

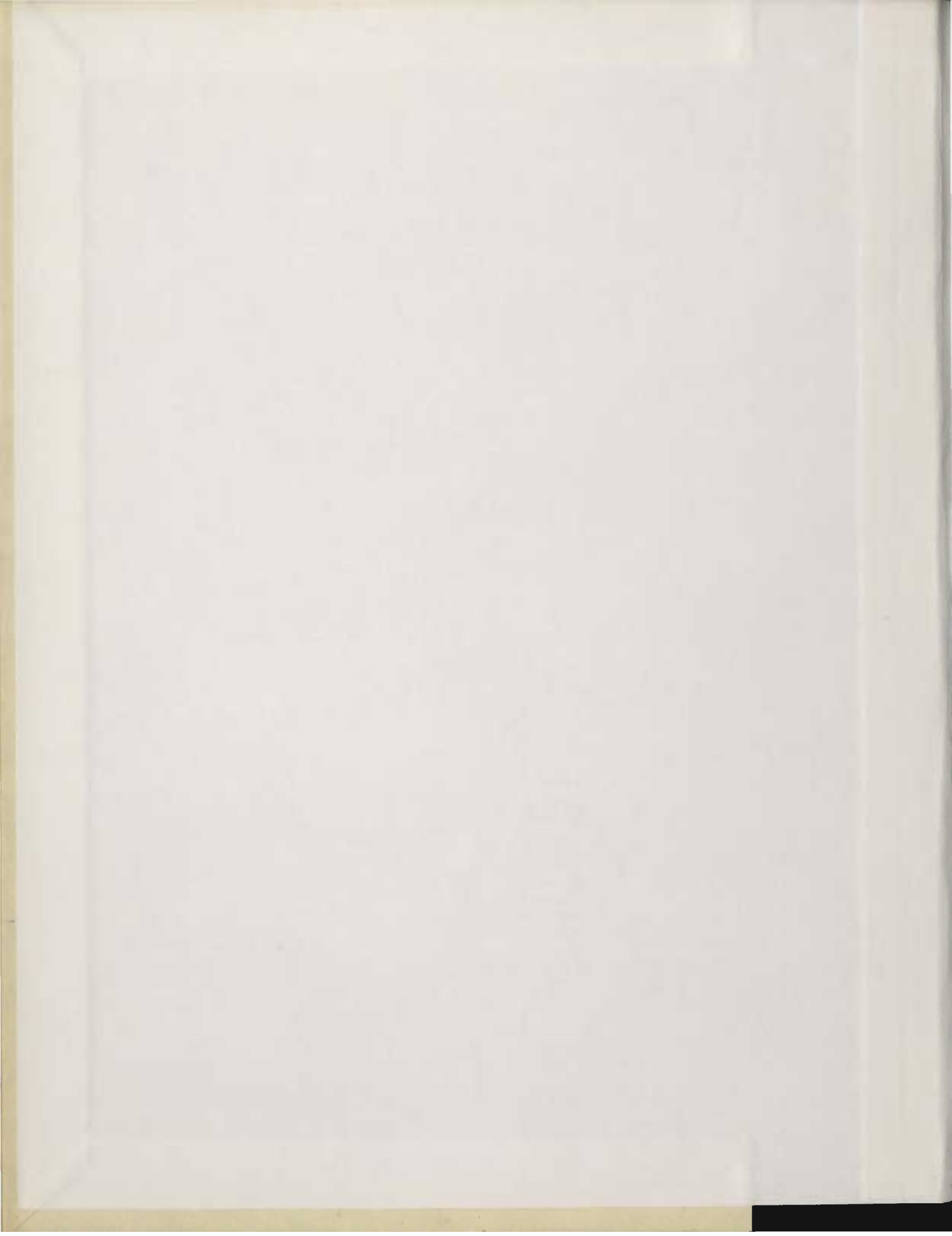
A FOLLOW-UP STUDY OF STUDENTS WHO COMPLETED A COURSE
IN THE TEACHING OF SECONDARY ENGLISH AT
MEMORIAL UNIVERSITY OF NEWFOUNDLAND
BETWEEN 1962 AND 1972

CENTRE FOR NEWFOUNDLAND STUDIES

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GERTRUDE W. E. GOSSE



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IN THE TEACHING OF SECONDARY ENGLISH
AT MEMORIAL UNIVERSITY OF NEWFOUNDLAND
BETWEEN 1962 AND 1972

A THESIS
PRESENTED TO
THE FACULTY OF EDUCATION
MEMORIAL UNIVERSITY OF NEWFOUNDLAND

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF EDUCATION

BY



GERTRUDE W. E. GOSSE

MARCH 1974

ABSTRACT

The purpose of this study was two-fold:- to ascertain the location of all the students who between 1962 and 1972 completed a particular course in the teaching of English at the secondary level, with a view to finding out if they are presently teaching in the field of English; and secondly to determine the impact which this course has had on the teaching of English at the high school level.

Questionnaires were mailed to 304 persons. The information received was compiled in the following manner. Questions pertaining to the respondents' personal and professional background, present position, and plans for the future were set out in tabular form using frequency and percentages. The responses to the second part of the questionnaire which asked the respondents to express their opinion of the course were set out in contingency tables and a chi square was computed. Eighteen hypotheses were formulated and the significance level was set at .05. All recommendations which respondents made for improvement of the course were placed in an Appendix and those recommendations which were mentioned most frequently appear in the main body of this report.

Findings revealed an acceptance of the null hypotheses in all but two cases. Both of these concern the effectiveness of the course. There was a significant difference in responses given by those who teach English only and those who teach

English and other subjects, and also between responses given by the respondents who took the course during a summer and those who took the course during an academic year.

In addition to the mailed questionnaires, 23 of the subjects were interviewed at Memorial University during the Summer Session of 1973. Nine of these were non-respondents. In the case of the 14 respondents a rank order correlation coefficient was computed in order to find out the relationship between responses given in May and those given the second time. A ρ of .82 was determined. Answers given by non-respondents were comparable to those of respondents.

One of the major criticisms of the course was that too much material was included and therefore not enough time was available for in depth study of each main topic. Reading was a topic which 107 respondents said needed greater emphasis. The phonology of English was least understood by 72 respondents. A reason given for this was lack of linguistic background.

The main point which comes through in this study is the necessity for a revision of the preparation program for teachers of English. A single methods course is not sufficient. More required courses must be made part of the student's program. Among these should be included Reading in the high school, Adolescent Literature, and two basic courses in Linguistics.

Further research has been suggested in the field of English as well as other subjects/areas. Such projects as comparative studies, in-service training for English teachers, and Junior High School programs could reveal very worthwhile information.

APPROVAL SHEET

ACKNOWLEDGEMENTS

The writer wishes to thank the many people who helped make this study possible.

The staff of the Registrar's Office, the Graduate Studies Office and the Alumni Office of Memorial University were most helpful in supplying information concerning former students.

Mr. Bruce Caravan of the Department of Education provided school addresses for respondents who are teachers.

The writer appreciates the time given by employees of other government departments and the vocational school head office on Merrymeeting Road.

A special word of thanks must be given to the numerous residents of St. John's to whom phone calls were made in an effort to locate some of the respondents. Several residents in other parts of Newfoundland very kindly responded to letters which were mailed concerning the whereabouts of former students.

The writer is grateful for the co-operation given by the respondents who participated in this study.

The writer also wishes to thank the members of her thesis committee who took time from their busy schedules to provide guidance and suggestions during the preparation of this work.

DEDICATION

TO MY PARENTS

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Chapter 1

INTRODUCTION

BACKGROUND

The present report is the result of an investigation conducted at Memorial University of Newfoundland during 1973.

Between the years 1962 and 1972 a course known as the teaching of English at the secondary level was offered to prospective teachers at Memorial University of Newfoundland. This course is still in existence, though certain changes have been made. The course began as Education 413, but in 1966 was changed to Education 414. Following the adoption of the semester system by Memorial University in 1970, the course was divided into two parts, Education 4140 (The Teaching of English Language and Composition in the Secondary School) and Education 4141 (The Teaching of Literature in the Secondary School). It was decided to do a follow-up study involving all 304 students who had taken the course during the 1962-1972 period.

PROBLEM AND PURPOSES

The problem was to determine how effective the course had been over the years in preparing teachers to teach English to high school students.

The primary purpose of this study was to determine

the impact the course has had on the teaching of English. How well does this course prepare students to teach high school English in Newfoundland schools?

The secondary purpose was to find out where all these former students are and what they are doing. What are their qualifications and experience? How many are actually teaching high school English? How many have taken jobs outside the teaching profession?

Thirdly, respondents were asked to list some suggestions or recommendations they would make to improve the course. Having had a year or more of teaching experience they were in a better position to view strengths and weaknesses of the course.

LIMITATIONS

The study is limited to one particular methods course in the teaching of English. It is concerned only with those students who have taken the course up to and including the summer of 1972.

It is further limited in that, of the specific population of 304, approximately 70 percent are presently teaching. Not all of these, however, are teaching English at the high school level (grades 7 to 12). Not all, therefore, responded to Sections B and/or C of the questionnaire.

The findings are based solely on data from questionnaires sent to all former students and from information received from interviewing a small sample.

Despite these limitations it is hoped that valuable information concerning strengths and weaknesses of the course has resulted from the investigation.

HYPOTHESES AND QUESTIONS

The following eighteen hypotheses based on Parts I and II of Section B of the questionnaire were formulated. The first nine concern Part I, the respondents' attitudes towards the course. Numbers ten to eighteen concern Part II, the effectiveness of the course as viewed by the same respondents after having spent some time in the classroom.

Hypotheses Concerning Respondents' Attitudes Towards the Course

1. There is no difference between male and female responses.

2. There is no difference between the responses of those who had teaching experience prior to taking the course and those who had no teaching experience.

3. There is no difference between the responses of those who presently have 1-6 years teaching experience and those who have more than 6 years teaching experience.

4. There is no difference between the responses of those who have completed one or more related English Education Courses and those who have not.

5. There is no difference between the responses of those who have completed one or more linguistics courses and those who have not.

6. There is no difference between the responses of

those who have two or more degrees and those who have one degree or less.

7. There is no difference between the responses of those who took the course prior to the summer of 1970 and those who took the course between the summers of 1970 and 1972.

8. There is no difference between the responses of those who teach only English and those who teach English and other subjects.

9. There is no difference between the responses of those who took the course during a summer session and those who took the course during a regular academic year.

Hypotheses Concerning the Effectiveness of the Course

10. There is no difference between male and female responses.

11. There is no difference between the responses of those who had teaching experience prior to taking the course and those who had no teaching experience.

12. There is no difference between the responses of those who presently have 1-6 years teaching experience and those who have more than 6 years teaching experience.

13. There is no difference between the responses of those who have completed one or more related English Education Courses and those who have not.

14. There is no difference between the responses of those who have completed one or more linguistics courses and those who have not.

15. There is no difference between the responses of those who have two or more degrees and those who have one degree or less.

16. There is no difference between the responses of those who took the course prior to the summer of 1970 and those who took the course between the summers of 1970 and 1972.

17. There is no difference between the responses of those who teach only English and those who teach English and other subjects.

18. There is no difference between the responses of those who took the course during a summer session and those who took the course during a regular academic year.

Questions

The answers to the following questions were obtained from responses given by respondents in Sections A and C of the questionnaire.

A. Recommendations

1. What suggestions are there for improvement?
2. What topics need more emphasis?
3. What can be omitted?
4. Are there topics which should be included but are not?
5. How often should a methods course be evaluated?

B. Attrition Rate

1. How many are actually teaching English in the high school?
2. How many have sought jobs elsewhere in education?

3. How many have sought jobs in other fields?
4. How many have gone on to do graduate work?
5. What reasons do respondents give for leaving the teaching profession?

DEFINITIONS

The course: Unless otherwise specified the course refers to Education 413, Education 414, and Education 4140 and Education 4141. Therefore, for some former students the term the course will mean Education 413, whereas for others it will mean Education 414 or Education 4140 & 4141.

English: For purposes of this study English means all aspects of language, literature and composition as dealt with in the course.

High School: Unless otherwise stated High School means grades 7 to 12. (Grade 12 is included because some former students are now living in other provinces which have grade 12.)

Chapter 2

REVIEW OF RELATED RESEARCH AND LITERATURE

There is nothing new about follow-up studies. Numerous investigations of this sort have been carried out at other universities in Canada and the United States, but most of them have dealt with high school students. Similar studies have been conducted in other universities, but in many cases the approach was somewhat different from that of the present study.

The studies which the investigator has chosen to review for this chapter have been divided into two categories — those involving total pre-service programs, and those involving single course evaluation. It will be seen throughout the chapter how the procedures and techniques used in these surveys are similar to those used in the present study.

Pre-Service Programs

Sister Mary Perpetua Kennedy¹ did a doctoral dissertation on the pre-service training of secondary school teachers in the province of Newfoundland. Sister Kennedy's study is very comprehensive and encompasses not only an examination of the teaching programs at Memorial since 1949,

¹Mary Perpetua Kennedy, "An Evaluative Study of the Preparation of Secondary School Teachers in the Province of Newfoundland, Canada" (unpublished Doctor's dissertation, The Catholic University of America, 1968).

but also involves a look at the structure of the provincial Department of Education, together with a review of practices in some other Canadian provinces. Questionnaires were sent to teachers, principals, school supervisors and superintendents. Analysis of data showed that certain areas of the teacher-education program needed strengthening. Among these was the suggestion that a more practical approach in professional courses be taken. Two trends evident throughout the study were that there be stricter requirements for selection of candidates for the teaching profession and secondly that there be greater emphasis placed on grade level (primary, elementary, high school) during teacher training. Sister Kennedy was concerned with the total preparation program of secondary school teachers, together with teaching practices and techniques, whereas this study is limited to finding out the effects of one specific methods course on the teaching of high school English.

Virginia C. Jones² did a follow-up study on the professional preparatory program of the University of Nebraska at Omaha. The procedure of the present study is similar to hers, with one major exception. Her assessment was of the teacher program, whereas this study concerns one course. Jones determined the location of the graduates, ascertained their occupational and professional status,

² Virginia C. Jones, "A Follow-Up Study of University of Nebraska at Omaha Students Who Met Secondary Level Teacher Certification Requirements 1964 Through 1969" (unpublished Master of Arts thesis, University of Nebraska at Omaha, 1971).

obtained their personal assessment of the program and solicited recommendations and reactions. A questionnaire was mailed to the graduates of the five year period 1964-1969. Of the 376 who responded 250 were classroom teachers. Nearly 60 per cent of the respondents had taken courses beyond the bachelor's level. About 85 per cent indicated a degree goal higher than the bachelor's level. Ratings of the preparation program were generally favourable. A large number recommended that more practical and relevant course work be given.

Geraldine M. Taylor³ conducted a similar investigation concerning the contribution made by the General Teacher Education Program designed to prepare classroom teachers at the University of Rhode Island. She mailed out questionnaires to 423 graduates. Respondents regarded professional preparation adequate. Student teaching seemed to be the most effective part of the program. At the time of the study 68 per cent were engaged in teaching. The methods and materials course at the elementary level was more useful than the course offering at the secondary level. Not many respondents indicated suggestions for making improvements.

Nelson⁴ did a follow-up study on all graduates of

³ Geraldine M. Taylor, "A Follow-Up Study of the Teacher Education Program at the University of Rhode Island for the Years: 1963 Through 1967 Inclusive" (unpublished Master of Arts in Education thesis, University of Rhode Island, 1969).

⁴ Jack L. Nelson, "Graduates of a Secondary Education Program," Improving College and University Teaching, XIV (Spring, 1966), 116-17.

the Master of Arts in Secondary Teaching Program of the Los Angeles State College. This was part of a continuous follow up study and was based on the five year period 1956-1961. Questionnaires were sent to 247 graduates for the purpose of obtaining information regarding their status and their opinions of the teacher program. Positive responses far out-weighted negative responses. About 35 per cent commented on the high quality of the faculty. About 40 per cent pointed out weaknesses within the classes: assignments, impracticality, repetition and group work.

Other studies similar to the above have been carried out with comparable results. Some prospective teachers have considered their preparation programs adequate, while others have been negatively critical of their professional training. Two studies concerning the preparation of English teachers were conducted in Montana and Alabama. Both of these are summarized in the Dissertation Abstracts International, by Mehta⁵ and Hill⁶.

Single Course Evaluation

Spaights⁷ conducted a study involving 172 students

⁵ Mohinder Paul Mehta, "A Study of Preparation Programs for Secondary School English Teachers at the Universities and Colleges of Montana," Dissertation Abstracts International, XXXI (March, 1971), 4603-A.

⁶ James David Hill, "A Study of the Profession Preparation of English Teachers in Certain Alabama Secondary Schools," Dissertation Abstracts International, XXX (January, 1970), 2881-A-2882-A.

⁷ Ernest Spaights, "Students Appraise Teachers' Methods and Attitudes," Improving College and University Teaching, XV (Winter, 1967), 15-17.

enrolled in the course "Introduction to the Study of Education" at the Ohio State University. His specific purpose was to determine if high achieving students view instructors' methods and attitudes more favourably than do low achieving students. The students were asked to give information regarding their faculty, major field, grade point average, quarters in attendance at Ohio State University and to give 'yes' or 'no' answers on a twenty item test. Both types of students said too much emphasis was placed on the lecture method. More high achieving students than low achieving students favoured a deviation from traditional methods. Fewer high achieving students than low achieving students saw instructors with undesirable traits. More high achieving students than low achieving students favoured closer faculty-student contact.

James Bosco⁸ comments on a number of studies which have already been conducted in the area of student reaction toward education courses and also reports on a study of his own. In reviewing surveys that have been carried out by various researchers, Bosco noticed wide discrepancies in the results. On the one hand were students who illustrated strong approval for education courses, while on the other hand were students who condemned education courses and stated they did not adequately prepare them to be effective teachers.

⁸ James Bosco, "Reactions of Students Toward Education Courses," Improving College and University Teaching, XX (Spring, 1972), 128-31.

Dissatisfied with the findings of these researchers, Bosco set about to determine which variable would be the best predictor of attitude toward professional courses. He chose three independent variables--grade point average, educational beliefs, and type of curriculum. Eighty-eight students were chosen from the classes of three instructors. These students were enrolled in the last course of a sequence entitled "School and Society". Two types of tests were administered to them and the results computed. It was determined that 3 per cent of the variance in attitude towards professional courses was accounted for by the three variables while 97 per cent was not explained. Except for the correlation between beliefs and grade point average which was significant at the .05 level, none of the relationships was significant. Bosco concluded that the three variables did not help to differentiate students who indicate satisfaction with education courses from those who indicate disfavor.

Bosco explains these findings by saying that student experiences with education courses are vastly different and that a student will rate a course according to the experience he has had in that course or with related courses. Furthermore, Bosco states that experiences provided for students by professors are significantly different. He concludes that other variables in a similar study could provide useful information.

Summary

It is evident from the studies that have already

been conducted in the area of teacher-preparation that prospective teachers are concerned about the training they are receiving. Undoubtedly, many changes have taken place as a result of these studies and such changes must be part of a continuous process. Unless universities provide opportunities for evaluation and implementation of suggestions made through evaluation, they fail in their responsibility to the student body.

The writer believes that the results of the present study can do much toward improving the situation at Memorial University of Newfoundland. It is to be expected that certain findings will be similar to those of previous studies, but as these findings concern the local situation they will have greater meaning for teachers whose work and interest are in Newfoundland schools. Furthermore, even though the primary concern here is with one specific course, responses will probably reveal weaknesses in other aspects of the preparation program which would necessitate a review of the total program for high school English teachers presently in effect at Memorial University.

Chapter 3

METHOD OF INVESTIGATION

DESCRIPTION OF SUBJECTS

All the students who completed the methods course in the teaching of English between 1962 and the summer of 1972 make up the subjects of this study. A list of 304 names was provided by the instructor who taught the course during that period, and the addresses of these former students were obtained from the Registrar's Office of the university, the Department of Education and other government departments. Numerous telephone calls were made and several letters written in an effort to trace all the students. By the middle of April all students had been located.

DESCRIPTION OF INSTRUMENT

A questionnaire consisting of three sections was prepared. Section A asked the respondent to fill in certain information concerning present occupation, education and experience; Section B dealt with specific questions about the course, and Section C asked the respondent to list suggestions he or she would make to improve the course. A copy of the questionnaire is included in the Appendix.

The questionnaire was approved by three professors and three graduate students. Following this a copy of the

questionnaire together with two covering letters was mailed to eight teachers in the St. John's area for a reliability check. These eight were chosen randomly from the 304. After a period of approximately ten days all the questionnaires were returned and shortly thereafter a second copy of the questionnaire was delivered, this time to the six who were English teachers. It was learned that the other two were physical education teachers and the writer saw no point in asking them to complete the questionnaire a second time. The six teachers were told why they were being asked to answer the questionnaire again and graciously complied. A rank order correlation coefficient was computed on the two results and a ρ of .9 was obtained.

The writer met with two members of her thesis committee during the first week in April to get final approval and on April 23rd the questionnaire was ready for printing.

PROCEDURES AND METHOD OF ANALYSIS

During the last week in April, 296 questionnaires accompanied by a letter of transmittal and a letter from Dr. G. Murphy, Head of the Department of Curriculum and Instruction, Memorial University of Newfoundland, were mailed to the subjects. On May 19th a reminder card was sent to those who had not responded. Copies of the letters and card are included in the Appendix. Beginning the last week in May telephone calls were made to many who had not replied and in a number of cases second questionnaires were

sent out.

During the last week in July a personal interview was carried out with 23 of the subjects who were attending Summer School at Memorial. Fourteen of these were respondents and nine were non-respondents. The respondents were asked to fill in part of the questionnaire again and to comment on a few questions mainly pertaining to suggestions they had made when they first answered the questionnaire in April or May. The non-respondents were asked questions similar to some of those which appeared on the original questionnaire. A copy of the questionnaire used with non-respondents is in the Appendix.

A more detailed analysis is given in Chapters 4 and 5, together with various tables which illustrate the outcome of the survey. Each question in Sections A and B of the questionnaire is analysed separately, using totals and percentages. The hypotheses which were stated in Chapter 1 have been analysed in the form of contingency tables, using Chi Square. Part I of Section C of the questionnaire has been tabulated in the same manner as Section A. All recommendations for improvement of the course have been put in the Appendix with suggestions which appeared most frequently being reported in Chapter 5. Comments which were written in all three sections of the questionnaire have been reported in Chapter 5.

The interview data were treated as follows. In the case of respondents, a rank order correlation coefficient was computed using the two separate totals obtained from

responses given in April and July. In addition to this comments and criticisms made by both respondents and non-respondents are listed in Chapter 5.

Chapter 4

ANALYSIS OF DATA I

This chapter is divided into two main sections. The first section presents the responses to Sections A, B, and C of the questionnaire in tabulated form. Each table shows both frequency and per cent. The second section deals with the hypotheses stated in Chapter 1.

RESPONSES TO SECTIONS A, B, AND C

The response to the questionnaire was gratifying. A total of 218 out of 296 subjects responded. This is approximately 74 per cent. The following tables illustrate the responses given to each question in Sections A, B, and Part I of C.

Table 1 shows that 131 or 60 per cent of the respondents were male and the remaining 87 or 40 per cent were female. In the total number of 304 who took the course 59 per cent were male.

Table 1
Respondents by Sex

Sex	Frequency	Per Cent
Male	131	60
Female	87	40
Total	218	100

Table 2 illustrates the size of the communities in which respondents presently reside. The majority of respondents came from communities that were either less than 5,000 or over 50,000. It is interesting to note that 78 have chosen to live in cities. Most of these are residing in St. John's, Newfoundland.

Table 2
Respondents by Place of Residence
According to Size of Community

Size of Community	Frequency	Per Cent
Less than 500	22	10
501-5,000	68	31
5,001-10,000	34	16
10,001-50,000	16	7
Over 50,000	78	36
Total	218	100

The various occupations of respondents are listed in Table 3. It will be seen that 79 per cent are presently in the teaching field either as teachers, administrators or consultants. It will be noted that twelve of the respondents are physical education teachers. The physical education program presently in effect at Memorial University allows the student to choose a second major field from a variety of academic subjects. It is possible that these 12 physical education teachers have their second major in English.

Table 3
Occupations of Respondents

Occupation	Frequency	Per Cent
Teachers of English Grades 7-12	37	17
Teachers of English and Other Subjects	49	22
English Teachers-Adult Education	3	1
English Instructors-Post Secondary	5	2
Teacher-Librarians	2	1
University Professors	2	1
Primary and Elementary Teachers	15	7
Teachers of Subjects Other Than English	10	4
Principals and Vice-Principals	16	7
Supervisors, Consultants, Specialists	6	3
Physical Education Teachers	12	6
Special Education Teachers	7	3
Substitute Teachers	8	4
Part Time Teachers	2	1
Undergraduate Students	12	6
Graduate Students	9	4
Housewives	6	3
Other (In Jobs Outside of Teaching)	17	8
Total	218	100

Table 4 illustrates the size of the school in which respondents who are teachers spent the year 1972-1973. For the most part the total 163 indicates the number of teachers who were teaching full time. Most of the supervisors, consultants, and specialists were not attached to any particular school and substitute teachers are usually hired by a school board and called to go to the school that needs them at the time.

Table 4

Size of School in Which Respondents Who Are Teachers
Taught During the Year 1972-1973

Size of School by Enrolment	Frequency	Per Cent
Less than 100	2	1
100-300	52	32
301-500	45	28
501-800	38	23
Over 800	26	16
Total	163	100

Table 5 indicates the degrees and diplomas held by respondents. Ninety-four or 43 per cent hold the conjoint degree B.A. B.Ed. Approximately 70 per cent hold two degrees or more. About six per cent have received a graduate diploma or post graduate degree. Table 21 (b) on page 36 shows that many of the respondents intend to do post graduate work.

Table 5
Degrees and Diplomas Held by Respondents

Degree or Diploma	Frequency	Per Cent
No Degree or Diploma	22	10.0
Certificate in Fine Arts	1	0.5
B.A.	17	8.0
B.A. B.A. (Ed.)	23	10.5
B.A. (Ed.)	23	10.5
B.A. B.Ed.	94	43.0
B.A. (Ed.) or B.Ed. + B.P.E.	14	6.0
B.A. + Diploma in Education	2	1.0
B.A. (Hons.)	1	0.5
B.A. (Hons.) B.Ed.	2	1.0
B.A. B.Ed. + Certificate	2	1.0
B.A. Th.B.	1	0.5
3 Bachelor's Degrees	2	1.0
2 Bachelor's Degrees + Grad. Diploma	4	2.0
One or More Bachelor's Degrees + M.A. or M.Ed.	9	4.0
B.Ed. M.A. Ph.D.	1	0.5
Total	218	100.0

Table 6 indicates the teaching certificates held by respondents. Seventy-three per cent hold a grade five, six, or seven certificate. None of the respondents has a certificate below grade three and the fourteen who have no certificate are non-teachers. In Newfoundland, teaching certificates are granted to prospective teachers on the basis of their university training. For example, a teacher holding a grade three certificate has completed the first three years of an approved teacher-education program. Usually, the grade number of the certificate signifies the number of years the teacher has spent in attendance at a university. In addition to this, the candidate must fulfill certain degree requirements if he wishes to receive a teaching certificate beyond the grade four level.

Table 6
Teaching Certificates Held by Respondents

Teaching Certificate	Frequency	Per Cent
No Certificate	14	6
Grade 3	10	4
Grade 4	36	17
Grade 5	95	44
Grade 6	55	25
Grade 7	8	4
Total	218	100

Table 7 shows the respondents' major subjects. About 82 per cent have English as their only major subject, or English combined with another, subject. Other subjects with English included Philosophy, History, Latin, Physical Education and Religious Studies. The subjects taken as majors by 21 students covered a wide range. Among them were Psychology, History, French and Sociology.

Table 7
Major Subjects Indicated by Respondents

Subject of Major	Frequency	Per Cent
No. Major Indicated	2	1
English	142	65
English and Other(s)	37	17
Physical Education	16	7
Other Subject(s)	21	10
Total	218	100

Table 8 indicates the number of semester courses taken by respondents in their major subjects. As can be seen 65 per cent of the respondents have taken between twelve and eighteen semester courses. This is understandable as the present requirements for most of the undergraduate degree programs state that a student must complete at least 12 semester courses in his major subject. At Memorial University of Newfoundland the academic year is divided into three semesters and a summer school. A semester, therefore,

lasts between two to three months.

Table 8
Number of Semester Courses in
Respondents' Major Subjects

Semester Courses	Frequency	Per Cent
Not Indicated	7	3
8-11 Courses	25	11
12-18 Courses	141	65
19-29 Courses	30	14
30 Courses and Over	15	7
Total	218	100

Table 9 presents the teaching methods studied by respondents. Since all of the former students to whom questionnaires were sent had intended to be high school teachers it is not surprising that 209 of the respondents took high school methods during their undergraduate years.

Table 9
Teaching Methods Studied by Respondents

Method	Frequency	Per Cent
Primary	0	0.0
Elementary	1	0.5
High School	209	96.0
Primary and Elementary	1	0.5
Elementary and High School	4	2.0
Not Indicated	3	1.0
Total	218	100.0

Thirty-three of the respondents were registered as part-time university students during the year 1972-1973.

In Table 10 are listed the subjects which they studied.

Subjects which are not education courses, English courses or Religion courses have been included in the Other category.

These are: Economics, Psychology, History, Anthropology, Sociology, and Chemistry.

Table 10

University Courses Studied by Respondents
Who Registered As Part-Time Students During 1972-1973

Course	Frequency	Per Cent
Education Courses (Undergraduate)	12	37
Education Courses (Graduate)	4	12
English	3	9
English and Education	3	9
Religion	3	9
Other	8	24
Total	22	100

Between the years 1964 and 1972, 158 of the respondents attended summer school at Memorial University or some other university. Table 11 indicates the number of students who attended summer school at least once during that period. It is interesting to note the increase in numbers each year.

Table 11

Last Year In Which Respondents Attended Summer Session

Year	Frequency	Per Cent
Year Not Given	2	1
1964-1968	14	9
1969	21	13
1970	25	16
1971	45	29
1972	51	32
Total	158	100

Table 12 shows the category of the respondents at the time they took the course. There were 182 who were undergraduates at the time of taking the course, while 36 were graduates. Changing from one faculty to another is the main reason for the high number of graduate students taking this undergraduate course.

Table 12

Category of Student While Taking English Methods Course, Education 413 or 414 or 4140 & 4141

Category	Frequency	Per Cent
Undergraduate	182	83
Graduate	36	17
Total	218	100

Table 13 illustrates the responses given to the question concerning the teaching of Reading at the High School level. One hundred sixty-seven answered 'no' to this question, while 51 answered 'yes', indicating they had taken the course.

Table 13

Responses Given Concerning the Teaching of
Reading at the High School Level

Response	Frequency	Per Cent
Course in Teaching Reading	51	23
No Course in Teaching Reading	167	77
Total	218	100

Table 14 indicates that 61 respondents had taken a course in literature for adolescents, whereas 153 had not.

Table 14

Responses Given Concerning the Taking of
A Course in Adolescent Literature

Response	Frequency	Per Cent
Course in Adolescent Literature	61	28
No Course in Adolescent Literature	153	70
No Answer	4	2
Total	218	100

Table 15 points out the number of respondents who are working towards another teaching certificate and those who are not. Among the 122 who said they were not working towards another certificate are the eight who already have grade seven (the highest teaching certificate in the province of Newfoundland) and those who are not teaching. Others in this category indicated that they had just recently completed a degree and were not interested in pursuing additional courses at the moment.

Table 15

Responses Given Concerning Whether Respondents Are Working Towards Another Teaching Certificate

Response	Frequency	Per Cent
Yes	95	43.5
No	122	56.0
No Answer	1	0.5
Total	218	100.0

Tables 16 and 17 which are related are presented on page 32. Table 16 illustrates the number of years of teaching experience respondents had at the time they took the course. Seventy-five per cent had two years teaching experience or less. Nearly 50 per cent had no teaching experience prior to taking the course.

Table 17 shows the years of teaching experience respondents have at present. The majority in this table

are in the one to six year bracket.

Table 16

Years of Teaching Experience Respondents Had at
Time of Course

Years of Experience	Frequency	Per Cent
None	105	48
1-2	58	27
3-6	31	14
7-10	15	7
More than 10	9	4
Total	218	100

Table 17

Years of Teaching Experience Respondents Have at Present

Years of Experience	Frequency	Per Cent
None	23	10.5
Less than 1 year	3	1.0
1-2	65	30.0
3-6	76	35.0
7-10	33	15.0
More than 10	18	8.5
Total	218	100.0

Table 18 illustrates the number of related English Education Courses respondents have taken. Less than 50 per cent have taken one or more courses beyond the required methods course. This means that more than 50 per cent have taken no English Education courses beyond the required methods course.

Table 18

Number of Other Education Courses Pertaining to the Teaching of English Taken by Respondents

Response	Frequency	Per Cent
None	116	53
1-2	70	32
3-4	17	8
More than 4	12	6
No Answer	3	1
Total	218*	100

Table 19 points out the number of linguistics courses taken by respondents. Sixty-four per cent have not taken any linguistics courses and 28 per cent have taken one or two courses. Six per cent have taken more than two courses.

Table 19

Number of Linguistics Courses Taken by Respondents

Response	Frequency	Per Cent
None	140	64
1-2	61	28
3-4	7	3
More than 4	6	3
No answer	4	2
Total	218	100

Table 20 shows the reasons checked by respondents for taking the course. The majority--76 per cent--took the course because it was part of their program. About twenty respondents, in the other categories majored in subjects other than English. Some were in faculties other than the Faculty of Education and a few had finished their education degree before the methods course became a requirement.

Table 20
Reasons Given for Taking the Course

Reasons	Frequency	Per Cent
Merely for Credit	12	6
As Part of Program	166	76
As an Elective	17	8
Other Reasons	21	9
No Answer	2	1
Total	218	100

Table 21 is divided into two parts. The first part shows the responses concerning whether the respondents have taken courses at the graduate level. The second part shows whether the respondents have any intention of taking graduate courses.

Table 21 (a)
Responses Concerning Whether Respondents Have Taken
Graduate Courses

Response	Frequency	Per Cent
Yes	44	20
No	174	80
Total	218	100

Table 21 (b)

Responses Concerning Whether Respondents Intend to
Take Graduate Courses

Response	Frequency	Per Cent
Yes	113	65
No	38	22
Not Certain	14	8
No Answer	9	5
Total	174	100

Table 22 indicates whether respondents changed their field of study in their undergraduate program. As can be seen 75 per cent made no change.

Table 22

Responses Concerning Whether Respondents Changed
Field of Study in Undergraduate Program

Response	Frequency	Per Cent
Yes	52	24
No	164	75
No Answer	2	1
Total	218	100

Table 23 shows the decisions made by 52 people to change their fields of study. The majority of these changed from the faculties of Arts, Science, Commerce, and Pre-Med,

to the Faculty of Education. A number of reasons were given for these changes. Among those included are personal reasons such as marriage plans, financial problems, health reasons. Others said they became more interested in another field or did not like the program they were doing. A few admitted they were not successful in what they had been studying and decided to change to another subject area or faculty. Some said they felt they had chosen the wrong field in the beginning and have since decided to become teachers.

Table 23

Decisions Made by Respondents Who Changed Field

Changes	Frequency	Per Cent
Changed from one degree program to another	2	4
Changed from another faculty to education faculty	29	56
Changed from education faculty to arts faculty	1	2
Changed major to English	13	24
Changed from English to another subject area	6	12
Change not indicated	1	2
Total	52	100

Table 24 is divided into five parts. Each part represents the five questions in Section A, Part II, number 1 of the questionnaire. Of the number that responded, 101

taught English only or English with other subjects in the high school grades. Most of the 74 who spent more than 50 per cent of their time in the English classroom were teaching English only. Twenty-one teachers identified weaknesses with respect to their situation.

Table 24 (a)

Percentage of Time Spent in English Classroom
by Respondents

Response	Frequency	Per Cent
Less than 25%	7	7
26%-50%	20	20
More than 50%	74	73
Total	101	100

Table 24 (b)

Whether Percentage of Time Spent in English Classroom
is Satisfactory

Response	Frequency	Per Cent
Yes	90	89
No	11	11
Total	101	100

Fifty-three of the 101 also taught other subjects as listed in Table 24 (c). The 23 in the Other category taught a variety of subjects, ranging from one besides English

to five besides English. Among these subjects are Mathematics, Science, Typing, Civics, Home Economics, Chemistry, and Physical Education. Seventeen said they were not happy with this situation (Table 24 (d)) and are included in the 21 who identified weaknesses (Table 24 (e)).

Table 24 (c)

Subjects Respondents Taught Besides English

Subjects	Frequency	Per Cent
Religion	9	17
French	11	21
History	6	11
Geography	4	8
Other	23	43
Total	53	100

Table 24 (d)

Whether Respondents Found Teaching Subjects Besides English Satisfactory

Response	Frequency	Per Cent
Yes	36	68
No	17	32
Total	53	100

Table 24 (e)

Weaknesses Identified by Respondents

Weaknesses	Frequency	Per Cent
Does Not Feel Qualified to Teach Certain Subjects	7	33
Better Prepared to Teach Subjects Other Than English	1	5
Would Prefer to Teach More English	2	9
Does Not Like Teaching Certain Subjects	5	24
Insufficient Time for Preparation of Lessons	4	19
Not Enough English Periods Per Week in Time Table Schedule	1	5
Lack of Liaison Between English and Trades (For Students Registered in Vocational Training Programs)	1	5
Total	21	100

Tables 25 (a) and (b) show the number of periods per week and the average length of periods spent on English by respondents who teach most of the subjects in one or more grades or who are special education teachers. Twenty-three teachers fell into this category, fifteen of them teaching subjects in the primary and elementary grades.

Table 25 (a)

Time Spent on English by Respondents
Teaching Varied Subjects

Periods Per Week	Frequency	Per Cent
Less than 10	3	13
10-20	15	65
21-30	2	9
More than 30	3	13
Total	23	100

Table 25 (b)

Average Length of English Periods Given by
Respondents Who Teach Varied Subjects

Length of Periods	Frequency	Per Cent
Less than 20 Minutes	0	0.0
20-30 Minutes	5	21.5
31-40 Minutes	13	57.0
More than 40 Minutes	5	21.5
Total	23	100.0

Table 26 (a), (b), (c), and (d) illustrate the answers given by specialist teachers. Sixteen fell into this category, twelve of whom are physical education teachers. The term specialist is generally applied to a teacher whose field is outside the regular academic subject areas. Thus

a teacher who teaches Music, Art, Home Economics, Industrial Arts or Physical Education is regarded as a specialist. A more recent trend is developing, however, whereby a person who has had extensive training in a particular subject area regards himself as a specialist.

Table 26 (a)

Subject Areas Given by Specialist Teachers

Special Subject	Frequency	Per Cent
English	1	6
Physical Education	12	75
Reading	2	13
Art	1	6
Total	16	100

Table 26 (b)

Whether English Taught by Specialist Teachers

Response	Frequency	Per Cent
Yes	4	25
No	12	75
Total	16	100

Table 26 (c)
Grade in Which English is Taught by
Specialist Teachers

Grade	Frequency	Per Cent
Below 7	1	25
7-12	3	75
Total	4	100

Table 26 (d)
Time Per Week Spent In English Classroom
by Specialists

Time Per Week in English Classroom	Frequency	Per Cent
Less than 2 Hours	0	0
2-4 Hours	1	25
More than 4 Hours	3	75
Total	4	100

Table 27 (a) and (b) show the responses given by teachers who have taught English in the past but are not doing any teaching at present. Thirty-three people answered this part of the questionnaire. Among those who said they would be returning to the teaching profession are students, housewives, and those who are at present in other positions. Three of the four who do not intend to return to teaching are in other jobs and the fourth plans to enter law school.

Those who checked Not Applicable are still in the teaching field but are not teaching. These are principals, supervisors, guidance counsellors, and consultants. The three in the Other category have taught in Grades 4-9 or 7-12.

Table 27 (a)

Grade Level Given by Respondents Who Have Taught English But Are Not Teaching at Present

Grade Level Taught	Frequency	Per Cent
K-3	0	0
4-6	1	3
7-9	17	52
10-12	12	36
Post Secondary	0	0
Other	3	9
Total	33	100

Table 27 (b)

Whether Respondents Who Are Not Teaching Intend to Return to Teaching

Response	Frequency	Per Cent
Yes	17	52
No	4	12
Not Applicable	12	36
Total	33	100

Table 28 (a), (b), and (c) illustrate the answers given by respondents who were students without any teaching experience. Of the twelve who answered this part of the questionnaire, eleven plan to start teaching in September of 1973 and the other person intends to do further study. Nine plan to teach English and one plans to teach Physical Education. Eight plan to teach at the high school level, grades 7-12.

Table 28 (a)

Whether Respondents Who Are Students Without Teaching Experience Plan to Teach During 1973-1974

Response	Frequency	Per Cent
Yes	11	92
No	1	8
Total	12	100

Table 28 (b)

Whether Respondents Who Are Students Intend to Teach English

Response	Frequency	Per Cent
Yes	9	82
No	2	18
Total	11	100

Table 28 (c)

Grade Level Students Intend to Teach

Grade Level	Frequency	Per Cent
K-3	1	11.0
4-6	0	0.0
7-9	4	44.5
10-12	3	33.5
Post Secondary	0	0.0
Other	1	11.0
Total	9	100.0

Tables 29 (a), (b), and (c) show the answers given by respondents who were in none of the previous categories. Table 29 (a) lists the other areas in which respondents were classified. The Other category was included for respondents who might not fall into the first three. Among the six listed opposite, Other were students, administrators and substitute teachers. Table 29 (b) lists the subjects taught by those who fell into the first category in Table 29 (a). Table 29 (c) lists reasons given by respondents who changed their field, left the teaching profession, or did not enter the teaching profession.

Table 29 (a)

Respondents in Other Categories

Other Categories	Frequency	Per Cent
1. Teaching Subjects Other Than English	13	41
2. With Teaching Experience But Now in Non-Teaching Job	4	12
3. Without Teaching Experience and Now in Non-Teaching Job	9	28
4. Other	6	19
5. Total	32	100

Table 29 (b)

Subjects Taught by Respondents Teaching Subjects Other Than English

Subjects	Frequency	Per Cent
Religion	1	8
French	2	15
History	1	8
Mathematics	1	8
Religion and Other	3	23
French and Other	2	15
Mathematics/History and Other	2	15
Science and Geography	1	8
Total	13	100

Table 29 (c)

Reasons Given by Respondents for Changing Field,
Leaving Teaching Profession,
or Not Entering Teaching Profession

Reasons	Frequency	Per cent
Unable to Find Suitable Teaching Position	4	13
Prefers to Teach Subjects Other Than English	5	16
Was Offered a Better Job with Better Salary	3	10
Works as Supply Teacher; Didn't Feel Sufficiently Confident to Apply for Permanent Position	1	3
Doing Some Substitute Teaching But Planning to Enter Another Field	1	3
School Needed Teacher for Other Subjects; Will be Back in English Next Year	1	3
As Principal, Had to Teach Where Necessary	1	3
Need For Fine Arts Background For Art Specialization	1	3
Not Interested in Regular School; Has Done Some Head-Start Work	1	3
Boredom With Education Courses and Unwillingness to Enter Ed. Field	1	3
Left Because of Need for More Relaxation and Enjoyment; Shortage of Help at Home; Also Didn't Like Being Policeman	1	3
Area Presently in Pays More Money; Plans to Teach in September	1	3
Administrator in Physical Education Program Which Was Ultimate Goal	1	3

Table 29 (c) continued.

Reasons Given by Respondents for Changing Field,
Leaving Teaching Profession,
or Not Entering Teaching Profession

Reasons	Frequency	Per Cent
Decided to Leave Memorial Full-Time But Plans to do Night Classes	1	3
Works in Another Field; Had No Intention of Teaching High School	1	3
No Reason Given	8	25
Total	32	100

Table 30 on page 52 deals with Section B, Part I of the questionnaire. Respondents were asked to read the statements and then circle one of five numbers ranging from "strongly disagree" to "strongly agree". There were 181 who answered this part of the questionnaire. Among those who did not respond were non-teachers, and those who were teaching subjects other than English. No exact reason can be given for those who did not answer some statements. In most cases the numbers are small and do not affect the overall picture. Under 25 per cent disagreed or strongly disagreed with all but two of the statements. There were 27.5 per cent who disagreed with statement 3: "I agreed with most of what the instructor said." Twenty-eight per cent disagreed with statement 9: "I got a good insight into the teaching of composition." Other responses tend to be on the favourable side. In comparing the totals in statements 6 and 7, it appears that more people understood

the literature part of the course than the grammar and composition part.

Table 31 which begins on page 54 deals with Section B, Part II of the questionnaire. Those who had spent some time in the classroom after having taken the course were asked to answer this part. Not quite as many respondents answered Part II as Part I for the following reasons: Respondents were teaching subjects other than English; respondents were students without teaching experience; they were employed in jobs outside of the teaching profession and did not have any teaching experience; they did not do any teaching after taking the course; they were teaching elementary grades. Some of the "no answers" in this part were due to the respondent's position. In certain instances, for example, respondents were not teaching all aspects of the English program and therefore responded only to those statements which concerned them. The picture depicted in Table 31 is somewhat different from that of Table 30. According to the figures in Table 30, the course was for the most part viewed favourably. A glance through the percentages in columns 4 and 5 of Table 31 shows that the numbers are lower. In statements 1 through 7, and 9 and 11, less than 50 per cent agreed or strongly agreed in each case. In statement 3, only 22 per cent agreed that the grammar section was helpful to them. Ninety-one per cent agreed or strongly agreed that the teaching of reading at the high school level is important. Fifty-seven per cent agreed

with statement 15, "I think all high school teachers of English should take this course". Fifty-three per cent agreed with statement 16 "I think the course is a good one." It is interesting to note that in number 12, 75.5 per cent agreed or strongly agreed that it was a good idea to have teaching experience before taking the course.

Table 30

Attitudes of Respondents at the Time of Taking the Course
N = 181

Statement About the Course	Strongly Disagree	Disagree	Agree With Some Reservation	Agree	Strongly Agree	No Answer
1. I thought the course was very valuable.	13 7%	24 13%	54 30%	59 33%	30 16.5%	1 .5%
2. I didn't skip any of the classes.	24 13%	20 11%	18 10%	47 26%	70 39%	2 1%
3. I agreed with most of what the instructor said.	10 5.5%	40 22%	69 38%	52 29%	10 5.5%	--
4. The instructor had well planned lectures.	6 3%	18 10%	35 19%	77 43%	41 23%	4 2%
5. I thought the instructor kept up-to-date with regard to his subjects.	10 5.5%	24 13%	40 22%	75 42%	32 17.5%	--
6. I understood the literature part of the course quite well.	3 1%	7 4%	27 15%	96 53%	48 27%	--

Table 30 (continued)

Attitudes of Respondents at the Time of Taking the Course,
N = 181

Statement About the Course	Strongly Disagree	Disagree	Agree With Some Reservation	Agree	Strongly Agree	No Answer
7. I understood the grammar and composition part equally as well.	11 6%	21 12%	48 26%	77 43%	22 12%	2 1%
8. I thought sufficient emphasis was placed on the teaching of grammar.	7 4%	22 12%	40 22%	72 40%	36 20%	4 2%
9. I got a good insight into the teaching of composition.	18 10%	33 18%	43 24%	55 30.5%	30 16.5%	2 1%
10. I thought all high school teachers of English should take this course.	20 11%	15 8%	31 17%	57 32%	56 31%	2 1%

Table 31

Effectiveness of Course as Perceived by Respondents After Having
Completed Course and Then Spent Some Time in Classroom
N = 160

Statement Concerning Course	Strongly Disagree	Disagree	Agree With Some Reservation	Agree	Strongly Agree	No Answer
1. I found most of the material given me very useful in my teaching.	23 14%	27 17%	58 36%	30 19%	19 12%	3 2%
2. I found the composition unit most helpful.	13 8%	32 20%	49 31%	42 26%	19 12%	5 3%
3. The unit in grammar helped me considerably in preparing to teach this subject.	30 19%	48 30%	43 27%	28 17%	8 5%	3 2%
4. I have employed a number of methods that I learned in the course concerning the teaching of the novel and the short story.	22 14%	29 18%	41 25%	43 27%	14 9%	11 7%

Table 31 (continued).

Effectiveness of Course as Perceived by Respondents After Having
Completed Course and Then Spent Some Time in Classroom

N = 160

Statement Concerning Course	Strongly Disagree	Disagree	Agree With Some Reservation	Agree	Strongly Agree	No Answer
5. I have used certain ideas that I learned in the course regarding the teaching of poetry.	18 11%	28 17%	43 27%	51 32%	12 8%	8 5%
6. I found the section on drama helpful to me in my teaching.	24 15%	41 25%	34 21%	40 25%	11 7%	10 7%
7. I feel that I am better prepared to teach literature than grammar and composition.	15 9.5%	41 25%	26 16.5%	42 26%	35 22.5%	1 .5%
8. I believe the teaching of reading is an important part of the high school English program.	1 .5%	4 2%	9 6%	34 21%	111 70%	1 .5%

Table 31 (continued)

Effectiveness of Course as Perceived by Respondents After Having
Completed Course and Then Spent Some Time in Classroom
N = 160

Statement Concerning Course	Strongly Disagree	Disagree	Agree With Some Reservation	Agree	Strongly Agree	No Answer
9. This course has given me a desire to do other English Education Courses	24 15%	36 22%	33 21%	44 28%	21 13%	2 1%
10. The course made me more aware of the importance of being familiar with current practices in the teaching of English.	7 4%	12 8%	32 20%	56 35%	51 32%	2 1%
11. The information which I received in the course has been more helpful to me than certain information given in teachers' manuals that are supplied with English texts.	11 7%	42 26%	43 26%	33 21%	22 14%	9 6%

Table 31 (continued)

Effectiveness of Course as Perceived by Respondents After Having
Completed Course and Then Spent Some Time in Classroom
N = 160

Statement Concerning Course	Strongly Disagree	Disagree	Agree With Some Reservation	Agree	Strongly Agree	No Answer
12. I think it is a good idea to have some teaching experience before taking the course.	3 2%	15 9.5%	19 12%	60 37.5%	61 38%	2 1%
13. At the grade 10 and 11 level, elective courses in English should be offered.	3 2%	3 2%	25 15%	46 29%	74 46%	9 6%
14. I believe that teachers and students together should list the objectives for the English program at the high school level.	0 --	9 6%	56 35%	53 33%	36 22%	6 4%
15. I think all high school teachers of English should take this course.	16 10%	14 9%	33 21%	50 31%	42 26%	5 3%

Table 31 (continued)

Effectiveness of Course as Perceived by Respondents After Having
Completed Course and Then Spent Some Time in Classroom
N = 160

Statement Concerning Course	Strongly Disagree	Disagree	Agree With Some Reservation	Agree	Strongly Agree	No Answer
16. I think the course is a good one.	16 10%	17 11%	39 24%	54 34%	30 19%	4 2%

Table 32 illustrates the answers that were given in Part I of Section C. No consistency was expected in totals here as most of those who responded to this part tended to place more than one topic in the six blanks, as was suggested in the instructions on the questionnaire. Only totals over 50 will be commented on. In column 1, 107 respondents thought that greater emphasis should be placed on the teaching of reading and 59 respondents thought that literature and the mass media should receive more attention. In column 2, 62 respondents believed that less emphasis could be placed on the teaching of grammar. In column 3, 66 respondents considered the phonology of English as the material least useful. Fifty-seven respondents thought the unit on teaching the composition was among the material most useful to them and 55 respondents thought the material on teaching the paragraph was the most useful. The phonology of English was the topic least understood by 72 respondents. It should be noted at this point that poetry would probably have received more attention had it appeared on the original list in Part I, Section C of the questionnaire. For some unaccountable reason it was omitted. Only respondents who noticed this commented.

In addition to the responses given in Table 32, some respondents decided to make written comments. Fourteen respondents considered all topics worthwhile and did not think they needed to receive any more or less emphasis. Twelve respondents were in the "can't recall" category.

Twelve respondents said that they either disagreed with "handouts" or that too many were given out in class.

Table 32

Opinions of Respondents Concerning Main Topics of the Course

Topic	I think greater emphasis should be placed on	Less emphasis could be placed on	Material least useful to me came under	Material most useful to me concerned	We were not given enough 'handouts' or xeroxed material on	The topic or topics I understood the least
Unit on teaching the composition	42	7	11	57	1	5
Teaching the paragraph	31	8	8	55	0	2
Teaching the sentence	25	15	11	31	0	7
Teaching grammar	23	62	40	15	4	24
The phonology of English	14	49	66	3	6	72
Vocab. building/spelling	40	18	18	10	10	7
Evaluation of high school lang. and comp. program	47	17	16	12	10	9
The teaching of reading in the high school	107	2	6	29	32	7

2
Table 32 (continued)

Opinions of Respondents Concerning Main Topics of the Course

Topic	I thing greater emphasis should be placed on	Less emphasis could be placed on	Material least useful to me came under	Material most useful to me concerned	We were not given enough 'handouts' or xeroxed material on	The topic or topics I understood the least
Short story and essay	9	8	20	36	10	5
Novel and biography	16	11	21	35	13	2
The teaching of drama	30	5	20	31	16	3
Literature and mass media	59	4	15	20	28	6
Evaluation of high school literature program	43	14	17	9	17	7
Poetry* (see note p.)	1	-	-	3	1	-

In light of the data presented in Table 32, the major concerns appear to be: the teaching of composition, the teaching of reading, and the teaching of literature in connection with the mass media. The teaching of grammar and the phonology of English were topics which were thought to be of little value. One reason for their being least understood might be a lack of linguistic background on the part of the students. The reason they are of little value to teachers in the field is an obvious one. This approach particularly with reference to transformational grammar is unheard of in Newfoundland schools. Teachers must be better prepared to teach in the situation which now exists in Newfoundland.

It is important to note, however, that certain negative criticisms made concerning the course may not altogether be realistic. Some respondents may have been expecting too much from two courses. In looking at Table 32 the following points should be considered.

1. At Memorial University there are courses available in the teaching of reading at the secondary level. Students preparing to teach high school English are strongly advised to include these courses in their programs.

2. With regard to the teaching of grammar and the phonology of English, the presentation given by the instructor was current. For the situation in Newfoundland it might even be said that he was ahead of his time. It is only in recent months that the linguistic approach to the teaching of English which includes structural or transformational

grammar is being discussed. Plans are presently underway to introduce this approach to grammar teaching during the school year 1974-1975, through pilot projects. Students without a linguistic background, therefore, would think this part of the course irrelevant and incomprehensible. Students are also advised to include linguistic courses in their undergraduate program, but as this is not made mandatory, such advice is often ignored.

3. A separate course entitled "New Media for the English Teacher" was introduced at Memorial University during the summer of 1973. Students taking this course will find it most helpful. An audio visual course ought to be obligatory for all prospective teachers.

HYPOTHESES AND QUESTIONS

Answers to most of the questions which appear on page five of this report have already been given in the preceding tables: Table 3 on page 21, Table 29 (c) on page 48, and Table 32 on page 61. Answers to questions 1 and 5 under Recommendations will be given in Chapters 5 and 6.

Each of the hypotheses stated in Chapter 1 will again be presented in this chapter together with tables for illustration. These tables deal with responses given in Parts I and II of Section B of the questionnaire. Only respondents who completed both parts have been included. A respondent's total was arrived at by adding the numbers he circled after each statement. If a respondent circled all 5's in Part I, for example, he would get a total of 50. His score depending on whether it was high or low was then placed in the favourable or unfavourable column. A chi square was computed on each cross tabulation to see if any statistically significant relationships existed. The level of significance for chi square was set at .05.

Hypotheses Concerning Both the Respondents' Attitudes Towards the Course and the Effectiveness of the Course

On pages three and four it can be seen that the two sets of hypotheses are stated alike. There is a difference, however, in that hypotheses 1-9 concern Section B, Part I, and the hypotheses 10-18 concern Section B, Part II. As it

is advantageous to view together the two tables which illustrate each hypothesis, only nine hypotheses will be stated, each hypothesis having two numbers as in Chapter 1. Hypotheses 1 and 10: There is no difference between male and female responses.

Tables 33 through 41 deal with Part I of Section B, the respondents' attitudes towards the course at the time of taking it. Tables 33A through 41A deal with Part II, Section B, the effectiveness of the course, that is, how respondents evaluated the course after having spent a year or more in the classroom.

Table 33 and 33A give the results of male and female responses. In Table 33, 81 males viewed the course favourably and 19 viewed it unfavourably. Thirty-six females had a favourable outlook, while 16 expressed an unfavourable attitude. No significant difference was found between the answers given by male and female respondents. In Table 33A, 74 males thought the course was effective, while 26 thought it was ineffective. Thirty-two females found the course effective, and 20 said it was ineffective. No significant difference was found between the answers given by the two groups of respondents.

Table 33
Results of Male and Female Responses
(Attitude)

Category	Favourable	Unfavourable	Total
Male	81	19	100
Female	36	16	52
Total	117	35	152

Chi Square = 2.62
not significant at .05 level

Table 33A
Results of Male and Female Responses
(Effectiveness)

Category	Favourable	Unfavourable	Total
Male	74	26	100
Female	32	20	52
Total	106	46	152

Chi Square = 2.1
not significant at .05 level

Though no significant difference was found between the two groups, it can be seen that more respondents thought the course unfavourable in Table 33A than in Table 33. This suggests that after spending some time in the classroom more respondents tended to look upon the course less favourably. The same is characteristic of the tables which follow.

Hypotheses 2 and 11: There is no difference between the responses of those who had teaching experience prior to taking the course and those who had no teaching experience.

Table 34 shows that 77 who had teaching experience before they took the course, viewed the course favourably, while 20 viewed it unfavourably. Forty of those who did not have teaching experience before they took the course, viewed the course favourably, and 15 viewed it unfavourably. There was no significant difference between the groups.

Table 34A shows that 73 who had teaching experience before taking the course thought the course was effective while 24 thought it was ineffective. Thirty-three of those without teaching experience before taking the course said the course was effective, and 22 said it was ineffective. No significant difference was found between the two groups.

Table 34

Results of Responses of Those With Teaching Experience and Those Without Teaching Experience Prior to Course (Attitude)

Category	Favourable	Unfavourable	Total
With Teaching Experience	77	20	97
Without Teaching Experience	40	15	55
Total	117	35	152

Chi Square = .62
not significant at .05 level

Table 34A

Results of Responses of Those With Teaching Experience and Those Without Teaching Experience Prior to Course (Effectiveness)

Category	Favourable	Unfavourable	Total
With Teaching Experience	73	24	97
Without Teaching Experience	33	22	55
Total	106	46	152

Chi Square = 3.34
not significant at .05 level

Hypotheses 3 and 12: There is no difference between the responses of those who presently have 1-6 years teaching experience and those who have more than 6 years teaching experience.

In Table 35, 80 of the respondents who have 1-6 years teaching experience had a favourable regard for the course, while 26 looked upon it unfavourably. Thirty seven of those with more than six years teaching experience said it was favourable, while 9 viewed it unfavourably. There was no statistical difference between the two groups.

Table 35A shows that 70 respondents with 1-6 years teaching experience thought the course effective, and 36 thought it was ineffective. Thirty-six of the respondents with more than six years teaching experience said the course was effective, while 10 said it was not effective. There was no significant difference between the responses of the two groups.

Table 35

Results of Responses of Those With 1-6 Years Teaching and Those With More Than Six Years Teaching (Attitude)

Category	Favourable	Unfavourable	Total
1-6 Years Teaching	80	26	106
More Than Six Years Teaching	37	9	46
Total	117	35	152

Chi Square = .67
not significant at .05 level

Table 35A

Results of Responses of Those With 1-6 Years Teaching and Those With More Than Six Years Teaching (Effectiveness)

Category	Favourable	Unfavourable	Total
1-6 Years Teaching	70	36	106
More Than Six Years Teaching	36	10	46
Total	106	46	152

Chi Square = 2.35
not significant at .05 level

Hypotheses 4 and 13: There is no difference between the responses of those who have completed one or more related English Education Courses and those who have not.

Table 36 shows that 56 of the respondents who had related English Education Courses said the course was favourable, while 19 said it was unfavourable. Sixty-one respondents who had no related English Education Courses viewed the course favourably and 16 viewed it unfavourably. There was no significant difference between the groups.

Table 36A shows that 54 of the respondents who had taken related English Education Courses thought the course was effective and helped them in their preparation of classroom activities, while 21 thought the course did not help them. Among the respondents who had no related English Education Courses 52 said the course was effective and 25 said it was not. There was no significant difference between the responses of the two groups.

Table 36

Results of Responses of Those With Related English
Education Courses and Those Without
(Attitude)

Category	Favourable	Unfavourable	Total
With Related English Education Courses	56	19	75
Without Related English Education Courses	61	16	77
Total	117	35	152

Chi Square = .57
not significant at .05 level

Table 36A

Results of Responses of Those With Related English
Education Courses and Those Without
(Effectiveness)

Category	Favourable	Unfavourable	Total
With Related English Education Courses	54	21	75
Without Related English Education Courses	52	25	77
Total	106	46	152

Chi Square = .48
not significant at .05 level

Hypotheses 5 and 14: There is no difference between the responses of those who have completed one or more linguistics courses and those who have not.

As shown in Table 37, 39 of the respondents who have taken linguistics courses said the course was favourable, and 11 said it was unfavourable. Among those who had not taken any linguistics courses, 78 were in favour of the course, and 24 were not. There was no significant difference between the two groups.

In Table 37A, 37 of those who have taken linguistics courses found the course effective, while 13 found it ineffective. Among those who had not taken linguistics courses, 69 found the course helpful in their teaching, while 33 did not find the course helpful. There was no statistical difference between the responses of these two groups.

Table 37

Results of Responses of Those Who Have Taken
Linguistics Courses and those Who Have Not
(Attitude)

Category	Favourable	Unfavourable	Total
Have Taken Linguistics	39	11	50
Have Not Taken Linguistics	78	24	102
Total	117	35	152

Chi Square = .15
not significant at .05 level

Table-37A

Results of Responses of Those Who Have Taken
Linguistics Courses and Those Who Have Not
(Effectiveness)

Category	Favourable	Unfavourable	Total
Have Taken Linguistics	37	13	50
Have Not Taken Linguistics	69	33	102
Total	106	46	152

Chi Square = .54
not significant at .05 level

Hypotheses 6 and 15: There is no difference between the responses of those who have two or more degrees, and those who have one degree or less.

Table 38 shows that of the 102 who have two or more degrees, 79 favoured the course, and 23 were not in favour of it. Among the 50 with one degree or less, 38 found the course favourable, while 12 did not. There was no significant difference between the two groups.

In Table 38A, 69 of those with two or more degrees said the course was effective, and 33 said it was not. Of the 50 with one degree or less, 37 found the course to be effective, and 13 found it to be ineffective. There was no significant difference between the responses of the two groups.

Table 38

Results of Responses of Those With Two or More Degrees
and Those With One Degree or Less
(Attitude)

Category	Favourable	Unfavourable	Total
With Two or More Degrees	79	23	102
With One Degree or Less	38	12	50
Total	117	35	152

Chi Square = .0
not significant at .05 level

Table 38A

Results of Responses of Those With Two or More Degrees
and Those With One Degree or Less
(Effectiveness)

Category	Favourable	Unfavourable	Total
With Two or More Degrees	69	33	102
With One Degree or Less	37	13	50
Total	106	46	152

Chi Square = .54
not significant at .05 level

Hypotheses 7 and 16: There is no difference between the responses of those who took the course prior to the summer of 1970 and those who took the course between the summers of 1970 and 1972.

In Table 39, 62 of the respondents who had taken the course prior to the summer of 1970, were in favour of it, and 16 were not. Of the 74 who took the course between the summer of 1970 and the summer of 1972, 55 viewed it favourably, and 19 viewed it unfavourably. There was no significant difference between the two groups.

In Table 39A, 56 respondents who had taken the course prior to the summer of 1970 said it was effective, and 22 said it was ineffective. Fifty respondents who took the course between the summers of 1970 and 1972 found it helpful in their teaching, and 24 did not. There was no significant difference between the responses given by the two groups.

Table 39

Responses of Those Who Took Course Prior to Summer of 1970 and Those Who Took Course Between Summer of 1970 and 1972 Inclusive
(Attitude).

Category	Favourable	Unfavourable	Total
Prior to Summer 1970	62	16	78
Between Summers of 1970 and 1972	55	19	74
Total	117	35	152

Chi Square = .58
not significant at .05 level

Table 39A

Responses of Those Who Took Courses Prior to Summer of 1970 and Those Who Took Course Between Summer of 1970 and 1972 Inclusive (Effectiveness)

Category	Favourable	Unfavourable	Total
Prior to Summer 1970	56	22	78
Between Summers of 1970 and 1972	50	24	74
Total	106	46	152

Chi Square = .48
not significant at .05 level

Hypotheses 8 and 17: There is no difference between the responses of those who teach only English and those who teach English and other subjects.

As indicated in Table 40, 117 respondents are in these two categories. Of the 48 who teach English only, 38 saw the course as favourable, and 10 said it was not favourable. Of the 69 who teach English along with another subject or subjects, 49 found the course was favourable, and 20 found it unfavourable. There was no significant difference between the two groups.

In Table 40A, 37 who teach English only, said the course was effective, and 11 said it was ineffective. Among the 69 who teach English and other subjects, 41 said the course was effective and 28 said it was ineffective. The chi square shows a significant difference between the responses

of those two groups. It is interesting to note that there was no significant difference between the attitudes of these two groups at the time they took the course, but after having spent some time in the classroom their opinion of the course seems to have changed. The difference between the two groups is more clearly illustrated on a percentage basis. Of those who teach English only, 77 per cent thought the course was effective. Of those who teach English and other subjects, 59 per cent thought the course was effective. It is possible that those who teach English only, have more of an opportunity to apply what they learned in the course, since they have only one subject to concentrate on.

Table 40

Responses of Those Who Teach English Only
and Those Who Teach English and Other Subjects
(Attitude)

Category	Favourable	Unfavourable	Total
English Only	38	10	48
English and Other Subjects	49	20	69
Total	87	30	117

Chi Square = .73
not significant at .05 level

Table 40A.

Responses of Those Who Teach English Only
and Those Who Teach English and Other Subjects
(Effectiveness)

Category	Favourable	Unfavourable	Total
English Only	37	11	48
English and Other Subjects	41	28	69
Total	78	39	117

Chi Square = 3.96
p < .05

Hypotheses 9 and 18: There is no difference between the responses of those who took the course during a summer session and those who took the course during a regular academic year.

Table 41 shows that 53 who took the course during a summer said it was favourable, and 13 said it was unfavourable. Sixty-four of those who took the course during a regular academic year viewed the course favourably, and 22 viewed it unfavourably. There was no significant difference between the two groups.

Table 41A shows that the same number, 53, who took the course in the summer said it was effective, and 13 said it was ineffective. Of the 86 who took the course during an academic year, 53 said it was effective and 33 said it was ineffective. The chi square shows a significant

difference between the responses of these two groups. The same situation exists here as in Tables 39 and 39A. There is no difference between the groups concerning their attitude towards the course at the time they took it. But after having spent a year or more in the classroom, their opinion of the course is different. Calculating these results on a percentage basis shows that 80 per cent of those who took the course during a summer found it to be effective, while 62 per cent of those who took the course during an academic year said it was effective. This seems rather surprising especially since a number of respondents said there was insufficient time to adequately cover the course during the summer period.

Table 41

Responses of Those Who Took Course During a Summer
and Those Who Took Course During Year
(Attitude)

Category	Favourable	Unfavourable	Total
Summer Session	53	13	66
Academic Year	64	22	86
Total	117	35	152

Chi Square = .59
not significant at .05 level

Table 41A

Responses of Those Who Took Course During a Summer
and Those Who Took Course During Year
(Effectiveness)

Category	Favourable	Unfavourable	Total
Summer Session	53	13	66
Academic Year	53	33	86
Total	106	46	152

Chi Square = 6.20
p < .05

The evidence presented in the last eighteen tables points to a more favourable regard for the course than an unfavourable one. For the most part the null hypotheses stated in Chapter 1 are true. Little difference was shown in the manner in which the groups responded. However, this does not mean that the course does not have some weaknesses. As was mentioned earlier, when referring to Tables 30, 31, and 32, there are certain aspects of the course which according to some of the respondents need revision. In every walk of life improvements are constantly being made--whether it be in the food industry, the automobile industry, or the field of education. No heads of companies or leaders in education should ever be satisfied with the status quo. One respondent said that a methods course should be evaluated at least once a year.

Chapter 5

ANALYSIS OF DATA II

This second chapter dealing with the analysis of data is divided into three parts. The first part concerns the comments made by various respondents; the second part is concerned with the suggestions which respondents made for improvement of the course; and the third part describes the outcome of the interview conducted with twenty-three of the subjects.

COMMENTS IN SECTIONS A, B, AND C

Throughout the questionnaire space was provided for the respondents to make comments if they so desired. Many respondents availed of this opportunity to express their feelings about the course or to comment on their present situation.

Comments-Section A

The comments in Section A dealt mainly with the respondents' present circumstances, or their plans for the near or distant future.

Four people said they would be returning to university in September for further study.

Two said they would be teaching full time in September.

Two said they would be teaching in another subject area.

Four said they would be going back to teaching when their families have grown up.

Three are presently working in jobs outside education and said they may go back teaching.

Two said they were happy in the jobs they were doing and had no plans to return to teaching.

Two described special programs they were involved with, one in reading the other in an adult up-grading English course.

Two were administrators and said they did not think they would have time in the near future to return to the classroom.

Comments-Section B

Most of the comments appeared in Section B of the questionnaire. These have been grouped under two headings- positive reaction to the course, and negative reaction to the course.

Positive reaction. Twenty-six respondents had high praise for the course. They said it was a practical, enjoyable, and informative course which helped them in their teaching. Some commented on the importance of forming a philosophy for teaching English which they said was stressed in the course. Others valued the material which was presented to them concerning professional literature and have since subscribed to professional journals and magazines. Several felt it would be an advantage to have some teaching experience

in order to make comparisons and to better understand certain ideas presented.

Negative reaction. Thirty-one respondents offered negative views, three of these concerning education courses in general. They said that education courses were too theoretical, that they were not relevant to the school situation today and that they did not prepare teachers to teach. These comments were also made with reference to the course. A few summer school students felt too much valuable material was passed over lightly. Some said it was the most boring course they had ever taken. A few said the instructor was out of touch with the situation as it exists in Newfoundland schools today and his lectures were out of date. They also said he was biased towards certain points of view and reluctant to accept others. Some said they disliked the literature part of the course while others said they disliked the language and composition part. Four pointed out the impracticality of the grammar section presented in the course. Others felt the course had certain merit and did not wish to condemn it outright. They said that with certain revisions it could be made into a good course.

Other comments in Section B concerned the situation in Newfoundland schools. Certain respondents said the curriculum was not flexible enough; that major problems existed, one of these being in the area of reading; and that teachers were not fully prepared to cope with such problems.

They said their university training presented them with ideal children in ideal situations which in reality are practically non-existent.

Comments-Section C.

Most of the comments that were made in the additional comments section at the end of the questionnaire have already been mentioned, as they were made by other respondents in Section B; therefore, they will not be repeated. Sixteen comments were made in this section-8 in favour of the course, 5 not in favour, and three general remarks. One of these remarks concerned the state of English in Newfoundland schools today. One respondent wondered what high school students had to show for eleven years of English. One person said that the course made him aware of the multiplicity of approaches to the teaching of English. Another said he appreciated the ideas he learned concerning the planning and designing of an English program. Another person said that other courses needed up-grading before this one.

SUGGESTIONS FOR IMPROVEMENT

Section C, Part II of the questionnaire asked respondents to list one to four suggestions they would make to improve the course. There were 165 respondents who answered this part of the questionnaire, hence there were many suggestions. All the suggestions offered have been grouped under various headings and placed in Appendix C. Recommendations which were suggested ten times or more are listed below. There were fifteen which fell into this category.

1. Some sample lessons should be presented including basic ways of teaching a lesson and new methods of teaching.

2. There should be actual practice teaching in some areas of literature and language. This could be done in city schools or in course periods. It was suggested by some that prospective teachers be required to present a lesson, using the class as students. After the lesson has been presented the professor and the students could offer criticisms.

3. More opportunity should be given for discussion on various topics concerning the English program. Use could be made of both large and small group discussion, panels and debates.

4. The whole area of grammar needs a fresh and new approach, something more pertinent to the problem which exists in our schools.

5. Although theory is necessary, the emphasis should be on the practical application of the theory and the course should be less idealistic.

6. A certain amount of stress should be placed on the learning of language as a means of communication, both oral and written.

7. There should be emphasis on the needs of today's high school student--how best to prepare him for his role in the seventies.

8. the course should be further divided as there is too much material to cover adequately.

9. More emphasis should be on dealing with reading problems that are encountered at the high school level.

10. Visits to actual classroom situations could be arranged, to observe successful English teaching methods, followed by discussion with the teacher.

11. There should be more emphasis on the teaching of creative writing.

12. Since the trend is toward integrating language and literature in today's English program in the high school, the same procedure should be considered in a methods course. Teachers are not prepared for this new approach.

13. Classes in recent years have become too large. It is suggested that seminar sessions be made part of the course with more students involved in projects and less emphasis be placed on the lecture method.

14. There should be more discussion on the use of audio-visual methods with relation to the teaching of English.

15. The course should be more closely geared to the curriculum currently in use in the high school.

Many other suggestions were offered, all of which appear in the Appendix.

INTERVIEW

During the last week in July, an interview was conducted with 23 subjects who were attending summer school. Fourteen of these were respondents, and nine were non-respondents.

Interview with Respondents

The fourteen respondents were asked to do a portion of the questionnaire again. A rank order correlation coefficient was computed on the results from the questionnaire done the first time and the results from the questionnaire done the second time. A ρ of .82 was determined. From this it can be said that respondents were fairly consistent in their answers, and that if further samples were taken from the population, the result would more than likely be the same.

Respondents were then asked questions concerning their attendance at Summer School, their plans for next year, and some answers given on the first questionnaire.

Four were doing English Education courses. Four were doing other education courses. Two were doing English courses. Two were doing graduate courses. One was doing French, and the other Religion.

Ten are returning to the same position next year. Three are taking other teaching positions. One is returning to university to complete a conjoint degree program.

As poetry was omitted from the list in Part I, Section C of the questionnaire, the fourteen respondents were asked if they would place poetry in one or more of the blanks.

Six said poetry should receive greater emphasis. Two said it was the material least useful to them. Three said not enough handouts were given on poetry. One said it was the material most useful. Five said they would not place it in any blank.

Any additional comments or suggestions that were made are listed below. Those which are the same as suggestions made earlier or in Appendix C will not be repeated. However, four suggestions deserve mention again as they were referred to by six or more of the respondents.

1. More information is needed on the procedure involved in the integration of language and literature.

2. The course should be further divided for more in depth study in certain areas of English.

3. The course should be made more practical.

4. More stress is needed in the area of reading.

Other comments and suggestions:

1. Have a basic course in methods for all students.

Then branch off into content areas.

2. Education professors who come from other provinces or countries should make themselves familiar with the Newfoundland situation.

3. There should be a de-emphasis of English as a

subject and an emphasis of English as a communication process.

4. The fault seems to be in the program, not necessarily in the course.

5. There are not enough courses in English for teachers. More attention should be given to language.

Interview with Non-Respondents

Nine non-respondents were interviewed. These were all teachers who were attending summer school. Some were completing degree programs, others were working on another teaching certificate. Eight taught high school grades from 7-11 and the ninth was teaching grades 4, 5, and 6, but said he would prefer to be teaching high school students. (A copy of the general format used in conducting the interview is found in Appendix D.)

Following are the answers given to the questions asked:

One taught English only. Seven taught English with another subject or subjects and one taught subjects other than English.

Eight will be returning to the same situation next year; one said he was uncertain, that he may come to St. John's to do more courses at the University. Four said they expected to be teaching more English.

One holds a grade three teaching certificate. Three hold grade four certificates and five hold grade five certificates. All but two said they were presently working on another certificate. These two said they were

taking courses mainly for interest:

Two have no degree. Two have B.A. (Ed.). Four have B.A. B.Ed. One has B.A. (Ed.) B.A.

Two were doing English and Education course at summer school. Two were doing Education courses. One was doing a graduate course. Two were doing Science courses. Two were doing History and English or Education courses. When asked why they had chosen to do these courses, four said it was for degree requirements, and five said mainly for interest and background for teaching.

The following reasons were given for not responding to the questionnaire. Two did not receive one. Three said they misplaced it. Two said they were busy with exams, and did not have time. One said he was not interested in replying. One said she was ill when she received it and did not have time to do anything about it later.

Criticisms of course.

1. Do you think the course adequately prepared you to teach English to high school students?

Five said they got some benefit from the course but felt they could have been better prepared. Areas that were mentioned as being most helpful were composition, the short story and poetry. One said she found Geraldine Murphy's book¹ a good guide and reference.

¹Geraldine Murphy, The Study of Literature in High School (Waltham, Massachusetts: Blaisdell Publishing Company, 1968).

Another said she often referred to Loban, Ryan and Squire². Three said they did not get much out of the course and one was not teaching high school.

2. Could certain topics have been given more emphasis?

The grammar presented in the course was mentioned three times as being irrelevant to the Newfoundland situation, and therefore needs to be given a new approach. Reading was mentioned three times. Two people said literature and the mass media need to be stressed more. Other topics such as drama, the evaluation of literature and language, the essay, poetry, and biography were mentioned once as needing further emphasis. One person said that mythology should be included in the course.

3. Were certain topics given too much stress?

Six people felt that transformational grammar and phonology were given too much stress. Two said they did not think any topic was given too much stress. One said too much emphasis was placed on paragraphs.

4. What improvements would you like to see made?

Suggestions which were mentioned most frequently will be listed below, as well as suggestions which have not already been given in Appendix C.

Most frequently mentioned were the following:

1. How to teach creative writing should be a part of the course.

²Walter Loban, Margaret Ryan, and James R. Squire, Teaching Language and Literature Grades 7-12 (New York: Harcourt, Brace and World, 1961).

2. The course should be further divided. Too much valuable material is being treated superficially.

3. Have students do more in the way of practical activities.

4. There should be more emphasis on the teaching of reading at the high school level.

Other suggestions:

1. Prospective teachers are not adequately prepared to teach the subject of their choice as there are not enough required courses.

2. There should be more liaison between university and schools with regard to material taught.

3. The study of modern literature should be a part of an English teacher's degree program.

4. Teachers of English should be required to do more academic English courses.

Chapter 6

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

Purposes

As stated in Chapter 1 of this study, the main questions to be answered were these:

1. How well does this course prepare students to teach high school English in Newfoundland schools?
2. What has become of all the students who took the course from 1962 to the summer of 1972? How many are actually teaching high school English?
3. What recommendations did respondents make for improvement of the course?

Procedures and Method

During the latter part of April a questionnaire was mailed to 296 subjects. During the last week in July a personal interview was conducted with 23 of these subjects, 14 of them respondents, 9 of them non-respondents.

Eighteen hypotheses were formed for the purpose of determining whether or not certain characteristics of these former students had any bearing on the manner in which they responded.

The information gathered from questionnaires and personal interviews was subsequently tabulated or summarized.

For the most part data presentation consisted of totals and percentages. A chi square was computed to determine the outcome of the eighteen hypotheses.

Findings

The information listed in Table 29, page 41; Table 30, page 52; and Table 31, page 54 provides a partial answer to the primary question: How well does this course prepare students to teach high school English? Some felt they were adequately prepared; others felt they were not adequately prepared. Most teachers agreed that the strongest part of the course was the unit on teaching the composition. The weakest parts concerned the teaching of grammar and the teaching of reading.

How many are actually teaching English? A look at Table 3, page 21 indicates that 86 out of 218 are full time teachers of English or English and other subjects at the high school level. Of the nine non-respondents who were interviewed, seven taught high school English. At least 20 of those who did not respond teach English in high school. Six of those who did the reliability check in March were high school English teachers. This means that approximately 40 per cent are involved as teachers of high school subjects, one of which is English.

As evidenced in the suggestions given in Appendix C, many teachers thought that a new approach should be considered

in presenting the material. The course, it was said, should be further divided so that a more indepth study can be given to the many facets of English. Perhaps one of the most glaring facts is that the fault is not with the course but with the program and the selection made by the students. Even though adequate courses are available, students do not always elect to do the courses which will benefit them when they begin their teaching career. Therefore the program should be changed to include more required courses.

In 16 out of 18 hypotheses stated, no significant difference was found between the responses of the two groups in each case. The only factors which had some bearing on responses were the subject taught and the time the course was taken. Those who taught English only, found the course more effective than those who taught English and other subjects; and those who took the course during a summer session found it more effective than those who had taken it during an academic year.

CONCLUSIONS

Several conclusions can be drawn from the information uncovered in this study.

1. With regard to the hypotheses, tested, neither sex, teaching experience, nor qualifications had any bearing on the responses.

2. There was a significant difference between the responses of those who taught English only and those who

taught English with other subjects.

3. There was a significant difference between the responses of those who took the course during a summer session and those who took the course during an academic year.

4. It is obvious that many are concerned about the university training they have received and the situations in which they find themselves as teachers of English.

5. It seems that teachers need more adequate preparation in certain areas of English to meet the needs of today's advancing technological age.

6. Teachers want to participate in practical activities which will help them face classroom situations in Newfoundland schools.

7. They want more required courses than just the one methods course.

8. They want courses which prepare them to deal with the curriculum presently in use in the high schools.

RECOMMENDATIONS

The primary purpose of this study was to find out if the course adequately prepared students to teach English at the high school level. It cannot fully accomplish this for a large percentage of students if it continues to remain the only required English Education course for

prospective teachers of high school English. As one respondent remarked -- the fault is with the program.

The writer would like to make the following recommendations to the Department of Curriculum and Instruction.

1. That the degree program for English teachers include the following required courses.
 - a) at least one course in the teaching of high school reading
 - b) one course in Literature for Adolescents
 - c) at least two courses in Linguistics
 - d) one Media course in the teaching of English
 - e) two Methods Courses
2. That electives should be narrower so that students can select courses to give them more in depth study in their field.
3. That a liaison committee be set up to include representatives from the university Faculty of Education, the Newfoundland Provincial Department of Education, and local school boards.
4. That a more comprehensive internship program be instituted whereby prospective teachers are required to spend at least one full year in the classroom while they are in training.

If these four changes were made there would be fewer problems with the methods course and many of the ideas suggested in Appendix C could be implemented.

With certain required courses and a selected list of electives, teachers would be better prepared to cope with daily classroom activities.

The purpose of the liaison committee would be to keep all three levels informed of the various intentions and objectives which they as a group decide on. One of their main goals would be to see that the teacher education program prepare teachers to develop curriculum and be adequately prepared to deal with the school program of studies which is in effect at the time.

An internship program would give new teachers a certain amount of practical experience and at the same time help them gain confidence in themselves.

Each year colleges and universities are faced with this problem of trying to improve courses and programs. Many articles have been written and many new activities have been developed and tested. One pre-service education course which has gained popularity on the campus of Georgia Southern College is entitled "High School Teaching".¹ This course is divided into four phases which must be done sequentially. Each phase relates to the succeeding one and upon completion of the final phase the student moves into a quarter of full-time student teaching. The course

¹Lee C. Cain and others, "Innovation in a Pre-Service Education Course," Improving College and University Teaching, XX (Spring, 1972), 151-57.

is staffed by four full-time faculty members and the students perform a variety of activities related to the theory presented. The student must maintain a minimum grade of "C" in each phase and cannot move on to the next phase until he successfully completes the phase he is in. The course provides orientation for student teaching in laboratory sessions. The advantage that this college has is a campus laboratory school which makes it easier for a course of this sort to operate. This is a fairly new idea in university teaching and seems to be working out quite well.

Clifford Edwards has written an article entitled "Relevance in College Instruction". In it he says that both the university and the student are responsible for relevancy in a student's education. Later in his article he says this:

Courses in the university must be developed so that theoretical constructs can be translated and utilized in practical situations. Too frequently programs contain theory which the student has to wait to apply on the job subsequent to terminating formal education. Consideration of theory apart from the practical renders the theory sterile and nonfunctional... Finally, students should be exposed to a case-method apprenticeship. This experience should be designed to bridge the gap between school and the world of work.²

David Borland³ in his article "Professional Education of Secondary Teachers" outlines three major components of a

²Clifford H. Edwards, "Relevance in College Instruction" Improving College and University Teaching, XIX (Autumn, 1971), 322-25.

³David T. Borland, "Professional Education of Secondary Teachers," Improving College and University Teaching, XX (Spring, 1972), 135-36.

teacher education program. He says that a teacher should have a general education, an area of academic specialization, and professional education. Borland's article continues with the qualities and characteristics which an effective teacher should possess over and above his academic and professional preparation. The six qualities suggested are summarized below.

1. The professional teacher must be involved in intellectual activities.

2. He must be knowledgeable and question and evaluate new ideas.

3. He must be able to develop in his students a desire to learn.

4. He must be able to communicate.

5. He must be self-organized.

6. He must be concerned about his students.

Further Research

Further research in this field is possible. The following studies are suggested:

1. A comparative study between English teachers who have completed the methods course and English teachers who have not.

2. Studies involving other subject areas.

3. A Study of Preparation Programs for English teachers at Memorial University between 1965 and 1973.

4. A Study of the needs of Junior High School teachers.

5. Preparation Programs for elementary teachers.
6. Teacher Preparation Programs in Eastern Canada.
7. Summer School Courses versus Semester Courses.
8. A Comparative Study between teachers who teach only English and teachers who teach English and other subjects.
9. In-Service Programs for teachers of English.

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APPENDICES



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Curriculum and Instruction

April 26, 1973

Dear

Between the years 1962 and 1972 you took a methods course in the teaching of English at the high school level. This course was first called Education 413, then it became Education 414, and since 1970-71 (at which time the university adopted the four digit numerical system in naming courses) it has become Education 4140 & 4141.

For my Master's thesis I have undertaken to do a follow-up study on all the students (304 of them) who took that course, in order to find out (1) what has become of them, and (2) what is the impact of the course on the teaching of English. Number 2, of course, is the most important aspect of the thesis and the findings should enable the Department to provide better instruction for teachers of the future. In all walks of life we must have continuous evaluation of existing programs.

I am, therefore, asking you to fill out the enclosed questionnaire and return it to me at your earliest convenience, preferably by May 18th. A stamped envelope is provided for this purpose. You will notice that I am asking you to put your name on the questionnaire. Since this is a follow-up study it is important that I hear from everybody, and I need your name so that I can check to see who has not responded. I am sure you can appreciate the fact that this request enables me to save both time and money. Please be assured that your answers will be held in strictest confidence and that your name will in no way be used in the compilation of the thesis.

You will notice there is space for comments within the questionnaire as well as at the end. Please feel free to make any remarks which you think are pertinent to the study, and answer as many of the questions as you are able. Don't forget it is important that you return the questionnaire even if you answer only one section.

Thank you for your co-operation. I hope to hear from you soon.

Yours sincerely,

Trudy/Gosse.



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Curriculum and Instruction

April 26, 1973

Dear Former Student,

The enclosed questionnaire was prepared by Trudy Gosse, a graduate student in Curriculum and Instruction. We urge you to complete it and return it as quickly as possible.

We feel this is a worthwhile study, the results of which should assist the department in improving instruction.

Thank you for your co-operation.

Dr. G. Murphy
Head of the Department.

T.G. Box 18
Arts-Education Building
Memorial University of Newfoundland
St. John's, Newfoundland

John Doe
17 April Street
Mapleton, Nova Scotia

May 19, 1973

Just a reminder regarding the questionnaire you received from me. I know how busy you must be during this time of the year, but please take a few minutes within the next couple of days to complete as much of the questionnaire as you can.

Once again thank you.

Sincerely,

APPENDIX B

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
ST. JOHN'S, NEWFOUNDLAND, CANADA

QUESTIONNAIRE

This questionnaire is made up of three sections.

Section A requires you to answer some questions about yourself. Section B is composed of questions concerning the Methods Course which you took and Section C consists of questions on recommendations you would make. Each section is divided into two parts. Be sure that you follow the directions carefully as everybody will not have to answer all questions. All answers are strictly confidential. No names will be used in the compilation of the thesis.

Turn to Section A

SECTION APART ITO BE ANSWERED BY EVERYONE

A. Fill in the blanks with the information required.

1. Name
(Please give last name, first name and middle initial.)
2. Name the city or town in which you presently reside.
3. Present Occupation
(Please be specific: e.g. English Teacher, Grade 7, 8, 9; Physical Education Teacher, K-6; English Instructor, Vocational School; Personnel Manager, C.B.C. Television; Housewife; etc.)

N.B. If you are presently a student, please indicate year, faculty and university; graduate students indicate field of study as well as faculty and university.)

4. Name of school in which you teach
(where applicable)
5. What degrees and/or diplomas do you hold?
6. What grade teaching certificate do you hold?
7. (a) In which subject(s) did you major?
- (b) Indicate the number of courses you have in your major.
- (c) Is this number based on semester courses or yearly credits?
8. Did you study Primary, Elementary, or High School Methods?

9. If you have been a part time student at this or another university during the Fall and Winter Semesters of the present year, ('72-'73) give the name and number of the course(s) you took.
-

10. If you attended Summer School (either at Memorial or some other university) give the last year you attended.
-

B. Answer the following by putting an X in the appropriate square.

1. When you took the English Methods Course (i.e. Education 413, OR Education 414, OR Education 4140 & 4141) in which category were you?

Undergraduate ..

Graduate

2. Have you taken a course in the teaching of reading at the high school level?

Yes

No

3. Have you taken a course in adolescent literature?

Yes

No

4. Are you presently working towards another teaching certificate?

Yes

No

PART I B CONT'D

5. How many years of teaching experience did you have when you took the course described in number 1 above?

- None
- 1 - 2
- 3 - 6
- 7 - 10
- More than 10 ..

6. How many years of teaching experience do you have at present?

- None
- 1 - 2
- 3 - 6
- 7 - 10
- More than 10 ..

7. Indicate the number of other Education courses you have taken pertaining to the teaching of English. (That is other than the methods course described in number 1 above)

- None
- 1 - 2
- 3 - 4
- More than 4 ...

8. Indicate the number of Linguistics courses you have taken.

- None
- 1 - 2
- 3 - 4
- More than 4 ...

9. Why did you take the methods course described in number 1 above?

- Merely for credit
- As part of my programme
- As an elective .
- Other reasons

PART I B CONT'D

10. (a) Have you taken any courses at the graduate level?
(That is Master's or Doctorate)

Yes

No

(b) If not, have you any intention of doing so in the future?

Yes

No

11. Did you change your field of study in your undergraduate program?

Yes

No

12. If you answered 'yes' to question 11, give in one sentence a reason for the change.

.....

Comment if necessary

PART II

ANSWER ONLY ONE QUESTION IN THIS PART. A quick look at the instructions in each question will enable you to spot the question which applies to you.

1. If you are teaching English as a subject teacher in one or more of Grades 7 - 11 or at a post secondary institution, answer these questions. (Some principals and vice-principals might also be in this category.)

(a) What percentage of your teaching time is spent in the English classroom during a normal school week?

Less than 25% ..

26% to 50%

More than 50% .

PART II CONT'D

(b) Does this arrangement suit you?

Yes
No

(c) Where applicable indicate subjects you teach besides English.

.....
.....
.....

(d) Are you happy with this situation? (Answer in connection with (c) above.)

Yes
No

(e) If you answered 'no' in (b) or (d) above, briefly identify weaknesses with regard to your present situation.

.....

TURN TO SECTION B

2. If you are teaching most subjects in one or more grades, or if you are a teacher of a special education class, answer these questions.

(a) How many periods a week do you spend on English?
(Include spelling, grammar, literature, reading, composition, word drill, etc.)

(b) What is the average length of these periods?

Comment if necessary

TURN TO SECTION B

PART II CONT'D

3. Specialist teachers answer this question. (Music, Art, Home Economics, Industrial Arts, Physical Education, etc.)

(a) What is your special subject?

(b) Do you teach English? Yes

No

(c) If so what grade(s)?

(d) Approximately how much time per week do you spend in the English classroom? Less than 2 hrs.

2 - 4 hrs.

More than 4 hrs.

Comment if necessary

TURN TO SECTION B

4. If you have taught English in the past but are not doing any teaching at present, answer these questions. (Some principals and vice-principals may fall into this category, as well as some who are now students.)

(a) At which grade level did you do most of your teaching?

K - 3

4 - 6

7 - 9

10 - 12

Post Secondary .

(b) Have you any plans to return to the teaching profession?

Yes

No

Not Applicable

Comment if necessary

PART II CONT'D

5. If you are presently a student and have never done any teaching (student teaching not included) answer these questions.

(a) Are you planning to teach during the school year 1973-1974?

Yes
 No

(b) If so are you hoping to teach English?

Yes
 No

(c) At which level?

K - 3
 4 - 6
 7 - 9
 10 - 12
 Post Secondary ..

(d) If you answered 'no' in (a) above what are your plans for '73-'74?

Further study ..
 Other work
 May travel
 Not certain

Comment if necessary

TURN TO SECTION B

6. If none of the above questions in this part applies to you it is assumed you fall into one of the following categories. Place an X in the appropriate square.

(a) 1. I am teaching subjects other than English

PART II CONT'D

6. (a) 2. I have taught, but am now in a job outside the teaching profession

3. I have never taught, and am now in a job outside the teaching profession

4. None of these.

(b) If you have marked an X in number 1 of A above, list the subjects you teach.

.....

(c) State briefly (One sentence is sufficient.) why you changed your field, why you left the teaching profession or why you did not enter the teaching profession.

.....

.....

Comment if necessary

TURN TO SECTION B

SECTION B

ANSWER ACCORDING TO THE FOLLOWING DIRECTIONS

1. If you are presently teaching English or have taught English in the past, answer Parts I and II of this section.

2. If you are a student who has no teaching experience, but who plans to teach English in the future, do Part I only of this section.

3. People in other than the above categories turn to Section C.

PART I

Below are TEN statements about the English methods course you took. Opposite each statement are the numbers 1 to 5. Circle the number which best describes your feelings.

- | | |
|---------------------------------|--------------------|
| 1 = Strongly Disagree | 4 = Agree |
| 2 = Disagree | 5 = Strongly Agree |
| 3 = Agree With Some Reservation | |

At the time that I took the course (Some of you may have difficulty thinking back, but give it a try.)

1. I thought the course was very valuable. 1 2 3 4 5
2. I didn't skip any of the classes. 1 2 3 4 5
3. I agreed with most of what the instructor said . 1 2 3 4 5
4. The instructor had well planned lectures. 1 2 3 4 5
5. I thought the instructor kept up-to-date with regard to his subject. 1 2 3 4 5
6. I understood the literature part of the course quite well. 1 2 3 4 5
7. I understood the grammar and composition part equally as well. 1 2 3 4 5
8. I thought sufficient emphasis was placed on the teaching of grammar. 1 2 3 4 5
9. I got a good insight into the teaching of composition. 1 2 3 4 5
10. I thought all high school teachers of English should take this course. 1 2 3 4 5

Comments:

PART II

Now that you have had a year or more of teaching, how would you rate the course? Using the same scheme as in Part I, circle the number which represents your feelings.

1 = Strong Disagree

4 = Agree

2 = Disagree

5 = Strongly Agree

3 = Agree With Some Reservation

1. I found most of the material given me very useful in my teaching. 1 2 3 4 5
2. I found the composition unit most helpful. .. 1 2 3 4 5
3. The unit in grammar helped me considerably in preparing to teach this subject. 1 2 3 4 5
4. I have employed a number of methods that I learned in the course concerning the teaching of the novel and the short story. . 1 2 3 4 5
5. I have used certain ideas that I learned in the course regarding the teaching of poetry. 1 2 3 4 5
6. I found the section on drama helpful to me in my teaching. 1 2 3 4 5
7. I feel that I am better prepared to teach literature than grammar and composition. ... 1 2 3 4 5
8. I believe the teaching of reading is an important part of the high school English program. 1 2 3 4 5
9. This course has given me a desire to do other English Education Courses. 1 2 3 4 5
10. The course made me more aware of the importance of being familiar with current practices in the teaching of English. 1 2 3 4 5
11. The information which I received in the course has been more helpful to me than certain information given in teachers' manuals that are supplied with English texts. 1 2 3 4 5

12. I think it is a good idea to have some teaching experience before taking the course. 1 2 3 4 5
13. At the grade 10 and 11 level, elective courses in English should be offered. 1 2 3 4 5
14. I believe that teachers and students together should list the objectives for the English program at the high school level. 1 2 3 4 5
15. I think all high school teachers of English should take this course. 1 2 3 4 5
16. I think the course is a good one. 1 2 3 4 5

COMMENTS:

TURN TO SECTION C

SECTION C

This section is to be answered by all present and former teachers of English. Others who feel they can make a contribution to this study may also answer. When you have completed the questionnaire (for some it will be only Section A) please return it to me. As I said earlier everyone counts in this survey.

This section is recommendations. Having had some teaching experience you are now in a better position to suggest some ways the course could be improved.

PART I

Below is a list of the main topics that were dealt with in the course.

LANGUAGE AND COMPOSITION

1. Unit on teaching the composition
2. Teaching the paragraph
3. Teaching the sentence
4. Teaching grammar
5. The phonology of English
6. Vocabulary building and spelling
7. Evaluation of the high school language and composition program

LITERATURE

8. The teaching of reading in the high school
9. The short story and the essay
10. The novel and biography
11. The teaching of drama
12. Literature and the mass media
13. Evaluation of the high school literature program

In the statements which follow, place in the blank the number of the topic above which represents your opinion or concern with respect to your situation. You may use more than one number in each blank, if you wish.

1. I think greater emphasis should be placed on
2. Less emphasis could be placed on
3. Material least useful to me came under

4. Materials most useful to me concerned
5. We were not give enough 'handouts' or xeroxed material about
6. The topic or topics I understood the least

PART II

In this last part, I would like you to list three or four recommendations you would make for improvement of the course. Even if you have been out of touch with the university for some time, do not feel that you cannot make a contribution to this part. As a result of your teaching, you no doubt have some positive suggestions to make. If you cannot think of three or four, write one or two.

1.

2.

3.

4.

ADDITIONAL COMMENTS:

APPENDIX C

The recommendations made by respondents in Part II, Section C of the questionnaire are listed below under four major headings -- Methodology, Course Content, Evaluation, and General Suggestions.

Methodology

1. Some basic ways of teaching a lesson should be presented by the instructor. These should include new methods of teaching.
2. Provide opportunities for experienced teachers to share ideas with others both experienced and inexperienced.
3. Teachers need experience in setting up projects -- group work, use of tapes and films, etc.
4. Assignments should be given to students to prepare a teaching lesson. Distribute to class and discuss.
5. Actual practice teaching should be done in some areas of literature and language. Present lessons during class time for criticism by students and professor.
6. Discussion groups on various topics related to the teaching of English could be arranged. This could be done through large and small group discussion, panels and debates. From time to time have resource people available.
7. Bring in material that is used in prescribed high school texts. Also have demonstrations of other material available.

8. Sample English teaching lessons might be arranged using volunteer English teachers from nearby schools.

9. Visits could be made to actual classroom situations to observe successful English teaching methods, followed by discussion with the teacher. Alternatively, films of these situations could be viewed.

10. Have panel discussions which utilize particularly the opinions and ideas of experienced English teachers.

11. Prepare teachers to cope with the new approach of integrating language and literature.

12. Bring in high school students and teach them a lesson; then get reaction.

13. The course should be partly a seminar course, with small groups doing specific projects. There should be less emphasis on the lecture method.

14. There should be demonstrations on the use of audio-visual materials in teaching English.

15. Emphasis should be placed on teaching English from a thematic point of view.

16. Have clinic operated by instructor and students of Education 4140 & 4141 to assist first year students in preparation of written assignments.

17. Have students make an evaluation of texts used in Junior and Senior high school.

18. There should be more time spent on teaching methods

for the junior high level.

19. Some investigation should be done on availability of Canadian literature suitable for teenagers.

20. Give students school compositions to mark and grade; then have discussions.

21. Students should have some say with regard to the priorities dealt with in the course.

22. Opportunities should be given for visiting lecturers from Department of English or Junior Studies to present different views.

23. Have students taking courses actively involved in area of their interest-novel, drama, poetry, etc. to do special work with a group of students for example.

Course Content

24. There should be emphasis on teaching critical reading and T.V. viewing.

25. There should be emphasis on teaching listening and oral skills.

26. There should be information given on how to determine the capabilities of students.

27. More emphasis on specific procedures for evaluating student growth and development in the understanding and appreciation of literature.

28. There should be less emphasis on grammar and phonology.

29. There should be more emphasis on phonology of English in conjunction with audio-visual aids.

30. There must be a new approach to grammar teaching. Transformational grammar only complicates matters.

31. A certain amount of stress should be placed on the learning of language as a means of communication both oral and written.

32. There should be emphasis on the needs of today's high school student - how best to prepare him for his role in the seventies.

33. The prospective teacher should learn how to inspire interest on the part of the student with relation to poetry.

34. How best can the English program and the teaching of English in Newfoundland schools today be improved?

35. There should be more emphasis on drama and the mass media.

36. The course should be more closely geared to the curriculum currently in use in the high school.

37. There should be a certain amount of emphasis on how to involve the below average student.

38. There should be emphasis on how to deal with reading problems at the high school level.

39. There should be some emphasis on the value of reading; how to stress the importance of reading with high

school students.

40. The course should include a detailed study of the teaching of specific topics -- novel, essay, biography, composition, sentence building, etc.

41. Students should be made more aware of the professional literature available concerning current trends in the teaching of English.

42. There should be some emphasis on the teaching of creative writing.

43. Some time should be spent on the development of the teacher's skill at leading discussions.

44. Examples used in presenting methods of teaching the play, novel, short story, should be varied.

45. Problems associated with teaching standard English in a dialect situation should be explored.

46. English should be taught as a sequential program. English teachers must be made more aware of the entire English program throughout the school.

47. Handouts should contain more recent material and be more suited to classroom use.

48. Grammar should be dispensed with altogether.

49. Time should be given concerning how to go about planning an English program, emphasizing objectives throughout the grades.

50. More emphasis on a practical approach to the teaching of grammar, vocabulary, and spelling.

51. The course should include the study of English programs in Newfoundland and other provinces.

52. Certain emphasis should be made on English as it relates to other subjects.

53. More preparation is needed to teach grammar with relation to the present Newfoundland situation.

54. Prospective teachers should be given ideas on how to get students to want to study English.

Evaluation

55. There should be more relevant term paper topics. (The year the writer took the course, students were given a wide range of topics and also an opportunity to research a topic of their choice if they so desired.)

56. More research papers should be done by students and presented in class.

57. Term papers and tests should be eliminated in favour of group discussion and short reports.

58. More weight should be given to group projects.

General Suggestions

59. The course should be further divided as there is too much material to cover adequately.

60. All teachers should be required to do at least one course in the teaching of reading.

61. The whole bulk of the methods course should not be kept for the last year of university training.

62. There should be separate courses for those with no teaching experience and those with teaching experience.

63. One or two linguistic courses should be a prerequisite to this course.

64. Classes are too large.

65. The course should be taught after the student has had some practical experience in the classroom; then he is better able to understand and apply ideas.

66. The university should provide more in-service training.

67. The student-teacher should be made aware of the extra heavy load of English teachers. Many leave the profession because of this.

68. Cull out people who are taking the course merely for credit.

69. Screen applicants to see if they are suited for teaching.

70. There should be a closer connection between Education 4380 (Philosophy of Education) and this course.

71. A methods course should revolve more around the basic attitudes necessary for teaching.

72. Other English Education courses besides Education 4140 and 4141 should be made compulsory.

73. Reading and mass media courses should be part of the degree program.

74. Students should complete methods course prior to student-teaching.

75. Sample courses to meet a variety of needs should be available for study, comparison, and contrast. (By this the respondent may have meant seminar courses or mini-courses involving a variety of English topics to be discussed.)

APPENDIX D

INTERVIEW WITH NON-RESPONDENTS

1. Name
2. Place of Residence
3. Occupation
 Grade Taught
- Subjects Taught
4. (a) Are you returning to the same job?
- (b) If not, what will you be doing in September?

5. Present Teaching Grade
6. Are you working towards another teaching grade? ...
7. Degrees and/or Diplomas
8. What courses are you taking this summer?
9. Why did you choose the above courses?
10. Why did you not respond to the questionnaire which was
 sent to you in April?

Criticisms and Suggestions

1. Do you think the course adequately prepared you to teach English to high school students?
2. Could certain topics have been given more emphasis?

3. Were certain topics given too much stress?

4. What improvements would you like to see made?

3

Topics That Were Dealt With in the English Methods
Course Education 413, Education 414, Education 4140 & 4141

Language and Composition

1. Unit on Teaching the Composition
2. Teaching the Paragraph
3. Teaching the Sentence
4. Teaching Grammar
5. The Phonology of English
6. Vocabulary Building and Spelling
7. Evaluation of the High School Language
and Composition Program

Literature

8. The Teaching of Reading in the High School
9. The Teaching of Poetry
10. The Short Story and the Essay
11. The Novel and Biography
12. The Teaching of Drama
13. Literature and Mass Media
14. Evaluation of the High School Literature Program

These topics were presented to the non-respondents during the interview to help them recall the contents of the course.

APPENDIX E

WHERE RESIDENTS ARE PRESENTLY RESIDING

Newfoundland by District

Bonavista North

Labrador West

Bonavista South

Lewisport

Burgeo and La Poile

Placentia East

Burin

Placentia West

Carbonear

Port au Port

Ferryland

Port de Grave

Fogo

St. Barbe North

Gander

St. Barbe South

Grand Falls

St. George's

Green Bay

St. John's

Harbour Grace

St. Mary's

Harbour Main

Trinity North

Humber East

Trinity South

Labrador North

White Bay South

Other Provinces

Nova Scotia

Saskatchewan

Quebec

British Columbia

Ontario

The United States of America

Oregon

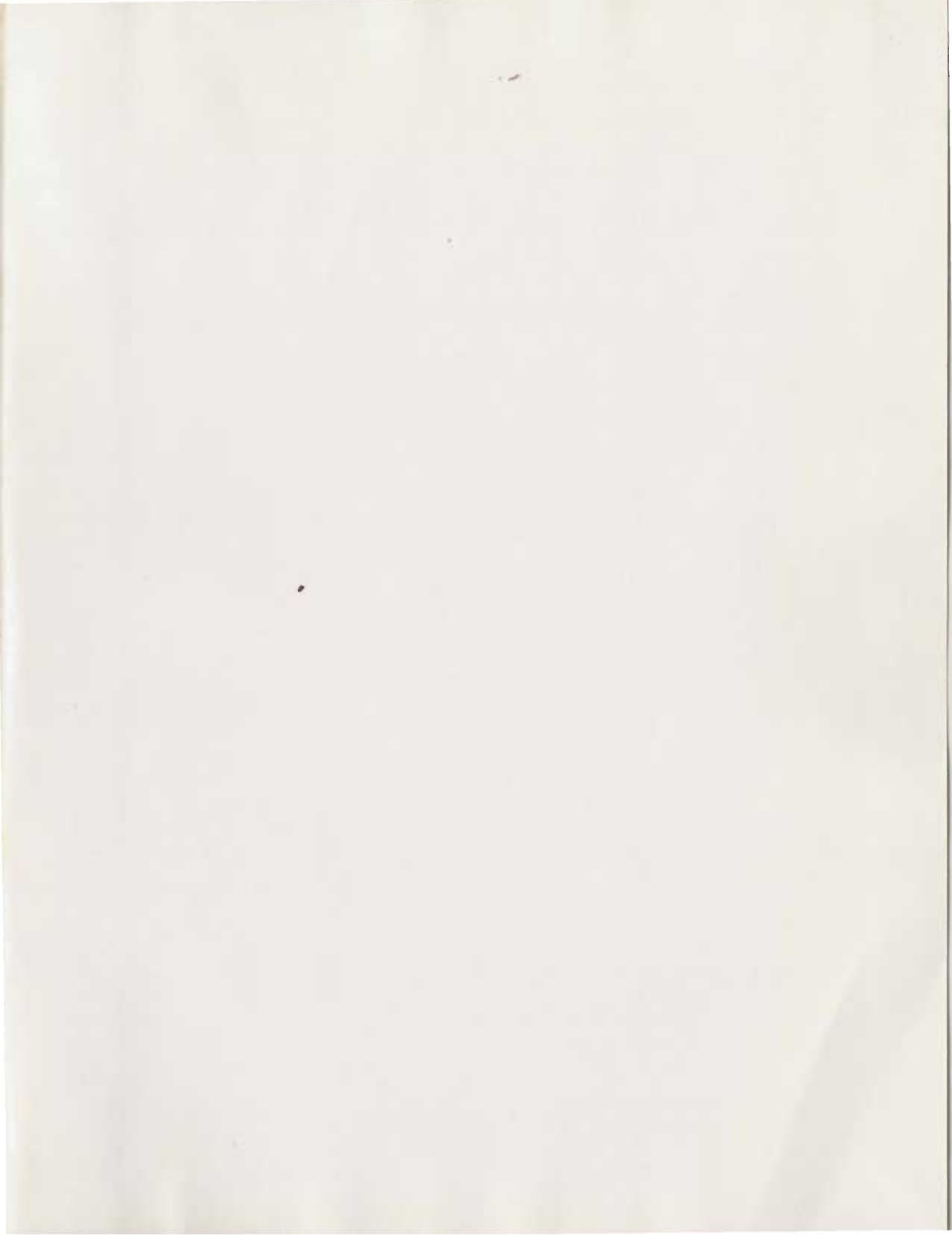
APPENDIX F

WHERE NON-RESPONDENTS ARE

The information presented in this Appendix was obtained through phone calls, letters, and certain government departments.

Of the 69 subjects from whom no word was heard, 56 live in Newfoundland. Forty-three of these are teachers, at least 20 of them teaching English. Five were teaching, but are not teaching now. Two are housewives, two are students, and four are in other jobs.

The remaining 13 are living in other provinces and the United States. Two are teachers, three are students, three are in other jobs, and it is not known exactly what the other five are doing.





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