Reporting methods, too, are changed, frequently employing the progress chart, the conference which provides person to person contact, and/or the graph method of indicating progress. Whatever the reporting method, with an individualized reporting process, no student "fails" to progress but achieves according to his own capabilities. In an individualized approach to reporting, the process is individually oriented and objectively based. In addition, individual progress is evaluated in relation to individual abilities, needs, and interests. Also, progressive performance at each level of academic growth is plotted (Stolurow, 1968). Since the student and the teacher are involved in continuous evaluation, there is no one time or period of reckoning (Reinert, 1971).

Rationale

Since individualization of instruction can provide a more accurate sequence of development in accomplishing increasingly difficult learning tasks, it follows that such a process should be valuable in the teaching of English since much of the English program centers on the development of individual skills. Those beneficial attributes of individualized instruction which are applicable to instruction in general are equally important and applicable to the instruction of English.

The study was designed to obtain information concerning the extent of individualization in evidence in various aspects of the instructional situation in selected secondary English classrooms in the state of Alabama. The specific aspects of the instructional situation investigated were those established as contributory factors in a successful program of individualized instruction--environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting. The data concerning these areas of investigation were obtained from a stratified random sampling of secondary English classrooms in the state of Alabama.

Setting of the Study

Selected secondary English classrooms in the state of Alabama served as the setting for this study. English is required at every grade level in the secondary

schools of Alabama. It is a two-headed spear consisting of both grammar and literature. Ideally, both elements are given equal time and are taught together when it is practical to do so, and both include oral and written communication.

The Alabama State Course of Study delineates objectives for both grammar and literature. The objectives listed for grammar include:

1. to teach the skills needed to communicate intelligently, effectively, interestingly, and with ease. These skills are listening, thinking, speaking, reading, writing, spelling, and vocabulary building
2. to teach that which is fundamental and changeless and to teach that which is eclectic, which means making the best choice of words and expressions
3. to have an organized plan for the year's work, attempting to meet the needs of every student
4. to have sequence from year to year to reinforce retention of the basic facts taught
5. to organize instruction so that individuals, independently and in small groups, may learn to their full capacity
6. to vary the presentation of grammar each year to avoid unnecessary repetition
7. to teach with enthusiasm and command of the subject
8. to discriminate between the important and unimportant, emphasizing essential materials.
9. to have a purpose in every assignment and a value in its accomplishment
10. to promote good English usage in all classes and not in English courses only
11. to encourage the use of good English outside the classroom

The objectives listed in the Alabama State Course of Study for literature include:

1. to help students develop an interest in literature and an appreciation for it
2. to develop the habit of reading for pleasure and profit
3. to learn to read critically; to recognize the difference between propaganda and facts
4. to teach better ways of communication
5. to teach ways to interpret, to appreciate, and to discriminate--both in every day life and in the humanities
6. to supplement the understanding of history by providing interesting and revealing accounts of the lives of people at any given period
7. to associate qualities of wholesome fictional characters with students to bring about improved behavior patterns
8. to furnish an abundance of good literature for self-satisfaction and a valuable storehouse for future reference
9. to bring forward the American way of life by studying great writers of the past and the present

In serving as a guide to English instruction, the Alabama State Course of Study states "Learning materials are important . . . and first on the list is the textbook. Use a state-adopted textbook as the main resource." The State Course of Study also adds that workbooks:

should always be used as a supplement to the textbook. Workbooks should be carefully selected and must conform to the text. It is usually best for schools within a system to use the same materials and to follow a cooperative plan throughout the system.

The State Course of Study also advocates the use of radio and television in the classroom and as a supplement to classroom activities.

In addition to suggesting objectives and guidelines for instruction, the State Course of Study also advocates individualized instruction through such statements as

Every classroom has in it students with a wide range of personalities, abilities, and interests. Students fall into three general categories which makes grouping and individualized instruction desirable: those who have difficulty with English and need remedial work, those in the wide range known as "average," and those in an advanced or exceptional group who are capable of and desire more than is expected from the other groups.

The statement that the English teacher

needs to know the English status of every student, his knowledge of the subject to date, his interests, weaknesses, and as much as possible about his future ambitions and plans

is also compatible with a program of individualized instruction. The State Course of Study further supports individualized instruction with

the teacher should vary time and interest in order to maintain a reasonable balance between grammar and literature according to the need of a particular group.

In addition, the State Course of Study states

Even though a degree of uniformity is always desired, varied interests and abilities must be considered. The objective is quantity consistent with quality.

Finally, the State Course of Study states

Every student who graduates from high school should be capable of reading, writing, and conversing intelligently. He should be prepared to meet the requirements of freshman college English or for any other ambitions he may pursue.

Individualized instruction has been established through research and reported experience as beneficial to various aspects of the instructional situation, i.e., the environmental situation, curriculum and materials, and evaluation and reporting. It has also been established as beneficial to the participants in the instructional situation, the student, and the teacher. In addition, the Alabama State Course of Study recognizes the principles of individualized instruction in its objectives for grammar and literature and in its guidelines concerning materials, student population, curriculum, and criteria for the product of the classroom experience, the graduate.

Methods and Procedures

Review of the Literature

The literature related to the individualization of instruction and to the individualization of English instruction in particular was researched. This research provided information in regard to the components of individualized instruction as well as a guideline for questionnaire development. The review of the literature also served as a basis for interpretation of the data obtained through the use of the questionnaire.

Design of the Questionnaire

A questionnaire which consisted of eighty-nine yes-no questions and selected alternatives dealing with individualized instruction was designed. The five major divisions

of the questionnaire--environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting--were established from the review of the literature. Subsequent questions collated within each of these five areas were based on the various aspects of individualized instruction identified, described, and discussed in the literature. A section pertaining to teacher background was also included.

A breakdown of the content of the questionnaire by area is as follows:

TABLE 1
QUESTIONNAIRE CONTENT

Component Area	Number of Questions
Teacher background	12
Environmental situation	24
Teacher role	7
Student involvement	13
Curriculum and materials	14
Evaluation and reporting	19

A sample of the questionnaire may be found in Appendix C.

Selection of Participants

For equitable dissemination of the questionnaires, the state of Alabama was divided into quarters--the plateau

region, the industrial region, the Black Belt, and the coastal region. Each quarter also contains a major metropolitan area--Huntsville, Birmingham, Montgomery, and Mobile. A map illustrating these divisions can be found in Appendix A.

The Alabama Directory of Schools was used as the guide for categorizing schools as metropolitan, city, and county schools and as middle, junior high, and senior high schools. The schools in each quarter and for each category were numbered consecutively. Ten percent of each category for each quarter was then selected randomly through the use of a Table of Random Numbers. A breakdown of the number of schools selected according to geographic location (quarter), organizational pattern (junior high, senior high, middle school), and type of school (city, county, metropolitan) is as follows:

TABLE 2
QUESTIONNAIRES SENT

Quartile	City				County				Metro			
	1	2	3	4	1	2	3	4	1	2	3	4
Senior High	6	4	6	4	24	28	19	13	11	12	1	14
Junior High	5	4	5	3	6	9	7	5	2	4	5	6
Middle School	6				4				2			

TABLE 3
QUESTIONNAIRES RECEIVED

	City				County				Metro			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Senior High	5	3	4	1	21	25	13	8	11	12	1	13
Junior High	3	5	3	2	4	7	7	4	1	3	4	5
Middle School	6				4				2			

The population for the study was limited to a stratified random sampling of secondary English classrooms in the state of Alabama. The sampling was stratified to insure an equitable distribution in regard to types of school, location of school, and organizational pattern of school. The secondary level was selected because a majority of English teachers teach only English a major portion of the day and because an identifiable subject concentration within the curriculum is available. English classrooms at the secondary level were selected because English requirements at the secondary level present a broad spectrum of the English curriculum for study. Finally, the study focused on individualized instruction in the state of Alabama as a matter of convenience to the writer and because of the representative variety of types of schools and curricula available in this locale.

Collection of Data

In response to a description of the proposed study and request for approval, Dr. J. Clyde Blair, Director of the Division of Instruction of the Alabama State Department of Education, wrote a letter expressing approval of the study and requesting cooperation through participation in the study. This letter was received January 31, 1973. A letter describing the study and requesting permission for selected schools in a school district to participate in the study was then mailed to superintendents of the school systems of the selected schools on February 10, 1973. Since a computer print-out of the names of secondary school English teachers was not available from the State Department of Education at the time this study was inaugurated (January, 1973), the principal of each of the selected schools was requested in a letter mailed March 12, 1973, to submit an alphabetized list of the secondary level teachers of English of his schools and to indicate the number of sections (periods) of English taught in the school each day. On March 28, 1973, a follow-up request was sent to those schools from which no reply had been received. A copy of the letter received from Dr. Blair accompanied each request. A sample of each of these letters can be found in Appendix B.

Any school declining to participate was sent a personal letter acknowledging this decision.

Copies of the questionnaire were mailed on April 12, 1973, to a random sampling of the English teachers of the

schools participating in the study. The number of teachers selected from each school was determined according to the following chart:

TABLE 4
TEACHER SELECTION

Number of Periods of English Taught	Number of Teachers
1-10	1
11-20	2
21-30	3
31-40	4
41-60	5
70-120	10

The 214 classrooms selected represent a ten percent random sampling of the faculties of the schools selected in the stratified random sampling.

The last questionnaire which was returned arrived on May 15, 1973.

Transcription and Analysis of the Data

During the last two weeks of May, 1973, the completed questionnaires were keypunched for computer analysis by the FREQ procedure as described in SAS, A User's Guide to the Statistical Analysis System by Anthony James Barr and James Howard Goodnight of the Department of Statistics at

North Carolina State University (Raleigh: North Carolina State University Supply Stores, August, 1972).

The process of data collection and analysis covered a period of approximately five months, dating from January 15, 1973, to May 28, 1973. The data obtained through the administration of the questionnaire and computer analysis was reported in line graph in Chapter IV. The presentation of the data is organized according to the five component areas of individualized instruction. Each item on the questionnaire is represented by a line graph.

Summary

After perusing the Alabama State Course of Study, which mentioned individualized instruction several times, and reviewing the literature pertaining to individualized instruction, which indicated an increased interest in and use of individualized instruction, the researcher surmised that the extent of the individualization of instruction in English in secondary schools of Alabama could be investigated, identified, and verified. Thus, the setting for the study of selected factors for individualizing instruction in English in secondary schools was the state of Alabama.

The participants were selected through a ten per cent stratified random sampling of the secondary classrooms in the state of Alabama. Stratification was based on

geographic location (quarter), type of school (city, county, metropolitan), and organizational pattern (junior high, senior high, middle school). The categorizing agent was the Alabama State Directory of Schools. Two hundred and fourteen classrooms were selected.

Collection of the data included:

1. Construction of a questionnaire consisting of eighty-nine yes-no and selective alternative questions. Questions for the questionnaire were based on the attributes of individualized instruction identified, described and discussed in the literature.
2. Correspondence with
 - a. Alabama State Board of Education
 - b. Superintendents of selected school system
 - c. Principals of selected schools
3. Dissemination of the questionnaires to the teachers randomly selected from the lists of names of secondary school English teachers supplied by the principals.

The questionnaires returned by the population were keypunched for computer analysis. Results of the analysis and a discussion comparing significant findings with established principles of individualized instruction are presented in Chapter IV. The presentation of the data is organized according to the five component areas of individualized instruction--environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting. Data for each item collated within each of these five component areas were presented in a graph indicating the percentage of responses for

each alternative. The presentation of the data concerning the five component areas of individualized instruction is preceded by the presentation of the data describing the population. A section describing the inconsistencies in related responses also is included. A summary of the findings is presented through a description of the hypothetical English teacher, Ms English.

CHAPTER IV

FINDINGS OF THE STUDY

This chapter contains the findings of the study. The data obtained through the administration of the questionnaire were computer tabulated and arranged in line graphs for analysis. This chapter includes a presentation and descriptive analysis of the data as well as a summary of the findings of the study. The chapter is divided into six sections: background or description of the population, environmental situation, teacher role, student involvement, curricula and materials, and evaluation and reporting.

Description of Teacher Population

The following section describes the teacher population used for the study. Areas of description include personal information: age, sex, race; training: highest degree held, English major status, number of credit hours of English, supporting areas of study, familiarity with individualization, and training in grouping practices; and professional experience and participation: teaching experience at the elementary level, number of years teaching experience, participation in professional activities, and grade level responsibility.

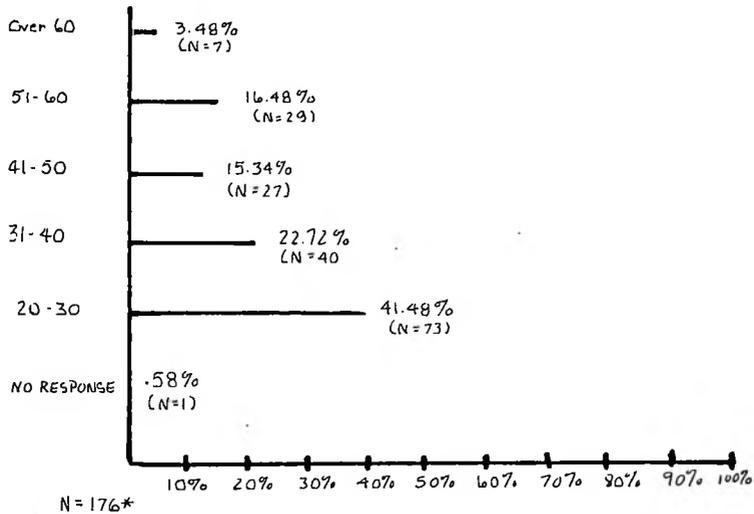


Fig. 1.--Description of Teacher Population: Age Group

As the age chart indicates, based on the population sample, the largest number of English teachers in the state of Alabama are between 20 and 30 years of age. The next highest percentage (22.72%) is for ages 31-40. Approximately the same percentage of teachers are in the age ranges of 41-50 (15.34%) and 51-60 (16.48%). The smallest percentage (3.98%) reported in regard to age was for English teachers over 60 years of age.

Note: The number of participants was 177. Variance is the total number of teachers henceforth noted by an asterisk () is due to a lack of response(s) on the particular item.

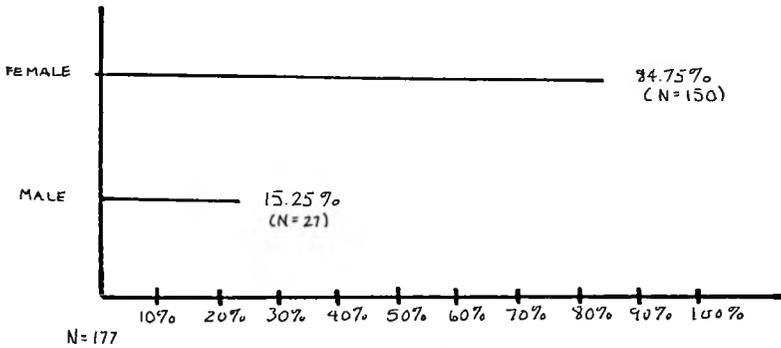


Fig. 2.--Description of Teacher Population: Sex

According to this study over four-fifths of the secondary school English teachers in the state of Alabama are female.

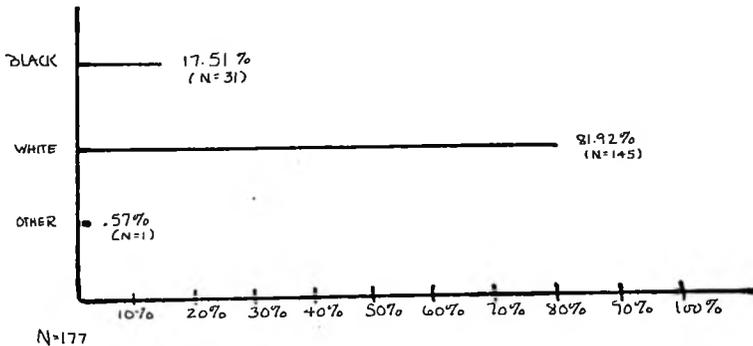


Fig. 3.--Description of Teacher Population: Race

Approximately four-fifths of the English teachers in Alabama are white; approximately one-fifth are black; and, statistically speaking, according to this study, one-half

of one percent of the English teachers in Alabama are Choctaw-American.

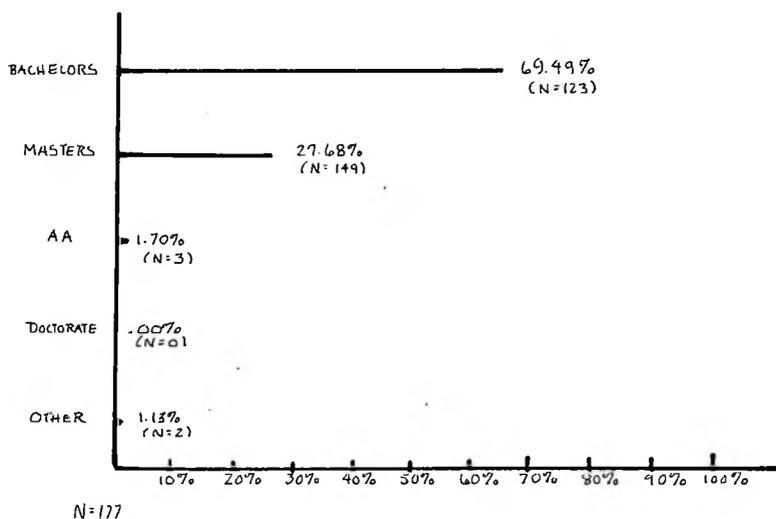
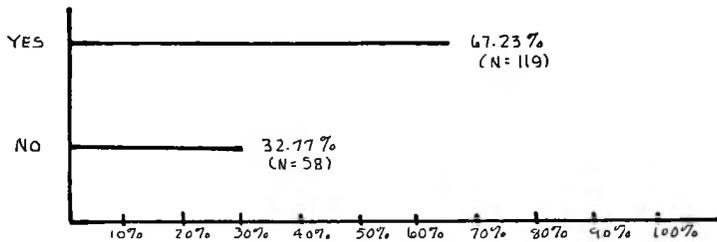


Fig. 4.--Description of Teacher Population: Highest Degree Held

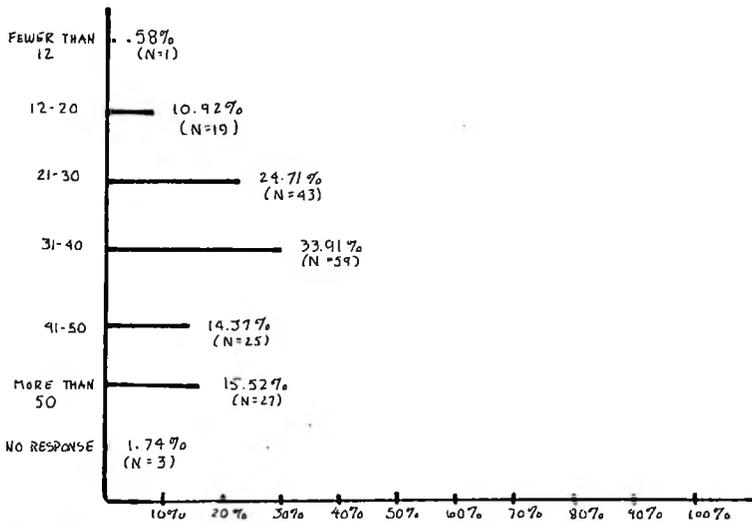
Almost 70% (69.49%) of the secondary English teachers in Alabama reported having a Bachelors degree. Approximately 28% (27.68%) reported having a Masters degree. Approximately 2% (1.70%) of the population reported having an AA degree. The percentage for "Other" (1.13%) was for Class C certificates. No secondary school English teacher reported having earned a doctorate.

The majority of English teachers in the state of Alabama (67.23%) reported that they are English majors.



N=177

Fig. 5.--Description of Teacher Population: English Major Status

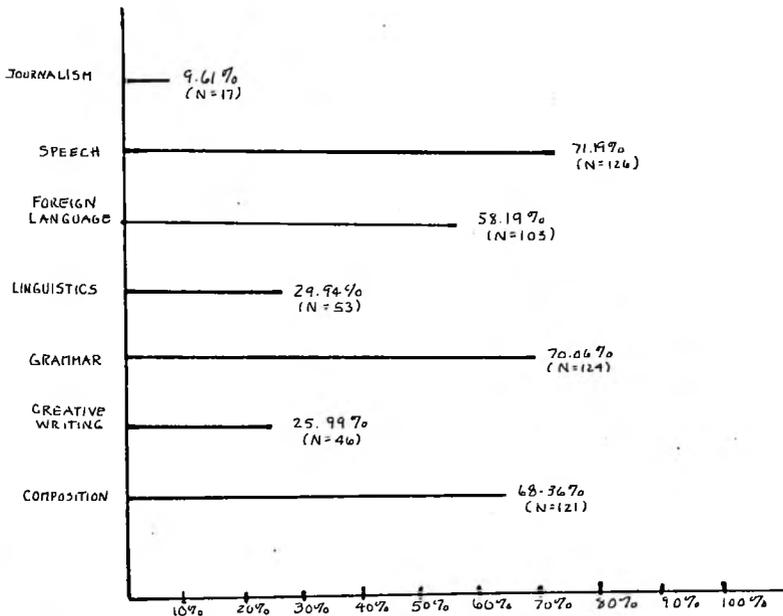


N=174*

Fig. 6.--Description of Teacher Population: Number of Credit Hours of English

Approximately one-third (33.91%) of the English teachers in the study reported having completed 31-40 hours of English and approximately one-fourth (24.71%)

reported having completed 21-30 hours of English. The next highest percentages are for more than 50 hours (15.52%), 41-50 hours (14.37%), and 12-20 hours (10.92%), respectively. Less than one-half of a percent of the English teachers reported having completed fewer than 12 hours of English.



N = 177**

Fig. 7.--Description of Teacher Population: Support Areas of Study

Note: Because the question offered multiple selections, each of these items represents responses from a total of 177, e.g., 17 of 177, 126 of 177, etc. Henceforth the double asterisk () will indicate that each item responses from a total of 177.

In regard to support courses, the three highest percentages reported were for speech (71.19%), grammar (70.06%), and composition (68.36%). Foreign languages (58.19%) ranked closely behind these three, followed by linguistics (29.94%).

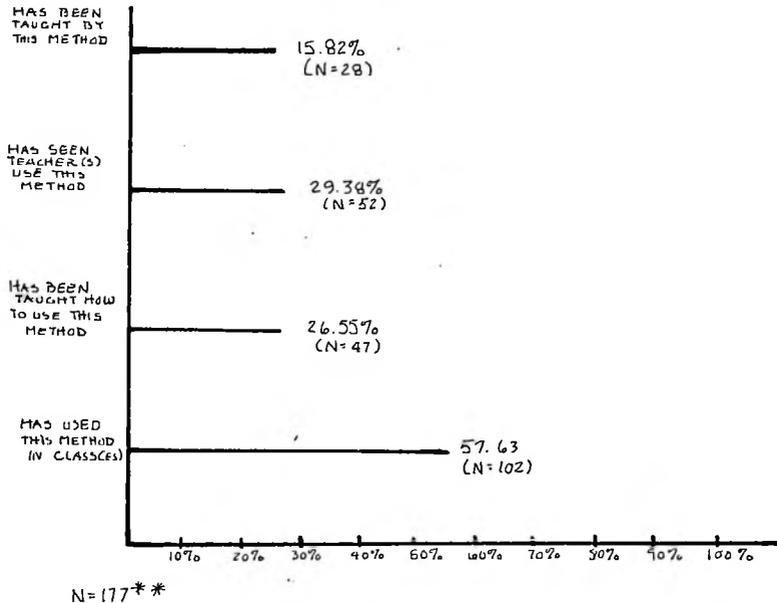


Fig. 8.--Description of Teacher Population: Familiarity With Individualization

In regard to individualization, a majority (57.63%) of the sample of English teachers in the state of Alabama reported having used this method in their class(es). Over one-fourth (29.38%) reported having seen the method used,

and over one-fourth (26.55%) reported having been taught to use individualization. The lowest percentage (15.82%) was for teachers who reported having been taught by this method.

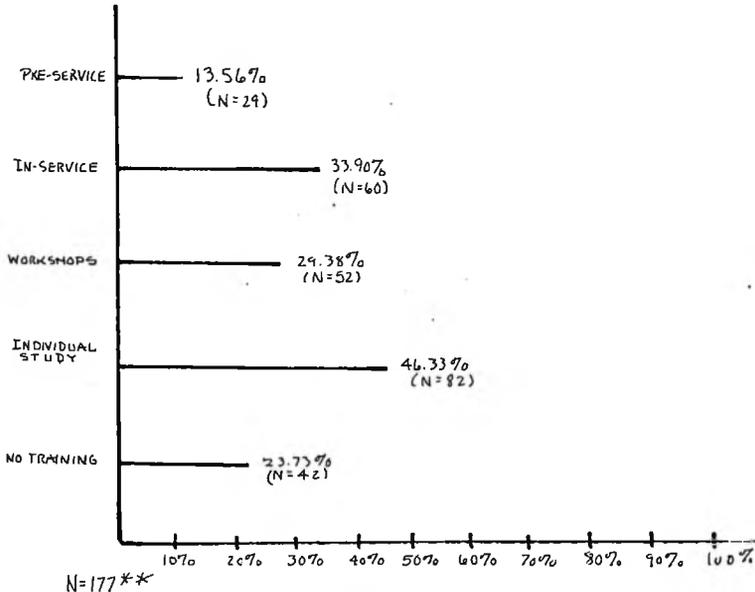
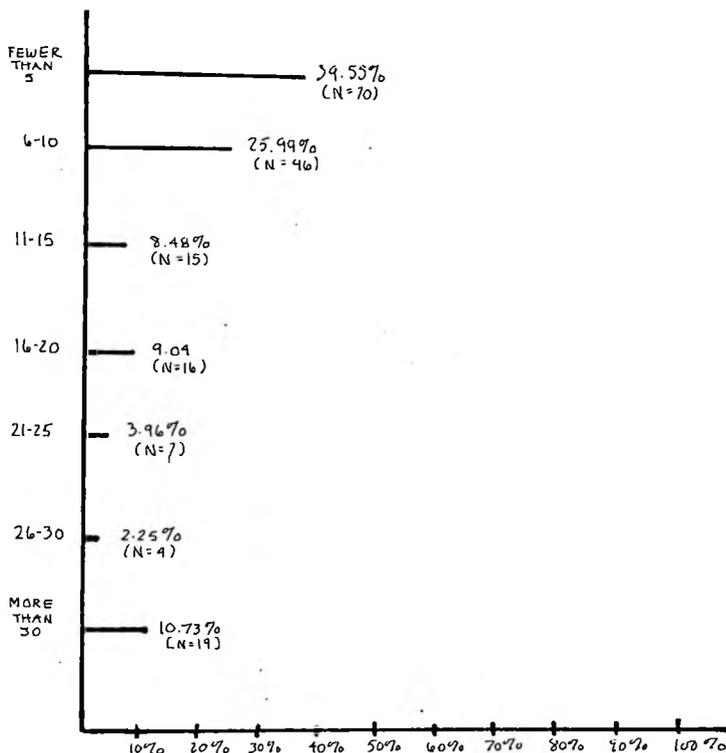


Fig. 9.--Description of Teacher Population: Source of Training in Grouping Practices

According to the data, the largest percentage of training in grouping procedures comes from individual study (40.33%), in-service training (33.90%), and workshops (29.38%). The lowest percentage reported was for pre-service training (13.56%). Almost one-fourth (23.73%) of the sample of English teachers reported having no training in grouping procedures.



N=177

Fig. 10.--Description of Teacher Population: Number of Years Teaching Experience

In regard to the number of years taught, the largest percentage of secondary English teachers have taught for fewer than five years. The second highest percentage

(25.99%) have taught for 6-10 years. The next three highest percentages are for teaching experience of more than 30 years (10.73%), 16-20 years (9.04%), and 11-15 years (8.48%). The lowest percentages reported were for teaching experience of 21-25 years (3.96%) and 26-30 years (2.26%).

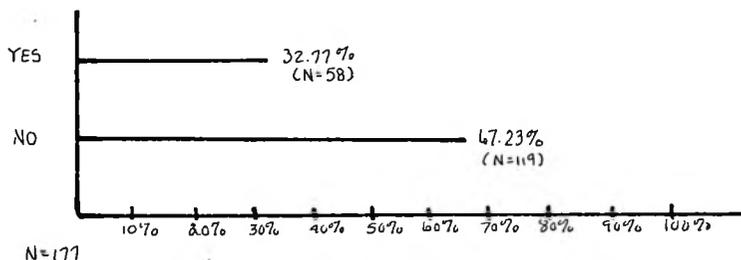


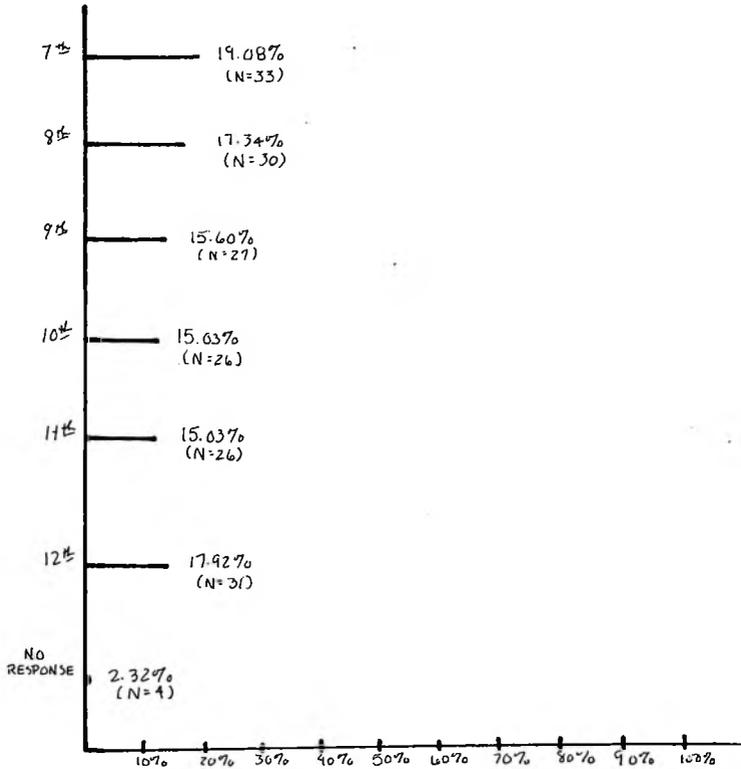
Fig. 11.--Description of Teacher Population: Teaching Experience at the Elementary Level

While almost one-third (32.77%) of the English teachers reported having taught at the elementary level, the majority (67.23%) have not.

The dispersion of percentages among the grade levels was fairly equal with the highest percentage (19.08%) being at the seventh grade level. The percentages for the eighth (17.34%) and twelfth (17.92%) grades were almost equal as were the percentages for the ninth (15.61%), tenth (15.03%), and eleventh (15.03%) grades. Many teachers, however, reported teaching multiple grade levels.

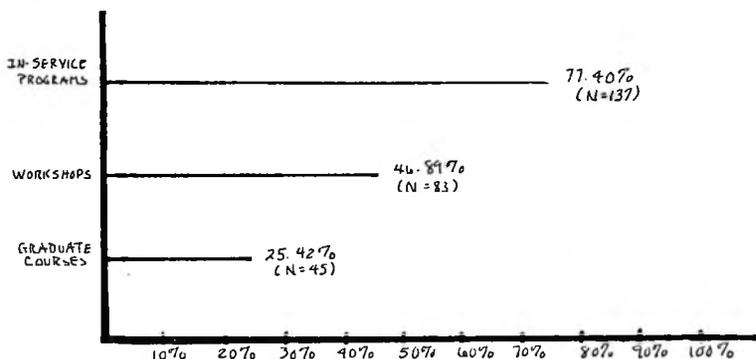
More than three-fourths (77.40%) of the English teachers reported having participated in English in-service programs within the past two years and almost one-half

(46.89%) reported having participated in workshops within the past two years. One-fourth of the teachers (25.42%) reported having taken graduate courses in English within the past two years.



N = 173 *

Fig. 12.--Description of Teacher Population: Primary Grade Level Responsibility



N=177**

Fig. 13.--Description of Teacher Population:
Participation in Professional Activities

Summary

Personal descriptive factors indicate that a majority of the secondary school English teachers in the state are white females between the ages of 20 and 30.

According to the finding of this study, the vast majority of teachers have a Bachelors degree with a major in English. A majority have 21 or more credit hours in English. Most teachers also have training in the support courses of speech, grammar, composition, foreign language(s), and linguistics. While many teachers reported using individualized instruction, familiarity with individualization as a method of instruction is not widespread. In addition, most training in grouping practices comes from individual study.

In regard to professional experience and participation, findings indicate that the majority of secondary school English teachers have taught fewer than five years and have not had teaching experience at the elementary level. The primary grade level of responsibility is usually the seventh grade. Many teachers reported teaching at multiple levels. According to the data, most teachers participate in professional activities such as in-service programs, workshops, and graduate courses.

Environmental Situation

The following section describes the environmental situation of a sampling of English instruction in secondary schools in the state of Alabama. For the purpose of this study, environmental situation is defined as being determined by facilities, scheduling, climate, and organizational pattern. Therefore, areas of description include facilities: availability of federal money, space allocation, description of the school plant, mobility of furniture, availability of materials, student use of materials, and staffing; scheduling: teacher/student ratio, class size consistency, in-class grouping, organizational base, curriculum time block, and daily and weekly schedule; climate: estimated and potential dropouts, and atmosphere; and organizational pattern: major influence on the English program.

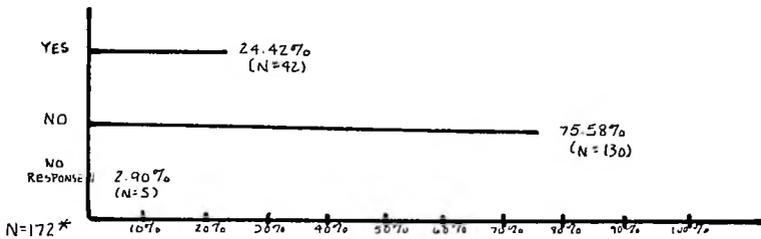


Fig. 14.--Environmental Situation: Federal Money Available for English Program

Three-fourths of the respondents (75.58%) reported that federal money is not available for the English program in their school.

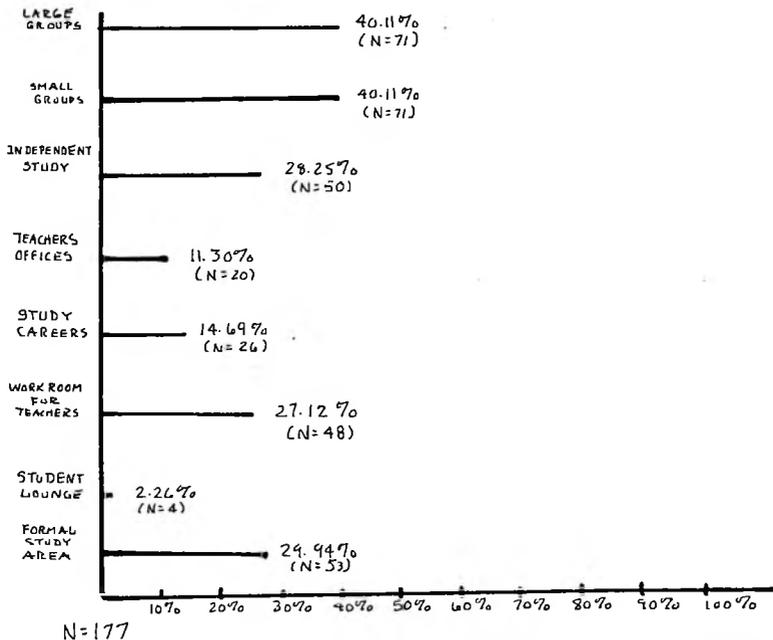


Fig. 15.--Environmental Situation: Space Allocation

According to this study, many schools (40.11%) allocate the most space for large group and small group activity. Some schools allocate space for formal study areas (29.94%), areas for independent study (28.25%), and workrooms for teachers (27.12%). Few provide study carrels (14.69%) or teachers' offices (11.30%), and even fewer provide space for a student lounge (2.26%).

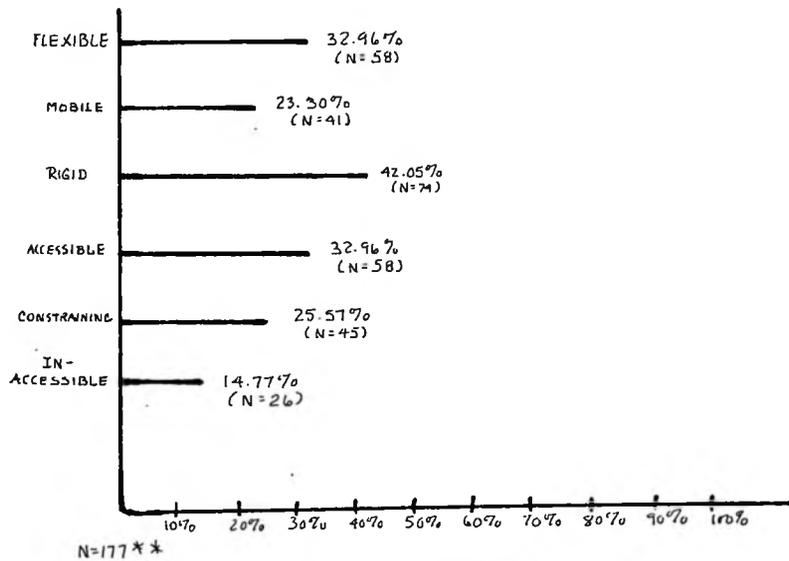


Fig. 16.--Environmental Situation: Description of School Plant

In describing the school plant, teachers most frequently described the facilities as rigid (42.05%). However, high percentages of teachers also described their school plant as flexible (32.96%) and accessible (32.96%). Similarly, while one-fourth (25.57%) of the teachers

described their school plant as constraining, almost one-fourth (23.30%) described their building as being mobile.

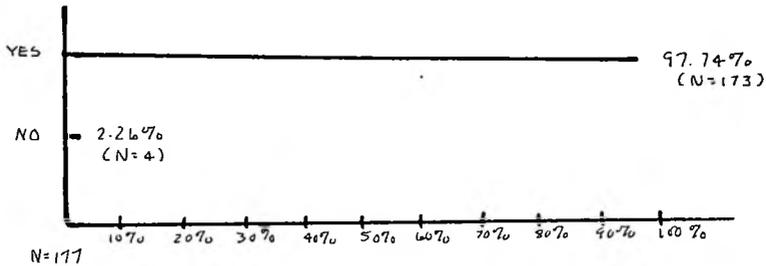


Fig. 17.--Environmental Situation: Mobility of Furniture

Almost all of the teachers (97.74%) reported that the furniture in their rooms is movable.

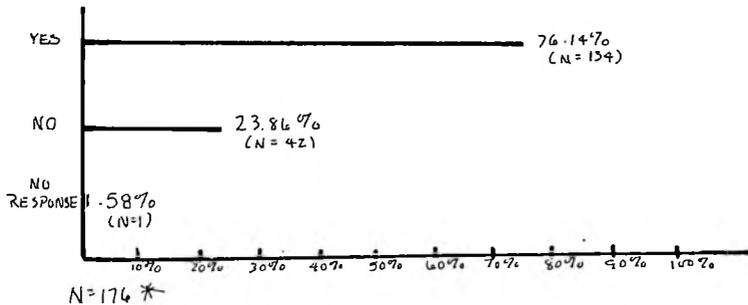


Fig. 18.--Environmental Situation: Classroom Seating Pattern by Rows

A majority of the teachers (76.14%) reported that their students are seated in rows. Many teachers qualified their answer by addint that students are seated in rows "sometimes," "only part of the time," "when necessary,"

"most of the time," and "the students would be seated in rows if we had enough desks."

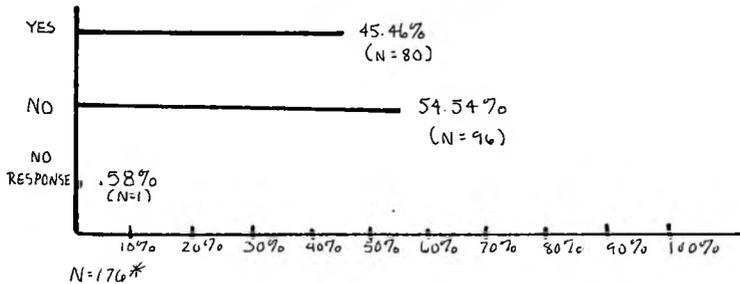


Fig. 19.--Environmental Situation: Remedial Materials Available in Classroom

A majority of the teachers (54.55%) reported that remedial materials are not available in their classrooms.

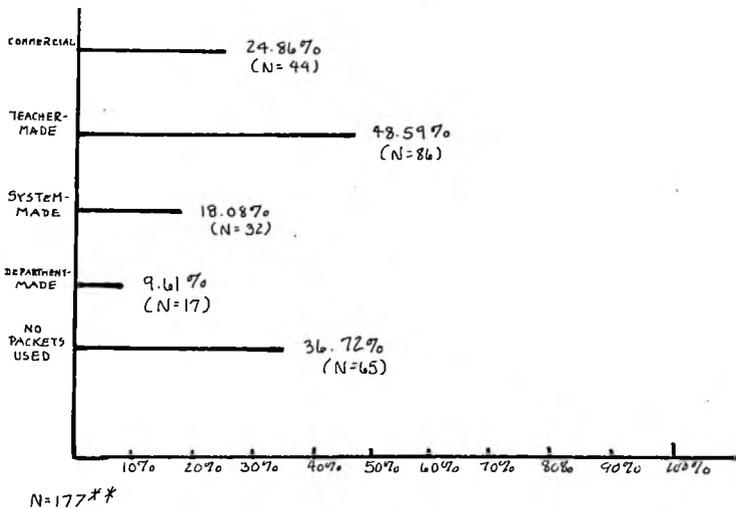


Fig. 20.--Environmental Situation: Instructional Packets Used

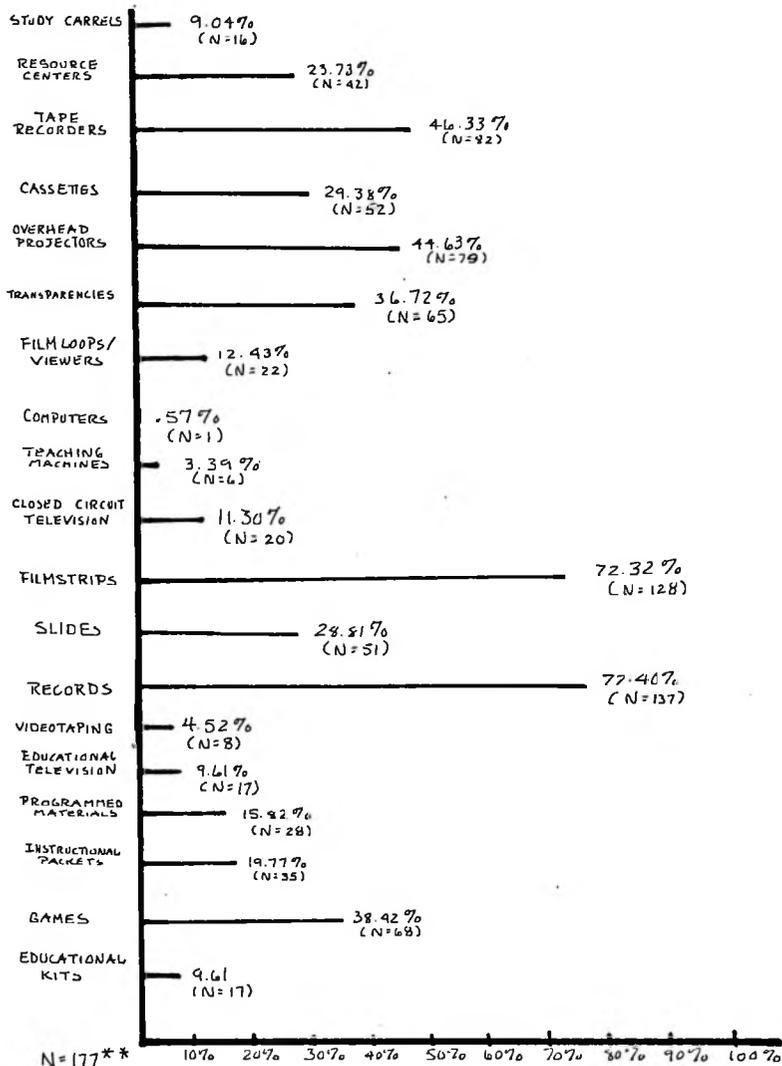


Fig. 21.--Environmental Situation: Facilities, Equipment, and Materials Used by Schools

Of those using packets; almost one-half (48.59%) of the population reported using teacher-made packets and approximately one-fourth (24.86%) reported using commercial packets. Department-made packets are the type reported as being used least frequently (9.61%). Almost thirty-seven per cent (36.72%) of the respondents reported that instructional packets are not used in their classrooms.

The materials reported as being used most frequently by the students were filmstrips (72.32%) and records (77.40%). The next highest percentages reported were for tape recorders (46.33%) and overhead projectors (44.63%) followed by games (38.42%). Few classrooms were reported to use educational television (9.61%), or educational kits (9.61%), or provide study carrels (9.04%). The lowest percentages regarding usage were reported for videotaping (4.52%), teaching machines (3.39%), and computers (.57%).

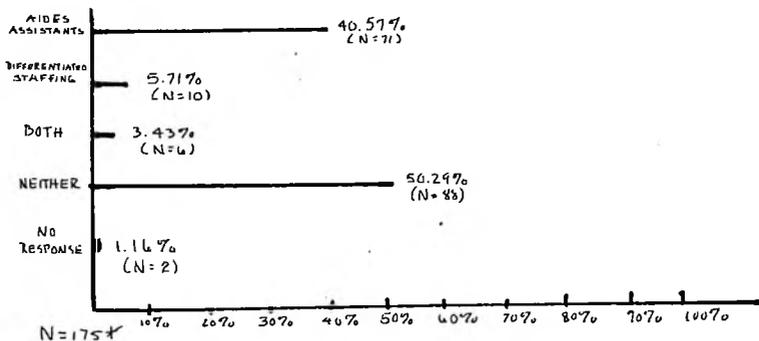


Fig. 22.--Environmental Situation: Staffing

One-half (50.29%) of the respondents reported that their school used neither aides and assistants nor differentiated staffing while approximately forty-one percent (40.57%) reported the use of aides and assistants. The smallest percentage reported (3.43%) was for the use of both aides and assistants and differentiated staffing with a slightly larger percentage (5.71%) being reported for the use of differentiated staffing.

In describing the staffing of their schools, teachers added such explanatory comments as "The school uses teacher aides and assistants, but they are not available for English" and "the aide only helps certain teachers." In one school the aide is available only for typing tests and exercises to be mimeographed. One school has one aide for the entire faculty while another school uses student aides.

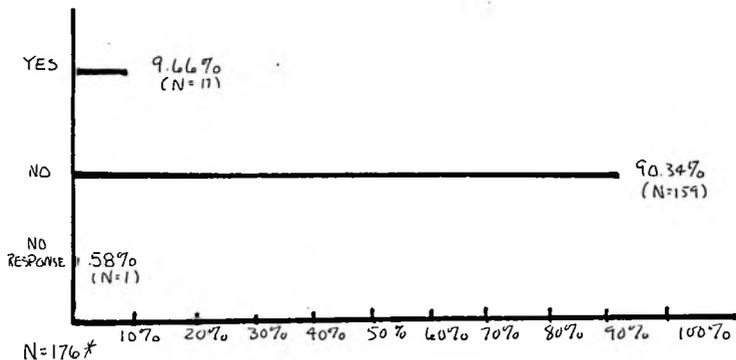


Fig. 23.--Environmental Situation: Team Teaching Situation

The great majority of respondents (90.34%) reported that they are not in a team teaching situation.

In regard to teaming, however, teachers added such comments as "we plan to try team teaching next year," "we have implemented team teaching on a small scale," and "the situation has been set up for team teaching but has not been well implemented within our particular group." One teacher commented, "I have been in the past" while another added that she is in a team teaching situation "but not with other English teachers."

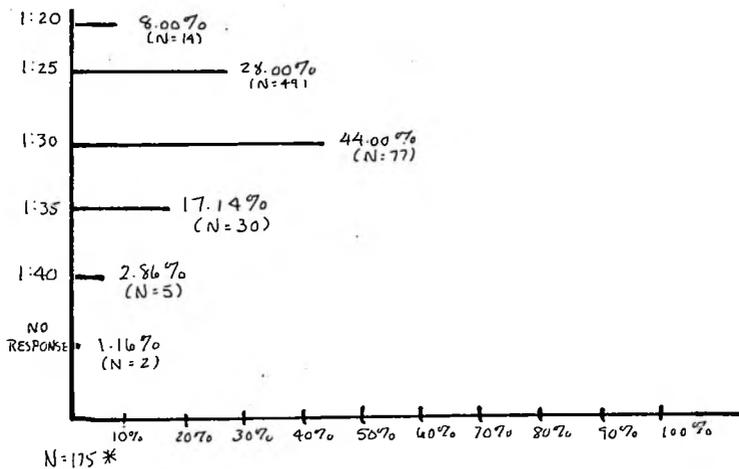


Fig. 24.--Environmental Situation: Typical Teacher/Student Ratio

The teacher/student ratio of 1:30 had the highest reported percentage (44.00%). The lowest percentage reported was for the 1:40 teacher/student ratio (2.86%).

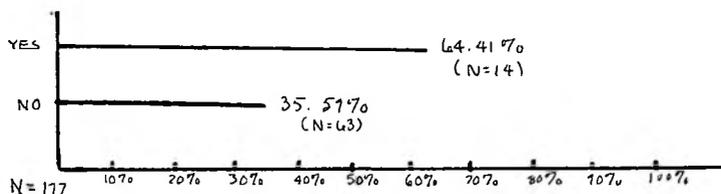


Fig. 25.--Environmental Situation: Class Size Consistency

A majority of the teacher sample (64.41%) reported that approximately the same number of students are scheduled for each class.

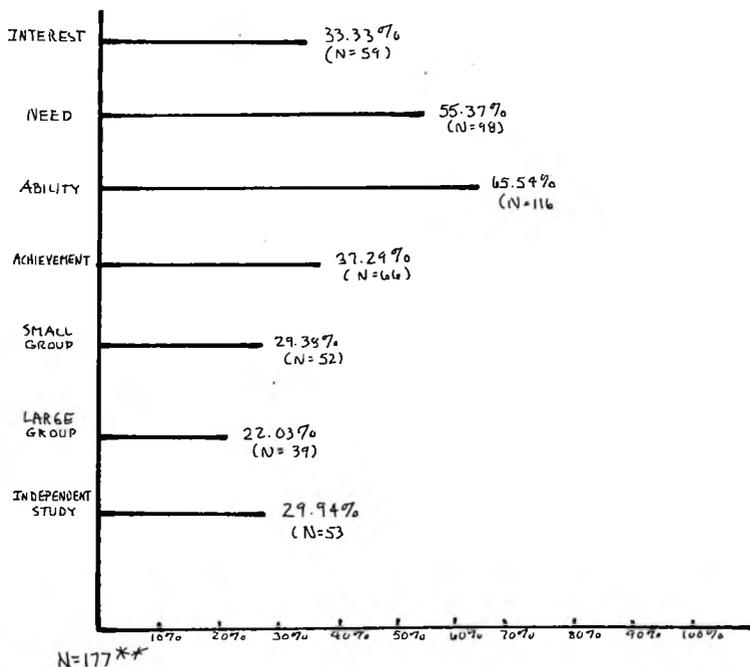


Fig. 26.--Environmental Situation: Basis for In-Class Grouping

Grouping according to ability had the highest reported percentage (65.54%) followed by grouping according to need (55.37%). The lowest percentage reported (22.03%) was for the large group assembly. According to this study, students are grouped according to interest in one-third (33.33%) of the classrooms and according to achievement a little more than one-third of the classrooms (37.29%).

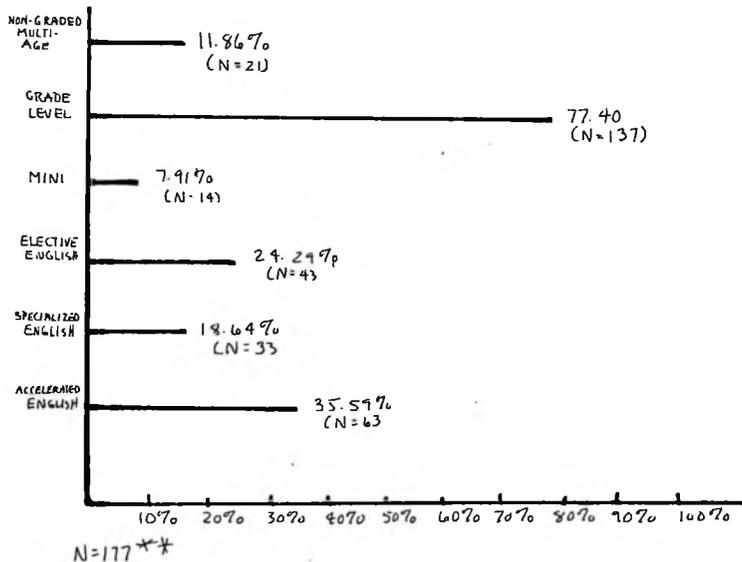


Fig. 27.--Environmental Situation: Organizational Basis of Courses

The large majority of teachers (77.40%) reported that their school offers grade level courses and approximately one-fourth (24.29%) reported that their school offers elective English courses. The smallest percentages

reported were for mini courses (7.91%) and non-graded, multi-age courses (11.86%). Approximately thirty-six percent (35.59%) of the teachers reported accelerated courses being offered and approximately nineteen percent (18.64%) reported the offering of specialized English courses.

Several teachers added that mini courses are planned for next year or that their school will be adding English electives next year. One school, it was reported, will be adding non-graded, multi-age courses, elective English courses, and accelerated English courses next year.

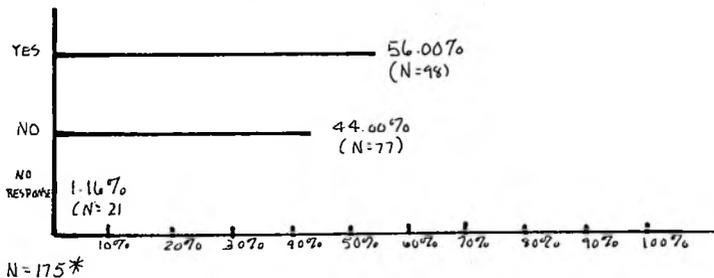
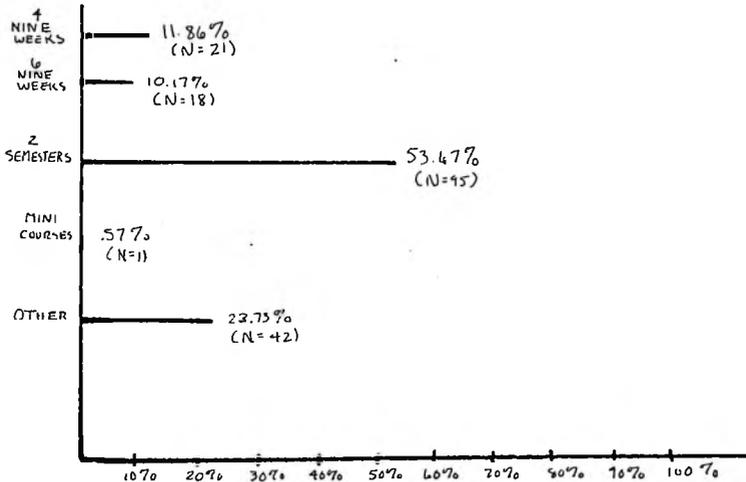


Fig. 28.--Environmental Situation: Concurrent Multiple Sections Present

A majority of the respondents (56.00%) reported that sections of the same English course are scheduled for the same period of the day.

According to the data, over one-half (53.67%) of the English programs are organized on a two semester format. Of the 23.73% reported for the "Other" category, 19.78% are 6 six weeks with the remaining 3.95% being divided among

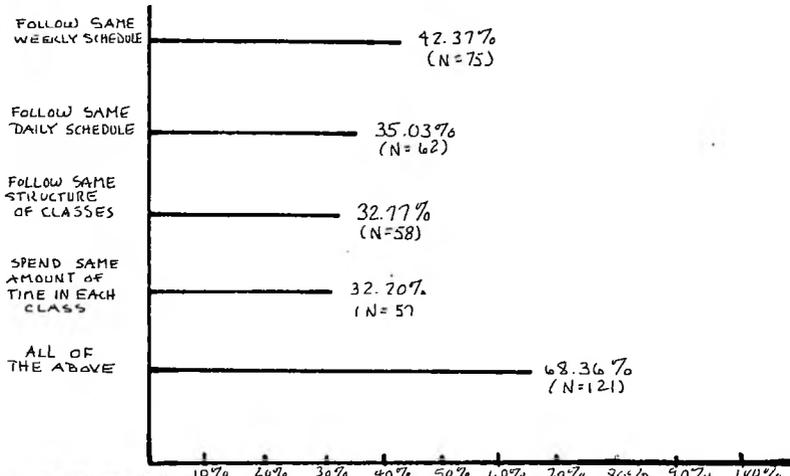
one semester courses, autonomous classes based on the Alabama Course of Study, annual courses, 9 six week periods, and 12 three week terms. The percentage of programs including mini courses is almost negligible (.57%).



N=177

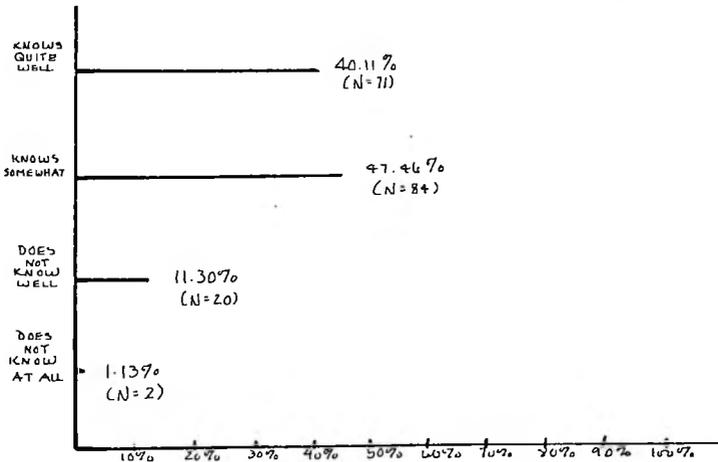
Fig. 29.--Environmental Situation: Curriculum Time Blocks Used

A majority of the respondents (68.36%) reported that the students follow the same weekly and daily schedule and spend the same amount of time in each class.



* The results of this question are skewed because the respondents misread the question and responded to "All of the above" as well as other alternatives.

Fig. 30.--Environmental Situation: Student Schedule



N = 177

Fig. 31.--Environmental Situation: Extent of Acquaintance With Students

The majority of teachers indicated that they know their students either somewhat (47.46%) or quite well (40.11%). The lowest percentage reported (1.13%) was for "Does not know at all."

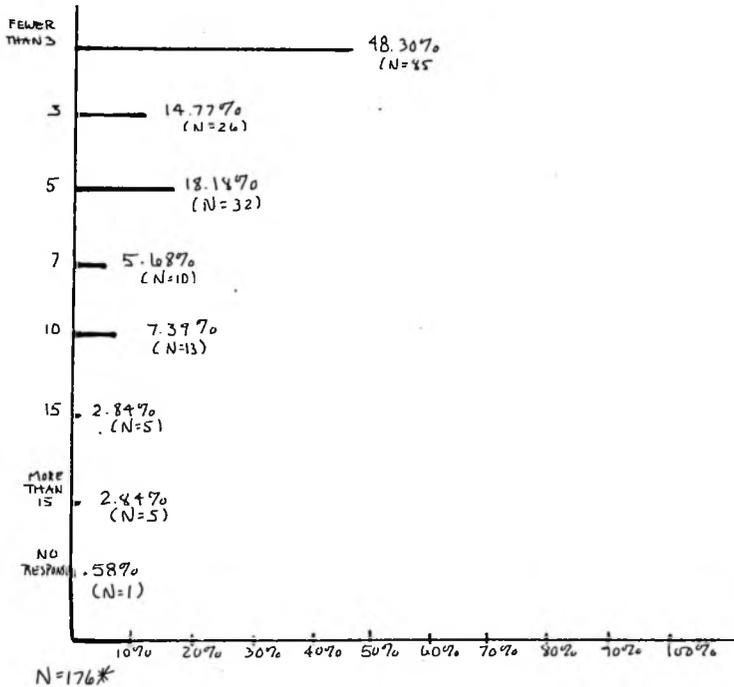


Fig. 32.--Environmental Situation: Estimated Yearly Dropouts

The largest percentage of estimated yearly dropouts (48.30%) was placed at fewer than three; the lowest (2.84%) was at fifteen or more.

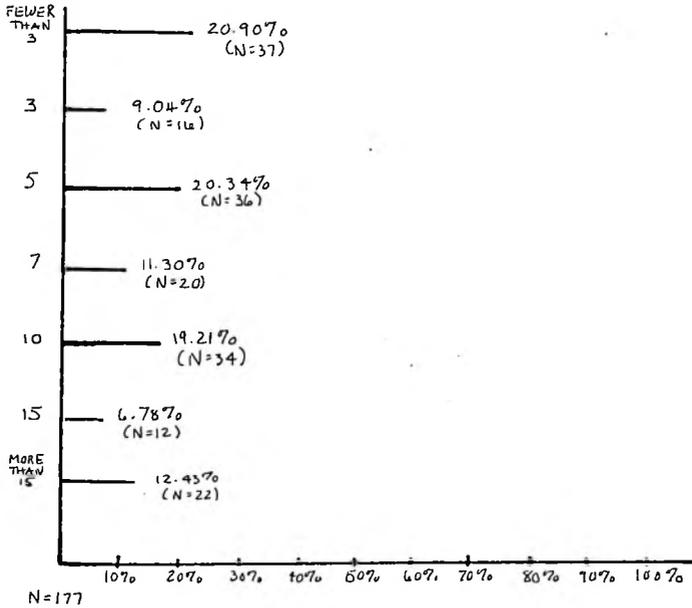


Fig. 33.--Environmental Situation: Estimated Potential Dropouts

The distributions for estimated potential dropouts tended to cluster and were considerably higher than for the estimated yearly dropout percentages reported. The highest percentages were estimated for fewer than three (20.90%) and five (20.34%) and ten (19.21%). The lowest percentage estimated was for fifteen (6.78%) while the estimate of more than fifteen potential dropouts was almost double this percentage (12.43%).

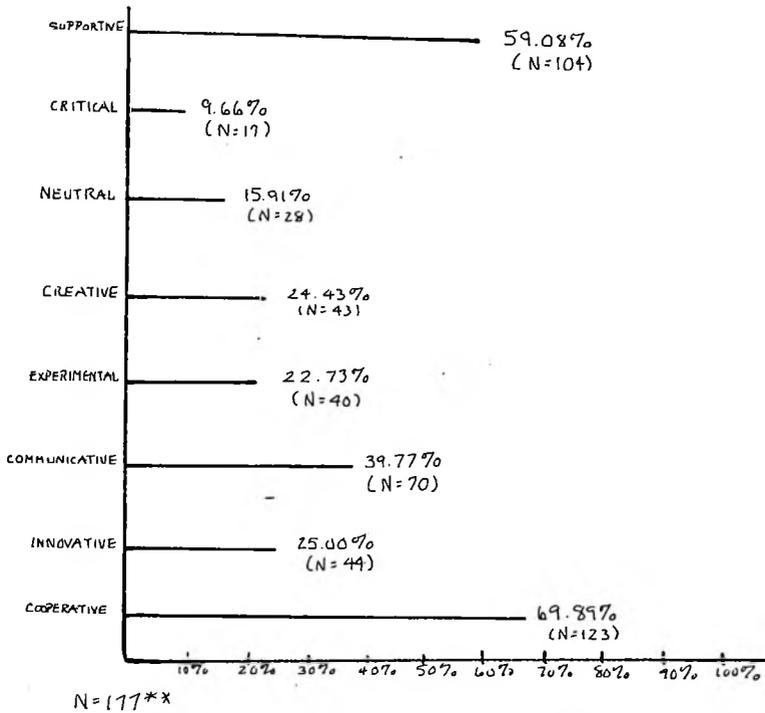


Fig. 34.--Environmental Situation: Atmosphere in School

The majority of the respondents reported the atmosphere in their schools as being cooperative (69.89%) and supportive (59.08%). Less than ten percent (9.66%) described the atmosphere in their schools as critical.

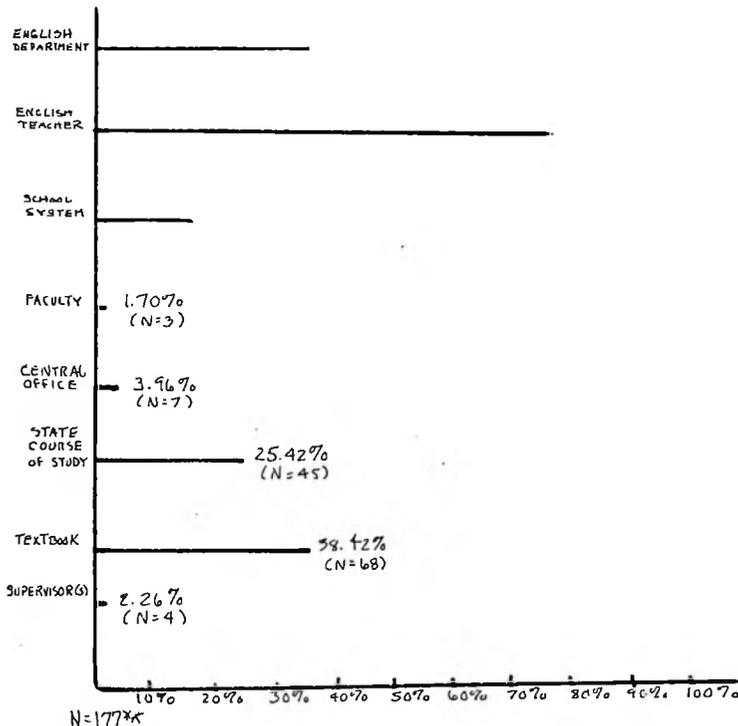


Fig. 35.--Environmental Situation: Major Influence on Structure of English Program

According to this study, the greatest influence on the English program is the English teacher herself (73.45%). The second greatest reported influence is the textbook (38.42%) followed by the English department (33.90%) and the State Course of Study (25.42%). The least influence is imparted by the central office (3.96%), supervisors (2.26%), and the total school faculty (1.70%).

Summary

In regard to the five component areas of individualized instruction as defined, described, and discussed in the literature, the environmental situation sampled is not compatible with the tenets of individualized instruction.

While federal money is not reported as being available for most secondary schools for the instruction of English, its availability is not necessary for the implementation and development of individualized instruction though it can facilitate the process. Also, the facilities described and the reported use of those facilities are not consistent with the principles of individualized instruction set forth in the literature.

Similarly, the literature indicates that for an individualized program to be successful, materials must be matched to the achievement level and to the needs of the individual student. Such a situation would include the availability of remedial materials in the classroom. According to the description supplied by the population, such an actuality is not the general policy. In addition, many teachers do not use instructional packets which are advocated in the literature. According to the population, the majority of the instructional packets are teacher-made while the literature describes a plethora of commercially made packets which are available. In addition, the materials described as used by the students, mostly filmstrips and records, are not those described by the

literature as being individualized in nature. On the other hand, those materials described as being used least by the students--computers, videotapes, teaching machines, educational kits, educational television, study carrels, closed circuit television, programmed materials, and instructional packets--are the materials advocated by the literature as being individually oriented.

The population described an environmental situation in which neither aides nor differentiated staffing are used extensively. In addition, the staffing pattern described rarely encompasses team teaching. The literature indicates that the use of aides, differentiated staffing, and team teaching is an integral part of an individualized program.

The classroom environment described by the population is traditional: the teacher/student ratio is constant as are class sizes; in-class grouping is based primarily on ability; the organizational base of classes is grade levels; concurrent multiple sections of given courses are scheduled; the curriculum time block is two semesters; and the students and teachers follow the same daily and weekly schedule; they adhere to the same sequence of classes; and they spend equal amount of time in each class. According to the literature, in an individualized situation class sizes vary and the teacher/student ratio is usually one-to-one. Also, any grouping is based primarily on achievement and need rather than on ability as indicated by the

population for this study. In an individualized program the organizational base is nongraded, multi-age. Also, according to the literature, concurrent multiple sections of a class are not usually scheduled. In addition, the schedule pattern of two semesters and a consistent routine of classes are not compatible with the flexible schedule pattern advocated by the literature regarding individualized instruction.

According to the literature, individualized instruction reduces the dropout rate. The estimated and potential dropout rate described by the population appears to be consistent with the dropout rate described by the literature although there is some inconsistency within the population's description of potential dropouts. While the atmosphere described by the population is pleasant, it is not the creative, experimental, and innovative atmosphere described by the literature as conducive to individualized instruction.

The selection of the English teacher as the major influence on the English program is consistent with the description of major influences found in the literature regarding individualized instruction. This agreement is shaded somewhat by the subsequent choices of the textbook, English department, and state course of study as tandem influences when the corresponding descriptions of these factors are superimposed on the influence of the English teacher.

Thus, despite the description of some positive factors, the environmental situation described by the population of this study does not concur with the environmental situation necessary for a program of individualized instruction as established by the review of the literature dealing with this component.

Teacher Role

The following section describes the role of the teacher as fulfilled by a sampling of secondary school English teachers in the state of Alabama. Teacher role, for the purpose of this study, is defined as those functions performed by the teacher. Areas of description include method of instruction: support of grouping as an instructional practice and the most effective method of instruction; materials considered most useful; schedule: conference time and planning time; participation in decision-making; and primary roles filled.

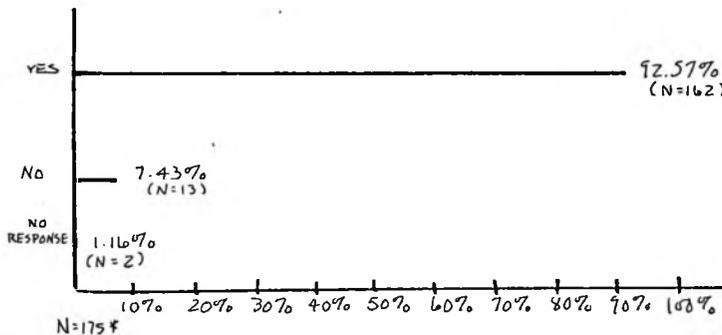


Fig. 36.--Teacher Role: Instructional Method

The majority of respondents (92.57%) reported that they believe that grouping can be helpful as a teaching technique.

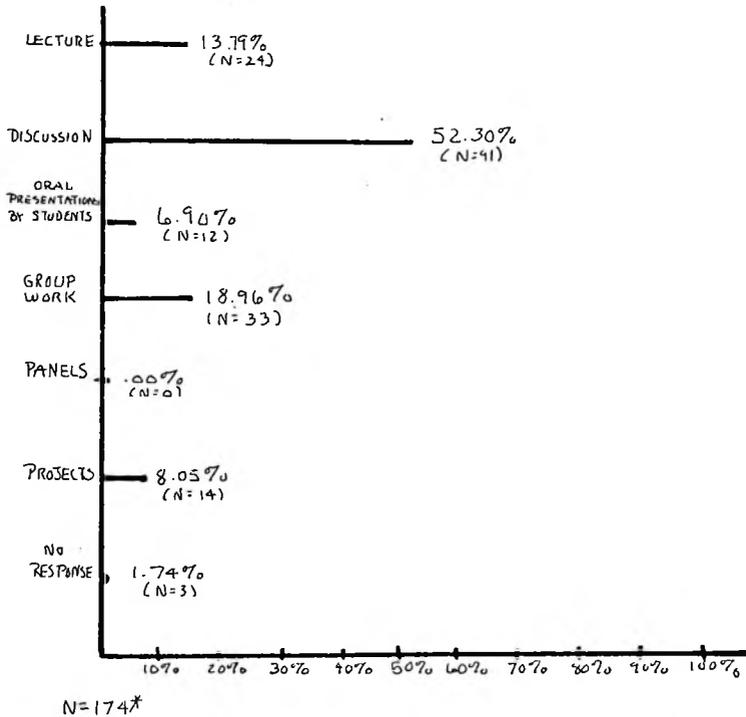


Fig. 37.--Teacher Role: Method of Instruction

A majority of the teachers (52.30%) reported discussion as being the most effective method of instruction for them. The two lowest percentages reported were for projects (8.05%) and oral presentations by students (6.90%). No teacher reported using panels.

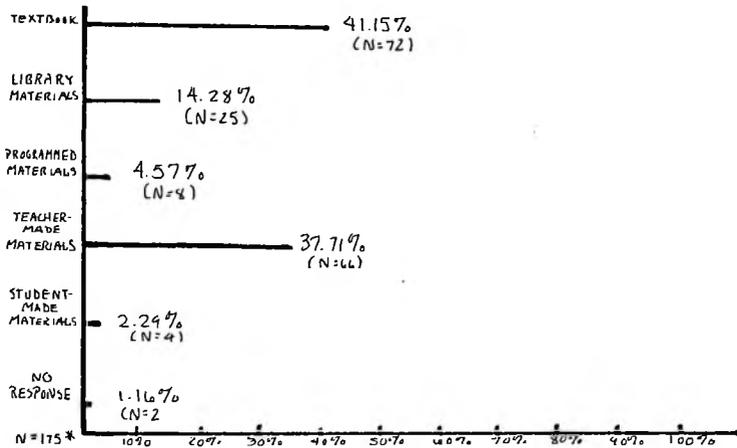


Fig. 38.--Teacher Role: Materials Considered Most Useful

The materials described as most useful by the largest percentage of teachers (41.14%) were the textbook followed closely by teacher-made materials (37.71%). Programmed materials (4.57%) and student-made materials (2.29%) received the lowest reported percentages.

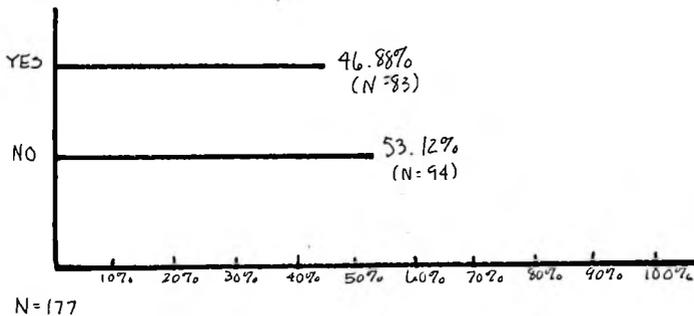


Fig. 39.--Teacher Role: Student Conference Time Available

A majority of the respondents (53.11%) reported that their schedules do not allow time for individual conferences with students.

Teachers commented that they have very little or limited time for student conferences and that they feel they need more time. One teacher indicated that she uses her lunch period for student conferences. Several teachers commented that they can have conferences with students only during study hall, during their free/preparation period, during class time, or before and after school.

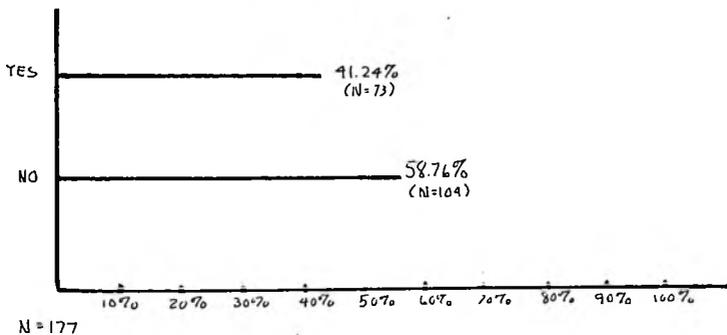


Fig. 40.--Teacher Role: Planning Time With Other Teachers Available

A majority of the respondents (58.76%) reported that their schedules do not allow time for planning with other English teachers. Several teachers commented that they have no time for planning with other English teachers because of the class load they carry. Some indicated that planning is done in departmental meetings after school and

during the summer. Others indicated that planning with other English teachers is seldom done, not done on a regular basis, but can be included when desired.

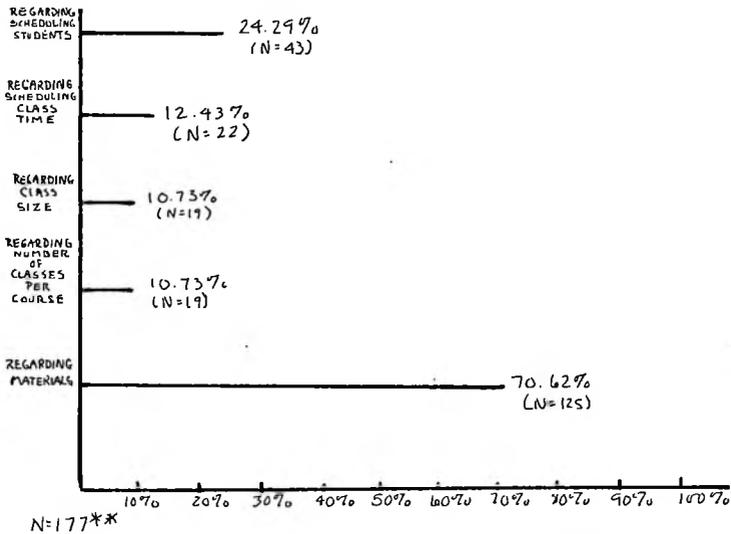
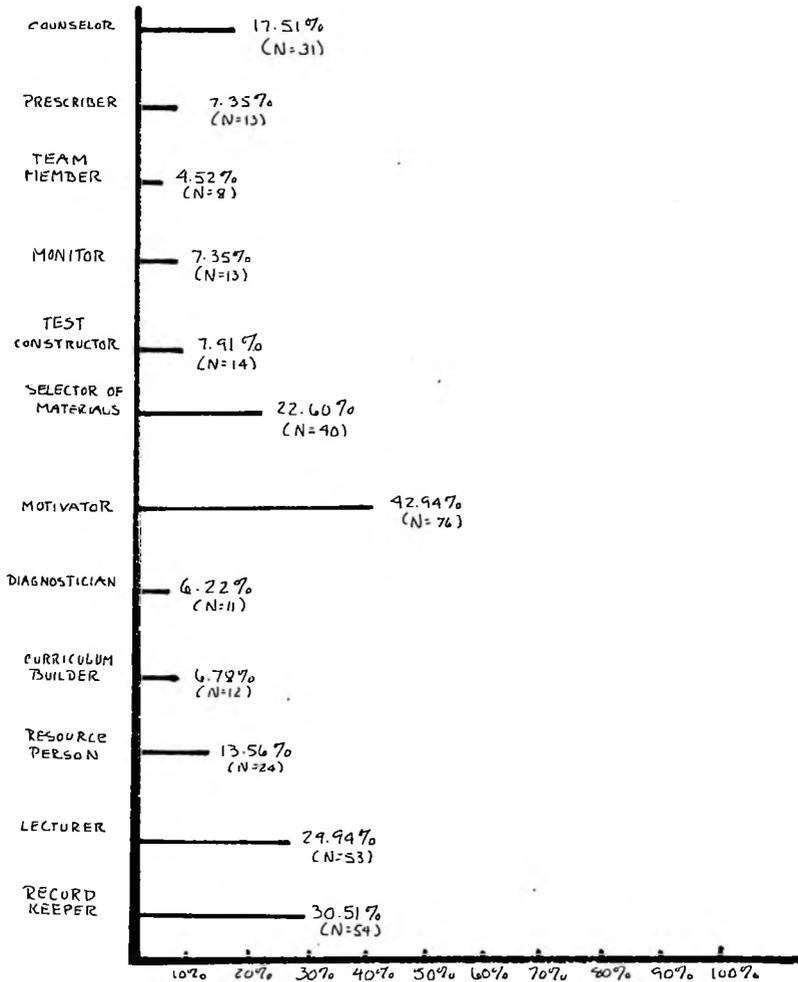


Fig. 41.--Teacher Role: Teacher Participation In Decisions

The area in which the majority of teachers (70.62%) reported making decisions was in regard to materials. Almost one-fourth (24.29%) reported making decisions regarding scheduling students. The lowest percentages reported were for participation in decisions regarding class size (10.73%) and the number of classes per course (10.73%).



N=177**

Fig. 42.--Teacher Role: Primary Teacher Role

The role selected as the one being filled most often by the teacher was that of motivator (42.94%). The two roles marked as filled most frequently after that of motivator were record/bookkeeper (30.51%) and lecturer (29.94%). The cluster of roles that were marked as filled least frequently include curriculum builder (6.78%), diagnostician (6.22%), and team member (4.52%).

Summary

The teacher role described by the population of this study is that of the traditional teacher rather than the redefined role described and advocated by the literature. Although the vast majority of the respondents acknowledge grouping as a valuable instructional practice, a policy consistent with the principles of individualized instruction, very few selected group activities such as panels, projects, and group work as the most effective method of instruction. While discussion is a form of interaction advocated for individualized instruction, the discussion must be true interaction rather than a teacher dominated activity. The fact that the participants did not consider the individually oriented activities to be among the most effective methods of instruction seems to indicate that the present teacher population as represented by the sample maintains the traditional focal role in the classroom. This traditional focus is further supported by the selection of the textbook as the most useful teaching material.

The materials advocated by the literature for an individualized program are programmed materials and student-made materials, materials considered by the study population to be the least useful materials.

According to the literature, the teacher in an individualized program has time for conferences with students and also time for planning with other English teachers. The role described by the participants is not consistent with the conferring role advocated by the literature.

The review of the literature also indicates that with individualized instruction, the teacher participates more fully in decisions regarding scheduling students and classes and choosing materials. With the possible exception of selection of materials, the description of teacher participation in the decision-making process is not compatible with the role of decision-maker as described in the literature.

While the literature describes the motivator as one of the roles filled by the teacher in an individualized program, the cluster of roles marked by the participants as filled least frequently are those advocated by the literature as integral with a program of individualized instruction. The primary roles reported as filled--motivator, bookkeeper, and lecturer--are traditional as is the total role of the teacher as described by the population of this study.

Student Involvement

The following section describes the extent of student involvement. It is a sampling of English instruction in secondary schools in the state of Alabama. For the purpose of this study, student involvement is defined as the decisions which the student makes and the responsibilities which he has. Areas of description include use of pacing, use of contracts, choice of in-depth study topics, expression of student opinion, and availability and use of material.

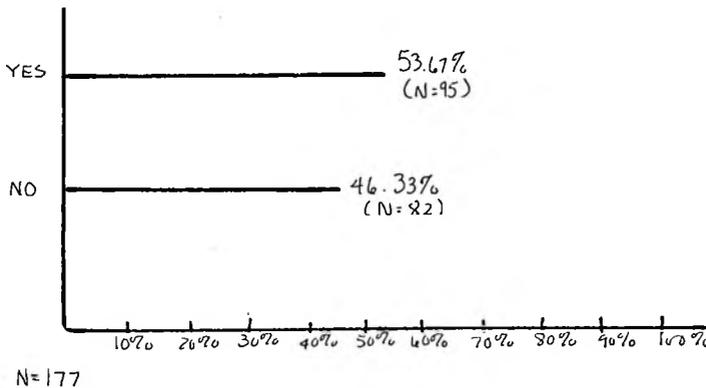


Fig. 43.--Student Involvement: Determines Assignments

A majority of the teachers (53.67%) reported that students work on different assignments according to their past performance.

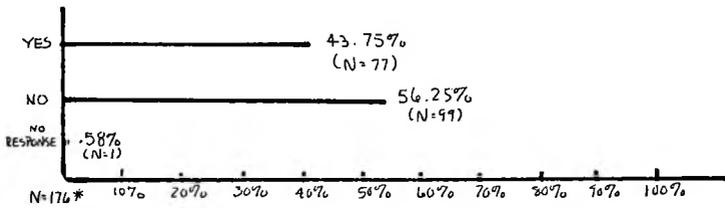


Fig. 44.--Student Involvement: Learning Is Paced

A majority of the teachers (56.25%) reported that circumstances do not allow students to pursue the English program at different rates of speed.

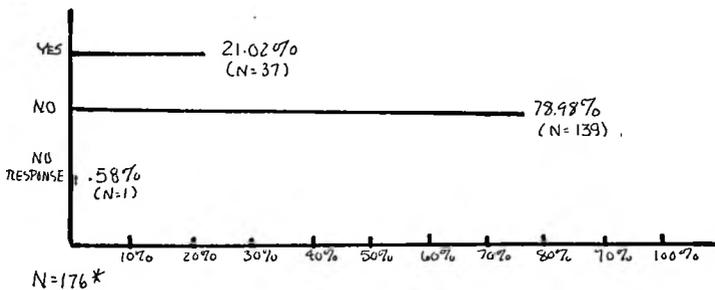


Fig. 45.--Student Involvement: Contracts Used

The vast majority of teachers (78.98%) reported that students do not contract for a grade. Several teachers qualified their response by adding that students contract in certain areas or, as one teacher stated, "I have used this method on two units and found it very good, but I don't use it on all topics or units." Another teacher commented that she had tried contracting, but it was unsuccessful.

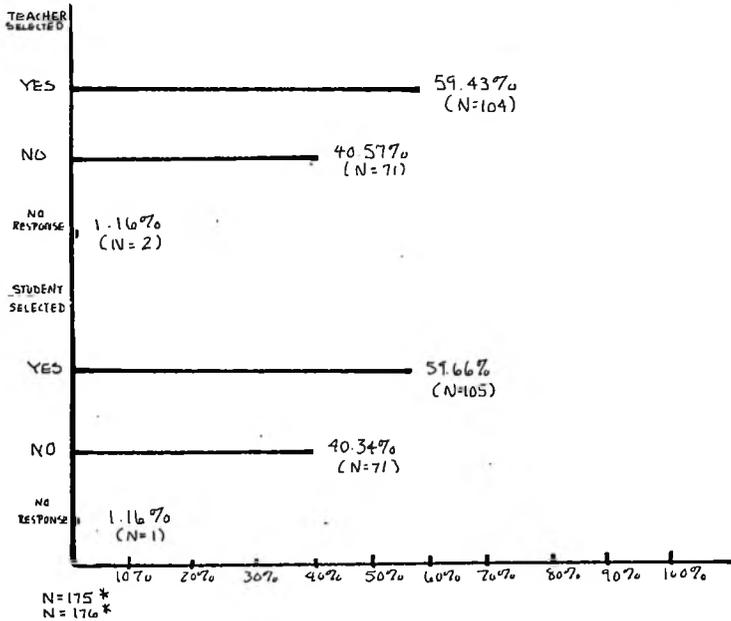


Fig. 46.--Student Involvement: Selection of In-Depth Study Topics

Approximately the same percentages were reported for teacher selection of the topics for in-depth study (59.43%) and student selection of the topics for in-depth study (59.66%).

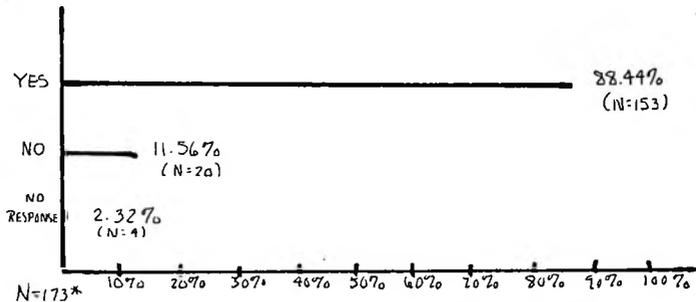


Fig. 47.--Student Involvement: Students Express Opinions Freely and Honestly

The vast majority of teachers (88.44%) felt that students expressed opinions freely and honestly.

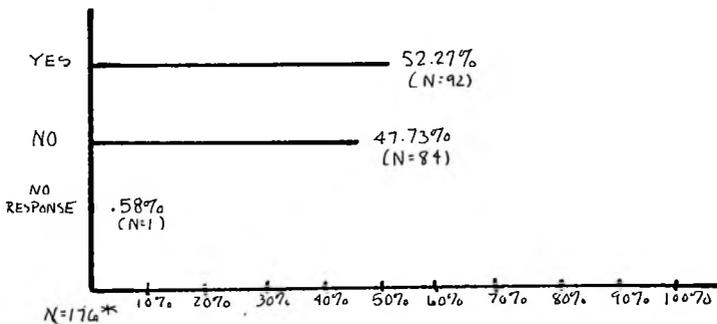


Fig. 48.--Student Involvement: Students Grade Own/Peer Papers

A slight majority of the respondents (52.27%) reported that students graded their own and/or peers' papers. Many of the positive responses were qualified by such statements as "sometimes for daily grades," "only spelling papers," "only quizzes not counted," "not major

tests or projects." Some reported that they allowed students to grade daily tests, "but definitely not any others." One teacher commented that students grade their own and peers' papers "after which I go over each paper to be sure it has been properly checked and graded."

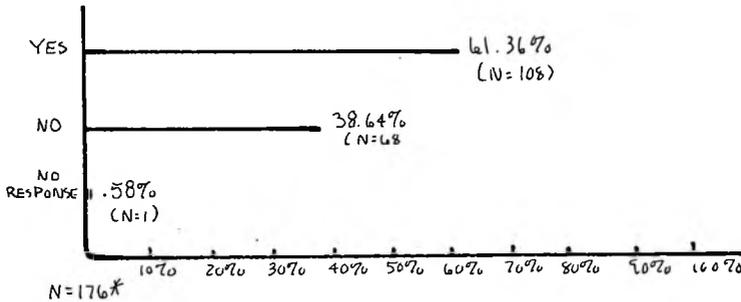


Fig. 49.--Student Involvement: Students Use Variety of Materials

A majority of the teachers (61.36%) reported that students use a variety of media and learning devices (also see Figure 28).

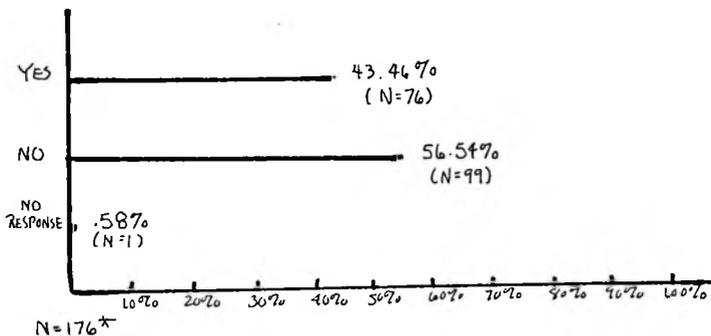
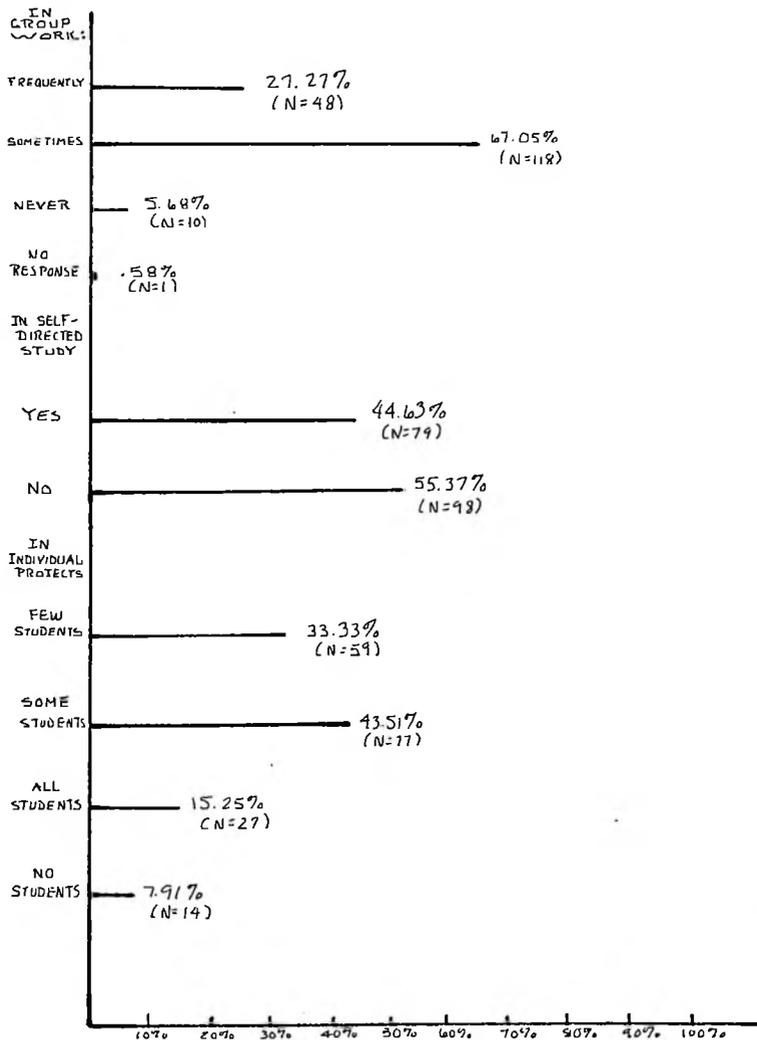


Fig. 50.--Student Involvement: Required Reading List Used

A majority of the teachers (56.25%) reported that students do not use a required reading list.



N = 176*
 N = 177
 N = 177

Fig. 51.--Student Involvement: Student Participation

Teachers (67.05%) reported that a large majority of students engaged in group work sometimes, and 27.27 percent reported that students engaged in group work frequently. Only 5.68% were reported as never engaging in group work.

While teachers (55.30%) reported that the majority of students did not engage in self-directed study, 44.63% did.

In regard to individual projects, teachers reported that some of the students (43.50%) and few of the students (33.33%), or 76.83% of the students, work on individual projects. Only 7.91% reported that no students work on individual projects.

Summary

The role of the student as described by the population of the study is basically a traditional role rather than the redefined role described and advocated by the literature.

The use of differentiated work according to past performance is consistent with the principles of individualized instruction set forth in the literature. However, according to the data, circumstances do not allow students to pursue the English program at different rates of speed. The literature indicates that paced learning is an integral factor in individualized instruction.

The vast majority of the respondents reported that contracts are not used. The use of contracts, however,

is advocated by the literature to facilitate the process of individualizing instruction.

The description of the selection of in-depth study topics is consistent with the process of selection described in the literature in that both the student and the teacher are involved, sometimes simultaneously, sometimes alternately. In addition, the report that students express opinions freely and honestly is consistent with the active involvement advocated by the literature.

While a slight majority of the respondents indicated that their students grade their own and/or peers' papers, the comments which were inserted shaded the positive responses. These qualified responses seem to indicate that self and peer evaluation are not truly incorporated into the present student role as described by the population of this study. The literature advocates the use of self-evaluation.

The reported practice of student use of a variety of media and learning devices is consistent with the principles of individualized instruction advocated by the literature. Likewise, the report that students do not use a required reading list is also consistent with the principles of individualized reading.

The reported use of group work is compatible with the principles of grouping presented in the literature. The use of self-directed study reported by the population is

also consistent with the principles of self-directed study advocated by the literature. The same is true of student involvement in individual projects.

To re-emphasize, the role of the student as described by the population of this study is basically a traditional role rather than the redefined role described and advocated by the literature regarding individualized instruction. While the description of the population indicates some degree of student involvement with regard to choice of in-depth study topics, free and honest expression of opinion, use of a wide variety of media and learning devices, the elimination of a required reading list, and the use of group work, self-directed study, and individual projects; these positive elements are negated somewhat by the absence or very limited use of pacing, contracts, and self-evaluation, all of which are deemed necessary by the literature for student involvement in the educational process.

Curriculum and Materials

The following section describes the extent of individualization present in the curriculum and materials of a sampling of secondary schools English instruction in the state of Alabama. For the purpose of this study, curriculum is defined as the subject matter and activities related to the educational process; materials are defined as the

titled programs and technological and human resources used to implement the curriculum.

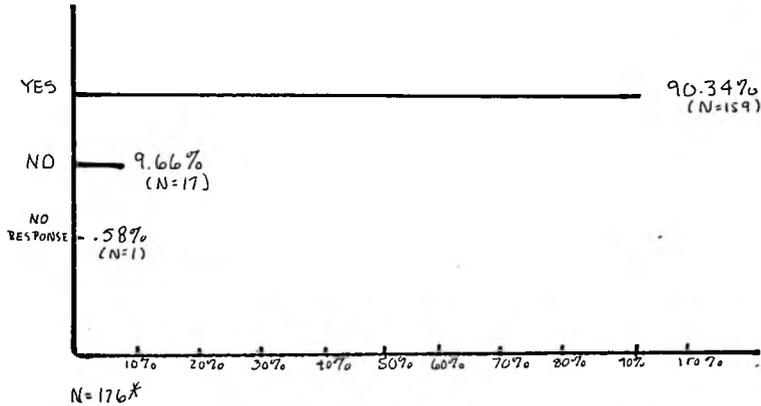


Fig. 52.--Curriculum and Materials: Students Know Purpose of Classroom Activities

The vast majority of teachers (90.34%) reported that the students know the purpose of each classroom activity.

Teachers reported that the three most influential factors in determining the school curriculum are state requirements (75.71%), instructional resources (47.46%), and teacher recommendation (46.30%). Local requirements were also reported as being influential (40.68%). Reported as least influential were parental wishes (7.35%) and public opinion (3.39%).

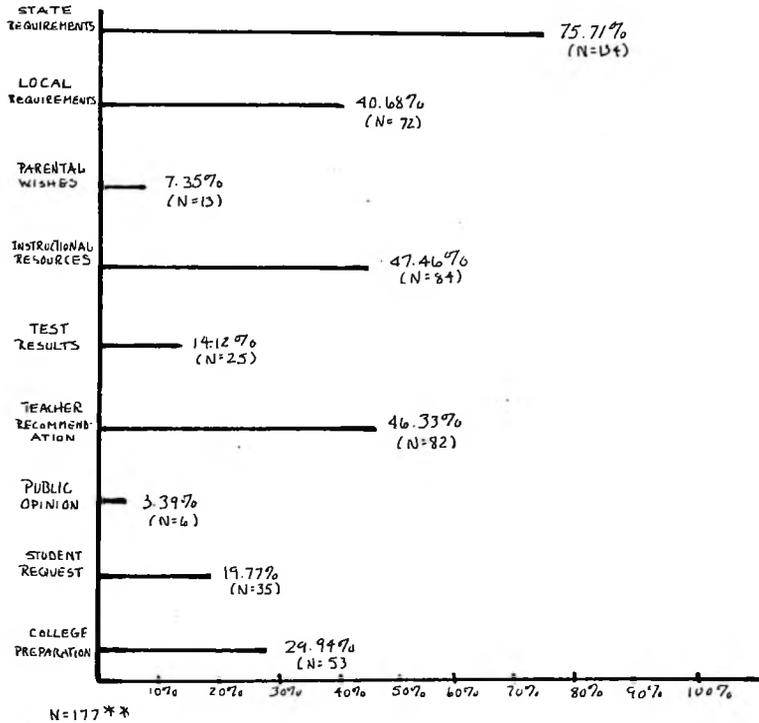


Fig. 53.--Curriculum and Materials: Influences on Curriculum

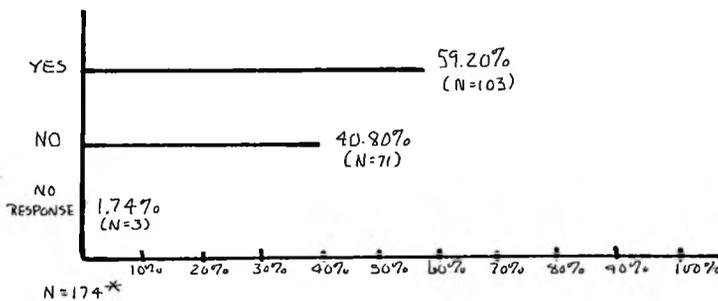


Fig. 54.--Curriculum and Materials: Curriculum Is Relevant

A majority of the teachers (59.20%) reported that they feel that the curriculum is relevant to the students. Many qualified their positive response by adding that the curriculum is relevant to some or to most students, but not to all.

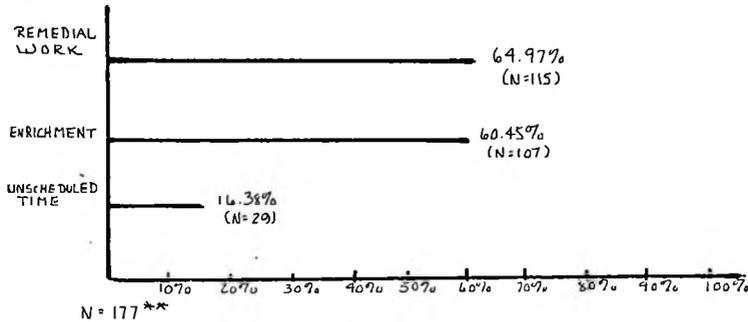


Fig. 55.--Curriculum and Materials: Program Includes

A majority of the teachers reported that their school program includes remedial work (64.97%) and enrichment activities (60.45%). Including unscheduled time for students is not a widespread practice, but 16.38% of the teachers did report it as a part of their school's program.

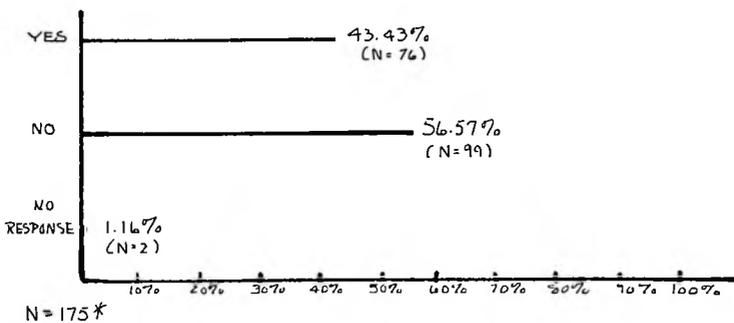


Fig. 56.--Curriculum and Materials: Courses Designed According to Student Interest

As shown, 43.43% of the population of the study indicated that courses are designed to meet expressed student interests (also see Figure 54).

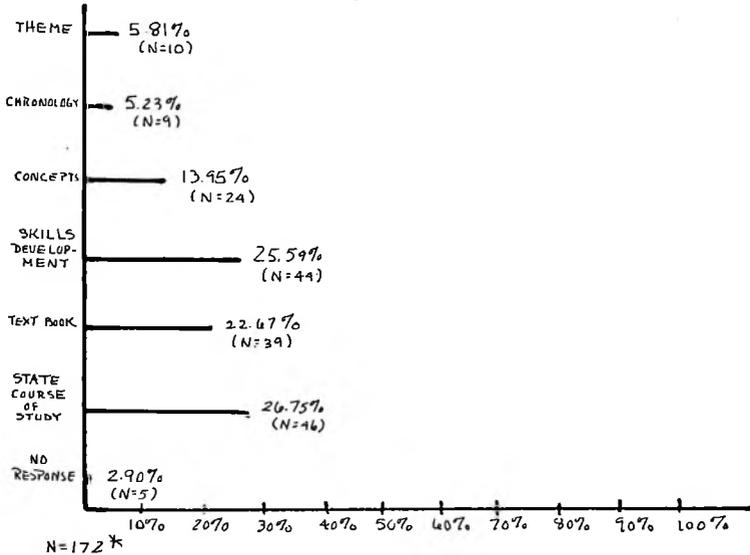


Fig. 57.--Curriculum and Materials: Organizational Base for English Program

In regard to English program organization, the largest percentages were reported for the State Course of Study (26.74%), skills development (25.58%), and the textbook (22.67%). Lowest percentages reported were for theme (5.81%) and chronology (5.23%). One teacher reported that the English program in her school is organized according to genre.

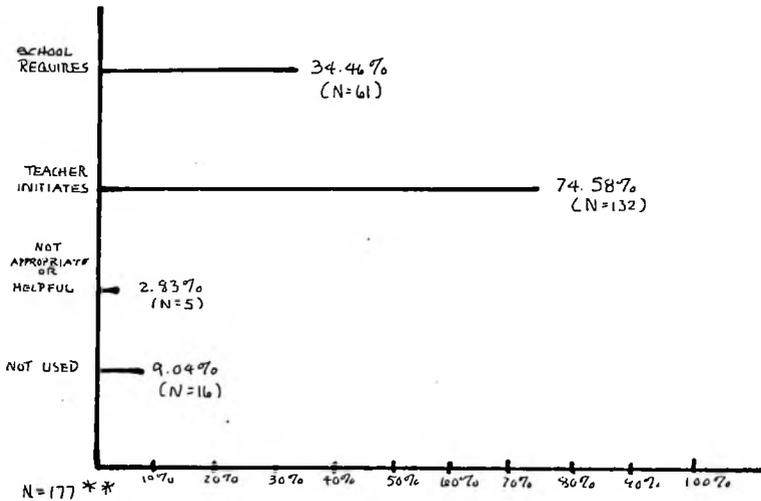


Fig. 58.--Curriculum and Materials: Use of Behavioral Objectives

In regard to behavioral objectives, the majority of teachers (74.58%) reported that they initiate them and that 34.46% of the teachers indicated that their school requires them. Only 2.83% reported behavioral objectives as not being appropriate or helpful. Less than ten percent (9.04%) reported not using behavioral objectives.

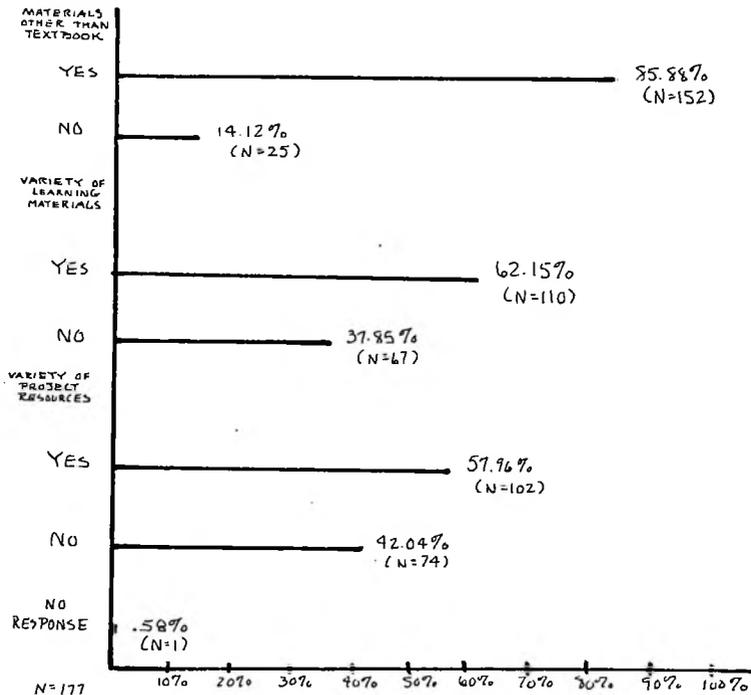


Fig. 59.--Curriculum and Materials: Variety of Materials Available

In regard to the availability of a variety of materials, a majority of the teachers reported that materials other than the textbook are available (85.88%), that a variety of learning materials are available (62.15%), and that a variety of project resources are available (57.96%).

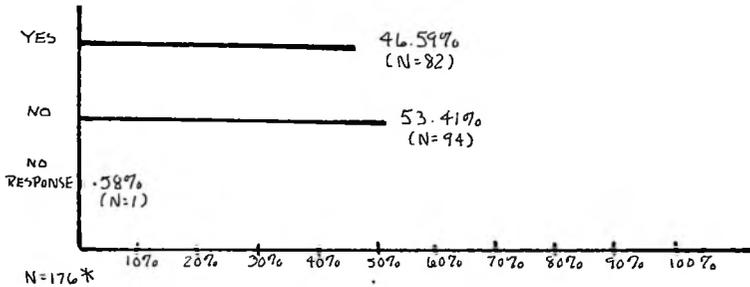


Fig. 60.--Curriculum and Materials: Same Materials Used At Same Time

According to the teacher who responded to the questionnaire, a majority of the students (53.41%) do not use the same materials at the same time.

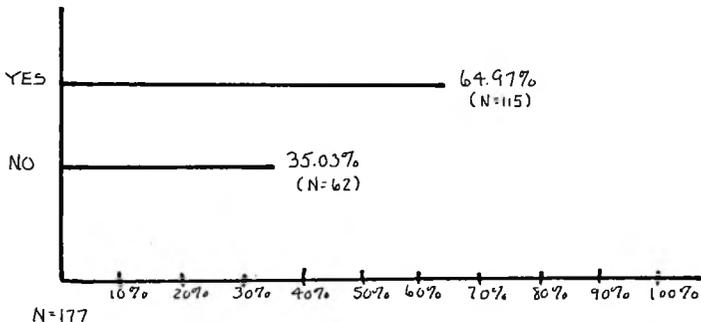


Fig. 61.--Curriculum and Materials: Audio-Visual Materials Used by Small Groups and Individuals

Use of audio-visual materials by individual students and/or small groups of students was reported by a majority of the teachers in the sample (64.97%).

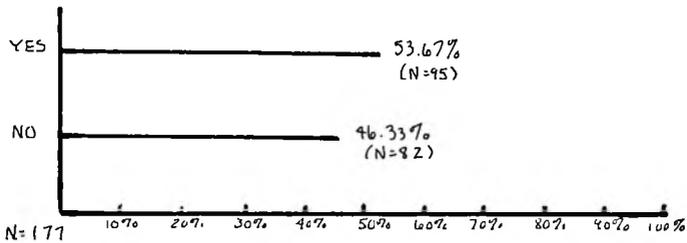


Fig. 62.--Curriculum and Materials: Materials Levelled

A majority of the teachers (53.67%) reported that materials are leveled according to reading level or difficulty of task.

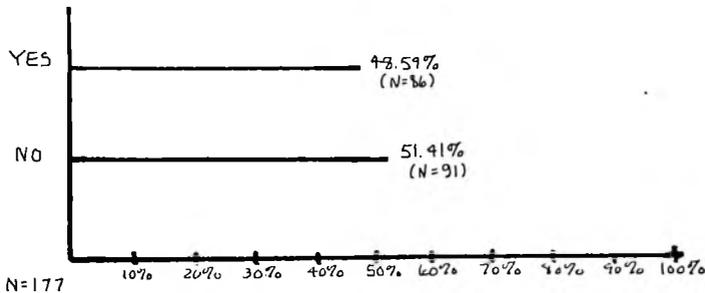


Fig. 63.--Curriculum and Materials: Skill Builders Available In Classroom

The percentage of the numbers of classrooms with and without skill builders available were approximately the same with the negative responses having a slightly higher percentage reported (51.41%).

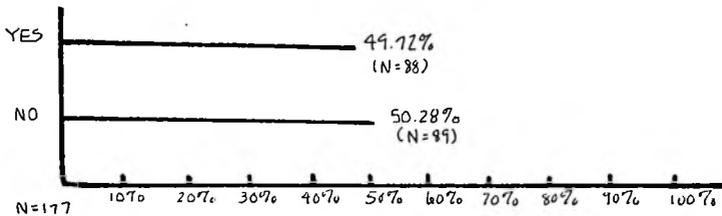


Fig. 64.--Curriculum and Materials: Other Personnel Used

The percentages reported for the use of other personnel, such as outside speakers, specialists, and consultants were approximately the same with the negative responses having a slightly higher percentage reported (50.28%).

Summary

The curriculum described by the population of this study has the potential for encouraging and supporting a program of individualized instruction.

The three most influential factors in determining the school curriculum as reported by the study population are state requirements, instructional resources, and teacher recommendations. The curriculum factors mentioned by the literature as being influential in an individualized program, however, are test results and student requests.

While a majority of the teachers claimed the curriculum to be relevant to the students, many qualified their positive response by adding that the curriculum is relevant

to some students but not to all. With an individualized approach, the curriculum is tailored to the abilities and needs of each student and is therefore relevant to each student.

The curriculum described by the population includes remedial and enrichment work which are also advocated by the literature. Unscheduled time for the student to use as he chooses, which is not included in the curriculum described by the study population, is also advocated by the literature.

While there is some conflict in the responses regarding courses being designed according to student interest, as the section "Inconsistencies in Related Responses" illustrates, the reported practice of designing courses according to student interests is consistent with the principles of individualized instruction.

Use of behavioral objectives, according to this study, is extensive. Such a practice is consistent with the principles of individualized instruction. To avoid academic confusion and to facilitate evaluation and reporting, the curriculum incorporating individualized instruction should be based on behavioral objectives.

Most secondary English programs, according to this study, are organized according to the State Course of Study, followed closely by skills development and by the textbook. Legally the State Course of Study is the guideline

to be followed. This blueprint advocates the use of an individualized approach to meet the recognized variety of student needs and abilities. An organizational base of skills development is consistent with the tenets of individualized instruction. Use of the textbook as the organizational base for the secondary English program can also be compatible with an individualized approach to instruction, depending on how the text is used, such as a handbook supplemented by a wide variety of additional media rather than as an instrument for mass instruction.

A majority of the teachers also reported that materials other than the textbook are available, that a variety of learning materials are available, and that a variety of project resources are available. According to the literature, for a program of individualized instruction to be successful, a variety of learning materials must be available where and when the student is ready for them. The materials should be leveled according to reading level and/or difficulty of the task and should be available to individuals and small groups of students rather than used simultaneously and en masse.

The reported availability of a variety of materials and the use of audio-visual materials by individual students and small groups are consistent with the description of materials and their use found in the literature.

While teachers reported that materials are leveled and that the same materials are not used simultaneously

by all students, the close percentage ratings seem to indicate that leveling and paced usage are not extensively practiced. The same is true for the presence of skill-builders in the classroom, a situation which is advocated by the literature and necessary for a program whose organizational base is skills development. Similarly, the close ratings on the use and non-use of other personnel, such as outside speakers, specialists, and consultants seem to indicate that this practice is not extensive.

Thus, the curriculum described for secondary school English has the potential for encouraging and supporting individualized instruction. The influential factors, curriculum content, attitude toward and use of behavioral objectives, and the organizational bases are all conducive to an individualized approach. In addition, the materials and their use as described by the study population also have potential for encouraging and supporting an individualized approach to instruction. The availability of a variety of materials and the use of these materials are compatible with the description of materials and their use as advocated by the literature. Moreover, in comparing the description of the curriculum and materials with other component areas of individualized instruction described by the population of the study, curriculum and materials are by far the most individually-oriented component.

Evaluation and Reporting

The following section describes the extent of individualization present in the evaluation and reporting processes in a sampling of English instruction in secondary schools in the state of Alabama. For the purpose of this study, evaluation is defined as the means of determining student progress; reporting is defined as the methods of indicating student progress.

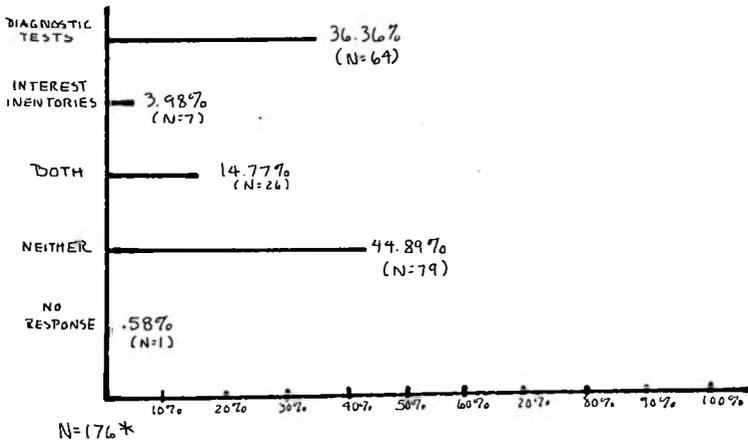


Fig. 65.--Evaluation and Reporting: Diagnostic Tests and Interest Inventories Used

A large percentage of the teachers (44.89%) reported that neither diagnostic tests nor interest inventories are given; 36.36% of the teachers reported that diagnostic tests are given. The lowest percentage (3.98%) was reported for the administration of interest inventories.

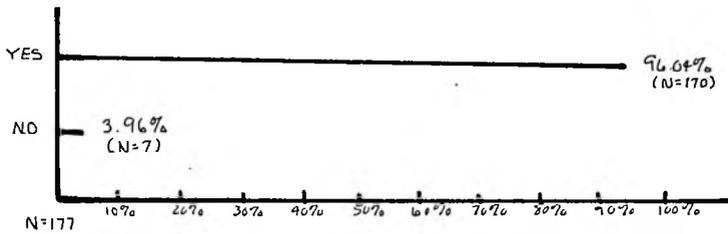


Fig. 66.--Evaluation and Reporting: One Standard of Performance Used

The vast majority of teachers (96.04%) reported that one standard of performance is used to arrive at the grades of all students.

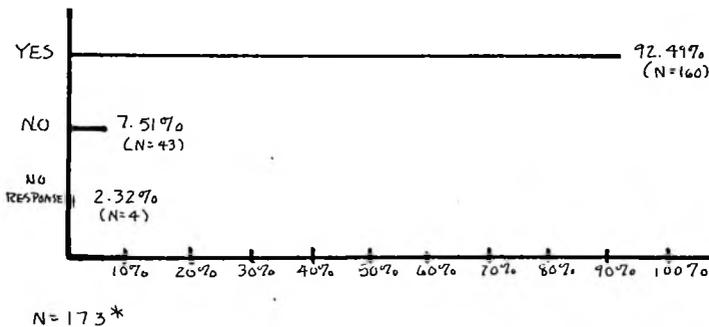


Fig. 67.--Evaluation and Reporting: Evaluation by Pre-set Date

The vast majority of respondents (92.49%) reported that evaluation is made according to pre-set dates, i.e., every six weeks, every semester, etc., rather than allowing for such factors as student completion of a task.

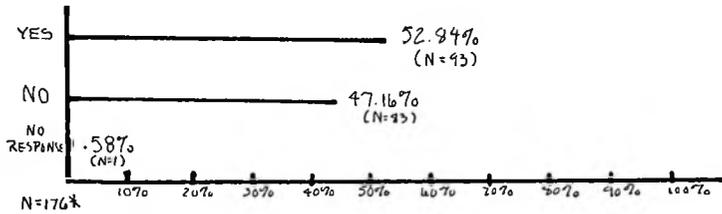


Fig. 68.--Evaluation and Reporting: Students Take Same Test

A slight majority of the sampling (52.84%) reported that all students take the same test.

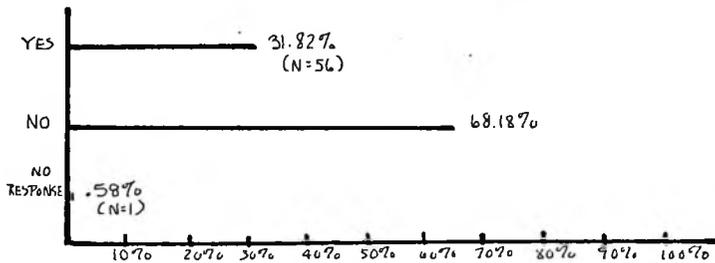


Fig. 69.--Evaluation and Reporting: Choice of Test Content Available

While 31.82% of the teachers reported that students do have a choice of test content, the majority of the teachers (68.18%) reported that students do not have a choice of test content.

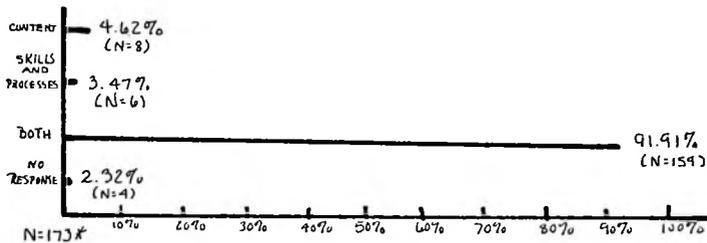


Fig. 70.--Evaluation and Reporting: Test Focus

The vast majority of teachers (91.91%) reported that tests focus on content and skills and processes. The distribution between content only (4.62%) and skills and processes only (3.48%) is almost even.

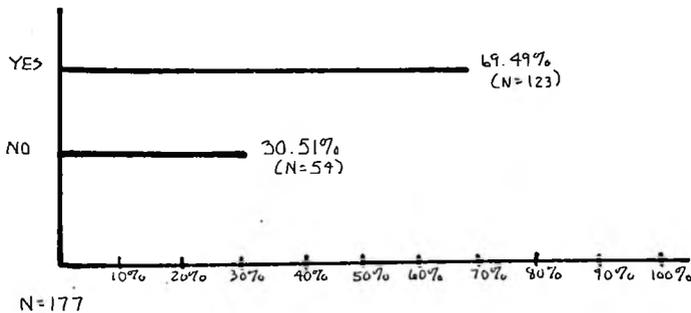


Fig. 71.--Evaluation and Reporting: Oral Tests Used

A majority of the respondents (69.49%) reported that they have given oral tests to evaluate students.

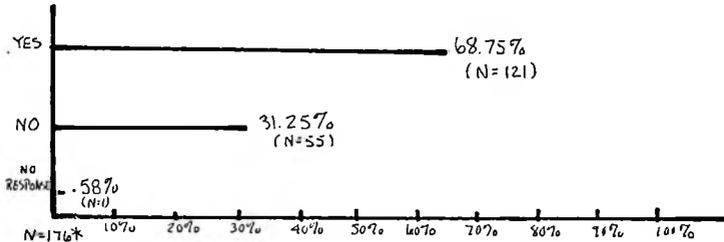


Fig. 72.--Evaluation and Reporting: Group Performance Used for Evaluation

A majority of the teachers (68.75%) reported that they have had students perform in a group for evaluation.

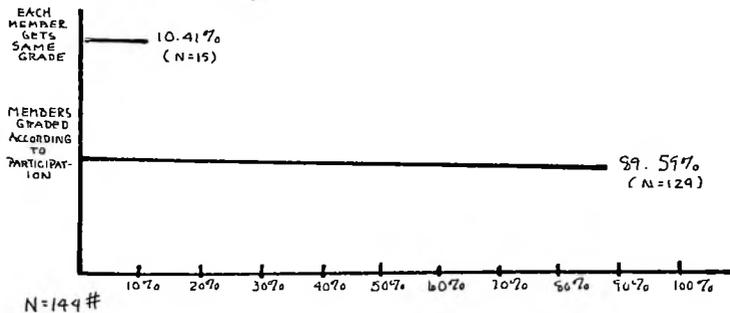


Fig. 73.--Evaluation and Reporting: Grading Group Performances

Of those using group performance for evaluation, a vast majority (89.58%) reported that group members are graded according to participation.

#Note: The selected responses for this item were prefaced with "If group performances are used." Thus, the discrepancy in number is due to lack of response or lack of use of this particular approach.

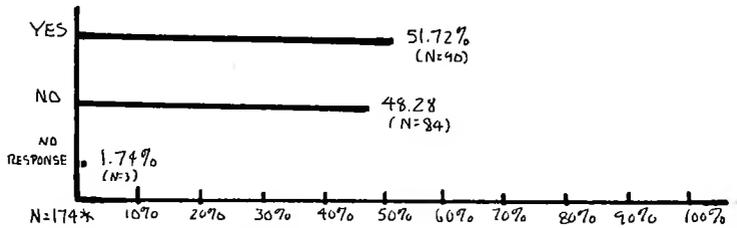


Fig. 74.--Evaluation and Reporting: Students Demonstrate Test Anxiety

A slight majority of the teachers (51.72%) reported that students demonstrate anxiety before, during, and/or after a test.

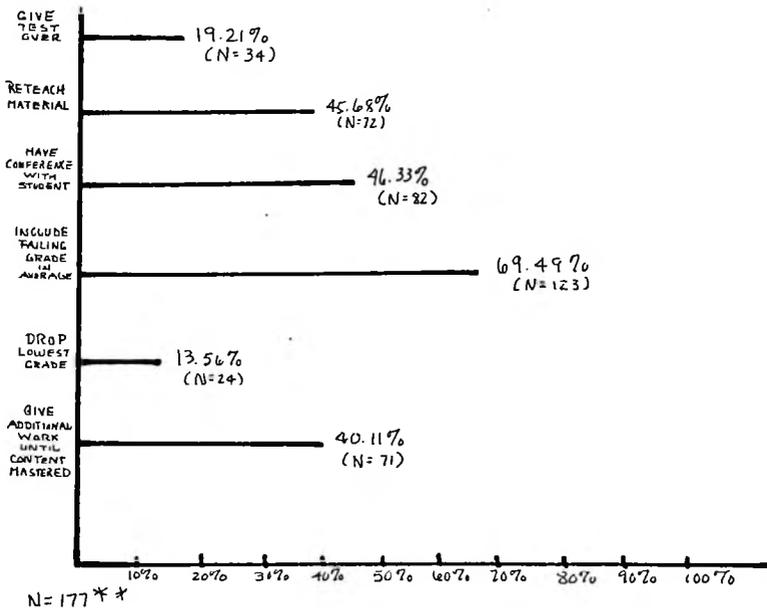


Fig. 75.--Evaluation and Reporting: Policy In Case of Student Failure

A majority of the teachers (69.49%) reported the policy of including the failing grade in the student's average. Having a conference with the student was reported by 46.33% of the respondents. The percentages reported for reteaching the material (40.68%) and giving additional work until the content is mastered (40.11%) were almost equal. The policy of dropping the lowest grade received the lowest reported percentage (13.56%). Many teachers qualified their response with such comments as "my course of action depends on the situation" and "I do not fail every student whose grade average is E. I consider each student individually and pass those who have tried of those who could gain nothing by repeating the course."

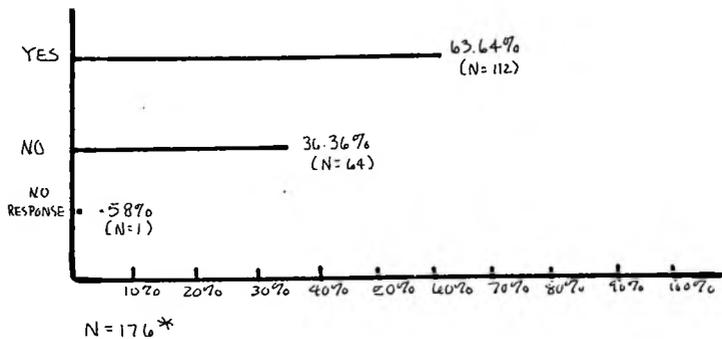


Fig. 76.--Evaluation and Reporting: Daily Records Kept

A majority of the respondents (63.64%) reported that they kept daily records of student work.

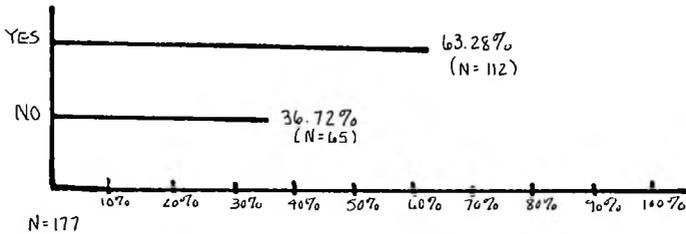


Fig. 77.--Evaluation and Reporting: Folders of Student Work Kept

A majority of the teachers (63.28%) also reported that folders of student work are kept. Several teachers indicated that while folders of student work are not being kept at this time, they have been in the past.

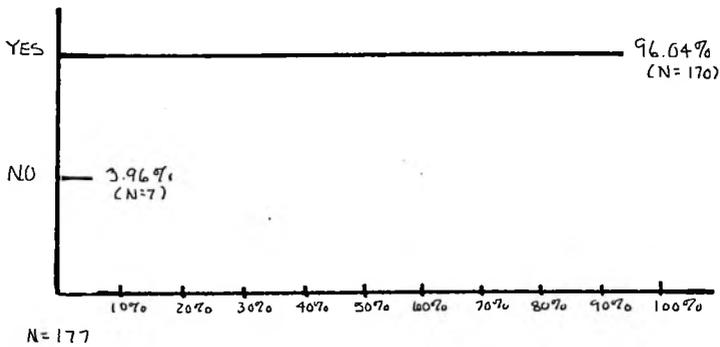


Fig. 78.--Evaluation and Reporting: Standard Reporting Form Used

The vast majority of the teachers (96.05%) reported that a standard reporting form is used.

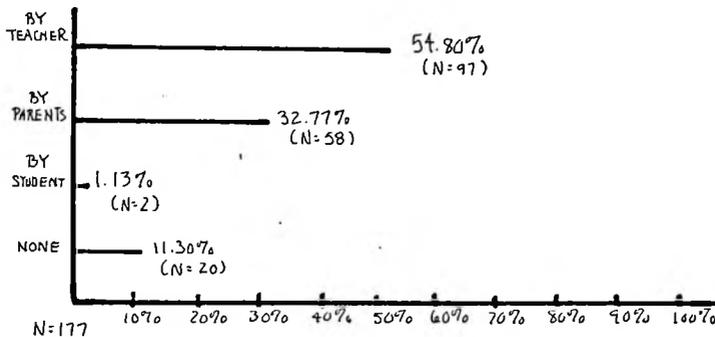


Fig. 79.--Evaluation and Reporting: Space for Comments on Reporting Form

A majority of the teachers (54.80%) reported that the reporting forms used have space for comments by the teacher; 32.77% reported space for parental comments. Only 1.13% reported space for student comments. According to this survey, approximately 11.30% of the reporting forms have no space for comments.

A majority of the teachers (58.86%) reported having evaluation conferences with students. While a slight majority (53.67%) reported not having evaluation conferences with parents, 46.33% of the teachers reported that they do have evaluation conferences with parents. Many teachers qualified their response by adding that the conferences are "not held often" or are "infrequent."

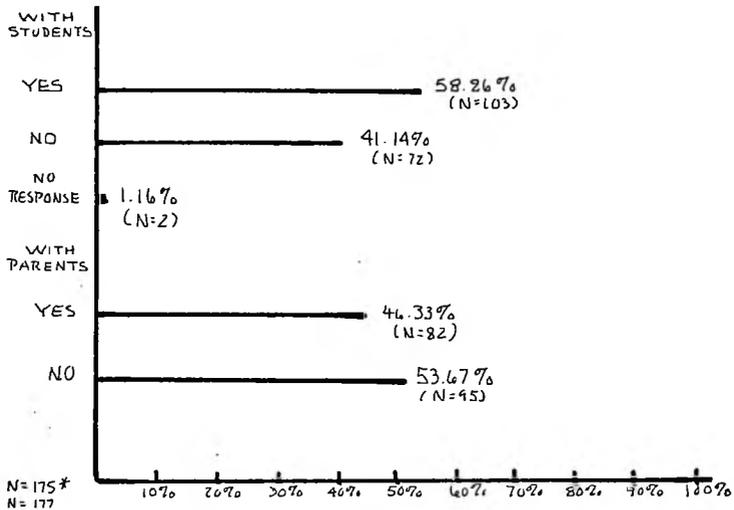


Fig. 80.--Evaluation and Reporting: Evaluation Conferences

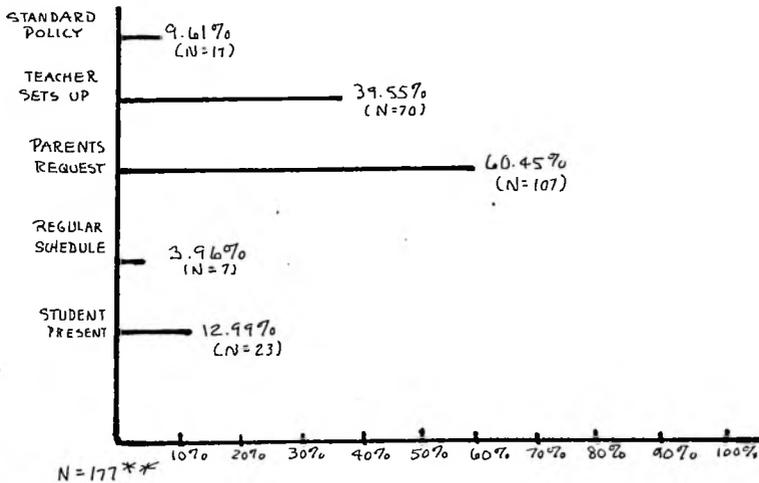


Fig. 81.--Evaluation and Reporting: Parent Conferences

Where evaluation conferences with parents are used, the majority (60.45%) are set up at parent request. In 39.55% of the cases the teacher sets them up. It was reported that in approximately 13% (12.99%) of the conferences the student is present. Approximately 4 percent (3.96%) of the classrooms have a regular schedule for parent conferences.

Summary

The description of the processes of evaluation and reporting offered by the population indicates that procedures in these two areas remain basically traditional.

The description of the use of diagnostic tests and interest inventories indicates that their use is not extensive. The use of interest inventories is the more limited of the two. According to the literature, an individualized approach is based on the initial use of diagnostic tests and interest inventories.

The population also indicated that one standard of performance is used to obtain the grade of all students. An individualized approach does not advocate the use of one standard of performance. Rather, evaluation is based on criteria established by behavioral objectives developed in accordance with individual and personal achievement levels and goals. In addition, in the individualized program described in the literature, evaluation is made according to readiness or task completion rather than according

to preset dates as described by the respondents of the study.

While a slight majority of the teachers indicated that all students take the same test, a substantial minority indicated that differentiated testing is a policy in their classroom. Thus, individualized testing as advocated by the literature, while not widespread, is a policy, as the close percentage rankings indicate. The respondents also indicated that students do not have a choice of test content. The minority response, however, may indicate that this policy is in a state of change. With an individualized program, the test format and thus the test content is established by the student. Thus, the test content policy described by the study population is not compatible with the policy described in the literature. The description of test focus on content as well as skills and processes, however, is consistent with the test focus advocated by the literature.

A majority of the teachers reported that they have given oral tests to evaluate students. The reported use of this form of evaluation is compatible with the evaluation program described in the literature. In individualized instruction, evaluation takes many forms, including oral tests. Also, since group work, and thus group evaluation, are integral parts of individualized instruction, the reported use of group performance for evaluation is consistent with the forms of evaluation described in

the literature. Likewise, evaluating each group member according to participation is also consistent with the policy of individual evaluation described in the literature.

A slight majority of the teachers reported that students demonstrate anxiety before, during, and/or after a test. According to the literature, students in an individualized program demonstrate little or no test anxiety. The close ranking of the percentages reported by the population regarding test anxiety seems to indicate, however, that noticeable test anxiety is not widespread in the present evaluation system.

In case of student failure, a majority of the teachers reported the policy of including the failing grade in the student's average. According to the literature, a failing grade is not possible in an individualized approach. Thus, it is not possible to include a failing grade in the student's average nor to drop the lowest grade. A large percentage of the teachers also reported having a conference with the student who is having academic problems. Such action is compatible with that advocated by the literature as is the reported policy of giving additional work until the content is mastered. Since the student in an individualized program is not evaluated until he deems himself to be ready, the student continues to work through the material until the pre-established mastery level is achieved. In addition, the student's task progress is

monitored through conferences with the teacher. Therefore, including a failing grade is not compatible with the principles of individualized instruction. Conferences and continued work with the content, however, are compatible with the tenets of individualized instruction.

In regard to reporting practices, a majority of the teachers reported that they keep daily records of student work. As was pointed out in the literature, daily records are an integral and vital aspect of a program of individualized instruction. A majority of the teachers also reported that folders of student work are kept. With individualized instruction, cumulative records are essential for the measurement of the extent and quality of progress. Maintaining folders of student work is one method described in the literature for establishing a cumulative record of student work.

The reporting form described by the population indicates that a standardized reporting form is used. In addition, many of these forms have space for comments by the teacher; some have space for comments by the parents; very few have space for comments by the student. According to the population report, some reporting forms do not have space for any comments. In an individualized approach to reporting, it is not possible to use a standardized reporting form. Since each student engages in individually prescribed activities at his own pace, a standardized form

for reporting progress would be inappropriate. In addition, according to the reporting policy described in the literature dealing with individualized instruction, everyone involved in the educational process participates in the evaluation and the reporting process. Such a policy includes commentary, either oral or written, by the teacher, the parent, and the student.

According to the description and comments by the population, the use of conferences with students and with parents does not appear to be a consistent nor a widespread policy. According to the description in the literature, however, the conference with the student and with the parent is the basic procedure in the evaluation and reporting process.

Thus, the evaluation policies described by the population in regard to evaluation standards, the lack of use of diagnostic tests and interest inventories, the lack of student choice of test content, the use of preset evaluation dates, and the policies regarding student failure are basically traditional. There is some indication of individualized evaluation, however, in the descriptions indicating the use and the evaluation technique of group performances, use of oral tests, the use of multiple tests, and the test focus.

The reporting practices described by the population are more traditional than the evaluation processes reported, especially in regard to reporting forms used

and the use of conferences with students and parents. The only reporting practice described which is consistent with the tenets of individualized instruction is the maintenance of daily records and folders of student work.

Inconsistencies in Related Responses

Corresponding questions were included in the five sections of the questionnaire, not to check on the validity of answers but to serve as a cross-reference. On analysis of the data, some inconsistencies and contradictions in responses became apparent. For example, while teachers reported that the furniture in their classrooms is moveable, students are seated in rows. Also, teachers reported having evaluation conferences with students, yet also reported having no time for evaluation conferences.

Teachers reported that they believe grouping to be a helpful teaching technique, yet group work, panels, and projects were reported as being seldom or never used. In addition, the three major teacher roles reported were those of motivator, record keeper, and lecturer, roles which are not compatible with the grouping practices reported as being used. Teachers also reported that students are grouped according to ability and need, yet analysis of the data indicated that diagnostic tests are seldom administered and that facilities are allocated mostly to large and small groups rather than to independent study. In addition, the teachers indicated that discussion is the most effective method of instruction.

Although teachers reported that students grade their own or peer papers, many qualified their positive response, indicating that the papers so graded were minor, not counted in the average, and were often rechecked by the teacher. Another conflict that appears is between the report that assignments are based on a student's past performance and the report that learning is not paced. Contradiction was also evident as teachers reported that they feel that the curriculum is relevant and that courses are designed according to student interests while few teachers reported administering interest inventories, and student requests were seldom marked as being an influence on the curriculum. Further supporting this contradiction was the teachers' report that the major influences on the structure of the English program are the English teacher, the textbook, and the State Course of Study.

Another conflict appeared as teachers reported that the English program includes skill development and that tests focus on skills and processes as well as content while reporting that skill builders are not available in the classroom. Similarly, teachers reported that remedial work is included in the English program, yet remedial materials are not available in the classroom. Also in regard to materials, teachers reported the use of teacher-made packets, yet they indicated that packets are not used and that their schedules do not allow time for planning with other English teachers.

A conflict is also evident in regard to the reported use of aides and assistants. Teachers qualified their positive responses, adding that there is only one aide for the entire school faculty or that the aide only helps certain teachers or that the duties of the aide are very limited.

If such conflicting responses can co-exist, as the data seem to indicate they do, one is lead to hypothesize that the definition and practice of individualized instruction held by the teachers is not synonymous with the definition of individualization established by the review of the literature for this study.

Summary

This chapter has presented and analyzed the data obtained through the administration of a questionnaire regarding individualization of instruction in selected secondary schools in English instruction in the state of Alabama. These findings can best be summarized through the creation of a hypothetical secondary English teacher in Alabama, Ms English.

Ms English is a white female between twenty and thirty years of age. She is an English major with a Bachelors degree and has had 31-40 hours of English. She has taught fewer than five years and never at the elementary level. Ms English has taken support courses in speech, grammar, and composition as well as foreign language(s). Within the

past two years, she has participated in English in-service programs and workshops. While Ms English has not seen individualized instruction used, been taught by this method, or been taught how to use this method, she reports that she uses or has used individualized instruction in her classes. If she does use individualized instruction, she obtained her training or information through individual study as opposed to in-service, workshop, or pre-service training.

Ms English teaches the seventh grade and has approximately the same number of students (thirty) in her classes. Other English teachers are teaching sections of the same class simultaneously with her. Ms English has neither an aide nor an assistant, and she is not in a team teaching situation. Her school does not use differentiated staffing.

Students in the school where Ms English teaches follow the same schedule, the same sequence of classes, and spend the same amount of time in each class. Ms English feels that she knows her students "somewhat" and estimates the number of potential dropouts and the yearly dropout rate to be fewer than three students.

Because she believes grouping is helpful as a teaching technique, she groups her students according to ability and need because the school curriculum format is set up by two semester grade level courses. Ms English is by far the

most influential factor on the structure of the English program, and she is guided by the textbook.

Although the furniture in her room is moveable, the students are seated in rows. Ms English considers the school building to be somewhat rigid in that space is allotted primarily to large and small groups. In addition, hers is not necessarily a school which provides a workroom and teachers' offices. Ms English feels, however, that the atmosphere in her school is cooperative and supportive.

Federal money is not available for the English program at the school in which Ms English teaches.

Remedial materials are not available in her classroom, and if Ms English uses instructional packets, they are teacher-made. The materials used most frequently by her students include filmstrips, records, tape recorders, overhead projectors, and games.

For Ms English, the most effective teaching method is discussion, and the material most useful to her is the textbook, followed closely by teacher-made materials. Her schedule neither allows time for individual conferences with students (unless they are held during study hall, her free-preparation period, or before or after school) nor time for planning with other English teachers. The area of most of her decision making is materials, and the roles she fills most often are motivator, book/record keeper, and lecturer.

Although her students work on different assignments according to their past performance, they do not pursue the English program at different rates of speed nor do they contract for grades. Both Ms English and the students select topics for in-depth study. Ms English feels that her students express opinions freely and honestly.

In addition to grading their own and peer papers, Ms English's students use a variety of media and learning devices. They sometimes participate in group work, self-directed study, and some work on individual projects. They also know the purpose of each classroom activity. Ms English's students do not use a required reading list.

State requirements, instructional resources, and her recommendations most influence Ms English's school's curriculum. Ms English feels that the curriculum, which includes both remedial work and enrichment, is relevant. The English program, which does not usually include courses designed to meet expressed student interests, is organized primarily according to the state course of study as well as according to skills development and the textbook.

Materials other than the textbook are available and Ms English's students do not always use the same materials at the same time. For example, audio-visual materials are used by small groups and individual students. Although materials are leveled, skill builders are not always available in her classroom. Ms English uses behavioral

objectives, and she may or may not use other personnel such as outside speakers, consultants, and specialists.

At the beginning of the year Ms English may give a diagnostic test, but she usually administers neither diagnostic tests nor interest inventories. Ms English uses one standard to arrive at the grades of all students and evaluates according to preset dates. Her students usually take the same test with no choice of test content. The tests are often oral and focus upon content and skills and processes. Ms English uses group performances for evaluation frequently and grades group members according to their participation. She also keeps daily records of student work as well as folders of student work. Her students demonstrate little anxiety before, during, and/or after a test.

Ms English reports grades on a standard reporting form which has space for teacher comments. She holds evaluation conferences with students but not with parents. Conferences with parents are set up at parent request although Ms English sometimes initiates them.

If a student fails, it is Ms English's policy to include the failing grade in the student's average. Sometimes she has a conference with the student, reteaches the material, or gives additional work until the content is mastered.

This aggregation is a composite portrait of the secondary English teacher, the secondary English classroom, and the activities thereof in the state of Alabama.

In regard to the five components of individualized instruction as defined and discussed in the literature, the secondary school English program in the state of Alabama remains traditional. The environmental situation, the teacher role, and the processes of evaluation and reporting as described by the population are traditional. The extent of student involvement seems to be in a positive state of flux. The features of individualization described as present in this area are negated somewhat by the absence of certain individualizing elements which, according to the literature, are necessary for student involvement on an individualized basis. The curriculum described and the use of materials reported indicate that this area is the most individualized aspect of the components of personalized instruction established by the literature. In general, however, the secondary school English program in the state of Alabama as described by the population of this study is traditional.

CHAPTER V

SUMMARY

The purpose of this study was to investigate the extent of individualization of instruction present in selected secondary English classrooms in the state of Alabama and to attempt to determine if individualized instruction is more prevalent in one or more of the five component areas being studied or if it is consistently evident across all five of the component areas established by the literature. The five component areas of individualized instruction--environmental situation, teacher role, student involvement, curricula and materials, and evaluation and reporting--were described and discussed in the literature. All of these components must unite for the successful implementation and the development of a program of individualized instruction.

The study was designed to encompass a ten per cent stratified random sampling of the instruction of English schools in the state of Alabama. Schools were stratified according to geographical location, organizational pattern (senior high, junior high, and middle school), and type of

school (city, county, metropolitan). Classification of schools was based on these categories established by the Alabama Directory of Schools. A ten per cent random sampling was then made from the lists of names of English teachers supplied by administrators of each of the schools. Each participant selected was mailed a questionnaire consisting of yes-no questions and selected alternatives. The content of this questionnaire was based on the descriptions and the discussions extropolated from the literature pertaining to the individualization of instruction. Of the 214 questionnaires sent, 176, or 82.7 per cent were returned. Responses were keypunched, computer tabulated, and arranged into 81 line graphs for analysis.

A Comparative Analysis of the Individualized Program

The following comparisons reveal the identified discrepancies between the criteria established by the literature and the program as described by the participants in this study.

Environmental Situation

An environmental situation amenable to the individualization of instruction offers the students responsible freedom to explore and to attain self-fulfillment as well as alternatives to extend the existing curriculum. The supportive organization of the environmental situation makes available a variety of grouping patterns set against a

flexible schedule and flexible facilities which also incorporate learning centers and learning labs for sequential learning development.

The data indicate that while the climate, one of the environmental factors, was reported as being supportive, communicative, and cooperative, and therefore conducive to individualized instruction, the remaining factors of the environmental situation were reported as inhibiting rather than fostering individualized instruction. For example, the data indicate that while there are approximately the same number of students in each class at any grade level and concurrent classes of the same course are scheduled, students are not scheduled by achievement, by interest, or by any independent study, and no allowance is made for continuous progress. Space beyond that of the classroom is not allocated to facilitate individualized instruction in that few schools provide for independent study space, for study carrels, or for teachers' offices. In addition teachers are not supported by aides or assistants nor is differentiated staffing used. The vast majority of teachers are not in a team-teaching situation. This study also reveals that although the furniture in the classroom is movable, students are usually seated in rows.

Materials conducive to individualized learning such as videotapes, teaching machines, educational kits, instructional packets, programmed materials, educational television,

and filmloops are not widely used. The materials reported as used are not those described by the literature as being conducive to the individualization of instruction.

The findings regarding scheduling do not support the flexible scheduling advocated by the literature in that students were reported as following the same weekly and daily schedule and the same sequence of classes and spending the same amount of time in each class.

Thus, the findings of the study do not support the literature in regard to an environmental situation which encourages and supports individualized instruction.

Teacher Role

According to the literature, individualization of instruction requires a redefinition of the role of the teacher. With individualized instruction, the teacher is actively involved in planning and in making decisions about the program and materials--what to teach, how to teach, when to teach, and who is ready for a particular learning experience. Rather than playing the traditional role of dispenser of knowledge, the teacher becomes a guide of learning, a contractor, a diagnostician, a manager, a prescriber, a curriculum builder, a counselor, a motivator, a test constructor, and a team member. The literature also purports that the teacher is the final authority in the classroom.

The findings of the study indicate that in contrast to the requirements set forth in the literature the role

of the teacher has not been redefined but remains traditional. Although the data indicate that teachers feel that grouping is a helpful instructional method, very few actualize the practice of grouping students. Such a conclusion is further supported by the report that discussion is the most helpful instructional method rather than group activities such as projects and panels. The data also reveal that few students engage in group work. In addition, teachers reported that the materials most helpful are the textbooks and teacher-made materials. The materials more prone to encourage individualized instruction--materials other than the textbooks, student-made materials, and programmed materials--were reported as receiving little use.

In regard to the decision making process, data indicate that teachers make decisions about materials but not about schedules, the class size, or the number of classes of a particular course. According to the literature, a teacher in an individualized program participates in all phases of decision making.

Also, in conflict with the teacher role described in the literature is the finding that teachers have little or no time for student conferences or planning with other English teachers. The role accepted by the teacher is that of motivator, of lecturer, and of record keeper. The roles rejected--that of diagnostician, of curriculum builder, of prescriber, and of team member--are the ones established

by the literature as compatible with the principles of individualized instruction.

Student Involvement

According to the literature, individualization of instruction requires that the role of the student also be redefined. Rather than being a passive listener, the student becomes an active participant in his own education. With individualized instruction the student plans his own program--goals, activities, evaluation, and pace. Thus, the student works with a sense of purpose. With individualized instruction the student is responsive, responsible, and self-directed in his inquiry, his involvement, and his exploration. Individualized instruction is not limited to the academically inclined; it can be equally, if not more, beneficial to the less academically gifted. The major goal of individualized instruction is the maximum self-fulfillment of each individual student.

The findings of the study indicate that students are reportedly given assignments based on performance, choose their in-depth study topics, use a variety of media and devices, and know the purpose of each classroom activity. All of these factors contribute to student involvement in an individualized instruction program. The findings also indicate, however, that students do not pursue the English program at different rates (which tends to nullify the report that students are given assignments based on

performance), that student contracts are not used, and that group work, independent projects, and self-directed study are only used sometimes or by a few students. While the data indicate that students grade their own and peers' papers, qualifying comments indicate that such grading is not used for self-evaluation to further the learning process, but rather is used as a grade establishing device since teachers reported that any papers so graded were not important or major test papers and that they often rechecked them. The literature indicates that evaluation activities which increase student involvement are an important part of an individualized program. The findings of the study indicate that, if this teacher sample is representative, such activities are not widely evident in the state.

Curriculum and Materials

The key words for an individualized curriculum are diversity and flexibility--of subject offerings, of electives, of activities, of content, and of instruction. To be successful, such a curriculum requires cooperative planning. An individualized curriculum also requires a program based upon continuous progress, which implies leveling. Independent study and active involvement assignments play important roles with individualized instruction. Similarly, variety is the key work in regard to these materials. With individualized instruction, materials become a prime source rather than a supplementary source.

According to the findings of this study, the secondary English curriculum are built on state requirements, available instructional resources, and teacher recommendation rather than upon student interest, need, or request or upon evaluative evidence as prescribed for individualized instruction by the literature. Data indicate, however, that teachers feel that the present curricula are relevant to the students. Although the data indicate that the curriculum include remedial and enrichment work and that the curricula, which are organized primarily according to the state course of study and the textbook, are also organized for skill development, the data also reveal that remedial materials and skill builders are not available in the individual classroom.

The findings indicate that some of the materials used are suitable for individualized instruction in that some variety of materials is available, materials are leveled, students do not use the same materials at the same time, and audio-visual materials are reportedly used by individual students and/or small groups. These materials, however, are not those described by the literature as being most conducive to facilitating an individualized program. In addition, local resources such as outside speakers, consultants, and specialists are not used in the classroom.

Evaluation and Reporting

With individualized instruction, evaluation should be continuous. The emphasis should be upon student success

rather than upon student failure, and both the student and the teacher should be involved in the process. Such evaluation is based on performance stated in behavioral terms rather than on standardized tests. When the student evaluates himself as he feels he is ready, rather than being marked according to pre-established time segments, he learns to use self-evaluation devices for monitoring his own learning, as well as becoming more confident in the testing situation.

When instruction is individualized, reporting is done on a daily basis with students keeping records of assignments, of work time, and of activities if computer assistance is not available. Culminating reports are oral, written, or by conference. Whatever the method of evaluation and reporting, both must be effective, efficient, and compatible with the principles of individualized instruction.

The findings of this study indicate that the evaluation and reporting processes identified are not compatible with those espoused by the literature. The data concerning evaluation reveal the following: a situation is made conducive to individualized instruction in that it reports the use of oral tests; all students do not take the same test; tests evaluate skills and processes as well as content; group performances are used or evaluation, and each member of the group is graded according to participation; daily records and folders of student work are kept; and behavioral objectives are used. In addition the data indicate that

neither diagnostic tests nor interest inventories are administered at the beginning of the year. One standard is used to arrive at the grades of all students, and evaluation is made according to pre-set dates. Also, students have no choice as to test content, and most students demonstrate test anxiety, all of which are in conflict with the criteria established by the literature for individualized evaluation and reporting.

In regard to failure, a situation which is not possible with individualized instruction, the data indicate the procedure would be to average the student's failing grade, to have a conference with the student, to reteach the material, or to give additional work until the content is mastered. The data indicate that the policies most compatible with individualized evaluation such as dropping the lowest grade and reteaching the material are least used.

According to the literature, since evaluation is a continuous, individualized process, reporting must also be a continuous, individualized process. Also, the student, the teacher, and the parents should participate in the process. Data indicate, however, that while some conferences are held with students, parent conferences are held on request of the parent(s) or are set up by the teacher. The student is seldom present at these conferences. Findings also indicate that reporting practices are in conflict with those described by the literature. Data indicate that a standard reporting form is used. Most of these forms

have space for teacher comments; some have space for parent comments; a few have no space for any comments. Those with space for student comments are negligible.

Thus, while the evaluation and reporting processes described incorporate some elements of individualization, both remain basically traditional.

Conclusions

In view of the criteria established by the review of the literature, an analysis of the data collected, and the contradictory responses of the participants in regard to certain conditions, attitudes, and practices, the researcher offers the following conclusions concerning the environmental situation, the teacher role, the student involvement, the curricula and the materials, and the evaluation and the reporting processes.

While the working situation is pleasant, the environmental situation is neither experimental nor innovative. According to the literature, for individualized instruction to exist and flourish, the environmental situation must be experimental, innovative, and flexible. The working situation described by the respondents is rather rigid and fixed.

The role of the teacher is still traditional--in schedule, in method of teaching, and in materials used. The teacher follows a fixed, a regular, and a rigid schedule--a situation which is not conducive to individualized

instruction. Similarly, the methods of teaching reported as being used such as lecture and discussion do not encourage individual or independent activity as do projects and individual student presentations as advocated for a program of individualized instruction. Also, teachers do not participate in those decision-making processes which directly or indirectly affect teacher roles or activities. In confining the role of the teacher and in eliminating to a great extent the teacher role as resource person, curriculum builder, and diagnostician, the possible development of a program of individualized instruction is also greatly limited.

It is logical that if the role of the teacher has not been redefined, the role of the student has not been and cannot be redefined. According to the data, most of the student participation is not in activities based upon or evolving from the principles of individualized instruction. Students continue to sit in rows as a class or large group and to proceed through the same materials and the same learning processes at the same rate as their classmates. As the teacher, students follow the same schedule and have no part in the decision-making processes which directly or indirectly affect them. Students do not participate in self-directed study nor in individual projects. The student role described by the data is not congruent with the individualized student role established by the literature.

The curriculum described by the data is not supportive of individualized instruction by design or by organization. According to the data, the curriculum design is determined by the State Course of Study, the instructional resources available, and the local requirements. In contrast, an individualized curriculum would be designed according to test results, to assessed student needs, and to student request. In addition, the curriculum is not organized to include unscheduled time for students as is advocated for a program of individualized instruction. Neither is the curriculum organized according to concepts nor skills which are basic factors for a curriculum organized for individual continuous progress education.

Materials conducive to individualized instruction, such as programmed materials, educational kits, instructional packets, and teaching machines, are not available or are not used by teachers or by students. If an individualized program is to be successful, the materials used by the teacher and students must be those which encourage individual participation and achievement. The materials reported as being used primarily--the textbooks, the filmstrips, the slides, the overhead projector, and the records--are of a traditional nature and are based on group participation and achievement.

Also, the absence of individualization is consistently evident in the evaluation and reporting processes.

Evaluation is based on one standard with students taking the same test at the same pre-established time. In addition, students have no choice as to the form or format of the evaluation process. The fact that failing grades are possible and are included in the student's grade is in conflict with the philosophy of individualized evaluation. Data also indicate that diagnostic tests and interest inventories are not administered. Such approaches to evaluation violate the principles set forth in an individualized approach to evaluation.

The reporting process described by the data uses one standard reporting form and does not allow for student participation in the reporting process. Instead, the teacher makes the decisions and reports the grade. The reporting process in an individualized approach includes student participation in all phases of evaluation, including the reporting process, usually through conferences. With an individualized approach, the evaluation and reporting process is based on continuous and varied feedback rather than a set reporting form and a pre-established reporting time.

Summary

It is evident that the individualization of instruction as defined in this study, if present at all, is limited and certainly is not consistently present across all five component areas as is necessary for a total and unified program

of individualized instruction. The descriptive information gathered from each component area contribute to an entire image of a traditional situational environment encompassing a traditional curricula based on traditional materials taught in a traditional way with the teacher and the students filling traditional roles. Although there has been an increased interest in individualized instruction recently and numbers of programs are being attempted, these interests are not reflected in the classroom operations included in this study.

Recommendations

Based on the findings of this study, the following recommendations are made:

Personnel and Plant Facilities

1. In-service programs and workshops would be the logical vehicles for communication and preparation in becoming more knowledgeable regarding the principles and processes of individualized instruction.
2. It was found in this study that teachers are one of the major influences upon the classroom English program; therefore, instruction regarding the principles, processes, and use of the individualization of instruction should be a part of a teacher's pre-service and in-service preparation.
3. Administrators should be given assistance in understanding their roles in the support system necessary for an individualized program. Possible means of assistance include workshops, in-service programs, and conferences.

4. Teachers should be prepared in the selection of materials which facilitate the individualization of instruction.

5. Teachers should be prepared in the identification, the design, and the use of materials appropriate for all levels of difficulty and styles of learning.

6. Visitation programs to other schools and other school systems where individualized instruction can be observed should be established as an integral part of in-service training.

7. Students must be prepared for their involvement in a program of individualized instruction. This statement implies that the teacher must be concerned with the role of the student in each facet of the broad spectrum which comprises a program of individualized instruction.

8. Architectural adjustment of the school plant and facilities would eliminate any building interference which might retard individualization of the academic program.

Curriculum and Instruction

1. The curriculum must be designed upon the principles of individualized instruction if a program is to be individualized.

2. An individualized program should provide opportunities for students to work on their own with a variety of materials.

3. Teachers must become acquainted with methods of individualization which are compatible with the goals and processes of such a program if they are to implement an individualized program.

4. Methods of reporting student progress and the forms used for this purpose should be designed to individualize this process.

5. Provision should be made for teachers to have more time for conferences with students and for planning with other teachers.

6. Increased attention should be given to the selection and use of textbooks since the textbook has such a strong influence on the curriculum content and the program organization.

7. The curriculum must be designed as a result of expressed student interest and student needs if the program is to be individualized.

8. Diagnostic tests and interest inventories must be administered so students may enter the program and work at their own levels if an individualized program of instruction is to be successfully implemented.

9. Caution in the implementation and in the use of individualized instruction is mandatory because haste and extremity will undermine the usefulness and effectiveness of a valuable form of instruction.

Suggestions for Further Research

1. It would be worthwhile to investigate the extent of individualized instruction reported as being present in private school programs and to compare it to the extent of individualized instruction reported as being present in public school programs.

2. The causes for the absence of individualized instruction in secondary school English should be investigated if pre-service, in-service, and workshop programs are to be pertinent to the implementation and developmental needs of the individualization of instruction.

3. A parallel study could be conducted at the elementary level to ascertain the extent to which individualization of instruction is present at that level.

4. A study of the knowledge, the skills, and the attitudes of administrators in regard to individualized instruction could be made.

5. A study of the extent of individualized instruction present in other geographical areas could be conducted.

6. A study of the extent of individualization of instruction in subject areas other than English should be undertaken.

7. An investigation of student attitude toward the individualization of instruction should be made.

A Final Word

This study ascertains that there are five component areas--environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting--in which individualized instruction must be in evidence if the educational situation is truly to be individualized. This study also ascertains that individualization is not prevalent in any one component area of the

educational program. This writer hopes that by describing the extent of individualization present in English instruction in secondary schools in Alabama through a random sampling of these instructional situations and presenting the description and discussions of individualized instruction found in the related literature, that attention will be drawn to the possibilities and beneficial potentialities of individualized instruction in the discipline of English within the traditional secondary school.

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APPENDIX A

MAP



APPENDIX B
CORRESPONDENCE WITH
STATE DEPARTMENT OF EDUCATION
PRINCIPALS
ENGLISH TEACHERS



State of Alabama
Department of Education,
State Office Building
Montgomery, Alabama 36104

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LeRoy Brown
State Superintendent of Education

January 31, 1973

Dear English Teacher:

I wish to encourage your participation in this study conducted by Mrs. Marilyn Cash. We in the State Department of Education think that the data collected, together with the conclusions reached, will represent a significant contribution to the improvement of English teaching in Alabama schools.

Sincerely yours,

A handwritten signature in cursive script that reads "J.C. Blair".

J.C. Blair, Director
Division of Instruction

JCB:nj

1140 Northwood Lake
Northport, Alabama
February 5, 1973

Dr. V. V. Smart, Superintendent
Anytown School System
Anytown, Alabama

Dear Dr. Smart:

I am preparing the research portion of my dissertation which will encompass a descriptive study of the extent of individualization of instruction present in selected secondary classrooms in the state of Alabama. Enclosed is a cover letter from Dr. J. C. Blair, Director of the Division of Instruction of the Department of Education, approving this study.

I would like to request your approval for the following schools in your system to participate in the proposed study:

Since the study will be descriptive, participants will remain anonymous except for an appendix master list of participating schools.

For your convenience, a copy of the projected questionnaire is enclosed.

Thank you for your cooperation.

Sincerely,

1140 Northwood Lake
Northport, Alabama
March 12, 1973

Mr. E. E. Wise, Principal
Anytown School System
Anytown, Alabama

Dear Mr. Wise:

In order to collect data for my dissertation efficiently, I need from your office (1) the number of sections (periods) of English taught in your school each day and (2) a list of the faculty members who teach English a major portion of the day.

Enclosed is a self-addressed, stamped envelope for your convenience.

Thank you for your help and cooperation.

Sincerely,

1140 Northwood Lake
Northport, Alabama
March 1, 1973

Mr. E. E. Wise, Principal
Anytown School System
Anytown, Alabama

Dear Mr. Wise:

I would like to repeat my request for (a) the number of sections (periods) of English taught in your school and (b) an alphabetized list of the English faculty of your school. I would appreciate this information as soon as possible as any delay in responding holds up further progress on the preparation of the dissertation.

As you will recall, this study has been approved by the Alabama State Board of Education. If, however, you cannot or will not participate in this study, please notify me, preferably by return mail.

Thank you for your help and cooperation in this matter.

Sincerely,

Dear Ms English:

As a fellow English teacher I am well aware of the demands made on your time, but I must ask your cooperation in marking the enclosed questionnaire. It will take approximately 15-17 minutes of your time. Your response is essential as you are one of a very few chosen to represent your area of the state and your school's particular organizational pattern. Any lack of response on the part of those selected to participate in this study of English instruction in Alabama will result in an inaccurate description of the program as it now exists in our state.

Please take the time right now to mark your responses and send them to me in the stamped, addressed manilla envelope enclosed for your convenience. I appreciate your prompt response to this request for information. A copy of the collective results of the study will be sent to you when the study is completed.

Thank you for your help and cooperation.

Sincerely,

APPENDIX C

QUESTIONNAIRE

Name _____ 1. Cty Co Metro
 School _____ 2. SH JH MS
 3. 1 2 3 4

DIRECTIONS: For each item please circle your answer(s).
 Please Note: Some questions are designed for a single response; others are designed for multiple responses. Those designed for multiple responses are starred (*).

TEACHER BACKGROUND

1. Age: (1) 20-25
 (2) 26-30
 (3) 31-35
 (4) 36-40
 (5) 41-45
 (6) 46-50
 (7) 51-55
 (8) 56-60
 (9) Over 60
2. Sex: (1) Male
 (2) Female
3. Race: (1) Black
 (2) White
 (3) Other _____
4. Highest degree held: (1) Bachelors
 (2) Masters
 (3) AA
 (4) Doctorate
 (5) Other _____
5. Number of years taught:
 (1) Fewer than 5
 (2) 6-10
 (3) 11-15
 (4) 16-20
 (5) 21-25
 (6) 26-30
 (7) More than 30
6. Are you an English major? (1) yes
 (2) no
7. How many hours of English do you have?
 (1) Fewer than 12
 (2) 12-20
 (3) 21-30
 (4) 31-40
 (5) 41-50
 (6) More than 50

8. Have you ever taught at the elementary level? (1) yes
(2) no
- *9. Have you taken any of the following supporting courses as an undergraduate or graduate?
(1) Journalism
(2) Speech
(3) Foreign language(s)
(4) Linguistics
(5) Grammar
(6) Creative writing
(7) Composition
- *10. In regard to individualization, have you ever
(1) been taught by this method
(2) seen a teacher use this method
(3) been taught how to use this method
(4) used this method in your class(es)
- *11. In regard to English, in the past 2 years have you participated in
(1) in-service programs
(2) workshop(s)
(3) graduate course(s)
- *12. Did any training in grouping procedures come from
(1) pre-service activities
(2) in-service activities
(3) workshop activities
(4) individual study
(5) no training

ENVIRONMENTAL SITUATION

1. What grade level do you teach primarily?
(1) 7 (2) 8 (3) 9 (4) 10 (5) 11 (6) 12
2. In your classes, what is the closest student-teacher ratio?
(1) 1:20
(2) 1:25
(3) 1:30
(4) 1:35
(5) 1:40
- *3. Circle the item(s) which describe the atmosphere in your school.
(1) supportive (5) experimental
(2) critical (6) communicative
(3) neutral (7) innovative
(4) creative (8) cooperative

- *4. Which age range(s) best describe(s) your English faculty?
 (1) 20-25
 (2) 26-30
 (3) 31-40
 (4) over 40
5. Is federal money available for your school's English program?
 (1) yes
 (2) no
6. Is your English program organized by
 (1) 4 nine week periods
 (2) 6 nine week periods
 (3) 2 semesters
 (4) mini courses
 (5) other* _____
- *7. Of the following, which 2 influence the structure of the English program most?
 (1) the English department
 (2) the English teacher
 (3) the school system
 (4) the faculty
 (5) the central office
 (6) the state course of study
 (7) the textbook
 (8) supervisor(s)
8. Are you in a team teaching situation? (1) yes
 (2) no
- *9. Do facilities provide space for
 (1) large groups (75-100)
 (2) small groups (5-10)
 (3) independent study
 (4) teacher's offices
 (5) study carrels
 (6) work room(s) for teachers
 (7) student lounge
 (8) formal study areas
10. Does your school schedule sections of the same English course for the same period of the day?
 (1) yes
 (2) no
- *11. Does the school schedule or your classroom organization utilize any of the following grouping patterns?
 (1) interest (5) small group
 (2) need (6) large group
 (3) ability (7) independent study
 (4) achievement

12. Are there approximately the same number of students in each English class?
(1) yes
(2) no
13. Is the furniture in your room movable? (1) yes
(2) no
14. Are your students seated in rows? (1) yes
(2) no
- *15. Would you describe your building as
(1) flexible (accommodates different purposes)
(2) mobile (allows resources to be relocated easily)
(3) rigid (space and/or resources are fixed in one location)
(4) accessible (locations and resources are easily available for use)
(5) constraining (resources and locations prevent freedom of choice in program)
(6) inaccessible (locations and resources are not easily available for use)
16. Does your schedule allow you to know each of your students
(1) quite well
(2) somewhat
(3) not well
(4) not at all
17. Does your school make use of
(1) teacher aides, assistants
(2) differentiated staffing
(3) both
(4) neither
18. In your classes as a whole, the approximate number who drop out over the course of the school year is
(1) fewer than 3
(2) 3
(3) 5
(4) 7
(5) 10
(6) 15
(7) more than 15
19. Of the students you are presently teaching, how many do you feel are potential dropouts?
(1) fewer than 3
(2) 3
(3) 5
(4) 7
(5) 10
(6) 15

- *20. Do students
- (1) follow the same weekly schedule
 - (2) follow the same daily schedule
 - (3) follow the same sequence of classes
 - (4) spend the same amount of time in each class
 - (5) all of the above
- *21. Does your school offer
- (1) nongraded or multi-age groupings
 - (2) grade level courses
 - (3) mini courses
 - (4) elective English courses
 - (5) specialized English courses
 - (6) accelerated courses in English
- *22. Are the following type(s) of instructional packets used?
- (1) prepared by a commercial firm
 - (2) prepared by the teacher
 - (3) prepared by the system
 - (4) prepared by the department
 - (5) not used
23. Are remedial materials available in your classroom?
- (1) yes
 - (2) no
- *24. Do your students use any of the following?
- | | |
|-------------------------|----------------------------|
| (1) study carrels | (11) filmstrips |
| (2) resource centers | (12) slides |
| (3) tape recorders | (13) records |
| (4) cassettes | (14) videotaping |
| (5) overhead projectors | (15) educational TV |
| (6) transparencies | (16) programmed materials |
| (7) film loops/viewers | (17) instructional packets |
| (8) computers | (18) games |
| (9) teaching machines | (19) educational kits |
| (10) closed circuit tv | (20) independent study |

TEACHER ROLE

1. Do you believe that grouping students within the English classroom can be helpful as a teaching technique?
 - (1) yes
 - (2) no
2. Does your schedule allow time for individual conferences with students?
 - (1) yes
 - (2) no

3. Which (one) of the following is most effective with your students?
- (1) lecture
 - (2) discussion
 - (3) oral presentations by students
 - (4) group work
 - (5) panels
 - (6) projects
4. Which material is most useful to you?
- (1) textbook
 - (2) library materials
 - (3) programmed materials
 - (4) teacher-made materials
 - (5) student-made materials
- *5. Do you have any part in decisions about
- (1) scheduling students
 - (2) scheduling class times
 - (3) class size
 - (4) the number of classes to be scheduled for any one course
 - (5) materials
6. Does your schedule allow time for planning with other English teachers?
- (1) yes
 - (2) no
- *7. Of the following roles, which 2 do you fill most often?
- | | |
|---------------------------|------------------------|
| (1) counsellor | (7) motivator |
| (2) prescriber | (8) diagnostician |
| (3) team member | (9) curriculum builder |
| (4) monitor | (10) resource person |
| (5) test constructor | (11) lecturer |
| (6) selector of materials | (12) record/bookkeeper |

STUDENT INVOLVEMENT

1. Do students work on different assignments according to their past performance?
- (1) yes
 - (2) no
2. Do circumstances allow students to pursue the English program at different rates of speed?
- (1) yes
 - (2) no

3. Do your students select a mark and work toward it (e.g., contract for a grade with the teacher)?
 - (1) yes
 - (2) no
4. Do students engage in in-depth study of topics selected by the teacher?
 - (1) yes
 - (2) no
5. Do students engage in in-depth study of topics which they have chosen?
 - (1) yes
 - (2) no
6. Do you feel that students express opinions freely and honestly?
 - (1) yes
 - (2) no
7. Do students use a variety of media and learning devices?
 - (1) yes
 - (2) no
8. Do students use a required reading list?
 - (1) yes
 - (2) no
9.
 - (1) Few
 - (2) Some students work on individual projects.
 - (3) All
 - (4) No
10. If individual projects are used, do students choose the project?
 - (1) yes
 - (2) no
11. Students are involved in group work
 - (1) frequently
 - (2) sometimes
 - (3) never
12. Students know the reason or purpose of each classroom activity
 - (1) usually
 - (2) sometimes
 - (3) never
13. Do the students engage in self-directed study?
 - (1) yes
 - (2) no

CURRICULUM AND MATERIALS

1. Are a variety of learning materials available?
 - (1) yes
 - (2) no
2. Are the courses in the English curriculum designed to meet the expressed interests of the students?
 - (1) yes
 - (2) no
3. Are audio-visual materials available for use by individuals and/or small groups?
 - (1) yes
 - (2) no
4. Are materials leveled (e.g., in reading level or difficulty of task) according to the skills and abilities of those who will use them?
 - (1) yes
 - (2) no
5. Do you have materials available other than the standard textbook?
 - (1) yes
 - (2) no
- *6. In regard to behavioral objectives,
 - (1) the school requires them
 - (2) the teacher can initiate them
 - (3) those used are not appropriate or helpful
 - (4) they are not used
7. Are a variety of resources available for students to do various types of projects?
 - (1) yes
 - (2) no
8. Is your English program organized according to
 - (1) theme
 - (2) chronology
 - (3) concepts
 - (4) skills development
 - (5) the textbook
 - (6) state course of study
9. Do materials include skill builders (e.g., workbooks)?
 - (1) yes
 - (2) no

10. Do all students use the same materials at the same time?
 (1) yes
 (2) no
- *11. Does the program include
 (1) remedial work
 (2) enrichment work
 (3) unscheduled time for students
12. Do you feel that the present curriculum is relevant to the students?
 (1) yes
 (2) no
- *13. Of the following, which 3 are most influential in determining curriculum for your school?
 (1) state requirements
 (2) local requirements
 (3) parental wishes
 (4) instructional resources
 (5) test results
 (6) teacher recommendation
 (7) public opinion
 (8) student request
 (9) college preparation
14. Do you use other personnel, such as outside speakers, specialists, and consultants?
 (1) yes
 (2) no

EVALUATION AND REPORTING

1. Is one standard used to arrive at the grades of all students?
 (1) yes
 (2) no
2. Is a standard reporting form used for all students?
 (1) yes
 (2) no
- *3. Is there space for comments by (1) the teacher
 (2) the parent
 (3) the student
4. Is evaluation made according to preset dates or time periods?
 (1) yes
 (2) no

5. At the beginning of the year or unit are students given
 - (1) diagnostic tests
 - (2) interest inventories
 - (3) both
 - (4) neither
6. Are oral tests ever given? (1) yes
(2) no
7. Do all students take the same test? (1) yes
(2) no
8. Do the tests given focus on
 - (1) content
 - (2) skills and processes
 - (3) both 1 and 2
9. Do students ever perform in a group for evaluation?
 - (1) yes
 - (2) no
10. In grading a group performance
 - (1) each group member gets the same grade
 - (2) members are graded according to participation
11. Do students have a choice as to test content (e.g., oral or written, the number of questions to answer, or which questions to answer)?
 - (1) yes
 - (2) no
12. Do you have evaluation conferences with students?
 - (1) yes
 - (2) no
13. Do you have evaluation conferences with parents?
 - (1) yes
 - (2) no
- *14. If parent conferences are held,
 - (1) is this standard policy
 - (2) do you set them up
 - (3) do parents request them
 - (4) are they on a regular schedule
 - (5) is the student present
15. Does your schedule permit you to keep daily records of students' performances?
 - (1) yes
 - (2) no

16. Do students grade their own and/or peers' papers?
 - (1) yes
 - (2) no
17. Do students demonstrate anxiety before, during, and/or after tests?
 - (1) yes
 - (2) no
18. Are folders of student work kept?
 - (1) yes
 - (2) no
- *19. What do you do when a student fails?
 - (1) give him the test over
 - (2) reteach the material
 - (3) have a conference with the student
 - (4) include the failing grade in his average
 - (5) drop the lowest grade
 - (6) give the student additional work until he masters the content

APPENDIX D

PARTICIPATING SCHOOLS

PARTICIPATING SCHOOLS

High Schools

Addison
 Alexandria
 Baldwin
 Banks
 Beauregard
 Bibb County
 Bibb Graves
 Brighton
 Brooks
 Butler
 Clayton
 Coffee Springs
 Coffeerville
 Courtland
 Dale County
 Dallas County
 Ensley
 Erwin
 Excel
 Falkville
 Grissom
 Hale County
 Handley
 Robert C. Hatch
 Charles Henderson
 Ider
 Locust Fork
 Midfield
 Montevallo
 Morgan County
 Murphy
 Muscle Shoals
 Oak Grove
 Oneonta
 Paramount
 Phillips
 Plainview
 Randolph County
 Saks
 Satsuma
 Selma
 Stevenson
 Scarborough
 Semmes
 Tuskegee Institute
 Valley Head
 Verbena
 West Blockton
 West Point
 Weogufka
 Zion Chapel

Junior High

Appleby
 Asbury
 Auburn
 Baldwin
 Boaz
 Cavalry
 Eldridge
 Fleeta
 Greenwood
 Hartselle
 Irondale
 Johnston
 Joppa
 Loachapoka
 Logan
 Moton
 Mountain Brook
 Mount Star
 Piney Chapel
 Sanford
 Stewartville
 Thach

Middle School

Aliceville
 Azelea
 Boaz
 Brookhaven
 Central
 Drake
 East Highland
 Monroeville
 Phenix
 St. Elmo
 Wetumpka