

UNIVERSITY OF MINNESOTA  
Office of the Dean of Students

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REPORT ON SPECIAL COURSE IN ENGLISH  
FOR KOREAN FACULTY MEMBERS;  
SEOUL NATIONAL UNIVERSITY AND UNIVERSITY OF MINNESOTA  
INTERNATIONAL COOPERATION ADMINISTRATION PROJECT

Marion Watson,

Co-ordinator

September 30, 1955

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### ORGANIZATION OF THE COURSE

When it was requested that a course in English be presented to the faculty members from Seoul National University in Korea who are studying at the University of Minnesota under the auspices of the Foreign Operations Administration, it was agreed that the students would be released from their other academic and professional duties for twenty hours per week during three months, from July 1, 1955 to September 30, 1955. Four staff members were employed to instruct the group. These were 1) Dr. Peter Mousolite, Dean of Men, Macalaster College, St. Paul, 2) Mr. James White, Teaching Assistant, Department of English, University of Minnesota, 3) Miss Ruth Roberts, Senior Student Personnel Worker, Educational Skills Clinic, Office of the Dean of Students, University of Minnesota, and 4) Mrs. Marion Watson, Senior Student Personnel Worker, Speech and Hearing Clinic, Office of the Dean of Students, University of Minnesota. All of these instructors had had experience teaching English as a second language. Their time and duties were distributed as follows:

<u>Name</u>	<u>Percent Time</u>	<u>Teaching Hours</u>	<u>Teaching Emphasis</u>	<u>Other Duties</u>
Mrs. Marion Watson	100	8	Speech and speech comprehension	Project Director
Dr. Peter Mousolite	50	6	Conversation and grammar	
Miss Ruth Roberts	33 1/3	4	Reading comprehension and speed	Testing
Mr. James White	33 1/3	2	Grammar and composition	Teaching Assistance

Once a week the staff met for two hours to discuss group and individual progress and to coordinate teaching emphases.

The group met 228 hours during the three months. Of these, 20 hours were used for evaluating the ability of the students before, during, and at the end of instruction. While there were 208 hours of instruction, it is important to remember that no outside work could be assigned. Time had to be allowed in class for completing lessons. Actually, then, the course was equivalent to an academic class lasting for one quarter and offering 6 2/3 credits.

The students were drawn from three fields of study, medicine, agriculture, and engineering. Their average performance in English at the beginning of the course was far below the average of the general foreign student population at the University of Minnesota. On the other hand, the average intelligence of this group was above the general foreign student average. It was felt that inability in the use of English would prevent their performing adequately in academic work and also that their high intelligence should make them a highly trainable group. The goal of this course was to provide them with sufficient English to be able to succeed in their various fields of study.

During the three months, all of the advisers who could be reached were met with personally, and three written reports on the students will have been sent to them by the close of the course. This was done in an attempt to determine the specific language needs of each student and to be informed of the student's progress in his outside work.

#### CLASS CONTENT AND TEACHING METHODS

##### I. Reading and Listening Ruth Roberts

During the three months, July through September, 1955, four hours a week were devoted to reading and listening skills. Starting at the fourth grade level, the Directed Spelling Activities<sup>2</sup> series was used to build

vocabulary, and short paragraphs using the lesson study words were alternately used for short reading and listening passages.

Selected chapters in Strang's Study Type of Reading Exercises<sup>19</sup> and Wright's An Outline History of the United States<sup>20</sup> were then used to increase vocabulary and reading comprehension further with no emphasis on speed.

After the first month, How to Read in Science and Technology<sup>15</sup> and Problems in Reading and Thinking<sup>4</sup> were used to improve the level of work in this area. Parts of local examinations given in undergraduate courses on this campus were taken during the last six weeks, some read to the students and others read by them, to improve test taking ability as well as reading and listening.

As a whole, more emphasis was placed on listening than reading because a majority of the Korean faculty did not plan to work toward degrees.

Gains on tests of reading, listening, and test taking ability were remarkable for the three months period in spite of absences. However, nearly half of the group would need additional work if they attempted to take advanced degrees in their respective fields.

## II. Grammar and Composition James White

When the class started in July, each student wrote a theme on a subject supplied by the English Department. It was conducted and graded as if it were an entrance theme. The instructor analyzed these themes and found their chief weaknesses to be prepositions, articles, tense, agreement of nouns and verbs, and word order. Most of the time in class was spent on these things.

Most of the drills were from their text, Graded Exercises in English<sup>9</sup>. Two other texts used for these same purposes were Beginning Lessons in English<sup>12</sup>

and Second Book in English<sup>10</sup>. In these drills, the students recited from an exercise on prepositions for beginners. If there were few mistakes, they went to an intermediate exercise. A few weeks later, they attempted an advanced exercise. The same approach was used with articles, tense, and word order. The instructor also gave additional exercises from W. Stannard Allen's Living English Structure<sup>1</sup> in articles and prepositions.

They were taught grammar and composition two hours a week. The students wrote for about 30 minutes each meeting. The instructor graded each paper, indicating the mistakes and writing an analysis of them. A few correct and incorrect sentences from each paper were collected and reproduced for class distribution. These sentences were worked out by all the members of the class. They recited orally, writing in the correct wording. The correct sentences were also studied, especially to see if the student had enough confidence in his knowledge to know that it was correct.

Most of their writing in class was from their field of study. The students were in only three professions, medicine, engineering, and agriculture. The instructor conducted their written exercises in this way: he told the doctor of gynecology, for example, to write on tubal pregnancy, a mining engineer to write on strip mining, an agronomist to write on the treatment of seed for fungus. Each student wrote three themes on such subjects in his field of study. Two additional written exercises were based on Readings in Science and Technology<sup>15</sup>. They read passages and wrote what they considered to be the main idea with the book closed.

There was no emphasis on those things which they knew adequately, such as vocabulary, spelling, and adjectives. Throughout the ten meetings with these students, the six things mentioned earlier continued to be the recurrent errors. However, they showed most improvement in agreement of nouns and verbs,

tense, and word order, and least in prepositions and articles. It is significant that Korean has no articles so these are difficult for them. A few English prepositions conform to rules, but most can be mastered only when a person uses them over a long period of time.

### III. Conversation and Grammar      Peter Mousolite

The basic purpose of this part of the course was the acquisition of oral-aural facility in the use of English. Class work was divided into five phases:

1. Acquisition and use of vocabulary pertaining to everyday situations such as greetings, introductions, eating in a restaurant and cafeteria, attending a movie, purchasing clothing, participating in and witnessing American sports, attending an American college or university, etc.

2. Acquisition and use of grammatical principles through the use of carefully constructed exercises. Lessons comprised of texts composed of low frequency vocabulary, some in the form of anecdotes depicting various aspects of American life, with questions based on the text. Questions used for conversation. Anecdotes utilized for oral summary purposes.

3. Selected short readings of one or two paragraphs containing graded vocabulary used for oral presentation by the instructor. Students wrote short summaries on oral presentation followed by oral summaries.

4. Original impromptu presentations on topics selected by the instructor or students utilizing specialized vocabulary needed by the students in their professional training.

5. Eight short orientation lectures on (a) Geography of the United States, (b) Early Settlers of the United States, (c) Industry and Agriculture of the United States, (d) Education in the United States,

(e) Religion in the United States, (f) Politics in the United States, (g) Community Life (social agencies, etc.), (h) United States' Role in World Affairs, all followed by question and answer periods.

Teaching a group of foreign students, particularly those coming from Asia, involves far more than a mere presentation of linguistic principles. Normal classroom situations cannot be taken for granted. The teacher of foreign students must reach the zenith in classroom techniques in understanding the various problems confronting an Asian student in his attempts to adjust socially as well as linguistically to a new environment. Social and linguistic adjustments go "hand in hand". If one is neglected, the other fails to respond satisfactorily to the efforts of the instructor.

Generally speaking, the basic linguistic problem with the students was not the acquisition of vocabulary, but the understanding and speaking of sentences. Articles such as the, of, and, an, etc., and words such as although, moreover, however, etc., were confusing to them. Pronunciation, articulation, intonation of words and sentences, although considerably improved, will be an eternally difficult handicap for them. Considerable success was achieved in the use of definite and indefinite articles, and the emphasis placed on the consonant "r" sound was highly successful.

#### IV. Speech and Speech Comprehension      Marion Watson

Early in July a recording was made while each student read aloud a short difficult paragraph containing all of the English phonemes. Fortunately, this was a very homogeneous group, and when these records were analyzed, it was found that the students made remarkably similar errors in all aspects of English speech, pronunciation, intonation, and rhythm.

Pronunciation:

Since English is not phonetically spelled and since this group of Koreans was already familiar with the International Phonetic Alphabet, it was advantageous to employ the phonemic alphabet in working with the sound structure of English. All of the English sounds were studied and the students were trained to recognize the distinctive sound differences in English. For each defective sound, the following steps were taken. First the group was given sufficient auditory stimulation in the sound desired and the sound substituted for it so that the individuals could discriminate the correct and the incorrect sound when it appeared in the speech of the instructor. Then the correct sound placement was described, and each student was stimulated until he could produce the correct sound in isolation. Then the sound was placed in nonsense syllables, then in words and sentences. The student was asked to recognize the sound while reading from printed material and to produce it correctly, and finally an attempt was made to incorporate the correct sound in the student's own speech production. Such pronunciation rules as are included in Fries, English Pronunciation<sup>14</sup> were discussed with the student.

Rhythm:

Exercises were used in which the student learned to select the words which carry the core of meaning of the sentence for stress. Overall sentence intonation patterns were studied. The Speech and Hearing Clinic permitted the use of six tape recorders so that pairs of students were able to read in unison with recorded paragraphs. Paragraphs in which the stress patterns were marked were provided for practice, and finally, the students were asked to read unmarked paragraphs which were recorded and evaluated by the teacher and student.

Accent:

Since to my knowledge the rules for syllable accent in English are not available, words were studied singly and only crude general rules could be provided.

Speaking and Listening:

Training in listening was given first of all in the students learning to recognize the distinctive sound differences in English. They were also given training in taking dictation verbatim. Also, paragraphs were read to them, and the students were questioned for content. The group was also allowed to attend movies, being apprised in advance of the general outline of the plot, and a discussion of the movie followed. Each student was asked several times during the course to deliver a short (three minute) organized speech on some topic in his field of study. These were recorded and evaluated by the student teacher and other students. Recording of the book English Through Pictures<sup>18</sup> were used to gain phonetic and rhythmic accuracy of basic English phrases.

Tests and Test Results

At the beginning of this course, the students were tested in the following language areas:

<u>Area</u>	<u>Test</u>
1. Intelligence	IPAT, Test of g: Culture free, Scale 3 B
2. Reading	Gates Reading Survey
3. Oral Reading	"My Grandfather", a short standardized paragraph
4. Pronunciation	"Phonetically balanced word lists"
5. Listening	Lado Test of Aural Comprehension
6. Composition	Freshman entrance theme

Group test results are as follows:

1. Intelligence. The average scores for these students were 10 points above the average for the general foreign student population at the University of Minnesota.

2. Reading. The Gates Reading Survey showed these students to range in reading ability from the 3rd grade level to the 6th grade level when they were first tested with a group average score of 4.8. This may be compared with the general foreign student average of 7.4 for entering foreign students from non-English speaking countries. On the final test, the range was from the 5th to the 7th grade level with an average of 6.14. Breaking the test down into its parts we see the following comparisons.

	<u>Vocabulary</u>	<u>Comprehension</u>	<u>Speed</u>	<u>Overall Score</u>
First test	6.1	4.96	3.2	4.8
Final test	6.94	6.39	5.01	6.14
Gain	.84	1.43	1.81	1.34

3. Oral reading. In reading aloud a paragraph containing all of the English speech sounds, there was an average increase in reading speed of 14.3% in the final test. Where the paragraph is ordinarily read in approximately 60 seconds by the average English speaking person, the average time for this group was 83.3 seconds on the first reading and 71.3 on the last. Most of the students did read faster in class exercises, but during the final reading, many were concentrating on articulation accuracy and there were more repetitions and corrections during the final reading, increasing the reading time.

4. Pronunciation. In a list of 50 phonetically balanced words drawn from Hallowell Davis', Hearing and Deafness, the group as a whole pronounced 35.1% of the words incorrectly on the first test and 20.6%

incorrectly on the last test. This represents an average reduction in pronunciation errors of 14.5%.

5. Syllable stress. No initial test for syllable stress was given. At the end the Lado, English Language Test, Part II-2 was administered. Four members of the group obtained perfect scores and the group averaged 12.5 points out of 14 possible points.

6. Composition. The group was asked to write in 100 or 200 words and in one half-hour on one of two topics assigned by the English Department as a freshman entrance examination at the beginning of the course. These topics were:

1. Describe one or two differences between the University of Seoul and the University of Minnesota.

2. Describe some American person who has especially interested you.

The individual was allowed to select one of these topics at the first test and was required to write on the alternate topic the second time.

This procedure may have been faulty in that the student selected his best topic the first time and was forced to write on the less suited topic the second time. Nevertheless, the group showed improvement. On a continuum from 1 to 9 with 9 being the lowest score, the group average moved from 8.2 to 6.4. Where at first almost the entire group would have been placed in a Preparatory English course, most of them now would be eligible for Composition 4, an intermediate course, by freshman standards.

7. Listening. On the Lado Test of Aural Comprehension, a test of listening ability standardized and validated at the English Language Institute at the University of Michigan, the group averaged 35.7 points out of a possible 60 points on the first test and 48.1 points on the second, a gain of 12.3 points. The first test scores ranged from 28 to 48 and the second from 45 to 54.

The average score upon entrance of the average foreign student population is 50.5 points. A group instructed five hours per week for six months last year enjoyed an average gain of 5.2 points in this test as compared with 12.3 points for this group.

#### Discussion and Recommendations

These test results show remarkable improvement for this group when compared with the course for foreign students which met five hours a week for six months last year. This improvement may be due to the superiority in intelligence in this group and also to the intensiveness of instruction. Aside from the test results, comments from the students and from faculty advisers have been very favorable.

Nevertheless, the staff members feel that some changes might be advantageous if such a course were repeated. Naturally some of those changes would be in teaching methods and course content, for we feel that we have learned from working with this group. But, mostly, we feel that the course could be made more effective under certain other conditions outside of the course.

First of all, we said earlier that the students were made available for twenty hours per week. But they still carried heavy schedules outside of class. Some of the medical doctors, for example, would report to the hospital at 7 o'clock in the morning and finish in time to meet with us at three thirty in the afternoon. They would then work from 3:30 to 5:30 every afternoon and from 7 o'clock to 9 o'clock in the evening three nights a week. On Saturdays they spent the morning in medical conferences and worked four hours in the afternoon on English. Students in agriculture and engineering were gone for three or four days at a time for field trips

and had laboratory research projects in progress which sometimes necessitated their missing class in the afternoon. Some of the students were taking courses for credit during the University summer sessions. When these courses terminated at the end of August, we looked forward to a month of uninterrupted, concentrated study. Instead, the students had so many outside activities planned for them that absences were multiplied five times over what they had been during the first two months. Where one was absent before, five would be now. Where before two were absent, ten were in September. At the end of six weeks, we had submitted a promising preliminary report. While our final results are by no means disappointing, we had hoped to gain much more during the final half of the course.

We do not mean to say that these field trips, etc., are not desirable, but that, perhaps, certain days should be set aside for such activities and class should be cancelled at those times. As it was, during September, we didn't know whether we would meet with 12 students or only 2. Ideally, of course, it would be desirable for the students' whole time to be devoted to English for a concentrated period of instruction.

Another difficulty outside of class was that the students associated very little with American students and almost entirely with one another. Many of them lived together in the men's dormitory. It was felt that some living arrangement which would have insured their using English more of the time out of class would have been beneficial.

On the whole, it can be said that the course was successful in that marked, measurable improvement was achieved with almost all of the students. The fact that this was a broad course covering all phases of the language and taught by experts in each area probably contributed greatly to that improvement.

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Student #1

<u>Test</u>	<u>Initial Score</u>	<u>Final Score</u>	<u>Improvement</u>
Gates Reading Survey			
Vocabulary	6.4	7.2	.8 grades
Comprehension	6.7	7.6	.9 grades
Speed	4.6	7.7	3.1 grades
Overall Score	5.9	7.5	1.6 grades
Lado Test of Aural Comprehension	48	54	6 points
English Theme	7.5	5.5	2.0
Oral Reading Speed	74	72	2.7%
Pronunciation	40	16	5 %
Lado - Word Accent		9	

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Remarks:

Industrious, intelligent, well oriented to this culture. Wants to become familiar with American ways and do as we do.

M.W.

Most gregarious and verbose of group. Had wider range of vocabulary than others and did not hesitate to use it. Grammar not good compared to others. Fine attitude.

P.M.

I think he will succeed in his schooling in this University even better than his above-average scores on our tests indicate since he is uninhibited in using the English he knows in conversation and writing. Also, he asks questions when he doesn't understand an assignment, and tries to understand clearly before going ahead. His personality is open and friendly, and in class he showed alertness and brightness in his face and eyes that were encouraging to the teacher.

J.W.

Student #2

<u>Test</u>	<u>Initial Score</u>	<u>Final Score</u>	<u>Improvement</u>
Gates Reading Survey			
Vocabulary	6.0	6.7	.7 grades
Comprehension	4.2	5.0	.8 grades
Speed	2.7	4.5	1.8 grades
Overall Score	4.3	5.4	1.1 grades
Lado Test of Aural			
Comprehension	34	47	13 points
English Theme	8.0	5.8	2.2
Oral Reading Speed	78	65	16.7%
Pronunciation	51	18	33 %
Lado - Word Accent		13	

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Remarks:

Unobjective; has difficulty incorporating new speech habits. Very regular attendance.

M.W.

Possessed nonchalant manner almost carefree, "man about town" attitude. Was diligent and conscientious. Another faithful member in attendance.

P.M.

His writing is better than his conversation. For example, he writes fairly mature English when discussing a subject in medicine but when I asked him to explain and elaborate on some part of his paper in class, it was difficult to understand him. It is not a lack of vocabulary but confusion in his stress patterns and word order. He has a strong, logical mind and in class could analyze a paragraph for its meaning or main idea faster and better than the majority. He was prompt, had good class attendance, and followed instructions accurately.

J.W.

Student #3

<u>Test</u>	<u>Initial Score</u>	<u>Final Score</u>	<u>Improvement</u>
Gates Reading Survey			
Vocabulary	6.2	7.4	.6 grades
Comprehension	6.1	7.3	1.2 grades
Speed	3.8	6.0	2.2 grades
Overall Score	5.4	6.9	1.5 grades
Lado Test of Aural Comprehension	44	50	6 points
English Theme	9.0	6.0	3.0
Oral Reading Speed	90	61	32.2%
Pronunciation	17.6	12	5.6%
Lado - Word Accent		13	

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Remarks:

In good hospital situation with friendly adviser. Modern in his social attitudes. Absent frequently.

M.C.W.

He wrote on subjects in his field of radiology that were above the average performance of the class, but was weak in assignments on general topics such as descriptions of people and comparisons of places. Once he sat and doodled during an exam instead of asking for a new topic more compatible to his interests. He was absent from my class more than half of the time.

J.W.

Student #4

<u>Test</u>	<u>Initial Score</u>	<u>Final Score</u>	<u>Improvement</u>
Gates Reading Survey			
Vocabulary	6.6	6.6	0 grades
Comprehension	5.0	6.0	1.0 grades
Speed	4.1	5.7	1.6 grades
Overall Score	5.2	6.1	.9 grades
Lado Test of Aural Comprehension	34	47	13 points
English Theme	7.5	6.5	1.0
Oral Reading Speed	80	60	25 %
Pronunciation	20	14	6 %
Lado - Word Accent		13	

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Remarks:

Very reserved. Attended sporadically but seemed to have applied himself in studying lessons when he came to class. Did not converse much with other students during class break.

P.M.

Student #5

<u>Test</u>	<u>Initial Score</u>	<u>Final Score</u>	<u>Improvement</u>
Gates Reading Survey			
Vocabulary	4.4	6.4	2.0 grades
Comprehension	4.2	6.9	2.7 grades
Speed	3.6	6.7	3.1 grades
Overall Score	4.1	6.7	2.6 grades
Lado Test of Aural			
Comprehension	30	53	23 points
English Theme	8.5	7.0	1.5
Oral Reading Speed	90	88	2.2%
Pronunciation	45	30	15 %
Lado - Word Accent		9	

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Remarks:

Improved more than anyone in the group. Naturally quiet, but has progressed to the point where he's forcing himself to talk and has decided to work for a degree.

M.W.

Extremely serious and diligent. Was hindered by stomach disorder during latter part of course. Improved very much.

P.M.

In his written work he usually received a grade a little higher than some of the other members of the class who knew more English grammar and vocabulary. This was because he wrote simple short sentences; he didn't venture into concepts or sentence-complexities beyond his knowledge, but was able to parlay his modest knowledge into a fairly good showing. He was quiet in class and spoke as little as possible, apparently because his command of spoken English is less than his written.

J.W.

Student #6

<u>Test</u>	<u>Initial Score</u>	<u>Final Score</u>	<u>Improvement</u>
Gates Reading Survey			
Vocabulary	9.8	10.9	1.1 grades
Comprehension	5.3	7.2	1.9 grades
Speed	3.2	3.8	.8 grades
Overall Score	6.1	7.3	1.2 grades
Lado Test of Aural Comprehension	35	43	8 points
English Theme	7.0	5.5	1.5
Oral Reading Speed	91	82	9 %
Pronunciation			
Lado - Word Accent			

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Remarks:

Had position of respect in the group. Fairly fluent when he started. Seems to be working under tension in his academic situation. Absent at last test because of health. Results are from tests 1 and 2.

M.W.

He came to this class knowing more English than most. This superior knowledge, along with his above-average age and impressive appearance, at times made him act as the spokesman for the group. He has a good command of both written and spoken English and is pleasant to talk with. In the periods of relaxed talking after class, I found him capable of expressing sharp observations about both Korea and the U.S.A.

J.W.

Student #7

<u>Test</u>	<u>Initial Score</u>	<u>Final Score</u>	<u>Improvement</u>
Gates Reading Survey Vocabulary	4.1	5.9	1.8 grades
Comprehension	4.7	4.6	- .1 grades
Speed	2.5	4.6	1.9 grades
Overall Score	3.8	5.0	1.2 grades
Lado Test of Aural Comprehension	36	46	10 points
English Theme	9.0	6.7	2.3
Oral Reading Speed	77	81	- 5 %
Pronunciation	33.3	32	1.3%
Lado - Word Accent		14	

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Remarks:

The worst student when he entered the course. Had memorized a handful of English words before he came here. Test results show less improvement than the others. Traumatized by test situation.

M.W.

Student #8

<u>Test</u>	<u>Initial Score</u>	<u>Final Score</u>	<u>Improvement</u>
Gates Reading Survey			
Vocabulary	6.5	6.7	.2 grades
Comprehension	4.5	5.8	1.3 grades
Speed	2.5	4.1	1.6 grades
Overall Score	4.5	5.5	1.0 grades
Lado Test of Aural Comprehension	31	48	17 points
English Theme	7.0	6.5	.5
Oral Reading Speed			
Pronunciation			
Lado - Word Accent		14	

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Remarks:

Entered late. Test results compare tests 2 and 3. Seemed hostile at first, but now is very friendly and cooperative. Working toward a degree.

M.W.

He had several traits that made him different from the other students. He had a sense of humor. For example, when he came late to class, he sometimes said, "So sorry," and produced a caricature of an oriental bow which made all of us laugh. More than any other student, he offered criticism of the class. A few times he walked with me after class and gave his views on what he thought was good and bad about the language program. This trait in itself is an asset, especially when compared to some other students from the orient who do not reveal an opinion on anything. On the other hand, he failed to follow instructions in taking tests more than anyone else. Once I told him to write on the use of the microscope in pathology. Instead, he wrote on "Pathology: the Most Important Division of Basic Medicine." He talked freely in class, but he sometimes produced such a long garbled skein of words that none of us could follow him.

J.W.

Student #9

<u>Test</u>	<u>Initial Score</u>	<u>Final Score</u>	<u>Improvement</u>
Gates Reading Survey			
Vocabulary	6.4	6.6	.2 grades
Comprehension	4.5	6.1	1.6 grades
Speed	3.5	4.0	.5 grades
Overall Score	4.8	5.6	.8 grades
Lado Test of Aural Comprehension	30	45	15 points
English Theme	9.0	6.5	2.5
Oral Reading Speed	79	70	11.4%
Pronunciation	30	20	10 %
Lado - Word Accent		14	

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Remarks:

Seems to be nervous in test situation. Attended regularly. Very low English level at the outset. Improved well.

M.W.

He is a quiet person and never spoke up in class. He wrote with some clarity and complexity on subjects in his field of study, but was weak on any assigned general topics. However, he had more interest in various topics not connected with medicine than most other members of the class. Several times after class he asked me to recommend art books and movies to him, and he borrowed a few books from me. His motives for looking into these appeared to be a desire to understand what he could not comprehend. He asked for books on "abstract art" for this very purpose.

J.W.

Student #10

<u>Test.</u>	<u>Initial Score</u>	<u>Final Score</u>	<u>Improvement</u>
Gates Reading Survey			
Vocabulary	8.2		
Comprehension	7.4		
Speed	4.0		
Overall Score	6.5		
Lado Test of Aural Comprehension			
English Theme			
Oral Reading Speed			
Pronunciation	10		
Lado - Word Accent			

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Remarks:

This student entered class late and left early. We have almost no data for him, but he was included because he was here officially for a few times.

M.W.

Student #11

<u>Test</u>	<u>Initial Score</u>	<u>Final Score</u>	<u>Improvement</u>
Gates Reading Survey			
Vocabulary	6.1	6.0	.1 grades
Comprehension	4.9	7.6	2.7 grades
Speed	2.5	3.4	.9 grades
Overall Score	4.5	5.7	1.2 grades
Lado Test of Aural Comprehension		39	
English Theme		6.0	
Oral Reading Speed			
Pronunciation			
Lado - Word Accent			

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Remarks:

Unable to be present at the last test. Results show differences between test 1 and 2.

M.W.

Student #12

<u>Test</u>	<u>Initial Score</u>	<u>Final Score</u>	<u>Improvement</u>
Gates Reading Survey			
Vocabulary	7.2	8.4	1.2 grades
Comprehension	5.2	7.5	2.3 grades
Speed	3.0	6.0	3.0 grades
Overall Score	5.1	7.3	2.2 grades
Lado Test of Aural Comprehension	41	51	10 points
English Theme	8.5	6.0	2.5
Oral Reading Speed	80	67	16.3%
Pronunciation	28.6	10.0	18.6%
Lado - Word Accent		13	

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Remarks:

Very quiet, but actually more proficient in English than most of the others. Has good attitude toward his academic work. Wants to get a degree and to learn laboratory techniques well.

M.W.

Student #13

<u>Test</u>	<u>Initial Score</u>	<u>FinaldScore</u>	<u>Improvement</u>
Gates Reading Survey			
Vocabulary	5.2	5.5	.3 grades
Comprehension	5.0	5.8	.8 grades
Speed	2.9	6.0	3.1 grades
Overall Score	4.4	5.8	1.4 grades
Lado Test of Aural Comprehension	37	46	9 points
English Theme	8.5	6.5	2.0
Oral Reading Speed	89	66	25.8%
Pronunciation	50	38	12 %
Lado - Word Accent		14	

Remarks:

Highly intelligent and sensitive. For the last three weeks unable to attend class because of outside work. Improved more in his speaking than in reading and listening.

M.W.

When I returned his themes, he was persistent in asking me many questions about what was wrong. He continued these questions until he understood fully what was correct and incorrect about the words and phrases he had used.

J.W.

Student #14

<u>Test</u>	<u>Initial Score</u>	<u>Final Score</u>	<u>Improvement</u>
Gates Reading Survey			
Vocabulary	5.9	7.0	1.1 grades
Comprehension	4.6	7.3	2.7 grades
Speed	3.0	3.5	.5 grades
Overall Score	4.5	5.9	1.4 grades
Lado Test of Aural			
Comprehension	39		
English Theme	9.0	7.5	
Oral Reading Speed			
Pronunciation			
Lado - Word Accent			

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Remarks:

Unable to attend last test. Results compare tests 1 and 2. Sensitive, modern in his attitudes. Outside work demanded his leaving class during the last month.

M.W.

Dropped during last part of course. The most conscientious student with respect to effort. Was troubled to a great extent by conditions in Korea and what the future held for his country.

P.M.

He had a trait that is an asset for a student studying in an American university; he challenged some of my comments on his papers and listened and followed accurately when I defended what I had done.

J.W.

Student #15

<u>Test</u>	<u>Initial Score</u>	<u>Final Score</u>	<u>Improvement</u>
Gates Reading Survey			
Vocabulary	5.2	5.6	.4 grades
Comprehension	4.5	4.7	.2 grades
Speed	2.9	4.1	1.2 grades
Overall Score	4.2	4.8	.6 grades
Lado Test of Aural Comprehension	28	47	19 points
English Theme	8.0	7.0	1.0
Oral Reading Speed	88	83	5.7%
Pronunciation	35.5	16.0	19.5%
Lado - Word Accent		13	

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Remarks:

Entered late. Results compare tests 2 and 3. Anxious to learn, asks questions and is more frank than most of the group.

M.W.

He learned conversational English rapidly but his writing showed little improvement during the summer. At the very end, his papers contained many errors in tense, word order, and word endings for verbs, adjectives, and nouns. He is a serious, intense person. When I returned his themes covered with red marks, he showed his emotions by placing his hand on his forehead and saying the equivalent of "Oh no!"

J.W.