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LANGUAGE FLUENCY PROJECT

An Investigation into the Training and
Development of Socialised Language with
Adolescents with a Mental Handicap

Volume One

Andrina E McCormack

Thesis submitted in accordance with the requirements of the degree
of Doctor of Philosophy.

Faculty of Social Science

June 1986

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"The mentally retarded person has a right to ...
such education, training, rehabilitation and
guidance as will enable him to develop his ability
and maximum potential."

Declaration on the Rights of Mentally Retarded Persons
UN General Assembly Resolution 2856 (XXVI) - 20 December 1971

SUMMARY

Since the publication of the Warnock Report (1978) on children's special educational needs, special schooling has taken a new direction. Some authorities have even gone as far as to abolish their special schools, while others have implemented greater integration between special and ordinary schools. In almost all instances a greater challenge has been given to children hitherto labelled as handicapped, either physically or mentally, or both. They are now expected to cope in a greater variety of educational settings. Such demands highlight the need for more action research in the social and communication skills of persons of all ages with a mental handicap.

The Language Fluency Project, hereafter referred to as LFP, was set up to investigate the development and training of socialised language in adolescents with a mental handicap, their linguistic behaviour in a conversation situation, and the development of verbal and social facility. Its aims were i) to identify the component skills of socialised language; ii) to develop both individual and group assessment instruments to evaluate socialised language facility; iii) to develop educational strategies to encourage socialised language; iv) to assess teachers' attitudes to this aspect of the curriculum. The project was conducted in five phases as follows:- phase one, the effects of a discussion group training programme on spontaneous language performance; phase two, the development of the classroom analysis system; phase three, the development of the socialised language profile to assess the individual child's performance; phase four, the pilot and development of the training programme to develop socialised language in children with a mental handicap and phase five, the survey of the language curriculum in special schools, with a view to influencing pedagogical practices in the special classroom.

LFP phase one aimed to encourage the study group of eight girls to verbalise more clearly, more fluently, to maintain a verbal interaction in order to be better understood by those about them, and as an added skill in the depleted repertoire of the child with a mental handicap. The group was aged between 11,0 and 13,10 years, with I.Q. scores ranging between 60 and 80.

Over a twenty week period, thirty-minute weekly discussion sessions were held on topics gauged for equal difficulty by independent observers. The group was given one day's notice of the topics to be discussed. The topics, which were presented randomly, dealt with "School", "Pets", "Food", "Music" and others. Each discussion was recorded. The tapes were analysed using Flanders Interaction Analysis Categories System (FIAC), a system by which the sequence of classroom interaction is coded for analysis on a matrix of ten categories of teacher and pupil talk listed by Flanders (1963). In general, while the quantity of the children's language did not change, the quality of their verbal performance did increase significantly. Their language was more spontaneous as measured by category nine on the FIAC system, the children interacted more with each other than with the teacher, and their language content was relevant to the topic under discussion.

It was recognised that an assessment instrument was needed which took greater account than does the FIAC system of spontaneous as opposed to initiated utterances. The classroom analysis system developed in LFP phase two was based on the FIAC system which was extended to a thirteen component structure which coded verbal interactions in the classroom.

Having developed a group assessment tool, it was considered necessary to develop a baseline assessment profile for the individual child, in LFP phase three. Sixty-eight questions were formulated, and presented for initial investigation as the socialised language profile (SLP). SLP was piloted by eight teachers who completed a series of two assessments for each of forty nine children, twenty three girls and twenty six boys of age range 11-14 years, I.Q. 50-70. Two assessments per child were completed for reliability purposes. The scoring system was constructed to display a high/low socialised language proficiency, and reflected the technique laid down by Likert (1932), each then credited 4 : 3 : 2 : 1 respectively, high to low. It was decided to carry out factor analysis procedures to differentiate constructs of socialised language. A Varimax rotation procedure was employed to maximise the potential of the data. Five factors emerged: Fluency, Spontaneity, Reticence, Inarticulation, Restricted Production.

LFP phase four addressed the development of training/educational methods to aid teachers to encourage socialised language facility. The LFP pilot

programme involved groups in a four-block training schedule. Each of these blocks was independent, but at the same time formed a functional interdependence with the other three blocks. Four schools in Scotland piloted the training project over six months. Thirty nine children were involved. An SLP score was completed for each child at the beginning and on the completion of the pilot period. Teachers and headteachers completed a questionnaire on various aspects of the project. In the light of comments from the teachers, the programme was redesigned as a twenty eight week programme of four units, components 1-3 as before but with differing emphases, and component 4 as role play sessions. Teachers completed SLP scores for each child before and after the programme, maintained a weekly report and completed a case study of one child, while an objective assessment of verbal ability was completed by each school speech therapist.

LFP phase five surveyed teachers' attitudes to language, and to the language curriculum in schools for children with special needs in Scotland. In order to overcome the difficulties of representativeness by sampling of schools and teachers throughout each Region in Scotland, it was proposed to carry out a postal questionnaire survey of all special schools in Scotland. Data were sought in the major areas of class/school language curriculum; socialised language; materials; methods; advisory/support services; in-service training. In total five hundred and ninety five of Form B (teachers) and one hundred and thirteen Form A (headteachers) questionnaires were circulated to ten Regions in Scotland. Forty-six (41%) headteachers and one hundred and nineteen (20%) class teachers responded to the survey. In most cases, schools were represented by a return from the headteacher, plus one class teacher. Results suggested that socialised language was considered of vital importance within the special classroom, but teachers required more guidelines and materials in order to incorporate strategies and methods to facilitate such language in the classroom. Implications for both pedagogical practice and policy were suggested.

The Language Fluency Project proposes socialised language as the basis for future integration as proposed by Warnock (1978), and suggests further research into teaching style, management processes and curricular development to further this.

CONTENTS

PART ONE : Introduction and Literature Review

1.1	Mental Handicap	2
1.2	Trends in Special Education	11
1.3	Relationships, Language and Mental Handicap.....	23
1.4	Language Fluency Project.....	39

PART TWO : LFP Phase One

2.1	LFP Phase One.....	42
2.2	The Training Programme.....	43
2.3	The Study Group.....	45
2.4	Method.....	47
2.5	Results.....	54
2.6	Analysis of the Data.....	56
2.7	Discussion.....	63
2.8	Summary.....	70

PART THREE : LFP Phase Two

3.1	LFP Phase Two.....	71
3.2	Instrumentation : Development of the Classroom Analysis System.....	72
3.3	Reliability.....	75
3.4	Data Analysis.....	78
3.5	Results.....	81
3.6	Discussion.....	89
3.7	Summary.....	94

PART FOUR : LFP Phase Three

4.1	LFP Phase Three.....	95
4.2	Socialised Language Model 1.....	99
4.3	Socialised Language Profile 1.....	101
4.4	Refinement Procedures.....	103
4.5	Socialised Language Model 2.....	113
4.6	Socialised Language Profile 2.....	115
4.7	Summary.....	117

PART FIVE : LFP Phase Four

5.1	LFP Phase Four.....	118
5.2	Construction of the Initial Training Programme.....	120
5.3	The Pilot Study.....	126
5.4	Revision of the Training Programme.....	131
5.5	Implementation of the Training Programme.....	135
5.6	Evaluation of the Training Programme.....	138
5.7	Discussion.....	177
5.8	Summary.....	186

CONTENTS contd.

PART SIX : LFP Phase Five

6.1	The School Survey	187
6.2	Data Collection	188
6.3	Questionnaire Construction	189
6.4	Survey Group	190
6.5	Response to Survey.....	191
6.6	Discussion	209
6.7	Summary.....	217

PART SEVEN : Discussion and Final Comments

7.1	Discussion	218
7.2	Language Fluency Project - In Hindsight	232
7.3	Further Research	238
7.4	Final Comment	251

REFERENCES

The following conventions have been adopted in this thesis:

- i) References which comprise more than one name are given in full when referred to for the first time, and thereafter given as "The principal research worker et al"
- ii) The level of significance of all statistics listed in the text is indicated as follows:

	$p < 0.05$:	
0.01	$p < 0.05$:	*
0.001	$p < 0.01$:	**
	$p < 0.001$:	***

- iii) The ages of children participating in the study are stated in years and months, written as years, months, eg. 11,9 years.
- iv) Zero cells have been omitted from all tables in order to highlight data.
- v) Where numbers appear in the text as scores and mathematical quantities they are written as numerals. When numbers appear as labels quantities, they are written as words if up to two words are necessary, and as numerals where three or more figures are required, except where it would disturb the flow of the text.

PART ONE

Introduction and Literature Review

1.1 Mental Handicap

1.1.1 During the last ten years there have been many major and fundamental developments in the principles and practice of special education, including the report of the Warnock Committee (1978), the implementation of the Education (Scotland) Acts ~~1980 & 1981~~ and increasing emphasis on integration, normalisation and community care. Previously people with a mental handicap suffered many indignities due to fear and ignorance. In 1866 Seguin described those people described now as having special needs as "one of us in mankind but shut up in an imperfect envelope", and as "an innocent isolated without associations". In their chapter in "Politics of Mental Handicap" on the history of mental handicap, Ryan and Thomas (1980) explore the various and sometimes extreme perceptions of mental handicap and those who are labelled as such, evident over the last four hundred years. Sometimes regarded as the gift from God, sometimes as animals or even vegetables, people with a mental handicap enjoy at best a very low priority within the social scale. They claim "Mentally handicapped people are still as hidden from history as they are from the rest of life".

"Mental handicap is not a single condition, nor is it a disease or illness in the generally accepted sense, though it may be caused by illness or disease" (Mittler 1979). "Mental retardation ... does not constitute a syndrome in the usual sense, but rather a symptom which can stem from a wide variety of disorders" (Robinson & Robinson 1965).

Much controversy surrounds the definition of mental handicap. Traditionally it is defined largely in terms of mental incapacity and lack of intelligence (Tredgold 1937, Kanner 1957), as measured by intelligence tests. However "the use of intelligence tests is beset by many problems" (Mittler 1979), including the discrepancy between a child's mental age and chronological age, their heavy reliance on verbal skills, and problems of administration.

Defining mental handicap in terms of social criteria, adaptive behaviour and social competence also is fraught with difficulties including a lack of reliable assessment instruments, the effects of training and early experience on social competence, and the fact that "the criteria which any given society uses to decide when someone is mentally handicapped will vary greatly from one time to another, and will also depend on what help is able to be offered to those it categorises as handicapped" (Mittler 1979).

Edgerton (1979) states "In clinical retardation, the degree of intellectual deficit ranges from moderate to profound, that is, less than IQ 55. The diagnosis of clinical retardation is typically made either at birth or in the first few years of life. Clinical retardation can usually be shown to have concomitant organic deficits of a neurological, metabolic, or physiological sort. Approximately 20 to 25 per cent of all retarded children belong to the clinical category. Sociocultural retardation accounts for the remaining 75-80 per cent of retarded individuals. It involves mild intellectual impairment with IQs ranging from 55 to 69. The condition is usually not diagnosed until the child enters school, has academic difficulties, and undergoes psychological assessment. There are seldom any marked physical handicaps and laboratory tests for physical abnormalities are usually negative".

1.1.2 Incidence

Statistics quoted in "A Better Life" (1979) show that the expected numbers of children and adults with learning difficulties in Scotland for 1986 are as laid out in Table 1.1 following.

Table 1.1 Expected Numbers of Mentally Handicapped Persons * to 1986 in Scotland

	Moderate and Severe				Mild			
	Rate per 1,000	Numbers 1976	1981	1986	Rate per 1,000	1976	Numbers 1981	1986
Pre-school	3.0	1,070	990	1,200	-	-	-	-
School age	3.6	3,540	3,180	2,780	9.3	9,180	8,210	7,170
Adult	3.0	11,590	11,840	12,030	2.1	8,110	8,290	8,420
Totals		16,010	16,010	16,010		17,290	16,500	15,590

* Since this terminology was used in "A Better Life" it has been retained in the quoted statistics.

The estimated numbers of persons with learning difficulties in 1972 were quoted as follows in Table 1.2, although such statistics can only be estimated, since only in-patient statistics are issued by the Scottish Home and Health Department.

Table 1.2 Estimated Numbers of Mentally Handicapped Persons in 1972 in Scotland

	Moderate and Severe				Mild			
	Rate per 1,000	Numbers Total	Male	Female	Rate per 1,000	Total	Male	Female
Pre-school	3.0	1,500	900	600	-	-	-	-
School age	3.6	3,600	2,000	1,600	8.7	8,700	4,900	3,800
Adult	2.0	7,600	4,200	3,400	2.5	9,250	5,230	4,020
Totals	2.4	12,700	7,100	5,600	3.4	17,950	10,130	7,820

"The figures in Table (1.1) when compared with those in Table (1.2) show that the major changes between the 'Blue Book' * figures and current estimates for the 'moderate and severe' category in 1986 is that there will be some 300 fewer pre-school children, the numbers of school age children will fall by 800 over the decade, and the numbers of adults may be 4,000 or more in excess of those shown earlier. During the period 1976-86 the numbers of pre-school children may be expected to rise, and of school age children to fall, the adults remaining fairly constant. In the 'mild' category, which omits pre-school children, the number of school age children starts higher but falls over the period, while the number of adults is lower, reflecting the lower level of prevalence. The other important feature brought out in the figures in Table (1.1) is that, despite a fairly static total Scottish population over the next ten years, and with projected total numbers in 1981 and 1986 little different from the estimates for 1976 for those with moderate or severe degrees of subnormality, there is a change in the balance between the age groups, with the numbers of school children decreasing, and adults increasing." (2.11)

* "Services for the Mentally Handicapped" Memorandum from the Scottish Home & Health Department and the Scottish Education Department 1972.

1.1.3 Nature of Mental Handicap

Much work has been done on the nature of mental handicap and its implications for the cognitive functioning and development of individuals categorised as mentally handicapped or mentally impaired.

Two extreme theoretical standpoints can be identified. The "delay" theory proposes that cognitive development takes place at different rates in different individuals (Zigler 1969) so that children with a handicap may be said to be developing at a slower rate than their non-handicapped peers, thus displaying a quantitative difference between them.

The "difference" theory proposes that the cognitive development of children with a mental handicap is qualitatively different (Inhelder 1966, Das 1972).

There is evidence that discrepancies in the cognitive abilities of handicapped and non-handicapped children cannot be accounted for by mental age alone, which supports the "difference" standpoint. Inhelder (1966) reported for example that retarded children's reasoning abilities were characterised by fixations in operational activities at different stages of development. Using a large battery of Piagetian tasks, Stephens and McLaughlin (1974) found significant differences on operational thought, between handicapped and non handicapped children, which were not explicable by chronological or mental age. They noted that differences appeared "to involve the categorisation, flexibility and reversibility required in tasks involving conservation and classification". From their investigation into performance on memory and reasoning tasks, Das, Kirby & Jarman (1975) proposed that handicapped children are deficient in simultaneous integration skills caused by the use of less efficient problem solving strategies, ie. they are deficient in simultaneous synthesis, where stimuli are arranged into simultaneous spatial groups.

Those who support the "delay" theory suggest that experience

interacts with the genetically endowed ability potential of the individual, and this interaction, along with the level of endowed potential and the quality of the experience, determines the rate of the development of the individual.

Penrose (1933) attributed mental handicap to such an interaction of inheritance and the environment. Lewis (1929) suggested that severe and profound handicap was a pathological state, but that "high grade defectives constitute a 'subcultural' group who simply have 'a lower measure of intelligence', ie. they are at the bottom end of the 'normal biological distribution' found in physiological attributes such as height, weight etc." (Malin & Race 1980).

Bijou (1966) described a person with a mental handicap as someone with a limited repertoire of behaviour because of a lack of environmental stimulation.

Kamhi (1981) explored in detail the differences between the developmental and delay theories of mild mental handicap, and compared the performance of three groups of children, normal, language impaired and suffering a mild mental handicap on nonlinguistic symbolic and conceptual cognitive tasks. He found that the "performance of the retarded and non-retarded groups was essentially similar, while both of these groups generally performed at higher stage levels than the language impaired group." He concluded that "the relatively similar task performances of the retarded and non-retarded groups reflect the influence both of experiential factors and overall level of cognitive functioning".

Kamhi (1981) states "The similar performances of the retarded and non-retarded children on the six cognitive tasks clearly support the developmental theory of retardation, ie. that children matched for MA will demonstrate similar cognitive abilities".

These two extreme principles however are linked with the variety of causation of mental handicap which can be caused by trauma resulting in physical damage to the brain, giving rise to all degrees of handicap. Much of the incidence of mild mental

handicap however is rooted in social factors of poor environment, lack of stimulation by low ability parents, and poor nutrition, ie. factors rooted in social class. Indeed Woods (1983) notes that "more ESN (M) * children come from social class V than would be expected in a normally distributed population ... 30% were from social class V, as against 7.8 per cent in the local population." When such factors as poor nutrition, birth complications and general living conditions are excluded, social class differences in cognitive development have not been found until the third year of life, when language becomes increasingly important for learning (Bayley 1973), who reported no social class differences in intellectual performance during the first two years of life. Such research reinforces Kamhi's findings as above.

This suggests that cognitive development, the environmental conditions and the mechanisms which facilitate intellectual growth may be discontinuous between the verbal and preverbal period, but appears to play an increasingly important role when learning is mediated more by language.

1.1.4 Terminology

The Mental Health Act (1959) defines subnormality and severe subnormality as

severe subnormality: "a state of arrested or incomplete development of mind which includes subnormality of intelligence and is of such a nature or degree that the patient is incapable of living an independent life or of guarding himself against serious exploitation, or will be so incapable when of an age to do so".

subnormality: "a state of arrested or incomplete development of mind (not amounting to severe subnormality) which includes subnormality of intelligence and is of a nature or degree which requires or is susceptible to medical treatment or other special care or training of the patient".

* ESN (M) is the English equivalent terminology representing educationally subnormal (mild).

The corresponding Mental Health (Scotland) Act of 1960 gives no such definition but defines mental disorder for its own purposes globally as "mental illness or mental deficiency however caused or manifested" (Ch 61.6), and those people to whom it refers as someone with "(a) mental deficiency such that he is incapable of living an independent life or of guarding himself against serious exploitation; or (b) a mental illness other than a persistent disorder which is manifested only by abnormally aggressive or seriously irresponsible conduct" (Ch 61.23).

Grossman (1973) quotes the American Association of Mental Deficiency's definition as "Mental retardation refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the developmental period".

The issue is further clouded by the large number of differing terms applied to similar conditions by different countries. These include 'retarded', 'deficient', 'handicapped', 'subnormal' and 'impaired', and carry with them varying degrees of social stigma.

The Warnock Committee (1978) considered the advantages and disadvantages of the categorisation of children according to a specific handicap, and declared that "it would be preferable to move away from the term "educationally sub-normal" or in Scotland "mentally handicapped", terms which can unnecessarily stigmatise a child not only in school, but when he comes to seek employment". The Committee recommended that the term "children with learning difficulties" should be used in future to describe both those children who are currently categorised as educationally sub-normal and those with educational difficulties who are often at present the concern of remedial services" (3.26). The Education (Scotland) Act 1981 described such children as children with "pronounced specific or complex special educational needs" (4(2)6), which in turn were "needs caused by a learning difficulty which (a child) has, which calls for provision for special educational

needs to be made for him, and a child or young person has a learning difficulty if -

- i) he has significantly greater difficulty in learning than the majority of children .. of his age". (3(1)d).

In a personal communication, the Scottish Education Department stated that the terminology is "confusing", and "while it is clear enough what ought not to be said (supported by acceptable reasons) there is as yet no real consensus about alternatives.

SED favours the following:

"Special educational needs" (provision for) rather than "special education"

"Pupils with learning difficulties due to ..." rather than eg "mentally handicapped pupils"

"Recorded pupils" (where appropriate) rather than "recorded special educational needs"

Some people are using "moderate/severe/profound learning difficulties to describe what would formally have been called "mild/severe/profound mental handicap", (which is current in England and Wales) and it has not yet achieved consensus As long as one does not use terms which imply that a child is sufficiently described in terms of some handicap (eg. "The mildly mentally handicapped pupil") there is a certain amount of latitude which can be precise without being restrictive."

(Personal communication from Mr G Dell, HMI, dated 15 July 1985)

For the purposes of this thesis the terms "children with special educational needs" and "children with moderate learning difficulties" are used interchangeably, the condition of "mental handicap" is recognised, and all three refer to those children and adults formerly classed as "mildly mentally handicapped" as defined by the World Health Organisation (1981) who identified mild mental retardation within an IQ range of 50 - 70, and described those suffering from it as "Individuals who can acquire practical skills and functional reading and arithmetic abilities with special

education, and who can be guided towards social conformity"
in the "International Classification of Impairments, Disabilities
and Handicaps" (1981).

1.2 Trends in Special Education

The history of special education in Scotland is concisely summarised in "The Education of Mildly Mentally Handicapped Pupils of Secondary School Age in Special Schools & Units in Scotland" (1981), by HM Inspectorate.

1.2.1 Legislation

Following the introduction of compulsory education in Scotland in 1872, it was quickly apparent that there were many children who were not benefitting from education in the normal school. In 1898 the first special class was set up, and the Education of Defective Children (Scotland) Acts of 1906 and 1908 empowered school boards to make provision for children with special educational needs up to sixteen years of age, although it was not made compulsory until the Education (Scotland) Act of 1945, and applied only to those children with learning difficulties arising from a mild mental handicap. In 1969, it became mandatory that children going into special education be examined psychologically as well as medically by a team of professionals. Those children suffering severe learning difficulties, regarded as "untrainable" or "ineducable", continued to be the responsibility of the health authorities until the Education (Scotland) Act of 1974 imposed on the education departments of Regional Councils, the duty to provide education for them, whether they lived in hospital or at home.

1.2.2 Special Education Statistics

That these children became the responsibility of the education authorities reflects the growing emphasis on community care for handicapped children, which began in the early seventies, and the social awareness that such children had a right to take their place as best they could within society rather than experiencing some form of institutionalisation, where they were looked after but received little education or developmental stimulus.

Statistics from the Government Statistical Service on "Basic Educational Statistics (Scotland)" show that there is a substantial percentage increase since 1977/78 in special schools/departments, in comparison with a decrease in the number of primary, and an increase in the number of secondary schools, as detailed in Table 1.3 following

Table 1.3 * Numbers of Schools in Scotland 1977/1983

	1977/78	1981/82	1982/83	% change + -
Primary	2525	2499	2489	- 1.43%
Secondary	433	439	442	+ 2.08%
Special	298	314	320	+ 7.38%

* From "Basic Educational Statistics (Scotland)" 1984 issued by the Scottish Office Library.

Regarding resources allocated for the provision of special education, comparative figures for the number of teachers and pupils, and for financial input show interesting patterns. (See Table 1.4)

Table 1.4 * Pupils/Teachers and Finance in Scottish Schools 1977/1983

Pupil & Teachers (in thousands)		1977/78	1981/82	1982/83	% change + -
Primary	: Pupils	594.6	492.6	468.0	- 22.3%
	Teachers	26.6	24.3	23.0	- 15.5%
	P/T Ratio	22.4	20.3	20.4	9.1%
Secondary	: Pupils	406.2	404.6	399.1	- 1.75%
	Teachers	27.6	28.1	27.9	+ 1.1%
	P/T Ratio	14.7	14.4	14.3	- 2.7%
Special	: Pupils	12.9	10.8	10.3	- 10.2%
	Teachers	1.4	1.6	1.5	+ 7.1%
	P/T Ratio	9.2	6.8	6.9	- 33.3%
Finance (£ million)					
Primary		211.9	384.8	400.0	+ 88.7%
Secondary		304.4	517.9	540.5	+ 77.5%
Special		20.1	46.3	51.0	+153.7%

* From "Basic Educational Statistics (Scotland)" 1984 issued by the Scottish Office Library.

Closer inspection of these figures by calculating the number of special pupils as a ratio and then percentage of all pupils in Scotland, yields the following figures; detailed in Table 1.5.

Table 1.5 Special Pupils/All Pupils in Scotland

	Special Pupils	All Pupils	Ratio	% age
1977/78	12.9	1013.7	0.0128	1.28%
1981/82	10.8	908.0	0.0118	1.18%
1982/83	10.3	877.4	0.0117	1.17%

The drop in pupils in special schools, as a percentage of all pupils in Scotland, suggests that more children with special needs are catered for in mainstream education.

While primary schools show a decrease in the number of establishments, pupils and teachers, secondary schools show a slight increase in establishments and teachers, but a drop in pupil numbers, while special schools show substantial increases in the number of establishments and teachers, a drop in the number of pupils, and percentage increases in financial input almost twice that of increments to primary and secondary schools.

Such anomalies in equivalent funding indicate the growing recognition of special educational needs.

1.2.3 Teacher Training

Awareness and expertise among professionals was one of the main areas of concern of the Warnock Committee . In Chapter Twelve of the Report, the Committee recommended that a special education element be included in all courses of initial teacher training; that the great majority of serving teachers experience a short study course on special educational needs within the next few years; that all special education teachers should have a qualification in special education; and that research be undertaken to increase knowledge and understanding of different aspects of special education.

Such post-experience education of teachers is seen as crucial by the author to promote awareness of new developments in special education. For too long it has been seen as a "soft option" in education, because of short hours, the lack of accountability in many schools, the lack of need for achievement, and the lack of pressure of examination results. Granted that academic achievement may be minimal, it rests with the special teacher to offer an "education for life", or a social and personal education to equip the child with special learning difficulties to cope with everyday ups and downs after leaving school, when support and servicing from caring agencies take a severe drop in comparison to the pre-sixteen years.

1.2.4 Post Sixteen Provision

Provision for young people over sixteen with special needs was seen as another major area of priority by the Warnock Committee. In Chapter Ten it was recommended that more opportunities should be given to young people over sixteen to continue their education, that financial support should be made available to do so, and that existing courses should be expanded to suit any specific disabilities within the population.

1.2.5 Assessment

The Warnock Committee recommended that statutory categorisation of handicapped pupils should be abolished (3.26) and that where possible, children with special needs should attend normal schools or that special units should be attached to, and function as part, of ordinary schools.

The Education (Scotland) Act 1981 follows this recommendation, and among many other duties, imposes on education authorities and personnel the responsibility of assessing children suspected of having learning difficulties of any kind, and to open for each child confirmed as such, a Record of Needs. The Record is a confidential document reviewed annually, and cannot be opened unless a child "has undergone a process of assessment, including a medical examination and a psychological examination and a report by any teacher in their employment who is or has been concerned in his education, for the purpose of affording to the authority advice as to his special educational needs and whether or not they ought to record him; and before doing so, an authority shall - invite the parent of that child by notice in writing to submit the child for a medical examination and a psychological examination for the said purpose." (4(i) Section 61)

Children formerly classed by a specific handicapping condition, are referred to as "non recorded children" i e. children

with learning difficulties whose needs will be met in the ordinary school; and "recorded children" i e. children who have a Record of Needs, or children with specific, pronounced or complex needs."

1.2.6 The Historical Perspective

Before the 1800s, mentally impaired people were thought of as witches and evil spirits to be kept hidden away from the public eye to avoid family disgrace, where they could not offend the "decency" of society (Scott 1974). Denied the right to live a life even in an institution with others

these sufferers were not in contact with other people at all. Some people thought that they were being punished for some horrible deeds in another life.

In 1808 the County Asylums Act was passed which led to development of many large institutions for these people. Society recognised that these people were in need of treatment and administered "cures " such as hot and cold baths into which the patient was locked, straight jackets, the administration of senna, bloodletting and boring holes in the skull.

However, many sufferers went into workhouses or stayed at home, hence the tradition of the "village idiot", the slow person in the community, who nonetheless was part of a small social world in which he had a part to play. Unfortunately, that part was often to be the butt of people's amusement and humour.

Over the years, mentally impaired people have undergone and been subjected to, a number of differing conditions. In the larger institutions they were kept and cared for, but given very little to do. The role of the care staff was custodial, with no developmental input at all.

Handicap in itself was considered as bad and undesirable, as is reflected in the terminology associated with the subject, e g. subnormal, with its implication of standardised normality, or even worse, abnormal. Such terms have negative implications for the people who have such labels put upon them.

1.2.7 Current Perceptions of Handicap

In 1969 Jefferys, Millard, Hyman, & Warren et al elucidated three terms for use in this area:

- " a) impairment - lacking part, or all of a limb, or having a defective limb, organ or mechanism of the body
- b) disablement - the loss or reduction of functional ability
- c) handicap - the disadvantage or restriction of activity caused by disability "

Legislation and organisation of services have both compounded the social perceptions of disability or handicap.

Within medical and paramedical circles it is both necessary and desirable for the professionals involved to detach themselves from their patients or clients in order that the intimacy of their work does not intrude on the professional situation and on their own personal feelings. As a method of control, such detachment has led them to refer to a condition, rather than the person suffering from that condition, and consequent depersonalisation of the patient. Such depersonalisation has occurred within the area of handicap. People suffering a handicap are referred to collectively as "the handicapped" or "the blind" by "the normals" in society.

The detachment embodied in this depersonalisation reduces society's responsibilities to handicapped people, compounding

the notion that they are being cared for by trained staff and are better out of the way. Society's traditional view of handicapped people is of stigmatised individuals (Goffman 1978) collectively perceived with a blanket prejudice which compounds the depersonalisation initiated by the caring professions. The "handicap" rather than the people involved thus becomes an "issue" (Mills 1866) or and "institutionalised problem" (Carmichael 1968).

Handicap, however, is an abstract concept which becomes meaningful only within a context: that is, handicap is a relative term which is dependent on its context, a person, and his abilities or disabilities, for meaning. Thus one cannot talk about the "role" or the place of "the handicapped" in society, but it is meaningful to talk about the expectations of people in society with regard to "the handicapped" - the "virtual social identity" defined by Goffman (1978). Then, a person's behaviour in any social situation depends on an interaction between his own learned expectations and the pressures put on him by others with possible different expectations, which also depend on the "power" they have over him (Coulson and Riddell 1980). There is thus a transition from the social "issues" of handicap, as mentioned above, to the personal "trouble" of individual people. Thus the label "handicapped", because of the social perceptions is by implication negative, and so has a negative effect on the person's self esteem and self image. He may be socially inconfident, which can result in a greater negative treatment from others, and the cyclical process downwards of failure is thus compounded (Laing 1975).

1.2.8 Normalisation

Recognising this negative cycle of depersonalisation of persons with a handicap, several practitioners developed the theory or philosophy of "normalisation", which aims to recognise each person for his or her own value.

Bank-Mikkelsen (1969) defined normalisation as "letting the mentally retarded obtain an existence as close to the normal as possible". Nirje (1969) outlined the principle as "making available to the mentally retarded, patrons and conditions of everyday life which are as close as possible to the norms and patterns of the mainstream of society". Wolfensberger (1972) defines it as "utilisation of means which are as culturally normative as possible, in order to establish and/or maintain personal behaviours which are as culturally normative as possible". From this Wolfensberger identifies normalisation as culture specific, and consistent with this, deviancy as being "in the eyes of the beholder". The normalisation principle can be implemented at three different levels, both from the viewpoint of the individual, and from the way that individual is perceived by others. These three levels are person to person; "primary and intermediate social systems", families, friends etc.; and "societal systems" such as service delivery, national education systems etc.

1.2.9 Integration

In the light of this growing philosophy the early seventies saw the beginnings of major reconsiderations in practice, culminating in the recommendations of the Warnock Report (1978). Professionals began to talk about "integration", and began to look at ways in which people who were slow learners could develop what skills and abilities they had. Art and music therapy were introduced into many of the larger institutions, as an option to the monotonous and boring industrial work that many adults with a mental handicap were set to do. Many units had socialisation budgets which were used for trips outside the institution to introduce patients to the outside world. Community care policy demands that those who are able, live as independent a life as possible in sheltered housing in the community. Close proximity, however, does not necessarily imply social interaction. There is a danger that

many people will be isolated, within a community. Many social work departments are working at alerting neighbours who call in occasionally to a sheltered flat, and encourage its occupants out.

"Special Educational Needs" (1978) highlighted three forms of integration:-

- a) "locational integration", which exists where special units and ordinary schools are housed within the same grounds, (7.7)
- b) "social integration" where special children eat, play and meet children from the ordinary school, (7.8)
- c) "functional integration ... where locational and social association of children ... leads to joint participation in educational programmes". (7.9)

If integration is to bring full benefits within the policies of community care, handicapped children must share in enough of the social and educational activities of the school to gain full acceptance as members of the community by pupils and teachers. This will not occur spontaneously and neither will it be achieved by legislation alone. Education within the school, by the regular class teacher must be effective in preparing the child, handicapped by low mental functioning, to be a competent socialised adult in order that he can take his place in society on a meaningful level. After leaving school the child with mental handicap may make little use of reading and writing, but should certainly make daily use of language to communicate with others. The child with special needs can experience difficulty in knowing what to say, and how to say it. Since language plays a vital part in everyday life, it can be considered crucial that children debilitated by their

mental standards, be given as much opportunity as possible to develop their verbal potential. This was recognised by HM Inspectors of Schools in the report "The Education of Mildly Mentally Handicapped Pupils of Secondary Age"(1981) which stated "The informal organisation of the classroom gives rise naturally to conversation among pupils and between them and their teachers. These are good conditions for the development of constructive speaking and listening activities, but more planning to this end is now required".

Such lack of planning was recognised by Wolfensberger (1972) who maintained " ... the normalisation principle would dictate that we provide services which maximise the behavioural competence of a (deviant) person. (However) ... we appear to be much more effective in shaping skills to be physically adaptive than in shaping them to be socially normative."

Vaughan and Shearer (1986) in their book on mainstreaming in Massachusetts, propose the way forward in the United Kingdom. They state that almost 90% of children with special needs receive their education either part or full time in ordinary schools. Such integration is seen as desirable by Stobart (1986), but he cautions against implementing such programmes without adequate and appropriate modifications to the environment and preparation of all those concerned, and advocates that such implementation would involve "stipulating conditions which would make the process a structured, active and co-operative one". The aim of LFP to develop training programmes to facilitate socialised language is seen as part of such a process.

1.3 Relationships, Language and Mental Handicap

1.3.1 Comparative Social Skills

The doubts expressed by Wolfensberger (1972) on the availability of programmes to encourage those with a mental handicap to build a socially normative repertoire, are supported by research findings indicating that the skills of this group in relationship building are indeed reduced.

Laing (1975) proposed that people with learning difficulties were ostracised because they lacked the social skills to blend with a group. She states "The slow learner is caught in a vicious circle. Because he does not react in the expected way in a social situation, he is not accepted fully by the others involved and may in fact come to be rejected by them if his behaviour continues to be unpredictable. His opportunities for improving his social skills are thereby reduced as the group closes up against him, depriving him of models of effective social behaviour".

Reiter and Levi (1980) completed a study on the social integration of noninstitutionalised moderately and mildly mentally handicapped adults. Findings showed that "the retarded adults who had non-retarded friends showed better social-educational skills than did the other subjects. Findings suggest that even retarded individuals who grow up in a community need help in order to become socially independent".

Research shows that children with learning difficulties also have difficulty in establishing and maintaining social relations. (Siperstein Bopp & Bak 1978, Bryan 1974, 1976).

Siperstein et al (1978) completed a sociometric survey on a group of one hundred and seventy seven children, of whom twenty two were learning disabled. Each child was asked whom he/she liked best in the class, as well as who was smartest, best looking, and the best athlete. Results showed that the learning disabled children were significantly less popular ($p < .01$).

1.3.2 Relationships and Social Skills

The identification of mental handicap as developmental delay in 1.1.3 has crucial implications for the facilitation of social skills in children with learning difficulties.

Social skills are acquired through learning in a variety of modes, through various media, and were described by Combs and Slaby (1977) as "the ability to interact with others in a given social context in specific ways that are socially acceptable or beneficial primarily to others"

The elements of social skills have been outlined by several research workers as non verbal skills, including eye contact, gesture, body stance and facial expression, and verbal skills, including the quality, volume, pitch, rate, and function of speech, giving instructions or directions, asking questions, selecting or identifying topics, listening and conversation skills (Spence 1980, Argyle 1967, 1969, Trower, Bryant & Argyle 1978).

An individual perceives a social situation, translates it or evaluates it against his own belief system, then decides what to do in that situation. His feedback within the situation leads to the continuation or dis-continuation of that behaviour. (Argyle, Furnham & Graham 1981). Such a process necessitates having appropriate cognitive skills "for processing information, for making inferences about the consequences of courses of action, for taking the role of the other person and so on." (Trower et al 1978). They maintain that this process also carries with it an overlay of long term planning, which may be conscious, and short term planning, which is habitual and mainly unconscious. Research into the development of interpersonal relationships and the necessary social skills required, has increased and developed over the last decade. Traditionally, the social skills model was defined in terms of the verbal and non-verbal attributes of a social interchange (Argyle 1967, Spence 1980). As knowledge increases, research is turning more and more towards the diagnostic process of the identification of differing types of relationships in terms of their characteristics or quality.

Following Laing (1975) this has important implications for young people with a mental handicap, whose relationships are unsatisfactory.

Argyle and Henderson (1985) describe relationships as "regular social encounters with certain people over a period of time ... (which) can be placed along dimensions such as

intense - superficial
friendly - hostile
equal - unequal
task - social"

They go on to argue that knowing the dimensions as above of different relationships is not enough, and that to understand the development of a relationship, the rules, goals, environmental setting, repertoire and skills must be known. Relationships, they maintain, are "like games in that certain goals are being pursued, within limits set by the rules, only certain activities are permitted, they take place in particular arenas, and they need certain skills." In exploring the reasons for the analytical interest in relationships taken by many research workers (Duck 1983, Duck & Gilmore 1981, Noller & Bagi 1985), Argyle and Henderson outline the benefits of good relationships as having a "strong link with health and happiness." Such a statement is supported by several research findings (Campbell 1981, Verbrugge 1983). They propose that "social behaviour, like any motor skill ... can be broken down into its component parts and taught" using social skills training, various therapies, counselling and self help, as well as recognising and considering the rules of a relationship which can enhance its development. (Argyle & Henderson 1985)

At present, it could be said that many relationships which both children and young people with a mental handicap experience, are in the extreme, unequal, superficial and hostile. In line with current thinking within the philosophy of normalisation, practitioners involved in special education must consider ways to enhance their pupils' skills so that they can develop relationships which are more intense, friendly and equal.

1.3.3 Training in Social Skills

The social skills model (Trower et al 1978) required cognitive abilities of a certain level in order for participants to function successfully. Were their cognitive development to be different from that of the normal population, it could be concluded that persons with learning difficulties would be unable to be socially skilled, despite training, as they would lack the cognitive ability. Within a delay theory model however, it is suggested that young people with a mental handicap whose cognitive development may be delayed, can in fact benefit from social skills training if it is linked with their social and cognitive experience.

To be an effective communicator, the child must learn which linguistic events are equivalent. The social or physical context, as well as particular information about the world, is often necessary to make an utterance clear. Chronic social isolation, or restriction in the diversity of language to which he is exposed can deprive the child with a mental handicap of the kinds of stimulation he might require for nearly normal development. (Rosenberg and Cohen 1972).

Language may be seen as a constituent element of the process whereby social bonding occurs, and from which social interaction develops within the communicative context, along with non-verbal communicative cues of facial expression, hand gestures and gross body posture, on the part of both speaker and listener. The verbal and non-verbal communicative modes are interdependent. (Trower et al 1978).

Language is a set of rules to which all forms of language or speech codes must comply, but which speech codes are realized is a function of the culture acting through social relationships in specific contexts. Different speech forms, or codes, symbolise the form of social relationship, regulate the nature of the speech encounters, and create for the speakers, different orders of relevance and relation. The speech form is taken as a consequence of the form of the social relation, ie. it is a quality of the

social structure. (Cazden 1976).

One such social structure concerned with the development of speech forms is the school which is concerned with making explicit and elaborating through language, principles and operations, as these apply to objects and persons. Some children are already sensitive to the symbolic orders of the school, whereas others are much less able to cope, if oriented towards specific orders of meaning which are context bound, in which principles and operations are implicit, and require a special and identifiable form of language. (Cazden 1972) This could apply to many children with a mental handicap.

1.3.4 Linguistic Competence and Performance

Traditionally language has been dichotomised into linguistic competence and performance. Competence refers to the total knowledge of language a person holds, ie. the linguistic knowledge which allows one to produce language. Performance refers to the combined receptive and expressive use of language, ie. the understanding and formulation of verbal communication which the user demonstrates. Receptive and expressive language may be seen in terms of encouraging children to express themselves, or display their expressive language by talking about a picture, or telling a story from a picture sequence.

1.3.5 Linguistic Function

Language functions within the context of situation. Some individuals can function linguistically in certain types of situation, but not in others, eg. a concrete but not an abstract situation.

What is desirable therefore, is the development of a socialised language, so that the move can be made from the "clear cut, discrete protolanguage of infancy, to the polyphonic language of maturity, where a number of threads run simultaneously." (Halliday 1974)

In attempting to define the global term "language", Halliday (1973) proposed a seven component model of language, to establish certain general criteria of reference. This model consists of:-

Instrumental	:	here language is used for the satisfaction of needs. It is the "I want" function.
Regulatory	:	this is the "do as I tell you" function; language in control of behaviour.
Personal	:	the expression of identity, the "here I come" function.
Interactional	:	the "may I join you?" function; or "are you the same as myself?"
Heuristic	:	the use of language to learn, to explore reality; the "tell me why?" function.
Imaginative	:	the "let's pretend" whereby the reality is created, and what is being explored is the child's own mind.
Representational	:	the "I've got something to tell you" function.

This socialised language as part of that social competence described by Laing (1975) is not generally seen as something which should be explicit within the curriculum context, but is often assumed to develop as the child grows. However, skill in language training cannot be implicit within the special classroom context but must be an explicit curricular development, with realistic aims to be fulfilled by practical objectives.

This was recognised by Curtis and Cording (1980) who offered a course of ten fortnightly sessions of two and a half hours each to nine adolescent boys who suffered from maladjustment, with the aim of developing and improving the social skills of these school leavers. Evaluation was on a self report basis and interviews with the group, of whom only four appeared, and a pre/post completion of the Bristol Social Adjustment Guide. Results on this measure were not conclusive. It should be noted that this group was not mentally handicapped.

The growing emphasis on social skills, however, and the role of language in the facilitation of social adequacy, the development of self esteem and the projection of an individual's personality, points up an inadequacy of the two process models of competence and performance. Knowledge of language, or linguistic competence is a basic prerequisite of any verbal interaction. Linguistic performance is the process whereby a verbal interaction can take place.

It is proposed that a third level of "linguistic function" is necessary before the model is complete. Such linguistic function represents an individual's ability to use language as a means to promote social and personal interaction, to recognise the linguistic processes, ie. using language as a means rather than an end, and to facilitate, through social skill, interpersonal development using language as the infrastructure on which social interaction rests.

1.3.6 Socialised Language

If the proposal for "linguistic function" is accepted as the third stage of the present two stage model, socialised language must then be acknowledged as a specific mode of communication separate from information exchange and task related language. Features of such socialised language include open endedness and divergence within the communicative context, and spontaneity in that it is not bound within a task situation but develops according to the needs and direction of the participants. Such language is informal and conversational, promoting a social and interpersonal relationship between two or more people.

It functions within a social situation to promote bonding between the participants, to encourage mutual self-esteem, and to provide the basis for successful social and personal interaction. It does not involve the direct giving of information, but more indirectly builds an interactive structure within which individuals can share the benefits of social and interpersonal activity.

Such an acceptance could also go towards clarifying the linguistic

dilemma pointed up by Skinner (1957) who maintained that some linguists have had difficulty in fitting conversation into a definition of behaviour because they have been unwilling to recognise that language is itself, behaviour, reinforcing the proposal that "communication is the mother of language" (Lewis 1969), and co-ordinating all forms of language in a total functional structure where "attempts to offer definitions and distinctions between speech, language and communication have not always been helpful". (Mittler 1976).

"Conversation is the primary basis of direct social relations between persons ... It is a sharing process which develops a common social experience". (Allen and Guy 1974). Conversation forms part of everyday behaviour, "and always arises from some situation of doing, of feeling or thinking".

It is the means whereby man gives and gathers information, makes and responds to requests, shares feelings and exchanges experiences, and exhibits his level of social skills. (Martin, Williams, Wilding, Hemmings & Medway 1976).

Speech is not a mechanical utterance which can be improved by administering a few exercises or reciting a poem. It is a reflection of the speaker's mind and feelings and imagination - his whole personality (Sansom 1965). The Newsam Report, "Half Our Future" (1963) states that the inability to speak fluently is a worse handicap than the inability to read or write. Far more important than accent or pronunciation, is the need to speak easily, clearly and with interest, and to have something to speak about. Similarly, Lewis (1969) stated "Education in language must be concerned with the spoken word no less than the written word; with utterance no less than comprehension". Those with an ability to convey feelings and ideas through language are more socially accepted than those who cannot interact in these ways. Any human relationship can be improved by the proper use of speech as communication. (Schiefelbusch, Copeland & Smith 1967).

In analysing the language of children involved in problem solving tasks (aged 13-14 years of average intelligence), Barnes and Todd (1977) identified various component skills including

"initiating discussions of a new issue; qualifying another person's contribution; containing information from others; completing unfinished utterances; and supporting another's assertions with evidence."

They order these into four categories of collaborative moves:

- a) initiating : where one member of the group takes the initiative and sets up a frame of reference which enables discussion to begin;
- b) eliciting : which is defined as how groups sustain coherent talk, and how they invite one another to contribute. There are four kinds of eliciting moves : requests to someone to continue; to expand; for support; for information ;
- c) extending : which may be seen as developing the interaction;
- d) qualifying : to add to, and qualify what someone has said.

Personal and social adequacy depend on being articulate, ie. on having the words and language structures with which to think, to communicate what is thought and to understand what is heard or read. The school should offer pupils experiences which will not only help them find the words but also give them the confidence to express them.

Linguistic interaction between two or more persons not only contains the overt content of the verbal message, but has several other functions. It helps assemble and adjust the self image an individual holds, because self image is based on feedback, both positive and negative, from one's social environment. Thus children suffering a mental handicap may constantly be reinforced in their negative or poor self esteem. It forms the basis from which a relationship can develop, however transient, between two people sharing a conversation.

Spence (1980) outlined training techniques used by Social Skills Training (SST) groups; as modelling, practice, role-play and discussion. She also emphasised the benefits of introducing the participants to situations outside the training session, where other people can play a part in the training process. While the SST model is seen as a huge step forward in the recognition that training is necessary for many people, it is suggested that its emphasis on non-verbal behaviour as well as verbal behaviour, along with the importance throughout the training of self recording and self assessment, would place an overwhelming burden on pupils with a mental handicap. This is not to say that they should not receive training in each of these areas, but that it should be done separately with discrete and specific objectives.

Self-presentation, appearance, appropriate body posture and gestures influence the feedback in a communication situation, which in turn influence or adjust an individual's self image, and his future self presentation in a social situation. (Trower et al 1978).

Each, however, can be isolated for analysis and investigation so that the two channels of verbal and non-verbal communication can be blended as a functionally integrated whole.

1.3.7 Language Facilitation

Several research workers have addressed the issue of facilitating socialised language with children with learning difficulties.

The Hester Adrian Research Centre in Manchester University has contributed much at several age and ability levels to the investigation of the development of language in children and young people with learning difficulties.

One early development centred on the child who has a capacity for language, but rarely engages in verbal communication with others, or uses language even as a means of acquiring something he wants. Several games for use with this type of child with a view to

encouraging spontaneous language, were developed. Such task-centred situations, however, limit the spontaneous and open ended interactive language used in social situations.

McConkey (1979) involved parents in carrying out learning activities in the home. They were given guidance on the choice of suitable learning objectives, and games to play, and, where necessary, their teaching methods modified. Results showed that parents were effective in teaching their child to name objects and to structure two-word sentences. Much of the improvement shown here may be attributable to the increased stimulation parents offered their children in infancy. Childrens' IQ ranged from 37 - 78 ($x = 53$) and the children had little or no language.

La Greca and Mesibov (1979) highlighted areas of social skills as follows, enjoyment of interactions, greeting, joining, inviting, conversation, sharing/co-operation, play, complimenting, appearance and grooming. The components of the 'conversation' skills included: "Smile; Look most of the time, move when listening then talking; Sit/stand near the person; Use "normal" voice, eg speak clearly not loud or soft; Ask questions; More open ended questions; Stick to topic of conversation; Intersperse questions with information about self (eg. taking turns in the conversation); Talking more; Elaborate on responses to questions; Volunteer information about self, inter-interests, activities; Generating topics of conversation; When someone talks, listen, ask questions."

Using modelling, coaching and role play sessions with feedback from video, they worked with small groups of children on a one hour weekly basis, for six to eight weeks. The data suggested that the social skills training was effective. The authors themselves agree that more time is required for such a training programme, and the intervention was more skills oriented than affect oriented. Further to this, La Greca and Mesibov (1981) set up a social skills training programme for adolescent boys with learning difficulties. The programme was designed to improve joining skills, ie. initiating social interactions, and communication skills in conversation. The strategies used included modelling, coaching and behaviour rehearsal.

The training group consisted of four adolescent boys. Using tutors and videotape feedback, the group practised the skills, until they could demonstrate them themselves. Participants were assessed using two role play situations which were videotaped for scoring on the number of comments made, different topics introduced, statements per topic, the proportion of topics with more than two comments, questions asked, and questions which were open-ended. Students were also asked to complete a self report rating form. Skills in both areas of interest improved so that they more closely approximated the "normal comparison group". This programme made initial steps towards the development of a training programme, but also presented several areas of concern. The programme lasted only six weeks, during which time the group of four were receiving intensive training from tutors in a summer school. As such, doubt may be raised on the long term effects of such a brief, if intensive programme. Strategies involved modelling and behaviour rehearsal. No assessment was made of the group outside the role play situation, in "real" situations where there is a greater spontaneity and unpredictability.

In another project, Luiselli (1982) used similar procedures to teach two children with learning difficulties how to give personal information, such as their name, address and telephone number. Following training the children were able to give correct responses to adults not involved in the training procedure.

While of value, the above training procedures run the risk of giving the participants a veneer of social facility, in that they have learned appropriate responses given certain cues, and certain situations. This may be said to be true particularly in the use of modelling and behaviour rehearsal. However, the risk then becomes apparent in a situation where children are expected to have the social facility, but because their cues are not there, they fail.

In another study Sigelman and Elias (1981) identified that, in an interview situation, adults with a mental handicap who appeared more socially skilled, were more successful. Their studies indicated that "verbal skills are more important determinants

of how mentally handicapped adults are evaluated than are non-verbal skills". Having identified this, they set up training programmes which emphasised responding to questions, speaking loudly, eye to eye contact and good appearance. The teaching methods employed were "instruction, presentation of models of good interview performance via videotape, rehearsal of skills by trainees, and feedback regarding strengths and weaknesses". While such emphases were seen as important, they still do not address themselves to the content of the responses to questions, and the function of the interaction. Methods again risked the trainees gleaning only a superficial veneer of facility, since they may have become dependent on certain cues as used in the teaching situation, as in a stimulus/response situation, without being able to generalise to other situations.

Bates (1980) also conducted a social skills training programme with adults and found that "as the result of a 12-session interpersonal skills training programme, moderately and mildly retarded adults acquired more effective content responses to trained items of a situation role play assessment in each of the following areas a) instructions and small talk, b) asking for help, c) differing with others, and d) handling criticism." Bates (1980) selected sixteen moderately and mildly retarded adults who were randomly assigned to a control and study group. The experimental group received a 12-session interpersonal skills training programme consisting of instruction in the following areas: (1) Introductions and Small Talk, (2) Asking for Help, (3) Differing with Others, and (4) Handling Criticism. The social skills instructional package included verbal instruction, modelling, role playing, feedback, contingent incentives, and homework. As a result of this training programme, moderately and mildly retarded adults acquired new social skills as evidenced by performance on a situation role play assessment. These gains generalised to untrained role play situations but did not result in significant group differences when assessed in a more natural setting (ie. local grocery store.)

Meredith, Saxon, Doleys & Kyzer (1980) compared the social skills behaviour of a small group of young adults who were mentally handicapped

with a group of undergraduate student respondents, in three social settings, initiating a conversation with a peer, a co-operative task with a peer, and expressing anger with a peer. Each of these situations was completed in a same-and opposite-sex situation. Twelve social skills training sessions followed. It was found that "training was more effective than a no-treatment condition in increasing positive social skill behaviour, attention to interpersonal transactions, and degree of empathy". It is suggested that this study is open to risk that students' behaviour improved because of the increased stimulation and attention as compared to the no-treatment or control group.

Boruchow & Espenshade (1976) developed a socialisation programme for young adults which was designed to increase the skills of the young people in self care, culinary and shopping activities, travel, social and recreational events, as well as supporting families to increase independence in their handicapped member. This programme, designed for adults between 18 - 30 years old, was considered successful, although took no specific account of the language content and quality of the social interactions.

Foster (1975) proposed that sociodrama would be a suitable technique for the acquisition of social skills and socially acceptable behaviour, which he saw as "a central factor in the recognised aim of helping this population of the handicapped maintain independence in the end community in which they find themselves." He also went on to report that "The meaningfulness of sociodrama can best be appreciated in realistic settings within and outwith the school." Fleming and Fleming (1982) "compared the effectiveness of structured learning alone, structured learning and fear coping, and structured learning and anger coping in teaching assertiveness to educable mentally retarded children", and found that all children improved in assertiveness, but the "transfer to learning to in vivo situations was not accomplished to the degree predicted".

Castles (1983) concluded that "structured training in interpersonal problem solving skills and social skills is a promising technique

for improving the social competence of retarded adults."

Bornstein, Bach, McFall, Friman & Lyons (1980) offered individual social skills training to six adults with learning difficulties and found that "(a) treatment was effective for virtually all behaviours across all subjects, (b) improvements occurred for both training and generalisation scenes, and (c) behavioural performance was maintained one month following the termination of treatment." Target behaviours included number of words spoken, overall interpersonal effectiveness, posture, enunciation, and other non verbal behaviours.

1.3.8 Socialised Language and Special Education

Such research is effective in identifying and recognising the need for study into socialised language, and conversational skills in those identified as mentally handicapped. Much of the research however is completed with adults, and yet it is a recognised fact that "health" behaviour, as which socialised behaviour could be categorised, has a history which is rooted in the pre-school years and continue throughout the socialisation process to be established by mid teens (Schools Council Health Education Project (1977)).

The importance of language in forming interpersonal relationships has already been established, as has the social deficiency of many children with difficulties.

Traditionally language has played a major role in the curriculum of every school, in the development of basic skills of reading and writing. The publication of the Bullock Report (1975) "A Language for Life" highlighted the value of the development of oral communication in schools. "Primary Education in Scotland" (1965) suggested that small group work and discussion methods were of benefit in the classroom. Much research (Barnes & Todd 1977, Halliday 1975, Doughty, Pearce & Thornton 1972) has been completed to show the value of such methods in the normal classroom.

Studies already examined, with adolescents or pre-teen children are recognised as being short term injections of intensive training, not reflective of the natural daily socialisation process. It was proposed to instigate an investigation within a structured research design, to

examine the component skills of the child with learning difficulties in socialised language with a view to future curricular planning towards integrative courses in the classroom.

1.4 Language Fluency Project

The 1970 s saw the beginnings of both governmental and local attention for the need for community based care for children and adults with a mental handicap. Implicit in such proposals, however, was the need for early education in skills which would prepare young adults with a mental handicap to enjoy life within the community.

The memorandum "Primary Education in Scotland" issued by the Scottish Education Department (1965) highlighted the need for an awareness and encouragement of spoken language and oral composition. It lays out the aims of teaching in language arts as including

- "a) to encourage fluent self expression in speech and in writing;
- b) to develop the child's power to express himself in an intelligible and acceptable form;
- c) to cultivate the habit of intelligent listening."

It goes on to state that "Opportunities must be afforded to children to converse with one another, and with the teachers". Such aims are equally applicable in the context of special education. Unstructured observation of pupils by the author had suggested that personal and interpersonal development could be effectively improved through an increased facility in socialised language.

Sansom (1965) warns practitioners against expecting classroom language to be different from language outside the classroom, ie. incomplete sentences, carefully formulated utterances, and standard English grammar.

He maintains that conversation is a neglected "art" in schools. However, the dynamic properties of social interaction make it difficult to analyse in detail, the communication skills in which the child with the learning difficulties is deficient. The analysis of what is happening in a classroom is a notoriously inefficient method of collecting data. Hamilton and Delamont (1976), outline the faults of classroom analysis as being: it ignores the social and temporal context in which the data are collected, and may then gloss over aspects of the interaction relevant to interpretation; such analysis is concerned only with overt and observable behaviour, and takes no

account of the intentions which lie behind behaviour; because it is concerned with what can be categorised and measured, using pre-specified categories, data may be lost or distorted.

Children with special needs require a stable routine within which to function. Their mood states can be affected by variables which need not even be present in their prevailing situation. Extraneous factors such as the weather, what they had for breakfast, or what happened to their favourite television characters the previous evening, are gross, identifiable imbalancers, which can alter the whole structure of the personalities in the group.

Inevitably, every individual has such factors working on him in every situation, and at all times. However, due to his lowered capacity, the child with special needs is less able to cope with any change in the aspects of his environment which he considers often of vital importance.

Again because of his lowered capacity, the child may not understand, or at least be able to rationalise his changing emotional state, and through his frustrations and fear at his own confusion, bring to bear on the situation, many factors not present in a comparative "normal" situation.

Assessing any environment for language use by naturalistic observations assumes large dimensions. If "child performance" is important for "child learning" then observations in completely natural settings have their limitations. (Davies, 1977).

Walker & Adelman (1975) outlined three assumptions often made which limit the usefulness and efficiency of available techniques. Firstly while the teacher's role is seen as central, variations in pupils' role are ignored; secondly researchers often assume that the classroom situation is one where the teacher speaks, and the class sits still and listens; and finally it is often accepted that interactions are of a very straightforward nature.

Bearing in mind that children in a special school are often working on individual teaching programmes, the activity ongoing in most special classrooms is of a highly complex and possibly energetic

nature. Small class sizes, and the preferably informal ethos of the special classroom combine to afford many opportunities for socialised language in a conversation between teacher and pupils, as well as pupil to pupil.

The Language Fluency Project was set up to investigate the component skills involved in the development of socialised language among adolescents with specific learning difficulties. It was initiated by the author, while employed by Lothian Regional Council as a teacher in a special school for children with a mild mental handicap of school age.

The aims of the project were:-

- a) to identify the component skills of socialised language;
- b) to develop assessment instruments for use both with a class group, and with individual pupils to evaluate socialised language facility;
- c) to develop educational strategies and training programmes designed to encourage skills in socialised language;
- d) to assess teachers' attitudes to such language in the classroom, its place in the curriculum, and appropriate materials and resources.

PART TWO

LFP Phase One

2.1 LFP Phase One

The Language Fluency Project (LFP) was set up to explore and investigate the training of socialised language skills among children with learning difficulties.

Such exploration was seen as an attempt to identify the interactive skills which a child, identified as mentally handicapped, brings to the special classroom, and his usage of those skills. It was therefore necessary to carry out an assessment of interactive classroom skills.

Research as detailed in Part One indicates that it is feasible to train children with special educational needs using small group discussions as a training method. Such training however is constrained within the context of a task-oriented situation, eg. picture sequence, and takes no account of the open-ended situation wherein much linguistic interaction takes place. Performance in an open conversation setting is a function of language facility which has not received prominent attention within research literature.

A pilot study, LFP phase one, was therefore set up to assess the effects of the discussion group setting on the socialised language of the study group.

Two major emphases must be highlighted in phase one. This phase of the project was exploratory in nature, with objectives to be achieved rather than hypotheses which had to be tested; the phase was 'scientific' in that it was not asking casual questions.

The discussions which took place were open-ended, in that the children had no task to complete, and there was no conclusion to which they had to come. Discussion could range as widely as the group wanted.

2.2 The Training Programme

2.2.1 Aims

The aims of the programme were i) to increase the socialised language facility of the group within a secure and familiar environment; ii) to increase the group's willingness to contribute verbally to a social interaction; iii) to facilitate each child's participation in an interactive conversation, by improving the quality of her verbal input.

2.2.2 Objectives

With an emphasis on pupil participation within the discussion it is suggested that, as pupils became more familiar and confident with the discussion situation, their language output would change in quality in that it would become more spontaneous, as the members of the group felt more willing to contribute uninitiated utterances to the interaction with less prompting from the teacher. Simultaneously, such pupil participation would increase the quantity of the group's linguistic output, i e. pupil talk would increase. It is also suggested that as a consequence of this, teacher talk would decrease over time.

2.2.3 The Enhancement Programme

The programme consisted of a series of thirty minute discussions round a variety of topics. The discussion sessions, which were conducted over a twenty week period, emphasised the open-ended nature of interaction, i e. there were no set guidelines along which discussion should take place, and no set questions which were to be put to the group, who were seen to be in control of how and where the conversation developed.

A set of twenty topics were selected by the author as being within the children's experience as follows:

- | | |
|----------------------|------------------------|
| 1 Holidays | 11 Personal Hygiene |
| 2 Christmas | 12 Good Health |
| 3 School | 13 The Country |
| 4 Fashion | 14 Parties |
| 5 Weekend Activities | 15 Traffic in the City |
| 6 Television | 16 Family and Home |
| 7 Pets | 17 Music |
| 8 Food | 18 Sports and Games |
| 9 The Beach | 19 Travel |
| 10 Wild Animals | 20 Books |

The topic "Sex Discrimination" was requested by one member of the group, and was substituted for "Travel" in Session 19. The list as above was vetted for equal difficulty by two teachers.

2.3 The Study Group

The Language Fluency Project was set up while the author was a class teacher in an inner city special school for children with specific learning difficulties.

The training programme was initiated as part of attempts to construct a curriculum tailored to the social and educational needs of the children in the class group. The study group was therefore the class group of which the author was teacher. (See Part Two Section 2.4.5 for a discussion of the issues related to this dual role).

The training group was made up of eight girls. They formed a class in a special school and as such shared a class teacher, specialist teachers, the same school timetable and the same play/work ratio. Each child came from socio-economic classes IV or V.

The group was aged between 11,9 years and 13,10 years ($\bar{x} = 12,8$) with I.Q. scores ranging between 61 and 78 ($\bar{x} = 68,6$). Table 2.1 summarises these data.

Table 2.1 The Study Group

	Date of Birth	Age (Jan '76)	I.Q.	Home Background
Anne	17. 1.63	13,0	61	Two Parent Family
Elizabeth	14. 7.63	12,6	61	Two Parent Family
Gale	22. 2.62	13,11	62	Two Parent Family
June	4. 9.63	12,4	61	In Care
Lily	14. 4.63	12,10	78	One Parent Family
Lorraine	2.10.62	13,3	77	One Parent Family
Margaret	14. 1.64	12,0	72	One Parent Family
Marty	24. 4.64	11,9	72	In Care

Each participant had been referred by an educational psychologist to the special school from the local primary school following poor progress, an inability to cope with the pressures of a primary classroom, and poor attendance at school.

Assessment by the psychologist had suggested that the special school was a more suitable educational placement for these children.

2.4 Method

2.4.1 Design

LFP phase one was essentially exploratory. The design was therefore constructed in as flexible and divergent a way as possible. No control group was set up for several reasons. There did not exist within the special school from which the study group came, another group of comparable age or ability. To identify a control group in another school would have been specious, since the other group would have functioned within a different educational climate and regime, and extraneous variables could have confounded or made meaningless any comparison between the two groups. Equivalence between the study group and any proposed control group would have been impossible to establish. Control by dividing the study group was also rejected, since the group numbered only eight, and subdivision would have severely limited the data.

The principle of gathering data from the same group on successive occasions was adopted. The group was exposed to the programme over twenty weeks, and an ongoing assessment of the group was conducted. This methodology has been accepted as valid by Kerlinger (1973) who states that "it is common to use subjects as their own control". Comparative data in LFP phase one were drawn from the group's initial performance, and subsequent performances.

2.4.2 Setting

The group of eight girls and the teacher sat informally in a circle or round the "library table". It was important that neither the teacher's desk, nor any of the children's work tables were used, as the situation might then have been perceived as a task-oriented situation for the group.

It was vital that this exercise was perceived by the group as being "fun" and different from the academic work of the classroom with no "right" and "wrong" answers.

2.4.3 Training Procedure

The children were told the topic under discussion the day before the session was to take place. Having settled the children in a group, the teacher opened up discussion by reminding the group of the topic, and inviting them as a group to initiate conversation round that topic. If the children were reluctant to contribute the teacher offered an opening sentence. Members of the group were encouraged to speak to each other rather than using the teacher as a pivot through whom all input had to be filtered.

No single child was selected out or named specifically to answer, as this would have raised anxiety, and emphasised the pedagogical role of the teacher rather than the participatory role which was seen as desirable.

2.4.4 Teacher's Role

The role of the teacher within the group was perceived to be a tripartite function as follows:

- a) Participant in the Group. It was seen as important that the teacher participated in the discussion, voicing opinions and making comment on the topic in hand, without being seen to ask the children questions which might be perceived to have a right or wrong answer. If silences occurred, the teacher did not immediately speak, but left it to the group to take some of the responsibility for verbal interaction. When it became apparent that the silence was making the group uneasy, only then would the teacher intervene.

- b) Maintainer of discussion when group skills broke down. Throughout the discussion sessions, the teacher encouraged the children with smiles and verbal positive reinforcement eg. "Good", "That's interesting". When conversation broke down, the teacher would stay quiet until sure that the children had no more to contribute, then offer a statement for continuation of the conversation.
- c) Maintainer of an ordered situation wherein learning could take place. Where a child was disturbing the group, the teacher would frown or check her by name.

2.4.5 Teacher/Experimenter Role

LFP phase one was conducted by the author while working as a teacher in a special school. As a teacher, the author conducted the phase one research, to investigate and assess the use of an educational method on her class group. The joint function presents several difficulties and several benefits.

Objectivity is seen as of paramount importance within scientific methodology. The expectations which an experimenter has in a situation may affect the outcome of the study.

Experimenter bias may occur because of errors in recording observations and/or computation. (Rosenthal & Jacobson 1968)

Wallen & Travers (1963) asked research workers for their raw data from the previous year's experiments. 50% responded that the data had been destroyed, while among the remaining 50% there was a high percentage of computational errors. In a batch of data studied, Rosenthal et al (1968) found 73% errors which supported the hypothesis under investigation. This could arise from the fact that if results coincide with expectations, then the experimenter does not check for mistakes, whereas if the results do not support the hypothesis, the experimenter will check for computational errors. Computations throughout the LFP study were all double checked.

Any observational setting is open to interpretation on a subjective basis by the observer. The more ambiguous the situation, the more likely is experimenter bias (Walker & Adelman 1975). Within the discussion group setting it may be said that interpretation by the author of the girls' utterances was based on a daily close working relationship with them. It is suggested that, were the children's statements being misinterpreted within the discussion situation, the daily working relationships would also suffer from such misinterpretation, and break down. There was no indication of this happening.

Observers construct meanings via a process very similar to that carried out by the original speakers: they too must use their interpretive skills to assess meaning. Stubbs & Delamont (1976) note that the researcher brings to the classroom situation a "pre-interpretation" of a situation through having been a member of the situation either as a teacher, or a former pupil in another class as a child. There is no reason why a researcher should be afraid to use his intuitive knowledge of the system of communicative behaviour in order to work out its structure. Indeed there is in principle no way of inducing the systematic significance of fragments of behaviour, without making use of the first-hand knowledge of the system held by a native, or near native member. It would be impossible to set up an automatic procedure which would allow one to work out the rules for appropriate speech behaviour in a given speech community without privileged access to the meaning of the speech held only by someone with intimate knowledge of the system. It is thus suggested that the joint function within LFP phase one of teacher/experimenter aided the interpretation of utterances made by the participating group. In 1973 Beals, Spinder & Spinder wrote "The dispassionate observer cannot exist, since such an observer distorts the data by behaving in an inhuman manner. The solution would seem to be to participate, but to try to limit one's passion and involvement to the minimum expected by the community".

2.4.6 Data Collection

Data from LFP phase one were collected in twenty sessions each lasting thirty minutes, using an audio cassette recorder, to which the children were accustomed. The data were transcribed for subsequent analysis.

2.4.7 Instrumentation

LFP phase one data were collected to investigate qualitative and quantitative changes, if any, in both teacher and child talk over the study period. This was done using Flanders Interaction Analysis Categories (FIAC) system (Flanders 1965).

FIAC is a system for observing and coding the verbal interchanges within a classroom. The system operates a structure of ten categories, within which all verbal statements are classified at least once every three seconds as follows:-

Indirect Influence:

- 1) Accepts feelings: clarifies the feelings of the pupils in a non-threatening manner, either positive or negative;
- 2) Praises or encourages: including nodding head, or saying "uh huh?" or "go on";
- 3) Accepts or uses ideas of student: clarifying, building or developing ideas or suggestions by a pupil.
- 4) Asks questions: with the intent that a student should answer.

Direct Influence:

- 5) Lectures: giving facts or opinions;
- 6) Gives directions: which a pupil is expected to follow;
- 7) Criticises or justifies authority: statements intended to change student behaviour from non-acceptable to acceptable pattern: bawling out:

Student Talk Categories:

- 8) Student talk - responses: responding to teacher.
- 9) Student talk - initiation: talk by pupils which they initiate, or spontaneous talk.

10) Silence or confusion:

Categories 1-7 are used when the teacher is talking, 8-9 when the pupil is talking, and 10 when there is silence or confusion (Flanders 1965).

The events are coded using numbers 1-10 which are written down in such a way as to preserve the original sequence. The data are tabulated in a 10 x 10 matrix, examples of which are laid out in Appendix 1.

The sequence of coded events are then paired. The first number of each pair represents the row of the matrix, the second the column. The first pair consists of the first two numbers, the second pair of the second and third numbers, and thus overlaps the previous pair. All tallies in the original sequence enter the matrix as a series of overlapping pairs (Flanders 1965).

The major feature of this category system lies in the analysis of initiative and response which is a characteristic of interaction between two or more individuals. To "initiate" in this context means to make the first move: to "respond" means to take action after an initiation. In most situations the teacher can be expected to show more initiative than the pupil. Within the structure of the ten category system, an estimate of the balance between initiative and response can be inferred from the percentage time of teacher talk, pupil talk and silence or confusion (Flanders 1965).

Because of the complexity of problems involved in categorisation, Flanders (1965) has set up several "ground rules" to aid the development of consistency in trying to categorise behaviour. If uncertain in which of two categories a statement belongs, the category that is numerically furthest from category 5 is used. Because those categories furthest from the centre (5) of the category system occur less frequently, the observer maximises information by choosing the less frequently occurring category. If the teacher's behaviour has been consistently direct, or indirect, use the opposite classification only when a clear indication is given. The observer must try to retain objectivity. When more than one category occurs during the three-second interval, all

2.5 Results

All scores within the FIAC system are percentages based on the total number of responses in each session. From each 10 x 10 a series of ratios were computed, and the following results obtained, as in Table 2.3.

Table 2.3 : Category usage as percentage of total interaction over twenty sessions

Session	Category									
	1	2	3	4	5	6	7	8	9	10
1	4.4	10.1	9.6	22.8	2.8	1.8	2.1	17.1	23.1	6.3
2	6.8	4.3	8.7	21.3	11.1	0.3	0.8	23.6	19.6	3.3
3	1.1	12.3	13.6	20.3	2.0	2.2	0.4	26.8	17.1	4.3
4		9.7	14.7	26.2	7.5	1.6	0.4	24.5	1-.2	5.2
5		16.6	10.2	17.6	1.3			35.4	16.5	2.3
6		15.4	4.8	9.6	0.4	0.6		29.0	39.0	1.0
7		15.6	4.9	8.6	0.5	0.2		26.1	43.5	0.5
8		13.3	11.4	13.1	4.1	0.2		29.7	27.2	0.8
9		14.2	7.4	8.3	2.8			14.2	52.8	
10		7.4	14.1	16.2	2.5	0.1		27.1	31.8	0.7
11		9.2	12.7	5.3	26.8	0.1		8.1	37.3	0.1
12		12.5	16.1	9.3	5.4			14.4	41.7	0.3
13		15.4	14.8	9.5	5.7			10.1	44.1	0.4
14		13.1	12.8	6.7	0.3			6.2	60.1	0.6
15		13.4	19.8	12.8	0.6	0.2		3.7	47.8	1.4
16		17.1	17.6	18.1	4.5	0.5		8.5	31.3	2.0
17		12.1	25.7	19.1	9.9			0.6	29.9	2.5
18		10.4	17.5	8.8	8.1				53.6	1.3
19		7.9	12.2	8.6	13.1			0.7	56.5	0.5
20		12.5	20.5	9.9	4.6				51.5	0.7

The first and broadest measure is that of total interaction which indicates the proportion of both teacher and pupil talk in the observed classroom situation found in each category. An overview of the table indicates that Category 1 (accepts feelings), was used only in the first three sessions, while Category 2 (praises or encourages), was used fairly consistently over the twenty weeks.

Category 3 (accepts or uses ideas of student) shows an increase over time in the use of this category. Linked with the increase over time in the use of Category 9 (spontaneous pupil talk) this suggests an increased contribution to the interaction by the pupils in a spontaneous way. Use of Category 5 (lectures) is fairly low, except in session 2, (Christmas), session 11, (Personal Hygiene), and session 19, (Sex Discrimination). Similarly the use of Category 6, (gives directions) is low over the twenty sessions. Usage of Category 7, (criticises or justifies authority) fades out after session 4.

Infrequent usage of categories 5, 6 and 7 emphasise that the desired informality of the situation was achieved.

Tallies in category 8, (student talk responses) decreases over time, as does the teacher's use of category 4, (asks questions), while category 9, (spontaneous student talk) increases markedly over the study period, confirming the proposal above of an increased contribution to the interaction, by spontaneous pupil talk.

Analysis of the results took place using Kruskal Wallis H Score and the Page's L Trend Analysis.

2.6 Analysis of the Data

Analysis of the data took place within and between categories, and within and between the nine ratios computed from the data.

2.6.1 Category Analysis

In order to identify differences in usage between categories, it was decided to compute a Kruskal Wallis H score, because of the non parametric nature of the data. The result was $H = 743.71$ ($p < .001$).

The result of the test confirms a highly statistically significant difference between category usage, although the large numbers of zero cells contributed significantly to the high H value. Categories 1, 6 and 7 had zero scores tallying seventeen, nine and sixteen respectively, hence are the least frequently used categories, while category 9 shows most frequent use by pupils, and category 4 by the teacher.

The data within each category were grouped in four sets of five scores and a Page's L Trend Analysis was computed within each category except 1, 6 and 7 because of the large number of zero cells, to investigate underlying trends in category usage over time. Results were as follows as in Table 2.4

Table 2.4 Page's L scores, within categories

Category	Page's L	Significance
2	123	
3	263	***
4	140	*
5	115	
8	146	***
9	141	**
10	137	*

Categories 3 (accepts/uses ideas of student) and 8 (pupil responses) both are highly significant, showing that the teacher increased usage of category 3 while pupil usage of category 8 decreased. The significant result of category 9 shows that pupil initiated talk increased over time, while the teacher's questions (4) and silence/confusion (10) decreased.

2.6.2 Ratio Analysis : Teacher

Several more detailed ratios can be computed from the data which estimate the emphases in the function of language used by both teacher and pupil in the classroom situation.

These are: a) **Total Teacher Talk (T T T)** which identifies the percentage of utterances made by the teacher within the total interaction; b) **Indirect/Direct (I/D) ratio**, which estimates the balance between the initiation and response functions of teacher language within the interaction; c) **Revised I/D Ratio (I/D Rev)**, which estimates the emphasis given to motivation and control by the teacher; d) **Teacher Response Ratio, (TRR)** which is an index representing the tendency to react to the ideas and feelings of the pupils; e) **Teacher Question Ratio (TQR)**, which is an index representing the tendency of the teacher to use questions when guiding the more content-oriented part of the discussion; f) **Content Cross Ratio (CCR)**, which isolates those teacher statements which are least likely to be involved with certain process problems, such as control and social integration problems solved by the teacher during the lesson.

The ratios derived as above from the data are listed in Table 2.5, Teacher Talk Ratios.

Table 2.5 Teacher Talk Ratios

Session	T.T.T.	I/D	I/D Rev	T.R.R.	T.Q.R.	C.C.R
1	53.5	7.02	6.1	86.0	89.0	25.5
2	53.4	3.33	17.0	93.0	65.6	32.4
3	51.8	10.4	10.4	91.2	91.2	22.2
4	60.0	5.3	12.3	92.5	77.6	33.6
5	45.8	34.4		100	93.1	18.9
6	30.9	28.8	34.2	97.1	95.5	10.04
7	29.8	43.0	121.0	99.1	94.4	9.15
8	42.2	8.8	121.0	99.1	76.1	17.2
9	32.8	10.3		100	74.2	11.2
10	40.3	14.5	136	99.2	86.2	18.7
11	54.3	1.01	133	99.2	16.4	32.1
12	43.4	7.0		100	63.3	14.8
13	45.5	6.92		100	62.3	15.4
14	33.1	104.5		100	95.5	7.04
15	46.9	55.7	161	99.3	95.3	13.4
16	58.1	10.5	69	98.5	80.0	22.7
17	66.8	5.6		100	65.6	29.0
18	45.0	4.5		100	52.1	17.0
19	42.0	2.19		100	39.7	21.8
20	47.4	9.2		100	68.3	14.5

In order to assess the significance of trend underlying the data, Page's L Statistic to assess trend where there is a predicted order of conditions among non parametric data, was computed for each ratio over twenty sessions. Data were grouped in four groups of five sessions for this purpose. Results are listed in Table 2.6.

Table 2.6 Trend Analysis : Teacher Talk Ratios

	L	P
Total Teacher Talk	118	NS
I/D Ratio	118	NS
Revised I/D Ratio	119.5	NS
Teacher Response Ratio	141.5	**
Teacher Question Ratio	118.5	NS
Content Cross Ratio	120	NS

Results show that teacher talk did not differ significantly over time except in the ratio of response to pupil talk, which increased. This is confirmed by the earlier results which show an increased use of category 3 (accepts/uses ideas of students) and a decrease in (teacher questions).

Over the twenty weeks total teacher talk varied between 29.8% on session seven and 66.8% on session seventeen. However, no significant trend appeared on this measure over the twenty weeks ($L = 118$, $p > .05$).

From Table 2.6 it will be seen that although the percentage of teacher talk does not appreciably decrease, the quality of talk produced is different in the latter parts of the training schedule from that in the earlier stages. The revised I/D ratio "rises" to 00 in session twelve, and more or less remains there throughout the remaining discussion sessions. An I/D ratio of 00 signifies no direct control utterances in the total interaction. The results on the I/D ratio and the I/D revised ratio show that the teacher in this group is very indirect in approach, using emphasis on motivation and positive reinforcement as means of control rather than direct, instructive methods which are considered more authoritarian in approach.

The T R R (Table 2.5) is a ratio which indicates the teacher's tendency to react to the ideas and feelings of the pupils. Although Flanders quotes 42 as a "good estimate" on this variable, it should be noted that results on this study are significantly higher with a bottom score of 86 and a top score, on nine occasions, of 100. This means that during these nine sessions, the teacher reacted to every pupil utterance. While this is exceptionally high within the terms of classroom analysis, it must be remembered that the discussion sessions were not regular classroom sessions in that the small group was focussed on the group discussion, and the group cohesion i.e. the group of nine (one teacher and eight girls) was functioning as a composite unit, instead of the usual classroom situation where each child is busy with his own work, and the teacher with individual children. There was therefore the time and opportunity to hear what each child had to say and react accordingly.

A significant trend ($p = < .01$) appeared in this ratio, showing that the teacher's response to the children rose over the twenty week period.

For the T Q R, Flanders quotes 25 as an average score, and yet the average score in this study is 74.1. This indicates the tendency of the teacher to use questions as a guide in content-oriented parts of the interaction. However, it must be remembered that "talking" was the "content" of the discussion groups. Although each had its own topic, the individual sessions were concerned with "whether" and "how", the child was talking. In order to stimulate verbal production much questioning was done, more in an indirect rather than direct way i.e. the questions were used as support struts rather than testing devices.

Consequently a fairly high CCR ensued. A high CCR, as has already been stated, shows "that the main focus of verbal behaviour was on subject matter, that the teacher took a very active part in the interaction, and that attention to motivation and discipline was at a minimum". (Flanders 1963).

2.6.3 Ratio Analysis : Pupils

Two more specific ratios can be computed from "pupil talk" data as follows:

- 1) Total Pupil Talk (TPT) i e. the total output of pupils' utterances within each session,
- 2) Pupil Initiation Ratio (PIR) indicates what proportion of pupil talk was judged by the observer to be an act of initiation by pupils.

Results of this study follow in Table 2.7.

Table 2.7 : Pupil Ratios

	TPT	PIR
1	40.2	57.4
2	43.3	45.3
3	43.8	38.9
4	34.8	29.3
5	51.9	31.7
6	68.0	57.2
7	69.6	62.5
8	56.9	47.8
9	76.1	78.7
10	58.8	54.0
11	45.4	82.1
12	56.7	74.2
13	54.4	81.4
14	66.0	90.5
15	51.5	92.7
16	39.8	78.4
17	30.6	97.7
18	55.6	100
19	57.3	98.6
20	51.7	100

A Page's L analysis of trend within pupil data showed no significant change in the quantity of pupil talk over the twenty week training programme ($L = 121$, $p > .05$). Analysis of the Pupil Initiation Ratio shows a highly significant trend ($L = 148$, $p < .001$) on this variable, i e. pupil utterances became more spontaneous, and less in response to a question from the teacher. Such results over time suggest that experience within an open discussion setting facilitates children's functioning in socialised language.

2.7

Discussion

The LFP phase one was set up to explore the effects of the discussion group setting on the socialised language of a study group of eight adolescent girls identified as mentally handicapped. It aimed to enhance the socialised language facility of the group, with the consequent decrease in teacher talk and increase in pupil talk, which would become more spontaneous.

Analysis of the data shows that pupil talk and teacher talk did not significantly differ over time, but the quality of pupil talk changed, with the utterances becoming significantly more spontaneous. The quality of teacher talk did not change significantly over time except on the TRR where the teacher responded significantly more to the children's utterances over the twenty week period. The number of "100" cells in this ratio possibly inflated this statistic.

Several areas of interest may be highlighted from these results.

2.7.1 Group Discussion as a Teaching Method

Discussion of a topic within a subject has been adopted as a method by several research workers (Barnes & Todd 1977 , Halliday 1975; Doughty & Thornton (1973) and has been incorporated into several teaching packs such as the Teenage Talk-In Support Material and Schools Council Health Education Project. La Greca & Mesibov (1979) employed discussion as a means to encourage social skills among children with learning difficulties. "In class discussion, the teacher's role is more that of a chairman and/or facilitator - keeping communication going, allowing conversation to develop should development be desirable, helping pupils to clarify their thinking" (Teenage Talk-In Teacher Handbook SHEG). Within the special education situation discussion may be seen as one of the most useful methods available.

Some children with special educational needs will never be able to express their personalities adequately through the use of the written word. Indeed their educational placement

is assessed on this lack of present and potential ability.

LFP phase one results indicate that children already identified as having special educational needs can benefit significantly from experience in a discussion group setting.

2.7.2 Teacher Style

From FIAC, the style used in the class group by the author was indirect with reference to control processes. The teacher responded to the group's feelings and ideas, and made more indirect than direct statements. Total teacher talk however did not decrease as predicted. The balance between teacher and pupil talk was maintained over the twenty week period. It is proposed that this may suggest that the teacher from the beginning of the programme did not attempt to dominate the interaction, but guided it as necessary. The increase in TRR suggests that the guidance became more subtle, away from the supporting question into a reactive utterance by the teacher, as the children's language became more spontaneous.

Teacher style, and the emphasis on indirect and subtle methods of control are seen as crucial within the context of LFP phase one. A more direct method of control would require a much stricter process of the teacher's question followed by a pupil's answer, which as a functional process would eliminate spontaneity and interaction between pupils.

Because of the small class groups maintained in special education, it is suggested that indirect methods of control are more possible and effective. They need not be less apparent to the class groups and must not be regarded as less efficacious. Within an open situation, the special child is free to explore his own potential, while being given clear boundaries of control. The teacher can use his personality more freely rather than hiding

behind a role within the class group. Interaction between adult and child, as opposed to teacher and pupil can then be explored and practised by the child for generalisation to later situations. By freeing the class group from direct and regimented discipline structures, the teacher is encouraging the child to develop an internal locus of control, instead of reacting against the external controls of the school.

2.7.3 Environmental Factors

Throughout the programme it was seen as important that the children move away from their desks and their work area, in order to free them from the constraints imposed on them by perceiving the discussion session as "work". Argyle (1967) has shown that discussion groups are conducted most successfully in a circle, or informal setting, where no one member of the group may be perceived as "leader" or "director" of the group. Within the context of LFP phase one this is seen as of keystone importance. The study group was used to working together as a class group. It was important that the class security be transferred to the discussion situation, so that no participant would feel inconfident about expressing her opinions. The significant increase in spontaneous language of the group suggests that this was achieved.

2.7.4 Topics

The twenty topics as listed in 2.2.3 were selected because they were within the experience of the group.

The sessions which produced the greatest amount of language as measured by TPT were those which dealt with television, pets, the beach, and parties. These were session six, seven, nine and fourteen respectively. From PIR however, the topics which produced the most spontaneous language were the last four in the series, music, sports,/games, sex discrimination and books.

It is suggested that this reflects a greater facility within the discussion group setting and an increased facility with the spoken word. Sex discrimination was a topic requested by one member of the group. It is suggested that the specific nature of this topic renders it impractical for use in further enhancement programmes.

In order to stimulate and maintain the motivation of pupils participating in the training programme, it is suggested that after perhaps an introductory five discussions, they themselves would suggest topics for following weeks discussions. Such a technique might enhance the group's commitment to the project, and increase motivation to participate.

2.7.5 Spontaneous/Initiated Use of Language

Observation by the author in a variety of classroom situations has suggested that a child with learning difficulties will indulge in the spontaneous use of language only when confident that his verbal initiation will be accepted by others. As a result of his learning problems and the contingent social negative reinforcement of his ability, the child tends to withdraw, and be hesitant about initiating contact with others. (Laing 1975). His self image tends to be vague and defined in terms of an inability to succeed, (Yamamoto 1972), whether in a remedial unit or special school, or at home, where his difficulties may be highlighted by more able siblings.

The increased usage of spontaneous language within the context of LFP phase one may be seen as a mechanism towards building a more positive self image, and greater self-esteem, thus enhancing the personal skills of children with special needs. Therefore, the enhancement of spontaneous language should be emphasised as a teaching aim within the special class.

2.7.6 Relevance of Utterance

While suggesting a change in the language of the child from initiated to spontaneous language, the question of relevance of the utterance to the topic in hand and the non-initiated use of language as an attention gaining mechanism must be considered. Burland (1969) warned against the danger of reinforcing only verbal production. The assessment of a statement as relevant hinges on the listener's own expectations of what his partner will say, and what he himself would say as a subsequent statement to his own utterance. In practice, when discussing the question of "relevance" the opposing concept of "irrelevance" is the key issue.

Two main sources of irrelevancies are proposed within the context of the LFP. A child may have an individual association of ideas which he verbalises, thus sounds out of context, or he may use an irrelevant utterance as a means of gaining attention.

The former is more difficult to assess unless the speaker realises the apparent irrelevancy, and explains the association of ideas which led him to make the statement. The association may come to light in the course of interaction, otherwise the apparent irrelevance will stand as just that, instead of as a potential source of the development and expansion of the verbal interaction along new lines.

Irrelevancy as an attention seeking mechanism is a crude and gross device to project the self into the social setting. With self confidence, and the ability to assert and maintain one's personality by positive verbal means, this behaviour should disappear.

2.7.7 Situational Sensitivity

Closely associated with the concept of relevance of utterance is that of "situational sensitivity". In order to function successfully and adequately, it is important to be sensitive to any given situation, and gauge the correct language to use to feel comfortable and not feel embarrassed or awkward by employing the wrong mode, e g. too informal, or too intimate. Thus situational sensitivity can be defined as the ability to gauge the context in which language is to be employed, and the subsequent skill to use appropriate language in the situation in which an individual finds himself. Within the context of LFP, this concept has far reaching implications.

Socialised language and verbal fluency are related to the context in which they occur. People in an interactive situation must be aware of the contextual cues which lead them to use appropriate language.

While no specific study was made of this it was of interest to note on an observational basis, the changes in the study group's linguistic output during discussion, and then language in the daily running of the class, and in the playground. Many of the children formalised their language in that they used "Yes" instead of "Aye", "don't" instead of "dinnae", "town" instead of "toon", "home" instead of "hame", and other dialectical idiosyncrasies. They assess this discussion situation as requiring a less intimate code of language, a more distant, less personalised code of language than they would have used at home. This indicates they were using some sort of cueing device, which although perhaps not very sophisticated in its sensitivity, had the basic potential to be developed. Further research is needed into the constitution of this cueing device, its development as a function of the

of the socialisation process of the individual, and its use in the many social situations, in which an individual finds himself with another person.

2.7.8 FIAC as an analytical instrument

The FIAC system was developed and standardised in American classrooms with normal children and teachers. It was selected for use within the context of LFP phase one as an initial analysis instrument because of its categorisation of spontaneous and initiated language. It is clear however that the focus within FIAC is on the didactic processes and control. The seven categories allocated to the teacher reflect the heavy emphasis placed on teacher output, while there are only two pupil categories, dealing with pupil reaction to what the teacher is saying.

Emphasis within LFP phase one was on the social aspects of the class group, where no individual had a central role, and on the spontaneity of any interaction within the group.

Having demonstrated that the discussion session programme led to enhanced spontaneity in the study group, it was decided to reanalyse the data to investigate more closely the social interactions at work in the discussion group which led to this enhancement, using an instrument designed specifically for such purposes.

2.8 Summary

Over a twenty week period, LFP phase one explored the effects of an open discussion setting on the socialised language facility of a group of adolescent girls with special needs. Although the quantity of pupil language did not change overall the children's utterances became more spontaneous, as assessed by FIAC, suggesting that discussion enhances children's language facility.

As an assessment instrument, FIAC was identified as inadequate, due to the didactic ethos and limited choice of categories which took no account of the social interaction within a classroom.

It was proposed to develop an assessment instrument which highlighted the interactive processes at work in a classroom at a social as well as pedagogical level. LFP phase two was therefore set up for this development.

PART THREE

LFP Phase Two

3.1 LFP Phase Two

Following the results of LFP phase one it was decided to examine more closely the input of the group into the discussion sessions in order to investigate the increase in spontaneous language as assessed by FIAC. Such an investigation may be seen as subject to the problems of classroom observation discussed in section 1.4. It was considered inappropriate to identify and examine only the spontaneous utterances within the classroom, as this would have divorced these from the contextual environment and thus rendered them functionally useless.

It was decided that a category system which took account of the formal and informal verbal interactions in the classroom, on both the spontaneous and initiated dimensions, would clarify the linguistic interaction functions in the discussions sessions, which gave rise to the increased spontaneity identified in LFP phase one.

"The benefit of the category system is that it gives the experimenter a structure within which to base his observations, and give a varying and multifaceted situation on inherent organisational structure, which can then be clothed with his own particular observations from any given situation" (Walker & Adelman 1975). Having recognised that existing category systems were unsuited to the needs of the LFP in assessing the informal social interactions in the special classroom, it was decided to assemble a classroom analysis system which attempted to take account of these functions.

The FIAC system was selected in LFP phase one for initial analysis because of its dichotomy of the spontaneous and initiated use of language by pupils in the classroom. Such a distinction was seen as of crucial importance in assessing the social climate of the classroom through the linguistic functions, as well as a necessary part of any analysis system applied to the special classroom, not only with reference to pupils' language but also to teachers' language. As part of the social exchange within the classroom it must be recognised that such an dichotomy applies to teachers' language as well as to pupils'.

FIAC offered a model of teacher language functions over categories 1-7. These categories, or seven linguistic modes, may be seen to have specific functions within the social interactive processes within the special classroom. As these processes involve a two-way exchange between both teacher and pupils, these teacher categories of functional usage in the FIAC system, may be broadened to apply to pupils' language also.

When these two expansion proposals are applied to the original categories system, the suggested model then becomes for both teacher and pupil:

- Category 1 : accepts or acknowledges the feeling in what someone has said, but carries no invitation to continue
- Category 2 : praises or encourages someone who has spoken, to continue with the listener's support
- Category 3 : accepts or shares ideas, where two or more people contribute to group cohesion through linguistic interaction
- Category 4 : asks a question about content, in order to learn, or elicit information
- Category 5 : gives facts, information
- Category 6 : gives commands or orders, with which the listener is expected to comply
- Category 7 : criticises or justifies authority, a controlling or regulatory utterance made in order to change behaviour
- Category 10 : silence or confusion

In FIAC categories 8 and 9 applied specifically to pupil response. In the model as above, each category may be applied to either teacher or pupil. The pupil 'response' function of 8 and 9 thus become redundant, although the spontaneous / initiated principle is retained. In order to avoid the risk of confusion between FIAC system and the

restructured classroom analysis model, it was decided to label categories 1 - 7 and 10 as follows: Acknowledgement (1), Support (2), Interactional (3), Question (4), Information (5), Instruction (6), Regulation (7), Incomplete Utterance/Silence (10).

When the spontaneous/initiated function of categories 8 and 9 are superimposed, the Acknowledgement, Support and Interactional categories remain intact, because they are responding, or initiated utterances, while Question, Instruction and Regulation are implicitly spontaneous statements. Category 5 however becomes Spontaneous Information, while Category 5(a) becomes Initiated Information, ie. where information is offered spontaneously or elicited by a question, respectively.

Category 3/Interactional in the first order model is described as accepting or sharing ideas to further group cohesion. It is suggested that such a contributory function may be of two types however, one of offering, or stating ideas, the second of asking questions or eliciting ideas to further interpersonal interaction. Such a statement and question differ from Categories 4 and 5, which are concerned with factual information, rather than the subtle exchanges of ideas and feelings which develop interpersonal relationships. Two categories thus emerge of Interactional Question, and Interactional Statement.

The devising of the categories system to fill the needs of the LFP sprang from a gap in existing classroom analysis models' provision for the assessment of the social interactive language within the special classroom. Much of our language in conversation is redundant, and serves only to flesh out linguistic interactions, to fill "embarrassing silences", and derives from social pressure to maintain a verbal interaction. Statements such as these elicit or offer no new information, and do not further interpersonal relationships. That such utterances figure in conversation cannot be ignored. It was thus proposed to include an additional category of "Padding", to account for this function.

It has been stated in Part One, and phase one of the LFP, that children with specific learning difficulties suffered from a poor self image (Yamamoto 1972), and from poor social skills. It was therefore

proposed that a category of Personal utterances be introduced into the model, in order to allow scrutiny of the individual child's ability to present himself and his own opinions and feelings through linguistic input into a social interaction.

The spontaneous/initiated dichotomy was also superimposed to create two sub categories of Spontaneous Personal utterances, and Initiated Personal utterances.

The classroom analysis model was devised as a thirteen category system which allowed for classification of observed utterances in a special classroom situation, and was reordered to avoid the risk of confusion with other category systems, as follows:

- 1) Instruction
- 2) Regulation
- 3) Spontaneous Personal
- 4) Initiated Personal
- 5) Interactional Question
- 6) Interactional Statement
- 7) Question
- 8) Spontaneous Information
- 9) Initiated Information
- 10) Support
- 11) Padding
- 12) Acknowledgement
- 13) Incomplete Utterance/Confusion/Silence

Such a grouping reflected that categories 1-7 were involved with the establishment of the group through management statements, personal statements and interactional moves towards more sociable behaviour, while categories 8-12 reflect the maintenance and development of that sociable behaviour through response and support utterances.

All discussion sessions from LFP phase one were coded using this classroom analysis system.

3.3 Reliability

In social and behavioural science, "validity evidence is almost entirely lacking; one has to evaluate the measuring instrument with respect to other characteristics and assume its validity. A frequently used method for evaluating an instrument is its degree of reliability" (Nachmias and Nachmias 1976). Reliability is an assessment of the errors which occur between uses of the instrument, (Nachmias et al 1976) on its consistency of measurement in different situations or with different users.

In order to assess the level of contamination by subjectivity in the use of the classroom analysis system by the author it was seen as vital that interobserver reliability be established. The reliability therefore was within the operational conception described by Guilford (1965) in that the level of reliability between observers would indicate the proportion of variance which was true variance, and the proportion which could be ascribed to the preconceptions and inferences of independent raters. "(Such) judgements may be in the form of rank order, rating scale evaluations, pair comparisons scaling, judgements in equal appearing intervals and the like. We can correlate the same observer's judgements obtained at two different times, or we can assume that similar judges are interchangeable and intercorrelate their evaluations." (Guilford 1965). Because changes in the category pattern were taking place over time due to a change in the children's behaviour, the former method was inappropriate, especially as it did not highlight rater subjectivity. It was therefore necessary to establish interobserver reliability, which enhanced the possibility of the test being used by other teachers. Any test which is used by a number of observers must take account of several key aspects in the use of category systems. The first of these is the amount of inference required by observers as to the intent behind behaviour. The majority of the categories available to observers on the classroom analysis system required no such inference, eg. Question, Spontaneous Information, but some inference was required in differentiating between Acceptance and Padding. In order to combat confusion, such categories were clearly explained and described to another observer who agreed to participate in the reliability assessment. Connected with the issue of inference is the frame of reference, ie. "the dimension to be

observed and about the vantage point (the observer is) to use in observing, recording, coding or rating it." (Heyns & Zander 1966). As the classroom analysis system addressed the language of the group this was not seen as a possible point of rater disagreement, nor was the context of the frame of reference, as this was constant, ie. the group situation in the special classroom.

The second observer was trained in the identification of each category, shown examples from a variety of sessions and children. Possible confusions were discussed, eg. between Acceptance and Padding. The observer then categorised the utterances of the teacher and two randomly selected children over five sessions.

"The most frequently used statistic in appraising degree of agreement between observers has been the correlation coefficient" (Heyns et al 1966). The data being non parametric, the Spearman Rank Correlation Coefficient were computed between the tallies over categories as assessed by the observer and the author. Scores are given in Table 3.1.

Table 3.1 Interobserver Correlation over Five Sessions

Session	Teacher	Sig	Child 1	Sig	Child 2	Sig
A	.472	*	.325		.436	*
B	.536	*	.527	*	.462	*
C	.634	**	.458	*	.475	*
D	.595	*	.615	**	.395	
E	.625	**	.645	**	.465	*

As "it is impossible to state categorically that observational scores should be at such and such a level to be useful for the usefulness of a score depends on the use to which it is to be put" (Heyns et al 1966) the .05 level of significance was taken as the criterion, following convention. The level of agreement between observers had to be real and valuable, but only to the extent that it indicated the reliability of the test, since at the most gross level the classroom analysis system was designed as a guideline for individual teachers,

and as a trigger to alert them to the kind and quality of language interaction in the special classroom which they were managing.

3.4 Data Analysis

The restructured analysis system was developed in order to investigate more closely the interactive processes within the small group situation. The original discussion sessions from LFP phase one had been transcribed for subsequent analysis, and it was decided to reanalyse this original data using the restructured analysis system. This had the double advantage of confirming the results of the assessment of the interaction by FIAC system, as well as assessing the validity of the restructured model as against another test instrument.

Each utterance in the transcriptions was classed in one of the thirteen categories on the restructured model. For each individual child, and for the teacher, a total number of utterances was calculated for each session, as well as a sub-total number of utterances under each category heading. Results for the whole group were recorded on a session table, as in Table 3.2.

Table 3.2 SESSION : 10

RAW SCORES : TEACHER AND PUPIL GROUPS

	In	R	SP	IP	IQ	IS	Q		S1	11	S	P	A	IU	E
Teacher	1	1	4	1	2	4	58		8	4	55	42	90	8	278
TCT	1	1	4	1	2	4	58		8	4	55	42	90	8	278
Lily			7	1		1			19	4			1		33
Margaret			10			1			18	9	1			1	40
Gale			4			1			13	6		1		2	27
Lorraine			11		1	2			29	7		1	4	2	57
June									2	7					9
Anne									2	3					5
Elizabeth									4	2					6
Mary			2						7	4					13
Others										7					7
PCT	0	0	34	1	1	5	0		94	49	1	2	5	5	197

Results for each session were tabled in three ways as follows:

- (a) raw scores (Appendix 3)
- (b) individual scores as a percentage of the total teacher and pupil interaction (Appendix 4)
- (c) individual pupil scores as a percentage of the total pupil interaction (Appendix 5)

It was decided to assess any existing trend in the usage of each category by members of the group, by applying Page's L trend analysis. This test was selected because of the nominal status of the related samples, and the non-parametric status of the data. Total scores for each session, and for each category were assembled for both the teacher and the pupil group (Appendix 6 & 7). Each set of scores were grouped in four groups of five as follows:

- 1 - 5
- 6 - 10
- 11 - 15
- 16 - 20

Scores for sessions three and twelve were missing through loss of the original tapes. Scores for these sessions were computed by calculating the mean of group 1 - 5, and group 11 - 15, for the purposes of analysis.

Page's L was computed for each category over time for the whole group, ie. teacher and pupils, for teacher scores and for pupil scores, to investigate trends in the data.

3.5 Results

Results from the application of Page's L trend analysis as described are given in Table 3.3.

Table 3.3 Page's L Trend Analysis: Categories and Total

	Teacher		Pupils		Teacher/ Pupils	
	L	Sig	L	Sig	L	Sig
Instruction	130		No computation was done for these categories as they were each used only once		130	
Regulation	133.5				133.5	
Spontaneous Personal	121		114.5		118	
Initiated Personal	116		127		131	
Interactional Question	117		112		117.5	
Interactional Statement	140	*	104.5		117	
Question	133.5		125.5		133.5	
Spontaneous Information	138	*	137	*	136	
Initiated Information	133.5		142	*	141	*
Support	135		128		123	
Padding	129		119.5		126	
Acknowledgement	123		138.5	*	126	
Incomplete Utterance/ Confusion	137.5	*	124		116	
TOTAL	130		122		122	

Results showed that the teacher's use of the Interactional Statement decreased over time, while the teacher's usage of the Spontaneous Information category increased. There was also an increase in the teacher's categorisation of Incomplete Utterances. Pupil talk showed an increase in usage of Acknowledgement Utterances, an increase in the giving of Spontaneous Information while the usage of Initiated Information category decreased significantly ($p = 0.01$) as predicted. Overall, the total group showed a decrease in usage of the Initiated Information. Pupil scores as a percentage of the total interaction may be summarised as follows in Table 3.4.

Table 3.4 Pupil Group Scores as a Percentage of the Total Interaction

SESSION	% E(T+P)													
	In	R	SP	IP	IQ	IS	Q	S1	11	S	P	A	TU	E
One								28.5	4.7					33.3
Two			5.7	0.3	0.3	0.3	0.3	12.3	15.3	0.3	0.3	1.5	2.1	38.7
Three														
Four			2.2	0.1		0.6	0.1	17.6	4.5	1.1	1.4	0.9	1.2	30.0
Five	0.1	0.1	6.0	2.8	0.8	3.5		10.1	10.9	0.3	1.8	0.8	1.3	39.0
Six			11.5	0.3	0.3	0.1	0.9	29.9	5.4	0.8	2.3	3.4	3.4	58.8
Seven			3.7	0.3	0.6	0.3	0.3	23.8	12.6		2.0	0.9	1.1	45.5
Eight			13.7	1.4		0.4	0.7	16.6	5.2	0.2	0.9	3.5	3.5	46.5
Nine			3.9		0.5	0.1	0.7	32.3	6.3		0.5	1.7	1.3	48.1
Ten			7.1	0.2	0.2	1.0		19.7	10.3	0.2	0.4	1.0	1.0	41.4
Eleven			4.2		0.5			25.7	1.1	0.8	2.0	3.1	2.8	40.6
Twelve														
Thirteen			3.5	0.3	0.3	1.1	0.3	30.3	3.8	0.3	1.1	0.3	3.0	44.3
Fourteen			2.6	0.3	0.6	0.3		34.6	3.9			1.6	1.3	45.4
Fifteen			3.2	0.2		0.2	0.2	23.8	5.8	0.6	0.6	1.0	1.4	37.0
Sixteen			1.1	1.1		1.1	0.3	18.8	8.6			0.3	0.3	32.0
Seventeen			1.9	0.1	0.1	0.5		20.8	1.1		0.1	1.5	0.1	26.8
Eighteen			3.0		1.0	0.2	0.7	29.6	0.7	3.0	0.7	2.2	3.0	44.6
Nineteen			9.6	3.3	0.2	2.4		11.3	3.0	1.9	3.3	2.7	3.0	41.2
Twenty			1.8	0.1	0.1	0.3	0.1	35.3	1.8	0.9	0.7	2.3	1.9	45.9

3.5.1 Pupil Talk Over Sessions

The non-significant L score on the total amount of pupil talk over time confirms the findings of the analysis completed in LFP phase one, ie. the quantity of pupil talk did not differ significantly over time. As the discussion schedule was designed to change the quality of pupil talk, making it more spontaneous and less initiated, rather than the quantity this may be regarded as a positive finding. An increase in quantity of child talk could have resulted from reinforcement of input only, rather than the quality of that input, and this was to be avoided if possible.

3.5.2 Pupil Talk Over Categories

a) Instruction and Regulation

Over the twenty week programme both the categories were used only once, both by the same person and within the same session. It was apparent that within the context of the discussion within the classroom setting the pupils perceived usage of such categories as unnecessary or inappropriate.

b) Spontaneous/Initiated Personal

Throughout the programme, it is notable that the "Initiated Personal" category was employed consistently less than that of the "Spontaneous Personal", ie. the study group uttered personal opinions, or passed comments relating to their personal environment more spontaneously than in response to utterances from other members of the group. It is proposed that the low-level functioning of the study group, and associated egocentricity of the mental age at which they are functioning, is comparable to that of younger normal children. The spontaneous expression of ego-identity reinforces self image, and builds ego integration in a world in which every time a child with special needs speaks, his intellectual inferiority is reinforced, and his intellectual identity constrained.

c) Interactional Question/Statement

The egocentricity of the child with learning difficulties

as proposed may also contribute to the low usage of the interactional question and statement categories. The inability of deprived children to perceive another's communicative needs (Tough 1973) would contribute to the low interactional functioning in the discussion situation.

d) Question

This category was used rarely, and then only when a child wanted specific information from the teacher. The category was never used as an inter-pupil interaction. It is suggested that the children felt that the teacher was the main and most reliable source of information, and therefore directed the few questions seeking such, specifically to her.

e) Spontaneous and Initiated Information

A t-test applied to these data yielded a significant difference ($p < .01$) between the two categories, ie. the children offered significantly more Spontaneous Information utterances than were initiated by utterances from other members of the group, and more Spontaneous Information utterances than any other category utterances available on the restructured model.

f) Acknowledgement

Pupil scores showed a significant trend upwards on this category as the discussion programme progressed, ie. pupils were verbalising more acknowledgement or acceptance of what others were saying as the programme progressed. This finding confirms the change in quality of pupils' language over the twenty weeks, their increased willingness to participate, and their recognition of the values of verbalising attention to something someone has just said.

g) Support and Padding

There was no significant change in the pupils' usage of these two categories, indeed throughout the programme, the tallies in these categories were consistently low. It is suggested

that, the usage of the Acknowledgement category may be seen as an increased recognition by the pupils that they should contribute to the interaction, and do so in response to another's contribution, while usage of the Padding and Support categories are higher level functions within a conversation, ie. they respectively maintain and develop the verbal interaction, rather than merely acknowledging its existence.

h) Incomplete Utterance/Confusion/Silence

There was no change on this variable, and scores were consistently low.

3.5.3 Teacher Talk Over Sessions

Teacher scores may be summarised as a percentage of the total interaction as follows in Table 3.5.

Table 3.5 Teacher Scores as a Percentage of the Total Interaction
% E (T+P)

SESSION	In	R	SP	IP	IQ	IS	Q	S1	11	S	P	A	IU	E
One						4.7	19.0			4.7	14.2	23.8		66.6
Two	1.5	1.8	0.6	1.8		0.3	21.3	1.8	0.6	13.8	7.8	10.0		61.6
Three	Data lost for this session													
Four	0.4	2.5			0.3		14.7			3.1	15.8	16.3	15.5	0.3 69.5
Five	0.4	2.5	0.8	0.5	1.5	0.4	15.2	0.1	0.4	11.4	9.4	15.9	0.8	53.8
Six	0.3	1.3	0.3			0.1	11.2	0.4	0.9	11.2	3.1	10.7	1.1	41.1
Seven						0.3	11.7			10.9	6.3	24.6	0.6	54.4
Eight	0.2	0.9	1.9			0.2	10.4	0.9	0.7	8.0	8.7	19.4	1.9	53.4
Nine			0.1			0.1	9.3	0.1	1.1	8.3	7.1	23.9	1.1	51.8
Ten	0.2	0.2	0.8	0.2	0.4	0.8	12.2	1.6	0.8	11.5	8.8	18.9	1.6	58.5
Eleven	0.2	0.8	0.5		0.5		6.5	6.3	2.8	4.0	15.4	18.9	2.8	59.3
Twelve	Data lost for this session													
Thirteen	0.3	0.5	0.3				10.4	0.5	1.9	8.5	10.4	22.1	0.8	55.7
Fourteen							8.8			12.7	11.4	21.2	0.3	54.5
Fifteen		1.2					12.8			0.6	13.8	13.6	18.2	2.6 62.9
Sixteen	1.8	1.5					18.4	5.6	0.7	14.3	8.3	14.3	2.3	67.6
Seventeen	0.1	0.3					20.6	3.8	2.8	9.8	16.2	17.1	1.7	73.0
Eighteen	0.2		1.5	0.2	0.2	0.2	7.3	1.5	2.7	7.3	12.9	18.0	2.7	55.3
Nineteen	0.2	0.2	1.1				7.4	5.8	4.9	9.9	7.4	12.7	7.4	57.6
Twenty	0.1	0.3	0.1				10.8	1.4	3.0	9.6	9.8	17.2	1.2	54.0

Again the results on this variable confirm the results of phase one, ie. that the quantity of teacher talk did not change throughout the programme.

3.5.4 Teacher Talk over Categories

Several observations may be made regarding the changes in the range of scores which forms an interesting comparison with that of the pupils.

a) Instruction Regulation

A constant level of output was shown in these categories. The minimal tallies in these categories however indicate that these utterances were low-level disciplinary utterances, to maintain a level of interaction wherein fruitful discussion could take place, less dominant members would have the opportunity to contribute, and on a practical level, comprehensible recording could be made.

b) Spontaneous/Initiated Personal

The stores in these categories are very low for the teacher. Many empty cells appear on the table and usage amounts to one or two utterances in the session where they have been employed. This is the result of the teacher's attempts to maintain a low key role in the interaction.

c) Interactional Statement/Question

Scores on these categories remain unchanged throughout the discussion programme, with Interactional Question category holding more empty cells on the table.

d) Question

Because of the guiding role of the teacher in the group, the Question category of language was employed as a structure round which the discussion could pivot and develop according to the needs and desires of the group interaction.

However, scrutiny of the table will show that, if the high scores on sessions 15, 16, 17, were removed, the use of the Question category decreased over time to approximately 30% of initial scores on this category. There appeared a trend upwards on the Spontaneous Interactional category, ie. as pupils' spontaneous talk increased, the guiding probes of the teacher decreased.

e) Spontaneous/Initiated Information

In contrast to the high level of pupils' scores on Spontaneous/Initiated Information, the teacher ratings are consistently low throughout the programme in both Spontaneous and Initiated Information category.

f) Support, Padding, Acknowledgement

In order to encourage the children to talk relevantly and lucidly about the topic in hand, the teacher used many Support and Acknowledgement utterances in the guidance of the discussion. The Support category was employed to encourage a child to continue: the Acknowledgement category to acknowledge a child had spoken, but inhibit any further output. Acknowledgement was employed when another child was speaking, when the utterance was considered irrelevant although this happened rarely, or when a child had been speaking for so long as to inhibit interaction.

3.6 Discussion

The preceding results give rise to three major areas of interest within the context of LFP phase two.

3.6.1 Spontaneous v Initiated Use of Language

Results of analysis by both FIAC system and the restructured classroom analysis system supported the aim of the twenty week discussion programme and confirmed that the pupils' language over time became more spontaneous, ie. they were willing to offer an input to the verbal interaction without a teacher prompt. It is suggested that this increased willingness to participate spontaneously springs from a growing confidence within the social situation in the classroom and an increased facility in socialised language as a result of participation in the training programme.

The development of such confidence builds a base from which pupils with specific learning difficulties can enhance their social skills, and their facility for social interaction as part of personal development. Within the context of special education such a skill in spontaneous contributions to a verbal interaction on a meaningful level are crucial within leavers' programmes and training in life skills. Such programmes traditionally include form-filling, making telephone calls, social public signs such as toilets etc., post office and banking procedures (Laing 1975), but rarely highlight the verbal content of such situations. With increased confidence in spontaneous and socialised language, children with specific learning difficulties will be more able to cope with various social situations in which they find themselves, thus going far to promote an integrated participation in everyday life.

3.6.2 Interpersonal Interaction

The progression of interaction throughout each discussion session shows a change over time from the initial teacher (T) - pupil (P) interchange of:

T - P - T - P - T - P

to later sessions which show increased interaction between pupils, ie:

T - P - P - T - P - P - P - T - P

Scrutiny of the transcripts will show that pupils were not just speaking one after the other, but were speaking with each other, ie. a more meaningful interaction was taking place, The increased flow of linguistic interaction between pupils highlighted the increased power dispersion, away from the teacher as leader of the group, and increased group responsibility for the maintenance of the interaction.

3.6.3 Role of the Teacher

The objectives of the discussion setting in LFP phase one included the withdrawal of the teacher from the entrenched teacher role to a less authoritarian role as a member of the group. This was to be identified by the change in interaction patterns towards increased pupil to pupil interaction and away from the perception by the pupil group of the teacher as a pivot through which all utterances had to be channelled. This change in interaction pattern was clearly identified as already-discussed. Such a change of perception of the teacher by the pupil group has several implications for the role of the teacher within the classroom.

The school is one of the main socialising agents for the developing child. School life and school based activity form a major component within the child's day to day schedule, and the pervasive, long term effects of school days cannot be refuted. As the main agent personifying the school system within the classroom, the teacher has two basic sets of roles to fulfil: one set corresponds with major functions of instruction, socialisation and evaluation. The second set is concerned with motivating pupils, maintaining control, and creating an environment for learning. The aim in the classroom is to explain, influence others, and ultimately bring about a change in behaviour. The teacher can encourage some types of behaviour, and inhibit others, either directly or indirectly, beginning at the level of the individual within the instructional setting.

Teaching is more than just programming and communication of knowledge. The teacher must create conditions under which instruction and creative learning can take place. (Morrison & MacIntyre 1972). Such as process is embedded in the pedagogical and social interactions which occur in the classroom. It is clear that the teacher's style of management contributes largely to the interaction. The personalities of both the teacher and the pupils also contribute, for interaction is behaviour, and behaviour is people. Morrison & MacIntyre (1972) however maintain that the classroom situation tends to be one wherein the teacher relates to the pupils as an undifferentiated mass, or to each pupil on a one to one basis, often with the rest of the pupils still undifferentiated. This may be true for many of the academic subjects where the examination ethic still rules. In special education, however, there is not only the opportunity but the necessity to break away from the teacher/pupil situation which maintains certain of these social barriers, and to highlight the personalised contributions to any interaction ongoing at the time.

More progressive/child centered methods of education were specifically advocated in 1965 in Scotland with the publication of the memorandum "Primary Education in Scotland", More recently in "The Structure of the Curriculum in Third and Fourth Years of the Scottish Secondary School" (1977) the Munn Committee maintained that in developing the social competence of pupils, the model which the teacher himself provides is of critical importance.

As a component of social competence, self-esteem must rate as crucial. Intrapersonal confidence must exist before interpersonal exploration and development can take place. Research findings in this sphere (Blume 1968) indicate that teachers who display high self-esteem tend to be associated with groups of pupils who also have high self-esteem. During the elementary years a significant correlation exists between the child's perception of his teacher's feelings, for him and his own self image, (Rothenberg 1968) and the sex of the teacher may have an effect on the self concept of the pupil ie. cross-sex teacher/pupil situations tend to encourage a

poorer self concept than single sex situations (Williams 1970). These findings have great implications for special education today, both for practising teachers and for pre-service training, where larger and more pervasive or intrusive emphasis on social skills might improve the quality of teaching, and in turn, the quality and effectiveness of education for school populations. Peters (1964) said that "all education can be regarded as a form of socialisation in so far as it involves initiation into public traditions". The Munn report stated that "Schools are fostering what we may call the pupils' social competence". (1977) Within the classroom, this growth and development of social competence depends on how the teacher perceives himself and his pupils, how his pupils perceive themselves and the teacher, and how each sees the other perceiving them. It forms an ongoing reciprocal structure round self concept. Every teacher should be aware of self esteem, which should be a measured variable for monitoring purposes within each classroom. However, there are several difficulties with this. The inadequacies of objective techniques for self concept appraisal include a lack of a clear cut definition of self concept; there are many professional barriers and much professional resistance to techniques which may highlight both personal and professional inadequacies; comments on teacher self concept and esteem may be seen as personal comment, and indeed as an intrusion and violation of personal and professional integrity.

3.6.4 Classroom Analysis Model

The restructured classroom analysis model was developed to quantify and qualify the socialised language, within the classroom situation. It is of importance to note that the design is based on individualised classroom interactions ie. there are no norms, and no target totals in any of the thirteen observational categories.

3.6.5 The Analysis System

The analysis system has been designed to assess each classroom

relative to itself, as it functions over the school year. It delineates what is happening in class on a social interactive level; it regards the class as a communicative context with varying potentials of the individuals who constitute the group. The analysis system confirmed the results of LFP phase one when FIAC system was applied to the same data. The analysis system may be regarded therefore as having construct validity.

It may be used by the class teacher with the aid of a tape recorder to ascertain the different types of linguistic output of the class group. From such an analysis may appear proposals for changes in the management of the class, or in teaching style, eg. where there is too heavy a use of the Question category by a teacher it may be seen as desirable to concentrate on more Support language in eliciting responses from the class group.

The restructured analysis system assesses group interaction on an individualised basis within the special education setting. Before assessing such a situation however, it is necessary to compile baseline data on the individual participants level of functioning, in order that comparisons be made if remedial action is taken by the teacher in any specific area. What was required was an assessment instrument which would offer a profile of an individual child's facility in socialised language within the existing classroom setting.

Language Fluency Project phase three was therefore established to identify such an assessment instrument.

3.7 Summary

LFP phase two set out to construct an analysis system which took account of the social interactions in the classroom, and which highlighted socialised language. A thirteen category system was formulated, based on the FIAC system. The restructured classroom analysis system applied all categories to both teacher and pupils, and emphasised the spontaneous and initiated language in the classroom. The discussion sessions from LFP phase one were reanalysed using the thirteen category system, and results from LFP phase one were confirmed.

It was recognised that baseline data on individual child facility levels were required when assessing the group situation. LFP phase three was proposed to develop such an assessment instrument.

PART FOUR

LFP Phase Three

4.1 Language Fluency Project Phase Three

The long term development plan of the Language Fluency Project included a socialised language training programme for use in special school classrooms. It was recognised that evaluation of such a programme required an individual child assessment instrument to detail baseline data, and subsequent changes in child facility after exposure to the training programme. It was considered appropriate to construct such an individual child assessment using the same principles as were applied in the development of the classroom analysis system, since the two assessment instruments could then be used either independently to assess child or group facility in socialised language, or interlinked to assess a child's facility within his group situation using baseline individual data as well as group data. Within the realm of language development in general, a distinction is made between various aspects of language, such as vocabulary, syntax, semantics. It is the contention of this thesis that socialised language is also a major and specific aspect of language development, and requires specific analysis in its own right. Whilst instruments have been developed for assessing individual children in the more academically familiar aspects of language, there is no available instrumentation to assess social skills and language function in itself.

The Reynell Developmental Language Scale distinguishes, as does the Illinois Test of Psycholinguistic Ability, between receptive and expressive language. The linguistic behaviour in the test situation is centred round standard materials, in concrete and task-orientated situations which set up boundaries only within which linguistic interaction can take place.

The Vineland Social Maturity Scale (Doll 1953) has six out of one hundred and seventeen items which refer to socialised linguistic behaviour. All of these are listed by age levels two and three, after which socialised language facility is assumed to be inherent in the skills exhibiting social maturity. However, with reference

to children with special needs, a skill such as interactive linguistic behaviour should feature as a discrete, but integral part of social skills, and be explicitly recognised and acknowledged as such. It is not enough to take a test which has been standardised on children who show a developmental rate within the normal range and apply it to mental handicap. If comparative chronological ages are maintained, then children with learning disability are immediately disadvantaged by their lower mental capacity. Where comparative mental ages or levels of functioning are maintained, then the experiential background which the older child with difficulties brings with him to the test, is reflected in his performance, and creates an incongruence between his experience and the tasks set in the test.

However "... researchers have paid more attention to production than comprehension ... (as do) ... parents and teachers of children who are mentally handicapped ... despite recommendations that work on comprehension should take precedence ... and programmes based on that assumption" (Bell 1984). That research can be albeit unequally divided between production and comprehension highlights the lack of research work in the areas of socialised language usage, and its assessment and evaluation. Again Bell's statement (1984) that one "drawback with comprehension work is that it requires the child to be passive" ignores the potential of investigation into socialised language, in involving the child in a participative and interactive situation. This situation draws on both production and comprehension as necessary skills which contribute to the development and progress of an interaction. The problems of assessment however have plagued existing literature. Longhurst (1974), when looking at communication patterns of adolescents with learning difficulties, used the Carroll Type-Token ratio which computes the ratio of different words (types) to the total number of words spoken thus measuring the diversity of vocabulary which an individual uses. Boxer et al* (1981) in constructing a checklist for the development of a language curriculum describes "basic social conversation skills" as the ability to "1. Use an appropriate greeting in informal situation (eg Hello, Hi) or formal situation (eg Good morning). 2. Stand(s) at an appropriate distance from a person when talking to him and look(s) in the direction of the speaker as appropriate." Neither of these techniques however takes account of the quality of the language, its relevance to the situation. Fleming & Fleming (1982) assessed the responses of almost a hundred children with

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learning difficulties using four steps or levels of assertiveness as follows: a) recognising feelings, b) assessing why you feel the way you do, c) considering alternatives for action, and d) choosing to speak. Although this is seen as a useful and innovative way of assessing language, the project was based on the relative passivity and aggressiveness of subjects, who were placed in a task oriented situation, ie. deciding what they would do or say if someone "violated the rights of another by means of some verbal statement or action". Thus, although the language may be described as "spontaneous", it was within a given and bounded situation. Abbeduto & Rosenberg (1980) developed a fifteen category analysis by which they assessed the conversation of a group of adults with a mental handicap. While assessing admirably the process of the conversation, their checklist does not differentiate between initiated and spontaneous statements and questions made by individuals. As this differential was of crucial importance in assessing the language of children in the special school, and as it had been developed for use with adults, this category system was not deemed usable.

Rosenberg and Cohen (1972) suggest that the dynamic properties of the social interaction make it difficult to analyse in detail the communication skills of the person with a mental handicap. Traditionally speech or language difficulty, among many other aspects of educational failure, are assessed from the negative, in that an assessment of what a child cannot do, is made in order that areas of difficulty are identified and remedial action taken.

From Rosenberg and Cohen's contention, it is suggested that an assessment which highlights the abilities of a child ie. approaching his positive functioning within the dynamics of a group interaction, would in turn suggest aspects of language facility in which he is not as proficient as would be desirable. Such an assessment would offer a profile of a child's competencies, which when put against a model of socialised language, would allow the teacher to identify in which parts of the model the child is being unsuccessful. Such a profile would have to be completed by a person familiar with the child in the classroom, as close knowledge of the child's observed behaviour would form the basis for the completion of the profile.

As has already been stated, such a profile appropriate for the Language Fluency Project did not exist, and LFP phase three set out to construct such a profile and model of socialised language.

4.2 Socialised Language Model 1

The classroom analysis system developed in LFP phase two was constructed on the basis of Flanders Interaction Analysis Categories system, and assessed group interactive processes within the special school classroom. The FIAC system distinguished between direct and indirect modes of classroom interaction. Direct modes were identified by Flanders as the formal pedagogical processes utilised in the direct instructional setting, and were classified into three categories. Indirect modes were identified as the informal communication mechanisms used by teachers to maintain the social equilibrium in the classroom and were classified into four categories.

Both the direct and indirect modes on the FIAC system had been adopted for use on the classroom analysis system. In the construction of a first order model of socialised language as used by individual children in the special classroom, it was proposed to withdraw those categories on classroom analysis system which were drawn from the indirect modes on FIAC, reflecting as they did the social function of language within the classroom. Such categories had been labelled Acceptance, Support and Interactional categories in the restructured classroom analysis system. Two other categories of "Personal" and "Padding" had been added to the classroom analysis system, which were seen to be concerned with the social fluency of the classroom.

It was suggested that these five categories from the classroom analysis system, based on the indirect modes on FIAC formed the basis of a first order socialised language model. It was noted however that both Acceptance and Padding were concerned with the maintenance of a verbal interaction, and subsequently proposed that Maintenance of the interaction would be a single component based on these two categories.

Before any verbal interaction can take place, some degree of articulation has to be present in order that speech may be understood. This is not to say that facility in socialised language is dependant on good articulation. However articulation facilitates verbal interaction, and therefore may be regarded as a fifth component

of the socialised language model.

The first order socialised language model was thus proposed, comprising the following five component skills:

Personal skills, ie. utterances made both spontaneously and on initiation which reflect or present the personality and opinions of the speaker.

Interactive skills, ie. spontaneous and initiated questions and statements which further the linguistic relationship as an exchange between two or more participants.

Maintenance skills, where utterances are made to maintain the interaction.

Support skills, ie. utterances made which encourage the development of a verbal interaction.

Articulation skills, or the degree to which lucid and articulate speech is possible.

4.3 Socialised Language Profile 1

The construction of the assessment instrument as a profile of the individual child's abilities raised consideration of several key issues of format and content.

Every child has individual abilities and difficulties, all of which have to be considered for the construction of an educational programme suitable for his particular learning needs. The identification of those needs however may best be done within a preset structure, in order that educational criteria of progress may be recorded. The socialised language model as proposed in 4.2 offered a basic framework round which items for inclusion on a questionnaire or checklist could be generated (Oppenheim 1967). Such a questionnaire could then be applied to a child's language either by the collection of direct data, or on an observed basis.

The collection of direct data, ie. recording children's language, had several disadvantages in that the rating of the language was subject still to rater bias, along with technical problems which could only be overcome by the use of highly sophisticated equipment, such as radio microphones, sound mixers etc., which was precluded for both financial and organisational reasons. The presence of such equipment too would prove inhibiting in a special classroom, which fosters intimacy and trust in which the children can develop.

The decision about the format of the profile was influenced also by the issue of who would complete the questionnaire, as already stated, that person would require familiarity with a child's observed behaviour in the classroom, and an ability to identify areas of failure when the child's stated abilities were measured within the socialised language model. It was apparent that the most appropriate person to complete the profile was the class teacher. In designing a structured profile for individual children, the constraints of limited time experienced by teachers had to be considered. Such a profile would have to be completed with the most economical use of time. It was proposed that a checklist of items generated from the five component model would satisfy such a criterion. The teacher would then build a profile of a child's socialised language facility through scores on each item.

"Checklists contain terms which the respondent understands, and which more briefly and succinctly express his views than answers to open-ended questions" (Oppenheim 1967). The use of a checklist therefore avoided the risks of confusion of terms, and offered a specific structure, within which a child's profile could be constructed, with the most economical use of a teacher's time.

On the basis of the five component model proposed in 4.2, a sixty-eight item pool was generated by the author (Oppenheim 1967) of statements which related to a child's behaviour on each of the component skills (Appendix 8). Since "one way of looking at the composition of an item pool is to regard it as a sampling process" (Oppenheim 1967) several items were generated for each component so that items which correlated most powerfully could be selected following subsequent item analysis.

The assessment checklist was developed in a central urban special school for children with learning difficulties. The roll of the school was approximately one hundred and twenty, with a staff which comprised the headmistress (non-teaching), nine class teachers; four full time specialist teachers, and three nursery nurses.

Forty-nine children were assessed, twenty six boys, and twenty three girls of age range 11 - 14 years. All children within the age range in the school were assessed, and all had been identified by an educational psychologist as requiring special education.

The four class teachers in the upper school completed a questionnaire for each of the children on their register. Each teacher was asked to read each item, and mark on a four point scale of 'very alike', 'quite alike', 'not very alike', and 'not at all alike', the description which best fitted the child under assessment. Each item was credited 4: 3: 2: 1, as above, and reflected the technique laid down by Likert (1932, 1967), which emphasises unidimensionality. Scoring was consistent, ie. scoring was not reversed on some items, since the continuum of ability was embedded in the items in the item pool.

4.4 Refinement Procedures

4.4.1 Discrimination Analysis

Item discrimination concerns the degree to which performance on an item clearly differentiates between individuals who differ on the criterion. It is the degree to which an item detects individual differences in the characteristics which the test is designed to measure. "Ideally the item analysis should take place by correlating each item with some reliable outside criterion ... Such external criteria are, however, almost never available ... the best available measure ... is the total item pool" (Oppenheim 1967).

An item shows a low item-test correlation, ie. fails to discriminate good from poor scores, for one of three reasons according to Cronbach (1964):

- (i) it is so general that all scores are high or low
- (ii) it is ambiguous or confusing
- (iii) it measures something different from other items on the test.

"Having written a test, it is necessary to see whether all of the questions should be retained in future versions of the test, rewritten, dropped altogether, perhaps put earlier or later in the test. Such a process is called Item Analysis ..." (Crocker (1974). The chief value of the discrimination index is to highlight ambiguities : items which are unclear have no place or value in assessing a child's ability.

Having obtained scores for forty nine pupils on the sixty eight item profile, it was proposed to assess which items discriminated between pupils who did well on the profile from pupils who did poorly. Item discrimination can be done by subjecting "each item ... to a measurement of its ability to separate the "highs" from the "lows". This is called the discriminative power (DP) of the item" (Nachmias et al 1976).

The difference between the scores of the upper and lower quartiles is calculated.

Total scores for each child were drawn up by summarising the ratings of all children and the top and bottom quartiles were identified, with twelve children in each group. Given the non-binary nature of the ratings, the formula for the discrimination index given by Crocker (1974) was modified to take account of the difference between maximum and minimum scores. Thus the discrimination index for each item was calculated using the formula

$$\text{Discrimination Index} = \frac{H - L}{N(x_{\text{max}} - x_{\text{min}})},$$

where H = the sum of scores in the upper quartile,

L = the sum of scores in the lower quartile,

N = the number of children in each quartile.

Max = 4

Min = 1

The indices were thus calculated for each item, and are given in Table 4.1

Table 4.1 Discrimination Indices for Sixty Eight Item Profile.

Item	Index	Sig.	Item	Index	Sig.	Item	Index	Sig.	Item	Index	Sig.
1	-.33	*	18	.33	*	35	.61	*	52	-.36	*
2	.17		19	.36	*	36	.58	*	53	.36	*
3	-.27		20	.36	*	37	.55	*	54	.55	*
4	-.53	*	21	.08		38	-.36	*	55	.48	*
5	.30		22	.06		39	-.36	*	56	.55	*
6	.64	*	23	-.30		40	.03		57	.58	*
7	.78	*	24	-.36	*	41	-.33	*	58	-.41	*
8	-.30		25	.36	*	42	.61	*	59	-.36	*
9	.27		26	.25		43	.61	*	60	.27	
10	.38	*	27	.08		44	0		61	.50	*
11	-.003		28	-.33	*	45	-.33	*	62	.30	
12	-.50	*	29	.48	*	46	-.36	*	63	-.16	
13	.30		30	.08		47	.33	*	64	0	
14	.25		31	.30		48	-.36	*	65	-.38	*
15	.33	*	32	-.22		49	-.38	*	66	.36	*
16	-.36	*	33	.11		50	-.33	*	67	.22	
17	-.36	*	34	-.14		51	-.48	*	68	.42	*

Items with a discrimination under between $-.3$ and $+.3$ were rejected, as advised by Crocker. Items with a negative value of less than $-.3$ were retained, since the signs of each item reflect the direction of the item in the profile which had inherent bipolarity on the five component model 1, with scores on each item being a rating, not a "right" or "wrong" answer.

Forty three items from the original sixty-eight item profile were retained, with twenty-five rejected. The retained items are listed in Figure 1. Discrimination power scores were as follows in Table 4.2:

Table 4.2 Discrimination power scores

1	-12	35	22
2	6	36	21
3	-10	37	20
4	-19	38	-18
5	11	39	-15
6	23	40	1
7	28	41	-12
8	-11	42	22
9	10	43	22
10	14	44	0
11	- 1	45	-13
12	-18	46	-14
13	11	47	13
14	7	48	-17
15	13	49	-14
16	-15	50	-12
17	-14	51	-16
18	12	52	-13
19	13	53	13
20	12	54	20
21	- 3	55	17
22	- 2	56	20
23	-11	57	21
24	-13	58	15
25	14	59	-12
26	9	60	5
27	4	61	18
28	-12	62	11
29	17	63	- 6
30	3	64	0
31	3	65	-14
32	- 8	66	18
33	4	67	11
34	- 5	68	15

The following items were retained:

- | | | | |
|----|--|----|--|
| 1 | Has speech defect which inhibits verbal output. | 4 | Expresses no likes or dislikes |
| 6 | At 'news time', or in informal conversation, he converses freely. | 7 | Will spontaneously express an opinion relating to his immediate group setting. |
| 10 | He repeats words which appeal to him. | 12 | Never expresses an opinion on anything. |
| 15 | Articulates clearly, and suffers no speech defect. | 16 | Gives only yes/no answers to guiding questions in informal discussion, eg. Did you have a nice weekend- |
| 17 | Never broadens existing aspect of topic under discussion to introduce new angles of approach in the conversation, but follows interaction as it develops. | 18 | Seeing a member of the group struggle for a word or expression, the child helps out spontaneously. |
| 19 | During social gaps in the interchange, he offers verbal output readily in sentence form to maintain the interaction from a social point of view, as opposed to offering new information. | 20 | Spontaneously the child will express an opinion on things relating to himself, eg. I like lemonade best. |
| 24 | Will speak only when spoken to, although then can express himself clearly. | 25 | Will sometimes pass a moral judgement spontaneously on his own behaviour, eg. I shouldn't have done that, or this was bad. |
| 28 | Likes to listen to verbal interchange, but does not contribute even when invited to do so. | 29 | Will spontaneously and on his own initiative, introduce new aspects of the topic under discussion which expand the verbal interchange. |
| 35 | Will spontaneously and clearly express himself by verbal means. | 36 | Will join in discussion spontaneously and show interest. |
| 37 | Recognising the social pressures to develop and maintain verbal interchange, he develops the conversation further. | 38 | Uses only one word utterances in conversation eg. "Toilet", "Stuck" ... |
| 39 | Although maintaining interest in the verbal interaction, he will only contribute in response to a question. | 41 | Tends to speak in short phrases, eg. "Went down town", "Need help". |
| 42 | Offers relevant information to the topic under discussion, eg. in answer to "Are these new shoes you have on?", the child offers not only "Yes" but "Yes, I got them on Saturday ..." | 43 | Will make a general comment on the world at large spontaneously in discussion. |

- | | | | |
|----|---|----|---|
| 45 | Seems to have no sense of humour. | 46 | Does not seem able to talk with adults. |
| 47 | He uses social 'fillers', eg. laughter, "Well ...", "Em ..." to maintain verbal interchange. | 48 | Only on invitation will the child express an opinion on things relating to himself. |
| 49 | Only in response to a suggestion from the teacher will the child expand on an idea, and offer his own thoughts on the matter. | 50 | Appears not to recognise when a member of the group is linguistically in trouble. |
| 51 | Seems keen to interact with adults but is unable to converse. | 52 | Very thrifty in his linguistic output. |
| 53 | On invitation from the teacher, eg. "Can anybody help out with what John is trying to say?" the child helps out readily. | 54 | Will spontaneously express an opinion relating to subcultural environment. |
| 55 | The child talks easily with his peers in class. | 56 | Converses freely with adults and enjoys the verbal interaction. |
| 57 | Will tell jokes to his peers. | 58 | Appreciates that words can have more than a literal meaning. |
| 59 | Only on prompting by the teacher will he express an opinion on other members of the group. | 61 | The child enjoys using language as a means of social interaction. |
| 65 | The child does not talk at all. | 66 | He uses 'fun' words eg. 'offsky', 'In the skud'... |
| 68 | Uses onomatopoeia in conversation "Bang", "Whee" | | |

4.4.2 Reliability

Having established that the remaining forty three items were discriminatory, scores on the checklist profile from the class teachers were correlated for reliability purposes with a set of scores for the same group of children from four of the specialist teachers in the school, to whom all the children were known, as they participated in their classes. The

children were randomly assigned to these teachers.

Because of the non-parametric nature of the data, the Spearman Rank Correlation statistic was used, and yielded the following results in Table 4.3.

Table 4.3 - Correlation of items on assessment checklist

Variable	Rho	Significance	Variable	Rho	Significance
1	.5929	**	42	.4928	**
4	.4463	**	43	.4918	**
6	.5282	**	45	.4477	**
7	.4562	**	46	.5341	**
10	.2902		47	.1863	
12	.4550	**	48	.4887	**
15	.4895	**	49	.2911	
16	.5258	**	50	.6317	**
17	.4296	*	51	.4324	**
18	.4648	**	52	.5311	**
19	.5498	**	53	.3880	*
20	.4534	**	54	.4495	**
24	.4392	**	55	.4069	*
25	.2010		56	.5756	**
28	.6363	**	57	.4688	**
29	.5214	**	58	.3346	*
35	.5606	**	59	.5377	**
36	.6268	**	61	.5457	**
37	.6214	**	65	.6744	**
38	.6444	**	66	.3404	*
39	.4078	*			
40	.5247	**	68	.5317	**

Item 10, 25, 47, 49 and 67 were rated as below the critical value, at both .05 and .01% level. Items 17, 39, 53, 55, 58 and 66 were significant only at 0.05% level and were discarded to maintain the robustness of the checklist profile. All other items met with the critical value and were regarded as reliable items for use in the development of the assessment checklist, thirty three items in all.

4.4.3 Factor Analysis

A more accurate and better way of refining towards unidimensionality on a checklist profile is the application of factorial analysis. "This is a statistical technique based on inter-relating all the items with one another, which enables us to abstract one or more "factors" that the items, or some of them have in common." (Oppenheim 1967).

The use of such a procedure would further enhance the robustness of the checklist profile, by discarding items which did not correlate significantly with the other items contained in each factor. In addition, the identification of factors embedded in the thirty-three item pool would test the validity of the five component first order model proposed in 4.2.

The factor model is particularly suited to the analysis of correlational structure in the case of variates which can only be measured imprecisely, and in situations in which the structure itself may be subject to internal constraints. (Maxwell, 1969). Following the guidelines laid down in the Statistical Package for the Social Sciences (Nie et al 1970),^{*} a Principal Component factor analysis was carried out using data processing facilities in Glasgow University.

All items were intercorrelated and the correlation matrix factor analysed. Five principal components were extracted, accounting for 77.6% of the variance (Appendix 9). These components were extracted because of Eigen values greater than one, following Kaiser's criterion suggested by Guttman (Child 1970). Items which loaded significantly on each factor are detailed in Appendix 10.

It was decided, in view of the value of rotation in strengthening the factor structure, that the data be rotated using the Varimax rotation, as it is most widely used.

* Nie, Hull Jenkins, Steinbrenner & Bent 1970

"The unrotated factors extracted ... may or may not give us a meaningful patterning of variables ... In general however, rotation will be desired because it simplifies the factor structure ... In the unrotated solution, every variable is accounted for by two significant common factors, while in the rotated solution, each variable is accounted for by a single significant common factor ... the loadings in the unrotated solution depend heavily on the relative number of variables, if you delete one variable ... the relative loadings on the unrotated factor may change drastically. The rotated factors are more stable in this respect ..."

(Nie et al 1970).

Loadings for each item on five emerging factors were as follows in Table 4.4.

Table 4.4 Varimax Rotation: Items loading significantly ($p < .01$) over five factors

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
VAR 01				0.78719	
VAR 04	-0.43285		0.57947		
VAR 06	0.53115	0.47624	-0.54039		
VAR 07	0.44776	0.50041	-0.54098		
VAR 12		-0.55312	0.60249		
VAR 15				-0.86335	
VAR 16		-0.54808	0.38063		
VAR 18	0.54133	0.50546			
VAR 19	0.71910				
VAR 20		0.47963	-0.47789		
VAR 24		-0.78383			
VAR 28		-0.53528	0.43487		
VAR 29	0.57427	0.53887			
VAR 35	0.62116	0.38313			
VAR 36	0.60251	0.49016	-0.44836		
VAR 37	0.67566				
VAR 38					0.87094
VAR 41	-0.37598				0.63021
VAR 42	0.61415	0.37683			
VAR 43	0.75288				
VAR 45			0.64630		
VAR 46			0.51080		
VAR 48	-0.37215	-0.64621			
VAR 50	-0.44410	-0.38841		0.42511	
VAR 51	-0.48363	-0.37182			
VAR 52		-0.43782	0.56049		
VAR 54	0.59873	0.42343	-0.42798		
VAR 56	0.55245		-0.52813		
VAR 57	0.74609				
VAR 59	-0.51548				
VAR 61	0.71830				
VAR 65				0.52007	
VAR 68	0.52341				

(See Appendix 10 for complete table)

Items which loaded at 1% level (Child 1970) were retained, while all others were discarded in order to maintain the robustness of the checklist profile, which had been developed using only the 1% level of significance. This minimised the noise on each factor, while simultaneously facilitating the interpretation of each factor.

Eigenvalues of each of the five factors are given in Table 4.5.

Table 4.5 Eigenvalues, percentages of variance, cumulative percentage over five factors

Factor	Eigenvalue	% of Var.	Cum. %
1	19.56821	80.4	80.4
2	1.83877	7.6	88.0
3	1.03562	4.3	92.2
4	0.99049	4.1	96.3
5	0.89535	3.7	100.0

Although 80% of the variance still lies in factor 1, general factor, items which load significantly are distributed more evenly over the five factors, and the general factor itself is refined by the Varimax rotation. Since the model proposed was based on specific categories as developed from Flanders and through the classroom analysis system much of the variance was taken up by Factor One, as all the items included reflect skills in socialised language. Each factor had significant loadings of both positive and negative values, indicating that each factor was of a bipolar nature. Factors were labelled according to the items loading positively to describe more closely the behaviour a child is showing.

4.5 Socialised Language Model 2

On the basis of the five factor structure from Varimax, and following the initial model set up (4.2), a five component model of socialised language was set up, and factors labelled more accurately to reflect their component items.

The first factor, the general factor, was labelled Fluency, as items comprising this factor related to the individual's willingness to interact, and his ability to initiate and maintain a socialised language interaction. From the initial model seven items on the proposed Interactive component appeared on this factor, with three items from the initial component Maintenance. The specific factors were labelled Inarticulation, Restricted Production, both of whose component items were on the Articulation component on the initial model, Spontaneity and Reticence. These last two shared many items along with the general factor Fluency, but differed substantially in that Fluency reflects the child's positive willingness to be involved in a verbal interaction, and Reticence reflects a positive reluctance to be involved, while Spontaneity reflects the child's spontaneous participation in conversational or socialised language exchanges.

The five factors were made up of the following items, given in Table 4.6

Table 4.6 Factor labels and component items

FACTOR	LABEL	ITEMS
1	Fluency	4, 6, 7, 18, 19, 29, 35, 36, 37, 41, 42, 43, 48, 50, 51, 54, 56, 57, 59, 61, 68
2	Spontaneity	6, 7, 12, 16, 18, 20, 24, 28, 29, 35, 36, 42, 48, 50, 51, 52, 54
3	Reticence	4, 6, 7, 12, 16, 20, 28, 36, 45, 46, 52, 54, 56
4	Inarticulation	1, 15, 50, 65
5	Restricted Production	38, 41

The factor analysis had a dual purpose:

- a) the refinement of a socialised language model reflecting component skills emergent from the factor analysis, and
- b) the development through strict statistical procedures, of a refined socialised language checklist profile for use as an assessment instrument. With the restructured five factor component model above a) had been achieved. It was decided to develop a checklist to assess individual pupils.

4.6 Socialised Language Profile 2

In order to develop a refined socialised language profile, only variables which showed a significant loading at 1% level on the Varimax rotation were considered for inclusion. The final form of the assessment questionnaire was structured using the second order classification as detailed in 4.5 and included all items which underwent factor analysis. Items which formed the final questionnaire from the original sixty-eight item questionnaire are given in Figure 2.

The refined Socialised Language Profile was drawn up and presented in Appendix 11. Although factor scores would be useful for research purposes, it was recognised that such a scoring system would be unmanageable in a practical situation. On completion by the teacher, each item should be scored 4 : 3 : 2 : 1, and scores for each factor drawn up, and totalled for identification of baseline data in assessing a child's progress. A child who is skilled in language facility would show scores of 66, 44, 31, 7, 2 on each respective factor, while a child who is failing would show scores of 39, 41, 34, 13 and 8.

- | | | | |
|----|--|----|---|
| 1 | Has speech defect which inhibits verbal output. | 4 | Expresses no likes or dislikes. |
| 6 | At 'news time', or in informal conversation, he converses freely. | 7 | Will spontaneously express an opinion relating to his immediate group setting. |
| 12 | Never expresses an opinion on anything. | 15 | Articulates clearly, and suffers no speech defect. |
| 16 | Gives only yes/no answers to guiding questions in informal discussion, eg. Did you have a nice weekend? | 18 | Seeing a member of the group struggle for a word or express the child helps out spontaneously. |
| 19 | During social gaps in the interchange, he offers verbal output readily in sentence form to maintain the interaction from a social point of view, as opposed to offering new information. | 20 | Spontaneously the child will express an opinion on things relating to himself, eg. I like lemonade best. |
| 24 | Will speak only when spoken to, although then can express himself clearly. | 28 | Likes to listen to verbal interchange, but does not contribute even when invited to do so. |
| 29 | Will spontaneously and on his own initiative, introduce new aspects of the topic under discussion which expand the verbal interchange. | 35 | Will spontaneously and clearly express himself by verbal means. |
| 36 | Will join in discussion spontaneously and show interest. | 37 | Recognising the social pressure to develop and maintain verbal interchange, he develops the conversation further. |
| 38 | Uses only one word utterances in conversation eg. "Toilet", "Stuck" ... | 41 | Tends to speak in short phrases, eg. "Went down town" "Need help". |
| 42 | Offers relevant information to the topic under discussion, eg. in answer to "Are these new shoes you have on?", the child offers not only "Yes", but "Yes, I got them on Saturday.." | 43 | Will make a general comment on the world at large spontaneously in discussion. |
| 45 | Seems to have no sense of humour. | 46 | Does not seem able to talk with adults. |
| 48 | Only on invitation will the child express an opinion on things relating to himself. | 50 | Appears not to recognise when a member of the group is linguistically in trouble. |
| 51 | Seems keen to interact with adults but is unable to converse. | 52 | Very thrifty in his linguistic output. |
| 54 | Will spontaneously express an opinion relating to sub-cultural environment. | 56 | Converses freely with adults and enjoys the verbal interaction. |
| 57 | Will tell jokes to his peers. | 59 | Only on prompting by the teacher will he express an opinion on other members of the group. |
| 61 | The child enjoys using language as a means of social interaction. | 65 | The child does not talk at all |
| 68 | Uses onomatopoeia in conversation, "Bang", "Whee" | | |

4.7 Summary

Language Fluency Project, phase three, developed the Socialised Language Model consisting initially of five component skills. a sixty-eight item questionnaire was drawn up, based on five skills, to assess the individual child's socialised language facility. The questionnaire was piloted on forty-nine children by eight teachers. Two assessments were completed for each child for reliability purposes.

Factor analysis procedures were carried out on the data. Five factors emerged, which reflected a blend of the five broad spectrum components proposed initially. These were Fluency, Spontaneity, Reticence, Inarticulation, and Restricted Production. Based on the factor analysis, the individual assessment instrument, the socialised language profile was refined to a thirty three item checklist. Maximum scores on this for each factor were

7 and 2, while minimum scores were 39, 41, 34, 13 and 8.
44, 31,

66,

5.1 LFP Phase Four

It has been shown that children with learning difficulties require training in social skills, as discussed in Part One. Little research however has been done on the remediation of the communication deficiency which is common among children with mental handicap, at the level of linguistic functioning in an interactive context.

"Early language development is still an area of controversy and this has resulted in a plethora of literature describing the relationship between language and learning"(Bullock, 1975). "It is hardly surprising, therefore that the study of later language has not generated a widely accepted and precisely defined hierarchy of teaching objectives. It is even argued that later language skills are so closely linked to specific areas of the curriculum that to unravel them from this context would be impossible" (Tough 1973).

"The wide-ranging influence of language across all curriculum areas may be responsible for the frequently observed situation where recommendations for good practice in language teaching are couched in such general and vague terms that they often have very few practical implications for the classroom or subject teacher." (Boxer, Huggett, Kerfoot, McCarthy & McDowell 1981).

However, it has been established that peer relationships present many problems for children with mild mental handicap, who are less acceptable to their peers (Siperstein, Bopp & Bak, 1978) and tend not to become so even after time (Bryan, 1976). However despite this, "intervention programmes specifically designed to improve the peer relations of these children have been lacking" (La Greca & Mesibov, 1981).

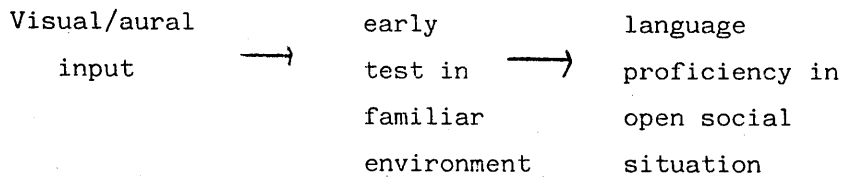
However, the studies discussed in Part One, indicated that professionals were recognising the need for training in verbal social skills for children with special needs. Techniques however such as modelling and behaviour rehearsal have inherent risks of dependency on specific cues. Several other techniques have proved potentially successful in the encouragement of socialised language. These include discussion (Barnes et al 1977), as in LFP phase one, role

play (Spence 1980; Sigelman and Elias 1981), and practice (Spence 1980) both in and outside training sessions. What was seen as necessary was a training programme which developed skills of participants themselves as a natural development of their existing but perhaps retarded social skills dependent not on external cues which they have learned, but on their own confidence and competence within a social situation.

In LFP phases two and three group assessment and individual profile instruments were developed for use in assembling baseline data on the functional ability in socialised language of children in special schools. Such baseline data were to be instrumental in evaluating educational strategies to foster the development of socialised language among children with learning difficulties. It was proposed therefore to construct a training programme which adapted these techniques to suit the needs of a group of children with mental handicap, to be used in a special school classroom.

5.2 Construction of the Initial Training Programme

Throughout the socialisation process, a child assimilates information by perceptual mechanisms through which he perceives and experiences his environment. In learning to talk a child looks and listens then tests out his first words with people with whom he is familiar before going on to use language with strangers, or with those outside his immediate social circle. This process may be seen in functional terms as consisting of:-



The initial programme was generated by the experimenter using everyday classroom techniques, as well as the discussion programme used in LFP phase one. In constructing the training programme, an attempt was made to reflect this natural learning process. In addition reference was made to the construction of previous social skills training programmes as discussed in Part One.

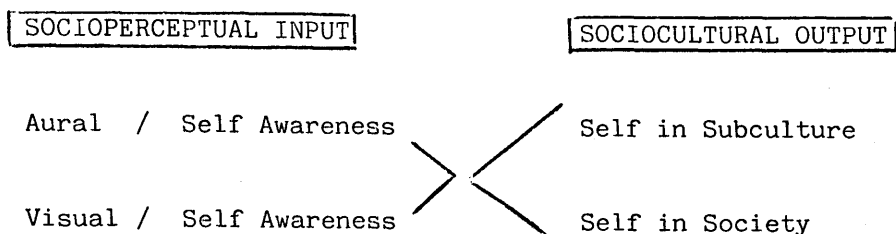
Given that transfer to real situations after training programmes did not occur (Fleming & Fleming, 1982), it was seen as vital that 'real' situations be a constituent part of the training programme from the beginning. (Bates 1979).

The programme consisted of visual and aural input, with listening skills training, and a picture series, followed by the opportunity for the child to try out his own language within a familiar environment, before going on to an open social situation.

Each of these four components were developed as relating to "the self". Visual and aural media were utilised to highlight sensory awareness in the individual, and the relationship of the self to perceptual stimuli in the environment. The functioning of the child in both the familiar and unfamiliar situation was seen as the self in a familiar or subcultural situation, and the self in an open social situation, following the developmental process through

which a normal child learns.

This may be summarised as follows:-



5.2.1 Socioperceptual Input

a) Component 1 (C1) Aural / Self Awareness

Listening and being regarded as a good listener is one of the basic skills of conversation and successful social interaction. Not only necessary for hearing what the other person has said, listening can encourage a person to talk, and aid in building social and personal relationships.

Teachers were instructed to encourage pupils to listen in an attempt to:-

improve concentration; help the children follow directions more accurately, since they will have listened more carefully; reduce extraneous and nonproductive noise levels in class.

The LFP Aural/Self Awareness programme employed 3-4 minutes per day. The teachers told the children to shut their eyes, and for a short while, listen to all the sounds around them. They then asked the group, what they had heard. No child was selected individually so that no unnecessary anxiety was raised. In asking the group to identify different sounds, it was hoped that selective attention and perceptual detail be improved.

Teachers were encouraged to read stories and talk to the children, and to ensure that when someone was talking, the rest of the class group were quiet and attentive.

b) Component 2 (C2) Visual/Self Awareness

C1 used a single sensory channel, the auditory channel. C2 was a more complex form of awareness training using both the auditory and visual channels, and was designed to encourage the child to imagine how he would behave, and what he would say in certain situations.

Five components of socialised language had been identified in LFP phase three as follows:

Fluency, Spontaneity, Reticence, Inarticulation and Restricted Production.

In C2, a series of slides was graded, ie. sets 1-5 had one slide only, sets 6-8 had two slides in each, sets 9-10 had a three slide sequence each, and set 11 was a four slide sequence. Sequences 1-6 showed pictures of the same family in different situations, at a party, on a walk, in the garden. Sequences 7-10 moved away from the same family situation into the peer group setting, where the group was shown pictures of other children, and was asked what the other children in the pictures were saying. Sequence 11 returned to the family on the beach and away from their home base.

Each week one set was to be shown to the class group. The teacher was asked initially to describe the slide then ask the group what the people in the slide were saying. The slides were to allow children the opportunity to produce and explore linguistic situations, without having to take the responsibility for that language as being their own. The C2 slides were seen as only language stimuli or triggers. It was emphasised that the teacher was the real learning support, by allowing the children to use her for practice. This part of the

programme was allocated approximately twenty minutes per fortnight, and was alternated with C3 below.

5.2.2. Sociocultural Output

a) Component 3 (C3) Self in Subculture

As well as taking in information from the environment, the child must learn to give of himself. C3 encouraged participation through language in the social, subcultural environment, by a series of discussion sessions round a topic familiar to the children. The topics had already been used in LFP phase one and had been shown to be successful in encouraging spontaneous language. C3 aimed to encourage the child to be aware of his subculture as a situation where he can participate meaningfully through language, with his peers. The teacher told the children the day before the discussion took place, which topic would be placed before the group.

The group was seated as informally as possible, perhaps round a table (not the teacher's desk) or on the floor. The teacher introduced the topic by saying - "Today we're going to talk about ... Does anyone have anything to say?" The teacher supported the conversation and encouraged the reticent children to contribute, if they wanted to. However, it was emphasised that they should not be forced to say anything, but signs of willingness to participate were to be encouraged. If one child seemed to be dominating the interchange, gentle negative reinforcement was to be offered. At the same time the teacher was to encourage another child to talk. Where the discussion developed away from the original topic in a natural progression, it was not to be stopped, as conversation covers many areas, and rarely adheres to the one topic over time.

The teacher was there to maintain discipline, if necessary, to support the conversation and to informally guide the discussion. Teachers were warned against turning the

discussion session into a teaching session. They were encouraged to allow the children to feel the pressure to talk.

C2 was alternated with C3 twenty minutes every other week.

b) Component 4 (C3) Self in Society

As well as functioning successfully within his own sub-culture, the child must be able to deal with situations which bring him into contact with people of varying ages and professions.

C4 aimed to encourage an awareness of: a world outside his immediate environment, people in different situations from his own, elderly people, who may not be able to look after themselves, old people not always having been old, people enjoying meaningful relationships despite age difference, the role of language in aiding the development of meaningful relationships.

C4 attempted to do this by forming a bond between the children and a local Old People's Home. The group visited the home every week. The visits were to be informal, and the children encouraged to chat with the residents, to listen to stories of days gone by, and to tell the old people about themselves. The teacher was to form part of the group, thus offering a practical example for the children to follow. Visits were to be made every week, as regularly as possible. The teacher was warned against forcing the children to interact with the old people, of whom they might at first be a little afraid, or wary.

The LFP Training Programme was thus a four block programme, with two components embodying perceptual or Socioperceptual Input : C1 Listening Skills, where language was a subsidiary skill and C2 Slide Sequence, where the child produced language, but did not necessarily take responsibility for it as his own; and two components seen under

the heading of Sociocultural Output : C3 Discussion Group, where the child could explore his own language within his class group before going out to C4 Visit to Old People's Home where the child took full responsibility for his own language in a wider social setting.

The pilot programme was designed to cover twenty weeks.

5.3 The Pilot Study

In order to test the viability of the training programme within the special classroom, it was decided to pilot the programme in five schools, each one in a different Region. Five Regions were selected to represent a wide but not national range of service provision: Highland because of its more "rural" aspect, Fife as it provides all its education for children with learning difficulties in special units, and Lothian, Central and Grampian because of previous connections of the author with personnel.

Five schools participated as follows:

<u>Region</u>	<u>School</u>	<u>No in Class Group</u>
Lothian	Pilrig Park	9
Grampian	Beechwood	12
Central	Dawson Park	10
Fife	Balwearie Special Unit	12
Highland	Drummond	16

In order to ensure complete understanding by teachers of the training programme, a full day visit was made to each school by the author. Teachers were thereby given the opportunity to discuss fully and at length, the implications of the programme for use with their class group. It was felt that such personal contact was necessary in that it would help maintain interest and the application of the programme over the twenty week trial period. Four of the schools felt it impossible to carry out the C4 link with old folks due to a lack of proximity to such an institution, and consequent difficulties of transportation and school organisation. All schools, however, felt that such a link would be of benefit to the children and were supportive to the inclusion of such a unit in the programme.

Each teacher was issued with:-

- a) The LFP Training Programme (Appendix 12)
- b) C2 slide sequence and notes
- c) Progress Recording Sheet
- d) Class Information Sheet

Each teacher was asked to complete a class information sheet which detailed for each child:-

the name

date of birth

I.Q.

home circumstances

father's occupation

additional handicaps, e g. speech or behaviour problems

any other information

5.3.1 Monitoring

The pilot of the training programme was monitored on several levels. The data are contained in Appendices 13-16 for each school.

a) Monthly Telephone Contact

A monthly telephone call was made by the author to each school. These calls had the two main purposes of maintaining informal contact with the teacher, and answering any queries or aid with problems which had occurred. The telephone calls were useful to keep an informal assessment of the progress of the programme. In fact, no problems occurred during the course of the six month period, and teachers reported that progress was good.

b) Interim Report

Teachers were asked to complete an interim written report after ten weeks of work on the training programme.

The teachers were asked to complete a questionnaire which asked how the children had reacted to the training programme; the teacher's reactions to the programme; any other comments.

Completed questionnaires were received from Pilrig Park, Drummond and Beechwood and a letter of comment was received from Balwearie Special Unit.

All staff made very positive comments about the potential of such a training programme, the necessity for its inclusion in the special school curriculum, and its effects on the children, who seemed to be expressing themselves more clearly, and with more courtesy and consideration for others. No teacher had discussed the project with members of staff other than the headteachers, who were all very supportive and interested in ongoing developments.

c) Final Report (June 1979)

Teachers and headteachers were both asked to make final reports on the completion of the LFP Training Programme in June, after it had been working for six months in their schools. Separate questionnaires were sent to teachers and headteachers with a letter requesting their co-operation (Appendix 17).

5.3.2 Teachers' and Headteachers' Reports

Teachers were asked for personal details of how long they had been in teaching, and their experience in special education. General teaching experience varied from seven to twenty seven years, while special experience varied from four to seven years. All teachers held the post-experience Diploma in Special Education, and had volunteered for participation on the project, except the Drummond School teacher, whose class group had been chosen by the headmaster as the most appropriate.

All teachers saw home background as being the main contributory factor in the difficulty experienced by the special child with socialised language and felt that not enough attention was paid to its encouragement in the special classroom. All felt that the LFP training programme had been of use in their classroom, and that each of the components C1 - C4 had been of value in stimulating interest and awareness in the children.

All teachers said that they would continue work along LFP guidelines with new and future class groups.

5.3.3 Headteachers/Teachers Reports

Headteachers were asked for their comments on the work involved in the Language Fluency Project with reference to the broader school curriculum context (Appendices 13-16). All saw it as playing a vital part in the school experience of the special child, and felt that it should be integrated with other subjects. Both teachers and headteachers noted an improvement in peer relations and courtesy among children.

Drummond School took fullest part in the programme, initiating C4 visits to Old Folks Home at the beginning of the programme, and maintaining the structure of the training schedule over the six month pilot period. In her interim report, the class teacher felt that the group of sixteen was too large to allow the weaker children to benefit as much as they might have. However, she did notice that one poorer child in the class had his self confidence boosted "if only in the fact that others actually listen to him". In general she felt that the informality of the programme had helped in self expression. Such positive comments were reiterated in her final report where she made it clear that emphases such as the suggestions made within the structure of the LFP would be more successful on a cross curricular approach. Despite a certain initial reluctance to participate, the Drummond School teacher commented that she would continue work within LFP guidelines with other groups.

The class teacher had great support from her headmaster, who saw special education as a social education programme with academic remediation. He described the LFP as a "promising method of stimulating oral communication", and emphasised its value across the curriculum, and felt that it was successful in its aim of encouraging socialised language among children with special needs.

In Pilrig Park, the teacher in her interim report, felt that the LFP training programme was "highly valuable - imperative in fact!" in informalising the classroom atmosphere, and personalising the teacher for the children. She emphasised the benefits to the interactive abilities of her pupils and saw the LFP as an "exciting breakthrough in communication and social skills training for these children". Her final report supported and expanded these comments. She remarked an improvement in creative work, and a greater confidence with reading.

Like Pilrig Park, Beechwood School was unable to participate in C4 Visit to Old Folks Home, because of difficulties of school organisation and geographical proximity to such an establishment. The class teacher in her interim report, felt that the LFP training programme had "potential for developing language". Her comments were endorsed in her final report. She felt that the children were more relaxed, more courteous and had an easier relationship with both herself and other class members.

Similar views were expressed by the Deputy Head Teacher, who taught several of the children who had been in the LFP group. He felt that "these children ... speak freely and relevantly without being encouraged". He also noted that some "parents found their children more willing to discuss school work with them".

The participating teacher in Balwearie was very enthusiastic about the LFP and reported verbally that it was working successfully in his class. He sent a letter (Appendix 16) in which he outlined some of his linguistic and discussion activities in class. In their final reports, both he and his principal teacher, emphasised the importance of school regime and ethos in encouraging language fluency. A more courteous and less aggressive approach between pupils was also noted.

Because of staff changes and a school re-organisation, Dawson Park withdrew from the project.

5.4 Revision of The Training Programme

Teachers were asked to comment on the LFP training programmes on a questionnaire as laid out in Appendices 13-16. Three out of the four teachers involved volunteered for participation, and already had an interest in facilitating linguistic abilities. They were asked to comment on the individual components of the programme.

Three found C1 Listening Skills component useful in encouraging children to listen more closely, not only in the context of the training programme, but also in other situations.

All of the teachers noted that the group found it difficult at first to contribute spontaneously to this C2 Slide Sequence component, but as the programme developed, spontaneity was much more apparent. All the children enjoyed the slides, and one teacher noted that they identified easily with the subject matter.

All teachers found that at first they themselves led the C3 Group Discussion but with time the children took the initiative. Sport, television, school and outings were the most popular topics. One teacher noted that initially the close proximity of the children to each other encouraged them to fight and curse. However, as the programme developed, the children reacted much more sociably together, and could be left without supervision for short periods of time.

Only Drummond School, Inverness, organised and maintained the C4 Visit to Old People's Home. The teacher felt that the visits made the children more aware of old people's needs and made the concept of time more meaningful. A nursery or day centre was suggested as perhaps a more suitable establishment for the children to set up a link. However, such a situation would not allow the children to experience adult language in a social situation.. The maintenance of such a link may prove difficult if the population of the group is not static, e g. young mother circles and women's guilds tend to have a changing group at every meeting and are normally held in the evenings. The suggestion, however, to form links with groups and establishments outside the school was seen by teachers and headteachers alike to be potentially beneficial to the children in encouraging them to take their place within their own community.

5.4.1 Teacher Style

Teachers and headmasters were asked in their final report how important teacher style was for the successful functioning of LFP guidelines. Responses ranged from the flippant to the comment that teacher style is important in all subjects. In general it was felt that a democratic style (Flanders, 1965) was more productive in the small special classroom so that socialised language could be encouraged. It was important for future development however that LFP guidelines could be implemented by most teachers, regardless of qualifications or experience. Two of the responding teachers felt that "most teachers would find LFP within their scope no bother at all".

5.4.2 The Special Curriculum

Both teachers and headmasters felt that socialised language was an integral part of the special school curriculum, and that many teachers were in fact already encouraging such language with their children. However, there was general agreement that many teachers do not take an explicit interest in this kind of language and would benefit from having its value to both children and teacher highlighted.

An across the curriculum approach was seen by three of the schools as being the most beneficial way to implement socialised language. The value of linguistic competence and fluency is apparent in all situations; and were teachers to have socialised language highlighted as already has been suggested, practice and awareness of such could be implemented at all times. It was suggested, however, that if such an awareness could be encouraged at Directorate and Advisory levels then future developments would be much more effective.

The headteacher of Drummond School, felt that there is a real need for endeavour by Colleges of Education, Advisers, Child Guidance and Headteachers to emphasise the need for interactive

conversation at class and individual level in the teaching of all subjects at all times. Much is to be gained in this field by apparent incidental learning through positive and conscious endeavour by individual teachers.

In the light of final comments and interim reports, the training programme was revised for its main run with evaluation of children's progress.

5.4.3 Revised Version of the Training Programme

The four component model was retained, with Components 1-3 in principle the same as in the pilot run. Because of the managerial and organisational problems associated with C4, experience in socialised language was encouraged by role play in class, of situations familiar to them, following recommendations of the research quoted in Part One (Foster 1975, Fleming & Fleming 1982).

These were:-

- 1 The Family: each child selected a role within the family which was to be sitting at tea time.
- 2 The School: the children were asked to role play the staff having coffee at break time.
- 3 Friends: moving into smaller groups of two, where each player had more responsibility for the conversational exchange.
- 4 Restaurant: as a development of the previous week, the group was to play three people going out for a meal, with a "waiter" or "waitress".
- 5 Birth of a New Baby: the situation was to be friends visiting "new" parents.
- 6 The Beach: a group of friends at the beach.

It was proposed to run the programme throughout the course of one school year, in order to avoid the problems of a loss of impetus and gains for the children over the long summer vacation. The programme was therefore planned throughout the school year, and teachers notes were compiled following comments from teachers that all staff could implement LFP guidelines, which details weekly sessions. The overall programme was divided as follows:

C1	Listening Skills	:	4 weeks
C2	Slides	:	6 weeks
C3	Discussion	:	8 weeks
C4	Role Play	:	6 weeks

There were three "revision" weeks following Christmas and Easter vacations, and one final session where the children were to discuss what they liked best from the whole programme.

Because of the difference in time scale, the slide sequences had to be re-ordered. Slides 1 and 2 were retained as identifiers of the characters in the further sequences, and the following slides were retained as single triggers for discussion, rather than the two or three slide sequences of the pilot run, in order to avoid confusing the task of stimulating language with that of sequencing the slides. The slides show the family, the family on a walk, three members of the family in the snow, Christmas dinner, the mother and father in the garden, the family at the beach.

Eight topics were given for discussion in C3, and these could be discussed in any order over the eight weeks.

Along with teaching notes for each session of the four components C1-C4, teachers were given background notes on the development of the project. These are detailed in Appendix 13.

5.5 Implementation of the Training Programme

Having compiled the teaching plans and notes for the main run of the LFP training programme, schools had to be identified, teachers and groups selected, and the programme set in motion.

5.5.1 Selection of Participants

Whereas for the pilot run it was seen as important to have views from teachers from different Regions on the content of the training programme, the major run of the programme was restricted to one specific Region. Since its inception, the Language Fluency Project had been based in Lothian, and it was decided that this Region should be the focus of the main run of the programme, because of the strong links which had developed between the author and both the Directorate and many of the schools in Lothian.

Permission was sought and granted from the Head of Special Educational Services, to approach the eight schools in Lothian dealing with children with specific learning difficulties. The headteachers of these eight schools were invited to participate on the main run of the LFP training programme, beginning the following school session in October 1982 to run to June 1983. Four of the schools agreed to participate, two did not respond, while two declined on the grounds that they were unable to take on additional commitments. The schools who agreed to participate were:-

Lugton School, Dalkeith
Kingsinch School, Gilmerton Road, Edinburgh
Pilrig Park School, Balfour Street, Edinburgh
St Nicolas School, Gorgie Road, Edinburgh.

Headteachers identified those teachers who taught children in the age range eleven to fifteen, and these teachers were approached for their co-operation which was readily given. The teachers in turn identified the group with whom

they would be working on the training programme. The constitution of each group was as follows:-

Table 5.1

Composition of Participating Group

School	No in Group	Boys	Girls
Lugton	8	3	5
Kingsinch	7		7
Pilrig Park	4	4	
St Nicholas	7	2	5

The group ranged in IQ from 52 to 73 (\bar{x} = 62.7), and at the start of the programme from age 11,5 years to 15,5 years (\bar{x} = 13,6 years).

5.5.2 Setting Up The Programme

Headteachers and teachers were invited to a meeting to outline the programme to them, and talk over the structure of the programme and the lesson plans outlined in the teachers notes. All teachers involved and three headteachers attended this meeting, to which the Head of Special Educational Services in Lothian was also invited for his own information. It was also seen as desirable that he should be present to indicate to teaching staff that the Language Fluency Project, and their participation in it, had Directorate support.

Since speech therapy staff were to be involved in the evaluation procedures, the Chief Speech Therapist for Lothian, and each speech therapist for the participating schools also attended this induction meeting.

The teachers began the programme in their school, on the week beginning October 26th 1982.

5.5.3 Maintenance of the Programme

The teachers group met at the beginning and end of each term to talk over problems and experiences they were having as the programme progressed. The author phoned each teacher once a month to inquire as to progress, and made a visit to the school once per term. It was seen as important that teaching staff had as much support as they felt they each required as they worked through the programme. Teachers were therefore welcome to contact the author if they so desired, although none did so.

Evaluation of the Training Programme

Aronson & Sherwood (1972) outline the four stages of an action research project as:

- a) an objective, or set of objectives
- b) a rationale
- c) strategies for intervention
- d) evaluation.

The structure of the LFP training programme followed this model in that it was set up a) to encourage socialised language in children with a mild mental handicap, b) who because of various learning difficulties were seen as deficient in certain social skills and c) who experienced the LFP training programme in their school classroom.

Kemmis (in press) describes action research as "... participatory ... collaborative ... practice-based and action-oriented ... concretely critical ... (and) as a spiral of self reflection." The LFP fulfils each of these criteria, and must be evaluated within these.

The theory and practice of evaluation is fraught with many difficulties. These include those of a political, social and financial nature as well as those which might be considered as philosophical or academic. Weiss (1972) outlines several issues including the reluctance of practitioners to have research workers beside them as they work in case of personal criticism; the external presence which any research worker introduces into a situation, thus rendering it artificial to a greater or less extent; researcher or practitioner bias and many others. Guba (1972) explains the failure of educational evaluation in terms of a lack of seven aspects in the situation as follows:-

- a lack of ... adequate definition of evaluation,
- ... adequate evaluation theory,
- ... knowledge of decision processes,
- ... criteria,
- ... approaches differentiated by levels, ie. the relative quality of each approach to find out more or less,
- ... mechanisms for organising, processing and reporting evaluative information
- ... trained personnel

Several other issues had to be considered in constructing the evaluation programme for LFP phase four. "One common difficulty is that the desired pay off lies far in the future ... (and) it would take decades to find out if the outcomes were in fact achieved" (Weiss 1972). This was applicable to the outcome of the training programme in that even were greater facility in socialised language apparent among the study group immediately after the training programme finished, a long term aim was that the study group maintain this facility into later life. Weiss (1972) states that "... probably the best that evaluation can do ... is discover whether intermediate goals are being met".

Scriven (1972) examines the value of comparative and noncomparative evaluation among students taking a new curriculum and those taking the old, and finds that where the same criteria of evaluation are applied to both groups, few or no improvements are apparent. He questions "whether one should not weight the judged merit of content and goals by subject matter experts a great deal more heavily than small differences in level of performance on unassessed criteria." He notes if this is done "then relatively minor improvements, on the right goals become very valuable, and in these terms, the new curriculum looks considerably better."

With this in mind, teachers working with the study groups were asked a) to complete a report through interview on the success of the programme with the group, as well as a case study of one child in that group, and b) to complete the socialised language profile for each participating child pre- and post- the training programme in order to assess achievement of the success of the programme on this "intermediate" level, ie. immediately on completion of the training programme. In consideration of objectivity within such an evaluation, the school speech therapists were asked to assess each child on a pre- and post- level, using a specially designed battery of tests.

"Evaluation proper must include, as an equal partner with the measurement of performance against goals, procedures for the evaluation of the goals" (Scriven 1972). In order to canvass teachers' opinions on the value of the goals themselves,

questions were built into the teachers questionnaire, and a major survey of teachers in special schools was proposed for LFP phase five.

Scriven (1972) also debates the value of "intrinsic" evaluation against that of "pay off" evaluation. The former "involves an appraisal of the instrument itself ... (where) the criteria are not usually operationally formulated, and they refer to the instrument itself", while the latter is "an examination of the effects of a teaching instrument on the pupil". He outlines the problems with intrinsic evaluation in that it brings in intermediate goals or criteria, and raises the question of their value, which in turn has its foundation in their formulation. In maintaining the goals initially laid out throughout the programme, when they might more naturally change as the programme develops, the programme and evaluation results, will be influenced by this restriction and inflexibility. The operationalist, with pay off evaluation, interested in only the changes in the pupil, cannot ignore the programme, content, and the experience of the pupils' progress through the programme as factors which influence the results.

Scriven (1972) rationalises these two purist approaches by concluding that "The possibility obviously emerges that an evaluation involving some weighting of intrinsic criteria and some of the pay off criteria might be a worthwhile compromise".

Such a compromise, as an eclectic evaluative structure was proposed for the LFP Training Programme. In summary, it was a tripartite structure as follows:-

- i) Pre- and post-training assessment of each participating child by the school speech therapist
- ii) Pre- and post-training completion of the socialised language profile by the teachers for each participating child
- iii) Teacher reports: 1) interview at the end of the training programme ,

2) comments throughout the programme, to be written in the "Teachers' Notes",

3) a case study of one child in each school .

5.6.1 Speech Therapists Reports

In order to have an objective assessment of childrens progress, the Chief Area Speech Therapist was approached for her co-operation, and that of her staff in each of the project schools, in assessing each child for socialised language facility using standardised measures. The co-operation of the staff was readily given.

In talking through which procedures were to be administered, however, problems arose in that, as has already been established (LFP phase three), no standard tests are available to estimate a child's ability in this area, but existing instruments offer assessment only in the areas of competence and performance rather than the third level area of function, as outlined in Part One.

After lengthy and detailed discussion, the group of speech therapists suggested that the following extracts and tests should be administered to each child, before and after the training programme: North Western Syntax Screening Test, Items 10-20; Watts Picture Test/English Language Scale; Auditory memory. (Listed in Appendix 19). The speech therapists also agreed to offer a subjective comment on the child's articulation, and the relevance and appropriateness of verbal output and responses.

The group agreed to report on their findings. Individual school reports are listed in Appendix 19, and are summarised in Table 5.2.

a) Objective Assessments

Table 5.2 Objective Assessment by Therapists

North Western Syntax Screening Test				Eng. Language		Auditory Memory Test	
Child	NW / Receptive		NW / Expressive		Scale	Digit / Sentence	
	Jan	June	Jan	June	Jan June Gain/Loss	Jan	June
1	18	19	16	16	7.6 7.9 +.3	5	5
2	17	18	20	20	7.0 7.9 +.9	7	7
3	15	18	15	17	5.9 6.6 +.9	4	4
4	16	17	15	19	7.0 7.0 0	3	3
5	17	18	17	17	6.9 6.6 -.3	4	4
6	17	18	16	17	6.6 6.6 0	4	4
7	16	16	18	18	6.9 6.6 -3	4	5
8	18	19	16	17	6.6 7.0 +.6	4	4
9	15	12	10	14	6.9 6.3 -.6	4	4
10	21	16	22	22	8.3 9.3 +12	4	4
11	15	18	10	14	7.10 8.8 +10	2	2
12	15	18	8	11	7.9	2	
13	15	18	11	16	7.11 8.3 +4	3	3
14	-	-	-	-	- - -	-	-
15	15	15	13	14	7.11 8.6 +7	2	2
16	16	16	11	19	7.8 7.8 -	3	2
17	14	9	10	10	7.4 7.11 +7	2	2
18	16	NSC	14	NSC	8.6 NSC	4	NSC
19	16	NSC	16	NSC	8.9 NSC	10	NSC
20	22	NSC	18	NSC	9.0 NSC	10	NSC
21	18	NSC	18	NSC	9.0 NSC	?	NSC
22	-	-	-	-	- - -	-	-
23	18	NSC	20	NSC	9.6 NSC	9	NSC

The Chief Area Speech Therapist submitted a joint report from her staff who stated in her report that they "were very concerned that there were no up to date standardised measurements of expressive language beyond the six year old level (Reynell Developmental Language Scale) other than such tests as the ITPA and some American one which were not standardised for British children. In order to assist (the experimenter) (the speech therapists) agreed ... (to) use this rather old fashioned (Watts Picture Test/ English Language Scale) so that at least all the children would be presented with the same material and credited by the same system of "marking" and that this could be repeated at the end of the project. The Picture Test/English Language Scale forms the basis of a later standardised assessment called the Action Picture Test - by C Renfrew ... which is still used by some as a screening device for young children up to the age of six; it gives an indication of "information content" and "grammar" age in years and months. In the Language Fluency Project the therapists agreed to use the Watts Scale by giving credit for Stage I and counting from Stage 2 to Stage 6 thus giving a "score" in years and months."

It must be reiterated that the speech therapists regard the measurements used as having statistical and scientific inaccuracies, giving only an indication of the children's language performance at two points in time coupled with trained observations on phonology, intelligibility and relevance of response by four different but experienced therapists.

b) Subjective Assessments

Therapists were asked also to comment on the articulation and relevance of what each child said. The results are given in Table 5.3.

Table 5.3 Subjective Assessment by Therapists

Child	Phonological Impairment	Relevance etc.
1	Mild	Normal
2	Normal	Normal
3	Mild	Taciturn
4	Moderate	Normal
5	Normal	Taciturn
6	Severe	Taciturn
7	Mild	Normal
8	Mild	Normal
9	No Impairment	Verbose
10	Mild	Normal
11	No Impairment	Normal
12	No Impairment	Verbose
13	No Impairment	Uncommunicative
14	No Impairment	Verbose
15	No Impairment	Normal
16	No Impairment	Normal
17	Mild	Normal
18	No Impairment	Normal
19	Mild - Moderate	Dysfluent, unable to stick to theme, distractable
20	Normal	Normal
21	Normal	Satisfactory
22	Normal	Satisfactory
23	Normal	Satisfactory
24	Normal	Satisfactory

The phonological impairment of the twenty four children is given in Table 5.4.

Table 5.4 % age of phonological impairment in study group

Normal, satisfactory	15	62%
Mildly Impaired	6	25%
Moderately Impaired	2	8%
Severely Impaired	1	4%

The relevance/appropriateness assessments are summarised in Table 5.5

Table 5.5 % age of relevance/appropriateness of response in study group

Normal, satisfactory	15	62%
Satisfactory	4	16%
Taciturn	4	16%
Limited, dysfluent	1	4%

The report from the speech therapy department following completion of the two assessments is quoted in full.

"A total of 24 children in 4 schools took part in this aspect of the project. There were 12 girls and 12 boys with an age range of 11 to 13 years (8 children), 13 to 14 years (6) and 14 to 15½ years (10).

The children were screened by the speech therapists at the beginning of the project (November) and towards the end (June). The screening was in 2 parts. First, the therapists judged the child's phonological system/speech sound production in terms of nil, mild, moderate or severe impairment of intelligibility and the relevance of output and responses in general communication during the assessment sessions. Secondly, a section of the Northwestern Syntax Screening Test, part of the Watts Picture Test and an estimation of auditory memory using repetition of digits and sentences were used to provide an indication of language function. No attempt

at measuring inter-tester reliability was made but all 4 therapists were experienced in assessment and management of mildly mentally handicapped children.

The following observations can be made from the reports received:-

- (1) Comparison between pre- and post-project results showed no significant change overall, although 4 children made gains in specific sections of the assessment in excess of the 7 month developmental increment.
- (2) Phonological assessment - speech sound production was regarded unimpaired in over 60%, with another 25% showing mild difficulty. Two children had moderate and one child severe impairment.
- (3) Relevance of response and verbal output was regarded as satisfactory in 62% and dependent upon (a) mood, (b) interest in the topic, in 16%. Four children were described as taciturn, one was verbose but had a stammer and one child had limited output with inability to sustain the theme of the verbal interchange.
- (4) The screening clearly revealed the specific language disorder of one child whose scores were depressed in all sections and who was described as "moderately impaired in phonology, with limited output, being dysfluent with immature syntax and poor auditory memory".
- (5) The Picture Test which elicited spontaneous responses to visual stimuli showed age levels ranging from 5.6 years to 9.6 years, and there was a clear progression from the younger age group (11 to 13 years) to the older (14 to 15½ years). In this section, 4 children showed increased scores in excess of their chronological increment.
- (6) The Northwestern Syntax Screening Test is described as a screening instrument giving an indication of comprehension and formulation of basic syntactic forms of children of 3 to 8 years. Within this limited range, the results obtained showed:-

- (a) that on average receptive and expressive abilities in each child was very similar.
 - (b) that the range of scores for the whole group was narrow with the exception of the child referred to in (3) above.
 - (c) that therefore there was less difference between the younger and older children than was noted in the spontaneous Picture Test.
 - (d) two children showed increased expressive scores during the project, whereas the understanding of basic syntax remained the same in most cases.
- (7) The results of the auditory memory test (digits and sentences) showed no change between pre- and post-assessment and ranged from less than 2 years to 10 years level and less than 2 years to 8 years level (sentences)."

5.6.2 Socialised Language Profile

All teachers completed a socialised language profile as developed in LFP phase three, for each participating child before and after the run of the training programme. Each item on the thirty three item profile was scored 4 - 1. Through factor analysis in LFP phase three, five factors of socialised language had been identified. These were Fluency, Spontaneity, Reticence, Inarticulation and Restricted Production. Each child had a thirty three raw score array which was reduced to five scores on these five identified factors. For the purposes of the study these were refined into factor scores in order to more sensitively assess changes. In computing factor scores, normalisation of the raw data is required. This transforms the data so that the mean is zero, and the standard deviation is one. In computing the factor scores, the factor score coefficients from the original factor analysis were used instead of the original factor loadings in order to take account of the Varimax rotation. The computation was completed using a programme on a BBC microcomputer. This programme completed the following operations:

- a) subtraction of the mean of scores from each value
- b) division of the result by the standard deviation

- c) multiplication of the normalised scores by the factor score coefficients from the original factor analysis
- d) analysis by t-test of differences between the pre- and post-factor scores on the socialised language profile.

Each of the five factors within the socialised language model displayed a bipolarity, indicated by negative and positive loadings over the thirty three items. From the initial stages of construction of the individual assessment instrument, it was decided that it should be a profile of the individual child's facility in socialised language highlighting positively not only the areas in which the child was successful, but also overtly taking cognisance of the areas in which he might be unsuccessful. Thus a high score on Fluency and Spontaneity factors reflect ability in these areas, while a high score on Reticence, Inarticulation and Restricted Production shows difficulty in these areas. The pre- and post-test factor scores are given in Table 5.6, while the raw data is given in Appendix 20, along with details of the participating children.

Table 5.6 Pre/Post factor scores for participating pupils

Child	Fluency		Spontaneity		Reticence		Inarticulation		Restricted Production	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	-0.09	-0.27	-0.08	0.40	-0.83	0.30	-0.09	-0.05	0.22	-1.67
2	-0.99	-0.54	0.29	-0.04	0.64	1.33	1.78	1.73	1.74	0.62
3	-0.82	-0.39	0.17	-0.17	0.05	-0.67	-0.91	-0.67	-1.40	-0.94
4	-1.32	0.32	0.26	0.63	-1.49	0.14	0.12	-1.00	-0.98	-0.55
5	-0.33	0.55	1.27	0.60	-0.85	0.35	0.00	-0.75	-0.68	-0.41
6	-0.37	-0.12	-1.62	-0.33	0.23	1.06	-1.05	-1.06	-1.05	0.25
7	-0.56	-0.58	-1.68	-0.16	1.75	0.97	-2.14	-1.77	0.75	0.13
8	-0.75	-0.28	0.11	-1.06	0.51	1.15	0.54	-0.17	1.63	0.88
9	0.85	1.21	-0.31	-0.30	-2.31	-1.70	0.40	0.80	1.81	0.66
10	0.13	-0.18	-2.20	-1.61	0.15	-0.18	-0.64	-0.79	1.56	1.61
11	0.06	-0.63	-0.83	-0.16	-1.26	-0.87	-1.16	0.16	1.37	-1.60
12	0.08	0.81	-0.12	0.30	-0.80	-0.37	-0.61	-0.27	0.27	-0.08
13	0.81	0.53	0.96	0.41	1.77	-0.54	-0.74	0.09	-1.21	1.23
14	-0.06	-1.98	-0.46	0.82	1.09	0.31	0.17	0.90	1.31	-1.55
15	2.23	1.57	-0.01	0.46	1.26	1.27	-0.44	-0.79	-0.92	-0.62
16	-0.95	-0.69	-0.51	-0.45	0.36	0.59	-0.36	-0.47	-0.24	-0.89
17	0.92	0.37	1.08	0.41	-0.50	-2.13	0.35	0.50	-0.58	1.11
18	1.08	1.57	2.05	0.90	0.24	-0.20	1.32	0.54	-0.41	-0.35
19	1.92	0.24	0.38	-0.02	-0.83	-0.50	-0.21	-0.11	0.78	0.16
20	-2.40	-1.43	2.20	1.68	0.27	0.91	3.82	2.41	-1.86	0.91
21	0.64	0.08	-0.32	-0.95	0.53	0.80	0.52	-0.69	0.15	0.19
22	0.10	-1.66	0.36	0.36	-0.37	0.87	0.55	-0.61	-1.45	-0.55
23	0.68	0.61	-1.35	1.40	-1.17	-0.54	-0.25	0.62	0.67	-0.99

A t-test was computed for the above data, for each of the five factors to investigate changes in scores between the pre and post tests.

Results were as follows in Table 5.7

Table 5.7 Results of t-test on pre/post test scores

Factor	Means		t value	sig
	Pre	Post		
Fluency	.02	-.02	- .247	
Spontaneity	-.08	.08	.486	
Reticence	-.06	.05	.808	
Inarticulation	.06	-.05	.384	
Restricted Production	.05	-.08	.043	

Results from the t-test show that there is no statistically significant changes over time as measured by scores in the socialised language profile, i e. no t value was high enough to reach a statistically significant value.

As outlined above, gains were desirable on factors 1 and 2, while losses on factors 3, 4 and 5 would indicate improvements in the individual child's performance. The pattern of gains and losses for each of the twenty four children are detailed in Table 5.8. The ideal pattern is seen as ++ --- . Comparison of the means for pre and post tests show that three out of the five factors showed the desirable direction i e. Spontaneity, Inarticulation and Restricted Production.

FACTORS

	Fluency	Spontaneity	Reticence	Inarticulation	Restricted Production
	1	2	3	4	5
Child					
1	-	+	-	+	-
2	-	-	+	-	+
3	+	-	+	-	+
4	-	-	+	+	-
5	+	-	-	-	+
6	-	-	-	+	+
7	+	+	+	-	-
8	-	+	+	-	+
9	+	-	-	-	+
10	-	+	+	+	-
11	-	+	-	+	-
12	-	-	-	+	+
13	+	+	+	+	-
14	-	-	+	+	-
15	-	+	+	-	+
16	+	+	+	+	-
17	+	-	+	-	-
18	-	+	-	+	-
19	+	+	+	-	+
20	+	-	+	-	+
21	+	+	+	-	+
22	+	-	-	+	+
23	+	-	+	-	-
24	-	+	+	+	-

No child displayed the 'ideal' pattern of gains and losses. Two children showed gains on Spontaneity and consequent losses on Reticence. Of the eighteen children who showed gains on either Spontaneity or Fluency, seven showed gains on the expressive scale of the NWSST as measured by the therapists. However, no clear patterns emerged overall in the gains and losses as measured by the SLP.

It was proposed to identify any differences in pre- and post- programme factor scores on each of the five factors, and to investigate any differences emerging between the four schools.

The appropriate analysis, for each factor, was a one-way analysis of variance on the changes across the four schools and a paired sample t-test on the changes of all twenty four children. These would be equivalent to the appropriate tests in a repeated measures analysis of variance for assessing school/time Interactions and main effect of time. Details of the analysis are given in Appendix 21.

Also carried out were the equivalent Non-Parametric tests of, respectively, a Kruskal-Wallis test and a Wilcoxon Signed-Ranks test. However, since factor scores, by definition, fall on a normal distribution, and since there were no effective differences between the normal and non-parametric analyses, attention in this report is focused only on the normal analysis and the equivalent non-parametric results are reported in Appendix 22.

None of the changes for the five factors were on average significantly different from zero. None of the five factors showed any significant differences among the four schools for the average changes in factor scores. However, the amount of change depends on the start value, ie. whether the pupils scored the extreme scores of 1 or 4, or whether they scored the intermediate 2 or 3. Plotting the changes between the after/before scores confirmed the common phenomenon of linear regression. Plots of the changes in each factor against the before value of the factor are given in Appendix 24. There is a clear 'negative relationship' between the change and before value on all five factors. Linear regressions of changes against before values were carried out on all five factors for the twenty four children combined and the output is given in Appendix 24. Further, for schools 1, 3 and 4, a hypothesis test of whether the individual regressions for these three schools are significantly different from each other was carried out for each factor and the results are given in Appendix 23. School 2 was excluded on the grounds that the group consisted only of two children and was therefore significantly smaller than the other three groups.

The purpose of these latter tests was to investigate whether any disparity in the range of before values for each school was masking any significant differences in the average factor changes in pre- and post- scores. Effectively this is a one-way analysis of covariance on the changes using the before values as a covariate.

All five factors showed evidence of a significant linear relationship between change and pre- factor scores. Thus, the higher the pretest scores, the smaller the change, and the lower the pretest score, the greater the change. None of the five factors showed any significant differences among the three schools of this linear relationship, ie. when account is taken of any differences in the pre- factor scores there are still no differences among the changes in factor score for the three schools.

5.6.3 Teachers' Reports

The four class teachers involved in the main run of the training programme were asked to make weekly comments on each session, gave a final structured interview commenting on several aspects of the programme, and were asked to complete a case study of one child in their class group. Reports and case study results from three schools are available on request from the author. The following is a summary of these reports.

a) KINGSINCH SCHOOL

i) Weekly Comments

* Teacher K the class teacher in Kingsinch School, kept an accurate record of weekly sessions. From her comments, the C1 story telling and listening sessions and C4 role play were most successful. She noted that in C1 the group at first "could hear nothing" but when prompted, most of them responded. The second session with listening skills seemed to be particularly successful. The role play sessions were very stimulating, with the group joining in "with few inhibitions". It seemed "to be far easier for (the group) to act the part than simply verbalise what one person might be saying to another". C2 and C3 in this school did not go as well in that the group found it difficult to imagine what the people in the slides were saying and appeared to find it difficult to know what was expected of them in the discussion sessions. The teacher felt that these sessions were perhaps too teacher-oriented.

ii) Final Interview

Due to time pressure and a reluctance to be interviewed with a tape recorder, this teacher requested that she

* In order to identify each teacher, but maintain confidentiality, the teachers are referred to by the initial letter of their school.

complete the interview schedule as a written questionnaire. This was agreed.

Teacher K was a teacher with twenty three years experience, nine and a half of which had been spent in special education. She held the post experience Diploma in Special Education.

iii) Initiation

She had volunteered to participate in the project following the letter of invitation from the author.

iv) Implementation

Before beginning the project, she had read all the material, then had read each session weekly. No specific time was set aside for the training programme, but since she had a mixed class, and only the girls were involved, she had several slots in the timetable when the boys were at technical class. The programme was run in the classroom, except for C4 role play, which was held outside because the weather was so good. The teacher noted that outside the group was far less inhibited than indoors.

Selection for participation in the programme was done by choosing either boys or girls as a half class when the other half was away at a specialist class. Girls were chosen more or less arbitrarily, but the teacher admitted to "perhaps a feeling that the girls might respond better on the role play component".

The group was generally seated in the common room area of the classroom on a sofa or chairs, or sat casually round a couple of desks.

In general the teacher followed the notes for each week of the programme, but she did change the order of some of the discussion topics, and brought the role play session on a new baby in the family forward to follow a class visit to the local baby clinic. She also changed the programme instructions for C2. "The group felt cheated at seeing only two slides, so I showed them all at the one time". Teacher K felt also that the practicalities of setting up the film projector and screen were too difficult for only two or three slides. In order to compensate for this, she suggested that large prints would have been more manageable.

v) Content

The teacher felt that C4 was by far the most successful with her group. C3 was fairly successful, but she felt that she did too much of the talking. She suggested that more visual aids might have helped on this. The group seemed to lack initiative, imagination and inspiration, unless prompted. C2 (slides) was least successful with this group. Along with the practical difficulties as above, Teacher K felt that it would seem more natural and casual to pass snaps around the group rather than to study a slide.

The teacher agreed that the four components fitted together in a logical sequence, and added to her earlier comments on the success of each component, that C1 was satisfactory, and that an all-girl group for C4 was beneficial in that she felt that they responded well, and that boys might have been more inhibited.

vi) Success

Teacher K agreed that the training programme was a useful structure, which helped her to maintain work on it. She

felt she "probably would not have kept at it for so long had it not been programmed weekly". She felt it was useful because she "didn't have to think what to do that would be useful". She felt also that the programme had been of use to the children in that "by the end of the year most seemed more confident". She did not however know whether this was due to the programme or natural maturation. She noted that the children benefited greatly from C4 role play, and from C3 discussion, where they talked a lot on the topics, although with guidance from the teacher. She remarked that the children were perhaps more willing to comment and say what they feel. This group enjoyed the role play (C4) and listening exercises (C1) most, and the discussion (C3) least, as "this was new to them insofar as I gave no build up for them. Normally I would give an introduction to set the scene before I asked what they felt about something. At first they appeared lost and made it clear by attitude that I was not acting in character".

vii) Place in the Curriculum

There was no language curriculum for the school, and no structured training programme as such for the class, but many of the items on the LFP training programme were always included in the curriculum. Teacher K had not dropped any activity in order to complete the training programme, and would possibly have instead been working on a part of the Leavers Programme more designed for girls.

viii) Continuation

She felt that she would possibly continue work in future with discussions and role play situations, with the addition of more visual material. She

identified afternoons as the best time for this sort of work, after the formal school work was completed and the group felt more relaxed. She did however note that this was probably a personal choice.

ix) Support/Back-Up

She had not asked for support or back-up from anyone, as she felt that support was not particularly necessary. She suggested that advice from speech therapist may have been useful if she had come up against any difficulties, but could not suggest any material which she would find useful in this area.

x) Case-Study : Pupil K

Teacher K selected this child to study more closely because "she was the most withdrawn and shyest in the group in the classroom situation. (She) had however been aware on many occasions that outwith the classroom situation she was a lively, relatively loud member of her peer group".

The child initially was not aware that she had been selected, and the teacher had no contact with outside agencies about the child. When asked to comment on changes in the child, the teacher reported "She remains timid, but seems much less frightened of giving her opinion. Previously she would use a spokesman to deliver any message". There had been no particular comments from other teachers. Teacher K however noted "She has come out of her shell a little but in a school situation she will always be a reserved child".

Teacher K rather than making weekly notes on the child's behaviour, submitted a report of her observations over the study period. It is quoted in full.

"Although I have kept a special eye on Pupil K throughout the project, I have not kept a week by week report on her as you suggested . This didn't appear necessary to me so the following are simply my observations in retrospect.

As I said in the Teacher Interview Schedule I initially chose the child because of her almost complete reticence in class whilst I had observed her lively and fairly loud behaviour with her peers in a non-classroom situation. Relatively speaking she is about the most able in the group with a very good reading age. Her written work is careful and she is an assiduous worker. In fact a model pupil, insofar as she caused absolutely no trouble whatsoever. I used to wonder though about her, and whether she was a deep little character or not. Whilst always trying to get her to join in any discussion she only answered in a very shy quiet voice when asked a question.

During the early days of the project there was not much to report. She listened obviously, but she continued only to answer when actually asked her opinions and then shyly. She always answered fluently, with good articulation and fairly mature vocabulary. She was, in my opinion extremely competent in her use of social language and was merely lacking in confidence.

The greatest surprise to me was the reaction she had when we started component 4. She absolutely blossomed. No longer did she take a passive role, she was actually the self appointed organiser of her group. I took very much a back seat at this time and with her it was as if I was not present.

I would say that overall, she has become less conscious of the teacher figure since the project but because of the restricted cultural environment to which she belongs, she will always be rather shy and timid with those she feels are in any authority".

b) LUGTON SCHOOL

i) Weekly Comments

Teacher L kept a consistent and accurate report of weekly sessions. From her notes, C1 Listening Skills was fairly successful, the children became able to discriminate between heavy and light aircraft and showed further success when the weather changed and new outside noises were noted. When interest began to wane in these sessions, the teacher set up noises for the group to hear and tested for auditory memory. C2, the slide sets were not too successful, as the children talked about the slides themselves, and the background to them, rather than generating spontaneous conversation. The teacher felt that more visual material was necessary, and prepared workcards for the group, who seemed "to prefer specific tasks and questions rather than abstract". The C3 discussion sessions went fairly well, although initially the children tended to make unrelated statements. As this component progressed "lethargy ... set in" and the children seemed bored, although the teacher does note that this was true for her also. Enthusiasm seems to have been fairly high for C4, the role play situations, and the teacher noted some success on these. She remarked on the girls' greater success than the boys at this, the apparent lack of experience of adult conversation from home, and the group's usage of the role play situations "to pretend to smoke, drink. Every

week there has been mention of this, and acted out drinking etc.". As the role play progressed, the teacher noted a decrease in inhibition, misbehaviour and "nonsense".

The teacher felt that the C4 role play was most enjoyable, and the C2 slide set least enjoyable. The teacher noted that the children had enjoyed participating in the project.

ii) Final Interview

Teacher L had been a teacher in special education for four and a half years, and in ordinary education for four years. She held the Diploma in Special Education.

iii) Initiation

She became involved on the initiation of the headteacher, and because she worked on language development in a team teaching situation. She was happy to participate because she was looking for both a structure to implement the existing work she was doing, as well as ideas to add to her own programme.

iv) Implementation

She had read about five or six weeks at once, then had looked at each week as it came up. She had set aside a special time to do the programme, and felt that mornings are best because children lose their concentration as the day progresses. She ran the programme in the classroom, and took as the group, the children involved in the team teaching situation in operation in the school. This was loosely the higher ability third of the two senior classes.

The teacher found it difficult to encourage the children to come out from behind their desks, and was reluctant to force them. In time, they had conceded to bring their chairs into the middle of the floor, but still seemed unhappy about the situation.

The teacher followed the notes for the programme, and made only one change with the discussion on holidays. Because the children had very little experience of holidays, she found it more fruitful to look at travel brochures.

iv) Content

The teacher felt that many of the discussion topics were out of the children's experience, e g. sport, and felt that the group were very conscious of what topics were "for girls" e g. pets and food and which were "for boys", e g. sport.

She felt that the four components were in a logical sequence, and remarked that the programme was "quite nicely built up" and suited the group very well. As the programme developed the children became less inhibited and shy. She felt that C1 listening skills worked well, but she had been working on listening skills for the previous three months, and felt that the group were already quite skilled in this area and knew what was expected of them.

This teacher also felt that she would have preferred photographs to slides in that the children would have felt more comfortable with something they could see close up and point to, as well as encountering managerial difficulties of setting up equipment and black-out. By the time the projector was set up, the children felt that it was a bit of an anti-climax.

The teacher noted that the children tended to repeat the same things for each slide, and suggested that different people in the slides might have produced more varied language.

The teacher had already noted the sex differences in perception of topics during C3 discussion sessions. She felt that there was a tendency for the more voluble members of the group to voice an opinion, and then the others would follow. She did however suggest that a longer time on each component might prove useful as the group were "just getting into the swing of (it)" when they moved on to the next component. C4 role play went quite well, although being among the younger members of the study groups, they were "quite giggly", and some of them found the situation of going into cafes quite strange. The children were however quite keen to try.

vi) Success

The teacher felt that the training programme was a useful structure, and was planning on building the theme into her social skills programme the following year. She liked the progression, and felt that it worked quite well. She believed that it had helped the children discuss things more and be less formal in that it made them think about what they say. She thought that it was of value to the children, but noted that some children got more out of it than others.

More specifically, she felt that some children who were "afraid to speak as themselves" in the role play situation were completely different. C1 reinforced their listening skills programme and

was beneficial in that "they have never listened to nothing before and they quite enjoyed it". The teacher also remarked that it was a good start to the programme in that it calmed them down. C2 slide sets also reinforced the idea that what they were doing was different from formal work. C3 discussion was very good, the children enjoyed it and made the children more aware of what they were talking about, as well as helping them clarify their thoughts. She did note that this component could have been extended. C4 role play made the group aware of social pressure to talk and take part, which the teacher saw as beneficial in that they will face these situations in future. She also noted that one girl began to recognise problems in a situation, e g. a mother with children which she might not have recognised before taking part in the role play situation.

In general the teacher had noticed that the children were more talkative towards her, and be more conversational about things in general. The children enjoyed the C4 role play most of the four components, and some of the C3 discussion topics. The discussion on school had been useful in that some of the children's ideas were incorporated by the teachers into a strategy for dealing with trouble in the playground, and the teachers felt that the discussion situation was a useful frame of reference.

All of them had found the C4 role play difficult to handle at first, but this difficulty for most had disappeared. One or two of the group found it "difficult to behave" throughout. The C4 role play had provided a situation where the children could learn what was allowable behaviour, e g. being informal without being cheeky etc.

vii) Place in the Curriculum

There was no language curriculum for the school, but the teacher did have a language curriculum for three grouped ability groups. She believed that this kind of programme was very important, or indeed the most important aspect of the curriculum. Since most of the children would never be adequate educationally, it was vital that they be able to communicate efficiently. The teacher had not dropped another activity for the training programme, but was to be doing some form of language development with the group at that time.

viii) Continuation

She was planning on building in parts of the programme structure the following year. She was going to be using more discussion, but was planning on using the programme without substantial changes. She felt that more discussion was desirable, but that topics could be more based in their own experience. She could not identify a time that was more suitable for running the programme.

ix) Support/Back-Up

The teacher had discussed the programme with the speech therapist, but had had no support, and had seen no necessity for it, from her headteacher or the central advisory service. She did remark that managerial support, in relieving her of children in order to carry out the programme would have been useful but was not forthcoming. She felt that support was adequate.

On the question of material she felt that photographs rather than slides were desirable. She also had made up workcards and had used holiday brochures for the discussion on travel. Some photographs might be useful in triggering discussion in other areas.

In general, the children had enjoyed participating in the programme.

x) Case Study Pupil L

Teacher L had completed a case study of one child. She had selected him because he had a bad speech defect, and had been given up by the speech therapist due to his lack of co-operation. The child was unaware that he had been selected. The teacher had contacted his mother and the educational psychologist about the child's bad behaviour, and had mentioned to them that he had been selected. However she noted his continued lack of co-operation on the LFP training programme also. The teacher felt that he was misplaced in the school.

Throughout the programme the child had not participated in the sessions. His behaviour over the year had deteriorated, which had been noticed also by other teachers. The case study however had pointed up for the teacher that the child was very difficult, and further teaching plans would have to be rethought.

Although in general the child was uncooperative, from weekly notes, the child participated in the C1 listening skills, although very reluctantly, heard several noises which the rest of the group did not hear, and was "quite ingenious at thinking up difficult sounds, e g. pinging rubber

band, rubbing out etc." During the discussion sessions, he needed to be asked to participate, and found it difficult to concentrate. Only conversations about the beach and fishing seemed to stimulate interest.

It is suggested that the child's problems with relating to other people, his behaviour and educational progress, hindered his participation in the training programme and made it impossible for the teacher to assess improvement or changes due to the training programme. She herself did note that two case studies for her group might have been more useful.

c) PILRIG PARK

Of the four schools involved in the main run of the training programme, this school encountered several organisational difficulties which made the continuation of the project rather difficult. Both the headteacher and the teacher initially involved were enthusiastic and committed to working on the training programme. Two months after the beginning of the project however the headteacher retired, and an acting head took over, who had no knowledge of the commitment to the project. At this time too classes were reorganised, and there was a staff reshuffle, so that the original teacher no longer had any of the original group in her class. The pupils too had been reallocated, so that the teacher who had two of the original group was directed to take over work on the training programme. The class group she had was a very disturbed group, and this is reflected in the teachers weekly comments.

i) Weekly Comments

Comments from the original teacher suggested that the C1 listening skills and C2 slide set in the first two

weeks went well and were received enthusiastically. The group listened attentively and made detailed responses to the listening skills component. In C2 the group named the people in the slides and talked about their way of life.

By Christmas the reorganisation of class and teacher had taken place. The new teacher noted, in comparison to the other two teachers above, that the snow scenes "were not too exciting to the group after the all-too-familiar snow of the previous weeks". The slides appeared to stimulate discussion about the scenes, rather than what the people pictured might be saying to each other.

C3 discussions from the teachers notes went well, with "varied discussion", which was "wide-ranging and flowed beautifully" as comments from the teacher. C4 role play however encountered serious problems. The teacher felt that it was difficult to encourage fifteen-year old boys to role play "mother", "child" etc. In these sessions, the group talked over the topic for the role play session.

ii) Final Interview

Teacher P refused to have the final interview tape recorded, and notes were made on her responses to the items on the interview schedule. She had been in special education for eight years, and held the Diploma in Special Education.

iii) Initiation

She was involved in the training programme because

her class group had begun it with a previous teacher, and she continued it as something the class was involved in.

iv) Implementation

She had read through all the material at first, then refreshed her memory week by week, although she felt on looking forward that there was much repetition. She conducted the programme at "News Time" with her class, on a Tuesday afternoon, in her own classroom. However, problems of noise and distraction were prominent due to the open-plan environment. The teacher kept the group at their own desks and "went in amongst them".

The teacher felt most comfortable with the C3 discussion sessions, as she "knew more about them", but rather than keep the conversation to a topic, she let it follow its natural course. She remarked that the notes were too formal.

v) Content

The teacher felt that the training programme was more primary-age oriented than for her class group, and felt that the slides could have been more age-related. However, she felt that the role-play was a new concept for her group, which they found difficult to cope with.

She had not completed C1 listening skills, and noted the problem with C2 slide set as above. She felt that C3 discussion sessions went well, but C4 role play encountered cultural problems, with a multiracial group, as well as problems associated with having an all-male group.

vi) Success

She remarked that the structure was useful in that it was a planned programme, which "kept you to it". She also felt that it was of value to the children, in that they "realised the responsibility lay with them to talk, and apologised when they were struggling". She made no comment on C1, and felt that she did not have much to say about C2, but noted that C3 helped the group to talk more, as the topic kept the conversation going by providing a focus. C4 she felt went badly because there were no girls involved. She noticed that the children were better at discussing everything in general, although the children themselves found the C2 slide sets most enjoyable. C4 role play was rated as least enjoyable.

vii) Place in the Curriculum

Teacher P said that there was no language curriculum for the school but that "you could call the fifteen minutes a day on news a language curriculum" for the class. She felt that this type of programme should be part of every classroom, as it was a basic component of special education, and it "goes on in every classroom anyway". She did not drop any activity to include this in her class schedule, and would have been working on pupils' individual programmes had she not been doing this.

viii) Continuation

This teacher felt that she would not continue work using the training programme, although she would continue discussion work, and "capitalise on news". She felt that more slides would make the programme more interesting. The best time of day to run such a programme was first thing in the morning, every day.

ix) Support/Back-Up

Because a headteacher had not been appointed, the teacher felt that the school was "only just ticking over", so support or back-up was not available. However, the structure of the programme" ... was tremendous. (She) didn't have to think".

x) Further Comments

The teacher commented that she had felt pressurised into continuing the programme, since the school and class group had been committed to it. However, she would have preferred to see a "more adult approach" in that discussion should have been in the form of news, and the focus of the slides would have been different. She felt very dissatisfied with her participation in the project, and with the organisational problems.

xi) Case Study Pupil P

A child had been selected for special study, but just before Christmas had begun truanting. This had continued into the summer term when he was suspended. No case study is therefore available for this school.

d) ST NICHOLAS

The teacher from this school worked hard and enthusiastically on the run of the training programme, despite many other commitments as assistant headteacher to transferring the school to a secondary timetable. She attended every teachers' meeting.

i) Weekly Comments

However, she perceived the "Teacher's Notes" only as that, and omitted to fill in weekly details of each session. Her specific comments come therefore only from her final interview, which she was happy to have recorded.

ii) Final Interview

Teacher S had been in teaching for twenty three years, seventeen of which had been in special education.

iii) Initiation

She had become involved with the project following the invitation to the school to participate, because of an interest in language, and a belief that children with learning difficulties need this sort of help.

iv) Implementation

She read through the material at first, then each week, studied the notes more carefully and decided how to approach it with the children. Most weeks during the first term, she selected times when she felt she would get the best from the group. In the second and third terms she set aside a specific time per week, as the group had been reshuffled. The "best time" was dependent on the children's mood. She noticed that often the group was more relaxed in the afternoon, which was good for C4 role play. She ran the programme in the classroom, and in the television room which was more informal. She did find however that a circle of chairs in a corner of the class helped the children, "as if there was some kind of bond".

She selected the group from two possible groups, since the other group was heavily involved in a "Leavers Programme", and she felt this kind of work should be done before such involvement.

The teacher had tried to follow the notes, and had most of the times done so. On occasions however, she had changed them, e g. in the C2 slide sets, she "suggested extra things to say".

v) Content

This teacher had omitted C3 discussion session due to timetabling and organisational problems. C4 was most successful, and could have been extended. She had assigned roles to pupils during C2 slide sets, which in effect had turned it into role play. She thought that her group enjoyed C1 listening skills, but noted that the group had in previous years, listened to "Listen With Mother" on the radio, and had therefore had experience of listening training before. She felt that in C2 there were not enough slides, and that photocards would have been more successful. The children needed quite a bit of encouragement to look closely at the slides. This was due to both content and medium, in that the slides were not "busy" enough, or did not have enough in them.

This teacher had not done C3 discussion, as mentioned above, but felt that C4 role play was successful in that some of the group did very well right from the start, despite some "silliness". Two boys who were very quiet, did "come out of their shells a little bit", and would perhaps benefit from an extended programme.

vi) Success

The teacher felt that the training programme was a useful structure to work to in offering objectives, and support.

The group felt it was "different" but "near enough ... to make them feel it was a little adventurous", and it was special. She had noticed that the training programme was useful in a general way to open up language for the group, and despite possible maturation benefits, it had been helpful to the group. She felt that they became more generally aware of sounds. She felt that some of the group had begun to notice more aspects of the slides, and these were good in leading the group on to more general discussion. She felt very satisfied that C4 role play had given the children "pure enjoyment". She felt that one boy had come forward noticeably in that he gained more confidence by working more closely than usual. The group particularly enjoyed the C4 role play and listening to stories.

vii) Place in the Curriculum

There was no language curriculum for the school as such, but there was much emphasis on language in the English department. The speech therapist also spent much time with the children in various classes. However, there was an emphasis on language throughout the school, although there was a danger that the teacher spent too much time talking without giving the children enough opportunity to talk themselves. A programme such as the LFP training programme could help to make the teacher aware of this pitfall. She saw socialised language as being very important, since this was one area where handicapped children may obviously have difficulty. She felt that the training programme had helped the group start to overcome their difficulties, but they would need to continue with such training.

This teacher had used a language slot in the timetable which had previously been used for television programmes, which she felt the children had outgrown. Had she not been involved in the training programme, she had planned to do drama activities with them instead.

viii) Continuation

She planned to try the programme again with the next class coming up in the following session.. She would prefer to change the slides to photographs, and also complete the role play before the discussion sessions. She felt that it was dependent on the children's mood as to the best time of day which was best to complete the programme. Before lunch was a poor time.

ix) Support/Back-Up

The teacher felt that support was available from the author, and from the speech therapist, with whom she worked closely. No other advisory service was available. Equipment was available from the local teachers centre.

x) Case Study Pupil S

Pupil S had been selected because he was the most inhibited of the group. He was unaware that he had been selected. Pupil S had changed in that he talked more often to the teacher in the corridor. However he had also "become aware of girls" which had affected him also.

From the weekly notes, he seemed to contribute more to the C1 listening skills, as the weeks progressed. In C2 slide set, it was noted that "he talked about his family at more length than usual". Slide 3 also prompted more of a response than usual, since it was of the country hills, where he himself lived. He seemed however in the early stages to have waited for others to begin the conversation before he would himself join in. This was also apparent in the C4 role play sessions. However he did spontaneously join in the session in the restaurant, where he called out "I'll have a whisky".

The teacher was unsure whether the changes she had noted in the child were due to his involvement in the training programme, or his interest in girls. She did feel however that he was more confident in speaking to her, and she saw this as deriving from the closer working relationship they had had on the programme throughout the year.

The rerun and evaluation of the training programme was conducted over a school year, and involved four teachers and twenty four children, with supplementary reports from speech therapy personnel.

5.7.1 Evaluation

The statistical analysis of pre and post training assessments indicated no significant differences between the two assessments, ie. the training programme had no statistically significant effect on the socialised language performance of the study group as measured by the socialised language profile developed in LFP phase three. However observable behavioural changes were recorded by teachers, and several trends were apparent in the data. The teachers involved claim that participation in the programme was useful and beneficial to the majority of the pupils who enjoyed several components of the programme. Teachers also expressed satisfaction at having explicit guidelines to follow in this less formal area of the curriculum.

It may be that the training programme did not fulfil its aims of improving such performance due to inappropriate or inadequate content and strategies. Teachers however did report an observed improvement in the socialised language behaviour of members of the study group. While any inadequacy of the training programme therefore may go some way to explain the lack of identifiable change, it cannot be regarded as the sole cause.

The socialised language profile was developed in LFP phase three, as an assessment of an individual child's facility with socialised language. The profile had been developed from categories drawn from the classroom analysis system based on the indirect modes on Flanders Interaction Analysis Categories System. The first order model was more accurately refined towards unidimensionality through the use of factor analysis, yielding five factors. These five factors were not specifically highlighted however within the training programme, which approached

the encouragement of socialised language through the use of the natural classroom environment rather than an artificial concentration on any one of the five factors. Such an approach was adopted in order to avoid the risk of the training programme being structured on the basis of the assessment instrument, thus yielding falsely optimistic gains by the study group. One concomitant risk of such an approach however is that the assessment instrument is not sensitive enough to identify change. Yet another is the risk that the assessment instrument measures variables other than those emphasised by the training programme objectives. It is suggested that since the SLP and the training programme were both constructed within the same philosophy of socialised language, this latter risk is less likely than the former of lack of sensitivity.

It is further suggested however that the problem of measurement of socialised language was a key factor in the deliberations of the speech therapists in selecting both tests and identified items. Much discussion took place on this, and there were professional reservations that the test/item battery as used was suitable for assessing socialised language. The lack of significant change over time with the study group as assessed by the speech therapists would support their reservations.

The reports from the teachers on the children's observed behaviour were considerably more favourable than the statistics. All schools had become involved by invitations, and three out of the four teachers had willingly agreed to participate. These three teachers all noted an improvement in the children's willingness to open a conversation with them and on increased verbal facility. It is suggested that with the wide age range of the children involved (11 years 5 months - 15 years 5 months) and associated variation in physical and social developmental stages, such observed increased performance cannot

be due entirely to maturational factors, but may be attributed either to the training programme per se, the greater attention from the teacher to the pupils through the medium of socialised language, or a combination of these two.

5.7.2 Content and Structure of Programme

Even if the observed increase in performance were due solely to the increased emphasis on socialised language alone, all teachers agreed that the programme was useful in providing them with a structure within which to work at the encouragement of socialised language. That three of the four teachers said however they were to continue with at least some of the training programme components suggests that the strategies suggested, ie. the content of the programme was of value in the classroom.

C1 Listening Skills was successfully completed by all the schools, and all regarded it as a satisfactory and important part of the programme.

C2 Slide sets component was not well received by either pupils or teachers. The teaching staff felt that the operational problems of setting up a slide projector, and screen was not really worth the effort for two or three slides. In order to overcome these difficulties, it was suggested by three out of the four teachers that photographs which could be handed round, or large photo-cards which could be pinned up on the wall might be more effective. All teachers expressed concern that the children talked about the slides themselves, ie. the content of the slides, instead of generating spontaneous conversation as anticipated. Following from this, there should be more slides for the group to view. One teacher noted that the children "felt cheated" when there were only one or two slides to look at.

However, it should be said that the slides were designed to stimulate expression of what the people in the slides were saying. Too many slides would defeat this purpose, as the children would then be concerned with the quantity of visual material before them. Instead of being a stimulus, the visual aid would become a talking point in itself.

One of the four teachers did not complete C3 Discussion component because of organisational and managerial difficulties in school. Of the three who did, however, all were very satisfied that this was a useful and productive part of the programme, and encouraged children to express themselves more clearly and confidently in the group. One teacher suggested however that visual material would have been useful in starting the discussion, while another put together visual stimulus cards for the discussion on travel.

Bearing in mind the problems that C2 Slide set encountered, it is suggested that a blend of C2 and C3 would be a progressive step towards the refinement of the programme to increase its efficacy within the classroom, with visual stimuli to initiate discussion about a topic in general rather than the photographs in particular.

C4 Role Play was completed by all four teachers, and for three was considered to be the most successful and most enjoyable component of the training programme. Two of these teachers had mixed groups, while one had a girls only group. All felt that although the groups had been inhibited initially, as they relaxed they became confident enough to raise issues which might not have otherwise been raised in the classroom eg. drinking and smoking.

The fourth teacher who felt that the C4 role play component went very badly had a boys only group. The teacher with the girls group had concerns that boys would be able to

cope with these situations in a productive manner, and this had in fact influenced her choice of group. Such a sex difference may be a result of social factors, for instance girls are less inhibited than boys, or a girls' group is more cohesed than a similar boys' group.

Three out of four of the teachers said they would continue work along the lines of the training programme in the areas of listening skills, discussion and role play. It may be said therefore that although the programme did not effect any statistically significant gains, teachers observed positive behavioural change in their pupils, and found the structure and content of the programme useful and worth continuation within their ongoing teaching schedule.

5.7.3 Pupils

The pupil group ranged in IQ from 52 to 73 ($\bar{x}=62.7$) and at the beginning of the training programme were aged 11,5 years to 15, 5 years ($\bar{x}= 13,6$ years) and provided a typical mix of home background and ability generally found in special schools. The catchment area from which each school was drawing offered families from socioeconomic classes C2/D/E as gauged by the JICNARS National Readership Survey (1979).

From previous research work done (Bernstein 1973) it is suggested that experience of conversational skills in the home was greatly lacking for the majority of these children. As such therefore, it is generally accepted that it is the school's responsibility to encourage such skills in the school age pupil. It is proposed that much of the apparent lack of success of the training programme can be attributed to the enormous gap between the school and home influences (Douglas 1969). In other words the influence of the home is so great that to effect any significant change in behaviour would

require a much longer or more intensive training programme. Three of the teachers indeed expressed a need for the programme to be extended. It is suggested however that the more effective extension would be throughout the school, that concentration on and awareness of social skills should be part of the curriculum from five years of age through to leaving age, both with a cross curricular emphasis, and as a specific subject with its own place on the timetable.

When school 2 is excluded from the analysis there appears, by a one-way analysis of variance, to be a significant difference between schools 3 and 4 in terms of the average change on factor 4 (see Appendix 21). However, when the corresponding analysis of covariance is carried out, allowing for the fact that, on factor 4, school 4 has high before values compared to school 3 this difference is no longer significant. The phenomenon of the change in factor score being related to the before factor score could be interpreted as regression towards the mean in which those persons with a low factor score before are really only likely to 'improve' ie. have a 'high' positive change, while those with a high factor score before are really only likely to 'get worse', ie. have a 'low' negative change.

Of the twenty four children, three who showed low first scores on the pretest scores, many of them negative scores moving to positive, showed increases in four out of the five factors. One child only showed no positive increases over time, but four negative and one equal score. This child was severely disturbed, and had been so for many years. Her resultant inability to cope in a social situation may have been aggravated by the emphasis on participation in, and individual contribution to discussion in the classroom. However, as the teacher used this discursive method while teaching other areas of the curriculum it is more likely that the open-endedness of the four component situations was difficult for her to

recognise and cope with. Out of the twenty four children twelve showed more positive scores over time, whereas ten showed negative changes over time.

Such a regression to the mean is a common statistical phenomenon first identified by Galton (see Child 1970) which confounds the interpretation of the scores of the study group. By using the group means as the standard of comparison, and because the factor scores are parametric data, it could be predictable that such a pattern of deviation from the mean be identified. It is therefore suggested that normative data from a large cohort of teenagers would be a more meaningful standard by which to judge the study group, and this is proposed for future research. Following this, the more subjective teachers assessments and reports are enhanced in that they reflect the reported behaviour of pupils by professional staff who are actively involved with the pupils, and are therefore sensitive to even small changes in behaviour in the classroom.

One child in each of three out of the four schools taking part, was studied on an individual basis by his/her teacher. Scores for these children were as follows in Table 5.9

Table 5.9 Scores for children Studied Individually

Pupil	North West Syntax Screening Test				English Language Scale	
	Receptive		Expressive		Jan	June
	Jan.	June	Jan.	June		
L	15	18	15	17	5.9	6.6
S	14	9	10	10	7.4	7.11
K	16	NSC *	14	NSC	8.6	NSC

Pupil	Auditory Memory Test				Factors							
	Digit / Sentence		Fluency									
	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
L	4	4	-.82	-.39	.17	-.17	.05	-.67	-.91	-.67	-1.4	-.94
S	2	2	.92	.37	1.08	.41	-.5	-2.13	.35	.5	-.58	1.11
K	4	NSC	1.92	.24	.38	-.02	.183	-.5	-.21	1..	.78	.16

* NSC = No Significant Change

Of the three children selected by the teachers for case study, pupil K showed losses, on Fluency and Spontaneity. She showed a greater Inarticulation, but showed gains on Restricted Production. Pupil S showed a gain on the English Language Scale, but a loss on receptive language (NWSST) as assessed by the therapists. He showed a loss on Fluency and on Spontaneity which confirms his teacher's report. He showed higher scores on Inarticulation Reticence, and on Restricted Production which corresponds to his teacher's observations.

From the teacher's report, he improved over the time studied but much of this improvement was fogged by behaviour problems.

5.7.4 Staff Issues

Each teacher said that there was no language curriculum written down for the school but that many of the principles involved in the LFP Training Programme were implemented in the school as a matter of course. While such implicit recognition of the value of socialised language is seen as useful where children are already proficient in such skills, for children such as those involved in the study groups as discussed above, it leaves to chance too many developmental influences, and increases the risk of such skills not being encouraged.

However there seemed to be variation in the breadth of the teachers' perceptions of socialised language, in that for one teacher it encompassed spontaneous conversational skills used in an open social situation, while for another it represented the child's ability to respond to questions from the teacher. Such variation makes a structured training programme even more desirable for development work in this area. However, it is suggested that research

into teachers' perceptions of language, and its place in the curriculum is necessary in order to delineate the boundaries of language development work which is viable within the special classroom.

All teachers felt that support was adequate, and they did not look to the advisory service for guidelines in this, or indeed any other area. Provision for special Education Advisory Support services vary between Regions. Special education teachers however should have access to advisers with specialist knowledge and experience. It is unclear whether teachers do not use the advisory services because they do not exist, or because they perceive them as inadequate. This was seen also as an area for further research.

The gap in perceptions by the four teachers involved in the training programme suggests a need for the clarification and identification of teachers perceptions of what should be both implicit and explicit in a language curriculum. It is suggested that in-service training in this area is required for the ongoing professional development of teachers in special education, to update them on recent developments, and allow them to evaluate their own teaching practice. Such training could be college or school based, and could involve either individual teachers or whole staff training to encourage a co-ordinated curricular plan to be developed and implemented in schools.

It was proposed to canvass teachers attitudes and opinions in each of these areas, on a national basis, as the further development of LFP phase five.

5.8 Summary

The LFP training programme was constructed and piloted in four schools in different Regions. It was then restructured and run in four schools in Lothian Region, by four teachers and an overall study group of twenty four children.

Evaluation of the programme was conducted at four different levels, by the completion by teachers of a socialised language profile for each child before and after the training programme, by the completion of a weekly record by each teacher, by a final structured interview with each teacher, and by the administration of a battery of tests by the school speech therapist.

The results showed no statistically significant change in pupils' behaviour. However teachers felt that there had been a positive behavioural change which they could attribute to the running of the programme with their school group. Three out of the four teachers were planning to continue work on the programme with future class groups.

Suggested improvements to the programme included an extension of time spent on such work to run as both a specific and cross curricular component of the school curriculum, the change of slides to a set of photocards, more visual material, and a blend of C2 Slide Sets and C3 Discussion to provide visual stimuli for the children to discuss.

Further research was proposed into teachers' perceptions of language development, and socialised language and their place in the curriculum into advisory and support services for teachers, and into the need for in-service training, either school or college based.

6.1 The School Survey

The LFP phase four sought to develop a programme for the encouragement of socialised language in special school children. Teachers found this useful and felt it filled a gap in materials and methods, most of which are concerned with the more traditional aspects of language development such as language acquisition, reading skills, etc.

While it is accepted that language skills form part of the curriculum, there does not exist a formal outline of policy or guidelines for content in the special school. The document "Language - A Discussion Paper" (1983) issued by the Committee on Special Educational Needs raises many useful and interesting points for discussion by teachers, but gives no clear guidelines for content. Its emphasis remains on reading and writing skills, although it does go some way to promoting language across the curriculum. It still however perceives group discussion as " ... essentially 'problem solving' exercises ... (in which) there is much linguistic benefit in the collaborative language which children are forced to use to solve the difficulties posed". They describe talk in the classroom as being of a "fugitive nature", which however should be recorded and assessed by the teacher.

While most teachers involved in the development of the training programme would agree that language skills formed the basis for much of their teaching, it was unclear how many of them had a curriculum plan written for their own and others' guidance. It is of importance for the future use of the training programme developed in LFP phase four, to have clear indications of teachers' views on the breadth and content of their language programme with their class and of their perceptions of socialised language and its use in class. It was decided therefore to gather information on the language curriculum in schools catering for special educational needs in Scotland. Such data were seen as useful in synthesising the strategies developed in LFP phase four, with existing curriculum aims, with the support of sound pedagogical principles and practice.

6.2 Data Collection

In deciding on the method of gathering such data, several strategies were considered.

One such strategy was the interview technique. However, interviewing all teachers in all special schools in Scotland was discarded on the grounds that such an undertaking was beyond the resources of the author. Similarly, interviewing all teachers in one regional authority was also discarded, since no one Region may be said to be representative of all the Regions in Scotland. An alternative was to interview all the staff in one or two schools in each Region. This too was discarded, since all schools are different and have individual ways of working.

In order to overcome the difficulties of representation of schools and teachers throughout each Region in Scotland, it was proposed to carry out a postal questionnaire survey of all special schools in Scotland.

Recognising that such surveys risk a low response rate, the Association of Directors of Education (Special Education Committee) was approached for its support. The Committee agreed that each Deputy Director of Education responsible for special education be contacted directly for his co-operation in distributing the questionnaire to schools catering for pupils with a mental handicap. All Regions were contacted by letter, and all Deputy Directors agreed to circulate the questionnaire to schools in their Region via the internal mailing system, except Highland, Shetland and Strathclyde (Glasgow Division) Regions, who did not respond. The questionnaire was circulated with a letter requesting that the completed questionnaires be returned either individually or as a school return to the author.

Data were sought in major areas of:

Class/School Language Curriculum

Socialised Language

Materials

Methods

Advisory/Support Services

In-Service Training

The questionnaire was constructed with several questions in each of these areas. Items on the questionnaire were generated by the author as open questions which would allow teachers to offer their personal opinions and ideas on the language curriculum. In order to gather more accurately, information on the language curriculum at all stages and levels in the schools, two questionnaires were developed. Form A for headteachers, and Form B for class teachers. The major areas covered in the questionnaires were the same, with Form A requesting details pertaining to the school as a whole, and Form B requesting details of specific class programmes.

The questionnaire was informally piloted with a group of five teachers who read through it, and offered suggestions for re-wording. There were only a few minor changes which were incorporated into the final proforma circulated to schools, as in Appendix 25..

6.4 Survey Group

All areas except Highland and Shetland agreed in principle that the questionnaires be circulated to schools catering for children with a mental handicap and numbers were requested as in Table 6.1

Table 6.1 Questionnaire Circulation

	FORM A	FORM B
Borders	(5)	15
Central	(3)	10
Dumfries & Galloway	(3)	15
Fife	6	50
Grampian	25	135
Lothian	6	77
Strathclyde : Dumbarton	(3)	10
Lanark	(5)	20
Renfrew	(10)	50
Tayside	26	125
Orkney	(1)	3
Western Isles	(2)	5

Five Regions gave only one figure when requesting forms for distribution to their schools. This figure was assumed to indicate Form B, and figures in brackets indicate the estimated number of Form A which were enclosed with the requested number of Form B questionnaires.

In total five hundred and ninety five of Form B, and one hundred and thirteen Form A questionnaires were circulated to ten Regions in Scotland.

6.5 Response to Survey

Forty six (41%) headteachers and one hundred and nineteen (20%) class teachers responded to the survey. Responses from each Region were as follows in Table 6.2

Table 6.2 Regional Responses

Region	Form A (Headteachers)			Form B (teachers)			No of Schools Responding
	Ret-urns	No of Foms Request-ed	% of Foms Circul-ated	Ret-urns	No of Foms Reque-sted	% of Foms Circul-ated	
Borders	5	5	100	9	15	60	5
Central	2	3	66	4	10	40	3
Dumfries & Galloway	1	3	33	3	15	20	1
Fife	2	6	33	11	50	22	2
Grampian	5	25	20	18	135	13.3	5
Lothian	3	6	50	19	118	24.6	4
Strathclyde	16	18	88	29	80	35	17
Tayside	12	26	46.1	22	125	17.6	15
Orkney	0	1	-	0	3	-	0
Western Isles	0	2	-	5	5	100	3
	46	113	40.7%	119	595	20%	55

In most cases, schools were represented by a return from the head teacher, plus one class teacher. School returns in each Region are detailed in Appendix 26.

Of the fifty-five school responses, eight were from special units attached to primary schools, while seven were from special units attached to secondary schools. The majority of responses came from special schools catering for the complete school age range.

6.5.1 HEAD TEACHERS' RESPONSES

a) School Programme

Thirty-one (67%) of headteachers stated that they had a language development curriculum for their schools, three (6%) were in the process of developing a curriculum, and twelve (26%) responded that they did not have a language programme for their schools.

Of those who did have a programme eight listed "reading, writing, listening and talking" as the main components of the programme, nine responded with "spoken and written language", "oral, written" or "receptive, expressive language". Four headteachers listed Peabody Language Development Kit, while two noted Distar and Makaton were the major components of their language development curriculum. Only one headteacher of a primary school with a special class in Tayside stated his use of "Language Guidelines (Perth & Kinross)", ie. a Regional policy on language curriculum, which however was for use in primary rather than special schools. One headteacher who stated that he did have a language development curriculum for the school, also stated that the main components were "left to the individual teacher". Another listed the main components as follows:

"Visual assⁿ * normal expression, auditory sequential memory, verbal expression, grammatic closure, concepts and relationships, visual reception, auditory reception, visual sequential memory, auditory assⁿ*, following directions and observations, body awareness exercises, perception activities", while one stated:

"Language arises out of activities. The adult/child interaction within the activity forms the arena for development of concepts and the associated language. All staff are aware of the structured development of language as outlined by Brown & Bellugi, Hallidane". One headteacher listed "Pre-linguistic skills" as the main component, while five headteachers who stated they had a curriculum failed to respond to the question on its main components.

Twenty-seven (59%) stated that there was one member of the staff responsible for the co-ordination of the curriculum throughout the school. Of these, three stated that it was the speech therapist, one stated "teacher in charge", one did not respond, one noted that it was the "teacher seconded

* "assⁿ" was assumed to mean "assimilation" as this was not explained in the note.

to the school to carry out language project", while the majority (78%), i.e. thirty -six, stated it was the headteacher, sometimes with the assistant headteacher, who co-ordinated the programme in the school.

Thirteen (28%) responded that there was not any one member of staff responsible. However three of these went on to state that the headteacher in one instance, the assistant headteacher (primary) and principal teacher (secondary) in another, and "class teachers with special interest" in the third, were responsible across the school curriculum.

Six headteachers failed to respond to the question on who co-ordinated language programmes across the school. Three of these however responded to the second part of the question, and detailed who was responsible, as "2AHT (early and primary) & head", "AHT Primary Dept." "Class and subject teachers in Secy. Dept., responsible for own programme in consultation with other teachers," and "Each teacher works in consultation with the Headteacher".

b) Socialised Language

Forty two (91%) stated that socialised language is important for children with special needs. Reasons for agreement ranged from "This is the language pupils actually use" to longer statements of its importance, especially for children with special needs, in fostering social skills and promoting social acceptance in an integrated fashion of children handicapped by social debility.

Four headteachers omitted to answer this question, but of these, one made a clear statement of its importance, while another felt that it was "dependent on stage of development". This latter felt that "Primordial sharing Language is more important" but did not go on to expand this statement, thus leaving it unclear as to the meaning.

Forty three (93%) headteachers stated that they encouraged socialised language in their schools while three did not respond.

c) Materials

Twenty-eight (61%) respondents listed commercially-produced material which they would recommend. Those packages listed ranged widely throughout the pool available, but "Jim's People", "Peabody Language Development Kit", "Reading 360" and "GOAL" were amongst those which featured on several questionnaires. Four (9%) respondents stated that they used books, tapes or slides, but gave no details of these. Two (4.3%) headteachers responded even less specifically with "Anything which may be useful", and "As used by class teachers". Twelve (26%) respondents did not reply to this item.

On the specific question of material for the encouragement of socialised language, twenty seven (59%) headteachers responded in a variety of ways from "Various" to more specific mention of materials such as "Jim's People" and the 'Peabody Language Development Kit.' Several made specific mention of the necessity for an environment conducive to the encouragement of language and conversational skills, and a few noted that the teacher could do much to facilitate the development of this type of linguistic skill.

Twenty four (52%) of respondents answered the item requesting information on what kind of material should be available. Of these, many stated that videos, tape-slide material and "good clear uncluttered photographs" would be useful. Several made mention of the fact that material was less important than the commitment and expertise of the teacher, while two made a plea for more drama specialists being available to schools.

d) Teaching Methods

Respondents were asked to identify which of seven teaching methods were useful in encouraging socialised language.

Responses were as follows in Table 6.3

6.3 Frequency of Use of Teaching Methods

Question/Answer	32	69.5%
Direct Instruction	21	45.6%
Open Discussion	39	84.7%
One to One	33	71.7%
Small Group Discussion	41	89.1%
Centre of Interest	31	67.3%
Individual Project Work	21	45.6%
Others: Drama/Role Play	6	13.04%
Oral Games	1	2.1%
Instruct/Obey Situation	1	2.1%
Wendy House Play	1	2.1%
Real Situations	2	4.2%
Group Project Work	1	2.1%
Informal Chats	2	4.2%
Co-operative Activities	1	2.1%
Tape-Slide Presentations	1	2.1%
Interviews	1	2.1%
Outside Visits	3	6.3%

Open discussion and small group discussion were seen as the most useful methods in encouraging socialised language, although many respondents indicated each item on the selection list.

When asked if they saw one method as being particularly beneficial, fifteen (33%) felt that all were of equal importance in encouraging socialised language, and several felt that the method selection was dependent on the age and stage of the child. Of the 16 (35%) who opted for a

specific method, nine identified small group discussion as being most beneficial in that it encouraged children to develop conversational and interactive skills without their being threatened either by too large a group, or a one-to-one situation in which to interact. Four (9%) responded 'No' to this item, while eleven (24%) did not respond to this.

e) Advisory/Support Service

Four (9%) did not answer the question on advice/support services available, while the forty two (91%) who responded to this question, rated the services with the following frequency as detailed in Table 6.4

TABLE 6.4 Support Service Available

Speech Therapist	18	39.1%
Advisory Service	7	3.22%
Adviser in Special Ed.	8	17.3%
Adviser in Primary Ed.	4	8.6%
Adviser in Secondary Ed.	2	4.3%
Adviser in English	1	2.1%
Child Guidance	11	23.9%
Resource Centre	10	21.7%
Regional Organiser in Curriculum	1	2.1%
Divisional Education Officer	1	2.1%
College of Education	8	17.3%
Visitors	2	4.3%
Drama/Music etc	1	2.1%
In-service	3	6.5%
No Special Advisory Service	1	2.1%
Local Form	1	2.1%
Yourself	1	2.1%
None	1	2.1%

Speech Therapists were thus regarded as the major support system in developing language programmes within the schools.

The use of the support services fell into three major categories of frequent use (35%) all of which was noted as very helpful; significant or regular use (13%), two out of the six finding the service "very useful", while the remainder found the service "reasonable" or "adequate"; infrequent usage (15%), two out of seven finding the service approached useful in offering suggestions for material, one did not answer, one stated that requests for help had rarely been followed up, one remarked on a "lack of expert advice", one used a teacher with a special interest while one found the advice "quite helpful".

When asked what advisory support they would find useful in the development of language programmes, three headteachers (7%) were satisfied with the service available, six (13%) wanted more advisory support from the Region, five (11%) wanted an increase in speech therapy services, four (9%) requested inservice training, eight (17%) wanted more information on material, while twenty (43%) did not answer this question. Of these however six (13%) were extremely satisfied with and made frequent use of the advisory services, and this may imply satisfaction rather than a failure to answer the question.

f) In-Service Training

Thirty-seven (80%) of the headteachers felt that in-service training would be useful in encouraging the development of socialised language. Of these, twenty-eight (76%) felt that school based programmes were most beneficial, and some added comments such as "school based training means that all members of staff can participate", "specific questions relating to own school situation can be taken into account", "school based because of staffing levels".

Seven of the forty-six respondents (15%) felt that both college-based and school-based training had their places, in that college training "allows (them) to pick up ideas from other areas", to mix with colleagues, and to improve their own educational aims. Where there was a preference stated, it was for school based training.

Two of the forty-six respondents (4%) stated that college training was preferable. Three (7%) responded negatively to the usefulness of in-service training in the encouragement of socialised language, one of whom stated "Not necessary as all staffs are fully trained". Four (9%) respondents did not know whether in-service training would be useful. One of these felt it was dependent on course content, while one felt it was dependent on the individual teacher. Four (9%) headteachers did not respond to this item. Fifteen (33%) headteachers did not respond to the item on which day of the week is most suitable for in-service training. Of the remaining thirty-one, the following preferences were stated as in Table 6.5

TABLE 6.5 Preferred times for In-Service Training

During school hours	4	12.9%
Mornings	1	3.2%
Afternoons	7	22.5%
Before school a.m.	1	3.2%
After school p.m.	7	22.5%
One identified day	2	6.4%
Not during school hours	2	6.4%
Difficulty in identifying time	2	6.4%
Varies	4	12.9%
Any	1	3.2%

Afternoons and after school thus were most suitable for headteachers for in-service training.

g) Other Comments

Seventeen (37%) of the headteachers made additional comments on the questionnaire. Five of these requested further information on the project. One proposed that a booklet of helpful suggestions would be most useful to teachers. Other comments related to a variety of topics from in-service training, to comments on the range of children in schools. These will be discussed in 6.6 Discussion following.

6.5.2 Class Teachers' Responses

One hundred and nineteen (20%) class teachers responded to the survey from each Region as detailed earlier, and responses were as follows.

a) Class Programme

Eighty six (72%) class teachers responding to the question agreed that they had a language curriculum for their class, while twenty two (18%) responded negatively. Two of these said that they had individual training programmes, one stated that "all teaching in reading and writing stressed this aspect" while one stated that "language is well developed". Two (2%) teachers said "yes" to this item but added that it was "not structured", or was "only informally" conceptualised. Nine (8%) teachers did not respond to this item.

One hundred and four (87%) teachers detailed the main components of their language programme. Responses varied from "books, pictures, TV" to detailed lists of language development aspects, pre reading skills, ranges of subjects such as environmental studies, religious education etc. and lists of methodologies viz. discussion groups, "newstime", question/answer. Time spent on language varied from a stated fifteen minutes per week, to all of the time, and are detailed in Table 6.6

Table 6.6 Time Allocated to Language development

	PER DAY		PER WEEK	
All Day, Every Day	44	36.9%	44	36.9%
Over 50%	2	1.6%	2	1.6%
Over 60%	1	.8%	1	.8%
30 - 40%	2	1.6%		
40 - 50%	1	.8%	1	.8%
50 - 60%				
60 - 70%				
70 - 80%	2	1.6%		
80 - 90%	1	.8%		
90 -100%			1	.8%
Up to 1 hour	19	15.9%	6	5%
2 hours	6	5%	4	3.3%
3 hours	1	.8%	3	2.5%
4 hours			2	1.6%
5 hours			4	3.3%
6 hours			2	1.6%
7 hours			1	.8%
8 hours			2	1.6%
9 hours				
10 hours			1	.8%
11 hours			1	.8%
12 hours				
13 hours			1	.8%

Other allocations can be tabled as follows:

3 periods per class	1	.8%
As per subject	1	.8%
No specific time	2	1.6%
When the opportunity arises	2	1.6%
Impossible to say	9	7.5%
None	1	.8%
No answer	19	15.9%

Although the majority of respondents allocated specific amounts of time to language development, the largest group of respondents were those who regard language to be an ongoing activity to be considered all of the time.

b) Socialised Language

One hundred and fifteen (97%) class teachers agreed that socialised language was important for children with special needs. The majority of these respondents amplified this with comments on benefits to integration and normalisation, the improvements in social skills being necessary for use in later life, and the necessity for skill in this area as it is used every day in most situations. Three teachers (3%) did not answer this item, one of whom however did go on to stress the importance of language in the development of relationships.

One teacher responded 'no' to the item on the importance of socialised language for the special child. He/she amplified this by stating "As long as the child can make itself understood (without too many omissions of words or confused speech) I think it is not relevant to impose a socialised language when this is not going to be required in later life". He/she did however go on to agree in the next item on the questionnaire that he/she encouraged this type of language in his/her class.

For the next nine items, the total number of responses dropped to one hundred and sixteen, as one school appeared to have photocopied the questionnaire, and in doing so, had omitted page 2. Responses therefore to the item asking teachers whether they encouraged this kind of language in class were as follows. One hundred and thirteen (97%) agreed that they encouraged such language, by the use of a variety of methods such as group and class discussion, role play, games, personal example. Three

teachers failed to answer this item. Of these, one detailed discussions, coffee mornings etc., as the way by which he/she developed socialised language. While the one other found "the suggestion that any teacher should not encourage language development for social purposes rather "offensive".

c) Materials

One hundred and one (87%) teachers used specific material in language development activities. Of these, the majority used both self produced and commercial material, including flashcards, worksheets, newspapers, "Peabody Language Development Kit", "Distar" and "GOAL" material, television and back-up material, and other audio-visual aids.

To the items requesting information on what material is available for encouraging socialised language seventy-six (66%) respondents listed material which they used. This varied from everyday objects and photographs to the Wendy House, and other aspects of the environment. Several teachers made mention of general language development kits, television programmes and reading series.

Two (2%) teachers stated that there was no material available, while six (5%) said they did not know of material available. Thirty two (28%) did not respond to this item.

Six (5%) teachers were satisfied with the material available in this area, while sixty-four (55%) did not respond to the item on what kind of material was desirable. Of the forty-two (36%) who listed materials which would be desirable, there were many suggestions for audio-visual material depicting everyday situations to trigger discussion among children, one request for computer software, and two requests for more space and equipment within the school. Four individual responses were made to this

item which could not be categorised as above. One respondent marked a query (?), one stated "none", which stood out from the six respondents who were satisfied, one responded "Please, no more language kits which seem (or are seen) to have prescribed limits. There is no substitute for good teaching", and lastly one teacher queried "Is special material necessary?". These will be discussed in the next section 6.6.

d) Methods

One hundred and thirteen (97%) responded to the item offering options for selection by teachers as to the methods they employ with their classes in the encouragement of socialised language. Tallies and percentages were calculated as follows in Table 6.7.

Table 6.7 Methods Employed by Teachers

Question/Answer	96	84.9%
Director Instruction	70	61.9%
Open Discussion	90	79.6%
One-to-One	93	82.3%
Small Group Discussion	93	82.3%
Centre of Interest	84	74.3%
Individual Project Work	41	36.2%
Other : Drama	11	9.7%
Stories	2	1.7%
Working Pairs	1	.8%
Puppetry	1	.8%
Outings & Visits	10	8.8%
Group Project	4	3.5%
Imitation of Sounds	1	.8%
Free Play	2	1.6%
Music - Mime	1	.8%
A/V (T.V. etc)	3	2.6%
Listening	1	.8%
Varies	1	.8%

Many of the teachers did not mark which they saw as important. Of the eighty-one (71%) who did so, ratings were as follows in Table 6.8

Table 6.8 Ratings on Importance of Methods by Teachers

Question/Answer	1	1.2%
Direct Instruction	-	-
Open Discussion	8	9.8%
One-to-One	10	12.3%
Small Group Discussion	24	29.6%
Centre of Interest	5	6.1%
Individual Project Work	-	-
Other : Drama	3	3.7%
Stories		
Working Pairs		
Puppetry		
Outings & Visits	7	8.6%
Group Project	2	2.4%
Imitation of Sounds		
Free Play	2	2.4%
Music - Mime		
A/V (Television etc)		
Listening		
All equally important	15	18.5%
Varies	8	9.8%
Not one more important	7	8.6%

Eleven (9%) teachers said no, they did not use specific material. Two of these however, detailed self produced material, or everyday stimulus objects as being used to encourage socialised language.

Four (3%) did not answer this item, although three of these detailed material which they used.

e) Advisory/Support Services

Ninety four (79%) teachers listed the advisory and support services which are available to them. These were rated as follows in Table 6.9

Table 6.9 Advisory Services Available

Advisers	11	9.2%
Remedial Adviser	4	3.3%
Special Education Adviser	5	4.2%
Secondary Adviser	2	1.6%
Primary Adviser	1	.8%
Drama Adviser	3	2.5%
English Adviser	1	.8%
College of Education	15	12.6%
Resource Centre	26	21.8%
Child Guidance/Psychologists	15	12.6%
Speech Therapist	43	36.1%
Library	8	6.7%
Other Colleagues	11	9.2%
Language Development Teacher	4	3.3%
Films/Books/T.V.	3	2.5%
Makaton Representative	2	1.6%
Physiotherapist	2	1.6%

Three (3%) teachers stated that no advisory services were available, four (3%) teachers stated that they did not know, while eighteen (15%) did not answer this item.

Sixty four (54%) teachers noted the frequency of usage of services available for advice and support, as detailed in Table 6.10

Table 6.10 Frequency of Usage of Services Available

Always	2	3.1%
Often	25	39 %
Little	9	14 %
Once	3	4.6%
Never	20	31.2%
Material Only	5	7.8%

Forty (34%) teachers made comment on the usefulness of these services as follows in Table 6.11

Table 6.11 Usefulness of Services

Very	27	67.5%
Fair	12	30 %
Not Very	1	2.5%

It should be noted that the majority of those responding 'very' to this item were referring to speech therapy services.

Fifty six (47%) teachers noted the advisory support they would find useful, as follows in Table 6.12 overleaf .

Table 6.12 Desirable Advisory Support

Advisers	7	12.5%
Child Guidance/Psychologists	2	3.5%
College of Education	1	1.7%
In-Service Training	3	5.3%
Headteacher	1	1.7%
Speech Therapist	14	25.0%
Colleagues	1	1.7%
Materials	13	23.2%
Ideas/Suggestions	11	19.6%
Equipment	1	1.7%
Anything	6	10.7%
No Idea	2	3.5%
Satisfied	4	7.1%

Forty seven (39%) teachers did not respond to this item.

f) In-Service Training

Seventy seven (65%) teachers agreed that in-service training would be useful in the further development of language programmes, fourteen (12%) thought they would not be helpful, fifteen (13%) did not know, while thirteen (11%) did not answer this item.

Fifty eight (49%) teachers stated that school-based in-service training would be best, eighteen (15%) felt that college was preferable, five (4%) proposed a combination of the two, thirty six (30%) did not answer this item, one felt that it depended on the enthusiasm of the staff, while one stated that his/her "initial teacher training (was) adequate".

Fifty eight (49%) teachers did not specify a time which would be most suitable for in-service training. Of the sixty one (51%) teachers who did, preferences were as follows in Table 6.13 overleaf.

Table 6.13 Preferred Times of In-Service Training

Full Day	6	9.8%
Evenings	1	1.6%
During School Hours	12	19.6%
Before School	1	1.6%
After School	9	14.7%
Mornings	6	9.8%
Afternoons	10	16.3%
In-Service Days	1	1.6%
Subject to Suitability	8	13.1%
Any	7	11.4%

g) Any Other Comments

Twenty seven (23%) teachers made further comments in the space provided. These are discussed in detail in 6.6.

6.6 Discussion

The questionnaire survey was conducted in special schools throughout Scotland to canvass teachers' and headteachers' views on socialised language, materials and methods, and advisory and in-service support.

6.6.1 Response to the Survey

All Regions sent the questionnaire responded, except Orkney. There was a reasonable response from headteachers with a total response rate of 41% overall. Grampian, Fife and Dumfries & Galloway were the only Regions to have a headteacher response of under 50%. There was a much lower response rate for teaching staff (20%) with only Borders, and the Western Isles having a teacher response rate of over 50%. Such a disappointing response may be due to several reasons.

Although the survey was conducted using a postal questionnaire, it was recognised that this brings with it many problems, mainly that of encouraging teaching staff to take time out to complete the questionnaire. Several respondents apologised for not giving it enough time, while one noted that "this type of questionnaire is not popular with staff".

A questionnaire such as this however is useful in focussing respondents' attention on several key issues involved in any specific area. Responses to items on material and language curriculum, discussed more fully later, suggested that many teachers did not have a language curriculum written out for their own and others' uses, and that much of the work done in language development was "reading".

Several schools showed responses from the headteacher only, which may suggest that Form B was not distributed to teaching staff. The fact however that over 40% schools (from headteacher responses) made a response, even if not a total staff response, renders the results to be considered representative of special schools in Scotland, catering for children with specific learning difficulties.

6.6.2 Language Programmes

67% of headteachers and 72% of class teachers responded that they had a language programme for their schools and classes respectively. Many class teachers however added "not written" to their response. While on the surface, this may appear encouraging, comment must be made on the breadth and depth of language curricula, as well as the 30% of schools and teachers who do not have a language programme. It is now required that each special school have a booklet or prospectus outlining its teaching programmes to give to parents when their child is first admitted to the school. It is evident that some schools may not be giving as full information as they might do.

Over 50% of headteachers stated that there was one person responsible for the overall co-ordination of the language curriculum in the school, but nearly 80% stated that they themselves were responsible. It is recognised that the headteacher is responsible in principle for every subject curriculum, and therefore may delegate responsibility for the co-ordination of specific subjects. Three headteachers stated that the speech therapist was responsible. If someone not trained in education is responsible for a subject curriculum, then the role of the headteacher in relation to that person must be clearly defined.

That nearly 30% stated that no one person was responsible suggests that some special schools are tackling language development in a haphazard and discrete way. There is thus the risk that pupils may be missing out on some aspects of language development, while overlapping on others.

6.6.3 Socialised Language

Over 90% of respondents agreed that socialised language was important for children in special schools, and many went on to reinforce its importance in terms of the benefits to the children of a greater facility in a social setting, an increased ability to integrate, and a greater ability to mix comfortably after they leave school, or in the world outside the special school.

Over 90% stated that they encouraged this kind of language in their classrooms, and yet one of the most popular methods for encouraging this was seen as "Question/Answer" which implies a reduction of spontaneity.

6.6.4 Materials

The "Peabody Language Development Kit" was quoted by the majority of respondents as being used in language development activities, along with "GOAL", "Distar", several reading schemes, and television. Such aids and equipment are invaluable in the development of receptive and expressive language, the expansion of vocabulary, and skills with the written word. About 60% of respondents however listed these teaching packages as being used by them in the encouragement of socialised language. While of excellent and tested value and quality, they may be said to be aimed at encouraging vocabulary, and expressive language in children with communication problems. They aim to give children a set of words, and then encourage them to make use of the words at their disposal. They make no attempt, however, to progress towards the functional use of language in a social setting, where there is no concrete task to be completed, and where the language is working towards promoting the personality or self image of an individual, and the development of a relationship between two or more people, vital within the increasing trends towards integration and community care.

40% of teachers and 50% of headteachers suggested material including photographs, video-tapes or tape slide material. Such material as everyday objects are already available for teachers to use, and photographs can be easily self-produced to suit individual needs. While it is recognised that tape slide material and video-tapes require special expertise and technological back-up to produce, much of what the teachers appeared to be asking for was already, or readily, available. It is suggested that such requests for material imply an underlying need for a structure of the development of socialised language skills, round which teachers can construct educational activities.

Six respondents were satisfied with the material they were using, while one teacher responded "none" to this item. It is unclear whether this implies satisfaction with existing materials, or whether he/she is implying that no materials are necessary. The respondent who answered with a query reinforces the proposal that some teachers are unclear about their perceptions of language development in the broad, and more specifically of socialised language. These stand out in sharp contrast to the two respondents who suggest that no special material is necessary and that "there is no good substitute for good teaching". They did not go on to define good teaching.

To quantify socialised language is not easy, since every individual functions differently in a variety of situations. This, along with a lack of material, may have militated against the development of written language curricula. There is also the possibility that teachers recognise the importance of socialised language facility, but devalue it as a subject to be taught because of its common presence in their own lives.

6.6.5 Methods

Both headteachers and teachers rated open discussion, one to one, and small group discussion as being highly beneficial to children for the encouragement of socialised language. Teachers saw "question/answer" as being very useful also, significantly more so than did headteachers, who did however rate it highly among the list of options available. Of those who opted for one method as being most beneficial, both teachers and headteachers rated "small group discussion" as most important. With the smaller class groups in special education, small group discussion may be seen as a potent method whereby children can experience language interaction without the pressures of speaking in front of too many people, or indeed be the only person with whom the teacher will interact as in a one-to-one situation.

6.6.6 Advisory/Support Services

Just under 40% of both headteachers and teachers rated the school speech therapist as the source of advisory support in the development of the language curriculum in their schools. However it is doubtful whether many on reflection would perceive that the speech therapist should advise on the teacher's work with reading schemes and individual pupils' skills in reading and writing activities.

Every Region in Scotland has an advisory service for primary schools, for secondary schools, and subject specialists. Only four Regions however have appointed advisers for special education. It appears contradictory to have a "special" education system, and teachers with post experience training, but no specialised support system for those schools and staff designated "special".

About 21% of respondents proposed resource centres as a support system, but only for the loan of materials. As such they were rated as very useful.

Respondents were asked how often they used the advisory services. Bearing in mind the high rating of the speech therapist as a support, many of whom pay regular weekly visits, it is suggested that many of the responses of "regular" or "often" to this item may be embedded in what are in fact regular services to the school. This may be reinforced by the 25% of teachers and 10% of headteachers who wanted an increase in speech therapy services.

When asked what advisory services they would see as useful, most teachers requested guidelines, ideas and suggestions, more material and a comprehensive catalogue of material available, thus reinforcing the comments made by teachers using the LFP phase four training programme.

6.6.7 In-Service Training

Contradictory to two teachers, one of whom felt that his/her initial training was adequate, and the other who felt strongly that the post experience diploma should equip every teacher with all the skills necessary to be successful in special education, 64% of teachers and 80% of headteachers felt that in-service training would be useful in this area. While 4% of heads and 15% of teachers stated a preference for college based training, 75% of headteachers and 48% of teachers favoured school based training.

Such a training mechanism is a less expensive form of training, and despite economic stringencies in-service training could be maintained with appropriate back-up support. Staff then can work together in building a school programme; specific questions and issues pertaining to the individual school can be addressed; and all members of staff can participate.

Although there was a wide range of preference for when the in-service training should take place, afternoons, both during school hours and after school, showed a slightly greater popularity than any other time. Many teachers recognised that timing was dependent on many organisational factors, such as accommodation, staffing levels, and personal staff commitments, the majority of which could be solved only by the individual school, and by mutual agreement among the staff.

6.6.8 Comments from Respondents

Several respondents added extra comments which ranged from apologies for not giving the questionnaire enough time, to comments on the necessity for the integration of language into all subjects. Some teachers felt that socialised language could not be given specific attention but should be part of all activities. Several respondents reiterated the needs for materials and guidelines, while two respondents noted their resentment at having to fill up the questionnaire.

6.6.9 Definition of Language Development

It was evident from comments made on the survey, that many teachers and headteachers define language activity as the development of reading and writing skills, and the expansion of vocabulary. Although many of them recognised the importance of socialised language, their suggestions for the material which they use to develop this suggested that their concept of such was more limited than might be desirable.

With clear guidelines, teachers could begin to see the necessity for specific training in this area in order to aid integration and promote normalisation.

6.6.10 Written Curriculum

Staff benefit by focusing their thoughts and plans within a structured curriculum, as they can more easily assess the children's progress, can more easily build learning plans, in a developmental and professional way, and can more easily clarify their aims and objectives within the guidelines of their school and class curricula.

Such programmes must of necessity allow flexibility to suit the needs and styles of both teacher and pupil. Where a planned programme is laid down for the school, it can be adapted to individual children's needs, and reflect their own stage of chronological and maturational development, either in a special curriculum or modular approach.

6.6.11 Future Suggestions

A policy which details a broad spectrum of language activity should be constructed by all Regions for circulation throughout special schools for the guidance of headteachers and teachers at all levels. Regions should furnish schools with an advisory support system trained and experienced at all levels of school teaching and practice. Teachers and headteachers should have the availability of school based in-service

training to develop their skills and expertise in the encouragement of socialised language among children with specific learning difficulties. Each class, and every school should have a written and planned programme of language activity which is flexible enough to meet with the needs of both children and staff. Materials and guidelines should be developed as a complete teaching package for schools, and constructed within a broad definition of language to meet the needs of teachers as outlined by them in the survey.

It is suggested that such developments could take place within the existing models and methods in special education. The implementation of programmes to facilitate socialised language concur with current pedagogical philosophy and practice in preparing the child with special needs to take his rightful place in his environment when he leaves the school setting.

6.7 Summary

LFP phase five conducted a survey of headteachers' and teachers' views on language development in the following areas: school/class programmes, socialised language, materials, methods, advisory/support services and in-service training. The survey was conducted in ten Regions in Scotland. Over 40% schools catering for children with a mental handicap were represented in the survey.

Much valuable information was gathered. The majority of respondents did not have a written language curriculum, but supported the principles of socialised language and its place in the special classroom. The use of materials varied from self produced aids to commercial packages, while question and answer was seen as a favoured method of eliciting discussion. There was minimal use of support services, with the speech therapist perceived as a major resource. There was a call for in-service training to be conducted within the school.

Several developments were seen as desirable including Regional policies on language development, greater advisory and support services, in-service training and materials and guidelines for use by class teachers.

PART SEVEN

Discussion & Final Comments

The Language Fluency Project was an action research project in the field of special educational needs. It was set up to investigate the component skills of socialised language, as a functional mode of linguistic interaction, and which is seen as a vital skill in the repertoire of the young person leaving school. Following the identification of such skills, a variety of teaching methods were piloted and tested as intervention strategies designed to encourage such socialised language facility among older pupils, aged approximately 12-16+, and identified as having learning difficulties.

7.7.1 Aims

The stated aims of the LFP were:-

- a) to identify the component skills of socialised language facility;
- b) to develop assessment instruments for use both with a class group and with individual pupils to evaluate socialised language facility;
- c) to develop educational strategies and training programmes designed to encourage skills in socialised language;
- d) to assess teachers' attitudes to such language in the classroom, its place in the curriculum, and appropriate materials and resources.

7.7.2 Realisation of Aims

Existing category schemes of children's language in the classroom (Barnes & Todd 1977, Flanders 1963) fail to account for the spontaneous and socialised language which occurs as part of the social interaction between the teacher and members of the class. Models of child language (Halliday 1974) or adult language (Sacks, Schegloff & Jefferson 1974, Schegloff, 1972) fail to acknowledge the spontaneity, as well as the developmental processes involved as a child develops towards

being skilled in conversation. While many children, through experience at home, in school and in their own social environment, develop their own facility in socialised language, children with learning difficulties, who learn more slowly, and often come from homes where there is a poor level of linguistic interaction (Bernstein 1973) have a reduced or indeed no opportunity to build such skills. Intervention must therefore be explicit, and targeted at redressing this imbalance.

In order to do this, the parameters of socialised language in the classroom and its component skills had to be identified. In a three stage refinement process, LFP investigated the interactive characteristics of language in the classroom, initially using FIAC, an existing categories system, and subsequently using a classroom analysis system developed for the project itself, and an individual assessment profile.

The emphasis in FIAC is on teacher style, and the different modes of communication used by the teacher in interacting with pupils. Such categories included the caring supportive statements which are necessary in an interaction, as well as the information giving and receiving utterances, which carry the content of the interaction. Pupils however, had only two categories applied to them, those of spontaneous and initiated response. While it was recognised that the spontaneous/initiated dichotomy was vital in assessing pupil input, the lack of emphasis on the supportive and social statements of the pupils threw the assessment of the interaction by FIAC into imbalance. Collapsing the teacher and pupil categories to apply to both, and the addition of several support categories went some way towards redressing this imbalance. The new classroom analysis system (LFP phase two) is unique in that it moves away from an emphasis on task-oriented activities in the classroom, or on the teacher's style of interaction with the pupil group, towards the social interaction of the whole group within the classroom. Implicit in this is a move away from a focus on the teacher's "role" within the teaching situation towards the social functioning of that person who is the teacher within a group made up of several children and one adult. The move from the projection of a teacher

as a role in a group towards the teacher as a person in a group has important implications for classroom management and pre - and in - service training discussed later.

The new categories system set the same parameters and modes of socialised language for both teacher and pupils, and was for use as a post facto assessment of the observed verbal behaviour within the classroom. It was clear that an individual profile of each child's potential would be vital if teaching strategies were to be developed and evaluated for efficacy. Such a profile had to be easily completed and offer clear indications of a child's performance within a social situation, rather than only baseline statistics such as mean length of utterance, or the Carroll Type-Token Ratio used by Longhurst (1974). The socialised language profile developed in LFP phase three could be completed speedily by the teacher who had only to respond to the thirty three items on the checklist. Throughout the LFP, it was used by the author for research purposes in identifying gains and losses made by the children involved in the study. Its potential use in the classroom was not fully exploited for a variety of reasons, discussed later.

Following existing research in the area of the development of language and social skills (La Greca & Mesibov 1981 , Bates 1980) a training programme was constructed, initially for a pilot run and subsequently an evaluation run each with four class groups. The programme developed strategies used already by research workers, as above and discussed in Part One. It was innovative in four aspects. It offered structured guidelines to teachers for a programme in language often difficult to quantify; it extended throughout the school year unlike others which run for only several weeks; it was seen as part of the ongoing curriculum in the school, i.e. it was not a discrete intervention programme bearing little or no relation to contingent educational activities and separate from the ethos of the school; it was staffed by classroom teachers themselves, not by external workers, thus emphasising that work of this nature is within both the scope and expertise of the class teachers, and is not something which should be done by communication specialists.

The programme with its structured approach to specific educational strategies for use in the classroom was well received by teachers. Thus the Language Fluency Project was welcomed and perceived as innovative by teaching staff in that it addressed the concept of socialised language within the classroom. It is acknowledged, and confirmed by the results of LFP phase five, that such a concept amongst the teaching profession is confused, and although afforded high theoretical priority, suffers from low, or indeed no, priority in practice. In identifying socialised language within the classroom as its main aim, the Language Fluency Project broke new educational ground in taking an area regarded by many as implicit in the classroom, and putting forward two major, even revolutionary, claims. One, that socialised language should have top and explicit priority in the educational processes within the classroom, on a day to day basis and not as a short term intervention by interested specialists as in the past (La Greca & Mesibov 1981, Longhurst 1974) and discussed in Part One of this document. Two, that the person best equipped to facilitate such language, is the classroom teacher, whose specialist role as a focal point in the education system is paramount for children with special needs.

7.1.3 Teacher Role and Style

The small class size in special schools makes the classroom environment much more informal than that of the larger mainstream primary and secondary schools. Added to this are two important factors which also influence the environment: most 328* special schools in Scotland have a small role (total number of pupils for 84/85 = 10053)* so the pupils are liable to know most of the other children in the school, and most special schools operate a system whereby the children have one teacher more than the others, even where they are operating a topic based curriculum, as in secondary schools. Both these factors increase the personal and informal nature of the school environment, making the special school much more intimate than mainstream equivalents.

* from the Statistics Office, St Andrew's House, Edinburgh.

Within such a setting teaching staff too are subject to the personal and more intimate influences. Their style has to be more child centred, emphasising the caring aspects as well as the topic-based teaching aspects in the school. In their report entitled "Health Education in Primary, Secondary & Special Schools in Scotland" (1979) HM Inspectors of Schools stated "In all the (special) schools good human relationships were being fostered".

Comments from teachers involved in LFP phase four confirmed that the strategies involved in the LFP training programme encouraged better human relations in the classroom, with a greater degree of courtesy and thoughtfulness being displayed by the pupils. Such an effect makes the teacher's role as maintainer of order, much easier, and enhances the personal style which is desirable in the special classroom.

7.1.4 Curriculum Development : Socialised Language

Throughout the Language Fluency Project, it was emphasised that the essence of the work was rooted in the development of practicable and educationally sound teaching strategies to encourage socialised language facility. Teachers involved in LFP phase four were offered material in much the same climate, as had they identified the material themselves, in that they were given verbal and written guidance and continued support, but only on request. It was vital that the training programme operate in this way to assess as realistically as possible its value as a teaching method.

One other factor which influenced the method of introduction to teachers was the extent to which realistic and valuable changes and developments can be effected in schools with existing curriculum plans. Involvement with a major curriculum package, the Schools Council Health Education Project, had suggested that material that was designed to fit an existing programme is more effective. Recognising that health education is "an incidental

addition to other work instead of a planned part of a child's school experience; sometimes tacked on as an afterthought, sometimes omitted altogether" (Teachers' Guide 1977), the project team developed many exercises and lesson plans which could be used as basic language or numeracy work, but which had a health education content. By highlighting awareness among teachers that health education did not need extra time, and therefore they were not being asked to add to an already stretched curriculum and time pressures, the Schools Council Health Education Project material was much more readily accepted than it would have been had the teachers perceived it as an additional burden.

Similarly, although the LFP training programme demanded twenty minutes per week to be allocated to specific exercises, the emphasis on encouraging socialised language as a natural and integral part of the classroom interaction avoided the possibility of resentment by teachers that they were taking on additional responsibilities. Their participation in the development of the teaching materials however was vital in ensuring that the materials were developed in direct contact with practising teachers, i.e. by teachers for teachers. This lowered the risk of the materials being unsuitable for use in the special classroom. Thus the LFP was unique in rooting its development in the classroom, while others, discussed in Part One of this text, operated external to the daily work of the class, by workers who were not themselves practising teachers.

The curriculum package developed by the LFP phase four is by no means in its final form. Such a package will need further development until it encompasses many strategies and resources which teachers can extract for use within their own classroom with children with individual learning needs. In conjunction with this however, other areas must be considered in the light of the results of the LFP.

7.1.5 Development of Guidelines

Teachers involved in LFP phase four all claimed that the provision of guidelines through the training programme was of major use in aiding them to encourage socialised language in their pupils. They thus implicitly identified a gap that was later confirmed in LFP phase five in the national survey, that is the need for clear and structured guidelines for teachers to follow in the classroom. Such guidelines as developed by the Language Fluency Project were made available to teachers who requested them following contact with project teachers or various items of publicity. However, it is proposed that guidelines should be developed at regional and national level, so that they stand more powerfully and effectively within the special school.

7.1.6 Training

The development of materials and resources and the provision of guidelines for teachers would enhance the level of importance of functional socialised language within the classroom. However, the lack of clarity exhibited by teachers answering the LFP phase five questionnaire, on the nature of socialised language, and the lack of recognition of its use as the functional mode of language, all accumulate to render training of teachers a vital addition to work in this area. Teachers on both LFP phases four and five favoured inservice training in this area. The National Committee for the In-Service Training of Teachers in its report (1984) state that "staff development should be a continuous process by which the professional competence of teachers is maintained at the highest possible level throughout the whole of their careers". It is proposed however that it should form a vital and compulsory part of the post experience full time courses for teachers in special education, as well as the special education options on the primary and secondary courses. Such training should address teaching style and management of the classroom, and emphasise the need for personalised teaching to highlight socialised language as beneficial to teachers' professionalism, for individual pupils and for the class group as an integrated whole.

In the introduction to the "Professional Development Manual" (Schools Council Health Education Project, 1977) Cowley says "A curriculum project comes to life when it is exposed to schools, and has to meet the demands of teachers to be practical, feasible and usable". He goes on later to suggest that in certain areas of the curriculum it is important that teachers should feel secure in what they are doing and why they are doing it.

It is suggested that socialised language development is one of the areas of the curriculum where confidence and ability is of the essence. To build this security or confidence in-service training should be implemented and evaluated at many different levels, i e. with inexperienced and experienced teachers, with headmasters and with advisory and directorate personnel.

Such training courses would take teachers through the reasons behind making explicit the benefits of socialised language development, the development of personal and interpersonal relationships, before going on to examine ways of introducing socialised language programmes to the individual child and class group, the assessment procedures, the development of materials and educational techniques.

At the lowest level of influence such training would be a "consciousness-raising" exercise, to heighten awareness among educational staff. It should also, however, give academic and practical support for teachers who will return to their classes having been given new skills to deal with problems they encounter.

"It has appeared crucial, in this country and abroad, for curriculum packages to be supported by in-service education materials, if they are not going to make teachers feel insecure in-service education can be a way, if carried out effectively, of making teachers feel much more secure in any insinuations they wish to implement". (Schools Council Health Education Project 1977)

7.1.7 Language and Integration

The international trend to integrate handicapped children into mainstream schools is part of a widely held belief that handicapped persons should share in normal opportunities for personal development and social interaction. The Snowden Working Party (1976) "Integrating the Disabled" described integration as "the absence of segregation. It means social acceptance. It means being able to be treated like everybody else. It means the right to work". However there are still clear effects of the dichotomy highlighted in paragraph 3.6 of the Warnock Report that "there are two types of children, the handicapped and the non-handicapped". The Warnock Committee go on to emphasise that categorisation or labelling of children "perpetuates the sharp distinction between (these) two groups and it is this distinction which we are determined, as far as possible, to eliminate".(3.24).

They identify three main types of integration which "are not discrete , but overlapping, and although each has a validity of its own, they represent progressive stages of association". These are locational, social and functional integration, as discussed in Part One.

For some years several schools in Lothian and Fife operated a system of locational integration with children with sensory handicaps and mental handicaps respectively. There are increasing attempts to integrate pupils, but these are mainly children with sensory handicaps (personal communication from the Director of Special Educational Needs, Lothian Regional Council).

In a school situation, many teachers feel that children in a special school receive an individual educational programme which allows them to develop to their full potential, and which they would not do in a normal primary school. At the same time, however, by being outwith the normal education setting, the children are outwith many social settings which would be

beneficial to their personal development and are stigmatised for their differences. At the same time, personal experience of the author has indicated that special schools can encourage a false self image in children who find that, from being "the best" in the school situation, having left school they no longer hold a high status within their environment. By sheltering them, protecting them and supporting them, teachers, special educationists, social workers, doctors and other care personnel may have made them less fit to deal with the difficulties.

An improvement in social and life skills based on greater linguistic competence and greater self esteem, as proposed by the Language Fluency Project (6.6) would encourage teaching personnel to have confidence enough to become involved in teaching children formerly labelled "mentally handicapped". It is proposed that because of improved social and self confidence these children would seem less "different" to teachers not familiar with the special situation. Therefore, education for education's sake is not enough and integrated provision should be preparing the child with special needs for democracy and a full and enriching life. In a relevant curriculum serious attention should be given to planned experience that enables interaction in areas needed to be accepted into society and where the activities are selected judiciously from prescribed needs.

Firstly, the activities should be real where it is possible to see a direct connection with real life and the world outside school. Secondly, they must be relevant, relating to the world of which the child is aware. Thirdly, they must be genuine and not contrived in any way. Fourthly, they must be realistic as it is unacceptable to adopt subjects that have objectives that are not achievable and, finally, they must be rational when you are able to take account of developmental stages and to be able to give a sensible reason for anything you ask a child to do. (Farley 1985).

Increased linguistic facility of pupils would also aid special education staff in that the self image and self esteem of the pupils would be based on more realistic feedback from their environment outside the school, and integrated activities could be planned with nearby mainstream schools.

The results of LFP phase one showed that after the twenty week discussion series, the study group of mentally handicapped adolescent girls showed increased spontaneity in their language behaviour. This finding was subsequently confirmed by the restructured classroom analysis system with the same study group/teacher, as well as by other teachers/study groups involved during the pilot and revision of the LFP training programme. Along with this finding, several teachers remarked on the more courteous speech between the children in class, less tendency to fight, and a greater degree of relaxation and informality, without loss of control within the class. Teachers found a greater degree of confidence in some of the children participating. The pattern of interaction amongst the initial study group changed significantly from comments always being addressed through the teacher to communication between children; this finding was confirmed by other teachers later. Teaching staff in general were supportive of the LFP aims, and agreed that such areas of social skills should be addressed within the classroom (eg. SED report "The Education of Mildly Mentally Handicapped Pupils of Secondary School Age" 1981). There is a growing awareness of the need for increased social skills in teenagers whose future care may be rooted in the community following the proposals in "A Better Life" (HMSO 1979), in "Care in the Community" (1981) and the "Report of the All Wales Working Party on Services for Mentally Handicapped People" (1982). Such skill must be based on self and social confidence which forms the basis of a social competence for post school years in expression and self presentation through linguistic as well as non-verbal communicative media, and of relating to others more adequately through language.

The stigma attached to handicap is both widespread and deep-rooted. "Despite modern man's veneer of sophistication and tolerance, old fashioned prejudice and fear of the extraordinary and the unpredictable is not very far beneath the surface". (Payne 1976).

Schlanger (1967) proposed that "Linguistic deficiency serves additionally to stigmatise the mental retardate, and to strengthen the concept which typically relates inadequate speech and language use with mental retardation. The retarded are treated as a minority group and are subjected to prejudices and discrimination by both lay and professional groups".

If integration on a meaningful and pragmatic level is to come about, this stigma, the "difference concept" must be overcome.

It is suggested that this may be helped by action at several different levels:

(a) Individual

Because the lack of social competence and linguistic facility reinforces the "difference concept", it is suggested that social education programmes be offered to mentally handicapped persons at schools and post-sixteen day centres, adult training centres, industrial training/therapy units and at evening clubs, to encourage a greater competence among mentally handicapped individuals.

Such improved competence would allow other people to feel less embarrassed and less awkward when meeting, for the first time, a person bearing the label of "handicapped". Such embarrassment and awkwardness, it is suggested, arises from a lack of knowledge as to how to treat handicapped individuals and a belief that they should be treated differently because they react in inappropriate ways.

By improving their social competence, mentally handicapped persons would be helping others by making them feel more at ease.

"Speech itself can help in the task of integration". (Sansom, 1965). The social integration recommended by Warnock implies that children

will play and speak together. The functional integration implies that they work, and speak not only with each other, but with the others in their environment.

(b) Educational

Evaluation of the content of social education courses should be done so that such material is known, rather than first assumed to be of educational value. The context also of such courses, their place in the curriculum and the teaching methodologies should also be investigated, so that their effect might be maximal.

"If integration is to bring all the desired benefits there must be a sufficient proportion of the activities of a school, physical, social and educational, in which a child with a disability or significant difficulty can participate to enjoy the realisation of personal achievement and gain acceptance as a full member of the school community by pupils and staff".
(Warnock 1978).

(c) Community

Much emphasis is being placed on community based action groups for minorities in the community, e g. elderly and physically disabled people.

It is suggested that community based programmes which involve adolescent and post-sixteen mentally handicapped persons to become involved in helping others, in enjoying discos, parties and sports activities without these being organised specially for them, would offer opportunities for integration based on social and linguistic facility.

7.1.8 Implications of Language Fluency Project

Overall, the Language Fluency Project highlighted the social skills discrepancy in the functioning of children with mental handicap

and suggested and offered professionals means whereby they can assess children on both an individual and a group basis (3.3; 4.9) before going on to encourage socialised language facility with the use of the Language Fluency Project Training Programme. (6.2).

It also highlighted several areas which had implications for individual teachers and headteachers in constructing in-house curricula for schools, in deciding on the use of materials and in structuring the ethos of the school as they see it as being most beneficial to pupils and staff; and for regional advisers and policy makers in future planning, raising awareness of new educational techniques and in-service and pre-service training.

7.2 Language Fluency Project - In Hindsight

The Language Fluency Project was conducted over eight years as a part time educational research project. Throughout that time it experienced and withstood problems at both a conceptual and practical level.

7.2.1 Conceptual Problems

As adults socialised to a greater or lesser degree into an environment, most professionals accept language as the daily currency of social interaction. The concept of inability to interact verbally is therefore one which is difficult both to acknowledge and accept. It has been shown however (Bernstein 1973) that many children do not find their environment conducive to encouraging skills in socialised language. They therefore must be encouraged to use the full potential of school as a socialising agency as discussed in 3.6.3.

However, school as a socialising agent, and the teachers employed therein, must recognise that socialised language, identified and encouraged in school, must be both appropriate and relevant within the social context in which the individual person is working. So language and mental handicap in this context has to do with social acceptability, social appropriateness and relevance, and the furtherance of normalisation, but with the ability of the person described as mentally handicapped, to speak.

A major problem which dogs research into mental handicap and language is the many degrees and effects of mental handicap. It is easier to measure an increase in vocabulary of those severely mentally handicapped than attempt to estimate social competence amongst those deficient in many subtle, but major, social skills. Socialised language does not deal with Maketon, Blyssymbolics or other sign systems designed to offer communicative competence to those who cannot speak or have limited speech production. Socialised language is about those people who are both linguistically competent, in that they know which words mean

what, and linguistically receptive/expressive in that within certain task oriented situations, they can successfully understand and contribute to an interchange. Where they fail to succeed is in using functional language as a social mechanism to present their personalities to those around them. As was confirmed by results of the Language Fluency Project, teachers are conceptually confused about the nature of socialised language as functional language.

Another problem which the Language Fluency Project encountered is the gap between academic theory and educational practice. It is recognised that this confounds many aspects of educational research. Academic research to be legitimised and recognised, demands consistency, matching and the scope for repetition under the same conditions far and away outwith what is possible within any classroom. Each day in a classroom is different, influenced by the emotional states, the personalities and characters of each person there, both teachers and pupils. Each pupil is different, with individual patterns of ability, home background and influences both in and outside school. Children with learning difficulties have short concentration spans and very quickly lose interest and motivation in anything which they think they have done before. It is therefore difficult to apply the criteria of academic practice to the conditions of educational practice.

As a further related problem, teachers, most of whom have limited, if any, experience and knowledge of research methods concerned with the day to day running of a classroom may view record keeping, ongoing assessment procedures and standard evaluative techniques as bothersome and intrusive. For this reason, teachers working on the LFP training programme were not asked to apply the LFP classroom analysis system to their groups, although it is proposed that this would have provided a valuable measure of what was happening during the training sessions, identifying which pupils were talking most, and more importantly whether the teacher was intervening too much, and the nature of that intervention. There is the added risk that the teachers might have found this threatening and been reluctant to participate.

Another problem specific to the Language Fluency Project was the suspicion amongst both staff and pupils that the encouragement of socialised and functional language is not "work" in school. The comments of the teacher who refused to participate in the LFP training programme on the grounds that she did not have enough time to teach the pupils to read and write never mind anything else was echoed by a few teachers in LFP phase five national survey, and by other teachers in sessions with the author. These comments are generally introduced by the question "What about the basics?" and precede complaints of the lack of time to teach the children basic numeracy and language skills, i.e. reading and writing, and of the pressures on the teacher to offer as wide an education as possible within a very demanding timetable. However the cornerstone concept of the Language Fluency Project is the belief that there is nothing more "basic" and more vital for children with learning difficulties than to be able to use language functionally and to present themselves to and communicate with those they encounter, through their socialised language ability.

7.2.2 Practical Problems

Several practical problems were encountered in the course of the project's development.

There were major technical difficulties in audio-recording the discussion sessions for LFP phases one and two. The pupils were used to having a tape recorder in class, so the risks of microphone shyness were minimal. The one multidirectional microphone which was used however picked up all the normal classroom sounds, which the human ear selects out. While it was recognised beforehand that this would be so, the extent of the problem was not. After the first two sessions, two other options were considered. The use of video cameras was discarded on the grounds that the children would not react normally in front of a camera and operator, both of which would be foreign and unfamiliar to the group. The use of individual and unidirectional microphones would have solved the problem, but such a solution carried with it three major problems. One, the cables would have restricted the children's freedom of movement, two, they would not have been used to wearing a microphone

and would not have behaved normally, and three, the equipment was unavailable. Even had the hardware been available, therefore, this as a solution would also have been discarded. In view of these problems, it was decided not to audio record the sessions with the teachers in LFP phase four, although this was seen as desirable.

A practical, and insoluble problem which ran throughout the project was that the author was also a teacher involved in special education. This brought with it many effects which changed in order of importance as the project developed. The issues of objectivity and experimenter bias have already been discussed in Chapter 2.4 of this thesis, and strenuous efforts were made to keep the risk of subjectivity to a minimum. These effects ceased to be an issue after LFP phases one and two, when other teachers became involved and external evaluation procedures were adopted. At this point however, a new difficulty arose, that of communication with participating teachers while the author was also committed to a full time teaching programme. This was coincidentally solved by the author's taking on an educational post with the health service, which allowed for visits and telephone calls to staff within school time. One effect of this dual role, both positive and negative, which was encountered throughout LFP phase four links with the conceptual gap between academics and educational practice discussed earlier. During LFP phase four and discussed in Chapters 5.3 and 5.6, several teachers made changes to the programme. These changes included omission of component four of the pilot training programme, the showing of all the studies together in the second component and the introduction of workcards. Such changes were seen as necessary by the teachers for the continuation and smooth-running of the training programme given the changeable nature of any classroom. The negative effect, springing from the dual role of the author, of the teachers' changing the programme is of a personal nature, and less significant in the context of the project. This was the conflict between feeling sympathy and understanding, as a teacher, for the necessity to monitor the climate of the classroom and make changes in class activity where necessary, and frustration as experimenter, as attempts to maintain

the high academic criteria of standards were made more difficult. The positive effect however of this conflict it is suggested is that one of the major principles of the Language Fluency Project has been upheld. That is, while maintaining the strictest and soundest academic theory, the project has developed a teaching programme flexible enough for any class, and which teachers themselves regard as valuable.

7.2.3 Hindsight

In the light of the issues discussed above, and in retrospect, the Language Fluency Project would have been enhanced by four major differences in its development. Although Directors of Education in each Region involved were consulted and were aware that schools were involved, greater commitment to the project by Directorate and Advisory staff, had it been sought and given, would have strengthened the project in three ways. These are, the project would have been supported more obviously by senior staff, and as a result more schools and pupils might have been involved, and each Region might have been represented.

The involvement of parents would have offered two major areas of useful comparison of the children's language between school and home, and any changes at home which parents might have noticed as a result of the Language Fluency Project. It is recognised however that since home influences have in fact added to many children's difficulties with socialised language, valuable and real parental involvement may not be possible.

Video recording both the LFP phase one discussion sessions, and the training sessions in LFP phase four, with each child wearing an individual microphone, would have allowed for both non verbal and verbal evaluation of interaction in each group, monitoring teacher style, and assessing the individual input of both teacher and pupils involved in the LFP phase four training programme.

It is the profound belief of the author and the major principle of the Language Fluency Project that socialised language

as a functional mode of language is crucial to the development and integration of the child with learning difficulties, to his quality of life, his self esteem and his interpersonal relationships. The Language Fluency Project, and future work in this area, already under negotiation with the Scottish Education Department, demands full time commitment to its continuation and development.

Further Research

The Language Fluency Project explored the skills involved in socialised language facility. Having developed a classroom group interaction assessment instrument and an individual socialised language profile, an educational programme designed to encourage such facility was proposed and piloted.

Much work remains to be completed in this area, and in turn will generate new aspects of interest. The need for increased planning identified by the Scottish Education Department (1981) in the development of conversational skills in the classroom emphasises that such issues, and other concomitant with them must be addressed.

7.3.1 Personal Development

The way in which a child sees himself and the concept he has of himself, is crucial in deciding how he behaves in any given circumstance or situation. The image a child has of himself is more than the physical reflection he sees in the mirror, it is a blend of feelings and reactions he has from other people, to him. These feelings are more influential when they are received from those for whom the child has a high regard - from his parents, his teachers, his siblings and his close friends. It is a cyclical process, and one in which many mentally handicapped children are constantly receiving negative feedback as to their value and worth. This negative reinforcement in turn depresses the self-esteem, and other people react in an even more negative way. In terms of emotional and social health, children who have a positive and wholesome image of themselves tend to be better balanced in their dealings with other people, in their own self confidence and presentation of self, than those with poorer images of themselves. (School Council Health Education Project Teachers' Guide.)

It is suggested that the expansion of self, through socialised language competence, into a socially integrated person, offers the child with mental handicap a way to break out of the cyclical bind in which he may find himself.

Exploration of the self esteem, the improvement of such self esteem towards the "whole" personality is required so that parents, teachers and other care workers can offer students with a mental handicap a robust self image and confidence on which they can rely.

7.3.2 Interpersonal Relationships

Communication is intimately related to areas of interpersonal relations. Communication, social behaviours, can thus play a very prominent role in social acceptance. (Drews 1967) Mental handicap is not inherent in any particular pattern of behaviour. The social audience determines whether certain individuals should be regarded as being different by attaching degrading labels and interpretations to some facets of their being. (Martin 1967).

Such reticence, stemming from a poor self concept, is common among mentally handicapped children. They often know that they should be saying something, but are unaware of how they should act.

Several training programmes are available and being implemented with normal secondary school children in an attempt within a pastoral education setting, to provide children with the necessary social skills to function successfully within the situation in which they find themselves, eg. Active Tutorial Work, based on the work of Leslie Button, as part of the Lancashire Curriculum Development Project. (Baldwin & Wells 1979)

External support in this area may be had, for both teachers and pupils, from the Social Skills Advisory Service in Moray House College of Education in Edinburgh.

Explicit attention is given to both verbal and non-verbal communication. In the social skills training programmes, however, for less able children, attention to linguistic facility is implicit, and left to chance. "Social skills" for mentally handicapped students generally means personal hygiene; use of the telephone in the technicalities of dialling the number rather than the content of the interchange; buying something in a shop (eg. "Let's Go" Series BBC).

But interpersonal relationships and their development depend on presentation of self, the ability to mix with people who are different, and even superior in certain areas, the ability to share personality as a valuable and enjoyable aspect of a social situation.

Development and improvements in the relationship building skills of mentally handicapped people depend on themselves, on their parents, on their teachers, on their knowledge of socially accepted behaviour, and on the success of the social integration proposed by Warnock (1978).

Training in social skills, in verbal and non-verbal communication, in interpersonal behaviours is necessary, not just at the adolescent stage when professionals begin to feel uneasy about the sexual development of their students, but early in the child's life, when they can be taught to share books or sweets, to appreciate that everybody has some kind of difficulty which they as individuals can help with. (cf Component 4 of the LFP training programme).

Investigation into the quality of interpersonal relationships, into the development of relationships among those persons classed as mentally handicapped requires support

and expansion, such as the work done by Anne and Michael Craft (1983), Wendy Greengross (1976) and Kempton & Fennell (1976).

With robust research data, legislation regarding the sexual behaviour of mentally handicapped people, education for fuller and more meaningful relationships and sympathy and privileges afforded the "normal" society could be reassessed to beneficial ends.

7.3.3 Sex Differences

Two out of the four teachers working on the C4 Role Play component of the training programme noted differences between boys and girls in their linguistic behaviour and willingness to participate.

Research already completed with normal children shows great differences in the development of linguistic competence between boys and girls. (Buffery 1972.; Hutt 1972). Similar investigations require to be completed for functional language.

Investigation on variables such as verbal fluency, comprehension, size of vocabulary, mean length of utterance and language centres in the brain have not been conducted on children with a mental handicap. Such data would allow intensive programmes geared to specific individual needs to be begun as early as possible, during the pre-speech period with children who were seen most at risk because of their sex, linked with the site of any brain lesion or damage.

With the non-discriminatory emphasis on education prevalent now in many schools, it is suggested that, were sex differences among the mentally handicapped population confirmed, individualised education programmes could be set up by teachers and by speech therapists to suit the particular needs of every boy and girl.

7.3.4 Family Environment

Although a child spends up to 15,000 hours at school (Rutter 1979), the greater part of his early years are spent at home, and with his peer group. Britton (1972) shows that talk in infancy with an elder person may make a large difference to child language. Timing is crucial : the advantage of providing a talking environment is greatest around two years of age, and falls off sharply after five.

It is suggested that because of development retardation characteristic of children with a mental handicap that this "sensitive period" may be later.

In view of the increase in pre-school education proposed by the Warnock Committee (1978) it is proposed that this should be further investigated so that parent education towards greater child stimulation might take place.

The success of these parent education schemes should also be monitored for:-

- a) effects on the language of the handicapped child
- b) effects on the language of siblings
- c) the quality of the relationship between parents and child because of highlighted awareness of the need for stimulation.

7.3.5 Curriculum Programmes : Material and Methods

The Language Fluency Project results suggested that children with a mental handicap were deficient as compared with their normal peers, in the production and implementation of language in a social context.

Such a deficiency was seen however to be alleviated by training programmes designed to encourage spontaneity, to develop the individual's initiative in a linguistic context, and to increase confidence within a social setting.

It is seen as desirable that children in both special and normal schools be encouraged to develop their socialised language in a way deemed appropriate to the school setting.

If social and functional integration are to be achieved, much has to be done to improve the mentally handicapped population's communicative capabilities.

"Social education aims to make the child with a mental handicap reasonably able to take part in community life, but it appears that the skills which would help him to communicate and to join with others are neglected in his education". (Gunzburg, 1968)

Many of the teachers involved in the Language Fluency Project felt that the structure of the training programme offered them guide-lines along which they could base their own teaching methodologies; and that the slides went some way to providing materials for language stimulation.

Much, however, remains to be done in the area of programme material development. It is suggested that future expansion could take place by having teachers themselves write and produce materials at a workshop, similar to the situations run by the Schools Council Health Education Project, (SCHEP) begun in 1974, and completed 1979, already used as a model in 7.1.4.

A group of fifteen teachers and professionals were invited for a three day intensive Writing Workshop. These materials were then re-drafted and sent out to schools for piloting before being produced in their final form. Such production design emphasises the fact that materials have been produced for teachers by other teachers, and therefore enhance the practical and professional content of the material. In view of the dearth of materials in this area of socialised language, it is suggested that quality

materials would be well received by teaching staff. Pre-testing for concept, for clarity, for comprehension level would have to be completed, and a post-test evaluation of the material by both teacher and pupil would be valuable.

A cross-curricular approach is proposed as the most fruitful within the educational and linguistic settings. In order that this might happen, the importance and keystone value of socialised language within the context of education for personal development, must be highlighted and emphasised by the Consultative Committee on the Curriculum Her Majesty's Inspectorate, the Regional Directorates and Advisory Staff.

Further research is seen as vital in this area of training and encouraging children debilitated by low mental functional as well as sociocultural factors in order that the functional integration of children with a mental handicap be realised along with the potential for their successful personal functioning within their own social context.

7.3.6 Teacher Style

Teachers on the pilot study of the training programme noted increased self confidence, and more awareness of others among the children as the training programme progressed.

It is suggested that with such personal and interpersonal development of pupils, changes within the discipline structure of the classroom may take place.

It is proposed that research should be done in identifying the discipline structures in the special school as compared with the normal sector, with regard to the smaller class number in the special school, the greater likelihood of behaviour problems due to lack of mental ability,

effects of medication, etc; and the individual teaching programmes run by many special teachers. The highlighting of socialised language within the classroom also clarifies personalities within the situation, and makes the teacher more of "a person" and less of "a teacher", with associated authority. Such personalisation may be threatening to teachers who prefer to maintain the distance set between pupils and teacher by upholding role expectations and depersonalising the relationship.

Investigation should be done in identifying the attitudes of children with learning difficulties to such a personalised teacher, and to any change in teaching style within the special classroom, as has already been explored in the normal classroom. (Morrison & McIntyre 1972)

It is also suggested from personal experience, that a more personalised relationship within the classroom encourages a calmer, more productive atmosphere in the classroom. "Special" children may be very easily upset because of chemical imbalance or emotional disturbance stemming from their handicap, and can work much better in such a quiet atmosphere, often very different from their home situation.

Such personal observation should be corroborated from a methodologically robust design. The resulting data could then have great and penetrating effects on the content of the post-experience diploma courses in special education run in colleges of education.

Peters (1964) said in "Education as Initiation" that "all education can be regarded as a form of socialisation in so far as it involved initiation into public traditions". The Munn Report (1977) stated that "Schools are fostering what we may call the pupils' social competence". Within the microcosm of the classroom, this growth and development of social competence depends on:-

- (1) how the teacher perceives himself, and his pupils, and
- (2) how his pupils perceive themselves and the teacher and

(3) how each sees the other perceiving them.

It forms an ongoing reciprocal structure round self concept.

In practice, therefore, every teacher should be conscious of self esteem, which should in theory, be a measured variable for monitoring purposes within each classroom.

As a component of social competence, self-esteem must rate as crucial. Intrapersonal confidence must exist before interpersonal exploration and development can take place. Blume found in 1968 that teachers who display high self-esteem tend to be associated with groups of pupils who also have high self-esteem.

Comments on teacher self concept and esteem may be seen as personal criticism and indeed as an intrusion and violation of personal and professional integrity. However, teachers hold responsibilities which can affect children for the rest of their lives, and more knowledge is necessary in this area.

7.3.7 Regional Difference

Throughout every Region varying provision has been made for special educational needs. Economically, each Region has its own priorities, which in turn effect the emphasis within the education system. Policy making too, varies across the regional map, and depends on the needs and requirements of the population, as the planners see them. It would therefore be of great value in the future planning and development services that such regional differences be explicit, so that economics can be reconciled to the educational provision and policy.

It is suggested that the three main areas of investigation above are interdependent and that further knowledge and

awareness of them would allow for maximum benefit, arising from existing and developed services, to planners and policy makers at all levels, and to the general public.

Industry and agriculture have for many years provided the economic resources in Scotland. Varying economic climate, the search for employment, for a higher standard of living, for a different way of life, have encouraged both environmental and social mobility.

It is suggested that research should be done on the patterns of ethnic blends in the various Regions in Scotland to investigate the effects of ethnic and subcultural factors on the socialised linguistic competence of different socio-economic status groups.

It is further suggested that such a longitudinal study might take place in the north which, up until recently was relatively static and stable and now has witnessed several social and economic changes due to the upsurge in the oil-related industries.

7.3.8 Socialised Language and Therapy

Teaching staff on the pilot of the Language Fluency Project Training Programme noted improvements in their children's self esteem, in their consideration and treatment of others in the class, in their courtesy, and in their regard for the teacher. It is suggested that a confidence with socialised language encourages improved self image, greater personal development and inter-personal facility.

Children of normal intelligence who have been categorised as deviant, emotionally maladjusted or mentally unstable also display poor self image, maladaptive relationships and poor communication skills. Much of the therapies employed emphasise social skills, eg. group therapy and educational regimes in intermediate treatment centres, but few examine the linguistic facility of these children

in a social situation. Again it is subsumed as an implicit part of social skills.

It is suggested that explicit training in socialised language skills as a functional component of the total array of social skills would go towards increasing success in the therapeutic regimes of many deviant adolescents, and that evaluation of such a programme would prove instructive and beneficial to psychiatric and community care personnel.

7.3.9 Language, Integration and Normalisation

Before integration can take place at a beneficial and meaningful level, it is suggested that attitudinal assessment should be completed in several areas.

It is suggested that work be done to investigate:-

- (a) professional attitudes to the benefits of integration on both social and educational/therapeutic levels;
- (b) the attitudes of disabled and handicapped persons themselves to the personal benefits of social and educational integration;
- (c) the parental attitudes to the benefits and problems arising from existing and future integration proposals;
- (d) the effects of "normalisation" as a functional aspect of a mentally handicapped person's life, with the potential risk that such "normalisation" may result in his being unable to function as adequately as he might with special treatment.

(Anderson 1973)

In tandem with such investigations at a broad social context, a suitable linguistic ability of individual children with special educational needs must be identified as a "standard of competence and functional ability", under which a child placed in a mainstream setting would almost certainly fail due to social rather than academic causes.

The assessment schedules proposed by the Language Fluency Project go some way to initiating such procedures, but a greater level of sophistication is required.

Such data would in future allow for meaningful and beneficial integration at all levels so that mentally handicapped individuals could plan their way of life and enjoy independence, with support as and when necessary. Parents could also feel more secure that their child's way of life would be as meaningful and fulfilled as possible, while professionals could offer beneficial and constructive support to all those with handicapping conditions.

With such baseline data available, evaluation of integration programmes being implemented could then take place and ongoing changes in attitudes towards handicapped people, improvement in knowledge as to their abilities, and fundamental changes in lifestyle and life quality of handicapped people leading as "normal" a life as possible could be investigated.

Until such practical integration is achieved as above, it is proposed that normalisation must remain a principle which people adhere to and theorise about, but fail to actualise in any real sense. In order that mentally handicapped people be valued for themselves, they must be encouraged to develop the skills which exhibit their value, ie. social skills. This takes one step further on Walker's contention that "Physical and mental differences between individuals cannot be ignored insofar as they impinge on fundamental ability, but social policies are required which break down rather than reinforce the segregation of impaired people in the social construction of handicap". (Walker 1981)

That one step is to recognise that the success of integration and the application and acceptance of

normalisation lies in the highlighting of socialised language in its functional mode as the lynch pin of successful communication.

Final comment

Both assessment techniques and teaching strategies were investigated and developed by the Language Fluency Project. It was shown that socialised language as a functional mode of language was of crucial importance in the personal and interpersonal development of children with learning difficulties. This importance was shown to have implications for teachers in their classroom management as well as their course and curriculum development. It was recognised however, that there are various levels of credence afforded the explicit recognition of socialised language by teachers. This may be due to the difficulties associated with defining social linguistic skills, and compounded by the subtleties of assessment.

Several areas of future research were proposed, and fell broadly into three main areas of 1) the personal development of the child with a mental handicap through his functional linguistic experience in the home, at school, through television, and through his own social environment:

- 2) the development of teacher style, teaching strategies and remedial and therapeutic devices to facilitate socialised language among children with learning difficulties; and
- 3) the broader social aspects of integration and normalisation, so that socialised language is identified as a major factor in the enhancement of lifestyle, self esteem and interpersonal relationships for those children identified as having special educational needs.

The Language Fluency Project began as an exploratory study into a teaching technique and throughout the period when work continued, the link of the academic with the practical was emphasised. Many aspects of future work have been exposed, throughout that time, towards the development of a beneficial and constructive education programme for children with a mental handicap, based on sound, professional precepts, and which could offer a higher fabric and quality of life to those less fortunate in society. For, as the Warnock Committee states in chapter one 1.7 of its report:

"No civilised society can be content just to look after these children; it must all the time seek ways of helping them, however slowly, towards the educational goals we have identified. To understand the ways in which help can be given is to begin to meet their educational needs. If we fail to do this, we are actually increasing and compounding their disadvantages".

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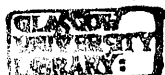
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LANGUAGE FLUENCY PROJECT

An Investigation into the Training and
Development of Socialised Language with
Adolescents with a Mental Handicap

Volume Two
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CONTENTS : APPENDICES

1	FIAC 10 x 10 Matrices	2
2	FIAC Percentages.....	22
3	Session Tables : Raw Scores	31
4	Session Scores : As % Total Teacher & Pupil Talk	49
5	Session Scores : As % Pupil Talk.....	67
6	Pupil Group Scores	85
7	Teacher Scores	88
8	Socialised Language Profile 68 Item Questionnaire.....	90
9	Factor Analysis	97
10	Factor Matrix : Principal Factor : Varimax Rotated Factor Matrix....	98
11	Socialised Language Profile 33 Item Questionnaire.....	100
12	LFP Training Programme and Teachers' Notes	103
13	Individual School Data : Beechwood	115
14	Individual School Data : Drummond	127
15	Individual School Date : Pilrig Park	141
16	Individual School Data : Balwearie.....	146
17	Letter to Schools.....	158
18	Background/Teaching Notes.....	159
19	Speech Therapists Reports	198
20	Raw Data : Training Programme	228
21	One Way Analysis of Variance	233
22	Non Parametric Analysis of Changes	238
23	Tests of Equality of Regressions	239
24	Plots of Change/Linear Regression	241
25	LFP Phase Five Questionnaires.....	246
26	Regional Returns	252

APPENDIX 1

F.I.A.C. 10 x 10 MATRICES

SESSION ONE : HOLIDAYS

	1	2	3	4	5	6	7	8	9	10	
1	8	3	1	6	1			2	5	1	27
2		16	4	16				9	17		62
3	1	2	14	24		1		7	9	1	59
4	3	5	3	39		2	2	52	15	19	140
5				2	14				1		17
6			2	2		1			5	1	11
7				3			1		4	5	13
8	7	11	19	24			1	26	15	2	105
9	6	18	14	15	2	7	4	5	66	5	142
10	2	7	2	9			5	4	5	5	39
	27	62	59	140	17	11	13	105	142	39	615

SESSION TWO : CHRISTMAS

	1	2	3	4	5	6	7	8	9	10	
1	10	1	3	19				1	6	1	41
2	1	3	1	9	1			4	7		26
3		3	8	19	4			5	12	1	52
4	5	3	3	23	3			68	11	12	128
5				9	53			2	3		67
6			1	1							2
7			1	1			2			1	5
8	14	7	23	28	4		2	54	8	2	142
9	10	9	12	13	2	1	1	2	68		118
10	1			6		1		6	3	3	20
	41	26	52	128	67	2	5	142	118	20	601

SESSION THREE : SCHOOL

	1	2	3	4	5	6	7	8	9	10	
1		1		3					1		5
2	1	6	5	18		3		17	5	2	57
3		15	16	19		1		3	9		63
4	1	8	2	23	1		1	44	4	10	94
5				1	7			1			9
6				3		2		1	4		10
7	1							1			2
8	1	17	24	16		2	1	50	7	6	124
9	1	6	15	6	1	2		2	46		79
10		4	1	5				5	3	2	20
	5	57	63	94	9	10	2	124	79	20	463

SESSION FOUR : FASHION

	1	2	3	4	5	6	7	8	9	10	
1											
2		7	9	20	2			9	5	2	54
3		30	19	18	3	1		9	1	1	82
4		7	5	66	3			42	5	8	136
5				8	29	1		1	3		42
6		1		1		3	1	1		2	9
7							1		1		2
8		4	40	16	1	2		66	6		135
9		2	9	10	3	2		1	32		59
10		3		7	1			8	4	6	29
		54	82	146	42	9	2	137	57	19	548

SESSION FIVE : WEEKEND ACTIVITIES

	1	2	3	4	5	6	7	8	9	10
1										
2		21	6	40				32	15	2 116
3		25	15	25	1			3	2	0 71
4		4	3	23	2			70	12	11 125
5				2	4				2	1 9
6										
7										
8		45	38	23				129	12	247
9		17	9	5	1			11	71	1 115
10		4		5	1			2	3	1 16
		116	71	123	9			247	117	16 699

SESSION SIX : TELEVISION

	1	2	3	4	5	6	7	8	9	10	
1											
2		4		18				22	60	104	
3		8	1	11				5	8	33	
4		2	1	5				46	5	6	65
5					1				2		3
6									4		4
7											
8		32	16	12				118	18	1	197
9		56	14	19	2	4		4	165		264
10		2	1					2	2		7
		104	33	65	3	4	0	197	264	7	677

SESSION EIGHT : FOOD

	1	2	3	4	5	6	7	8	9	10
1										
2		1	2	14				23	24	1 65
3		12	4	18	3			13	6	56
4		4		8	2			42	6	2 64
5				6	11			1	2	20
6									1	1
7										
8		22	37	11	2			62	10	1 145
9		24	13	7	2	1		2	84	133
10		2						2		4
		65	56	64	20	1		145	133	4 488

SESSION NINE : THE BEACH

	1	2	3	4	5	6	7	8	9	10
1										
2		3	4	6				9	67	89
3		7	8	16	1			7	7	46
4		2	2	6				38	4	52
5				1	15				2	18
6										
7										
8		9	26	14	1			35	4	89
9		68	6	9	1				246	330
10										
		89	46	52	18			89	330	624

SESSION TEN : WILD ANIMALS

	1	2	3	4	5	6	7	8	9	10
1										
2		1	4	12				11	18	1
3		11	18	31	4			10	15	
4		2	2	7	0			80	8	4
5				7	9					
6				1						
7										
8		9	46	28	1			70	18	
9		23	19	15	2				143	
10		1		2		1		1		
		47	89	103	16	1		172	202	5

SESSION ELEVEN : PERSONAL HYGIENE

	1	2	3	4	5	6	7	8	9	10	
1											
2			10	6	6			2	32	56	
3		10	6	6	28			6	21	77	
4				4	0			26	1	1	32
5				8	117			1	36		162
6									1		1
7											
8		3	26	5	1			14			49
9		43	34	3	10	1			164		225
10			1								1
		56	77	32	162	1		49	225	1	603

SESSION TWELVE : GOOD HEALTH

1	2	3	4	5	6	7	8	9	10
1									
2	2	9	13	1			13	37	1 76
3	14	20	23	8			13	20	98
4	1	2	3	1			39	10	1 57
5		2	4	20				7	33
6									
7									
8	16	32	9				21	10	88
9	42	33	5	3			1	170	254
10	1						1		2
	76	98	57	33			88	254	2 608

SESSION THIRTEEN : THE COUNTRY

1	2	3	4	5	6	7	8	9	10
1									
2	2	14	21	1			7	65	110
3	19	13	19	14			6	35	106
4	2	2	7				44	10	3 68
5	1		8	23				9	41
6									
7									
8	15	34	3				15	5	72
9	69	43	9	3				191	315
10	2		1						3
	110	106	68	41			72	315	3 715

SESSION FOURTEEN : PARTIES

	1	2	3	4	5	6	7	8	9	10
1										
2		2	6	10				8	57	1 84
3		15	5	18				5	38	1 82
4		4	3	2				19	14	1 43
5					1				1	2
6										
7										
8		6	20	3				8	3	40
9		56	48	8	1				270	1 384
10		1		2					1	4
		84	82	43	2			40	384	4 639

SESSION FIFTEEN : TRAFFIC AND THE CITY

	1	2	3	4	5	6	7	8	9	10	
1											
2			9	16				3	36	1	65
3		10	35	23				2	26		96
4		3	2	9		1		10	33	4	62
5					2				1		3
6				1							1
7											
8		4	7	2				2	3		18
9		45	43	9	1				131	2	231
10		3		2				1	1		7
		65	96	62	3	1		18	231	7	483

SESSION SIXTEEN : FAMILY AND HOME

	1	2	3	4	5	6	7	8	9	10	
1											
2		2	5	8				4	14	1	34
3		4	4	16	2				8	1	35
4		3	1	5				8	18	1	36
5				1	7				1		9
6									1		1
7											
8		9	2	2				4			17
9		16	21	3		1			20	1	62
10			2	1				1			4
		34	35	36	9	1		17	62	4	198

SESSION SEVENTEEN : MUSIC

	1	2	3	4	5	6	7	8	9	10
1										
2		1	9	19	1			2	17	3 52
3		21	20	35	5				30	111
4		6	10	9	1			1	47	8 82
5			1	6	35				1	43
6										
7										
8			1	2						3
9		15	69	11					34	129
10		9	1		1					11
		52	111	82	43			3	129	11 431

SESSION EIGHTEEN : SPORTS AND GAMES

	1	2	3	4	5	6	7	8	9	10
1										
2			21	5				45	1	72
3		11	13	30	15			52		121
4		2	1	6	1			45	6	61
5				7	36			13		56
6										
7										
8										
9		57	86	11				210	1	369
10		2		2	4			4	1	9
		72	121	61	56			369	9	688

SESSION NINETEEN : SEX DISCRIMINATION

	1	2	3	4	5	6	7	8	9	10
1										
2			10	5				1	36	1 53
3		2	19	13	14				34	82
4		2	3	14	4			1	31	3 58
5				5	69				14	88
6										
7										
8		1		1				3		5
9		48	50	17	1				263	379
10				3					1	4
		53	82	58	88			5	379	4 669

SESSION TWENTY : BOOKS

	1	2	3	4	5	6	7	8	9	10
1										
2			17	13					53	1 84
3		13	42	27	5				50	137
4		1	1	7					55	3 67
5				3	22				6	31
6										
7										
8										
9		68	76	17	3				183	1 348
10		2	1		1				1	5
		84	137	67	31				348	5 672

APPENDIX 2

F.I.A.C. PERCENTAGES

TOTAL TEACHER TALK PERCENTAGES

Session One	53.5
Session Two	53.4
Session Three	51.8
Session Four	60.0
Session Five	45.8
Session Six	30.9
Session Seven	29.8
Session Eight	42.2
Session Nine	32.8
Session Ten	40.3
Session Eleven	54.3
Session Twelve	43.4
Session Thirteen	45.5
Session Fourteen	33.1
Session Fifteen	46.9
Session Sixteen	58.1
Session Seventeen	66.8
Session Eighteen	45.0
Session Nineteen	42.0
Session Twenty	47.4

3

INDIRECT / DIRECT RATIO

Session One	7.02
Session Two	3.33
Session Three	10.40
Session Four	5.30
Session Five	34.40
Session Six	28.80
Session Seven	43.00
Session Eight	8.80
Session Nine	10.30
Session Ten	14.50
Session Eleven	1.01
Session Twelve	7.00
Session Thirteen	6.92
Session Fourteen	104.50
Session Fifteen	55.70
Session Sixteen	10.50
Session Seventeen	5.60
Session Eighteen	4.50
Session Nineteen	2.19
Session Twenty	9.20

4

REVISED I/D RATIO

Session One	6.1
Session Two	17.0
Session Three	10.4
Session Four	12.3
Session Five	
Session Six	34.2
Session Seven	121.0
Session Eight	121.0
Session Nine	
Session Ten	136.0
Session Eleven	133.0
Session Twelve	
Session Thirteen	
Session Fourteen	
Session Fifteen	161.0
Session Sixteen	69.0
Session Seventeen	
Session Eighteen	
Session Nineteen	
Session Twenty	

5

TEACHER RESPONSE RATIO (T. R. R.)

Session One	86.0
Session Two	93.0
Session Three	91.2
Session Four	92.5
Session Five	100.0
Session Six	97.1
Session Seven	99.1
Session Eight	99.1
Session Nine	100.0
Session Ten	99.2
Session Eleven	99.2
Session Twelve	100.0
Session Thirteen	100.0
Session Fourteen	100.0
Session Fifteen	99.3
Session Sixteen	98.5
Session Seventeen	100.0
Session Eighteen	100.0
Session Nineteen	100.0
Session Twenty	100.0

TEACHER QUESTION RATIO

Session One	89.0
Session Two	65.6
Session Three	91.2
Session Four	77.6
Session Five	93.1
Session Six	95.5
Session Seven	94.4
Session Eight	76.1
Session Nine	74.2
Session Ten	86.5
Session Eleven	16.4
Session Twelve	63.3
Session Thirteen	62.3
Session Fourteen	95.5
Session Fifteen	95.3
Session Sixteen	80.0
Session Seventeen	65.6
Session Eighteen	52.1
Session Nineteen	39.7
Session Twenty	68.3

CONTENT CROSS RATIO

Session One	25. 50
Session Two	32. 40
Session Three	22. 20
Session Four	33. 60
Session Five	18. 90
Session Six	10. 04
Session Seven	9. 15
Session Eight	17. 20
Session Nine	11. 20
Session Ten	18. 70
Session Eleven	32. 10
Session Twelve	14. 80
Session Thirteen	15. 40
Session Fourteen	7. 04
Session Fifteen	13. 40
Session Sixteen	22. 70
Session Seventeen	29. 00
Session Eighteen	17. 00
Session Nineteen	21. 80
Session Twenty	14. 50

TOTAL PUPIL TALK PERCENTAGES

Session One	40.2
Session Two	43.3
Session Three	43.8
Session Four	34.8
Session Five	51.9
Session Six	68.0
Session Seven	69.6
Session Eight	56.9
Session Nine	67.1
Session Ten	58.8
Session Eleven	45.4
Session Twelve	56.7
Session Thirteen	54.4
Session Fourteen	66.0
Session Fifteen	51.5
Session Sixteen	39.8
Session Seventeen	30.6
Session Eighteen	59.6
Session Nineteen	57.3
Session Twenty	51.7

9

PUPIL INITIATION RATIO (P. I. R.)

Session One	57.4
Session Two	45.3
Session Three	38.9
Session Four	29.3
Session Five	31.7
Session Six	57.2
Session Seven	62.5
Session Eight	47.8
Session Nine	78.7
Session Ten	54.0
Session Eleven	82.1
Session Twelve	74.2
Session Thirteen	81.4
Session Fourteen	90.5
Session Fifteen	92.7
Session Sixteen	78.4
Session Seventeen	97.7
Session Eighteen	100.0
Session Nineteen	98.6
Session Twenty	100.0

APPENDIX 3

SESSION TABLES : RAW SCORES

SESSION : 1

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		Sl	ll	S	P	A	IU	E
Teacher						1	4				1	3	5		14
TCT						1	4				1	3	5		14
Lily									1						1
Margaret															
Gale									1						1
Lorraine									1						1
June															
Anne															
Elizabeth									2						2
Mary									1						1
Others										1					1
PCT									6	1					7

SESSION : 2

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher	5	6	2	6		1	71		6	2	46	26	33		204
TCT	5	6	2	6		1	71		6	2	46	26	33		204
Lily			7		1				8	2			1	1	20
Margaret			4						3	5			1		13
Gale			1	1					1	4				1	8
Lorraine			1						7	8	1				17
June									1	2			1		4
Anne			1			1			3	5					10
Elizabeth			3						13	6			1	1	24
Mary			2				1		5	7		1		4	20
Others										10			1		11
PCT			19	1	1	1	1		41	49	1	1	5	7	127

SESSION : 4

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		SL	11	S	P	A	IU	E
Teacher	3	16			2		93			20	100	103	98	2	337
TCT	3	16			2		93			20	100	103	98	2	337
Lily			2						22	9	1				34
Margaret									4						4
Gale															
Lorraine			10			1	1		30	9	3	6	5	5	70
June									2						2
Anne									14	2					16
Elizabeth			1						11	2					15
Mary			1	1		2			27	4	2	3	1	2	43
Others						1			1	2	1				5
PCT			14	1		4	1		111	28	7	9	6	8	189

SESSION : 5

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		S1	11	S	P	A	IU	E
Teacher	4	22	7	5	13	4	132		1	4	99	82	138	7	518
TCT	4	22	7	5	13	4	132		1	4	99	82	138	7	518
Lily															0
Margaret			17	2	6	13			61	12	1	11	4	1	128
Gale			3	3		2				5				1	14
Lorraine			5	4						1			1		11
June				2					3	6					11
Anne			2	1					1	13			1		18
Elizabeth			9	1	1	7			11	11		1		3	44
Mary	1	1	4			5			8	14	2	1		5	41
Others			12	12		4			4	33		3	1	2	71
PCT	1	1	52	25	7	31			88	95	3	16	7	12	345

SESSION : 6

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		S1	11	S	P	A	IU	E
Teacher	2	8	2			1	68		3	6	68	19	65	7	249
TCT	2	8	2			1	68		3	6	68	19	65	7	249
Lily			11				2		45	6	4	1	2	3	74
Margaret			2						3	1				1	7
Gale	1		19	1			3		58	4		4	2	4	95
Lorraine									1						1
June			1						13	2			5	2	23
Anne			1				1		3	3			2		10
Elizabeth			11		1				24	3	1	2	4	4	50
Mary			15		1				5	2		5	3	1	32
Others			10	1		1			29	12		2	3	6	64
PCT			70	2	2	1	6		181	33	5	14	21	21	356

SESSION : 7

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher						1	41				38	22	86	2	190
TCT						1	41				38	22	86	2	190
Lily			2		1				38	4		3			38
Margaret			3				1		30	2		2			38
Gale			4						4	6				1	15
Lorraine			2		1	1			9	5			1	2	21
June			1						4	6		1	2		14
Anne										6					6
Elizabeth									1	9				1	11
Mary									5	4		1			10
Others			1	1					2	2					6
PCT			13	1	2	1	1		83	44		7	3	4	159

SESSION : 8

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		SI	LI	S	P	A	IU	E
Teacher	1	4	8			1	44		4	3	34	37	82	8	225
TCT	1	4	8			1	44		4	3	34	37	82	8	225
Lily			8						5	2			3	1	19
Margaret			10						24	6	1	1	3	2	47
Gale			2			1	1		2	4			1	1	12
Lorraine			1						4			2	3		10
June			2												2
Anne				1					2	2					5
Elizabeth			6						18	1			1	1	27
Mary			29	3		1	2		15	4		1	4	10	69
Others				2						3					5
PCT			59	6		2	3		70	22	1	4	15	15	196

SESSION : 9

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher			1			1	47		1	6	42	36	120	6	260
TCT			1			1	47		1	6	42	36	120	6	260
Lily			5		1				64			2	2	4	78
Margaret			4		2		2		53	1		1	1	1	65
Gale															
Lorraine							2		10	1					13
June			1						9	3					13
Anne									2	4					6
Elizabeth			5			1			22	6			2	1	37
Mary			1							8			3		12
Others			4						2	9			1	1	17
PCT			20		3	1	4		162	32		3	9	7	241

SESSION : 10

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher	1	1	4	1	2	4	58		8	4	55	42	90	8	278
TCT	1	1	4	1	2	4	58		8	4	55	42	90	8	278
Lily			7	1		1			19	4			1		33
Margaret			10			1			18	9	1			1	40
Gale			4			1			13	6		1		2	37
Lorraine			11		1	2			29	7		1	4	2	57
June									2	7					9
Anne									2	3					5
Elizabeth									4	2					6
Mary			2						7	4					13
Others										7					7
PCT			34	1	1	5			94	49	1	2	5	5	197

SESSION : 11

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher	1	3	2		2		23		22	10	14	54	66	10	207
TCT	1	3	2		2		23		22	10	14	54	66	10	207
Lily			2						4				1		7
Margaret			5						39		1	4		1	50
Gale			1		1				16	1	1	2	2	4	28
Lorraine			4		1				19		1		5	5	35
June															
Anne									1						1
Elizabeth			2						9			1	3		15
Mary			1						2	3					6
Others															
PCT			15		2				90	4	3	7	11	10	142

SESSION : 13

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		SI	11	S	P	A	IU	E
Teacher	1	2	1				38		2	7	31	38	81	3	204
TCT	1	2	1				38		2	7	31	38	81	3	204
Lily			1		1	2	1		13	2				3	30
Margaret			9						61			4		5	82
Gale									7	2					9
Lorraine									9	3			1	2	15
June									4						4
Anne															
Elizabeth									9		1				10
Mary			3	1		2			8	5				1	20
Others										2					2
PCT			13	1	1	4	1		111	14	1	4	1	11	162

SESSION : 14

RAW SCORES

	In	R	SP	IP	IQ	IS	Q.		SI	II	S	P	A	IU	E
Teacher							27				39	35	65	1	167
TCT							27				39	35	65	1	167
Lily			1			1			10	3					15
Margaret			1		2				42				3	1	49
Gale			1						12	1				1	15
Lorraine									10				2		12
June			1						4	1					6
Anne										2					2
Elizabeth			2						21					1	24
Mary			2	1					7	5				1	16
Others															
PCT			8	1	2	1			106	12			5	4	139

SESSION : 15

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher		6					64			3	69	68	91	13	314
TCT		6					64			3	69	68	91	13	314
Lily			1						10	2	2			1	16
Margaret			3				1		61	11	1	1	4		82
Gale			3						24	10		1		3	41
Lorraine			9			1			14	1			1	1	27
June															
Anne															
Elizabeth									1	3				1	5
Mary				1					9	2		1		1	14
Others															
PCT			16	1		1	1		119	29	3	3	5	7	185

SESSION : 16

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher	5	4					49		15	2	38	22	38	6	179
TCT	5	4					49		15	2	38	22	38	6	179
Lily				1					8	3					12
Margaret															
Gale									3	1					4
Lorraine						1			4	1					6
June															
Anne									2						2
Elizabeth									4				1		5
Mary			1	2		2			23	13					41
Others			2				1		6	5				1	15
PCT			3	3		3	1		50	23			1	1	85

SESSION : 17

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher	1	2					107		20	15	51	84	89	9	378
TCT	1	2					107		20	15	51	84	89	9	378
Lily			2						10						12
Margaret			5	1	1	2			26	3			2		40
Gale			2						8	2			2	1	15
Lorraine									1			1			2
June									1						1
Anne			1			1			5						7
Elizabeth									19			3			22
Mary									8	1					9
Others									30			1			31
PCT			10	1	1	3			108	6		1	8	1	139

SESSION : 18

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher	1		6	1	1	1	29		6	11	29	51	71	11	218
TCT	1		6	1	1	1	29		6	11	29	51	71	11	218
Lily			3						16	1	2		2	1	25
Margaret			3		3	1	2		49	2	4	3	7	9	88
Gale					1				23		3			2	29
Lorraine			1						8		2				11
June									3						3
Anne									4						4
Elizabeth							1		13		1				15
Mary									1						1
Others															
PCT			12		4	1	3		117	3	12	3	9	12	176

SESSION : 19

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher	1	1	4				27		21	18	36	27	46	27	208
TCT	1	1	4				27		21	18	36	27	46	27	208
Lily			4						2	1	1		2	1	11
Margaret			20	9	1	8			30	8	6	12	6	9	109
Gale			3						5						8
Lorraine			6	1					2				2	1	12
June															
Anne															
Elizabeth						1			2						3
Mary			2	2						2					6
Others															
PCT			35	12	1	9			41	11	7	12	10	11	149

SESSION : 20

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher	1	2	1				60		8	17	53	54	95	7	298
TCT	1	2	1				60		8	17	53	54	95	7	298
Lily			5						38	2	1	1	4	1	52
Margaret			2	1	1	1			60	4	3	3	2	2	79
Gale							1		20				1	1	23
Lorraine			1			1			35		1		2	7	47
June															
Anne			1						10	2			1		14
Elizabeth									7				1		8
Mary			1						25	2			2		30
Others															
PCT			10	1	1	2	1		195	10	5	4	13	11	253

APPENDIX 4

INDIVIDUAL SESSION SCORES : MH GROUP

AS % TOTAL TEACHER + PUPIL TALK

SESSION : 1

% E (T + P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher						4.7	19.0				4.7	14.2	23.8		66.6
TCT						4.7	19.0				4.7	14.2	23.8		66.6
Lily									4.7						4.7
Margaret															
Gale									4.7						4.7
Lorraine									4.7						4.7
June															
Anne															
Elizabeth									9.5						9.5
Mary									4.7						4.7
Others										4.7					4.7
PCT									28.5	4.7					33.2

SESSION : 2

% E (T + P)

	In	R	SP	IP	IQ	IS	Q		S1	11	S	P	A	IU	E
Teacher	1.5	1.8	0.6	1.8		0.3	21.3		1.8	0.6	12.8	7.8	10.0		61.6
TCT	1.5	1.8	0.6	1.8		0.3	21.3		1.8	0.6	12.8	7.8	10.0		61.6
Lily			2.1		0.3				2.4	0.6			0.3	0.3	6.0
Margaret			1.2						0.9	1.5			0.3		3.9
Gale			0.3	0.3					0.3	1.2				0.3	2.4
Lorraine			0.3						2.1	2.4	0.3				5.1
June									0.3	0.6			0.3		1.2
Anne			0.3			0.3			0.9	1.5					3.0
Elizabeth			0.9						3.9	1.8			0.3	0.3	7.2
Mary			0.6				0.3		1.5	2.1		0.3		1.2	6.0
Others										3.0			0.3		3.3
PCT			5.7	0.3	0.3	0.3	0.3		12.3	15.3	0.3	0.3	1.5	2.1	38.7

SESSION : 4

% E (T + P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher	0.4	2.5			0.2		14.7			3.1	15.8	16.3	15.5	0.2	69.5
TCT	0.4	2.5			0.2		14.7			3.1	15.8	16.3	15.5	0.3	69.5
Lily			0.3						2.4	1.4	0.1				5.4
Margaret									0.6						0.6
Gale															
Lorraine			1.5			0.1	0.1		4.7	1.4	0.4	0.9	0.7	0.7	11.1
June									0.3						0.3
Anne									2.2	0.3					2.5
Elizabeth			0.1						1.7	0.3				0.1	2.3
Mary			0.1	0.1		0.3			4.2	0.6	0.3	0.4	0.1	0.3	6.8
Others						0.1			0.1	0.3	0.1				0.7
PCT			2.2	0.1		0.6	0.1		17.6	4.5	1.1	1.4	0.9	1.2	30.0

SESSION : 5

% E (T + P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher	0.4	2.5	0.8	0.5	1.5	0.4	15.2		0.1	0.4	11.4	9.4	15.9	0.8	58.8
TCT	0.4	2.5	0.8	0.5	1.5	0.4	15.2		0.1	0.4	11.4	9.4	15.9	0.8	58.8
Lily															
Margaret			1.9	0.2	0.6	1.5			7.0	1.3	0.1	1.2	0.4	0.1	14.7
Gale			0.3	0.3		0.2				0.5				0.1	1.6
Lorraine			0.5	0.4						0.1			0.1		1.2
June				0.2					0.3	0.6					1.2
Anne			0.2	0.1					0.1	1.5			0.1		2.0
Elizabeth			1.0	0.1	0.1	0.8			1.2	1.2		0.1		0.3	5.0
Mary	0.1	0.1	0.4			0.5			0.2	1.6	0.2	0.1		0.5	4.7
Others			1.3	1.3		0.4			0.4	3.8		0.3	0.3	0.2	8.1
PCT	0.1	0.1	6.00	2.8	0.8	3.5			10.1	10.9	0.3	1.8	0.8	1.3	39.0

SESSION : 6

% E (T + P)

	In	R	SP	IP	IQ	IS	Q		SI'	II	S	P	A	IU	E
Teacher	0.3	1.3	0.3			0.1	11.3		0.4	0.9	11.2	3.1	10.7	1.1	41.1
TCT	0.3	1.3	0.3			0.1	11.3		0.4	0.9	11.2	3.1	10.7	1.1	41.1
Lily			1.6				0.3		7.4	0.9	0.6	0.1	0.3	0.4	12.6
Margaret			0.3						0.4	0.1				0.1	1.1
Gale			3.1	0.1			0.4		9.5	0.6		0.6	0.3	0.6	15.7
Lorraine									0.1						0.1
June			0.1						2.1	0.3			0.8	0.3	3.8
Anne			0.1				0.1		0.4	0.4			0.3		1.6
Elizabeth			1.8		0.1				3.9	0.4	0.1	0.3	0.6	0.6	8.2
Mary			2.4		0.1				0.8	0.3		0.8	0.4	0.1	5.2
Others			1.6	0.1		0.1			1.7	1.9		0.3	0.4	0.9	10.5
PCT			11.5	0.3	0.3	0.1	0.9		29.9	5.4	0.8	2.3	3.4	3.4	58.8

SESSION : 7

% E (T + P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher						0.3	11.7				10.9	6.3	24.6	0.6	54.4
TCT						0.3	11.7				10.9	6.3	24.6	0.6	54.4
Lily			0.6		0.3				8.0	1.1		0.3			10.9
Margaret			0.3				0.3		8.6	0.6		0.6			10.9
Gale			1.1						1.1	1.7				0.3	4.3
Lorraine			0.6		0.3	0.3			2.6	1.4			0.3	0.6	6.0
June			0.3						1.1	1.7		0.3	0.6		4.0
Anne										1.7					1.7
Elizabeth									0.3	2.6				0.3	3.1
Mary									1.4	1.1		0.3			2.8
Others			0.3	0.3					0.6	0.6					1.7
PCT			3.7	0.3	0.6	0.3	0.3		23.8	12.6		2.0	0.9	1.1	45.5

SESSION : 8

% E (T + P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher	1.2	0.9	1.9			0.2	10.4		0.9	0.7	8.0	8.7	19.4	1.9	53.4
TCT	1.2	0.9	1.9			0.2	10.4		0.9	0.7	8.0	8.7	19.4	1.9	53.4
Lily			1.9						1.1	0.4			0.7	0.2	4.5
Margaret			2.3						6.7	1.4	0.2	0.2	0.7	0.4	11.1
Gale			0.4			0.2	0.2		0.4	0.9			0.2	0.2	2.8
Lorraine			0.2						0.9			0.4	0.7		2.3
June			0.4												0.4
Anne				0.2					0.4	0.4					1.1
Elizabeth			1.4						4.2	0.2			0.2	0.2	6.4
Mary			6.8	0.7		0.2	0.4		3.5	0.9		0.2	0.9	2.3	16.3
Others				0.4						0.7					1.1
PCT			13.7	1.4		0.4	0.7		16.6	5.2	0.2	0.9	3.5	3.5	46.5

SESSION : 9

% E (T + P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher			0.1			0.1	9.3		0.1	1.1	8.3	7.1	23.9	1.1	51.8
TCT			0.1			0.1	9.3		0.1	1.1	8.3	7.1	23.9	1.1	51.8
Lily			0.2		0.1				12.7			0.3	0.3	0.7	15.5
Margaret			0.7		0.3		0.3		10.5	0.1		0.1	0.1	0.1	12.9
Gale															
Lorraine							0.3		1.9	0.1					2.5
June			0.1						1.7	0.5					2.5
Anne									0.3	0.7					1.1
Elizabeth			0.9			0.1			4.3	1.1			0.3	0.1	7.3
Mary			0.1							1.5			0.5		2.3
Others			0.7						0.3	1.7			0.1	0.1	3.3
PCT			3.9		0.5	0.1	0.7		32.3	6.3		0.5	1.7	1.3	48.1

SESSION : 10

% E (T + P)

	In	R	SP	IP	IQ	IS	Q		SP	II	S	P	A	IU	E
Teacher	0.2	0.2	0.8	0.2	0.4	0.8	12.2		1.6	0.8	11.5	8.8	18.9	1.6	58.5
TCT	0.2	0.2	0.8	0.2	0.4	0.8	12.2		1.6	0.8	11.5	8.8	18.9	1.6	58.5
Lily			1.4	0.2		0.2			4.0	0.8			0.2		6.9
Margaret			2.1			0.2			3.7	1.8	0.2			0.2	8.4
Gale			0.8			0.2			2.7	1.2		0.2		0.4	5.6
Lorraine			2.3		0.2	0.4			6.1	1.4		0.2	0.8	0.4	12.0
June									0.4	1.4					1.8
Anne									0.4	0.6					1.0
Elizabeth									0.4	0.4					1.2
Mary			0.4						1.2	0.8					2.7
Others										1.4					1.4
PCT			7.1	0.2	0.2	1.0			19.7	10.3	0.2	0.4	1.0	1.0	41.4

SESSION : 11

% E (T + P)

	In	R	SP	IP	IQ	IS	Q		Sl	11	S	P	A	IU	E
Teacher	0.2	0.5	0.5		0.5		6.5		6.3	2.8	4.0	15.4	18.9	2.8	59.3
TCT	0.2	0.5	0.5		0.5		6.5		6.3	2.8	4.0	15.4	18.9	2.8	59.3
Lily			0.5						1.1				0.2		2.0
Margaret			1.4						11.1		0.2	1.1		0.2	14.3
Gale			0.2		0.2				4.5	0.2	0.2	0.5	0.5	1.1	8.0
Lorraine			1.1		0.2				5.4		0.2		1.4	1.4	10.0
June															
Anne									0.2						0.2
Elizabeth			0.5						2.5			0.2	0.8		4.2
Mary			0.2						0.5	0.8					1.7
Others															
PCT			4.2		0.5				25.7	1.1	0.8	2.0	3.1	2.8	40.6

SESSION : 13

% E (T + P)

	In	R	SP	IP	IQ	IS	Q		sl	ll	S	P	A	IU	E
Teacher	0.3	0.5	0.2				10.4		0.5	1.9	8.5	10.4	22.1	0.8	55.7
TCT	0.3	0.5	0.3				10.4		0.5	1.9	8.5	10.4	22.1	0.8	55.7
Lily			0.3				0.3		3.5	0.5				0.8	5.5
Margaret			2.5		0.3	0.5			16.7			1.1		1.4	22.4
Gale									1.9	0.5					2.5
Lorraine									2.5	0.8			0.3	0.5	4.1
June									1.1						1.1
Anne															0
Elizabeth									2.5		0.3				2.7
Mary			0.8	0.3		0.5			2.2	1.4				0.3	5.4
Others										0.5					0.5
PCT			3.5	0.3	0.3	1.1	0.3		30.3	3.8	0.3	1.1	0.3	3.0	44.3

SESSION : 14

% E (T + P)

	In	R	SP	IP	IQ	IS	Q		SL	IL	S	P	A	IU	E
Teacher															54.5
TCT							8.8				2.7	11.4	21.4	0.3	54.5
Lily			0.3			0.3			3.2	0.9					4.9
Margaret			0.3		0.6				13.7				0.9	0.3	16.0
Gale			0.3						3.9	0.3				0.3	4.9
Lorraine									3.2				0.6		3.9
June			0.3						1.3	0.3					1.9
Anne										0.6					0.6
Elizabeth			0.6						6.8					0.3	7.8
Mary			0.6	0.3					2.2	1.6				0.3	5.2
Others															
PCT			0.6	0.3	0.6	0.3			34.6	3.9			1.6	1.3	45.4

SESSION : 15

% E (T + P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher		1.2					12.8			0.6	13.8	13.6	18.2	2.6	62.9
TCT		1.2					12.8			0.6	13.8	13.6	18.2	2.6	62.9
Lily			0.2						2.0	0.4	0.4			0.2	3.2
Margaret			0.6				0.2		12.4	2.2	0.2	0.2	0.8		16.4
Gale			0.6						4.8	2.0		0.2		0.6	8.2
Lorraine			1.8			0.2			2.8	0.2			0.6	0.6	5.4
June															
Anne															
Elizabeth									0.2	0.6				0.2	1.0
Mary			0.2						1.8	0.4		0.2		0.2	2.8
Others															
PCT			3.2	0.2		0.2	0.2		23.8	5.8	0.6	0.6	1.00	1.4	37.0

SESSION : 16

% E (T + P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher	1.8	1.5					18.4		5.6	0.7	14.2	8.3	14.3	2.26	67.6
TCT	1.8	1.5					18.4		5.6	0.7	14.2	8.3	14.3	2.26	67.6
Lily				0.3					3.0	1.1					4.5
Margaret															
Gale									1.1	0.3					1.5
Lorraine						0.3			1.5	0.3					2.2
June															
Annie									0.7						0.7
Elizabeth									1.5				0.3		.8
Mary			0.3	0.7		0.7			3.6	4.9					15.4
Others			0.7				0.3		2.2	1.8				0.3	5.6
PCT			1.1	1.1		1.1	0.3		18.8	8.6			0.2	0.3	32.0

SESSION : 17

% E (T + P)

	In	R	SP	IP	IQ	IS	Q		ST	11	S	P	A	IU	E
Teacher	0.1	0.3					20.6		3.8	2.8	9.8	16.2	17.1	1.7	73.0
TCT	0.1	0.3					20.6		3.8	2.8	9.8	16.2	17.1	1.7	73.0
Lily			0.2						1.3						2.3
Margaret			0.9	0.1	0.1	0.3			5.0	0.5			0.3		7.7
Gale			0.3						1.5	0.2			0.3	0.1	2.8
Lorraine									0.1			0.1			0.3
June									0.1						0.1
Anne			0.1			0.1			0.2						1.3
Elizabeth									3.6				0.5		4.2
Mary									1.5	0.1					1.7
Others									5.7				0.1		5.9
PCT			1.9	0.1	0.1	0.5			20.8	1.1		0.1	1.5	0.1	26.8

SESSION : 18

% E (T + P)

	In	R	SP	IP	IQ	IS	Q	.	SL	11	S	P	A	IU	E
Teacher	0.2		1.5	0.2	0.2	0.2	7.3		1.5	2.7	7.3	12.9	18.0	2.7	55.3
TCT	0.2		1.5	0.2	0.2	0.2	7.3		1.5	2.7	7.3	12.9	18.0	2.7	55.3
Lily			0.7						4.0	0.2	0.5		0.5	0.2	6.3
Margaret			2.0		0.7	0.2	0.5		12.4	0.5	1.0	0.7	1.7	2.2	22.7
Gale					0.2				5.8		0.7			0.5	7.3
Lorraine			0.2						2.0		0.5				2.7
June									0.7						0.7
Anne									1.0						1.0
Elizabeth							0.2		3.2		0.2				3.8
Mary									0.2						0.2
Others															
PCT			3.0	0	1.0	0.2	0.7		22.6	0.7	3.0	0.7	2.2	3.0	44.6

SESSION : 19

% E (T + P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher	0.2	0.2	1.1				7.4		5.8	4.9	9.9	7.4	12.7	7.4	57.6
TCT	0.2	0.2	1.1				7.4		5.8	4.9	9.9	7.4	12.7	7.4	57.6
Lily			1.1						0.5	0.2	0.5		0.5	0.2	3.0
Margaret			5.5	2.4	0.2	2.2			8.3	2.2	1.6	3.3	1.6	2.4	30.1
Gale			0.8						1.3						2.2
Lorraine			1.6	0.2					0.5				0.5	0.2	3.3
June															
Anne															
Elizabeth						0.2			0.5						0.2
Mary			0.5	0.5						0.5					1.6
Others															
PCT			9.6	3.3	0.2	2.4			11.3	3.0	1.9	3.3	2.7	3.0	41.2

SESSION : 20

% E (T + P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher															54.0
TCT	0.1	0.3	0.1				10.8		1.4	3.0	0.6	0.8	17.2	1.2	54.0
Lilly			0.9						6.8	0.3	0.1	0.1	0.7	0.1	9.4
Margaret			0.3	0.1	0.1	0.1			10.8	0.7	0.5	0.5	0.3	0.3	14.3
Gale							0.1		3.6				0.1	0.1	4.1
Lorraine			0.1			0.1			6.3		0.1		0.3	1.2	8.5
June															
Anne			0.1						1.8	0.3			0.1		2.5
Elizabeth									1.2				0.1		1.4
Mary			0.1						4.5	0.3			0.3		5.4
Others															
PCT			1.8	0.1	0.1	0.2	0.1		35.3	1.8	0.9	0.7	2.3	1.9	45.9

APPENDIX 5

INDIVIDUAL SESSION SCORES : MH GROUP

AS % PUPIL TALK

SESSION : 1

% E (P)

	In	R	SP	IP	IQ	IS	Q		Sl	11	S	P	A	IU	E
Teacher															
TCT															
Lily									14.2						14.2
Margaret															
Gale									14.2						14.2
Lorraine									14.2						14.2
June															
Anne															
Elizabeth									28.5						28.5
Mary									14.2						14.2
Others										14.2					14.2
PCT									85.7	14.2					100

SESSION : 2

% E (P)

	In	R	SP	IP	IQ	IS	Q		SL	IL	S	P	A	IU	E
Teacher															
TCT															
Lily			5.4		0.7				6.2	1.5			0.7	0.7	15.5
Margaret			2.1						2.3	2.8			0.7		10.0
Gale			0.7	0.7					0.7	3.1				0.7	6.2
Lorraine			0.7						5.4	6.2	0.7				13.1
June									0.7	1.5			0.7		3.1
Anne			0.7			0.7			2.3	3.8					7.7
Elizabeth			2.3						10.0	4.6			0.7	0.7	18.0
Mary			1.5				0.7		3.8	5.4		0.7		3.1	15.5
Others										7.7			0.7		8.5
PCT			14.7	0.7	0.7	0.7	0.7		31.7	32.5	0.7	0.7	3.8	5.4	100

SESSION : 4

% E (P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher															
TCT															
Lily			1.0						11.6	4.7	0.5				27.9
Margaret									2.1						2.1
Gale															
Lorraine			5.2			0.5	0.5		15.8	4.7	1.5	3.1	2.6	2.6	37.0
June									1.0						1.0
Annie									7.4	1.0					8.4
Elizabeth			0.5						5.8	1.0				0.5	7.9
Mary			0.5	0.5		1.0			14.2	2.1	1.0	1.5	0.5	1.0	22.8
Others						0.5			0.5	1.0	0.5				2.6
PCT			7.4	0.5	0	2.1	0.5		58.7	14.8	3.7	4.7	3.1	4.2	100

SESSION : 5

% E (P)

	In	R	SP	IP	IQ	IS	Q		Sl	11	S	P	A	IU	E
Teacher															
TCT															
Lily															
Margaret			4.9	0.5	1.7	3.7			17.6	3.4	0.2	3.1	1.1	0.2	37.4
Gale			0.8	0.8		0.5				1.4				0.2	4.0
Lorraine			1.4	1.1						0.2			0.2		3.1
June				0.5					0.8	1.7					3.1
Annie			0.5	0.2					0.2	3.7			0.2		5.2
Elizabeth			2.6	0.2	0.2	2.0			3.1	3.1		0.2		0.5	12.7
Mary	0.2	0.2	1.1			1.4			2.3	4.0	0.5	0.2		1.4	11.8
Others			3.4	3.4		1.1			1.1	9.5		0.8	0.2	0.5	20.5
PCT	0.2	0.2	15.0	7.2	2.0	8.9			25.5	27.5	0.8	4.6	2.0	3.4	100

SESSION : 6

% E (P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher															
TCT															
Lily			3.0				0.5		12.6	1.6	1.1	0.2	0.5	0.8	20.7
Margaret			0.5						0.8	0.2				0.2	1.9
Gale			5.3	0.2			0.8		16.2	1.1		1.1	0.2	1.1	26.6
Lorraine									0.2						0.2
June			0.2						3.6	0.5			1.4	0.2	6.4
Annie			0.2				0.2		0.8	0.8			0.2		2.8
Elizabeth			3.0		0.2				6.7	0.8	0.2	0.5	1.1	1.1	14.1
Mary			4.2		0.2				1.4	0.5		1.4	0.8	0.2	8.9
Others			2.8	0.2		0.2			8.1	3.3		0.5	0.8	0.6	17.9
PCT			19.6	0.5	0.5	0.2	1.6		50.8	9.2	1.4	3.9	5.8	5.8	100

SESSION : 7

% E (P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher															
TCT															
Lily			1.2		0.6				17.6	2.5		1.8			23.8
Margaret			1.8				0.6		12.8	1.2		1.2			23.8
Gale			2.5						2.5	3.7				0.6	9.4
Lorraine			1.2		0.6	0.6			5.6	3.1			0.6	1.2	13.2
June			0.6						2.5	3.7		0.6	1.2		8.8
Annie										3.7					3.7
Elizabeth									0.6	5.6				0.6	6.9
Mary									3.1	2.5		0.6			6.2
Others			0.6	0.6					1.2	1.2					3.7
PCT			8.1	0.6	1.2	0.6	0.6		52.2	27.6		4.4	1.8	2.5	100

SESSION : 8

% E (P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher															
TCT															
Lily			4.0						2.5	1.0			1.5	0.5	9.6
Margaret			5.1						12.2	3.0	0.5	0.5	1.5	1.0	23.0
Gale			1.0			0.5	0.5		1.0	2.0			0.5	0.5	6.1
Lorraine			0.5						2.0			1.0	1.5		5.1
June			1.0												1.0
Annie				0.5					1.0	1.0					2.5
Elizabeth			3.0						9.1	0.5			0.5	0.5	13.7
Mary			14.7	1.5		0.5	1.0		7.6	2.0		0.5	2.0	5.1	35.2
Others				1.0						1.5					2.5
PCT			29.5	3.06		1.0	1.5		35.7	11.2	0.5	2.0	7.6	7.6	100

SESSION : 9

% E (P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher															
TCT															
Lily			2.0		0.4				26.5			0.8	0.8	1.6	32.5
Margaret			1.6		0.8		0.8		21.9	0.4		0.4	0.4	0.4	26.5
Gale															
Lorraine							0.8		4.1	0.4					5.3
June			0.4						3.7	1.2					5.3
Annie									0.4	1.6					2.4
Elizabeth			2.0			0.4			9.1	2.4			0.8	0.4	5.3
Mary			0.4							3.3			1.2		4.9
Others			1.6						0.8	3.7			0.4	0.4	7.0
PCT			8.2		1.2	0.4	1.6		67.2	13.7		1.2	3.7	2.9	100

SESSION : 10

% E (P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher															
TCT															
Lily			3.5	0.5		0.5			2.6	2.0			0.5		16.7
Margaret			5.0			0.5			9.1	4.5	6.5			0.5	20.3
Gale			2.0			0.5			6.5	3.0		0.5		1.0	13.7
Lorraine			5.5		0.5	1.0			14.7	3.5		0.5	2.0	1.0	28.9
June									1.0	3.5					4.5
Anne									1.0	1.5					2.5
Elizabeth									2.0	1.0					3.0
Mary			1.0						3.5	2.0					6.5
Others										3.5					3.5
PCT			17.3	0.5	0.5	2.5			17.7	24.8	6.5	1.0	2.5	2.5	100

SESSION : 11

% E (P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher															
TCT															
Lily			1.4						2.8				0.7		4.9
Margaret			2.5						27.4		0.7	2.8		0.7	35.2
Gale			0.7		0.7				11.2	0.7	0.7	1.4	1.4	2.8	19.7
Lorraine			2.8		0.7				13.2		0.7		3.5	3.5	24.6
June															
Anne									0.7						0.7
Elizabeth			1.4						6.3			0.7	2.1		10.5
Mary			0.7						1.4	2.1					4.2
Others															
PCT			10.5		1.4	0.7			63.3	2.8	2.1	4.9	7.7	7.0	100

SESSION : 13

% E (P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher															
TCT															
Lily			0.6				0.6		8.0	1.2				1.8	12.3
Margaret			5.5		0.6	1.2			37.6			2.5		3.1	50.6
Gale									4.3	1.2					5.5
Lorraine									5.5	1.8			0.6	1.2	9.3
June									2.5						2.5
Annie															0
Elizabeth									5.5		0.6				6.2
Mary			1.8	0.6		1.2			4.2	3.1				0.6	12.4
Others										1.2					1.2
PCT			8.0	0.6	0.6	2.5	0.6		68.5	8.6	0.6	2.5	0.6	6.8	100

SESSION : 14

% E (P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher															
TCT															
Lily			0.7			0.7			7.1	2.1					10.7
Margaret			0.7		1.4				20.2				2.1	0.7	35.2
Gale			0.7						8.6	0.7				0.7	10.7
Lorraine									7.1				1.4		8.6
June			0.7						2.8	0.7					4.3
Anne										1.4					1.4
Elizabeth			1.4						15.1					0.7	17.2
Mary			1.4	0.7					5.0	3.5				0.7	11.5
Others															
PCT			5.7	0.7	1.4	0.7			76.2	8.6			3.5	2.8	100

SESSION : 15

% E (P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher															
TCT															
Lily			0.5						5.4	1.0	1.0			0.5	8.6
Margaret			1.6				0.5		32.5	5.9	0.5	0.5	2.1		45.0
Gale			1.6						12.5	5.4		0.5		1.6	22.1
Lorraine			4.8			0.5			7.5	0.5			0.5	0.5	14.5
June															
Annie															
Elizabeth									0.5	1.6				0.5	2.7
Mary				0.5					4.8	1.0		0.5		0.5	7.5
Others															
PCT			8.6	0.5		0.5	0.5		64.3	15.6	1.6	1.6	2.7	3.7	100

SESSION : 16

% E (P)

	In	R	SP	IP	IQ	IS	Q		S1	11	S	P	A	IU	E
Teacher															
TCT															
Lily				1.1					2.4	3.5					14.1
Margaret															
Gale									3.5	1.1					4.7
Lorraine						1.1			4.7	1.1					7.5
June															
Annie									2.3						2.3
Elizabeth									4.7				1.1		5.8
Mary			1.1	2.3		2.3			27.0	15.1					48.2
Others			2.3				1.1		7.0	5.8				1.1	17.6
PCT			3.5	3.5		3.5	1.1		58.8	27.1			1.1	1.1	100

SESSION : 17

% E (P)

	In	R	SP	IP	IQ	IS	Q		Sl	ll	S	P	A	IU	E
Teacher															
TCT															
Lily			1.1						7.7						8.6
Margaret			3.5	0.7	0.7	1.4			18.7	2.1			1.4		28.7
Gale			1.4						5.7	1.4			1.4	0.7	10.7
Lorraine									0.7			0.7			1.4
June									0.7						0.7
Anne			0.7			0.7			3.5						5.0
Elizabeth									13.6				2.1		15.8
Mary									5.7	0.7					6.4
Others									21.5				0.7		22.3
PCT			7.1	0.7	0.7	2.1			77.6	4.3		0.7	5.7	0.7	100

SESSION : 18

% E (P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher															
TCT															
Lily			1.7						9.0	0.5	1.1		1.1	0.5	14.2
Margaret			4.5		1.7	0.5	1.1		27.6	1.1	2.2	1.7	3.9	5.1	50.0
Gale					0.5				13.0		1.7			1.1	16.4
Lorraine			0.5						4.5		1.1				6.2
June									1.7						1.7
Annie									2.2						2.2
Elizabeth						0.5			7.3		0.5				8.5
Mary									0.5						0.5
Others															
PCT			6.2	0	2.2	0.5	1.1		66.4	1.7	6.8	1.7	5.1	6.8	100

SESSION : 19

% E (P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher															
TCT															
Lily			2.6						1.3	0.6	0.6		1.3	0.6	7.3
Margaret			13.4	6.0	0.6	5.3			10.1	5.3	4.0	8.0	4.0	6.0	73.1
Gale			2.0						3.3						5.3
Lorraine			4.0	0.6					1.3				1.3	0.6	8.0
June															
Anne															
Elizabeth						0.6			1.3						2.0
Mary			1.3	1.3						1.3					4.0
Others															
PCT			23.4	8.0	0.6	6.0			27.5	7.3	4.6	8.0	6.7	7.3	100

SESSION : 20

% E (P)

	In	R	SP	IP	IQ	IS	Q		SI	II	S	P	A	IU	E
Teacher															
TCT															
Lily			1.9						15.0	0.7	0.3	0.3	1.5	0.3	20.5
Margaret			0.7	0.3	0.3	0.3			23.7	1.5	1.1	1.1	0.7	0.7	31.2
Gale							0.3		7.2				0.3	0.3	9.0
Lorraine			0.3			0.3			13.2		0.3		0.7	2.7	18.5
June															
Anne			0.3						3.9	0.7			0.3		5.5
Elizabeth									2.7				0.3		3.1
Mary			0.3						2.8	0.7			0.7		11.2
Others															
PCT			3.9	0.3	0.3	0.7	0.3		77.0	3.9	1.9	1.5	5.1	4.3	100

APPENDIX 6

PUPIL GROUP SCORES

NAME: PUPIL GROUP

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		Sl	Il	S	P	A	IU	E
SESSION															
One									6	1					7
Two			19	1	1	1	1		41	49	1	1	5	7	127
Three															
Four			14	1		4	1		111	28	7	9	6	8	189
Five	1	1	52	25	7	31			88	95	3	16	7	12	345
Six			70	2	2	1	6		181	33	5	14	21	21	356
Seven			13	1	2	1	1		83	44		7	3	4	159
Eight			58	6		2	3		70	22	1	4	15	15	196
Nine			20		3	1	4		162	32		3	9	7	241
Ten			34	1	1	5			94	49	1	2	5	5	197
Eleven			15		2				90	4	3	7	11	10	142
Twelve															
Thirteen			13	1	1	4	1		111	14	1	4	1	11	162
Fourteen			8	1	2	1			106	12			5	4	139
Fifteen			16	1		1	1		119	29	3	3	5	7	185
Sixteen			3	3		3	1		50	23			1	1	85
Seventeen			10	1	1	3			108	6		1	8	1	139
Eighteen			12		4	1	3		117	3	12	3	9	12	176
Nineteen			35	12	1	9			41	11	7	12	10	11	149
Twenty			10	1	1	2	1		195	10	5	4	13	11	253

NAME: PUPIL GROUP

% E (T + P)

	In	R	SP	IP	IQ	IS	Q		S1	11	S	P	A	IU	E
SESSION															
One									28.5	4.7					33.3
Two			5.7	0.3	0.3	0.3	0.3		12.3	15.3	0.3	0.3	1.5	2.1	38.7
Three															
Four			2.2	0.1		0.6	0.1		17.6	4.5	1.1	1.4	0.9	1.2	30.0
Five	0.1	0.1	6.0	2.8	0.8	3.5			10.1	10.9	0.3	1.8	0.8	1.3	39.8
Six			11.5	0.3	0.3	0.1	0.9		29.9	5.4	0.8	2.3	3.4	3.4	58.8
Seven			3.7	0.3	0.6	0.3	0.3		23.8	12.6		2.0	0.9	1.1	45.5
Eight			13.7	1.4		0.4	0.7		16.6	5.2	0.2	0.9	3.5	3.5	46.5
Nine			3.9		0.5	0.1	0.7		32.3	6.3		0.5	1.7	1.3	48.1
Ten			7.1	0.2	0.2	1.0			19.7	10.3	0.2	0.4	1.0	1.0	41.4
Eleven			4.2		0.5				25.7	1.1	0.8	2.0	3.1	2.8	40.6
Twelve															
Thirteen			3.5	0.3	0.3	1.1	0.3		30.3	3.8	0.3	1.1	0.3	3.0	44.3
Fourteen			2.6	0.3	0.6	0.3			34.6	3.9			1.6	1.3	45.4
Fifteen			3.2	0.2		0.2	0.2		23.8	5.8	0.6	0.6	1.0	1.4	37.0
Sixteen			1.1	1.1		1.1	0.3		18.8	8.6			0.3	0.3	32.0
Seventeen			1.9	0.1	0.1	0.5			20.8	1.1		0.1	1.5	0.1	26.8
Eighteen			3.0		1.0	0.2	0.7		29.6	0.7	3.0	0.7	2.2	3.0	44.6
Nineteen			9.6	3.3	0.2	2.4			11.3	3.0	1.9	3.3	2.7	3.0	41.2
Twenty			1.8	0.1	0.1	0.3	0.1		35.3	1.8	0.9	0.7	2.3	1.9	45.9

NAME: PUPIL GROUP

% E (P)

	In	R	SP	IP	IQ	IS	Q		Sl	ll	S	P	A	IU	E
SESSION															
One									85.7	14.2					100
Two			14.7	0.7	0.7	0.7	0.7		31.7	39.5	0.7	0.7	3.8	5.4	100
Three															
Four			7.4	0.5		2.1	0.5		58.7	14.8	3.7	4.7	3.1	4.2	100
Five	0.2	0.2	15.0	7.2	2.0	8.9			25.5	27.5	0.8	4.6	2.0	3.4	100
Six			19.6	0.5	0.5	0.2	1.6		50.8	9.2	1.4	3.9	5.8	5.8	100
Seven			8.1	0.6	1.2	0.6	0.6		52.2	27.6		4.4	1.8	2.5	100
Eight			29.5	3.0		1.0	1.5		35.7	11.2	0.5	2.0	7.6	7.6	100
Nine			8.2		1.2	0.4	1.6		67.2	13.2		1.2	3.7	2.9	100
Ten			17.2	0.5	0.5	2.5			47.7	24.8	0.5	1.0	2.5	2.5	100
Eleven			10.5		1.4				63.3	2.8	2.1	4.9	7.7	7.0	100
Twelve															
Thirteen			8.0	0.6	0.6	2.5	0.6		68.5	8.6	0.6	2.5	0.6	6.8	100
Fourteen			5.7	0.7	1.4	0.7			76.2	8.6			3.5	2.8	100
Fifteen			8.6	0.5		0.5	0.5		64.3	15.6	1.6	1.6	2.7	3.7	100
Sixteen			3.5	3.5		3.5	1.1		58.8	27.0			1.1	1.1	100
Seventeen			7.1	0.7	0.7	2.1			77.6	4.3		0.7	5.7	0.7	100
Eighteen			6.8		2.2	0.5	1.7		66.4	1.7	6.8	1.7	5.1	6.8	100
Nineteen			23.4	8.0	0.6	6.0			27.5	7.3	4.6	8.0	6.7	7.3	100
Twenty			3.9	0.3	0.3	0.7	0.3		77.0	3.9	1.9	1.5	5.1	4.3	100

APPENDIX 7

TEACHER SCORES

NAME : TEACHER

RAW SCORES

	In	R	SP	IP	IQ	IS	Q		Sl	11	S	P	A	IU	E
SESSION															
One						1	4				1	3	5		14
Two	5	6	2	6		1	71		6	2	46	26	33		204
Three															*
Four	3	16			2		93			20	100	103	98	2	440
Five	4	22	7	5	13	4	132		1	4	99	82	138	7	521
Six	2	8	2			1	68		3	6	68	19	65	6	254
Seven						1	41				38	22	86	2	190
Eight	1	4	8			1	44		4	3	34	37	82	8	234
Nine			1			1	47		1	6	42	36	120	6	260
Ten	1	1	4	1	2	4	58		8	4	55	42	90	8	278
Eleven	1	3	2		2		23		22	10	14	54	66	10	207
Twelve															*
Thirteen	1	2	1				38		2	7	31	38	81	3	204
Fourteen							27				39	35	65	1	167
Fifteen		6					64			3	69	68	91	13	324
Sixteen	5	4					49		15	2	38	22	38	6	180
Seventeen	1	2					107		20	15	51	84	89	9	379
Eighteen	1		6	1	1	1	29		6	11	29	51	71	11	218
Nineteen	1	1	4				27		21	18	36	27	46	27	212
Twenty	1	2	1				60		8	17	53	54	95	7	298

NAME : TEACHER

% E (T + P)

SESSION	Tn	R	SP	TP	TQ	TS	Q		Sl	ll	S	D	A	TU	E
One						4.7	19.0				4.7	14.2	23.8		66.6
Two	1.5	1.8	0.6	1.8		0.2	21.7		1.8	0.6	13.8	7.8	10.0		61.6
Three															*
Four	0.4	2.5			0.3		14.7			3.1	15.8	16.3	15.5	0.3	69.9
Five	0.4	2.5	0.8	0.5	1.5	0.4	15.2		0.1	0.4	11.4	9.4	15.9	0.8	60.1
Six	0.3	1.3	0.3			0.1	11.2		0.4	0.9	11.2	3.1	10.7	1.1	41.1
Seven						0.3	11.7				10.9	6.3	24.6	0.6	54.4
Eight	0.2	0.9	1.9			0.2	10.4		0.9	0.7	8.0	3.7	19.4	1.9	53.4
Nine			0.1			0.1	9.2		0.1	1.1	8.3	7.1	23.9	1.1	51.8
Ten	0.2	0.2	0.8	0.2	0.4	0.8	12.2		1.6	0.8	11.5	8.8	18.9	1.6	58.5
Eleven	0.2	0.8	0.5		0.5		6.5		6.3	2.8	4.0	15.4	18.9	2.8	59.3
Twelve															*
Thirteen	0.3	0.5	0.3				10.4		0.5	1.9	8.5	10.4	22.1	0.8	55.7
Fourteen							2.8				12.7	11.4	21.2	0.3	54.5
Fifteen		1.2					12.8			0.6	13.8	13.6	18.2	2.6	62.9
Sixteen	1.8	1.5					18.4		5.6	0.7	14.2	8.3	14.3	2.2	67.9
Seventeen	0.1	0.3					20.6		3.8	2.8	9.8	16.1	17.1	1.7	73.1
Eighteen	0.2		1.5	0.2	0.2	0.2	7.3		1.5	2.7	7.3	12.9	18.0	2.7	55.2
Nineteen	0.2	0.2	1.1				7.4		5.8	4.9	9.9	7.4	12.7	7.4	58.7
Twenty	0.1	0.3	0.1				10.8		1.4	3.0	9.6	9.8	17.2	1.2	54.0

APPENDIX 8

SOCIALISED LANGUAGE PROFILE

68 ITEM QUESTIONNAIRE

SOCIALISED LANGUAGE PROFILECONFIDENTIAL

Name

Class

Date of Birth

Reading Age

I. Q.

Father's Occupation

Does the child live at home?.....

Is the home background stable?

Notes on Completion of the Questionnaire

The questionnaire is designed to assess a child's performance within a social situation. It is not a test of vocabulary, grammar or accent, but should be an assessment of how a child acts within a social situation, with reference to linguistic behaviour.

Where necessary, in the absence of a gender free pronoun, 'he' has been used following standard English convention.

Please TICK the point on the four point scale which best fits the child under study.

Please answer each item independently, i. e. without reference to other items.

	Very Alike	Quite Alike	Not very Alike	Not at all Alike
1. Has speech defect which inhibits verbal output.				
2. Will pick up ideas from peers and develop them although rarely initiates a new aspect of discussion himself.				
3. Appears to be unconcerned by gaps in the discussion which others may find embarrassing				
4. Expresses no likes or dislikes				
5. Converses in sentence form, e. g. "Can I go to the toilet, miss?"				
6. At 'news time', or in informal conversation, he converses freely.				

	Very Alike	Quite Alike	Not very Alike	Not at all Alike
7. Will spontaneously express an opinion relating to his immediate group setting.				
8. Is very much a loner				
9. Appreciates a joke made by his peers.				
10. He repeats words which appeal to him.				
11. Is generally a contented child				
12. Never expresses an opinion on anything.				
13. He seems at ease with his friends, and chats happily with them.				
14. Laughs at the misfortunes of others.				
15. Articulates clearly, and suffers no speech defect.				
16. Gives only yes/no answers to guiding questions in informal discussion, e.g. Did you have a nice weekend?				
17. Never broadens existing aspect of topic under discussion to introduce new angles of approach in the conversation, but follows interaction as it develops.				
18. Seeing a member of the group struggle for a word or expression, the child helps out spontaneously.				

		Very Alike	Quite Alike	Not very Alike	Not at all Alike
19.	During social gaps in the interchange, he offers verbal output readily in sentence form to maintain the interaction from a social point of view, as opposed to offering new information.				
20.	Spontaneously the child will express an opinion on things relating to himself, e. g. I like lemonade best.				
21.	His attention wanders easily				
22.	Although speech is clear, he finds difficulty finding words to express himself.				
23.	Conversation with him tends to flag quickly.				
24.	Will speak only when spoken to, although then can express himself clearly.				
25.	Will sometimes pass a moral judgement spontaneously on his own behaviour, e. g. I shouldn't have done that, or this was bad.				
26.	Embarrassing silences appear to affect the child, e. g. he moves in his chair, coughs, or otherwise manifests embarrassment when social gaps appear in the conversation.				
27.	Linguistic performance is not affected although child suffers speech defect.				
28.	Likes to listen to verbal interchange, but does not contribute even when invited to do so.				

		Very Alike	Quite Alike	Not very Alike	Not at all Alike
29.	Will spontaneously and on his own initiative, introduce new aspects of the topic under discussion which expand the verbal interchange.				
30.	Will offer suggestion to help out a member of the group only when pressed to do so by teacher.				
31.	Mixes easily with peers, and is liked by them.				
32.	Takes all utterances at face value.				
33.	Appreciates a joke made by teacher.				
34.	Makes no effort to introduce a new idea or develop an existing one, and shows no interest when peers do so.				
35.	Will spontaneously and clearly express himself by verbal means.				
36.	Will join in discussion spontaneously and show interest.				
37.	Recognising the social pressures to develop and maintain verbal interchange, he develops the conversation further.				
38.	Uses only one word utterances in conversation e.g. "Toilet", "Stuck"				
39.	Although maintaining interest in the verbal interaction, he will only contribute in response to a question.				
40.	Through questioning from the teacher, will sometimes pass a moral judgement on his own behaviour, but never does so spontaneously.				

	Very Alike	Quite Alike	Not very Alike	Not at all Alike
41. Tends to speak in short phrases, e. g. "Went down town", "Need help".				
42. Offers relevant information to the topic under discussion, e. g. in answer to "Are these new shoes you have on?", the child offers not only "Yes", but "Yes, I got them on Saturday"				
43. Will make a general comment on the world at large spontaneously in discussion.				
44. Works well with peer group but tends to play on his own.				
45. Seems to have no sense of humour.				
46. Does not seem able to talk with adults.				
47. He uses social 'fillers', e. g. laughter, "Well . . .", "Em . . ." to maintain verbal interchange.				
48. Only on invitation will the child express an opinion on things relating to himself.				
49. Only in response to a suggestion from the teacher will the child expand on an idea, and offer his own thoughts on the matter.				
50. Appears not to recognise when a member of the group is linguistically in trouble.				
51. Seems keen to interact with adults but is unable to converse.				

	Very Alike	Quite Alike	Not Very Alike	Not at all Alike
52. Very thrifty in his linguistic output.				
53. On invitation from the teacher, e.g. "Can anybody help out with what James is trying to say?", he helps out readily.				
54. Will spontaneously express an opinion relating to subcultural environment.				
55. The child talks easily with his peers in class.				
56. Converses freely with adults, and enjoys the verbal interaction.				
57. Will tell jokes to his peers.				
58. Appreciates that words can have more than a literal meaning.				
59. Only on probing by the teacher, will he express an opinion on other members of the group.				
60. In the playground he chats freely with peers.				
61. The child enjoys using language as a means of social interaction.				
62. Laughs at humorous situations in the class.				
63. Takes no notice of adults.				
64. Will express an opinion relating to subcultural environment.				

	Very Alike	Quite Alike	Not Very Alike	Not at all Alike
52. Very thrifty in his linguistic output.				
53. On invitation from the teacher, e.g. "Can anybody help out with what James is trying to say?", he helps out readily.				
54. Will spontaneously express an opinion relating to subcultural environment.				
55. The child talks easily with his peers in class.				
56. Converses freely with adults, and enjoys the verbal interaction.				
57. Will tell jokes to his peers.				
58. Appreciates that words can have more than a literal meaning.				
59. Only on probing by the teacher, will he express an opinion on other members of the group.				
60. In the playground he chats freely with peers.				
61. The child enjoys using language as a means of social interaction.				
62. Laughs at humorous situations in the class.				
63. Takes no notice of adults.				
64. Will express an opinion relating to subcultural environment.				

		Very Alike	Quite Alike	Not very Alike	Not at all Alike
65.	The child does not talk at all				
66.	He uses 'fun' words, e. g. 'offsky', 'in the skud'				
67.	Will occasionally pass an opinion or judgement on a general topic or one outside his environment, but then only on invitation of the teacher.				
68.	Uses onomatopoeia in con- versation, "Bang", "Whee"				

Comments :

APPENDIX 9

FACTOR ANALYSIS

VARIABLE	EST COMMUNALITY	FACTOR	EIGENVALUE	PCT OF VAR	CUM PCT
VAR001	0.97607	1	19.51601	60.0	60.0
VAR004	0.90841	2	2.05590	6.3	66.3
VAR005	0.97187	3	1.29062	3.9	70.2
VAR007	0.94713	4	1.23213	3.7	74.0
VAR012	0.92589	5	1.19799	3.6	77.6
VAR015	0.88577	6	0.78705	2.4	80.0
VAR019	0.88539	7	0.73901	2.3	82.2
VAR020	0.90402	8	0.67960	2.1	84.3
VAR023	0.89376	9	0.62889	1.9	86.2
VAR024	0.90152	10	0.57960	1.8	87.9
VAR025	0.89541	11	0.55449	1.7	89.6
VAR026	0.79713	12	0.46734	1.4	91.0
VAR029	0.95462	13	0.39528	1.2	92.2
VAR035	0.96037	14	0.30839	0.9	93.2
VAR036	0.97210	15	0.28384	0.9	94.0
VAR037	0.91023	16	0.25926	0.8	94.8
VAR038	0.86065	17	0.23955	0.7	95.5
VAR041	0.87664	18	0.21477	0.7	96.2
VAR042	0.92492	19	0.20887	0.6	96.8
VAR043	0.89846	20	0.20617	0.6	97.5
VAR045	0.81419	21	0.14884	0.5	97.9
VAR046	0.82533	22	0.14643	0.4	98.3
VAR048	0.89926	23	0.11753	0.4	98.7
VAR050	0.80735	24	0.10264	0.3	99.0
VAR051	0.80307	25	0.06086	0.2	99.2
VAR052	0.91677	26	0.05457	0.2	99.4
VAR054	0.91148	27	0.04924	0.1	99.5
VAR055	0.94384	28	0.04501	0.1	99.6
VAR057	0.89605	29	0.03955	0.1	99.8
VAR059	0.76348	30	0.02715	0.1	99.9
VAR061	0.94180	31	0.02034	0.1	99.9
VAR065	0.91076	32	0.01638	0.0	100.0
VAR068	0.85930	33	0.01230	0.0	100.0

CONVERGENCE REQUIRED 16 ITERATIONS

APPENDIX 10

Factor Matrix Using Principal Factor (with iterations)

Varimax Rotated Factor Matrix

FACTOR MATRIX USING PRINCIPAL FACTOR WITH ITERATIONS

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5
VAR001	-0.42972	0.67247	-0.04025	-0.13727	0.01453
VAR004	-0.24572	0.03725	0.02829	0.07543	-0.20441
VAR005	0.92219	0.08225	-0.11653	0.02297	0.09325
VAR007	-0.85470	0.12952	-0.18822	-0.02088	0.10592
VAR012	-0.85952	-0.09454	0.30792	0.00547	-0.10060
VAR015	-0.5095	-0.44548	-0.02095	0.22362	-0.33345
VAR016	-0.80029	0.03532	0.18500	0.15526	0.09811
VAR018	0.78724	0.04784	0.12722	-0.02317	-0.32531
VAR019	0.74584	0.14723	0.34305	0.03893	-0.15159
VAR020	0.74463	-0.05601	-0.23495	-0.12749	0.01822
VAR024	-0.57493	-0.42827	0.21254	0.22494	0.32034
VAR028	-0.81035	0.03903	0.24217	-0.06350	0.09015
VAR029	0.83445	0.15827	0.10773	-0.12193	-0.21287
VAR035	0.89451	0.03837	0.11338	-0.00817	-0.00724
VAR036	0.91423	0.18874	-0.02546	-0.02369	0.06000
VAR037	0.75450	0.18082	0.18200	0.05259	0.06165
VAR038	-0.65578	0.32202	-0.14458	0.63133	-0.10336
VAR041	-0.68695	0.24826	-0.26791	0.31472	0.08330
VAR042	0.81089	0.10211	0.15804	-0.09935	-0.00224
VAR043	0.78502	0.31089	0.26264	-0.01642	0.09109
VAR045	-0.58905	0.26908	0.09823	-0.05816	-0.38892
VAR046	-0.77021	0.19523	0.14689	0.11343	-0.08836
VAR048	-0.75476	-0.14898	0.28533	-0.15120	0.19964
VAR050	-0.73407	0.08303	-0.01095	-0.11819	0.18838
VAR051	-0.73972	0.01676	-0.00078	-0.15450	0.10965
VAR052	-0.81725	0.05253	0.24373	-0.07607	-0.07345
VAR054	0.85695	0.16339	-0.00867	0.06550	0.06581
VAR055	0.87304	-0.05184	0.05230	0.00347	0.19485
VAR057	0.78119	0.03084	0.27468	0.25861	0.13471
VAR059	-0.60154	-0.13651	-0.03444	-0.25710	0.07568
VAR061	0.87841	-0.02101	0.22580	0.16934	0.02958
VAR065	-0.75641	0.31872	-0.02334	-0.03360	0.02409
VAR068	0.53388	0.22451	0.08154	0.15005	0.25397

FACTORA

FILE : ANMAC (CREATION DATE = 09/03/82)

VARIMAX ROTATED FACTOR MATRIX

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5
VAR001	-0.19396	0.00533	0.36877	0.78719 _L	0.27844
VAR004	x -0.43285	-0.33182	0.57947	0.20091	0.31269
VAR006	x 0.53115	x 0.47624	-0.54039	-0.21313	-0.20323
VAR007	x 0.44776	x 0.50041	-0.54098	-0.13258	-0.18259
VAR012	x -0.36905	x -0.55312	0.60249	0.16848	0.14137
VAR015	0.05980	0.11728	-0.08884	-0.86335 _L	-0.10497
VAR016	-0.29601	x -0.54808	0.38063	0.27538	0.31829
VAR018	x 0.54133	x 0.50546	-0.05619	-0.34497	-0.27183
VAR019	x 0.71910	0.30147	-0.05095	-0.20800	-0.25744
VAR020	0.25352	0.47963	-0.47789	-0.24305	-0.27899
VAR024	-0.27239	-0.78383	0.04969	-0.11900	0.18960
VAR028	-0.34127	-0.53528	0.43487	0.35795	0.12005
VAR029	x 0.57427	0.52887	-0.14649	-0.19468	-0.33709
VAR035	x 0.62116	0.38313	-0.34815	-0.26767	-0.30474
VAR036	x 0.60251	0.49016	-0.44836	-0.12401	-0.23786
VAR037	x 0.67566	0.29983	-0.29815	-0.11509	-0.20516
VAR038	-0.14740	-0.16624	0.30439	0.19376	0.87094
VAR041	x -0.37598	-0.19382	0.14446	0.34217	0.63021
VAR042	x 0.61415	0.37683	-0.29295	-0.16775	-0.36435
VAR043	x 0.75288	0.30416	-0.25687	0.02260	-0.25421
VAR045	-0.23746	-0.00089	0.64630	0.27055	0.19076
VAR046	-0.26767	-0.34018	0.51080	0.33079	0.34043
VAR048	x -0.37215	-0.64621	0.32645	0.26709	-0.04461
VAR050	x -0.44410	-0.38841	0.21597	0.42511	0.14102
VAR051	x -0.48363	-0.37182	0.27369	0.35721	0.09337
VAR052	x -0.35001	-0.43782	0.56049	0.31381	0.12284
VAR054	x 0.59873	0.42343	-0.42798	-0.15447	-0.15796
VAR056	x 0.55245	0.25631	-0.52813	-0.25374	-0.30233
VAR057	x 0.74609	0.10869	-0.34114	-0.27516	-0.10353
VAR059	x -0.51548	-0.30913	0.20320	0.21575	-0.06625
VAR061	x 0.71830	0.23600	-0.33375	-0.35721	-0.20445
VAR065	x -0.35879	-0.22738	0.36935	0.52007	0.29777
VAR068	x 0.52341	0.12637	-0.37032	0.04413	-0.00933

SOCIALISED LANGUAGE PROFILECONFIDENTIAL

Name

School

		Very Alike	Quite Alike	Not very Alike	Not at all Alike
1	Has speech defect which inhibits verbal output				
2	Expresses no likes or dislikes				
3	At 'news time', or in informal conversation, he converses freely.				
4	Will spontaneously express an opinion relating to his immediate group setting				
5	Never expresses an opinion on anything				
6	Articulates clearly, and suffers no speech defect				
7	Gives only yes/no answers to guiding questions in informal discussion, eg. Did you have a nice weekend?				
8	Seeing a member of the group struggle for a word or expression, the child helps out spontaneously.				
9	During social gaps in the interchange, he offers verbal output readily in sentence form to maintain the interaction from a social point of view, as opposed to offering new information.				
10	Spontaneously the child will express an opinion on things relating to himself, eg. I like lemonade best				

		Very Alike	Quite Alike	Not very Alike	Not at all Alike
11	Will speak only when spoken to, although then can express himself clearly.				
12	Likes to listen to verbal interchange, but does not contribute even when invited to do so.				
13	Will spontaneously and on his own initiative, introduce new aspects of the topic under discussion which expand the verbal interchange.				
14	Will spontaneously and clearly express himself by verbal means				
15	Will join in discussion spontaneously and show interest				
16	Recognising the social pressures to develop and maintain verbal interchange, he develops the conversation further				
17	Uses only one word utterances in conversation eg. "Toilet", "Stuck"				
19	Tends to speak in short phrases, eg. "Went down town", "Need help"				
19	Offers relevant information to the topic under discussion, eg. in answer to "Are these new shoes you have on?", the child offers not only "Yes", but "Yes, I got them on Saturday.."				
20	Will make a general comment on the world at large spontaneously in discussion				
21	Seems to have no sense of humour				

		Very Alike	Quite Alike	Not very Alike	Not at all Alike
22	Does not seem able to talk with adults				
23	Only on invitation will the child express an opinion on things relating to himself				
24	Appears not to recognise when a member of the group is linguistically in trouble				
25	Seems keen to interact with adults but is unable to converse				
26	Very thrifty in his linguistic output				
27	Will spontaneously express an opinion relating to subcultural environment				
28	Converses freely with adults and enjoys the verbal interaction				
29	Will tell jokes to his peers				
30	Only on prompting by the teacher will he express an opinion on other members of the group				
31	The child enjoys using language as a means of social interaction				
32	The child does not talk at all				
33	Uses onomatopoeia in conversation, "Bang", "Whee"				
COMMENTS:					

APPENDIX 12

LFP TRAINING PROGRAMME AND TEACHERS' NOTES

Language Fluency Project Phase Five : Socialised Language Training Programme

Conversation is a neglected art in most schools. Usually the teacher talks and then the child. Only one person may speak at a time, and then in a formal way. In the words of Pooh Bear, "This isn't conversing - not first one, and then the other".

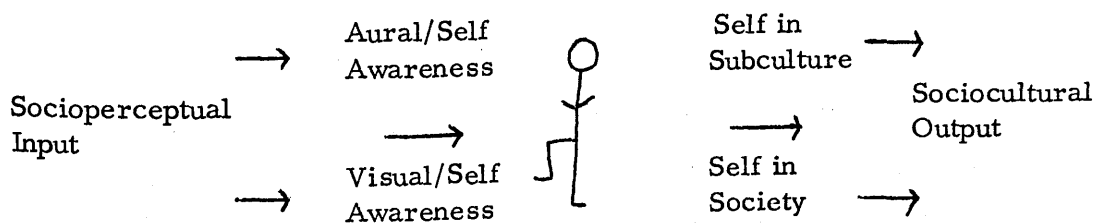
However, the "basis of all language is everyday speech, the ordinary intercourse between people" (Lewis, *Language in School*). For the mentally handicapped child, such "ordinary intercourse" presents often insurmountable problems, failure in this area accumulating such negative reinforcement from his environment that the child is forced to withdraw into silence, aggression

The passivity characteristic of many mentally handicapped children is encouraged early on by the lack of maternal stimulation given them as babies (Buium et al, 1974). On reaching school, his low level functioning forces the child low in the social order of the class, and it is only when he reaches the special school situation that he can find himself on a par with his peers.

The responsibility that lies with the special teacher to encourage in the child a greater awareness of his environment, so that in taking from his surroundings, he can offer more to those around him, thus increasing confidence, self esteem and socially preparing the child for later life.

The LFP training programme attempts to reflect this reciprocal process, by involving the child in a four-block training schedule. Each of these blocks is independent, but at the same time forms a functional interdependence with the other three blocks.

The four blocks are sub-divisions of two main components as follows: -



The teacher most likely to succeed is the one who really takes an interest in the lives and thoughts of his pupils, and values of their opinions. He respects each child's personality, and creates in his room an atmosphere in which fluent and expressive speech can have natural growth. He guards against making classroom language different from outside language. After all, we don't always speak in sentences. And if we make a grammatical error, we don't like it if someone corrects us (Sansom).

Speech is not a mechanical process which can be improved by a few written exercises, or reciting a poem. It is a reflection of the speaker's mind, feelings and imagination, his whole personality.

The input/output reciprocity reflected in the LFP Training Programme, acknowledges this unifying process, and offers graded training in the functional components of socialised verbal interaction.

Socioperceptual Input

Component 1 (C1) Aural/Self Awareness

Listening - "being a good listener" - is one of the basic skills of conversation and successful social interaction. Not only necessary for hearing what the other person has said, listening can encourage a person to talk, and aid in building social and personal relationships. And yet, in this noisy, busy world of ours, just how many sounds do we actually hear?

The teacher should encourage his pupils to listen and in doing so will:

1. improve concentration
2. help the children follow directions more accurately, since they will have listened more carefully,
3. reduce extraneous and nonproductive noise levels in class.

The LFP Aural/Self Awareness programme employs 3-5 minutes per day. More than this and the children lost concentration and become bored.

Tell the children to close their eyes, and listen to the sounds around them. Eyes should remain closed in order to reduce distraction from visual input.

Ask the class as a whole what they hear. If individual children are singled out, the task-oriented, classroom pressures will build up anxiety.

The children may not say anything at first, so encourage them with "I hear". They should be allowed to answer without being asked directly. If after a few days particular children are continually silent, then encourage them with "Do you hear ?" but not "What do you hear?"

Ask the class to close their eyes, and plug their ears with their fingers. Ask them what noises they hear inside their body.

If a stethoscope is available, let them hear their own, and others', heartbeat.

Let them "hear the sea" from a shell.

Alternate these active exercises with the reading of a short story to them. Stop to ask questions, now and again, without losing the continuity of the story. Guard against asking questions every time you read the story, as this will reduce the listening programme to a question/answer comprehension exercise.

Offer them as many "listening only" experiences as possible, and be conscious throughout the day of encouraging the children to listen more closely.

Never raise your voice above the noise level, or if the class is quiet above a normal speaking tone, as this serves only to excite the class, and make more noise to compensate.

WAIT FOR THEM TO LISTEN, DO NOT FORCE
THEM TO HEAR.

Component 2 (C2) Visual / Self / Awareness

This part of the programme takes approximately twenty minutes per fortnight, and should be alternated with C3 Self in Subculture.

C2 is a higher level form of awareness training than C1 where only one sensory channel (ear) is used. C2 not only employs eyes and ears, it encourages the child to imagine how he would behave, what he would say in certain situations.

The slide programme is as follows :-

Weeks 1, 3, 5, 7, 9 - tell them the story of what is happening
(see enclosed notes)

Weeks 1, 3 - tell them what the children are saying (see enclosed notes)

Weeks 11, 13, 15, 17, 19 - show them the sequence but say nothing.

After the slide sequence has been shown, ask the group in general what they would have said in a similar situation. Keep the discussion as informal as possible

WAIT FOR THEM TO SPEAK, DO NOT FORCE THEM TO
PRODUCE WORDS.

SOCIOCULTURAL OUTPUT

Component 3 (C3) - Self in Subculture

To be alternated with C2 twenty minutes every other week.

As well as taking in information from the environment, the child must learn to give of himself. C3 encourages participation through language in the social, subcultural environment, by a series of discussion sessions round a topic familiar to the children. The topics have already been used in LFP, Phase One, and were found to be successful in increasing spontaneous language in mentally handicapped children.

C3 aims to encourage the mentally handicapped child to be aware of his subculture as a situation where he can participate meaningfully through language, with his peers.

The teacher should tell the children the day before the discussion takes place, which topic will be placed before the group.

The group should be seated as informally as possible, perhaps round a table (not the teacher's desk) or on the floor. The teacher should introduce the topic by saying "To-day we're going to talk about Does anyone have anything to say?"

The teacher should support the conversation if it flags, and encourage the reticent children to contribute, if they seem to want to. They should not be forced to say anything, but signs of willingness to participate should be encouraged.

If one child seems to be taking the floor, gentle negative reinforcement should be offered. At the same time the teacher should encourage another child to talk.

If the discussion veers away from the original topic, then, as long as it is a natural progression, this should not be stopped, as conversation covers many areas, and rarely adheres to the one topic over time.

C3 topics are :-

Christmas	Town and Country
School	Music
Pets	Television
Food	The Beach
Games and Sports	Holidays

The teacher is there to maintain discipline, if necessary, to support the conversation if it flags, to informally guide the discussion. Guard against turning the discussion session into a teaching session, and don't be afraid of silence. Allow the children to feel the pressures to talk.

WAIT FOR THEM TO CONVERSE, DO NOT
TEACH.

Sociocultural Output

Component 4 (C4) Self in Society

As well as functioning successfully within his own subculture, the child must be able to deal with situations which will bring him into contact with people of varying ages and professions.

C4 aims to encourage an awareness that :-

- (a) there is a world outside his immediate environment
(Macrocosmic Awareness)
- (b) people live in different situations from his own (Social Awareness)
- (c) people age, and cannot look after themselves (Caring Awareness)
- (d) old people have not always been old (Temporal Awareness)
- (e) people can have meaningful relationships despite age difference (Affect Awareness)
- (f) through language, meaningful relationships can be formed
(Linguistic Awareness)

C4 attempts to do this by forming a bond between the mentally handicapped group and a local old people's home. The group should visit the home every week to consolidate the relationship between two groups who tend to suffer deficiencies of short term memory. The visits should be informal, and the children should be encouraged to chat with the residents, to listen to stories of days gone by, and to tell the old people about themselves.

The teacher should form part of the group, thus offering a practical example for the children to follow.

Visits should be made every week, as regularly as possible.

The teacher should guard against forcing the children to interact with the old people, of whom they may at first be a little afraid, or wary. A good example is better than a sharp comment, which may build up unnecessary anxiety.

WAIT FOR THEM TO SOCIALISE, DO NOT FORCE
THEM TO PERFORM.

General Guidelines :

The LFP Training Programme may be summarised as follows:-

C1 : Aural Self Awareness - Listening Training

Wait for them to listen, do not
force them to hear.

C2 : Visual / Self Awareness - Slide Sequences
and discussion.

Wait for them to speak, do not
force them to produce words

C3 : Self in Subculture - Discussion Sessions

Wait for them to converse, do not
teach

C4 : Self in Society - Visits to Old People's Home

Wait for them to socialise, do not
force them to perform

Component 2 : Teacher's Notes

Slide 1 : Describe the slide to the group. Explain that this is a family, perhaps like their own, and that they are having a little party. Ask what they might be talking about, ask what the group might say if they were at the table too. Talk about the party situation, and allow discussion to develop if the group have experiences to offer each other.

Slide 2 : This scene is self explanatory. Recall to the children that they saw the people in the slide last week, and move straight into the stimulation of what the group would say if they were there, what they think the people in the slide are saying Allow any development on winter, snowball fights, etc.

Slide 3 : Introduce the new face, and explain that this is a more informal party than the slide 1 shown two weeks previously. Show both slides for comparison.
Ask the children what the people are saying, and what they would say.

Slide 4 : Draw attention to the garden, and the fact that only the mother and father are in the picture. What do adults talk about? What will the people in the slide be saying? Ask the group what they would say if they walked into the garden.

Slide 5 : Draw attention to the fact that only two of the younger members of the family are in the picture, what do girls talk about? Are the girls in the picture enjoying themselves? What are they saying?
What would the group say if they joined in?

Slide 6a/b : Show both slides together. Describe the walk the family are doing - the boy and girl are hot and have to take off their sweaters. What will the people in the slide be talking about? What would the group say?

Slide 7a/b : Introduction of two girls in picture : show both slides together. Explain they are chatting and sharing a joke, just as the group does amongst themselves. Encourage the group to identify with the children in the slides.

This sequence begins to bring the concept of linguistic interaction more within the peer group situation, and encourages linguistic responsibility.

Ask the group what the girls are saying.

Slide 8a/b : Show both slides together. Describe the children playing.

Ask the group almost immediately what the children are saying.

What would they say if they were playing with the children in the picture?

Slide 9a-c : Show all slides together. Ask the group what the boys are saying, at once. What would they say if they were in the group?

Slide 10a-c : Show all the slides together. Explain that the little girl in the black and white sweater is new to the group in the slide. How does she feel? Is she shy? What do the others think of her? What will they say to her? What kind of questions will they ask her? What would the group say in a similar situation?

Slide 11a-d : Show all the slides together. Ask the group immediately what the people are saying and doing. What do they say in a similar situation?

LFP TRAINING PROGRAMME

Component 2 : Slide Sequences + Notes.

There are eleven sets of slides. The slide sequences are graded, and should be shown as numbered.

Week 1	show Slide 1
2	2
3	3
4	4
5	5
6	6a and b
7	7a and b
8	8a and b
9	9a - c
10	10a - c
11	11a - d

The slide sequence has been specially designed to gradually bring the sociolinguistic situation closer to the child. The slide sequence should be used as a language stimulation aid only - the teacher is the real learning support in C2, by allowing the group to use her for "practice".

Allow discussion to develop from the slides along lines which the children may suggest.

However, do not force them to discuss.

R1: Name:

School:

Date of Birth:

IQ:

Major Handicap:

Other handicaps:

Behaviour in Class:

Social Behaviour:

General Attainment:

Home Circumstances:

Any Other Comments?

APPENDIX 13

INDIVIDUAL SCHOOL DATA : BEECHWOOD

STRICTLY CONFIDENTIALBEECHWOOD

Name	I. Q.	Date of Birth	Father's Occupation	Home (Unstable, Incare)	Associated Handicap	Any other information
Robert Gordon	78	24. 1. 68	Woodcutter, but away from home altogether	Caring Home	Difficulty with written language	Mother provides a very good home. Father permanently away
Bruce Massie		10. 7. 68	Cartoon Designer - Grampian T. V.	Stable but smothered environment		Absent frequently - had extra toes which affected walking - operation successful. Obesity - lazy slow child
Anthony Millard	61	23. 4. 68	Changeable - Fish Porter	Poor environment. Uncaring home.	Maladjusted - hyper active	Has periods of a few days restlessness and awkwardness
Richard Milton	64	24. 10. 68	Fisherman	Poor home Caring Family	Wears glasses	Twin - was content to let his twin do the work
Sandy Murray	55	12. 10. 68	Changeable	Poor home conditions	Speech - deprived environment	Father away from home meantime.
Paul Morling		27. 4. 69	Driver	Caring but unstable at times	Wears glasses	Illegitimate child - mother now married. Paul in difficult position

STRICTLY CONFIDENTIALBEECHWOOD

Name	I. Q.	Date of Birth	Father's Occupation	Home (unstable, Incare)	Associated Handicap	Any other information
Sharon Arthur	64	22.12.68	Often out of work	Unstable - Carefully watched by Social Worker	Deprived environment - immature speech	
Carol Farquhar	60	27.2.68	Ship's Cook	Stable	Wears glasses - very slow	Parents expect far too much of Carol
Paula McKenzie	71	19.7.69	Office	Stable	Lacks concentration - needs association with teacher Speech Therapy	Over protective - but interested parents
Gillian McPherson	70	12.1.69	Builder	At times unstable. Soc. Dept. check	Asthma	Parents at times need help from Social Dept. Gillian at times needs protection
Jeanette Stout	56	30.1.69	Mechanic	Stable	Very low I. Q. with associated difficulties	
Shirley Traynor	74	14.2.69	Fisherman	Overcrowded poor home. Caring mother	Small stature - under-nourished	

Beechwood : Pre/Post Pilot Scores

	Jan	June
Bruce	62	
Anthony	70	64
Paul	81	71
Robert	86	82
Sandy	46	78
Richard	76	45
Sharon	49	79
Gillian	59	52
Shirley	65	60
Carol	65	70
Jeannette	59	66
Paula	68	60
		70
Boys X	70.1	
Girls X	60.8	69.8
Total X	65.5	63.0
		66.4

School Report

(Teacher)

School Beechwood, Raeden Park Road, Aberdeen.
Name Mrs. Jean Eddie
Class Middle School - Room 11
No. in Class 11 Children
No. in School 250 approx.
Do you hold the Diploma in Special Education? Yes
How long have you been in teaching? 9 years
How long have you been in Special teaching? 5 years
How long have you taught the class group? 2 years
Did you volunteer/were you chosen for involvement on the Language Fluency Project?
Volunteer
Why did you become involved?
Possibly to help the group with free speech. There are always the few children who find difficulty in speaking in a group situation.

Can you outline some of the communication problems mentally handicapped children have, aside from speech defects?

The powers of concentration - to listen - think of the subject in hand - and to involve himself by using relevant conversation.

The Language Fluency Project has defined Socialised Language as interactive or conversational language

Do you feel this kind of "chat" has any place in the special classroom? If so, what importance do you attach to it?

Not enough time normally is given to free conversation. Usually the teacher attempts to lead and dominate conversation. The children often do not chat between themselves.

Do you think it can help the mentally handicapped child? If so, how?

Makes the child more aware that he must listen to others - and take the conversation further. So often these children have only self awareness.

Do you find the Language Fluency Project of use in your classroom?

Yes.

- C1. Listening Skills
Was C1 successful in class?
If so, in what way?

119

Was it useful in class?
If so, in what way?

C2. Slide Sequence

Did the children contribute a) spontaneously? Only a few at first.

b) with difficulty? Some found it easier to sit back
and let others chat.

Did they enjoy the slides? YES

Will you/have you used the slides in any other circumstances? NO

Any other comments?

The children have since seen my own slides of family events.

C3. Discussion Group.

Did you lead the group a) all of the time? At first

b) not much of the time? After a few sessions it was not
necessary

Did the pupils take the initiative a) all of the time? Latterly this was the
b) some of the time? case
c) not much?

Which topic generated most discussion? Outings, etc. The points which related
to their own environment.

Will you continue this with your group? YES

Any other comments?

How did the children react?

We did not visit an old people's home but involved also in other school activities.

Did they enjoy the visits?

Do you think it made them more aware of:

1) Old people's problems and needs?

2) Time/History?

3) Community Concerns?

Do you think an Old People's Home was suitable? If not, any other suggestions?

Old people's home would be suitable for some children. A nursery or play school. There would be difficulties in arranging this - time factor, transport, etc.

Was the Old People's Home willing to co-operate?

Did you have any difficulties?

It was not appropriate for the type of child I had at that time. Some were hyper-active and maladjusted.

Do you think the LFP structure has a place in the special classroom curriculum?

YES

Have you noticed any difference in interpersonal relationships between teacher/pupils, and pupil/pupil? If so, what are these?

A more relaxed relationship. Where the children feel at home to chat - between themselves and myself.

How much part do you think teacher style plays in LFP functioning?

Obviously style of teacher plays a great part. I think most teachers, however, would find LFP within their scope no bother at all.

Have you noticed any changes in individual children which you might attribute to the effects of LFP, e.g. behaviour, courtesy, "bad" language, relationships, etc?

Courtesy towards each other - more willing to listen to the other child's point of view - encouraging better relationships within class situation and in outside play.

Have you noticed improvements in other work areas, e.g. creative written work, etc?

It helps when a project in the early stages is being discussed - if children will offer some more form of involvement.

Will you continue work within LFT guidelines with other groups?

Yes - I would most certainly continue to encourage chat within the classroom

Have other members of staff noticed any changes in your pupils which you might attribute to LFP benefits?

Have you discussed this with other members of staff?

Not really. I think most teachers within Special School are fully aware of importance of free conversation.

Did you feel that the LFP training programme

a) made extra demands on your time?

Yes, at first, but it is easily fitted into weekly routine.

b) made excessive demands on your time?

Did you feel that co-operation/advice from your head was

a) necessary? NO

b) productive? NO

c) unnecessary?

Would you have appreciated external advisory support from

a) psychologist? NO

b) advisor? NO

Did you find Miss McCormack's visits

a) helpful? YES

b) productive?

c) necessary to maintain your interest?

d) unnecessary?

How have the children reacted to the LFP Training Programme?

- C1 Children found this fun : and reacted favourable. Generally most children responded, if only for short periods.
- CIII Children love to talk - and generally most children enjoyed having opportunity to discuss their thoughts on the subjects chosen. However the less attentive maybe need more time to adjust to the situation of listening to others they are so easily bored and so defeating the purpose of the exercise.

What do you think of the LFP Training Programme:

(a) as an ongoing curriculum development?

I think it needs "working at" - it certainly has potential for developing language - it needs to be fitted into a regular timetable and given further trial by the class that so far has tried it out. Having set out in this programme - I see a future in following the programme with a useful part in the curriculum providing part (b) is adhered to that is - time set apart on a regular timetable.

(b) as part of future curriculum for special children?

It could be developed into a useful part of the curriculum, if teachers and classes taking part could set the necessary time apart each week.

Have you discussed it with your colleagues, and, if so, what were their reactions?

Any Other Comments :

With the type of children I have at the moment, I feel I would be a little apprehensive of taking them to an old folks home regularly. However, I am willing to try it and will comment further.

Language Fluency Project

School Report (Head Teacher)

Name: James Bayne (Depute Head)

School: Beechwood, Aberdeen.

No in School: 250 approx

How was initial contact made between the Language Fluency Project and your school?

Personal contact by Miss Andrina McCormack

Could you outline your main reasons for becoming involved in the Training Programme.

Interest in anything which may be useful in furthering and broadening the education of the child. (The word education is used in its widest sense).

Aside from speech defects, do you think that the mentally handicapped child
a) suffers from any communication problems?YES/~~NO~~

b) which are different from those of 'normal children'

YES/~~NO~~

c) what would you see these as being?

1. Poor vocabulary : 2. Lack of concentration on the subject being discussed.
3. Lack of concentration for answering a question
4. Thoughts flit from actual subject to associating ideas which are not relevant.

The Language Fluency Project has defined "socialised language" as interactive or conversational language, ie language which is not restricted by a task in hand.

124

Would you see this language as being particularly important for the mentally handicapped child, and if so, why? Freedom of speech encourages the child to impart his or her news or views. These children very often only speak on matters which he thinks the adult wishes him to at that moment. It is easier to answer negatively than to speak one's thoughts.

Do you think it ought to be highlighted in the special classroom?

Yes - the quiet withdrawn children need every encouragement and opportunity to speak and be heard - and to listen to others.

How did you select your teacher to work on the Language Fluency Training Programme?

Having decided that the L.F.P. would initially be best introduced to the Middle Department, it really was a case of 'flipping a coin' and asking the teacher.

Did you discuss the LFP with any of the rest of your staff

- a) individually - only with teacher concerned.
- b) in a group? - No - but hope to do so with the Middle School and ask Mrs. Eddie to comment.

Did you find Miss McCormack's visits

- a) helpful? Yes
- b) necessary to maintain the project?
- c) constructive?
- d) unnecessary?

Did you have discussions/contact with advisers, or any regional personnel on the LFP?

Not yet.

Did you think LFP succeeded in its aim of encouraging socialised language among mentally handicapped children?

YES

If so how? (Examples would be helpful)

It made the teacher aware of the necessity of free speech from the child's angle. Special effort and time was put aside regularly for this purpose.

Have you noticed any differences in interpersonal relationships between teacher/pupils, and pupil/pupil? If so what are these?

Yes. The children who participated last year - the few I have left from the group - speak freely and relevantly without being encouraged.

What part do you think teacher style plays in LFP functioning?

Depends on the teacher!

Have you noticed any changes in individual children which you might attribute to the effects of LFP, eg behaviour, courtesy, "bad" language, relationships etc?

Courtesy towards each other - listening to the other child's point of view.
Encouraging better relationships.

How, if at all, do you think LFP structure fits into:

a) the special classroom curriculum?

L. F. P. certainly fits into the curriculum, but more or less exists.

b) the special school curriculum?

Perhaps more awareness could be made to staff.

Did you have any feedback from parents about LFP/Socialised language?

Yes, parents found children more willing to discuss school work with them, but in some cases only.

Will you continue work in this area in your school

a) with the same group

b) with other groups (please specify)

c) using LFP guidelines

d) using other material (please specify)

e) no.

Intend to discuss whole
project with Middle
School Staff.

APPENDIX 14

INDIVIDUAL SCHOOL DATA : DRUMMOND

STRICTLY CONFIDENTIAL

DRUMMOND SCHOOL

Name	I. Q.	Date of Birth	Father's Occupation	Home (unstable, Incare)	Associated Handicap	Any other information
Michael Fleming	57	28. 5. 65	Sawmiller	Unstable	MMH + Maladjusted	Weak cultural background
William Kidd	V71P72	24. 1. 68	Stepfather - Farm Labourer	Unstable	MMH	Disrupted home background : resident
Stuart Bissett	73	30. 6. 66	Mother - part time office cleaner	Unstable	MMH	One parent family (mother) : resident
Gordon Mackenzie	V70P72F70	20. 6. 66	Mother - unemployed	Stable	MMH	One parent family (mother)
John Mackenzie	V79P76F75	2. 9. 66	Hospital Board Clerk	Unstable	MMH + Maladjusted	Mismanaged at home : resident
Cameron Reid	59	4. 11. 66	Post Office Engineer	Stable	MMH + PH + Epileptic	Over-indulged at home : resident
Keith Watson	54	10. 12. 65	British Rail Traffic Control	Stable	MMH + PH (Mongol)	Performing as well as he can
Alan Spark	72	12. 10. 67	Mother - full time in weaving factory	Unstable	MMH + Maladjusted	One parent family (mother) : resident
Aidan Peltor	63	5. 3. 68	Royal Naval Officer	Stable	MMH	Resident to give continuity of education

STRICTLY CONFIDENTIALDRUMMOND SCHOOL

Name	I. Q.	Date of Birth	Father's Occupation	Home (unstable, Incare)	Associated Handicap	Any other information
Norman Macdonald	Not known	18. 10. 66	Unemployed	Unstable	MMH	One parent family (father)
George Murphy	Not known	14. 1. 66	Lorry Driver	Unstable	MMH + Maladjusted	Parents recently separated : now re-united
Donna Scullion	54	3. 6. 67	Unemployed	Unstable	MMH + Maladjusted	Weak cultural background
Hilary Adams	66	28. 5. 66	Police Clerk	Stable	MMH	Good caring home
Charlotte Carson	68	22. 2. 66	Stepfather - labourer	Unstable	MMH	Weak cultural background
Christine Lamond	70	11. 10. 66	Foster father - oilrig worker	Stable	MMH + Speech	Good foster home : resident
Grace Stewart	V50P51F46	15. 3. 66	Stepfather - lorry driver	Unstable	MMH + Maladjusted	Very weak cultural background : mother remarried recently.

Drummond : Pre/Post Pilot Scores

	Jan	June
Michael	45	48
Gordon	80	86
John	65	61
Cameron	46	48
Keith	46	59
George	75	83
Norman	76	72
Stuart	81	82
William	70	79
Alan	52	47
Aidan	61	57
Hilary	78	82
Charlotte	55	78
Christine	55	52
Grace	54	62
Donna	69	65
Boys X	63.6	65.6
Girls X	62.2	67.8
Total X	63.0	66.3

School Report

(Teacher)

School Drummond School, Inverness.

Name M. McNeil

Class B

No. in Class 15

No. in School 50+

Do you hold the Diploma in Special Education? YES

How long have you been in teaching? 25 years

How long have you been in Special teaching? 7 years (approx)

How long have you taught the class group? 3-4 years

Did you volunteer/were you chosen for involvement on the Language Fluency Project?

The class was chosen rather than I - possibly because it was top primary and spent
Why did you become involved? most of the day with class teacher. I agreed to become
involved when approached by the Headmaster.

Can you outline some of the communication problems mentally handicapped children have, aside from speech defects?

Due to poor background and environment some children are shy, withdrawn, unsociable and with limited vocabulary.

The Language Fluency Project has defined Socialised Language as interactive or conversational language

Do you feel this kind of "chat" has any place in the special classroom? If so, what importance do you attach to it?

Yes. The informality of the "chat" gives the children confidence to express themselves naturally and the fact that they are listened to adds to their confidence.

Do you think it can help the mentally handicapped child? If so, how?

See above.

Do you find the Language Fluency Project of use in your classroom?

To a certain degree. I would prefer to see it incorporated in all subjects rather than as an isolated project.

C1. Listening Skills

Was C1 successful in class?

If so, in what way?

Not very successful. Interest waned after first few days, especially in Self Awareness.

Was it useful in class?

If so, in what way?

The stories read were useful to the more able child in that their power of listening was further developed.

131

C2. Slide Sequence

Did the children contribute a) spontaneously?

b) with difficulty? ✓

Did they enjoy the slides? YES

Will you/have you used the slides in any other circumstances? NO

Any other comments?

Children had difficulty in comprehending contents of slides.

C3. Discussion Group.

Did you lead the group a) all of the time?

b) not much of the time? ✓

Did the pupils take the initiative a) all of the time?

b) some of the time? ✓

c) not much?

Which topic generated most discussion? Sport, television

Will you continue this with your group? YES

Any other comments?

Because of wide range of ability the more able children dominated the discussions.

C4. Visit to Old People's Home

How did the children react?

During first visits children were shy and reserved and a little self conscious in approaching the old people.

Did they enjoy the visits? YES

Do you think it made them more aware of:

1) Old people's problems and needs? YES

2) Time/History? YES

3) Community Concerns? To some degree - maybe.

Do you think an Old People's Home was suitable? If not, any other suggestions?

Yes. In our case it was unfortunate that the old people were rather senile, deaf and uncommunicative; children made a good effort but felt disappointed with lack of response from the elderly.

Was the Old People's Home willing to co-operate?

YES

Did you have any difficulties?

NO

Do you think the LFP structure has a place in the special classroom curriculum?

Yes, especially if incorporated with other subjects.

Have you noticed any difference in interpersonal relationships between teacher/pupils, and pupil/pupil? If so, what are these?

Not obviously.

How much part do you think teacher style plays in LFP functioning?

I feel that L. F. P. could be undertaken by any teacher

Have you noticed any changes in individual children which you might attribute to the effects of LFP, e.g. behaviour, courtesy, "bad" language, relationships, etc

It would be unfair to suggest that any change in behaviour, relationship, etc. be attributed to L. F. P.

Have you noticed improvements in other work areas, e.g. creative written work, etc?

See above.

Will you continue work within LFT guidelines with other groups?

To some degree.

Have other members of staff noticed any changes in your pupils which you might attribute to LFP benefits?

No member of staff has commented.

Have you discussed this with other members of staff?

The headmaster.

Did you feel that the LFP training programme

- a) made extra demands on your time? A little
- b) made excessive demands on your time?

Did you feel that co-operation/advice from your head was

- a) necessary?
- b) productive? ✓
- c) unnecessary?

Would you have appreciated external advisory support from

- a) psychologist? NO
- b) advisor? NO

Did you find Miss McCormack's visits

- a) helpful? YES
 - b) productive? YES
 - c) necessary to maintain your interest? NO
 - d) unnecessary?
-

How have the children reacted to the LFP Training Programme?

In a class of this size (17) and with such a wide range of ability, the brighter children give and gain more from the programme than the weaker ones who contribute very little and then only when prompted. This is also apparent in our visits. The "old folk" are very old and deaf and few show interest. However, the class love going.

What do you think of the LFP Training Programme :

(a) as an ongoing curriculum development?

The informality of the programme has helped in self expression. The weaker child's self confidence is boosted, if only in the fact that others actually listen to him/her.

(b) as part of future curriculum for special children?

I feel that any programme which helps to develop these children socially is good and should be integrated with ordinary class work.

Have you discussed it with your colleagues, and, if so, what were their reactions?

Mr. Campbell, headmaster, is all for anything that helps develop the social aspect.

Any Other Comments

Personal : The programme might be more successful with a small class (7 or 8) and with children as near ability as possible.

Language Fluency Project

School Report (Head Teacher)

1. Name: Matthew W. C. Campbell
2. School: Drummond School, Inverness (Minimally Mentally Handicapped)
3. No in School: 60

-
4. How was initial contact made between the Language Fluency Project and your school?

By personal request of Miss Andrina McCormack of your department.

5. Could you outline your main reasons for becoming involved in the Training Programme.

The description and objectives of the project impressed me as a yet further and promising method of stimulating oral communication by and amongst minimally mentally handicapped children and hopefully improving their depth of conversational powers.

-
6. Aside from speech defects, do you think that the mentally handicapped child
a) suffers from any communication problems?

YES/~~NO~~

- b) which are different from those of 'normal children'

YES/~~NO~~

- c) what would you see these as being?

With some children who are withdrawn and inhibited, their mental handicap is emphasised by serious self-consciousness, fear of being wrong and a resultant introversion which can further restrict educational and social development. With other children, characteristically more verbose, the shallowness of their conversational content reflecting their immaturity is the most obvious further weakness.

The Language Fluency Project has defined "socialised language" as interactive or conversational language, ie language which is not restricted by a task in hand.

Would you see this language as being particularly important for the mentally handicapped child, and if so, why?

see attached sheet (a)

Do you think it ought to be highlighted in the special classroom?

see attached sheet (b)

8. (a) How did you select your teacher to work on the Language Fluency Training Programme?

Selection of teacher was based on the age and ability of her class rather than on any particular characteristics of the teacher herself. It was felt that the 11/12 year old children in this school which is over-weighted with children of higher age both showed the need for and would benefit most from the programme.

- (b) Did you discuss the LFP with any of the rest of your staff

a) individually NO

b) in a group? Yes, but not in depth. It was felt the project should be confined to one class at this initial stage.

- (c) Did you find Miss McCormack's visits

a) helpful? YES

b) necessary to maintain the project? NO

c) constructive? YES

d) unnecessary? NO

- (d) Did you have discussions/contact with advisers, or any regional personnel on the LFP?

NO

9. (a) Did you think LFP succeeded in its aim of encouraging socialised language among mentally handicapped children?

Generally yes.

Answers to question 7

- (a) Yes. The paucity in some and the childishness in all mentally handicapped children are perhaps even more apparent in a residential school such as Drummond and there is particular need to foster general conversational powers in the former and greater maturity in conversation in all. Experience with some children has shown that weak conversational powers are too readily accepted as a direct measure of their mental handicap, granting there is some direct relationship between the two and the expectation level cannot be high.
- (b) Yes. Any activity encouraging conversational interaction is all important and special projects such as L. F. P. have a place but more importance is to be attached to the individual teacher's ability to encourage conversation both at class and individual level in the teaching of all subjects at all times.

(b) If so how? (Examples would be helpful)

138

During the actual sessions with LFP, those pupils who had more conversational ability benefited more than those with less ability. A very few of the latter became slightly less inhibited.

(c) Have you noticed any differences in interpersonal relationships between teacher/pupils, and pupil/pupil? If so what are these?

It has been said that control of the class when many moved to a higher class at the beginning of session was more difficult but I am inclined to the view that the particular children concerned would have incurred disciplinary problems in any case and it would be highly unfair to suggest that LFP contributed to the situation. (see also above answer)

(d) What part do you think teacher style plays in LFP functioning?

The teacher style is all important in any educational situation and in LFP it would be no more or less than revealed in the teaching of any other subjects. The confident, outgoing teacher would by virtue of her personality perhaps be able to gain more from her children in the project. Relative success cannot exclude this factor.

(e) Have you noticed any changes in individual children which you might attribute to the effects of LFP, eg behaviour, courtesy, "bad" language, relationships etc? There are far too many influences upon children in effecting

changes for me to attribute to LFP any changes noticed, and the time over which the experiment took place is also far too short to be able to make such an assessment. You will appreciate that many of my pupils are maladjusted as well as mentally handicapped and changes for the good or bad are therefore often residence or home based.

(f) How, if at all, do you think LFP structure fits into:

a) the special classroom curriculum?

While in its general philosophy, LFP has much to commend it, particularly in its structured programme, neither

b) the special school curriculum?

is it possible to set aside sufficient time nor can there be sacrifice of other subjects to accommodate it. The principals underlying LFP really require to be intimately integrated in the teaching of the basic and other subjects.

10. Did you have any feedback from parents about LFP/Socialised language?

NO

11. Will you continue work in this area in your school

a) with the same group In the form indicated by 9F and 7B above.

b) with other groups (please specify) All classes but as in 11a.

c) using LFP guidelines The general principals of LFP will be useful.

d) using other material (please specify) -

e) no.

Reasons given above.

12 Would you find more advisory support from your Region in this area

- a) helpful Yes but in more generalised form than the specific LFP programme
- b) unnecessary, due to enough already
- c) unnecessary?

13 What other developments, if any would you like to see in this area?

A real endeavour by Colleges of Education, Advisers, Child Guidance and Head Teachers to emphasise the need for interactive conversation at class and individual level in the teaching of all subjects at all times. Much is to be gained in this field by apparent incidental learning through positive and conscious endeavour by individual teachers.

Any other comments?

APPENDIX 15

INDIVIDUAL SCHOOL DATA : PILRIG PARK

Pilrig Park : Pre/Post Pilot Scores

	Jan	June
Douglas	54	52
Alan	49	58
Andrew B	66	66
Andrew F	61	60
Victor	90	60
Paul	38	38
Isobel	92	78
Michelle	41	56
Marion	76	71
Boys X	59.6	55.8
Girls X	69.6	68.3
total X	65.2	59.8

School Report

(Teacher)

School Pilrig Park
Name Mrs Grenfell
Class S.2
No. in Class 12
No. in School

Do you hold the Diploma in Special Education? Yes

How long have you been in teaching? 19 years

How long have you been in Special teaching? 4 years

How long have you taught the class group? 1 year

Did you volunteer/were you chosen for involvement on the Language Fluency Project?
I asked to participate

Why did you become involved?

Because I believed it would be of benefit to the class and for my own
teaching experience.

Can you outline some of the communication problems mentally handicapped children
have, aside from speech defects?

Aggression, inability to express needs and emotions, lack of expression
due to a feeling of inadequacy.

The Language Fluency Project has defined Socialised Language as interactive or
conversational language

Do you feel this kind of "chat" has any place in the special classroom? If so,
what importance do you attach to it?

Yes. The importance being that whereas Socialised Language is a natural
response to normal children it has to be learned by special mentally handicapped
children.

Do you think it can help the mentally handicapped child? If so, how?

Yes - helps to facilitate socialised language which he will need in order to
cope with interaction outside of school life.

Do you find the Language Fluency Project of use in your classroom?

YES

C1. Listening Skills

Was C1 successful in class? Yes

142

If so, in what way? Children responded and with practice I observed that they were increasing recall of the number of sounds heard (further afield)

Was it useful in class? Yes

If so, in what way? Directions and simple instructions followed more clearly ---- emphasis had been placed on LISTENING.

C2. Slide Sequence

Did the children contribute a) spontaneously? Spontaneous by later on
b) with difficulty? but with difficulty earlier.

Did they enjoy the slides? Yes - identified with the subject matter

Will you/have you used the slides in any other circumstances?

NO

Any other comments?

Problem of setting up slide projector and screen - preferred to use interesting pictures from real life for discussion.

C3. Discussion Group.

Did you lead the group a) all of the time? At first

b) not much of the time? Later

Did the pupils take the initiative a) all of the time? Later

b) some of the time?

c) not much? At first

Which topic generated most discussion? School

Will you continue this with your group? Yes

Any other comments?

Initially discussions were a strain - being in close proximity of each other would aggravate the children and they would punch, kick and curse each other - a year later - the change of attitude is remarkable, the children can be left without my supervision (or even presence in the classroom) and will be "sociable" towards each other.

C4. Visit to Old People's Home

How did the children react?

Did they enjoy the visits?

Do you think it made them more aware of:

1) Old people's problems and needs?

2) Time/History?

3) Community Concerns?

Do you think an Old People's Home was suitable?
suggestions?

Was the Old People's Home willing to co-operate?

Did you have any difficulties?

Permission not granted by
Head Teacher difficult
to arrange.

In order to keep this aspect
within my co-operation with
the L. F. P. the question of
age was focused on in a
different manner, e. g.
If not, any other
pictures of the elderly cut out -
their needs discussed - love of
grandparents - helping the e
elderly, etc. etc.

Do you think the LFP structure has a place in the special classroom curriculum?

YES

Have you noticed any difference in interpersonal relationships between
teacher/pupils, and pupil/pupil? If so, what are these?

YES

How much part do you think teacher style plays in LFP functioning?

A MAJOR PART ----- many teachers feel discussion and conversation is
"wasteful of time".

Have you noticed any changes in individual children which you might attribute
to the effects of LFP, e.g. behaviour, courtesy, "bad" language, relationships, etc?

Out of ten - two children in particular.

Have you noticed improvements in other work areas, e.g. creative written work, etc?

Creative written work yes, more confidence with reading and in general a
desire to learn in order to cope with keeping a job once they have left school -
the class pupils from what I can gather from discussion are definitely better
motivated than previously.

Will you continue work within LFT guidelines with other groups?

YES

Have other members of staff noticed any changes in your pupils which you might attribute to LFP benefits?

YES

Have you discussed this with other members of staff?

YES (two out of eight staff members)

Did you feel that the LFP training programme

a) made extra demands on your time? NO

b) made excessive demands on your time? NO

Did you feel that co-operation/advice from your head was

a) necessary?

b) productive?

c) unnecessary? ✓

Would you have appreciated external advisory support from

a) psychologist?

Not particularly

b) advisor? ~~---~~

Did you find Miss McCormack's visits

a) helpful? ✓

b) productive? ✓

c) necessary to maintain your interest? NO

d) unnecessary?

How have the children reacted to the LFP Training Programme?

Initially not forthcoming - any comments made were directed at me seemed almost mistrustful of the situation - embarrassed by awkward silences. The language conversed in, was at first, expressed in vulgarities (especially from the boys). No give and take of social interaction. Phrases like "shut up you bam" hurled at the girls. Now after 10 weeks of L. F. P. a marked improvement not so much in output of ideas, but exchanges of courtesy in the give and take of social interaction. They are now talking to each other, not so dependent on me for direction, no longer vulgar (only occasionally!) and more confident that their ideas and opinions will not be scorned in a barrage of abusive language from the more aggressive members of the class.

What do you think of the LFP Training Programme :

Highly valuable - imperative in fact!

(a) as an ongoing curriculum development?

- it will have my full support - in the relaxed atmosphere I feel that the teacher too learns a lot about the pupils - build up trust and respect for each other.

(b) as part of future curriculum for special children?

An exciting breakthrough in communication and social skills training for these children - These children may have academic problems but I feel they have tremendous wit and colourful personalities given the sustained opportunity at school, benefit their adaptability for expression of themselves in later life.

Have you discussed it with your colleagues, and, if so, what was their reactions?

Yes - members of staff a little cautious to be involved in a pilot scheme I think they may be wary of any additional work it may involve them in (record keeping, etc.). Recently, combined with another class, same age group but better facility for language - explained set up to teacher - good session. Children interacted well (still looked to me for guidance and the visiting class would raise their hands at first). Discussions amongst each other got under way, but discipline with the twenty one pupils never out of control. The visiting teacher thought that far more would have been achieved on formal lines. (Topic T.V.) She was most interested but would have liked to stimulate the situation more by intervention on her part. (She'd obviously missed the point of the exercise).

I think the enjoyment that the pupils and teacher get out of the casual discussion is also of great value.

Listening exercises - have had a carry over to general discipline in class - children will now stop and listen when given an instruction.

APPENDIX 16

INDIVIDUAL SCHOOL DATA : BALWEARIE

LANGUAGE FLUENCY PROJECT

School Report

(Teacher)

146

School Balwearie High School, Special Education Department

Name Murdoch Taylor

Class Five

No. in Class Fourteen

No. in School

Do you hold the Diploma in Special Education? YES

How long have you been in teaching? Seven years

How long have you been in Special teaching? Five years

How long have you taught the class group? One year

Did you volunteer/were you chosen for involvement on the Language Fluency Project?
Volunteered

Why did you become involved?

I have a general interest in the part that language fluency can play in overall development.

Can you outline some of the communication problems mentally handicapped children have, aside from speech defects?

Often they have a low appreciation of themselves which has a big effect on their feeling of competence re language.

The Language Fluency Project has defined Socialised Language as interactive or conversational language

Do you feel this kind of "chat" has any place in the special classroom? If so, what importance do you attach to it?

In that the "chat" is held in a fairly informal way and is often accompanied with blackboard illustration plus a little acting by the teacher it is often very useful.

Do you think it can help the mentally handicapped child? If so, how?

I think what is said above is answer enough.

Do you find the Language Fluency Project of use in your classroom?

YES

C1. Listening Skills

Was C1 successful in class?

If so, in what way?

147

This depended on the input and in general I found it stimulated fluency of language plus imagination.

Was it useful in class?

If so, in what way?

C2. Slide Sequence

Did the children contribute a) spontaneously? YES

b) with difficulty? NO

Did they enjoy the slides?

Yes, because they provided interesting new visual experience.

Will you/have you used the slides in any other circumstances?

NO

Any other comments?

C3. Discussion Group.

Did you lead the group a) all of the time? NO

b) not much of the time? YES

Did the pupils take the initiative a) all of the time? NO

b) some of the time? YES

c) not much?

Which topic generated most discussion?

Will you continue this with your group?

Any other comments?

C4. Visit to Old People's Home

148

How did the children react?

Did they enjoy the visits?

Do you think it made them more aware of:

1) Old people's problems and needs?

2) Time/History?

3) Community Concerns?

Though contact was made with the Home the visits did not materialise.

Do you think an Old People's Home was suitable? If not, any other suggestions?

The Old People's Home may have worked but I feel that a Nursery or Day Centre would have also been interesting.

Was the Old People's Home willing to co-operate?

Did you have any difficulties?

Do you think the LFP structure has a place in the special classroom curriculum?

It is difficult to be categoric but I would say it plays a significant part in Balwearie though we don't call it L.F.P.

Have you noticed any difference in interpersonal relationships between teacher/pupils, and pupil/pupil? If so, what are these?

How much part do you think teacher style plays in LFP functioning?

Each teacher finds their own way but I stress the general school atmosphere as crucial.

Have you noticed any changes in individual children which you might attribute to the effects of LFP, e.g. behaviour, courtesy, "bad" language, relationships, etc?

YES

Have you noticed improvements in other work areas, e.g. creative written work, etc?

Only in general terms.

Will you continue work within LFT guidelines with other groups?

YES

Have other members of staff noticed any changes in your pupils which you might attribute to LFP benefits?

Have you discussed this with other members of staff?

There is general interest here, all teachers could say they are doing this kind of thing.

Did you feel that the LFP training programme

a) made extra demands on your time? YES

b) made excessive demands on your time? NO

Did you feel that co-operation/advice from your head was

a) necessary? Totally necessary

b) productive? YES

c) unnecessary?

Would you have appreciated external advisory support from

a) psychologist?

b) advisor?

Did you find Miss McCormack's visits

a) helpful? YES

b) productive? YES, in that we were on the same wavelength.

c) necessary to maintain your interest?

d) unnecessary?

Here are some examples of aural/listening work with the kids, formal and informal. This group of kids seem to me to be a bit livelier than most in discussion terms, apart from one girl who does retreat either into helpless giggles or sullenness which can and does have a devastating effect indeed and can ruin promising discussion, all of the others need a referee if you know what I mean. In a word I think the whole spectrum is present from the voluble and imaginatively expressive through the strugglers to the girl I have mentioned.

For example :

We did a what did you "do and see" at the week-end. This was after I had explained my own Friday evening, Saturday and Sunday. I told them about shopping, 'phoning my daughter who has a $2\frac{1}{2}$ year old, Hoovering, gardening and keeping the house clean. I enclose the notes. The journey on the back came about because we had a "side" discussion about holidays and I told them.

This small sample is of seven boys and two girls. There were, as always, lots of asides. When you come I will discuss in more detail the characters and you will be able to observe for yourself.

We had a fascinating discussion on two occasions about animals and their young. This led to mums having babies and the way fathers react.

You know the film "Ring of Bright Water" - I asked had they watched - most had. They were all sad about the death of the otter - so I said "Was that the end?" "Naw three young otters came to the shore" - where did they come from? I drew a house, a bag and a small island and we discussed how the otter swam to the island and met his mate - a very matter of fact discussion about having babies.

I am at the moment reading a story called "The Trumpeter Swan". In it there are seven cygnets and when they were born the male swan (called a cob in case you don't know - I didn't), gets all puffed up with his own importance, uses pompous language and in general takes all the credit. So I asked - "Was this fair?" We agreed it wasn't but that dads in general were a bit like that. All puffed up with their own importance.

Finally, for the purpose of this section, two other things. Around the swan story I asked them what was imagination and got - "Thing in ye're heid". What was knowledge - "Things ye ken". Like what? :

- not to cross the road, etc.
- not to touch an electric fire or kettle.
- not to play with sharp knives.

So I took the kettle as an example on the board.

Imagination

Knowledge

Boiling Kettle

What can happen ?

I got :

Burn

Doctor

Ambulance

Hospital

Bed

Nurse

Visitors

Juice - Sweeties

Bandage

Jags

We played with vowels on two occasions :

A E I O U

I drew a man on the board (very badly) his five fingers were the vowels. We counted the vowels in everybody's name and then wrote the names leaving out the vowels, we tried to say the names without vowels. So that Alister Potter

came out as Plister Aotter - great howls of laughter and maybe even some understanding.

I am only now working on the slides and will keep a fairly detailed record of what happens and pass it on to you.

I hope this gives you some idea of what I am doing.

Yours sincerely,

Murdoch Taylor

Examples :

My Week-end - Friday Evening

Andy : Got up - made breakfast, bairns breakfast
 Store Butcher - bacon, 12 lb pot. $\frac{1}{2}$ loaf, tin beans, rolls
 Meds -
 Dad went out 6. Did the kitchen - Michele toast. Took
 Michael up the field.

David : Playing at sodgers.

Douglas
 Kenneth : Did the dishes - washed dried potatoes, beans, cabbage
 Football Saturday
 Did the dishes - supper - marg, jam, apple - Ted

Christine : Made tea, toast, bed. Woke up brother - shoes on, combed
 hair - hands, face, teeth.

Joe : Cleaned a mirror - Mr Sheen - china cob. Kitchen - tea toast -
 sometimes - dad went to see doctor - watched TV Daisy, Daisy,
 Crown Court - sold a rabbit - Terry Greg Rab Blackie Tina
 Played at night time. Played - saw an olden days car - silver -
 gold - lots of colour - multi-colour.

- Andy : Went to Markinch - bus - Paul - Aunt Annie, 14 York Place
 suitcase - Gunners Club. Rolls at Gunners - Bingo
 Sook the ploor - Responsible (Michael). Took him to bed
 Hides his dummy. Michelle 3 - Thomas Muir - auld buses
 Emergency door -
- Connie : Shops for Mrs Lindsay. A dug was following. Made dinner.
- Douglas K : Friday - brothers - brought a dartboard - Tea
 Play on a skateboard.
 Thunderbirds - fire - garage - building on fire
 Good dinner - bread, soup, tea - roast potatoes, beans, turnip
 62p.
 That's Life - Swimming Pool 12p. Table Tennis - Squash 30p
 Pocket Money 20p - Three brothers, one sister. Brothers 14,
 19, $7\frac{1}{2}$. Sister Sylvia 10.
 Went to the park, football - river.
- Thomas : Got tea - egg - s/s, potato scone, soda scone.
 Film - Streets of San Francisco, story - bird.
 Petrocelli - Swimming Pool.
 Slept in forgot his
- Alistair
 the "Pot" : Saturday met his pal - played with soldiers, threw darts -
 I won the War - Home see him in half hour - S.N.P. car
 sticker - 22 S.N.P. car stickers - A Currie - Cleish Gardens
 Tea - chips. Watched T.V.
 Sunday - Pals. S.N.P. Papers through doors - chips, cola -
 War film. Ideal Home - tea - chips, steak pie, peas. Got a
 "99"

Language Fluency Project

School Report (Head Teacher)

Name: Mr. A.S. Gardner

School: Balwearie High, Department of Special Education, Kirkcaldy.

No in School: 100 pupils

How was initial contact made between the Language Fluency Project and your school?

By 'phone

Could you outline your main reasons for becoming involved in the Training Programme.

The importance of language experience! Is recognised as an important part of the curriculum throughout the school.

Aside from speech defects, do you think that the mentally handicapped child
a) suffers from any communication problems?

YES/~~NO~~

b) which are different from those of 'normal children'

YES/~~NO~~

c) what would you see these as being?

Lack of language and the use of language.

The Language Fluency Project has defined "socialised language" as interactive or conversational language, ie language which is not restricted by a task in hand.

155

Would you see this language as being particularly important for the mentally handicapped child, and if so, why?

Will help with communication skill - a particular area of weakness.

Do you think it ought to be highlighted in the special classroom?

Should be an important part of a well planned and balanced curriculum.

How did you select your teacher to work on the Language Fluency Training Programme?

The teacher concerned was showing a special interest in language with activity based activities such as baking.

Did you discuss the LFP with any of the rest of your staff

a) individually ✓

b) in a group? ✓

Did you find Miss McCormack's visits

a) helpful? ✓

b) necessary to maintain the project?

c) constructive?

d) unnecessary?

Did you have discussions/contact with advisers, or any regional personnel on the LFP?

No - it may be difficult to find people with the necessary knowledge and experience.

Did you think LFP succeeded in its aim of encouraging socialised language among mentally handicapped children?

If so how? (Examples would be helpful)

156

Have you noticed any differences in interpersonal relationships between teacher/pupils, and pupil/pupil? If so what are these?

Much more relaxed communication between teacher and pupil and a less aggressive attitude between pupils who can perhaps express themselves a bit better now.

What part do you think teacher style plays in LFP functioning?

A quiet, relaxed manner would be the most beneficial.

Have you noticed any changes in individual children which you might attribute to the effects of LFP, eg behaviour, courtesy, "bad" language, relationships etc?

Individual children have benefited - one pupil who was an elected mute for four years.

How, if at all, do you think LFP structure fits into:

a) the special classroom curriculum?

b) the special school curriculum?

Reading, the Language Arts, Writing and Classroom Activities.

Did you have any feedback from parents about LFP/Socialised language?

NO

Will you continue work in this area in your school

a) with the same group

b) with other groups (please specify)

c) using LFP guidelines

d) using other material (please specify)

All classes devote time to this work which will continue.

Would you find more advisory support from your Region in this area

- a) helpful
- b) unnecessary, due to enough already
- c) unnecessary? ✓

What other developments, if any would you like to see in this area?

The acquisition of a video-tape system to tape and play back class and school activities to enhance the learning situation.

Any other comments?

APPENDIX 17

LETTER TO SCHOOLS

Tel. 041-339 885

Ext. 7409

The University,
Glasgow.

Education Department,
1 Lilybank Gardens,
Glasgow. G11.

15th February, 1980.

Dear

During last year I understand that you co-operated with Miss Andrina McCormack on the Language Fluency Project.

As supervisor of Miss McCormack's work, I am at present attempting to assess the impact of the Project in those schools that participated in it.

I am writing, therefore, to request your further co-operation in completing the enclosed School Reports, one for the Headteacher or his/her representative, and one for the teacher on the LFP.

The questionnaire is an attempt to draw out the effects of the LFP as seen from the professional teaching point of view and your full, realistic comments would be helpful. May I emphasise that the questionnaire deals with the LFP material only and is in no way an attempt to assess your staff or school.

Should you be willing to help with this assessment, I would be grateful if you could return the completed questionnaire to me as soon as possible, preferably by February 29th.

Your replies will be treated with the utmost confidentiality and I would hope that you will feel free to give your frank opinions.

Many thanks for your help in anticipation.

Yours sincerely,

J. E. Wilkinson

Encl.

APPENDIX 18 -

BACKGROUND/TEACHING NOTES

LANGUAGE FLUENCY PROJECT

TRAINING PROGRAMME

TEACHERS NOTES

Thank you for agreeing to participate on the Language Fluency Project Training Programme.

The development of this programme had three major stimulants:

- 1) The Warnock Report
- 2) Mental Health Education in SHEG
- 3) New trends in social skills

The programme runs from October 1981 through to June 1982, overall a thirty week programme. Four major activities are spread over these thirty weeks as outlined later.

Children will be assessed before the programme begins, and in June 1982 to measure for changes in their language.

The major source of information however is from you as the teacher who knows the group best. With this in mind, you are asked to keep a short record of the programme.

These notes should outline the thoughts behind the Language Fluency Project Training Programme. It may be helpful for you to read through them before the programme begins on week beginning 26th October later this month.

1

Integration and the Warnock Report

In 1978 the Warnock Committee published "Special Educational Needs" and made several crucial recommendations for future developments in special education, which included:-

- a) that children should no longer be "categorized" according to their specific handicap.
- b) that post-16 education and training should be expanded for children with special needs, and
- c) that integration, at (i) locational; (ii) social and (iii) functional levels should be aimed at.

If children with special needs are going to live their lives without what may be seen as a "protective" label of "special", then they must be able to cope with the pressures of daily life, relate to their environment, and others around them, and make decisions about their own lifestyle, as far as they are able.

Teenagers leaving school with better social skills, with improved communication skills, can benefit more fully from courses offered in further education colleges. They can also integrate more easily with those around them, and join in with what is going on around them, thus promoting integration at a real and useful level.

PHYSICAL ENVIRONMENT AND MENTAL HEALTH

- i) body
- ii) housing
- iii) working conditions
- iv) general environment

It should be noted that each of these 'spotlights' has a positive function for both the phylogenetic and ontogenetic development of man. When, however, conditions become extreme, ie. too much/too little aggression or stress, too much/too little change in mood state, sociopathic reactions result, and alleviating measures must be taken if the individual is to survive as an integrated person.

Mental Health and the School

The school is one of the main socialising agents for the developing child. School life and school based activity form a major component within the child's day to day schedule.

Throughout the history of educational philosophy, there runs a strong thread of discontent with educational practice - from Socrates and Plato, through Rousseau, to modern writers like Reimer or Neill.

It is recognised that the school system has a detrimental effect on certain children, and yet this awareness has not yielded as much practical implementation of alleviating programmes as might be desired.

Such "alleviating programmes" have their roots in mental health education, which should offer to the recipient a means whereby varied experiences may be absorbed, and accumulate a reliable code of values on which the individual may draw in order to function successfully within his environment.

Mental Health and the Pupils

If educational input is going to be retained by the individual, his mental functioning must be of such a standard as to assimilate, understand and retain new information as he proceeds through the school system.

And yet it is that very school system which works against the individual by pressurising him with examinations, high work standards, the "success" ethic to the extent that many children believe themselves to be failing, when in fact only their criteria of failure reference are in question.

Teachers have a responsibility to thus build into their programmes, training and education in the field of value judgement and decision making skills. Only with these as the basis of health awareness, will progress be made in the areas of the "spotlights" and the life crises structure mentioned earlier.

The Way Ahead

Health forms the basis of all our educational theory - without a healthy mind and body, functioning at a personally acceptable level, no child will benefit from educational experience. Without healthy teachers and parents, no child will have the school and home support so necessary to carry the child over difficult phases in his development.

Mental Health Education

With the increasing sophistication, health education, as it moves away from the informative stage, or secondary preventive stage - Stop Doing What Is Bad For You - to the promotive and positive stage of Primary Prevention - Live a Healthy Lifestyle - has come a move away from the ethic of curative medical model, where terms tend towards the absolute:- you either have cancer or you don't - to the promotive psychosocial model of communication, where terms tend towards the relative. In the mental health sphere, this means that there exists a continuum of mental state, with mental health at one end, characterised by an individual who functions successfully with his environment, has good self esteem, exhibits acceptable reactions and behaviour, and copes with changes and upsets; and mental illness at the other where the individual does not function successfully, but lives within the unrealistic world of phobias, neuroses and psychoses.

This continuum may be structured as an eight component model, within which the individual works.

MOOD STATE	Yielding	<ul style="list-style-type: none"> i) normal emotional reaction ii) psycho/physiological dependence iii) depression iv) hyperactivity v) suicide
STRESS	Leading to	<ul style="list-style-type: none"> i). normal pressures to maintain motivation ii) aggression iii) alcoholism iv) smoking v) drugs vi) promiscuity vii) withdrawal
AGGRESSION		<ul style="list-style-type: none"> i) normal drive to promote activities ii) violence iii) social isolation iv) emotional disorder v) relationship breakdown vi) vandalism vii) sexual violence viii) lethargy
RELATIONSHIPS		<ul style="list-style-type: none"> i) intrapersonal, ego integration ii) interpersonal, social integration iii) breakdown
COMMUNICATION		<ul style="list-style-type: none"> i) verbal ii) non-verbal iii) breakdown/lack
SOCIAL SKILLS		<ul style="list-style-type: none"> i) presentation of self ii) social functioning iii) relationships/communication iv) maladaptive social behaviour
COPING SKILLS		<ul style="list-style-type: none"> i) awareness of environment ii) normal reactions iii) psychological balance iv) breakdown

The responsibility lies with teachers to highlight mental wellbeing as a desirable and attainable stage, and so offer the new generation the opportunity of an improved lifestyle based on personal value.

3 Social Skills

Much of the stigma attached to mental handicap, and much of the social prejudice showered upon mentally handicapped people comes from fear and lack of knowledge among so called normal population. People are unsure as to how mentally handicapped people will act. Mentally handicapped children often miss out on the development of social behaviours and as a result may behave in ways that are socially unacceptable.

Professionals, however, are in a position to compensate for this by ensuring that the mentally handicapped child can learn, in a structured fashion, social behaviour which goes far along the way to promoting integration with others. This is not to suggest that any kind of "middle class veneer" or meaningless false social "acting" be drafted on to the child.

But by giving the child basic social skills, the teacher is opening up new vistas of experience for the child to enjoy.

THE TRAINING PROGRAMME

4 The Training Programme

Conversation is a neglected art in most schools. Usually the teacher talks and then the child. Only one person may speak at a time, and then in a formal way. In the words of Pooh Bear, "This isn't conversing - not first one, and then the other".

However, the "basis of all language is everyday speech, the ordinary intercourse between people" (Lewis, Language in School). For the mentally handicapped child, such "ordinary intercourse" presents often insurmountable problems, failure in this area accumulating such negative reinforcement from his environment that the child is forced to withdraw into silence, aggression

The passivity characteristic of many mentally handicapped children is encouraged early on by the lack of maternal stimulation given them as babies (Buium et al, 1974). On reaching school, his low level functioning forces the child low in the social order of the class, and it is only when he reaches the special school situation that he can find himself on a par with his peers.

The responsibility that lies with the special teacher to encourage in the child a greater awareness of his environment, so that in taking from his surroundings, he can offer more to those around him, thus increasing confidence, self esteem and socially preparing the child for later life.

The LFP training programme attempts to reflect this reciprocal process, by involving the child in a four-block training schedule. Each of these blocks is independent, but at the same time forms a functional interdependence with the other three blocks.

The four blocks are sub-divisions of two main components as follows:-



5 The teacher most likely to succeed is the one who really takes an interest in the lives and thoughts of his pupils, and values of their opinions. He respects each child's personality, and creates in his room an atmosphere in which fluent and expressive speech can have natural growth. He guards against making classroom language different from outside language. After all, we don't always speak in sentences. And if we make a grammatical error, we don't like it if someone correct us (Sansom).

Speech is not a mechanical process which can be improved by a few written exercises, or reciting a poem. It is a reflection of the speaker's mind, feelings and imagination, his whole personality.

The input/output reciprocity reflected in the LFP Training Programme, acknowledges this unifying process, and offers graded training in the functional components of socialised verbal interaction.

5 Component 1: Listening Skills

Listening - "being a good listener" - is one of the basic skills of conversation and successful social interaction. Not only necessary for hearing what the other person has said, listening can encourage a person to talk, and aid in building social and personal relationships. And yet, in this noisy, busy world of ours, just how many sounds do we actually hear?

The teacher should encourage his pupils to listen and in doing so will:

- 1 improve concentration
- 2 help the children follow directions more accurately, since they will have listened more carefully,
- 3 reduce extraneous and nonproductive noise levels in class.

Offer them as many "listening only" experiences as possible, and be conscious throughout the day of encouraging the children to listen more closely.

Never raise your voice above the noise level, or if the class is quiet above a normal speaking tone, as this serves only to excite the class, and make more noise to compensate.

WAIT FOR THEM TO LISTEN, DO NOT FORCE THEM TO HEAR.

It would be helpful if you would record any comments on each "week" page, as you do the lesson, eg. how the children react, how they enjoyed the exercise.

Week 1: October 26th

Settle the children so that they are comfortable, whether it be on the floor, or at their desks.

Read them a story which lasts about ten minutes.

Your voice is better than a tape, as it is more familiar, and more immediate.

Don't ask them questions afterwards, as this will make it more a "task" for them.

Do this twice this week, on two separate days.

COMMENTS:

Week 2: November 2nd

This week needs 3-5 minutes per day. More than this and the children lost concentration and become bored.

Tell the children to close their eyes, and listen to the sounds around them. Eyes should remain closed in order to reduce distraction from visual input.

Ask the class as a whole what they hear. If individual children are singled out, the "task-oriented", classroom pressures will build up anxiety.

The children may not say anything at first, so encourage them with "I hear". They should be allowed to answer without being asked directly. If after a few days particular children are continually silent, then encourage them with "Do you hear?" but not "What do you hear?"

Ask the class to close their eyes, and plug their ears with their fingers. Ask them what noises they hear inside their body.

If a stethoscope is available, let them hear their own, and others', heartbeat.

Let them "hear the sea" from a shell.

Week 3: November 9th

This week is a repeat of week 1, but this time read two stories which the children have not heard before.

It is important to encourage a relaxed atmosphere during these times.

COMMENTS:

Week 4: November 16th

This is a repeat of week 2, ie. 3/5 minutes each day of listening for sounds outside.

Children should be encouraged to talk one at a time, not through each other, and not so loudly as to "block out" sounds for other people.

COMMENTS:

Component 2 (C2) Slide Programme

This part of the programme takes approximately twenty minutes per week.

C2 is a higher level form of awareness training than C1 where only one sensory channel (ear) is used. C2 not only employs eyes and ears, it encourages the child to imagine how he would behave, what he would say in certain situations.

Each slide shows the same family in different situations.

Ask the group what they think the people in the slide are saying.

What would they say in a similar situation?

How do they think the people feel in the pictures?

Wait for them to speak, don't force them to talk.

Begin each week by showing slides 1 and 2. Ask them if they remember the names of the people, and what they do.

Week 5: 23 November

Use slides 1 and 2.

Show them to the children and tell them they will be seeing these people in different slides over the next couple of weeks.

Ask them about them - have them put names to them.

Ask the group what they think they do, and how old they are.

Allow the group to make comments which will familiarise them with the people in the picture.

Allow them to talk about their own family, where they live, how many brothers and sisters they have etc.

Note down some of the things the children have said.

Week 6: 30 November

Begin by showing slides 1 and 2.

Slide 3 shows three of the family out for a walk.

Ask the children where they think they are, and why.

Ask them what they think they are saying to each other.

What would the children be saying if they were there with them?

Record if possible some of the things the children have said.

Week 7: 7 December

Show slides 1 and 2.

Slide 4 shows the whole family at Christmas dinner.

Ask the children what they think they are saying to each other.

What would they be saying if they were there?

Ask them to talk about Christmas and what it means to them.

COMMENTS:

BREAK

FOR

CHRISTMAS

Week 8: 11 January

REVISION WEEK

Do a three minute listening session with the children every day this week to focus their attention on listening.

COMMENTS:

Dis you notice a difference after the holiday break?

Week 9: 18 January

Begin by showing slides 1 and 2.

Slide 5 shows three members of the family out in the snow.

Ask the group what they think they are saying and how they feel?

Why are they out in the snow?

What does the group do in the snow?

COMMENTS

Week 10: 25 January

Begin by showing slides 1 and 2.

Slide 6 shows only the mother and father in a garden.

Ask the group what they think they are saying to each other.

What do adults talk about?

COMMENTS

Week 11: 1 February

Begin by showing slides 1 and 2.

Explain to the children that this is the last set of slides that they will see.

The family want to plan their summer holiday. Here they are at the beach.

What are they saying to each other?

What would they be saying if they were there too?

COMMENTS:

Component 3 (C3) - Self in Subculture - Discussion Sessions

As well as taking in information from the environment, the child must learn to give of himself. C3 encourages participation through language in the social, subcultural environment, by a series of discussion sessions round a topic familiar to the children. The topics have already been used in LFP, Phase One, and were found to be successful in increasing spontaneous language in mentally handicapped children.

C3 aims to encourage the mentally handicapped child to be aware of his subculture as a situation where he can participate meaningfully through language, with his peers.

The teacher should tell the children the day before the discussion takes place, which topic will be placed before the group.

The group should be seated as informally as possible, perhaps round a table (not the teacher's desk) or on the floor. The teacher should introduce the topic by saying "To-day we're going to talk about Does anyone have anything to say?"

The teacher should support the conversation if it flags, and encourage the reticent children to contribute, if they seem to want to. They should not be forced to say anything, but signs of willingness to participate should be encouraged.

If one child seems to be taking the floor, gentle negative reinforcement should be offered. At the same time the teacher should encourage another child to talk.

If the discussion veers away from the original topic, then, as long as it is a natural progression, this should not be stopped, as conversation covers many areas, and rarely adheres to the one topic over time.

C3 topics are:-

School	Music
Pets	Television
Food	The Beach
Games and Sports	Holidays

These may be discussed in any order over eight weeks.

The teacher is there to maintain discipline, if necessary, to support the conversation if it flags, to informally guide the discussion. Guard against turning the discussion session into a teaching session, and don't be afraid of silence. Allow the children to feel the pressures to talk.

WAIT FOR THEM TO CONVERSE, DO NOT TEACH..

Week 12: 8th February

Topic discussed:

How did the children react?

Did they enjoy the discussion?

Any other comments?

Week 13: 15th February

Topic discussed:

How did the children react?

Did they enjoy the discussion?

Any other comments?

Week 14: 22nd February

Topic discussed:

How did the children react?

Did they enjoy the discussion?

Any other comments?

Week 15: 1st March

Topic discussed:

How did the children react?

Did they enjoy the discussion?

Any other comments?

Week 16: 8th March

Topic discussed:

How did the children react?

Did they enjoy the discussion?

Any other comments?

Week 17: 15th March

Topic Discussed:

How did the children react?

Did they enjoy the discussion?

Any other comments?

Week 18: 22nd March

Topic Discussed:

How did the children react?

Did they enjoy the discussion?

Any other comments?

Week 19: 29th March

Topic Discussed:

How did the children react?

Did they enjoy the discussion?

Any other comments?

**BREAK
FOR
EASTER**

Week 20: 19th April

REVISION WEEK

Try to do 3/5 minute listening session with the group each day to focus their attention following the Easter break.

COMMENTS:

Week 21: 26th April

REVISION WEEK

Discussion group: topic - Easter Holidays.

What the children did over Easter.

What will be happening during summer term etc.

COMMENTS:

Any change in the children over Easter?

Component 4: Drama and Role Play

Drama therapy and role play are playing an increasingly important part in the education for the mentally handicapped pupil.

Innovations both in England and overseas have complemented work done in Scotland by Theatre Workshop who are heavily committed to work with groups of handicapped people of all ages.

Component 4 of the Training Programme utilizes drama within the classroom setting to allow children to explore socialised language in different settings.

Ideally such classroom situations would be backed up by visits to actual settings outside. This may however provide practical problems which may be difficult to overcome.

Week 22: 3rd May

Situation: The Family

Show the group slides 1 and 2 of the C2 slide set..

Remind them of the names they gave them and the kinds of things the Group had talked about when looking at the slides.

Divide the groups into fours.

Ask them to choose a role within a family - father, mother, child etc.

Ask them to pretend that they are all sitting having their tea.

What kind of things would they say to each other?

The group should not "perform" to each other, but the teacher should oversee them, without taking part.

Each group should role-play for about twenty minutes.

COMMENTS:

Week 23: 10th May

Situation: The School

Talk to the children about the school, the headteacher, and the other members of staff.

Divide the group into small groups of two or three and ask them to identify who they want to "be" on the staff.

Ask them to play out having a cup of coffee over break-time.

What kind of things do known adults talk about?

COMMENTS:

Week 24: 17th May

Situation: Two friends have a cup of coffee.

Divide the group into twos.

Ask them to play that they go for a coffee with a friend.

What kind of things do they talk about?

COMMENT:

Week 25: 24th May

Situation: A Restaurant

As a development of the previous week, a group of friends go out for a cup of coffee.

Identify, a waiter/waitress and three "guests".

Allow for two groups if necessary so that each child will have as much opportunity to talk as possible.

Allow them to "play out" what they say during the meal.

COMMENTS:

Week 26: 31st May

Situation: Birth of a new baby.

Divide the group into four. Identify the "new mother" and the "new father".

Other two members are friends who are visiting to see the new baby.

What kind of things do they talk about?

Have them choose names that are different from their own.

Week 27: 7th June

Situation: The Beach

A group of friend go to the beach on a Saturday afternoon.

Divide the groups into three's or four's and have them "play-out" what they do and say at the beach.

Allow tbem to choose definite names different from their own.

Week 28: Final Session

Get the children together in a very informal discussion setting - perhaps outside, or away from the classroom.

Remind them of the listening exercises they did by doing a three minute session with them.

Show them all the slides from Component 2.

Remind them of the kinds of things that they talked about in Component 3, and the various situations that they worked in while completing Component 4.

Ask them how they enjoyed the various activities, and which one they liked best.

Ask them why they liked it best.

COMMENTS:

APPENDIX 19

SPEECH THERAPISTS REPORTS

LANGUAGE FLUENCY PROGRAMME - SPEECH THERAPY SCREENING

A total of 24 children in 4 schools took part in this aspect of the project. There were 12 girls and 12 boys with an age range of 11 to 13 years (8 children), 13 to 14 years (6) and 14 to 15½ years (10).

The children were screened by the speech therapists at the beginning of the project (November) and towards the end (June). The screening was in 2 parts. First, the therapists judged the child's phonological system/speech sound production in terms of nil, mild, moderate or severe impairment of intelligibility and the relevance of output and responses in general communication during the assessment sessions. Secondly, a section of the Northwestern Syntax Screening Test, part of the Watts Picture Test and an estimation of auditory memory using repetition of digits and sentences were used to provide an indication of language function. No attempt at measuring inter-test reliability was made but all 4 therapists were experienced in assessment and management of mildly mentally handicapped children.

The following observations can be made from the reports received:-

- (1) Comparison between pre- and post-project results showed no significant change overall although 4 children made gains in specific sections of the assessment in excess of the 7 month developmental increment.
- (2) Phonological assessment - speech sound production was regarded unimpaired in over 60%, with another 25% showing mild difficulty. Two children had moderate and one child severe impairment.
- (3) Relevance of response and verbal output was regarded as satisfactory in 62% and dependent upon (a) mood, and (b) interest in the topic, in 16%. Four children were described as taciturn, one was verbose but had a stammer and one child had limited output with inability to sustain the theme of the verbal interchange.
- (4) The screening clearly revealed the specific language disorder of one child whose scores were depressed in all sections and who was described as "moderately impaired in phonology, with limited output, being dysfluent with immature syntax and poor auditory memory".
- (5) The Picture Test which elicited spontaneous responses to visual stimuli showed age levels ranging from 5.6 years to 9.6 years, and there was a clear progression from the younger age group (11 to 13 years) to the older (14 to 15½ years). In this section, 4 children showed increased scores in excess of their chronological increment.
- (6) The Northwestern Syntax Screening Test is described as a screening instrument giving an indication of comprehension and formulation of basic syntactic forms of children of 3 to 8 years. Within this limited range, the results obtained showed:-
 - (a) that on average receptive and expressive abilities in each child were very similar.
 - (b) that the range of scores for the whole group was narrow with the exception of the child referred to in (3) above.
 - (c)/

- 2 -

- (c) that therefore there was less difference between the younger and older children than was noted in the spontaneous Picture Test.
 - (d) two children showed increased expressive scores during the project, whereas the understanding of basic syntax remained the same in most cases.
- (7) The results of the auditory memory test (digits and sentences) showed no change between pre- and post-assessment and ranged from less than 2 years to 10 years level and less than 2 years to 8 years level (sentences).

SPEECH THERAPISTS ASSESSMENT

	NW		Rec		Exp		Eng Lang Scale		Gain/Loss	Digit/Sentence	
	Jan	June	Jan	June	Jan	June	Jan	June		Jan	June
	18	19	16	16	7.6	7.9	+0.3			5	5
Julie Stewart	17	18	20	20	7.0	7.9	+0.9			7	7
Michael Quaine	15	18	15	17	5.9	6.6	+0.9			4	4
Donald O'Connor	16	17	15	19	7.0	7.0	0			3	3
David Stott	17	18	17	17	6.9	6.6	-0.3			4	4
Angela Quin	17	18	16	17	6.6	6.6	0			4	4
Angela Hennessey	16	16	18	18	6.9	6.6	-0.3			4	5
Leslie Bennett	18	19	16	17	6.6	7.0	+0.6			4	4
Jacqueline Patterson	15	12	10	14	6.9	6.3	-0.6			4	4
Cameron Reid	21	16	22	22	8.3	9.3	+1.2			4	4
Robert Mitchell	15	18	10	14	7.10	8.8	+1.0			2	2
Nichola	15	18	8	11	7.9		-			2	2
Pamela	15	18	11	16	7.11	8.3	+0.4			3	3
John	-	-	-	-	-	-	-			-	-
Philip	15	15	13	14	7.11	8.6	+0.7			2	2
Alan	16	16	11	19	7.8	7.8	-			3	2
Michael	14	9	10	10	7.4	7.11	+0.7			2	2
Stuart	16	NSC	14	NSC	8.6	NSC				4	NSC
Heather McGregor	16	NSC	16	NSC	8.9	NSC				10	NSC
Isa Robertson	22	NSC	18	NSC	9.0	NSC				10	NSC
Joanne Newlands	18	NSC	18	NSC	9.0	NSC				7	NSC
Marjorie Reid	-	-	-	-	-	-				-	-
Christine Shearer	18	NSC	20	NSC	9.6	NSC				9	NSC
Angela Smith	8	NSC	8	NSC	5.6	NSC				6	NSC
Donna Neil											

NSC = No Significant Change

Activity Memory Lane

1. The dog barked at the ~~pat~~tery.
2. a. We are going to buy some sweets for mother
b. Jack likes to feed the little puppies in the barn
3. a. Jane wants to build a big castle in the playground
b. Tom has lots of fun playing ball with his sister
4. On the Saturday Quinton will try to ride her cousin's new pony
5. Billy made a beautiful boat and played with his sharp knife

2. An English Language Scale

The pictures accompanying these notes were designed to measure, in so far as it is measurable, the progress of young children in mastering the basic varieties of the English sentence. By means of the scale derived from the use of the pictures we should be able to decide with some approach to accuracy how one child compares with another of the same age in one important aspect of his linguistic development.

The principle underlying the choice and the arrangement of the pictures is simple. As young children grow up and develop mentally they find themselves able to hold more and more images and ideas together in the mind at one time, and to speak of them in relation to one another more and more satisfactorily 'at one go.' Thus, children of the age of four will no doubt be able to say something intelligible about each of the first six pictures, but only those who have reached the age of eight or nine will be able, as a rule, to describe the last six in the manner required of them.

The pictures are arranged in sets of six: Stage One (1-6); Stage Two (7-12); Stage Three (13-18); Stage Four (19-24); Stage Five (25-30); and Stage Six (30-36). The first two pictures in each set are intended for use as samples. The child will learn from the examiner's description how he is to set about describing the remaining four.

The examiner should begin with the pictures for the year below that of the child who is being tested. He should be careful to say, "Look at this picture. It is a picture of Let me hear you say that." The child will repeat, "It is a picture of" "Here is another. This is a picture of" The child repeats the description in the form "This is a picture of" or "It is a picture of" The examiner then says, "Now I think you can tell me about one of these other pictures. Start each time by saying, 'IT IS A PICTURE OF' or 'THIS IS A PICTURE OF'"

The child should then work through as many of the pictures as he can manage to describe in the standard form. The examiner will insist every time on his beginning, "It is" (or "This is") "a picture of," though later he may allow just "A picture of" The child should not be penalized for wrongly identifying any animal or object—calling a horse a donkey, for example.

To find the language age of the child examined ADD THREE MONTHS FOR EACH PICTURE SATISFACTORILY DESCRIBED TO THE AGE OF FOUR (at which age we assume that the scale begins). Deduct from the three months allowed for each satisfactory description one month or two for faults of the kind particularized in the notes on the separate pictures.

We are here dealing, of course, with what are problematical situations for the young child. He will learn to say "This is the house that Jack built" after hearing others say it long before he is able to frame a fresh sentence on the same pattern. The following table shows how the language age of two children tested was arrived at.

LANGUAGE AND MENTAL DEVELOPMENT OF CHILDREN

NAME OF CHILD	ACTUAL AGE		SCORES FOR THE SEPARATE PICTURES																LANGUAGE AGE				
			Stage 1				Stage 2				Stage 3				Stage 4								
	Years	Months	Nos.	3	4	5	6	7	10	11	12	15	16	17	18	21	22	23	24	Months	Years Months		
John W.	5	2		3	3	3	2		2	-	2	1	-	-	-	-	-	-	-	38+16=	5 4		
Mary X.	7	1		3	3	3	3		3	3	2	3		2	3	1	-	-	-	40+34=	6 10		
Ivor Z. (Show sex.)	6	6		3	3	3	3		3	3	2	3		3	1	2	3	3	2	1	-	40+38=	7 2

NOTES ON THE SEPARATE PICTURES ¹

STAGE ONE (Nos. 1 TO 6)
(For Children of Four to Five Years)

It is assumed that all children attending school will be able to recognize and name familiar objects, animals, and persons when shown in pictures. This is a common enough performance as early as three years of age.

Most children beginning school at five will manage to describe the Stage One pictures. At four years of age it is by no means an easy thing for the average child both to hold together in the mind and to express in a single statement the idea of a picture that shows us (a) an animal, say, and (b) what it is doing. A good many children at four years of age will be able to name these two elements separately and yet need a great deal of prompting to express them together in one statement.

If a child sees more and names more he need not be given additional credit, since his superior ability will enable him at a later stage to show to greater advantage than those who supply the minimum information only.

If the teacher finds she has to prompt *once* to get a child to connect up the separate parts of a correct description a deduction should be made of *one* month from the three credited for each correctly described picture. If two promptings are needed *two* months should be deducted.

SAMPLE DESCRIPTIONS

This (It) is a picture of . . .

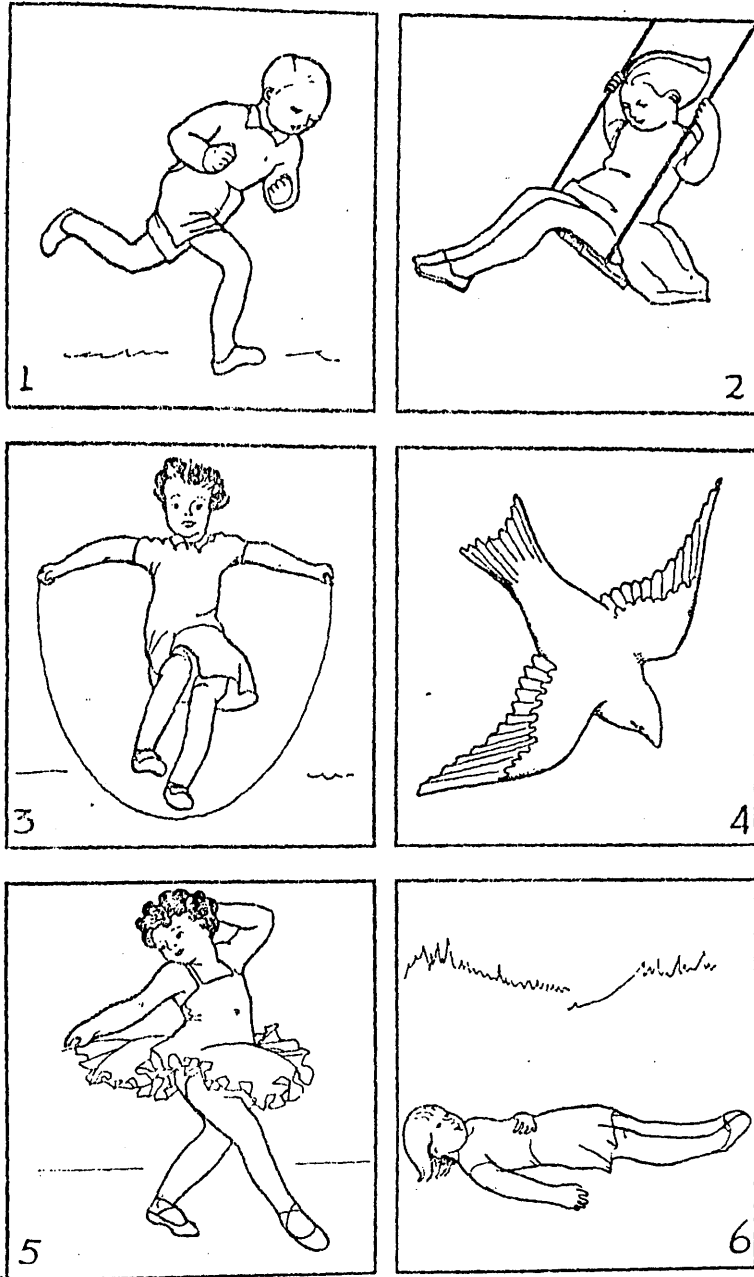
- (1) A boy running.
- (2) A girl swinging.

REQUIRED DESCRIPTIONS

This (It) is a picture of . . .

- (3) A girl skipping.
- (4) A bird flying.
- (5) A girl dancing.
- (6) A girl lying down.

¹ As originally designed the pictures used showed much the same details, but they were (a) coloured and (b) larger.



STAGE ONE

LANGUAGE AND MENTAL DEVELOPMENT OF CHILDREN

STAGE TWO (Nos. 7 TO 12)

(For Children of Five to Six Years)

The average child of five should be able to attempt the easiest of these pictures, but it will take the child of six to score full marks. The bright child of four and a half will understand the idea of the pictures, but he will as a rule be unable to describe them neatly in a single sentence. For example, he may say about No. 9, "It's a dog and a cat—he's nearly got him." Another point of interest is that at five years of age the less striking actions are not often named specifically. For example, a child may say about No. 10 that it is a picture of a girl with a doll. Neither will the dull child of six, as a rule, use a graphic present participle like *hugging*, or *loving*, or *squeezing*; in other words, he seems to be unable to think himself into the situation shown.

The teacher should proceed as before, explaining the sample pictures 7 and 8 and making sure that the child can describe them in the standard form.

One month's credit should be deducted for each prompting needed to secure a full and proper description.

SAMPLE DESCRIPTIONS

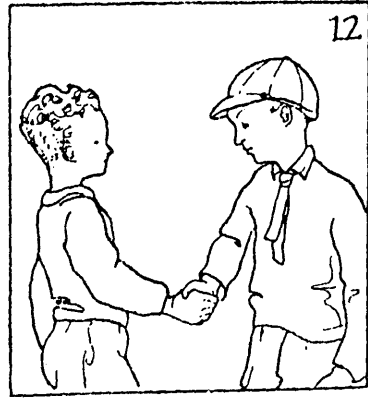
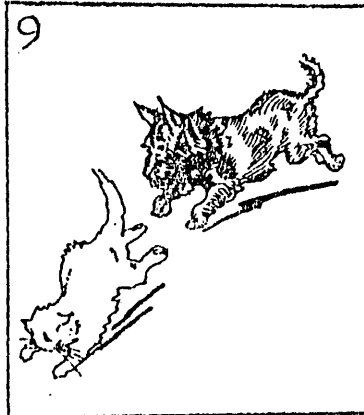
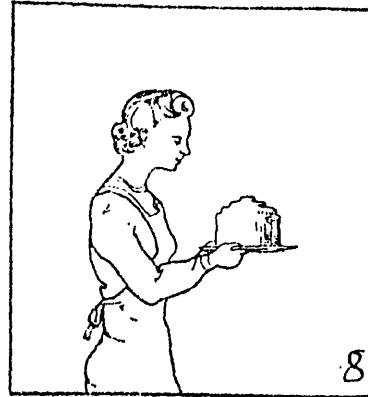
This (It) is a description of . . .

- (7) A boy riding on a donkey.
- (8) A woman (*or* lady) carrying a jelly (on a plate).

REQUIRED DESCRIPTIONS

This (It) is a description of . . .

- (9) A dog running after (*or* chasing) a cat.
- (10) A girl hugging (*or* nursing, *or* loving) a doll.
- (11) A (black) girl (lady) carrying a basket (on her head).
- (12) Two boys shaking hands, *or* One boy shaking hands with another (boy).



STAGE TWO

K

STAGE THREE (Nos. 13 TO 18)

(For Children of Six to Seven Years)

It will be observed that as a rule three things have to be mentioned in these pictures. Children below the age of seven will frequently omit to mention one of these, not so much because they fail to observe it as because they find it difficult in a single act of attention to hold together the idea of three things in a particular relation. As before, the teacher should deduct one month's credit for each prompting necessary to secure a full and proper description.

SAMPLE DESCRIPTIONS

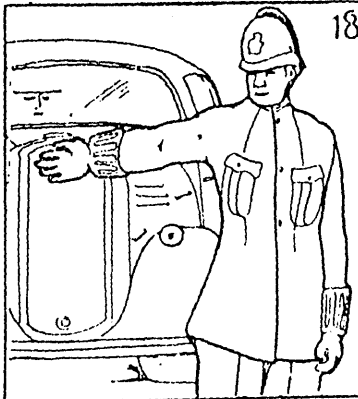
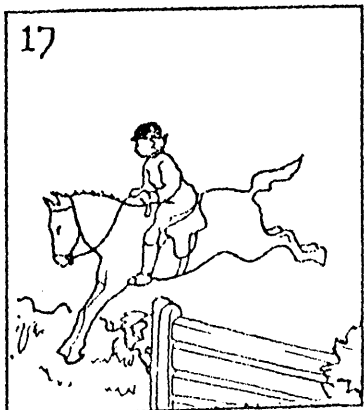
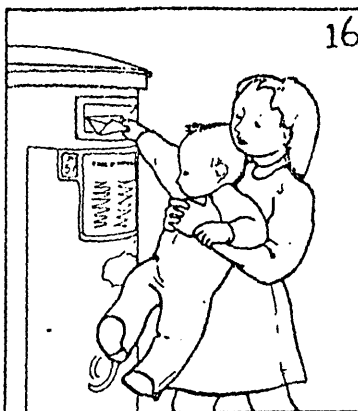
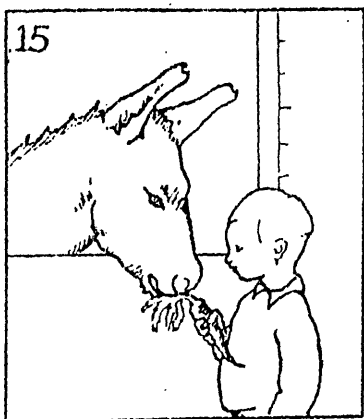
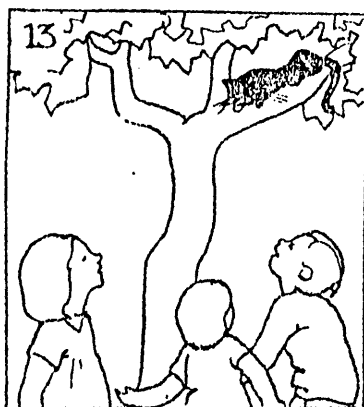
This (It) is a picture of . . .

- (13) Some children looking up at a cat in a tree.
- (14) A girl putting a flower into a little boy's button-hole.

REQUIRED DESCRIPTIONS

This (It) is a picture of . . .

- (15) A boy offering a donkey a carrot (*or* a carrot to a donkey), *or* A boy giving a donkey a carrot, *or* A boy holding out a carrot to a donkey.
- (16) A girl lifting up a little boy to put a letter in the letter-box. (Acceptable alternatives are: (a) *lifting up*: holding up; (b) *a little boy*: a boy, her brother; (c) *put a letter, etc.*: post a letter. Any reasonable variant of the kind indicated will be acceptable.)
- (17) A lady on a horse jumping over a gate; *or* A girl on horseback jumping over a gate, *or* A lady on horseback leaping over a gate. (Acceptable alternatives for *gate* are *fence* and *hurdle*.)
- (18) A policeman putting up his hand to stop the motors (*or* the traffic), *or* A policeman holding up the traffic.



STAGE THREE

LANGUAGE AND MENTAL DEVELOPMENT OF CHILDREN

STAGE FOUR (Nos. 19 TO 24)

(For Children of Seven to Eight Years)

The fact that all the relations in these pictures shown are between actions and not merely between figures makes their successful description a matter of great difficulty for children below the age of seven. Since some of these pictures cannot be described easily without the use of the word *because*, it is important that the teacher should *not* prompt the child who fails to connect up the separate ideas in the twenty-first and twenty-fourth pictures by asking "Why?" Children first learn to say *because* in reply to the cue *why* without being able to recognize for themselves situations where the word *because* would be suitable in describing them, and it is this latter ability we are testing.

One month's credit should be deducted for each prompting necessary to secure a full and proper description.

SAMPLE DESCRIPTIONS

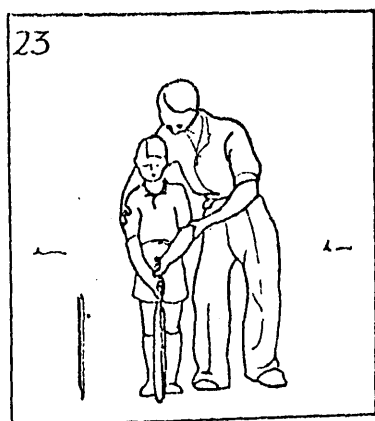
This (It) is a picture of . . .

- (19) A girl opening her umbrella because it is raining.
- (20) A dog waiting for his master to throw a stick into the water.

REQUIRED DESCRIPTIONS

This (It) is a picture of . . .

- (21) A cat (who is) angry because the dogs are drinking her milk. (Acceptable alternatives: (a) *angry*: cross, bristling with rage; (b) *cat*: pussy, pussycat; (c) *drinking*: lapping up.)
- (22) A girl lifting up her pussy away from the dog. (Acceptable alternatives: (a) *lifting up*: putting up, holding up; (b) *pussy*, pussycat, cat; (c) *away from*: out of the way of.)
- (23) A man showing a boy how to hold a cricket bat. (Acceptable alternatives: (a) *showing*: helping; (b) *hold a cricket bat*: play cricket, what to do with his cricket bat.)
- (24) A boy crying because a dog has taken his shoe. (Acceptable alternatives: (a) *boy*: little boy; (b) *taken*: stolen, run away with.)



STAGE FOUR

LANGUAGE AND MENTAL DEVELOPMENT OF CHILDREN

STAGE FIVE (Nos. 25 TO 30)

(For Children of Eight to Nine Years)

The Stage Five pictures call for the use of relative pronouns. Most of the children of seven will find it difficult to link up the separate parts of their statements with *who* or *that*. One cause of their difficulty is that the actions shown must be described as already having taken place. The teacher must, therefore, explain while describing the sample pictures (25 and 26) that what is being described *has already taken place*.

One month's credit should be deducted for each prompting necessary to secure a full and proper description.

SAMPLE DESCRIPTIONS

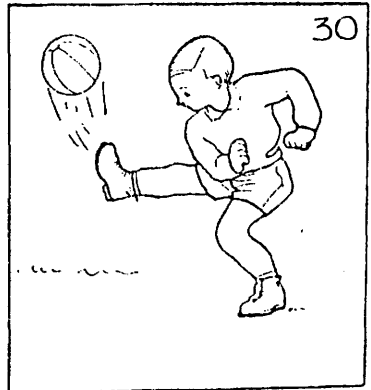
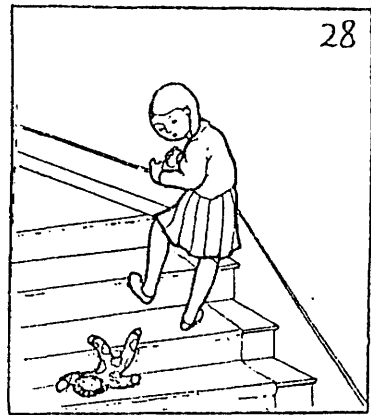
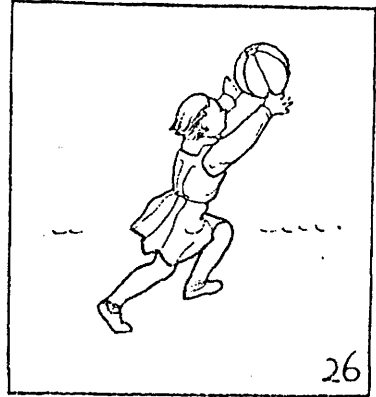
This (It) is a picture of . . .

- (25) A woman who has just turned out a jelly.
- (26) A girl who has just caught a ball.

REQUIRED DESCRIPTIONS

This (It) is a picture of . . .

- (27) A boy who has fallen into the water. (Acceptable alternatives: (a) *fallen*: tumbled; (b) *water*: river, pond, stream.)
- (28) A girl who has dropped her doll on the stairs, or A girl who has just let her doll fall on the stairs. (Acceptable alternatives: (a) *doll*: dolly; (b) *stairs*: staircase; (c) *on the stairs*: going upstairs.)
- (29) A boy who has fallen down and broken his jug. (Acceptable alternatives: (a) *fallen down*: tumbled down, fallen over, etc.; (b) *his jug*: a jug, something, something he was carrying.)
- (30) A boy who has just kicked a football.



STAGE FIVE

LANGUAGE AND MENTAL DEVELOPMENT OF CHILDREN

STAGE SIX (Nos. 31 TO 36)

(For Children of Nine to Ten Years)

The Stage Six pictures call for the use of subordinate clauses with the relative *which* either expressed or understood. The child in describing these pictures has to connect up what is happening with what has already happened, and speak of both in the same sentence. The pictures are therefore a little harder than those at Stage Five.

One month's credit should be deducted for each prompting necessary to secure a full and proper description.

Which may be omitted without penalty.

SAMPLE DESCRIPTIONS

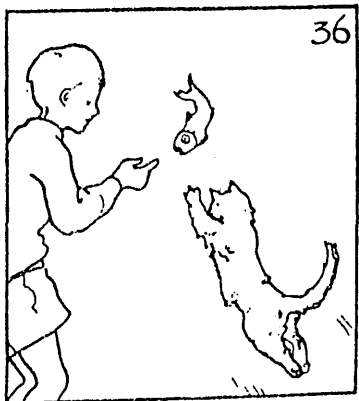
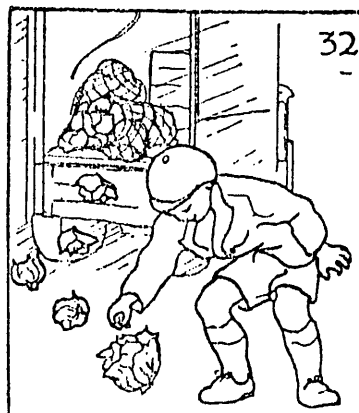
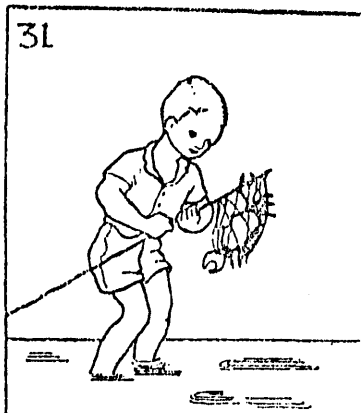
This (It) is a picture of . . .

- (31) A boy looking at a crab which he has caught in his net.
- (32) A boy picking up a cabbage which has fallen out of a motor-van.

REQUIRED DESCRIPTIONS

This (It) is a picture of . . .

- (33) A shopman putting potatoes into the basket which a little girl is holding out to him.
- (34) A boy looking at a bubble which he has just blown.
- (35) A girl putting up her hands to catch her hat which the wind has blown off, *or* A girl trying to catch her hat which has been blown off by the wind. (Reasonable alternatives will readily be recognized.)
- (36) Picture of a cat jumping up at a fish which a boy has thrown to her (it).



STAGE SIX

Lugton School

Helen Douglas

23.6.82

Language Fluency Project.

Assessments carried out in November '81 &
May 1982.

Four boys & four girls took part in this project. Ages 11 yrs - 13 yrs.

Subjective Assessments. (No Change noted)

Articulation

Relevance & appropriateness of verbal output/response.

Angela	mild impairment	normal
Equeline	normal	normal
Julie	mild impairment	taciturn
Lynda B.	moderate impairment	normal
Michael	normal	taciturn
Paul	severe impairment	taciturn
Leslie	mild impairment	normal
David	mild impairment	normal

Objective Assessment.

	Digit/Syllable Memory	North Western Syntax Screening Test		Webb Picture Test
		Receptive	Expressive	
gela	1st, 2nd assessment 4yr. level	1st assessment 17 2nd assessment 18	1st assessment 16 2nd assessment 17	1st assessment 6yrs 6m 2nd assessment 6yrs 6m
queline	1st, 2nd assessment 4yr. level	1st assessment 18 2nd assessment 19	1st assessment 16 2nd assessment 17	1st assessment 6yrs 6m 2nd assessment 7yrs.
die	1st, 2nd assessment 5yr. level	1st assessment 18 2nd assessment 19	1st assessment 16 2nd assessment 16	1st assessment 7yrs 6m 2nd assessment 7yrs 9m
gela	1st, 2nd assessment 4yr. level	1st assessment 17 2nd assessment 18	1st assessment 17 2nd assessment 17	1st assessment 6yrs 9m 2nd assessment 6yrs 6m
chael	1st, 2nd assessment 7yr. level	1st assessment 17 2nd assessment 18	1st assessment 20 2nd assessment 20	1st assessment 7yrs 2nd assessment 7yrs 9m
queline	1st, 2nd assessment 4yr. level	1st assessment 15 2nd assessment 18	1st assessment 15 2nd assessment 17	1st assessment 5yrs 9m 2nd assessment 6yrs 6m
die	1st assessment 4yr. level 2nd assessment 5yr. level	1st assessment 16 2nd assessment 16	1st assessment 18 2nd assessment 18	1st assessment 6yrs 9m 2nd assessment 6yrs 6m
queline	1st, 2nd assessment 3yr. level	1st assessment 16 2nd assessment 17	1st assessment 15 2nd assessment 19	1st assessment 7yrs 2nd assessment 7yrs

There was no significant change worth recording in the 2 assessments that were carried out as part of the project requirements. I found that all of the girls with the exception of Donna who participated in the project to be co-operative, courteous, interested and responsive from the outset. We had opportunities to talk about their home environment and interests and I formed the impression that they all had adequate language for the purpose of social communication. Bearing in mind I.Q. levels, differing linguistic/cultural experiences with allowances being made for the inclusion of cultural language forms.

Language usage was effective. Responses were relevant and appropriate despite the presence of syntactic errors.

All the girls were easily intelligible to the untrained listener and appeared able to cope adequately on a social level with an unfamiliar person. —

Alice R. Hurie

1.1.82.

SCHOOL

Kingsinch

SUBJECT

Donna

CA.

15yrs.

ARTICULATION:- Donna presents with phonological difficulties which have a mild \rightarrow moderate degree of impairment on the overall intelligibility of her spontaneous speech. She continues to receive speech therapy.

AUDITORY MEMORY FOR DIGITS:- Failed accurate repetition of digits at the 7yr age level.

AUDITORY MEMORY FOR SENTENCES:- Accurate repetition at 3yr age level only.

N.W.S.S.T : RECEPTIVE 4

EXPRESSIVE 4.

ENGLISH LANGUAGE SCALE:- $5\frac{1}{2}$ yr age level.

GENERAL COMMENTS:-

Donna continues to experience difficulties in all areas of language development. Immature syntax, incorrect use of tense, absence of conjunctions. Her conversational speech dysfluent and stilted. She is unable to sustain a conversational theme and is easily and frequently distracted and has poor auditory perceptual skills. She was impatient to complete the tests. She was restless and frequently accompanied speech with

219
person. An easily embarrassed girl who during
meal work in rejects will social chat. Social
person who offers limited verbal output. Needs much
encouragement to expand her utterances.

SCHOOL

Kingsmead

SUBJECT

Joanne

CA.

14yrs.

ARTICULATION: - Satisfactory.AUDITORY MEMORY FOR DIGITS: - Able to accurately reproduce 2nd set of digits at 10yr age level.AUDITORY MEMORY FOR SENTENCES: - Accurate repetition of sentences at the 8yr age level.M.W.S.S.T.: RECEPTIVE 11

EXPRESSION 9.

ENGLISH LANGUAGE SCALE: 9yrs.GENERAL COMMENTS:

Good social interaction - no prompting was necessary. Sentences were long and appropriate. Use of language is effective and shows good ability to ~~communicate~~ communicate on a social level.

<u>SCHOOL</u>	<u>SUBJECT</u>	<u>CA</u>
ingsinch	ISA	14 yrs.

ARTICULATION:- Satisfactory.

AUDITORY MEMORY FOR DIGITS - 10 yrs age level.

AUDITORY MEMORY FOR SENTENCES - 8 yrs age level.

N.W.S.S.T. RECEPTIVE SCORE 8

EXPRESSIVE SCORE 8

ENGLISH LANGUAGE SCALE:- 8 yrs 9 mos.

GENERAL COMMENTS.

Isa's co-operation and concentration was satisfactory and little prompting to produce a verbal response was necessary. She replied in long sentences which were effective in imparting information despite the syntactic errors relating to tense/-determiners.

Information was relevant and appropriate material presented and formed the opinion that she was able to communicate satisfactorily on a social level.

SCHOOLSUBJECTCA

Kingsinch

Heather

15 YRS.

ARTICULATION:- satisfactory.AUDITORY MEMORY FOR DIGITS:- 4yr age level.AUDITORY MEMORY FOR SENTENCES:- Accurate repetition of sentence at 3yr age level only - Attempted reproduction at 4 and 5yr age level but there were many word omissions.N.W.S.S.T. RECEPTIVE SCORE - 8

EXPRESSIVE SCORE - 7

ENGLISH LANGUAGE SCALE: 8 YRS band.GENERAL COMMENTS:-

- Good co-operation and concentration during the above assessments. Sentences were long and I found her language to be effective. We also had some opportunity to talk on a personal level and I found her conversational speech to be satisfactory and did not find that she had any difficulties coping with social communication - Heather's verbal output is at times very much affected by her mood!

SCHOOLSUBJECTCA.

Kingsinch

Majority

15 yrs.

ARTICULATION - SatisfactoryAUDITORY MEMORY FOR DIGITS - Accurate
repetition at 7yr age level.AUDITORY MEMORY FOR SENTENCES - Accurate
repetition at 7yr age level - Omitted 3 words at
8yr age level.M.U.S.S.T. RECEPTIVE 9

EXPRESSIVE 9.

ENGLISH LANGUAGE SCALE - 9 yrs.GENERAL COMMENTS:-

Able to adequately communicate on a social level. A rather diffident girl who volunteered little spontaneously but required no prompting in the test situation. Sentences were long, informative and produced with ease. She communicates satisfactorily and her occasional lack of spontaneous speech is related to mood at the time rather than inability. Demonstrated the use of a substantial vocabulary.

SCHOOL

Kingsinch

SUBJECT

Angela

CA.

14yrs.

ARTICULATIONS:- Satisfactory.AUDITORY MEMORY FOR DIGITS:- Passed 1st set of digits at 10yr age level.AUDITORY MEMORY FOR SENTENCES:- Omitted 3 words at 8yr age level.N.W.S.S.T. RECEPTIVE 9.

EXPRESSIVE 10.

ENGLISH LANGUAGE SCALE:- 9yrs. 6mths.GENERAL COMMENTS:-

Good co-operation and concentration - No prompts were required to produce a verbal response.

Answers were appropriate, relevant and were produced with relative ease - I do not feel that this girl has any difficulty with social communication.

St Nicholas. Language Fluency Programme. V.J Hawrie

Name	D.O.B	C.A.	D.O.T	N-W Rec.	N-W Exp	Watts	And Mem	Sentences
<u>Girls.</u>								
P. C	19-11-66	15yrs	Nov 81	15	12.	8yrs 9wths	3yrs	4
			JUN 82	13	14	9yrs	3yrs	4
N. L	25-4-68	13yrs	Nov 81	15	10	7yrs 10wths	> 2yrs	5
			JUN 82.	18	14	8yrs 8wths	> 2yrs	5
<u>Boys</u>								
M. B.	23-5-68	13yrs	NOV 81	16	11	7yrs 8wths	3yrs	4
			JUN 82.	16	19	7yrs 8wths	2yrs	5
A. C.	24-5-68	13yrs	NOV 81	15	13	7yrs 11wths	> 2yrs	5
			JUN 82	15	14	8yrs 6wths	> 2yrs	4
J. C.	2-4-68	13yrs	NOV 81	15	11	7yrs 11wths	3yrs	4
			JUN 82	18	16	8yrs 3wths	3yrs	5
S. J.	4-5-68	13yrs	NOV 81	14	10	7yrs 4wths	> 2yrs	5
			JUN 82	9	10	7yrs 11wths	> 2yrs	5
P. M.	11-7-68	13yrs	NOV 81	15	8	7yrs 9wths	> 2yrs.	5
			JUN 82	18	11	-	-	-

Lothian Health Board

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Date

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Pitrig Park School

15.6.82

SPEECH THERAPY DEPARTMENT
TORPHICHEN EDUCATION CENTRE
27 TORPHICHEN STREET
EDINBURGH EH3 8HX

Tel: 031-229 2212

Language Fluency Project

2 assessment procedures

- (1) Subjective assessment :
- a) articulation
 - b) relevance + appropriateness
of verbal output / response

(2) Objective assessment

- a) Auditory memory
- b) North Western Syntax Screening Test
- c) Webb Picture Test

Assessments carried on 10.11.81 (main)
28.5.82

Originally there were 5 boys participating in this project - 14-15 year olds. By the second assessment 2 boys were no longer at school, and other boys and girls had joined the class I did not assess them.

The class teacher had also changed half way through the project.

Subjective Assessments.

Subject	Articulation	Relevance + appropriateness of verbal output / response
R.	No impairment	verbose on topics of interest - otherwise taciturn.
A.	mild impairment	Normal
R.M.	No impairment	Normal

.. No change was noted between assessments in these areas.

Objective Assessments.

Digit/Sentence Memory	N.W.S.-S.T.	Webb Picture Test.
1st + 2nd assessment 4 yrs level	<u>Receptive</u> 1st assessment = 15 2nd assessment = 12 <u>Expressive</u> 1st assessment = 10 2nd " = 14	1st assessment = 6.09 yrs 2nd " = 6.05 yrs
1st + 2nd assessment 4 yrs level	<u>Receptive</u> 1st assessment = 19 2nd " = 20 <u>Expressive</u> 1st assessment = 10 2nd " = 13	1st assessment = 3.03 yrs 2nd " = 3.03 yrs
1st + 2nd assessment 4 yrs level	<u>Receptive</u> 1st assessment = 21 2nd " = 16 <u>Expressive</u> 1st assessment = 22 2nd " = 22	1st assessment = 8.02 yrs 2nd " = 9.05 yrs

APPENDIX 20

RAW DATA : TRAINING PROGRAMME

	Date of Birth			228
Julie Stewart	8.11.69	65	Mild Mental H'cap	Behaviour problems
Michael Quaine	15.10.68	68	Mild Mental H'cap	Home Deprivation
Donald O'Connor	7. 6.69	52	Mild Mental H'cap	Cleft Palate
David Stott	30. 7.69	73	Mild Mental H'cap	Home Deprivation
Angela Quin	9. 2.70	67	Mild Mental H'cap	Speech Defect
Angela Hennessey	4. 2.70	61	Mild Mental H'cap	
Leslie Bennett	11. 2.69	64	Mild Mental H'cap	
Jacqueline Patterson	22. 5.70	70	Mild Mental H'cap	
Cameron Reid	22. 6.67	61	Mental Handicap	
Robert Mitchell	19. 9.67	61	Mental Handicap	Speech Defect
Nichola	25. 4.68	60	Mild Mental H'cap	
Pamela	19.11.66	60	Mild Mental H'cap	Poor co-ordination
John	2. 4.68	59	Mild Mental H'cap	Unstable
Philip	11. 7.68	60	Mild Mental H'cap	
Alan	24. 5.68	50	Mild Mental H'cap	
Michael	23. 5.68	69	Mild Mental H'cap	Stammer
Stuart	4. 5.68		Mild Mental H'cap	
Heather McGregor	21. 5.67	60	Mild Mental H'cap	
Isa Robertson	19. 1.67	67	Mild Mental H'cap	Epilepsy
Joanne Newlands	21. 5.67	66	Mild Mental H'cap	
Marjorie Reid	5.12.66	64	Mild Mental H'cap	
Christine Shearer	8. 5.66	60	Mild Mental H'cap	Epilepsy
Angela Smith	13. 2.67	66	Mild Mental H'cap	
Donna Neil	17.10.66	60	Mental Handicap	Speech Defect

229
NAME:

[illegible]

Angela Smith 24 1 1 2 3 3 3 2 2 3 3 2 2 2 2 3 3 3 3 1 2 2 2 3 3 3 3 1 1 1 1

Donna Neil 23 4 4 3 3 1 1 1 4 1 4 1 1 1 1 3 1 1 1 1 4 4 4 1 1 1 2 2 2 4

Christine Shearer 22 1 1 1 3 3 3 1 4 3 3 2 2 3 3 2 2 2 2 1 2 2 2 1 2 2 3 3 3 2

Marjorie Reid 21 1 1 1 3 4 4 1 4 4 2 1 3 3 2 3 3 3 2 1 2 3 3 3 3 4 3 3 3 1

Joanne Newlands 20 1 1 2 2 4 3 3 1 4 2 4 3 4 1 2 3 3 1 2 1 4 3 3 1 1 2 4 1 1

Isa Robertson 19 1 1 3 3 2 2 3 3 4 3 2 2 4 2 1 2 2 2 1 2 2 3 3 3 2 3 3 3 1

Heather McGregor 18 1 1 3 2 1 2 1 4 4 4 1 1 3 3 2 2 3 2 1 2 3 2 2 3 3 2 4 2 1

Stewart 17 2 2 4 3 1 1 1 2 3 4 1 1 3 3 1 1 2 2 1 2 3 3 3 4 4 3 3 3 2

Michael 16 1 1 2 2 4 4 4 1 1 1 1 1 1 2 2 3 3 2 2 2 2 4 3 4 1 1 2 3 4

Alan 15 1 1 4 3 1 1 1 4 3 4 1 1 1 1 4 3 3 1 1 1 1 3 4 4 4 3 3 3 2

Raw Scores x Loading on Factor Analysis

	DATE OF BIRTH	FLUENCY		SPONTANEITY		REFERENCE		INARTICULATION		RESTRICTED PRODUCTION	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
Julie Stewart	8.11.69	21.9187	6.2278	5.6209	-4.3145	-28.464	6.2819	0.3571	0.5971	1.5011	3.00
Michael Quaine	15.10.68	17.6321	11.3192	1.5466	-3.6664	0.697	6.667	4.1639	-0.3429	1.5011	3.00
Donald O'Connor	7.6.69	4.2378	1.3547	-5.7352	-7.0663	6.2901	7.7522	5.5467	5.0667	4.26	4.5
David Stott	30.7.69	31.0931	17.8365	11.0475	3.4769	-8.1253	-4.9161	-1.7178	-0.8629	1.5011	1.5011
Angela Quin	9.2.70	30.5192	32.312	11.5857	11.3737	-7.2753	-6.6253	1.5751	0.0022	1.5011	1.5011
Angela Hennessey	4.2.70	27.1176	21.4513	10.3519	6.6195	-5.3624	-4.6124	-0.8578	0.3571	1.5011	1.5011
Leslie Bennett	11.2.69	7.5222	3.7935	-4.3932	-4.985	3.99	3.05	-0.3629	-0.4429	3.63	1.5011
Jacqueline Patterson	22.5.70	30.395	32.1272	7.9865	10.8344	-4.1332	-6.5056	-1.7178	-1.7178	1.5011	1.5011
Cameron Reid	22.6.67	7.2084	14.519	-9.6558	-0.32	5.1251	-0.5292	2.24	0.4171	3.63	3.00
Robert Mitchell	19.9.67	21.07	26.6372	2.21	8.9837	-2.1637	-6.5457	0.3571	-1.2929	3.63	1.5011
Nichola	25.4.68	3.7964	8.1094	-8.0138	-4.4108	9.4529	4.6409	0.32	1.72	5.13	3.63
Pamela	19.11.66	27.1595	19.4533	7.7433	4.933	-3.2819	-3.2364	-0.3629	1.2100	1.5011	3.00
John	2.4.68	23.3974	27.2572	4.5469	7.7769	-3.2332	-5.5982	-0.3629	-0.3629	3.63	3.00
Phillip	11.7.68	20.4351	19.1856	3.7929	3.2069	-4.2978	-2.0876	-0.0029	0.4171	3.63	2.7609
Alan	24.5.68	2.4383	4.036	-10.7367	-9.6764	7.479	8.1767	1.4571	0.9371	5.13	4.5
Michael	23.5.68	23.4402	26.3543	7.3685	7.5309	-6.2395	-6.1199	1.2933	1.7238	4.5	4.5
Stuart	4.5.68	3.7094	5.7201	-7.6627	-7.8144	6.9783	7.0628	2.24	2.24	4.5	4.5
Heather McGregor	21.5.67	4.6101	13.1434	-8.1693	-0.31	7.6124	6.53	0.1771	0.1771	4.5	3.00
Isa Robertson	19.1.67	11.0568	11.9534	-5.358	-2.76	3.5417	3.61	-0.0029	-1.2929	2.1309	3.00
Joanne Newlands	21.5.67	26.2523	22.3675	9.0905	4.9269	-6.6253	-3.0968	-1.7178	-1.2929	2.1309	1.5011
Marjorie Reid	5.12.66	15.3334	24.039	5.1205	6.5289	-5.4274	-4.8974	-0.4429	-1.2929	2.1309	1.5011
Christine Shearer	8.5.66	19.4335	20.411	2.7907	3.3251	-2.3374	-3.2974	-1.2929	-1.2929	2.1309	1.5011
Angela Smith	13.2.67	18.58	20.0147	2.6282	3.45	1.7237	-2.3043	-1.2923	-1.2923	3.00	1.5011
Donna Neil	17.10.66	0.6849	2.6651	-9.1599	-6.2094	7.9966	7.0327	5.0267	5.0267	6.00	6.00

APPENDIX 21

a) One-Way Analysis of Variance

Output for each factor of the change in factor score
(i.e. after-before).

b) Paired-sample t-test for each factor of change in factor
score (i.e. over all 24 children).

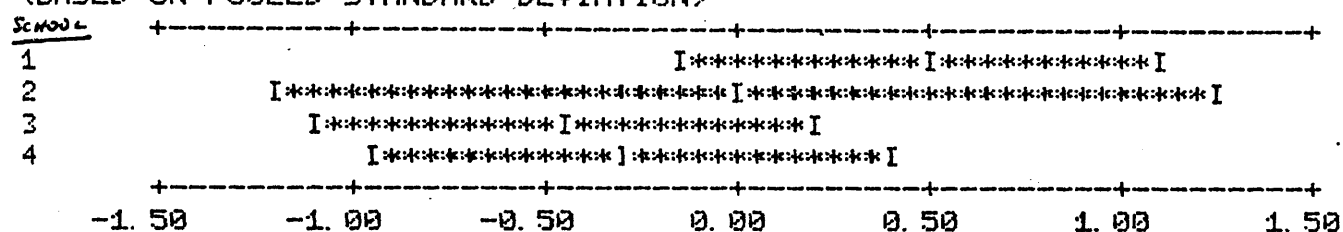
ANALYSIS OF VARIANCE

DUE TO	DF	SS	MS=SS/DF	F-RATIO
FACTOR (Schools)	3	3.797	1.266	1.81
ERROR	20	13.981	0.699	
TOTAL	23	17.778		

LEVEL	N	MEAN	ST. DEV.
1	8	0.490	0.567
2	2	0.025	0.474
3	7	-0.444	0.836
4	7	-0.279	1.104

POOLED ST. DEV. = 0.836

INDIVIDUAL 95 PERCENT C. I. FOR LEVEL MEANS
(BASED ON POOLED STANDARD DEVIATION)



TTEST 0 C21

FICHANCE N = 24 MEAN = -0.045417 ST. DEV. = 0.879

TEST OF MU = 0.0000 VS. MU N.E. 0.0000

T = -0.253

THE TEST IS SIGNIFICANT AT 0.0025

CANNOT REJECT AT ALPHA = 0.05

FACTOR 1 (Changes
" After - Before)

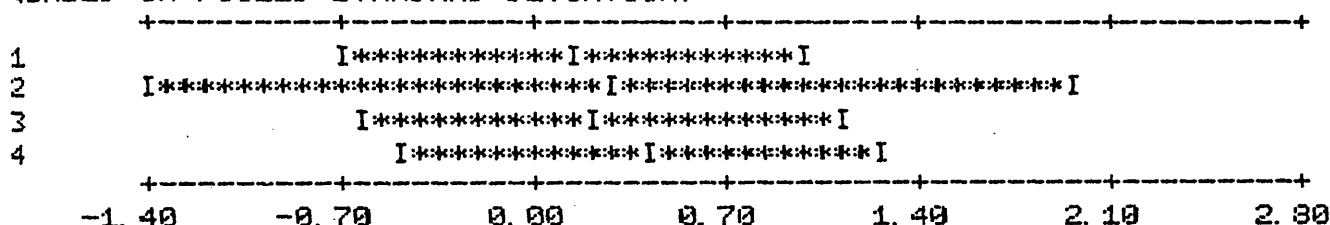
ANALYSIS OF VARIANCE

DUE TO	DF	SS	MS=SS/DF	F-RATIO
FACTOR (schools)	3	0.26	0.09	0.07
ERROR	20	25.47	1.27	
TOTAL	23	25.73		

LEVEL	N	MEAN	ST. DEV.
1	8	0.14	0.94
2	2	0.30	0.41
3	7	0.24	0.69
4	7	0.40	1.65

POOLED ST. DEV. = 1.13

INDIVIDUAL 95 PERCENT C. I. FOR LEVEL MEANS
(BASED ON POOLED STANDARD DEVIATION)



TTEST 0 C22

F2 CHANGE N = 24 MEAN = 0.26042 ST. DEV. = 1.06

TEST OF MU = 0.0000 VS. MU N. E. 0.0000

T = 1.206

THE TEST IS SIGNIFICANT AT 0.2400

CANNOT REJECT AT ALPHA = 0.05

FACTOR

2

(Changes
ie. After - Before)

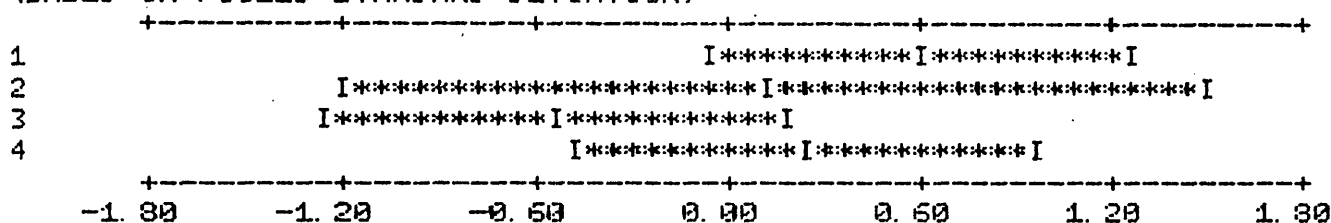
ANALYSIS OF VARIANCE

DUE TO	DF	SS	MS=SS/DF	F-RATIO
FACTOR (schools)	3	4.664	1.555	1.91
ERROR	20	16.273	0.814	
TOTAL	23	20.937		

LEVEL	N	MEAN	ST. DEV.
1	8	0.577	0.879
2	2	0.140	0.665
3	7	-0.523	1.086
4	7	0.237	0.747

POOLED ST. DEV. = 0.902

INDIVIDUAL 95 PERCENT C. I. FOR LEVEL MEANS
(BASED ON POOLED STANDARD DEVIATION)



TTEST 0 C23

PROBABILITY N = 24 MEAN = 0.12083 ST. DEV. = 0.954

TEST OF MU = 0.0000 VS. MU N.E. 0.0000

T = 0.620

THE TEST IS SIGNIFICANT AT 0.5411

CANNOT REJECT AT ALPHA = 0.05

FACTOR = 3 (Changes
u. After - Before)

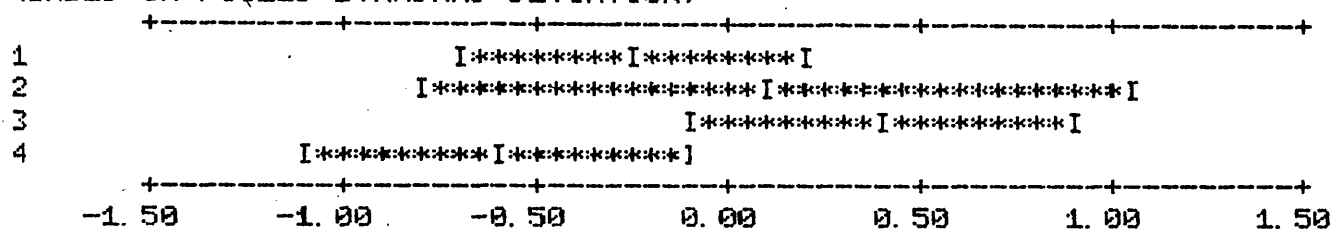
ANALYSIS OF VARIANCE

DUE TO	DF	SS	MS=SS/DF	F-RATIO
FACTOR (Schools)	3	3.780	1.260	3.06
ERROR	20	8.235	0.412	
TOTAL	23	12.015		

LEVEL	N	MEAN	ST. DEV.
1	8	-0.249	0.538
2	2	0.125	0.389
3	7	0.416	0.581
4	7	-0.586	0.820

POOLED ST. DEV. = 0.642

INDIVIDUAL 95 PERCENT C. I. FOR LEVEL MEANS
(BASED ON POOLED STANDARD DEVIATION)



TTEST 0.024

F4CHANCE N = 24 MEAN = -0.12208 ST. DEV. = 0.723

TEST OF MU = 0.0000 VS. MU N.E. 0.0000

T = -0.828

THE TEST IS SIGNIFICANT AT 0.4165

CANNOT REJECT AT ALPHA = 0.05

FACTOR

4

(Changes
i.e. After - Before)

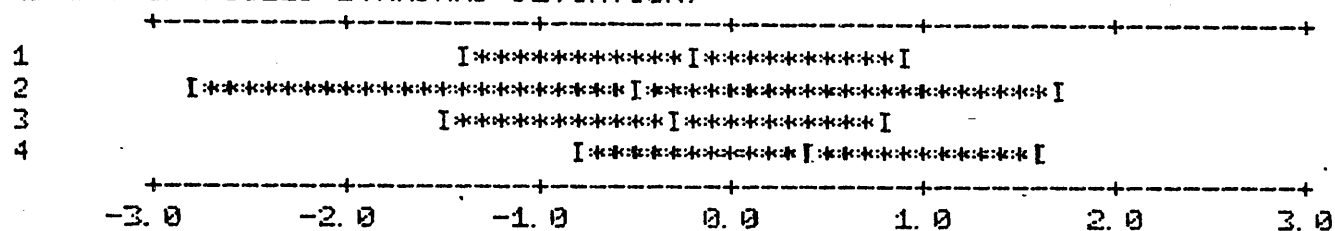
ANALYSIS OF VARIANCE

DUE TO FACTOR (schools)	DF	SS	MS=SS/DF	F-RATIO
	3	2.53	0.84	0.37
ERROR	20	45.72	2.29	
TOTAL	23	48.26		

LEVEL	N	MEAN	ST. DEV.
1	8	-0.24	1.03
2	2	-0.55	0.85
3	7	-0.34	2.07
4	7	0.37	1.41

POOLED ST. DEV. = 1.51

INDIVIDUAL 95 PERCENT C. I. FOR LEVEL MEANS
(BASED ON POOLED STANDARD DEVIATION)



TTEST 0 C25

PSCHANCE N = 24 MEAN = -0.11708 ST. DEV. = 1.45

TEST OF MU = 0.0000 VS. MU N.E. 0.0000

T = -0.396

THE TEST IS SIGNIFICANT AT 0.6958

CANNOT REJECT AT ALPHA = 0.05

FACTOR

5

(Changes
ie. After - Before)

APPENDIX 22

NON PARAMETRIC ANALYSIS OF CHANGES

Non-Parametric Analysis of Changes

<u>FACTOR</u>	<u>KRUSKAL-WALLIS *</u>	<u>SIGNED-RANKS</u>
1	1.69	0.1
2	0.14	0.8
3	2.54	0.8
4	2.50	-0.7
5	0.36	-0.4

The Kruskal-Wallis test statistics should be referred to an $F(3,20)$ distn. whose upper 5% tail point is 3.10

The Signed-Ranks test statistics should be referred to a $N(0,1)$ distn.

- * The version of Kruskal-Wallis test carried out here is simply a one-way Analysis of Variance on the RANKS and is really just a one-to-one function of the customary Kruskal-Wallis test statistic.

For further information on the considerable similarity of Normal and Non-Parametric tests see the article by

W.J. CONOVER and R.L. IMAN

in the American Statistician, August 1981, Volume 35, No. 3, p. 124-132.

APPENDIX 23

TESTS OF EQUALITY OF REGRESSIONS

=

Tests of Equality of Regressions of the 3 schools (1, 3 and 4) of change in factor score on before factor score.

<u>FACTOR</u>	<u>TEST STATISTIC</u>
1	0.66
2	0.73
3	1.35
4	2.04
5	2.85

All test statistics should be referred to an $F(4,16)$ distribution whose upper 5% tail point is 3.01.

One-Way Analysis of Variance on change in factor score across schools 1, 3 and 4 (i.e. excluding the 2 observations on school 2)

<u>FACTOR</u>	<u>TEST STATISTIC</u>
1	2.62
2	0.10
3	2.80
4	4.29 * only significant effect
5	0.45

All test statistics should be referred to an $F(2,19)$ distribution whose upper 5% tail point is 3.52.

Output for Factor 4 showing 'significant' differences between schools 3 and 4

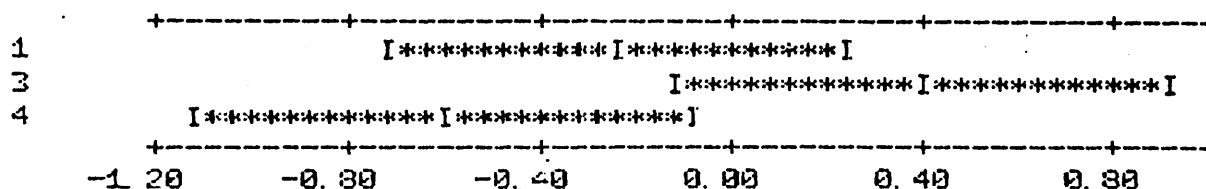
ANALYSIS OF VARIANCE

DUE TO	DF	SS	MS=SS/DF	F-RATIO
FACTOR	2	3.647	1.823	4.29
ERROR	19	8.084	0.425	
TOTAL	21	11.730		

LEVEL	N	MEAN	ST. DEV.
1	8	-0.249	0.538
3	7	0.416	0.581
4	7	-0.586	0.820

POOLED ST. DEV. = 0.652

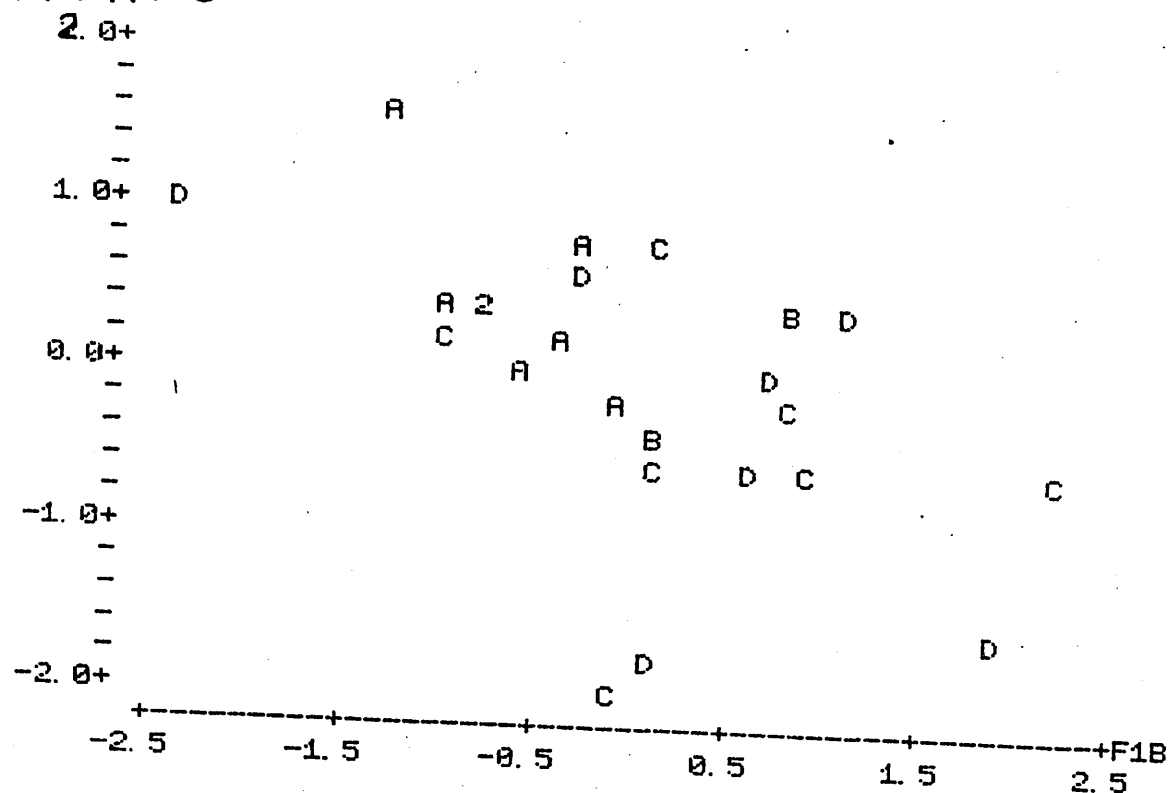
INDIVIDUAL 95 PERCENT C. I. FOR LEVEL MEANS
(BASED ON POOLED STANDARD DEVIATION)



APPENDIX 24

- a) Plots of change in factor score versus before factor score for each factor.
- b) Output of Linear Regression of change in factor score on before value.

F1 CHANGE



THE REGRESSION EQUATION IS
 CHAN. = -0.0345 - 0.475 BEFORE

	COLUMN	COEFFICIENT	ST. DEV. OF COEF.	T-RATIO = COEF/S.D.
	--	-0.0345	0.1527	-0.23
X1	F1B	-0.4750	0.1520	-3.13

THE ST. DEV. OF Y ABOUT REGRESSION LINE IS

$S = 0.7481$

WITH (24 - 2) = 22 DEGREES OF FREEDOM

R-SQUARED = 30.8 PERCENT

R-SQUARED = 27.6 PERCENT, ADJUSTED FOR D.F.

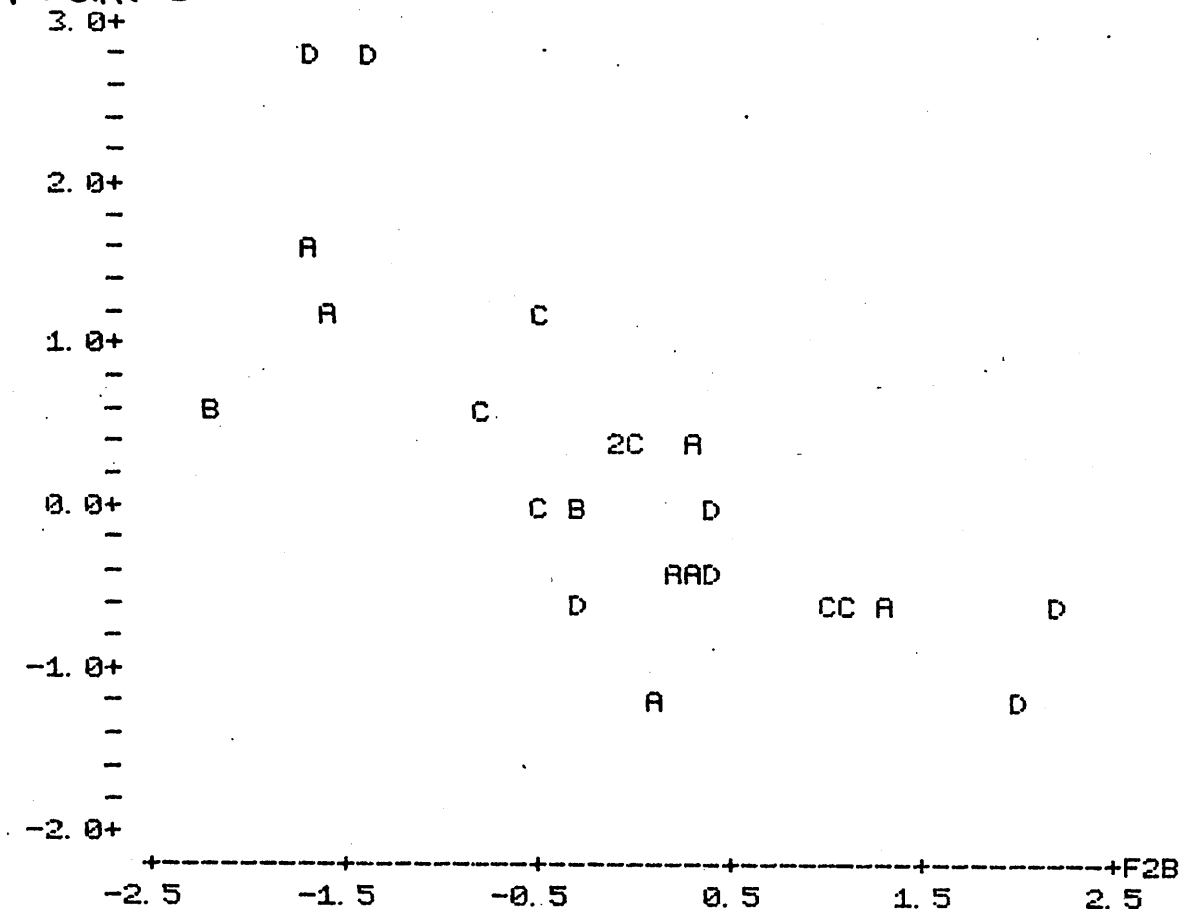
ANALYSIS OF VARIANCE

DUE TO	DF	SS	MS=SS/DF
REGRESSION	1	5.4673	5.4673
RESIDUAL	22	12.3111	0.5596
TOTAL	23	17.7783	

FACTOR

1

(Regression of Change)
on Before



THE REGRESSION EQUATION IS
 $CHAN. = 0.200 - 0.709 \text{ BEFORE}$

	COLUMN	COEFFICIENT	ST. DEV. OF COEF.	T-RATIO = COEF/S.D.
	--	0.1996	0.1445	1.38
X1	F2B	-0.7085	0.1302	-5.44

THE ST. DEV. OF Y ABOUT REGRESSION LINE IS

$S = 0.7060$

WITH $(24 - 2) = 22$ DEGREES OF FREEDOM

R-SQUARED = 57.4 PERCENT

R-SQUARED = 55.4 PERCENT, ADJUSTED FOR D.F.

ANALYSIS OF VARIANCE

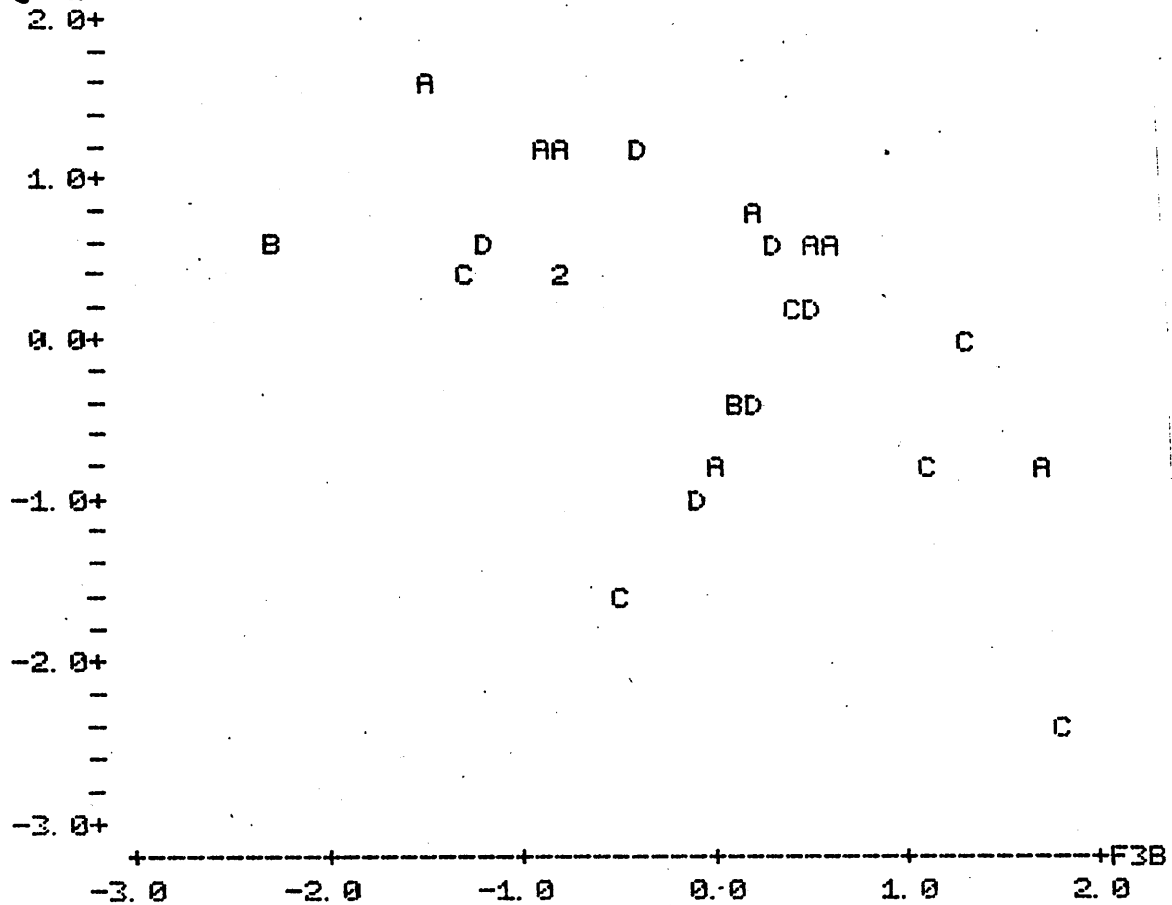
DUE TO	DF	SS	MS=SS/DF
REGRESSION	1	14.7644	14.7644
RESIDUAL	22	10.9650	0.4984
TOTAL	23	25.7294	

FACTOR

2

(Regression of Change
on Before)

F3 CHANCE



THE REGRESSION EQUATION IS
 $CHAN. = 0.0860 - 0.510 \text{ BEFORE}$

	COLUMN	COEFFICIENT	ST. DEV. OF COEF.	T-RATIO = COEF/S.D.
	--	0.0860	0.1675	0.51
X1	F3B	-0.5099	0.1679	-3.04

THE ST. DEV. OF Y ABOUT REGRESSION LINE IS
 $S = 0.8188$
 WITH (24 - 2) = 22 DEGREES OF FREEDOM

R-SQUARED = 29.5 PERCENT
 R-SQUARED = 26.3 PERCENT, ADJUSTED FOR D.F.

ANALYSIS OF VARIANCE

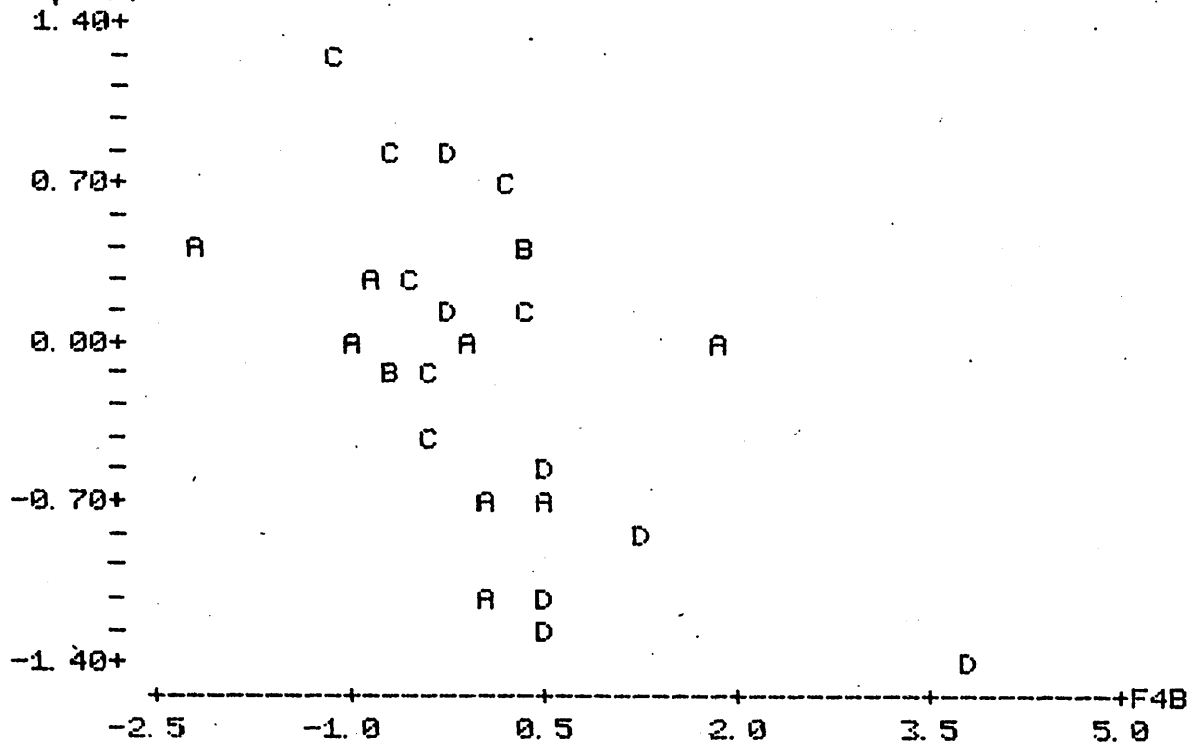
DUE TO	DF	SS	MS=SS/DF
REGRESSION	1	6.1855	6.1855
RESIDUAL	22	14.7512	0.6705
TOTAL	23	20.9367	

FACTOR

3

(Regression of Change
on Before)

F4 CHANGE



THE REGRESSION EQUATION IS
 $CHAN = -0.0996 - 0.372 \text{ REFURE}$

	COLUMN	COEFFICIENT	ST. DEV. OF COEF.	T-RATIO = COEF/S.D.
	--	-0.0996	0.1217	-0.82
X1	F4B	-0.3718	0.1079	-3.45

THE ST. DEV. OF Y ABOUT REGRESSION LINE IS
 $S = 0.5956$
 WITH (24 - 2) = 22 DEGREES OF FREEDOM

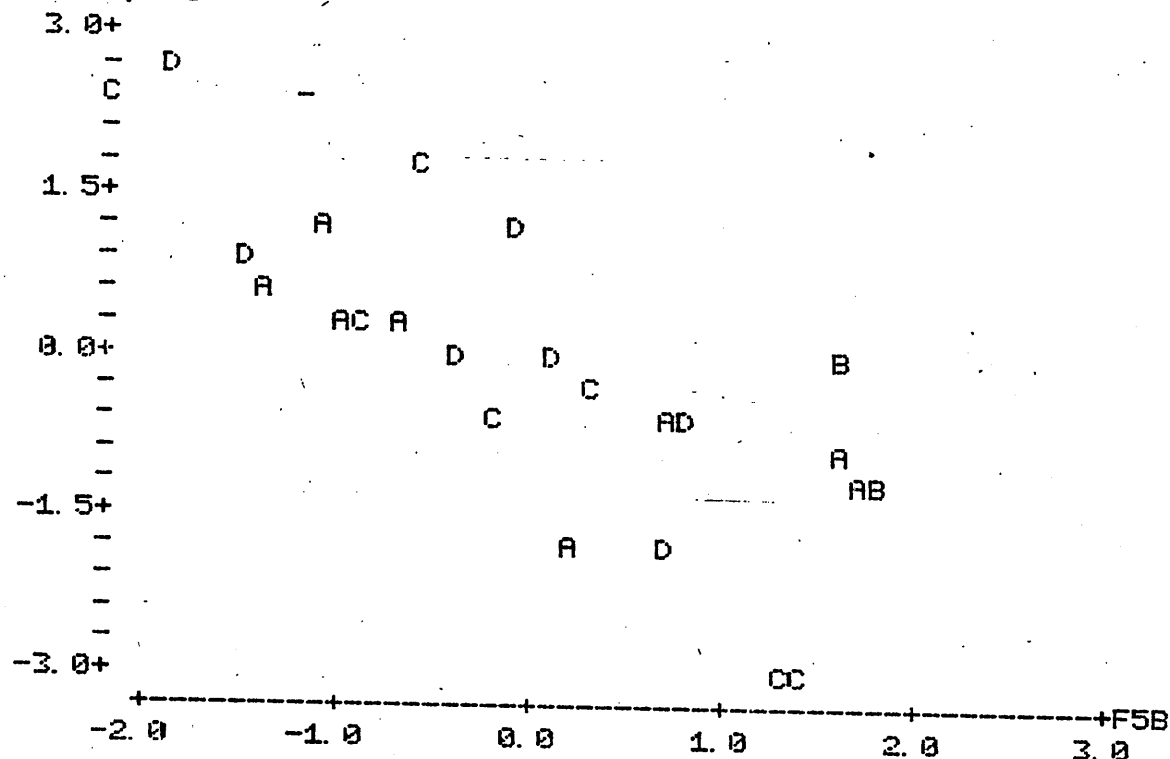
R-SQUARED = 35.1 PERCENT
 R-SQUARED = 32.1 PERCENT, ADJUSTED FOR D.F.

ANALYSIS OF VARIANCE

DUE TO	DF	SS	MS=SS/DF
REGRESSION	1	4.2114	4.2114
RESIDUAL	22	7.8031	0.3547
TOTAL	23	12.0145	

FACTOR 4 (Regression of Change on Before)

FS CHANGE



THE REGRESSION EQUATION IS
 CHANG -0.0603 - 0.967 BEFORE

	COLUMN	COEFFICIENT	ST. DEV. OF COEF.	T-RATIO = COEF/S.D.
	--	-0.0603	0.1977	-0.30
X1.	F5B	-0.9670	0.1778	-5.44

THE ST. DEV. OF Y ABOUT REGRESSION LINE IS
 S = 0.9673
 WITH (24 - 2) = 22 DEGREES OF FREEDOM

R-SQUARED = 57.3 PERCENT
 R-SQUARED = 55.4 PERCENT, ADJUSTED FOR D.F.

ANALYSIS OF VARIANCE

	DF	SS	MS=SS/DF
DUE TO REGRESSION	1	27.6735	27.6735
RESIDUAL	22	20.5828	0.9356
TOTAL	23	48.2563	

FACTOR

5

(Regression of Change
 on Before)

APPENDIX 25

FORM A FORM B

LFP PHASE FIVE QUESTIONNAIRES

FORM A: HEAD TEACHER/PRINCIPAL

For the attention of Andrina E McCormack, Scottish Health Education Group.

CONFIDENTIAL

SCHOOL

REGION

AGE RANGE

NUMBER OF CLASS GROUPS

SCHOOL PROGRAMME

Do you have a language development curriculum for your school

YES

NO

If so, what are its main components?

Is there one member of the school staff who is responsible for the co-ordination of the curriculum throughout the school?

YES

NO

If so, who? Class teacher with special interest

AHT

APT

Other (please specify)

SOCIALISED LANGUAGE

Socialised language has been described as conversational language, or the ability to conduct a conversation in a social setting. For instance, among adults this may be heard at the dinner table, or over a coffee or a drink, and among children while they are playing.

Do you think this type of language is important for children with special needs?

YES

NO

If so, why?

Do you encourage this kind of language in your school?

MATERIALS

What commercially produced material do you recommend for use in your school, for use in language development activities?

What material is available for encouraging socialised language?

What kind of material would you like to see available for this?

METHODOLOGY

Which one or more of the following teaching situation do you see as useful in encouraging socialised language?

Questions/Answers
Direct Instruction
Open Discussion
One-to-one
Small group discussion
Centre of interest
Individual project work
Other (please specify)

Is there any one of these methods which you would regard as being most beneficial to the development of socialised language?

Why?

ADVISORY/SUPPORT SERVICES

If you wanted advice/support in developing your language programme what facilities are available to you.?

How often have you used the advisory/support services, such as the Advisory Service?

How helpful have you found this?

What advisory support would you find useful in the area of language development?

IN SERVICE TRAINING

Do you think in-service training would help in the further development of language programmes and in encouraging socialised language in special education. YES/NO/DON'T
KNOW

If yes, is in-service best done in college, or as a school based training programme for staff?

What time of day, and week, is most suitable for in-service training?

ANY OTHER COMMENTS?

FORM B CLASS TEACHER

For the attention of Andrina E McCormack, Scottish Health Education Group.

CONFIDENTIAL

SCHOOL

REGION

AGE RANGE

I.Q. RANGE

The Language Fluency Project has been investigating the training and developing of socialised language in children with specific learning difficulties. At this stage of the development of the project, it would be of value to have feedback on the language development activities in your class, and what materials you use.

It would be greatly appreciated if you would complete this questionnaire, and return it to me, Andrina E McCormack. Woodburn House, Canaan Lane, Edinburgh, or through your headmaster.

CLASS PROGRAMME

Do you have a language development curriculum for your class?

YES

NO

If so, what are its main components?

How much of class time do you designate for language development?

PER DAY.....

PER WEEK.....

SOCIALISED LANGUAGE

Socialised language has been described as conversational language, or the ability to conduct a conversation in a social setting. For instance, among adults, this may be heard at the dinner table, or over a coffee or a drink, and among children while they are playing.

Do you think this type of language is important for children with special needs.

YES

NO

If so, why?

Do you encourage this kind of language in your class?

YES

NO

If so, how?

MATERIALS

In your teaching, do you make use of specific materials in your language development activities.

YES

NO

Are these materials self produced or commercial?

Can you give details of the nature of this material?

What material is available for encouraging socialised language?

What kind of material would you like to see available for this?

METHODOLOGY

Which one or more of the following teaching situation do you use with your class in encouraging socialised language?

- Question/Answer
- Direct Instruction
- Open Discussion
- One-to-one
- Small Group Discussion
- Centre of Interest
- Individual Project Work
- Other (please specify)

Is there any one of these methods which you would regard as being most beneficial to the development of socialised language?

Why?

ADVISORY/SUPPORT SERVICES

If you wanted advice/support in developing your language programme what facilities are available to you.?

How often have you used the advisory/support services, such as the Advisory Service?

How helpful have you found this?

What advisory support would you find useful in the area of language development?

IN SERVICE TRAINING

Do you think in-service training would help in the further development of language programmes and in encouraging socialised language in special education. YES/NO/DON'T KNOW

If yes, is in-service best done in college, or as a school based training programme for staff?

What time of day, and week, is most suitable for in-service training?

ANY OTHER COMMENTS?

APPENDIX 26

REGIONAL RETURNS

Form A:**Borders**

Duns
Kelson High School
Berwickshire High School
Edenside
Eyemouth

Fife

Woodmill
Madras College

Strathclyde

Drummond
Whitegates
Meadows
Dunoon Primary
Dunoon Grammar
Ckippers
Woodside
Deanbank
Ridgepark
Dalton
Kersland
Devonview
Victoria Park
Glenburn
Firpark
Mavisbank

Dumfries & Galloway

Lowlands

Grampian

Hamilton Drive
Llansbryde Primary
Ramsay
Woodlands
Carronhill

Lothian

Prospect Bank
Kingsinch
Cedarbank

Tayside

Glebe
Rowanbank
Caledonia Road
Montrose Academy
Fairmuir
Townhead
Blairgowrie High
Strathmarline
Duncause
Welsters High
Brechin High
Grange

Central

Whins of Milton
Lochies

Form B:

Strathclyde

Lilybank	
Dunoon Grammar	
Dunoon Primary	
Woodside	
Whitegates	
Meadows	
Deanbank	
Ridgepark	
Dalton	
Kersland	6
Devonview	1
Victoria Park	
Glenburn	2+1+3
Firpark	1+1

Tayside

Glebe	3+1
Downabank	1
Ladyloan	1
Caledonian Road	1
Fairmuir	1
Assess Unit, Lochee	
Montrose	1
Townhead	1
Muirfield	1
Websters	1
Brechin	1
Grange	1

Western Isles

Nicolson	2
Stornoway	2
Galson	1

Borders

Duns	2
Edenside	1
Berwickshire High	2
Kelso High	1
Eyemouth	4

Central

Dawson	1
Lochils House	3

Dumfries & Galloway

Langlands	3
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Fife

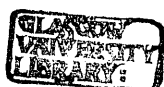
Woodmill High	8
Madras	3

Lothian

Prospect Bank	1
Kingsinch	10
Cedarbank	4
Lugton	4

Grampian

Carronhill	7
Ramsay	4
Llansbryde Primary	3
Hamilton	4



LANGUAGE FLUENCY PROJECT

An Investigation into the Training and
Development of Socialised Language with
Adolescents with a Mental Handicap

Volume Three

Andrina E McCormack

Thesis submitted in accordance with the requirements of the degree
of Doctor of Philosophy.

Faculty of Social Science
June 1986

TRANSCRIPTIONS

1. : Holidays
2. : Christmas
3. : School
4. : Fashion
5. : Weekend Activities
6. : Television
7. : Pets
8. : Food
9. : The Beach
10. : Wild Animals
11. : Hygiene
12. : Good Health
13. : The Country
14. : Parties
15. : The City
16. : Family
17. : Music
18. : Sports
19. : Sex Discrimination
20. : Books

SESSION ONE : HOLIDAYS

Teacher : Now, holidays.^S Holidays and things.^{Pa} What do you do at holiday time?^Q

Elizabeth : You play.^{SI}

Teacher : You play.^A What else do you do?^Q

Mary : Play with your games.^{SI}

Gale : Go places.^{SI}

Teacher : Go places.^A

Elizabeth : Go to the pictures.^{SI}

Teacher : Go to the pictures.^A

Lily : Go to see people.^{SI}

5

Teacher : Go to see people.^A Yes.^{Pa} Karen, what do you do at holiday time?^Q

Karen : I stay in.^{II}

Teacher : You stay in all the time.^A Good heavens.^{Pa} What do you do inside?^Q Oh, sorry, Mary, I stood on your foot.^{IS}

SESSION TWO : CHRISTMAS

Teacher : Christmas time.^S Christmas time.^{Pa} Do you like Christmas?^Q

Lily : Yes.^{SI}

Elizabeth : Yes.^{SI}

Teacher : Gale, do you like Christmas?^Q

Gale : Too noisy.^{SI}

Teacher : It's too noisy at Christmas time?^S How do you mean it's too noisy?^Q What with?^Q

Margaret : I know what Christmas is for.^{SP}

Gale : Everybody flinging their presents about and everything.^{II}

Teacher : Oh well, that's kind of noisy, right enough.^A How do you mean, you know what Christmas is for?^Q

Margaret : Christmas is for us, and New Year's for the grown ups.^{II}

Teacher : I like Christmas.^{SP} I like Christmas better than the New Year.^{SP} (Laughter from the group)
So, you don't like Christmas?^S

Gale : I like New Year, though.^{IP} My mum.

Teacher : Well, we'll not talk about New Year. Let's concentrate on Christmas.^S What about you, Elizabeth?^Q Do you like Christmas?^Q 2. You do?^S Why?^Q 5

Elizabeth : Presents.^{II}

Teacher : You get presents.^A Yes^{Pa} 4 Maureen, do you like Christmas?^Q

Maureen : Aye.^{II}

Teacher : Aye. That won't come out very well on the tape recorder, will it?^R Nobody will hear you.^S And I can't hear you over here, and that's more important.^R Why do you like Christmas?

Maureen : Opening presents. ^{II}

Teacher : You like opening presents? ^S What did you get this Christmas? ^Q What presents did you get? ^Q

Maureen : Table tennis. ^{II}

Teacher : Table tennis? ^S Do you like table tennis? ^Q That's great. ^{Pa}
We must remember that for down in the gym, because I'm sure we have a table tennis table there. ^{IS} We'll have to remember that. ^{Pa} And what else? ^Q

Maureen : Games. ^{II}

Teacher : And you got games and things. ^S Very good. ^{Pa} We're talking about Christmas, Anne and Mary. ^{SI} We're talking about Christmas, so we want you to come and join in. ^{In}

Anne : Yes. ^{II}

Teacher : O.K. ? ^S

Anne : Yes. ^{II}

Teacher : June, do you like Christmas? ^Q You do. ^S Why do you like Christmas? ^Q

June : You can play with your games. ^{II}

Teacher : You can play with your games that you got, yes. ^A Uh huh. ^{Pa} Anything else? ^Q

June : You can watch the Christmas things on tele. ^{II}

Teacher : Christmas things on tele, yes. ^A Anything else? ^Q

Lily : Please miss, did you see the Yellow Road? ^{IQ}

Teacher : The Wizard of Oz? ^S Yes. ^{II} It was really good. ^{IP}

Lily : Yes. ^A

June : Aye. ^A

Maureen : Aye. ^A

Margaret : I watched it. ^{SP}

Elizabeth : I couldnae watch it. ^{SP}

Teacher : You couldn't? ^S Why not? ^Q

Elizabeth : I went to see my cousin. ^{LI}

Teacher : Oh well, that's alright. ^A Well, I couldn't didn't watch it all. ^{IP} I sort of started ^{IP}

Elizabeth : She hasn't got a tele .. ^{SP}

Teacher : Oh well, I saw the beginning. ^{IP} Then went back and saw the end of it. ^{IP}

Mary : Got the tape on? ^Q

Teacher : Uh huh. ^{II} That doesn't mean you've to be quiet. ^{In} That means you've to speak. ^{In}

3

Teacher : But you like Christmas? ^S Yes? No? Maybe? ^S

Mary : Dinnae ken. ^{LI}

Teacher : You don't know? ^S Why not? ^Q Have a think about it. ^{In}

Anne, do you like Christmas? ^Q Why do you like Christmas? ^Q

Anne : It's exciting. ^{II}

Teacher : It's exciting, yes. ^A What's exciting about Christmas? ^Q

Mary : Get Christmas presents. ^{SI}

Teacher : Don't touch the books now. ^R Why do you like Christmas time? ^Q

Anne : Games. ^{SI}

Teacher : You like the games? ^S What else do you like about Christmas? ^Q

Anne : Santa Claus coming. ^{I I}

Teacher : Santa Claus coming. ^S (Laughter from group)

Anne : Parties. ^{I I}

Teacher : You like the parties at Christmas time. ^S What else? ^Q
⁵ Anything else? ^Q

Anne : Like Christmas dinner. ^{S I}

Teacher : You like Christmas dinner, yes. ^A You're the first one
who's mentioned food. ^{Pa} How about Gale, you don't
like Christmas? ^Q ² That's good. That's
good. ^{Pa} Because then we get a nice discussion, don't
we? ^S If there are some who like Christmas, and some
who don't like it. ^{Pa} What don't you like about Christmas? ^Q
Apart from its being too noisy? ^S

Mary : I sometimes enjoy it. ^{SP}

Teacher : Mmm? Go ahead. ^S

Mary : I didnae say anything. ^{I I}

Teacher : What are you saying then, Gale? ^Q

Gale : Always dragging about stuff, and get's on my nerves. ^{I I}

Teacher : Oh, I see. ^A What kind of stuff? ^Q

Gale : Em, can't remember. ^{I I}

Teacher : You can't remember? ^S It's not that long ago, is it? ^S

Elizabeth : Aye. ^{S I}

Teacher : What about you, Lorraine? ^S Do you like Christmas? ^Q

Lorraine : I don't and I do. ^{I I} Oh. I do and I don't. ^{I I}

Teacher : You do and you don't? ^S And what do you do, and what do
you don't? (Laughter from group) ^Q
What do you like about Christmas? ^Q

Lorraine : I like the presents and makes everybody happy. ^{I I}

Mary : I like Christmas. ^{SP}

Lorraine : I like the presents and that. ^{IP}

Teacher : You like the presents. ^S Uh huh. ^P

Lily: I like Christmas because you get all your family together. ^{SP}

Teacher : Yes. Uh huh. ^A You do that at Christmas time. ^P Why do you think you get the family together at Christmas time? ^Q

Lorraine : To celebrate. ^{SI}

Teacher : To celebrate. ^A What are you celebrating? ^Q

Gale : Christmas. ^{SI}

Elizabeth : Christmas. ^{SI}

Lily : Jesus. ^{SI}

Mary : Christmas ^{SI}

Lorraine : Jesus' birthday. ^{SI}

Teacher : And why is it such a family time? ^Q

Lily : Because ^{IU}

Lorraine : Because Jesus was born on Christmas day. ^{SI}

Teacher : Because Jesus was born ^S

Lily : On Christmas day. ^{SI}

Teacher : On Christmas day, uh huh. ^A

Anne : Christmas day. ^{IS}

Teacher : And it makes it important for the parents to have children, and the children to realize how important their parents are, isn't it? ^{SI} Or where you live, anyway. ^{SI} The people who look after you, because, I mean, not every child has parents. ^{SI} Not every child lives with her parents. ^{SI}

Margaret : My mum's birthday's on Christmas day. ^{SP}

Teacher : And ... so it's really realizing how important the people that look after you are, aren't you?^{SI} Isn't it? That's what it's for.^{Pa} What about you, Josie?^S Do you like it?^Q You do?^S Why?^Q What do you like about it?^Q

Josie : Opening presents.^{IS}

Teacher : You like opening presents.^A What did you get this year?^Q

Josie : Brush and comb set.^{II}

Teacher : Uh huh.^A

Josie : Jumper.^{II}

Teacher : Lovely.^A

Josie : Record. Money. That's all.^{II}

Teacher : Well, you did pretty well at that, I would have thought.^A What don't you like about it?^Q You told us what you like about it.^S But you didn't tell us what you don't like about it.^S

Josie : You get good things on tele.^{II}

Teacher : You get good things on tele, yes.^A Lorraine, what don't you like about it?^Q

Lorraine : I don't like the bit where you get all muddled up with the stuff.^{II} Ken, all the different things get muddled.^S

Teacher : How do you mean?^S

Lorraine : Ken, all different colours and that.^{II} Get all muddled up.^{II} And you lose something of your own.^{II}

Teacher : Oh, I see.^A

Lorraine : And you find it.^{II}

Lily : That's what happened to ours.^{SP} My wee brother and two cousins.^{SI} They got a fire engine each, and my wee cousin broke his, and come up to our house and my wee brother had his out.^{SI} That's my fire engine and they were fighting over it.^{SI}

Teacher : Oh dear. Heavens. ^A

Lily : His was broken. ^{SI}

Teacher : Oh I see. ^A That's what Lorraine doesn't like about Christmas. ^S

Lily : That's what I don't like about Christmas. ^{SP}

Teacher : Yes. ^A What about you, Maggie? ^S You don't like Christmas? ^Q

Margaret : I'm always in my bed. ^{II} Last year I was in bed as well. ^{LI}

Teacher : Oh. ^A Say you weren't in your bed? ^Q

Margaret : Well, I get all of them up, and get our presents. ^{II}

Teacher : Uh huh. ^A

----- 2 -----

Teacher : Uh huh. ^A And is that what you like about Christmas? Or is that what you don't like about Christmas? ^Q

Margaret : No, the thing I dinnae like about Christmas is all fight over stuff lying on the floor. ^{II}

Teacher : Oh. ^A Do you think that's right at Christmas time to fight over something like that? ^Q

Elizabeth : No. ^{SI}

Teacher : No, ^A why not? ^Q

Margaret : No, 'cause they've all got their share. ^{SI}

Lorraine : They've got their share. ^{SI}

Teacher : Yes. ^A

Lorraine : They should be enjoying themselves. ^{SI}

Teacher : Yes. ^A What about the people that don't have any Christmas? ^Q
They know it's Christmas and they don't get any Christmas presents. ^S Think that's bad? ^Q

Margaret : Yes. ^{SI}

Elizabeth : Yes. ^{SI}

Teacher : What kind of people are like that? ^Q

Anne : People. ^{S1}

Lorraine : Poor. ^{S1}

Elizabeth : Old people. ^{S1}

Lily : People that dinnae have anybody. ^{S1}

Elizabeth : Poor. ^{S1}

Teacher : Poor people. ^A

Margaret : Aye. ^A

Lorraine : Ane people that dinnae have, no got anybody. ^{S1}

Lily : See that thing that was on tele too, any toys you've got you can send them in. ^{S1}

Teacher : I didn't see that, no. ^S Tell us about it. ^{In}

Lily : It was on the tele, and they kept asking it was for people that didnae get toys and that. ^{S1}

Teacher : Oh yes? ^S

Lily : And the wee ones and that. ^{S1}

Teacher : And what else about Christmas? ⁵ Is that all? ^S
What about you Karen, do you like Christmas? ^Q

Karen : Uh huh. ^{L1}

Teacher : You do? ^S What do you like about it? ^Q

Elizabeth : My nan, my nana is a foster parent. ^{S1}

Teacher : She takes in What? ^S An old person or a young person? ^Q

Elizabeth : Wee girls and boys. ^{L1}

Teacher : A wee girl and boy. ^A At Christmas time? ^S Oh, that's nice isn't it? ^P That's what I was saying earlier about emphasising or making important, the idea that it's a family time, isn't it? ^P

Elizabeth : Uh huh. ^A

Teacher : When you're talking about something like^P

Elizabeth : She's been that for three years.^{SI}

Teacher : Mmm?^S

Mary : Miss^{IU}

Elizabeth : She's been that for four or three years.^{SI}

Teacher : Is it the same lot of girls?^Q

Elizabeth : No, em first old people have been coming.^{II}

Teacher : Uh huh.^P Then what?^S

Elizabeth : A big girl came to visit my nana, 'cause she was, when she was wee she came to visit my nana.^{II}

Teacher : Uh huh.^A

Elizabeth : And she was grown up now, and she came to see my nana.^{II}

Teacher : Oh, that was nice^P² When you think about Christmas, what kind of things do you think about?^Q

Mary : Get something in your stocking.^S

Teacher : Get something in your stocking, yes.^A

Mary : I got something rude beginning with a 'b'.^{SI}

Teacher : Beginning with a 'b'? Sweeties?^S

Mary : No, something else beginning with a 'b'.^{II}

Teacher : What's that?^Q³ Anybody guess?^S

Elizabeth : Pants? No.^{SI}

June : Bra.^{SI}

Mary : Aye.^A

Teacher : What's rude about that?^Q

Mary : Oh, go 'way.^P

Teacher : What's rude about a bra?^Q

Mary : Dinnae ken.^{II}

Teacher : Do you not like them?^Q

Mary : No, it's too big for me.^{II}

Teacher : Most of them are too big for me as well.^P What else did you get?^Q What else did you get?^Q

Mary : A singing game.^{I I}

Teacher : Would you leave those books alone and sit down on your four legs.^R You really aren't much better.^P What else did you think about at Christmas time then?^Q

Mary : Have Christmas dinner.^{II} You got^{Iu}

Teacher : Christmas dinner.^A

Mary : You got^{IU}

Teacher : What did you have for Christmas dinner?^Q Turkey.^P What else?^Q

Elizabeth : Dumpling, meat, potatoes, ice cream.^{S.I}

Teacher : Brussel sprouts.^P

Gale : Miss, I'll tell you what I don't like.^{SP}

Elizabeth : And you get a drink.^{S.I}

Teacher : A drink,^P what kind of a drink?^Q

Elizabeth : Em^{IU}

Anne : I got cider.^{SP}

Teacher : You got cider at Christmas time did you?^A Were you drunk? (Laughter from group)^P

Lily : I had that yellow stuff^{SP}

Teacher : What's that?^Q

Lily : I cannae mind.^{II}

Teacher : What does it taste like?^Q

Elizabeth : I dinnae like it.^{SP}

Lily : Cannae mind.^{I I}

Margaret : That's what I had. ^{SP}

Teacher : That's what you would have. ^P

Margaret : And that's me lying in my bed. ST

Teacher : What, were you drunk with it? (Laughter from group) ^P
OK, then we'll leave it there. ^R

SESSION FOUR : FASHION

Teacher : Right now, who's going to start?^P We know who usually starts,^P but we'll see if we can give somebody else a chance this week.^P Fashion.^S What can you tell me about fashion?^Q

Mary : That's what we seen when we went to the museum.^{SI}

Teacher : You went to the museum.^S

Mary : Saw fashion.^{SI}

Teacher : Good.^A What else did you see there?^Q Tell me all about fashion.^S

Lily : Saw long dresses.^{SI}

Teacher : You saw long dresses.^A

Lorraine : Dresses.^{SI}

Margaret : Trousers.^{SI}

Teacher : Good.^A

Elizabeth : A fashion chair.^{SI}

Teacher : Uh huh,^A a fashion chair, yes.^P

Mary : Rings.^{SI}

Teacher : Yes,^A what kind of rings?^Q

Margaret : Jewellery.^{SI}

Lorraine : Fashion rings.^{SI}

Teacher : Good.^A

Mary : Things that you put on your arms like that.^{SI}

Teacher : What's that called?^Q

Mary : To put on your arms like that.^S

Teacher : What are they called?^Q

Lorraine : They're wee things that go on your hands.^{SI}

Lily : Muffets. ^{SI}

Lorraine : Muffets. ^{SI}

Mary : Muffets. ^{SI}

Teacher : M... muffs. ^{SI}

Mary : Muffs. ^A

Lorraine : Muffs. ^A

Teacher : Muffs, not muffets. ^A Not Little Miss Muffet, is it? ^P
Yes, what were muffs for? ^Q

Lily : Keep your hands warm. ^{SI}

Teacher : To keep your hands warm, good. ^A What else did you see
at the fashion exhibition? ^Q

Mary : Fancy hats. ^{SI}

Lorraine : Hats. ^{SI}

Teacher : Fancy hats, good. ^A

Mary : Coats. ^{SI}

Lorraine : Fancy coats. ^{SI}

Teacher : Fancy coats, uh huh. ^A

Elizabeth : Boots. ^{SI}

Teacher : And boots, good. ^A

Anne : Fancy shoes. ^{SI}

Teacher : Uh huh, ^A anything else? ^S

Lily : Good clothes. ^{SI}

Teacher : Uh huh. ^A

Lorraine : Boots. ^{SI}

Teacher : Yes, ^A we've had boots ^P ² What does it mean
if you say something is fashionable? ^Q What's fashion all
about? ^Q ²

Anne : Clothes. ^S

Teacher : It's all about clothes. ^A What about clothes? ^Q ²
 Mary, will you please settle down. ^R Take a deep breath. ^R
 Karens coughing away and not disturbing anybody but you. ^P
 Yes? ^S

Lorraine : It's about clothes, and not being able to see your ankles. ^{S.I}

Margaret : Ankles. ^{S.I}

Teacher : Ankles? ^A Say that again. ^S

Lorraine : You weren't allowed to show your ankles. ^{I.I}

Teacher : Good, ^A you weren't allowed to show your arms or your
 ankles. ^P Why not? ^Q Do you remember? ^S

Lorraine : It was rude. ^{I.I}

Margaret : Not allowed. ^{S.I}

Teacher : It wasn't allowed. ^A Yes, it wasn't considered very modest, ^P
 and so it was fashionable not to show your arms or your
 ankles, ^P but what is it, ^S what do you really mean if you say
 something's in fashion, ^Q what do you mean? ^S
 What's another word for fashionable? ^Q

Lorraine : Em ^{I.U}

Teacher : What are some other ways of saying. That's really fashion-
 able? ^Q There are two or three ways of saying it ^S ³
 When you say high waistlers are fashionable just now, the
 word is ^S

June : Mod. ^{S.I}

Teacher : They're mod, good. ^A

Lorraine : Modern. ^{S.I}

Teacher : What else? ^S

Lorraine : Modern. ^{S.I}

Teacher : Modern.^A Mod's just a shortened form of modern, isn't it?^P What's another way of saying it?^S If you went into a shop, and said - Oh that's really super, it's very^P What would you say?^S

Lily : Nice.^{SI}

Teacher : Very nice.^A That doesn't mean fashionable, though, does it?^P Because you get books that are nice, and they're not fashionable.^P What would another way of saying it be?^S What about trendy?^S

Lorraine : Pardon?^P

Teacher : Trendy²^P Karen, why don't you go and get a drink of water?^{In}² What about up-to-date?^S Up-to-date.^P

Lorraine : Up-to-date.^A

Teacher : You say something's up-to-date.^P

Lorraine : It's -----//-----^{IU}

Teacher : It's what?^P I just can't hear you^P² Look, Lorraine, you're away at the back and I'm over here,^P I just can't hear you.^P Say what you were trying to say^{In}³ Come on, so that I can hear you.^S That's all I want to do^P³ It's what?^S

Lorraine : You said it before.^{IL}

Teacher : Well, I don't know what it was that I said before you.^A What did I say before you?^Q² What did I say that you said?^Q³ Come on, so that we can all hear you.^S³ OK,^A when Lorraine makes up her mind to speak then we'll all listen.^P So, if something's in fashion, then it's up-to-date,^P it's something that everybody's wearing.^P Do you remember where the biggest fashion centre in Europe is?^Q Where is it all the designers come from?^S² We even wrote it on the board.^P

Lorraine : Ayr. ^{SI}

Teacher : No, ^A that was where Robert Burns was born, ^P that's why that was written on the board. ^P

Anne : France. ^{SI}

Mary : France. ^{SI}

Teacher : Good, France. ^A Now, what town in France? ^Q
Elizabeth? ² ^S Town ² ^P
Now, you've been there, so you should remember
..... ^P

Elizabeth : Mary Queen of Scots. ^S

Teacher : That's not a town. ^A (Laughter from group) You've had an overload of information this week. ^P

(Student : It was France that did it. ^{SI})

Teacher : Yes, it was France that did it. ^A They're getting confused. ^P
Right, where have you been in Europe? ^Q When you went abroad, what did you do? ^S

Mary : France. ^S

Teacher : Where did you go? ^Q

Karen : France. ^{II}

Teacher : France. ^A Whereabouts in France? ^Q

Karen : Paris. ^{II}

Teacher : Good girl. ^A So, that's the name of the town, Paris. ^A
Now, Paris is the capital of France, like Edinburgh is the capital of Scotland, ^{II} or London is the capital of England. ^{II} OK? ^P That's the main town in France, ^P
and it's the main town for fashion designers, ^S isn't it?
Remember that? ^{II} Good. ^P How do the fashion designers show the rest of the world what they want to be fashionable? What do they do? ^S What kind of thing do they have? ^S ³

Anne : A design. ^{S.I}

Teacher : They have a design, ^A they start with a design. ^P

Lorraine : A girl. ^{S.I}

Teacher : A design, good. ^A They start with a design, ^P and then
how do they ^{IU} what do they do to let the rest
of the world know what they've designed? ^Q

Lily : They put it in posters. ^{S.I}

Lorraine : Posters. ^{S.I}

Teacher : They put it on posters, yes. ^A

Lily : Put pictures up. ^{S.I}

Teacher : Put pictures up. ^A What else? ^Q

Lorraine : Put their names down. ^{S.I}

Teacher : Put their names down. ^A Well, where do they do all
this? ^Q What do they do? ^S What do they do it at? ^S
..... ² What's going on just now? ^Q

Mary : Sitting in chairs. ^{S.I} No. ^U

Teacher : Well, there are people sitting on chairs, ^A but that's
not quite what I was meaning. ^P (Laughter from group).
Come on, have a think about it. ^S How do you think the
rest of the world finds out about what these designers
want us all to wear? ^Q What do they have? ^S

Anne : Fashion. ^{S.I}

Teacher : Fashion what? ^S

Lorraine : Exhibition. ^{S.I}

Teacher : Good girl. ^A A fashion exhibition, ^A they have a fashion
exhibition, ^P but instead of having an exhibition of 1900
they have a fashion exhibition, ^{I.I} or fashion show of 1976. ^{I.I}
And they're going on just now. ^P Do you remember what I
told you last week about the new fashion in trousers? ^Q

Lorraine : It's coming back. ^{SI}

Teacher : What's coming back? ^Q

Lorraine : The flares. ^{LI}

Teacher : The flares? ^S

Anne : Long skirt. ^{SI}

Teacher : No, about trousers. ^A Do you not remember? ^S

Mary : Furry trousers. ^{SI}

Teacher : No, not furry ones. ^A

Lily : They go in, miss. ^{SI}

Teacher : Good girl, ^P they go right in. ^A They go right into what? ^S

Lily : Right in to your ankle. ^{LI}

Lorraine : Ankle. ^{LI}

Anne : Ankle. ^{LI}

Teacher : They go right in to your ankle. ^A What is it that goes round the bottom of the trousers. ^Q

Lily : Elastic. ^{SI}

Elizabeth : Elastic. ^{SI}

Teacher : What, plastic? ^S

Lily : No, elastic. ^{LI}

Teacher : Oh, elastic. ^A Oh yes, exactly. ^P Good girl, yes. ^P It could be elastic in at the ankle. ^P What kind of fashions do you people like? ^Q

Lorraine : New things. (Laughter from group). ^{SI}

Anne : Glitter. ^{SI}

Teacher : Glittery ones. ^A You liked the sequinned dress. ^P Can you describe the sequinned dress for us? ^Q Why not? ^S

Mmm?^S What did it look like?^Q² It was glittery, what else?^S What colour was it?^Q

Elizabeth : Pink.^{S I}

Anne : Pink.^{S I}

Teacher : It was pink,^A yes. It was pink.^P What shape was it?^Q
.....² What did it look like?^Q

Anne : Long.^{II}

Teacher : It was long, good.^A It was a long dress.^P What else?^S
Can you remember what kind of neck it had?^Q You can't?^S

Elizabeth : A vee.^{S I}

Teacher : It had a low neck, like a vee neck.^{II} Can you remember what Mrs. Price called it?^Q She didn't call it a vee neck, she called it a^S

Lorraine : Miss, we werenae there.^{SP}

Teacher : You weren't there,^A it was just the juniors,^P they should all know.^P She called it a sweetheart neckline.^{II}
A sweetheart neckline.^P Do you remember what a sweetheart neckline looked like?^Q Who remembers the pink dress?^Q

Lorraine : We never seen it.^{SP}

Teacher : You didn't see it.^A It comes down there, and then goes like that.^{II} It's got two little curves over there, and it goes straight up.^{II} That's a sweetheart neckline.^{II}

Mary : Miss, you^{IU}

Teacher : Now, is that relevant?^R Has that got something to do with what we're saying?^R That you were about to say?^S Is that why you stopped?^Q² Uh huh.^A Well, do you want to say something, or have you decided against it?^R
.....² You've decided against it.^A OK.^P Now,

Anne liked long dresses,^P especially the glittery one,
the pink one.^P What about you, Maureen, did you like
the exhibition?^Q

Lorraine : She had the 'flu.^{SI}

Teacher : You weren't there.^A You had the flu.^P Beatrice, you
were off as well.^P That was a pity.^P June, what did
you like, who do you like in fashion?^Q What style are
your new trousers?^Q⁴ Do you remember
what they were?^S

Lorraine : I wondered what you were speaking about.^{SP}

Mary : It looks like the teacher's doing it all the time.^{IS}

Teacher : I know, it looks like it this week^A

Lorraine : I liked especially the oh what do you call
them^{IU}

Mary : Films.^S

Teacher : No, forget all about the exhibition from last week.^{In}
OK?^S We've talked enough about that, because you all
were there,^P and we talked about it earlier in the week.^P

Teacher : Think about fashion that you wear yourself, nowadays.^S
1976 fashion.^P The kind of things you're all wearing.^P
What's fashionable today.^S What do you people like to
wear?^Q³

Mary : Tights.^{SI} (Laughter from group)

Teacher : Tights?^A People have worn tights for years and years and
years.^P What do you wear today that people have never
worn before?^Q

Anne : Jumpers.^{SI}

Teacher : Jumpers^A yes you can go.^R What kind of jumpers do
you people wear today?^Q

Anne : Polo-necked.^{SI}

Teacher : Polo-necked jumpers, good.^A Flat ones or ribbed ones?^Q

Lorraine : Pardon?^P

Teacher : Flat ones or ribbed ones?^S

Lorraine : Flat.^{SI}

Lily : Flat.^{SI}

Teacher : You like flat ones.^A (Laughter from group)

Anne : V-necks.^{SI}

Teacher : V-necks, good.^A What else do you wear today?^Q What's fashionable?^S

Lorraine : Long boots.^{SI}

Teacher : Long boots.^A Long boots are fashionable.^P

Mary : Long boots with high heels and a platform.^{SI}

Teacher : Good girl.^A What else?^S

Anne : High shoes.^{SI}

Teacher : High shoes.^A

Lorraine : Boots with long skirts.^{SI}

Teacher : Uh huh.^A Long boots.^P What else?^S Elizabeth?^S

Elizabeth : Twin sets.^{II}

Teacher : Twinsets, yes.^A They're quite fashionable, nowadays.^P What kind of twinsets?^Q What about the one you are wearing.^P What does it look like?^S

Mary : Stripes on it.^{SI}

Teacher : Mm?^S Come on, try and describe it.^S Pretend that you're telling Miss Dixon about what you're wearing^S
.....³ She wouldn't get much from that, would she?^P (Laughter from group). What would she be wearing^{IU} what would you say to her, so that she would know what you're wearing?^Q

Elizabeth : A cardigan. ^I_I

Teacher : A cardigan, good. ^A What else? ^S

Mary : White pants. ^S_I

Teacher : Mm? ^S What did you say, Mary? ^S (Laughter from group)

Lorraine : Said white pants. (Laughter from group) ^S_I

Teacher : That's a bit silly, isn't it? ^R Mary's been very silly today, haven't you? ^R

Mary : Dinnae ken, miss. ^I_I

Teacher : No, ^A I know. I know, though. ^R

Mary : What? ^P

Teacher : So do you ³ ^R

Mary : Tired. ^S_I

Teacher : No, no, just relax. ^R Just forget all the smart-alec stuff. ^R Doesn't work, no no no, no. ^S Well, girls, you're not showing yourselves off at your very best, are you. ^R It's pathetic. ^P It's terrible ^P ²

Elizabeth : Em ^I_U

Lorraine : Fancy things. ^S_I

Lily : Long dresses. ^S_I

Teacher : OK, are you returning to what's fashionable. ^S

Lorraine : Fancy things. ^S_I

Lily : Long dresses, miss. ^S_I

Teacher : Long dresses, yes. ^A What kind of long dresses? ^Q ²

Mary : Party ones. ^S_I

Teacher : Party ones, good. ^A What else? ^S ³

Mary : Christmas ones. ^S_I

Lorraine : Oh yeah. ^A

Teacher : Uh huh. ^A Well, ones that you wear to parties. ^P When else can you wear long dresses? ^Q

Anne : Christmas. ^{SI}

Elizabeth : New Year. ^{SI}

Lily : Discos. ^{SI}

Teacher : O.K. , parties and discos, ^A that covers Christmas and everything. ^P When else do you wear them? ^Q

Anne : Parties. ^{SI}

Teacher : Mm? ^S

Lorraine : Short sleeved ones. ^{SI}

Teacher : Short sleeved ones. ^A Are they fashionable just now? ^Q

Mary : Fashion shoes. ^{SI}

Teacher : What kind of fashion shoes? ^Q

Mary : Furry ones. ^{LI}

Teacher : Pardon? ^S

Mary : Furry ones. ^{LI}

Teacher : What do you mean, furry ones? ^Q ² Mm? ^S

Mary : Coloured ones. ^{LI}

Teacher : What kind of colours? ^Q What kind of colours? ^Q Mm? ^S

Elizabeth : Red, yellow, orange. ^{SI}

Teacher : Red, yellow, orange. ^A Lots of colours like that. ^P Lily, what can you tell me that's fashionable nowadays? ^Q ²

Lily : Skirts. ^{LI}

Teacher : What kind of skirts? ^Q ²

June : Jean skirts. ^{SI}

Teacher : Jean skirts, yes. ^A Denim skirts. ^P What else? ^Q

Mary : Plastic. ^{SI} (Laughter from group)

Teacher : Mary, if you can't say anything sensible, don't say anything at all. ^R Not today. ^P

Lorraine : Skirts that ^{IU}

Mary : Cross over skirts. ^{SI}

Teacher : No, not really. ^A What kind of length are they today? ^Q

Lorraine : Pardon? ^P

Teacher : What kind of length are they today? ^Q

Mary : You can get them down to there. ^{SI}

Lily : Knee length. ^{SI}

Mary : You can get them down to your feet. ^{SI}

Elizabeth : Long. ^{SI}

Teacher : You can get them any length, can't you? ^A

Lily : Jackets with a lapel. ^{SI}

Teacher : Jackets with a? ^S

Lily : Lapel. ^{II}

Teacher : Lapel, yes, ^A good girl. ^P What used to be fashionable? ^Q

Gale : Minis, miss. ^{SI}

Teacher : What used to be fashionable? ^S What kind of skirt length used to be fashionable? ^Q

Lily : Short ones. ^{SI}

Lorraine : Short ones. ^{SI}

Teacher : Short ones. ^A What were they called? ^Q What were they called? ^S

Lorraine : Pardon? ^P

Teacher : What were they called? ^Q

Mary : Long gloves, miss. ^{SI}

Elizabeth : Mini skirts. ^{SI}

Teacher : Mini skirts, ^A good girl. ^P Mini skirts. ^P And then what happened? ^Q After the mini skirt, there was the ^S

Lily : Maxi. ^{SI}

Teacher : Good, ^A yes, there was the maxi skirt. ^P What do you think happens in fashion? ^Q What did you see from the exhibition last week, and the fashions that we're wearing nowadays? ^S ⁴ What would you say? ^S Would you say there was a pattern? ^Q ² Did you see something that was happening? ^S About the fashions today, and the fashions of 1900? ^S

Mary : Blouses, miss. ^{SI}

Teacher : Did you see anything happening? ^Q ²

Lily : They've all got ----// ---- ^{SI}

Teacher : They've all got? ^S

Lily : They change. ^{II}

Teacher : Well, they change. ^A They change every year. ^P But what happens eventually? ^Q ³ How many things in that exhibition did you see that are fashionable nowadays? ^Q

Lily : Long skirts. ^{SI}

Teacher : Quite a few things, didn't you? ^{II}

Lorraine : They long dresses. ^S

Teacher : The long dresses, ^A what else? ^S The things that Josie liked ^S ⁴ The shoes. ^{II} Platform shoes. ^P Remember them? ^S All the different coloured ones. ^P

Lorraine : Oh, aye. ^A

Teacher : Remember that now? ^S

Mary : Colours ^{IU}

Lorraine : I liked them too. ^{SP}

Teacher : You liked them too? ^S

Lorraine : Green ones. ^{SP} They were nice. ^P I wished I could have
a pair like them. ^{SP} (Laughter from group)

Mary : The colours Josie liked. ^{IS}

Elizabeth : I wanted to wear them. ^{SP}

Teacher : Yes, ^A they were nice. ^P They were good. ^P

Lorraine : All colours. ^S

Teacher : Mm? ^S

Lily : They were all colours. ^{II}

Lorraine : All colours. ^{II}

Teacher : Yes, they were. ^A They were all different colours. ^P
So that in 1900 you see they were wearing these shoes, ^{II}
and we're wearing them again today. ^{II} And about 1930
or so, they were wearing knee length skirts, ^{II} and we're
wearing them again today. ^{II} What was happening? ^Q
What's happening in fashion today? ^S That we saw from
the exhibition? ^S Ok. I'll put it another way. ^P Is every
fashion that comes out new? ^Q ⁴ Has nobody
ever seen it before? ^Q ³ Has somebody seen
it before? ^S ³ Have all the fashions that come
out today been fashionable before? ^Q

Lily : Yes. ^{SI}

Teacher : Yes, ^A they have, haven't they? ^P So, fashions is just a
change really. ^{II} A change round of the same thing over
and over again. ^{II} What do you think might be fashion-
able next year? ^Q We had mini skirts, then maxi skirts. ^P
We've got knee length skirts this year ^P ² We've
got loose dresses this year. ^P

Lily : Tight ones. ^{SI}

Lorraine : Tight ones again. ^{SI}

Mary : T-shirts, miss. ^{SI}

Teacher : Yes, ^A we'll get the tight ones again, ^P like tight skirts. ^P Remember when we saw those pencil skirts? ^Q
And you had to be very slender or they just looked terrible. ^P

Lorraine : I didnae like them. ^{SP}

Teacher : Yes, ^A you'd have your bottom sticking out the back. ^P
(Laughter from group). And your stomach sticking out the front. ^P Dear - dear. ^P Awful. So, you think the tight things will come back next year? ^Q
Will you like that? ^{IQ} Will you wear them? ^{IQ}

Lorraine : No. ^{SI}

Lily : No. ^{SI}

Elizabeth : No. ^{SI}

Teacher : Why not? ^S

Lily : I'll no wear them. ^{SP}

Teacher : Why-not? ^S

Lily : Look terrible. ^{LI}

Lorraine : Oh no. ^{SP}

Teacher : Are you wearing knee length skirts this year? ^Q Mm? ^S
Yes? ^S

Lorraine : I'm wearing them. ^{SP}

Teacher : Maureen, what kind of fashions do you like? ^Q ⁴
Mm? ^S Mary, what kind of fashions do you like? ^H

Mary : Fashion boots. ^{II}

Teacher : Fashion boots. ^A Do you have nice fashion boots? ^Q

Mary : What? ^P

Teacher : Do you have nice fashion boots? ^Q ³ Mm? ^S
..... ²

Mary : I've got ones up to there.^{IP} Black ones.^P

Teacher : Oh yes.^A Lorraine, what were you going to say?^Q

Lorraine : Coats with the^{IU}

Lily : Coats with the embroidery on.^S

Teacher : Yes,^A what were they called?^Q The sheepskin coats
were they?^S With the embroidery on them?^S²
Afghans.^{IL} Afghans.^P

Lorraine : The fur on them.^S

Teacher : Oh yes,^A you're saying something different, yes.^P
The collar where she had her fox round her neck.^P
I think that probably could come into fashion.^P Yes,^A
that's very likely to.^P I'm going to see my old auntie
to see if I can pinch hers.^P Nice and cosy.^P So, you
think that'll come in.^P Do you think hats will ever come
back?^Q

Lorraine : Pardon?^P

Teacher : Do you think hats will ever come back?^Q You think they
will, Lorraine.^A What kind of hats would you like to
see?^Q

Lorraine : I love hats.^{SP}

Teacher : You like hats?^A What kind of hats do you like?^Q
What kind do you like best?^S

Lorraine : Nice coloured ones.^{IL}

Teacher : The nice coloured ones?^A Do you like big ones or wee
ones.^Q

Mary : I like nice warm ones.^{SP}

Lorraine : Big ones.^{IL}

Teacher : Big ones.^A

Lorraine : Or wee ones that fit.^{IL}

Teacher : Wee ones that fit on your head?^A

Lily : I like flat ones like that.^{SP}

Teacher : Uh huh.^A Like a sailor's hat?^S

Lily : A summer hat.^{I1}

Teacher : A summer hat.^A I see.^P Called a boater.^S Why do you think it went out a bit round here?^Q Why, do you think?^S

Lily : To keep the sun out.^{I1}

Lorraine : Sun out.^S You can put it down when you're lying in the sun.^{S I}

Teacher : Yes^A Right, is that all you've got to say, do you think?^Q No?^S Come on then^{S 2} Come on then.^P Say I didn't know anything about fashion at all^P Mm?^S

Josie : If you didnae know, we wouldnae know.^{IS}

Teacher : Oh, pretend I'm not your teacher.^{In} Pretend I'm somebody else, that you're telling about fashion.^{In}

Josie : Somebody like a teacher.^S

Teacher : Pretend I'm not a teacher at all. O.K.^{In}

Lorraine : What for?^Q

Teacher : What for?^A So that you can tell me about fashion.^{I1}

Lorraine : Oh.^A

Teacher : Do you think I'd be very clear about it?^S After our talk?^P

Josie : There's John out there.^{S1}

Teacher : Now, concentrate on what we're saying.^R It's important that you learn to concentrate, isn't it?^P

Lorraine : Learn more quicker.^{IS}

Teacher : You learn more quickly, yes.^A You're doing pretty well.^P You're doing pretty well.^P Girls, we'll stop there.^R

SESSION FIVE : WEEKEND ACTIVITIES

Teacher : O.K. ^P We're in business. ^P We're going to talk about what you do in your spare ^{In}
 That's it ^R I know what I'll do with my spare hand ^R (Laughter from the group)
 Right. ^P What do you do with your spare time? ^Q
 What do you do with your spare time? ^Q

Mary : I go up to the Saturday Show. ^{II}

Teacher : Uh huh. ^A

Mary : And eh. ^{IU}

Teacher : Is that up at the cinema ... that theatre? ^Q

June : The Odeon. ^{SI}

Teacher : What do you do there? ^Q

Mary : Just look at the pictures. ^{II}

Teacher : Pictures and things? ^S

Mary : Films. ^{II}

Teacher : Films? ^S What kind of films? ^Q

Mary : Laurel and Hardy. ^{II} And some for children. ^{II}

Teacher : Oh. ^A What else do you do with your time? ^Q

Mary : And then I get my dinner. ^{II}

Teacher : And then you have your dinner. ^S Uh huh. ^P What about Saturday afternoon? ^Q

Mary : Saturday afternoon I just go outside. ^{II}

Teacher : You just go outside? ^S What if it's raining? ^Q

Mary : Well, then I stay in. ^{II}

Teacher : You stay in? ^S So you just go outside ^{IU}

Mary : And watch cartoons. ^{SI}

Teacher : Oh yes, Cartoon Cavalcade.^A What else?^Q What about Saturday night?^Q

Mary : Saturday night?^S After my tea?^S

Teacher : Well, what do you do with yourself?^Q You have your tea^S and then what do you do?^Q

Mary : Sit about.^{II}

Teacher : What about Sunday?^Q Sunday's a lazy day for us at home.^{SP} We just sit and read the newspapers, and do nothing else.^{SP} What do you do on a Sunday?^Q

Mary : On Saturdays I go to^{IU} On Sunday I go to Sunday School but I go to church.^{II}

Teacher : Good,^A you go to church.^S And then you go to Sunday School?^S Yes?^P And then what do you do in the afternoon?^Q

Mary : Just play about.^{II}

Teacher : That's all you do on Sundays, just play about?^Q

Mary : Aye.^{II}

Teacher : In the afternoon.^A Sunday night?^{IS} What about Sunday night?^Q

Margaret : Have a bath.^{SI}

Teacher : Sunday nights bath night, is it?^S What else do you do?^Q

Margaret : Starting on Friday I go to a Youth Club.^{II}

Teacher : You go do the Youth Club on Friday?^I

Margaret : Uh huh.^{II}

Teacher : And what do you do there?^Q

Margaret : Em.... You play snooker.^{II} And billiards.^{II}

Teacher : Oh?^S

Margaret : And table tennis and all that and football and bats and games like jigsaws and Doctor Who games and that.^{II}

Teacher : Mmmm.^A

Margaret : It's in the Youth Club, and we sometimes get prizes and the first one to do a jigsaw or something, ken?^{SI}

Teacher : Oh, that sounds good.^A

Margaret : And Saturday morning I'm usually playing football up till dinner time, and then I have my dinner and play on the Tarzan.^{S I}

Teacher : The Tarzan?^S What's that?^Q

Margaret : It's a swing on a tree.^{I I} It's a rope from a tree and you swing across.^{I I} And on Saturday night I usually go swimming or something.^{I I}

Teacher : Uh huh.^A

Margaret : But I couldn't go last week.^{S I} Last night I was just staying down at my cousin's.^{SP} And we had a candle-light dinner.^{SP}

Teacher : Very nice.^A Why did you have a candlelight dinner?

Margaret : Aye, I was jumping about the bed.^{SP} I was jumping from bed to bed.^{SP} There are three beds in their room.^{S I}

Teacher : Uh huh.^A

Margaret : And I was jumping from bed to bed.^{SP} And ken how if you jump too much it upsets your stomach?^{I Q}

Teacher : Uh huh.^A

Margaret : Well, I was going oh ... ugh ...^{SP} Think of all that good food wasted.^P

Teacher : Mmm.^A

Margaret : I often do that.^{SP}

Teacher : And what else do you usually do, say if you don't go down ...^{I U} oh, you go swimming.^A If you don't go down to your cousin's?^Q

Margaret : If my heads better.^{I I}

Mary : Sometimes my mum comes up.^{I S}

Teacher : Sometimes your mum comes up?^S

Mary : And we go to the Commie.^{II}

Teacher : Uh huh.^S

Mary : And we've our dinner up there.^{SI}

Teacher : That's good.^S In the cafeteria?^S

Margaret : In the cafe there.^{LI}

Mary : And I get five pence.^{SP}

Teacher : Oh lovely.^A

Mary : And when we come out of the Commie you get your five pence back.^{SP}

Teacher : Very good, and what do you ...^{IU} oh, your five pence for your locker.^P

Margaret : Mmm.^A

Mary : And each one of the family.^{IS} And we all go down with a big bag.^{IS}

Teacher : Yes, uh huh.^A I see.^P Uh huh.^P And what about the rest of you, what do you do?^Q What do you do, Elizabeth?

Elizabeth : I go and see my mum.^{II}

Teacher : You go and see your mum,^A uh huh.^P What about when your mum's not in hospital?^S⁴ What do you do?^Q

Elizabeth : I help her.^{II}

Teacher : Uh huh.^A

Elizabeth : And I clean out my gerbel.^{II}

Teacher : Oh yes,^A how's your gerbel getting on?^Q

Elizabeth : Fine.^{II}

Teacher : Alright, is it?^S

Elizabeth : I was cleaning out its cage and it ran and ran,^{SI} and was trying to catch it and about ten o'clock or something^{SI} and nana says get my breakfast and rushing and rushing^{SI}

Teacher : Uh huh, what else? ^A

Elizabeth : And then all the stuff's on the carpet, and she shouts and bawls at her. ^{II}

Teacher : Uh huh. ^A

Elizabeth : 'Cause I stay there on a Friday. ^{SP}

Teacher : I see. ^A

Elizabeth : And then on a Saturday I watch Kojak. ^{SP}

Teacher : You watch Kojak on a Saturday night? ^A

Margaret : Uh huh. ^A

Teacher : You like it? ^{IQ} I really like Kojak when I go home. ^{SP}
That's when I watch it. ^{SP}

Elizabeth : And then I go out and play at skipping and all that. ^{SI}
Then go along to my nana's and take my nana's dog out 'cause we get paid for it. ^{SI}

Teacher : Oh good, can I come and take your nana's dog out? ^{IQ}
How much do you get paid for that? ^A

Elizabeth : Well, 'cause I'm with Bobby we get fifteen. ^{II}

Teacher : Oh, very good. ^A That's smashing, can I come and take a turn? ^P (Laughter from group)
And what else do the rest of you do? ^Q ²
Mmm? ^S ³ Where's Yvonne? ^Q Oh, there she is, I thought we'd lost her. ^P (Laughter from group)
Come on, you don't look very happy. ^S What's the matter? ^S

Beatrice : My granny's going her holidays. ^{SI}

Teacher : Is she? ^A And what do you do when you she goes on her holidays? ^Q

Beatrice : We just play. ^{II}

Teacher : You just play. ^A I see. ^P What do you do at the weekends? ^Q

Beatrice : I just watch television. ^{II}

Teacher : You watch television. ^A Yes. ^P Uh huh. ^P

Margaret : Can you hear her? ^{IQ}

Teacher : Can you hear her? ^{IU}

Margaret : Aye. ^{IP}

Teacher : Yes, so can I. ^{IP}

Beatrice : And I go to my cousin's. ^{SI}

Teacher : You go to your cousin's. ^A Very good. ^P Where does your cousin stay? ^Q

Beatrice : Near my bit. ^{II}

Teacher : Uh huh, ^A and what do you do with your cousin? ^Q

Beatrice : Just play. ^{II}

Teacher : You just play. ^A And what kind of things do you play at? ^Q

3

.....

Beatrice : Play chases. ^{II}

Teacher : Mmm. ^A What else? ^S ⁴ Well, if you think of anything else that you play at you can tell us later. ^S

Brenda, what do you do at the weekends? ^Q

Brenda : Sit in the house. ^{II}

Teacher : You sit in the house all the time? ^P Lazy thing ^P ... ? ^S

(Laughter from group) What, ... you can't sit all day and every day, do you? ^S You go home on Friday at three o'clock, and that's it? ^P Mm? ^S What else? ^Q

Brenda : I'd rather play inside. ^{IP} I dinnae like outside. ^{IP}

Teacher : You don't like outside? ^A Why not? ^Q

Margaret : You come to the Youth Club, don't you? ^{IQ}

Brenda : No, ^A my mum says go there, ^{IS} but I dinnae go. ^{IP}

Teacher : Why not? ^Q

Brenda : I dinnae like it.^{IP} Lost my membership now.^{IP}

Margaret : You dinnae need your membership.^{SI}

Teacher : Oh, I see.^A And can you not get a new membership?^Q

Brenda : It's two pence for membership now.^{II}

Teacher : Oh, two pence ...^A (Laughter from group) Heavens above.^P

Margaret : Ah, but you dinnae ken the price when you first buy one, it's fifty.^{SI}

Teacher : Oh.^A

Margaret : Fifty pence for one,^{SI} and then if you lose it, you give them two pence,^{SI} then if you lose it again you have to pay sixty five.^{SI} It's no very fair is it?^P

Teacher : Well it's^{IU}

Margaret : And it's only a wee square sheet of paper like that.^{SI}

Teacher : Well, you're not paying for the paper,^A you're paying so that you can get in^{II} and use all the things that cost a lot of money,^{II} like the snooker, and their games, aren't you?^{II}

Margaret : A lot of them gets torn, Brenda.^{IS}

Brenda : I like snooker.^{SP}

Teacher : You like snooker?^S

Margaret : And they bet.^{IS}

Teacher : Let's just go back to the Youth Club.^{In} What else do you do?^{HI} Do you not miss it? **A**

Brenda : Play in the back.^{II}

Teacher : Oh?^A In the Youth Club?^S

Brenda : And I watch television.^{II}

Teacher : Uh huh.^A What else?^S

Brenda : Play^{IU}

Teacher : What else?^S You play^{IU} That sounds very suspicious, doesn't it?^P

Brenda : We play with the jigsaws.^{II}

Teacher : You play with the jigsaws.^A Fine.^P Uh huh.^P And what else do you do with yourself?^Q²

Brenda : Go down to the shop.^{II}

Teacher : You go down to the shop?^S

Brenda : I go to the shop.^{IP} There's a shop in there.^{II}

Teacher : Oh, I see,^A there's a shop in the Youth Club.^P And what do you do on a Saturday, then?^Q³

Margaret : I've to collect my ma's messages,^{SI} and she goes down to her bit, and I go down for mine.^{IS}

Brenda : I help my mum on Saturday.^{IP}

Teacher : That's great,^A that's good,^P so you both help on Saturday?^P

Margaret : On Saturday, Saturday morning, she goes down for something for her mother.^{IS} And coming out I got thousands of messages to pick up and covers you.^{IP}

Teacher : Oh yes, that's where you get your co-op stamps?^{IQ} And what else do you do?^Q That's on Sunday you help your mum, Saturday night what do you do?^S

Lorraine : I go to Brenda's.^{SP}

Brenda : I help my mum with the washing.^{SP}

Teacher : You do?^S

Lorraine : I was going to Margaret's.^{SP}

Teacher : Uh huh^A Brenda?^S

Brenda : I help my mum with the washing.^{IP}

Teacher : You help your mum with the washing.^A Gosh, very good.^P What about Saturday night?^S Your mum doesn't do the washing on Saturday night, does she?

Brenda : No. ^{LI}

Teacher : No, ^A what does she do, or what do you do then? ^Q

Brenda : Just clear up my room, it was in a mess. ^{IP}

Teacher : Uh huh. ^A Do you watch tele? ^Q

Brenda : Pardon? ^P

Teacher : Do you watch tele? ^Q

Brenda : Sometimes I watch tele. ^{LI}

Teacher : Uh huh, ^A very good, ^P and then what about Sunday? ^S

Brenda : Settle down and dinnae do any work. ^{IP} That's great. ^P

Teacher : Oh. ^A (Laughter from group) How many others are in your family? ^Q

Brenda : Em... ^{IU}

Margaret : Seven, Brenda, I counted them. ^{SI}

Brenda : Two big sisters, two big brothers, my wee sister, me, my mum. ^{LI}

Margaret : Wait a minute ^P ... two, four ... ^P (Laughter from group)

Mary : I cannae remember seven people in my family ^{SP}

Teacher : Two big sisters, two big brothers, a wee sister, you, mum and dad, that's eight. ^S

Margaret : I thought there were seven. ^{SP}

Brenda : Eight. ^{LI}

Margaret : Eight, ^A I must have counted one extra. ^P

Teacher : So, do you like weekends? ^Q You like them? ^S How about you Maureen? ^S What do you do at weekends? ^Q

Maureen : I went to the Saturday Show ^{SP} and I saw Mary. ^{IS}

Teacher : Oh, that was good. ^A The one up at the Odeon. ^P That's just along the road from me. ^P Just along the road. ^P

Mary : The seats are torn.^{SI} She was smoking a cigarette.^{SI}

Teacher : Who was?^Q

Mary : Her.^{SI}

Maureen : Was not.^{II}

Teacher : Was it just a toy one?^Q Just a trick one?^P Oh, I see.^A
And what else do you do at the weekend?^Q

Maureen : Play.^{II}

Teacher : You play.^A What do you play at?^Q

Maureen : Skipping.^{II}

Teacher : Skipping?^A Oh, is this the skipping season?^P Is every-
body skipping now?^{IQ} (Laughter from group)

Margaret : In summertime it is.^{SI}

Teacher : Mmm?^S

Margaret : Summertime.^S

Teacher : When we used to be at school,^{SP} everybody played skipping
at once, and then we'd change and play something else.^{IS}
for a week while and we changed and played something else.^{IS}

Margaret : Back to skipping again.^{IS}

Teacher : And back to skipping again, yes.^A And what else do you
do?^Q What do you do at night?^Q

Maureen : Watch T. V.^{II}

Teacher : Mmm?^S Watch T. V.^A What kind of things do you watch?^Q

Maureen : The film.^{II}

Teacher : The film?^S Yes,^A there are quite a lot of films on.^P

Margaret : I remember watching Saturday night at the movies.^{SP} Quite
good.^{SP}

Teacher : Yes,^A that's quite a good one.^P

Elizabeth : Do you watch Kojak, miss?^{IU}

Teacher : No,^A remember I said I was going to go home?^{IQ}

Mary : -----//-----³----- Cartoon Cavalcade, the
Waltons.^{IU}

Margaret : That's what I like watching,^{SP} the Waltons.^P

Teacher : The Waltons,^A uh huh.^P

Yvonne : They been on last night.^{S.I}

Teacher : Yes.^A

Mary : And^{IU}

Margaret : Do you have a tele?^{IU}

Teacher : No, I don't have a tele.^{II}

Mary : Saturday night at the movies.^{S.I}

Margaret : How did you watch the tele?^{IU}

Teacher : Oh, I didn't.^L I was going to watch the tele^{IP} when I
went home at the weekend to see Mum and Dad,^{IP} but
I got back to the flat on Friday at three and Katherine
had the flu,^P so I couldn't leave.^{IP} I had to stay and
look after her.^{IS} So, I was in Edinburgh this weekend
after all,^P and I didn't see the tele.^{IP} How about you
Karen?^S What do you do at weekends?^Q

Karen : Stay in and help my mum.^{II}

Teacher : You stay in and help your mum?^A What about at night?^S

Karen : We get the washing done.^{IS} (Laughter from group)

Teacher : What else do you do?^Q

Karen : Go to the shops.^{II}

Teacher : Very good.^A

Karen : And get my dad out of his bed.^{II}

Teacher : Does he like lying in bed on a Saturday?^Q

Margaret : God, you'll never get my dad out of his bed on a Saturday, he's a lazy thing half the time.^{IS} I'm up about seven o'clock in the morning some of the time.^{SP} Get up you've got work to go to, Get up, get out. (Laughter from group) And he goes back to sleep again.^{SI} Come up again in half an hour.^{SI} I told you to get up an hour ago. Get up. Get up.^{SI}

Elizabeth : My dad likes lying in bed.^{SI}

Margaret : I just shake him.^{SI}

Teacher : Uh huh.^A Come on, you'll have to shout above Brenda,^R she's making too much noise.^R

Elizabeth : I go up,^{SP} and I go like that to him and then shouts and bawls at me.^{IS} My dad's a lazy thing.^{SP} And if he's late I get battered.^{IS} -----//³-----//-----

Teacher : So somebody batters you, and you batter her.^{IS} (Laughter from group)

Karen : I shout, Come on, get up.^{SP} And the next minute I have to shout Come on, get up.^{SP}

Teacher : What else do you do at the weekends?^Q Yes, Maureen?^S

Maureen : I go outside to play.^{IP}

Mary : I've got seven people in my family.^{SP}

Teacher : Is it good?^{IQ}

Karen : My sister goes to Sunday School.^{IS}

Teacher : Is she the only one that goes?^Q

Karen : It's only for the wee ones.^{LI}

Teacher : Oh, it's only for the wee ones.^A I see.^P So what do you do instead on a Sunday?^Q

Karen : Tidy up.^{LI}

Teacher : You tidy up all the time?^S

Karen : And if everybody's away, I watch the tele.^{IP}

Teacher : Oh, I see.^A What else do you do at night?^Q

Karen : Watch tele.^{IL}

Teacher : Watch the tele.^A And you Lorraine?^S You've been quiet for ages^S² What do you do at the weekends?^Q³ Anne,^S I don't know, you're silent, right enough.^P Yvonne, what do you do at the weekends, now?^Q² Oh, dear.^P Do you go to Saturday Cinema as well? You don't?^S Anybody else go?^Q

Margaret : Still going there?^{IQ}

Teacher : Have you lost your tongue as well?^{IQ} Mmm?^S

Margaret : There's a football match on.^{SI}

June : Dinnae go there.^{IP}

Teacher : You don't go?^A Why not?^Q

June : Dinnae like it.^{IP}

Teacher : You don't like it.^A What do you do instead?^Q

June : Go out with my dad at the weekends.^{IL}

Teacher : You go out with your dad at the weekends?^A Where do you go?^Q Where do you go with your dad?^Q

June : Football.^{IL}

Teacher : Football,^A very good.^P What team do you support?^Q

June : Hibs.^{IL}

Teacher : Hibs,^A very good.^P

Mary : I like^{IU}

Teacher : So, you go down to Easter Road, do you?^Q

June : And then we go to the pictures at night. ^{SI}

Teacher : And then you go to the pictures at night? ^A Oh, smashing. ^P Is that Keith as well? ^{IQ}

June : Turns about. ^{II}

Teacher : You get turn about? ^A I see. ^P What about on Sunday, what do you do then? ^Q

June : Go to Sunday School. ^{II}

Teacher : You go to Sunday School? ^A And then what? ^S

June : Come home to get my dinner and watch the tele. ^{II}

Teacher : You watch the tele. ^A And how about you, Gale? ^S What do you do with yourself? ^Q

Gale : I take my dog out for a walk. ^{II}

Teacher : Uh huh. ^A ⁴ What else? ^S ³ What else do you do? ^Q

Gale : Then I go down to the shops with my mum and get the messages. ^{IS}

Teacher : Yes, that's good. ^A Uh huh. ^P That's on Saturday, is it? ^S

Gale : Then I go down to my cousin's, down to my cousin's on Sunday. ^{II}

Teacher : Oh, that's nice, ^A uh huh. ^P What about at night? ^S What do you do? ^Q

Gale : Watch the tele. ^{II}

Teacher : You watch the tele. ^A What else do you do? ³ Mm? ^S

Gale : After that I go up to my room and tidy it up. ^{II}

Teacher : Oh, that's a good idea. ^A And then what else do you do? ^Q What do you do on Sundays? ^S ⁴ Mmm? ^S

Gale : I sometimes go to the town with my sister on Sundays. ^{II}

Teacher : On Sundays?^A What do you do in the town on a Sunday?^Q

Margaret : Watch the band.^{SI}

June : Looking in the shops.^{S:I}

Teacher : You look round the shops when they're all shut,^P so you don't spend any money.^P That's a good idea.^P (Laughter)
What band's on a Sunday?^Q

Margaret : The one on Princes Street Gardens.^{II}

Teacher : Oh, is there one there during the winter?^Q

Margaret : Uh huh.^A You can watch it when you're dancing along.^P

Teacher : Oh.^A When is that?^S When is it on?^Q

Margaret : It's on during the day, about one to three.^{II}

Teacher : Oh, I must remember that.^P Anne, what do you do at the weekend?^Q

Anne : Stay with my granny.^{II}

Teacher : You stay with your granny.^A And what do you do with her?^Q

Anne : Watch tele.^{II}

Teacher : You watch tele.^A And do you make her toasted cheese?^{IU}
(Laughter from group) Ah, you haven't?^P You were going to as well.^P What do you do with her as well as watching the tele?^Q

Anne : Help her.^{II}

Teacher : You help her in the house.^P Good.^A What else do you do?^Q

2

Teacher : Uh huh.^A What else do you do?^Q

Mary : Oh sorry.^P

Teacher : I should think so too.^{In} You'll have to apologise not only to me,^R but to the rest of the girls for disturbing them all.^R You disturbed Maureen, you disturbed Brenda.^R Now, settle down^R Good.^S You were saying^S

Anne : Go to Sunday School.^{IP}

Teacher : You go to Sunday School.^A And what do you do at Sunday School?^Q² Mmm?^S²

Anne : Work.^{I I}

Teacher : You work?^A What kind of work do you do?^Q

Anne : A club.^{I I}

Teacher : Mmm?^S What kind of work?^Q Mmm?^S I didn't hear you,^P come on.^S What kind is that?^S What kind of work do you do at Sunday School?^Q² Would you like to go out?^R Well, settle down^R³

Now, don't be silly, Mary, you're too big for this kind of thing.^R You and Brenda have moved up from P4 but you've moved up because you're big girls now³

What were we saying?^S What kind of work do you do at Sunday School?^Q² Mmmm?^S What do you do there?^Q

Anne : Just talk.^{I I}

Teacher : You just talk.^A What kind of things do you talk about there?^Q²

Anne : About holidays.^{I I}

Teacher : About holidays?^A All the time?^S

Anne : Uh huh.^A

Teacher : Very good.^A

And what do you do on Saturday night?^Q

Anne : Watch television.^I

Teacher : You watch television, ^A uh huh. ^P And what about Friday night? ^Q

Anne : Watch tele. ^{LI}

Teacher : You watch tele. ^A And what about Sunday? ^S

Anne : I went to see my auntie. ^{LI}

Teacher : Good, ^A well, ^P what did you do there? ^Q ²
Mm ^S - what did you do at your auntie's? ^Q

Anne : Talked. ^{LI}

Teacher : You talked. ^A Very good. ^P Yvonne, what did you do at the weekend? ^Q ² Mmm? ^S

Yvonne : No. ^{LI}

Teacher : You must do something ^S ³ Mmmm? ^S You must do something. ^S What do you do? ^Q ³

Yvonne : Play. ^{LI}

Teacher : You play. ^A Good. ^P What do you play at? ^Q ²

Elizabeth : There's a wee ^{IU}

Teacher : What do you play at? ^Q

Elizabeth : Chasies. ^{LI}

Teacher : Yes, ^A but what kind of games do you play? ^Q

Yvonne : Got a ball. ^{SP}

Teacher : Uh huh. ^A

Mary : Spinner. ^S ^{LI}

Teacher : Uh huh. ^A

3

Teacher : What do you play at apart from chasies? ^Q

Margaret : She goes to the guides. ^{IS}

Teacher : You go to the guides. ^A Oh. ^P

Elizabeth : On Friday night. ^{SI}

Teacher : Very good. ^A What do you play at guides? ^Q

Elizabeth : Just stand in a line and a lady asks you something. ^{II}

Teacher : What kind of questions does she ask? ^Q ²
 What does she say to you? ^Q

Elizabeth : Well, she just says ^{IU} the first one in the line she
 says - Come out and everything ^{II} and then you've to jump
 forward, and you've to give her your money. ^{II}

Teacher : Mm. ^A And what do you do after you've to give her your
 money? ^Q

Elizabeth : We go back into patrol. ^{II}

Teacher : Uh huh. ^A

Elizabeth : And then we do tool work or with wool. ^{II}

Teacher : Uh huh. ^A

Mary : Can I go to the toilet? ^{In}

Yvonne : And I go to church. ^{SP}

Teacher : You go to church. ^S

Yvonne : And a man come along with a flag, ^{II} and put five pence
 in the collection. ^{II}

Teacher : Very good. ^A

Anne : And I put two pence in. ^{SP}

Teacher : You put two pence in. ^A Yes. ^P So most of you go to
 church ^P and you get a bible and you go to Sunday School, ^P
 you watch tele, and you go to the Saturday Show. ^P

5

Teacher : Do you like the weekends? ^Q Do you think they're a good
 idea? ^Q Yes? ^S

Do you do the same things during the week as you do at the weekends? ^Q ² You don't? ^S What kinds of things do you do at the weekends, or do you do that you don't do during the week? ^Q Mmm? ^S What's different about the weeks and the weekends? ^Q

Karen : You don't do your washing at the weekend. ^{SI}

Teacher : You don't do your washing at the weekend? ^A

Anne : Come to school in the week. ^{SI}

Teacher : What were you saying? ^S

Anne : You come to school at week. ^{LI}

Teacher : Yes. ^A What about at night? ^S

Anne : Watch tele. ^{LI}

Teacher : You just watch the tele. ^A I see. ^P What would you all do if you didn't have the tele? ^Q

Elizabeth : I play with my games and that. ^{SI}

Margaret : I've got plenty to do, miss. ^{SI} I've got my days of the week. ^{SI}
Monday, football. Tuesday, Arts and Crafts. Wednesday, Girls Club. Thursday, disco. Friday, Youth Club. Saturday, when I can get my head better, swimming. ^{SI} Sunday's the best day because my ma tells me to get nipped down and cut it out. ^{SI}

Teacher : Yes. ^A

Margaret : And that's my days of the week. ^P

Teacher : Yes. ^A Now, say there was an electricity cut, and you couldn't get any tele, what would you do? ^Q ²
What do you think you would do? ^Q

Elizabeth : Get a portable one. ^{SI}

Teacher : No, ^A you wouldn't get a portable tele. ^P No tele. ^P No radio. ^P What would you do instead? ^Q

Anne : Go out to play. ^{SP}

Teacher : You would go out to play, ^A likely, yes. ^P Say it was raining. What would you do inside? ^Q

Margaret : Sit and speak or something. ^{SP}

Lorraine : Have a cup of coffee. ^{SP}

Teacher : Make yourself a cup of coffee, ^A that would be a good idea. ^P

Elizabeth : When my mum's out her messages, I go along to my nana's and make toast and coffee and that. ^{SP}

Teacher : Oh, lovely. ^A

Elizabeth : And take her dog for a walk, ^{IS} and after that we watch tele. ^{IS} And if there's no good things on the tele, we switch off the tele, and make things and that. ^{IS}

Teacher : That's good. ^A Uh huh. ^P

Elizabeth : And we put on our slippers, ^{IS} and ^{IU}

Teacher : Oh, you're going to push Beatrice over. ^R

Elizabeth : And then my sister comes in and she annoys me. ^{IS}

Mary : Shut your mouth, Beatrice. ^R

Teacher : She annoys ^{IU} Leave her mouth alone. ^{II} (Laughter from group)

Teacher : She plays with you? ^{IU} Do you like when your sister comes in, or does she just annoy you? ^Q

Elizabeth : Sometimes she annoys me. ^{IP}

Teacher : Oh, sometimes she annoys you, and sometimes you don't mind if she's there? ^S Beatrice, what would you do if you didn't have tele? ^Q ³ Mm? ^S ² Would you watch that? ^R ² Get your hands off the table. ^R Right off. ^R

Margaret : We've got tele lovers here. ^{IS}

Teacher : Do you know what that's going to sound like on that?^R
 It'll be just one loud screech and you won't hear any-
 thing Elizabeth said^R² Now, you
 haven't produced much in the way of words today,^R
 so, at least don't disturb the rest of the girls, O.K?^R
 If you've got anything to say then that's good, but only
 make sure it's what we're talking about.^R Beatrice,
 what was it you were saying?^S Who was it that was
 speaking?^Q

Mary : Beatrice.^{S I}

Teacher : Oh, it was Beatrice, wasn't it?^S Yes.^A What was it
 you were saying about what you would do if you didn't
 have any tele?^S

Beatrice : Just play games.^{I I}

Teacher : You'd just play games.^A That's good,^P that you're not
 all so dependent on the tele that you have to have it.^P
 There are some people who sit and watch it,^P and if
 they didn't have tele,^P they wouldn't know what to do
 with themselves.^P

Gale : Miss, if I didnae have a tele, I would go scatty.^{SP}

Teacher : You would go scatty?^S

Gale : Aye.^{IP}

Teacher : Oh, that's terrible.^A

Brenda : Miss, if we didnae have the tele, I'd have a game of cards.^{SP}

Teacher : That's a good idea.^A We do that quite often.^{SP}

Karen : I just talk to my mum.^{SP}

Anne : We play snap.^{SP}

Teacher : Very good.^A Do you have special snap cards?^{IQ} Oh,
 they're good, aren't they?^P

Margaret : See my dad, if he doesn't see the tele,^{IS} see if the tele breaks
 down, bangs it and goes Oh Ow.^{IS} Just about wrecks it.^P

Teacher : Uh huh.^A

Margaret : See if he doesnae have tele, he just about goes mental.^{SI}
When I come home: Get that on.^{SI} And flings and bangs,
and I've got to turn the tele back on.^{SI} There was one
time I can remember my ma turned off the tele^{SI} and
my dad came home and said - Get that tele on,^{SI} and I
g goes I cannae, and he goes - You'd better get it on,^{SI}
and I goes I cannae.^{SI} He goes - What's wrong with it.
It's no working. We're waiting for the man.^{SI} Ma goes -
We're waiting for the man to come, they said they'd be
here about tea time.^{SI} Goes - What's the use of tea
time, I want to see it now.^{SI} (Laughter from group) I
go - you'll just have to wait won't you?^{SI} He goes - I'm
going through to watch Mrs. Dunlop's tele.^{SI} Goes through
and says - Mrs. Dunlop, can I watch your tele?^{SI} Och
aye, George, sit down there, until the tele man comes,^{Im}
and at half past six, the tele man comes^{SI} and I'm drying
the dishes tra la la la la,^{SI} like this, and I'm drying the
dishes and the tele man comes in.^{SI} And my dad comes
in.^{SI} Is that the tele fixed yet? I go - Aye it's fixed.^{SI}
Turned on the tele. Boom, it goes again.^{SI}

Teacher : Oh no.^A

Margaret : My ma, the man says to my ma, you can go up and pick a
tele.^{SI} She went up and picked a tele, and she got it. It's
a 26".^{SI} Great.^P

Teacher : Good.^A

Margaret : My dad put it on the table, so can block out from the tele,^{SI}
and nobody can get out of the way, and you cannae see for
heads. (Laughter from group).^{SI}

Teacher : So, why would you go scatty, Gale, if you didn't have your
tele? ^Q Would you miss it?^S

Gale : I like it.^{IP}

Teacher : You like watching tele a bit.^S Say the B.B.C. went on
strike, what would you do? ^Q

Margaret : They have done. ^{S-}

Teacher : Yes, ^A but really so that you didn't have any programmes at all? ^Q ² Wouldn't you get bored? ^Q

Gale : Aye, I would get bored. ^{IP;}

Teacher : You would get bored. ^S

Karen : If I put mine on it makes a noise. ^{SP} It's always football. ^P
I just say - Get that football off. ^{SP}

Gale : I go nuts at them, miss. ^{SP}

Teacher : Yes. ^A

Gale : I batter them. ^{SP}

Teacher : Oh yes, if you're watching tele, ^P then it's nice, ^{IU}

Gale : He jumps on you. ^{IS} And all those Americans and that. ^{IU}

Margaret : My wee brother stuck a hammer into my radio. ^{S.I}

Teacher : Mm? ^A It's good for relaxation, too. ^P

Elizabeth : But sometimes there are good programmes on ^{S.I} and they want to watch them programmes ^{S.I} and I'm just reading a book. ^{SP}

Mary : My dad's got three dogs and a budgie. ^{IS}

Elizabeth : And I'm being quiet and her programme's on and I'm watching hers, ^{SP} and I want my programme, and I get the blame. ^{SP}

Teacher : Oh, I see. ^A Very good. ^P It's annoying. ^P

Elizabeth : Eh? ^P

Margaret : See my wee brother ^{IS} He's the worst terror I've ever come across, I'm telling you. ^{IS}

Mary : I've got three dogs and a budgie. ^{SP}

Teacher : Mm. ^A

Margaret : I was sitting watching the tele one time, right, ^{S.I} and I wasnae paying attention to him. ^{S.I} Just picks up my dad's hammer /

hammer and banged it, right on my block.ST I'd a big
nump like this on my head.^{SI}

Teacher : Oh no.^A

Margaret : And my ma was standing and he was only three year old,
right?ST

Teacher : Right.^A

Margaret : And one time my big sister was sleeping on the couch^{SI}
and she wouldnae wake up^{SI} she's a heavy
sleeper, if she hears^{IU}

Teacher : Uh huh.^A
Do you want to say something, now?^S Come on then.^S
What do you do at the weekends?^Q

Lorraine : On Saturday I go to swimming with the school.^{II}

Teacher : Oh, yes on Saturday mornings you do that.^A Anyone else
out of this class who does that?^Q You?^S

Brenda : Aye.^{II}

Teacher : Go on⁵^S

Lorraine : On Fridays I go to Azda with my nana.^{IP}

Teacher : Oh yes.^A

Mary : My brother goes swimming.^{IS}

Lorraine : And she goes away with a wee skimpy thing and I'm left
swinging a big trolley.^{IP}

Teacher : Oh yes.^A

Lorraine : And she's a box, and you can carry this and this.^{IP}
I say why doesn't she take them all.^{IP}

Teacher : Well, you wouldn't have your grandmother do that, would
you?^S

Lorraine : No.^A

Teacher : No.^A Well, what else do you do at the weekend then?^Q

Lorraine : Sundays I just watch Cartoon Cavalcade.^{SP}

Teacher : And at nights what do you do?³ Q

6

Teacher : Well, girls, I think it's about time the singers went off
to singing. In

SESSION SIX - TELEVISION

Teacher : Television. O.K. then.^P Who's got something to say
about television.^S

Brenda : I couldnae watch it, 'cause I was busy doing the house-
work.^{SP}

Teacher : No, no. I don't mean this weekend^P I mean
just in general.^P What's your favourite TV programme?^Q

Gale : General Hospital.^{SI}

Elizabeth : Policewoman.^{SI}

Gale : General Hospital, miss.^{SI}

Lorraine : Steve Austin.^{SI}

Elizabeth : Did you see it yesterday?^{IU}

Teacher : General Hospital?^S

Gale : Steve Austin.^{SI}

Brenda : Miss, miss I like General Hospital, Policewoman and
Steve Austin.^{SP}

Mary : That's what I like.^{SP}

Teacher : So you all like General Hospital.^A Why do you like that?^Q

Gale : Policewoman and Steve Austin.^{SI}

Brenda : Because^{IU}

Teacher : Oh, I see.^A And why do you like them?^Q

Gale : 'Cause they're good.^{II}

Teacher : They're good.^A Why do you like them?^Q

Brenda : Because I like^{IU}

Teacher : Mm?^S

Gale : I like Steve Austin best.^{SP}

Teacher : Why's that?^S

Gale : 'Cause^{IU}

Mary : Jumps way up in the sky. ^{SI} Wheech ^P

Teacher : Oh, is that the bionic man? ^{IQ}

Gale : There's going to be a bionic woman as well, miss. ^{SI}

Teacher : If you've got someting to say, say it so that everybody can hear it. ^R

Gale : Miss, there's a choice of the bionic woman as well miss, Janie Summers. ^{SI}

Teacher : Oh, very good. ^S

Mary : I watched Cartoon Cavalcade before. ^{SP}

Teacher : Uh huh. ^A And why do you like General Hospital? ^Q

Brenda : Because I like the stories and all that and the man that takes things round. ^{SI}

Teacher : Uh huh. ^A

Brenda : And do you want to buy stuff and all that. ^{SI}

Teacher : Oh yes. I see. ^A

Brenda : That's what I like. ^{SP}

Teacher : Uh huh. ^A Why do you like Cartoon Cavalcade? ^Q

Mary : 'Cause it's funny. ^{II}

Teacher : 'Cause it's funny. ^A Who is it does that programme? ^Q

Mary : Aye. ^A

Lily : Cartoons. ^{SI}

Teacher : Uh huh. ^S

Mary : Shows Bugs Bunny, miss. ^{SI}

Lily : Glen Michael. ^{SI}

Teacher : That's right, uh huh. ^A

Mary : Bugs Bunny, Bugs Bunny. ^{SI}

Gale : Bugs Bunny. ^{SI}

Elizabeth : I like it. ^{SP}

Margaret : That em thingummy ... Donald ... the cat ^{IU}

Teacher : Mm? ^S

Margaret : The cat and the wee, the wee bird. ^{IU}

Teacher : Oh? ^S

Lily : Tweetie Pie. ^S

Teacher : Oh, I see. ^A And what else do you like to watch? ^Q
 Anne, what do you like to watch? ^Q

Anne : The Waltons. ^{II}

Teacher : You like the Waltons. ^A Why do you like the Waltons? ^Q

Mary : Oh I watch them. ^{SP}

Elizabeth : I like the Waltons. ^{SP}

Gale : I like the Waltons. ^{SP}

Lily : I like John Boy. ^{SP}

Teacher : You like John Boy. ^{SP}

Gale : The Waltons are ^{IU}

Mary : I like that wee lassie. ^{SP}

Elizabeth : I like Kojak. ^{SP}

Teacher : And why ^{IU}

Elizabeth : I like the wee lassie. ^{SP}

Teacher : Why do you think the Waltons are good? ^Q

Gale : I like the stories about going to college and all that. ^{SP}

Teacher : And you like his stories do you? ^Q

Gale : Yes. ^{II}

Teacher : What about you, Yvonne, what stories do you like? ^Q

Elizabeth : Kojak. ^{SP} I like Kojak. ^{SP}

----- //

Teacher : Not all at once.^R

Mary : Z Cars.^{SP}

Teacher : Why do you like Kojak?^Q

Gale : I like them all.^{SP}

Teacher : You like them all?^S

Gale : I like Kissie, miss,^{SP} Kissie the gypsy girl.^P

Anne : Kissie.^{SI}

Teacher : Is it good?^Q

Anne : Aye.^{II}

Mary : I like that little bird.^{SP}

Anne : Comes on to-morrow, miss, it comes on to-morrow.^{SI}

Gale : Comes on to-morrow.^{SI}

Teacher : Comes on to-morrow?^A What else do you like?^Q

----- // -----³

Teacher : Now, not all at once.^R

Mary : ----- // -----²

Teacher : Mm?^S

Lily : He usually gets a row off the man so he gets sent hame again.^{SI}

Teacher : Oh, I see.^A

Lily : It's funny, miss.^{SP}

Gale : ----- // -----²

Lily : Aye. ----- // -----²

Teacher : Oh, and what do you watch, Karen?^Q

Karen : Crossroads, miss.^{II}

Teacher : Uh huh.^S

Karen : Steve Austen.^{II}

Teacher : Steve Austen, too.^A He's a great favourite, isn't he?^P

Gale : He is my favourite, miss.^{SP}

Teacher : Yes.^A

Gale : Miss, I've got a big poster like this big poster like this of him and his girlfriend Janie.^{SI} They're on a motor bike.^{SI}

Teacher : Uh huh.^A

Lily : I've got a picture of Steve Austen.^{SI}

Teacher : Oh?^S

Lily : It comes right down from the roof to the^{SI}

b r e a k i n t a p e

Teacher : Right, where were we?^P

Lily : I've got a picture of Steve Austen.^{SI} It comes right down from the roof to there.^{SI} And pin it up and it just keeps on coming and I said - right, I'll pack it away with all my other Steve Austen.^{SI} I've got Elvis Presley and all that.^{SI}

Gale : Oh yes,^A I like that.^{SP} I've got a picture of the Police-woman.^{SI}

Teacher : Oh, there's one of Policewoman as well?^Q

Lily : Aye.^{SI}

Gale : Aye.^{SI}

Lily : And John Boy.^S

Gale : And eh what's her name, Pepper.^{SI}

Teacher : And what happens on Policewoman?^Q

Lily : It's eh.^{IU}

Gale : Policewoman.^{SI}

Elizabeth : She comes on.^{SI}

Teacher : Wait a minute, just one at a time. ^R

Gale : Me first. ^S

Brenda: Policewoman is on tonight. ^{SI}

Lily : Tonight? Last night. ^{SI}

Elizabeth : Last night. ^{SI}

Brenda : Em, last night. ^P

Teacher : Last night. ^A

Gale : Last night as well, miss. ^{SI}

----- 3 -----

Brenda : They put a thingmyjig on and the man tells things. ^{SI}

Teacher : Mm? ^S

Brenda : I can't say it. ^{IP}

Teacher : Well try. ^S

Brenda : He put it on, and em, I think it was a razor blade or something. ^{II}

Teacher : Oh I see. ^S

Elizabeth : And Grace got her head. ^{SI}

Teacher : Is it something like ^{IU}

Lily : Like Kojak. ^{SI}

Gale : It's like Kojak. ^{SI}

Elizabeth : It's like Kojak. ^{SI}

Teacher : Like Kojak, I see ^A

Mary : I like Kojak. ^{SP}

Teacher : You like the story and police stories like Z Cars. ^S

Lily : I think they've spoiled Z cars with the music. ^{SP}

Teacher : Have they? ^S

Elizabeth : Aye. ^S

Lily : They've no got the same tone to it. ^{SI}

Teacher : Oh, I see. ^A Mm. ^P And so you think the programmes on
tele are quite good just now? ^Q

Lily : Aye. ^{SP}

Elizabeth : Aye. ^{SP}

Gale : It's on tonight as well, Policewoman. ^{SI}

Teacher : Oh. ^A

Elizabeth : Was on last night. ^{SI}

Gale : It's on tonight as well. ^{SI}
Murderers and things. ^{SI}

Teacher : Oh? ^S

Gale : It's on this wee lassie that don't know. ^{IU}

Lily : Oh I saw that. ^{SP} It's on Policewoman about this wee
lassie that got murdered. ^{SI} They didnae show that but
they're going to show it. ^{SI} It isnae really for wee ones.

Gale : It's on eh. ^{IU}

Teacher : Oh I see. ^A

Gale : It's on the front. ^{SI}

Teacher : Mm? ^S

Gale : With a big crowd. ^{SI} Round the bed. ^{SI} Yeah. ^A

Teacher : I see. So you've got to watch that tonight? ^Q

Elizabeth : I'm in bed then. ^{SP}

Teacher : Uh huh. ^A You're in your bed by then, good. ^P
So, what else about television? ^S Who else watches
television? ^A

Elizabeth : Magpie. ^{SI}

Teacher : Beatrice, what programmes do you like best on television? ^Q

Beatrice : Crossroads. ^{I I}

Teacher : Crossroads. ^A What else? ^S

Beatrice : ----- // -----

Teacher : Oh yes, ^A is that a good one ... ^S What happens there? ^Q
Mm? ^S What happens there? ^S What other ones do you like? ^Q

Beatrice : Coronation Street. ^{I I}

Teacher : Coronation Street. ^A How about you Maureen, which T.V. programmes do you like? ^Q

----- 2 -----

Maureen : Top of the Pops. ^{I I}

Teacher : Top of the Pops. ^A Oh I thought you would all say that one. ^P On a Thursday. ^P

Margaret : Oh, I like ^{I U}

Margaret : I like the Bay City Rollers. ^{SP}

Mary : Oh they're rotten. ^{SP}

Teacher : Yes, ^A are they on television? ^Q

Lily : Yes, well sometimes. ^{S I}

Mary : He went and killed another woman. ^{S I}

Teacher : No he didn't, just the one. ^{I I} Thank goodness. ^P

Gale : His name's Les McEwan, miss. ^{S I}

Teacher : Uh huh. ^A but we're still talking about television though, not the Bay City Rollers, aren't we? ^R What other programmes do you like? ^S Top of the Pops

Mary : No Place to Hide. ^{S I}

Teacher : No Place to Hide. ^A

Lily : Oh I like that. ^{SP}

Gale : Black Beauty, miss. ^{SI}

Lily : That's finished. ^{SI}

Gale : Black Beauty. ^{SI}

Lily : That's finished. ^{SI}

Brenda : That's what my sister got. ^{IS} The record of Black Beauty. ^P

Teacher : Has she? ^S

Brenda : She won it. ^{SI}

Teacher : Uh huh. ^S

Gale : I like this game. ^{SP} It's about darts or something, miss. ^{SI}

Teacher : Oh, when's that on? ^Q

Gale : I don't know ^{IP} but it's all with darts and snooker. ^{IR}

Margaret : Indoor League. ^{SI}

Teacher : Mm? ^S

Margaret : Indoor League. ^{II}

Gale : Ladies darts and things. ^{SI}

Margaret : Indoor League. ^{II}

Teacher : Oh, I see. ^A And so do you follow all the different games and who's going to win it and everything? ^Q

Gale : Yes. ^A And it's that things with the hands and they press it down. ^{SI}

Teacher : Mm? ^S

Gale : Oh, they put their hands and see who's the strongest. ^{II}

Teacher : Yes. ^S

Gale : And they need to put their hands on the table. ^{II}

Teacher : Yes. Uh huh. ^S

Mary : Oh yes. ^P

Margaret : That's good. ^{SP}

Teacher : June, what programmes do you like? ^Q

Gale : Miss, there it's there. ^{SI}

Teacher : Oh is it, that one, uh huh. ^A

Mary : Ouch. ^P

Lily : Roy Buckle won. ^{SI}

Teacher : Oh, I see, ^A does he win a lot? ^Q

Lily : I don't know, ^{II} I've just watched it once. ^{SP}

Teacher : Oh, I see, ^A because you were on holiday. ^P June, which programmes do you like? ^Q ----- ² Mm? ^S Do you have any favourites? ^Q ----- ² None? You just watch anything do you? ^Q How about you Yvonne, which ones do you like? ^Q ----- ² Mm? ^S

Yvonne : None. ^{II}

Teacher : None of them? ^S How often do you watch television? ^Q

Lily : I liked the Sweeney when it was on. ^{SP}

Teacher : Mm. ^A It's finished now. ^{II} The man who was the Sweeney, or Sweeney, or whatever his name was, is in Edinburgh this week. ^{SI} He's in the Lyceum Theatre. ^{SI}

Lily : What's he in? ^Q

Teacher : I can't remember. ^I If somebody would hand me over my paper ^{IU} Elizabeth, would you get my paper out of my bag ^{IU} and I'll tell you. ^P A friend of mine ^{IU} oh here, it's here. ^P

Anne : Miss, I like When the Boat Comes In. ^{SP}

Teacher : You like When the ^{IU}

Anne : Boat Comes In. ^{II}

Teacher : Which Boat? ^Q

Gale : Is it the young one, miss? ^Q

Lily : The name of the programme is - When the Boat Comes In, she's just come back from some war. ^{SI}

Teacher : Oh I see, ^A is that regiments or something? ^Q

Lily : Something like that. ^A

Elizabeth : Miss you should be ----- eh --- ^{IU}

Gale : Miss, is it the young one or the old one? ^Q

Teacher : I don't know. ^{II}

Anne : The young one or the old one? ^Q

Lily : Is it Jack Rougan or John ^Q

Maureen : Miss, I like when Within These Walls is on. ^{SP} It's the prison. ^{SI}

Gale : It's the prison. ^{SI}

Teacher : Within these Walls. ^A

Maureen) : It's a prison. ^{SI}
Elizabeth) :

Teacher : And do you like it? ^Q

Lily : Aye, ^{II} but it's not on now. ^{SI}

Teacher : It's not on now, ^P but do you like it, Maureen? ^Q

Maureen : Aye. ^{II}

Teacher : What else do you like on the programme? ^Q

Maureen : Dr. Who. ^{II}

Teacher : Mm? ^S

Maureen : Dr. Who. ^{II}

Teacher : Dr. Who. ^A

Mary : Oh I love that. ^{SP}

Gale : Yes, great. ^{SP}

Anne : So do I. ^{SP}

Teacher : On a Saturday. ^P

Gale : About eh the seaweed. ^{SI}

Maureen : This thing comes out in the middle. ^{SI}

Gale : It's about this thing and there's this man, miss. ^{SI}

Maureen : About this thing. ^{SI}

Gale : And he turned it, ^{SI} but I forget the name of it. ^{SP}

Elizabeth : The plant and all that. ^{SI}

Gale : The plant, miss. ^{SI}

Lily : The plant or something the man comes up and it grows
in a big catches at anybody ^{SI} and ^{IU}

Gale : ----- ² and this man puts it a hundred times to
put the this creature. ^{SI} Ugh. ^P

Teacher : Oh. ^A

Gale : Oh it's really horrible. ^{SI}

Teacher : Oh. ^A Is Dr. Who on all the time? ^Q

Gale : Yes. ^{SI}

Lily : Yes. ^{SI}

Gale : Every Saturday. ^{SI}

Lily : Every Saturday. ^{SI}

Teacher : Every Saturday. ^A I see. ^A And what else is on? ^Q

Elizabeth : Generation Game. ^{SI}

Teacher : What happens in that programme? ^Q

Elizabeth : There's games and that. ^{II}

Gale : It shows you wee dogs miss. ^{SI}

Elizabeth : And the man dresses up and all that, ^{SI} and there's games
and that. ^{SI}

Teacher : Oh, I see. ^A And what do they do at the end? ^Q

Anne : They do an act. ^{SI}

Teacher : They do an act. ^S

Maureen : They show, and put their feet up and they get out. ^{SI}

Teacher : Oh, I see. ^A Oh. What are you saying, Lily? ^Q

Lily : Happy Days. ^{II}

Mary : Laugh. ^{SP}

Gale : It's funny. ^{SP}

Lily : Just that it's a good laugh. ^{SI}

Teacher : Yes? ^S What's this about? ^Q

Lily : It's half hour comedy. ^{II}

Teacher : Mm? ^S

Anne : Comedy ^{SI}

Gale : The Joker. ^{SI}

Mary : Happy Faces, miss, Happy Faces. ^{SI}

Teacher : Oh. ^A Happy Faces? ^S What happens in Happy Faces? ^Q

Elizabeth : It's a bit like Top of the Pops and that. ^{SI} And then they judge. ^{SI}

Lily : New Faces. ^{SI}

Teacher : Oh, I see. ^A New Faces, is that what it's called? ^P I see. ^A
Lily, what were you saying? ^Q

Gale : I watch Opportunity Knocks. ^{SP}

Lily : I watch that. ^{SP}

Elizabeth : So do I. ^{SP}

Teacher : And who's on Opportunity Knocks? ^Q

Gale : Em, Hughie Green. ^{SI}

Anne : Mm. ^A

Teacher : Hughie Green?^A Oh well.^P

Brenda : I really like that, miss.^{SP}

Lily : He had his picture in the paper, on his birthday.^{SI}

Teacher : Oh, well, well.^A How old is he now?^Q

Lily : Em.....^{IU}

Gale : He looks about seventy. something.^{SI}

Teacher : I think he's quite old, yes.^A Who else is on television?^Q

Lorraine : No. 65.^{SI}

Teacher : Oh.^A

Lorraine : I knew it was something, cause it was in the ... T.V.
Times.^{SI}

Teacher : Mm?^S Who else is on television?^Q

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Lorraine : Happy Birthday to you.^P

Gale : Happy Birthday to you.^P

Teacher : Is it good? What's it about?^Q

June : It's about, there's 3 girls.^{II}

Teacher : Oh?^S

June : One's called Mary, I dinnae ken the other ones.^{SI}

Teacher : Uh huh.^S

Karen : Laura.^{SI}

June : There was Laura and there was Nellie.^{SI}

Karen : Kelly.^{SI}

June : There was a girl, Nellie, and she was jealous.^{SI}

Anne : Jealous.^{SI}

June : It was her birthday and there was a wee crab, going along a wee branch and it goes oops, right down and it fell back in the water. ^{SI}

Teacher : Oh dear. ^S

Karen : Then it bit her toe. ^{SI}

Teacher : Oh my goodness. ^A What was ^{IU} ----

Mary : I like that one. ^{SP}

Margaret : I dinnae like that girl. ^{SP}

Brenda : I wish I had that wee girl. ^{SP}

Teacher : Mm? ^S

Karen : The rest of the girls were nice. ^{SI}

3

June : The other one tried to say - play another game and she goes - could we not play something else and she goes no, we're playing ring a ring a rosies. ^{SI}

Teacher : Mm. ^A She's the boss, is she? ^P

June : Mm. ^A

Karen : But she'll no give a lend of her doll that she got for her birthday. ^{SI}

Teacher : Mm. ^S

Karen : And Laura ripped her dress by mistake and shouting and bawling at her. ^{SI}

Teacher : Oh dear. ^A
So do you all like television? ^Q You think it's a good thing? ^Q

Elizabeth : Aye, me and my pal ^{IU}

Karen : Aye, Laurel and Hardy's on on Saturday. ^{SI}

June : Aye. ^A

Anne : Yes. ^A

Lily : Laurel and Hardy?^S I like^{IU}

2

Teacher : What do you think's good about Laurel and Hardy?^Q

Mary : My hair used to be like Lily's.^{SP}

2

Lily : Did you hear about the to help the people to ride horses.^{SI}

Teacher : No, what was that.^S

Lily : To take in the wool and things to send in wool.^{II}

Teacher : Oh yes.^S

Lily : And cotton.^{II}

Teacher : Uh huh.^S

Lily : For getting ... you got a horse and you should see all the things, they got a big cupboard.^{IL}

Teacher : Lovely.^S

Elizabeth : And a big bag.^{SI}

Brenda : There are two horses down there.^{SI} One horse one's called Kay. Well she had a foal and she's starting to get nervous.^{SI}

Teacher : Is this on Blue Peter?^Q

Brenda : No, it's down there, miss ...^{II}

Teacher : Down^S

Brenda : Down in the field, near my bit.^{II}

Teacher : Well, I think we'll try and stick to television, O.K.^R

Brenda : Oh.^A

Gale : Miss, I like Kung Fu, miss.^{SP}

Teacher : You like Kung Fu.^S

Gale : Yeah, it's good, his name's eh Shane or something.^{SI}

Lily : Kung ^{SI}

Gale : Em, Caine. ^{SI}

Teacher : Caine. ^A I like him, yes. ^{SP}

Gale : He's good at karate, miss. ^{SI}

Teacher : Is he? ^S

Gale : Yes, you should have seen him. ^{SI}

June : I've taught you all I can and it's time for you to leave. ^{SI}

Teacher : Oh yes, that's at the beginning. ^A

June : Cast the pebbles from my eyes. ^{SI}

Teacher : Yes. ^A

Gale : And eh ... he keeps thinking about this wee laddie, miss. ^{SI}

Teacher : Oh yes. ^S

June : Aye. ^A

Gale : And the man used to call him grasshopper. ^{SI} (Laughter from group)

Brenda : Miss, I like Kung Fu. ^{SP}

Teacher : You like Kung Fu too. ^S

Gale : Aye, and it shows you that when he's big man, miss, and he puts his hand on that big pot thing. ^{II}

June : Pot thing, aye. ^A

Teacher : Oh. ^A

Gale : Puts his hands at the side at the two sides and he puts his hands in. ^{SI}

Elizabeth : I really like Angels. ^{SP}

Mary : Aye, it's good. ^{SP}

Gale : Oh, it's horrible. ^P

Lily : It's on a Monday. ^{SI}

Teacher : And what's Angels? ^Q

Elizabeth : It's a ^{IU}

Lily : It's a hospital. ^{SL}

Gale : It's like General Hospital. ^{SI}

Teacher : Oh, it's like General Hospital. ^A

Karen : Miss, I like Bewitched. ^{SP}

June : So do I. ^{SP}

Margaret : I'm watching Bewitched. It's on again. ^{SI}

Brenda : Miss, I like Bewitched ----- ² ^{SP}

Elizabeth : It's on in the morning. ^{SI} Me and my cousin --- ^{IU}

Gale : Miss, I like Planet of the Apes, miss. ^{SP}

Oh aye ----- ³

Teacher : Come on now, settle down. ^R

Elizabeth : My cousin's no got tele any more and we got two. ^{SI}

Mary : We've got two telephones ^{SI} and we got ^{IU}

Elizabeth : My mum and dad didnae ken we had the tele on and we were watching up to 12 o'clock or 11 o'clock. ^{SL}

Teacher : Oh. You'd get shot for that. ^P

Elizabeth : And we were watching tele and we never watched something and we watched something else. ^{SI} Then we then we went to sleep then we then my mum came ben and saw the light and we said can we get up for a biscuit, we want a biscuit. ^{SL}

Teacher : Uh huh. ^S

Elizabeth : And she said, here do you want a biscuit. ^{SI}

Teacher : Oh, I see. ^A

Brenda : Miss. ^{IU}

June : ----- ² -----

Brenda : Miss. ^{IU}

Elizabeth : ----- ² -----

Brenda : Miss, Miss, Miss Cormack. ^{IU} I like the Tomorrow
People. ^{SP}

Gale : Aye, that's good. ^{SP}

Teacher : And what's that about? ^Q

Brenda : I like when they disappear. ^{SP}

Elizabeth : It's about space. ^{SI}

Teacher : About space, is it? ^S

Brenda : They put their hands up, ^{SI} and - ^{IU}

Gale : Miss, I like U. F. O. ^{SP} That's about space - it's about
space. ^{SI}

Teacher : Oh. ^S

Gale : I like U. F. O. ^{SP} That's just like space as well, miss. ^{SI}

June : I like ----- ³ ----- ^{IU}

Teacher : And what's it about? ^Q

Karen : Space. ^{SI}

Gale : Woman. ^{SI}

Teacher : And what does she do? ^Q

June : She was --- ^{IU}

Karen : She was there before the man come in. ^{SI} And they're
staying in a flat. ^{SI} Get out of here this is not your
home. ^{SI}

Mary : I ken. ^A

Elizabeth : Aye. ^A

Margaret : And then she comes in with her. ^{SI}

Karen : The two of us share this flat. ^{SI}

Teacher : Oh, I see. ^A

3

Teacher : What were you going to say, Elizabeth? ^Q

Elizabeth : I like - Love thy Neighbour. ^{SP}

Karen : Oh aye, ^A that's a laugh. ^P

Teacher : What's this about? ^Q

Elizabeth : The Black Sambo ^{LI} (Laughter from group)

Lily : I like Bless this House. ^{SP}

Mary : The Black Sambo. ^P

Elizabeth : Aye. ^A (Laughter from group)

Teacher : And what's Love thy Neighbour about? ^Q

Elizabeth : It's about these men and he calls him Black Sambo. ^{LI}

Mary : It's awful good, miss. ^{SP}

Gale : He calls him chocolate drop sometimes. ^{SI}

Elizabeth : And eh they go to the pub and eh - you're paying for the drinks. ^{SI} And they go down the pub the night and eh he goes away and he's drunk and that. ^{SI}

Teacher : Oh dear. ^A

Karen : Eddie does. ^{SI}

Mary : The Black Sambo. ^P

Karen : And he says - come up the town and we're away at my bit. ^{SI}

Elizabeth : Last year he went down to the in secret. ^{SI} (Laughter from group)

Teacher : And then what was the programme you were talking about, Lily, Bless this House? ^Q

Mary : Oh, that's good. ^{SP}

Gale : That's good that. ^{SP}

Lily : Aye. ^A

Teacher : Oh, I see. ^A

Lily : You know they were, he was having this dream you see
and eh - come on, come on, it was this horse race. ^{SI}

Teacher : Uh huh. ^S

Lily : And he done, he didn't bet it. And it won. ^{SI}

Teacher : Oh. ^S

Lily : And he thought it was a horse and it was one of they
racer dogs. ^{SI}

Teacher : Uh huh. ^S

Lily : And it won. He was dreaming about winners. ^{SI} (Laughter
from group)

Lorraine : And he had to go out and buy some to keep them out of his
mind. ^{SI}

Elizabeth : Last week - ^{IU}

Lily : And they - ^{IU}

Teacher : Last week they ^S

Elizabeth : They were having babies. Oh they had a fish in the bed. ^{SI}

Lily : They're having babies. ^{SI}

Teacher : The fish? ^S

Lily : Uh huh. ^{II}

Teacher : Oh, I see. ^A

Gale : Miss, what do you call baby fish? ^Q

Teacher : Em, spawn. ^{II}

Gale : Eh, spawn. ¹¹

Mary : Spawn. ^A

Teacher : I think so, I'm not sure, ^{SP} we can have a look for that. ^{IS}

June : Miss, Guess what used to be on - The Magic Jeenie. ^{S1}

Gale : Oh aye. ^S

June : Used to rub a fork and the genie used to come out. ^{S1}

Anne : Aye. ^A

Elizabeth : I liked that. ^{SP}

Lily : I liked the Pigmy Hand. ^{SP}

Gale : I liked the Pigmy Hand. ^{SP}

June : Aye. ^A

Gale : Miss, I liked the big fat woman. ^{SP}

Mary : Oh aye. ^A

Teacher : And what do they all do? ^Q

Mary : That's what I like. ^{SP} I like that lassie with the ginger hair and that. ^{SP}

----- 3 -----

Teacher : Oh. ^S

Lorraine : I like the Invisible Man. ^S

Gale : Yeah, that's eh David ^{IU}

Lorraine : Doctor - ^{IU}

Gale : It's eh Dianna Weston. ^S Dianna Weston. ^P

Elizabeth : Aye. ^A Dianna Weston. ^P

Teacher : Uh huh. ^A And is it good? ^Q

Elizabeth : And he got in and got the keys and he got out and nobody kent and he got the keys off the man. ^{S.1}

June : And he pretended that there was someone in the bed. ^{S.1}

Anne : Aye.^S

Elizabeth : Aye.^S

Teacher : Oh?^S

June : He made it up.^{S.I}

Gale : Miss, there was this ----- man^{S.I} miss.

Lily : Aye, there was.^S

June : And he went and took his face off.^{S.I}

Lily : Aye, he just needs to take his face off cause you
dinnae see him there.^{S.I}

Teacher : Mm.^S

Lily : But there was something happened.^{S.I} These things
shut together and he was still in with the robber and these
things closed together and he was like that.^{S.I}

Gale : And they went into the pub, miss, and there was this
drunk man, miss, and he wondered what it was,^{S.I}
cause -----²

Lily : And they shut.^{S.I}

Teacher : Uh huh.^A Who was drunk, the man in the pub?^Q

Gale : Yeah, he was drunk and he went over.^{S.I}

June : He was awful old.^{S.I}

Gale : He was sitting.^{S.I}

June : There was a red bike and the Invisible Man just walked
down and he was trying to follow the bike.^{S.I}

Teacher : Oh.^S And why did he become invisible?^Q

Lily : They two things were too close together.^{S.I} They didnae
get there in time to stop it.^{S.I}

Teacher : Oh, I see.^A

Lily : It was him that done it himself.^{S.I}

Elizabeth : Sounds like a ghost. ^P

Teacher : Yes. ^A Did he ever get back to normal? ^Q

Elizabeth : No. ^{S1}

Gale : No. ^{S1}

Lily : No, it scares me. ^{S1}

Teacher : It was good was it? ^A We'll stop there. ^R

SESSION SEVEN : PETS

Teacher : Now what can you tell me about pets? ^Q ----- 2

Oh. ^{IS} (Laughter from group)

Lorraine : There's dead silence. ^{IS}

Teacher : Come on now you were all pleased this morning when you heard we were going to talk about pets. ^S

Mary : I've got 3 dogs. ^{S: I}

Teacher : You've got 3 dogs. ^A What can you tell me about them? ^Q

Mary : At the home. ^{S: I}

Teacher : What are your 3 pets called? ^Q

Mary : I've got 4. ^{I I}

Teacher : You've got 4? ^S

Mary : I've got a budgie too. ^{S: I}

Teacher : A budgie too? ^S And what are their names? ^A

Mary : Judy, Ted, Fred and Simba. ^{I I}

Teacher : What do you call your budgie? ^Q

Mary : Judy. ^{I I}

Teacher : And what do you call your other dog. ^Q

Mary : Ted, Fred and Simba. ^{I I}

Teacher : Oh, Ted, Fred and Simba, ^A of course, that's 4. ^P
(laughter from group) And how about you, Anne? ^S

Anne : I've got a dog. ^{I I}

Teacher : You've got a dog. ^A And what kind of dog is he? ^Q

Anne : A collie. ^{I I}

Teacher : A collie. ^A What colour is he? ^Q

Anne : Black. ^{I I}

Teacher : And what do you call him? ^Q

Anne : Laddie. ^{I I}

Teacher : Laddie? ^A And what do you do with Laddie? ^Q

Anne : Play with him. ^{I I}

Teacher : You play with him. ^A And what - do you take him out for walks and things? ^Q

Anne : Yes. ^{I I}

Teacher : Very good. ^A Who else has got pets? ^Q

Gale : I have. ^{S I}

Lily : I Have. ^{S I}

Teacher : Gale ----- ³ ^Q

Gale : I have one dog and eight pups. ^{I I}

Teacher : One dog and eight pups. ^A Of course. ^P Have you got room for them all? ^Q

Gale : No, we're no keeping them. ^{I I}

Teacher : You're not keeping them, ^P I see. ^A

Gale : We only ^{I U}

Teacher : What do you call your dog? ^Q

Gale : Sheba. ^{I I}

Teacher : Sheba, of course. ^A

Gale : We've got three pure black ones. ^{S I}

Teacher : Lovely, lovely. ^A

Gale : Last night we put them in the paper. ^{S I}

Teacher : Uh huh, very good. ^A How about you, Lorraine? ^Q

Lorraine : We've got about four dogs. ^{I I}

Teacher : Four dogs? ^A Good heavens. ^P Is there any room for you? ^Q

Lorraine : Three puppies. ^{S I}

Teacher : Three puppies.^A And.^{IU}

Lorraine : And one cat.^{SI}

Teacher : Uh huh.^A And what are all their names?^Q

Lorraine : Chi Chi's the cat.^{II}

Teacher : Uh huh.^A

Lorraine : Rover the dog and^{I.} -----²----- Sheba^{II} -----²-----
I can't remember the other dogs.^{II}

Teacher : Uh huh.^A

Lorraine : There's Judy the dog and Dons.^{SI}

Teacher : Uh huh. -----²-----^S

Lorraine : And Fred.^{SI}

Teacher : Very good.^A That's super.^P And, do you take them out
for walks?^Q

Lorraine : Aye, I take them out for walks.^{II}

Gale : Aye, I have to.^{SP}

Mary : Aye.^A

Margaret : Aye, I have to take them out for walks too. -----³-----^{SP}

Lily : I've got pets all over the place.^{SP}

Teacher : Have you?^A Why, what sort of pets do you have?^Q

Lily : Well, I've got Lucky and Smoky the cat and dog.^{II} And then
down at the other my auntie's ... they've ... I've got 13
birds.^{SI}

Teacher : Thirteen?^S

Lily : I'm sure it's 13 birds.^{SP}

Teacher : What kind of birds do they have?^Q

Lily : Well all different kinds yellow and green ones.^{II}

Teacher : Mmm.^S

Lily : And a mina bird. ^{SI}

Teacher : Oh. ^S

Lorraine : So've we. ^{SP}

Teacher : A mina bird? ^S

Lorraine : No, eh ^{IU}

Lily : And eh the mina bird's called Nicky. ^{SI}

Teacher : And does she talk? ^Q Mina birds usually do. ^P

Lily : And eh four dogs. ^{SI}

Teacher : Uh huh. ^A

Lily : Lucky, Laddie, Shep. ^{SI}

Teacher : Uh huh ----- ² ^A

Lily : Lucky, Laddie, Nippy and Shep. ^{SI}

Teacher : Very nice. ^A

Lily : And my other 2 cats are down there. ^{SI}

Teacher : Uh huh. ^A They're ^S

Lily : Smoky, Mich and Tich. ^{II}

Teacher : Oh. ^A

Lily : You see we've got 2 cats born together. ^{SI}

Margaret : I'm lucky. ^{SP}

Teacher : Oh I see. ^A

Lily : And down at the other place there's - eh - this bird. ^{SI}

Teacher : Uh huh. ^A Oh, why are you lucky? ^Q

Margaret : My auntie's got a pet shop. ^{II}

Teacher : Oh, I see. ^A Oh. ^S

Margaret : And I can go down any time I want and work in it there. ^{SI}

Teacher : Uh huh. ^S

Margaret : I love working with puppies. ^{SP}

Teacher : Oh yes, uh huh. ^A How much do they charge in the shop? ^Q

Margaret : What for? ^Q

Teacher : For puppies and things. ^S

Margaret : Well ... for ... for about 6 weeks old, they charge about £5 if they're just collies or alsations or something. ^{II}

Teacher : Uh huh. ^A

Margaret : And cats. ^{SI} They have Siamese ones and all that ^{SI} because probably ^{IU} 2 -----

Teacher : Mm. ^A They're expensive, aren't they? ^P

Margaret : And the ^{IU} And I've got a goldfish, and I I've got a ^{SI} trough for it.

Teacher : Uh huh. ^A

Margaret : And my wee brother's got a rabbit. ^{SI}

Teacher : Has he? ^A

Margaret : My wee brother and sister and my other wee brother's got a rabbit. ^{SI} And my dad's, he got the dog. My mum and dad's got the dog. The two of them. ^{SI}

Teacher : Uh huh. ^A

Margaret : A lot of pets. ^{SI}

Teacher : Uh huh. ^A Have you got any pets, Elizabeth? ^Q

Elizabeth : A gerbel and dog. ^{II}

Teacher : Oh your gerbel. ^A Tell us about your new gerbel ----- ² S

Elizabeth : Feed it. ^{II}

Teacher : Yes, you feed it. ^A Yes. What do you feed it on? ^Q ----- ²

Elizabeth : Water. ^{II}

Teacher : Water.^A What about food?^S

Margaret : It doesnae eat.^P

Elizabeth : It's eh wee feed things.^{I I}

Teacher : Mm?^S

Elizabeth : It's wee feed things.^{I I}

Teacher : Mm.^A

Margaret : ----- //

Teacher : Mm.^A

Elizabeth : ----- //

Teacher : Well, well.^A Where do you keep it?^Q

Elizabeth : In my room.^{I I}

Teacher : Yes.^A Do you keep it in a cage?^Q

Elizabeth : Uh huh.^{I I} (Laughter from group)

Teacher : Yes.^A

Margaret : If it got out of the cage it would bite your fingers off.^P

Teacher : And what colour is it?^Q

Elizabeth : Brown.^{I I}

Teacher : Brown.^A What do you call it?^Q

Elizabeth : Pixie.^{I I}

Teacher : Pixie.^A Very nice.^P

Mary : Ha. Pixie.^P

Teacher : Pixie's a very nice name.^P Em. Anybody else got pets?^Q

-----//-----

June : Miss, I've got a dog.^{S. I}

Teacher : You've got a dog.^S What kind of a dog?^Q

June : A dull white^{I I}

Teacher : A dull white.^A What kind of a dog is it?^Q Do you not know?^S A poodle?^S

June : Uh huh.^A A poodle.^A A big one.^P

Teacher : A big one.^A What do you call it?^Q

June : Rover.^{I I}

Teacher : Rover.^A Very nice.^P

Gale : Miss, I've got 2 dogs.^{SP}

Teacher : Have you?^A And what do you call them?^Q

Gale : Miss, one's called Lassie and one's called Major.^{I I}

Teacher : Very good. Very good.^A And do you take them out for walks?^Q

Gale : And I've got 2 cats.^{SP}

Teacher : Good heavens.^A (Laughter from group) You've got lots of pets.^P

Lily : Cats and dogs, miss.^P

Teacher : Yes.^A

Gale : Miss, I've got Smoky and Mischief.^{S I}

Teacher : Uh huh. Smoky and Mischief.^A

Gale : Uh huh.^A

Teacher : Very good, these are fine names for them.^P (Laughter from group) And do you take your dog out for walks and things?^Q

Gale : Uh huh.^{I I}

Teacher : You do.^A What do you feed them on?^Q

Gale : Meat.^{I I}

Teacher : Meat. Yes.^A That's the best thing isn't it for dogs and cats.^P

Lily : Miss, see my nana's ^{IU}

Teacher : Uh huh.^S

Lily : The dogs get meat with their biscuits. ^{LI}

Teacher : Uh huh. ^A

Lily : And just looking at it I could eat the lot. ^{SI}

Teacher : Oh yet. ^A The thing is dog meat and cat meat and human meat and everything are all pretty much the same, you know, once it's cooked. ^P They ^{IU}

Elizabeth : My auntie My cousin's dog, Susie. ^{IU}

Teacher : Uh huh. ^S

Elizabeth : It's a girl and it eats cats meat. ^{LI}

Teacher : Oh well. ^A Brenda', what pets have you got? ^Q

Brenda : I've got a dog, .. miss. ^{LI} And ... em ... ----- ³
I've got a cat. ^{LI}

Teacher : Uh huh. ^A

Brenda : And a fish. ^{SL}

Teacher : Uh huh. ^A

Brenda : And a rabbit. I had two but one died. ^{SI}

Teacher : Oh dear. ^A But you've got one. ^P

Lorraine : I've got a rabbit. ^{SP}

Gale : We had two but one died. ^{SP}

Brenda : I wish I had a girl rabbit now. ^{SP}

Teacher : Mm? ^S

Brenda : I wish I had a girl rabbit now. ^{IP}

Teacher : Why? ^S

Brenda : Cause I like girls. ^{IP}

Teacher : You're better with female rabbits. Male rabbits can be awfully bad tempered. ^P

Lily : What happened was ^{SI} I come down with my daddy ^{SI} ...
and I put the two of them in together. ^{SI}

Teacher : Uh huh.^S

Lily : And they started to fight.^{SI}

Teacher : Yes.^A

Lily : And we were were in bed.^{SI}

Teacher : Yes.^A

Lily : But eh they were alright 'cause my daddy made a big box and put them apart.^{SI} And the rabbit died on the Monday. The other rabbit died on Monday.^{SI}

Teacher : Oh goodness.^A It must have died mourning for its pal.^P

 2

Lorraine : Miss, I had two rabbits, one two of them were white with pink eyes.^{SI}

Teacher : Uh huh.^S

Lorraine : And they were brother and sister.^{SI}

Teacher : Oh,very nice.^A

Lorraine : We got them a wee shelter and - but we didnae keep one cause it wasnae worth it.^{SI}

Teacher : Oh.^A

Lorraine : And they were getting got eh...^{IU} Ken how much it was for the two of them?^A

Teacher : How much?^A

Lorraine : Fifty pence.^{II}

Teacher : Goodness,^A that wasn't very much was it.^P

Lorraine : No.^A And then we gave it to a friend.^{SI}

Teacher : Uh huh.^A

Lorraine : I dinnae ken if he's got it but they were twins.^{SI}

Teacher : Well, well.^A

Lily : Miss, our cat's are twins ... They're the same colour.^{SI}

Teacher : Uh huh. ^A

Lily : They'll do what the other cat will do. ^{SI}

Teacher : Yes. ^A

Lily : They roll over. They keep rolling over until they come to the telephone ... the telephone table ^{SI}

Teacher : Uh huh. ^A

Lily : And then they roll over back. Roll over all the way through to the kitchen. ^{SI} (Laughter from group). Miss, just keep on rolling over. ^P

Teacher : Yes. ^A

Lily : I had a fright with one of them he came to the ... the cooker. ^{SI}

Teacher : Uh huh. ^S

Lily : And I had a pan on it. I just got my hand and I flung him away. ^{SI}

Teacher : Oh yes. ^A Uh huh. ^A

Lily : And then it runs about the living room. You'll never see it again after my daddy comes in. ^{SI}

Teacher : Yes. Uh huh. ^A

Lily : And it goes miaow, miaow. ^{SI} Honestly, what a noise. ^P (Laughter from group) And it goes like that earlier on. ^{SI}

Teacher : Uh huh. ^A

Margaret : Miss, my dad was working in the cat and dog home. ^{SI}
And ----- ⁴

Teacher : Oh ... ^S

Margaret : And my dad said - it was I'm telling you. ^{SI} ----- ²

Teacher : From the cat and dog home. ^S

Margaret : And I thought it was a piece of cloth. ^{SI} And my dad says - go on take that one back and get a decent sized one. ^{SI}

Teacher : Uh huh. ^S

Margaret : And the man in the shop says - that one'll fit where it just fits two more. ^{SI} And my dad says - and that one'll fit and what if it grows bigger? ^{SI} Next week eh the next two weeks, we've got another one then. ^{SI} And the next two weeks later somebody must have been strangling all the wee rabbits because that one had been strangled. ^{SI}

Teacher : Oh, ^A how awful. ^P

Margaret : And eh cause em cause they had left a note behind inside the rabbit hutch. ^{SI}

Teacher : Oh dear, ^A that's not very nice. ^P

Margaret : Had been strangling the rabbits. ^{SI} Must have had about 86 rabbits. ^{SI}

Teacher : Mm. ^A

Margaret : And he was strangling them one by one, one by one. ^{SI} And it happened to that big fat one. ^{SI}

Teacher : Yes. ^A Oh dear. ^P

Margaret : And I went down with my mum to see them. ^{SI}

Teacher : Yes, I see ^A

Margaret : 'Cause my mum looked after them, right? ^{SI}

Teacher : Uh huh. ^S

Margaret : And she came back and she started to greet when she got in the door. ^{SI}

Teacher : Uh huh. ^S

Margaret : ----- ³ My wee brother's roaring and greeting. What the rabbit's dead. Keeps cleaning it every day. ^{SI} My dad goes - what on earth's the matter with him. ^{SI} She says the rabbit's dead. ^{SI} And my dad goes - oh no, not another

one, and we've got 40 rabbits buried in our back green. ^{SI}
And every one's got a wee cross on it. ^{SI}

----- 2 -----

June : A cat. ^{SI}

Teacher : You've got a cat. ^A What kind is it? ^Q

June : It's a black. ^{II}

Teacher : A black cat. ^A That's very lucky, isn't it. ^P What do you call your cat? ^Q

June : Fluffy. ^{II}

Teacher : Mm? ^S

June : Fluffy. ^{II}

Teacher : And is it fluffy? ^S

Mary : That's what I called my cat it was only a little one and it died. ^{SI}

Teacher : Oh dear, ^A what did it die of? ^Q

Mary : It wasnae very well. ^{II}

Teacher : Oh. ^A

----- // ----- ^S

June : My cat burned it's nose. ^{SP} (Laughter from group)

Teacher : It burned its nose? ^S

June : It gets frightened when you clap it. ^{LI} Thinks you're a man. ^S (Laughter from group) Frightens it. ^{SI}

Teacher : Oh, I see. ^A Is it only a little cat? ^Q Or is it a big cat? ^Q

June : It's a big fat one. ^{LI}

Teacher : A big fat one. ^A

Lorraine : That's like my cat. Gigantic. ^{SP}

Teacher : Is it. ^A

----- // -----

Tape abandoned due to lack of quality of bad distorted sound production.

SESSION EIGHT : FOOD

Teacher : Margaret, what kind of food do you like best?^U

Margaret : Chinese food.^{II}

Teacher : Chinese food.^A

Mary : Ugh.^{SP}

Teacher : I love it.^{SP} Do you not like Chinese food?^Q

Mary : Ugh.^{IP}

Teacher : Why not?^Q Why don't you like Chinese food?^Q

Mary : Hate it.^{IP}

Teacher : You hate it?^A What kind of Chinese food do you like best?^Q

Margaret : Beef curry.^{LI}

Teacher : Beef curry.^A

Mary : Oh, I like beef curry.^{SP}

Teacher : You like beef curry?^S

Margaret : Chop suey.^{SI}

Teacher : Yes.^A

Margaret : And eh that's all the things I mostly have becuae
there are no Chinese Restaurants down here for carry out
and we have to go up the town, me and my big sister.^{SI}

Teacher : I see,^A where do you go?^Q

Margaret : Just at the top of eh^{IU}

Teacher : Whereabouts ?^S

Margaret : Where the Commonwealth Pool is over the road.^{LI}

Teacher : Yes.^A

Margaret : There's one over there.^{SI}

Teacher : Beside the telephone box.^S

Margaret : Uh huh.^A

Teacher : That's a good one.^{SP}

Margaret : I go to that one there. ^{SP}

Teacher : That's the one I go to. ^{SP} It's smashing. ^{SP} Anyone
else like Chinese food? ^Q

Lily : I do. ^{SP}

Elizabeth : Aye. ^{SP}

Mary : I like it a wee bit. ^{SP}

Teacher : You like a wee bit. ^A What do you ^{IU}

Mary : Chewing gum. ^{SP}

Teacher : Ah, ^A but that's not really food is it, ^P you couldn't eat
c chewing gum all the time. ^P

Gale : Miss, I like Chinese food a wee bit. ^{SP}

Teacher : You like Chinese food a wee bit. ^A What kind do you like
best?

Gale : Don't know what it's called. ⁵¹ My brother buys me them,
hasn't bought me one for a long time. ^{IS}

Teacher : Uh huh. ^A Anne, what kind of food do you like best? ^Q

Anne : I like macaroni. ^{IP}

Teacher : You like macaroni. ^A That's a good one, isn't it? ^P Do
you know how to make macaroni? ^Q

Anne : Yes. ^{II}

Elizabeth : I know. ^{SP}

Teacher : How? ^Q

Elizabeth : Cheese. ^{SI}

Teacher : Cheese. ^A

Elizabeth : Butter. ^{SI}

Teacher : Butter. ^A

Elizabeth : Milk. ^{SI}

Teacher : Uh huh. ^A You don't really need butter do you? ^S

Margaret : My sister eats macaroni out of a tin. ^{SI} My ma says -
what do you want for your tea and she just says I want
macaroni. ^{SI}

- clatter of chairs -

Teacher : What about you, Lorraine, what kind of food do you like
best? ^Q

Elizabeth : I'll tell you what I like. ^{SP}

Teacher : What kind do you like best? ^Q

Elizabeth : Meat. ^{II}

Teacher : Uh huh. ^A

Elizabeth : Tatties. ^{SI}

Teacher : Uh huh. ^A

Elizabeth : Mashed tatties. ^{SI}

Teacher : Uh huh. ^A

Lily : I like cheese. ^{SP}

Elizabeth : Cheese sauce. ^{SI}

Teacher : Cheese sauce. ^A

Elizabeth : Cauliflower. ^{SI}

Teacher : Uh huh. ^A

Elizabeth : And eh that's all that I like. ^{SP}

Teacher : That's all that you like. ^A Lily, what was it you started
to say? ^Q

Elizabeth : Turnips. ^{SI}

Mary : Cheese. ^{SI}

Teacher : Cheese, ^A you like cheese? ^S

Elizabeth : Turnips and potatoes. ^{SI}

Teacher : You like potatoes. ^S

Elizabeth : Peas ^{SI}

Teacher : Uh huh. ^A

Elizabeth : Jelly. ^{SI}

Teacher : Uh huh. ^A

Elizabeth : Mince. ^{SI}

Teacher : Very good, very good. ^A Em Lily, cheese -
what else do you like? ^Q

Lily : I cannae remmember anything that my mum makes. ^{I I}

Teacher : Mm? ^S

Lily : Eh macaroni. ^{LI}

Teacher : Macaroni. ^A Macaroni cheese. ^P Lorraine, how about you? ^Q
----- ² Mm? ^S Mary? ^S

Lily : I like pizza pie. ^{SP}

Margaret : Aye, it's great. ^{SP}

Mary : I like chips. ^{SP}

Lily : Miss, there's a shop up the road. ^{SI}

Mary : Fish and chips. ^{SP}

Teacher : Uh huh. ^A

Lily : The pizzas are really good. ^{SP} They're thick. ^{SI}

Teacher : Oh lovely. ^A

Mary : And Easter eggs. ^{SP}

Margaret : See my mum when she buys pizza pies. ^{SI} She has to
buy two cause we eat one ourselves. ^{SI}

Teacher : Yes. ^A I know they're lovely, aren't they? ^P

Margaret : Cannae resist filling ourselves up. ^P

Teacher : Very good. ^A You had fish and chips last night? ^Q Do you
like fish and chips? ^Q What else do you like? ^Q - Mm? ^S

Mary : Pie. ^{LI}

Teacher : Uh huh. ^A

Gale : I had pie last night. ^{SP}

Teacher : You had pie last night? ^S

Gale : Pie. ^{I I}

Teacher : Uh huh. ^A

Gale : Chips. ^{I I}

Teacher : Uh huh. ^A

Gale : Peas. ^{I I}

Teacher : Uh huh ^A How about you, Mary, you started
what else do you like? ^Q

Gale : Mince pie. ^{S I}

Teacher : Mince pie. ^A Mary, what do you like? ^Q

Mary : Mince pie, fish and chips, peas, tatties. ^{I I}

Teacher : Uh huh. ^A

Mary : Mince. ^{S I}

Teacher : Uh huh. ^A

Mary : Cheese flan. ^{S I}

Teacher : You like cheese flan? ^S

June : I'm getting macaroni tonight. ^{SP}

Teacher : Very good. ^A

Mary : And cheese. ^{SP}

Teacher : Uh huh. ^A

Mary : I don't like cheese on its own. ^{SP}

Teacher : You don't like cheese on its own. ^S

Margaret : I love cheese on its own. ^{SP}

Mary : Ugh. ^{SP}

Margaret : It's really good. ^{SP}

Teacher : Uh huh. ^A

Margaret : See my pal that comes into my house. ^{SI}

Teacher : Uh huh. ^S

Margaret : And we've got any crackers. ^{SI}

Teacher : Uh huh. ^A

Margaret : She says to me - Cheese, come on we'll buy some in Choosa Cheese. ^{SI}

Teacher : Oh yes. ^A

Margaret : Oh it's great, I say - Cheese, ken, she aye comes up to the house and asks her for a bit. ^{SI}

Teacher : Yes. ^A

Margaret : Piece of cheese, ken, comes into the house, she takes a bit and puts it all over, all over some crackers and puts on all kinds of crackers and biscuits. ^{SI} And it's really magic, she puts far too much on it. ^{SI}

Teacher : Oh yes, ^A you can overdo it. ^S

Margaret : It's awful dear, too. ^{SP}

Teacher : Yes, ^A it is quite dear. ^P Beatrice, what kind of food do you like? ^Q

Beatrice : I like fish fingers. ^{II}

Teacher : Fish fingers, ^A that's a new one, we haven't heard that already. ^P That's good. ^P What else do you like? ^S

Beatrice : Mince. ^{IP}

Teacher : Mince. ^A What do you do with mince? ^Q

Mary : I like, eh what's that called that stuff? ^{IU}

Lily : Miss, I like doughballs. ^{SP}

Teacher : I like doughballs too, ^{SP} but I don't know how to make them. ^{SP}

Gale : Oh yes, doughballs. ^A

Margaret : Oh, they're really good. ^{SP}

Teacher : Yes. ^A

Mary : And treacle scones. ^{SP}

Lily : And biscuits, I like them. ^{SP}

Mary : That's what I get from Mrs. Hardy when I go for a week-end sometimes. ^{S.I}

Teacher : Uh huh. ^A Karen. ^S

Mary : That's what she gives me. ^{S.I} I like treacle ones. ^{SP}

Teacher : Karen, what kind of food do you like? ^Q

Karen : Pies. ^{I.I}

Teacher : Uh huh. ^A

Karen : Jam. ^{I.I}

Teacher : Uh huh. ^A

Karen : Crispies. ^{I.I}

Teacher : None of you likes Chinese food. ^P Do any of you like any other foreign ^Q

Mary : I just like beef eh what is it? ^{SP}

Gale : Miss, I ^{IU}

Mary : Beef eh dinnae ken what that Chinese food is. ^{SP}

Karen : ----- // -----

Margaret : Miss, I like French toast. ^{SP}

Teacher : Do you like that? ^S Eh ... French toast, it's good isn't it? ^S
Any of you like some other ^{IU} what other kinds of foreign food do you like? ^H

Lorraine : I like toasted cheese. ^{SP}

Teacher : Foreign food. ^S

Mary : Miss, that's what we made eh ... ^{IU}

Teacher : Mm? ^S

Mary : That's what we made - Cheese, eh cheese on toast in the thingummy room that time. ^{SI}

Teacher : Is that foreign food do you think? ^Q

Mary : No. ^{II}

Teacher : No, ^A I don't think so. ^P You'd better ^{IU}

Lorraine : Chinese food. ^P You get rice, prawns and wee things eh ^P

Teacher : Noodles. ^{SI} (Laughter from group)

Lorraine : Noodles. ^A

Teacher : They're kind of ^{IU}

Margaret : I ken a chef and he works in a Chinese Restaurant. ^{SP}

Teacher : Yes. ^A

Margaret : He said what kind of food do you sell and he went up to the Chinese Restaurant and he worked in the Chinese Restaurant. ^{SI}

Teacher : Very good. ^A

Margaret : Then he went to eh F.B.I., that's a new club and restaurant. ^{SI}

Teacher : Where's that?

Margaret : It's place up the road. ^{II}

Teacher : And what does it do? ^Q

Margaret : It's a place where you go in and you have a drink and play games and you all put 10 pence in the hand machine or whatever ^{II} 2 -----

Teacher : Well, let's stick to food. ^R Anne, can you cook? ^Q Mm? ^S
 What can you cook? ^Q 2 ----- Anne ----- what can you cook? ^Q

Anne : Raspberry buns. ^{II}

Teacher : Good,^A raspberry buns.^P That's a good food, isn't it?^P
What are the good things that you've got to eat?^P
Remember^{IU}

Mary : Milk.^{SI}

Teacher : Milk.^A

Elizabeth : Fish.^{SI}

Lorraine : Fruit.^{SI}

Teacher : Good.^A

Margaret : Meat.^{SI}

Teacher : Meat.^A

Anne : Eggs.^{SI}

Mary : Mince.^{SI}

Teacher : Well,^A that's beef isn't it.^P Anything else.^S

Elizabeth : Chops.^{SI}

Teacher : Well,^A that's beef as well.^P

Anne : Fish.^{SI}

Teacher : Fish.^A

Lily : Potatoes.^{SI}

Elizabeth : Chips.^{SI}

Teacher : Potatoes,^A good.^P

Margaret : Cheese.^{SI}

Teacher : Cheese is good, yes.^A

Mary : Ugh.^{SP}

Elizabeth : Cheese sauce.^{SI}

Lily : Mince.^{SI}

Teacher : What else?^A What have you all forgotten?^S Two things
that you've all forgotten.^P

Lily : Cabbage.^S

Elizabeth : Turnip. ^{SI}

Teacher : Vegetables, ^A good. Yes, ^P vegetables. ^P What else? ^S

Lily : Eh ^{IU}

Margaret : Em ^{IU}

Teacher : Fruit. ^{SI}

Lily : Oh aye. ^A

Lorraine : Yes. ^A

Margaret : Aye. ^A

Teacher : Fresh meat and vegetables, fruit. ^P You've got to eat all of these things. ^P

Mary : I dinnae like to eat cheese on its own. ^{SP}

Elizabeth : I like eating cheese on its own. ^{SP}

Mary : We've got green ^{IU}

Teacher : Not all at once, please. ^R

Mary : We've got green cheese. ^{IS}

Teacher : You've got green cheese? ^A What kind of green cheese? ^Q

Mary : I like green cheese. ^{SP}

Teacher : Danish blue? ^S

Mary : Uh huh. ^A

Teacher : Very good. ^A

Mary : And I've got Chinese cheese. ^{SP}

Teacher : Uh huh. ^A

Elizabeth : ----- ³

Margaret : Do you know what I like, German sausage. ^{SI}

Teacher : German sausage? ^A What's that? ^Q

Margaret : It's just like a sausage, but there's ham inside. ^{LI}

Elizabeth : Oh, I hate that. ^{SP}

Margaret : It's really good.^{SP} And my mum goes to em
she usually goes out on a Sunday or something, that's her
day for going out and I have to eat German sausage and I
usually have it with liver.^{SI}

Teacher : Uh huh.^A

Margaret : Cause she forgets a to go to the shop but she goes
out and she buys a big German sausage and she goes there
we go and I get a big knife and cut it up.^{SI}

Teacher : Oh I see.^A Now, to get back to foreign food.^{In} What other
kinds of foreign food can you think of?^Q We've talked about
Chinese food.^P We've talked about pizza pie which is
Italian.^P

Mary : Oh, I ken that ane^{SP}

Teacher : What other kinds^S

Mary : Africa, they have one^{SI}

Teacher : Uh huh.^A And what kind of food do they eat there?^Q

Mary : Sausages.^{I1}

Teacher : Well,^A sometimes they eat sausages.^P Yes, uh huh.^P

Margaret : Eat rice.^{SI}

Teacher : Uh huh.^A

Mary : Oh that's my favourite.^{SP}

Margaret : Curry.^{SI}

Teacher : Curry, good.^A It's India really that they eat curry, isn't
it.^P

Lily : I like curry.^{SP}

Teacher : Curry's good.^{SP} I like it.^{SP}

Mary : Curry powder.^{SI}

Elizabeth : Curry.^{SI}

Lorraine : Curry.^{SI}

June : Miss, I had mince last night. ^{SP}

Teacher : Mm? ^S

Elizabeth : About em ^{IU}

Mary : Oh, I've got another thing to say. ^{SP}

Teacher : Well, say it. ^S Come on then. ^S

Elizabeth : ----- // -----

Mary : I like Treacle sandwich. ^{SP}

Teacher : Yes, ^A let's try and stick to foreign food. ^R That's what we're on to. ^P We're ^{IU}

Mary : Foreign food? ^Q

Teacher : Uh huh. ^I We all know what we like and so we're talking about food that other people eat in different countries. ^P Italians eat pizzas. ^P What else do they eat? ^Q

Mary : Em ^{IU}

Teacher : Have you heard of spaghetti bolognese? ^Q

Lily : Aye. ^A

Margaret : Aye. ^A

Lorraine : Aye. ^A

Elizabeth : Aye. ^A

Mary : Aye. ^A I dinnae like that. ^{SP}

Teacher : Well ^{IU}

Mary : I like white spaghetti but no orange. ^{SP}

Teacher : Not with the sauce as well. ^S

Mary : I dinnae like that now, I dinnae like that. ^{SP}

Teacher : What do they eat in a place like Germany? ^Q What do they eat in Germany? ^Q

Mary : I like going for my holidays if I've got any. ^{SP} I go ^{IU}
I went there for my holidays and I got, eh ^{IU} I went
there for my holidays and eh I got crap food em ^{SP}
what was it called em ^P frogs legs and cheese and all
that. **S.I**

Teacher : Did you? ^A That's in France. ^P In Germany they eat
different kinds of sausage, **S.I** they have ^{IU}

Mary : That's what I was trying to say. ^{SP}

Teacher : And they have really great big sausages and they're made
with different things. **S.I** What about eh national
dishes? ^P What kinds of things do we eat in Scotland that
the English people don't eat? What are Scottish dishes? **Q**

Mary : Em ^{IU}

Margaret : Haggis. **S.I**

Teacher : Haggis, good. ^A

Mary : Haggis. ^A Oh that's what I was ^{IU}

Gale : Haggis. **S.I**

Teacher : Haggis. ^A What do you eat in the morning? **Q**

Mary : Cornflakes. **S.I**

Lorraine : Cornflakes. **S.I**

Margaret : Porridge. **S.I**

Teacher : Porridge. ^A

Mary : Cornflakes. **S.I**

Teacher : Porridge, ^A that's the one, isn't it? ^P

Lorraine : Ready Brek. **S.I**

Mary : Terry Wheat. **S.I**

Teacher : Porridge is peculiar to Scotland ^P although some people in
England do make it and they call it porridge but it's a
different kind, it's very much finer than we have up here. ^P

What about, em, England.^P What do they eat in England that we don't always eat up here?^Q We sometimes eat it but it's considered an English dish.^S

Lily : ----- // -----

Mary : Em IU

Teacher : You had it here last week actually.^S

Margaret : Did we?^S

Teacher : We had Roast beef and Yorkshire^S

Margaret : Pudding.^{SI}

Teacher : Yorkshire pudding, yes.^A

Mary : Oh no.^A I've no had that.^{SP} What is it?^Q

Teacher : It's the thing you had last week.^{II}

Mary : Is it IU

Lily : I've been down in Yorkshire.^{SP}

Teacher : Have you?^A Oh well, you'll know about it.^Q

Gale : What is it, miss?^Q

Teacher : You eat it with roast beef and it's kind of a pastry stuff.^{II}

Mary : I don't like that.^{SP}

Teacher : What don't you like?^Q

Mary : Orange spaghetti.^{II}

Teacher : No,^A you've said that.^P Maybe we should^R

Mary : And I don't like mushrooms.^{SP}

SESSION NINE : THE BEACH

Teacher : O.K. Who's going to start to-day then?

Margaret : Me. ^{SI}

Teacher : Come on then, Maggie. ^S

Margaret : Miss when I go to the beach I take em a a cover a cover for eh the thingummy, but you can get a big blind thing that you can go round for when you're getting changed. ^{SI}

Teacher : Uh huh. ^A What was that? ^S

Margaret : My mum got one and I use that and I take the sun bed. ^{SI}

Teacher : Uh huh. ^A

Margaret : I take a lot of things to go to the seaside just for one day. ^{SI}

Teacher : Yes. ^A

Margaret : And eh I take I take two towels. ^{SI} I take one for when I come out because I've to dry my hair and that, and I take one for drying myself eh when I've been swimming. ^{SI}

Teacher : Yes, uh huh. ^A

Margaret : And I make sandcastles and that and make a big path for the water to come up and surrounds it. ^{SI}

Teacher : Oh yes. ^A What do you call that when the water surrounds the castle like that? ^Q

Margaret : Don't know. ^I

Teacher : Anybody know? ^S A moat. ^{II}

Margaret : A moat? ^A

Teacher : Uh huh. ^A Every castle had one. ^{SI}

Margaret : My wee sister came with me and I took my wee brother last year. ^{SI}

Teacher : Uh huh. ^A

Margaret : And eh Go right down to the bottom and he was only two. ^{S.I}
 Take them to the waves just at the front. ^{S.I}

Teacher : Uh huh. ^A

Margaret : Never ever liked the water. ^{S.I}

Teacher : Me neither. ^{SP}

Margaret : See now, he's if you say he's going for a bath, he'll no
 be there, he'll be in the bath already. ^{S.I} 'Cause he always used
 to hate water when he was one, and he'd never go in the water ^{S.I}
 and he'd hate if I'd say have his hands and face washed and every-
 thing, but see when me and my big sister took him to the beach
 ^{S.I}

Teacher : Uh huh. ^A

Margaret : We never got him away from it. ^{S.I}

Teacher : Very good. ^A Elizabeth have you been to the beach? ^Q

Elizabeth : Uh huh. ^{I.I}

Teacher : You have. ^A What do you think of the beach. ^Q

Elizabeth : Eh? ^P

Teacher : What do you think of the beach? ^S

Elizabeth : Don't know. ^{IP}

Teacher : Do you like going? ^Q

Elizabeth : Uh huh. ^{IP}

Teacher : Why do you like going? ^Q

Elizabeth : We go in Kinghorn we go to the trampoline. ^{I.I}

Teacher : Uh huh. ^A

Elizabeth : We go to the Bingo. ^{I.I}

Teacher : Uh huh. ^A

Elizabeth : Em tig, make castles, make things. ^{I.I}

Teacher : Uh huh. ^A

Elizabeth : Lie on the beach and get suntanned. ^{LI}

Teacher : Yes. ^A

Elizabeth : And take the eh And then go in the water. And swim. ^{LI}

Teacher : You like the beach, do you? ^Q

Lily : We were down at eh at eh ^{IU}

Elizabeth : And go and climb. ^{SI}

Lily : Port Seton. ^{SI}

Teacher : Uh huh. ^A

Lily : Seton Sands. ^{SI}

Teacher : Uh huh. ^A

Lily : And lying down. ^{SI} We took everything off, ken we just stayed up in the camp there. ^{SI}

Teacher : Uh huh. ^A

Lily : We took juice and everything with us. And I'm lying on my back and I went into the water. ^{SI} I came out, got myself dry and sat. ^{SI} I got sun tan on me and I was lying down. ^{SI} Got all burned. ^{SI}

Teacher : Yes. ^A

Lily : I got home and my back was fierce red. ^{SI} I said what's that you know, it was sore. ^{SI}

Teacher : Uh huh. ^A

Lily : It was the sea water that caught it. ^{SI}

Teacher : Yes, ^A you ^{IU}

Lily : There were three of us that caught it. ^{SI}

Teacher : Uh huh. ^A

Lily : My uncle Billy caught it worse than me. ^{SI}

Teacher : Uh huh. ^A

Lily : My Auntie Dorothy caught it worse than me. ^{S.I}

Teacher : Oh. ^A

Lily : And Bobby caught it worse than me. ^{S.I}

Teacher : Oh dear. ^A Heavens above. ^P Anne, have you been to the beach? You have. ^A Do you like going to the beach? ^Q

Anne : Yes. ^{II}

Teacher : Why? Mm? ^S What do you like about the beach best?

Elizabeth : Go to the shows. ^{S.I}

Teacher : You can go to the shows, uh huh. ^A

Anne : Can make sandcastles. ^{II}

Teacher : Sandcastles. ^A

Anne : And paddling. ^{II}

Teacher : Uh huh. ^A

Anne : Swim in it. ^{II}

Teacher : Uh huh. ^A Yvonne have you been to the beach? ^Q You have. ^A

Lily : Miss, see down at Seton Sands, there's a boat down there, where the boat is, well just half way down, I made a big circle. ^{S.I}

Teacher : Uh huh. ^A

Lily : Buildded it all up till it was just like that. ^{S.I}

Teacher : Uh huh. ^A

Lily : But it wouldnae go straight up, so I built it to the top, made another big circle round it. ^{S.I}

Teacher : Uh huh. ^A

Lily : Dig it all up, out, pat pat pat. ^{S.I}

Teacher : Uh huh. ^A

Lily : Put the water in, put my feet in. ^{S.I}

Teacher : Very good. Very good. ^A

Margaret : See miss, my mum went to the beach, all the family went to the beach, right, my dad, my mum went in a boat. ^{S.I}
They got stranded in eh half way round - where they'd gone away. ^{S.I}

Teacher : Oh dear. ^A

Margaret : My ma was hysterical. ^{S.I} Ken she was going - George, George, this things going to go doon. George what are we going to do. ^{S.I} And she was standing like this - and we're watching her, ken, and the lifeguards were coming out on their special motor boat. ^{S.I} She's going George, George, it's going down. George, it'll no float, it'll go down. ^{S.I}
Ken, like this. ^{IQ} We were standing there laughing, and they came back. And when the lifeguards came back ken they were peeing theirselves laughing. ^{S.I} My ma was still hysterical. ^{S.I} Goes I'm no going in that again, so you can give me a lift back. (laughter from group) ^{S.I}

Teacher : Maureen, have you been to the beach? ^a You like it? ^S What do you like about it? ^Q

Maureen : Playing in the sand. ^{I.I}

Teacher : You like playing in the sand? ^A And what else do you do on the beach? ^Q

Maureen : Play with water. ^{I.I}

Teacher : Uh huh. ^A What else? ^S

Maureen : Have a picnic. ^{I.I}

Teacher : Have a picnic, yes. ^A Do you not think that you get sand in your sandwiches, ^S when you eh ^{IU}

Margaret : Never. ^{S.I}

Teacher : How about you, Brenda? ^S

Brenda : I like going to the beach. ^{IP}

Teacher : You like going to the beach. ^A

Lily : We've got a table to take with us, a big table. ^{S.I}

Teacher : Oh. ^S

Lily : You did a hole out, you ken, you put the legs in. ^{S.I}

Teacher : Yes. ^A

Lily : You just twist it down, it'll go down, it'll stand. ^{S.I}

Teacher : Oh well, ^A that's not so bad, you won't get sand in them. ^P

Brenda : That's like me, I like digging and digging and digging and digging all the time until I see water. ^{SP}

Teacher : Oh yes, ^A that's a good idea. ^P

Brenda : And I like going swimming in the rocks. ^{SP}

Teacher : Uh huh. ^A And what else do you do? ^S

Brenda : And I like ^{IU}

Elizabeth : I go rock climbing. ^{SP}

Teacher : Uh huh. ^A You like? You go? ^S

Elizabeth : Rock climbing. ^I

Teacher : Rock climbing at the beach. ^A Oh yes, that's a good thing to do. ^P

Lily : We had a friend, ^{S.I} well it wasnae actually a friend, my auntie Dorothy met her, ^P she came from I cannae remember where she came from, ^{SP} and I couldnae understand her language, ^{SP} and she came in swimming with us, ken at the beach. ^{S.I}

Teacher : Uh huh. ^S

Lily : And she went swimming and I went in the water with her. ^{S.I}

Teacher : Uh huh. ^A

Lily : And I went half out and she swum right out and I went after her to tell her she wasnae supposed to go out there and ^{S.I}

Teacher : Uh huh. ^A

Lily : And I was ... I could I couldnae get back. I shouted all the way back. ^{S.I}

Teacher : Oh dear. ^A

Lily : I couldnae get back. ^{SI} I went right into her and I
couldnae get back. ^{SI}

Teacher : Good heavens. ^A

Lily : She had to pull me back. ^{SI}

Teacher : Uh huh. ^A

Lily : My uncle Jimmy jumped in too. ^{SI} He come to get me. ^{SI}
I said, I'm no going back there again, I nearly drowned
in the water. ^{SI}

Teacher : Yes, ^A it can be dangerous, can't it, swimming out too far. ^P
Karen, do you like going to the beach? ^Q

Karen : Uh huh. ^{LI}

Teacher : What do you like about it ? ^Q

Karen : You do things. ^{II}

Teacher : Yes, ^A you do things. ^P What kind of things do you do? ^Q

Karen : Make sandcastles. ^{II}

Teacher : Uh huh. ^A What else? ^S

Karen : Play in the water. ^{LI}

Teacher : Play in the water. ^A Anything else? ^S

Elizabeth : You can play hide and seek, chasies, you can play at sports. ^{SI}

Teacher : Uh huh. ^A

Elizabeth : You can play skipping. ^{SI}

Teacher : Uh huh. ^A

Elizabeth : You can play lasties. ^{SI} You can play cards. ^{SI}

Teacher : Uh huh. ^A

Lily : I liked the last time we went. ^{SP} About half of us we're playing
hide and seek. ^{SI}

Teacher : Uh huh. ^S

Lily : Down by the boat. ^{SI} Well there was rocks down there. ^{SI}
And I went behind the rocks, and they were looking for me for

ages and ages. ^{S.I} And they couldnae find me at all and
they couldnae play the game till they found me. ^{S.I} I
wouldnae come out. ^{S.I} I got the den, but. ^{SP}

Teacher : Uh huh. ^A Mary have you been to the beach? ^Q

Mary : Yes. ^{I.I}

Teacher : You have. ^A Whereabouts? ^Q

Mary : School camp. ^{I.I}

Teacher : School camp. ^A Did you like it? ^Q

Mary : Yes. ^{I.I}

Teacher : What did you like best about it? ^Q

Mary : Me and Brenda were there. ^{I.I}

Teacher : Mm? ^S

Mary : With Brenda. ^{I.I}

Teacher : You and Brenda were there, were you? ^P Very good. ^A

Elizabeth : Miss, I was there. ^{SP}

Teacher : What bit did you like best about it? ^Q

Elizabeth : Miss I ^{I.U}

Mary : Swimming in the sea ^{I.I}

Teacher : Swimming in the sea? ^A Did you not think it was awful cold? ^Q

Mary : Aye. ^A

Teacher : You like it? ^Q

Mary : Aye. ^A

Teacher : What else did you do? ^Q

Mary : Swum, dived in the water. ^{I.I}

Teacher : Oh yes, ^A what else? ^S

Mary : Played. ^{I.I}

Teacher : Uh huh. ^A You enjoyed it. ^P Swimming in the sea. ^P

Mary : Aye. ^A I liked it when we were at Kinghorn, all of us there. ^{I.I}

Elizabeth : I was there.^{SP} (laughter from group) She cut her finger.
Mary cut her finger.^{IS}

Lily : Aye.^A

Brenda : Aye.^A

Lily : She cut her finger on a piece of glass.^{SI}

Teacher : Oh.^S

Brenda : Miss, I kept waking her up, asking her to play.^{SP}

Teacher : Uh huh.^A June, have you been to the beach? Mm?.....² S

June : Yes.^{I1}

Teacher : Yes, you have.^A Whereabouts?^Q -----² Mm?^S Where-
abouts have you been to the beach?^Q Round about Edinburgh?^P
Which bit, which beach there are lots of beaches
round here, aren't there?^P

June : Aye.^{I1}

-----³-----

Teacher : Mm?^S

Lily : I like the one when we went up north at. Really great.^{SP} I fell
down over the rocks, jumped right into the loch.^{SI}

Elizabeth : Miss, I went in this place, right^{SI} and there me and my wee
sister and my nana and we went in onto this beach,^{SI} and we
took our shoes off and eh and and we put our shoes down and there
were stones in the water and I put em stones in.^{SI}

Lily : I lost my slipper.^{SI}

Teacher : At the beach?^S

Lily : What happened, miss, I was going up^{IU}

Elizabeth : And then I took them off and^{SI} I went into the stones and then I
and then I, then I I cut my feet.^{SI}

Teacher : Good heavens.^A

Lily : What happened was, miss, it was one of they dark nights when
the water went right out.^{SI}

Teacher : Uh huh. ^S

Lily : We were walking along the bridge through where eh ken one of they sand rivers. ^{SI}

Teacher : Uh huh. ^A

Lily : We were walking along the beach and ken it was real misty way. ^{SI}

Teacher : Uh huh. ^S

Lily : This was when we were up north. ^{SI} And eh, we were walking along and ken you couldnae really feel your slippers on your feet. ^{SI}

Teacher : Uh huh. ^S

Lily : And I got to the shore and I said - my slippers! We went back and we could --- we never found it. ^{SI}

Teacher : Dear me. ^A

Elizabeth : I went to this place and it was oil, it was oil, and me and my cousin walked and we were all muddy. ^{SI}

Teacher : Mm. ^A

Elizabeth : And my mum says - I'm going to kill you. ^{SI}

Teacher : Yes, ^A no wonder. ^P Yvonne, what kind of things do you do when you go to the beach? ^Q Do you like it? ^Q You do. ^A How often have you been? ^Q A lot of times? ^S What do you always associate with going to the beach? ^Q

Elizabeth : Nice day. ^{SI}

Teacher : Nice day, ^A that's one thing, isn't it, nice day. ^P Yes, that ^{IU}

Margaret : You get away from our work. ^{SI}

Teacher : Yes... ^A (laughter from group) If you get away from work, what's that called? ^Q

Lily : Day off. ^{SI}

Teacher : A holiday. ^P Yes, ^A a holiday. ^P So I think everybody likes the beach because they associate it with nice days, summer, long, long holidays, ^P and ^{IU}

Lorraine : Miss, how long is it to summer again? ^Q

Lily : I forget about my bad ^{SP}

Teacher : Mm? ^S

Lorraine : How - again? ^Q

Lily : I say ^{IU}

Teacher : I don't know. ^{LI}

Margaret : Miss, ken what I dae when when ... we're going to the beach? ^{IQ}

Teacher : Uh huh. ^S

Margaret : We're going to the beach, ken, how there's the open air pool. ^S

Teacher : Uh huh. ^S

Elizabeth : Aye. ^A At Portobello. ^A

Lily : Oh aye. ^A

Margaret : Well, I go in there first. ^{SI}

Teacher : Uh huh. ^A

Margaret : I come out, then I go into the pool into the thingummy, then I go in to the shows. ^{SI}

Teacher : Uh huh. ^A

Margaret : Quite good. ^{SP} And my ma goes - well, did you have a good day? I goes, Aye, I'm going tomorrow again. ^{SI} Kept going all the way through the summer holidays. ^{SI}

Teacher : Uh huh. ^A

Margaret : Then until she says to me - I'm no letting you go again your eyes are going all red. ^{SI} Ken how if you go in the water too much your eyes go all red round there. ^{SI}

Teacher : Yes ^S

Margaret : Mine went all red and ma says I've no to go. ^{SI}

Teacher : Mm. ^A

Lily : I ^{IU}

Margaret : I wasnae in the water for ages. ^{SP}

Teacher : Mm. ^A Lily, what were you going to say? ^S

Lily : Em ... I went down to the beach one time, Portobello beach. ^{SI}

Teacher : Uh huh. ^S

Lily : And we went down no it was Seton Sands. ^{SI} We went down on the landrover, ken, the parks? ^{SI}

Teacher : Oh yes. ^A

Lily : Well, we went into the second park. ^{SI}

Teacher : Uh huh. ^S

Lily : It was a good spot there. ^{SI} I'm putting everything out and I went down to the beach. ^{SI}

Teacher : Mm. ^S

Lily : I had my bathing costume underneath. ^{SI}

Teacher : Uh huh. ^A

Lily : And I came out and went along to the shop. ^{SI} They were half away, about a mile away. ^{SI}

Teacher : Uh huh. ^A

Lily : And I I had just put mu long dress on ^{SI}

Teacher : Uh huh. ^A

Lily : Mind, my beaches dress. Came back, lay down, into the water again, came out. ^{SI}

Teacher : Uh huh. ^A

Lily : And I fell. ^{SI}

Teacher : Good heavens. ^A

Lily : Cut my arm. ^{SI}

Teacher : Oh dear, ^A that's not so good. ^P Do you ever go to the beach in the winter? ^Q

Lily : No. ^{S.I}

Mary : No. ^{S.I}

Elizabeth : No. ^{S.I}

Lorraine : No. ^{S.I}

(laughter from group)

Teacher : Be silly, wouldn't it? ^P

Lorraine : Be too cold. ^{S.I}

Brenda : My sister goes in the winter. ^{S.I}

Teacher : Exactly, ^A it'd be too cold. ^P

Elizabeth : Would rain. ^{S.I}

Lorraine : Catch a cold that way. ^{S.I}

Teacher : Your sister goes in the winter? ^S What does she do? ^Q

Brenda : She goes down to Portobello. ^{S.I}

Teacher : And what does she do there? ^Q

Brenda : She goes in the water and she runs about and she makes a sandcastle. ^{S.I}

Teacher : Oh? ^S

Margaret : Who, Hazel? ^Q

Brenda : Aye, she does. ^{I.I}

Margaret : Who with? ^Q

Brenda : She goes herself. ^{I.I}

Margaret : God, I'd never go. ^{SP}

Mary : Neither would I. ^{SP}

Margaret : See eh see if ... you go ... you're at Craigmillar ^{S.I}
sometimes, you can feel the cold.

Teacher : Uh huh. ^A

Margaret : You can feel the cold right bad. ^P

Teacher : Yes. ^A

Margaret : 'Cause the sea's quite near. ^{SI}

Lorraine : Even if you put a lot of clothes on, and you just feel the cold. ^{SI}

Teacher : Yes, ^A you could do that. ^P Do you like going to the beach? ^Q

Lorraine : Aye, but I like the shows the best. ^{LI}

Teacher : You like the shows. ^A Very good. ^A

Lily : I like the shows. ^{SP}

Lorraine : See one time I for 10 pence ... I'm going to get it on the last time, I'm going to get it. Wham, right down. ^{SI}

Teacher : Very good. ^A

Lorraine : And I won a pound. ^{SI}

Teacher : Very nice. ^A

Lily : I remember one time ^{IU}

Margaret : My mum lost pounds on that. ^{SI}

Teacher : Oh? ^A This was ^{IU} of course that always happens. ^P

Lily : Miss, at the darts ... it was dats we were at. ^{SI} I said I'll have a go at this, must have a go at this. ^{SI}

Teacher : Uh huh. ^A

Lily : And I got right in the middle none other naebody else was getting the middle in my family. ^{SI}

Teacher : Uh huh. ^A

Lily : And I got in the middle again. And I got in three middles. ^{SI}

Teacher : Uh huh. ^A

Lily : With three darts. ^P

Teacher : Very good. ^A

Lily : I got a box of chocolates ... oh, what else one of they big teddy things. ^{SI}

Teacher : Oh, lovely.^A (laughter from group). Smashing.^P What else do you get at the beach?^a

Margaret : Ice cream.^{SI}

Lorraine : Ice cream.^{SI}

Lily : Ice cream.^{SI}

Teacher : Ice cream, yes.^A Why do you think you get ice cream at the beach?^Q

Margaret : Keeps sweat down.^{SI}

June : Cools you down.^{SI}

Teacher : June?^S

June : Cools you down.^{II}

Teacher : Yes,^A it cools you down doesn't it.^P

Margaret : Keeps the sweat down.^{SI}

Teacher : Yes. Uh huh.^A

June : If you rush it, it gives you a chill in the stomach.^{SI}

Teacher : Yes,^A if-can if you've been too hot and you eat it too quickly it can give you a bit of a chill.^P What else do you get at the beach?^Q

June : Candy floss.^{SI}

Teacher : Candy floss.^A

Anne : Sweeties.^{SI}

Mary : Ice lollies.^{SI}

Teacher : Ice lollies.^A

Anne : Sweeties.^{SI}

Teacher : Yes,^A you get sweeties anywhere though^P (laughter from group). But you eat all these cool things at the beach.^P

Margaret : Collect shells.^{SI}

Teacher : To cool you down.^P You collect shells.^P What can you do with shells?^Q

Elizabeth : Make things. ^{SI}

Teacher : You can make things. ^A

Margaret : Make lamps. ^{SI}

Teacher : Yes. ^A What ... eh ... are shells from? ^Q Where do you get shells? ^Q

Elizabeth : Beach. ^{SI}

Teacher : Yes, ^A what are they? ^Q

Margaret : Animals. ^{SI}

Teacher : Well, ^A they're not exactly animals, ^P but what's a tortoise shell? ^Q

Elizabeth : Shell. ^{SI}

Teacher : It's a round shell. ^A What does it do? ^Q

Margaret : ----- // -----

Mary : -----// -----

Teacher : Yes. ^A That's like a shell, isn't it. ^P That is a shell. ^P A tortoise shell protects the tortoise. ^{II} A tortoise lives inside its own shell. ^{II} It doesn't live in the sea. ^{II}

Mary : In the grass. ^{II}

Teacher : But the shells from the sea are fishes' houses too aren't they? ^P What kind of fish live in shells? ^Q

Lily : Sea fish. ^{SI}

Teacher : Seafish, good. ^A What kind of fish. ^Q Can you think of any? ^Q

June : Goldfish. ^{SI}

Teacher : No, they don't live in shells. ^{II} (laughter from group). What do you ^{IU}

Margaret : Oysters. ^{SI}

Teacher : Good. ^A Oysters live in shells, ^P anything else? ^S

Margaret : Eh ^{IU}

Lorraine : Snails. ^{SI}

Margaret : Crabs. ^{SI}

Lorraine : Crabs. ^{SI}

Teacher : Crabs, good crabs. ^A

Elizabeth : I hate that one. ^{SP}

Teacher : Crabs, yes. ^A

Elizabeth : Miss, see my dad when we went a place. ^{SI} My dad went last year when we went to Tayport, we went down to the beach and we were going somewhere. ^{SI}

Teacher : Uh huh. ^S

Elizabeth : My dad picked one up and he was frightening me with it and my sister, and she was greetin. ^{SI}

Margaret : My wee brother collects my wee brother. Philly, he's ten, he . . . collects all these wee crabs ^{SI} and puts them in his . . . in his sandcastle bucket. ^{SI} And he goes round watering them, picks them up, goes watch it, and then puts them back in the pool. ^{SI}

Teacher : Oh well, ^A as long as he puts them back. ^P

Lily : Miss, have you ever seen jellyfish? ^{IQ}

Teacher : Oh, those squelchy ones. ^{IS} (laughter from group)

Margaret : I've seen those. ^{SP}

Lily : Pick them up and they slip out of your hand. ^{SI}

Teacher : Yes, I know, ^A that's why they're called jellyfish, isn't it? ^P They're all slimy. ^P

Lorraine : They like jelly. ^{SI}

Margaret : But they'll sting you. ^{SI}

Teacher : If you stand on them, what do they do? ^Q

Lorraine : Sting you. ^{SI}

Margaret : Bite you. ^{SI}

Teacher : Yes, ^A they sting you, they sting. ^P

June : See at my home last night, miss, I was at a club,^{SP} and
there was a man going about and he was killing people^{SI}
so that's why I'd to come in early.^{SI} And he had a black
hat on and a case and a moustache and a beard on.^{SI}

Teacher : Good heavens.^S

June : And a case and we had to come in late.^{SI} But I was still
out.^{SI}

Teacher : That was last night?^S

June : He came in a car.^{SI}

Teacher : Mm, oh I see.^A And did you get a lift home or something?^Q

June : He was down to my wee brother's school yesterday.^{SI}

Teacher : Mm.^A That's not so good.^P

SESSION TEN : WILD ANIMALS

Teacher : Now, today it's wild animals.^S Now, Lily usually starts and Margaret,^P so what about Gale?^S Or Elizabeth, or somebody nice and quiet like that?^S What wild animals do you like?

Mary : Zebra.^{S.I}

Teacher : Zebra.^A Why do you like a zebra?^Q

Mary : They've got nice colours on them.^{I.I}

Teacher : They've got nice colours on them,^P yes.^A What kind of colours do they have on them?^Q

Mary : Black and white stripes.^{I.I}

Teacher : Black and white stripes,^P yes. What kind of crossing or what kind of thing do we have on the road that's like a zebra?^Q

Mary : Kerbs.^{I.I}

Teacher : No...^A I don't think you're understanding what I mean.^P On the road we have something painted.^S

Lily : Traffic lights.^{S.I}

Lorraine : A zebra crossing.^{S.I}

Mary : A zebra crossing.^{S.I}

Gale : A zebra crossing.^{S.I}

Elizabeth : A zebra crossing.^{S.I}

Teacher : A zebra crossing, a zebra crossing.^A What's it for?^Q

Lorraine : For crossing over.....^{S.I}

Lily : For people crossing.^{S.I}

Teacher : For people crossing,^P good.^A Back to wild animals.^{In} Yvonne, what wild animals do you like?^Q

Yvonne : A monkey.^{II}

Teacher : A monkey, a wee monkey.^A Why do you like monkeys?^Q

Yvonne : They swing and swing in the trees. ^{II}

Teacher : They do, don't they, yes. ^A And they're cheeky too, aren't the? ^P They're nice and happy and sort of chatter all the time. ^P Beatrice, what about you? ^S

Beatrice : The elephants. ^{I I}

Teacher : You like the elephants? ^A Goodness, that's a big thing for you to like. ^P Why do you like elephants? ^Q

Beatrice : 'Cause they make a noise. ^{II}

Teacher : They make a noise. ^A What kind of noise do they make?
----- ² Is it a loud noise? ^S

Beatrice : Yes. ^{I I}

Teacher : Yes. ^A It's called a trumpet, ^{S I} because that's what it sounds like. ^{S I} If you picked up a trumpet and blew into it then that's what it sounds like, an elephant. ^P

Margaret : I like a lion. ^{SP}

Teacher : You like a lion? ^S What's another name for ^{IU} what's a lion called? ^Q

Margaret : A lioness. ^{S I}

Teacher : No, that's the female lion. ^{I I} I'm thinking of King of the Jungle. ^S Why do you think a lion is called King of the Jungle? ^Q

Margaret : Don't know. ^{S I}

Teacher : You don't know. ^S

Lorraine : Stays in the jungle. ^{S I}

Teacher : It stays in the jungle, ^A that's why it's called that, yes. ^P

Lorraine : It looks after all the wee ones. ^{S I}

Teacher : Well, yes, ^A it's kind of fierce, isn't it, ^P and eh ^{IU}

Lily : It goes round everybody ^{S I}

Teacher : It goes round everybody ^A

Lily : They were showing that on tele. ^{S I}

Teacher : Were they?^S Oh well, you ~~ll~~ know all about lions then.^P
Tell us a bit more about lions.^S

Margaret : I like them when they make a noise and that.^{SP}

Teacher : You like them when they make a noise.^A What is that?^S

Lily : I like the baby ones.^{SP}

Lorraine : So do I.^A

Margaret : I don't know, I just like them when they make a noise.^{SP}

Teacher : Oh yes, I see.^A What were you going to say, Lily?^S

Lily : I like the baby ones.^{IP}

Teacher : Yes.^A What are baby lions called?^Q

Lily : Cubs.^{II}

Teacher : Cubs, yes.^A

Lily : I call them cats.^{SP}

Teacher : Cats.^A Some people some other people call them cats,^P
that's quite a usual name for them because, leopards, lions
and tigers and all these big animals - cats, that's what they're
called isn't it?^P

Lorraine : Miss^{IU}

Teacher : How about you, June.^S Well^{IU}

Lorraine : The King of the Jungle is the father of them all.^{SI}

Teacher : Yes,^A well, he's sort of, he's very dominating, isn't he, he
tells them what to do.^P Which one do you like best?^Q

Anne : The giraffe.^{II}

Teacher : The giraffe?^A Why do you like the giraffe?^Q

Anne : It's got a long neck.^{SI}

Teacher : It's got a long neck, yes,^A uh huh. What colour's a giraffe?^A

Anne : Orange.^{II}

Teacher : Kind of an orangey colour, yes,^A and it's got that huge long
neck.^{II} Why do you think it's got that?^Q

Anne : So it can reach over the fence. ^{LI}

Teacher : So it can reach over the fence in a zoo? ^S Well, that's one reason maybe. ^P Mary, what about you? ^S

Mary : I've said it. ^{LI}

Teacher : You've already said yours, haven't you? ^A Gale? ^S

Gale : I like cheetahs, miss. ^{LI}

Teacher : A cheetah? ^A You all know your animals, anyway. ^P Why do you like cheetahs? ^Q

Gale : They They're a lovely yellow yellow colour. ^{LI}

Teacher : Uh huh. ^A

Gale : And they run fast. ^{SI}

Teacher : They run very fast, don't they. ^A Yes. ^A Uh huh. ^A Elizabeth? ^S

Elizabeth : Monkeys. ^{LI}

Teacher : You like monkeys? ^S

Elizabeth : 'Cause they climb. ^{LI}

Teacher : They climb up trees, don't they. ^P

Lorraine : ----- //

Teacher : How do you mean? ^S

Lorraine : ----- //

Teacher : Yes. ^A

Lorraine : ----- //

Teacher : And it clings on to you, is that what you're saying? ^A Well it clings on to a person like it clings on to a tree, ^P wouldn't it in case you let it fall, or I would, ^{SP} -----// ----- Maggie? ^S

Margaret : Miss, I like koala bears. ^{SP}

Teacher : Mm. ^A Where do they come from? ^Q

Margaret : Africa. ^{II}

Teacher : No, ^A what do you associate them with?

Lily : Australia. ^{S.I}

Teacher : Australia, yes. ^A

Margaret : Miss, my dad has a koala bear that died and he got it stuffed. ^{IS}

Teacher : Oh, ^A and is it in the house? ^S Well, well, ^A where do you keep it in the house?

Margaret : Dad keeps it by the door and we're no allowed to touch it. ^{LI}

Teacher : Where did he get his koala bear? ^Q

Margaret : He was out hunting and it was climbing a tree so he shot it. ^{II}

Teacher : Oh, I see. ^A

Margaret : ----- // -----

Teacher : Oh. ^A

Margaret : And he come back and he had the koala bear. ^{LI}

Teacher : And he brought it back with him alive? ^S

Margaret : Come back. No it was dead and it was stuffed. He got it stuffed over there. ^{II}

Teacher : Yes, uh huh. ^A

Margaret : Brought it back. And he won't let anybody touch it, winnae let anybody touch it. ^{II}

Teacher : No, ^A it's quite delicate isn't it. ^P June, which one do you like best? ^Q

June : The Polar Bear. ^{II}

Teacher : The? ^{II}

June : Polar Bear. ^{II}

Teacher : The polar bear, ^A the huge big animal. ^P Why do you like them? ^Q

Mary : I like polar bears. ^{SP}

Teacher : Mm?^S

June : They swim in the water.^{I I}

Teacher : They swim in the water.^A

June : They catch fish^{I I}

Teacher : Yes,^A they do that.^P Where do they live?^Q

June : In Alaska.^{I I}

Teacher : Up in Alaska.^A And why do you think they're white?^Q -----³
 Mary, would you put that down^R - Why do you think they're white?^S
 What do you associate with Alaska?^Q

June : Snow.^{I I}

Teacher : Snow, yes, what colour's snow?^Q

June : White.^{I I}

Mary : White.^{S I}

Teacher : The colour of -----^S

Mary : Camouflage.^{S I}

Teacher : Yes, camouflage.^A And that's what we were talking about when
 we were out walking,^{IS} remember, when we ----- when I couldn't
 see the dog because it was camouflaged against the brown of the
 brown leaves,^P remember, or can you, you're very quiet today.^{IS}

Gale : I like a monkey.^{SP}

Teacher : You like the monkey too, do you?^A

Lily : Everybody likes the monkey.^{IS}

Teacher : I know, I know.^A

Teacher : Why do you like a monkey?^Q

Gale : 'Cause it takes nuts from you.^{I I}

Teacher : Yes, it does that, uh huh.^A What else does it do?^S

Gale : Swing on trees.^{I I}

Teacher : It swings on trees, ^P yes. ^A Uh huh. ^A Where do you see all these animals? ^Q

Lorraine : Miss, I like the elephants. ^{SP}

Lily : In a zoo. ^{S.I}

Teacher : You like the elephant as well. ^S

Lorraine : Yes. ^A Know why? ^{IQ} Because if you want to train it, it would get Smarties for itself and that. ^{S.I}

Teacher : Yes. ^A

Lorraine : And it would pick it up in its trunk. ^{SI}

Teacher : Yes, ^A you've been watching "Elephant Boy" ^{IS}

Lorraine : And just put it in its mouth. ^{SI}

Lily : Its Tarzan. ^{SI}

Teacher : Tarzan now is it? ^A

Lily : Yes. ^A

Lorraine : Yes. ^A They're great. ^{SP}

Teacher : So do you think that some people train elephants as well? ^Q

Lily : Yes. ^{SI}

Lorraine : Yes. ^{SI}

Teacher : What do you think you use them for? ^Q

Lily : Circus things. ^{SI}

Teacher : Circus, that's one thing. ^A

Gale : And working for them. ^{SI}

Teacher : Good, yes, ^A so they're not just for circus. ^P

Lorraine : Sometimes they work. ^{SI}

Teacher : Sometimes they ----- ^{IU}

Lorraine : They've got to do our work. ^{II}

Teacher : Yes, ^A they're working animals, the way we sometimes make horses work here. ^P In places like India ^{IU}

Gale : ----- // -----

Teacher : They're pretty big to hold, aren't they.^A In places like India and Africa then they use working animals,^P so they're not really wild animals all the time.^P What other animals can you think of?

June : Kangaroo.^{S.I}

Teacher : Kangaroo.^A What do they do?^Q

June : Jump.^{I I}

Lily : Jump up.^{S.I}

Margaret : Jump.^{S.I}

Lorraine : I like them the best.^{SP}

Teacher : Do you?^A Why is that?^S

Lorraine : 'Cause they're nice wee things.^{I I} 'Cause they have that wee pouch and that.^{I I}

Teacher : Uh huh.^A That's where they keep their babies, isn't it?^S

Lorraine : Yes.^A Like the way they keep their head coming out and that.^{SP}

Teacher : Yes.^A They stay in there for quite a wee while even after they've been born, and they grow in there, but their heads stick out.^{S I} What else then?^S

Lorraine : Peacock.^{S.I}

Teacher : Peacock.^A What do you know about a peacock?^Q

Margaret : Peacock.^{S.I}

Teacher : What's a peacock?^A

Lily : It's one of they birds, with eh they big long feathers, that goes up like a fan.^{L I}

Gale : Like a fan.^P

Teacher : Good. Yes.^A Only the male peacocks have that.^{S.I} Only male peacocks. The female, pea eh what is it peanhen, is just a brown ordinary average looking bird but the

male has all that to attract the female, you see.^S And then when it wants to attract a female the way we get all done up to attract males, they put out their fan, you see.^{SI} And the one with the nicest fan gets the female.^{SI} What else do you see what else do you see in a zoo when you go there, apart from an elephant?^Q

Beatrice : Miss, I see the giraffe.^{II}

Teacher : You see a giraffe,^P yes,^A uh huh.^A What else?^S

Beatrice : Lion.^{II}

Teacher : Lion, uh huh^A ----- anything ----^{IU}

Lily : I like the lion with the big hairy thing.^{SI}

3

Gale : I like the hippopotamus, miss.^{SI}

Teacher : Oh yes.^A (laughter from group)

Lily : I like the seals.^{SP}

Teacher : The seals,^A what do the seals do?^Q

Lily : Just slide.^{II}

Teacher : They slide about, don't they, yes.^A What about hippopotami, that's the plural of it?^S

Gale : They charge.^{II}

Teacher : They charge about, don't they, yes.^A What can they charge with?^Q

2

Gale : I dinnae ken what you call them.^{II}

Teacher : I don't know what you're thinkg of so I can't help you.^{SP}
Are they^{IU}

2

Teacher : Mary, what else do you see in the zoo?^Q

Teacher : Come on, you're not usually so quiet^S Anne,
you've been to a safari park, haven't you?^{IQ} Can you
tell us about it?^S I've never been to a safari park.^{SP}

Lily : I've been.^{IS}

Gale : I've been.^{IS}

Lorraine : I've been.^{IS}

Gale : Miss, my dad -----²----- took me ages ago, miss and
we'd quite a big car, miss, and quite big windows,^{SI} and we
just got in and all the monkeys just started to jump on the
car,^{SI} and I got^{IU}

Teacher : Oh, they're running around loose?^Q

Gale : Yes.^{SI}

Lorraine : Aye.^{SI}

Margaret : Uh huh.^{SI}

Lily : They're all running about loose.^{SI}

Lorraine : They're all running about loose.^P

Teacher : Oh.^A

Margaret : I like the wee birds.^{SP}

Teacher : In the safari park they have birds too?^Q

Margaret : Aye.^{II}

Lorraine : Come in the window.^{SI}

Teacher : What else do they have?^S

Mary : Polar bears.^{SI}

Teacher : Roaming about loose?^S Good heavens.^P

Gale : Lions, miss, lions.^{SI}

Teacher : Uh huh.^A And what else do you see?^Q

Lorraine : Lions.^{II}

Teacher : Do you just wander about?^Q

Margaret : They have one lion in a cage. ^{S.I} I heard of somebody got eaten by a lion, which was true. ^{S.I}

Teacher : Oh, I see. ^A

Gale : Miss, they've got guards there, with guns, miss. ^{S.I}

Margaret : Somebody left the door open and the wee laddie got in. ^{S.I}
And that's why they put the notice up. ^{S.I} Don't anybody's to go near it. ^{S.I}

Teacher : Oh well, yes, it wouldn't be very pleasant, right enough, being eaten by a lion. ^P

June : Miss, penguins. ^S

Teacher : Penguins. ^A Good for you. ^S You maybe don't see them in a safari park, but you see them in a zoo, don't you. ^S What do penguins look like? ^Q

Mary : They waddle around. ^{S.I}

Elizabeth : Waddle around. ^{S.I}

Lily : Waddle around. ^{S.I}

Teacher : What colour are they? ^Q

Mary : Black and white. ^{S.I}

Lorraine : Black. ^{S.I}

Elizabeth : White. ^{S.I}

Teacher : Black as well aren't they? ^S

Margaret : Brown, they can be brown as well. ^{S.I}

Teacher : They're an unusual bird. ^P What can they do? ^Q

Lily : Dive. ^{S.I}

Teacher : They can dive, yes. ^P ^A

Gale : In the water. ^{S.I}

Teacher : Uh huh. ^A What do they eat? ^Q

Lily : Fish. ^{S.I}

Lorraine : Fish. ^{SI}

Gale : Fish. ^{SI}

Margaret : I like the seals. ^{SP}

Teacher : You like the seals best, do you. ^A They live in the water too. ^P

Elizabeth : Sealions. ^{SI}

Lorraine : Sealions, miss. ^{SI}

Gale : I like the dolphins, miss. ^{SP}

Lily : Oh, I love the dolphins. ^{SP} You can see them in the safari park too. ^{SI}

Teacher : Uh huh. ^S

Lorraine : I like these big fish. ^{SP}

Teacher : Which big fish? ^S

Lorraine : They swim in the sea. ^{II}

Teacher : Uh huh. ^S

Lorraine : They eh they're gigantic, miss. ^{II}

Teacher : What's it called? ^Q

Gale : It's eh ^{IU}

Margaret : Pay four pence to get in to see it. ^{SI}

Teacher : Four pence? ^S

Lorraine : Aye, pay to see it. ^{SI}

Teacher : You pay four pence to get in to see this gigantic fish? ^Q

Gale : There are lots of them. ^{SI}

Teacher : How gigantic are they? ^Q (laughter from group)

Margaret : As big as that table. ^{SI}

Gale : About that size. ^{SI}

Lorraine : Miss, about as big as the table. ^{SI}

Margaret : Miss, there's one about the size of half the size of this room. ^{SI}

Teacher : Good heavens. ^A In the zoo. ^P

Margaret : In the zoo, and it's alive. ^{SI}

Lorraine : They're all alive. ^{SI}

Gale : They're all alive. ^{SI}

Teacher : You've got the cold. ^{IS} I must go and find out. ^{SP} Clutch my four pence and go along tonight. ^P Where do I pay? ^Q

Margaret : Em ^{IU}

Lorraine : Miss, you've got to pay to get in to see the other ones too. ^{IS}

Teacher : What other ones? ^Q

Lorraine : All the other wild animals outside. ^{II}

Teacher : In the zoo? ^S Oh yes, uh huh, ^A I know that. ^{IP}

Lorraine : Then four pence to get in to the sea fish. ^{SI} The sea fish. You go in at the gate but come back out at the end, come back out at the end ^{SI}

Teacher : Yes, ^A and do they stay in tanks? ^Q Or are they outside? ^S

Lorraine : Tanks. ^{SI}

Margaret : Gigantic tanks. ^{SI}

Teacher : They stay in gigantic tanks as well, I see. ^A They have to be if they're gigantic ^P

Lorraine : I could hardly believe my eyes. ^{SP}

Teacher : Are they tropical fish? ^Q

Margaret : Mm? ^S

Teacher : Like tropical fish? ^S

Margaret : Uh huh. ^I The first time I looked at them and saw they were fish and saw them, oh they're coming out of the tank. ^{II}

Lorraine : They look as if to say - well who are you? ^{SI} (laughter from group)

----- //

Teacher : Do you feel as though they're speaking to you? ^{IQ}

Margaret : Some of them you do, yes. ^{SI}

Lorraine : They just look up like that. This big one when we were there and it was bang bang against the tank. ^{SI}

Teacher : Good heavens. ^A

Lorraine : Got the fright of my life. ^{SP} I thought it was going to bang its brains in. ^{SP}

Margaret : There's a big gigantic tortoise in there and all. ^{SI}

Lorraine : But miss, it's a double, it's a double thing there. ^{SI}

Teacher : Oh well, ^A they'll be safe enough then, to keep them in. ^P What were you saying, Maggie? ^S

Margaret : Miss, there's a big gigantic tortoise in there. ^{II}

Teacher : Mm. ^A What are all these things called, like lizards and all these creepy crawly things? ^Q

Lily : Crocodiles. ^{SI}

Mary : Ugh. ^{SP}

Teacher : Good, ^A what other kind of things are there? ^Q

Elizabeth : Snakes. ^{SI}

Anne : Snakes. ^{SI}

Teacher : Snakes, yes. ^A

3

Teacher : They're all called 'reptiles'. ^{II}

Lily : Miss, grass snakes are like that. ^{SI}

Teacher : There's a whole family of them. ^{II} What are you saying, Lily? ^S

Lily : You get grass snakes. ^{II}

Teacher : You get grass snakes, ^A not so much in a zoo. ^P You get grass snakes all over ^P but they don't think it's worthwhile putting grass snakes in a zoo. ^P

2

Margaret :

Teacher : Do you think it's nice to keep animals in a zoo? ^Q

Margaret : No. ^{SP}

Lily : No. ^{SP}

Lorraine : Yes. ^{SP}

Gale : Yes. ^{SP}

Teacher : Think it's right? ^Q

Margaret : No, 'cause they're getting locked up. ^{SP}

Lorraine : They're eh ^{IU}

Margaret : They're no getting their freedom. ^{SP}

Teacher : Yes. ^A Why do you think it's sometimes not right
that some people kill them? ^Q

Lily : 'Cause they're danger. ^{S.I}

Lorraine : They're danger. ^{S.I}

Teacher : How do you mean, they're danger? ^Q

Gale : I dinnae ken, miss. ^{SP}

Teacher : Have a think about it. ^S

Lorraine : It's O.K. if they keep them in and that. ^{SP}

Teacher : Uh huh. ^A

Lorraine : And keep them from going about. ^{SP}

Lily : The zoo's not in the country the country it's just
all big towns and that. ^{SP}

Teacher : Yes, but then that's because they usually live here, isn't it? ^P
In the jungle ^P do you think it would be right to take them
away from the jungle? ^Q

Margaret : No. ^{SP}

Lorraine : No. ^{SP}

Margaret : That's their home. ^{S.I}

Lorraine : That's their home. ^{S.I}

Teacher : But some of them have been born in the zoo.^S

Lorraine : Well, if they've been born in the zoo then it's their home.^{S I}

Teacher : Good girl, well done.^A It's not so bad for them because they
don't know^{IU}

Lorraine : They're used to it.^{S.I}

Teacher : Uh huh.^A So you think it's O.K. if they've been born there,
but it's a shame to take them if they're not.^S

Lorraine : Uh huh.^A

SESSION ELEVEN : HYGIENE

Teacher : Hygiene.^S

Lorraine : To keep yourself clean.^{S1}

Teacher : To keep yourself clean,^P that's what it means, isn't it?^P
Yes.^A

Margaret : To wash you face.^{S1}

Teacher : To wash your face.^A

Anne : Clean your teeth.^{S1}

Teacher : Clean your teeth.^A

Lorraine : Keep your hair clean.^{S1}

Teacher : Good.^A

Elizabeth : Keep your hands washed.^{S1}

Teacher : Uh huh.^A

Gale : If your hands are dirty, you've got to wash them.^{S1}

Teacher : Good.^A

Gale : You've to keep your teeth clean too, miss.^{S1}

Teacher : Good girl, yes.^A Why do you think you do all this?

Lorraine : Get germs.^{S1}

Margaret : Germs.^{S1}

Gale : See if your hands are dirty, miss, and you touch food, you get germs.^{S1}

Teacher : Good, yes.^A And germs make you ill, don't they?^S

Lorraine : Yes.^A

Teacher : So what are all the things you must remember when you're trying to keep yourself clean? Starting at the top
starting at the top.^P

Margaret : You need to clean your hair.^{S1}

Gale : Hair.^{S1}

Elizabeth : Your hair.^{S1}

Lorraine : Clean your hair. ^{SI}

Teacher : You need to clean your hair. ^A

Lorraine : You need to ^{IU}

Teacher : Wait a minute, ^P we'll concentrate on one thing at a time. ^P
How often should you wash your hair? ^Q

Lorraine : Every week. ^{SI}

Teacher : Every week. ^A

Elizabeth : Twice a week. ^{SI}

Teacher : Once a week mainly, ^A but sometimes if you've got greasy hair then you'll have to do it twice or three times a week. ^P
I have to wash my hair about three times a week. ^{SP}

Elizabeth : So do I. ^A

Teacher : I know, it's a nuisance, isn't it? ^{IQ} So you have to keep your head clean, otherwise, what do you get?

Gale : Em ^{IU}

Lorraine : Lice. ^{SI}

Margaret : Nits. ^{SI}

Teacher : Head lice, yes, head lice. ^A And then they stay in your hair and don't do your hair an awful lot of good. ^P So what is it in your hair that keeps your hair healthy? ^Q

Gale : Oil. ^{SI}

Lorraine : Oil. ^{SI}

Teacher : Good. ^A

Gale : Keeps your hair nice and shiny, miss. ^{SI}

Elizabeth : My dad was playing and he put oil all over my hair. ^{SI}

Teacher : Uh huh. ^A

Elizabeth : No fair. ^A

Gale : That's what I have on my hair. ^{SP}

Teacher : Yes, everybody has oil in their hair.^A

Gale : It keeps your hair shiny though.^{S.I}

Teacher : Good,^A it keeps your hair healthy.^P

Gale : Healthy.^A

Teacher : Yes, it does, uh huh.^A And when you've got dry hair it means that you haven't got very much oil.^{S.I}

Gale : Your scalp can go dry, miss.^{S.I}

Teacher : Yes, exactly,^A what can you get as well if your scalp's very dry?^Q

Gale : Em you can get em^{IU}

Teacher : What's it called?^S

Gale : You can get dandruff.^{S.I}

Teacher : Good.^A Dandruff.^P That's what you get^P and you get special shampoo that helps produce oil,^P so that^{IU}

Margaret : Head & Shoulders.^{S.I}

Teacher : Yes, like Head & Shoulders,^A that stops dandruff.^P Em . . . Elizabeth mentioned an interesting thing earlier.^P If your hair's greasy and dirty you get spots on your face and on your neck, because the oil from your hair goes on to your face and it blocks up the pores.^P So, you brush your hair every day, wash it at least once a week, keep it nice and clean and healthy in order to keep the oil in it, and keep it nice and oiled and lubricated.^P O.K. What's next, then?^Q

Margaret : Your teeth.^{S.I}

Teacher : Well^S

Gale : Your skin.^{S.I}

Lorraine : Your face.^{S.I}

Teacher : Your face, yes.^A Your face next.^P

Gale : Keep your skin clean.^{S.I}

Lorraine : Face and at the back of your neck. ^{S.I}

Teacher : Yes, ^A your face and the back of your neck. ^P You have to clean your skin. ^P

Gale : You should wash it and then after that get a wee drop of cream. ^{S.I}

Teacher : Well done, yes. ^A Mary, what else must you do? ^Q

Mary : Make sure you eat enough. ^{I.I}

Teacher : Well, ^A think about your face, first of all. ^S Put the basket down. ^R

3

Elizabeth : Not put make up on it so much. ^{S.I}

Teacher : Well, if you put it on, clean it off at night. ^{I.I} That's the best thing, isn't it? ^P

Gale : My mum says it'll ruin your face and make your face all holey. ^{S.I}

Margaret : My mum says not to use make up because it can make your face all spotty. ^{S.I}

Teacher : Well, it can, sometimes it can if your face is changing at your age ^P and your skin can get ^{I.U}

Margaret : What happened to my big sister was she started putting make-up on when she was eleven. ^{S.I}

Lorraine : Miss I

Teacher : Uh huh. ^S

Margaret : And now her face is all covered in spots. ^{S.I}

Lorraine : I never used to wear make-up. ^{S.P}

Margaret : And one day my ma took all her make-up and put it in the bucket. ^{S.I} And made sure she didn't use it again until she's 15. ^{S.I}

Teacher : Uh huh.^A Lorraine, what were you going to say?^Q

Lorraine : Miss, eh^{IU}

Teacher : You've forgotten^A Elizabeth, what were you going to say?^Q

Elizabeth : Me and my big sister's got these spots and we've tried cream.^{SP}

Teacher : Yes,^A the way to get rid of spots is to keep your face very clean.^P To wash your face in the morning, and to wash your face at night, but to make sure that you take all the soap off.^P

Elizabeth : I get cream.^{SP}

----- 2 -----

Lorraine : Know how I get spots on my face, miss,^{IU} I'm allergic to dogs, to my dog, miss.^{SP}

Teacher : Yes,^A but that wouldn't give you the spots. ...ST the kind of spots you get when you're a teenager, because it's just that your skin is giving out excess oil.ST

Lorraine : My doctor says it might be^{IU}

Elizabeth : It's just your age.^P

Gale : It's just your age.^P

Teacher : Yes, it's just your age.^A

Elizabeth : The doctor says that too.^P

Teacher : It will clear up eventually.ST But you try and keep your faces very clean and if you have a spot, don't pick it.ST

Gale : Don't pick it.^A

Lorraine : Don't pick it.^A

Elizabeth : Don't pick it.^A

Teacher : Don't pick it, because that spreads germs.ST

Gale : Miss, my mum uses something else toST I don't know ...^{IU}

Teacher : To wash your face?^S

Gale : No, eh no Avon or something.^I I don't know what it is.^{SP}

Teacher : Ah, yes, uh huh,^A cleaning cream^I em, if you pick a spot, then you'll get more germs in it and it'll give you at least five or six more spots.^{SI}

Margaret : All over your face.^S

Teacher : All over your face.^A

Gale : Miss, you see cream,^P I think my mum uses it night and morning.^{SI}

Margaret : Miss, do you know what mu ma started using, Oil of Ulay.^{SI}

Teacher : Oh yes, uh huh.^A You don't need to use Oil of Ulay^P at your age, really, but later on.^{SI}

Margaret : Not on my face, but they get all red, my hands, and I have to go through and put the towel on my face and oh, but I havenae used them for ages.^{SP}

Teacher : Uh huh.^A If you take care of your skin at your age then you won't have any bother later on.^{SI} So if you keep your skin nice and healthy and clean, the important thing is keep it clean, then it'll be alright.^{SI} Now, what else must you do? Your teeth, somebody mentioned.^P Your teeth.^P How often should you clean your teeth?^Q

Lorraine : Every day.^{SI}

Gale : Every day.^{SI}

Teacher : Every day.^A How often every day?^Q

Lorraine : After every meal.^{SI}

Elizabeth : After tea, after supper.^{SI}

Teacher : Uh huh.^A

Elizabeth : After breakfast.^{SI}

Lorraine : After dinner.^{SI}

Margaret : After dinner. ^{SI}

Lorraine : After breakfast, dinner, tea and supper. ^{SI}

Teacher : Yes, ^A it's not always easy to clean them four times every day, ^P but you should clean them at least once in the morning and at least once just before you go to bed. ^P Why?

Margaret : 'Cause they'll go all bad. ^{SI}

Lorraine : 'Cause your teeth will go all bad. ^{SP}

Teacher : Yes, what is it makes it go bad? ^Q Mary? ^S

Mary : If you dinnae clean your teeth. ^{II}

Teacher : Yes. ^A And what is it if you don't clean your teeth that makes it? ^Q

Mary : You get dirt ^{II}

Teacher : Good, ^A you get stuff in between your teeth, and makes holes in your teeth, it eats away at your teeth. ^P

Margaret : Miss, I've got -----// ----- ^{SP} a big tooth and they were all sore, there, see where they're all joined together at the back. ^P

Teacher : Uh huh. ^A

Margaret : The dentist said I never brushed my teeth and he couldnae get it out; it was right in. ^{SI}

Teacher : Uh huh. ^A

Margaret : And then after the Tuesday I got it out. ^{SI} It was right through to the other end. ^{SI}

Teacher : Yes. ^A

Margaret : And that my ma goes, you'd better clean your teeth fae now on, ^{SI} and my big sister went to the dentist to see him and he says to her, you'd better clean your teeth and all. ^{SI} And eh ... she didnae dae it and she's just after having a filling yesterday. ^{SI} So I says if I dinnae catch you brushing your teeth, you'll get one hit and you'll never forget it. ^{SI} She says because ----- ³

Teacher : That's it^{IU} Yes, it is.^A How many sets of teeth do you are you born with?^Q I mean, how many times do you get new teeth in?^Q

Lorraine : Once twice.^{S.I}

Teacher : Well, you had your baby teeth.^{II}

Lorraine : Your baby teeth.^A

Teacher : And then you get your big teeth.^{II}

Lorraine : Your big teeth.^A

Teacher : So you really only have a couple of chances to keep your teeth, don't you?^P Your baby teeth all fall out.^P

Lorraine : Miss, my baby teeth are falling out the now.^{SP}

Teacher : Oh, your baby teeth fell out years ago^I And^{IU}

Margaret : Miss, see when they come in^{S.I}

Teacher : What?^S

Margaret : My wisdom teeth are coming in now and they're killing me.^{SP}

Teacher : Yes.^A Well, all your baby teeth grow out when you're about seven they fall out when you're about seven and you get in your big teeth and by now you'll all have all your big teeth.^{S.I}

Margaret : ----- 14 seconds.

Teacher : The thing is once you lose your big teeth then you won't get another lot growing in,^{S.I} and so you have to get false teeth^{S.I} and that's not very comfortable, I shouldn't imagine.^{SP}

Lorraine : I thought^{IU}

Margaret : He thought^{IU}

Lorraine : Miss, I thought^{IU}

Margaret : He thought he was Dracula or something.^{S.I} He went like that but it was just his teeth.^{S.I} My ma tells him to take them out but he cannae chew it.^{S.I}

Teacher : Well,^A this is the thing, you need your teeth to chew.^P

Lorraine : Miss, my big teeth are coming in now, at the back. ^{SP}

Teacher : At the back, yes. ^A They will be. ^P So you need to brush your teeth and see a dentist. ^P

Lily : I've got two dentists. ^{SP}

Teacher : You've got two dentists? ^S

Lily : Aye, ^A my dentist and the clinic. ^{SI}

Teacher : And how eh how often should you visit the dentist? ^Q
At least for a check up? ^P

Lorraine : Three weeks. ^{SI}

Teacher : No, ^A three weeks is a bit soon. ^P Once every six months, that's twice in a year. ^{II} If you go to a dentist twice a year then he'll keep a check on your teeth and check that everything's alright. ^{II} Yes. ^P So that's your face you keep clean, ^P your teeth you keep clean, your ears you keep clean, your hair you keep clean and your neck you keep clean. ^P
Now ^{IU}

Lily : And your body . . ^{SI}

Teacher : Now, the rest of your body. ^S You've got lots of body though, haven't you? ^S Em what about washing? ^S How often should you wash? ^Q

Lily : Every day. ^{SI}

Margaret : Every day. ^{SI}

Elizabeth : Every day. ^{SI}

Mary : Every day. ^{SI}

Teacher : You should wash ^{IU}

Gale : Miss, I take a bath every week, miss. ^{SP}

Teacher : That's very good. ^A You should take a bath quite often, ^P and you should wash yourself once a day, especially in places where the sweat gathers. ^{II} Now, everybody sweats because

that's your body's way of keeping cool, ^{SI} and getting rid of
a lot of moisture. ^{SI} Where are the places that you sweat
most? ^Q

Lorraine : Under your arms. ^{SI}

Lily : Under your arms. ^{SI}

Teacher : Under your arms. ^A Where else? ^S ----- ²

Mary : Your face. ^{SI}

Teacher : Mm not so much your face. ^A

Margaret : Your feet. ^{SI}

Teacher : Your feet, good, ^A your feet. ^P

Gale : Your feet smell. ^{SI}

Teacher : Your feet smell. ^A (laughter from group)

Margaret : My dad asked me to take his shoes and I was sitting there and ^{SI}
----- ³

Teacher : Well, why do you think your feet smell? ^Q

Elizabeth : Been walking. ^{SI}

Teacher : You've been walking, ^A but most of all they've been inside your
shoes, and they've got very hot and they've sweated, ^{SI} and
..... ^{IU}

Margaret : Especially men's feet, eh? ^P

Teacher : Uh huh, ^A it seems to be peculiar to men, ^P I don't know why that
is. ^P

Margaret : I don't know why it is but it's always men. ^{SP}

Teacher : Uh huh. ^A Women's feet smell too. ^P (laughter from group) But
it's not so usual. ^P

Margaret : Not so strong. ^P

Teacher : Yes, ^A well, it can be, ^P but, eh, no, you're feet are inside your
shoes, ^P Mary please stop kicking your feet. ^R

Elizabeth : My dad puts perfume in his shoes. ^{SI}

Teacher : So you should wash your feet once a day. ^{SI} Now that's one thing that Mum ^{SI} that Mum, what am I saying ^P (laughter from group) that people don't know, but you should do it you know, ^{SI} ask your Mum to let you just wash your feet very quickly, and it keeps your feet nice and fresh. ^{SI}

Lily : I do. ^{SP}

Mary : I get a bath every Friday night. ^{SP}

Lorraine : I can't take a bath. ^{SP}

Teacher : Yes, ^A but if you can't have a bath, then if you stick your feet under a tap, in a basin of water. ^{SI}

Elizabeth : Get a hot kettle of water. ^{SI}

Teacher : Yes. ^A

Margaret : Miss, my murn has this big gigantic pot and she never uses it and we use it for our feet. ^{SI}

Teacher : That's a good idea. ^A Super idea, but you should wash your feet every day ^P and keep them nice and healthy because you're standing on them all day. ^P You can't moce at all without using your feet, can you? ^P So you're using them a lot. ^P And when you think of them stuck inside all your shoes all day then they're bound to get hot, ^P because, what happens to sweat when it's been on your body for a wee while? ^Q

Margaret : It smells. ^{SI}

Teacher : It begins to smell, yes. ^A That's where you get ^{IU} where body odour - you know how some people have a kind of sweaty smell on them. ^{IQ}

Lorraine : Uh huh. ^A

Teacher : Well, that's, they haven't washed the sweat away. ^{II}

Margaret : That's what happens to me in the discos. ^{SP} It's too sweaty. ^P

Teacher : Yes. ^A

Gale : Miss, you know the programme it's been on before, miss,
and it's kind of wee people^{IQ} eh people something
like toes or something.^{IU}

Lorraine : Aye, toes.^S

Gale : Toes.^S

Lorraine : Toes aye toes need a something you
get more a bigger shoe.^{SI}

Teacher : A bigger shoe.^A You you don't want to cramp your feet
into tight shoes they get very sweaty^{SI} when^{IU}

Gale : You can you can come cripple.^{SI}

Teacher : Yes, you can^A still thinking in terms of personal hygiene
and cleanliness today.^{In}

Margaret : Miss, my big sister, she bought herself a new pair of shoes
and my ma gave her the money, she gave her four pound,
right.^{SI} She went into town to buy herself new shoes.^{SI}
She came back and two weeks later they started hurting her
feet, and they were squashing her toes together, started
taking the skin away at the side.^{SI} My mum says, right, get
them right back to the shop and get your money.^{SI} She had
only worn them three times in that two weeks.

Teacher : Uh huh.^A

Margaret : She took them back^{SI} and -----//----- and ken how you put
your feet in a thing to measure it.^{SI}

Teacher : Yes.^A

Margaret : And then she goes -----⁴----- and then and it comes up.^{SI}
And that's what my mum says; Never wear tight shoes.^{SI}

Teacher : No,^A that very much is a good health rule, isn't it.^P We were
sticking to cleanliness today and just being clean and keeping
your body clean,^P we'll talk about good health another day and
what you do to keep your body fit.^P

SESSION THIRTEEN : THE COUNTRY

Teacher : Don't bang on the table because if you bang on the table
it comes through on the mic.^R Eh ... today we've
already talked about the beach,^P what you did there, how
you keep it tidy and all the rest.^P We're now going to do
the same with the country.^{In} Whereabouts is the country?

Margaret : It's outside Edinburgh.^{S.I}

Teacher : Yes,^A it's outside the town, isn't it?^P Em There are
the towns and the country on our on^P

Elizabeth : Edinburgh.^S

Teacher : here in Scotland.^P What kind of things do you do there?
Do you like the country?^Q

Lily : Yes.^{SP}

Margaret : You have picnics.^{S.I}

Teacher : You have picnics, yes.^A What else?^S

Margaret : You've to pick up your rubbish behind you.^{S.I}

Mary : Miss can I go to and get a paper towel?^{SP}

Teacher : Yes,^A what for, to blow your nose?^S

Mary : To blow my nose.^{I I}

Teacher : Oh well, you'd be better with a paper hanky.^S

Margaret : Never let dogs frighten the sheep.^{S.I}

Teacher : Good,^A what else?^S

Mary : Em, you can climb up trees.^{S.I}

Teacher : You can climb up trees,^A what else can you do in the country?^S

Gale : You can go in the fields, miss.^{S.I}

Teacher : You can go in the fields.^A

Elizabeth : You can play hide and seek.^{S.I}

Teacher : You can play hide and seek.^A

Lily : Play tig.^{S.I}

Teacher : Uh huh, ^A what else can you do in the country? ^S

Elizabeth : Pick up leaves. ^{SI}

Teacher : Good, ^A pick up leaves. ^P You can't do that in the town, can you. ^P What else can you do in the country that you can't do in the town? ^S

June : Pick turnips. ^{SI}

Teacher : Pick turnips. ^A Only if you know that they're not anybody else's. ^P

Lorraine : You can see all the animals and that. ^{SI}

Teacher : You can see all the animals. ^S

Lorraine : The animals and that. ^I

Teacher : You can see all the animals. ^A What kind of animals do you see in the country? ^Q

Lorraine : Horses. ^{SI}

Margaret : Horses. ^{SI}

Teacher : Horses. ^A

Margaret : Cows. ^{SI}

Teacher : Uh huh. ^A

Margaret : Pigs. ^{SI}

Teacher : Uh huh. ^A Another one. ^A What are all these animals? ^S

Lily : Dogs. ^{SI}

Teacher : Uh huh. ^A What are they all? ^Q

Lily : Pets. ^{SI}

Teacher : They're all farm animals, ^I aren't they. ^P

Lorraine : Farm animals. ^A

Teacher : Farm animals, ^P yes. ^A So, you can see the farm animals in the country. ^P What else can you see in the country? ^Q

Lily : Rabbits. ^{SI}
 Lorraine : Rabbits. ^{SI}
 Teacher : What? ^S
 Margaret : Rabbits. ^{SI}
 Gale : Rabbits, miss. ^{SI}
 Teacher : Rabbits. ^A
 Lorraine, : Squirrels, miss. ^{SI}
 Teacher : Squirrels, good. ^A What else? ^S
 Margaret : You can see rats. ^{SI} -----//-----
 Elizabeth : Frogs. ^{SI}
 Teacher : Good. ^A Where do you see frogs? ^Q
 Elizabeth : In a pond. ^{SI}
 Margaret : In a pond. ^{SI}
 Mary : In the sea. ^{SI}
 Teacher : Well, ^A not so much in the sea, ^P but in the loch or in a stream, ^{II}
 near water, good. ^P What else do you see? ^S
 June : Rabbits. ^{SI}
 Teacher : Rabbits. ^A
 Lorraine : Sparrows. ^{SI}
 Teacher : Uh huh. ^A
 Mary : Birds. ^{SI}
 Teacher : Uh huh. ^A
 Lily : Seagulls. ^{SI}
 Teacher : Uh huh. ^A
 Gale : Butterflies, miss. ^{SI}
 Margaret : Miss, what I like about the countryside is the way you can go
 out into the fields and play. ^{SP} But you've got to watch that you
 wear trousers ^{SI} because you can get your legs all cut with it. ^{SI}

Teacher : Yes, you IU

Margaret : With running through it, ^{SI} 'cause that's what happened to me, ^{SP} and my legs were all cut ^{SI} and they started started bleeding and bits coming away ^{SI} and I couldnae go back in again without trousers. ^{SI}

Teacher : Yes, ^A very well done indeed. ^P What do you like about the country, Lily? ^Q

Lily : I dinnae ken. ^{II}

Teacher : What do you like? ^Q

Lily : Quietness. ^{II}

Teacher : The quietness. ^A Good. ^A Yvonne, do you like the country? You don't like it? ^S What don't you like about it? ^S

Mary : I dinnae like where I'm living. ^{SP}

Teacher : Are you living in the country? ^Q

Mary : No, ^L but I dinnae like living in there. ^{SP}

Teacher : Why not? ^Q

Mary : Get battered for nothing by a big lassie. ^{IP}

Teacher : Well, ^A but that's not because you're living in the country. ^P

Mary : No, no the adults. ^{IS}

Teacher : What don't you like about living in the country? ^Q

Mary : A big lad, a big lassie. ^{IU}

Teacher : June, do you like the country? ^Q You do? ^S What do you like about it? What do you think's nice about it? ^S Lorraine do you like the country? ^Q

Lorraine : Yes. ^{LI}

Teacher : What do you like about the country? ^Q

Lorraine : It's nice and quiet. ^{II}

Teacher : It's nice and quiet. ^A

Lily : Nice and peaceful. ^{SI}

Lorraine : You can run about and all that. ^{S.I}

Teacher : You can run about, ^P good. ^A

----- 3 -----

Teacher : Do you, good, good. ^P

June : Miss, you can see squirrels. ^{S.I}

Teacher : Yes, ^A what colour are they? ^Q

Margaret : Grey. ^{S.I}

June : Brown. ^{S.I}

Teacher : Grey, good. ^A

Mary : You can get brown ones. ^{S.I}

Lily : -----//----- They come right up to me, the squirrel, ^{S.I}
right up to my face.

Teacher : Oh lovely, ^A the brown ones are more unusual. ^{S.I}

Elizabeth : In the country, it's cold. ^{S.I}

Teacher : It's cold? ^P Oh, I don't think it's any colder in the country ^{SP}
than in the town, really.

Margaret : It's more hotter in the country than what it is in the town. ^{S.I}

Teacher : Well, ^A I think it's about the same. ^P It's just that in the town
you generally have a building that you can go into, whereas
you don't always in the country. ^{S.I} Karen, do you like the
country? ^Q

Karen : Yes. ^{I.I}

Teacher : What do you like about it? ^Q

Karen : You have picnics. ^{I.I}

Teacher : You have picnics. ^A Yes, what else? ^{S.I} ----- 4 -----

Gale, do you like the country? ^Q What do you like about it? ^Q

Gale : Running about, miss. ^{I.I}

Teacher : You can run about. ^P Good, ^A what else? ^S ----- 3 -----

Anything else? ^S

Gale : I don't know. ^{I.I}

Teacher : You don't know.^A Elizabeth?^S

Elizabeth : -----//-----

Teacher : Yes.^A

Elizabeth : -----//-----

Teacher : Well, you can if you like.^A

Mary : It's just all grass, miss.^{SI}

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Lily : I like the^{IU}

Elizabeth : You can jump over things.^{SI}

Teacher : Uh huh.^A

Elizabeth : -----//-----

Teacher : Uh huh.^A

Lily : There's a big path that you can walk through.^{SI}

Teacher : Yes.^A

Lily : And you can go into the trees and that.^{SI}

Teacher : Uh huh.^A

Lily : And see all the^{IU}

Teacher : So what are the things that are different between the towns
and the country? What do we have in the country.....^{IU}

Margaret : The countryside's more peaceful.^{SI}

Teacher : Yes.^A

Lily : The town's more busier.^{SI}

Margaret : And the town's noisy and busy.^{SI}

Teacher : Why is that?^Q

Margaret : Just 'cause.^{IU}

Lily : Well^{IU}

Elizabeth : With cars.^{SI}

Margaret : 'Cause there's cars and that.^{SI}

Lorraine : There are more cars in the town. ^{S I}

Margaret : And the and the and the town's mair dirty because of the cars make it more dirtier with their thingummy, ^{S I} and the countryside's more clean because it's no got any cars in it. ^{S I}

Teacher : Good, ^A the air's fresher out there isn't it? ^P What eh what else do you see in the country that you don't see in the town? ^Q - you don't see as many cars. ^P

Margaret : Eh ^{IU}

Elizabeth : Rabbit holes. ^{S I}

Teacher : You see rabbit holes. ^P Good. ^A What's the name of a rabbit hole? ^Q

Margaret : And eh ^{IU}

Lorraine : A hunt ^{IU}

Teacher : Mm? ^S

Lorraine : A ^{IU}

Teacher : A burrow, a burrow, ^{I I} that's a rabbit hole. ^P What were you going to say, Mary? ^S

Mary : Just going to say that you get holes in the grass. ^{I I}

Teacher : Uh huh, ^A you get holes in the grass, ^P where the little animals live. ^P Anything else? ^S

Margaret : If there's naebody living in a house in the countryside, you can make it all up and make a gang hut and come out to play with it. ^{S I} And eh ^{IU}

Teacher : Uh huh. ^S And eh ^{IU}

Margaret : That's what me and my pal's done in the countryside once. ^{IS} There was about five or seveon, well there was seven or six or something, ^{S I} and we were in this old house and about nine of us altogether ^{S I} and we made it all up and we put we got a big box, a long box ^{S I} and we ficed all the windows up, and it had daisy flowers right along it. ^{S I}

Teacher : Uh huh. ^S

Margaret : And it was great ^{SP} and my ma gied me some of em
curtains and I put them up on the windows. ^{SI}

Teacher : Yes. ^S

Margaret : And it was good, ^{SP} ken it was right good, ^{SP} and eh
some of them were in the garden and fixing the garden, ^{SI}
and my big sister she was sweepin the floor in it, ^{SI} and
somebody was fixing the floorboards ^{SI} and it was really good ^{SP}
when it was finished. But somebody come along and burnt it. ^{SI}

Teacher : Oh dear. ^A

Margaret : And we ended up having no gang hut at all. ^{IS}

Teacher : What what kind of things do people do in the country when
they're living there? ^Q What do they do for a living? ^Q

Lily : Farm. ^{SI}

Teacher : Farmers, good. ^A

Margaret : Milk the cows. ^{SI}

Teacher : Milk the cows. ^A

Gale : They do crops, miss. ^{SI}

Teacher : Good, ^A what kind of crops do you think they grow? ^Q

Gale : Turnips, potatoes and vegetables and that. ^{SI}

Teacher : Good, yes. ^A

Margaret : And eh plant seeds ^{SI}

Teacher : Uh huh. ^A

Margaret : eh corn. ^{SI}

Teacher : Uh huh. ^A

Margaret : That's how they get a cornflake. ^{SI}

Mary : You've got a blue book about milk. ^{IS}

Teacher : Uh huh. ^A

Margaret : And they take the wool off the sheep. ^{SI}

Teacher : Good, ^A what do they make the wool from the sheep into? ^Q

Margaret : Jumpers. ^{SI}

Teacher : Jumpers, good. ^A

Gale : Miss, they shear the sheep with some sort of machinery. ^{SI}

Teacher : Well done, ^A that's exactly what they do. ^P

Gale : Eggs, miss. ^{SI}

Margaret : Eggs from the chickens. ^{SI}

Teacher : Eggs from the chickens. ^A So they look after all the farm animals. ^P

Mary : Milk from cows. ^{SI}

Teacher : Good, good. ^A

Lily : Make the milk out of cheese. ^{SI}

Teacher : Make the cheese out of milk. ^{II}

Lily : Eh? ^Q

Teacher : Make the cheese out of milk. ^{II}

June : They look after sheep. ^{SI}

Teacher : Yes. ^A Who look after sheep? ^Q

Lorraine : Farmer. ^{SI}

Mary : Farmer. ^{SI}

Margaret : Farmer. ^{SI}

Teacher : A shepherd. ^{II}

Lorraine : A shepherd. ^A

Teacher : A shepherd is the man that looks after sheep. ^{IQ} And where where does he look after sheep?

June : In the country. ^{SI}

Lily : In the hills. ^{SI}

Teacher : In the hills, ^A good, yes. ^A What else can you do on the hills? ^Q

Margaret : Roll down the hills. ^{SI}

Teacher : You can roll down, them, ^P or you can climb up them. ^P

Gale : You can ----- // ----- 'Cause the hills quite high, miss, and you can fall off. ^{SI}

Teacher : Yes, good. Yes. ^A

Elizabeth : That's what I climbed when I was on my holidays at Burntisland or somewhere. ^{SP}

Teacher : Uh huh. ^S

Elizabeth : And me and my cousin, there was a big crowd of kids and that and me and my pal went up and ^{IS}

Teacher : Very good. ^A

Margaret : I went horseriding up at a farm. ^{SP}

Teacher : Uh huh. ^A

Margaret : And it's every Sunday and you pay and you've to clean out the stable ^{SI} and feed it and you get about two hours to ride on it ^{SI} but you've to have an hour of cleaning the stable and that. ^{SI}

Teacher : Yes. ^S

Margaret : And making it all nice ^P and they've a shop a shop ken a shop at their bit. Do you know where em the what's that called again anyway, where the dams are. ^{SI}

Teacher : Yes. ^S

Margaret : Up that way. ^P Do you know where the thingummy is ^{IQ}
What the name of it thingummy ^{IU}

Teacher : I don't know. ^A (laughter from group)

Margaret : I'll have to find out where it is. ^{SP}

Teacher : Yes. ^A

Margaret : But it was up there. ^P And eh you see it's nice and peaceful up there and that's where we went. ^{SI} em in the summer time and ken it's really nice and peaceful ^{SI} and you can climb up the rocks and all that. ^{SI}

Teacher : Mm. ^A

Margaret : It's magic. ^{SP} My wee brother sometimes takes his shoes and socks off sometimes and paddles in the water. ^{SI}

Teacher : Very good. ^A

Margaret : He fair enjoys it. ^{SI} You see my wee brother's face goes all white when he's not outside ^{SI} and it goes all red when he's inside and you go - George have you been outside ^{SI}

That's when he comes back and he'd lost his ball, and saw my dad ^{SI} and he was screaming the odds out, and got to along beside the bridge beside at the dam. ^{SI}

Teacher : Uh huh. ^A

Margaret : And it was stuck beside a stone. ^{SI} So, I got a stick and I pushed it over a bit ^{SI} and he goes - my ball, my ball, and then when we were walking back, ^{SI} ken how there's a golf course there? ^{IQ}

Teacher : Uh huh. ^A

Margaret : And we found a golf ball. ^{SI}

Teacher : Very good. ^A

Margaret : A golf ball. ^P

Teacher : Why do you think people go into the country to get rosy cheeks, and you know how Margaret has just said her brother got very pale if he's not outside. ^P

Elizabeth : Get fresh air. ^{SI}

Teacher : Get fresh air. ^A Some nice country air, yes. ^P

Margaret : It's good to get things off your mind. ^{SI}

Teacher : Yes, uh huh, ^A because generally when we go into the country, ^P it's because we're on holiday, isn't it? ^P

Lorraine : There are horses in the country. ^{SI}

Teacher : There are horses in the country, ^A yes. ^A

Mary : I've seen it. ^{SI}

Teacher : People look after the country ^{IU} people look after the farms, ^P they look after the animals on the farms ^P eh there's shepherds. ^P What else do they do in the country? ^S
 ----- ² ----- What kind of nurses do you have in the country? ^Q

Margaret : District Nurses. ^{SI}

Teacher : Good, ^A you have district nurses in the country. ^P Anything else that you can think of that people do that's different in the country from the town? ^Q ----- ² ----- How do you think the postmen get about in the country? ^Q

Margaret : On a motor bike, on a bike. ^{SI}

Teacher : On a bike, yes. ^A

Mary : In a van. ^{SI}

Teacher : In a van, yes. ^A Postmen in the town walk about on their feet, ^P but in the country they go about on a bike, ^P or in a van, a big red 'royal mail' can. ^P Em anything else that you can think of that might be different in the country? ^Q

Mary : Aye, swim in the sea. ^{SI}

Teacher : Pardon? ^S

Mary : You swim in the sea. ^{II}

Teacher : Mm? ^S

Mary : You swim in the sea. ^{II}

Teacher : Very good. ^A That's not about the countryside, is it? ^R

SESSION FOURTEEN : PARTIES

Teacher : Yes, now, ^P parties. ^P What can you tell me about parties? ^Q

Mary : You can make eh parties. ^{SI}

Teacher : Yes. ^S

Mary : And cake. ^{II}

Teacher : Yes, ^A what else? ^S

Elizabeth : You dance. ^{SI}

Mary : And birthday hats. ^{SI}

Teacher : You dance, ^A what else do you do? ^S

June : When it's someone's birthday, you give them a present. ^{SI}

Teacher : Good, ^A if it's someone's birthday you have a party, ^P you give them a present. ^P Anything else? ^S

Gale : You can have a ^{IU}

Margaret : You can have a Christmas party. ^{SI}

Gale : You can have a ^{IU}

Teacher : Good, ^A you can have a Christmas party, ^P you can have a birthday party. ^P

Margaret : Put your new clothes on. ^{SI}

Teacher : You put your new clothes on. ^A What else? ^S Elizabeth says you put long dresses on ^P yes. ^S

Lily : Long skirts. ^{SI}

Teacher : Uh huh. ^A

Elizabeth : You can go to the pantomime. ^{SI}

Teacher : That's not really a party though, is it, a pantomime. ^P What else, what do you do at parties? ^Q

Gale : You eh ^{IU}

Elizabeth : You play games. ^{SI}

Teacher : Good, ^A you play games, ^P what kind of games. ^Q

Mary : Hide and seek. ^{SI}

Teacher : Hide and seek. ^A

Mary : Hide the thimble. ^{SI}

Teacher : Uh huh. ^A Anything else? ^S

Elizabeth : Musical chairs. ^{SI}

Teacher : Musical chairs. ^A

Gale : Eh Blind Man's Buff. ^{SI}

Teacher : Good. ^A Any more? ^S

Mary : Sent a letter to my love. ^{SI}

Teacher : Good. ^A

June : Grand Old Duke of York. ^{SI}

Mary : Musical chairs. ^{SI}

Teacher : Uh huh. ^A

June : Grand Old Duke of York. ^{SI}

Teacher : Yes, The Grand Old Duke of York. ^A What else? ^a Anything else? ^S

Elizabeth : Oranges and Lemons. ^{SI}

Teacher : Good. ^A Oranges and Lemons. ^P Maggie, anything else? ^S

Mary : Eh ^{IU}

Margaret : Eh ^{IU}

Lorraine : Farmers in his Den. ^{SI}

Teacher : Farmers in his Den. ^A

Gale : They bell things, miss, you go out and in people. ^{SI}

Teacher : What's that? ^Q

Lorraine : In and Out these Dusty Bluebells. ^{SI}

Margaret : In and Out these Dusty Bluebells. ^{SI}

Teacher : In and Out these Dusty Bluebells. ^A

Elizabeth : Em the one that you can go, you pick a number and somebody goes out ^{SI} and if you say one, you've to go and you kiss all the laddies. ^{SI}

Teacher : Yes, ^A that's Postie's Knock, isn't it? ^P

Margaret : Postie's Knock. ^A

Teacher : Anything else? ^S

----- Break in Tape -----

Teacher : Right, parties again. ^P Eh . . . what were we saying. ^P Postie's Knock. ^A What else? ^S Eh . . . Anne, what do you play? ^Q

Anne : The Grand Old Duke of York. ^{II}

Teacher : The Grand Old Duke of York. ^P Uh huh. ^A Anything else that you can think of? ^S

Anne : Farmers in his Den. ^{II}

Teacher : The Farmers in his Den, ^A good. ^A So you play all these games. ^P What else do you do at a party? ^Q

Margaret : You dress up. ^{SI}

Gale : Musical Bumps. ^{SI}

Margaret : You dress up. ^{SI}

Teacher : Good, good. ^A Well, we'll start with ^{IU}

Gale : Musical bumps, miss. ^{SI}

Teacher : You dress up, ^A and eh . . . why do you dress up? ^Q

Elizabeth : Put your make up on. ^{SI}

Teacher : Put your make up on. ^A Why do you get all dressed up? ^Q

Mary : So that people can laugh. ^{SI}

Teacher : So that people can laugh? ^S

Elizabeth : You go and get dressed up. ^{SI}

Teacher : You go and get dressed up. ^A Why do you go and get dressed? ^Q

Elizabeth : To be nice.^S

Teacher : To be nice,^A yes, to look pretty.^P So you get all dressed up,^P you go along to the party,^P you play all these games.^P What else do you do?^Q

Elizabeth : You can help eh your mother.^{SI}

Teacher : Uh huh.^A

Elizabeth : To put the food out.^{SI}

Teacher : Good.^A What kind of things do you eat at a party?^Q

Gale : Sandwiches, miss.^{SI}

Elizabeth : Cake.^{SI}

Lily : Birthday cake.^{SI}

Gale : Birthday cake.^{SI}

Lily : Crisps.^{SI}

Lorraine : Crisps.^{SI}

Gale : Nuts.^{SI}

Lily : Juice.^{SI}

Lorraine : Juice.^{SI}

Teacher : Mm.^A

Gale : Cut^{IU}

Lorraine : Jelly.^{SI}

Gale : Sticks things.^{SI} Aye, jelly.^{SI}

Teacher : Mary?^S

Gale : Wee ginger men.^{SI}

Teacher : Good.^A

Lorraine : Fruit.^{SI}

Teacher : Fruit.^A

Elizabeth : Bridge rolls.^{SI}

Teacher : Good.^A Ice cream.^A

Margaret : Jelly. ^S

Teacher : Uh huh. ^A What's special about all these things? ^Q They're the kind of thing you don't normally eat, aren't they? ^S

Lorraine : Uh huh. ^A

Margaret : Uh huh. ^A

Teacher : What else do you notice about all these things? ^Q

Margaret : They're all fattening. ^{SI}

Teacher : Oh yes, they're all fattening. ^P (laughter from group)

Margaret : They're still good food. ^{SI}

Teacher : They're good food ^A but they're easy to eat aren't they? ^S You can eat them without any bother. ^P It's not like a big steak where you've got to sit down with a fork and knife. ^P You can eat them with your fingers. ^P Yes, ^A what else? ^S What else? ^S About a party. ^P Who what kind of people go to parties? ^Q

Elizabeth : Children. ^{SI}

Teacher : Children and grown ups too. ^A Everybody goes to parties, don't they? ^S

Mary : I go. ^{SP}

Teacher : Uh huh. ^A So at birthday parties you eat all these good things. ^P What else do you eat? ^Q That's special to a birthday party? ^S

Elizabeth : The round stuff, the ^{IU}

Teacher : The round thing? ^S What's that? ^Q

Gale : A birthday cake, miss. ^{SQ}

Teacher : A birthday cake, yes. ^A You eat a birthday cake. ^P And what's special about birthday cakes? ^Q

Gale : It's got icing on it. ^{SI}

Lorraine : It's got all writing on it for the people ^{SI}

Margaret : People write "Happy Birthday" on it. ^{SI}

Gale : You put candles on it. ^{SI}

Teacher : Good. ^A How many candles? ^Q

Elizabeth : If it's ten, you put ten candles on it. ^{SI}

Teacher : Good, good. ^A You put the same amount of candles as the age. ^P

Lorraine : Age. ^A

Margaret : Age. ^A

-----²-----

Margaret : It's a big giant birthday cake. ^{SI}

Teacher : Uh huh. ^S

Margaret : And I put one candle on it, and -----²----- and I'm having
a Happy Birthday for George, ^{SI} and he had all his wee pals, ken
one year old and two year olds, and wee lassies and all like that. ^{SI}

Teacher : Yes. ^S

Margaret : Ken. And he had them in the room and they sang "Happy Birthday" ^{SI}
and my mum was going to go out and I said to my mum - give them
all a bit cake. ^{SI} So she said - I thought you didnae like it and I
says - here have a bit, get out. ^{SI} She says I'll help you clean up
the dishes or something and then she was going to go out. ^{SI} So my
pal says - come on we'll just go out and leave her there. ^{SI} So my
dad just comes in. I dinnae ken what games to give them. ^{SI} So I
said you should you should ken you have parties in your own
age. ^{SI} He said - aye but I forget what games we played. And I
had to come in. ^{SI} I had to help them play pass the parcel and ^{SI}
Georgie was going round stuffing cake in people's mouths and goes.

Teacher : Mm. ^A

Margaret : George, stop it - rattle, rattle, rattle. ^{SI} And when the parcel
come round he found it was keys tied up in it. ^{SI}

Teacher : Oh dear. ^A

Margaret : And -----²----- ^W

Teacher : What were you going to say, Lily, ^S about parties? ^S

Lily : That time at . . before I had a birthday party with the whole family and we had a cake. ^{I I} And I could hardly blow it out. ^{I I} There were thirteen candles on it - thirteen years old. ^{I I}

Teacher : Mm. ^A

Lily : It was brown candles on it because I've got brown eyes. ^{S I}

Teacher : Ah yes. ^A That's lovely. ^P

Lily : It had thirteen candles on it. ^{S I}

Teacher : Yes, that's lovely. ^A

Lily : And I just blew them out in one blow. ^{S I}

Teacher : In one blow? ^A Did you manage it? ^P Why do you have to blow out your candles in one blow? ^Q

Lorraine : So that you get good luck. ^{S I}

Teacher : So that you get good luck. ^A What do you do when you blow out your candles? ^Q

Lorraine : Shut your eyes. ^{S I}

Teacher : Uh huh. ^A And ? ^S

Lily : Make a wish. ^{S I}

Lorraine : You make a wish. ^{S I} You make a wish. ^P

Teacher : You make a wish, yes. ^A You don't tell anybody though. ^P

Elizabeth : Just like the bone in a chicken. ^{S I}

Teacher : Uh huh. ^A Just like the bone in a chicken. ^P (laughter from group)

Lorraine : The wee lassie that we went to her party, she was six, she had to blow them all out but she never shut her eyes. ^{S I}

Teacher : Mm. ^A Oh well, sometimes if you leave your eyes open you see where you're going. ^P How about parties that you've been to Mary? ^Q

Mary : I've been to lots. ^{I P}

Teacher : You've been to lots. ^A Do you like going to parties? ^Q - No? ^A Why not? ^Q

Mary : 'Cause I always get a sore belly. ^{I I}

Teacher : Oh,^A why, because you eat too much?^S

Mary : No.^I I just usually get a sore tummy.^{II}

Teacher : Oh?^A That's funny.^P But once you're at the party do you not feel better?^Q

Mary : No.^{II}

Teacher : You don't?^S

Mary : I dinnae eat anything.^{SP}

Teacher : Mm.^A

Elizabeth : Miss, when I was wee I went to a party.^{SP}

Gale : Same as me.^{SP}

Elizabeth : There was loads of food and I said-I cannae eat them all^{SI} and i was that full and my wee sister said - C'mon and I went to the toilet,^{SI} and then this wifie came in after me and asked me to dance so I went to the toilet.^{SI} Got a red face.^{SP}

Teacher : Oh you should have danced.^A That would have been good.^P

Elizabeth : And I got my wee sister one too. When she danced.^{SI}

Teacher : How about you, June?^S Do you like going to parties?^Q You do.^A
 Why?^Q -----² Why do you like parties?^S What do you like best?^Q -----²

June : Playing games.^{II}

Teacher : You like playing games.^A What else?^S Anything else you can think of about parties that you like?^S -----² How about you, Gale?^S What do you like about parties?^Q

Gale : Get loads of food there, miss and you play games.^{II}

Teacher : Yes, uh huh.^A

June : So do I, I like the games.^{SP}

Teacher : Yes, that's nice, isn't it?^S

June : And you get lots to eat.^{SI}

Teacher : Yes, it's quite pleasant isn't it?^S

Teacher : What were you saying, Lily?^S

Lily : I got asked up.^{SP} It was a big party that we were having.^{SI}

Teacher : Uh huh.^S

Lily : And the next three houses to my house.^{SI} We were having a party and I got asked up to dance.^{SI} And I didnae ken to go or no,^{SP} and my mum said - why do you no go up and dance^{SI} so I said - alright - and I did.^{SI} And I didnae even ken the dance. Now I know it.^{SI}

Teacher : Yes.^A That's one way to learn it.^P

Margaret : My mum was having a New Year Party.^{SI} And eh ken we went in and my big sister.^{SI} C'mon and find somebody to dance with.^{SI} There were loads of people and we couldnae find our way around^{SI} and the next minute my ma said - get to your bed and we went up and my father was standing drying his face ken in between the lobby and the bathroom^{SI} so he goes - get to your bed.^{SI}

Teacher : Yes.^S

Margaret : And on our way ben, my big sister said - dad have you got something for me.^{SI} Next minute wham^{SI} -----//----- It was funny my big sister was up all night until about eight o'clock in the morning.^{SI}

Teacher : Uh huh.^A

Margaret : And we were eh we were cleaning up,^{SI} and they were right tired and I never went to my bed until about seven o'clock the next night 'cause I never felt tired.^{SI}

Teacher : Uh huh.^A

Margaret : 'Cause I had probably had enough sleep for lasting me through from the Thursday to the next night.^{SP}

Teacher : Uh huh.^A

Margaret: And my big sister gets up and she's going - oh and she said - my belly's sair, ^{SI} 'cause you ken how you're lying on your belly and your belly's said, ^{IQ} She gets up and there's a big mark. ^{SI} And she says my heid's aching, get me something for it. ^{SI} And I says - ma, I saw a burst tin and she says - where is it anyway? ^{SI} I goes - my big sister was away to find it and some biscuits and some bread and that ^{SI} ken how you have some things for a party? ^{IQ}

Teacher : Uh huh. ^A

Margaret : And my ma says - well are you going to take it out for a picnic or something, so I just wrapped it up and I said - right go out for a picnic while I clean this place up. ^{SI} And my big sister's going - oh I'm tired, I no want to go to my bed. ^{SI} 2 -----
She goes - she'll kill us when she gets up. That's the last thing she would do. ^{SI} 4 -----

Teacher : What other kinds of parties do you have apart from birthday parties? ^Q 2 -----

Lily : Someone's trying to be crafty with you, miss. ^{IS}

----- Break in Tape : Mic. failure -----

SESSION FIFTEEN : THE CITY

Teacher : Traffic and the buildings and everything about it. ^P You all live in the city. ^P Do you like it? ^Q

Gale : No, I dinnae like the where I'm living and that. ^{SI}

Teacher : Why not? ^Q

Gale : 'Cause my mum is going to get an exchangement. ^{II}

Teacher : Why don't you like it? ^Q

Gale : They're all troublemakers there, miss. ^{II}

Teacher : Well, what about the actual place that you live, not so much the people? ^P Margaret, do you like where you live? ^Q

Gale : The hoose is too big, miss. ^{SI}

Teacher : Yes? ^S

Margaret : Uh huh. ^{II}

Teacher : What do you like about it? ^Q What do you think's good about living in the city? ^Q ----- ² Lily? ^S

Lily : Go eh go places. ^{II}

Teacher : Uh huh. ^S

Margaret : In the country you cannae. ^{SI}

Teacher : What kind of places can you go in the city that you can't go in the country? ^Q

Margaret : Disco, and ^{II}

Teacher : Good, ^A what else? ^S

Margaret : Youth Club. ^{II}

Teacher : Good, uh huh. ^A Anything else? ^S

Margaret : Pictures, ice skating and all these things. ^{SI}

Teacher : Good, uh huh. ^A Yes, uh huh. ^A

Margaret : You cannae dae in the country. ^{SI}

Teacher : Good.^A Elizabeth, do you like living in the country, in the
eh - city?^Q

Elizabeth : Yes.^I

Teacher : Good.^A Why do you like living in the city?^Q What do you
like best about living in the city?^Q

Elizabeth : Can go away.^{II}

Teacher : Uh huh.^A

Elizabeth : For the day.^{II}

Teacher : Good.^A That's going away from the city.^P What about staying
in the city?^Q

Elizabeth : Eh^{IU}

Teacher : Gale, do you like living in the city?^Q You don't like where
you're living,^P but do you like living in the city?^Q

Gale : Uh huh.^{II}

Teacher : Why do you like it?^Q

Gale : 'Cause you can go to the pictures.^{II}

Teacher : You can go to the pictures, yes.^A What else?^S

Gale : You can go to the Pantomime.^{II}

Teacher : Good, uh huh.^A What else?^S -----² What kind of
things do you find in the city?^Q -----² Say somebody
came from another planet, and you had to tell them the difference
between the city and the country,^P so last week we told them all
about the country^P and the week before we told them all about
the beach,^P this week we'll tell them all about the city.^P What
would we tell them?^Q

Gale : It's busy.^{S.I}

Teacher : It's busy.^A Good.^A What^{IU}

Lorraine : Watch themselves in traffic. ^{SI}

Teacher : Mm? ^S

Lorraine : Watch themselves in traffic. ^{SI}

Margaret : It's dirty. ^{SI}

Teacher : It's dirty. ^A Why is it dirty? ^Q

Margaret : 'Cause of the traffic. ^{II}

Teacher : With the traffic, ^A what else? ^S

Gale : Litter. ^{SI}

Teacher : Litter. ^A What else? ^S

Gale : Dirty lorries, miss. ^{SI}

Margaret : People spitting on the ground. ^{SI}

Teacher : Mm? ^S

Gale : Dirty lorries. ^{II}

Teacher : Dirty - ? ^S

Gale : Lorries. ^{I I}

Teacher : Lorries, yes. ^A

Lorraine : She's like me, ^{IS} I cannae say that word either. ^{SP}

Teacher : No. ^A

Margaret : People spitting on the ground, ^{SI}

Teacher : Yes. ^A What else? ^S What . . . what kind of buildings are in the city that aren't in the country? ^Q

Gale : Flats. ^{SI}

Lorraine : Flats. ^{SI}

Teacher : Flats. ^A What else? ^S

Margaret : Hospitals. ^{SI}

Teacher : Well, ^A there are hospitals in the country. ^P What else is in the city? ^Q

Lorraine : ----- // -----

Teacher : Mm?^S I don't know what you are saying, Lorraine.^R

Lorraine : I cannae say it right.^{SP}

Teacher : What else is there in the^S this way, come on, concentrate.^R Gale, what else is there in the city?^Q

Lorraine : Shops.^{SI}

Teacher : Shops, good.^A What kind of shops?^Q

Gale : Baker's shops, miss.^{II}

Teacher : Well,^A there are baker's shops in the country.^P

Lorraine : Clothes shops.^{SI}

Teacher : Clothes shops.^A There are big clothes shops, aren't there.^P
And there are big department stores.^P What are they?^Q How
would you describe a department store?^Q

Gale : They're big, miss.^{SI} They've got^{IU}

Margaret : They've got elevators.^{SI}

Teacher : Good.^A Why do they have to have elevators?^Q

Margaret : For to get up to the next ground.^{SI}

Teacher : Because there are lots of stores, aren't there.^P So they're big.^P
What's in them?^Q

Margaret : Like it's ----- on the first ground there'd be like the make-up.^S
Second ground would be furniture.^{SI} Third ground would be
shoes, men's shoes. Fourth ground would be women's shoes,^{SI}
fifth ground women's underwear and clothes and all.^{SI}

Teacher : Yes,^A so they've got lots of different departments, haven't they?^P
They've got lots of different bits where you can get most things.^P
In big department stores you can get lots of different^{IU}

Gale : Like's of Patrick Thomsons.^P

Teacher : Like's of Patrick Thomsons.^A Good.^A So there are department
stores in the city.^P There's traffic, there are lorries, there
are flats.^P What else is there?^S -----⁴ Where do people
make things? Where do people make things?^Q

Mary : Factories. ^{SI}

Teacher : Good, good. ^A Factories. ^P And they're one of the things that make a city dirty aren't they? ^P Because ^{IU}

Margaret : The heat. ^{SI}

Gale : Because of the smoke. ^{SI}

Teacher : Because of the smoke that comes out of them. ^A

Gale : There are a lot of factories here, miss. ^{SI}

Teacher : Yes, uh huh. ^A What other kind of factories do you get? ^Q
 ----- ² Mm? ^S What other kind of factories do you get? ^Q

Lorraine : Clothes factories. ^{SI}

Teacher : Clothes factories. ^A What else? ^S

Margaret : Wool factories. ^{SI}

Teacher : Well, ^A you don't make wool. ^P Where do you get wool from? ^Q

Margaret : Sheep factories. ^I

Teacher : Well, you don't get you don't have sheep factories, ^P don't be silly. ^R

Margaret : Well, wool, it's getting made in sheep that makes it. ^{SI}

Teacher : Uh huh. ^A

Margaret : Made up the wool. ^{SI}

Teacher : Good. ^A It ^{IU}

Margaret : Sheep make wool and it's made into clothes. ^{SI}

Teacher : Yes. Good. ^A What else? ^S What other kinds of factories do you get? ^Q Mary? ^S

Gale : Glass factories. ^{SI}

Teacher : Yes. ^A

Mary : You get ^{IU} you get sweetie shops and all that. ^{SI}

Teacher : Sweetie factories. ^A

Mary : You get paper shops. ^{SI}

Teacher : Uh huh. ^A

Margaret : Toy factories. ^{SI}

Teacher : Good. ^A

Margaret : Clock factories. ^{SI}

Teacher : Lots of ^{IU}

Mary : Jewellery factory shops. ^{SI}

Teacher : Well, ^A they don't so much get made in factories, really. ^P So, in the town you've got big shops, ^P you've got flats. ^P

Lorraine : Fish and chip shops. ^{SI}

Teacher : You've got factories, ^P you've got flats. ^P What else do you have? ^Q

Mary : Houses. ^{SI}

Teacher : Mm? ^S Lots and lots of houses. ^A Aren't there? ^P Why are there lots of houses in the city? ^Q

Lily : For people to stay in. ^{SI}

Mary : For people to stay in. ^{SI}

Teacher : Yes. ^A There are lots of people. ^P There are lots of people in the city. ^P Why are there lots of people in the city? ^Q Why do you think lots of people gather in the city? ^Q Mm? ^S ----- ²

Well, they gather there to get lots of work. ^{II} That's where the work is. ^P Lots of work to be done in the city and so that's why the people gather, ^P that's where all the big housing schemes and lots of houses come. ^P Right, what are the benefits, or the advantages of living in the city? ^Q What do you like best about living in the city? ^Q Mary? ^S ----- ³

Mary : I like going out to the toy shops. ^{IP}

Teacher : You like the shops in the city. ^A Do you like - you like going in specifically to toy shops? ^Q Any other kind of shops that you like? ^Q

Mary : The Ball Shop. ^{I I}

Teacher : What? ^S

Mary : The Ball Shop. ^{I I}

Teacher : The Ball Shop? ^S

Mary : With bikes in it. ^P

Teacher : Yes. ^A Anything else? ^S What else do you like best about the city? ^Q

Gale : Pet shops, miss. ^{SP}

Teacher : Pet shops. ^A

Mary : Oh aye and pet shops and all. ^{S I}

Lorraine : I love pet shops. ^{SP}

Gale : Miss, I go into Woolies, miss. ^{SP}

Teacher : Uh huh. ^S

Gale : One time

----- // -----

Teacher : Ah yes, you do really, don't you. ^A You always want in the shops to take everything with you. ^P Maggie, what else do you like living about - about living in the city? ^Q

Margaret : You can go to discos. ^{I I}

Teacher : Yes. ^A

Margaret : And eh work in shops, can work in them. ^{S I}

Teacher : Uh huh. ^A

Margaret : I work in my uncle's factory, no, garage. ^{SP}

Teacher : Yes, uh huh. ^A

Margaret : Gied a man another gallon extra. ^{S I}

Teacher : What else do you like living about the city. ^Q

Lorraine : The chip shops. ^{SP}

Teacher : The chip shops,^A you like chip shops?^P

Lorraine : Aye.^A (laughter from group)

Teacher : Lily like -^S

Lily : Shoe shops.^{I I}

Teacher : Shoe shops.^A Is that what you like best about living in the city?^S
What do you like best about living in the city?^Q

Margaret : They've got Chinkie Restaurants here.^{S I}

Teacher : Good.^A You like^{I U}

Lorraine : I like it - I like it for everything.^{S P}

Teacher : You like it for everything it can offer?^S What about the dangers of
living in the city?^Q

Lorraine : I dinnae like that.^{S P}

Margaret : I dinnae like that.^{S P}

Lily : I dinnae like that.^{S P}

Gale : I dinnae like that.^{S P}

Lorraine : I dinnae like the dangers but I like everything else.^{S P}

Teacher : Good.^A You can't go up a^{I U}

Lily : A mountain.^S

Teacher : Well, you don't get mountains in the city, do you?^P

Lily : You can't go up Arthur's Seat.^{S I}

Teacher : Yes, there's Arthur's Seat.^A

Lily : You can't go across run, across the street in case of traffic
and cars.^{S I}

Teacher : Good, exactly.^A You can't run across the road,^P you've got to
take care when you're crossing the road, haven't you?^P What
is eh^{I U}

Lorraine : Don't go too near the edge in case you fall over.^{S I}

Teacher : Good,^A what else about crossing the road?^S

Lily : Don't go in eh in the space eh parked cars. ^{S I}

Teacher : Good, don't go in between parked cars. ^A Anything else about crossing the road? ^Q

Lorraine : Don't talk to strangers. ^{S I}

Teacher : Well, ^A that's not really about crossing the road, is it? ^P What else ^S

Margaret : Look right, look left, look right again and make sure the road's clear then walk across. ^{S I} Don't ever run. ^{S I}

Teacher : So you've got to take care crossing the road. ^P

Lorraine : Don't don't talk to strangers that's in cars. ^{S I}

Margaret : Never go to empty corners. ^{S I}

Teacher : Uh huh. O.K. ^A So that's one of the dangers of living in the city. ^P Another one is don't talk to strangers in cars. ^P

Lorraine : Don't take sweets. ^{S I}

Teacher : Don't take sweets, either. ^A

Margaret : Don't ever ever take a lift off them like my wee brother did. ^A

Teacher : No. ^A Oh dear. ^A What else musn't you do ----- ³? ^S
What else are the dangers of ^S

Mary : Watch when a car comes. ^{S I}

Margaret : If you're ever cycling on a boke, wear something light. ^{S I}

Teacher : Yes. ^A But that goes for the country as well you know. ^P What are some of the other dangers of living in the city? ^H Just think about living in the town ^S ----- ² Anything else? ^S Lily? ^S
----- ² -----

Gale : People get run over, miss. ^{S I}

Teacher : Well, ^A that's because there's lots of traffic, isn't there. ^P
And you musn't ^{IU}

Lorraine : I know about traffic lights, miss. ^{SP}

Teacher : What about them? ^S

Lorraine : Red and green. ^I

Teacher : Red and green and amber. ^A What about them then. ^S So far
you haven't said anything very much. ^S ----- ² Try and think
about what you want to say. ^R

Lily : I ken ^{IU}

Teacher : Uh huh. ^A Come on. ^S Well, Lily, were you going to say some-
thing? ^S

Lily : There's a biggish house up the road. ^{SI} It's called The Oval. ^{SI}

Teacher : Yes. ^S

Lily : In the morning they've got children. ^{SI}

Teacher : Uh huh. ^S

Lily : And there's a policeman there. ^{SI}

Teacher : Uh huh. ^S

Lily : Every time he shouts come on and they run across the road. ^{SI}
And it's no any good for the policeman there, 'cause one of the
policemen got hurt and it's no any good the policeman being there,
'cause they just run across the road. ^{SI}

Teacher : No. ^A They just go ahead. ^P Well, they're just being silly. ^P
They should know, with living children living in the city
should know about the dangers of the traffic. ^P

Margaret : My wee brother was going up the toon. ^{SI}

Teacher : Yes. ^S

Margaret : And I was going up the toon wi' him, me and my big sister. ^{SI}

Teacher : Uh huh. ^S

Margaret : And my pal was coming with us. ^{SI} I was going up for a new
jumper. ^{SI} My sister was going up for new shoes. ^{SI} And my
pal was going up for new shoes. ^{SI} And my wee brother wanted
to go to the museum and I said - dinnae go near any cars. ^{SI} Go
to the nearest zebra crossing. ^{SI}

Teacher : Uh huh. ^S

Margaret : Then you can go to the museum. ^P

Teacher : Yes.^A

Margaret : Well, he never listens to mother.^{S I} We were up at the toon and there was my wee brother running across the road skipping the cars.^{S I} Skidding and one stopped and - and I ran up I goes - I'm sorry and I grabbed my wee brother's arm.^{S I} And said - you stand there or I'll murder you.^{S I}

Teacher : Uh huh.^A

Margaret : And he stood there and my wee sister, Jacqueline, had to jump on the pavement because she just about copped it.^{S I} and all because her foot caught it and my big sister grabbed Jacqueling.^{S I} Right, the two of you are going home the now.^{S I} And you're both going to get leathered 'cause what did mum tell you, she repeatedly told you not to go on the road.^{S I} To go to a zebra crossing before you cross but you'll never listen, you still run out across the road.^{S I}

Teacher : Yes.^A Well that's^{I U}

Margaret : Well, that really learned them a lesson.^{S I}

Teacher : Exactly.^A Sometimes people have to have the experience before they believe other people that you've got to take care on the road.^P

Gale : Miss, my cousin got run over, miss.^{S I} She had a eh a wheel on her face, miss.....^{S I} And she walked eh^{I U}

Teacher : Uh huh.^S

Gale : She wasnae looking, she walked across the road and car and car came^{S I} and eh^{I U}

Teacher : And what happened?^A

Gale : She got threw up in the air, miss, and she back doon again on the pavement on to her head, miss.^{S I}

Teacher : Uh huh.^A It can be very serious if somebody gets knocked over.^P

Gale : She just saved her life, miss.^{S I}

Teacher : Uh huh.^A

Margaret : See my pal, miss, my pal and she was walking across the road. ^{SI}

Teacher : Uh huh. ^S

Margaret : And somebody put something up against her face at the front but she was watching as she was crossing and a car come speeding at the corner. ^{SI} A taxi, it must have been in a hurry, so she walked out in the road. ^{SI} Now she kenned there was nothing there when she started to walk. ^{SI}

Teacher : Uh huh. ^A

Margaret : But somebody tried to give her a fright and hold her eyes like. ^{SI}

Teacher : Ah. ^S

Margaret : And when she went to walk across the road the car smacked her ^{SI} and she is lucky because she had a broken rib ^{SI}

Teacher : Yes. ^S

Margaret : And she's got a bend right round there 'cause they had to take one out. ^{SI} And she was knocked unconscious for three days and she still and now if she ever goes near a road she stands there for ages to make sure there's nae car. ^{SI} And even we're in a hurry she'll stand there for ages and watch it. ^{SI}

Teacher : Yes, ^A that's the best idea really. ^P What do you think, now you're all city children, what do you think you could . . . you could all do that country children couldn't do? ^Q Or what do you think you might be able not to do that country children could do? ^Q Now, we'll take the first things first: ^P what do you think that you people would be able to do, or what do you think you people would know about that country children wouldn't know about? ^Q

Lorraine : Green Cross Code. ^{SI}

Teacher : Well, ^A the Green Cross Code. Cross - Cross ^P (laughter from group) Crossing the road and all. you're aware of all the dangers of traffic, aren't you. ^P What else do you think that you might be able to do that country children wouldn't be so good at, or wouldn't know about? ^Q ----- ² Can you think of anything that you would be able ^S

Elizabeth : Some of them wouldnae be able to know what to do when
you've got a bike. ^{SI}

Teacher : Oh yes, eh ... the traffic rules. ^A I think you would be able
to know that, rather than the country children. ^P What about
..... anything in the shops that you might be able to ^{IU}
Do you think you might be more confident in shops? ^Q ---
Think so? ^S

Margaret : Mm. ^A

Teacher : Do you think you might know your way about the shops better. ^Q

Margaret : Uh huh. ^A

Teacher : Yes. ^A Anything else that you think the country children might be
able to do that you wouldn't know so well? ^Q

Margaret : They could em could eh milk cows and that,
which we cannae dae. ^{SI}

Teacher : Exactly, good. ^A Anything else that you can think of? ^S

Margaret : Feed up with animals. ^{SI}

Teacher : Good. ^A

Lorraine : If they had a dog, miss ^{IU}

Gale : With the dogs. ^{SI}

Teacher : Good. ^A

Lorraine : If they had a dog they could just take him out to a big field. ^{SI}

Margaret : ----- // -----

Teacher : Uh huh. ^A

Mary : Feed the horses. ^{SI}

Teacher : Good, good. ^A

Gale : Could take the sheep out. ^{SI}

Teacher : Good. ^A In other words, they would be ^{IU} where we would
concentrate on things like traffic and shops, they would concentrate
things like trees, probably know more trees than we do, the names
of trees, what they look like different animals. ^{II} They

probably know how to live outside a bit more they're
outside in the woods a lot, in the grass. ^{I I}

Margaret : Where all the artists go, in the country. ^{S I}

Teacher : Uh huh, yes. ^A Why do you think that is? ^Q

Margaret : 'Cause they see good views of the countryside. ^{I I}

Teacher : Yes. ^A Do you think there's any other reason why artists go
into the country instead of the city?

Margaret : To draw. . . . To see the view of the countryside. ^{I I}

Teacher : Well done, well done. ^A What else do you think that artists . . .
why artists paint the country rather than the city? ^Q

Margaret : Because the country's more fresher. ^{I I}

Teacher : It's fresher. ^S

Margaret : More peaceful. ^{I I}

Teacher : Uh huh. ^A

Margaret : And you can hear the birds singing. ^{S I}

Teacher : Good. ^A You don't hear the birds singing on a painting, ^P but
what do you do . . . what do you see? ^Q

Margaret : All the wild animals eating. ^{S I}

Teacher : Yes. ^A Do you think the country is prettier than the city? ^Q

Lorraine : Yes. ^{S I}

Lily : Yes. ^{S I}

Teacher : Yes, ^A why do you think that is? ^Q

Gale : More colourful things. ^{S I}

Teacher : Well done, well done, ^A it's got more colour in it, hasn't it? ^P
When you think of the city, what colours do you think of? ^Q

Gale : All colours. ^{S I}

Teacher : Well, if you ^{I U}

Gale : Brown and that. ^{S I}

Teacher : Shut your eyes and think of the city. What colours would you think of? ^Q

Margaret : Grey and brown. ^{SI}

Teacher : Grey, ^A ... of the stone and the buildings. ^P

Mary : White. ^{SI}

Teacher : Good. ^A White ... the concrete. ^P

Gale : Red, miss. ^{SI}

Teacher : Red? ^S Why red? ^S What's red? ^S

Gale : 'Cause some of the shops have red. ^{II}

Teacher : Yes, but when you're thinking generally of the city, I don't mean specifically of different shops. ^P

Lorraine : There's no much colour in the city. ^{SI}

Margaret : We try to colour it up by putting different colours ^{SI}

Teacher : Well done, well done. ^A What about the country? What colours do you think of if you think about the country? ^Q Just generally. ^P

Gale : Coloured walls and that. ^{SI}

Margaret : Orange. ^{SI}

Teacher : Uh huh. ^S What's the main colour that you think of in the country? ^Q

Margaret : Green. ^{SI}

Teacher : Green, yes. ^A So really when you think of the city it's more grey that you think of and when it's the country you think of green. ^P
 Yes. ^P So you can see how when you think of two different things you can think about it in terms of colour, you can think of the differences between the city and the country in terms of traffic, or in terms of the number of people, there are a lot more people in the city than there are in the country. ^P There's a lot more green in the country than there is in the town. ^P There's a lot more grey in the city than there is in the country. ^P You see, there are all these differences between the city and the country. ^P
 If you could choose, where would you live? ^Q

Lorraine : The country.^{SP}

Teacher : Who would live in the city?^Q -----² Nobody?^S So you would all live in the country and be happy without your discos and cinemas and everything?^Q

Margaret : I'd have a disco in my hoose every night.^{SP}

Teacher : Oh, well,^A that would be different, yes.^P That would be a good idea.^P

Margaret : Get a disc jockey.^{S1}

Teacher : Which one?^Q

Margaret : Eh?^S

Teacher : Which one?^Q

Margaret : G l Syme^{II}

Teacher : Oh, Well is that all you've got to say about cities?^S No other nobody?^S Right.^P

SESSION SIXTEEN : FAMILY

Teacher: Now.^P Homes and families.^S What can you tell me about
Homes and families?^Q How would you describe a family?

Mary: I've got twenty people in my family.^{IS}

Teacher: You've got twenty people in your family?^S Who are they?
.....²Mmm?^S

Mary: Me..^{I I}

Teacher: You. That's one.^P (Laughter from group)

Mary: Marjorie^{I I}

Teacher: Uh huh.^A

Mary: Monica^{I I}

Teacher: Uh huh^A

Mary: Michele, Mandy, Fiona^{I I}

Teacher: Uh huh.^A Quite a lot of different people, then.^P

Mary: David^{I I}

Teacher: Yes?^A

Mary: David McGarry^{I I}

Teacher: Uh huh?^A

Mary: Richie^{I I}

Teacher: Uh huh^A

Mary: Roddy, Andrew^{I I}

Teacher: Uh huh^A

Mary: Frankie.....²^{I I}

Teacher: Yours is really quite an unusual family, isn't it?^S Why?^Q

Mary: Don't know^{I I}

Teacher: Well, why do you think?^Q Who else has an unusual family?^S
Yvonne, Jan and June, they all have special families.^{I I}

Mary: In homes.^{S I}

Teacher: Mmm^A

Mary: They have ten in their family. ^{SI}

Yvonne: Not with your real mum and dad. ^{SI}

Teacher: Well, you're not with your real mum and dad, ^A but you've a family of your own in the home, haven't you? ^S That's a special family... a bigger one. ^P But what's different about it? ^Q What makes your family different from say my family? ^Q

Mary: Cause some names are called Hutton and all that. ^{SI}

Teacher: Yes. ^A Because they've got different names... ^A have different mums and dads. ^A Haven't they? ^P So, what, do you think, how would you describe a family to, say, somebody that came from Mars? ^Q

Mary: My mum and dad usually comes sometimes Saturday and Sunday. ^{IS}

Teacher: How would you describe a family to somebody that didn't know what a family was. What is in the family?

Anne: People. ^{SI}

Teacher: Mmm? ^S

Yvonne: People. ^{SI}

Teacher: People. ^A Right. ^P Well, there are people in this classroom, but they're not a family. ^S

Jan: Mum and dad and sisters and brothers. ^{SI}

Gale: Sister and your mum, miss. ^{SI}

Teacher: Good. ^A There's a mum and dad and sisters and brothers, isn't there? ^A What's... ^{IU}

Elizabeth: Aunties and Uncles. ^{SI}

Teacher: Yes, aunties and uncles, ^A they're sort of in the outside family. ^P Yes. ^P Uh huh. ^P

Elizabeth: Outside family. ^{IS}

Teacher: So, you've got a mum and dad, your sisters and brothers. ^P What can you tell me about your own family? ^Q

Mary: Sometimes me and my brother play fighting. ^{S1}

Teacher: Play at fighting? ^S

Mary: Aye. ^{I1}

Teacher: Oh well, as long. ^{IU}

Mary: He started it. ^{S1}

Teacher: Uh huh? ^A

Mary: So, I hit him back. ^{S1}

Teacher: Oh, dear. ^A

Mary: With my feet. ^{S1}

Teacher: Oh heavens. ^P June, tell me about your family. ^{I^}

Mary: My sister was in a bad mood yesterday. ^{S1}

Teacher: Dearie me. ^{A 5} Tell me about your family. ^{S 5}
 Have a think about it. ^{I^} Lily... your family. Who's in your family? ^G

Lily: There's me and mum. ^{I1 2} grandad, nana, and my wee brother. ^{3 I1}

Teacher: Uh huh? ^{S 3} Nobody else? ^S

Lily: Dog and a cat. ^{I1}

Teacher: Yes. ^A A dog and a cat. ^A They're part of your family in a way, aren't they? ^S Yes. ^P And how about you, Lorraine? Tell us about your family. ^{I^ 5} Come on, there you are, you all have a family, tell us about them. ^{S 3}
 Mmm? ^S Brenda? ^S

Brenda: Em. ^{3 IU}

Teacher: Uh huh? ^S

Brenda: George, Lorna, Hazel, Andrew. ^{I1 3} my dad, my mum, my big sister. ^{I1}

Teacher: That's it. ^A

Brenda: Forgot about the dog. ^{S1}

Teacher: How about you, Gale? ^Q

Gale: My mum and dad, ... three sisters and one brother. ^{I I}

Teacher: Uh huh? ^S

Gale: And my dog. ^{S I}

Teacher: Your dog, uh huh. ^A What ... How would you describe living in a family? ^Q ²

Mary: I don't like living in that house. ^{SP}

Teacher: Mm? ^S

Mary: I don't like living in that house. ^{IP}

Teacher: You don't like living in a house? ^S Where would you like to live? ^Q

Mary: I like living in my own family. ^{IP}

Teacher: Yes. ^A So, what's different from living in the house that you live in, and living in your own family? ^Q ⁵
Why? ^S Mm? ^S

Mary: Cause I've no got enough to play in. ^{I I}

Teacher: Oh, I see. ^A And do you think you'd have enough in your own home? ^Q

Mary: Aye, we've got a lot of toys in my house with my mum and dad. ^{I I}

Teacher: So, that's really the only thing that you miss, is it? ^S
..... ² Oh, that's good. ^P What .. What .. How would you describe living in a family? With your mum and dad. ^S
..... ²

Jan: What? ^Q

Teacher: How would you describe living in a house? ^Q

Mary: Cause my dad's getting a dog. ^{S I}

Teacher: Mm? ^S

Mary: My dad's getting a dog, and my mum, my brother's got his own dog of his own. ^{S I}

Teacher: Oh.^A

Mary: David. And I just like living with my mum and dad because you get lots of toys.^{SI}

Teacher: Oh, I see.^A Yes. Now, say this man came from Mars, and he lived in a .. completely different way of living from ours.^P How would you describe how human beings live?^Q

Mary: Houses.^{SI}

Gale: I know what I mean, but I dinnae ken what to call it.^{SI}

Teacher: Well, it doesn't really matter what you call it.^A Think about the family you live in.^S ... You live in a house.^S Ok?^P And what kind of things must you remember when you're living in a family?^Q

Mary: Be good.^{SI}

Elizabeth: Be good.^{SI}

Mary: Don't swear.^{SI}

Anne: Help.^{SI}

Mary: Don't be bad.^{SI}

Teacher: Why do you help your mummy?^Q²

Elizabeth: To be helpful.^{SI}

Teacher: Uh huh.^A Yes.....² Lorraine.^S

Lorraine: Miss, you've got more energy than what your mother and father has.^{SI}

Teacher: Well, uh huh.^A They've got a lot to do and you can help them.^P Mmm. Yes.^P What else should you do ... in the house?^Q

Lorraine: Do as you're told.^{SI}

Teacher: Uh huh.^A Why is that?^Q Why do you think you should do as you're told?^Q

Lorraine: Cause you've got all your writing.^{SI}

Lily: Cause you learn better when you do as you're told. ^{SI}

// Break for interruption in lesson

Teacher: What were we saying? ^P Oh, yes, why is it you've got to be helpful and kind? ^Q Why do you think? ^Q

Lily: Because when you meet other folk it's good. ^{SI}

Mary: Be friendly with them. ^{SI}

Teacher: Yes, but... ^{IU}

Lorraine: You learn more quicker. ^{SI}

Teacher: You learn? ^S

Lorraine: Quicker. ^{I1}

Teacher: Open your mouth. ^R Remember you were going to try to speak with your mouth nice and wide open. ^R You learn quicker. ^S You learn what quicker? ^S ³

Lily: To be friendly and all that. ^{SI}

Lorraine: To be friendly and all that. ^{IS}

Lily: Help your mum and don't swear. ^{SI}

Teacher: Yes. . uh huh. ^A

Mary: And watch you don't get run over. ^{SI} Look after your children, if you're a mum. ^{SI}

Teacher: Well, exactly. ^A Mothers have children, don't they, and children learn from their mums. ² and their dads. ^{SI}
So, if your mums and dads tell you to do something then they're teaching you. . ^{SI}

Mary: You do it. ^{SI}

Teacher: Just the same as we teach you in school. ^{SI} ²
What else must you do in the house? ^Q ² Mmm? ^S
Anything else? ^S Anything that you shouldn't do in the house? ^Q What can you think of? ^Q

Lily: Shouldn't bring a ball in the house. ^{SI}

Teacher: Well, why not? ^Q

Jan: You shouldn't put muck on the wall. ^{SI}

Teacher: Why not?^Q Mmm?^S Why not?^Q

Lily: Cause your mum has to clean it up.^S

Jan: Cause the mark won't come off.^{SI}

Teacher: Well, what's the matter with that?^Q

Jan: Then you get a doing.^{I1}

Teacher: Why? Why do you think you get a doing for that?^Q

Jan: For no washing your hands.^{I1}

Teacher: Do you think that's the real reason?^Q

Elizabeth: You have to wash your hands before meals.^{SI}

Teacher: Oh, these are all things that you have to do outside as well as in your house.^P But when you're thinking of. .^{IU}

Mary: You've got to wash your dishes.^{SI}

Teacher: Well, you have to do that here if you use dishes.^A When you're living at home it's a different way of living from the way you live in school, isn't it?^{SI} Because you're doing different things.^{SI} You're living at home and you're not working are you?^{SI} Your playing..^{SI} So you live, you sit in your home, and you're living with people all the time, when you want to help them, fair enough.^{SI} And you want to be kind to them, and you learn from them as children.^{SI} 2 What do you think another way of living would be?^Q If there were no families?^S How do you think. . . . another way you could live?^Q 3 In Israel they don't have any families.^{SI}

Mary: As long as you don't eat enough food, you die if you don't eat anything.^{SI}

Teacher: No, I wasn't thinking food-wise.^A I mean the way you just live.^{SI} In Israel..^{IU}

Mary: Make your beds.^{SI}

Teacher: In Israel, they don't have any kinds of families or homes or houses at all.^{SI} All the children live in one big home, and the parents live in separate houses, and it's all in one

Teacher: big camp. ^{S1} And the parents visit their children sometimes. ^S
But it's more like their. ^{IU}

Lily: It's like a nursery. ^{S1}

Teacher: It's like a big nursery. ^A Yes, uh huh. ^P That's right. ^P Do
you think that would be a good way of living? ^Q

Lily: I don't know. ^{IP}

Teacher: Well, have a think about it. ^{I1} How do you think you'd like
to live like that? ^Q ² Would anybody like to live like that? ^Q

Lily: No. ^{S1}

Teacher: Why not? ² Mmm? ^S Why not? ^Q Do you think. ^P
Why would you rather live the way you're living? ^Q

Mary: Because you can play and go to the swing park. ^{S1}

Jan: Mad. ^{SP}

Teacher: Oh they can do all that though. ^{I1}

Jan: I'd like to live some other way. ^{SP}

Teacher: Mmm? What did you say? ^S ²

Teacher: How else would you like to live? ^Q

Jan: Go on holiday. ^{I1}

Teacher: Do no work, you mean? ^A Well, how... explain yourself. ^S I
don't know what you mean. ^P Try and explain, so that I
understand what you mean. ^{I1} ² Put your coat on the
floor. ^R

So you all prefer living the way you're living, do you? ^Q ⁵

Why Karen? ^Q ⁷

I think we'll pack it up there. ^R

SESSION SEVENTEEN : MUSIC

Teacher: What is music? ^Q

Mary: It's singing. ^{SI}

Lily: You can dance to it. ^{SI}

Lorraine: You play it. ^{SI}

Teacher: You can dance to it, good. ^A It's singing, good. ^A What else? ^Q So, it's a sound, isn't it? ^S

Anne: Yes. ^{SI}

Teacher: It's a sound that you listen to. ^A And what do you call a whole sound like that? ^Q When you get a whole piece of music, it's. . . . ^S

Lily: Music. ^{SI}

Teacher: It's music, ^A it's a tune, ^{SI} isn't it? ^A A tune. ^{SI} You can dance to music. ^P What kind of music can you dance to? ^Q

Margaret: Pop. ^{SI}

Teacher: Pop music. ^A How would you describe pop music? ^Q

Elizabeth: Top of the Pops. ^{SI}

Teacher: Top of the Pops. ^A

Gale: Rock and roll music. ^{SI}

Teacher: Rock and roll music. ^A

June: Twist music. ^{SI}

Teacher: Twist music. ^A What else? ^Q 2. What other kind of pop music is there? ^Q

Jan: The Sweet. ^{SI}

Teacher: The Sweet, good. ^A Who else? ^Q

Margaret: Mud. ^{SI}

Anne: Mud. ^{IS}

Teacher: Uh huh. ^A

Elizabeth: Bay City Rollers. ^{SI}

Teacher: Good. ^A You can dance to all these, can't you? ^P

Maureen: The Osmonds. ^{SI}

Teacher: The Osmonds. ^{A 2} Good. ^P And what do you notice about pop music, generally? ^Q

Mary: You can dance to it. ^{SI}

Teacher: You can dance to most of it, can't you? ^S Whether it's fast or slow. ^P You can dance to it. ^P And it's generally kind of happy music, isn't it? ^{SI} What does pop stand for? ^Q ² Do you think? ^S It stands for popular. ^{IL} Popular. ^P And it means that it's a favourite with people. ^{SI} OK? ^S What other kinds of music do you get? ^Q

Anne: Classic. ^{SI}

Teacher: Classical music, well done. ^A And what's different from... ^{IU} what's the difference between pop music and classical music? ^Q

Margaret: Pop music is mostly singing, and classical music is just violins or something. ^{SI}

Teacher: Good girl. ^A Yes. ^P What kind of group plays classical music? ^Q ³ What do you call a big group. ^Q

Lily: A Band. ^{SI}

Teacher: A band, ^A or... What's a really big band called? ^Q

Elizabeth: A group. ^{SI}

Teacher: No.. ^A A big band. ^{S 2} An orchestra. ^{II}

Margaret: An orchestra. ^A

Teacher: Yes, ^A and it's generally orchestras that play classical music, isn't it? ^{SI} Now, what other kinds of differences could you suggest between pop music and classical music? ^Q Maggie mentioned the fact that.. it's played.. with violins, and lots of other instruments as well. ^P What other instruments do you think? ^Q

Margaret: Banjo. ^{SI}

Teacher: Well.. mm.. yes, sometimes. ^A

Elizabeth: Guitar. ^{SI}

Teacher: Yes, sometimes. ^A

Gale: Flutes, miss. ^{SI}

Teacher: Flutes, good. ^A

Jan: Pipes. ^{SI}

Teacher: Pipes. ^A What else? ^Q

Elizabeth: Piano. ^{SI}

Teacher: Piano, good. ^A

Yvonne: Drums. ^{SI}

Teacher: Good. ^A

Yvonne: Whistles. ^{SI}

Mary: One of the things that claps together. ^{SI}

Teacher: One of the things that clap together. ^A

Yvonne: Miss, whistles. ^{SI}

Teacher: Whistles, good. ^A What are they called? ^Q

Jan: A harp. ^{SI}

Teacher: Cymbals. ^{II}

Elizabeth: Cymbals. ^A

Teacher: Cymbals, yes. ^A

Mary: One of they metal things, too. ^{SI}

Teacher: Good girl. ^A

Mary: One of they things too. You put it on a metal thing and you bang it. ^{SI}

Teacher: Good girl. ^A What's that called? ^Q That's called a... ^S
xylophone. ^{II} A xylophone. ^P

Mary: Here's the milk coming. ^{SI}

Yvonne: One of they big. . bashy noise. ^{SI}

Teacher: Good, ^A what do you call them? ^Q ... What do you call them? ^Q

Teacher: They're like the cymbals that Mary mentioned, aren't they?^P
What...^{IU}

Yvonne: Drums.^{SI}

Teacher: Drums.^A What are those big drums called that you get in a
orchestra?^Q 2 The huge big drums.^P What are
they called?^Q 3 They're called kettle drums.^{II}
Aren't they?^S Kettle drums.^P Yes.^P And.. the kettle drums
are the ones that make the big thundering sound.^{II} So, what
else can you tell me about classical music, or pop music or any
kind of music, really?^Q What does it make you think of
sometimes?^Q 2

Elizabeth: Happy music.^{SI}

Teacher: Good.^A Happy music tends to make you happy.^S

Jan: Sad music.^{SI}

Gale: Sad music.^{SI}

Teacher: Sad music as well.^A Good, yes.^P What other..^{IU} What are
the things that music is used for?^Q You dance to them.^P You
can sing to them.^P What else?^Q

Elizabeth: Dance.^{SI}

Lily: Listening to.^{SI}

Teacher: Listening to.. good.^A You can just listen to music.^P

Margaret: Exercsing.^{SI}

Teacher: You can exercise to music.^A Good.^P What else can you do?^Q

Elizabeth: Sing.^{SI}

Teacher: Sing.^A

Margaret: You can get your voice box up there.^{SI}

Teacher: Mmm?^S

Margaret: Get your voice box going.^{II}

Teacher: Well, train your voice.^A Good.^P Train your voice.^P What
else? When.. What other times do you hear music?^Q

Jan: On the wireless. ^{SL}

Teacher: Yes, when? ^A

Gale: On the tele. ^{SL}

Mary: On the records. ST

Teacher: Good. ^A When do you hear music on the television? ^Q

Gale: At night. ST

Maureen: When a band comes on. ST

Margaret: On Thursday. ST

Teacher: When a. . ^{IU}

Maureen: Band comes on. ST

Teacher: When a band comes on. ^A Good. ^P

Elizabeth: Soldiers. ST

Teacher: When there are soldiers, yes, ^A that's one time. ^P Why do you think they use music when there are soldiers, ^Q when they're marching along in time, or when you're doing keep fit when you want all to be in. ^P . . .

Jan: In the army. ^{SL}

Teacher: In time. ^S Why do you think you use music for keeping in time like that? ^Q

Margaret: Because it wouldn't be very good if they had no music. ST

Teacher: No, well, have a think about what I'm asking at the moment. ^A You know how soldiers marching along the road march in time, ^P and if you're doing keep fit you want to do things in time, ^P you want to keep a definite rythm. ^P What's rythm, do you think? ^Q

Margaret: Keeping time. ST

Teacher: Keeping time with the music. ^A Good. ^P And what. . What I'm really trying to say is that music has a beat, doesn't it? ST That you can keep time to, can't you? ^P So, you use music when you're marching along, ^P when you want to keep in

Teacher: time with other people,^P and the other time is... Maggie,
 what did you suggest?^Q.....² Mmm?^S What was it?^Q
 Well, what other time would you use music?^Q Gale said you
 can hear it on television.^P So, when do we hear it on
 television?^Q Maureen said when a band comes on.^P What
 else?^Q

Elizabeth: When singers come on.^{SI}

Jan: Thursday night.^{SI}

Teacher: Well, when else do you hear it?^Q You don't just hear music
 on Thursday night.^P

Lily: Every day.^{SI}

Teacher: Every day.^A When?^Q

Elizabeth: Test Card.^{SI}

Lily: In the morning.^{SI}

Teacher: On the test card.^A When else?^Q

Maureen: At night.^{SI}

Teacher: Well, when the television programme's on.^P Why?^Q.....³
 What does a television programme always start with?^Q

Lily: Music.^{SI}

Teacher: Music.^A Music.^A And what's it called when a programme
 has its own special music?^Q.....³ What's that called?^Q
² Lorraine? What's that called?^Q.....² It's
 called a theme tune.^{II} Do you..^{IU}

Margaret: Do you want to know what kind of music I like best?^{IQ} I
 like watching pop songs.^{SP} We're all sitting watching T. V. ,
 right?^{SP} And I goes right, who wants to watch the football?^{IS}
 And my dad says me, and I says right that's your hard luck.^{IS}

Teacher: And why do you like that best?^Q

Margaret: Well, it's nice to listen to.^{II}

Teacher: It's nice to listen to, good.^A

Margaret: And eh... you can just takes things off your mind. ^{SI}

Teacher: You can enjoy music, ^A and just listen to it. ^A So, you can use music to relax to as well, can't you. ^P And you say to take things off your mind. ^{SI} You can use music to dance to, to sing to, to keep in time to. ^{SI} So, that, because there's a beat, you can use it to relax to, take things off your mind, you can use it as a theme tune. ^{SI} Can you suggest some of the theme tunes from television? ^Q ² Mmm? ^S Can you think of some theme tunes from television? ^Q ² Well, what programmes do you like that have nice theme tunes? ^Q

Margaret: Policewoman. ^{SI}

Teacher: Policewoman, good. ^A

Elizabeth: The Waltons. ^{SI}

Teacher: The Waltons. ^A It has a nice theme tune, hasn't it? ^P

Jan: Tom and Jerry. ^{SI}

Teacher: Well, they don't really have a theme tune. ^A

Mary: Cartoon Cavalcade. ^{SI}

Teacher: Pardon? ^P

Mary: Cartoon Cavalcade. ^{II}

Teacher: Yes, ^A they have a nice theme tune as well. ^P And you know when those... ^{IU} you know when those... tunes come on that that's the beginning of the programme. ^P So that, you know that, if you heard the beginning of the Waltons' theme tune, you would know that it was time for the Waltons. ^P OK? ^S That's why they use it. ^P So, what do you think a theme tune is like? ^Q

Elizabeth: It's to go with the film. ^{SI}

Teacher: It's to go with the film. ^A Good. ^P Right. ^P What is it that goes with you to make people know who you are? ^Q

Elizabeth: Your name. ^{SI}

Teacher: Your name.^A Your name.^P Good.^P So, music can be used as a name, can't it?^S It can be used as a name.^P And there's a piece of music called Peter and the Wolf, which we'll listen to, either today or tomorrow, which uses music as a name, and it's the names of the animals, the different animals on the record.^{S1} And when you hear the different animals, and the different music, then you know which people are in it, which animals are there.^{S1} We'll listen to that later.^P So, you can use music as a name.^P Can you think of any other uses for music?^Q 4 What would be another way to use music?^Q

Lily: Ballet dance.^{S1}

Teacher: Ballet dance, good.^A

Lily: Highland dancing.^{S1}

Margaret: Skating.^{S1}

Teacher: Skating, good,^A skating.^P And, what kind of music do you need for skating?^Q

Jan: Pop.^{S1}

Teacher: You need very smooth music, don't you?^{I1} Very smooth, rythmical music.^P Now, you mentioned highland dancing.^P What kind of music is it you need for highland dancing?^Q

Maureen: Highland kind.^{S1}

Teacher: Highland music, or...^S

Margaret: Scottish music.^{S1}

Teacher: Folk music, isn't it?^S Folk music,^S and it's particularly Scottish music.^P What other kinds of folk music do you get?² You get bagpipes in Scotland.^S What other kinds of folk music do you get?^Q 2

Elizabeth: Tap dancing.^{S1}

Teacher: Tap dancing, good,^A that's a kind of, particular kind of music you'd need for that.^P Can you think of any other kind of folk

Teacher: music that is particular to one nation, or one type of person? ^Q

Gale: Gymnastics, miss. ^{SI}

Teacher: Well, think more in terms of nationalities just now. ^R

Gale: Oh. ^A

Teacher: Can you think of any? ^Q ² Well, there's Morris dancing in England, isn't there? ^{II} And they don't use music but they use bells and rythm. ^S And then you get. . . . tribal dancing. ^{II} Indians use music for dancing, don't they? ^{II}

Elizabeth: Oh, yes. ^A

Teacher: You know how you see them on the films. ^S How they dance round in a circle. ^S Well, that's just the same as Highland dancing, isn't it? ^S

Elizabeth: Oh, aye. ^A

Teacher: Just the same. ^P You get Negro spirituals. ^{SI} That's a type of music, isn't it? ^S Have you heard on any of these American films, where the Negroes are singing, say in the fields? ^S They don't do that now of course. ^{SI} But they used to. ^{SI} There are lots of different kinds of music that these people just in the way that a theme tune makes you think of a programme, ^{SI} then music like that makes you think of these people. ^{SI} When you hear pipes, you think of Scotland, ^S and kilts, and all the rest, ^S you know. ^P When else might you use music? ^Q ² when... music. ^{IU} What's it called?

Elizabeth: When your at a party. ^{SI}

Teacher: When your at a party. ^A Well, that's really for dancing to, isn't it? ^P What about when your trying to get a baby to sleep, what's that called? ^Q

Maureen: A lullaby. ^{SI}

Teacher: A lullaby, good. ^A A lullaby. ^P And that's to put somebody to sleep, isn't it? ^S What kind of music do you think you

Teacher: would have to have as a lullaby?^Q

Gale: Rock a bye baby.^{SI}

Teacher: Rock a bye baby.^A What kind of music, though?^Q Would it be lively?^Q

Maureen: Soft.^{SI}

Teacher: Soft and quiet.^A To make you feel nice and relaxed, and sleepy.^P When else might you use music?^Q⁴ Any other time?^S What about when you're working about the house?^S Does you mum have a radio on when she's working about the house?^Q

Margaret: Oh, yes.^{SI}

Maureen: Yes.^{SI}

Teacher: So, you work to music as well, don't you?^S

Margaret: Mmm.^A

Maureen: Yes.^A

Teacher: You work to music^A and sometimes when we're painting we have the music on, so that we work to music.^P

Margaret: Miss, you can buy records you can play how to make sounds for working, ken?^{SI}

Teacher: Yes,^A but that's not music really, is it?^P What.. if somebody said to you,^Q Do you like working to music what would you say?^Q

Margaret: Uh huh.^I

Teacher: You like working to music?^S

Gale: No.^{SI}

Margaret: Mmm.^{IP}

Teacher: Maggie, you do.^S Who likes working to music?² And who doesn't like working to music?^Q Good. Right.^P Well, why do people not like working to music?^Q

Margaret: Cause it puts you off.^{SI}

Teacher: It puts you off, good.^A That's one thing.^P Sometimes it can put you off.^P How about you, June?^Q² Mmm?^S Does it put you off too?^Q² Mmm?^S It does, does it?^S

Margaret: It makes you want to smash things.^{SI}

Teacher: Well, I don't think you have to smash things.^A Why do you people like working to music?^Q Does it not put you people off?^Q

Margaret: No.^{SP}

Lily: No.^{SI}

Margaret: I need the radic on all the time.^{SP} It keeps me awake when I'm going around Hoovering or something.^{SP}

Teacher: Yes,^A why do you think that some people find that it puts you off, while some people think that it keeps you kind of awake.^Q²

Margaret: People that doesn't like music are kind of sleepy.^{SI} People that does are wide awake.^{SI}

Teacher: Yes.^A It can keep you kind of awake, and it keeps you interested in what you are doing,^P because sometimes you're maybe doing a boring thing like dusting down the stairs, or Hoovering the carpets, and you think this is really boring.^P But the music keeps you kind of interested, doesn't it?^S But then there are jobs that you couldn't work with the music on because it would put you off, wouldn't it?^S² So..do you like music in general?^Q

Lily: Yes.^{SP}

Anne: Mmm.^{SI}

Teacher: You like it?^S Everybody like it?^Q Anybody wish there was no music?^Q²

Lorraine: Pardon^P

Teacher: You wish there was no music at all?^Q No?^S

Gale: I like records.^{SP}

Teacher: You like records?^A Yes.^P What other kinds of music do you like?^Q

Jan: Kisses for me.^{SI}

Teacher: Oh, yes.^A That's a pop record.^P What about music outside? Do you think that music has to be played by an orchestra or group?^Q

Elizabeth: No.^{SI}

Teacher: Do you think that you could get other kinds of music?^Q What other kinds of music could you get?^Q What other kinds of music do you think?^Q Or, what kind of sounds do you think could be described as music?^Q⁵ Say you were walking outside.^S Do you think you might hear anything that you might say was like music?^Q

Margaret: Rag and bone man.^{SI} When the rag and bone man's coming with his trumpet.^{SI}

Teacher: Yes,^A but that's really music as well,^S though. I mean.^P

Jan: Dustman sings too.^{SI}

Teacher: Well, he does go around singing.^P That's music.^A Do you think there's anything that other animals make that might be described as music?^Q

Maureen: Birds.^{SI}

Teacher: Birds, good.^A

Mary: Birds.^{SI}

Teacher: The birds sing.^A And that's what we say, isn't it?^P Birds sing.^P And if you go outside, then you'll hear the birds singing, and that's just like music,^{SI} because they're singing different notes, isn't it?^S Do you think their tune would be nice if it was all sung on the same note?^Q

Gale: No.^A

Teacher: No, it would be kind of boring, wouldn't it?^P So, what is it that makes a tune?⁴ Mmm?^S Is it all the one note?

Gale: No.^{SI}

Anne: No. ^{SI}

Teacher: What is it then? ^{Q 3}

Elizabeth: Different notes. ^{SI}

Teacher: Good, it's different notes. ^P Different sounds, isn't it? ^P
 Together. Yes. ^P And then they're all at different pitches. ^P
 What is it when you play two different sounds together? ^Q It
 makes it sound quite nice. ^P What's that called? ^{Q 6}

Gale: Em. ^{IU}

Teacher: Is somebody.. Gale did you say.. ^{IU}

Gale: Miming. ^{LI}

Teacher: Mm? ^S

Gale: Miming. ^{IL}

Teacher: Miming? ^A No, not miming. ^A It's called harmony, isn't it? ^{LI}

Margaret: Harmony. ^{LI}

Teacher: If you say something's in harmony, that means that maybe two
 people sing different notes, but it sounds nice. ^{SI} Ok? ^S It
 sounds nice. ^P So, when you go to music after this then you'll
 hear Miss Dixon playing different notes with her two hands, but they
 sound quite nice together. ^P Right? ^P And that's because she's
 playing in harmony. ^P What is it.. em.. ^{IU} does it sound nice
 if you play two notes together that don't sound.. that aren't in
 harmony? ² No, it's all discordant, isn't it? ^{LI} It
 sounds terrible. ^P So, music, for us to listen to, has to be in
 harmony. ^{LI} OK? ^S It has to sound nice so that we can get a
 tune out of it. ^P Alright? ^{S 2} What are the uses then?
 That we make of music? ^{S 2} What do we use music for?
⁴ Just to go over what we've been saying. ^P

Anne: Sing. ^{SI}

Teacher: Sing to. ^A

Lily: Dance. ^{SI}

Teacher: To dance to. ^{A 3} What else? ^Q

Margaret: To exercise to. ^{SI}

Teacher: To exercise to. ^A To keep in time to. ^P ² What else?

Karen: Ballet dance. ^{SI}

Teacher: Mmm. ^A

Margaret: Ballet dance. ^{SI}

Karen: Ballet dance. ^{SI}

Teacher: Ballet dancing. Good. ^A

Maureen: Highland dancing. ^{SI}

Jan: Tap dancing. ^{SI}

Teacher: Mm. ^A And what was the other thing we used it for? ^Q

Margaret: Working to. ^{SI}

Teacher: Working to, good. ^A

Maureen: Skating. ^{SI}

Teacher: Skating. ^A Mmm? ^S

Jan: Gymnastics. ^{SI}

Teacher: Gymnastics. ^A

Margaret: Hockey. ^{SI}

Teacher: You don't really play hockey to music, do you? ^R And what was the other thing that they use it on television for? ^Q

Margaret: Programmes. ^{SI}

Elizabeth: Programmes. ^{SI}

Teacher: Programmes. ^A And that was using it as a. ^S

Margaret: Name. ^{SI}

Teacher: A name, good. ^A

Anne: Name. ^{SI}

Teacher: Like a name. ^A Good. Right. ^P Anybody else anything to say? ^S
..... 5. Finished? ^Q Right, we'll stop there. ^I

SESSION EIGHTEEN : SPORTS

Teacher: Sports and games today, girls.^I

Gale: Sports?^S

Teacher: Sports.^A

Lily: Racing and jumping and running.^{S.I}

Gale: The Olympics, miss.^{S.I}

Teacher: Good,^A now, we'll talk about the Olympics in a minute.^P What do we do sports for?^Q

Lorraine: Money.^{S.I}

Gale: Money.^{S.I}

Lily: Exercise.^{S.I}

Gale: Money.^{S.I}

Lily: Exercise.^{S.I}

Teacher: Well, basically, yes,^A it starts with doing exercise^P and then some people make their money with it now too.^P Eh... what about... eh... different kinds of... eh... sports?^Q What are they?^S

Gale: Jumping.^{S.I}

Margaret: Football, tennis.^{S.I}

Teacher: Good.^A

Lily: Running.^{S.I}

Gale: Running.^{S.I}

Elizabeth: Running ball.^{S.I}

Lorraine: Swimming.^{S.I}

Gale: Egg and spoon race.^{S.I} (Laughter from group).

Margaret: There's the egg and spoon race.^{S.I}

Elizabeth: Wheelbarrow race.^{S.I}

Margaret: The wheelbarrow race.^{S.I}

Teacher: Good.^A

Margaret: There's the... ^{IU}

Elizabeth: Hopping. ^{S1}

Margaret: There's the hoop race. ^{S1}

Teacher: Uh huh. ^A

Lily: Hopping race. ^{S1}

Margaret: There's the hopping race. ^{S1}

Elizabeth: Skipping race. ^{S1}

Margaret: Skipping race. ^{S1}

Gale: The barrow race, miss. ^{S1}

Lily: The barrow race. ^{S1}

Margaret: The barrow race. ^{S1}

Elizabeth: The sack race. ^{S1}

Lorraine: The sack race. ^{S1}

Teacher: The sack race. ^A

Margaret: There's the barrow race. ^{S1}

Teacher: Yes, but now, ^A that's all the different ^{IU} ...

Margaret: There's the barrow race. ^{S1}

Teacher: Good, ^A these are school sports, right? ^S

Margaret: There's... eh... high jumping. ^{S1}

Teacher: Mmm. ^A

Margaret: That's called eh. ^{IU} ...

Teacher: Just the high jump. ^A

Margaret: The high jump, that's it, ^A and there's ^{IU} s....

Gale: Weight bag. ^{S1}

Elizabeth: Running. ^{S1}

Teacher: Uh huh. ^A

Margaret: Basketball. ^{S1}

Elizabeth: Running. ^{S1}

Teacher: Good. ^A

Elizabeth: What's that one when you tie up. . . . you tie up your leg? ^Q

Lorraine: Three legged race. ^{S1}

Teacher: That's the three legged race. ^{IR}

Margaret: The three legged race. ^{S1}

Lorraine: The three legged race. ^{S1}

Teacher: Good. ^A

Margaret: There's eh. . . ^{IU}

Teacher: So, these are all sports that we do at school, ^P they're like athletics. ^P What about other kinds of sports that other people play? ^Q

Gale: Swimming. ^{S1}

Teacher: Good. ^A

Anne: Running. ^{S1}

Teacher: Running. ^A

Margaret: Diving. ^{S1}

Teacher: Well, that comes into swimming as well, doesn't it? ^A

Margaret: Eh. . . ^{IU}

Lily: Eh. . . ^{IU}

Lorraine: Golf. ^{S1}

Teacher: Golf. ^A

Gale: Jumping over things like they bar things. ^{S1} You jump over it ^S

Teacher: Like gymnastics, good. ^A

Anne: Badminton. ^{S1}

Teacher: Badminton. ^A

Gale: Basketball. ^{S1}

Anne: Racing. ^{S1}

Teacher : Basketball, racing.^A Any more, that you can think of?^S

Margaret : Skating.^{SI}

Teacher : Skating, good.^A

Gale : Dancing.^{SI}

Margaret : Hockey.^{SI}

Teacher : Dancing, hockey.^A Any more?^S³ Well, where do people do these kind of things?^Q

Gale : In the Olympics.^{SI}

Teacher : In the Olympics.^A What are the Olympics?

Lily : It's a sort of running^{SI} eh they get gold medals and ...^{SI}

Teacher : Good,^A they get gold medals, uh huh.^P And what other kinds of medals do they get?^Q

Margaret : Silver.^{SI}

Lily : Silver.^{SI}

Teacher : Silver.^A

Margaret : They get cups.^{SI}

Teacher : Uh huh.^A

Gale : Before they start, miss, a man runs up the steps, miss, and lights it up.^{SI}

Teacher : Good, yes.^A

Lily : That's the summer Olympics.^{SI}

Teacher : Well, no they do it at both.^{SI} They do it at both.^P And the Olympics are really just like a big sports, aren't they?^{SI} We have our sports here, and the Olympics are just like a big sports.^P Who joins in the Olympics?^Q Mmm?^S Who joins in the Olympics?^Q

June : Countries.^{SI}

Teacher : Different countries, yes, good.^A All the countries of the world

Teacher: or most of the countries of the world.^{IU}...

Margaret: A Lassie I ken right now, she's over in ... eh ... she's fae the Inch,^{IS}

Teacher: Uh huh.^A

Margaret: She's going with Meadowbank, she's went with Meadowbank over to France to dae Olympic running.^{SI}

Teacher: Very good.^A Where are the Olympics going to be held this year?^Q

Gale: Em...^{IU}

Margaret: Meadowbank.^{SI}

Teacher: No.^S

Margaret: No.^A

Teacher: No,^A not in Meadowbank.^P

Margaret: Well...^{IU}

Teacher: Well, it wasn't very...^{IU}

Gale: London miss.^{SI}

Teacher: No,^A they're not going to be held in London.^P They're going to be held in Canada.^{II}

Margaret: Canada.^A

Teacher: Montreal.^{SI} That's where I'm going.^{SP} That's why I'm going there.^{SP}

Margaret: When?^Q

Teacher: In... when the Olympics are on.^{II}

Margaret: The summer?^S

Teacher: Uh huh.^A

Gale: Are you going to run, miss? (Laughter from group)^{IU}

Teacher: Oh the only running I'll be doing..^{IU}

Margaret: Oh aye, she's going to get her goggles on and go round.^{IS}

Teacher: The only running I'll be doing is running for the bus.^{IS} (Laughter from group). Yes, they're going to be held in Montreal, in

Teacher: Canada.^P When are they held?^Q

Lily: When are they held?^Q

Teacher: Yes.^A

Margaret: Every year.^{SI}

Teacher: No.^A

Lily: Every four years.^{SI}

Teacher: Good,^A they're held every four years.^P

Margaret: Have you been every four years?^{IU}

Teacher: No, I haven't been before.^{IP}

Margaret: You've never been before.^S

Teacher: No,^A I nearly went the last time,^{SP} but I didn't quite manage it.^{SP}
 I was going to get a job at the Olympics.^{SP} I actually had a job
 but I didn't go and take it.^{SP} Anyway, that's all in the past...^P
 Eh... they're going to be held in Montreal in the summer,^P and
 they're held every four years, yes.^P Em... What other kinds of
 things do you get there?^Q

Margaret: What other kinds of things do you get?^S

Teacher: Uh huh.^A

Margaret: You get boxing.^{SI} (laughter from group).

Gale: Jumping. Run and jump horse racing.^{SI}

Teacher: Horse racing, good.^A What are some famous horse races that
 you get?^Q

Anne: Show jumping, miss, show jumping.^{SI}

Teacher: Well, you get show jumping as well,^A but when the horses are
 racing, what are they called?^S

Gale: Jockey.^{SI}

Teacher: No,^A what are jockeys?^Q

Margaret: The men that sit on their backs.^{SI}

Gale: They rise the horses.^{SI}

Teacher: Yes.^A Mm... Ok.^P I'm thinking of things like the Grand

Teacher: National, big horse race, and the Derby, that's another one. ^{II}

Margaret: The Derby. ^A

Teacher: You've maybe heard of them. ^{IU}

Margaret: Some people go into a bookie's and bet on a horse, ^{SI} . . .

Teacher: That's exactly it, ^A yes, uh huh. ^P

Margaret: There's eh . . . dog racing. ^{SI}

Teacher: There's dog racing, ^A but then, that's not really for people, is it? ^S Because people don't join in racing, people just watch it, ^{SI} don't they? Whereas people join in horse racing because there are jockeys who actually race, ^{SI} whereas with dog racing it's just dogs that run, Ok? ^S There's nobody that actually joins in. ^S

Gale: Miss, there's a wee rabbit thing that runs round and eh. ^{SI}

Margaret: Squashball. ^{SI}

Teacher: There's squash, ^A good. ^P How do you play squash? ^Q

Margaret: In a wee room. ^{II} They're squashed in a wee room, and you've to bent the bat off the wall. ^{II}

Elizabeth: Table tennis.

Teacher: Yes, ^A the ball off the wall. ^P Yes, where in tennis. ^{IU}

Elizabeth: Table tennis. ^{SI}

Teacher: you have two people at either side of the net, in squash you've to hit the ball off the wall. ^{II}

Lorraine: The wall. ^A

Margaret: The wall. ^A And if you go past. . . . And if you go past the high top bit, the other person gets the point. ^{SI}

Teacher: That's exactly it, yes. ^A What other games are like tennis? Somebody mentioned one a minute ago. ^P

Lily: Table tennis. ^{SI}

Teacher: Table tennis. ^A Table tennis. ^P It's just tennis on a table. ^P Table tennis. ^P What's another one that you can think off? ^Q

June: Basketball. ^{SI}

Teacher: No. ^A

Mary: Snooker. ^{SI}

Teacher: Well, ^A these are all sports, ^P but they're not like tennis. ^P Can you think... ^{IU}

Gale: Ordinary tennis, miss. ^{SI} Ordinary tennis on the ground. ^S

Teacher: Ordinary tennis on the ground, yes. ^A More? ^S ... Badminton. ^I

Lorraine: I couldnae remember the name of it. ^{SP}

Teacher: So, how many people play tennis, or badminton, or table tennis? ^Q

Margaret: I play badminton. ^{SP} Just about two... ^{IU} I'm better with... eh... with badminton. ^{SP} My pal was on the other side, ken, everybody was waiting for theor shot. ^{SI}

Teacher: Uh huh. ^S

Margaret: Ken, my big sister and her pal, and at badminton there was only the very top of the net, ^{SI} and, ken, I was swinging this thing back. ^{SI} Right, I'm going to have to hit this one, 'cause ken, this, and I dinnae ken what happens... ^{SI}

Teacher: Uh huh. ^S

Margaret: Smacked it, right in my big sister's eye with it. ^{SI} (Laughter from group). What happened was I just hit her. ^P

Teacher: You hit her. ^A

Margaret: It was her. ^P She says dinnae tell me your lies it was you. ^{SI}

---//²----

Teacher: Oh, yes, I see. ^A

Margaret: But it was the first time I ever played badminton. ^{SP}

Teacher: Yes, how many... ^{IU}

Margaret: And I never kent how to play it, ^{SP} so I just... ^{IU}

Lily: I played table tennis. ^{SI}

Teacher: Did you? ^S How many people did you play? ^Q

Lily: Two. ^{I1}

Teacher: Two. ^A

Lily: It's a big wide table. ^{S1}

Teacher: Yes, ^A it's a big wide table. ^P What's the most number of people that can play table tennis? ^Q

Margaret: Four. ^{S1}

Lily: Four. ^{S1}

Elizabeth: Two. ^{S1}

Teacher: Four. ^A On the one table. ^P

Elizabeth: Two at each side. ^S

Teacher: Two at each end, good. ^A What about tennis. ^S How many people can play tennis? ^Q

Margaret: Four. ^{S1}

Teacher: Four maximum, yes. ^A Two at each end again. ^P Same with badminton. ^P What about other sports? ^Q Are there just four people that can play something like cricket, or rounders? ^S

Lily: No. ^{S1}

Margaret: Cricket? ^A You're joking. ^{S1}

Lorraine: There's more than that. ^S

Margaret: There's... there's about... in cricket there's usually about there's thirteen all together. ^{S1} In cricket. ^S

Teacher: Uh huh. ^A

Margaret: There's... there's... there's eleven players in the goal or something like that, ken. ^{S1}

Teacher: Uh huh. ^A

Margaret: And there's another one as subs... subs... substitute. ^{S1}

Teacher: Good. ^A

Margaret: And that's the same as football. ^P

Teacher: Yes, ^A the same as football, and hockey. ^P How many play in a

Teacher: rugby team? ^Q

Margaret: Fourteen. ^{S I}

Teacher: No, fifteen. ^{I I}

Margaret: Fifteen. ^A

Lily: Fifteen. ^A

Teacher: And what about a netball team? ^S Are there just four people that play in that? ^Q

Gale: No. ^{S I}

Lily: No. ^{S I}

Elizabeth: No, twelve I think. ^{S I}

Margaret: No. ^{S I}

Teacher: What do you notice about these games then, ^Q the games like tennis, where four people play, ^P and other games that have more people in them, don't they? ^P They're team games. ^I So you can have a sport where just one you does it, ^I where you're just by yourself, ^P like swimming, ^P or you can have a sport where you need a lot of people. ^{I I} You can't play rugby by yourself, ^P you need another fourteen people, you see? ^P So, there are different types of sport, ^P just as there are different types of food, ^P or different types of school, ^P different classes, ^P you see? ^S

Elizabeth: Football. ^{S I}

Teacher: So, what is it that we talk about in sport when we say somebody is a good sport. ^Q You say Oh he's a good sport. ^P Oh, he's a good sportsman. ^P Have any of you heard that? ^Q Any of you heard that? ^S Well, what does it mean when you say that he's a good loser? ^Q

Lily: He's a bad loser. ^{S I}

Teacher: Well, he's a bad loser. ^A That's what most people say, isn't it? ^S Oh, he's a bad loser, that one. ^S

June: He just moans. ^{S I}

Teacher: He just moans, exactly.^A If he loses, or if she loses.^P Then they complain.^P But in a sport, you've to realize that there's always a winner^S ... but there's always a ...

Elizabeth: Loser.^{SI}

Margaret: Loser.^{SI}

Teacher: And you've got to learn to say, well, it was a good game even although I lost.^{II} I enjoyed that even although I lost.^P So you get enjoyment from the actual...^{IU}

Lily: I dinnae really bother.^{SP}

Teacher: No, well,^A you're better not to,^P as long as you enjoy what you're doing, then you're a good loser,^P you're not...^{IU}

Margaret: Guess what I'm best at.^{SP} I'm best at ... em. . table tennis^{SP}

Teacher: Uh huh.^A

Margaret: That was my big sister that taught me to play table tennis.^{IS} Now I can play it better than her.^{SP} She was standing at one end, and there were two table tennis things in the same room^{SI}

Teacher: Uh huh.^S

Margaret: And I'm standing in the room, and my sister says Give me that,^{SI} and... and she goes You'll never played it.^{SI} I've learnt you for ages and you'll never even play it.^{SI} So, for the following weeks my sister's been coming down, but she's been going different places,^{SI} so I've been playing it, but she doesnae any more.^{SI} So now I'm fantastic at it,^{SP} and so I grabbed her, and she goes Go on, you'll just give me more points.^{SI} I goes Do you really think so. Well, I thingummied it, 'cause I went whack.^{SI} and she went...^{IU} My ----//---- (Laughter from group).

Teacher: Well, actually, just from what you were saying.^P You can win points through your own skill at the game, because you're good at the game,^{SI} or you can win points because the other person's bad.^{SI} Can't you?^S So there are lots of things in the game.^P what's the main idea, do you think behind^S ... there are one or two, right enough^P behind playing any kind of sport?^Q

Lily: I play table tennis.^{SI}

Margaret: Slow coaches. ^{SI}

Gale: They try to. . . . eh. . it's a heavy ball things, and they try to
. . eh. . they try to throw it. ^{SI}

Margaret: What? Skittles? ^Q

Gale: No. . . eh. . . ^{IU}

Lily: Oh the ball. ^A

Lorraine: With the heavy ball and that? ^S

Teacher: Yes, ^A what I was meaning was ^{IU} . . . em. . . what do you think ^{IU} . . .
do you know how there are all these different kinds of games.
What kind of. . . why do you think people do them? ^Q

Margaret: For fun. ^{SI}

Teacher: For fun, ^A that's one reason. ^P What's another reason? ^Q

Lorraine: To keep fit. ^{SI}

Teacher: To keep fit, ^A that's another reason. ^P

June: To win. ^{SI}

Teacher: To win, ^A good, to win. ^P

Lorraine: To win. ^{SI}

Elizabeth: To keep healthy. ^{SI}

Teacher: To keep healthy, ^A that's another thing yes. ^P Any other reasons? ^S

Gale: To keep strong. ^{SI}

Teacher: Well. . . ^{IU}

SESSION NINETEEN : SEX DISCRIMINATION

Teacher: Sex discrimination^S Margaret, you were the one who mentioned it first.^S Could you explain what it is, do you think? Or give us some idea of what we. . .^{IU}

Margaret: Well, it's something like^{IU} see how men can be a brickie?^{II} Now women can be brickies.^{II}

Teacher: Yes, it's where^{IU} . . . it used to be that women, and men as well, could only do certain jobs.^{II} Now there's a law against discriminating against, or being prejudiced against, or not giving somebody an equal chance.^{II}

Margaret: Mm.^A

Teacher: Just because he's a man, or she's a woman, you see?^S Do you think that's a good thing?^Q

Margaret: Aye, because men usually thought that we werenae able enough to do things like that.^{II}

Teacher: Good, uh huh.^A But do you think we are able to do kinds of things like that?^Q

Lorraine: Aye.^S

Margaret: Mm.^S

Teacher: You think it's a good thing?^R

Margaret: They think we couldnae lift a bucket full, or that or make houses,^{SI} that we couldnae drive a van, or drive a car. Get a licence and that and then go driving.^{SI}

Teacher: Uh huh.^A

Margaret: Can drive anything after that.^S

Teacher: Uh huh.^A Whereas before, you couldn't.^P

Lorraine: Uh huh.^A

Teacher: Yes, right?^A

Margaret: Take for instance, men only are brickies.^{SI}

Teacher: Yes.^S

Lily: Uh huh.^A

Margaret: I'm going to be a brickie when I grow up.^{SP}

Teacher: Why do you want to be a brickie?

Margaret: I don't know^{IP} ... I just^{IU} ... It's just mainly because of the money.^{IP}

Teacher: Yes,^A that's a good thing.^P

Margaret: Uh huh.^A

Teacher: Do you think^{IU} ... why do you think it was necessary for the government... for a government to make a law like the Sex Discriminations Act?^Q

Margaret: Because all women ever had to do was to work in the house and have children, and clean up.^{I I}

Teacher: Yes.^S

Margaret: And dae cleaning up, and it wouldnae have been very funny if men done that.^{I I}

Teacher: No true.^A

Margaret: See, they didnae like it either.^{S I}

Teacher: Uh huh.^A

Margaret: It's a punishment to us, but no to them.^{S I}

Teacher: Do you think that's what it is, a punishment?^Q

Margaret: Aye.^{SP}

Lorraine: Aye.^{SP}

Lily: Aye.^{SP}

Teacher: Do you think then that women are really equal?^Q

Margaret: Right now they are.^{S I}

Teacher: Right now they are.^A Do you think it needed that... for the government to make a law like that to make us equal,^Q or do you think^{IU} ... I mean, there are two ways of looking at it.^P You can either say men and women are equal, and then should get the same pay.^S Or you can say men and women are different, and they never will be equal.^{S I} You see what I mean?^S

Margaret: Yes.^A

Teacher: What do you think of that?^S Do you think^{IU} Which one would you agree with?^Q

Margaret: They could never be equal.^{IP}

Teacher: Why could they never^{IU} ...

Margaret: Just because of different things they've got.^{I1}

Teacher: Yes.^A What's the difference between men and women?^Q I mean apart from bodily characteristics?^S Apart from the way their bodies^{IU} ... What do^{IU} ...

Margaret: Men are stronger than women.^{I1}

Teacher: Good.^S

Lorraine: Not all that much.^{SP}

Teacher: No, you've got to ...^{IU}

Gale: No all that much.^{SP}

Margaret: See watching on tele.^A This woman, great big muscle woman.^{S1} She lifted up another woman inside it.^{S1}

Teacher: Oh heavens.^A

Lorraine: She put it^{IU} ...

Margaret: Inside a big^{IU} ... There was this gigantic ... round ... a big ball of the world.^{S1}

Teacher: Uh huh.^A

Margaret: And she had it on her chin.^{S1}

Teacher: Good heavens.^A

Margaret: On her chin, like that^{S1}

Teacher: Uh huh.^P

Margaret: Balancing it.^S

Teacher: Uh huh.^A

Margaret: She had it.^P

Lorraine: That woman was inside it.^{S1}

Margaret: And that was one hundred pounds.^{S1}

Teacher: Uh huh. ^A

Margaret: And the woman inside it, I don't know what she was, ^{SP} but it was right heavy. ^{SI} She was like this. . . . ^P

Teacher: But she'd be a bit of a muscle woman ^P . . . (Laughter from group). Do you think woman should try to be as strong as men? ^Q

Lorraine: No. ^{SP}

Margaret: No, you wouldnae be very nice looking, would you? ^{IS}

Teacher: Well, remember, you've got to decide whether you want to be nice and feminine ^{II} . . .

Margaret: Take for instance my pal. ^{IS} Her mother says to her Where have you been, in the wars? ^{SI} Comes in every day, cuts all over her, and everything, ^{SI} not the least bit skin on her knees, because when she fell she skinned her knee. ^{SI} You're always in the wars, she says. ^{SI} I dinnae ken when you're ever going to come out of the wars. ^{SI}

Teacher: Exactly. ^A You can either decide you're going to be a tomboy ^{II} . . .

Margaret: That's what she is. ^{IS}

Teacher: Yes she's a tomboy. ^A But. . or whether you want to be ^{IU} . . .

Lily: That's what my wee brother likes to be. ^{IS}

Teacher: Well, ^{IU} . . .

Lily: A tomboy. ^S

Teacher: Well, a tomboy is a girl, who acts like a boy. ^{II}

Lorraine: True. ^A (Laughter from group).

Teacher: So, your brother can't be one. ^P So, in view of the fact that a woman has to decide whether she wants to be like a man, ^S or whether she wants to be a proper woman, and be soft and feminine. ^S do you think the Sex Discriminations Act is a good thing. ^Q

Margaret: Aye. ^{SP}

Teacher: Mm. ^A Why then. ^S

Margaret: I think it was a good thing because in a way they were equal, ^{IP}

but when you're sitting at hame and you're thinking about being something else apart from school teaching,^{IS} what else would you think about? That you couldnae dae.^{IQ}

Teacher : Yes.^A

Margaret : Things that you couldnae dae that you can do now.^S

Teacher : Yes, uh huh.^A I think what you're meaning^{IU}

Margaret : That you can do now.^S

Teacher : is job opportunity.^{SI} Is that right?^S Where you've got more more jobs available to you?^Q

Margaret : Uh huh.^A

Teacher : No?^S What would you like to do?^Q

Lorraine : Dinnae ken.^{IP}

Teacher : You don't know?^S What about you, June?^S² Mmm?^S
Will the Sex Discrimination Act make any difference to what you want to be?^Q Mm?^S What about you, Mary?^S² Have you any idea what we're talking about?^Q You should say if you're not sure, you know^{In}² Lily?^S

Lily : Things like jobs and people, and men working with ladies, and ladies working with men.^{IL}

Teacher : Yes.^A ----- // ----- of the Sex Discriminations Act which means that people advertising for a worker, they couldn't say "Men Only", something or other, or "Women Only".^{IL} It has to be either men or women,^P and you can't^{IU} if you lose a job^{IU} if you apply for a job and don't get the job because you're a woman, or because you're a man,^{IL} then you can complain that the people who started to employ you, have committed some kind of Not exactly a crime, but have broken the law inasmuch as they're not giving you the same chance to do a job because you're a woman,^{IL} which is wrong,^{SP} because there are plenty of women who can do jobs that men do.^{IL} Say like^{IU}

Elizabeth : Policewoman.^{SI}

Teacher : Mm?^S

Elizabeth: Policewoman. ^{SI}

Teacher: Well, policewoman used to not get payed as much as policemen, ^{I1}
just because they were women, but they were doing the same job. ^{I1}

Margaret: I think. . . . I think that's all wrong. ^{SP}

Teacher: Well, that's why there had to be something done. ^{I1}

Gale: Miss, some people dinnae do their jobs like that, miss. ^{SI}

Margaret: That's how you get your books. ^{SI}

Teacher: That's how you get your books, ^A but it's not because you're a man,
or because you're a woman, ^{I1} it's just because you're a lazy
person, isn't it? ^{I1} So the thing that's a good thing is where jobs
are concerned. ^{I1} What about all the things like ^{IU} . . . it used to be
that women didn't have the vote. ^{SI} They couldn't vote for the
government. ^{SI} Then in 1928, they finally got the vote ^{SI} . . .
(Interruption by coughing) oh dear, oh dear ^P . . . they finally got
the vote, so they were the same as men in that, ^{SI} but what about ^{IU}
. . . (Interruption in tape due to telephone call)

Teacher: Right now, we're away again. ^P Sorry about the phone call. ^P

Margaret: They're always coming at the wrong time. ^{IS}

Elizabeth: Ken, when we're doing our work in class. ^{IS}

Teacher: Yes, ^A we'll not talk about it anyway. ^P Where were we? ^S What
were we saying? ^S

Lorraine: I dinnae ken. ^{SP}

Lily: I dinnae ken. ^{SP}

Teacher: We were saying something about ^{IU} . . . eh. . . I forget ^P . . . Oh yes,
I remember, ^P I was telling you about women getting the vote. ^S
So after 1928, they had the same kind of opportunities to vote for
who they wanted in the government of the country, ^{SI} which is a
good thing. ^{SP} But they were still getting less pay for the same
job. ^{SI} So, after that they started to campaign, or work towards
trying to get the same pay for doing the same job. ^{SI} And that I
think is a good thing. ^{SP} But some of the people like Germaine
Greer and one or two others went very much further, and they

Teacher: said that women and men are equal.^{SI} And there's no difference between them.^{SI} Are there any of you agree with that? Or do you think there's a difference between them?^S

Mary: Aye, I do.^{SP}

Teacher: You agree with it?^S Or do you disagree with it?^S

Mary: I do.^{IP}

Margaret: I disagree.^{SP}

Teacher: Wait a minute, let Mary finish.^R

Mary: Disagree.^{IP}

Teacher: You disagree.^A Disagree.^P I disagree as well.^{SP} Why do you disagree?^Q Why do you not agree with the fact that men and women are the same?^Q

Mary: Because they can drive, or something like that.^{II}

Teacher: How do you mean?^S

Lily: Well, they can drive buses,^{SI} ...

Mary: They can drive.^{II}

Lily: They can drive all sorts of vans,^{SI} and can go round^{IU} ...

Lorraine: Can drive buses and that.^{SI}

Teacher: Uh huh.^A

Margaret: I think it's unfair.^{SP} You get less pay,^P you get less jobs to do, you get bored,^P and that's just how you get tired because we've hardly get anything to do.^{IS} But men have more things to do than what we have.^{SI}

Teacher: Well, that's not true any longer.^S

Margaret: No, any longer.^A

Teacher: No, no.^A What were you saying, Gale.^S

Gale: You can work in garages if you want to.^{SI}

Teacher: Well, you can do anything now,^A provided you're qualified for the job.^P But^{IU} ... do you think^{IU} ... do you think then that

Teacher : Men and women are the same? ^Q

Margaret : No. ^{SP}

Gale : No. ^{SP}

Mary : No. ^{SP}

Teacher : OK, ^A then what's different about them? ^Q

Gale : They'll no do things like mending and that. ^{SI}

Teacher : Yes, ^A but they can still do it though. ^S

Margaret : Yes. ^A

Gale : Yes. ^A

Teacher : What else do you think makes them different? ^Q Margaret mentioned earlier that men are stronger than women. ^P In general. ^P When you're talking about this you can only say in the main, or in general, usually, men are stronger than women. ^P

Gale : 'Cause men sometimes build houses, ^{SI} miss, and the women . . . women canne dae that miss. ^{SI}

Margaret : We are able to do that though. ^{SP}

Teacher : Yes, I think ^{IU}

Margaret : Now. ^P

Teacher : Now. ^A

Margaret : It's alright for men if they want to build houses. ^{SI} We were able to do that because my granny built eh her own house there. ^{SI} No my granny now, no my great great granny, but my great great great granny. ^P

Teacher : Oh yes. ^A

Margaret : Built her house. ^P

Teacher : Uh huh. ^A

Margaret : Her son ^{IU}

Teacher : Uh huh. ^S

Margaret : That's life. ^{IU} it's eh ^{IU} he built his own house. ^{SI}
Women can do all of what men can do. ^{SI}

Teacher: So you don't think there's any difference.^S

Margaret: Any difference^{IU} except that. . . between the money and the strength^{IP} there's nae difference between them.^{IP}

Teacher: Yes.^A What about^{IU} if you were employing somebody, if you had a job that you wanted done, Ok?^S You would advertise for somebody to come and help you . . . em. . . and a man comes and a woman comes.^S Now say the woman was married.^S

Lily: Uh huh.^A

Margaret: Uh huh.^A

Teacher: Which one would you choose?^Q Say they had equal qualifications.^P

Margaret: Uh huh.^A The woman's married but the man was no.^S

Teacher: The man's married as well.^{II}

Margaret: Right.^A

Lily: Pick both.^{SP}

Teacher: Well, you can only pick one.^S

Margaret: And you can only pick one.^S

Teacher: Uh huh.^A

Lorraine: I'd pick the woman.^{SP}

Lily: I'd choose the man.^{SP}

Margaret: Well, I'll tell you what I would do first, right?^{SP}

Teacher: Uh huh.^A

Margaret: I'd see who was the best at it.^{SP} And then pick the best for the job.^{SP} But if I was the manager. . . I'd pick the woman.^{SP} Too right.^P

Teacher: You'd pick the woman.^A Why?^Q

Margaret: 'Cause the woman^{IU} No, it's no just because I'm a woman,^{IS} because. . . they mostly aye pick the man because the woman has to stay at home, and watch the bairns, don't she?^{IS}

Teacher: Right,^A That's exactly what I was getting at.^P This is exactly

Teacher: their point,^P that people when they're employing somebody have to think about.^P Now, if you have to think that maybe next week Mrs. Smith who you've just hired to do a job, might get sick,^{SI} she might have to stay at home and watch her children, and she might go and get herself pregnant,^{SI} or she might not be feeling very well, because of her period, or she might not be feeling well, because you know, she's had a lot to do in the house.^{SI}

Margaret: Ah, but that happens to men except they're no. . . . thingummy, ken.^{SP} They can be no well, they can have sore backs, they can get tired.^P

Teacher: Yes, but they generally don't have to stay at home and watch the children^S . . .

Margaret: Oh aye^A . . . but my mother^{IU} . . .

Teacher: Nor can they get pregnant.^{SI}

Margaret: No, oh aye,^A but my mother makes sure that my father stays in and watches them.^{IS}

Teacher: Yes,^A but does he have to stay off his work?^Q

Margaret: What?^S

Teacher: Does he stay off work?^S

Margaret: He takes days off work.^{II} He doesnae want to, but my mother just drags him fae his work.^{II}

Teacher: Well,^A what do you think about family then?^Q Em. . . Normal family situations are where there's a father and a mother and children.^{SI} And the father goes out to work to earn enough money to keep the children.^{SI} And the mother stays at home and looks after the children and does the washing and ironing and^{SI} . . .

Margaret: The cleaning.^{SI}

Teacher: Yes.^A

Margaret: The ironing.^{SI}

Teacher: Yes,^A she does all that.^P She's a mother, that's her job.^{II} She doesn't get paid for it, of course,^{II} but she doesn't^{IU} . . .

Margaret: Aye, but they could.^{SI}

Teacher: She doesn't have to go out because she gets all she needs,^S or she's supposed to get all she needs,^P from her husband. You see?^S So there's more^{IU} ... a man has more responsibility to go out and earn money.^{SI}

Gale: My mum works.^{SP}

Teacher: Yes, well,^A some women go out to work.^P

Margaret: If I cannae be a brickie at the Forth and Tay,^{SP} that's where I'm going for my job, the Forth and Tay,^{SP} I'm going to get my uncle. eh.. Johnny to get me to work in the factory.^{SP} There's a car washing factory that my uncle Johnny works in.^{SI} He says I can't work in the garage.^{SI} I'm going to work in ... eh.. Brian Drumm beside my cousin.^{SP}

Teacher: Very good.^A Who's your cousin down there?^Q

Margaret: Mm?^S

Teacher: Which one^{IU} ...

Margaret: He was the brickie.^{SI}

Mary: (Loud yawn)

Teacher: Oh, the brickie.^A What's he^{IU} ...

Margaret: He's a man.^{II} I cannae remember his name.^{IP} You see I just met him last night.^{IP} You see, I've never met him before this.^{IP}

Teacher: Oh.^A

Margaret: And I'm going in to get my hair done free any time.^{SP}

Teacher: Ah, yes,^A that's where I Have my hair cut^P Anyway^P

SESSION TWENTY : BOOKS

Teacher: Well, first of all, ^P if somebody came along from another planet and said what is a book, ^P how would you describe a book? ^Q

Mary: You read a book. ^{SI}

Teacher: You read a book, uh huh. ^S

Mary: It's a story. ^{SI}

Margaret: It's square. ^{SI}

Lorraine : Square. ^{SI}

Margaret: It's square and it's got writing inside it. ^{SI}

Gale: It's got pages in it. ^{SI}

Mary: And it's got pictures about Cinderella and Seven Dwarfs. ^{SI}

Gale: And it's got writing. ^{SI}

Teacher: Good. ^S

Mary: Or Peter and the Wolf or blank books. ^{SI}

Teacher: Or blank books, ^S what do you use blank books for? ^Q

Gale: Writing. ^{SI}

Mary: Writing. ^{SI}

Margaret: Writing. ^{SI}

Lorraine: Writing. ^{SI}

Teacher: For writing in yourself, good. ^A So ^{IU}

Mary: Black list if you're naughty. ^{SI}

Teacher: So what do you think a book is for? ^Q Any kind of book. ^S

Mary: For reading. ^{SI}

Margaret: A lot of books are made for reading. ^{SI}

Teacher: Uh huh. ^A

Margaret: Em, Would say a lot of them for reading and a lot of them for writing. ^{SI}

Teacher: Yes, ^A then what do you read them for and what do you write in them for? ^Q

Margaret: To read them. ^{SI}

Lorraine: To learn. ^{SI}

Gale: Some of them are called diaries, miss. ^{SI}

Teacher: You get some information, don't you? ^S You can get some information from books, ^P or you can pass on . . . information to other people. ^P Like you pass on information to me about what you're doing by writing in your books, your jotters, by writing in your own books ^P . . . Have we always had books? ^Q

Lorraine: Yes. ^{SI}

Lily: Yes. ^{SI}

Teacher: Yes? ^S . . . No. I don't think so. ^{II} Don't think so. ^P What . . . well, to bring it to start, then we'll work back. ^P How do we make books? ^Q

Lily: Paper. ^{SI}

Lorraine: Paper. ^{SI}

Teacher: Paper. ^{SI}

Lorraine: Paper. ^{SI}

Lily: Wood. Right at the start. ^{SI}

Teacher: Wood makes into paper. ^A And then the paper's used in books ^S and then what do we do with the paper? ^Q

Lily: Write on it. ^{SI}

Lorraine: Write on it. ^{SI}

Teacher: Write on it. ^A What's it called when you write on it like in a book? ^Q It's . . . you know we can write on it, but say an ordinary book that you pick up from the shelf? ^S What is it called? ^S

Gale: Write. ^{SI}

Teacher: No. ^A What's the writing called? ^Q Or who does it? ^Q Who makes the writing inside a book? ^Q

Margaret: The publishers. ^{SI}

Teacher: The publishers, yes, good. ^A The publisher, or printer. ^{II} The

Teacher: publisher is the man who sponsors the book,^{II} or pays for the book, to be paid... to be^S

Lily: Published.^{SI}

Teacher: To be printed,^{II} and then the man who actually makes the writing in a book is called the printer.^{II} And what does he use to print with?^Q

Lily: A machine.^{SI}

Margaret: A machine.^{SI}

Teacher: A machine.^A A printing machine.^P

Lily: It makes all the papers, newspapers.^{SI}

Teacher: Exactly,^A and what is it makes the writing?^Q

Margaret: Ink.^{SI}

Lorraine: Ink.^{SI}

Teacher: Good, ink.^A Printer's ink.^P And what colour is it generally?^Q

Margaret: Black.^{SI}

Lily: Black.^{SI}

Lorraine: Black.^{SI}

Teacher: Black, yeah.^A So what do you think^{IU} how many people use books?^Q Or what kind of people use books?^Q

Mary: School people and reading and that.^{SI}

Lorraine: School people.^{SI}

Teacher: What^{IU}

Mary: Reading books.^{SI}

Teacher: Reading books.^A

Margaret: Library.^{SI}

Teacher: Libraries.^A

Gale: Hospital books.^{SI}

Teacher: Hospitals, good.^A Anything else?^S

Margaret: Policemen from college.^{SI}

Teacher: Good.^A From college, uh huh.^P Mary?^S

Mary: Fairy books.^{SI}

Gale: Jungle books.^{SI}

Anne: Message books.^{SI}

Teacher: Uh huh.^A

Mary: The Three Bears.^{SI}

Margaret: Doctor books from America.^{SI}

Teacher: People who are^S

Elizabeth: Story books.^{SI}

Teacher: Yes,^A people who are passing on information to other people.^{II}
 Either teachers who are passing on information to pupils, or
 policemen who are passing on information to other policemen,
 and nurses and doctors and that kind of thing^{II} . . . What else
 have we said.^P When do we use them?^Q

Mary: Just at school.^{SI}

Teacher: You can use them in school.^A When^{IU}

Lily: Use them at home.^{SI}

Elizabeth: At home for reading.^{SI}

Lorraine: For reading and that.^{SI}

Teacher: Why do you use them at home?^Q

Elizabeth: To read.^{SI}

Lily: To read. To draw.^{SI}

Teacher: To read. To draw.^A

Mary: Colouring book.^{SI}

Teacher: Colouring book.^A

Mary: Colouring book.^A

Teacher: Yes, uh huh.^A So there are lots of different kinds of books, aren't
 there?^P

Elizabeth: I could get a bit of paper and write a mum's letter.^{SI}

Teacher: Yes. ^A You can use them to write in, ^P you can use them to read from, ^P you can use them to learn from, in the way of working, ^P and you can use them to read from when you're wanting something to do, as a source of relaxation, as a hobby. ^P Where are books kept? ^Q

Anne: Libraries. ^{SI}

Teacher: Good, ^A in a library. ^P

Lorraine: Libraries. ^{SI}

Teacher: There are lots of different kinds of libraries, aren't there. ^S

Lily: Uh huh. ^A

Teacher: There are the kind that you have in school. ^{II}...

Mary: Shops. ^{SI}

Teacher: .. that you can't really borrow from. ^{II} But what other kind of library do you have? ^Q

Lily: The ones outside. ^{SI}

Lorraine: Outside that you can go and put them back in in time. ^{SI}

Lily: You can get a loan. ^{SI}

Teacher: A lending library, isn't it? ^{II} A lending library. ^P

Margaret: We dinnae have a lending library doon at the Inch, right, but there's a big huge van that comes round ouside, there's a library. ^{SI}

Teacher: Yes. ^A That's called a travelling library and you get them in the country. ^{SI} Where people really can't get into town to a big library so they use the one that comes round by van, or in the outlying districts of town. ^{SI} Good. ^P Now where else did you say we could get books? ^S Mary I think you mentioned it? ^S

Gale: Shops. ^{SI}

Teacher: In shops, good. ^A In the shops. ^P And why do you get them in the shops? ^Q

Elizabeth: They sell them. ^{SI}

Teacher: Sell them?^S You can buy them instead of borrowing them, can't you.^S

Gale: Can buy comics that's something like a book.^{SI}

Teacher: Yes,^A that's something like a book.^P What's different between a comic and a book?^Q

Gale: ---//---

Teacher: Yes, good.^A

Lorraine: And it's got all pictures and that.^{SI}

Teacher: It's all pictures,^P good.^A

Gale: And these wee stories and that.^{SI}

Margaret: A book is mostly all writing, no pictures.^{SI}

Teacher: Yes, good.^A So there... what are the other differences that you might be able to think of?^Q To do with covers? The cover of a comic and the cover of a book.^S² The cover of a book is hard, isn't it?^S

Gale: Uh huh.^A

Lily: Uh huh.^A

Teacher: What about the cover of a comic?^S

Lorraine: It's soft.^{SI}

Lily: It's soft.^{SI}

Gale: Wavy.^{SI}

Lorraine: Just the same as the inside.^{SI}

Teacher: It's just the same as the inside,^A good girl.^A It's exactly, just the same as the inside.^P

Margaret: Inside.^A

Teacher: So do you think books are a good thing to have?^Q

Lily: Yes.^{SI}

Margaret: Uh huh.^{SI}

Anne: Yes.^{SI}

Teacher: Do you?^S

Lily: Yes.^{SI}

Teacher: Why do you think they're a good thing?^Q

Lily: Because you can learn from them?^{SI}

Teacher: You can learn from them.^A Anything else.^S

Margaret: And you can write in them.^{SI}

Gale: You can draw in them.^{SI}

Anne: Write in them. The pictures.^{SI}

Lorraine: They're good to read and that.^{SI} Help you.^{SI}

Gale: Good to read when you're lonely.^{SI}

Teacher: When you're lonely they can help you.^P Yes.^A Why do you think they can help you?^Q

Margaret: Makes you relax.^{SI}

Lorraine: Cause sometimes they got funny stories and that.^{SI}

Teacher: Good.^A

Lorraine: Makes you laugh.^{SI}

Teacher: Uh huh.^A And sometimes if you can get a good book with a good story inside it, you can almost imagine that the people in the book are alive,^{II} can't you?^P You can almost imagine that they're real.^P What books have you read?^Q What famous books have you read?^Q

Margaret: I like the animals in it.^{SI}

Teacher: You like the books with animals in them?^S

Margaret: What books have I read?^S

Teacher: What kind of books do you like?^Q²

Gale: Tom and Jerry's a book, miss.^{SI}

Margaret: I've read^{IU} ... 2.

Elizabeth: Rabbie Burn's book.^{II}

Lorraine: Rabbie Burn's book.^S

Teacher: Yes. What books have you read Elizabeth?^Q

Elizabeth: Tom and Jerry.^{II}

Teacher: Tom and Jerry yes.^A Have you read other books?^Q

Margaret: Yes I've read that.^{SP} Remember I brought one in to show you^{IS}
one of his books.^{IP}

Teacher: Yes.^A

Margaret: My big sister got that in the school library and bring it hame.^{SI}

Teacher: What... is inside Robert Burns' books?^{SI} It's not one long
story, is it, the way some books are.^S

Margaret: It's just all short poems and that.^{II}

Teacher: It's poems, yes.^A

Lily: I like poems.^{SP}

Lorraine: So do I.^{SP}

Teacher: You do, do you?^S

Lily: I've got to write them out - try and learn them.^{SI}

Teacher: Anne, what were you going to say?^S

Anne: I've got a book called Bet and Goofy.^{SI}

Teacher: Uh huh.^A And do you like it?^S

Anne: Uh huh.^{II}

Margaret: I like the one with Black Beauty in it.^{SP}

Teacher: Black Beauty,^A yes that's a good one.^P

Anne: I like... I like Twizzles.^{SP}

Teacher: Uh huh.^A What else have you read?^Q

Lily: Books I've read?^S I cannae speak.^{SP}

Lorraine: Wonder how^{IU}

Lily: I'm hoarse.^{SP}

Teacher: Mm.^A What's that Mary?^S

Mary: The Three Bears and... eh...^{II}

Lily: The Three Bears... eh... Goldilocks? ^{SI}

Lorraine: Goldilocks. ^S

Mary: The Three Bears and Goldilocks. ^S

Lily: I've read that already. ^{SP}

Lorraine: She put that the wrong way round. ^{IS}

Margaret: I've read eh... Crossroads. ^{SI}

Teacher: Oh yes. ^S

Margaret: It's on TV and she read right up to the last one. ^{SI} She's following it. ^{SI}

Teacher: Yes, uh huh. ^A

Margaret: Every week. ^P

Teacher: Uh huh. ^A

Margaret: She's following it. ^P

Teacher: That's a good idea. ^A

Margaret: If she misses it she'll ken where to look in her book. ^{SI}

Teacher: Yes, uh huh. ^A You can have TV programmes of books, the way they had Black Beauty. ^{SI}

Anne: The Waltons. ^{SI}

Teacher: No, the Waltons aren't a book. ^{SI}

Margaret: They have. ^{SI}

Lorraine: They have. ^{SI}

Lily: They have. ^{SI}

Lorraine: They have. ^{SI}

Lily: They have. ^{SI}

Margaret: They have got loads of books. ^{SI}

Teacher: Have they? ^A Very good. ^A

Lorraine: Cause they're at ^{IU}.....

Margaret: They're out ^{SI}....

Lorraine: All over. ^{SI}

Margaret: They're all over the place. ^{SI}

Lorraine: Makes stories about the wife and all that. ^{SI}

Lily: My mum's got one. She got one last night. ^{SI}

Teacher: Oh. ^S

Lily: She got one last night of the Waltons. ^{SI}

Teacher: What other TV programmes are there books of? ^Q

Margaret: Kojak. ^{SI}

Gale: Steve Austen. ^{SI}

Margaret: Kojak. ^{SI}

Lorraine: Steve Austen, miss. ^{SI}

Teacher: Uh huh. ^A

Mary: Star Trek. ^{SI}

Gale: The Beatles, miss, that was a pop group. ^{SI}

Lily: Cannon. ^{SI}

Teacher: Uh huh. ^A

Mary: The Beatles. ^{SI}

Teacher: Is there a book on Cannon? ^Q

Mary: Uh huh. ^A The Beatles. ^{SI}

Lily: There's Smith and Jones out. Alias Smith and Jones. ^{SI}

Lorraine: Alias Smith and Jones. ^S

Teacher: Very good, ^A Very good. ^A What else can you do with books, ^Q
as well as ^{IU}

Mary: Saturday Night at the Movies. ^{SI}

Teacher: As well as make TV programmes from them? ^{SI} What eh... What
else can you make of them? ^Q

Lorraine: Make them... em... ^{IU}

Mary: You can make it of paper. ^{SI}

Teacher: Well.. I think. . . . ^{IU}

Lily: You can make it of drawing. ^{SI}

Teacher: I don't mean what do you make books out of. . . . ^S

Mary: You can make it with paper. ^{SI}

Teacher: You can make films of them, can't you? ^S

Elizabeth: Aye. ^A

Lorraine: Aye. ^A

Lily: You can get a lot of people and in the book it's got if you just copy the book you can get people to be the people that's in the book. ^{SI}

Teacher: Yes. ^A Right. ^A

Lorraine: Miss, you can make funny films too. ^{SI}

Teacher: Yes, ^A like what? ^S

Gale: Laurel and Hardy. ^{SI}

Lorraine: Like Laurel and Hardy. ^S

Teacher: Yes, ^A I don't think there are books on them. ^P

Lily: They have. ^{SI}

Lorraine: They have. ^{SI}

Margaret: They have. ^{SI} There's loads and loads of them programmes. ^{SI}

Lorraine: They have. ^{SI} They're even on paper and that too. ^{SI} They teach eh ^{IU}

Margaret: You know how they get a big card. ^{IU}

Lorraine: To give out to them. ^S

Teacher: Well, well. ^A

Lily: Yes. ^A

Margaret: Yes. ^A

Lily: I thought there was chewing gum inside them, my wee brother thought it was chewing ^{SI} it was Laurel and Hardy cards. ^{SI}

Teacher: Oh yes, I see. ^A

Lily: I'll bring some in tomorrow if I can get them.^{SP}

Teacher: So, actually what you mentioned earlier,^P an interesting thing, you get a book that's just. . . . that looks like a book. . . . like any other book and you get the story inside it, don't you.^P So a book is like a container, isn't it?^S

Anne: Uh huh.^A

Teacher: Where there's something inside it,^S you talk about a book and a book meaning the actual paper the story is written on.^P So when you're talking about books, do you think it's worth while to have a lot of books, just because you have a lot of books, or do you think it worthwhile to have a lot of books for the stories inside them?^Q

Margaret: My mum was down^{IU}

Teacher: No, wait.^R Think now, I've asked you a question.^S Do you think it's worthwhile to have a lot of books because books are valuable, or do you think it's worthwhile to have books for the stories inside them?^Q

Lorraine: I think^{IU}

Margaret: I'd like to have a lot of books because books are valuable and the stories are valuable as well.^{SL}

Lorraine: It's, it's^{IU}

Margaret: It's, it's hard enough to get ink.^{SL}

Teacher: Uh huh.

Margaret: And the paper getting used.^{SL}

Teacher: Yes.^A Books are expensive to buy and so they're worthwhile to have.^P

Lily: Aye.^A

Lorraine: Cause you couldnae make them yourself, could you?^{SI}

Lily: Cause there's famous people that write in them.^{SI}

Teacher: Yes.^A Uh huh.^A But then^P em. . . . uh huh, idiot^R Anyway Maggie, what were you going to say?^S

Margaret: My mum's pal came up, it was raining, ^{SI} and my mum's pal says eh.. Right I'll go through there and ken they were staying and she, her pal says Right go doon to the shops and get pencils and eh books. ^{SI}

Teacher: Uh huh. ^S

Margaret: Crayoning books. And she telt her to get four right. ^{SI}

Teacher: Uh huh. ^S

Margaret: She left oot my wee brother George, right? ^{SI} She never thought he was fond of drawing in books. ^{SI} She came back up with the books and she handed them oot and he's standing like this. ² and my ma started laughing and she says What's the matter son. ^{SI} Cause me want book as well. Me can write. ^{SI}

Teacher: Mm. ^A

Margaret: And my ma goes here right run down for another book, comes back up and he just rips it. ^{SI}

Teacher: Oh dear. ^A

Margaret: What a waste of money. ^{SP} Ma goes you're no getting another ane George. ^{SI} My ma goes crazy at him. ^{SI}

Teacher: Well, that's another kind of book, isn't it? ^S You get colouring books. ^P And you get poetry books. ^P

Margaret: You get cooking books. ^{SI} Stories books. ^S

Mary: Cooking books. ^{SI}

Teacher: What other kinds of books do you get? ^Q

Anne: Work books. ^{SI}

Teacher: Work books, good. ^A

Margaret: Nature books. ^{SI}

Teacher: Good, good, ^A anything else? ^S What kind of books give you the meanings of words? ^Q

Lorraine: Reading books. ^{SI}

Teacher: Mm? ^S

Anne: Words I need. ^{SI}

Teacher: Words I need book tell you how to work words, but it doesn't give you the meaning.^{II} What is the name of the book, say a printed book that gives you the meaning of words?^Q Have you heard of a dictionary?^Q

Lily: Uh huh.^A

Margaret: Uh huh.^A A dictionary.^P

Lily: Like a bible.^{SI}

Teacher: Well, it just gives you the meaning of words.^{IL}

Margaret:^{IO}

Teacher: Well they all give you information too, don't they.^P What's another kind of book? What are the big encyclopaedias called? Do you know what an encyclopaedia is?^Q

Lily: I've heard of it.^{SP}

Teacher: It's a big book that's got a lot of different pieces of information in it, and you can look them up as reference.^{II}

Margaret: There's a lot of college people use these.^{SI}

Teacher: Yes.^A

Gale: You can get phone books as well, instead of waiting.^{SI}

Teacher: Good, yes,^A well done^A you get phone books as well.^P And they've got lots of writing.^P

Gale: And they've got the names at the side miss.^{SI}

Teacher: Yes.^A What order do they put the names in the phone book?^Q

Gale: They put eh.^{IU} What comes first again?^Q

Margaret: They start with A then up.^{SI}

Teacher: It starts with A right up.^A And eh...and eh...but right up to what?^Q What kind of order is that called?^Q

Margaret: Alphabet.^{SI}

Teacher: Good.^A Alphabetical order because it's the same order as the alphabet.^{IL}

Margaret: Then they start at A again.^{SI} The alphabet again in the yellow

Margaret: pages. ^{SI}

Teacher: Yes. Uh huh. ^A Well what other kind of books do you get? ^Q

Gale: District books. ^{SI}

Anne: Picture Story Books. ^{SI}

Teacher: Mm? ^S

Gale: District books, miss. ^{SI}

Teacher: I don't know what you mean. ^{SP} What are they? ^Q

Lily: Books like em. . . . like map. . maps you get like it's got in the AA book. ^{SI} It's got maps in it. ^P

Teacher: Good. ^A What is it called, just to carry on Lily's point, ^P what's a book of maps called? ^Q 4 . . .

Margaret: Map about the world. ^{SI}

Teacher: Well, ^A that's not ^{IU} there's a word ^P an atlas, a book of maps. ^{II} The AA book is a book of maps, it's not called an atlas because it's road maps and things, and there's the RAC book as well. ^{II}

Lily: I've seen both of them. ^{SP}

Teacher: Good. ^A Yes em, what was the other thing you mentioned eh ^S

Margaret: Like of maps. ^S

Teacher: No. ^A you mentioned books of maps ^S and what was it you mentioned? ^Q

Margaret: Catalogues? ^{II}

Teacher: Catalogues, ^A yes, that was it, catalogues. ^P What are Catalogues? ^Q

Lily: Books that if you want to send away for clothes or shoes. ^{SI}

Lorraine: Books that if you want to send away for clothes or shoes. ^{SI}

Margaret: But you have to send the money too. ^{SI} Monthly. ^{SI}

Gale: You have to write a letter too. ^{SI}

Teacher: Good, good. ^A So catalogues are a different kind of book as well,

Teacher: Aren't they? ^P

Margaret: My gran's got a catalogue, right ^{SI} and my dad never telt my mum right that he was buying a new suit and my ma was going to take him out to buy him a new suit and he didnae need to go and get a catalogue and my ma says I'm going to buy you a nice new suit. ^{SI} The silly fool goes to my gran and asks to see the catalogue and buys a grey suit. Oh my ma was going crazy at him. ^{SI}

Teacher: Oh dear. ^A

Margaret: My ma says you're no going to do that again. ^{SI} You can pay it off your own pocket money cause I'm not paying it for you. ^{SI} You can just blame yourself. ^{SI}

Teacher: Yes, uh huh. ^A So there's catalogues for buying things in. ^P Can you think of any other kinds of books? ^Q

Anne: Stamp books. ^{SI}

Teacher: Pardon. ^S

Anne: Stamp books, miss. ^{SI}

Teacher: Stamp books. ^P Well done. ^A And what do you do with stamp books? ^Q

Margaret: Put your stamps in. ^{SI}

Teacher: You put stamps in you stamp books. ^A

Gale: Might get. . . . might get messages or something. ^{SI}

Teacher: Yes. ^A What do you use a stamp book for then? ^Q

Lorraine: For putting stamps in. ^{SI}

Lily: For putting stamps on the envelope. ^{SI}

Teacher: Yes, ^A for storing, isn't it? ^P So you can use books for getting information and for colouring, and for writing in. ^P

Gale: ^{IU}

Teacher: And for storing things in, for sticking pictures in. ^P What is a photograph book called? ^Q

Lily: Photograph. . . . em. . . . ^{IU}

Teacher: What do you put your photographs in? ^Q

Margaret: It's a ^{IU}

Mary: A frame. ^{SI}

Lorraine: Oh. ^{IU}

Teacher: You put them in a frame but that's not a book. ^S

Margaret: An album. ^{SI}

Teacher: Good, ^A you put them in an album. ^P

Gale: You can put your photos in a wedding book, miss. ^{SI}

Teacher: Good ^A . . . So you get books called catalogues and books called albums, ^P and you put your stamps in albums as well, don't you? ^P And we can save up scraps and put them in scrapbooks. ^P Think of all the different kinds of books you can get. ^P What other kinds can you get? ^Q

Lily: Insurance books. ^{SI}

Teacher: Insurance books, good. ^A What are they? ^Q

Lily: They're wee books for to write your insurance down in. ^{II} When you pay the insurance man. ^{II}

Teacher: Good. ^A

Anne: Water. ^{SI}

Elizabeth: Gas man. ^{SI}

Anne: Water. ^{SI}

Margaret: Provi book. ^{SI}

Teacher: Pardon? ^S

Margaret: Provident book. ^{II}

Teacher: And what's that? ^S

Margaret: What's that? ^S

Teacher: Uh huh. ^A

Margaret: That when you get a lend of money off the Provident and you pay it weekly. ^{II}

Teacher: Yes. ^A What else? ^Q

Lily: Diary. ^{SI}

Elizabeth: Gas man book. ^{SI}

Teacher: The gas man book. ^A

Lorraine: Diary book. ^{SI}

Teacher: That's another kind of book, ^P yes. ^A What is a diary? ^Q What's special about a diary? ^Q

Margaret: It's where you put your days of birth. ^{SI}

Lorraine: Dates of birth and addresses and phone numbers and your friends and that. ^{SI}

Lily: And you can write down all your private property. ^{SI}

Margaret: What you've done in a day. ^{SI}

Teacher: Yes, ^A what you've done in a day, ^P so it's got a space for every single day. ^P

Lorraine: Day. ^A

Teacher: Anything else? ^S Yes well, they're all books that you get information from, isn't it? ^P Can you think of any other kinds of books ^S I think I've just about run out as well. ^{SP}