

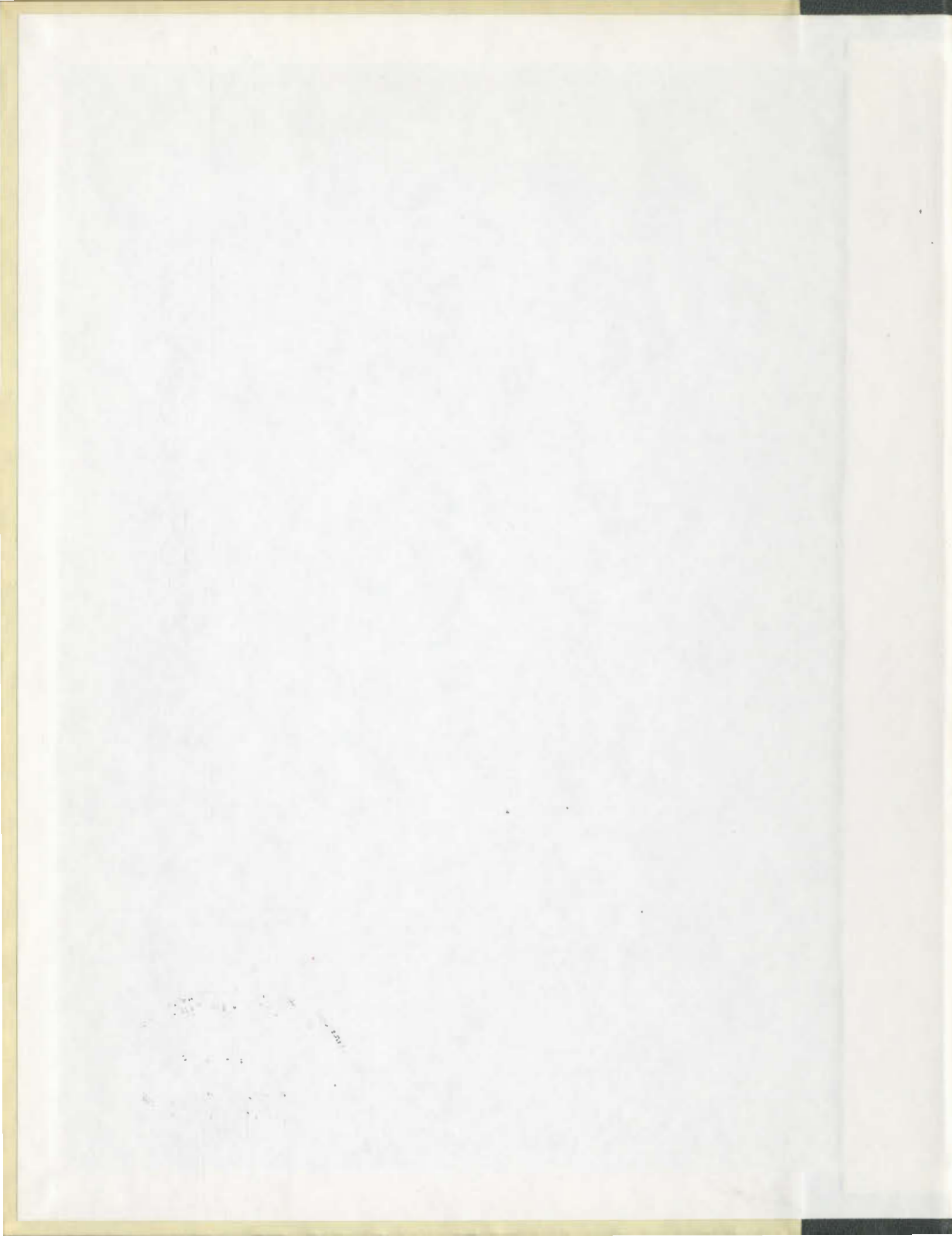
AN ASSESSMENT OF THE DEGREE OF PROFESSIONALISM
ASSOCIATED WITH THE TEACHING OF ENGLISH IN THE
SECONDARY SCHOOLS OF ST. JOHN'S, NEWFOUNDLAND

CENTRE FOR NEWFOUNDLAND STUDIES

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PAULINUS NWOGBONNA CHRISTOPHER OKOYE



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AN ASSESSMENT OF THE DEGREE OF PROFESSIONALISM
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THE SECONDARY SCHOOLS OF ST. JOHN'S, NEWFOUNDLAND

BY



PAULINUS NWOGBONNA CHRISTOPHER OKOYE

A Thesis

Submitted to the Faculty of Education in
Partial Fulfillment of the Requirements
for the Degree of

MASTER OF EDUCATION

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August, 1971

DEDICATION

**TO MY BELOVED BROTHER, LATE NWAFOR HYACINTH OKOYE,
MY KIND PARENTS, MY SISTERS,
AND TO KATE WHO IS WAITING**

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Education for acceptance, a thesis entitled "An Assessment of the Degree of Professionalism Associated with the Teaching of English in the Secondary Schools of St. John's, Newfoundland" submitted by Paulinus Nwogbonna Christopher Okoye, in partial fulfillment of the requirements for the degree of Master of Education.

Dr. O.K. Crocker (Supervisor)

Date

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ABSTRACT

This study attempted to assess the degree of professionalism associated with the teaching of English in the secondary schools of St. John's, Newfoundland. The data were obtained by means of questionnaires and an interview schedule. The questionnaires were completed by principals, heads of English departments and individual English teachers from the thirteen secondary schools in the city of St. John's. The interview schedule was used in interviewing school superintendents. All the instruments were geared to the ten criteria for professionalism in English identified by the investigator. The study attempted to ascertain the extent to which the teaching of English in the secondary schools of St. John's met the conditions implicit in the ten criteria. These criteria are: professional autonomy for teachers of English, the requirement of special training and knowledge in English, professional monopoly which requires that, as far as possible, only qualified English teachers teach English in secondary schools, career commitment, the inservice education of English teachers, involvement in research and development, group consciousness and integration in the form of an association of English teachers, an equitable workload for the teacher of

English, special classrooms for English instruction, and the secondary school English department. The main findings of the study indicated that there was a gap between what participants accepted as constituting criteria for professionalism in English on the one hand, and on the other the extent to which these criteria were being met in the study schools. Analysis of the findings suggested several facts among which were the following:

- (1) The restrictions implicit in the provincial Education Act placed English in the same category as other subjects thereby making it difficult for the English teacher to teach English as he considered appropriate to his particular situation.
- (2) By the standards of the criteria used in this study, there appeared to be a scarcity of qualified English teachers in the study schools.
- (3) Analysis of data indicated apparent lack of commitment, on the part of English teachers, to English instruction as a career.

The major recommendations arising from the study include the following:

- (1) Teachers of English in each school should be allowed more responsibility over the English programme and should, as far as possible, be free to teach in the way they consider appropriate to their individual situations.
- (2) Teachers of English in St. John's should set up a system to foster contacts

among themselves as a professional group. (3) Consideration should be given, by the school administrators in St. John's, to the conditions under which the English teacher works, for example, an equitable work load that takes special note of the demands which English instruction makes on the teacher, and classrooms designed and equipped specifically for the teaching of English.

CHAPTER I

THE PROBLEM

Over the years educators and the general public have shown increasing concern about the quality of English taught in most secondary schools. Many documents devoted to education make reference to the central role which English occupies in the curriculum of the secondary school. Such reference is more often than not in the form of criticism, both justified and unjustified, of the way that English is being taught. Statements are often made that secondary schools are turning out illiterates. University professors, for example, complain frequently about the unsatisfactory quality of English exhibited by freshmen coming from the secondary schools. In the labour market, a similar attitude is also prevalent. Not infrequently one hears an employer complain about the inability of his beginning employees, who are secondary graduates, to communicate effectively.

The teacher of English usually bears the brunt of such criticisms and comments as if the individual teacher were solely responsible for the inadequacies of his students in the communicative process. The fact is, however, that both the English teacher and the student are often victims of circumstances which

hinder effective instruction and learning. At the heart of the problem is a lack of proper understanding on the part of educators and the general public regarding the function of English as a vital aspect of the whole concept of formal education and as an indispensable ingredient of life as a whole. The result of this lack of proper understanding is that the level of professionalism usually associated with the teaching of English is below what is necessary for effective instruction. A classic example is the present situation in the province of Newfoundland, where an Act of Parliament stipulates that:

. all public schools shall follow the courses of study authorized by the Minister and shall use textbooks and other teaching aids distributed through the appropriate division of the Department Any school board wishing to use, in any of the schools under its control, textbooks other than those authorized by the Minister shall, in writing, request the Minister's approval therefor at least one year before the date on which it is proposed to commence use of such alternative textbooks.¹

Since this Act makes no special provision for English, its restrictions place English in the same category as other school subjects. This is a clear indication that English is still regarded as merely another "subject", an alternative to history or geography. This failure to fully recognize that English

¹The Government of Newfoundland Education Act, No. 68, May 1969, St. John's, Newfoundland, p. 38.

instruction constitutes the nerve centre of all formal education is like saying that the practice of medicine is important but not any more important than the practice of any other vocation, for instance, tailoring. This study will try to show that English is much more than "another subject" and that the teaching of English ranks high among the vocations which are usually associated with a high level of professionalism.

1. PROFESSIONALISM AND THE TEACHING OF ENGLISH

For many, law and medicine serve as the prototypes of what a true profession should be. This is largely because of the nature of the services provided to society by the lawyer and the doctor. Of all the attributes which man values, life is certainly the dearest; the next in importance seems to be property. The doctor relieves pain and prolongs life while the lawyer, among other things, protects property and reputation. Thus, the fear of pain and the dread of death cause people to expect from the practice of medicine the most classic characteristics of professionalism; the love of property and the desire for a name without social blemish are among the main reasons why society considers legal practice to be a profession. The point which is being made here is that a profession is a vocation in which an indispensable service is rendered and the indispensable nature of such service

is visible in the results expected and obtained.¹ In the preface to their widely read book on the professions, Carr-Saunders and Wilson state that a profession renders service to the vital needs of a man. Within the ranks of the professions are to be found most of those upon whose special skills the functioning of modern society depends. The problems with which the professions are concerned are usually of enduring interest to the public.²

No one, for example, would want to trifle with the doctor's work because everybody accepts the fact that it is a matter of life and death. T.H. Marshall visualizes the professions,

as, in effect and with some other characteristics, those occupations in which "caveat emptor" cannot be allowed to prevail and which, while they are not performed for gain, must bring their practitioners income of such a level that they will be respected and such a manner of living that they may pursue the life of the mind.³

¹Kleingartner, Archie, Professionalism and Salaried Worker Organization, University of Washington: Industrial Relations Research Institute, 1967, p. 27.

²Carr-Saunders, A.M. and P.A. Wilson, The Professions, Oxford: Clarendon Press, 1933, p. iii.

³Marshall, T.H., "The Recent History of Professionalism in Relation to Social Structure and Social Policy," The Canadian Journal of Economics and Political Science, Vol. 5, No. 3, Aug. 1939, pp. 325-340.

As regards the present study, the most significant point in Marshall's approach to the concept of profession and professionalism is the idea that "caveat emptor" cannot be allowed to prevail in the functioning of any vocation which is considered as a profession. That is to say, performance in such vocation is treated with every possible special consideration. By virtue of the vital nature of its services to society a profession, say medicine, is jealously guarded both by its members and by the public. This is why entry into the medical profession usually starts with a rigorous selection and an equally rigorous training. Taking law and medicine as the prototypes of a profession, one can, without running into the difficult problem of definition, visualize the concept of profession and professionalism by noting the indispensable nature of services rendered. It is in the light of this concept that the function of English should be considered.

Instruction in English should be considered as a vital human and social service. This is a role which no other school subject can ever supplant and which, perhaps could be considered similar in importance to the role that the practice of medicine plays in the affairs of man. If a profession is accepted as a vocation which renders its services to the vital affairs of man, the teaching of English ranks high among the professions. Since practically every aspect of man's daily life needs the uses of one or more aspects of the school programme called English, English then,

. is not a subject, but a means to personal order, balance, and effectiveness in living. To give (students) adequate verbal capabilities is at one with giving them relief from inward turmoil, a degree of self respect and self possession, and the ability to employ their potentials (not only in "English" and other "subjects" or at work) but as lovers, parents, friends, members of the community.¹

The above often quoted view of Holbrook's sums up the case for English teaching as a vital human and social service. On the basis of this, it seems logical to suggest that the teaching of English is among those vocations in the functioning of which "caveat emptor" cannot, and should not be allowed to prevail. It is this point that underlies the idea of professionalism in English, and this is the idea which is central to the present study.

Teachers of other subjects are, of course, expected to be professionals and to regard teaching as an essential service to society. But a distinction has to be made between the degree of professionalism which is necessary for effective instruction in each subject with regard to the subject's relative function in education and in life as a whole. This notion goes back to the origin of the professions. Lieberman notes that the concept of professionalism arose because people believed that certain

¹The Ontario Institute for Studies in Education,
English: Four Essays, An Interim Report of the English Study
Committee of the Office of Development, Toronto: June, 1968, p. 3.

services were so important to life that they should be adequately provided to all who needed them.¹ Today, the teaching of English fits into the above concept more than any other subject taught at school. The layman's evaluation of formal education is, in fact, in the child's ability to use English effectively in dealing with the society outside the school. Roberts and his associates are certainly referring to this point when they state that limited knowledge in most other subjects can easily be glossed over, but one's ability to use English well is tested in one's speaking, writing, listening, and reading practically every moment of the day.²

It should be recognized that the problems involved in the teaching of English are almost as complex as the complexities of life itself, and by far more complex than instruction in any other school subject. English is the only school subject without a minimum "content". The teacher of mathematics, for example, deals with figures, formulae, theorems and so on. For the history teacher, the facts and dates of events are always handy. No such definite and satisfactory body of information exists in the English

¹Lieberman, M., Education as a Profession, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956, p. 2.

²Roberts, H.D., et al., "Language Arts as Significant Living," English for Social Living, New York: McGraw-Hill Book Company, 1943, p. 11.

taught at school. Rather, the purpose of instruction in English is to help students to realize the power that lies in language and the extension of experience through other aspects of the English programme, for example, literature. Here lies the fact which gives the teaching of English its own unique complexities. In support of this viewpoint, Mattam argues that although the teaching of the social and the physical sciences involves far more than a presentation of facts, it is true that much definite material must be presented to the students in the course of their education in these subjects. An inspired teacher of geography or physics, he further posits, may do a little more than this. The teacher of English, on the other hand, has no such ready-made facts. His is primarily the task of helping students to develop the tools which they need for the mastery of those facts presented in other subjects.¹

The Royal Commission on Education and Youth comes very close to recognizing the preceding line of thought by observing that:

From ancient times to the present day, language has been a vehicle of communication among peoples. Man being social and gregarious, needed a medium whereby he could convey his ideas to a listener who could understand what was being said. Thus

¹Mattam, Donald, The Vital Approach, Oxford: Pergamon Press, 1963, p. 1.

conversation and discussion developed, and later, written correspondence evolved.¹

One of the obvious implications of a view like this is that the teaching of English requires to be given special consideration in every school. This can certainly be done without in any way minimizing the significance of other school subjects, and without implying that the entire school should be divided into quasi-professional departments of, say, history, mathematics, biology, or geography. Every programme offered at school is significant. Deficiency in the knowledge of geography, mathematics, or any of the physical sciences should be considered as a flaw in that particular aspect of education. But any deficiency in the mastery of English constitutes a weakness in the whole concept of formal education and, above all, a serious impediment to success in life.

This function of English as a special experience rather than a school subject is a fact vaguely and unconsciously acknowledged by educators. No matter how important any other school subject may be regarded, such a subject, say, history or biology, is still an alternative to other disciplines at certain levels of education. The study of English, on the other hand, definitely

¹Government of Newfoundland, Report of the Royal Commission on Education and Youth, Vol. I, St. John's, Newfoundland, 1967, p. 149.

has its own special place for which no other subject can ever provide an alternative. From kindergarten to higher education, mastery of the uses of English is a prerequisite for every student, since it is a gateway to the mastery of most other subjects. In practical life, English is an experience which every one, from the topmost executive to the lowest office cleaner, and from the most sophisticated city dweller to the simplest country farmer, has to master in one form or the other in order to succeed. In their view about English as the significance of life, Roberts and his associates have this to say:

Throughout recorded history, language has been recognized as central to man's social existence. It is language that makes us human.¹

If English thus performs a special function in the affairs of man, this function is made more special and more crucial in the secondary school by the complex nature of adolescents who usually make up the student population of most secondary schools. To "educate" a child is already a complex task; the education of adolescents is characterized by a unique and incomparable degree of complexities.

¹Roberts, et al., op cit., p. 3.

2. THE FUNCTION OF ENGLISH IN THE SECONDARY SCHOOL

In the entire secondary school programme the subject of English performs a function which is both central and unique. As the language of instruction and learning, its role in all aspects of secondary education must be considered primary. English, according to Whitehead, is a subject about other subjects, because both teachers and students need it in the teaching-learning process of every other subject. Moreover, the student's growth in language powers is closely bound up with his developing consciousness of the world around him.¹ Similarly, the growth of every student in English as a language is a determining factor in his growth in other subjects which have to be mastered by effective use of English. This is a point of view which is supported by expert opinions. For example, Moffett states that English provides the means whereby the teacher and the student think and talk about other subjects. It is the one subject which is either speaking about something or writing about something.² Holbrook's argument reinforces the point that most of the capabilities which secondary education develops in the adolescent

¹Whitehead, Frank, The Disappearing Dais: A Study of the Principles and Practices of English Teaching, London: Chatto and Windus, 1966, pp. 11-16.

²Moffett, James, "Structural Curriculum in English," Harvard Educational Review, Vol. 36, No. 1, 1966, pp. 21-22.

depend on adequate instruction in English, a subject which should be regarded as a condition of school life.¹

Unlike most other teachers, the English teacher is dealing with an experience which adolescents have lived with since infancy and which keeps growing as an inseparable part of their lives. In the introduction to Directions in the Teaching of English, Denys Thompson observes that English is an essential and active constituent of the adolescent's life inseparable from his development towards maturity. Instruction in English shows the youth both the way of thinking and how to feel as a human being.² Implicit in Thompson's viewpoint is the fact that English instruction is helping to decide the life that adolescents will live as adults. The personality of the secondary student begins to mature and to take adult form under the influence of the English classroom. English, therefore, stands as the nerve centre of the life and work of every school; it is the unifying principle of the entire school programme which, in its own way, gives substance to the objectives of all secondary education. A brief consideration of some aspects of the English programme in the secondary school will throw more light to the discussion in this section.

¹Holbrook, David, English for Maturity, Cambridge: The University Press, 1967, p. 21.

²Thompson, Denys, Directions in the Teaching of English, editor, D. Thompson, Cambridge: University Press, 1969, p. 3.

The Significance of Language Instruction in the Secondary School

. Finally, something very special happens around adolescence, when language becomes increasingly important as a medium of thought. It is evidenced by ability to consider propositions rather than objects; concepts become more exclusively hierarchical in structure; alternative possibilities can be handled in a combinatorial fashion.¹

The above quotation from Bruner's Toward a Theory of Instruction gives a vivid insight into the significance of language to the adolescent at school. The secondary student is already beginning to do a lot of his own thinking in all subject areas, and many of the skills which he needs for effective thinking are developed through adequate instruction in language. Unless this fact is fully recognized by those concerned with English education in the secondary school, the adolescent is missing a very important element of his whole education. Bruner further posits that if educators are not aware of the functions that language performs for the adolescent, the secondary school student is bound to develop not only lop-sided speaking and writing, but also a lop-sided mind.² The inevitable consequence of this, of course, is that such a student will develop a confused reasoning which will

¹Bruner, J.S., Toward a Theory of Instruction, Cambridge, Massachusetts: Harvard University Press, 1966, pp. 27-28.

²Bruner, J.S., Ibid, p. 109.

adversely affect his performance in other school subjects. To give adolescents adequate instruction in English language, therefore, is at one with preparing them for successful work in the entire secondary programme.

Writing should be regarded as an integral part of instruction in language. This is more so at secondary level, where it is no longer thought sufficient for a teacher merely to present or to dispense information to students. Contemporary emphasis is on activities such as analyzing, evaluating, synthesizing, and structuring information which is then sifted and turned into knowledge by the student himself. The skills required for these activities are developed not only by listening and thinking but also by writing. Much of the sifting of ideas is better done by a combination of thinking and writing. It is writing, perhaps, that makes language a "powerful technology" because by writing the student learns how to put thought onto paper both in English lessons and in other subjects. In support of this point of view, Denys Thompson has this to say:

. "creative" writing in schools is
neither a luxury allowed by indulgent teachers,
nor a form of psychotherapy, but a mode of
expression that children practise readily, de-
riving confidence and fluency from it, and
stocking up for their "recording" work when it
is called for in history, science and so on.¹

¹Thompson, Denys, The Excitement of Writing, editor,
A.B. Clegg, London: Chatto and Windus, 1965, p. viii.

Many adolescents fail to succeed in their secondary education for a number of reasons, not the least of which is the lack of the ability to think and write effectively. This is a point that demonstrates the special importance of the English teacher's task. How effectively this task is performed has a very significant impact on other aspects of the children's secondary education. Effective instruction in writing therefore, represents an essential element of the secondary school English programme, since the primary function of writing is to develop in the child the ability to think, organize, and create. This notion suggests that the teaching of English is a task which should be performed by qualified English teachers. It is not every person who uses English, not even every teacher in the secondary school, who can teach young people how to use language effectively. It is only the qualified English teacher who can help the children to realize the true objectives of instruction in language, because he has been systematically trained in the skills for teaching English and has the knowledge about how language works. This is a fact which educators should fully recognize, since language constitutes one of the factors that make English instruction a gateway to academic success. This point will be further illustrated in the discussion of reading which follows.

The Significance of Reading Proficiency in the Secondary School

The growing importance of effective reading for today's youth should be given due attention in every secondary school. Primarily, reading is a tool by which the student learns various subjects throughout his secondary education, and this marks a foundation for much of what follows in later life. Higher education, industry, and the professions call for much reading on the part of the individual. The university student has to be a fast and critical reader in order to be able to cope with advanced learning. Even as an ordinary citizen, the individual still has to have a reasonable reading proficiency since he must read his papers, magazines and books in order to keep track of current events.

Today, the body of knowledge which the secondary school has to "pass on" to its students has expanded, bringing with it an equal amount of expanded reading material. In order to keep pace with this knowledge explosion, secondary students need to have a high level of reading proficiency which a rich English programme can offer. Bamman's view on this seems appropriate here. He recalls that:

In bygone days, when printed matter was relatively scarce and social conditions were less complex than today, limited reading skills were a less crucial handicap. Modern man, indeed, finds that the ability to read comprehensively

and critically is essential to his vocational, civic, and personal life.¹

Most secondary students today are already at the threshold of the adult world. As future modern men, these adolescents will find that Bamman's statement is timely addressed to them. And educators who are responsible for the secondary English programme should prepare these young people so that they may face the future successfully. It is the secondary English programme which offers the adolescent the last opportunity for developing the ability for the critical and comprehensive reading that Bamman is emphasizing.

Reading is yet another means whereby English instruction at secondary level demonstrates its function as a gateway to academic success. This is a fact which has been proved by research. Ruth Penty, for instance, investigated reading ability as it relates to the problem of dropouts in the secondary school. Her findings corroborated what others had already reported, namely, that early leaving of secondary school is attributed to many factors, with low reading ability operating in the highest percentage of dropouts. She therefore concluded that the practice of terminating reading instruction in the elementary grades is not at all meeting the needs of students who are expected to read increasingly dif-

¹Bamman, Henry, A., et al., Reading Instruction in the Secondary School, New York: McKay and Company, Inc., 1967, p. 3.

ficult and varied materials later in life.¹

The secondary English programme, then, has every good reason for making an earnest effort to promote high levels of reading proficiency in the students. If adolescents are to become capable citizens, they must, through adequate instruction in reading as part of the English programme, be trained to comprehend what they read and to think about ideas apprehended in order to discriminate among the facts presented in varied types of printed matter. This is an effort which should be considered as part of the larger English programme that aims to lead young people to read critically, listen intelligently, write effectively, and speak clearly. The type of person who can perform this task is a professional English teacher who, in his preservice education, has been trained in the skills for teaching reading to secondary school students. A specific function of the English teacher is to teach students to read and respond to literature. The significance of this important aspect of secondary education will be discussed next.

¹Penty, Ruth, C., Reading Ability and High School Drop-outs, New York: Bureau of Publications, Columbia University, 1956, pp. 72-77.

The Importance of Literature Study in the Secondary School

If language and reading make instruction in English a gateway to academic success, it is in literature study where the real uniqueness of English course of study lies. Literature is an important integral part of English which has the power to enrich the minds and influence the lives of adolescents in ways that no other subject ever does. This is a point of view supported by a variety of expert opinions on secondary English instruction. Squire, for instance, perceives the English teacher's work as a very special function in every secondary school. He explains this point by saying that the teaching and learning of literature releases the adolescent from much of the struggles between himself and the complexities of life. Squire further argues that the speed and competence of the secondary student in thinking will largely depend on proper instruction in English, because its literature consists of the imaginative explorations of man's relationship to the world.¹

The truth of the above viewpoint becomes more evident when one considers that it is the secondary English programme which gives the adolescent the first true taste of literature; and this

¹Squire, J.R., "English in the Junior High School," Talks on the Teaching of English, editor, G. Hillock, Project English Centre: 1963-1965, pp. 99-101.

acquaintance with literature is an important factor which should be properly used to introduce the young mind to the meaning of life. This point is in line with another opinion expressed by Squire, who has stated that of all the subjects currently taught in the secondary school, English has for its ultimate aim the survival of man as man. This is because English literature brings within reach of every secondary student examples of the hopes, aspirations, and strivings of man. It is the insight into these and the ability to use one's mind logically, emotionally, and imaginatively that can be the English teacher's greatest contribution to adolescent development.¹

The study of literature is about the only school subject that can help to mold the life of the adolescent through vicarious experience. By projecting himself into literary characters and events, the young person is vicariously trying himself out as he must inevitably do in reality. Surrounded by people like Romeo and Juliet, Fagin, Oliver Twist and Tom Sawyer - all typical characters found in most adolescent literature - the secondary student is studying English as a preparation for human experience.² The early adolescent thirsts for action, and much of the vicarious experience which appropriate literature offers

¹Squire, James R., Op cit., pp. 109-110.

²Burton, D.L., Literature Study in the High School, New York: Holt and Company Limited, 1969, p. 3.

him is usually full of action. In its function as vicarious experience, then, literature can go a long way towards meeting the adolescent's need for escape from the confines of the moment. It will also help to satisfy much of his inherent curiosity. Literature study provides the secondary student with an insight into the human condition. Burton points out that literature plays the major role in the continuous search for identity which characterizes adolescent development. It is literature more than any other subject which turns characters and events into ideas of what real life is like.¹ This notion is further elucidated by Sauer who states that the study of literature should take the adolescent to the Rome of Coriolanus, for example, to see civil upheavals similar to those of many modern societies.²

Romeo and Juliet are still with us today, even in the secondary English classroom. Their problems and their tragic love adventure could be similar to those of some young people participating in a lesson on Shakespeare's Romeo and Juliet. It is very true that the growing mind finds in literature study a great value in exploring the possibilities of life. Such a mind not only discovers how it feels to be a certain kind of person

¹Burton, op. cit., pp. 6-7.

²Sauer, E.H., English in the Secondary School, New York: Holt and Company, Limited, 1966, p. 143.

but also witnesses the struggles of other people in dealing with problems. The unfortunate Tess in Thomas Hardy's Tess of The D'Urbervilles can, for instance, give today's teenage girl an insight into the consequences of an unguided adventure into love. Such insight may provide neither a solution nor a protection, but it can, at least, open the eyes of young people to other possible sides of the boy-girl relationship.

The uniqueness of the function which literature study performs in the secondary school can be considered from many aspects of adolescent development. The fact that dealing with young people is emotionally taxing cannot be gainsaid. This is certainly more so in teaching them a subject like literature than in any other school subject. In teaching literature, the English teacher is dealing with a trinity of emotions: the teacher's own emotions, the emotions of literary characters and, above all, the touchy emotions of adolescents to whom the teacher has to teach literature. The task of striking a balance between these three sets of emotions is by no means easy. It requires the adroit performance of an English teacher who has the essential qualifications and who works under the conditions which constitute professionalism in the teaching of English.

English Instruction and the Mass Media

The mass media of communication and entertainment form a powerful and pervasive part of the environment of secondary students. Much of their vocabularies, habits of behaviour, standards of value, and background of experience in many areas are influenced by their daily contacts with newspapers, magazines, motion pictures, radio, and television. The English curriculum should, therefore, take note of the power of these new forms of communication and provide for using them properly as instructional materials. The youth of today finds himself in an age of mass culture which is the result of the explosion in communication and entertainment media. These avenues of knowledge and influence have far reaching implications for adolescent education through the English programme as the most humanizing discipline taught at the secondary level.

Like literature, most of the mass media can either facilitate the adolescent's development towards maturity or give him a distorted idea of adult life. For this reason, it is only the discerning guidance of a qualified English teacher that can help today's young people know where the mass media's representation of adult life is reasonable and appropriate for the adolescent mind and where it may be spurious and misleading. To the extent that the responses of students to these media are informed, discriminating, and creative will there be assurance that English

instruction in the secondary school will be enriched by guided contact with the radio, television, the film, and other media.

The proper use of these media as instructional materials challenges the resourcefulness of the teacher of English. But this is a challenge which can be fully met only by persons qualified as secondary English teachers, and who work in situations where the teaching of English is treated as a profession. The English teacher who uses a film, for instance, must know not only about that particular film but about films in general. He should have had training in the use of films to enrich the English programme. It is only then that such a teacher will be able to prepare his students against the negative influence of the new media. He should also be free to select what film or films he considers most appropriate to achieve this objective.

The English programme should prepare the adolescents on how to look critically and to discern between what is good and what is bad, between fact and fancy, in most of the new media. For example, the "killings" and "kissings" seen in most of today's motion pictures could have a far reaching effect on the behaviour of young people. It takes a qualified teacher of English to help children understand to what extent these experiences are valid interpretations of reality. Flower has cautioned against the dangers implicit in the culture introduced by these media, especially the film, the television, and some printed materials

like "Playboy" and similar magazines. He points out that these media represent the most significant environment factor which the teacher of English has to take into account. The important things which take place at the secondary stage are much influenced by the world offered by the leisure industry. The products marketed by this industry not only supply adolescent needs (and create them) but influence adolescent activities and values.¹ Flower's note of caution, however, is not, and should not be regarded as a prophecy of doom. It is rather a suggestion that every secondary English department should be supplied with mass media of taste, and that only qualified English teachers should be employed, since it is such teachers who can use these media to the best advantage of adolescents.

The purpose of this chapter is not to give a detailed analysis of the "Content" of the subject usually called "English". It should be noted, therefore, that what has been said so far does not in any way pretend to represent any deep insight into the meaning of "English", a topic which requires expert handling. However, the preceding discussion should suffice to illustrate that English instruction is not merely "another" subject of the school curriculum but, on its own merit, a vital social and human service. This is the notion that makes it a profession

¹Flower, F.D., Language and Education, London: Longman's Green and Company, Ltd., 1966, pp. 193-194.

which, as far as possible, should be treated accordingly. English education in every secondary school should therefore be associated with a high level of professionalism, because this is necessary for effective instruction. This assumption underlies the writer's decision to conduct an assessment of the degree of professionalism associated with the teaching of English in the secondary schools of St. John's, Newfoundland. It should be noted that no sophisticated scientific approach is used, since the study is not testing any hypotheses. Its main interest is to identify the significant criteria for professionalism in English, and then to use these criteria in developing questions to get information which should reveal the extent to which these criteria are being met in St. John's secondary schools. Ten such criteria are identified and presented in Chapter III of this study.

3. PURPOSE OF THE STUDY

As already pointed out, the main purpose of this study was to assess the degree to which English instruction in the secondary schools of St. John's, Newfoundland, was meeting ten selected criteria for professionalism in the teaching of English.

4. SIGNIFICANCE OF THE STUDY

1. A study of this nature is a contribution to the much needed knowledge about the concept of professionalism in English instruction.

2. An assessment of the degree of professionalism associated with the teaching of English will provide some insight into the major factors responsible for the quality of English exhibited by today's young people.
3. Besides yielding information which should be useful for English instruction in the secondary schools of St. John's, this study will open up more areas valuable for continued research in the whole domain of secondary school English programme.
4. For the investigator, the present study constitutes a means of improving his own effectiveness as an English teacher.

5. SCOPE OF THE STUDY

The population of this study comprised all the principals, all the heads of English departments, and all teachers of English in the thirteen schools designated junior or senior high schools within the city of St. John's. Also included were the two superintendents in charge of the two school districts of the city. From these sources, all the information needed for the study was obtained. The areas covered were the following ten criteria for professionalism in the teaching of English: professional autonomy, requirement of special training, professional monopoly, career commitment, inservice education in English, involvement in research and development, professional association, the English teacher's workload, special classrooms for English instruction, and the secondary English department.

6. LIMITATIONS

The following limitations should be noted:

1. Secondary school students have been excluded from the study.
2. No attempt was made to include elementary schools which offered classes to seventh or eighth grade students.
3. The study did not include external supervisors of English employed by each school district.
4. An assessment of public attitude towards English instruction as a profession was not intended as a part of the study.
5. No persons from the provincial Department of Education were included in the study.

As the study was limited to the schools within the urban area of St. John's, Newfoundland, all generalizations about the findings must also be limited to the situation in the secondary schools of the city.

7. DEFINITION OF TERMS

For the purpose of clarity, the following terms used in the study have been defined thus:

ENGLISH: According to Whitehead, English has the task of developing a three-fold skill, namely, the ability to express oneself in speech and writing, the

ability to understand the speech and writing of others, and the ability to appreciate the appeal of literature.¹ In sum, at the centre of any sound conception of English teaching there must be the awareness that what really matter are the student's own speech, reading, writing, thinking and experiencing.² In agreement with Whitehead, the Ontario Commission on English conceives the English teacher's work as the teaching of reading, writing, speech, grammar, and literature.³ Therefore, for the purpose of this study English is conceived as the domain comprising speech, reading and listening, writing, grammar, and literature.

ENGLISH TEACHER: A teacher who teaches any aspect of the English programme as conceived above will be regarded as an English teacher.

QUALIFIED SECONDARY ENGLISH TEACHER: A teacher with a minimum qualification of B.A. in English plus B. Ed or

¹Whitehead, F., op. cit., p. 11.

²Ibid., p. 20.

³The Ontario Institute for Studies in Education, op. cit., p. 4.

training in the skills for teaching all aspects of English at the secondary level will be regarded as a qualified secondary English teacher.

SPECIAL ENGLISH CLASSROOM: A classroom specially designed and equipped for English instruction.

RECOGNIZED ENGLISH PROFESSIONAL ASSOCIATION: Examples of this are: The Canadian Council of Teachers of English, The National Council of Teachers of English (U.S.), and The National Association for the Teaching of English (U.K.).

SECONDARY SCHOOL: Any school designated as a junior or a senior high school is regarded as a secondary school.

CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

The purpose of this chapter is to present a brief review of research and literature related to the current study. Professionalism in English is a concept which is slowly emerging in secondary English instruction. Research in this area is yet very scarce. A thorough survey of the literature revealed no specific study similar to the present one. Many sources, including the National Council of Teachers of English, were consulted to ascertain if there had been any study done anywhere on the degree of professionalism associated with the teaching of English in the secondary school. To the best knowledge of the investigator, no such study could be cited. There are, however, some studies on the general state of the English programmes in specific places. Those considered pertinent to the present study are summarized in this chapter, which also contains additional commentary by authorities on the teaching of English.

Squire and Applebee reported a study of high school English programmes done in the United States. This study was done by the National Council of Teachers of English and sponsored jointly by the department of English and the faculty of Education, University of Illinois. The investigators received financial

support from the United States Office of Education.¹ The sample comprised 1331 English teachers from 158 secondary schools selected from across the nation. The schools were selected on the basis of their reputation for outstanding programmes in English. The final conclusion of the study was that superior training and competence of English teachers were among the main factors which contributed to the excellence of English programmes in these schools.² For example, 72 per cent of the teachers responding were English majors, 19 per cent had English as their minor subjects, and only nine per cent indicated no university English courses at all. Seventy per cent of the teachers held a B.A. degree, 16 per cent had a B.A. plus 15 to 30 hours additional credit work in English, and 14 per cent already had an M.A. degree or more.³ English teachers in these schools were not only appreciably well trained initially, they also continued, within the profession, to increase their knowledge in English and English instruction. This point was evidenced by the fact that 43 per

¹Squire, James R. and R.K. Applebee, High School English Instruction Today: The National Study of High School English Programmes, the National Council of Teachers of English, Champaign, Illinois, 1968.

²Ibid, p. 53.

³Ibid, p. 56-58.

cent of the teachers included in the study had earned an additional degree or additional degrees since beginning to teach at the secondary level. A total of 36.5 per cent had earned the master's degree within the profession, and over 50 per cent were continuing their education in English, at least, to the master's level. The study further revealed that the most outstanding teachers with regard to effective teaching were those who had more years of preservice training in English and in the skills for teaching it at the secondary level.¹

A fact of particular interest to the study group was that these schools provided a variety of incentives for the continuing education and the professional growth of English teachers. Among the incentives reported were released time, sabbatical leave, loans and grants for additional university courses in English and English instruction.² More than half of the teachers responding were active members of the National Council of Teachers of English. Over 80 per cent indicated that they read the English Journal regularly. Fewer than two per cent, however, had published books in English while nine per cent had published articles on English instruction. It should be noted

¹Squire, James R. and R.K. Applebee, op. cit., p. 55.

²Ibid, p. 66.

that as high as 70 per cent of the teachers showed faith in English teaching as a life vocation. This percentage indicated willingness to remain secondary English teachers, in spite of the limitations and problems of secondary English instruction today.¹ The study reported the existence of a recognized and well organized English department in each of the schools under investigation. It was noted that schools with a considerable degree of departmental organization tended to have outstanding programmes in English.² Of the department heads interviewed, 57 per cent indicated that they had no practical effect on the final decision to employ an English teacher, but they could influence the administration on who should be considered for employment. There was a general indication among English department heads that they were rendered powerless and frustrated by outside control.³

Another study was done on the general state of English teaching in the secondary schools of the state of Illinois. A questionnaire used to collect information for the study was completed by a sample of 500 senior secondary teachers. Infor-

¹Squire and Applebee, op. cit., p. 71-74.

²Ibid, p. 71-74.

³Ibid, p. 83.

mation regarding the preservice training of respondents revealed that all those reporting were university graduates. More than 50 per cent indicated that their degrees were in English; 38 per cent held degrees in subjects not related to English, for example, fine art, music, zoology, and mathematics. More than half of the teachers had done graduate work of one kind or another, while 112 reported that they held M.A. degrees in varying subjects. Of these, six had completed additional credit hours towards the Ph.D. The non-English graduate degrees and additional credits included guidance and administration.¹ It was a general complaint among teachers that administrative duties were time-consuming and constituted a hindrance to effective instruction in English.²

A comparative study of the teaching of English in the United Kingdom yielded relevant information. A sample of 42 secondary schools selected from across Britain took part in the study. Some of the findings, in addition to revealing the outstanding characteristics of English programmes in British secondary schools, are intimately related to the whole concept of professionalism in

¹Harris, Joan, A Report of the Teaching of English in Illinois Public High Schools, University of Brady, 1968, p. 18.

²Ibid, p. 5.

English instruction. The study revealed that English programmes in British secondary schools received special attention from educational authorities. This was evident from the superior qualifications of members of the English teaching staff in the study schools, the high degree of autonomy exercised by the English department in each school, and the commitment of headmasters to high quality instruction in English. A majority of the English teachers were persons who had done honours programmes in English at the university. The British department head operated with a degree of autonomy unknown in the United States. He was responsible for the development and supervision of the English programme in his school. He played an active role in the recruitment and employment of English teachers and assigned them to specific classes. In each of the participating schools, the head of the English programme was specifically employed as English chairman and paid a salary accordingly. He held his position officially as head of the English department.¹ With only one exception, all the department heads in the study schools did honours programmes in English for their first degrees. Sixty per cent of the department heads had first or second class honours degrees; fifty per cent already had master's degrees in English,

¹Squire, J.R. and R.K. Applebee, Teaching English in the United Kingdom, National Council of Teachers of English, 1969, pp. 46-47.

and 25 per cent had a diploma or certificate in education as an additional qualification.¹ The British teacher of English reported great satisfaction with the absence of formal supervision from outside the English department of his own school. In place of formal supervision, departmental meetings were used to coordinate instruction, while teachers with similar class assignments usually met regularly to share experiences.² The individual teacher had freedom to experiment with ideas and materials in his classroom performance. Workload in English, however, was heavy by American standards. In Britain, the English teacher met with English classes for 35 or 36 of the 40 periods in the school week. Class size ranged from 26 to 30 students.³

Rachel McMillen did a study on the attitudes of English teachers in certain Oklahoma junior high schools towards their own academic and professional competences.⁴ Her study revealed that the more qualified an English teacher was, the more confidence he had in himself as a professional person. For example,

¹Squire, J.R. and R.K. Applebee, op. cit., p. 73.

²Ibid, p. 76.

³Ibid, p. 77.

⁴McMillen, Rachel Augusta, Attitudes of teachers of English in certain Oklahoma junior high schools towards their academic and professional competences, an unpublished doctoral thesis, Oklahoma State University, 1966.

teachers who held the master's degree in English indicated greater self-confidence than those who held a lesser degree.¹ Inservice education in English emerged as another determining factor. Teachers who had taken more inservice training in English tended to show more confidence than those who had done less; respondents who had done more writing and had read more widely in literature relevant to English instruction expressed more self-confidence than those who had done less or none at all.² Participation in activities of the English profession was a source of self-confidence for English teachers.³ Similarly, teachers who regularly or always read the English Journal showed more confidence in themselves than those who seldom or never did so. Writing for publication in the English Journal gave more confidence to teachers who wrote.⁴

Speaking about the state of English instruction in Canadian secondary schools, Phillip Penner likens the Canadian English

¹McMillan, op. cit., p. 57.

²Ibid, pp. 62-64.

³Ibid, pp. 69-70.

⁴Ibid, p. 78.

teacher to a person who is attempting to worship God and mammon. His attitude is a reflection on the lack of professional autonomy which, according to him, characterizes the teaching of English in most Canadian secondary schools. In such schools, the English teacher is usually caught up in the dilemma of doing his work in the way he considers best for his students and, at the same time, obeying the regulations and restrictions laid down for him by authorities outside the English profession. Such a teacher will never be able to do his work effectively.¹ He therefore suggests that any external guide should still leave the teacher the freedom to accept responsibility for doing what he considers best in his English lessons. Penner, however, blames the Canadian English teachers for their lack of group consciousness. He notes that most Canadian teachers work in isolation and frequently with no official or organized body to represent their interests as a professional group.² The Ontario Commission has the following comment to make concerning the state of English instruction in the secondary schools of the province of Ontario:

We must keep abreast of developments in English studies, but let us, in all honesty, acknowledge that the controlling factors in proposing a work-

¹Penner, Phillip, "Language Teaching in Canadian Secondary Schools," A Common Purpose, ed. J.R. Squire, National Council of Teachers of English, 1966, pp. 71-72.

²Ibid, p. 73.

able curriculum are the following: shortage of qualified, experienced English teachers, migratory staff, lack of conviction among many teachers that, in a transitional educational society, teaching English is a permanent occupation, split-subject time tabling, unrealistic size and number of classes, unrealistic marking, preparation and extra-curricular schedules, lack of classroom facilities (and in many cases simply lack of a classroom), lack of workroom facilities and resource publications, lack of educational materials and audiovisual supplies, rigid textbook structures and lack of substantial budget for ad hoc supplies, lack of immediate and up-to-date library facilities, and unrealistic expectations for professional self-development in the light of the above factors.¹

Hook points out that educators still do not pay adequate attention to factors like those enumerated above which have far reaching impact on the effectiveness of English instruction in every secondary school. For example, the role of the English teacher is always everywhere undefined; the education of English teachers does not receive the attention commensurate with the special function of English instruction. Above all, no attempt is being made to define the relationship between the English teacher and those who are not members of the English profession but must supervise the teaching of English in sec-

¹The Ontario Commission, op. cit., pp. 13-14.

ondary schools.¹

In the opinion of George Stone, the English profession should be considered the appropriate and competent body to decide upon the aims of English instruction at all levels. But the profession must first define what its functions really are. It is only in this way that it will be in a position to ensure a more meaningful understanding of its role in secondary education.² Further clarification and support are given to the above viewpoint by Weiss. He states that the English profession should be permitted to decide who is qualified to teach English in every secondary school. Such practice should help to weed from secondary English departments those persons who are not qualified to teach English, since such unqualified teachers are, among other things, slaves to administrator-made syllabi.³ Harris points out that although repeated mention is made of the importance of effective instruction in English, yet the public's idea of the status of English teaching as a profession is still

¹Hook, J.N., "English Teachers in a World We Never Made," English Journal, Vol. 58, No. 2, February 1969, p. 186.

²Stone, George W., "Basic Issues in Teaching English," Issues, Problems, and Approaches in the Teaching of English, New York: Holt, Rinehart and Winston, Inc., 1961, p. 14.

³Weiss, M.J., "Better Ways to Teach English," An English Teacher's Reader, New York: The Odyssey Press, 1962, pp. 5-6.

confused, hazy, uninformed, and oftentimes, outmoded. This type of attitude gives rise to a lack of respect for English teachers as a professional group engaged in a vocation which renders its services to the vital affairs of man.¹

Marckwardt visualizes the professional English teacher as one who is free to make his judgements and to arrive at his own decisions in carrying out his work. Others may furnish him with suggestions, but the final duty of using such suggestions in the actual task of English teaching is the teacher's.² In line with this viewpoint, Guth suggests that every English teacher should insist that only members of the English profession supervise his work. In order to achieve an effective degree of professionalism, Guth further posits, English teachers must make accelerated progress toward professional autonomy.³ Harold Martin holds the opinion that a successful use of the English programme in any secondary school depends both on a thorough understanding

¹Harris, Brice, "Act Well Your Part," English Journal, Vol. 47, No. 3, March 1959, pp. 115-120.

²Marckwardt, A.H., "The English Teacher as a Professional Person," English Journal, Vol. 55, No. 3, March 1966, p. 483.

³Guth, H.P., English Today and Tomorrow, New Jersey: Prentice-Hall, Inc., 1964, p. 418.

of it and on a commitment to it. Such understanding and commitment come to English teachers when they are themselves the makers rather than the passive receivers of programmes prescribed by authorities outside the English profession.¹ LaBrant points out that any English teacher denied the freedom to adjust his work according to his judgement will feel defeated and half-hearted in the English classroom. She therefore suggests that every secondary school should allow its English teachers the freedom to teach English the way they, as professional persons, deem appropriate.²

According to the Illinois study group, the true objectives of the English programme in any secondary school can be achieved only when English is taught by persons trained as secondary school teachers of English. The group states that the problem facing the English profession is aggravated by the fact that some secondary schools employ as English teachers persons who have not had the necessary academic and professional training in English.³ With

¹Martin, Harold, "The Discipline of English," Talks on the Teaching of English, editor G. Hillock, Ohio: Project English Centre, 1963-1965, p. 2.

²LaBrant, Lou, "The Rights and Responsibilities of the Teacher of English," English Journal, vol. 50, No. 6, Sept. 1961, p. 383.

³Harris, Joan, Report on the Teaching of English in Illinois Public High Schools, United States Office of Education: Bureau of Research, 1968, p. 18.

regard to inservice education in English, Loban and his associates consider reading as a means whereby the English teacher can improve his effectiveness as a professional person. The English teacher, they posit, should be a wide reader. Through reading the English teacher will be able to associate with the best minds in the English profession; he will also come in contact with ideas and trends which he, otherwise, might never have known.¹ Donelson suggests that those who teach English in secondary schools should read extensively in adolescent literature. They should be familiar with and read literary criticism. Writing, he further points out, constitutes an inservice training activity for the English teacher. Teachers of English in secondary schools should contribute articles to professional journals, for example, English Journal.²

Shane and Mulry regard research as one of the ways whereby the English profession can enrich its services to education. In the secondary school, for instance, research offers clues as to when and how to revise and improve the English programme. Besides, research provides a body of tested knowledge that strengthens the professional status of the English teacher who himself is constantly

¹Loban, W. et al., Teaching Language and Literature, Grades 7-12, New York: Harcourt, Brace and World, Inc., 1961, p. 2.

²Donelson, Kenneth L., "The Discipline and Freedom of the English Teacher", English Journal, Volume 56, No. 4, April, 1967, p. 567.

involved in research and development.¹ This viewpoint draws support from the Ontario Commission on English. The teachers of English, according to the Commission, should, through research, advance knowledge in their field, and use such knowledge to enrich English instruction.² On workload, Monte Norton states that this has a very significant impact on the effectiveness of instruction as well as on the self-satisfaction of the English teacher as a professional person. No other subject teacher needs special consideration, with regard to workload, in the degree that the English teacher does.³ In support of Norton, Sauer posits that teachers of other subjects may also demand delivery from administrative duties, but, he further argues, there are significant differences in the amount of paper work and preparation which the teacher of English has to do. English instruction, he concludes, demands from the teacher much time, thought, and energy.⁴

¹Shane, Harold, G. and J.G. Mulry, Improving the Language Arts Instruction through Research, Washington, D.C.: Association for Supervision and Curriculum Development, 1964, p. 3.

²The Ontario Commission, op. cit., p. 16.

³Norton, Monte S., "Teacher Load in English," English Journal, Vol. 50, No. 2, February 1961, pp. 107-109.

⁴Sauer, E.H. op. cit., p. 219.

The idea of professionalism is still new in secondary English instruction. This fact explains why research in the area is so rare. A thorough and extensive survey of the literature and other sources failed to reveal any previous specific study on the degree of professionalism associated with the teaching of English in the secondary school. The present chapter, therefore, suggests the need for more studies in the area of professionalism in the teaching of English at the secondary level. It should be noted, however, that all the findings and the comments summarized in this chapter give support to the ten criteria presented in Chapter III as the main conditions necessary for a high level of professionalism in the teaching of English.

CHAPTER III

ORGANIZATION OF THE STUDY

This chapter describes the organization and the systematic procedures followed in carrying out the study on the degree of professionalism associated with the teaching of English in the secondary schools of St. John's. Separate sections will deal with the operational procedures, the instruments used in collecting the data, the collection of data, and the analysis of data.

1. OPERATIONAL PROCEDURES

In August of 1970, letters were written to the superintendents in charge of the study schools asking for their permission to carry out the study.¹ The investigator then followed the letters with a personal visit to each superintendent. During this visit, the nature of the study and the proposed instruments for gathering the data were further explained. Verbal permission was then given to the investigator to go ahead with the study. It was stipulated by each superintendent that, in accordance with school board policies, no written authorization could be given until all instruments for

¹Copies of these and other correspondence are to be found in Appendix A.

the study were seen and approved by the superintendent's office.

Following this verbal permission by superintendents, the investigator undertook to visit all the thirteen secondary schools within the city in order to establish rapport and to ascertain their willingness to participate in the study. Each of the schools was visited in turn and each agreed to take part, provided a written permission to have it included was obtained from the appropriate authority. All thirteen principals assured the investigator of their support. During the visit to each school, an attempt was made to meet with the head of the English programme and with as many other English teachers as possible. The number of persons currently teaching English in each school was ascertained. The teachers showed great enthusiasm to participate and many, in fact, expressed the view that a study whose purpose was to assess the degree of professionalism associated with English instruction in the secondary school was long overdue. This reaction, in addition to giving a greater encouragement to the investigator, reinforced the significance of the present study.

2. INSTRUMENTS USED FOR THE STUDY

After careful planning in order to gather data systematically, the following process was chosen: First of all, the main criteria for professionalism in English were identified.

Criteria for Professionalism in the Teaching of English

In an attempt to define the concept of professionalism, two renowned authorities state that a profession, for example, medicine, exhibits a complex of characteristics. Other vocations approach this condition more or less according to the degree that they possess these characteristics.¹ In line with this viewpoint, another opinion has been expressed to the effect that a comprehensive definition of professionalism can be made only by identifying a set of characteristics which constitute its criteria.² One of the major tasks of this study, therefore, was to identify the main criteria for professionalism in the teaching of English. In doing so, the writer was guided by the opinion of a number of knowledgeable professionals in English and English instruction. Among these professionals are: Doctor A.H. Marckwardt,³ Doctor R.C. Pooley,⁴ Doctor Lou LaBrant,⁵ Doctor Kenneth Donelson.⁶ The Ontario

¹Caar-Saunders and Wilson, op. cit., p. 4.

²Guth, H.P., op cit., p. 416.

³Marckwardt, A.H., op. cit.

⁴Pooley, R.C., "Professional Status of the Teacher of English," English Journal, Vol. 48, No. 6, May, 1959.

⁵LaBrant, Lou, op. cit.

⁶Donelson, Kenneth L., op. cit.

Commission on English,¹ Doctor Edwin H. Sauer,² The Commission on English of the Entrance Examination Board (U.S.),³ Doctor J.N. Hook,⁴ Doctor H.P. Guth,⁵ and the National Council of Teachers of English.⁶ Ideas were also drawn from Educational literature and from other disciplines, especially the social sciences. Finally the following ten characteristics, supported by the foregoing professionals, were identified as the main criteria for professionalism in English.

Criterion I: A broad range of professional autonomy which gives English teachers, both as individuals and as a specific group, freedom to teach English the way they deem most effective.⁷

Criterion II: The requirement of special preservice training, for example, B.A. degree in English plus B. Ed., as the minimum qualification to teach English in the secondary school.⁸

¹The Ontario Commission, op. cit.

²Sauer, E.H., op. cit.

³The Commission on English, op. cit.

⁴Hook, J.N., Teaching English in the High School, New York: The Ronald Press, second edition, 1959.

⁵Guth, H.P., op. cit.

⁶The National Council of Teachers of English, High School English Departments, Champaign, Illinois: Office of the National Council of Teachers of English, 1964.

⁷Pooley, R.C., op. cit., pp. 309-324.

⁸Report of the Commission on English, op. cit., pp. 10-11.

- Criterion III: A professional monopoly which ensures that, as far as possible, only qualified English teachers are teaching English in every secondary school.¹
- Criterion IV: A career commitment that requires from teachers of English faith in, and commitment to English instruction as a permanent career.²
- Criterion V: The inservice education of English teachers in the pertinent academic and professional aspects of English which ensures the continuing improvement of each teacher's competence.³
- Criterion VI: Involvement in research and development in English instruction.⁴
- Criterion VII: Group Consciousness and integration which can take but one form, namely, active membership in an English association.⁵

¹Sauer, E.H., op. cit., p. 222.

²Hook, J.N., op. cit., p. 19.

³Marckwardt, A.H., op. cit., p. 533.

⁴LaBrant, Lou, op. cit., p. 380.

⁵Sauer, E.H. op. cit., pp. 224-225.

- Criterion VIII: A workload that takes into account the special nature of English instruction and the exacting demands which it makes on the teacher of English.¹
- Criterion IX: Special classrooms designed and equipped specifically for the teaching and learning of English.²
- Criterion X: A recognized English department with a duly appointed head who should be responsible for organizing the English programme in each secondary school.³

It was then decided that the use of questionnaires and an interview schedule, all geared to the ten criteria presented above, would be appropriate for a descriptive study of this nature. The instruments for collecting the data, therefore, comprised three sets of questionnaires and one interview schedule. The questionnaires were completed by principals, heads of English departments, and individual English teachers. The interview schedule was used in order to gather required information from superintendents. These instruments described below were numbered 1 to 4 as follows:

¹Donelson, K.L., op. cit., p. 579.

²The National Council of Teachers of English, op. cit.
p. 13.

³Ibid, pp. 23-24.

the principal's questionnaire, the questionnaire for English department heads, the questionnaire for English teachers, and the superintendent's interview schedule.¹ A covering letter was enclosed with each questionnaire explaining further the purpose of the study and in order to reinforce the support and co-operation of respondents. For the purpose of clarity, certain terms used in the questionnaire were defined and attached to each questionnaire.

Instrument Number 1:
Principal's Questionnaire

The principal's questionnaire comprised a total of twenty-nine items developed according to the ten criteria for professionalism in English presented earlier in this chapter. These items were meant, first, to get the opinion of respondents on each criterion as constituting a part of the professionalism in the teaching of English and, secondly, to obtain information which would reveal the extent to which the criterion was currently being met in each school under investigation. Twenty-seven of these items were closed questions requiring "Yes" or "No" answers. The remaining two, questions 3 and 29, were open-ended questions. Question 3 was designed to ascertain whether respondents had, in

¹ All the four instruments are to be found in Appendices B-E.

their respective schools, any internal arrangements which allowed English teachers more freedom or flexibility to operate within the restrictions implicit in the Education Act quoted in Chapter I. The other open-ended item, question 29, was intended to give the respondent an opportunity to include any relevant information about his own school which might have been left out in the items. It should be noted that, in this and in subsequent instruments, there was no intention to distribute the items evenly among the criteria, as it will be seen that some criteria are represented by more questions than others.

Instrument Number 2:
Questionnaire for English Department Heads

In all, there were forty-one items in the questionnaire for English department heads, distributed among the ten criteria. In criteria I, III, VIII, IX, and X (professional autonomy, professional monopoly, workload, special English classrooms, and English department respectively) the items were designed, in the first place, to get the opinion of the respondents regarding each criterion as constituting an aspect of professionalism in English and, secondly, to ascertain the extent to which these criteria were being met in schools where respondents were currently working. In the remaining five criteria: II, IV, V, VI, VII (requirement of

special training and knowledge in English, career commitment, inservice education in English, involvement in research and development in English instruction, and professional association respectively) the items were designed, first, to get the opinion of respondents on each criterion, secondly, to ascertain the extent to which each criterion was being met in schools where respondents were currently working and, thirdly, to ascertain the extent to which each respondent, as a professional person, met the conditions implicit in each criterion. Thirty-seven of the items were closed questions, while the remaining four were open-ended questions. The open-ended items were questions 5 and 8 which sought information about the respondent's qualifications at the point of entry into his present occupation and the qualifications which he currently held. Question 19 was designed to gather information regarding the respondent's familiarity with, and use of the literature which usually contain current ideas and trends on secondary English programmes; the purpose of question 38 was to ascertain the basis of the respondent's present appointment as head of the English department in his school.

Instrument Number 3:
Questionnaire for English Teachers

The items for the English teachers' questionnaire and those for the heads of departments were largely identical, and the arrangements were also the same. There were slight differences in four of the criteria, namely, professional autonomy, inservice education in English, workload, and the English department. In these criteria, items used for the heads of departments differed from those to be found in the English teacher's questionnaire. These differences may be explained by the fact that the department head is expected to be both a teacher and an administrator of the English programme. The English teachers' questionnaire comprised thirty-seven items. As in the questionnaire for the heads of departments, items on professional autonomy, professional monopoly, workload, the English department, and the English classroom were designed, first, to ascertain the opinion of respondents and, secondly, to ascertain the extent to which these criteria were being met in schools where the respondents were teaching. Similarly, items used to obtain information regarding the requirement of special training and knowledge in English, career commitment, inservice education in English, involvement in research and development, and professional association were designed, first, to get the opinion of individual teachers of English, secondly, to

ascertain the extent to which conditions in the study schools met these criteria and, thirdly, to ascertain the extent to which persons currently teaching English in these schools were themselves meeting the requirements of the criteria. A total of thirty-four of the items were closed questions; only three were open-ended questions. The open-ended items were questions 4 and 7 which sought information regarding the respondent's preservice education and his current qualification, and question 18 was designed to gather information regarding the respondent's familiarity with current literature on English instruction.

Instrument Number 4:
Superintendent's Interview Schedule

The interview with the superintendents was of a structured type. The interview schedule and the questions used were prepared in advance to obtain information pertinent to the study.¹ In all, twenty-eight questions were used; these were arranged in such a way that the first question in each criterion sought to get the superintendent's opinion regarding that criterion as constituting a part of the professionalism in English, and subsequent questions

¹Kerlinger, F.N., Foundations of Behavioral Research, New York: Hold and Company, Inc., 1964, p. 469.

sought to ascertain whether the school board policies treated English instruction as a special and vital aspect of secondary education. The last question, number 28, allowed the interviewee to add any comments or information that might have been left out in the schedule. The interview schedule itself was of a simple design. An ample space was made after each question for the purpose of recording the relevant responses. All the instruments were designed by the investigator after close and careful study of the professional literature.

Validity of the Instruments

In order to ensure that the instruments were valid, the following process was adopted: A number of graduate students in education at Memorial University were asked to express judgment as to whether the items appeared to measure the criteria being assessed. Those students who had been principals or assistant principals of secondary schools were used to try-out the principal's questionnaire. The questionnaires for department heads and English teachers were, as a try-out, completed by graduate students who had taught English in secondary schools. A try-out of the interview schedule was also made. The investigator used the first draft of the schedule to interview two persons. One of them was an ex-

superintendent currently doing graduate studies in educational administration; the other was a superintendent of one of the school districts whose schools were included in the study. The first drafts of all the instruments were then submitted to expert opinion on English instruction, department of Curriculum and Instruction at Memorial University, in order to obtain final judgment regarding the validity of the instruments and the items. As a result of constructive criticism and valid suggestions made by the preceding persons, some changes and modifications were made in the first draft of each instrument. Following the final changes and modifications, the instruments were finally printed and ready for use.

3. THE COLLECTION OF DATA

Early in 1971, copies of the instruments were sent to the offices of the superintendents. This procedure had been agreed upon by the investigator and the superintendents during the initial contacts. The instruments were scrutinized and approved by the superintendents; a final written permission to conduct the study in the secondary schools of St. John's was then given. Following this permission, the investigator telephoned each of the principals of the thirteen study schools to say that the

questionnaire was ready and to seek reassurance for their co-operation. All the schools reconfirmed their support for, and willingness to participate in the study. St. John's is, by size, a fairly small city and all the participating schools are located within the urban area. Partly for this reason, and partly in order to save time, it was decided to deliver copies of the questionnaire by hand and also to have them collected by hand. The delivery was made by the investigator himself. A date was set, in each school, as to when the questionnaire would be completed and ready to be collected. In most cases, the investigator was asked to come back after three days. Some schools, however, felt that, for one reason or the other, they needed more time.

During the intervals, the investigator kept constant telephone contact with the principals and English department heads. Completing the questionnaire proved a slightly slow process which delayed and prolonged the collection of data. Most schools had to be visited four times and some even more merely because teachers were involved in preparation for school examinations. A few of the schools had, in addition, just returned from a teacher strike. It should be noted, nevertheless, that the investigator met with a tremendous co-operation in all the participating schools. Principals proved

most helpful and English teachers were very patient. In all, 114 copies of the questionnaires were distributed to principals, heads of English departments, and English teachers. A total of 97 or 85 per cent of the questionnaires distributed were returned, all completed and usable. A detailed tabulation of the questionnaires distributed and the number returned is presented in Table I.

TABLE I

A TABULATION OF QUESTIONNAIRES DISTRIBUTED
AND NUMBER RETURNED

Respondents	Number of questionnaires distributed	Number Returned	Percentage
Principal's questionnaire	13	13	100
Questionnaire for department heads	9	7	77.7
Questionnaire for English teachers	92	77	83.6
Total number distributed	114	97	85

The reasonably high percentage of usable questionnaires returned reflects the initial enthusiasm which was shown by schools as well as the co-operation received by the investigator during the data collection period. The superintendents' interview took place at the end of the data gathering period. There are two superintendents in charge of the two school districts in St. John's. Each was interviewed in his office, on a date agreed upon by the superintendent and the investigator. At the end of the collection of data, letters of thanks and appreciation were written to the superintendents. The investigator also telephoned each of the thirteen principals thanking him and his English teachers for their co-operation.

4. ANALYSIS OF DATA

At the end of the collection of data, all the returned questionnaires were carefully examined. Responses to the items in each questionnaire were checked. The items in both the questionnaires and the interview schedule were coded with the alphabets in order to facilitate tabulation and analysis. The analysis was done manually.

Principal's Questionnaire

In this as well as in other instruments, the first item in each criterion sought the respondent's opinion and was coded 'A'. Subsequent items in the principal's questionnaire were coded 'B'. These items sought information on the extent to which each criterion was being met in the respondent's school. Some criteria were represented by more than one of such items, all related and adding up to the same information. Such items were therefore grouped under one category and coded 'B'.

Questionnaire for the English Department Head

In each of the criteria, the first item seeking the respondent's opinion was coded 'A'. In four of the criteria, namely, professional autonomy, workload, special classrooms for English instruction, and the English department, subsequent items sought information on the extent to which each criterion was being met in the respondent's school. These were coded 'B', 'C' through 'Z'. In some cases, as was done in the questionnaire for the principals, items which were related and added up to the same information were grouped into one category and coded accordingly. In each of the remaining criteria: special training and knowledge in English, career commitment, in-service education in English, involvement in research, and professional association, subsequent items sought information on the

extent to which respondents themselves met the requirements of each criterion. These items were coded 'B' through 'Z' with the grouping process adopted in appropriate cases. Professional monopoly was represented by only one item which was coded 'A'.

Questionnaire for English Teachers

The process used for the teacher's questionnaire was the same as that adopted in dealing with the questionnaire for English department heads. Here, too, professional monopoly was represented by only one item which was coded 'A'.

Superintendent's Interview Schedule

The questions in the interview schedule were coded in the same way as those in the principal's questionnaire, namely, 'A' for questions which sought the opinion of superintendents regarding each criterion as part of the professionalism in English, and 'B' for questions or group of questions which sought to ascertain whether the school policy of each superintendent's board made any provision for the criteria being assessed. For the purpose of clarity and in order to facilitate analysis of the interview, the investigator designed and constructed an interview check sheet which was used to score the responses recorded in the

interview schedule.¹

Presentation of Data

Finally, the data have been presented in tables showing the number of affirmative responses and percentages. There are in all thirty-nine such tables (Table II to Table XL). The data from the principal's questionnaire and the superintendent's interview schedule are each presented in ten tables. The data from department heads' questionnaire have been presented in nine tables; there are also nine tables representing data from English teachers' questionnaire. A final table presents the total number of affirmative responses to items which sought the opinion of all the respondents regarding each of the ten criteria for professionalism in the teaching of English. Discussion of the findings and the final assessment of the degree of professionalism associated with the teaching of English in the secondary schools of St. John's have been based on these tables. The descriptions made in this chapter are intended to facilitate the reading and the understanding of the next chapter in which the findings are presented.

¹A copy of the interview check sheet is to be found in the Appendix.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to assess the degree of professionalism associated with the teaching of English in the secondary schools of St. John's, Newfoundland. The investigator identified ten characteristics which constitute the main criteria for professionalism in the teaching of English. In order to gather information which might reveal the extent to which these criteria were being met in the secondary schools of St. John's, three sets of questionnaires were distributed among principals, English department heads, and English teachers in the thirteen secondary schools within the city. A fourth instrument for the collection of data was an interview schedule used in interviewing school superintendents. In all, 99 persons participated in the study. As has already been shown, of the 114 questionnaires originally sent out, 97 were returned, all usable. Two superintendents were interviewed. The data, tabulated and processed by hand, are presented in tables of numbers and percentages according to the following criteria: professional autonomy, special training and knowledge in English, professional monopoly, career commitment, inservice

education in English, research and development in English, professional association, an equitable workload for the English teacher, special classrooms for English instruction, and an English department for the secondary school. The purpose of the present chapter is to analyse the criteria by means of tables. This process should finally reveal a definite picture of the degree of professionalism associated with the teaching of English in the secondary schools of St. John's.

1. PROFESSIONAL AUTONOMY

The data on professional autonomy revealed the opinion expressed by respondents regarding the idea of autonomy for English teachers, both as individuals and as a specific group, in performing their functions as they deem best. The extent to which this criterion was being met in the schools under investigation was also ascertained. The data are presented in the following order: analysis of the interview with the superintendents, analysis of principals' responses, analysis of the responses from heads of English departments, and analysis of the responses from English teachers.

Analysis of the Interview with Superintendents

The analysis of the interview with the superintendents on professional autonomy is represented in Table II below:

TABLE II

ANALYSIS OF THE INTERVIEW WITH THE SUPERINTENDENTS ON PROFESSIONAL AUTONOMY

KEY: A = Respondent's opinion on the criterion of professional autonomy.

B = Whether respondent's school board policy provided for this criterion.

Professional Autonomy	Number Responding	Affirmative Responses	Percentage
A	2	0	0
B	2	0	0

Two superintendents were interviewed. Each superintendent was asked whether, in his opinion, English teachers, as a professional group within each secondary school, should be free to teach English independently of any authority or authorities outside the English profession. Both superintendents expressed a negative opinion on the idea of professional autonomy for English teachers, whether as individuals or as a group. There was a unanimous view

among the interviewees that teachers of English, like those of other subjects, must work within the boundaries laid down in the provincial Education Act.¹ The interview tried to ascertain whether, in view of the special nature and function of English instruction, the superintendent's school board policy made any special provision which allowed more flexibility to English teachers. For example, the question was asked whether, in each secondary school, English teachers could use textbooks outside those prescribed by the provincial Department of Education. There was a hundred per cent negative response to this question. Similarly, both superintendents indicated that their school policies had no special provision which gave English teachers the freedom to introduce innovations in the English programme without having to obtain permission from authorities outside the English department of each school.

It was further revealed by the interview that, according to the school policies of both superintendents, English teachers in each school could neither set the objectives nor decide upon the final evaluation of their English programme. It was finally

¹The Government of Newfoundland Education Act,
loc. cit.

stressed by both superintendents that their respective board policies required all secondary school teachers, including those of English, to operate with strict "obedience" to the Education Act. Any teacher wishing to operate outside the provisions of the Act was required to do so with permission obtained from the "appropriate channels", namely, the principal, the superintendent, or the school board.

Analysis of Principals' Responses

The principal's questionnaire was completed by 13 principals of the thirteen secondary schools under investigation. Analysis of the responses from the principals yielded the results tabulated in Table III which follows.

TABLE III
ANALYSIS OF PRINCIPALS' RESPONSES
TO PROFESSIONAL AUTONOMY

KEY: A = Respondent's opinion on the criterion of professional autonomy.

B = Whether English instruction in the respondent's school met this criterion.

Professional Autonomy	Number Responding	Affirmative Responses	Percentage
A	13	8	61.5
B	13	5	38

A total of 62 per cent of the principals responded affirmatively to the idea of professional autonomy for English teachers as individuals and as a specific group. On the other hand, only 38 per cent indicated that, in their own schools, English teachers were free to teach English in the way they considered best. Some of the principals added that their role in the school was (to quote one particular respondent) "that of a traffic manager", namely, to ensure that every teacher, including that of English followed the regulations and the prescriptions of the Department of Education.

Analysis of the Responses from English Department Heads

The data from English department heads are presented in Table IV.

TABLE IV

ANALYSIS OF RESPONSES MADE BY ENGLISH DEPARTMENT
HEADS REGARDING PROFESSIONAL AUTONOMY

KEY: A = Respondent's opinion on the criterion of professional autonomy.

B = Whether this criterion was met in respondent's school.

C = Whether the respondent felt that he had sufficient freedom to do his best in English instruction.

Professional Autonomy	Number Responding	Affirmative Responses	Percentage
A	7	7	100
B	7	1	14
C	7	0	0

In all, seven heads of English departments completed the questionnaire. All of them expressed the opinion that teachers of English in every secondary school should be free to teach English in the way they consider best and most appropriate. As regards the current situation in the respondents' schools, only one or 14 per cent indicated that in his school this freedom to operate as a professional person was given to English teachers,

whether as individuals or as a specific group. All the department heads participating felt that, on the whole, they did not have sufficient freedom to do what they considered to be their best in directing instruction in English.

Analysis of English Teachers' Responses

Table V illustrates the analysis of data from the English teacher's questionnaire.

TABLE V
ANALYSIS OF ENGLISH TEACHERS' RESPONSES TO
PROFESSIONAL AUTONOMY

KEY: A = Respondent's opinion on the criterion of professional autonomy.
B = Whether this criterion was being met in the respondent's school.

Professional Autonomy	Number Responding	Affirmative Responses	Percentage
A	77	70	90.9
B	77	5	6.4

Of the 92 persons currently teaching English in the study schools, 77 participated in the study. Ninety-one per cent of those responding recorded affirmative opinion on the idea of professional autonomy as an essential aspect of professionalism

in English instruction. However, only 6.4 per cent of the respondents indicated that, in their own schools, English teachers were free to teach English as they deemed most appropriate. This information from English teachers and the data from the department heads' questionnaire shown in Table IV relate very intimately to the additional comment by principals indicating that the principal ensured that every teacher complied with the regulations and the prescriptions laid down by the Education Act.

2. THE REQUIREMENT OF SPECIAL TRAINING AND KNOWLEDGE IN ENGLISH

Information from the questionnaire and the interview revealed the opinion expressed by the participants regarding the idea that a special preservice training in English and English instruction should be a requirement for any person who is to teach English at the secondary level. It was also possible to assess the extent to which this criterion was being met in the study schools. The data further revealed the preservice training and the qualifications of English teachers who participated in the study. A fuller analysis of the data on this criterion is presented below.

Analysis of the Interview with the Superintendents

The interview with the superintendents is analysed in Table VI.

TABLE VI
ANALYSIS OF THE INTERVIEW WITH THE SUPERINTENDENTS ON
SPECIAL TRAINING AND KNOWLEDGE IN ENGLISH

KEY: A = Respondent's opinion on the criterion of special training.

B = Whether respondent's school board policy provided for this criterion.

Special Training	Number Responding	Affirmative Responses	Percentage
A	2	2	100
B	2	2	100

The two superintendents interviewed expressed the opinion that any person who is to teach English at the secondary level should be required to undergo a special training in the discipline of English as well as in the skills for English instruction. Both interviewees further indicated that if they could, they would insist that only qualified secondary English teachers were employed to teach English in their secondary schools. The interview revealed that the policies of the two school districts in St. John's required that a person must be a qualified second-

ary English teacher in order to engage in English instruction in the secondary schools under them. However, it was indicated that neither the superintendent nor the board did, in practice, insist on this requirement because of the scarcity of qualified secondary English teachers.

Analysis of Principals' Responses

The information from the principal's questionnaire is analysed in Table VII showing both the opinion of the respondents on the criterion and the extent to which it was being met in their schools.

TABLE VII
ANALYSIS OF PRINCIPALS' RESPONSES TO
SPECIAL TRAINING

KEY: A = Respondent's opinion on the criterion of special training.

B = Whether English instruction in respondent's school met the criterion.

Special Training	Number Responding	Affirmative Responses	Percentage
A	13	9	69
B	13	8	61.5

The principal's questionnaire was completed by all the thirteen secondary principals in St. John's. Sixty-nine per cent of the principals expressed the opinion that special pre-service training in English and English instruction should be a requirement for every secondary English teacher. As regards the extent to which this condition was being met in the study schools, 62 per cent of the respondents indicated that they tried to insist that a B.A. degree in English plus a B. Ed. or its equivalent should be the minimum qualification for every person who taught English in their respective schools. One respondent who expressed negative opinion added that his school preferred English teachers who are "generalists" so that they may be able to teach other subjects in addition to English.

Analysis of Responses from English Department Heads

The English Department head's questionnaire yielded the following data which are presented in Table VIII.

TABLE VIII
ANALYSIS OF THE RESPONSES MADE BY ENGLISH DEPARTMENT
HEADS TO THE IDEA OF SPECIAL TRAINING
IN ENGLISH

KEY: A = Respondent's opinion regarding the criterion of special training.

B = Whether respondent had a minimum of B.A. in English from his preservice training.

C = Whether respondent had professional training in English during his preservice education.

D = Whether respondent currently held the minimum qualification of B.A. in English plus training in the skills for English instruction at the secondary level.

Special Training	Number Responding	Affirmative Responses	Percentage
A	7	7	100
B	7	5	71.4
C	7	2	28.5
D	7	7	100

There was a unanimous opinion among the responding heads of English departments that special training and knowledge in English should be a prerequisite for every person who is to become a secondary English teacher. Of the seven

respondents, 71.4 per cent had a minimum of a B.A. degree in English at the time they first started teaching English in secondary schools. Twenty-eight point five per cent had training in the skills for teaching English at the secondary level, while all of the participants currently had a minimum of B.A. in English plus a B. Ed. or its equivalent.

Analysis of the Responses from English Teachers

The responses made by English teachers to special training and knowledge in English are analysed in Table IX which illustrates the opinion expressed by teachers and the extent to which the teachers, as professional persons, met the requirements of the criterion.

TABLE IX
ANALYSIS OF ENGLISH TEACHERS' RESPONSES
TO SPECIAL TRAINING

KEY: A = Respondent's opinion on the criterion of special training.
 B = Whether respondent had a minimum of a B.A. degree in English at the time he first started as a secondary English teacher.
 C = Whether respondent received, during his preservice education, the necessary training in the skills for teaching English at the secondary level.
 D = Whether respondent currently held the minimum qualification of a B.A. in English plus a B. Ed. or the professional training in English teaching.

Special Training	Number Responding	Affirmative Responses	Percentage
A	77	56	72.7
B	77	25	32.4
C	77	36	46.7
D	77	34	44.1

Of the 92 English teachers in the secondary schools under investigation, 77 completed the questionnaire. Seventy-three per cent of the respondents were of the opinion that special preservice education in English and English instruction should mark the beginning of a career in secondary English teaching. The negative responses were made mainly by those teachers of English who held degrees in other disciplines such as Math-

ematics. Information regarding respondents' own pre-service training and current qualifications yielded the following data: A total of 32.4 per cent of the respondents had a minimum of a B.A. degree in English at the time they first started as secondary English teachers. Forty-seven per cent indicated that they had training in the skills for teaching English at the secondary level during their preservice education, while 44.1 per cent reported that they currently had the minimum of a bachelor's degree in English plus the necessary professional training in the skills for teaching English at the secondary level.

3. PROFESSIONAL MONOPOLY

Task monopoly as an aspect of professionalism requires that every profession should raise its walls high enough in order to keep away unqualified performers.¹ The questions on this criterion elicited the opinion of the participants regarding the above notion as part of the professionalism in English instruction in every secondary school. The data also revealed the extent to which the conditions of professional monopoly were being met in the study schools.

Analysis of the Interview with Superintendents

The interview with the superintendents yielded the following data which are analysed in Table X.

¹Car-Saunders and Wilson, loc. cit.

TABLE X
ANALYSIS OF THE INTERVIEW WITH SUPERINTENDENTS
ON PROFESSIONAL MONOPOLY

KEY: A = Respondent's opinion on the criterion of professional monopoly.

B = Whether the respondent's school policy made any provision for this criterion.

Professional Monopoly	Number Responding	Affirmative Responses	Percentage
A	2	2	100
B	2	0	0

Both superintendents expressed the opinion that only qualified secondary English teachers should teach English in every secondary school. Questions were asked to ascertain whether the school policies of the interviewees discouraged the notion that any teacher can teach English. For example, the question was asked whether there was any provision in the school board policies which stipulated that, as far as possible, only qualified secondary English teachers should be allowed to teach English in secondary schools under the two districts. According to data, no such provision was made by either of the

school boards in its policies.

Analysis of Principals' Responses

Table XI presents the data which reveal the opinion of principals regarding the idea of professional monopoly as a criterion for professionalism in English instruction. The extent to which this criterion was being met in the study schools was also illustrated by the data presented in this Table.

TABLE XI

ANALYSIS OF PRINCIPALS' RESPONSES TO PROFESSIONAL MONOPOLY

KEY: A = Respondent's opinion regarding the criterion of professional monopoly.

B = The extent to which this criterion was being met.

Professional Monopoly	Number Responding	Affirmative Responses	Percentage
A	13	8	61.5
B	13	3	23

Of the 13 principals participating, 62 per cent shared the opinion that, as far as possible, only qualified secondary English teachers should be allowed to teach English in every secondary school. Only 3 of the respondents or 23 per cent, however, indicated that they did, in their own schools, try to see that, as far as possible, only qualified English teachers were assigned English classes. One additional comment which was made by most of the principals should be noted: "The principal would not insist that only qualified English teachers teach English in his school because such qualified teachers are very scarce."

Responses from Department Heads and from English Teachers

In both the department head's questionnaire and the questionnaire for English teachers, professional monopoly was represented by only one question. Therefore, there was no need for the use of a table in presenting the data in both cases. Responses from the department heads and the English teachers provided the following information: Eighty-six per cent of the seven department heads responding expressed the opinion that only qualified English teachers should teach English in every secondary school. This opinion was, according to data, shared by 73 per cent of the 77

English teachers who responded.

4. CAREER COMMITMENT

The data on career commitment revealed the opinion of the participants regarding the notion that those who engage in secondary English instruction should consider their occupation as a permanent career. Data also revealed the extent to which conditions in the study schools encouraged this idea of career commitment for English teachers.

Analysis of the Interview with Superintendents

The interview with the superintendents on career commitment provided the data analysed in Table XII.

TABLE XII

ANALYSIS OF THE INTERVIEW WITH THE SUPERINTENDENTS ON CAREER COMMITMENT

KEY: A = Respondent's opinion regarding the criterion of career commitment.

B = Whether school policy of respondent encouraged the idea of this criterion for English teachers.

Career Commitment	Number Responding	Affirmative Responses	Percentage
A	2	0	0
B	2	0	0

Both superintendents interviewed expressed a negative opinion on the idea that English instruction should be regarded as a permanent career for those who engage in it. With regard to the role of school boards in encouraging English teachers so that they consider the teaching of English as a vocation and a permanent career, the two interviewees revealed no provision for such idea in their respective board policies.

Analysis of Principals' Responses

The data from secondary principals regarding career commitment as an essential aspect of professionalism in English instruction are analysed in Table XIII.

TABLE XIII
ANALYSIS OF PRINCIPALS' RESPONSES
TO CAREER COMMITMENT

KEY: A = Respondent's opinion regarding the criterion of career commitment.

B = Whether this criterion was encouraged in the respondent's school.

Career Commitment	Number Responding	Affirmative Responses	Percentage
A	13	5	38
B	13	1	7.6

A total of 38 per cent of the principals responding expressed the opinion that the teaching of English should be considered as a calling and should be made a permanent career by those who engage in it. Only one principal or 7.6 per cent indicated that his own school tried to encourage qualified English teachers so that they might develop the sense of career commitment to English instruction.

Analysis of the Responses from English Department Heads

The questionnaire for the English department heads provided the following data on career commitment illustrated in Table XIV below.

TABLE XIV
THE RESPONSES MADE BY ENGLISH DEPARTMENT HEADS
REGARDING CAREER COMMITMENT

KEY: A = Respondent's opinion on the criterion of career commitment.
B = Whether respondent had spent all his working years in English instruction.
C = Whether respondent intended to make English instruction his permanent career.

Career Commitment	Number Responding	Affirmative Responses	Percentage
A	7	1	14
B	7	2	28.5
C	7	1	14

It was almost a unanimous view among the seven department heads that the teaching of English can neither be considered as a calling nor made a permanent career by those who engage in it. This information was further evidenced by the fact that one or 14 per cent of the respondents reported that it was his choice to train specifically as a secondary English teacher. Twenty-eight point five per cent of the respondents indicated that they had spent all their working years as secondary English teachers, while only one or 14 per cent indicated willingness to make secondary English teaching his permanent career.

Analysis of English Teachers' Responses

The responses made by English teachers to career commitment is analysed and presented in Table XV.

TABLE XV

ENGLISH TEACHERS' RESPONSES TO THE IDEA OF CAREER COMMITMENT

KEY: A = Respondent's opinion regarding the criterion of career commitment.

B = Whether the respondent had spent all his working years as a secondary English teacher.

C = Whether respondent intended to make the teaching of English his permanent career.

Career Commitment	Number Responding	Affirmative Responses	Percentage
A	77	14	18.1
B	77	11	14.2
C	77	5	6.4

The data from the English teachers' questionnaire revealed a general negative opinion among teachers of English regarding the notion that the teaching of English constitutes a calling which should be considered as a permanent career by any person who engages in it. For example, of the 77 teachers reporting, only 14 or 18.1 per cent indicated that it was their choice to train as secondary school English teachers. Eleven teachers or 14.2 per cent reported that they had spent all their working years as secondary English teachers, while only 5 teachers or 6.4 per cent indicated the intention to make English teaching their permanent career.

5. INSERVICE EDUCATION OF ENGLISH TEACHERS

The information on inservice education revealed the view of the respondents regarding the idea that the inservice training of English teachers is part of the professionalism in English instruction. The data also ascertained the extent to which this criterion was provided for in the study schools and the extent to which English teachers were meeting the requirements of the criterion.

Analysis of the Interview with the Superintendents

The interview with the superintendents on inservice education provided the following information which is analysed in Table XVI.

TABLE XVI

ANALYSIS OF THE INTERVIEW WITH SUPERINTENDENTS ON THE INSERVICE EDUCATION OF ENGLISH TEACHERS

Key: A = Respondent's opinion regarding the criterion of inservice education.

B = Whether this criterion was provided for in the respondent's school policy.

Inservice Education	Number Responding	Affirmative Responses	Percentage
A	2	2	100
B	2	0	0

A question was asked to get the superintendent's opinion on the notion that, in every secondary school, the inservice education of English teachers should be given special consideration. Both superintendents indicated an affirmative opinion regarding inservice education in English as a criterion for professionalism in English instruction. The interview, however, revealed that no provision was made by the school

policies of the two superintendents to cater for the inservice education of English teachers in their respective districts. The superintendents added that their school boards expected every teacher, whatever his subject might be, to participate, as often as possible, in inservice education activities which the teacher might find useful. Further questioning revealed no special inducements, for example, financial assistance, for English teachers in both districts to continue their education in English and English instruction.

Analysis of Principals' Responses

The principal's questionnaire yielded the following data analysed in Table XVII.

TABLE XVII
ANALYSIS OF PRINCIPALS' RESPONSES
TO INSERVICE EDUCATION

KEY: A = Respondent's opinion regarding the criterion of inservice education.

B = Whether the criterion was encouraged in the respondent's school.

Inservice Education	Number Responding	Affirmative Responses	Percentage
A	13	8	61.5
B	13	2	15.3

The data revealed that 62 per cent of the 13 secondary principals in St. John's held the opinion that, in view of the special function of English instruction, every secondary school should give special consideration to the inservice education of its English teachers. However, only two or 15.3 per cent of the principals indicated that, in their own schools, the inservice education of English teachers received such special consideration.

Analysis of Responses from English Department Heads

Table XVIII represents the analysis of the information gathered from heads of English departments regarding the idea of inservice education as an essential aspect of the professionalism in English.

TABLE XVIII

RESPONSES OF DEPARTMENT HEADS TO INSERVICE EDUCATION

KEY: A = Respondent's opinion on the criterion of inservice education.

B = Whether respondent had done any additional formal training in English and English instruction since starting to teach English in secondary schools.

C = Whether respondent had participated in inservice education programmes for English teachers since the current school year.

D = Whether respondent was familiar with English Journal.

E = Whether the respondent was involved in writing.

Inservice Education	Number Responding	Affirmative Responses	Percentage
A	7	6	85.7
B	7	4	57
C	7	7	100
D	7	3	42.8
E	7	0	0

It was the opinion of 86 per cent of the seven heads of English departments that the inservice education of English teachers is one of the essential conditions necessary for professionalism in English instruction. With regard to the inservice education of the respondents, 57 per cent reported that they had done additional formal training in English and English instruction since beginning to teach in the secondary school. According to data, 100 per cent of the respondents had taken part in inservice education programmes for English teachers since the current school year. Forty-three per cent reported that they read English Journal and related periodicals. Data also revealed that none of the seven participating heads of departments had written any article on English instruction since the current school year.

Analysis of the Responses from English Teachers

The responses of English teachers to inservice education are analysed in Table XIX which follows.

TABLE XIX
ANALYSIS OF ENGLISH TEACHERS' RESPONSES TO
INSERVICE EDUCATION IN ENGLISH AND
ENGLISH INSTRUCTION

- KEY: A = Respondent's opinion on the criterion of inservice education.
- B = Whether respondent had done additional formal training in English and English instruction since beginning to teach.
- C = Whether the respondent had participated in inservice education programmes for English teachers since the current school year.
- D = Whether the respondent was familiar with English Journal and related periodicals.
- E = Whether the respondent was involved in writing.

Inservice Education	Number Responding	Affirmative Responses	Percentage
A	77	63	81.8
B	77	36	46.7
C	77	23	29.8
D	77	16	20.7
E	77	1	1.2

A total of 77 teachers of English responded to the questions on inservice education. Eighty-two per cent of the respondents expressed the opinion that the inservice education of English teachers should be given special consideration in every secondary

school. Out of the 77 respondents, 36 or 47 per cent reported that, since starting to teach English in secondary schools, they had received additional formal training in English and English instruction. According to the data, about 30 per cent of all the respondents had participated in inservice education programmes for English teachers, since the current school year. Only 16 or 21 per cent of the teachers reported that they read English Journal and related periodicals, while one teacher or 1.2 per cent had written and published an article on the teaching of English since the current school year.

6. INVOLVEMENT IN RESEARCH AND DEVELOPMENT

As a criterion for professionalism in English, involvement in research and development is intimately related to the inservice education of English teachers. The data presented in this section revealed both the opinion of respondents regarding research and development as a criterion and the extent to which this was provided for in the study schools. Data also showed the extent to which teachers of English were involved in research and development.

Analysis of the Interview with Superintendents

The interview with the superintendents provided the information which is analysed in Table XX.

TABLE XX

ANALYSIS OF THE INTERVIEW WITH SUPERINTENDENTS ON RESEARCH AND DEVELOPMENT IN ENGLISH

KEY: A = Respondent's opinion on the criterion of research and development.

B = Whether this criterion was provided for by respondent's school policy.

Research and Development	Number Responding	Affirmative Responses	Percentage
A	2	2	100
B	2	0	0

The two superintendents interviewed expressed the opinion that research and development in English should be considered as an essential part of the conditions which constitute professionalism in English instruction. There was, however, a hundred per cent negative response to the question whether this criterion was provided for in the board policies of the interviewee. One of them added that his school board encouraged research in all

areas in the secondary school programme and did not, at the moment, intend to make any special provisions for research in the teaching of English.

Analysis of Principals' Responses

Table XXI presents the analysis of the responses from principals regarding research and development in the teaching of English.

TABLE XXI

ANALYSIS OF PRINCIPALS' RESPONSES TO RESEARCH IN ENGLISH

KEY: A = Respondent's opinion regarding the criterion of research and development.

B = Whether this criterion was provided for in respondent's school.

Research and Development	Number Responding	Affirmative Responses	Percentage
A	13	8	61.5
B	13	3	23

Sixty-two per cent of the 13 principals expressed the opinion that research and development constituted an aspect of professionalism in English instruction. On the other hand,

only three or 23 per cent of them resported that their own schools paid any special attention to this criterion, for example, by making funds available for the specific purpose of research and development in the teaching of English.

Responses from Heads of English Departments

The information from English department heads regarding research and development is analysed in Table XXII.

TABLE XXII

ANALYSIS OF THE RESPONSES FROM HEADS OF
ENGLISH DEPARTMENTS REGARDING RESEARCH
IN ENGLISH INSTRUCTION

- KEY: A = Respondent's opinion on the criterion of research and development.
B = Whether respondent had personally done any research in the teaching of English.
C = Whether English teachers in respondent's school had, as a group, done research in the teaching of English.
D = Whether respondent tried suggestions made by research in his own English teaching.

Research and Development	Number Responding	Affirmative Responses	Percentage
A	7	7	100
B	7	4	57
C	7	0	0
D	7	5	71.4

All the seven heads of English departments responding expressed the opinion that involvement in research and development is an essential part of the professionalism in English instruction. Fifty-seven per cent of the respondents indicated that they had personally done research in the teaching of English. According to the data, however, English teachers, as a group in each of the study schools, had not done any research in the teaching of English. Of the seven respondents, 71.4 per cent indicated that they tried suggestions made by research in their own English lessons.

Analysis of the English Teachers' Responses

On the idea of research and development as constituting one of the criteria for professionalism in the teaching of English, teachers of English provided the following data analysed in Table XXIII.

TABLE XXIII
ANALYSIS OF ENGLISH TEACHERS' RESPONSES TO
RESEARCH AND DEVELOPMENT IN ENGLISH

KEY: A = Respondent's opinion on the criterion of research and development.
B = Whether respondent had personally done research in the teaching of English.
C = Whether respondent had taken part in a group research in the area of English instruction.
D = Whether the respondent tried suggestions made by research in his own English lessons.

Research and Development	Number Responding	Affirmative Responses	Percentage
A	77	30	38.9
B	77	4	5.1
C	77	11	14.2
D	77	10	12.9

A total of 77 English teachers responded. Of this number, 39 per cent held the opinion that research and development constitute a criterion for professionalism in English instruction. Only four or 5.1 per cent of the teachers responding indicated that they had personally done research in English. Data revealed that only 14.2 per cent of the participating teachers had taken part in group research in the teaching of English. Out of the 77 respondents, 10 or 13 per cent indicated that, in their English

lessons, they tried suggestions made by research.

7. PROFESSIONAL ASSOCIATION

The data from this criterion revealed the opinion of the respondents regarding the idea that every secondary English teacher should be a member of an English association. The data further ascertained whether this criterion was adhered to in the schools under investigation and the extent to which English teachers were meeting the conditions implicit in the criterion.

Analysis of the Interview with the Superintendents

The data from the interview with the two superintendents on professional association is analysed in Table XXIV below.

TABLE XXIV

ANALYSIS OF THE INTERVIEW WITH THE SUPERINTENDENTS ON PROFESSIONAL ASSOCIATION

KEY: A = Respondent's opinion on the criterion of professional association.

B = Whether this criterion was a requirement in the school policy of the respondent.

Professional Association	Number Responding	Affirmative Responses	Percentage
A	2	0	0
B	2	0	0

On professional association, the two superintendents interviewed expressed the opinion that membership in an English association should not be regarded as a requirement for secondary English teachers. Both interviewees did not consider this criterion as one of the conditions that constitute professionalism in English. The interview further revealed that the board policies of both superintendents did neither consider this criterion as a requirement for their secondary teachers nor provide any encouragement for the teachers to participate in activities of the English profession.

Analysis of the Principals' Responses

Table XXV illustrates how the principals responded regarding the idea of professional association as a criterion for the professionalism in the teaching of English.

TABLE XXV

ANALYSIS OF PRINCIPALS' RESPONSES TO
PROFESSIONAL ASSOCIATION

KEY: A = Respondent's opinion on the criterion of professional association.

B = Whether this criterion was adhered to or encouraged in the respondent's school.

Professional Association	Number Responding	Affirmative Responses	Percentage
A	13	9	69
B	13	0	0

The data from the principal's questionnaire revealed that 69 per cent of the 13 principals expressed the opinion that every secondary English teacher should be a member of an English professional association, since it is through such association that the teacher will be able to be up-to-date with trends in the English profession. But, according to the data, none of the schools under investigation would insist on this or even consider it as a requirement for their own teachers of English.

Responses from Heads of English Departments

The questionnaire for English department heads provided the following data which are analysed in Table XXVI.

TABLE XXVI
ANALYSIS OF THE RESPONSES FROM DEPARTMENT HEADS
REGARDING PROFESSIONAL ASSOCIATION

KEY: A = Respondent's opinion on the criterion of professional association.
B = Whether the respondent was a member of an English association.
C = Whether, since the current school year, the respondent had taken part in activity or activities of an English association.

Professional Association	Number Responding	Affirmative Responses	Percentage
A	7	7	100
B	7	6	85.7
C	7	5	71.4

All the seven department heads responding recorded the opinion that every secondary English teacher should be a member of, at least, one English professional association. Six or 86 per cent of the respondents were themselves members of a recognized English professional association, while five or 71.4 per cent indicated that, since the current school year, they had taken part in activities or programmes of an association of secondary English teachers.

Analysis of English Teachers' Responses

An analysis of the responses made by English teachers to professional association is presented in Table XXVII.

TABLE XXVII

ANALYSIS OF ENGLISH TEACHERS' RESPONSES TO PROFESSIONAL ASSOCIATION

KEY: A = Respondent's opinion on the criterion of professional association.
B = Whether the respondent was a member of an English association.
C = Whether, since the current school year, the respondent had taken part in activity or activities of an association of secondary English teachers.

Professional Association	Number Responding	Affirmative Responses	Percentage
A	77	29	37.6
B	77	2	2.5
C	77	20	25.9

Of the 77 English teachers who responded, 38 per cent expressed the opinion that membership in an English association should be considered as a professional obligation for every secondary English teacher. According to data, only two or 2.5 per cent of the respondents reported that they were members of an English association.

Data further revealed that of the 77 English teachers 20 or 26 per cent had, since the current school year, taken part in activity or activities of an association of secondary English teachers.

8. AN EQUITABLE WORKLOAD FOR THE ENGLISH TEACHER

The data presented in this section ascertained the opinion which was expressed by respondents regarding the idea that an equitable workload for the English teacher is an aspect of the professionalism which should be associated with the teaching of English in every secondary school. Further, the data revealed the extent to which the conditions of this criterion were being met in the schools under study.

Analysis of the Interview with the Superintendents

In Table XXVIII which follows, the data yielded by the interview with the two superintendents are analysed.

TABLE XXVIII
ANALYSIS OF THE INTERVIEW WITH SUPERINTENDENTS
ON AN EQUITABLE WORKLOAD FOR ENGLISH TEACHERS

KEY: A = Respondent's opinion regarding the criterion of workload.

B = Whether this criterion was provided for by the school policy of the respondent.

Workload	Number Responding	Affirmative Responses	Percentage
A	2	0	0
B	2	0	0

In the opinion of both superintendents, workload does not bear on the effectiveness of instruction in English. One hundred per cent of the interviewees further expressed the view that secondary English teachers should not be exempt from administrative duties which are not related to the English programme. According to the interview, none of the two school boards had any provision in their policies to ensure an equitable workload for their secondary English teachers.

Analysis of Principals' Responses

On workload as an essential aspect of the conditions which constitute professionalism in English instruction, the principal's questionnaire provided the following data analysed in Table XXIX.

TABLE XXIX
ANALYSIS OF THE RESPONSES MADE BY PRINCIPALS
TO THE IDEA OF AN EQUITABLE WORKLOAD
FOR THE ENGLISH TEACHER

KEY: A = Respondent's opinion on the criterion of workload.
B = Whether this criterion was met in the respondent's school.

Workload	Number Responding	Affirmative Responses	Percentage
A	13	4	30.7
B	13	3	23

The data revealed that 31 per cent of the thirteen principals held the opinion that English teachers should be given an equitable workload commensurate with the exacting demands made by the teaching of English, and should be exempt from administrative duties not related to English instruction. Only three or 23 per cent of the respondents reported that, in their own schools, they tried to adhere to this criterion while assigning classes and duties to the English teacher.

Responses from Heads of English Departments

Table XXX represents an analysis of the data from the heads of English departments regarding the English teacher's workload.

TABLE XXX

ANALYSIS OF THE RESPONSES MADE BY HEADS OF
DEPARTMENTS TO THE IDEA OF AN EQUITABLE
WORKLOAD FOR ENGLISH TEACHERS

KEY: A = Respondent's opinion on the criterion of workload.

B = Whether the respondent was teaching other subject
or subjects in addition to English.

C = Whether the respondent had duties outside the
English programme.

D = Whether the respondent had sufficient time to do his
work in the English programme.

Workload	Number Responding	Affirmative Responses	Percentage
A	7	7	100
B	7	6	85.7
C	7	5	71.4
D	7	1	14

There was unanimous opinion among the seven department heads responding that, in every secondary school, any assignment of work to the English teacher should take special note of the complex nature of English instruction and the demands which it makes on

the English teacher. A total of 86 per cent of the respondents indicated that they were required to teach another subject or other subjects in addition to English, while 71.4 per cent reported that they were given administrative duties outside the English programme. Only one respondent, or 14 per cent indicated that he had sufficient time to do his work in the English programme.

Analysis of English Teachers' Responses

Further information on the English teacher's workload in the study schools was provided by the English teachers' questionnaire. The data yielded by the teachers' responses are analysed in Table XXXI.

TABLE XXXI

ANALYSIS OF ENGLISH TEACHERS' RESPONSES CONCERNING
THE IDEA OF AN EQUITABLE WORKLOAD FOR
THE ENGLISH TEACHER

- KEY: A = Respondent's opinion regarding the criterion of workload.
 B = Whether respondent was teaching more than 100 students a day.
 C = Whether respondent taught another subject or other subjects in addition to English.
 D = Whether respondent was exempt from duties not related to the English programme.
 E = Whether respondent's workload hindered his teaching of English.

Workload	Number Responding	Affirmative Responses	Percentage
A	77	70	90.9
B	77	63	81.8
C	77	64	83.1
D	77	4	5.1
E	77	73	94.8

Ninety-one per cent of the 77 teachers responding expressed the opinion that an equitable workload for the English teacher should be considered as a criterion for professionalism in English instruction. A total of 82 per cent of the respondents taught

more than 100 students each day. According to data, 83.1 per cent of the teachers taught another subject or other subjects in addition to English. Only four teachers or 5.1 per cent reported that they had no duties outside the English programme. Ninety-five per cent of the teachers who responded indicated that their current workload hindered their teaching of English.

9. SPECIAL CLASSROOMS FOR ENGLISH INSTRUCTION

Special classrooms designed and equipped for the specific purpose of English instruction constitute an aspect of the professionalism in English which was assessed by this study. In this section, the opinion of the respondents regarding the notion of English classrooms is analysed. The section also illustrates the extent to which the conditions implicit in this criterion were being met in the schools under investigation.

Analysis of the Interview with the Superintendents

Table XXXII analyses the result of the interview with the two superintendents on the idea of English classrooms.

TABLE XXXII
ANALYSIS OF THE INTERVIEW WITH SUPERINTENDENTS
ON THE IDEA OF ENGLISH CLASSROOMS

KEY: A = Respondent's opinion on the criterion of English classrooms.

B = Whether this criterion was provided for in the respondent's school policy.

English Classrooms	Number Responding	Affirmative Responses	Percentage
A	2	0	0
B	2	0	0

Both superintendents expressed the opinion that special classrooms designed and equipped for English did not constitute a criterion for professionalism in English. The two interviewees indicated that, in their respective school policies, there was no provision to ensure that each secondary school under them was provided with English classrooms. The interview further revealed that both school boards did not ensure that a class

library was provided to each English class in their secondary schools.

Analysis of the Principals' Responses

The principals' responses regarding English classrooms are analysed in Table XXXIII which follows.

TABLE XXXIII

ANALYSIS OF THE PRINCIPALS' RESPONSES TO THE IDEA OF SPECIAL CLASSROOMS FOR ENGLISH INSTRUCTION

KEY: A = Respondent's opinion on the criterion of English classrooms.

B = Whether an attempt was made to meet this criterion in the respondent's school.

English Classrooms	Number Responding	Affirmative Responses	Percentage
A	13	7	53.8
B	13	0	0

The data from the principal's questionnaire revealed that of the 13 principals reporting, 54 per cent expressed the opinion that the use of special classrooms for English instruction con-

stitutes an essential aspect of the professionalism which is needed to improve English teaching in secondary schools. However, data further showed that there was neither an English classroom nor an English class library in any of the schools under investigation.

Responses from English Department Heads

On English classrooms, the department head's questionnaire provided the data which are presented in Table XXXIV.

TABLE XXXIV
RESPONSES MADE BY HEADS OF ENGLISH DEPARTMENTS
TO QUESTIONS ON ENGLISH CLASSROOMS

KEY: A = Respondent's opinion regarding the criterion of English classrooms.
B = Whether respondent's school had alternative arrangements in the absence of permanent English rooms.
C = Whether, in the respondent's school, there were alternative arrangements in the absence of English class libraries.

English Classrooms	Number Responding	Affirmative Responses	Percentage
A	7	6	85.7
B	7	0	0
C	7	1	14.2

Seven heads of English departments responded. Of these, 86 per cent held the opinion that every secondary school should be provided with classrooms specially designed and equipped for English instruction. None of the respondents indicated an alternative arrangement in the absence of English rooms in their schools. Only one or 14 per cent of the respondents reported that his school tried to provide an alternative arrangement in the absence of English class libraries, for example, sufficient and adequate reading materials for each grade level.

Analysis of English Teachers' Responses

Tabel XXXV represents the analysis of English teachers' responses to questions on English classrooms.

TABLE XXXV
ANALYSIS OF ENGLISH TEACHERS' RESPONSES TO
QUESTIONS ON ENGLISH CLASSROOMS

KEY: A = Respondent's opinion on the criterion of English classrooms.

B = Whether every English class taught by respondent was provided with sufficient and adequate reading materials.

C = Whether respondent had sufficient teaching materials, e.g., films, tapes, records, etc., for every English class he taught.

D = Whether the absence of such English rooms hindered the respondent's work as English teacher.

English Classrooms	Number Responding	Affirmative Responses	Percentage
A	77	70	90.9
B	77	12	15.5
C	77	20	25.9
D	77	71	92.2

A total of 91 per cent of the 77 teachers responding shared the opinion that there should be special classrooms designed and equipped for English instruction in every secondary school. Sixteen per cent of the respondents indicated that each English class they were currently teaching had sufficient and adequate

reading materials, while 26 per cent reported that they had sufficient teaching materials for each English class which they currently taught. A total of 92.2 per cent of the responding English teachers indicated that the absence of English classrooms constituted a hindrance to their work as secondary English teachers.

10. THE SECONDARY SCHOOL ENGLISH DEPARTMENT

The tenth aspect of the professionalism which was assessed by this study was the idea that every secondary school should have a recognized English department under a duly appointed head. In this section, the data ascertained both the opinion of respondents on the criterion and the extent to which the requirements of the criterion were being met in the study schools.

Analysis of the Interview with the Superintendents

The two superintendents who took part in the study provided the following data regarding the secondary English department. Table XXXVI illustrates how the superintendents responded.

TABLE XXXVI

ANALYSIS OF THE INTERVIEW WITH SUPERINTENDENTS
ON THE SECONDARY ENGLISH DEPARTMENT

KEY: A = Respondent's opinion regarding the criterion of English department.

B = Whether this criterion was provided for by the respondent's school policy.

The English Department	Number Responding	Affirmative Responses	Percentage
A	2	2	100
B	2	2	100

The interview revealed unanimous opinion among the two superintendents that, in every secondary school, English instruction should have its own department under a recognized and duly appointed head. Both superintendents also indicated that their school boards tried to ensure that each of their secondary schools was provided with a duly appointed English chairman to head the English department. One interviewee added that the number of department heads to be employed for their schools was strictly determined by the availability of funds and the qualified personnel. The interview revealed, however, that none of the two school systems made any provision

to ensure that each of their secondary schools has an English centre which should enrich and facilitate the work of the English department.

Analysis of Principals' Responses

Table XXXVII analyses the responses made by the participating principals regarding the secondary English department.

TABLE XXXVII

ANALYSIS OF PRINCIPALS' RESPONSES REGARDING THE ENGLISH DEPARTMENT

KEY: A = Respondent's opinion regarding the criterion
of English department.

B = Whether the respondent's school met the
conditions implicit in the criterion.

The English Department	Number Responding	Affirmative Responses	Percentage
A	13	13	100
B	13	7	53.8

All the 13 principals recorded the opinion that English instruction in every secondary school should have its own department and its own duly appointed head. Seven of the respondents or 54 per cent reported that their schools had English departments

and duly appointed English department heads. According to data, there was neither an English centre nor a separate clerical staff for the English department in any of the study schools.

Responses from Heads of English Departments

The questionnaire for English department heads yielded the following data, on English departments, presented in Table XXXVIII.

TABLE XXXVIII

ANALYSIS OF THE RESPONSES MADE BY ENGLISH
DEPARTMENT HEADS TO QUESTIONS ON THE
ENGLISH DEPARTMENT

- KEY: A = Respondent's opinion on the criterion of English department.
- B = Whether respondent's current position had any official recognition.
- C = Whether respondent had sufficient responsibility over the English programme in his school.
- D = Whether the absence of an English centre hindered the work of the respondent as a professional person.
- E = Whether the respondent would consider remaining head of secondary English department for a further considerable length of time.

The English Department	Number Responding	Affirmative Responses	Percentage
A	7	7	100
B	7	6	85.7
C	7	1	14.2
D	7	6	85.7
E	7	1	14.2

All the department heads who responded held the opinion that, in every secondary school, English instruction should have its own recognized department under a duly appointed head. According to

the data, 86 per cent of the respondents had official recognition as English department heads in their schools. Only one or 14 per cent of the respondents indicated that he had sufficient responsibility over the English programme in his school. Eighty-six per cent indicated that the absence of an English centre with adequate facilities hindered their work as professional persons. Data also revealed that only 14 per cent of the respondents would consider remaining an English department head for any further considerable length of time.

Analysis of English Teachers' Response

Table XXXIX illustrates how the English teachers responded regarding the idea of an English department in every secondary school.

TABLE XXXIX

ANALYSIS OF ENGLISH TEACHERS' RESPONSES TO QUESTIONS ON THE SECONDARY ENGLISH DEPARTMENT

KEY: A = Respondent's opinion on the criterion of English department.

B = Whether the absence of an English centre in the respondent's school hindered his work as English teacher.

The English Department	Number Responding	Affirmative Responses	Percentage
A	77	69	89.6
B	77	68	88.3

A total of 90 per cent of the 77 English teachers who took part in the study expressed the opinion that English instruction in every secondary school should have its own recognized department with a duly appointed head. Eighty-eight per cent of the teachers indicated that the absence of an English centre in their respective schools hindered effective instruction in English.

11. SUMMARY OF THE OPINION EXPRESSED BY ALL THE RESPONDENTS ON THE TEN CRITERIA FOR PROFESSIONALISM IN ENGLISH

A total of 99 persons participated in this study and expressed opinion on each of the ten criteria which were assessed by the study. This section presents a summary of the respondents' opinion regarding each of the criteria as constituting a criterion for professionalism in the teaching of English. Table XL presents a summary of opinion expressed on each criterion.

TABLE XL
SUMMARY OF OPINION EXPRESSED BY ALL
RESPONDENTS ON EACH CRITERION

CRITERIA	Number Responding	Affirmative Responses	Percentage
Professional Autonomy	99	85	85.8
Special Training	99	74	74.7
Professional Monopoly	99	72	72.7
Career Commitment	99	20	20.2
Inservice Education	99	79	79.7
Research in English	99	47	47.4
Professional Association	99	45	45.4
Workload	99	81	81.8
English Classrooms	99	83	83.8
The English Department	99	91	91.9

A majority of the total number of people who expressed opinion regarding each of these criteria were English teachers. Out of the 99 participants, seven were heads of English departments and 77 were teachers of English. As shown by the data presented in Table X., on seven of the ten criteria the respondents' affirmative responses were greater than 70 per cent. Less than half of the respondents, however, considered both research in English and membership in an English association to be aspects of professionalism in English. It is significant to note that only 20.2 per cent of all the respondents considered the teaching of English as a career.

In this chapter, a careful analysis of all the information collected for the study has been presented. It represents both the opinion of the participants regarding the ten main criteria for professionalism in the teaching of English and what is, in practice, being done in the study schools in order to meet the requirements of these criteria. In the next chapter which is the final part of this report, a summary of the study will be presented. Then, on the basis of all the data discussed in the present chapter, a final picture will emerge to indicate the degree of professionalism associated with the teaching of En-

glish in the secondary schools of St. John's. With this final picture as a guide, some recommendations will be made and areas for further research will be suggested.

CHAPTER V

SUMMARY, MAIN FINDINGS AND RECOMMENDATIONS

1. SUMMARY OF THE STUDY

The Problem

The purpose of this study was to assess the degree of professionalism associated with the teaching of English in the secondary schools of St. John's, Newfoundland. The initial major task which the investigator had to face was to determine what criteria to use in assessing professionalism in the teaching of English. A careful survey of the literature revealed ten characteristics which, according to authorities in English and English instruction, constitute the main criteria for professionalism in English instruction at the secondary level. These criteria are: professional autonomy, special training and knowledge in English, professional monopoly, career commitment, the inservice education of English teachers, research and development in English, professional association, an equitable workload for the English teacher, special classrooms for English instruction, and the secondary school English department. The present investigation has attempted to assess the extent to which instruction in English in the secondary schools of St. John's met these ten criteria.

The Sample

The sample comprised 116 persons connected with the thirteen secondary schools within the urban area of St. John's, namely, school superintendents, principals, heads of English departments, and English teachers. The data were available from 99 of the participants.

The Instruments

Three sets of questionnaires and one interview schedule were used as the data gathering instruments. The questionnaires were addressed to, and completed by principals, heads of English departments and individual English teachers. The interview schedule was used in interviewing the superintendents.

The Collection of Data

The investigator made several initial visits to the offices of the school superintendents and to each of the study schools in order to introduce the study and to establish rapport with the participants. The questionnaires were then delivered to each school by the investigator himself. When the questionnaires were completed, the investigator returned to each school in order to collect them. In all, 97 usable questionnaires were returned. Two superintendents were interviewed at the end of the data gathering period.

Treatment of Data

All the information gathered from both the questionnaires and the interview were coded and processed manually. The data was finally analysed and presented in tables showing numbers and percentages which are the basis for assessing the degree of professionalism associated with the teaching of English in the secondary schools of St. John's.

2. THE DEGREE OF PROFESSIONALISM ASSOCIATED WITH THE TEACHING OF ENGLISH IN THE SECONDARY SCHOOLS OF ST. JOHN'S, NEWFOUNDLAND.

The primary purpose of professionalism in the teaching of English is to ensure effective instruction, which is the main factor that can improve the quality of English used by young people. From this study, a definite picture has emerged to indicate the degree to which English programmes in the secondary schools of St. John's were meeting ten selected criteria for professionalism in English. Before the final picture is presented, the following main findings of the study should be noted.

The Main Findings

1. Professional Autonomy: The secondary schools in St. John's appeared to be grasping the fact that their English teachers needed a broad range of freedom in their teaching of English in order to achieve the true objectives of their English programmes. The English teachers themselves indicated a desire for an accelerated progress towards professional autonomy. For example, 91 per cent of individual teachers and all the seven department heads supported the criterion of professional autonomy. Opposing this desire, however, was the apparent determination of the school boards to uphold the restrictions imposed by the provincial Education Act, as evidenced by the responses of the two superintendents interviewed. By the requirements of this criterion, therefore, teachers of English in the study schools were not free to perform as professional persons.

2. The Requirement of Special Training in English: According to this criterion, barely thirty per cent of all persons teaching English in the participating schools started as qualified English teachers. Nearly sixty per cent of these teachers, again according to the requirements of this criterion, were currently unqualified to teach English at the secondary school level. This criterion, therefore was not being met.

3. Professional Monopoly: A reasonably high percentage of the respondents supported the idea that only qualified English teachers should be allowed to teach English in every secondary school. However, data further revealed that none of the superintendents and only 23 per cent of the principals tried to ensure that, as far as possible, only qualified secondary English teachers taught English in their schools. This fact, coupled with the scarcity of qualified English teachers noted in Criterion II above, indicates that the requirements of professional monopoly were not being met.

4. Career Commitment: As already indicated by the data presented in Table XL, only 20.2 per cent of all the participants considered a career commitment as a criterion for professionalism in English. Furthermore, only one department head and 6.4 per cent of the English teachers expressed willingness to make the teaching of English their permanent career. This suggests a lack of faith, on the part of the participating teachers, in the teaching of English as a profession. This criterion, therefore, was not being met.

5. Inservice Education of English Teachers: Although nearly 80 per cent of the participants considered inservice education as a criterion for professionalism, yet there was little evidence that the schools adhered to its requirements. For example, none of the superintendents and only 15.3 per cent of the principals indicated that they tried to make special provisions for the inservice education of their teachers of English. As regards the teachers themselves, all of the seven heads of departments, and only 29.8 per cent of the other English teachers had participated in inservice education activities for English teachers since the current school year. With the exception of the department heads, there seemed to be insufficient evidence that persons teaching English in the study schools endeavoured to continue their education in English and English instruction. Therefore, this criterion was accepted only in principle, but its requirements were not being met.

6. Research and Development: The fact that 45.4 per cent of all the participants accepted this criterion suggests some recognition of the importance of research in English instruction. However, neither the administrators nor the English teachers showed much effort to comply with the requirements of the criterion.

For instance, none of the superintendents and only 23 per cent of the principals, tried to give financial support to research in English instruction in their schools. Data further indicated that the participating teachers, with the exception of the department heads, were hardly involved in research and development. For instance, 57 per cent of the department heads and only 5.1 per cent of other English teachers had personally done any research in the area of English instruction; 71.4 per cent of the department heads and 12.9 per cent of the other 77 teachers had tried suggestions made by research in their English lessons. This criterion, therefore, was not being met.

Professional Association: Less than half of the participants, 46.4 per cent, accepted this criterion. On the other hand, none of the administrators, as data further indicated, tried to encourage it in their English teachers. With regard to the teachers themselves, six of the seven department heads were members of an English association, and five had participated in activities of an English association since the current school year; of the 77 other teachers, 2.5 per cent were members of an English association while 25.9 per cent had participated in activities of and English teachers' association since the current school year. The foregoing findings suggest lack of group consciousness and

integration among the English teachers, and support the conclusion that the criterion of professional association was not being met.

8. An Equitable Workload for the English Teacher: As already indicated by data, none of the superintendents and 30.7 per cent of the principals accepted workload as a criterion for professionalism in English. More than 90 per cent of the English teachers accepted the criterion; but the data on workload further indicated that the English teacher in the study schools was overworked. For example, all but one of the department heads taught other subjects in addition to English, and more than 70 per cent had administrative duties outside the English programme; over 80 per cent of the other English teachers taught other subjects in addition to English, and only 5.1 per cent did not have administrative duties outside English. These facts lead to the conclusion that this criterion was not met.

9. The English Classroom: In none of the thirteen study schools was English taught in classrooms specially designed and equipped for English instruction. This is evidenced by the data obtained from superintendents and principals. Furthermore, 100 per cent of the department heads reported no alternative arrangements in the absence of special English classrooms; only 15.5 per cent of the participating teachers indicated that their En-

glish classes had sufficient reading materials. English instruction in the study schools, therefore, did not meet the requirements of this criterion.

10. The English Department: More than 80 per cent of the participants accepted this criterion. Some of its requirements were being met; for example, half of the study schools have recognized heads of the English departments. However, it should be noted that of all the department heads who participated in the study, only one indicated that he had sufficient responsibility over the English programme in his school. Furthermore, over 80 per cent indicated that their schools had no English centres.

A Final Picture

Table XL illustrates the high percentage of positive opinion expressed by all the participants regarding each of the ten criteria used in this study. On the other hand, the data presented in this report suggest an apparent insistence by administrators, namely, superintendents and principals, that instruction in English must be done strictly according to the restrictions imposed by the Education Act. Furthermore, judging by data presented in Tables XIV, XV, XIX, XXIII and XXVII, it would appear that the participating English teachers themselves lacked commitment to English

instruction as a profession. Thus a gap existed between the opinion expressed regarding the criteria for professionalism and the extent to which these criteria were being met. This study, therefore, revealed a final picture which suggests that the degree of professionalism associated with the teaching of English in the secondary schools of St. John's was low.

3. RECOMMENDATIONS

On the basis of the findings summarized in the foregoing pages, the following recommendations are made:

1. The true objectives of English instruction in the secondary schools can be achieved through activities and materials which may differ from one school situation to another and from one teacher to another. There is nothing sacrosanct about any particular type of material or activity. The only criterion for selection is appropriateness to purpose. Therefore, any desire by the school administrators in St. John's to uphold the restrictions implicit in the provincial Education Act should still allow the English teacher the freedom to decide upon the materials and activities, for example, English textbooks and innovations, which he considers most appropriate to the needs of his students, his particular situation, and his own competence as a professional person.

2. It is recommended that special consideration be given to the inservice education of English teachers in the secondary schools of St. John's. Such consideration could take one of several forms, for example, special financial assistance to the English teachers. Such assistance should enable the teachers to take additional academic and professional courses in English at the university.

3. More attention should be paid, by administrators and English teachers in the study schools, to research and development in English. This recommendation suggests that financial support, for the specific purpose of carrying out research, be given to the English department of each secondary school.

4. The English departments of the study schools should set up a system to ensure regular contacts among English teachers in St. John's. Conferences of English teachers, English workshops, and inter-school visitations among English teachers should form parts of any such system.

5. As one of the major findings of this study was a lack of commitment to English instruction by English teachers, it is recommended that the secondary schools in St. John's try, as far as

possible, to improve the conditions under which the English teacher works. For example, the following areas should be given immediate and special consideration: the English teacher's workload, English classrooms, and English class libraries. Improved conditions of work will increase the English teacher's commitment to his work as a profession.

4. SUGGESTIONS FOR FURTHER RESEARCH

The study just completed suggests further research in the following areas:

1. A similar study, jointly sponsored by the departments of English and Curriculum at Memorial University and with financial support from the provincial Department of Education, should be done at the provincial level.

2. A study should be done on professionalism in the teaching of English as it relates to the secondary English teacher's readiness to initiate and to accept change in English instruction.

3. The correlation between the level of professionalism in the teaching of English and student achievement at the secondary level should be investigated.

4. A study should be done on the attitude of the secondary school teachers of English towards English instruction as a profession.

5. The role of English department heads in St. John's secondary schools should be investigated.

6. The present study should be replicated.

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APPENDIX A

COPIES OF CORRESPONDENCE

COPY OF FIRST LETTER TO THE SUPERINTENDENT,
ROMAN CATHOLIC SCHOOL BOARD OF ST. JOHN'S

Box 91,
Memorial University,
St. John's,
August 26, 1970.

The District Superintendent,
St. John's R.C. School Board,
P.O. Box 776,
St. John's.

Dear Sir:

As part of the requirements for the degree of Master of Education in the department of Educational Administration at Memorial University, I intend to do a study on the degree of professionalism associated with the teaching of English in the secondary schools of St. John's.

It will be necessary to administer questionnaires to principals, heads of English departments, and English teachers. A part of the proposed study is an interview with the superintendents.

Accept my thanks in advance, first of all, for your permission to include St. John's R.C. secondary schools in the study and, secondly, for the help and cooperation of your office.

Yours most sincerely,

Paulinus N.C. Okoye

COPY OF FIRST LETTER TO THE SUPERINTENDENT,
AVALON CONSOLIDATED SCHOOL BOARD, ST. JOHN'S

Box 91,
Memorial University,
St. John's,
August 26, 1970.

The District Superintendent,
Avalon Consolidated School Board,
P.O. Box 1980,
St. John's.

Dear Sir:

As part of the requirements for the degree of Master of Education in the department of Educational Administration at Memorial University, I propose to carry out a study on the degree of professionalism associated with the teaching of English in the secondary schools of St. John's.

It will be necessary to administer questionnaires to principals, English department heads, and English teachers. A part of the proposed study is an interview with the superintendents.

Please accept my thanks in advance for your permission to include in the study St. John's Integrated secondary schools, and for any help which your office can give towards the success of this study.

Yours most sincerely,

Paulinus N.C. Okoye.

COPY OF SECOND LETTER TO THE SUPERINTENDENT,
R.C. SCHOOL BOARD

P.O. Box 91,
Memorial University,
St. John's,
Feb. 18, 1971.

The District Superintendent,
St. John's R.C. School Board.

Dear Sir:

Further to my letter of 26 August 1970 in which I asked for permission to carry out research in the teaching of English in your secondary schools, I wish to inform you that I am now ready to start the research.

All instruments for this study are enclosed for your examination, as was agreed during our conversation in August.

Yours most sincerely,

Paulinus N.C. Okoye.

COPY OF SECOND LETTER TO THE SUPERINTENDENT,
AVALON CONSOLIDATED SCHOOL BOARD

P.O. Box 91
Memorial University,
St. John's,
Feb. 18, 1971.

The District Superintendent,
Avalon Consolidated School Board,

Dear Sir:

Further to my letter of 26 August 1970 in which I asked for permission to carry out research in the teaching of English in your secondary schools within St. John's, I wish to inform you that I am now ready to start the research.

All instruments to be used in this study are enclosed for your examination, as was agreed during our conversation in August.

Yours most sincerely,

Paulinus N.C. Okoye.

COPY OF LETTER TO PRINCIPALS

P.O. Box 91,
Memorial University,
St. John's, Newfoundland,
February 6, 1971.

Dear Principal:

I am conducting a study to assess the degree of professionalism associated with the teaching of English in the secondary schools of St. John's. This is part of the requirements for the Master of Education degree at Memorial University.

The information required for the study will be gathered from principals, heads of English departments, and individual English teachers in all the secondary schools within the city of St. John's.

I need your help and co-operation for the success of this study. Please read carefully and complete the following questionnaire addressed to the principal and distribute the others to your English department.

I shall be most grateful for your help and co-operation.

Yours most sincerely,

Paulinus N.C. Okoye

COPY OF LETTER TO HEADS OF ENGLISH DEPARTMENTS

P.O. Box 91,
Memorial University,
St. John's, Newfoundland,
February 6, 1971.

Dear Department Head:

The following questionnaire is designed to assess the degree of professionalism associated with the teaching of English in the secondary schools of St. John's. It is part of the requirements for the Master of Education degree at Memorial University.

For the success of this study I need the help and co-operation of you and your English department. Please read carefully and complete the questionnaire addressed to the English department head, and distribute the rest to the other English teachers in your department.

I would be very grateful if you could arrange for the questionnaire to be completed at your earliest convenience.

Thanks in advance for all your help and co-operation.

Yours most sincerely,

Paulinus N.C. Okoye

COPY OF LETTER TO ENGLISH TEACHERS

P.O. Box 91,
Memorial University,
St. John's, Newfoundland,
February 6, 1971.

Dear English Teacher:

The following questionnaire addressed to the English teacher is designed to assess the degree of professionalism associated with the teaching of English in the secondary schools of St. John's. It is part of the requirements for the Master of Education degree at Memorial University.

Your help is needed for the success of this study. Please read carefully and complete the questionnaire at your earliest convenience.

Thanks in advance for your help and co-operation.

Yours most sincerely,

Paulinus N.C. Okoye

COPY OF THE LETTER OF THANKS TO THE SUPERINTENDENT,
R.C. SCHOOL BOARD

Box 91,
Memorial University,
St. John's, Newfoundland,
July 4, 1971.

The Superintendent,
Roman Catholic School Board,
St. John's, Newfoundland.

Dear Sir:

I wish to express my most sincere thanks to you and your entire office staff for the help and co-operation which you gave me during the recent study that I did in your secondary schools.

I would also like to mention to you that all your principals and their English teachers gave me tremendous co-operation during my investigation. To all of them I am also most grateful.

Yours most sincerely,

Paulinus N.C. Okoye.

COPY OF THE LETTER OF PERMISSION FROM THE
R.C. SCHOOL BOARD

February 22, 1971

Mr. Paulinus N.C. Okoye,
P.O. Box 91,
Memorial University,
St. John's, Newfoundland.

Dear Mr. Okoye:

This is to inform you that permission has been granted by this School Board for you to conduct the research described in your letter of February 18, 1971.

It is understood, of course, that those teachers participating will do so on a voluntary basis.

Also, upon completion of your study, it would be appreciated if you would forward a copy of the results to this office.

Sincerely,

Kevin E. Veitch,
Assistant Superintendent.

COPY OF THE LETTER OF PERMISSION FROM THE AVALON
CONSOLIDATED SCHOOL BOARD

M E M O

TO: Junior and Senior High Principals
FROM: H.M. Peddle, Director, Secondary Education
DATE: March 2, 1971
RE: A research project to be conducted in our Junior
and Senior High Schools by Mr. Paulinus Okoye,
a graduate student at Memorial University.

Instruments to be used by Mr. Okoye in his project - a study to assess the Degree of Professionalism associated with the teaching of English in the Secondary Schools of St. John's - have been received at this office for perusal.

Consequently, we have asked Mr. Okoye to seek your co-operation to conduct his study.

COPY OF LETTER TO THE NATIONAL COUNCIL OF TEACHERS
OF ENGLISH, UNITED STATES

Box 91,
Memorial University,
St. John's, Newfoundland,
Canada.
October 17, 1970.

The NCTE,
508 South Sixth Street,
Champaign, Illinois 61826.

I propose to do a study on the degree of professionalism associated with the teaching of English in the secondary schools of St. John's, Newfoundland.

I would like to inquire if you have done a study similar to the proposed one, or if you know of a similar study done anywhere.

If you have copies of similar studies and pertinent materials that I could borrow or buy, please let me know at your earliest convenience.

Yours very truly,

Paulinus N.C. Okoye

COPY OF LETTER FROM THE NATIONAL COUNCIL
OF TEACHERS OF ENGLISH, UNITED STATES

October 23, 1970

Mr. P.N.C. Okoye
P.O. Box 91
University of Nfld.
St. John's
Nfld., Canada

Dear Mr. Okoye:

In response to your letter of October 17, I am enclosing a reprint from a recent English Journal entitled "Criteria for Evaluating High School English Programs" and the 1970 Resources catalog of NCTE publications. I suggest that you consider purchasing the following three books:

High School English Instruction Today: The National Study of High School English Programs. (page 17 in Resources)

High School Departments of English: Their Organization, Administration and Supervision (page 17)

The National Interest and the Continuing Education of Teachers of English, (page 32)

I hope these will be of some help to you.

Sincerely yours,

William J. Scannell
Curriculum Materials Associate

ras
Enclosures

APPENDIX B

AN ASSESSMENT OF THE DEGREE OF PROFESSIONALISM
ASSOCIATED WITH THE TEACHING OF ENGLISH IN
THE SECONDARY SCHOOLS OF ST. JOHN'S, NEWFOUNDLAND

INSTRUMENT NO. 1PRINCIPAL'S QUESTIONNAIREDEFINITIONS OF TERMS

ENGLISH: The domain comprising speech, reading, grammar, composition, and literature (literature includes drama).

QUALIFIED SECONDARY ENGLISH TEACHER: A teacher with a minimum qualification of a B.A. in English and a B. Ed. degree, or an equivalent.

RECOGNIZED ENGLISH PROFESSIONAL ASSOCIATION: Examples of this include the Canadian Council of Teachers of English, The National Council of Teachers of English (U.S.), the National Association of Teachers of English (U.K.), etc.

CRITERION I: Professional Autonomy

(Please tick yes or no in the appropriate spaces)

1. Should English teachers, as a professional group within each secondary school, be free to teach English in the way they consider most appropriate according to their individual situations?

_____ Yes _____ No

2. In your own school,

- (a) Do English teachers play the leading role in setting the objectives of your English programme?

_____ Yes _____ No

- (b) Is the individual teacher of English free to use books other than the prescribed texts whenever he considers such alternatives necessary?

_____ Yes _____ No

- (c) Is the English teacher free to introduce innovations in his work any time that such innovations seem necessary to him?

_____ Yes _____ No

- (d) Are English teachers, as a professional group, free to decide when and how to evaluate the effectiveness of your English programme in all grades?

_____ Yes _____ No

3. Are there any additional comments or explanations which you would like to make about the unique situation of your own school?

_____ Yes _____ No

(Please indicate) _____

CRITERION II: The Requirement of Special Training and Knowledge in English.

4. Entry into the medical profession begins with a careful selection of superior candidates for a prolonged and specialized training. Do you think that a similar procedure should be required for English instruction in the secondary school?

_____ Yes _____ No

5. Would you consider a B.A. degree in English plus a B. Ed. as a minimum qualification for all teachers of English in your school?

_____ Yes _____ No

CRITERION III: Professional Monopoly

6. Only the doctor assisted by other doctors is allowed to perform an operation. Do you think that English in the secondary school should be taught only by qualified secondary teachers of English, e.g., B.A. in English plus B. Ed. etc.?

_____ Yes _____ No

7. In your own school, would you insist that no mathematics or science teacher, for instance, is given any English class?

_____ Yes _____ No

CRITERION IV: Career Commitment

8. The doctor regards his work as a calling and remains in it for most of his working life. Do you think that every qualified secondary teacher of English should make English instruction a permanent career?

_____ Yes _____ No

9. Does your school have any arrangement whereby teachers of English are encouraged to make a permanent career in English instruction?

_____ Yes _____ No

CRITERION V: Inservice Education of English Teachers

10. In view of the special function which English performs in the entire school programme, should the inservice education of English teachers be given special consideration in every secondary school?

_____ Yes _____ No

11. Does your own school give special consideration to the inservice education of your English teachers?

_____ Yes _____ No

12. (a) Are your English teachers given paid leave to enable them to improve their knowledge and skill in English by taking additional university courses?

_____ Yes _____ No

- (b) Does your school make available for teachers of English special loans for the purpose of furthering their knowledge and skills in English instruction?

_____ Yes _____ No

- (c) Does your school have any other type of arrangement for the inservice education of your English teachers?

_____ Yes _____ No

(Please indicate nature of arrangement) _____

CRITERION VI: Involvement in Research and Development

13. Do you think that, in every secondary school, special consideration should be given to research in the teaching of English as a means of enriching the English programme?

_____ Yes _____ No

14. In your own school, is there any plan whereby special funds are made available for regular research and development in English and English instruction?

_____ Yes _____ No

CRITERION VII: Professional Association

15. Would you consider membership in a recognized professional association of English teachers a requirement for every secondary English teacher?

_____ Yes _____ No

16. Is membership in an English association a requirement for candidates seeking employment as English teachers in your school?

_____ Yes _____ No

CRITERION VIII: The English Teacher's Workload

17. In view of the fact that English instruction makes the most exacting demands on the teacher, should secondary teachers of English be exempt from administrative duties not related to English?

_____ Yes _____ No

18. In your own school, are teachers of English exempt from administrative duties which are not related to English instruction?

_____ Yes _____ No

19. Does your school ensure that, as far as possible, no English teacher is made to teach any other subject or subjects in addition to English?

_____ Yes _____ No

20. Does your school follow these recommendations of the National Council of Teachers of English:

- (a) No English teacher should be required to teach more than 100 students a day?

_____ Yes _____ No

- (b) No secondary English class should be more than 25 students?

_____ Yes _____ No

- (c) No English teacher should be required to teach more than four classes a day?

_____ Yes _____ No

CRITERION IX: Special English Classrooms

21. Do you think that every secondary school should be provided with classrooms specially designed and equipped for English instruction?

_____ Yes _____ No

22. Does your own school have English classrooms for each of the grades?

_____ Yes _____ No

23. As a matter of policy, does your school ensure that a class library is provided for every English classroom in all grades?

_____ Yes _____ No

CRITERION X: The Secondary School English Department

24. As a profession, should English instruction in every secondary school have a recognized department under a duly appointed head?

_____ Yes _____ No

25. Does your school have a recognized department of English?

_____ Yes _____ No

26. Do you have a head of English department who is duly appointed and paid a salary accordingly?

_____ Yes _____ No

27. (a) Does your school have an English centre?

_____ Yes _____ No

- (b) Is there a professional library for your English department?

_____ Yes _____ No

- (c) Is your English department provided with its own clerical staff?

_____ Yes _____ No

28. Are there any additional comments or explanations which you would like to make?

_____ Yes _____ No

(please indicate if there are any) _____

APPENDIX C

AN ASSESSMENT OF THE DEGREE OF PROFESSIONALISM
ASSOCIATED WITH THE TEACHING OF ENGLISH IN
THE SECONDARY SCHOOLS OF ST. JOHN'S, NEWFOUNDLAND

INSTRUMENT NO. 2QUESTIONNAIRE FOR ENGLISH DEPARTMENT HEADSDEFINITIONS:

ENGLISH: The domain comprising speech, reading, grammar, composition, and literature (literature includes drama).

QUALIFIED SECONDARY ENGLISH TEACHER: A teacher with a minimum qualification of a B.A. degree in English and a B. Ed. degree, or an equivalent.

RECOGNISED ENGLISH PROFESSIONAL ASSOCIATION: Examples of this include the Canadian Council of Teachers of English, The National Council of Teachers of English (U.S.), The National Association of Teachers of English (U.K.), etc.

CRITERION I: Professional Autonomy

(Please tick Yes or No in the appropriate spaces).

1. Should English teachers, as a professional group within each secondary school, be free to teach English in the way they consider most appropriate according to their individual situations?

_____ Yes _____ No

2. In your own school:

- (a) Do you feel that the teachers of English, as a professional group, are playing the leading role in setting the objectives of your English programme?

_____ Yes _____ No

- (b) Do you feel that the individual English teacher has enough freedom to use any textbooks he considers appropriate for his English classes?

_____ Yes _____ No

- (c) Do you think that teachers of English are sufficiently involved in determining when and how to evaluate the English programme at all grades?

_____ Yes _____ No

- (d) Would you say that English teachers have enough freedom to experiment with new ideas, e.g., innovations?

_____ Yes _____ No

3. On the whole, do you feel that, as a professional person, you have sufficient freedom to teach English in the way you deem most appropriate?

_____ Yes _____ No

CRITERION II: Requirement of Special Training and Knowledge in English

4. Entry into the medical profession begins with a careful selection of superior candidates for a prolonged and specialized training. Do you think that a similar procedure should be required for English instruction in the secondary school?

_____ Yes _____ No

5. At the time you first started as secondary teacher of English, which of the following qualifications did you already have: (please tick only the one that applies to you).

- (i) Less than a Bachelor's degree? _____
- (ii) Bachelor's degree with no English at all? _____
- (iii) Bachelor's degree with English as minor? _____
- (iv) Bachelor's degree with English as major? _____
- (v) Bachelor's degree, English honours? _____
- (vi) Master's degree in English? _____
- (vii) Any other (please specify). _____

6. At the time you first started as secondary teacher of English, did you already have the following professional training which are essential for effective instruction in English:

- (a) A course or courses in the teaching of language and composition to secondary students?

_____ Yes _____ No

- (b) A course or courses in the teaching of literature to secondary school students?

_____ Yes _____ No

- (c) A course or courses in the skills for the teaching of reading to secondary students?

_____ Yes _____ No

- (d) A course or courses in the teaching of speech in the secondary school?

_____ Yes _____ No

- (e) A course or courses in the use of mass media to enrich the English programme in the secondary school?

_____ Yes _____ No

7. During your training as an English teacher did you have supervised teaching or an internship at the grades you are now teaching?

_____ Yes _____ No

8. What degree or degrees do you now have? (please indicate as shown in the columns below).

(a)	Degree	Subject Major	Subject Minor	Honours?	General?
(i)	_____				
(ii)	_____				
(iii)	_____				
(iv)	_____				
(v)	_____				

- (b) Less than a Bachelor's degree? _____

9. Judging from the type of training you have had and the qualifications you now hold, do you consider English instruction in the secondary school to be the vocation where you can make your best contribution to society?

_____ Yes _____ No

CRITERION III: Professional Monopoly

10. If you were entirely responsible for the recruitment and appointment of English teachers, would you insist that, as far as possible, only qualified secondary English teachers are teaching in your department?

_____ Yes _____ No

CRITERION IV: Career Commitment

11. Was it your choice to be trained as secondary teacher of English?

_____ Yes _____ No

12. Have all your working years been spent in secondary English teaching?

_____ Yes _____ No

13. Do you now intend to remain a secondary English teacher for most of your remaining working years?

_____ Yes _____ No

CRITERION V: Inservice Education of English Teachers

14. In view of the special function which English performs in the entire school programme, should the inservice education of English teachers be given special consideration in every secondary school?

_____ Yes _____ No

15. Since you started teaching English, have you taken:

(a) any additional academic courses in English?

_____ Yes _____ No

(b) any additional professional courses in English?

_____ Yes _____ No

16. Since you started as secondary English teacher, have you earned any additional degree or degrees in English?

_____ Yes _____ No

17. Since the beginning of this school year, have you helped to organize inservice education programme or programmes for English teachers in the city of St. John's?

_____ Yes _____ No

18. Have you attended any conference or conferences on English instruction since this school year?

_____ Yes _____ No

19. (a) Please list all publications on English instruction, e.g., English Journal, which you read regularly.

- | | |
|-------------|--------------|
| (i) _____ | (vi) _____ |
| (ii) _____ | (vii) _____ |
| (iii) _____ | (viii) _____ |
| (iv) _____ | (ix) _____ |
| (v) _____ | (x) _____ |

(b) List other publications which your English department regularly subscribes to:

- | | |
|-------------|--------------|
| (i) _____ | (vi) _____ |
| (ii) _____ | (vii) _____ |
| (iii) _____ | (viii) _____ |
| (iv) _____ | (ix) _____ |
| (v) _____ | (x) _____ |

(c) Do you have a personal English library?

_____ Yes _____ No

20. Since this school year, have you written any article or articles published about the teaching of English?

_____ Yes _____ No

21. Since this school year, have you used any of the following inservice education programmes for your teachers of English?

- | | |
|---|--------------------|
| (i) Department meeting? | _____ Yes _____ No |
| (ii) Inter-school visitation? | _____ Yes _____ No |
| (iii) Inter-class visitation? | _____ Yes _____ No |
| (iv) Demonstration teaching by experts on English instruction from Memorial University? | _____ Yes _____ No |

CRITERION VI: Involvement in Research and Development

22. Do you consider involvement in research and development an essential aspect of English instruction in the secondary school?

_____ Yes _____ No

23. Have you personally done any research in the teaching of English?

_____ Yes _____ No

24. Has your English department done any group research in the area of English instruction?

_____ Yes _____ No

25. Do you use suggestions made by research to experiment in your own teaching of English?

_____ Yes _____ No

CRITERION VII: Professional Association

26. Would you consider membership in an English association as a requirement for every secondary teacher of English?

_____ Yes _____ No

27. Are you a member of any recognized English professional association?

_____ Yes _____ No

28. In the city of St. John's, is there any formal association which provides regular contact among secondary English teachers?

_____ Yes _____ No

CRITERION VIII: The English Teacher's Workload.

29. In view of the fact that English instruction makes the most exacting demands on the teacher, should secondary teachers of English be exempt from administrative duties not related to English?
- _____ Yes _____ No
30. At present are you exempt from administrative duties which are not related to English instruction?
- _____ Yes _____ No
31. Are you teaching another subject or other subjects in addition to English?
- _____ Yes _____ No
32. As head of the English profession in this school, do you feel that you are given sufficient time to concentrate on the organization of your English department?
- _____ Yes _____ No

CRITERION IX: Special English Classrooms

33. Do you feel that in every secondary school English should be taught in classrooms specially designed and equipped for English instruction?
- _____ Yes _____ No
34. If your school does not have special classrooms for English, does your department have other arrangements whereby English instruction is done in classrooms used exclusively for English?
- _____ Yes _____ No

35. Do you have a class library for every English class at every grade level?

_____ Yes _____ No

36. If your department does not have a class library for each English class, do you have alternative arrangements whereby every class is provided with sufficient and adequate reading materials?

_____ Yes _____ No

CRITERION X: The Secondary School English Department

37. Do you think that English instruction in every secondary school should have its own recognized department which has a duly appointed head?

_____ Yes _____ No

38. On which of the following bases is your present appointment as head of English department in this school: (please tick only the one that applies to you).

(a) on permanent basis? _____

(b) on contract basis? _____

(c) no official recognition and
no additional financial
remuneration? _____

39. At present, would you say that you are allowed sufficient responsibility over your school's English programme?

_____ Yes _____ No

40. If your school does not have an English centre which is provided with an office for the head of department, its own clerical staff, sufficient teaching materials,

(a) do you find that this fact hinders instruction in English?

_____ Yes _____ No

(b) does it hinder your work as a professional person?

_____ Yes _____ No

41. Would you consider remaining head of secondary English department for a further considerable length of time?

_____ Yes _____ No

APPENDIX D

AN ASSESSMENT OF THE DEGREE OF PROFESSIONALISM
ASSOCIATED WITH THE TEACHING OF ENGLISH IN
THE SECONDARY SCHOOLS OF ST. JOHN'S, NEWFOUNDLAND

INSTRUMENT NO. 3QUESTIONNAIRE FOR ENGLISH TEACHERSDEFINITIONS:

ENGLISH: The domain comprising speech, reading, grammar, composition, and literature (literature includes drama).

QUALIFIED SECONDARY ENGLISH TEACHER: A teacher with a minimum qualification of a B.A. degree in English and a B. Ed. degree, or an equivalent.

RECOGNISED ENGLISH PROFESSIONAL ASSOCIATION: Examples of this include the Canadian Council of Teachers of English, The National Council of Teachers of English (U.S.), The National Association of Teachers of English (U.K.), etc.

CRITERION I: Professional Autonomy

(please tick Yes or No in appropriate spaces)

1. Should English teachers, as a professional group within each secondary school, be free to teach English in the way they consider most appropriate according to their individual situations?

_____ Yes _____ No

2. In your present school, do you feel that you have enough freedom to teach English in the way you deem most appropriate as a professional person?

_____ Yes _____ No

CRITERION II: The Requirement of Special Training and Knowledge in English

3. Entry into the medical profession begins with a careful selection of superior candidates for a prolonged and specialized training. Do you think that a similar procedure should be required for English instruction in the secondary school?

_____ Yes _____ No

4. At the time you first started as a secondary English teacher, which of the following qualifications did you already have:

- (i) Less than a Bachelor's degree? _____
- (ii) Bachelor's degree with no English? _____
- (iii) Bachelor's degree with English as a minor? _____
- (iv) Bachelor's degree with English as a major? _____
- (v) Bachelor's degree with English honours? _____
- (vi) Master's degree in English? _____
- (vii) Any other? (please indicate). _____

5. At the time you first started as secondary English teacher, did you already have the following professional training which are essential for effective instruction in English?

(a) A course or courses in the teaching of language and composition to secondary students?

_____ Yes _____ No

(b) A course or courses in the teaching of secondary school literature?

_____ Yes _____ No

(c) A course or courses in the teaching of reading to secondary school students?

_____ Yes _____ No

(d) A course or courses in the teaching of speech to secondary school students?

_____ Yes _____ No

(e) A course or courses in the use of mass media to enrich the English programme in the secondary school?

_____ Yes _____ No

6. During your training as an English teacher, did you have a supervised teaching or an internship at the levels that you are now teaching?

_____ Yes _____ No

7. What degree or degrees do you now have? (please indicate as shown in the columns below).

(a) Degree Subject Minor Subject Major Honours? General?

- (b) Less than a Bachelor's degree? _____

8. Judging from the type of training which you have had and the qualifications you now have, would you consider English instruction to be the vocation where you can make your best contribution to society?

_____ Yes _____ No

CRITERION III: Professional Monopoly

9. If you were entirely responsible for the recruitment and appointment of English teachers, would you insist that, as far as possible, only qualified secondary teachers of English are employed to teach English in every secondary school?

_____ Yes _____ No

CRITERION IV: Career Commitment

10. Was it your choice to be trained as a secondary English teacher?
_____ Yes _____ No
11. Have all your working years been spent in secondary English instruction?
_____ Yes _____ No
12. Do you now intend to remain in secondary English teaching for most of your working years?
_____ Yes _____ No

CRITERION V: Inservice Education of English Teachers

13. In view of the special function which English performs in the entire school programme, should the inservice education of English teachers be given special consideration in every secondary school?
_____ Yes _____ No
14. Since you started teaching secondary school English,
(a) have you taken any additional academic courses in English?
_____ Yes _____ No
- (b) have you taken any additional professional courses in English?
_____ Yes _____ No

15. Since you started as secondary English teacher, have you earned any additional degree or degrees in English?

_____ Yes _____ No

16. Since this school year,

- (a) have you attended any workshops in English instruction?

_____ Yes _____ No

- (b) have you consulted with experts on English instruction at Memorial University?

_____ Yes _____ No

17. Do you usually find conferences with other English teachers in your school useful in your own English lessons?

_____ Yes _____ No

18. (a) Please list all the publications, e.g., English Journal, related to secondary English instruction which you read regularly.

(i) _____	(vi) _____
(ii) _____	(vii) _____
(iii) _____	(viii) _____
(iv) _____	(ix) _____
(v) _____	(x) _____

(b) List other materials which you read, apart from text-books, in order to enrich your work in English teaching.

- | | |
|-------------|--------------|
| (i) _____ | (v) _____ |
| (ii) _____ | (vi) _____ |
| (iii) _____ | (vii) _____ |
| (iv) _____ | (viii) _____ |

(c) Do you have a personal English library?

_____ Yes _____ No

19. Since this school year, have you written any article published about the teaching of English?

_____ Yes _____ No

CRITERION VI: Involvement in Research and Development

20. Do you consider involvement in research and development an essential aspect of English instruction in the secondary school?

_____ Yes _____ No

21. Have you personally done any research in the area of English instruction?

_____ Yes _____ No

22. Have you taken part in a group research in the teaching of English?

_____ Yes _____ No

23. Do you use suggestions made by research to experiment in your English lessons?

_____ Yes _____ No

CRITERION VII: Professional Association

24. Would you consider membership in an English association as a requirement for every secondary teacher of English?

_____ Yes _____ No

25. Are you a member of any recognized English professional association?

26. Since this school year, have you participated in activities of an English teachers' association?

_____ Yes _____ No

CRITERION VIII: Workload

27. In view of the fact that English instruction makes the most exacting demands on the teacher, should secondary teachers be exempt from administrative duties which are not related to English?

_____ Yes _____ No

28. Are you exempt from administrative duties which are not related to English instruction?

_____ Yes _____ No

29. Are you teaching another subject or other subjects in addition to English?

_____ Yes _____ No

30. Are you presently teaching more than 100 students each day?

_____ Yes _____ No

31. Do you find that your present workload hinders instruction in English?

_____ Yes _____ No

CRITERION IX: Special English Classrooms

32. Do you feel that, in every secondary school, English should be taught in classrooms specially designed and equipped for English instruction?

_____ Yes _____ No

33. Is each of your English classes provided with sufficient and adequate reading materials?

_____ Yes _____ No

34. Do you have sufficient teaching materials for each grade that you teach?

_____ Yes _____ No

35. Does the absence of special classrooms for English hinder your work in English instruction?

_____ Yes _____ No

CRITERION X: The Secondary School English Department

36. Do you think that English instruction in every secondary school should have its own recognized department under a duly appointed head?

_____ Yes _____ No

37. If your school does not have an English centre, does this fact hinder your work as a professional person?

_____ Yes _____ No

APPENDIX E

AN ASSESSMENT OF THE DEGREE OF PROFESSIONALISM
ASSOCIATED WITH THE TEACHING OF ENGLISH IN
THE SECONDARY SCHOOLS OF ST. JOHN'S, NEWFOUNDLAND

INSTRUMENT NO. 4

INTERVIEW SCHEDULE FOR SUPERINTENDENTS

CRITERION I: Professional Autonomy

1. Do you think that secondary teachers of English, as a professional group within each school, should be free to teach English in their respective schools independently of any authority outside the English profession?
2. In your own school district, do secondary teachers of English, as a professional group within each school, set the objectives of their respective programmes in English?
3. Are your secondary teachers of English free to use textbooks other than those prescribed by the provincial Department of Education?

4. Can your English teachers in each secondary school decide when and how to evaluate the effectiveness of their English programme?
5. In your secondary schools, are teachers of English, both individually and as a professional group, free to experiment with new ideas, e.g., innovations in English instruction, without having to obtain permission from authorities outside their respective English departments?

CRITERION II: The Requirement of Special Training and Knowledge in English

6. Would you insist that only qualified secondary teachers of English are employed as English teachers in all your secondary schools? (A qualified secondary English teacher is a person who has a minimum qualification of at least a Bachelor's degree with a strong English major or English honours plus professional training in the essential skills for teaching all aspects of English at the secondary level).

7. Does your school policy require that only persons who are qualified secondary teachers of English are employed as English teachers in your secondary school?

CRITERION III: Professional Monopoly

8. Do you think that no secondary teacher should be allowed to teach English unless he is a qualified secondary English teacher?

9. Does your school policy discourage the practice of giving secondary English classes to teachers who do not have the required minimum qualifications as secondary teachers of English?

CRITERION IV: Career Commitment

10. The doctor, it is generally believed, regards his work as a calling and a life-long career. Do you think that the teaching of English in the secondary school should similarly be regarded as a calling and a permanent career by those who engage in it?

11. Does your school policy have any plan whereby, according to a recommendation by the N.C.T.E., secondary school graduates talented in English are selected to be trained as secondary school teachers of English?

12. Does your school policy have any arrangement for example, promotion within the English department, which encourages qualified English teachers to consider the teaching of English in the secondary school a permanent career?

CRITERION V: Inservice Education of English Teachers

13. In view of the special function of English in the entire secondary school programme, do you think that the inservice education of secondary teachers should be given special consideration in every school district?
14. Does your own school policy make any special financial provisions for the inservice education in English of your secondary teachers of English?
15. Are your secondary teachers of English offered any other encouragement, in place of, or in addition to financial assistance, for their inservice education in English?

CRITERION VI: Professional Association

16. Would you consider membership in a recognized English professional association, e.g., the Canadian Council of Teachers of English, the National Council of Teachers of English (U.S.), the National Association for the Teaching of English (U.K.), etc., as a requirement for persons seeking employment as English teachers in every secondary school?
17. Does your school policy consider membership in an English association as a requirement for all your secondary teachers of English?

CRITERION VII: Involvement in Research and Development

18. Do you consider involvement in research and development in English as an essential aspect of English instruction in every secondary school?
19. Does your school policy make provisions for special funds to be used for research and development in secondary English programmes?

CRITERION VIII: Workload for English Teachers

20. In view of the exacting demands which English instruction makes on the teacher, do you think that English teachers in every secondary school should be exempt from administrative duties not related to English?

21. Does your own school policy exempt your secondary English teachers from administrative duties which are entirely outside the English programme?

CRITERION IX: Special English Classrooms

22. Do you think that, in order to enhance the effectiveness of English instruction in secondary schools, each secondary school should be provided with classrooms designed and equipped for the specific purpose of English instruction?
23. Does your own school policy ensure that such special classrooms for English instruction are provided in all your secondary schools?
24. Is there any provision in your school policy to ensure that every English class in each of your secondary schools has a class library?

CRITERION X: The Secondary School English Department

25. In your opinion should English instruction in every secondary school have its own acknowledged department under a duly appointed head?

26. Does your school policy ensure that each of your secondary schools has a recognized department of English with a duly appointed head?

27. Does your school policy ensure that the English department in each of your secondary schools is provided with an English centre which has the following: a separate clerical staff for the department, an office for the head of department, an English professional library, etc.?

28. Are there any additional comments or explanations that you would like to make in order to cover any points which we might have left out in our discussion?

SUPERINTENDENT'S INTERVIEW CHECK SHEET

CRITERIA		AFFIRMATIVE RESPONSES
Professional Autonomy.	A	_____
	B	_____
Special Training.	A	_____
	B	_____
Professional Monopoly	A	_____
	B	_____
Career Commitment	A	_____
	B	_____
Inservice Education	A	_____
	B	_____
Research and Development	A	_____
	B	_____
Professional Association	A	_____
	B	_____
Workload	A	_____
	B	_____
English Classrooms	A	_____
	B	_____
The English Department	A	_____
	B	_____

