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THE STATUS OF ENGLISH GRAMMAR INSTRUCTION
IN MASTER'S PROGRAMS IN TESOL IN THE U.S.

DISSERTATION

Submitted to the College of Human Resources and Education

of

West Virginia University

In Partial Fulfillment of the Requirements for

The Degree of Doctor of Education

by

JoAnne Zoller Wagner, M.A.

Morgantown

West Virginia

1995

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CHAPTER 1

INTRODUCTION

Although English has been taught to speakers of other languages for as long as the English language has existed, the identification of Teaching English to Speakers of Other Languages as a profession distinct from other foreign language teaching is relatively recent. The organization Teachers of English to Speakers of Other Languages (TESOL) was formed in 1966 as a result of the efforts of representatives from the Center for Applied Linguistics, the National Council of Teachers of English, the Modern Language Association, the Speech Association of America, and the National Association for Foreign Student Affairs (Alatis, 1987, p. 9). Today, TESOL is an international organization with a membership of over 22,000 (Hines, 1993, p. 3). The 1993 TESOL Conference drew 5,530 professionals from around the world (Kammerer, personal communication, July 21, 1993). The emergence of TESOL as a profession reflects the use of English as a lingua franca in politics, economics, science, the arts, and academia.

The growth of master's programs in Teaching English to Speakers of Other Languages (also TESOL), whose purpose is to prepare both native speakers and non-native speakers of English to teach English to speakers of other languages both in the U.S. and abroad, has paralleled that of the professional organization. Although the earliest teacher preparation program in TESOL in the U.S. appeared as early as 1942, the number of such programs began to grow significantly in the 1960s (Acheson, 1975, pp. 8-9). In the early 1970s, it was believed that the number of programs had "stabilized" to approximately 50 programs (Acheson, 1975, p. 10). Nevertheless, by 1992 the number of master's level programs in TESOL in the U.S. had climbed to 178 (Kornblum & Garshick, 1992, p. iii).

Perhaps due to the relatively recent development of master's programs in TESOL, the curricula of such programs are very diverse. Nevertheless, there are some recurrent patterns among TESOL graduate programs, primarily due to the unifying effects of the major publications of the TESOL organization--the TESOL Quarterly, the TESOL Journal, and TESOL Matters--and the annual TESOL Convention. In 1975, for example, the Executive Committee of TESOL ratified the Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States, hereafter referred to as the "Guidelines" (Kornblum and Garshick, 1992, p. 234). The purpose of the Guidelines is to "assist teacher certification agencies and educational institutions in the establishment of certification standards for English as a second language teachers, and in the design and evaluation of ESL teacher education programs" (Kornblum and Garshick, 1992, p. 230).

The Guidelines refer to grammar in two sections. Under "Personal Qualities, Professional Competencies, and Experience of the English-as-a-Second-Language-Teacher in American Schools," the Guidelines state that a teacher of English as a Second Language is expected to "understand the nature of language; the fact of language varieties--social, regional, and functional; the structure and development of the English language systems; and the culture of English-speaking people" (Kornblum and Garshick, 1992, p. 232). Courses suggested in the Guidelines include: "Linguistics and English linguistics--the nature of language, its systematic organization, variation and change; major models of linguistic description; major subsystems of present-day English (grammatical, phonological/graphemic and lexical/semantic), its historical development and dialectical variation; contrastive linguistics with special reference to the comparison of English and a "linguistic minority" language (Kornblum and Garshick, 1992,

p. 232). The Guidelines, therefore, clearly recommend that future teachers of English to Speakers of Other Languages learn the English grammatical system in their graduate programs.

Statement of the Problem

Despite the clear support of the TESOL organization for instruction in the grammatical system of English in teacher preparation programs as outlined in the TESOL Guidelines, a preliminary study of the Directory of Professional Preparation Programs in TESOL in the U.S., 1992-94, indicated that of 181 master's programs related to TESOL, 62, or 34%, of those departments did not offer any courses in the English grammatical system (Appendix, F-7). Furthermore, it appeared that only 78, or 43%, of these departments required their master's candidates to take at least one English grammar course (Appendix, F-7). These results suggested that there could be a significant lack of congruence between the TESOL Guidelines and master's programs in TESOL in the U.S. The results from this preliminary study could only be considered tentative, however, since it was not possible to determine the content of courses simply from the course titles. In addition, it was entirely possible that some programs offered English grammar courses which were not listed in the directory.

Of course, the number of English grammar courses offered, or even required, by each program would be insufficient data from which to judge whether the recommendations of the TESOL Guidelines regarding grammar were being met. It was also necessary to know the nature of the English grammar courses, the place of such courses in the curriculum, the administrative support given to such courses, and the rationale of the coordinators of these programs regarding the inclusion or exclusion of such courses. Since curriculum is always in process, it was useful to track recent and future trends regarding the status of grammar in the

curriculum. The problem identified in this study was that there was insufficient descriptive data regarding the status of grammar in master's level programs in TESOL in the U.S. to determine (1) whether master's candidates in TESOL in the U.S. are being given the opportunity to learn the grammatical system of English, and (2) the nature and status of the grammar instruction offered in the curricula of master's programs in TESOL in the U.S.

Research Questions

The major research questions of this study, all of which regarded master's level programs in TESOL, were: (a) What is the status of English grammar in master's level programs in TESOL in the U.S.? (b) Are there any significant variances between certain program characteristics (age of program, size of program, or departmental location of program) and the status of grammar within that program? (c) What level of consistency exists between such programs regarding the status of English grammar? (d) Does the status of English grammar in master's level programs in TESOL in the U.S. satisfy the recommendations of the TESOL Guidelines? (e) Are there ways in which the status of English grammar in master's level programs in TESOL in the U.S. could be improved?

The questions which follow were necessary in order to determine the status of English grammar in master's level programs in TESOL in the U.S.:

Confirmation of Information from the Directory of Professional Preparation Programs in TESOL, 1992-1994

Is the listing of course titles for English grammar courses in the master's programs in TESOL in the Directory accurate?

Placement Mechanisms

What mechanisms, if any, exist to determine whether the master's level candidates in TESOL have a satisfactory level of knowledge of English grammar?

Content of English Grammar Instruction

What are the approaches to English grammar represented by the content of each of the English grammar courses?

What texts are used?

Sequencing of English Grammar Instruction

What is the length of each English grammar course in the program?

How are the English grammar courses sequenced within the TESOL master's level program?

Departmental Location

Are the English grammar courses for master's level TESOL candidates taught in the same department that administers the TESOL master's level program? If not, where are they taught?

Qualifications of Instructors

What degrees do the instructors of the English grammar courses hold?

How many years' teaching experience do the instructors of the English grammar courses have?

How many years have the instructors of the English grammar courses taught grammar?

Are the instructors of the English grammar courses native speakers of English, non-native speakers of English, or bilingual speakers?

Attitudes toward the TESOL Guidelines

Do TESOL program coordinators approve of the sections regarding English grammar in the TESOL Guidelines?

Opinion Regarding Importance of and Necessity for English Grammar Instruction

How important is instruction in the English grammatical system in the opinion of TESOL program coordinators?

Do TESOL program coordinators regard instruction in the English grammatical system as necessary for master's level candidates in TESOL?

Do TESOL program coordinators believe instruction in the English grammatical system is equally important for native speakers and non-native speakers of English?

What are some of the reasons that TESOL program coordinators believe instruction in the English grammatical system is important/not important for master's level candidates in TESOL?

Trends in TESOL Graduate Curricula

Has the status of grammar in TESOL master's programs changed significantly in the past five years?

Do TESOL program coordinators expect the status of grammar in TESOL master's level programs to change significantly in the next five years?

What suggestions do TESOL program coordinators have for the improvement of the status of English grammar in master's programs in TESOL in the U.S.?

Significance of the Study

By providing an in-depth description of current practices in master's level programs in TESOL in the U.S., it would be possible to determine whether the actual practices of master's programs in TESOL in the U.S. are congruent with the recommendation of the TESOL Guidelines that a teacher of English to Speakers of Other Languages (ESOL) learn the grammatical system of English. Since the TESOL Guidelines represent a standard for the profession, all TESOL professionals who are responsible for upholding these standards would find this information significant. If master's programs in TESOL in the U.S. are in fact meeting the recommendations of the TESOL Guidelines, then this study would serve as documentation of that fact. If, however, there are incongruencies between the recommendations of the TESOL Guidelines and the curricular practices of master's programs in TESOL in the U.S., then leaders of the TESOL organization as well as coordinators of these programs might want to look for ways to improve the status of grammar in their programs. The quality of master's programs in TESOL in the U.S. is important because the ultimate goal of such programs is to produce competent, effective teachers of English to Speakers of Other Languages.

Definitions of Terms

The following definitions represent the understanding of terms as used in this study:

ESOL (English for Speakers of Other Languages). This is the broadest term for the subject area, since it could include ESL or EFL. ESOL applies to the teaching of English to all learners for whom English is not a mother tongue.

ESL (English as a Second Language). English for Speakers of Other Languages (ESOL) as taught "in educational situations where English is the partial or universal medium of

instruction for other subjects" (Prator, 1991, p. 20). For example, ESOL taught in the U.S. would be considered ESL, as would English taught in Kenya, where English is a language of instruction in other subjects.

EFL (English as a Foreign Language). English for Speakers of Other Languages as taught "in educational situations where instruction in other subjects is not normally given in English" (Prator, 1991, p. 20). ESOL taught in France, for example, would be considered EFL.

TESOL (a) Teaching English to Speakers of Other Languages. Used in this sense, this term refers to the academic field of ESOL teacher preparation.

(b) Teachers of English to Speakers of Other Languages. This refers to the international professional organization of ESOL teachers which is based in Washington, D.C.

Native speaker (NS) of English. A person for whom English is a mother tongue.

Non-native speaker (NNS) of English. A person for whom English is not a mother tongue.

Bilingual speaker. A person who is able to use two languages with native or near-native proficiency.

English grammar. (a) The morphosyntax of English, or the forms and functions of words and phrases as they are used in English to communicate meaning in a given linguistic or social context (Larsen-Freeman, 1991, p. 280). An example of form would be the form of phrasal verbs. They are comprised of a verb and a particle (e.g., to come across), or a verb, a preposition, and a particle (e.g., to put up with). They can be separable (I looked it up), or inseparable (*I came it across). The word "function" encompasses both the social as well as the linguistic functions. For example, the social function of phrasal verbs would include the fact that they are used more often in informal spoken English than in formal written English

(Larsen-Freeman, 1991, pp. 282-283). Linguistically, the particles of phrasal verbs tend to precede a long noun phrase representing new information, but they tend to occur after a noun phrase representing short, old information (e.g., a pronoun) (Larsen-Freeman, 1991, pp. 282-283). Thus, "up" would precede the noun phrase in "I looked up the origin of the human species," but would follow the pronoun in "I looked that up." The meaning of phrasal verbs is sometimes fairly literal (e.g., She hung up the phone), or figurative (e.g., She came across well in the interview). A stumbling block for many ESL students is that the same phrasal verb can often have multiple meanings (e.g. I made up the answer; we made up afterwards; she made up her face.)

(b) A written description of the morphosyntax of English. The description could focus on the syntax of either written or spoken, formal or informal English. It could be descriptive, i.e. describe the way English is actually used by native speakers, or prescriptive, i.e. prescribe how English should be used.

Morphology. A sub-field of grammar which focuses on the structure of words (Crystal, 1987, p. 90). The two main fields in morphology are inflectional morphology, the study of the way in which words signal their grammatical form, (such as singular/plural or past/present), and derivational morphology, the study of the principles which govern the construction of new words, for example, through adding prefixes and suffixes (Crystal, 1987, p. 90).

Syntax. "The way in which words are arranged to show relationships of meaning within (and sometimes between) sentences" (Crystal, 1987, p. 94). For example, in English, word order signals relationships in the sentence, "Mary saw Susan crossing the street." That Mary was the one who saw and Susan was the one crossing the street is the most likely interpretation of the sentence from its word order. However, if we wrote, "Crossing the street, Susan saw Mary," the

reverse would be the case. Yet again, in the sentence, "Susan was seen by Mary crossing the street," we know that Mary saw Susan, but there is some ambiguity regarding who was crossing the street.

Instruction in the grammatical system of English. This phrase was selected for use in the survey form itself to distinguish instruction designed to improve the actual grammar *usage* of the graduate students (which could have been construed from the phrase "instruction in English grammar") from instruction designed to help the students learn explicit knowledge *about* English grammar as a system. The phrase refers to the latter.

English grammar course. For the purposes of this study, an English grammar course is a course which (1) may be taken by master's candidates in TESOL and (2) in which the primary focus is a description of the grammatical system of English. This term does not apply to English grammar courses whose purpose is to explore syntax as a linguistic phenomenon, but not to describe the syntax of English specifically. Neither does it apply to grammar courses whose primary purpose is to improve the English grammar usage of the students.

Status of grammar instruction. The role and strength of grammar courses in the curriculum over the course of time. This includes all issues which are associated with curriculum: the number, sequencing, content, and status (required/not required, remedial/not remedial, number of credits) of the courses; the qualifications of the instructors; the valuing of the courses by the persons in charge of the grammar component of the curriculum, the trends of these factors over the course of the past five years, and projections for the future of these courses.

Master's program in TESOL. A graduate program leading to a master's degree, whether it be an M.A., M.S., or M.Ed., in TESOL, Education (TESOL emphasis), Applied Linguistics,

English (TESOL emphasis), or any other academic area which could be construed to be an ESOL teacher preparation program by its inclusion in the Directory of Professional Preparation Programs in TESOL, 1992-1994.

Certification of teachers of English to speakers of other languages in the United States.

This term refers to certification to teach ESL in American public schools. Although TESOL has provided guidelines for certification of ESL teachers, each state is responsible for determining its own certification requirements. Of the 47 state departments of education which responded to a survey conducted by TESOL for the Directory, 38 had a certificate or endorsement in the field of teaching English to speakers of other languages (Kornblum & Garshick, 1992, p. 216).

TESOL curriculum coordinator/ TESOL program coordinator. For the purposes of this study, these are the persons who are in charge of at least the grammar component of the curriculum, and possibly in charge of the entire TESOL curriculum.

Pedagogical grammar. A description of grammar in which the items are selected and described in a way that would be useful for the learning of a language.

Traditional grammar. A description of grammar which preceded the structuralists in which grammarians generalized about form and usage based on evidence of usage from written sources. Otto Jespersen's seven-volume A Modern English Grammar on Historical Principles (1922-1942) and Henrik Poutsma's five-volume A Grammar of Late Modern English (1914-1929) are 20th century examples, but this tradition reaches back 2,000 years to the work of classical Greek and Roman grammarians, Renaissance writers, and 18th century prescriptive grammarians (Celce-Murcia & Larsen-Freeman, 1983, p. 4 and Crystal, 1987, p. 88).

Structural grammar. A grammatical description in which the emphasis is on sentence structure. The analysis grew out of descriptive linguistics, which shifted linguistic observation

to the use of spoken language rather than written. In the structural grammar of C.C. Fries (1952), words are divided between form classes and function words. The form class is determined by a word's ability to fit into certain "slots" in a sentence. For example, nouns would fit into this slot: "The _____ is/are good." Function classes are groups with closed membership, such as prepositions and articles. Sentences are classified according to the patterns they illustrate. They are further analyzed into immediate constituents. For example, the sentence, "Her thoughtful son sent her a birthday card," could be divided thus: Her thoughtful son/sent her a birthday card, or further: Her //thoughtful//son/sent//her//a//birthday//card, where two slashes divides "ultimate constituents" and one slash divides immediate constituents. This type of grammar differed from the traditional grammars in that (1) it was based directly on samples of actual usage, and (2) it focused on the basic structures of grammar (Gleason, 1965, pp. 79-81, and Crystal, 1987, p. 96).

Descriptive linguistics. An approach to the description of language which grew out of the field work of anthropologists who were studying American Indian languages in the early 1900s. The tenets of descriptive linguistics included the following: only speech is language; the phoneme and morpheme are the basic units of analysis; meaning is not relevant in the linguistic description of a language; and perhaps most importantly, each language must be described in its own terms (Gleason, 1965, pp. 40-44). This was a distinct departure from the traditional grammars, which were based on written samples of language use and were modeled closely after Latin grammars.

Phoneme. The smallest unit in the sound system of a language. These are usually identified through contrasting "minimal pairs." For example, "b" and "v" are both phonemes in English, because "bat" and "vat" are perceived to be different words. However, in Spanish,

"vaca" (cow) can be pronounced with either a "b" or a "v" sound, and a Spanish-speaking person would recognize both variants as the word as "vaca."

Morpheme. "The smallest meaningful elements into which words can be analyzed" (Crystal, 1987, p. 90). For example, the word "unhappiness" could be divided into three morphemes: "un," signaling "negative," "happy," and "ness," signaling a state or quality.

Transformational-generative grammar (TGG). A syntactic description of English in which the difference in underlying meaning between apparently similar sentences such as "John is eager to please" and "John is easy to please" could be made apparent. TGG attempts to describe the *competence* of native speakers, in other words, the knowledge of the rules of a language which allow them to create novel sentences and to recognize ungrammatical sentences, rather than their *performance*, which is their actual use of language in a real situation. TGG is transformational in that an attempt is made to formulate a set of transformational rules which could represent a speaker's competence. TGG originated with the publication of Syntactic Structures by Noam Chomsky in 1957 (Crystal, 1987, p. 409).

Case grammar. A type of grammatical analysis developed by C. Fillmore, in which the verb is viewed as the core of the sentence. All other sentence elements, then, are described in terms of its semantic relationship to the verb. For example, in the sentence "Miriam cheered us all with her witty sense of humor," the core of the sentence is "cheered," "Miriam" is the agent, the initiator of the event or action, "us" is the theme, the noun that has received the effect of the action, and "humor" is the instrument, that which is used to bring about the action or event (Celce-Murcia & Larsen-Freeman, 1983, p. 6).

Tagmemics. A theory developed by Kenneth L. Pike which relates linguistic forms to their functions. A distinction is made between "emic" units, which are functionally contrastive

in a language, and "etic" units, which are a matter of linguistic form. For example, phonetics represents the physical sounds of a language, whereas phonemics focuses on those sounds which have contrasting functions (Crystal, 1987, p. 408).

Stratificational grammar. In this theory, developed by S. M. Lamb in the 1960s, language is a system of related layers of structure called "strata." The major strata of language are phonology, grammar, and semology (Crystal, 1987, p. 83). Semology is the structure which involves interpretation of something outside language (Gleason, 1965, p. 214).

Limitations of the Study

This study had the following limitations:

1. The study relied on the cooperation of those receiving the survey questionnaire.
2. The information collected from the survey was self-reported and therefore subject to the accuracy of the person doing the reporting.
3. The study was based on the assumption that the TESOL Guidelines are a valid standard against which to evaluate current curricular practice. More specifically, it is assumed that (a) master's programs in TESOL should offer courses in the grammatical system of English, and that (b) an ESL/EFL teacher should understand the structure of the English language.
4. The study did not examine incidentals of English grammar which TESOL graduate students might learn in courses which do not expressly focus on English grammar.
5. The study was limited in scope to master's level programs in TESOL within the United States.
6. The accuracy of the study was restricted to the year in which the responses are collected.

Summary

Although master's level teacher programs in TESOL proliferated in the U.S. between the 1960s and the 1990s, there seemed to be little consistency among programs, despite the publication and dissemination of the TESOL Guidelines by the TESOL organization. A preliminary study of the Directory of Teacher Preparation Programs in TESOL in the U.S., 1992-1994, suggested that the status of English grammar instruction in master's level programs in TESOL might be an outstanding example of this lack of consistency among programs. This investigation conducted an in-depth, comprehensive study to determine (a) the status of English grammar instruction in master's level programs in TESOL in the United States, (b) possible significant variances between program age, program size, or departmental location of program and the status of grammar in that program, (c) the level of consistency regarding the status of English grammar among such programs, (d) the degree of congruence between TESOL curricula nationwide and the TESOL Guidelines in the area of English grammar, and (e) possible ways in which the status of English grammar in master's level programs in TESOL might be improved.

CHAPTER 2

REVIEW OF THE LITERATURE

The purpose of this chapter is to review the literature which is relevant to this investigation of the status of grammar in master's level programs in TESOL in the U.S. First, the literature regarding the curriculum of a teacher preparation program in TESOL is examined. It will be seen that the bulk of the research in this area has investigated the opinions of TESOL teacher educators and ESL/EFL teachers regarding the importance of various courses or course areas in TESOL graduate curricula. There seemed to be no previous research which sought to develop a full description of the status of grammar in master's level TESOL programs in the U.S.

Second, the literature related to teacher knowledge of English grammar is examined. Very little research has been done to establish the actual level of English grammar knowledge among master's level candidates in TESOL. Most of the relevant literature in this area is concerned with establishing a theoretical foundation for the importance of teacher knowledge of English grammar.

Third, the curriculum issues of course content, course sequencing and course length in the literature are explored, especially as put forth by the leading pedagogical grammarians in the field, Diane Larsen-Freeman and Marianne Celce-Murcia. It will be seen that there has been very little discussion of the particulars of grammar instruction for ESL/EFL teachers in the literature.

Fourth, it seemed appropriate to review the role of grammar in contemporary approaches to teaching ESL/EFL. Although the focus of this study was the preparation of ESL/EFL

teachers and not the teaching of ESL/EFL students, there is an inevitable interaction between these two areas, both in theory and in practice. In fact, one of the goals of this study was to determine whether the contemporary approaches to teaching ESL/EFL had had a backwash effect on TESOL administrators' rationale for the inclusion or non-inclusion, the emphasis or de-emphasis, of grammar in master's level programs in TESOL.

Fifth, the differences in context between teaching ESL and EFL are outlined. This is important because the context has influenced choice of methodology. Although the communicative approach predominates in ESL contexts such as the U.S., it has been problematic to implement this approach in EFL contexts. The grammar-translation and audio-lingual approaches are still common in many countries where English is not the native language, for reasons particular to EFL teaching.

Sixth, the research related to the role of formal grammar instruction in ESL/EFL teaching is reviewed. TESOL administrators who are familiar with the research may base their curriculum decisions partly on what the research has to say about the value of direct instruction in grammar. The question of the value of direct instruction in grammar has been approached from many theoretical perspectives, but the results remain generally inconclusive.

Seventh, in order to be able to fully describe the nature of English grammar courses in master's level programs in TESOL, it was necessary to examine the purpose of pedagogical grammars, the different approaches to grammars from which the pedagogical grammars draw, and the pedagogical grammars currently used in master's programs in TESOL.

Finally, a preliminary study of grammar in master's programs in TESOL was conducted to establish a baseline of information from which the research questions and research instrument were developed. The results of this study are presented in the final section of this chapter.

Teacher Preparation Programs in TESOL

A relatively small number of studies of teacher preparation programs in TESOL have been conducted. One of the earliest studies of teacher preparation programs in TESOL surveyed the curricula of 64 American and 22 British teacher preparation programs in TESOL (Acheson, 1975). In this study, Acheson found that only 10 of the 50 TESOL departments appeared to be affiliated with schools, departments, or colleges of education (Acheson, p. 99). The administrators of master's level teacher preparation programs in the U.S. ranked the importance of English linguistics in the program as 4.71 on a scale in which 4 meant "of high importance" and 5 meant "of the highest importance" (Acheson, p. 57). The administrators of the programs surveyed valued both the structuralist and transformational-generativist schools of linguistics fairly equally (Acheson, p. 100). The category of English linguistics, while it could be understood as encompassing pedagogical grammar, was not subdivided in the survey, so that neither the term "pedagogical grammar" nor the term "English grammar" was included in the study. Therefore, it was not clear from this early survey whether courses in English grammar were offered in American teacher preparation programs in TESOL in 1974. Since the goal of Acheson's study was a comprehensive description of TESOL curricula in the U.S. and in Britain, an in-depth study of the role of grammar in these programs was not undertaken.

Almost a decade later, another study compared curricula of teacher preparation programs in TESOL. In 1983, Rugara compared the curricula of teacher preparation programs in TESOL with the curricula of English education programs in ten institutions of higher education in the U.S. While the Rugara study did not specifically focus on English grammar as a category of inquiry, a few of the findings were relevant to this review of the literature. Rugara found that, in contrast to English education programs, most course catalogues listing TESOL programs "do not

specify that TESOL graduate applicants must have majored in English or even 'an undergraduate concentration in English language or literature' (Rugara, pp. 90-91). The TESOL programs studied, however, had twice the number of "language" courses, such as History of Language, Grammar, or Linguistics, as English education programs (Rugara, p. 89).

Another characteristic which distinguished between English education and TESOL programs was that only one out of eight English education programs which responded required that their teacher candidates take a foreign language, while six of the ten TESOL programs studied required one to two foreign language courses (Rugara, p. 89). The foreign language requirement could expose the TESOL students to traditional grammatical categories, although this would depend on the methodology used in the foreign language classes.

In all but one of the ten institutions studied by Rugara, the TESOL and English education programs were affiliated with different colleges in the same university. In the case of the exception, both programs were affiliated with the college of education (Rugara, p. iv). Teacher educators rated their programs as practical or theoretical according to the departmental affiliation of their program. The three TESOL teacher educators, all of whom were affiliated with linguistics departments, considered their programs to be primarily theoretical. The majority of the English education teacher educators, six of whom were affiliated with colleges of education, and two of whom were affiliated with English departments, considered their programs to be primarily practical (Rugara, p. 135-136). The present study also sought to examine possible correlations between departmental affiliation and the curriculum of teacher education programs, since master's programs in TESOL in the U.S. were not consistently affiliated with any one university department.

With the exception of the primarily descriptive studies conducted by Acheson and Rugara, most studies of teacher preparation programs in TESOL have examined the attitudes of ESL/EFL teachers, supervisors, graduate students, and program graduates toward the goals and curricula of master's level programs in TESOL. Busnardo (1986) surveyed the attitudes of 254 ESL/EFL educators listed as members of the TESOL special interest group "ESL Teaching in Elementary and Secondary Schools" toward ESL teacher preparation as well as the major goals and curriculum of ESL programs in their schools. Busnardo found that ESL supervisors and ESL elementary and secondary school teachers differed in their support of the linguistic component of teacher preparation programs. ESL supervisors demonstrated strong support for courses in linguistics and in ESL syllabus design, but elementary and secondary school ESL teachers strongly supported courses in grammar, in history of the English language, and in phonetics (Busnardo, pp. 67-68). This seemed to suggest that the ESL teachers valued English language-specific linguistics courses over linguistics courses which seek to explain general principles of language.

Omar (1988) narrowed the investigation of ESL educators' attitudes by surveying the attitudes of 93 ESL educators in the state of Ohio toward linguistics and pedagogy as major components. Of the 93 educators, 58 were educators at the university level and 35 were educators at the pre-university level (elementary, secondary, vocational, and adult). Omar found no statistically significant difference in the attitudes of pre-university and university level ESL educators toward "grammar courses," defined in the study as courses in syntax and morphology (pp. 80-81). Neither were there any significant differences between the attitudes of either category of ESL educators toward the importance of linguistics and pedagogy taken in totality (Omar, p. 110).

Because international students as well as American students study in master's level programs in TESOL in the United States, it was considered relevant to review studies of the attitudes of EFL educators abroad as well as of those at home. Sheshsha (1982) surveyed the opinions of 291 EFL teachers in Saudi Arabia and 117 TESOL specialists in the United States regarding the qualifications of a competent teacher of English in Saudi Arabia. The Saudi Arabian EFL teachers taught primarily in the public schools, whereas the TESOL specialists taught primarily in higher education. Sheshsha found that 96% of the Saudi Arabian EFL teachers and 95% of the TESOL specialists agreed that "an EFL teacher in Saudi Arabia should have a sound understanding of English syntax" (p. 67). The highest rating of a qualification of a competent teacher by both groups of educators was "knowledge of English language" (Sheshsha, p. 67).

Al-Gaeed (1984) surveyed the opinions of 58 senior students in TESOL teacher preparation programs in Saudi Arabia and 38 EFL teachers who had graduated from the programs. In this study, 84% of the teachers and 81% of the students agreed with the statement, "The program helped me write with clarity and correctness in syntax" (Al-Gaeed, p. 62). In response to the statement, "The linguistics courses helped me understand English syntax," 68% of the teachers and 81% of the students agreed. In contrast to these rather strong votes of confidence for the curriculum in regard to English syntax, only 47% of the teachers and 63% of the students agreed that "The linguistics courses helped me understand how to explain English syntax to my students" (Al-Gaeed, p. 71). Al-Gaeed speculated that "the students may have lack of insight into the difference between theoretical knowledge and the application of knowledge in teaching situations" (p. 70). Even though the teachers who participated in the survey did not seem to feel that the linguistics courses helped them explain English syntax to their students,

71% of the teachers felt that the methods course had prepared them to teach grammar (Al-Gaeed, p. 64). This apparent contradiction might not be in fact a contradiction, however, if the teachers teach grammar in a way that does not require them to explain it.

In this section of the review of the literature, two descriptive studies and four studies of ESL/EFL educators' attitudes were examined for their relevance to the present study. The two descriptive studies were focused on the total curricular offerings of the programs surveyed, so an in-depth study of the status of grammar in the teacher preparation programs was not undertaken. The four studies of ESL/EFL educators' attitudes reflected the opinions of the teacher trainers, teachers, and graduate students regarding English syntax, but did not examine the number or nature of the English grammar courses offered in the programs, nor the status of the courses in the curriculum. Furthermore, no attempt was made to elicit explanatory statements from those who ranked English grammar courses in the curriculum, so it was not possible to determine the reasoning behind the rankings. The present study sought to develop an in-depth description of the status of grammar in master's programs in TESOL through examining the actual practices of such programs in the U.S. In addition, the present study requested that the administrators of the master's programs in TESOL provide a brief rationale for their ranking of the importance of grammar in the curriculum.

Grammar Knowledge of ESL/EFL Teachers

This section is divided into three parts. The first part examines the small number of studies which have been conducted to determine the grammar knowledge of ESL/EFL teachers. The second part reviews tests which have been designed to test the grammar knowledge of teachers or which have been used to test the grammar knowledge of teachers. The third part will

present the current theories regarding the need for ESL/EFL teacher trainees to study the grammatical system of English.

What Is the Grammar Knowledge of ESL/EFL Teachers?

Covitt (1976) sought to identify the areas of English grammar which were most problematic for ESL teachers by interviewing 25 ESL teachers who worked with classes of high school, college and university, or adult school students in California. Of the 25 teachers, 13 reported that there were grammatical areas of English which confused them (p. 24). For these 13 teachers, the following areas were mentioned as being personally confusing: articles, complements, infinitives and gerunds, comparisons, adverbial placement in sentences, conditionals, reported speech, some/any suppletion rules, and the 'will' vs. 'going to' futures (p. 26). A complement is "a construction consisting of a complementizer and an embedded sentence" (Celce-Murcia, 1983, p. 417). Three common complements are "that" clauses, "for/to" infinitives, and possessive gerunds.

All 25 teachers in the study were requested to rank the most difficult areas to teach from a list of 20 grammatical categories. The researcher specified that she was interested in which were the most difficult to teach, not which were the most difficult for the students to learn. As a total group, the teachers chose the following categories as the five most difficult to teach, listed here in order from most difficult to least difficult: article usage, prepositions, phrasal verbs, conditionals, and verbals (Covitt, p. 35). Covitt included in her study three non-native speakers of English who were in the TESL program at UCLA. The three non-native speakers ranked the following categories as the four most difficult, in order from most to least difficult: phrasal verbs, article usage, complements, and verbals (Covitt, p. 40). (The non-native speakers did not

clearly choose a fifth most difficult category.) Since the native speakers ranked phrasal verbs as only the third most difficult category and did not rank complements in the five most difficult categories, these findings indicated that there could be some significant differences in the grammatical categories which native and non-native speakers of English would consider the most difficult to teach. It is not possible, however, to make firm generalizations based on the responses of only three non-native speakers.

Altaha (1983) wrote a short test of EFL teachers' knowledge of English and Applied Linguistics. His study of 52 Jordanian EFL teachers determined that a university degree and student teaching experience were important predictors of teacher knowledge (Altaha, pp. 178-179). He also found that there was a positive correlation between a high teacher knowledge score and students' perception of those teachers' classes as "more difficult and complex" (Altaha, pp. 179-180).

Altaha's test of teacher knowledge of English and Applied Linguistics, however, did not address knowledge of the grammatical system of English in a substantial way. The six sections of the 60-item test included: language proficiency, applied linguistics, language acquisition, language pedagogy, language testing, and culture (Altaha, pp. 210-233). The second section, applied linguistics, contained a total of ten items, only four of which address knowledge of grammar. Therefore, this test could not be considered a valid indicator of teachers' knowledge of the grammatical system of English.

Of the two formal studies which have probed the grammar knowledge of ESL/EFL teachers, Covitt's study provides the most information regarding areas of strength and weakness for ESL/EFL teachers, despite questions regarding the validity of self-reporting. The main value of Altaha's study is the suggestion that those teachers with a strong knowledge of English

linguistics (including English grammar) could plan and teach more difficult and complex courses.

Tests of Teachers' Knowledge of Grammar

Shafer (1986) reviewed the Arizona Teacher Proficiency Examination (ATPE) for its appropriateness in testing the grammar knowledge of teachers who are native speakers of English. The grammar tested on the ATPE included subject/verb agreement, irregular verb forms, irregular nouns, indefinite pronoun agreement with the verb, split infinitives, identification of the sentence subject, identification of sentence predicates, and choice of correct verb tenses in sentences. In other words, the primary goal of the test was to evaluate the grammar usage of the teachers, rather than their knowledge about grammar.

Testing for "correct" grammar usage is problematic, because the correctness of grammar depends on pragmatic as well as socio-linguistic factors. Is the communication oral or written? formal or informal? What is the social group of the speaker/writer and the listener/reader? Is the relationship between the sender and receiver of the message intimate or distant? As might be expected, a review panel of university and community college faculty which studied the test found "potential bias against minorities" in the grammar portion (Shafer, 1986, p. 7). In addition, many of the grammar "rules" on the books are not observed by educated speakers. A 26-year-old Anglo journalist with five years' experience in journalism took the test as an experiment and barely passed the grammar section (Shafer, pp. 7-8). Many items were ambiguous even to educated native speakers, such as one which tested the use of hyphens (Shafer, p. 8).

Another examination which tests teachers who are native speakers of English for their knowledge of grammar usage of standard written English is the National Teacher Examinations (NTE) Core Battery. Grammar usage is tested in the Communication Skills: Writing section of the Core Battery. This section is divided into two parts: usage and sentence correction. The usage test items include: capitalization and punctuation, subject-verb agreement, verb form, pronoun problems, parallelism, diction, idiom, structural problems, and adjective vs. adverb confusion. The sentence correction test items include: problems of coherence, word order, economy of statement, appropriateness of diction and choice of idiom, subordination of sentence elements, logical comparison structure, and clarity of modification and pronoun reference (Garvue, 1983, p. 164).

Once again, there are several problems with this test for use with TESOL teacher candidates. First, it tests grammar usage rather than knowledge about grammar. Second, it tests grammar items which are more important for learners of English as a first language rather than learners of English as a second language. In Covitt's study, articles, prepositions, phrasal verbs, conditionals, and verbals were the main concerns of practicing ESL teachers, not capitalization and punctuation, subject-verb agreement, and other items tested on the NTE.

The Test of English as a Foreign Language (TOEFL) was developed by the Educational Testing Service for the purpose of measuring the English language proficiency of non-native speakers of English who are seeking entry into an American college or university. Although the items on the "Structure and Written Expression" section of this test are appropriate for ESL/EFL learners, the test is not able to discriminate among native speakers of English with regard to their English language competence (Clark, 1977, pp. 17-18). When the TOEFL was administered to 88 native speakers of English just prior to graduation from a Trenton, NJ Catholic high school

and a suburban regional public school, the test score distributions were highly negatively skewed.

In 1988 the Educational Testing Service (ETS) introduced The Examination in Teaching English as a Second Language, a specialty area test designed to measure the "academic knowledge and skills needed for beginning a career as an ESL teacher" (ETS, 1988, p. 1). The three sections of the test address linguistics, pedagogy, and the profession. The linguistics section, which contains 45% of the questions on the test, includes items which test knowledge of English morphology, syntax, basic phonological theory, and basic psycholinguistic and sociolinguistic principles related to language acquisition. Although the items testing knowledge of English syntax could be very helpful in an effort to determine the grammar knowledge of TESOL master's candidates, the syntax items are not separated from the other linguistic items in this section. It is also likely that since the syntax items must share space on the test with other linguistic items, they would not be comprehensive enough to present a valid indication of the test takers' knowledge of English syntax.

Azusa Pacific University, in its entry in the Directory of Professional Preparation Programs in TESOL, 1992-1994, specifies that master's candidates in TESOL must pass a diagnostic English grammar test or take a course in grammar (Kornblum and Garschick, 1992, p. 8). The Azusa Pacific course catalogue describes the test as a test of standard English. Candidates who achieve a score of lower than 76% must take a course titled "Approaches to Grammar," in which several types of linguistic description are applied to describe the grammatical system of English.

Since the Azusa Pacific diagnostic grammar test focuses on master's candidates' knowledge of "standard English" rather than their knowledge of English grammar as a system, it

does not meet the goals of this study. The high scores achieved by the college preparatory students in the previously mentioned Clark (1977) study indicate that college-bound high school graduate already know English grammar well enough to distinguish between correct and incorrect structures such as those found on the TOEFL test. The question of interest in this present study is whether master's candidates in TESOL have enough understanding of the system of English grammar to be an effective ESL/EFL teacher.

A placement test of pedagogical grammar has been developed by this researcher at West Virginia University for in-house use by the Department of Foreign Languages, but the test has not been tested for validity or reliability. The placement test focuses on the identification of the forms and functions of English grammar as described in the eclectic grammar Modern English by Marcella Frank (2nd ed., 1993). It is suspected that similar placement tests have been developed at other universities, but Azusa Pacific was the only university to list such a test in the Directory of Professional Preparation Programs, 1992-1994.

In summary, there does not seem to exist an appropriate test which could be used to determine ESL/EFL teachers' knowledge of the grammatical system of English. Therefore, it would seem that administrators of master's level programs in TESOL do not have data on their candidates' knowledge of the grammatical system of English.

Do ESL/EFL Teachers Need to Know the Grammatical System of English?

Although the TESOL Guidelines clearly recommend that ESL/EFL teachers know the grammatical system of English, experts in the field differ on the importance of this. Because of the shift toward a communicative approach to ESL/EFL teaching, the value of explicit grammar knowledge, for teachers or students, has come under question. This questioning of the value of

explicit grammar knowledge is relatively recent. As William E. Rutherford has pointed out, "For most of the 2,500-year history of language teaching, the importance of C-R [consciousness-raising] was simply assumed, and for long stretches of this history C-R (in the narrow version called 'grammar teaching') and language pedagogy were even virtually synonymous (Rutherford, 1987b, p. 27)."

Perhaps the most coherent statement put forth in support of ESL/EFL teachers' need to know the "rules of grammar" was made by Marianne Celce-Murcia in the TESOL Newsletter in 1985. Regardless of one's methodological preferences, she wrote, ESL/EFL teachers need to know the rules of English grammar in order to do the following:

1. Integrate form, meaning, and content in syllabus design and lesson planning;
2. Selectively identify student production errors in need of correction (consider learner variables and instructional variables);
3. Prepare appropriate activities for getting students to focus on form when needed;
4. Develop effective strategies that raise students' awareness of their own errors and enhance their ability to self correct;
5. Answer students' questions about English grammar (Celce-Murcia, 1985, p. 5).

Celce-Murcia's list of reasons why teachers need to understand the English grammatical system parallels those proposed by Constance Weaver for teachers of English as a first language. Weaver argues that English teachers can help students develop a good intuitive sense of grammar best through indirect, rather than direct instruction (Weaver, 1979, p. 5). Indirect instruction means that "teachers need not *teach* grammar so much as use their own knowledge of grammar in helping students understand and use language more effectively" (Weaver, pp. 5-6).

Celce-Murcia and Larsen-Freeman identified several additional reasons why ESL/EFL teachers should learn English grammar. A knowledge of English grammar helps an ESL/EFL teacher select and sequence material to facilitate second language acquisition. Even if the syllabus is not grammatically based, they argue, a knowledge of English grammar can help a teacher decide how much material can be covered in a single lesson (1983, p. 2).

Rutherford conceives of the use of teachers' grammar knowledge in much the same way as Celce-Murcia, Larsen-Freeman and Weaver: "The role of C-R here is thus seen as one in which data that are crucial for the learner's testing of hypotheses, and for his forming generalizations, are made available to him in somewhat controlled and principled fashion" (Rutherford, 1987b, p. 18). (By data, Rutherford means language data, rather than grammatical data.)

Thus, the current argument is that ESL/EFL teachers, as well as English as a first language teachers, need an explicit knowledge of English grammar in order to select and sequence language data and plan accompanying activities for their students. The grammar knowledge of the teachers is a guiding resource for language teaching, rather than the content of the teaching itself. The grammar knowledge of the teachers might never be transferred directly to the students. Rather, the explicit use of grammar terminology and grammar rules is sparing, and certainly not mandatory, depending on the needs of the students.

In contrast to this modified, but still strong, support for teachers to have an explicit knowledge of the grammatical system of English, Stephen Krashen (1982) offers an opposing view. Most of his skepticism arises from his view of the role of grammar in second language learning, which will be reviewed a later section of this chapter, but he also raises doubts about the sufficiency of the grammar knowledge itself. The rules of English are multitudinous and

complex; formal linguists are able to describe only a subset of those rules; of those rules, a smaller subset is known to applied linguists; an even smaller subset is known to the best teachers, and of that small subset, not all the rules taught will be learned, and not all those learned will be available to the learner for conscious use (Krashen, 1982, pp. 92-94).

Thus, in Krashen's view, even the best teachers are aware of only a very small subset of the English grammatical system, and of that subset of knowledge, very little will ultimately be available to the learner for conscious use. Given this perspective, it does not seem very important at all for ESL/EFL teachers to have an explicit knowledge of the grammatical system of English.

Krashen does, however, see some good reasons to teach English grammar in a master's program in TESOL. Upon being asked his opinion directly, Krashen replied thus: "Why teach grammar in an MA program? NOT to arrange input so it hits $i+1$ --this is hopeless, I think, and disturbs communication. Also it isn't necessary. But there are some good reasons to teach grammar: 1) To understand the technical literature on language acquisition; 2) to understand grammatical theory, most important Chomsky's ideas on innateness; 3) to get a feel for what can be taught and what cannot be taught, i.e. the complexity of the system. And I agree with you 4) to be able to teach a sheltered course on grammar/linguistics" (Krashen, April 18, 1994, personal communication). Although Krashen does not believe grammar should be taught directly to second language learners, he does believe that an explicit knowledge of grammar can be important background knowledge for future teachers of ESL/EFL.

Grammar Courses in the Curriculum of Master's Programs in TESOL

Perhaps because Celce-Murcia and Larsen-Freeman wrote the first, and to date the most authoritative, grammar text for graduate students in TESOL (1983), they seem to be the sole TESOL experts who have addressed in print the issues of optimal course content, course sequencing, and course length for the learning of the grammatical system of English. Among the most widely known linguistic descriptions of English---the traditional, structural, and transformational models---Celce-Murcia and Larsen-Freeman have found the transformational model to be the most useful sentence-level model, "since it views human language as dynamic rather than static and is process-oriented rather than form-oriented" (1983, p. 2). The structural model does not address the similarities and differences that exist among related sentence types, such as the relationship between questions and statements or the relationship between affirmative and negative sentences. In addition, structural linguists such as Bloomfield and Fries did not address meaning in language (Celce-Murcia & Larsen-Freeman, p. 2). While traditional grammarians, represented by Jespersen and Poutsma, did attend to meaning and usage as well as form, they were less rigorous in their statement of grammatical rules, and their grammars have been criticized as long-winded and archaic, since most of their data was drawn from outdated literary sources (Celce-Murcia & Larsen-Freeman, pp. 3-4). Nevertheless, their works are frequently consulted because of their breadth of their scope and the value of their insights (Celce-Murcia & Larsen-Freeman, p. 4). The transformational model, according to Celce-Murcia and Larsen-Freeman, has the advantage of incorporating the rigor of structural grammar and the insights of traditional grammar (Celce-Murcia & Larsen-Freeman, p. 4).

Celce-Murcia and Larsen-Freeman (1983) wrote a textbook for a teachers' course in English grammar which draws primarily from the transformational model, but borrows as

needed from other grammatical descriptions, such as traditional grammar or Fillmore's case grammar. The authors explicitly state that in order to be able to benefit from their text, graduate students must already know the basic parts of speech (noun, verb, adjective, adverb, pronoun, preposition, article, and auxiliary verb) and be able to identify the basic sentential constituents (subject, predicate, direct and indirect objects). They suggest that students who are not familiar with these grammatical terms consult a traditional reference grammar (p. 7). Although Celce-Murcia and Larsen-Freeman make it clear that graduate students in TESOL should know the grammatical terms and be able to identify the grammatical functions presented in traditional grammars, they assume that most graduate students know these (p. 7), and that the occasional students who are not familiar with traditional grammar can teach themselves by consulting a traditional reference grammar. Perhaps these two assumptions explain why no mention is made of the possibility of providing a course in traditional grammar concepts for TESOL graduate students.

In a note to the teacher of their course, Celce-Murcia and Larsen Freeman warn that it would be difficult to cover the book in less than two terms (p. iv). They recommend covering Chapters 1 through 9, which present the more common categories of analysis in transformational linguistics: the copula and subject-verb agreement; the lexicon; the tense-aspect system; modal auxiliaries and periphrastic modals; negation; and yes-no questions. According to the authors, students may then select from among the remaining 26 chapters the topics they consider the most helpful to them. If the teacher does not have two terms to teach the course, the authors recommend covering at least two-thirds of the text, after which, in their experience, students are able to read and apply the remaining chapters without any further formal instruction.

Celce-Murcia and Larsen-Freeman seem to anticipate that many graduate programs in TESOL will not allow their students two terms for the study of English grammar. What is not known is whether in fact this is true. It is the intent of the present study to determine how much course time is allotted to English grammar within the curriculum of a master's program in TESOL.

Celce-Murcia and Larsen-Freeman's text, The Grammar Book: An ESL/EFL Teacher's Course (1983), was the second most-mentioned text in a list of the ten books for an ESL/EFL teacher's library recommended by selected TESOL experts (Haskell, 1987, p. 45). Standing alone in the field as a pedagogical grammar text written specifically for ESL/EFL teachers, this text is probably the most widely used in grammar courses for TESOL graduate students. Nevertheless, there was no research on which texts are used, so although it seemed likely that the linguistic preferences of Celce-Murcia and Larsen-Freeman would have a strong influence in master's programs in TESOL in the U.S., there was no data to confirm this. Neither was there any research on the qualifications of the instructors who teach grammar in master's programs in TESOL in the U.S. Although it would seem logical, for example, that a course such as Celce-Murcia and Larsen-Freeman's would require an instructor with a strong background in transformational linguistics, there was no data to confirm or reject this assumption.

The Role of Grammar in ESL/EFL Teaching

In this section, the role of grammar in twentieth century approaches to teaching English to speakers of other languages is explored. It is important to note at the outset that English as a Second Language (ESL) teaching and English as a Foreign Language (EFL) teaching are not synonymous with Teaching English to Speakers of Other Languages (TESOL). The term

"ESL/EFL teaching" refers to situations in which speakers of other languages need to learn English. This contrasts with Teaching English to Speakers of Other Languages (TESOL), which refers specifically to the academic and professional preparation of future teachers of ESL/EFL.

Since the purpose of a TESOL program is to prepare its students to teach ESL/EFL, it seems reasonable to assume that the role of grammar in contemporary ESL/EFL teaching would influence the decisions of TESOL curriculum coordinators regarding grammar in the TESOL curriculum. For this reason, in chapters four and five the written comments of TESOL curriculum coordinators regarding the importance of grammar in the TESOL curriculum (Section VIII, question #2 in the survey) are examined for evidence of how the role of grammar in contemporary ESL/EFL teaching may have influenced the thinking of TESOL curriculum coordinators regarding the role of grammar in the TESOL curriculum. Thus, the role of grammar in the TESOL curriculum was the direct object of this investigation, whereas the role of grammar in the ESL/EFL curriculum was of indirect interest in this investigation.

In this section, the role of grammar in the approaches to and methods of ESL/EFL teaching which have been developed in the 20th century are presented. The word "approach" refers to the theories from linguistics, psychology, and education which underlie a method of teaching ESL/EFL. The word "method" refers to the "how" of teaching ESL/EFL (Celce-Murcia, 1991b, p. 5). The answers to "how" are a logical extension of the theory underlying the method. Each of these approaches and their corresponding methods will be examined with special interest in the teacher's role, since the primary focus of this study was the preparation of teachers for the ESL/EFL classroom.

Following this historical review, the three most widely espoused approaches in the U.S., the Natural Approach, the Communicative Approach, and Grammatical Consciousness-Raising

are analyzed for their potential influence on the role of grammar in the TESOL curriculum in the U.S. Finally, since a significant number of TESOL graduate students in the U.S. go abroad to teach upon completion of their degree programs, the role of grammar in EFL teaching, as opposed to ESL teaching, is discussed.

The Grammar-Translation Method

The earliest method used in this century to teach a foreign language, including English as a foreign or second language, was the Grammar-Translation Method, which dominated the field from the 1840s to the 1940s (Richards & Rodgers, 1986, p. 4). The Grammar-Translation Method is still used in some parts of the world today, such as China and Spain. In the U.S., however, it is more popular as a method for teaching classical languages, such as Greek or Latin.

The Grammar-Translation Method begins with the assumption that the purpose of learning a foreign language is twofold: to be able to read the important literary texts of that language, and to improve one's mind through the mental exercise required to learn the language (Larsen-Freeman, 1986, p. 11). As one might expect from the inclusion of the word "grammar" in the title of the method itself, in the Grammar-Translation Method, learning the grammar of a language is essential to learning the language. Learning vocabulary is also emphasized. The grammar focus in this method is primarily on grammatical parsing, or the forms and inflections of words (Celce-Murcia, 1991b, p. 6). In the Grammar-Translation Method, the primary skills taught are reading and writing. Since this method limits itself to the sentence level (Richards & Rodgers, 1986, p. 4), however, the writing skill is limited to the translation of sentences.

In the Grammar-Translation Method, students are expected to know grammar rules explicitly (Larsen-Freeman, 1986, p. 10). Teachers present the rules to the students and then

expect the students to be able to apply the rules deductively by doing translation exercises from their textbook (Larsen-Freeman, 1986, p. 10). Students are expected to memorize the conjugations of the verbs and other grammatical paradigms (Larsen-Freeman, 1986, p. 11). The grammar which is presented is carefully sequenced. Examples of grammar are restricted to the sentence level.

Thus, grammar plays a central and indispensable role in the Grammar-Translation Method. Learning a language means learning the grammar rules and vocabulary of the language. It is assumed that if a learner attains an explicit knowledge of the grammar rules of a language along with a well-developed lexicon, then the learner "knows" the language, at least well enough to meet the goal of being able to read the important literary texts written in the target language.

As strange as it may seem to us today, the speaking and listening comprehension skills of students are not developed, since the ability to communicate with native speakers of the target language is not considered a goal of language learning. Because of this, teachers using the Grammar-Translation Method do not need to be proficient in the language that they teach. They only need to know the many inflectional paradigms and to be able to translate the sentences in the text in and out of the target language.

The Direct Method

Grammar plays an important, though less visible, role in the next major language teaching method of the twentieth century, the Direct Method. The Direct Method grew out of the theories regarding language and language learning developed by the members of the International Phonetic Association in the late 1800s. This group of phoneticians argued that

spoken language is primary, and that students learn language best by associating meaning within the target language rather than through translation. They also argued for teaching the rules of language inductively rather than deductively, as had been the case in the Grammar-Translation Method (Richards & Rodgers, 1986, pp. 7-8).

In the Direct Method, students learn a language through lessons based on an everyday situation or a topic related to the culture of the target language. Through an interactive question and answer period, the teacher presents the situation or topic to the students and then the teacher and students ask each other questions regarding the content of the presentation. Within this format, vocabulary is emphasized over grammar, but grammar is not ignored. Students are expected to develop good pronunciation skills and a control of the grammar of the language through oral practice during these question and answer sessions. Accuracy in both pronunciation and grammar is emphasized. If a student makes an error, he or she is guided in self-correction (Richards & Rodgers, 1986, p. 9).

Although explicit grammar rules might never be articulated in the classroom, the question and answer session usually contains abundant practice in the grammatical pattern that the teacher wants the students to learn. In contrast to the Grammar-Translation Method, in which students must memorize verb conjugation paradigms, in the Direct Method students learn to use the verbs in oral communication first. The students do not see the verbs systematically conjugated until much later, when they are already familiar with their use (Prator & Celce-Murcia, 1979, p. 3).

In summary, grammar plays an important role in the Direct Method, but it is not necessarily the primary focus of a given language lesson. Vocabulary, pronunciation, and speaking and listening skills are given equal status in the classroom. Since grammar is taught

inductively, the teacher needs to be able to model grammatical patterns as they are used for communication rather than to explain grammar explicitly. This requires of the teachers native or near-native proficiency in the target language. While an explicit knowledge of grammar terminology and grammar rules is not required for classroom teaching, teachers are often expected to construct their own lessons, and would need to use their own knowledge of grammar to plan the sequence of grammatical patterns introduced in each lesson (Richards & Rodgers, 1986, p. 10).

Unfortunately, the requirement for teachers with a high level of oral proficiency in the language led to the demise of the Direct Method, at least in the public schools in the U.S. There were not enough teachers with a native or near-native proficiency in the target languages for this method to become popular in the school systems. Nevertheless, the Direct Method has survived as a successful method of language teaching in commercial schools, particularly the well-known Berlitz Schools (Richards & Rodgers, 1986, pp. 10-11).

The Coleman Report

The influence of the well-known Coleman Report of 1929 refocused the efforts of foreign language teaching in the U.S. in the years between the two wars. The authors of the Coleman Report concluded that reading should be the goal of foreign language study in the U.S., primarily because the classroom hours available were too limited to expect students to gain a reasonable level of oral proficiency. In addition, the majority of the students were unlikely to be able to travel abroad, so whatever speaking skills students might learn might never be used. Consequently, foreign language teachers in the public schools as well as in the universities turned to either a modified Direct Method, a reading-based approach, or a reading-oral approach

(Richards & Rodgers, 1986, p. 44). During this period, grammatical patterns were introduced only as necessary to students in an arbitrary ad hoc fashion, with little attention to selection and sequencing.

The Audiolingual Method

The context of foreign language teaching changed rapidly, however, with the onset of World War II. Suddenly there was a pressing need for rapid learning of speaking skills in many foreign languages by military personnel. To meet this need, the designers of the Army Specialized Training Program (ASTP) drew from the work of linguistic anthropologists in the U.S. who had developed methods for learning the essential grammar and vocabulary of Native American languages through intensive guided study with a native speaker "informant." Although the ASTP only lasted about two years, its success renewed interest in an intensive, oral-based approach to teaching a foreign language (Richards & Rodgers, 1986, pp. 44-45).

It is interesting to note that whereas the language teaching methods mentioned thus far were designed primarily with the teaching of languages other than English in mind, the next major method to evolve, the Audiolingual Method, was developed to meet the growing need for expertise in teaching English as a foreign or second language. Although it is reasonable to assume that English was being taught to speakers of other languages prior to this period, the first systematic program to teach ESL/EFL was developed at the University of Michigan for its English Language Institute (ELI) in 1939 by Charles Fries. Fries based his ELI program on structural linguistics, in which language is viewed as a system of "building blocks," namely, phonemes, morphemes, words, structures, and sentence types (Richards & Rodgers, 1986, p. 49). Fries viewed language as a process of learning these building blocks of language and then

learning the sentence patterns which combine them. Of these building blocks, grammar, or structure, was the most important. Students were systematically taught the basic sentence patterns of English through extensive drills. Pronunciation was also drilled in Fries' Structural Approach, since listening and speaking skills were taught before reading and writing. In the Structural Approach, as in the Direct Method, the spoken language was considered primary.

Fries' program for teaching ESL/EFL laid the linguistic foundation for the development of the Audiolingual Method. The other essential component, the learning theory of behavioral psychology, was combined with the Structural Approach at the end of the 1950s by language teaching specialists supported by the National Defense Education Act of 1958. Theory from behavioral psychology led these specialists to view language learning as a process of mechanical habit formation. The sentence pattern drills were seen in terms of stimulus (the teacher's prompt), response (the student's reaction to the teacher's prompt), and reinforcement (the praise of the teachers or fellow students, or the inner satisfaction of being able to use the target language). Good habits, correct responses, were reinforced immediately and "bad habits," incorrect responses, were discouraged by immediate correction, either by the student or a peer.

Because errors were seen as potential for bad habit formation, students' responses were tightly structured through pattern drills. Even the dialogues which served to illustrate the sentence patterns and to provide pronunciation practice were memorized by the students. Only after a structure had been extensively drilled would the students be asked to construct their own interchanges in the target language, and then only under tightly controlled directions from the teacher. Most "dialogues" between students consisted of one conversational turn each.

Grammar, then, controls the syllabus in the Audiolingual Method. Vocabulary development is delayed until the students can fully control the pronunciation and grammar of the

language (Richards & Rodgers, 1986, p. 52). Grammatical structures and patterns provide the focus of each lesson. Yet grammar is taught inductively, not deductively, since it is the goal of teachers using the Audiolingual Method to enable students to use the grammar of the language for oral communication, rather than to know about it explicitly. Grammatical explanation is offered only when it is absolutely necessary.

Therefore, teachers using the Audiolingual Method need to be familiar with the grammatical structures and sentence patterns of the target language and to know a limited number of grammatical rules which they might be required to explain to students. Typically, teachers' books for the Audiolingual Method provide teachers with the sequence of structures to be learned, as well as the necessary dialogues, drills, and other practice activities. Although the ideal language teacher using any method would be fluent in the target language, teachers using the Audiolingual Method are only technically required to be able to model the basic grammatical structures, sentence patterns, and correct pronunciation. The Audiolingual Method was once the most widely used method in the U.S., but it fell out of favor in the late 60s. Materials based on Audiolingual principles, however, are still widely used today in the U.S. and abroad (Richards & Rodgers, 1986, p. 48).

Total Physical Response

Three language teaching methods based in humanistic psychology were developed between the late 1960s and into the early 1980s. These are: Total Physical Response, Community Language Learning, and Silent Way. Although these methods are not widely used in the U.S., the theory underlying the methods has influenced and continues to influence the language teaching community. The first, Total Physical Response (TPR), was developed by

James Asher, a professor of psychology at San Jose State University in California, in an attempt to reduce the stress students typically experience while trying to learn a foreign language and to shape adult learning of a second language to resemble that of child first language acquisition (Richard and Rodgers, 1986, p. 87). In a TPR classroom, the teacher issues commands to the students, which the students then act out. The students are not required to speak in the target language until they desire to do so. The teacher's goal is to develop the listening comprehension of the students by focusing the students' attention on meaning rather than form. An atmosphere of fun is encouraged through the use of humor in the actions. Students' stress levels are reduced through not having to speak, through focusing on meaning rather than form, and through being playful. Listening comprehension is developed and reinforced through physical action in an attempt to recreate the language learning process as a child experiences it. Asher believes that the action "response" to the teacher's verbal "stimulus" strengthens the connection of the language chunks to the learners' memory (Richards & Rodgers, 1986, p. 87).

Although the focus of the classroom activities is on meaning rather than form, grammar and vocabulary are primary in selecting teaching items (Richards & Rodgers, 1986, p. 92). Grammar items are selected according to their usefulness in the classroom and according to the ease with which they can be learned by the students at that stage. If the item proves to be difficult for the students to assimilate, that item is withdrawn until some later date. Therefore, grammar structures and patterns are taught, but they are taught inductively. The TPR method is intended to guide the learners to uninhibited oral proficiency at the beginning level (Richards & Rodgers, 1986, p. 91). Asher recommends that for the sake of variety, the TPR method be used in conjunction with other language teaching activities, though these are not specified.

Teachers using a TPR approach need to be able to model the target language orally at the sentence level with grammatical accuracy. They also need an awareness of basic grammatical structures and patterns so that they can plan and adjust their lessons according to the students' acquisition process. It is possible, though not desirable, that a teacher using the TPR method could be fully competent on the sentence level in the target language, but not fully proficient in the target language.

Silent Way

Although the Silent Way is also inspired by humanistic psychology, it contrasts sharply with the Total Physical Response method. In Total Physical Response, the students are silent; in the Silent Way, the teacher is silent. The goal of TPR is to bring the students back into a receptive, childlike state; the goal of the Silent Way method is to develop in students the adult characteristics of responsibility, autonomy, and independence (Richards & Rodgers, 1986, p. 106).

Caleb Gattegno, the originator of the Silent Way, rejects the notion that second language learning should be modeled on the "natural" way in which one learned one's native language. Instead, he claims, a strictly controlled "artificial" approach is what is needed (Richards & Rodgers, 1986, p. 102). This involves developing student awareness in learning through attention, production, self-correction, and absorption (Richards & Rodgers, 1986, p. 103). The teacher gives the minimum oral input necessary and then directs student production using cuisenaire rods, charts, and other props. The teacher's silence is meant to foster student autonomy. Students are encouraged to learn from each other, but not to depend heavily on the teacher. Students are expected to accept responsibility for their own learning, including

self-correction when a grammatical error is made. The broadest humanistic outcome of this method is "the education of the spiritual powers and of the sensitivity of the individuals." The sense of power and control brought about by these new levels of awareness should result in "emotional inner peace" (Richards & Rodgers, 1986, p. 103).

The language theory of the Silent Way is perhaps more mundane. Language is viewed from a primarily structural viewpoint as a set of building blocks made up of sounds and meanings organized by grammatical rules (Richards & Rodgers, 1986, p. 101). The unwritten syllabus generally followed by Silent Way teachers is a structural one, sequenced according to structural complexity (Richards & Rodgers, 1986, p. 104). There are no texts, however, nor teacher's manuals. Teachers are responsible for sequencing and designing the lessons.

Within the lesson itself, however, the teacher is only required to model the structure. The emphasis is on student production, not teacher explanation (Richards & Rodgers, p. 104). The structures which the teacher models are at a beginning level, since the goal of the Silent Way method is to develop the oral and aural skills of beginning level students (Richards & Rodgers, 1986, p. 103).

Because the teaching syllabus in the Silent Way is based on the structure of the language, grammar plays a central role in this method. Pronunciation is equally emphasized from the beginning, but this does not conflict with the gradual introduction and practice of increasingly complex structures. As in the Audiolingual Method, vocabulary development is restricted at first. The development of reading and writing skills is limited to what the students have already produced orally (Larsen-Freeman, 1986, p. 64).

Teachers using the Silent Way method need an explicit knowledge of grammatical structures, at least those leading from the beginning level into the intermediate level, in order to

competently assess what their students already know and to sequence grammatical structures in order of their complexity, since there are no fixed, linear syllabuses for this method. The teachers must also be proficient in the oral production of the basic grammatical structures.

Community Language Learning

Community Language Learning, like the Silent Way, is also designed to facilitate personal growth, but through attention to students' feelings, rather than through the fostering of student autonomy. In Community Language Learning, which is based on Charles Curran's Counseling-Learning theory, the teacher's role is that of counselor. In other words, the teacher is expected to "provide a safe environment in which clients [students] can learn and grow" (Richards & Rodgers, 1986, p. 122). This is accomplished through attending to learners as whole persons, whose emotions are as important as their intellects. Students are encouraged to express their feelings, which are reflected back to them in an accepting way by the teacher. Learning occurs as trust and intimacy build between learners and between learners and the teacher.

In Community Language Learning, the teacher is the "knower," the gateway between the students' native language and the target language. The teacher provides students with target language versions of whatever they wish to say in communication with each other or the teacher.

Therefore, the content of the language generated in the classroom for learning is completely dependent upon the learner's interests and upon their interactions with each other. The teacher does have some control over the language "text" generated in the classroom, however. Since the teacher is expected to provide the target language version of what the students wants to say, experienced Community Language Learning teachers provide translations

which match students' proficiency level (Richards & Rodgers, 1986, p. 119). In this way, the teacher controls the complexity of the target language structures which the students encounter, implicitly sequencing grammar items for the students.

In Community Language Learning theory, language is for communication, and so language is treated as communication in the classroom. The language text is simply whatever the students wish to express to each other or to the teacher. This does not preclude attention to and explicit analysis of grammatical patterns in the text, however. Transcripts are made of the class conversations, and the teacher isolates grammatical and lexical patterns for detailed study and analysis by the class (Richards & Rodgers, 1986, p. 120). Therefore, although the syllabus is not a grammatical one, grammar is an explicit focus of study for the learners, at least part of the time. In order to teach in a Community Language Learning classroom, then, teachers must have an explicit knowledge of grammatical patterns and how these patterns operate. This is necessary not only for the explicit analysis of the student-generated language texts, but also for the implicit sequencing of grammatical structures by the teacher when paraphrasing students' messages to each other.

Suggestopedia

Although Suggestopedia is not based on humanistic psychology, it shares a concern for the psychological state of the learners. Suggestopedia, which also developed during the 1970s, is based on principles from raja-yoga, Soviet psychology, and music therapy. The main goal of the method is to alter students' states of consciousness and concentration through the use of rhythmic breathing and listening to music so that learning and recall of the language are maximized. As Richards and Rodgers (1986) point out, the approach does not offer a fully

articulated theory of language (1986, p. 144). The focus of language content in Suggestopedia is vocabulary pairs--a target language item and its native language translation--which are memorized by students. Students experience the language in "whole meaningful texts" primarily through listening to recordings of language samples at home. The classroom texts are dialogues.

Grammar plays only a minor role in this method. There is a grammatical commentary included with each dialogue which is introduced, but the teacher's role is limited to making sure that students' questions regarding the grammar in the dialogue are answered and then to move on to language use (Larsen-Freeman, 1986, p. 83). Language activities include listening, repeating, questions and answers, and reading of the dialogue, memorization of vocabulary pairs, and roleplays, songs, and gymnastic exercises. Activities are intended to help students to focus on meaning and to practice using the language. The aim is to help students develop advanced conversational proficiency quickly.

Even though grammar plays only a minor role in Suggestopedia, a teacher using Suggestopedia needs an explicit knowledge of grammatical structures and patterns, since grammar is explained explicitly in the commentary and students are encouraged to ask questions about the grammar as necessary. The level of grammar knowledge must be fairly advanced, since the goal is to reach advanced conversational proficiency.

The Communicative Approach

The next two language teaching approaches, the Communicative Approach and the Natural Approach, are the most widely accepted approaches in the TESOL community in the United States today. In both approaches, grammar has a very limited, if any, role to play. Thus, the judgment of curriculum coordinators in the U.S. regarding the importance of grammar in the

TESOL curriculum could be influenced by these two approaches to ESL/EFL teaching. It is for this reason that these two approaches are particularly important to understand as background to this investigation.

In the early 1970s, British linguist D. A. Wilkins outlined the communicative meanings that a language learner needs to express. He divided these into types of meanings: notional categories (such as time, sequence, quantity, location, frequency), and communicative functions (such as requests, denials, offers, complaints). During the same period, D. Hymes developed the concept of "communicative competence," or the ability to use the target language in a way that is culturally and socially appropriate within the context of the target language speech community. By the mid-70s, communicative competence had become the recognized goal of language learning in the TESOL community, and communicative functions an organizing principle in many ESL/EFL syllabuses. Language teaching which focuses on developing communicative competence in the students falls under the umbrella of the Communicative Approach.

In the Communicative Approach, language is seen as a system for the expression of meaning through communicative interaction. Proponents of the Communicative Approach consider functional and communicative meaning, rather than grammatical structures, to be the primary units of language (Richards & Rodgers, 1986, p. 71). The purpose of language learning in the Communicative Approach is to become communicatively competent. Preferred language learning activities are those which (1) stimulate real communication, (2) require the carrying-out of a meaningful task, and (3) are meaningful to the learners (Richards & Rodgers, 1986, p. 72). In order to qualify as "real communication," an activity must involve an information gap, in which one person in the exchange knows something that the other doesn't; the speakers must

have a choice of what they will say and how they will say it; and there must be the opportunity for feedback from the listener (Larsen-Freeman, 1986, p. 132).

Whether or not the pursuit of communicative competence involves abandoning a structural syllabus depends on the educator's interpretation of how to accomplish the goal. The reason that the Communicative Approach is an approach, and not a method, is that although there is general agreement regarding the nature of language and language learning, there is a diversity of individual interpretation regarding how to carry this out (Richards & Rodgers, 1986, p. 83). No fewer than eight syllabus models have been proposed for teaching according to the Communicative Approach, four of which have a structural core. The remaining four are organized around functional, notional, interactional, task-based, and learner-generated concepts (Richards & Rodgers, 1986, p. 74).

Interpretations generally divide between "strong" and "weak" versions of the Communicative Approach. The "strong" version is characterized best as "using English to learn it." In other words, language development is stimulated through active use in communication. Language educators such as S. Savignon, for example, advocate the use of communicative activities from the very first days of instruction. In her view, it is not necessary for students to first gain control over individual skills before applying them to communicative tasks (Richards & Rodgers, 1986, p. 82).

W. Littlewood (cited in Richards & Rodgers, 1986, p. 82), on the other hand, has proposed a sequence of "pre-communicative" activities involving presentation and practice of structures in quasi-communicative activities before proceeding to true communicative activities. This approach typifies the more traditionally-oriented weak version. The weak version, in contrast to the strong version of "using English to learn it," would propose "learning English to

use it." The weak version, then, provides a place for presentation and practice of structure which the strong version does not.

In the "weak" version of the Communicative Approach, the role of grammar is still relatively strong, whereas in the "strong" version, the role of grammar, if any, is very weak. Descriptions of the strong version of the Communicative Approach reveal a veiled disregard for the role of grammar in language teaching. Richards & Rodgers wrote, "They [British linguists] saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures" (Richards & Rodgers, 1986, p. 64). The same authors refer later to the Communicative Approach as an "anti-structural" view. Larsen-Freeman wrote that in the Communicative Approach, "Language functions are emphasized over forms." Nevertheless, it has been suggested that the weak version has become the predominant practice in the last ten years (Howatt, cited in Richards & Rodgers, 1986, p. 66). Therefore, it could be that grammar has a limited role in the Communicative Approach more in theory than in actual practice.

If it is true that in practice the weak version is predominant, then it is likely that teachers using the Communicative Approach will need to know grammatical forms and patterns well enough to sequence and present them in their "pre-communicative" classroom activities. If a school has chosen to teach English through the strong version, however, the teachers may never need to address grammar directly. In a strong version classroom, there might not be any text, and grammar rules might never be presented (Richards & Rodgers, 1986, p. 77). Therefore, teachers using the strong version of the Communicative Approach might not need an explicit knowledge of grammatical rules. What is not clear is how many schools adhere to the strong version of the Communicative Approach.

The Natural Approach

The Natural Approach and the Communicative Approach are closely aligned in theory and in practice. Both approaches view language as communication and both model language learning on first language acquisition processes. Both approaches emphasize the use of classroom activities which focus on meaning rather than form. The Natural Approach, however, differs in two important respects. First, the Natural Approach stresses the importance of listening and reading comprehension as a vehicle for beginners to acquire language. Secondly, the Natural Approach takes a stronger stand against using grammatical analysis and practice in language teaching.

Comprehension is an important focus of the beginning classroom in the Natural Approach because in first language acquisition there is a prolonged receptive period in which the learner attends to meaning. During this period, "comprehensible input" is considered to be the key to the unconscious process of language acquisition, whether it be first or second language acquisition. Comprehensible input is exposure to meaningful language in context. The teacher is the main source of this input, using mime, gesture, pictures, and other realia to provide the extralinguistic information which helps learners understand the verbal or written message. Learners will comprehend input which is just slightly beyond their current level of competence. This level of input is referred to as "I + 1". To allow learners to focus on meaning rather than form, and to minimize stress, learners are not expected to say anything during this "pre-production" stage (Richards & Rodgers, 1986, p. 137).

Later, in an "early-production" stage, the teachers invite student responses through asking students to act out physical commands, to point to pictures or students in response to questions, or to answer yes/no questions or questions requiring short responses, or to respond with fixed

conversational formulas (such as How are you? Fine, thank you.) The classroom activities of the "speech-emergent" phase, which follows the early-production stage, would closely resemble the classroom activities of a Communicative Approach classroom: roleplays, games, information gap, and problem-solving activities (Richards & Rodgers, 1986, p. 137).

In order to understand why Natural Approach proponents openly oppose the presentation and practice of grammatical patterns in the language classroom, it is necessary to understand several "hypotheses" outlined in Natural Approach theory regarding language learning. First, Natural Approach theorists Tracy Terrell and Stephen Krashen make a distinction between "acquisition," or the unconscious process of learning a language through focusing on meaning, and "learning," which is a conscious process of learning the rules of a language. According to Natural Approach theory, learning cannot lead to acquisition (Richards & Rodgers, 1986, p. 131).

The limited role of conscious learning is addressed in the "monitor hypothesis." According to the monitor hypothesis, the usefulness of our learned knowledge is limited to allowing us to correct ourselves when we communicate. This "monitor" function can operate only when there is sufficient time to recall and apply the rule, when the learner is focused on form, and when the learner actually knows the rule (Richards & Rodgers, pp. 131-132). Thus, the role of formal learning of grammatical patterns is reduced to those rare situations in which all three conditions apply.

On the other hand, Terrell and Krashen do not deny that the structure of language is closely linked to language acquisition. In fact, as Richards & Rodgers pointed out, structure is explicitly highlighted in the "input hypothesis" proposed by Terrell and Krashen: "The input hypothesis states that in order for acquirers to progress to the next stage in the acquisition of the

target language, they need to understand input language that includes a structure that is part of the next stage" (Krashen & Terrell, cited in Richards & Rodgers, 1986, p. 130). Thus, as Richards & Rodgers have observed, "The Natural Approach assumes a linguistic hierarchy of structural complexity that one masters through encounters with "input" containing structures at the 'I + 1' level" (1986, p. 130). The role of structure in language acquisition is addressed more directly by Terrell and Krashen in their "natural order hypothesis," which states that learners acquire grammatical structures in a predictable order. Furthermore, this hypothesis states that the order in which acquisition of grammatical structures occurs in second language acquisition does not differ greatly from the order observed in first language acquisition.

Despite this acknowledgment of structure as a basic organizing principle of language and also of the existence of a certain order, or sequencing of these structures in the language acquisition process, the syllabus of the Natural Approach classroom is organized not around grammatical structures, but instead around topics and situations (Richards & Rodgers, 1986, p. 135). It is assumed that if sufficient input is provided and communicative goals are pursued, then "the necessary grammatical structures are automatically provided in the input" (Krashen & Terrell, cited in Richards & Rodgers, 1986, p. 135). Given a syllabus of topics and situations and a focus on meaning rather than form, the role of the teacher using the Natural Approach is to collect materials and design lessons which focus on the students' interests, to provide the necessary comprehensible input in the classroom, and to reduce learner stress through a friendly, low-stress classroom atmosphere.

Since teachers using the Natural Approach are concerned with getting across meaning to their students rather than with teaching form, it could be argued that these teachers do not need an explicit knowledge of the grammatical structures of the language they are teaching. On the

other hand, since teachers are expected to understand the natural order of acquisition of structures by the learners, they would need an explicit knowledge of grammatical structure. This would be considered purely background knowledge for the teachers, however, and not a tool for adjusting one's language to "i + 1" for the students (Krashen, 1994, personal communication).

Krashen does concede two situations in which teaching grammar rules directly might be helpful. In the first, advanced second language acquirers who have not yet reached a native speaker level of proficiency may benefit from studying grammar rules in order to polish their English so that they may "appear as educated in their second language as they are in their first" (Krashen, 1982, p. 112). Teachers of these courses would certainly need an explicit knowledge of grammatical patterns.

In a second situation mentioned by Krashen, second language learners could acquire grammar in a "grammar appreciation" class for those who find grammar interesting. In this case, however, the grammar which the students acquired would be the result of the comprehensible input they received through the classroom interaction, and not through the direct study of grammar patterns (Krashen, 1982, p. 120).

All teachers using the Natural Approach, however, would be expected to be able to provide natural comprehensible input for the learners. Since the objective of the Natural Approach is to help beginners become intermediates (Richards & Rodgers, 1986, p. 134), the i + 1 input would probably be at the intermediate level. Therefore, Natural Approach teachers need to be orally proficient in the target language, at least at the intermediate level.

The role of grammar in the Natural Approach is a paradoxical one. On the one hand, Terrell and Krashen are quite explicit about banning the formal teaching of grammar from the Natural Approach classroom. On the other hand, they understand the development of language

acquisition in terms of acquisition of grammatical structures. In their opinion, however, this natural order of acquisition of structures is acquired through attention to meaning rather than form. It could be postulated that while the written syllabus for the Natural Approach classroom is based on topics and situations, the unwritten syllabus in the learners' unconscious is based on structure.

Grammatical Consciousness-Raising

Although no new major approaches or methods to foreign or second language teaching have been formulated since the appearance of the Communicative Approach and the Natural Approach, a new theory of the role of grammar in foreign or second language teaching, called "grammatical consciousness-raising," or more simply, "grammatical C-R," has been put forward by William E. Rutherford (1987a). An underlying assumption of grammatical C-R, which has attracted the attention of language theorists and researchers in the U.S. and abroad, is that grammatical C-R "ought to occupy a central place in language pedagogy, as it has for most of the documented history of the profession" (Rutherford, 1987a, p. 209).

Rutherford is not proposing, however, a return to conventional grammar teaching practice, in which language is seen as "a hierarchical assemblage of entities," language learning as the "progressive accumulation of such entities," and language teaching as the "direct imparting" of these entities through "focus, practice, and eventual mastery" (Rutherford, 1987a, pp. 210-211). Conventional grammar teaching is a "product" approach, in which the language learner is seen as a *tabula rasa*. This view runs counter to what we know about language learning. If it *were* the case (that the teacher could impart these entities to the language learner), Rutherford argues, "target language structures would have to emerge 'full blown' in the learner's

production; structures would have to be learned simultaneously with their full range of semantic associations; and structures would have to be produced error-free with no intervening stages of reanalysis" (Rutherford, 1987a, p. 210). This, of course, is not the case.

Instead, Rutherford proposes a "process" approach to grammatical C-R which takes into account both grammatical processes and the learner's progressive restructuring of prior knowledge (Rutherford, 1987a, p. 215). By "grammatical processes" is meant "how the features of the grammatical system and of the realm of discourse interact *relative to each other*" (Rutherford, 1988, p. 179). For example, although the two sentences, "The child sang a song" and "The song was sung by a child" appear to be merely two grammatical options for the same propositional content, they are in fact constrained by their place in the discourse. If the preceding sentence were "On stage appeared a man and a child," the most natural choice would be "The child sang a song." If the preceding sentence were "Last on the program were a song and a piano piece," then "The song was sung by a child" would be the natural choice (Rutherford, 1987a, p. 214). Thus, grammar is viewed not as a hierarchy of static structures, but as a process of grammatical choices made within the larger framework of discourse.

In Rutherford's proposed grammatical C-R, language learning, too, is seen as a process. The research literature reveals that the language learner is likely : "(1) to form, test, and abandon (or reform) hypotheses; (2) to effect a continual restructuring of prior syntactic knowledge until he is better able to 'analyze' it; (3) to manifest (unconscious) 'knowledge' of aspects of L2 syntax before being able to exercise control over that knowledge; and (4) to 'bend' the target language--often in contravention of its grammatical requirements--to serve his momentary practical needs (e.g. communication)" (Rutherford, 1987a, p. 213). Because language learning has been revealed to be a process controlled by the learner, rather than imparted by the teacher,

Rutherford proposes that grammatical C-R immerse learners in problem-solving activities which allow them to discover for themselves how the grammar of a language works (Rutherford, 1987a, pp. 213-214). Since Rutherford sees grammatical C-R as a means to learning a language, rather than an end in itself (Rutherford, 1987b, p. 155), production of the grammatical feature might not even be included in a grammatical C-R activity (Ellis, 1993, p. 11). This represents a significant break with conventional grammar teaching, which tends to follow a pattern of presentation, controlled practice, freer practice.

Ellis (1993) has suggested that grammatical C-R activities could be of three types: communicative activities with a grammatical focus, grammatical consciousness-raising activities, and interpretation grammar activities (pp. 8-11). Communicative activities would involve "pushing learners to make their output more comprehensible, and in the process, improving the accuracy with which they perform particular grammatical structures." Consciousness-raising activities would, as Rutherford has suggested, encourage learners to discover grammatical patterns. Interpretation activities, which are comprehension-oriented, would require students to listen or read a text with examples of the feature in question. Students would be asked to identify the meaning conveyed by the feature.

Summary of the Role of Grammar in ESL/EFL Teaching

If one compares the Grammar-Translation Method, the dominant method at the beginning of this century, with the two dominant language teaching approaches at the end of the century, the Communicative Approach and the Natural Approach, one could conclude that the role of grammar in language teaching has changed rather dramatically. At the beginning of the century, learning a foreign language meant learning the grammar and vocabulary of that

language. Grammar was taught explicitly so that learners could gain conscious control of the language. On the other end of the century, adherents of the Natural Approach or the strong version of the Communicative Approach eschew any explicit focus on form in the classroom. Students are expected to focus instead on meaning, with the understanding that they will acquire the structure of the language through an unconscious process. This unconscious process follows a natural order and cannot be accelerated through attempts to "learn" the structures.

While it might seem at first glance that the role of grammar in language teaching methods has undergone a gradual evolution over the course of the century from the explicit teaching of grammar to a ban on grammar-focused activities in the classroom, this is actually not the case. The banishing of both grammar instruction and practice from the foreign or second language classroom has been fairly recent. Presentation of grammatical patterns, whether inductive or deductive, and practice of those patterns constitutes a significant part of all of the language teaching methods of this century up to the Natural Approach. The Audiolingual Method, Total Physical Response, Silent Way, and the weak version of the Communicative Approach all follow a structural syllabus and provide students with abundant grammar practice. Although Community Counseling Learning and Suggestopedia teachers do not follow a structural syllabus, both methods provide students with explicit examination of the grammar rules inherent in the samples of language which students are exposed to in the classroom.

Perhaps of all the early methods reviewed, the Direct Method seems closest to the Natural Approach in its treatment of grammar. Both advocate a focus on meaning rather than form; both employ a situational/topical syllabus. The Direct Method teacher, however, provides practice in grammatical patterns through careful framing of the question and answer session, and

grammatical accuracy is emphasized. Both of these features represent significant departures from the Natural Approach.

Of the more recent methods, the strong version of the Communicative Approach is most congruent with Natural Approach theory. The role of grammar in both approaches is an implicit, unconscious one. Neither approach advocates explicit grammar instruction. Neither is built upon a structural syllabus. Yet, Rutherford's recent reframing of grammar teaching as grammatical consciousness-raising offers an opposing view. While not advocating a return to the grammar-translation method, Rutherford does reserve a central role for grammar in language teaching through a new approach to helping students acquire grammar.

It seems reasonable to hypothesize that the most recent language teaching theories, the Communicative Approach, the Natural Approach, and grammatical consciousness-raising, might play an important role in the decision-making of TESOL curriculum coordinators regarding grammar in the TESOL curriculum. Specifically, coordinators who are most heavily influenced by the Natural Approach or the strong version of the Communicative Approach could conclude that if grammar is not to be taught explicitly in the classroom, perhaps it is less crucial that TESOL graduate students acquire an explicit knowledge of English grammar themselves. Coordinators who adhere more closely to the weak version of the Communicative Approach or Rutherford's theory of grammatical consciousness-raising, however, could conclude that TESOL graduate students need a strong background in English grammar. One could postulate other reasons TESOL graduate students could benefit from studying English grammar explicitly, of course, but the focus of this section has been on what is required of teachers by the language teaching methods and approaches.

The Role of Grammar in English as a Foreign Language (EFL) Teaching

In the previous section, the role of grammar in teaching English to non-native speakers was examined in detail according to the type of teaching method or approach, without regard for the differences between English as a Second Language (ESL) and English as a Foreign Language (EFL) situations. Those differences will be reviewed in this section. First, however, it is important to point out that both native and non-native speakers of English teach in EFL contexts. Therefore, the contextual differences which EFL teaching represent may be experienced by both native and non-native graduates of master's programs in TESOL.

Despite the development of the Communicative Approach and the Natural Approach in the 70s and 80s, the dominant teaching methods employed in EFL contexts are still the grammar-translation and audio-lingual methods (British Council, 1982, 1983b, 1985a, 1985b, 1986a). There are numerous reasons why this is so. Perhaps one of the most compelling reasons is that many EFL teachers have limited proficiency in English (British Council, 1982, 1983a, 1983b, 1983c, 1985a, 1985b, 1986a). The grammar-translation and audio-lingual methods, which are predictable and formulaic, are "safer" methods for teachers of limited English proficiency. Class size in EFL contexts, ranging from 40 to 70 or more students (British Council, 1982, 1985a, 1985b, 1986a, Nolasco & Arthur, 1986), discourages teachers from experimenting with methods which are not carried out in teacher-fronted classrooms. The classrooms themselves are often crowded (British Council, 1982, Nolasco & Arthur, 1986), making it difficult, for example, to form small groups.

The educational system in many countries requires students to take competitive exams which are based primarily on grammar knowledge and reading comprehension skills (British Council, 1982, Nolasco & Arthur, 1986). Cultural expectations of the role of the teacher and the

role of the student often conflict with the newer approaches (Medgyes, 1986, and Nolasco & Arthur, 1986). In Morocco, for example, teachers are expected to be the authority figure who interacts with students in "lock-step" patterns in order to maintain control of the class (Nolasco & Arthur, 1986). The newer approaches require teachers to abandon their "teaching self" to become co-communicators in real-life conversations with their students (Medgyes, 1986). In many countries, teachers are not adequately trained, or in some cases, not trained at all, in language teaching methodology (British Council, 1982, 1983b, 1983c, 1985a, 1985b, 1986a, 1986b).

Governments which attempt to introduce a more communicative curriculum are often thwarted by the conditions outlined above. In Korea, for example, "despite the widely held belief that 'communicative competence' is the goal of foreign language learners, and despite the Ministry of Education's attempts to implement a teaching policy which will facilitate the accomplishment of that goal, the communicative ability of secondary school and university students is still extremely low. Teachers are hindered by inadequate pre-service training, lack of aural/oral ability, large classes, lack of facilities, out-dated textbooks, and a rigid examination system" (British Council, 1982, p. 10).

Even if class size could be reduced, cultural expectations changed, and the linguistic competence and methodological expertise of the teachers raised, the identification of the needs of students learning English in EFL contexts might remain the same: reading, writing, and translation. In Colombia, for example, the government has identified reading skills as the primary needs of secondary school students, and the emphasis in Colombian universities is entirely upon the acquisition of reading skills (British Council, 1983a). The Chinese government has supported an emphasis on grammar-translation in English classrooms, in

recognition of the fact that very few of those who study English will have the opportunity to travel to an English-speaking country (British Council, 1983c, pp. 2-3).

One might expect that in the United Arab Emirates, a wealthy country with significant international trade, the Communicative Approach or the Natural Approach would predominate. After all, in the United Arab Emirates, "after Arabic, English is the main language of commerce, banking, industry, hotels and tourism, and training in such diverse fields as computer studies, engineering, the oil industry, and the armed forces" (British Council, 1986b, p. 2). Traditional language teaching continues, however. Although a communicative course for Arab speakers was designed for the public schools, implementation has been hampered by the conservatism of the expatriate Arab teachers from Egypt, Jordan, and Palestine who teach English in the schools and who have not been trained in language teaching methodology. At the university, classes are large. Outside of the educational system, structural materials are used in private schools. In technical schools such as the Arab Maritime Transport Academy, the emphasis is on English for Specific Purposes, especially writing scientific English (British Council, 1986b, pp. 9-14).

Even in countries where a communicative curriculum has been successfully introduced, grammatically-focused activities may be preserved as pre-communicative activities. This is congruent with the weak version of the Communicative Approach. In Czechoslovakia, for example, a "cognitive-communicative" approach was adopted, in which priority was given to meaning and communication skills, but the formal aspects of English were also addressed in structural drills and contrastive analysis. The students were evaluated according to both their level of communicative competence and grammatical competence (Repka, 1986).

In summary, grammatically-focused methods such as the grammar-translation and the audio-lingual methods have predominated in EFL contexts for many reasons which still apply

today (Johnson, Taska & Zukowski-Faust, 1994). Just as the influence of the Communicative Approach and the Natural Approach may have shaped TESOL curriculum coordinator's thinking regarding the need for their graduate students to have an explicit knowledge of English, so too the role of grammar in the EFL context might influence coordinators' decisions when they weigh the importance of grammar in the TESOL curriculum.

Review of Research Related to the Role of Grammar in ESL/EFL Teaching

The findings of research regarding the role of grammar in ESL/EFL teaching may also influence the decisions of TESOL curriculum coordinators regarding grammar in the TESOL curriculum. For this reason, an overview of research related to the role of grammar in ESL/EFL teaching is presented. Although Krashen's Monitor theory seemed to have cast serious doubt on the usefulness of explicit instruction in grammar during the 1980s, research has been slowly building a case for a limited role for grammar instruction in second language acquisition. Celce-Murcia (1991a) summarizes the research thus: "Existing research strongly suggests that some focus on form may well be necessary for many learners to achieve accuracy as well as fluency in their acquisition of a second or foreign language" (p. 462). This review of the research will provide an overview of the relevant research of the last twenty years and will proceed chronologically.

Perhaps the most influential studies in recent years were the morpheme acquisition studies of the 1970s, inspired by Krashen's natural order hypothesis, which predicts that second language acquisition of the syntactic structure of a language will occur in a fixed order which cannot be accelerated or altered through instruction. The majority of these studies suggested that "the rank accuracy order of tutored learners did not differ from that of naturalistic learners"

(Ellis, 1990, p. 141). These findings seem to imply that instruction has very little effect on the process of second language acquisition. The results were by no means conclusive, however. Three studies, Sajavaara (1981, cited in Ellis, p. 140) and Lightbown (1983 and 1987, cited in Ellis, 1990, pp. 140-141) found that instruction resulted in a "disturbed" order of acquisition. In contrast, a study by Pica suggested that "instruction can help learners to outgrow the use of pidgin-like constructions that are communicatively effective but ungrammatical" (1983, cited in Ellis, 1990, p. 141). A later study by Pica suggested that instruction may have a selective impact on the order of acquisition of morphemes, depending on their linguistic complexity for the learners (1985, cited in Ellis, 1990, p. 141).

Whatever conclusions could be drawn from the apparent order of acquisition of morphemes, the morpheme acquisition studies were methodologically flawed. First, the order of accuracy in production cannot be assumed to be the same as acquisition order (Ellis, 1990, p. 141). Second, learners do not work on one structure at a time, a fact reflected in the difficulty of establishing a clear sequence of acquisition of morphemes (Ellis, 1990, pp. 47, 141). Therefore, morpheme acquisition studies can make no strong statements regarding the second language acquisition process.

Comparative studies of instructed vs. naturalistic learners shifted in the 1980s from a focus on the order of acquisition of morphemes to the order of acquisition of syntactic features. Ellis concluded from his review of fourteen such studies that the overall sequence of acquisition appears to be the same in classroom and naturalistic settings (1990, p. 146). Some studies suggest that instruction can help learners proceed further along the sequence, yet others indicate that instruction can inhibit this process by encouraging the use of unhelpful strategies of production (such as overproduction or avoidance of a given feature) (Ellis, p. 146). These

studies, however, suffer from methodological flaws which seriously limit their usefulness. No firm conclusions about the impact of instruction can be drawn because there is no way to determine whether the observed results are due to formal instruction per se or due to exposure to the communication which occurs in classroom interaction (Ellis, p. 146).

Canale and Swain (1988) reviewed second language acquisition studies to determine (1) the extent to which grammatical competence is acquired in second language courses based on the communicative approach, and (2) the extent to which communicative competence is acquired in courses based on theories of grammatical competence. They concluded that "focus on grammatical competence is not a sufficient condition for the development of communicative competence" (Canale & Swain, p. 67), but hastened to add that "it would be inappropriate to conclude from these studies that the development of grammatical competence is irrelevant to or unnecessary for the development of communicative competence" (Canale & Swain, p. 67). Although Canale and Swain found that communicative approaches were just as effective as grammatical approaches in the development of grammatical competence (Canale & Swain, p. 67), they also cautioned against emphasizing meaning over form in second language instruction, warning that certain grammatical inaccuracies may "fossilize" in the learners' production (Canale & Swain, p. 64). Canale and Swain recommend "some combination of emphasis on grammatical accuracy and emphasis on communication from the very start of language study" (Canale & Swain, p. 68).

Long's review of language acquisition studies (1983) examined the effect of second language instruction on rate and ultimate attainment in acquisition. His review of 12 studies led him to conclude that "there is considerable evidence to indicate that second language instruction does make a difference" (Long, p. 374). This effect for instruction holds "for children as well as

adults; for intermediate and advanced students, not just beginners; on integrative as well as discrete-point tests; and in acquisition-rich as well as acquisition-poor environments" (Long, 1983, p. 374)

The conditions listed above contradict the predictions of the Monitor Hypothesis, which posits limited utility for instruction: namely, that children will not benefit from formal second language instruction; that instruction will benefit only beginners, who often have difficulty gaining access to comprehensible input; that the Monitor can operate only on discrete-point tests, when there is focus on form and sufficient time for it to operate; and that exposure to comprehensible input is the best source of input for acquisition (Long, 1983, pp. 376-378). In regard to this last assumption of the Monitor Hypothesis, Long found that the effect for instruction was actually stronger than that for exposure (to comprehensible input) in five of the studies (p. 374). Because his review of the studies contradicts the assumptions of the Monitor Hypothesis, Long has called for a broader definition for learning (and as a consequence, the learning of grammar) than that offered by Krashen. "If *learning* retained its currently narrow definition, it would be necessary to posit that *learning* can become *acquisition*, a possibility that Monitor Theory rules out" (Long, 1983, p. 379).

In contrast to the comparative studies of the 80s, which sought to determine whether instruction or natural acquisition was more effective, Spada (1986) investigated the interaction of instruction and informal contact. She examined (1) whether differences in amount and type of informal contact are able to account for variations in adult second language learners' proficiency and (2) whether differences in type of instruction interact with differences in type of contact to produce variations in adult second language learners' proficiency. She found that while amount and type of contact correlated with differences in proficiency previous to

instruction, they were not able to account for differences in proficiency after six weeks of instruction (Spada, p. 196). Furthermore, she found that there was interaction between type and amount of contact and type of instruction: "Contact positively accounted for differences in learners' improvement on the grammar and writing tests when the instruction was more form-focused, and negatively accounted for differences on these measures when the instruction was less form-focused" (Spada, p. 197). More specifically, of those learners who received more form-focused instruction, the learners with more contact performed better than those with less (Spada, p. 197). The implication of Spada's study is that learners benefit more from a combination of formal instruction and informal contact than from either classroom instruction or informal contact alone.

Ellis (1990) reviewed the experimental studies of the last twenty years to determine the findings of research regarding the effect of instruction. These included accuracy studies, acquisition-sequence studies, and projection studies. Accuracy studies focus on "whether there are any gains in the accuracy with which specific structures are performed after the 'treatment'" (Ellis, 1990, p. 150). Acquisition-sequence studies examine "whether formal instruction is sufficiently powerful to disrupt the sequence of acquisition" (Ellis, p. 152). Projection studies seek to establish "whether instruction in feature x not only results in the acquisition of x but also triggers the acquisition of features $y \dots n$ " (Ellis, 1990, pp. 146-150). Ellis concludes from his review of nine experimental studies that "this research provides convincing evidence that instruction can have a direct effect on the acquisition of specific linguistic features" (Ellis, 1990, p. 161). The research also stipulates the conditions under which instruction will prove most effective. The studies indicate, however, that the effect of instruction may erode over time (Ellis, 1990, p. 161).

Noting that learners who receive instruction in a second language learn more rapidly and progress further than naturalistic learners (Long, 1983), yet also taking into account opposing evidence which indicates that instruction has a limited immediate effect, Ellis has hypothesized that perhaps instruction has a delayed effect (Ellis, 1990, p. 168). He has suggested that instruction might in some way "prime" learners so that when they have completed the mental processes which are necessary before acquisition can occur, they are able to assimilate the new language feature more easily (Ellis, p. 169). "Conscious awareness of forms that contribute little to communicative effectiveness may be necessary to ensure that they are eventually acquired--at least where adults are concerned" (Ellis, 1990, p. 169). Indeed, the conscious/unconscious and explicit/implicit interaction in language learning has become the new framework for theoretical discussion of the value of instruction in a language (Robinson & Ellis, 1994 & Schmidt, 1990), a discussion which has a direct bearing on the TESOL community's understanding of the utility of teaching grammar.

To date, most of the research has focused on the product of instruction, rather than the process. Both Ellis (1990) and Schmidt (1990) have called for more process-oriented, rather than product-oriented, research. For Ellis, this means examining "how 'formal instruction' is negotiated by the participants" (1990, p. 172). For Schmidt, this means a sensitive assessment of "what learners notice and what they think as they learn second languages" (1990, p. 150).

In summary, the research seems inconclusive on the question of whether or not direct language instruction (including grammar) is useful to language learners. On the one hand, instructed learners appear to progress more quickly and further than naturalistic learners. On the other hand, instruction does not appear to be able to accelerate or alter the order of acquisition of morphemes or syntactic structures. Perhaps the strongest conclusion, that reached by Spada and

echoed by Canale and Swain, is that some focus on form, coupled with exposure to natural use of the language, might be the optimal combination for the most effective language learning. ESL/EFL curriculum coordinators who are aware of the progress of research related to effects of instruction might conclude that a communicative approach which incorporates a component of formal instruction might be the best strategy. As a consequence, TESOL curriculum coordinators who may have dropped pedagogical grammar courses in the 1970s and 1980s may have a renewed interest in introducing their graduate students to a systematic study of English grammar in the 1990s.

Theory and Use of Pedagogical Grammars

The purpose of this section is to provide a context from which to interpret the information gathered in this survey of master's programs in TESOL regarding the nature of the grammar taught in the programs. In order to understand pedagogical grammars, the concept is explored in this section according to purpose and linguistic approaches.

Purpose

It would perhaps be a futile exercise to attempt to define a pedagogical grammar apart from its intended audience, which in turn determines its purpose. Of course, the interest in this investigation is in pedagogical grammars for teachers. It is instructive, however, to first consider the nature of grammatical descriptions written for other audiences, namely linguists, students of linguistics, and the educated public, in order to distinguish these grammatical descriptions from those written for second language teachers and learners.

Grammatical descriptions which are written for linguists by other linguists are not intended to be a comprehensive description of the language. Theoretical linguists need only

describe enough of the language in question to make their point, which is to evaluate or validate a particular linguistic theory (Corder, 1988, p. 124, Greenbaum, 1987, p. 191). Linguists also write grammatical descriptions for another audience: students of linguistics. Again, the goal is not so much to describe the nature of the language used in the illustrations as it is to teach the students a particular linguistic theory (Corder, 1988, p. 125).

The great scholarly grammars, such as those written by Curme (1931-1935) and Jespersen (1956), were written with the educated public in mind. Their objective was, indeed, to create a comprehensive description of English. They explicitly rejected the notion that they must adhere to one linguistic theory, finding more richness in an eclectic approach (Corder, 1988, p. 125-126).

The great scholarly grammars were written for the educated native speaker public, however, and not with the specific needs of language teachers in mind. The objective of grammars written for foreign language teachers is not so much to make explicit what they already know implicitly, but to "present the 'facts' of the language in a form which will help them to present them to their own pupils" (Corder, 1988, pp. 126-127). Corder (1988) has observed that it is precisely because the grammar is arranged specifically with the language learner in mind that pedagogical grammars appear to be "pre-digested," in contrast to "raw" linguistic descriptions. It is this "pre-digested" quality which makes grammars written for teachers difficult to distinguish from grammars written for advanced learners of the second language (Corder, 1988, pp. 126-127).

In fact, the differences between pedagogical grammars written for teachers and pedagogical grammars written for learners have not been adequately addressed in the literature.

The Grammar Book: An ESL/EFL Teacher's Course (1983), by Celce-Murcia and

Larsen-Freeman, for example, is clearly intended for teachers, not for students. Although pedagogical activities are suggested, these are not presented in full detail as practice exercises for the second language learner. They are intended as suggested activities which teachers may wish to develop further for use in the classroom. In addition, the descriptions and explanations of English grammar offered in the text assume a familiarity with linguistic terminology, which second language learners can not be assumed to possess.

On the other hand, Modern English: A Reference Guide (1993b) by Frank appears to be meant for use by advanced ESL/EFL learners, since its accompanying workbook exercises would be a challenge only for non-native speakers. The sophistication and detail of the explanations, however, could meet the reference needs of ESL/EFL teachers as well as the needs of advanced learners of ESL/EFL. In an opposite case, the authors of A Student's Grammar of the English Language (1990), Greenbaum and Quirk, claim to have tailored their text to the needs of the advanced student of ESL/EFL, yet the complexity of the linguistic terminology used in the explanations leads one to doubt its usefulness to advanced ESL/EFL learners. Nevertheless, the accompanying workbook of exercises, A Student's English Grammar Workbook (1992), by S. Chalker, has clearly been written with the non-native speaker in mind.

Not all exercise workbooks can be assumed to be intended for the ESL/EFL learners. Algeo's Exercises in Contemporary English (1974), the workbook which accompanies A Concise Grammar of Contemporary English (1973), by Quirk and Greenbaum, gives students practice in identifying grammatical structures, raises students' awareness of the structures of English and its grammatical flexibility, and calls students' attention to usage problems (Algeo, 1974, p. v). Thus, the exercises are just as appropriate for native speakers of English as for advanced non-native speakers of English.

From this brief review of a few pedagogical grammars, one could minimally posit two differences between pedagogical grammars written for teachers and those written for students. The first is the degree of sophistication and detail present in the explanations and descriptions. If too much unfamiliar linguistic terminology is used, or if the detail is so abundant as to render the description overwhelming, ESL/EFL learners are unlikely to benefit from the text, regardless of authors' claims that it was written with the ESL/EFL learner in mind. The second difference is the nature of the accompanying exercises. If the exercises aim to offer practice in making grammatically acceptable choices, then the workbook could be assumed to have been written for ESL/EFL students. If, however, the exercises are geared toward practice in identifying grammatical phenomena, then the workbook could be considered appropriate for teachers as well as advanced ESL/EFL learners.

The aim of grammatical descriptions written with second language students in mind is more a matter of psycholinguistics than theoretical linguistics (Corder, 1988, p. 130). The problem is how to organize and present the grammar so that it can be learned. Corder's definition of pedagogical grammar for students of a second language (1973) is fairly broad: "any teaching materials designed to develop that ability [to produce grammatically acceptable utterances] are, pedagogically speaking, grammars" (p. 133). This is true even if the grammatical element of the teaching materials is mixed in with elements which focus on the ability to communicate (Corder, p. 133). Indeed, Rutherford has pointed out that even in communicative teaching materials, where form plays a subordinate role to function, the influence of grammar is implicit. Complex syntactic structures are controlled by lowering the frequency of their occurrence, and sets of language elements are periodically gathered together to illustrate the formal properties of the construction (Rutherford, 1988, p. 176).

Perhaps the most important pedagogical grammars students consult are the teachers themselves. As Corder has pointed out, "the whole or any part of the teaching of grammar can be carried out by the teacher without the support of textual or recorded material" (1988, p. 142). Not only is the teacher an important source of textual data, but even more critically, the teacher can provide students with the one thing self-taught students have difficulty obtaining: confirmation or modification of the learners' hypotheses about the way the grammar works (Corder, 1988, p. 143). This is an important point, one which underscores the importance of grammar in future ESL/EFL teachers' education. Of course, the confirmation of students' hypotheses could be executed on a purely intuitive level, "We say this; we don't say that," or on a more conscious level, "We say this when (certain grammatical/ sociolinguistic/ pragmatic conditions apply) and that when (other such conditions apply)."

Also relevant to a discussion of the purpose of pedagogical grammars is the distinction between reference grammars and pedagogical grammars. According to Greenbaum, reference grammars are intended for self-help, for consultation, whereas pedagogical grammars are intended for use by second language students under the guidance of a teacher (1987, p. 192). Both students and teachers could make use of a reference grammar, but in both cases this would most likely occur outside of the classroom. Pedagogical grammars, however, are used by teachers and students primarily in the classroom (Greenbaum, 1987, p. 192). Reference grammars should offer a comprehensive description of the language. The organization and language of the grammar should facilitate its use for consultation (Greenbaum, 1987, pp. 194-195). Pedagogical grammars, on the other hand, should be written with the psycholinguistic needs of the second language students in mind. Therefore, they will necessarily have to give more space to those areas of grammar which cause the most problems for the

students, and omit or mention briefly others which pose little difficulty (Greenbaum, 1987, p. 195).

Pedagogical grammars must order the presentation of the grammatical structures to the advantage of the learner, usually according to the difficulty and frequency of a given structure (Greenbaum, 1987, p. 195). Reference grammars are usually ordered according to grammatical categories, rather than according to a useful language learning sequence. Pedagogical grammars must not only supply the data, examples, descriptions and explanations found in reference grammars, but they are also expected to contain induction exercises and hypothesis-testing exercises for the purpose of learning the structures (Corder, 1988, p. 133-134). Reference grammars are not expected to contain language learning exercises.

Because of these differences, Greenbaum (1987) has pointed out that reference grammars are generally not appropriate for classroom use. Reference grammars are not "teacher-friendly," that is, teachers attempting to use them for the classroom would have to assume the responsibility of ordering and selecting the material, and of providing additional examples and accompanying illustrative data (Greenbaum, 1987, p. 196). The "classroom" at issue here is, of course, the second language classroom. The issue of which types of grammars, reference, theoretical linguistic, or pedagogical, are used for a classroom of teachers-in-training is explored in this survey.

The distinction between prescriptive and descriptive grammars also relates to the purpose of pedagogical grammars. The notion of prescription is most closely associated with first language school grammars, which prescribe the "dos and don'ts" of the language (Odlin, 1994, p. 1). Although prescriptivism has been taken to ridiculous lengths, it is still present in formulations of what is "acceptable" in the formal use of language, especially in writing (Odlin,

pp. 2-4). ESL/EFL teachers must draw upon their knowledge of these conventions when they teach business and academic English writing courses.

Descriptive grammars are written with the goal of describing the way the language is used, rather than prescribing how the language should be used. As a result, descriptive grammars present detailed descriptions of structures which prescriptive grammars may only briefly discuss (Odlin, 1994, p. 3). This reflects the audiences for descriptive grammars discussed earlier: linguists, the educated public, or students of linguists. Although the distinction between prescriptive and descriptive grammars may seem clear, for second language teachers, the boundaries between the two tend to blur. For example, prescriptive grammars for native speakers do not generally need to specify types of adverbial clauses, yet non-native speakers need to be encouraged to use the full range of adverbial clauses available (Odlin, p. 3). Furthermore, non-native speakers need prescriptive advice on matters native speakers take for granted. For example, non-native speakers are likely to attempt to use "will + verb" in a time clause such as, "When I will finish my dissertation, I will celebrate" (Odlin, p. 4). Therefore, what might seem like a descriptive statement to a native speaker, such as, "The present simple is used in dependent time clauses," would actually occur with a prescriptive intent in a pedagogical grammar for learners of a second language.

One final distinction that is useful for the purposes of this survey is the distinction between grammars written for native speakers of English and those written for non-native speakers of English. As Greenbaum (1987) has observed, this distinction is not absolute, since many near-native speakers of English have much the same intuition about the language which native speakers have (p. 193). Nevertheless, the needs of the two groups differ significantly in at least two ways. First, studies have suggested that non-native speakers are much less certain in

their judgment of grammaticality and acceptability than native speakers (Odlin, 1994, p. 282).

Thus, a grammar written for non-native speakers of English might include statements of grammaticality and acceptability regarding certain structures which native speakers would already be able to recognize as grammatical/ungrammatical or acceptable/unacceptable.

Secondly, non-native speakers from countries where English is a second language may speak a variety of English which differs on some points from the British or American standard found in most grammars of English (Greenbaum, 1987, p. 193). In such cases, those grammars might highlight for speakers of a different variety of English those areas in which their variety differs from the variety of English the grammar is based upon.

Beyond linguistic concerns, non-native teachers of EFL have psychological and pragmatic needs which further define the kinds of pedagogical grammars they would find useful in a second language classroom. Nadkarni (1987) argues that a much-maligned audio-lingual series used in British India from 1915 to 1940 met the needs of teachers in that context (p. 207). First, it supplied a necessary support for village school English teachers, who generally did not possess adequate proficiency to provide the appropriate linguistic or situational contexts required for a more natural learning of the language (Nadkarni, p. 206). Secondly, the series was helpful for EFL teaching in villages, where English was rarely encountered outside of school. Since there was little opportunity for target language input, grammar was a welcome support for students to make English meaningful in their limited-input context (p. 203). Thus, the psychological needs of the teachers to feel confident in the classroom and the pragmatic needs of students in a non-English-speaking environment were met by a pedagogical grammar series which would be set aside as "antiquated" in a modern ESL/EFL teaching situation. The differing grammar needs of native and non-native speaking TESOL graduate students and

ESL/EFL teachers are important considerations in the selection of an appropriate pedagogical grammar text for future teachers of ESL/EFL.

Approaches to Grammar

In this section, the four influential approaches to grammar and their corresponding teacher-training texts will be identified. The three approaches are: traditional, structural, transformational-generative grammar, and functional grammar. Of these approaches, functional grammar, a relatively new development in linguistics, will be explained in the greatest detail, since it is likely to be the least familiar.

Traditional grammar, which dates back 2,000 years to the works of classical Greek and Roman grammarians, Renaissance writers, and 18th century prescriptive grammarians (Celce-Murcia, 1991b, p. 4; Crystal, 1987, p. 88), is best known to us in the 20th century through the grammars written for learning a foreign language via the grammar-translation method. These texts were notable for their many paradigms of verb conjugations, inflections, and word forms. In other words, the descriptions focused almost exclusively on the morphology of the language, with very little attention given to syntax or semantics (Corder, 1988, p. 128).

The great scholarly grammars of Curme and Jespersen, based on a large corpus of samples of written English, were not created for the purposes of language learning, yet they borrowed terminology and categories from traditional grammar. According to Corder (1988), "It would not be an exaggeration to say that there was little difference fifty years ago between a "grammar" for learners of a second language and scholarly grammars intended for native speakers, except their scope" (p. 129). The wider scope included attention to syntax, evident in Curme's Vol. III, *Syntax*, and information regarding usage, based on the samples of written

English. Two condensed versions of the multi-volume works of the scholarly grammarians which have been recommended (Frank, 1993c, pp. 3-4) for the ESL/EFL teacher's library are: Jespersen's Essentials of English Grammar (1964), and Curme's English Grammar: The Principles and Practice of English Grammar Applied to Present-Day Usage (1947).

The structuralists, who were most influential in the fifties and into the sixties, limited their grammatical description to the formal system of a language, analyzing only those features which were physically observable (Frank, 1993c, p. 8). The formal system was conceived as a three-tiered hierarchy: phonology, morphology, and syntax. Structural linguists developed detailed descriptions of the phonological and morphological structures of English, but paid less attention to syntax (Frank, 1993c, p. 10).

Charles Fries' analysis of English syntax from a structuralist perspective, however, contributed significantly to the development of the audio-lingual method. Fries classified all words into content words and function words. Content words contained lexical meaning, whereas function words held structural meaning only. Content words were an open class, but function words constituted a closed group (Frank, 1993c, p. 11). In place of the traditional "parts of speech," Fries classified words according to their position in the sentence and their form (Frank, 1993c, p. 11). In Fries' analysis, sentences were broken down into immediate constituents, which represented the subject and predicate, and then ultimate constituents, which divided immediate constituents themselves. Fries also developed a taxonomy of sentence patterns, based on the kind of verb and its complement (Frank, 1993c, p. 12). Texts based on structural linguistics which have been used in teacher training include: Francis' The Structure of American English (1958), Gleason's An Introduction to Descriptive Linguistics (1961), and Stageberg's An Introductory English Grammar (1965) (cited in Frank, 1993c, p. 12).

Transformational-generative grammar was born with the publication of Chomsky's influential Syntactic Structures (1957) and Aspects of the Theory of Syntax (1965). In these two works, Chomsky challenged the foundation of the structuralist approach to language, that linguistic analysis should be confined to the observable features of a language, and the underlying behavioral assumption that language is a set of habits learned through stimulus-response mechanisms. Instead, he proposed, language is a set of rules internalized by its speakers. Linguists should concern themselves with describing the cognitive system of language, or competence. This could be approached through analyzing the kinds of changes necessary for the transformation of a simple sentence into a more complex one (Frank, 1993c, p. 13). This syntactic analysis began with a constituent analysis of a sentence, represented by a branching tree diagram. After the sentence was broken down into all the underlying subject-predicate elements, it was transformed into the more complex sentence through a series of transformational rules. These rules provided for additions (the do auxiliary for some questions), deletions (you from a command), word changes (some to any in a negative), and the arrangement of words (questions and passives) (Frank, 1993c, p. 14). Texts which have been used for teacher training classes are: English Transformational Grammar, by Jacobs and Rosenbaum (1968), An Introduction to Grammar: Traditional, Structural, Transformational, by LaPalombara (1976) (cited in Frank, 1993c, p. 15), Modern English: A Reference Guide (1993), by Frank, and The Grammar Book: An ESL/EFL Teacher's Course (1983), by Celce-Murcia and Larsen-Freeman.

Although transformational-generative grammar provided insights into the structure of embedded sentences, the analysis remained at the sentence level. With the advent of the communicative approach, language educators became more interested in how language is used

for communication. This involved analysis beyond the sentence level, analysis which could answer the question: how do native speakers of English select and arrange sentences to construct the message they wish to convey? "Such channels would lead away from a conception of grammar as an accumulation of autonomous discrete entities (i.e., constructions and rules), and lead instead toward a conception of grammar as a means for processing language at the level of discourse" (Givon, cited in Rutherford & Smith, 1988, p. 245). Celce-Murcia has argued that grammar should always be taught with reference to meaning, social factors, discourse, or some combination of the three (1991a, p. 467). In fact, she argues, discourse level errors are the most important, since they are the most likely source of miscommunication (p. 470). The school of grammatical analysis which directly addresses "how grammatical constructions are deployed in discourse" is called functional grammar (Tomlin, 1994, p. 141).

Functional analysis has its roots in Praguean functionalism, which describes the interaction of pragmatic factors, such as given-new and theme-rheme, with the syntax of word order, voice, and intonation (Tomlin, 1994, p. 144). "Given" refers to information "which the addressor believes is known to the addressee (either because it is physically preset in the context or because it has already been mentioned in the discourse)" (Brown & Yule, 1983, p. 154). "New" refers to "information that the addressor believes is not known to the addressee" (Brown & Yule, p. 154). "Theme" is a formal category which refers to the left-most constituent of the sentence (Brown & Yule, p. 126). Although the theme will often be a noun phrase which acts as grammatical subject of the sentence, the theme could also be an interrogative word, an imperative form of the verb, or an adverb (Brown & Yule, pp. 127, 131-132). Theme is generally assumed to be "what the sentence is about," whether or not it is the grammatical subject of the sentence (Brown & Yule, p. 132). "Rheme," on the other hand, is "everything else

that follows the sentence which consists of 'what the speaker states about, or in regard to, the starting point of the utterance.' " (Mathesius, 1942, in Brown & Yule, p. 127).

M.A.K. Halliday not only introduced Praguean functionalism to Western scholars (Brown & Yule, 1983, p. 153), but he also developed the main concepts further in his "systemic grammar." In systemic grammar, "functions" are referred to as "metafunctions," which operate at a higher level of abstraction than functions understood to be "uses of language" (Hasan & Perrett, 1994, pp. 182-183). The three metafunctions are: (1) interpersonal, (2) textual, and (3) ideational (Hasan & Perrett, p. 183). The interpersonal metafunction refers to the potential of language to express the speaker's subjectivity, in other words, the speaker's attitudes and evaluations (Hasan & Perrett, p. 183). The textual metafunction refers to the speaker's information management (what the speakers regard as given/new, how the various parts of the discourse relate to each other, what specificity is needed to get the message across, etc.) (Hasan & Perrett, p. 184). The ideational metafunction encompasses two components: the experiential and the logical. The experiential metafunction is the resource which speakers draw upon to represent their experience of the world (Hasan & Perrett, p. 184). The logical metafunction refers to the potential of language to organize complex things and events through categories such as addition, subclassification, condition (if...then), variation (X or Y) (Hasan & Perrett, p. 184).

The three metafunctions are expressed through context, meaning, and form (Hasan & Perrett, p. 205). Lexicogrammar, which includes both grammar and lexicon (Hasan & Perrett, p. 189), thus becomes "only one of the three perspectives necessary for describing language as a resource for meaning" (Hasan & Perrett, p. 205). The contribution of systemic grammar is its insistence that context, meaning, and form are inherently related and interdependent (Hasan & Perrett, p. 205). This insistence upon language as a system in which context, meaning, and form

are in constant interaction preserves the social context of language. In other words, "to link the system networks at the various strata by the underlying metafunctional principle is to ensure that the description of the system of language is not divorced from the description of how it can be used for the living of life" (Hasan & Perrett, p. 217). This, of course, has implications for pedagogical grammars: "In order to be effective, a pedagogic grammar must break the bonds of 'form' to reach out into concerns of meaning and social context on a systematic rather than an ad hoc basis" (Hasan & Perrett, p. 205).

"North American functionalism" is an umbrella term for North American linguists who have continued research on form-function interaction (Tomlin, 1994, p. 145). This group of linguists shares four fundamental tenets. The central tenet is the "communicative imperative," "the idea that linguistic form generally serves to code or signal linguistic function and that the shapes taken by linguistic form arise out of the demands of communicative interactions" (Tomlin, 1994, p. 144). For example, the following syntactic forms all express the same propositional content:

- "a. John kissed Mary.
- b. Mary was kissed by John.
- c. It was John who kissed Mary.
- d. It was Mary who was kissed by John.
- e. What John did was kiss Mary.
- f. Who John kissed was Mary.
- g. Mary, John kissed her." (Brown & Yule, 1983, p. 127).

The selection of one syntactic form over another, however, would depend on the assumptions that the speaker had about the state of knowledge of the hearer (Brown & Yule, 1983, p. 128). Form 3c, for example, would imply that the hearer already knows that someone kissed Mary and

identifies John as the agent, whereas 3d implies that the hearer knows that John kissed somebody, and identifies Mary as the recipient (Brown & Yule, 1983, p. 128). Given the variety of forms for difference pragmatic and social communicative needs, then, it is not enough to simply master syntactic structures and propositional meanings of a language. It is also necessary to be able to select appropriately from these alternative grammatical structures to meet the semantic or pragmatic conditions of the interaction (Tomlin, 1994, p. 146).

The second tenet takes issue with Chomsky's proposal that the goal of syntactic analysis should be to describe competence, or the idealized model of knowledge of language shared by the speakers of a language. Instead, North American functionalism views language as necessarily involving all the limitations of performance: the mismatch of knowledge and experience between speaker and hearer, as well as cognitive limitations in memory and attention (Tomlin, 1994, p. 147).

The third tenet, that acquisition arises from use (Tomlin, 1994, pp. 148-149), is congruent with the strong version of the Communicative Approach, which proposes "using language to learn it" rather than "learning language to use it." It is through this "principled interaction of the learner with the discourse environment" that a learner acquires the language (Tomlin, p. 149). Thus, the second language input should be rich in both subject matter and social interaction (Tomlin, p. 149).

The fourth tenet is that selection of syntactic form is best explained at the discourse level, where contextual features of the text influence the choice of syntactic options. Research by North American functionalists has proposed that "specific form-function interactions occur precisely to make discourses either easier to comprehend or to produce" (Tomlin, 1994, p. 149).

For example, compare the relative intelligibility of these two texts, which share the same propositional content, but differing pragmatic contexts:

"a) The sun's shining, it's a perfect day. Here come the astronauts. They're just passing the Great Hall; perhaps the President will come out to greet them. No, it's the admiral who's taking the ceremony...

b) It's the sun that's shining, the day that's perfect. The astronauts come here. The Great Hall they're just passing; he'll perhaps come out to greet them, the President. No, it's the ceremony that the admiral's taking..." (Brown & Yule, 1983, p. 128)

In the first text, the speaker is commenting on events at random, with the assumption that the listener wants to know: "what's going on?" or "what's happening now?" In the second text, the constructions would only make sense if the speaker were assuming quite a few presuppositions on the part of the listener. For example, the first sentence assumes the listener is wondering "what's shining? What's perfect?" The last sentence seems to assume that the listener might expect the admiral to be taking something other than the ceremony (Brown & Yule, 1983, p. 129).

In this example, the pragmatic context, in which a reporter is speaking to listeners who cannot see the ceremony, but who at the same time have a general knowledge of the world (e.g. admirals often preside at ceremonies) sets up certain assumptions of knowledge and expectations between speaker and hearer. If the message is not constructed to meet these presuppositions (of situation and knowledge of the world), then the text becomes incoherent.

At least two texts which are used in teacher training have incorporated insights from functional grammar, although neither has based its linguistic description primarily on functional grammatical analysis. The two texts are: The Grammar Book: An ESL/EFL Teacher's Course (1983), by Celce-Murcia and Larsen-Freeman, and A Comprehensive Grammar of the English Language (1985) by Quirk, Greenbaum, Leech, and Svartvik. The Grammar Book is a

pedagogical grammar for teachers, whereas A Comprehensive Grammar of the English Language is a reference grammar.

Even though A Comprehensive Grammar of the English Language is a reference grammar, it has been used in teacher training, as evident in a 1987 survey of 29 graduate students enrolled in a Pedagogical Grammar of English course at the University of Illinois at Urbana-Champaign (Kachru, 1987). The students surveyed found A Comprehensive Grammar of the English Language to be easy to use for reference and comprehensive, but were divided regarding the clarity of the explanations, citing too many technical terms as a barrier to accessibility (Kachru, pp. 277-278).

A Comprehensive Grammar of the English Language follows in the tradition of the voluminous descriptive grammars by Jespersen and Curme, with a few differences. Although A Comprehensive Grammar of the English Language is also eclectic, in that it draws from both traditional and modern schools of grammatical analysis, it does not offer historical or comparative details (Frank, 1993c, p. 5). The corpus of material, rather than the personal collection of samples of written English used by Jespersen and Curme, is the Survey of English Usage, a collection of more than a million words of both spoken and written English gathered between 1960 and 1974 (Frank, 1993c, p. 6). In addition, the four authors edited and simplified sentences from the corpus for clarity of illustration (Frank, 1993c, p. 5). The grammar is less personal, since unlike the earlier descriptive grammars which were written by a single author, A Comprehensive Grammar of the English Language is the result of the collaboration of several grammarians.

Quirk, Greenbaum, Leech and Svartvik have written several versions of their grammar. In order to interpret the results of the survey reported in this dissertation, it is helpful to know

the relationships between the various grammars these authors have published from the 1970s through the 1990s. The first grammar which the four authors published was A Grammar of Contemporary English (1972), which was already 1,120 pages. A Grammar of Contemporary English differed from the earlier grammars in its inclusion of finer syntactic distinctions, such as the classification of adverbs into adjuncts, disjuncts, and conjuncts. It also included information regarding the syntactic and phonetic devices which express communicative intent (Frank, 1993c, p. 6). A Comprehensive Grammar of the English Language, 1,179 pages, is an expansion of A Grammar of Contemporary English, by the same four authors.

A Concise Grammar of Contemporary English (1973) by Quirk and Greenbaum, a condensed version of A Grammar of Contemporary English, has been used in teacher training classes (Frank, 1993c, p. 7). Exercises in Contemporary English (1974) by Algeo is the exercise workbook which parallels A Concise Grammar of Contemporary English. A Communicative Grammar of English (1975) by Leech and Svartvik, also based on A Grammar of Contemporary English, was written from the functional-notional approach to ESL/EFL (Frank, 1993c, p. 7). A Communicative Grammar of English contains its own exercises.

The latest condensed grammar, A Student's Grammar of the English Language (1990) by Greenbaum and Quirk, is based on A Comprehensive Grammar of the English Language. A Student's English Grammar Workbook (1992) by Chalker is the accompanying exercise workbook. Its samples of language reflect British English.

Results of the Preliminary Study

The results of the preliminary study of grammar courses in the curriculum of master's programs in TESOL according to the Directory of Professional Preparation Programs in TESOL

in the United States, 1992-1994 (Kornblum & Garshick, 1992) may be found in Appendices D through G. The study was conducted by the author of this dissertation. Appendix D lists all university departments with master's programs in TESOL in the U.S. included in the survey. For the purposes of the preliminary study, as well as the survey, a master's program in TESOL is defined as a master's program listed in the Directory of Professional Preparation Programs in TESOL in the United States, 1992-1994. There were 143 universities included in the preliminary study, but 151 university departments, and 181 degree programs. There were more university departments than universities because several universities offer master's degree programs in TESOL in two different departments. For example, the University of Minnesota offers an M.Ed. in Second Languages and Cultures Education in the Department of Curriculum and Instruction, as well as an M.A. in ESL through the Department of Linguistics. There were more degree programs than university departments because several departments offer more than one degree program. For example, the State University of New York at Stony Brook offers an M.A. in TESOL and an M.A. in Applied Linguistics.

Appendix E lists the university departments which have officially endorsed TESOL's Statement of Core Standards for Languages and Professional Preparation Programs (Kornblum & Garshick, 1992), according to the Directory. Of the 151 departments which offer master's programs in TESOL, 82, or 54.3%, have endorsed the Statement of Core Standards. This is a rather low percentage, considering that the Statement of Core Standards is an official TESOL document. It does not necessarily mean, however, that there is little support for the Statement of Core Standards. The survey in this dissertation gives each department an opportunity to agree or disagree with the Guidelines for the Certification of Teachers of English to Speakers of Other Languages in the United States (Kornblum & Garshick, 1992) which accompanies the Statement

of Core Standards and which specifically mentions the grammatical system of the English language.

Appendix F lists all courses in the Directory which could be construed from their title to be English grammar courses. Of the 181 master's programs in TESOL, 119, or 66%, offer courses which seem to be English grammar courses. This is surprising, since the Guidelines specifically mention the grammatical subsystem of English as a necessary component of a TESOL preparation program. It is also interesting to note that of the 181 master's programs in TESOL, only 78, or 43%, include an English grammar course as a degree requirement. This means that in more than half the programs, students are not required to study English grammar.

Appendix G lists all grammar courses with titles which include the words "English, ESL, TESL, TESOL, Teach, Descriptive, or Pedagogical" and "Grammar..., Structur..., or Syntax." This search was conducted in an attempt to identify those courses which could be considered a pedagogical grammar course, as opposed to a general grammar course. Of the 181 master's programs in TESOL, 98, or 54%, seem to offer pedagogical grammar courses. The percentage of identifiable pedagogical grammar courses, 54%, is smaller than the percentage of all possible grammar courses, 66%. This suggests that not all grammar courses in such programs are pedagogical grammar courses. The number of programs which require identifiable pedagogical grammar courses is 60, or 33%, of the 181 programs. The percentage of programs requiring a pedagogical grammar course, 33%, is smaller than the percentage of programs requiring an English grammar course, 43%.

In summary, the preliminary study identified all master's programs in TESOL as defined by this investigation. The results of the preliminary study suggest weak support for the TESOL Statement of Core Standards, for which the Guidelines for the Certification of Teachers of

English to Speakers of Other Languages in the United States is a companion document. The results further suggest that over one-third of the master's programs in TESOL in the U.S. do not consider it necessary to offer a minimum of one English grammar course, and that in more than half the programs, students are not required to study English grammar. Not all grammar courses in master's programs in TESOL are pedagogical grammar courses, judging from the titles of the courses. Only a third of the master's programs in TESOL require their students to take a course in pedagogical grammar. The research questions formulated for the purposes of the present investigation sought clarification of these results from the program coordinators themselves, as well as addressed broader questions regarding the status of English grammar instruction in master's programs in TESOL in the U.S.

Summary

This review of the literature has led to the formulation of the questions which were necessary to determine the status of English grammar instruction in master's programs in TESOL in the U.S. The review of the studies of teacher preparation programs in TESOL revealed that although several studies have investigated the opinions of TESOL professionals regarding the TESOL curriculum, no descriptive study of such programs has been conducted specifically to examine the status of grammar in teacher preparation programs in TESOL.

Furthermore, there does not seem to exist a test which would be suitable for determining how much or what TESOL graduate students know about the grammatical system of English. Therefore, it would appear that the coordinators of the curricula of master's programs in TESOL do not have reliable information on what their students know about the grammatical system of English.

There has been little discussion in the literature about the content, length, and sequencing of English grammar courses in master's programs in TESOL. The authors of the best known ESL teacher's course in English grammar, Celce-Murcia and Larsen-Freeman, indicate that some students, at least, are unprepared for graduate level study of ESL grammar from a linguistic point of view, based on their recommendation that students who are unfamiliar with basic grammar terms should consult a reference grammar. These same authors recognize that their TESOL grammar course cannot be covered in one semester. These conditions raise the issues of the optimal content, length, and sequencing of English grammar courses to meet the needs of graduate students in TESOL programs.

From the review of twentieth century approaches to teaching a second language, it was seen that while grammar has long been an organizing principle in second language teaching, in the last twenty years, the direct teaching of grammar in the classroom has been, if not banned, at least relegated to a secondary role. Nevertheless, attempts have been made to restore grammar to a central role in language teaching through reframing grammar teaching as "grammatical consciousness-raising." Meanwhile, the methodologies used in EFL classrooms, in contrast to ESL classrooms, have remained grammatically based.

The review of research related to the role of formal grammar instruction revealed that the studies have been inconclusive on the question. There are some indications, however, that a combination of instruction in grammar with ample exposure to the language as used for communication is the optimal route to acquisition.

An exploration of the theory of pedagogical grammars found that although many typologies of grammars have been proposed, the distinctions between pedagogical grammars which would be suitable for teachers of a second language and those which would be most suited

for students of a second language have not been made explicit. It was also seen that non-native speakers might need slightly different grammars than native speakers need. This is significant in light of the fact that the students in master's programs in TESOL may be native or non-native speakers of English.

The linguistic descriptions upon which the grammar texts used in teacher training are based have paralleled the development of linguistics itself. Texts based on the grammar-translation, structural, and transformational-generative approaches have all been used in teacher training classes. One of the most recent development in linguistics, functional grammar, has also found its way into grammar texts used in teacher training, though the texts are not based on functional grammar exclusively. It had not yet been determined in the literature exactly which linguistics approaches teacher educators are using to teach the grammatical system of English to their students.

The preliminary study raised several important questions regarding the status of grammar in master's program in TESOL in the U.S. There seemed to be weak support for the TESOL Statement of Core Standards, for which the TESOL Guidelines is a companion document. One-third of the programs appeared to not offer a minimum of one English grammar course. More than half of the programs did not appear to require at least one grammar course. Even lower percentages of programs appeared to offer or require a pedagogical grammar course. These indications, along with the previously mentioned lack of studies of the role of grammar in the TESOL curriculum, the lack of information on TESOL graduate students' knowledge of the grammatical system of English, the lack of discussion regarding the nature of grammar courses in the TESOL curriculum, the competing methodological approaches to ESL grammar, the inconclusive research on the role of grammar in ESL teaching, the grammar-centeredness of

EFL classrooms, and the uncertainty regarding which linguistic approaches are used to educate TESOL graduate students about English grammar, all prompted this investigation.

CHAPTER 3

METHODOLOGY

Basis of Study

The information supplied by the coordinators of 117 TESOL master's programs in the U.S. constituted the basis of this study. Information was obtained through a comprehensive survey instrument which solicited information regarding English grammar courses in the programs. The categories of inquiry included: the identification of all English grammar courses offered; the nature of the English grammar courses offered; the status of the English grammar courses within the total curriculum; coordinators' attitudes regarding the importance of English grammar courses in the curriculum and their attitudes specifically in regard to the TESOL Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States; and recent and future trends regarding the English grammar courses. Basic data regarding the age, size, and departmental location of each master's program were also included in the survey.

Identification of Scope of Study

In order to identify the appropriate scope of the study, a preliminary study was made of the master's programs in TESOL as described in the Directory of Professional Preparation Programs in TESOL in the U.S., 1992-94. This preliminary study involved the identification of all courses whose purpose was to describe the grammar, syntax, or structure of the English language. Course listings with the words, "grammar," "structure," or "syntax," combined with "English," "for teachers," "for TESOL," "pedagogical," or "descriptive" were tentatively

assumed to be such courses for the narrow definition. For a listing of courses with a broader definition, courses such as "Modern Grammars" or "English Linguistics" were judged on a case by case basis to allow for all possible English grammar courses. Secondly, all English grammar courses which constituted a requirement of the program were tabulated.

The preliminary study suggested that 62, or 34%, of the 181 master's programs in TESOL in the U.S. did not offer any English grammar courses in their degree program, even according to the broader definition. Furthermore, the study suggested that fewer than half of the master's programs in TESOL in the U.S., or 43%, required that their master's candidates in TESOL take at least one English grammar course. These preliminary findings contrasted sharply with the recommendations of the international professional organization Teachers of English to Speakers of Other Languages (TESOL) as published in their Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States.

Such a contrast suggested a serious gap between theory and practice in teacher training in TESOL. It was the purpose of this study to investigate this apparent incongruency through a comprehensive survey of the status of grammar in master's programs in TESOL in the U.S. Master's programs in TESOL in U.S. territories were not included in the scope of this survey as a necessary limitation. Furthermore, the inquiry was limited to master's level programs only, since the master's degree is considered a terminal degree for the purposes of most ESL teaching positions.

Development of Survey Instrument

The content of the survey instrument was determined by the goals of inquiry, namely to determine the following information regarding English grammar courses in master's programs in the U.S.: all course offerings in English grammar, the nature of those courses, the status of English grammar within the curriculum, coordinators' attitudes toward English grammar in the curriculum, and past and future trends regarding English grammar in the curriculum. Basic information regarding each master's program in TESOL was also included in the survey in order to test for any possible significant variance between the English grammar course offerings or requirements in a given program and the program's age, enrollment, number of students graduated, or departmental location.

Pragmatic concerns dictated the inclusion of basic contact data regarding the respondents. Furthermore, in order to gather the most comprehensive data possible in a format that busy coordinators would be willing to complete, most responses were designed so that respondents could check the option in each category which best corresponded to their program. An "other" category with a corresponding blank for explanation was included in each set of options in order to allow respondents to supply responses not anticipated by the author of the survey. A limited number of short answer responses were requested in the section soliciting coordinators' opinions regarding the importance of English grammar instruction in master's programs in TESOL and their attitudes toward the TESOL Guidelines, in an attempt to gain a more in-depth understanding of the current thinking of coordinators.

Feedback on the format and content of the survey instrument was solicited first from the members of the doctoral committee. Then phone calls were made to a jury of 18 selected professionals with either experience in TESOL teacher education or with an in-depth knowledge

of TESOL pedagogical grammar to ask if they would be willing to review the survey instrument. grammar. The survey instrument was then sent to the 13 professionals who agreed to serve on the jury with a request for a response within two weeks of receipt.

Selection of the Jury

A jury pool of 14 experts in teacher education was identified by selecting from a list of TESOL '93 proposal readers from the Teacher Education Interest Section. Selections were made based on the readers' experience in TESOL teacher education as described in the TESOL '93 Convention Program. In addition, four authors of the most widely known TESOL pedagogical grammar texts were included as potential jurors: Marianne Celce-Murcia, Diane Larsen-Freeman, Marcella Frank, and John Algeo. The members of the jury were as follows:

- | | |
|--------------------------|---|
| 1. John Algeo | University of Georgia |
| 2. Joyce Biagini | Minnesota Dept. of Education |
| 3. Marianne Celce-Murcia | University of California, Los Angeles |
| 4. Cathy Day | Eastern Michigan University |
| 5. Marcella Frank | New York University |
| 6. Sergio Gaitan | Teacher's College, Columbia University |
| 7. Jerry Gebhard | Indiana University of Pennsylvania |
| 8. John Haskell | 1992-93 Chair, TESOL Teacher Education Interest Section
Northeastern Illinois University |
| 9. Margaret Hawkins | University of Massachusetts |
| 10. Lynn Henrichsen | 1993-94 Chair, TESOL Teacher Education Interest Section
Brigham Young University |
| 11. Suzanne Irujo | Boston University |

- | | |
|--------------------------|---|
| 12. Patricia Johnson | George Washington University |
| 13. Diane Larsen-Freeman | Experiment in International Living |
| 14. Daniel J. Livesey | California State Polytechnic University at Pomona |
| 15. Gayle Nelson | Georgia State University |
| 16. Carolyn Shields | University of Northern Iowa |
| 17. Steve Stoyhoff | Oregon State University |
| 18. Kathy Weed | California State University, San Bernardino |

In addition to soliciting feedback from the jury of TESOL professionals, the support of the current Chair of the Teacher Education Interest Section of the TESOL organization, Lynn Henrichsen, was asked for his help in writing a cover letter of support which would accompany the survey.

Modification of the Survey Instrument

Following the October deadline, 13 members of the jury had returned their copy of the survey along with their comments. Further modifications were made on the survey instrument, based on their comments. The most significant modifications related to layout. The jurors also suggested minor changes in some of the wording.

Collection of Data

The revised survey was sent to the coordinators of the 181 master's programs in TESOL as listed in the Directory of Professional Preparation Programs in TESOL in the U.S., 1992-94, on November 4 and 5, 1993. A cover letter explaining the purpose of the survey and including a statement of endorsement from Lynn Henrichsen, the current Chair of the Teacher Education Interest Section of TESOL, as well as Diane Larsen-Freeman, a well-known TESOL

grammarian, accompanied the survey. A stamped, self-addressed return envelope was enclosed. Coordinators were requested to return the survey by November 30. Reminder postcards were sent to the coordinators from whom a completed survey had not yet been received by November 22. Follow-up phone calls were made and e-mail messages were sent to the coordinators who had not returned a completed survey by November 30 to enlist their help in obtaining the most comprehensive national description possible and to clarify any problems which they might have encountered in completing the survey. Duplicate copies were sent to 20 of these contact persons at their request.

Treatment of Data

The data in each category of inquiry was then tabulated and created into graphs and tables which displayed the number and frequency of responses for each option. Short answer responses were examined for patterns of response and grouped accordingly. Those short answer responses which were not easily grouped with other short answer responses were listed as separate items.

In addition, program characteristics were tested for significance in relation to the number of English grammar courses offered and the number of English grammar courses required using the Kruskal-Wallis One-Way Analysis of Variance. The Kruskal-Wallis ANOVA, a non-parametric analogue of the ANOVA, was used because the data, namely the number of English grammar courses offered or the number of English grammar courses required, was discrete, or non-continuous.

In order to compare the number of courses offered and the number of courses required by the 117 responding degree programs with the number of courses offered and required by the

"top" schools, a list of 14 "top" schools representing 17 master's programs in TESOL was compiled using information from The Gourman Report: A Rating of Graduate and Professional Programs in American and International Universities (Gourman, 1993) as a primary source. The 14 "top" schools were identified from a list of the 50 U.S. institutions with the highest ratings according to The Gourman Report, which ranks graduate schools from internal sources, external sources, and some independent agencies which specialize in rating academic institutions. Of those 50 leading institutions, 16 had responded to this survey. Of those 16, however, five were housed in departments or colleges of education. The Gourman ratings of graduate schools specifically exclude departments of education from the overall ratings. Therefore, it was necessary to validate the quality of those five graduate departments of education from an additional source.

The additional source was a 1990 survey of 654 faculty members of colleges belonging to the Holmes Group (Hattendorf, 1993). The survey identified the top ten schools of education by reputation. Among the top ten schools of education were three of the five universities which administer their master's program in TESOL through schools of education. Therefore, there were a total of 14 universities, representing 17 master's programs in TESOL, which were identified as the "top" universities/degree programs. The top 14 universities identified through these two sources were: Stanford, Wisconsin (Madison), Minnesota, Illinois, Texas (Austin), Washington (Seattle), Indiana (Bloomington), Iowa (Iowa City), Ohio State (Columbus), Michigan State, California (Davis), Pennsylvania State (University Park), Pittsburgh (Pittsburgh), and Kansas (Lawrence).

A presentation and analysis of the data will be found in Chapter 4. The findings based on the analysis of data, the conclusions based on those findings, and finally, the recommendations based on those conclusions will appear in Chapter 5.

CHAPTER 4

PRESENTATION OF THE DATA

General Explanation

The data was collected between the beginning of November 1993, when the first questionnaires were sent out, and the end of January 1994, when the last completed questionnaire was received. When the data received was ambiguous or incomplete, follow-up inquiries were made via fax, e-mail, or phone.

The survey was sent to the 151 university departments listed in the Directory of Professional Preparation Programs in TESOL in the U.S., 1992-1994. These 151 university departments collectively offered 181 master's degree programs in TESOL at 143 universities in the U.S. Appendix H lists the university departments which returned the survey and those which did not return the survey. Of the 151 university departments, three reported that they no longer offer master's programs in TESOL. Those three were: the Department of Education at Tulane University, the Department of Linguistics at the University of Southern California, and the Department of Language and Literature at Texas Woman's University. The Department of International/Intercultural Studies at Azusa Pacific University reported that their two degree programs, which had previously been housed in one department, were now split between two departments, International/Intercultural Studies and Global Studies. Of the 149 known university departments surveyed, then, 102 returned completed surveys, representing 69% of the university departments which offer master's programs in TESOL in the U.S. Of the nine universities which offer separate master's programs in TESOL in two different departments,

Northern Illinois University was the only one of the universities which offer master's programs in TESOL in more than one department to return separate surveys from each department.

Of the 181 degree programs listed in the Directory, 174 actually existed. The three university departments which no longer offer master's programs in TESOL represented five degree programs. In addition, the MA in English with a specialization in Applied Linguistics program at William Paterson was still in the proposal stage. At National-Louis University, two degree programs were collapsed into one degree program. Therefore, there were actually a total of 174 degree programs. Of the 174 degree programs, 117, or 67% of the master's programs in TESOL, are included in the completed survey data.

Since Tulane and USC no longer offer master's programs in TESOL, the total number of universities which offer such programs was reduced to 141. At Texas Woman's, although the Department of Language and Literature responded by saying they no longer offer such a program, the Department of Curriculum and Instruction at Texas Woman's did not return the survey, so it is not known whether or not they offer a master's program in TESOL. The completed surveys represent 101, or 72%, of the 141 universities which offer master's programs in TESOL in the U.S. Table 1 presents a summary of these numbers.

TABLE 1

Number of Universities, Departments, and Programs Represented in Survey

	Universities	Departments	Programs
Number surveyed based on <u>Directory</u>	143	151	181
Number known to exist	141	149	174
Number represented in survey data	101	102	117
Percentage represented in survey	72%	69%	67%

An Outline of the Data

Ten aspects of the status of English grammar instruction in master's programs in TESOL were surveyed. They are summarized as follows:

1. Program characteristics
2. Course offerings
3. Placement mechanisms
4. Course content
5. Course length
6. Instructors
7. Role of grammar in program
8. Approval of TESOL Guidelines
9. Current curricular trends
10. Projections for the future

Most of the data is presented in bar graph form in order to illustrate the relative frequencies of a given answer to the survey. Precise frequencies and percentages, and where relevant, means, are included in each graph. The responses to some questions, however, are summarized in narrative form, as appropriate.

Contact Data

There were 102 respondents who completed the survey. Eight of the respondents did not indicate whether or not they teach English grammar in their master's program in TESOL. Of the 94 respondents who completed this question, 67, or 71%, reported that they personally teach English grammar in the master's program in TESOL. Twenty-seven, or 29%, of the respondents

who completed this question reported that they do not personally teach English grammar in their master's program in TESOL. The majority of the respondents, then, teach English grammar in their master's program in TESOL.

Information regarding the department which houses the master's program in TESOL was based on the Directory of Professional Preparation Programs in TESOL in the U.S., 1992-1994 and verified in the contact data section. Table 2 shows the number and percentage of programs according to type of department.

TABLE 2
Number of Programs by Type of Department

Department	Number of programs	Percentage
Education	32	31%
English	26	25%
Linguistics	16	16%
Foreign Languages	9	9%
Intercultural	5	5%
Applied Linguistics	4	4%
English/Foreign Languages	4	4%
ESL	4	4%
English/Education	1	1%
Speech Communication	1	1%
Total	102	100%

Since the five programs which are housed in both an English department and either a Foreign Language or Education department are all cross-disciplinary, it was decided to group them together under a category labeled "English Plus." Figure 1 shows the distribution of master's programs in TESOL by type of university department. The three departments which collectively house 72% of the degree programs were, in descending order: Education, English, and Linguistics.

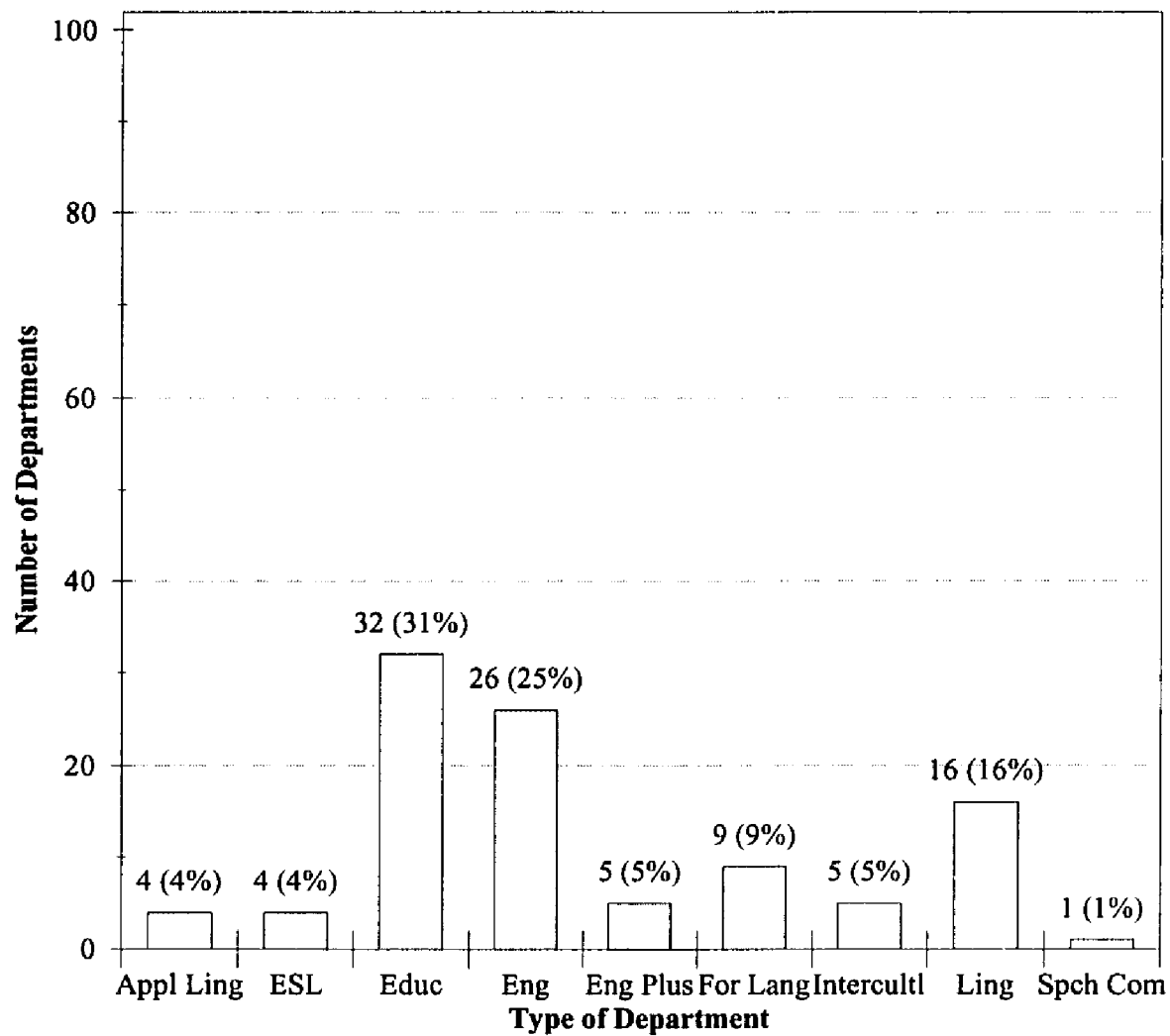


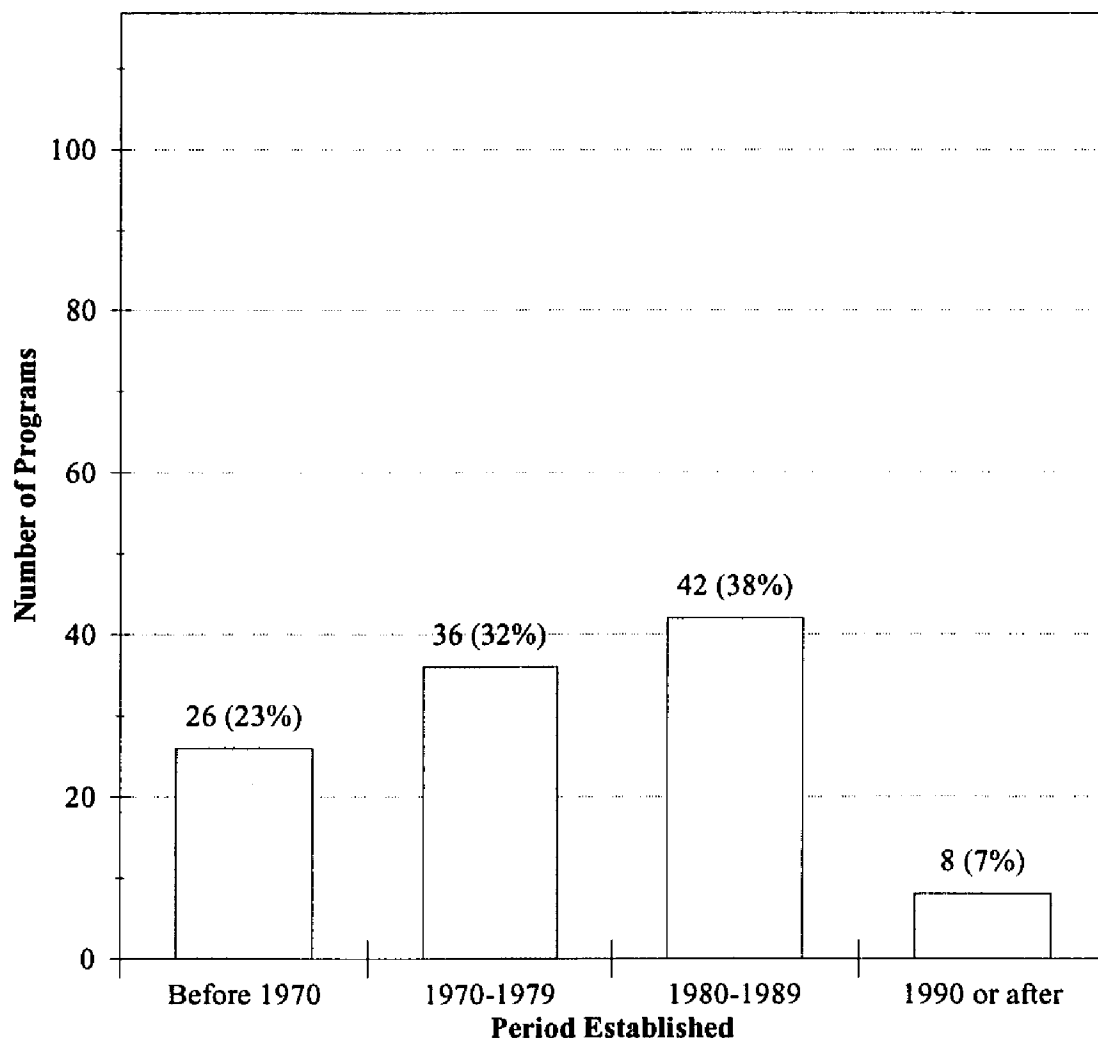
Figure 1: Types of Departments with Master's Programs in TESOL

n = 102*

*# of departments which responded to survey
This question was completed for all programs.

Program Characteristics

Figure 2 shows the number of programs which were established in each period. The growth of master's programs in TESOL was steady from the period before 1970 through the 1980s. Eight new programs were established between 1990 and 1993, when the survey was conducted. It remains to be seen how many more programs will be established during the 1990s. For this reason, the period "1990 or after" cannot be compared directly with the other periods.



**Figure 2: Number of Programs Which
Were Established in Each Period**

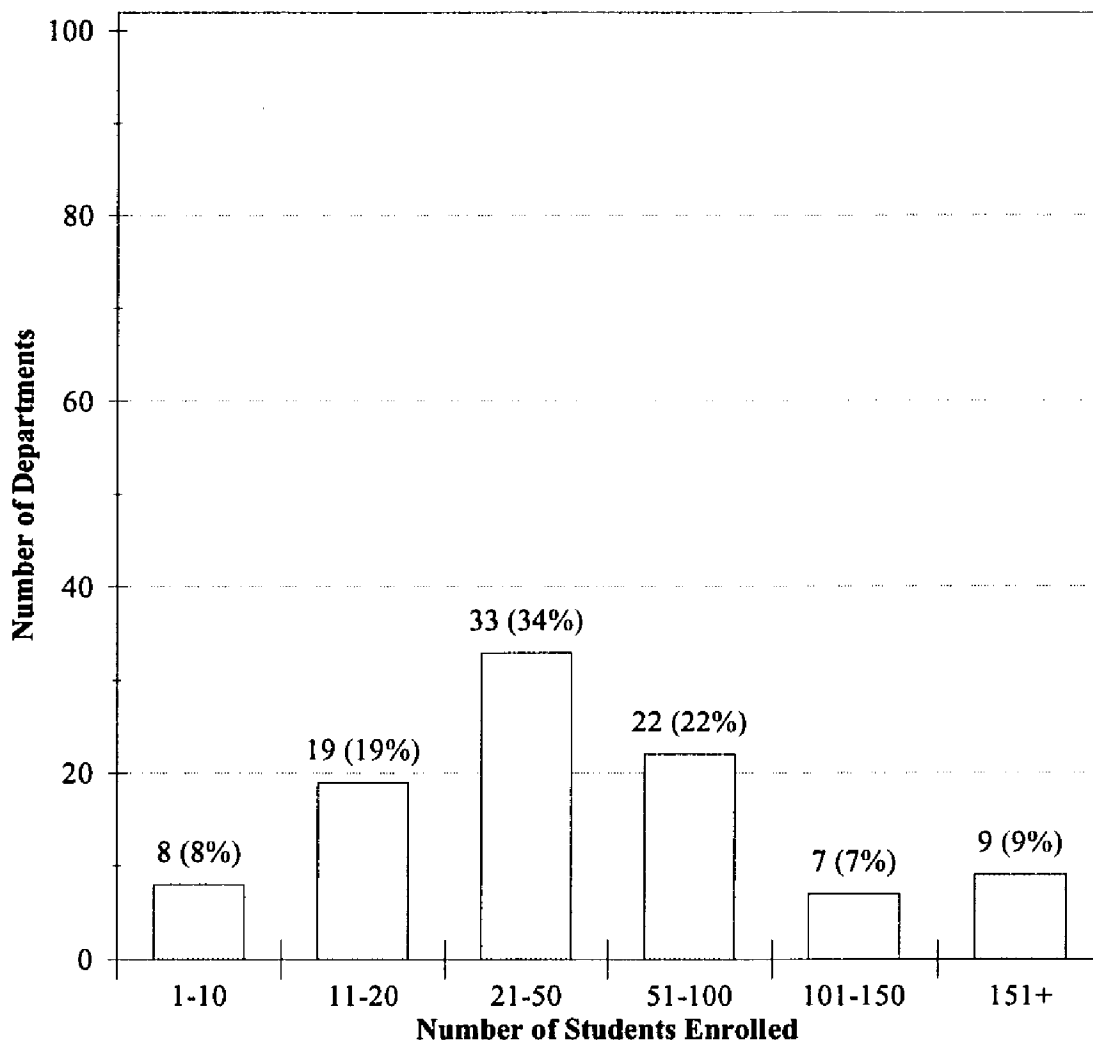
n = 112*

*# of responses to this question

This question was not completed for 5 of the 117 programs.

The information regarding student enrollment and number of students graduated in the degree programs was compiled according to number of departments, rather than according to number of degree programs, since this information was filled out only once by all but three of the 16 respondents answering for multiple degree programs. The three remaining respondents were contacted to confirm the correct categories to represent enrollment and number of students graduated by the department.

Figure 3 shows the enrollment figures for fall 1993, by department. The enrollment in the majority of the programs tended to fall between 21 and 50 students, although a significant percentage had enrollments of 11-20 or 51-100 students.

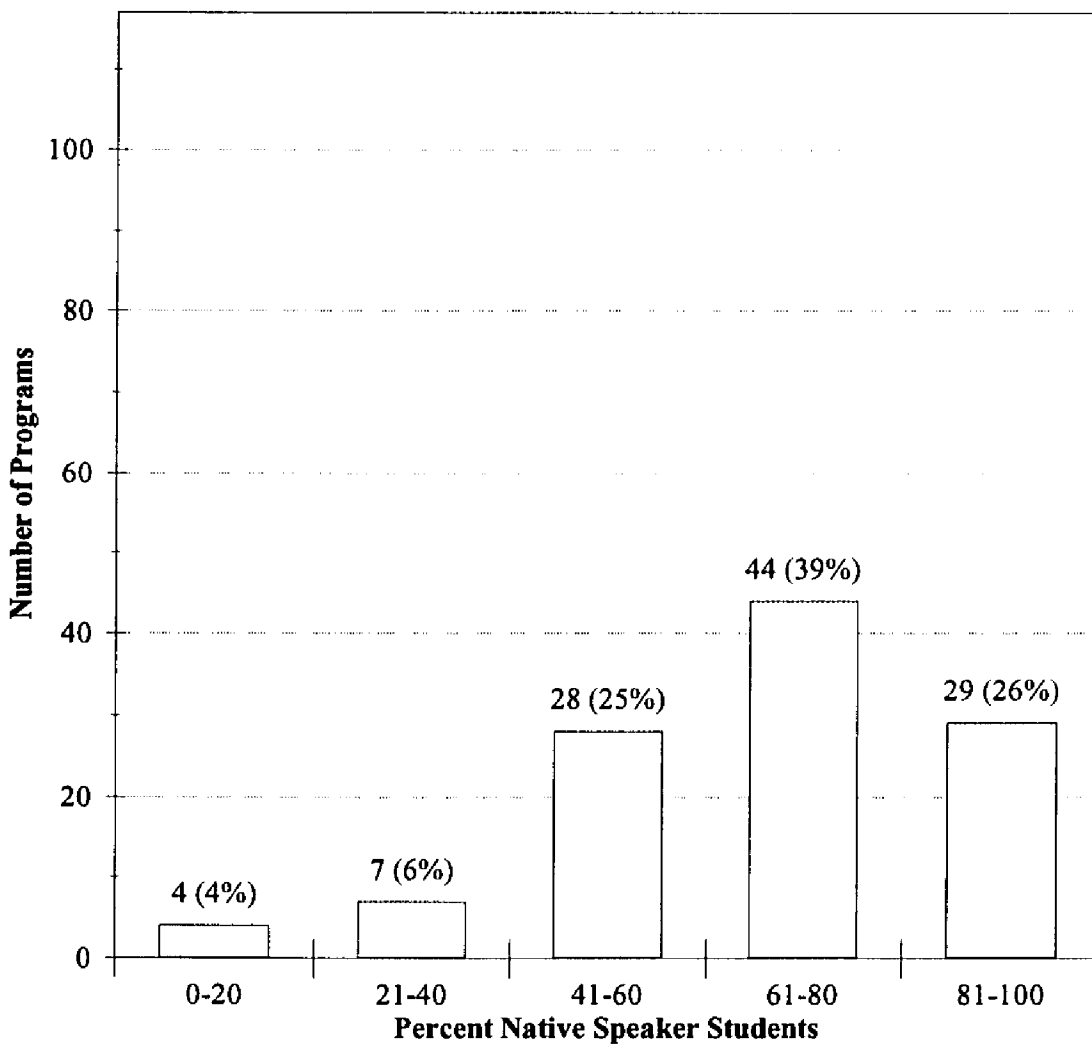


**Figure 3: Student Enrollment
in Fall 1993 by Department**

n = 98*

*# of responses to this question
This question was not completed for 4 of the 102 departments.

Figures 4 and 5 show the percentage of students in master's programs in TESOL who are native-speakers of English or non-native speakers of English. Most of the programs have a clear majority of native speaker students enrolled, though a small number of programs have a significant percentage of non-native speaker students.



**Figure 4: Percent Native Speaker
Students Enrolled in Programs**

n = 112*

*# of responses to this question

This question was not completed for 5 of the 117 programs.

Mean percentage native speaker students = 72%

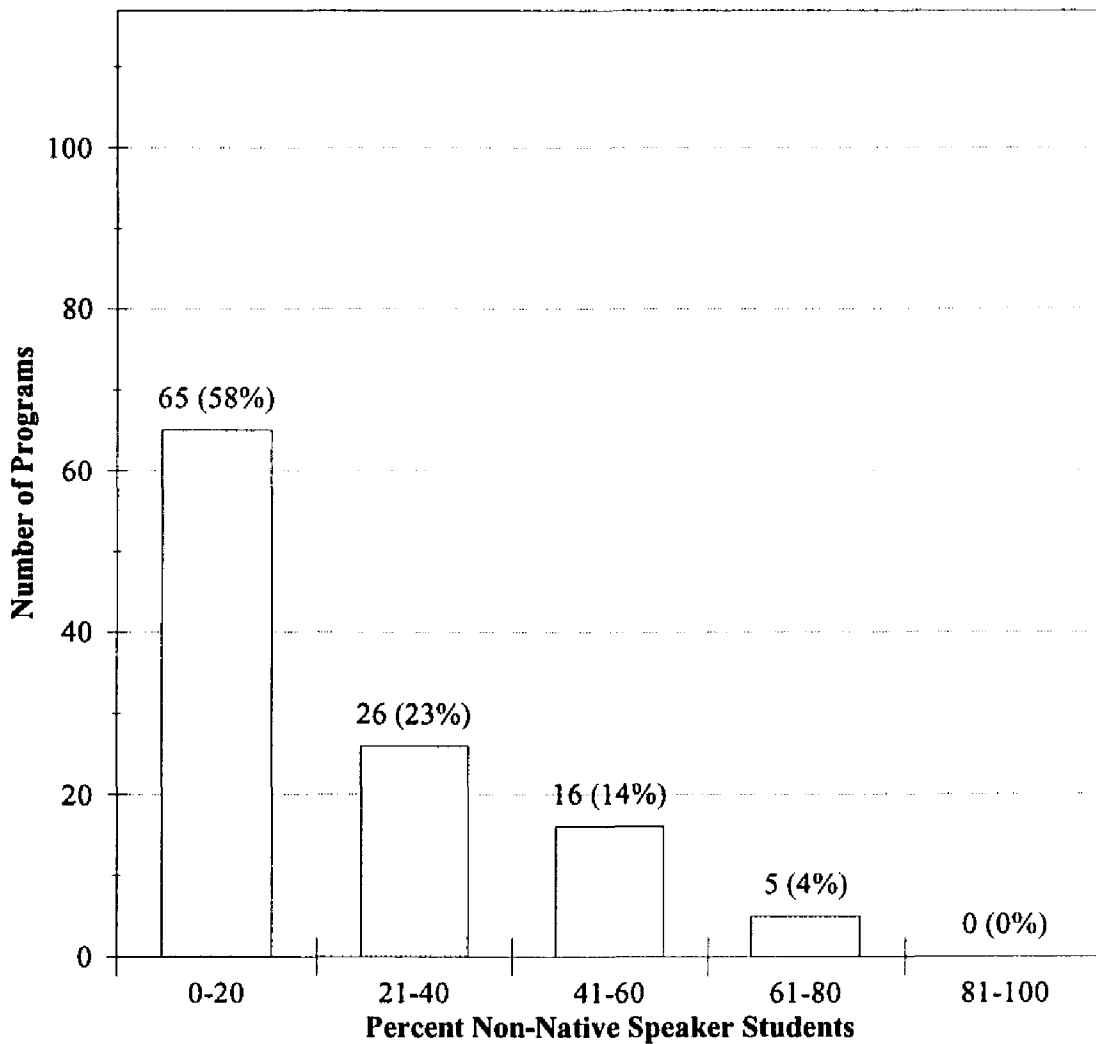


Figure 5: Percent Non-Native Speaker Students Enrolled in Programs

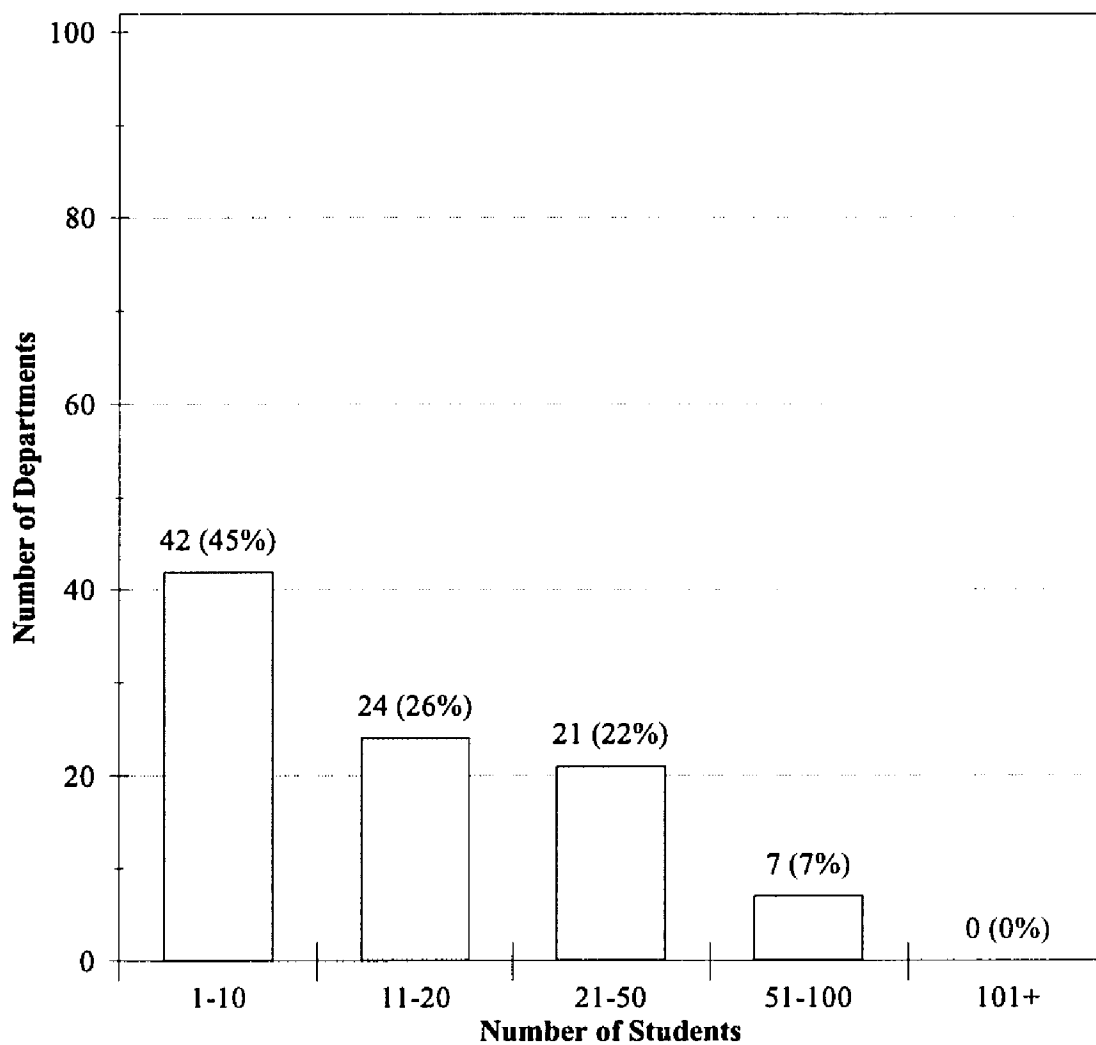
n = 112*

*# of responses to this question

This question was not completed for 5 of the 117 programs.

Mean percentage non-native speaker students = 28%

Figure 6 shows the number of students graduated by university departments which offer master's programs in TESOL represents the 1992-93 year. Graduation figures for the year preceding the academic year of the survey, 1993-1994, were requested, since the survey was conducted in the fall. The number of students graduated by most programs tended to fall between 1 and 50 students.



**Figure 6: Number Students Graduated
in 1992-93 by Department**

n = 94*

*# of responses to this question

This question was not completed for 8 of the 102 departments.

A larger number of respondents than normal, 16, did not complete the question of percentage of students who plan to teach ESL, perhaps out of some uncertainty about the answer. Nevertheless, Figure 7 shows that of the 101 degree programs which did respond to this question, most of the programs estimated that the large majority of their students planned to teach ESL. This suggests that these master's programs in TESOL have a fairly strong identity as teacher preparation programs.

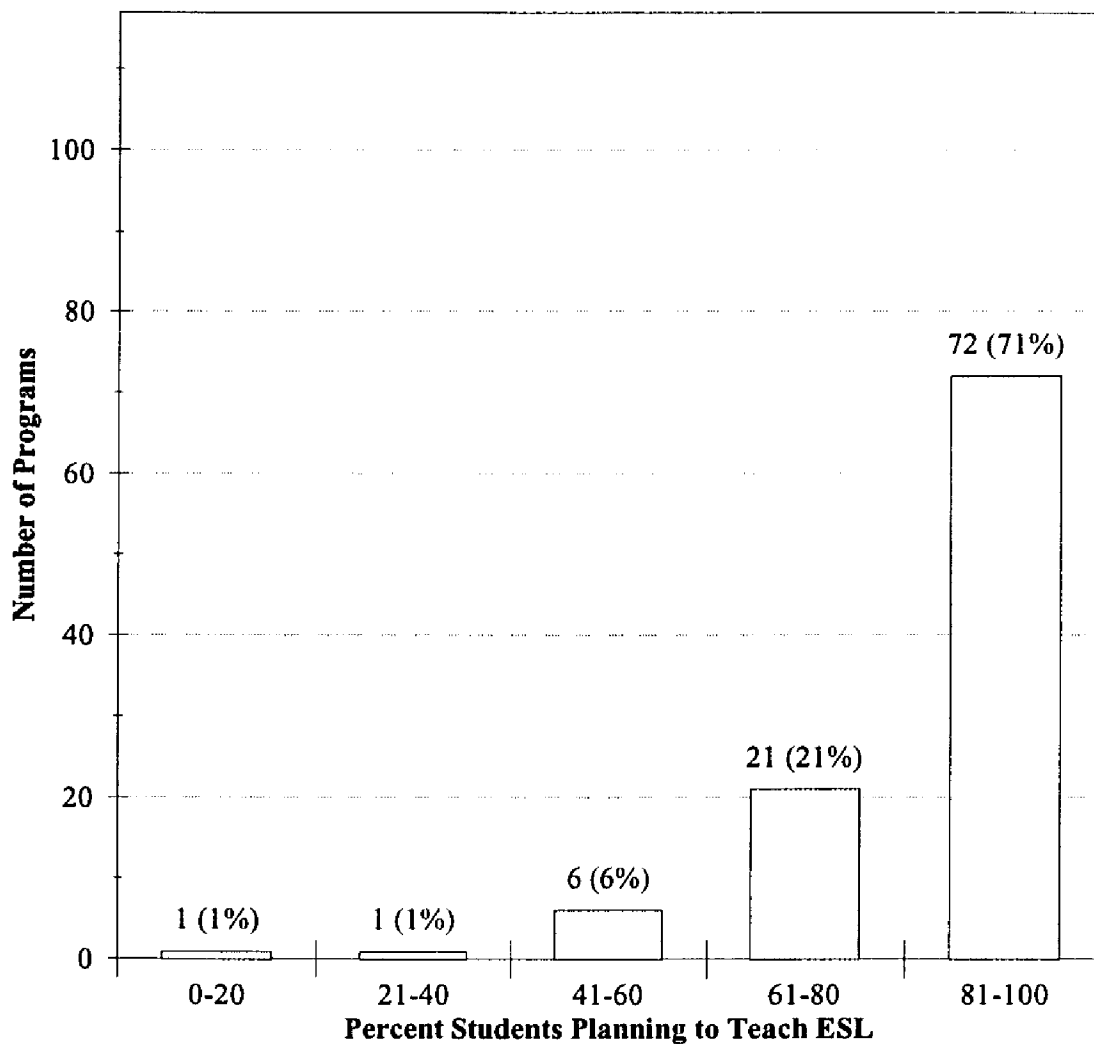


Figure 7: Percentage of Students Planning to Teach ESL

n = 101*

*# of responses to this question

This question was not completed for 16 of the 117 programs.

Mean percentage of students planning to teach ESL = 89%

Figure 8 shows the number of programs which prepare students for certification to teach ESL in the public schools. Curiously, more than half of the programs do not prepare their students for certification, despite the fact that most of their students plan to teach ESL. This may be because some of the students plan to teach ESL in higher education or abroad, for which certification is not necessary.

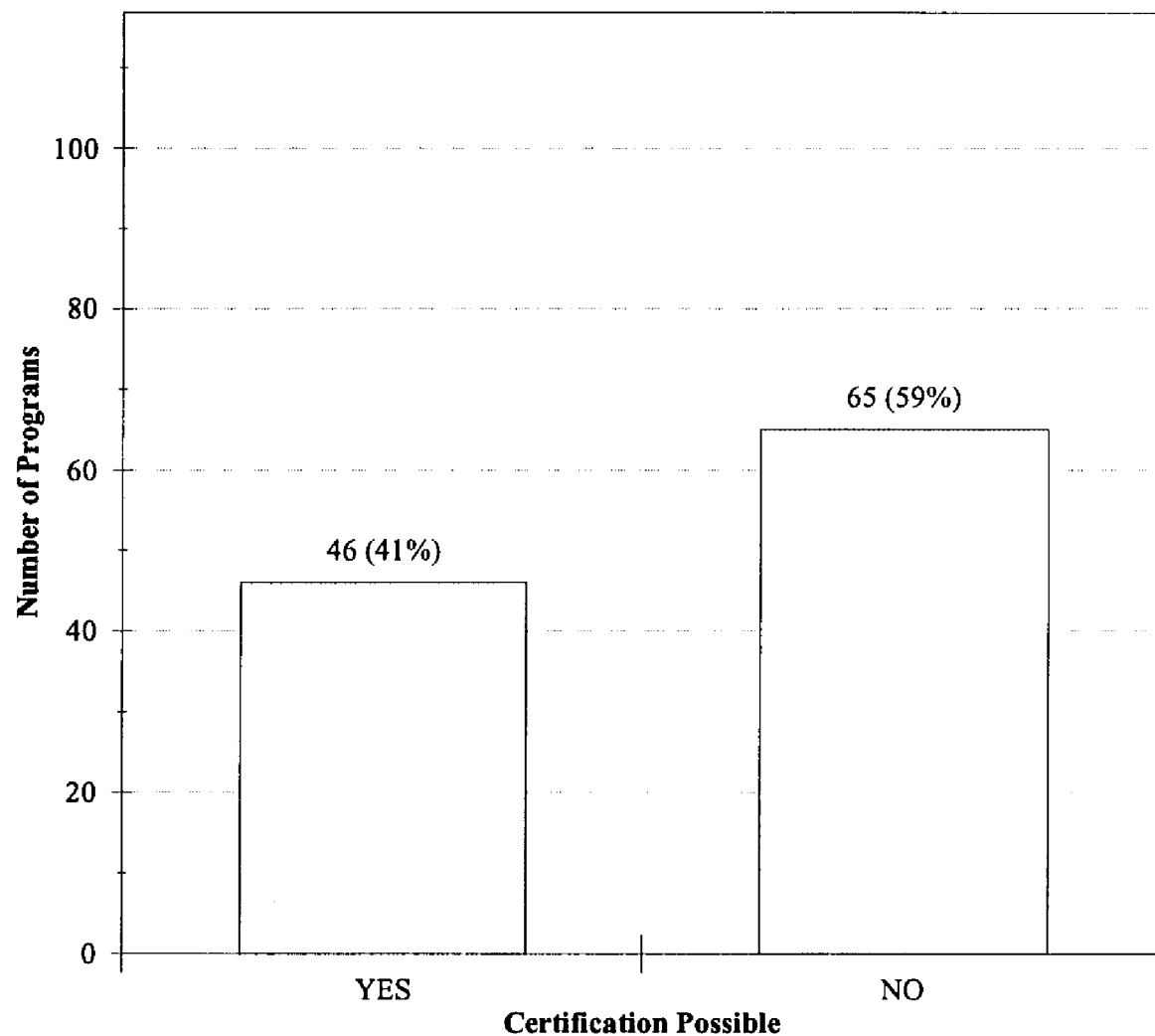


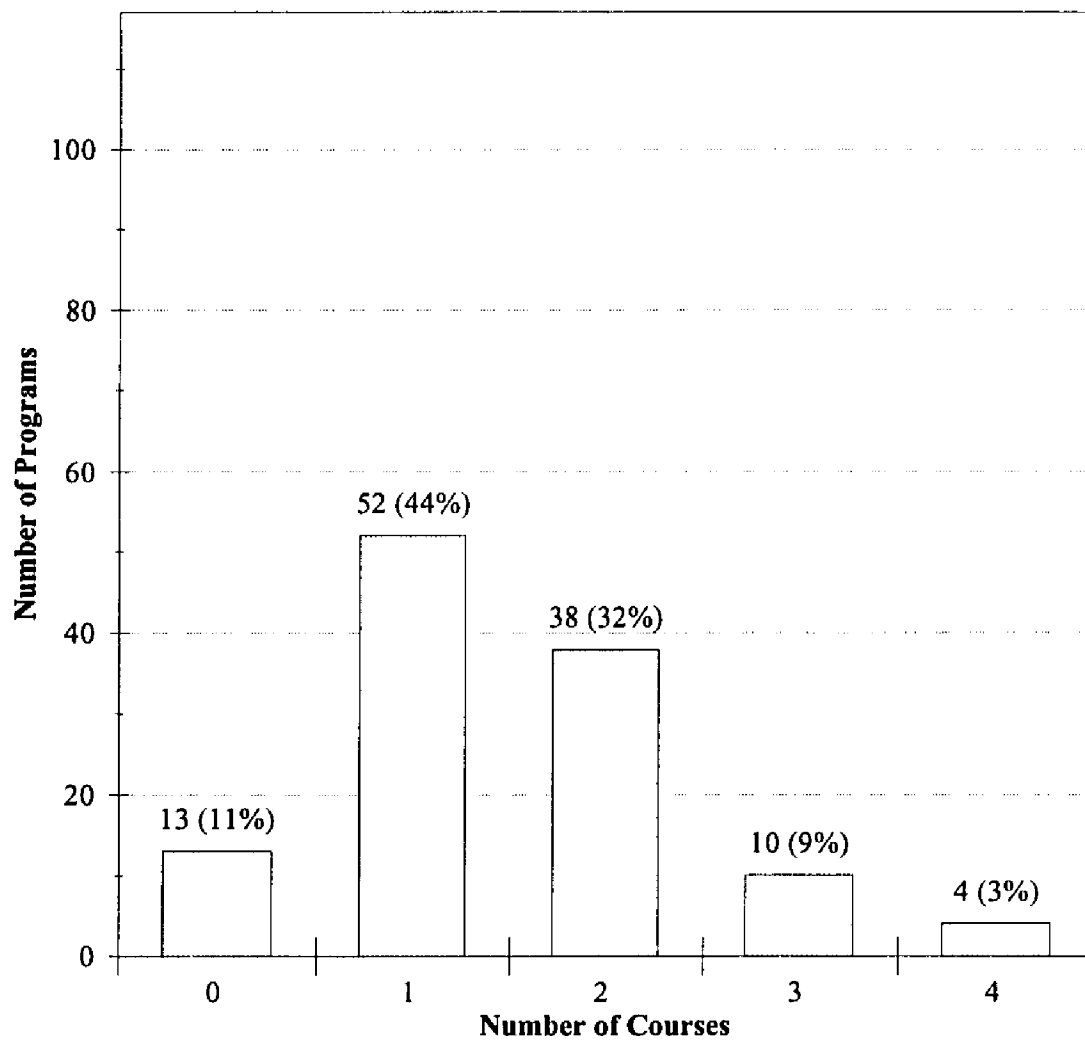
Figure 8: Number of Programs Which Prepare Students for ESL Certification

n = 111*

*# of responses to this question
This question was not completed for 6 of the 117 programs.

Course Offerings

Figure 9 shows the number of English grammar courses reported by the programs. This question was answered by all 117 degree programs represented by this survey.



**Figure 9: Number of Courses
Reported by Programs**

n = 117*

*# of responses to this question
This question was completed for all programs.
Mean number of courses reported = 1.49

Some of the responses to this question proved somewhat problematic. Even though "English grammar course" was defined on the survey form itself as "those courses which are taken by master's candidates in TESOL and in which the primary focus is a description of the grammatical system of English," the titles of some of the courses reported by the respondents seemed to reflect courses in which the primary focus was an explanation of a particular syntactic theory, rather than a description of the grammatical system of English. These titles included: Transformational Syntax, Transformational-Generative Grammar, Syntax, Syntax and Semantics, Grammatical Theory, Syntactic Theory, Phonology, Morphology, and Syntax, and Introduction to Syntax. Other course titles, History of English and History of the English Language, indicated a focus on the historical development of English rather than a description of the grammatical system of English.

Although it is clear that graduate students in master's programs in TESOL learn aspects of the grammatical system of English in these classes, the focus of the class is not the grammatical system of English. The author of a frequently cited text for these syntax courses, Andrew Radford, states in the introduction to his Transformational Grammar: A First Course, that the general aim of the book is "to get beginners to the point where they can understand some of the ideas and issues debated in current work on transformational syntax, such as Chomsky's Knowledge of Language, or Barriers" (Radford, 1988, p. xi). Therefore, the emphasis is on theoretical linguistics rather than on a description of the grammatical system of English.

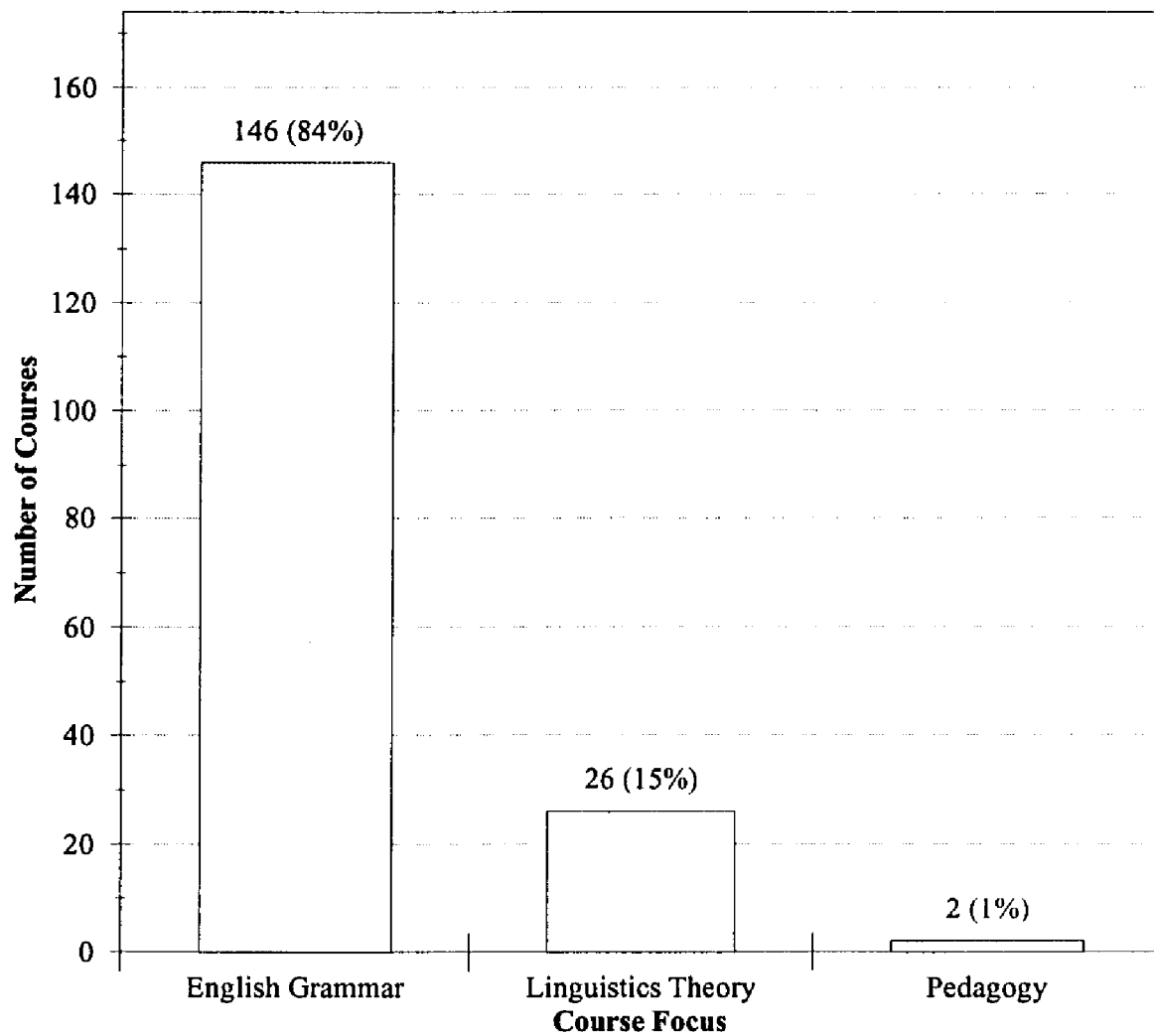
For this reason, courses with titles suggesting a theoretical linguistics focus rather than a focus on the grammatical system of English were matched with their texts, as listed in Section V, items 5 and 6. If the text used in the course also had a theoretical linguistics focus,

then such courses were categorized as "linguistics focus" courses, rather than "English grammar focus" courses.

Another related focus, suggested by the course title and confirmed by choice of text or comments about the course written by the respondent, was pedagogy. Two courses, "Teaching Grammar in Second Language Settings," and "Teaching the Structure of the English Language," were also categorized separately as pedagogy courses, in contrast to English grammar courses.

Two courses listed by respondents, Phonology and Semantics, were eliminated from the database, since the primary focus of these two courses was clearly not the grammatical system of the English language.

Figure 10 shows the three focuses of all courses reported by the respondents. The courses reported which had a linguistics focus accounted for 15% of all courses reported, and the pedagogy-focused courses 1%. Since the definition of "English grammar course" as defined in this study and as written on the questionnaire itself explicitly excludes "general syntax courses (e.g. "Introduction to Linguistics") whose purpose is not specifically to describe the particular syntax/grammar of the English language," the linguistics-focused courses are not considered "English grammar courses" in the remainder of the presentation of the data, nor are the pedagogy-focused courses.



**Figure 10: Number of Courses Reported
by Course Focus**

n = 174*

***# of courses reported**
13 of the 117 programs reported no courses.

Figure 11 shows the number of English grammar courses offered by the degree programs which responded to the questionnaire. The number of English grammar courses offered by the programs ranged from none to four. The majority of the programs offered one English grammar course. The mean number of courses offered by all programs was 1.25.

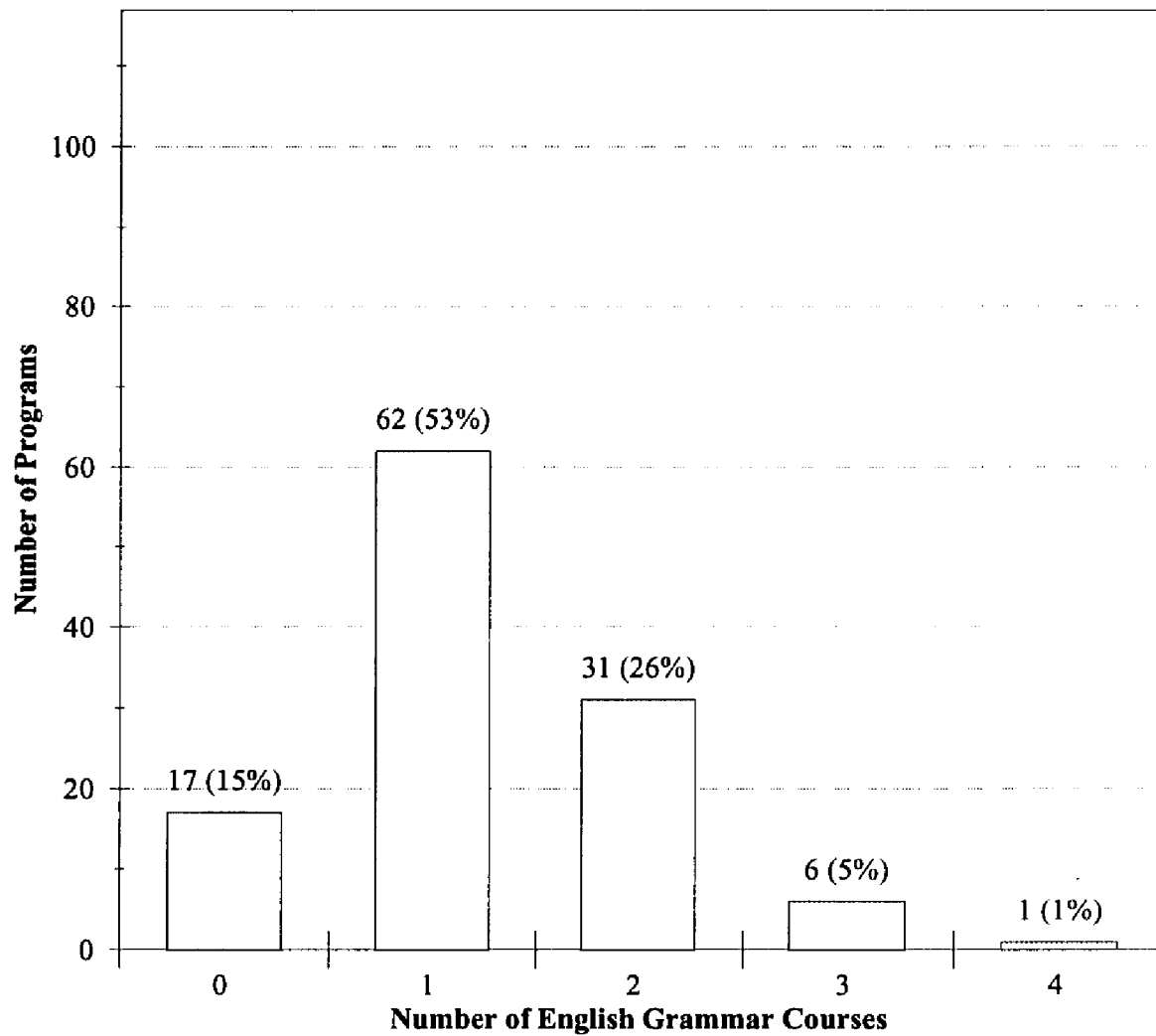
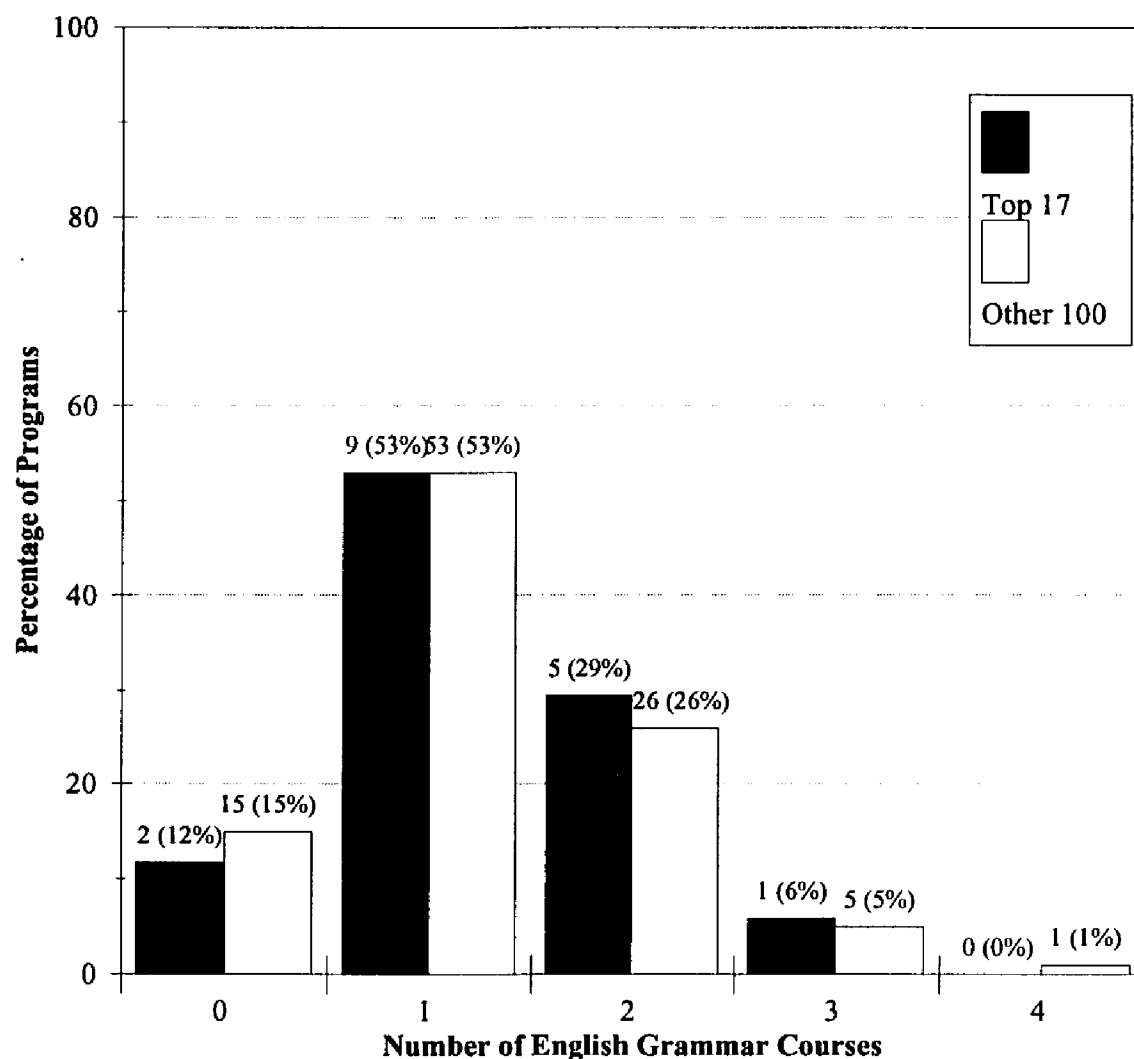


Figure 11: Number of English Grammar Courses Offered

n = 117*

*# programs which responded to the survey
All of the 117 programs are included.
Mean number of English grammar courses = 1.25

Figure 12 compares the number of courses offered by the 17 degree programs administered by the top 14 universities with the number of English grammar courses offered by the remaining degree programs. The mean number of courses offered by the 17 top degree programs was 1.29, not significantly different from the mean number of courses offered by the remaining 100 programs, 1.25. The percentage of top programs offering 0, 1, 2, 3, or 4 English grammar courses closely paralleled the percentage of the remaining 100 programs which offered the same number of courses.



**Figure 12: Number of Courses in Top 17
Compared with Other 100 Programs**

n = 117*

*# programs which responded to the survey

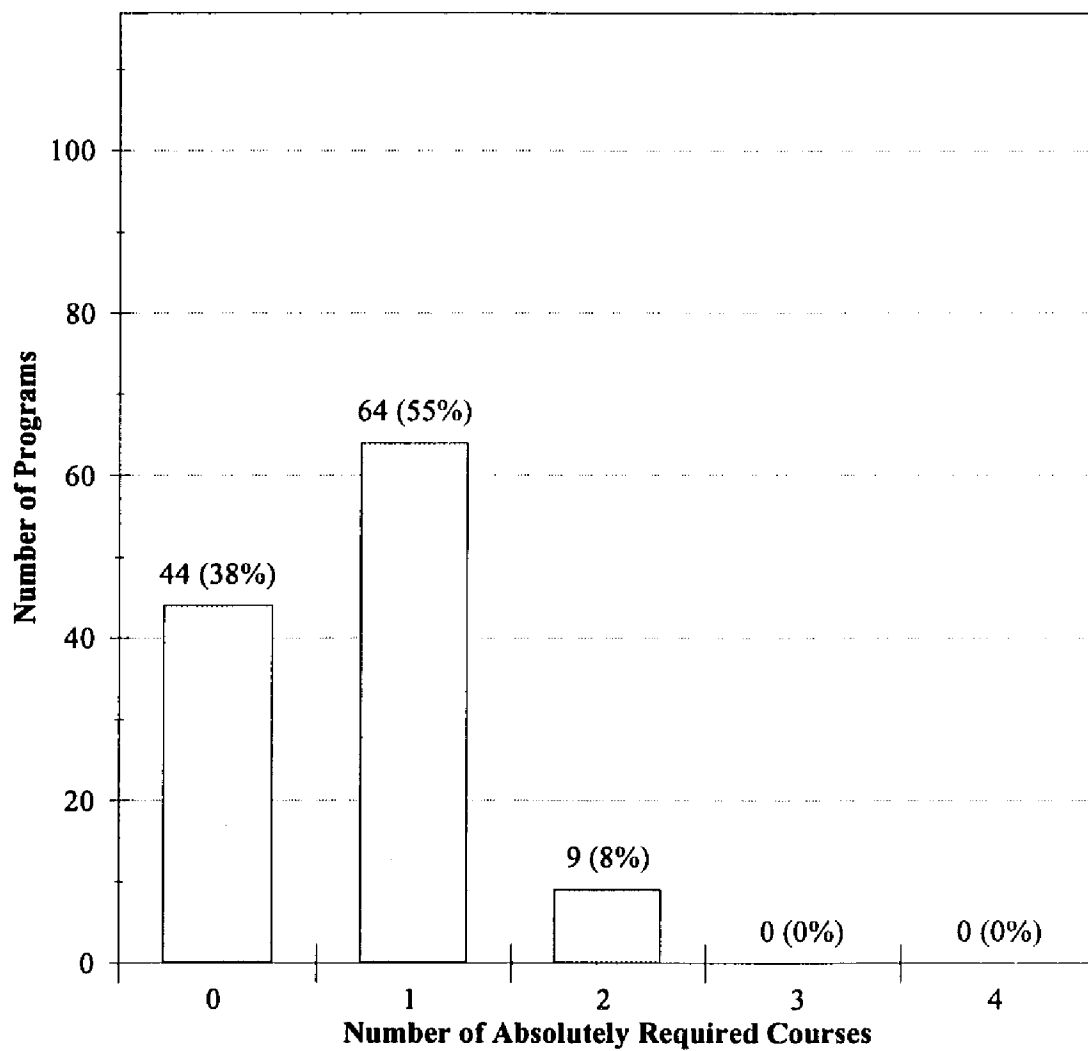
This question was completed for all programs.

Overall mean number of English grammar courses = 1.25

Mean number of English grammar courses for top 17 = 1.29

Mean number of English grammar courses for other 100 = 1.24

Figure 13 shows the number of English grammar courses "absolutely required" by the degree programs. This question was also answered by all 117 degree programs. On the questionnaire, "absolutely required" is defined as a course which is required of all master's candidates, or a course which is required of all those who fail a placement test. Roughly half of the degree programs require one English grammar course. Slightly more than one-third of the degree programs require no English grammar course. A small number of programs required more than one grammar course. The mean number of absolutely required grammar courses was 0.70, less than one English grammar course.



**Figure 13: Number of Courses
Absolutely Required by Programs**

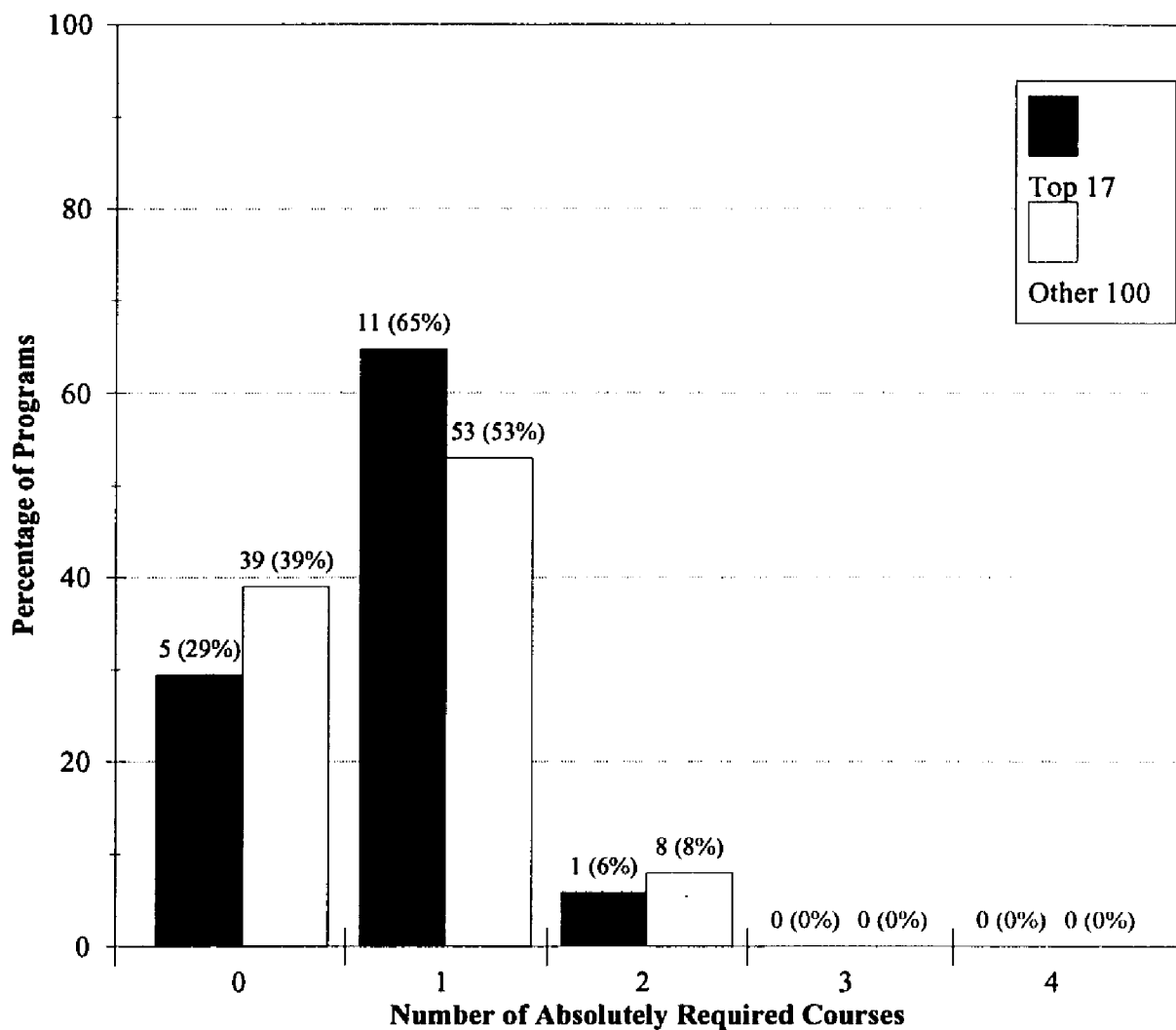
n = 117*

*# of responses to this question

This question was completed for all programs.

Mean number of absolutely required English grammar courses = 0.70

Figure 14 compares required English grammar courses in the top 17 degree programs with those required by the remaining 100 degree programs. The mean number of English grammar courses required by the top 17 degree programs was 0.76, which was not significantly different from the mean number required by the remaining 100 degree programs, 0.69.



**Figure 14: Number of Courses Required
by Top 17 Versus Other 100 Programs**

n= 117*

*# programs which responded to the survey

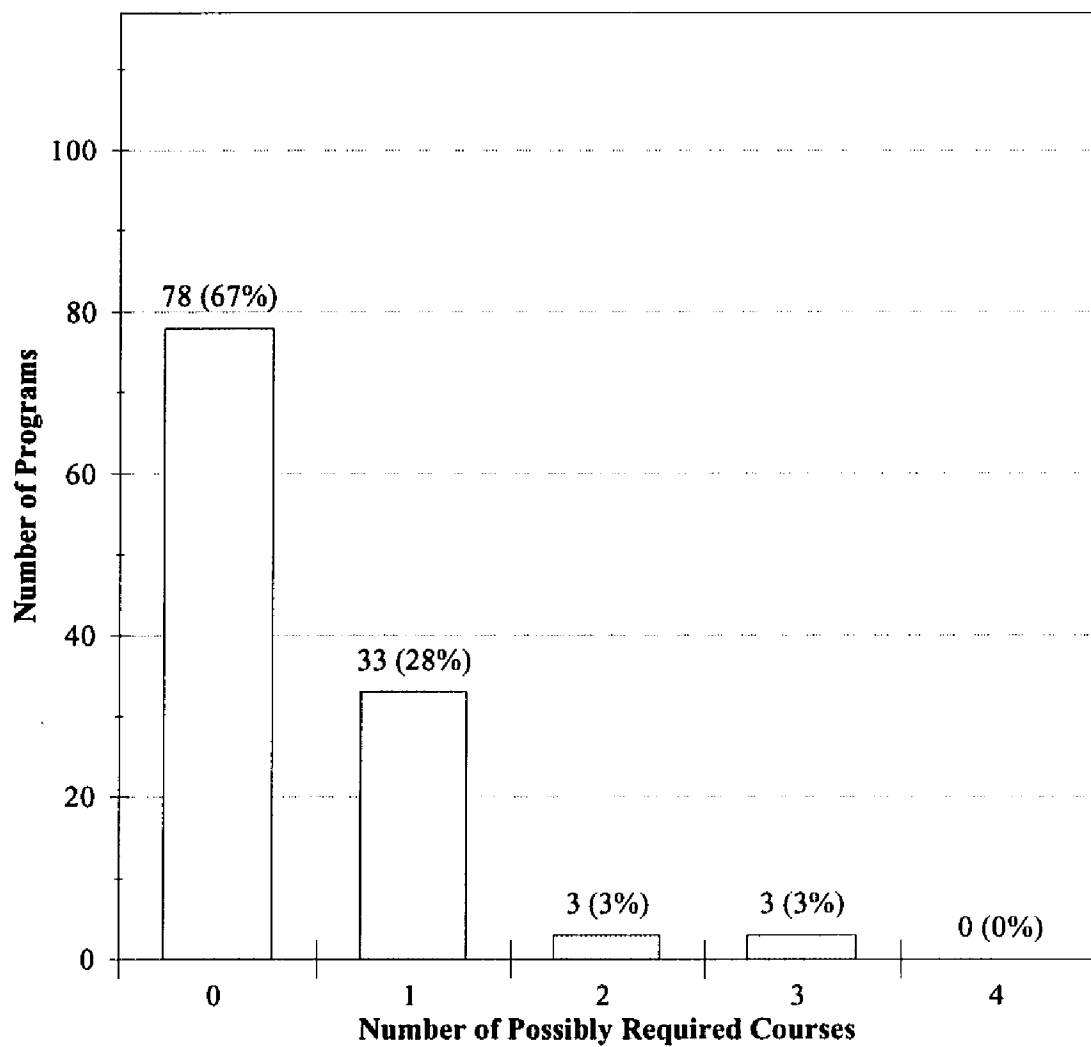
This question was completed for all programs.

Overall mean number of absolutely required English grammar courses = 0.70

Mean number of absolutely required English grammar courses for top 17 = 0.76

Mean number of absolutely required English grammar courses for other 100 = 0.69

Figure 15 shows the number of courses "possibly required" by the programs. On the questionnaire, "possibly required" was defined as a course which is "one of a group of courses from which students are required to choose a certain number of courses." The percentage of programs with no possibly required courses, 67%, is quite high, whereas the percentage of programs with one possibly required course is quite low, 28%. A very small number of programs have two or three possibly required courses. Although the main interest in this study is in the "absolutely required" courses, the "possibly required" courses give us an additional indication of how likely it is that a student in a master's program in TESOL might take an English grammar course.



**Figure 15: Number of Courses
Possibly Required by Programs**

n = 117*

*# of responses to this question

This question was completed for all programs.

Mean number of possibly required English grammar courses = 0.41

The respondents supplied information on course length for 119 of the 146 courses. One hundred and two, or 86%, were the length of one semester. Sixteen, or 14%, were the length of one quarter. One course, "Linguistic Description of English," was listed as a two-quarter course. The text used in the two-quarter "Linguistic Description of English" course was The Grammar Book by Larsen-Freeman and Celce-Murcia (1983). It should be noted that one additional course was in a two-semester sequence, though each of the two courses was listed separately by the respondent as "one semester" in length. It was clear that they were in sequence from the title "English Structure for Teachers I" and "English Structure for Teachers II," and from the fact that the first course was a prerequisite for the second.

The number of credits ranged from two to eight (for the two-quarter course). The large majority of the courses, 119 of the 138 courses for which responses were given, or 86%, were worth three credits. Table 3 shows the frequencies and percentages of courses with different levels of credits. The percentages were computed based on the number which responded to this item. This information was not completed by the respondents for 8 of the 146 courses.

TABLE 3
Number of Credits Offered for Courses

Number of credits	Number of courses	Percentage
2	4	3%
3	119	86%
4	7	5%
5	7	5%
8	1	1%
Total	138	100%

The large majority of the courses reported, 123 of the 146, or 84%, were considered graduate courses. If a course was designated by the survey respondent to be both undergraduate and graduate, that course was considered to be a graduate course for the purposes of this survey. The remaining 23 courses, or 16%, were marked as undergraduate.

Information regarding prerequisites was supplied by the respondents for 114 of the 146 courses. Of the 114 for which information was given, 62, or 54%, had a prerequisite course. Fifty-two courses, or 46% of those for which information was given, had no prerequisite course.

Forty-four, or 71%, of the 62 prerequisite courses were general introduction to linguistics courses. Fifteen, or 24%, of the 62 prerequisite courses were another grammar course offered by the degree program. Of those 15 prerequisite grammar courses, 12 were in a sequence of two grammar courses, and 3 were in a sequence of three grammar courses. Among the 15 sets of sequenced courses, two sets included "I and II" in the title to indicate that they were two halves of the same course. The rest of the sequenced courses had separate titles. One additional prerequisite course was a grammar course, though it was not listed as offered by the degree program. Two prerequisite courses were listed as "English 325" with no accompanying description.

Thirteen, or 11%, of the 117 degree programs answered "yes" to the question, "Are any of the English grammar courses in your program considered remedial? [e.g., does the course cover grammar concepts which you expect entering graduate students to know, such as parts of speech (noun, verb, adj., adv., etc.) and sentence elements (subject, predicate, direct and indirect objects, etc.)]?" Eighty-three, or 71%, of the programs marked "no." Twenty-one degree programs did not respond to this question. Therefore, the majority of the programs did not consider their English grammar courses remedial.

Sixteen, or 11%, of the 146 courses were identified by the respondents as remedial. The sixteen courses represented 13 programs, since three of the programs offered two separate remedial courses each. Three universities which offered two degree programs each offered the

same course for both degree programs. This means that although there were 16 courses offered, there were a total of 13 different courses.

The 11 responses to the question, "Do the credits earned in a remedial course count toward the master's candidates' graduation requirements?" were divided between five "yes" responses, and six "no" responses. The remaining two degree programs which offer remedial courses did not respond to this item.

The survey respondents indicated that 134, or 92%, of the 146 courses were designed to meet the needs of both native and non-native speaker students. Of the remaining courses, three were designed for specifically students who were native speakers of English, and one was designed for students who were non-native speakers of English.

Twenty-seven, or 18%, of the 146 courses were listed as being taught in a university department other than the department under which the master's program in TESOL was administered. Schools of education and departments of foreign languages seemed most likely to assign the English grammar course to a different department, most frequently to a department of English or linguistics. Table 4 shows the distribution of the administering departments and the teaching departments, in order of frequency, for this item.

TABLE 4

Degree Administering Departments Which Have Their English Grammar Courses Taught in a Separate Department

Administering department	Number of courses	Teaching department	Number of courses
Education	14	English	18
Foreign Languages	8	English/Linguistics	5
Linguistics	2	Mod Lang & Linguistics	2
Eng as an Internatl Lang	2	Linguistics	1
English	1	Education	1
Total	27	Total	27

The 14 administering schools or departments of education assigned the teaching of the English grammar courses to the following departments: 11 English, 2 Modern Languages and Linguistics, and 1 English/Linguistics. The eight administering departments of foreign languages distributed their English grammar courses among the following departments: 3 English, 4 English/Linguistics, and 1 Linguistics. The two courses administered by the

department of English as an International Language assigned the teaching of the courses to the English department. One English department assigned the course to the department of education. Two departments of linguistics assigned the English grammar course to the English department.

There were 158 responses to the item regarding the frequency with which each English grammar course is taught because 18 responses contained a check in more than one box. For example, nine courses were offered both every year and every summer. Eight courses were offered both every semester/quarter and every summer. One course was offered in the fall and summer quarters only. Table 5 shows the distribution and percentage of the total of the responses checked for this item.

TABLE 5
Frequency at Which Courses Are Offered

How often offered	Number of courses	Percentage of total
Each semester/quarter	47	30%
Every year	76	48%
Every summer	18	11%
Other frequency	17	11%
Total	158	100%

Table 6 shows the remarks listed under "other" for the frequency question.

TABLE 6

"Other" Frequencies at Which Courses Are Offered

"Other" frequency	Number of courses
Alternate years	8
Twice a year	3
Every 3 semesters	2
When needed	2
Occasionally in the summer	1
Infrequently	1
Two sections--first time	1

The average course enrollment for one semester/quarter was supplied by the respondents for 138 of the 146 courses. The most common average enrollment per semester/quarter was in the 15-24 range. Table 7 shows the average course enrollment per semester/quarter.

TABLE 7

Average Course Enrollment per Semester/Quarter

Average course enrollment	Number of courses	Percentage
1-14	24	17%
15-24	68	49%
25-34	35	26%
35-49	9	7%
50+	2	1%
Total	138	100%

Variance of Course Offerings According to Program Characteristics

The research questions established for this study required an examination of whether the number of courses offered and the number of courses required by the degree programs varied significantly in relation to the program characteristics surveyed: type of department housing the program, period established, enrollment, percentage of native/non-native speaker students, number of students graduated, percentage of students who intend to teach ESL/EFL, and preparation for certification. This was computed using the Kruskal-Wallis One-Way Analysis of Variance.

Table 8 shows the mean number of English grammar courses offered according to the type of department housing the program as well as the results of the Kruskal Wallis One-Way ANOVA. The test failed to reject the null hypothesis. Therefore, there was no significant variance of the number of English grammar courses offered according to department type.

TABLE 8

Number of English Grammar Courses Offered According to Type of Department Which Administers Program

Department type	Number of degree programs	Mean number of courses offered	Sum of ranks by number of courses offered
Applied Linguistics	5	1.4	335.5
ESL	5	1.6	361
Education	39	0.97	1,894
English	28	1.25	1,598.5
English Plus	5	2	447
Foreign Languages	9	1.22	536.5
Intercultural	6	1.67	449
Linguistics	19	1.37	1,233
Speech Communication	1	1	48.5
All departments	n = 117	mean = 1.25	$\Sigma = 6903$
Kruskal-Wallis ANOVA		H = 10.82	fail to rej. $\alpha = 0.05$

Table 9 shows the mean number of English grammar courses required according to the type of department housing the program. The Kruskal Wallis One-Way Analysis of Variance rejected the null hypothesis. There was significant variance of the number of English grammar courses absolutely required according to department type.

TABLE 9

Number of English Grammar Courses Required According to Type of Department Which Administers Program

Department type	Number of degree programs	Mean number of courses required	Sum of ranks by number of courses required
Applied Linguistics	5	0.8	328.5
ESL	5	1	365
Education	39	0.46	1,849.5
English	28	0.57	1,476.5
English Plus	5	1.4	455.5
Foreign Languages	9	0.67	526.5
Intercultural	6	1	441.5
Linguistics	19	1	1,383.5
Speech Communication	1	1	76.5
All departments	n = 117	mean = 0.7	$\Sigma = 6903$
Kruskal-Wallis ANOVA		H = 15.55	rej. $\alpha = 0.05$

Table 10 shows the mean number of English grammar courses offered according to the period the program was established. The Kruskal Wallis rejected the null hypothesis. There was significant variance of number of English grammar courses offered according to the period during which a program was established.

TABLE 10

Number of English Grammar Courses Offered According to Period During Which Program Was Established

Period established	Number of degree programs	Mean number of courses offered	Sum of ranks by number of courses offered
Before 1970	26	1.62	1,820.5
1970-1979	36	1.22	1,963
1980-1989	42	1.05	2,026.5
1990 or after	8	1.5	518
All programs	n = 112	mean = 1.25	$\Sigma = 6328$
Kruskal-Wallis ANOVA		H = 7.87	rej. $\alpha = 0.05$

Table 11 shows the mean number of English grammar courses required according to the period the program was established. The Kruskal Wallis rejected the null hypothesis. There was significant variance of the number of English grammar courses required according to the period during which a program was established.

TABLE 11

Number of English Grammar Courses Required According to Period During Which Program Was Established

Period established	Number of degree programs	Mean number of courses required	Sum of ranks by number of courses required
Before 1970	26	1	1,860
1970-1979	36	0.58	1,841.5
1980-1989	42	0.55	2,072.5
1990 or after	8	1	554
All programs	n = 112	mean = 0.7	$\Sigma = 6328$
Kruskal-Wallis ANOVA		H = 9.82	rej. $\alpha = 0.05$

Table 12 shows the mean number of English grammar courses offered according to different levels of enrollment. The Kruskal-Wallis One-Way ANOVA rejected the null hypothesis. There was significant variance of number of English grammar courses offered according to the number of students enrolled.

TABLE 12

Number of English Grammar Courses Offered According to Student Enrollment

Students enrolled Fall 1993	Number of degree programs	Mean number of courses offered	Sum of ranks by number of courses offered
1-10	9	1	367.5
11-20	20	1	857.5
21-50	36	1.19	1,809.5
51-100	22	1.64	1,425
101-150	9	1.89	650.5
151+	8	1	350
All programs	n = 104	mean = 1.28	$\Sigma = 5460$
Kruskal-Wallis ANOVA		H = 11.76	rej. $\alpha = 0.05$

Table 13 shows the mean number of English grammar courses required according to different levels of enrollment. The Kruskal-Wallis One-Way ANOVA failed to reject the null hypothesis. There was no significant variance of the number of English grammar courses required according to the number of students enrolled in the degree program.

TABLE 13

Number of English Grammar Courses Required According to Student Enrollment

Students enrolled Fall 1993	Number of degree programs	Mean number of courses required	Sum of ranks by number of courses required
1-10	9	1	400.5
11-20	20	1	807
21-50	36	1.19	2,031
51-100	22	1.64	1,344
101-150	9	1.89	529.5
151+	8	1	348
All programs	n = 104	mean = 1.28	$\Sigma = 5460$
Kruskal-Wallis ANOVA		H = 7.38	fail to rej. $\alpha = 0.05$

Table 14 shows the mean number of English grammar courses offered according to the percent native speaker students enrolled in the program. The Kruskal-Wallis One-Way ANOVA failed to reject the null hypothesis. There was no significant variance of the number of English grammar courses offered according to the percentage of native speaker students enrolled in the degree program.

TABLE 14

Number of English Grammar Courses Offered According to Percentage of Native Speaker Student Enrollment

Percentage of native speaker students	Number of degree programs	Mean number of courses offered	Sum of ranks by number of courses offered
0-20	2	2	180
21-40	7	1.71	460
41-60	25	1.32	1,466.5
61-80	42	1.21	2,284
81-100	36	1.22	1,937.5
All programs	n = 112	mean = 1.29	$\Sigma = 6328$
Kruskal-Wallis ANOVA		H = 3.23	fail to rej. $\alpha = 0.05$

Table 15 shows the mean number of English grammar courses required according to the percent native speaker students enrolled in the program. The Kruskal-Wallis One-Way ANOVA failed to reject the null hypothesis. There was no significant variance of the number of English grammar courses required according to the percentage of native speaker students enrolled in the degree program.

TABLE 15

Number of English Grammar Courses Required According to Percentage of Native Speaker Student Enrollment

Percentage of native speaker students	Number of degree programs	Mean number of courses required	Sum of ranks by number of courses required
0-20	2	2	216
21-40	7	0.57	349.5
41-60	25	0.8	1,496
61-80	42	0.6	2,148.5
81-100	36	0.78	2,118
All programs	n = 112	mean = 0.72	$\Sigma = 6328$
Kruskal-Wallis ANOVA		H = 6.90	fail to rej. $\alpha = 0.05$

Table 16 shows the mean number of English grammar courses offered according to percentage of non-native speaker students. The Kruskal-Wallis One-Way ANOVA failed to reject the null hypothesis. There was no significant variance of the number of English grammar courses offered according to the percentage of non-native speaker students in the degree program.

TABLE 16

Number of English Grammar Courses Offered According to Percentage of Non-Native Speaker Student Enrollment

Percentage of non-native speaker students	Number of degree programs	Mean number of courses offered	Sum of ranks by number of courses offered
0-20	51	1.22	2,758.5
21-40	40	1.33	2,333
41-60	15	1.33	843
61-80	6	1.5	393.5
81-100	0	--	--
All programs	n = 112	mean = 1.29	$\Sigma = 6328$
Kruskal-Wallis ANOVA		H = 0.88	fail to rej. $\alpha = 0.05$

Table 17 shows the mean number of English grammar courses required according to percentage of non-native speaker students. The Kruskal-Wallis One-Way ANOVA failed to reject the null hypothesis. There was no significant variance of the number of English grammar courses required according to the percentage of non-native speaker students in the degree program.

TABLE 17

Number of English Grammar Courses Required According to Percentage of Non-Native Speaker Student Enrollment

Percentage of non-native speaker students	Number of degree programs	Mean number of courses required	Sum of ranks by number of courses required
0-20	51	0.76	2,992
21-40	40	0.6	2,040.5
41-60	15	0.87	946
61-80	6	0.83	349.5
81-100	0	--	--
All programs	n = 112	mean = 0.72	$\Sigma = 6328$
Kruskal-Wallis ANOVA		H = 2.00	fail to rej. $\alpha = 0.05$

Table 18 shows the mean number of English grammar courses offered according to the number of students graduated in 1992-1993. The Kruskal-Wallis One-Way ANOVA rejected the null hypothesis. There was significant variance of the number of English grammar courses offered according to number of students graduated in 1992-1993.

TABLE 18

Number of English Grammar Courses Offered According to Number of Students Graduated

Number of students graduated 1992-1993	Number of degree programs	Mean number of courses offered	Sum of ranks by number of courses offered
1-10	44	1.07	1,796.5
11-20	27	1.41	1,500.5
21-50	21	1.57	1,259.5
51-100	21	1.57	393.5
101+	0	--	--
All programs	n = 99	mean = 1.3	$\Sigma = 4950$
Kruskal-Wallis ANOVA		H = 8.36	rej. $\alpha = 0.05$

Table 19 shows the mean number of English grammar courses required according to the number of students graduated in 1992-1993. The Kruskal-Wallis One-Way ANOVA failed to reject the null hypothesis. There was no significant variance of the number of English grammar courses required according to number of students graduated in 1992-1993.

TABLE 19

Number of English Grammar Courses Required According to Number of Students Graduated

Number of students graduated 1992-1993	Number of degree programs	Mean number of courses required	Sum of ranks by number of courses required
1-10	44	0.55	1,857
11-20	27	0.78	1,428
21-50	21	1	1,279.5
51-100	21	0.86	385.5
101+	0	--	--
All programs	n = 99	mean = 0.70	$\Sigma = 4950$
Kruskal-Wallis ANOVA		H = 6.77	fail to rej. $\alpha = 0.05$

Table 20 shows the mean number of English courses offered required according to the percentage of students who plan to teach ESL. The Kruskal-Wallis One-Way ANOVA failed to reject the null hypothesis. There was no significant variance of the number of English grammar courses offered according to the percentage of students who planned to teach ESL.

TABLE 20

Number of English Grammar Courses Offered According to Percentage of Students Planning to Teach ESL

Percentage planning to teach ESL	Number of degree programs	Mean number of courses offered	Sum of ranks by number of courses offered
0-20	1	1	41.5
21-40	1	0	7
41-60	5	0.8	173
61-80	20	1.7	1,277
81-100	74	1.19	3,652.5
All programs	n = 101	mean = 1.26	$\Sigma = 5151$
Kruskal-Wallis ANOVA		H = 8.01	fail to rej. $\alpha = 0.05$

Table 21 shows the mean number of English courses required according to the percentage of students who plan to teach ESL. The Kruskal-Wallis One-Way ANOVA failed to reject the null hypothesis. No significant variance was found for the number of English grammar courses required according to the percentage of students who planned to teach ESL.

TABLE 21

Number of English Grammar Courses Required According to Percentage of Students Planning to Teach ESL

Percentage planning to teach ESL	Number of degree programs	Mean number of courses required	Sum of ranks by number of courses required
0-20	1	1	19
21-40	1	0	19
41-60	5	0.6	234.5
61-80	20	0.7	1,002
81-100	74	0.74	3,876.5
All programs	n = 101	mean = 0.71	$\Sigma = 5151$
Kruskal-Wallis ANOVA		H = 2.67	fail to rej. $\alpha = 0.05$

Table 22 shows the mean number of English grammar courses offered according to whether the degree program prepared its students for certification to teach ESL in the public schools. The Kruskal-Wallis One-Way ANOVA failed to reject the null hypothesis. No significant variance was found for the number of English grammar courses offered according to whether the degree program prepared its students for certification to teach ESL in the public schools.

TABLE 22

Number of English Grammar Courses Offered According to Whether Program Prepares Students for ESL Certification

Prepares for certification	Number of degree programs	Mean number of courses offered	Sum of ranks by number of courses offered
Yes	65	1.38	3,948
No	46	1.09	2,268
All programs	n = 111	mean = 1.26	$\Sigma = 6216$
Kruskal-Wallis ANOVA		H = 3.40	fail to rej. $\alpha = 0.05$

Table 23 shows the mean number of English grammar courses required according to whether the degree program prepared its students for certification to teach ESL in the public schools. The Kruskal-Wallis One-Way ANOVA failed to reject the null hypothesis. No significant variance was found for the number of English grammar courses required according to whether the degree program prepared its students for certification to teach ESL in the public schools.

TABLE 23

Number of English Grammar Courses Required According to Whether Program Prepares Students for ESL Certification

Prepares for certification	Number of degree programs	Mean number of courses required	Sum of ranks by number of courses required
Yes	65	0.72	3,745
No	46	0.67	2,471
All programs	n = 111	mean = 0.70	$\Sigma = 6216$
Kruskal-Wallis ANOVA		H = 0.40	fail to rej. $\alpha = 0.05$

In summary, no significant variance was found between the number of courses offered or the number of courses required and the following program characteristics: percentage of native speakers enrolled, percentage of non-native speakers enrolled, percentage of students planning to teach ESL, or whether certification was offered by the program.

Significant variance was found for the following program characteristics: department type (number of English grammar courses required); period in which program was established (number of English grammar courses offered and number of English grammar courses required);

number of students enrolled (number of English grammar courses offered); and number of students graduated (number of English grammar courses offered).

Placement Mechanisms

This section of the survey was designed to discover methods used by university departments to determine the level of grammatical knowledge of the incoming students in master's programs in TESOL. Of the 117 responding degree programs, 104 answered the question, "Do you administer a placement test to entering master's students in TESOL to determine their level of knowledge of the grammatical system of English?" Of the 104 who answered, only 13 answered "yes," they administered such a test; 91 respondents answered "no."

For a test to qualify as a "placement test" for the purposes of this study, receiving a score of "low pass" or "fail" on the test had to result in some required or recommended coursework in English grammar. Upon closer inspection of the placement options of the 13 degree programs which responded "yes," it was found that four of the degree programs listed tests for which there was no required or recommended coursework, so the information provided by those programs in this section was transferred to the data for Section IV, item 9, which concerns methods other than a placement test to determine students' grammar knowledge. Therefore, there were actually a total of nine degree programs which administer a grammar placement test. Those nine degree programs represent six different universities. Since the degree programs housed in the same university used the same placement test, there are six discrete placement tests to describe in the survey results.

None of the placement tests reported were commercially available. All were written by departmental faculty. Three of the six tests were written by one faculty member; the remaining three were written by faculty committees. The three faculty members who created placement tests independent of a committee were from the following departments: English, Education, and Foreign Languages. Descriptions were provided by the respondents for five of the six tests. Of

the five descriptions, three of the descriptions indicated that the test covered "basic" knowledge of grammar involving recognition of grammatical terminology, parts of speech, functions, and sentence types. A fourth involved problems for syntactic analysis. The remaining test combined recognition of basic grammar terminology and functions with syntactic analysis from a pedagogical point of view. The descriptions of the five tests are provided verbatim in Table 24.

TABLE 24
Placement Test Descriptions

-
1. Tests knowledge of the parts of speech, sentence types--the basics.
 2. Objective test of parts of speech and recognition of variety of functions.
 3. Tests basic concepts and terminology, for example that of Liles, Basic Grammar, or Burton-Roberts, Analyzing Sentences.
 4. Series of problems for syntactic analysis.
 5. Requires identification of grammatical forms and functions, explanation of grammatical errors based on the forms and functions.

Among the six universities which administered placement tests, one utilized all three placement options outlined on the survey: "Pass--No English grammar coursework required," Low pass--English grammar coursework recommended," and "Did not pass--English grammar coursework required." A second university utilized the high pass and low pass options only. Two of the programs utilized the "did not pass" option only. Two of the programs utilized the high pass and the "did not pass" options only.

All six universities identified one specific course which was required if the students received a "low pass" or "did not pass" evaluation on the placement test. Of the six courses named, five were identified as "remedial" in Section III, "Course Offerings," item 8. Table 25 displays the course titles, remedial status, and texts used for the six courses.

TABLE 25

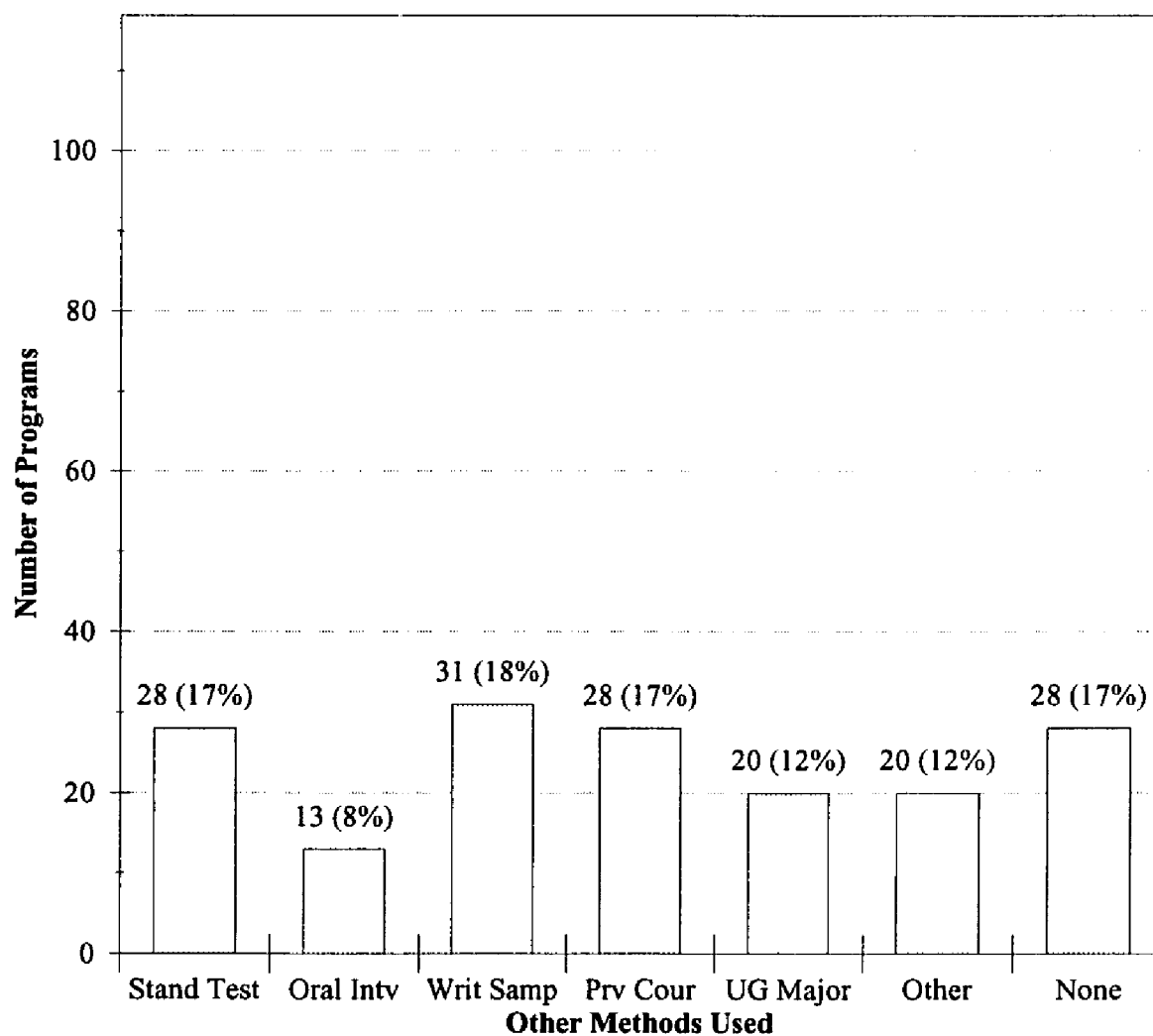
Course Titles, Remedial Status, and Texts Used in Remedial Courses

Course title	Remedial?	Texts used in the course
Grammar for ESL Teachers	in part	Greenbaum & Quirk (1990); Thomson & Martinet (1980)
Grammatical Concepts for ESL	yes	Celce-Murcia & Larsen-Freeman (1983); Liles (1987); Burton-Roberts (1986)
Structure of English	yes	Quirk & Greenbaum (1973)
Grammar in Language	yes	Kaplan (1989)
ESL Review Grammar	yes	Frank (1993b); Quirk & Greenbaum (1973)
English Grammar	no	Radford (1988)

All six universities administer the placement test to both the native speakers and non-native speakers who are graduate students in their master's programs in TESOL. Two of the universities which administered an English grammar placement test also utilized other sources of information regarding their incoming students' level of knowledge of the grammatical system of English. One examined the TOEFL, GRE, an in-house version of the Foreign Service Institute-American College Teachers of Foreign Languages oral interview, and written samples from

coursework. The other examined the TOEFL (for international students), and the Miller Analogies Test.

Figure 16 shows the "other ways" which the degree programs indicated that they use to determine their master's candidates' level of knowledge of the grammatical system of English prior to matriculation. A fairly large group of respondents, 26, did not answer this question. Many programs checked two or three of the options provided. The most commonly chosen options were: standardized test, writing sample, and previous coursework. The most frequently mentioned standardized tests were the GRE and the TOEFL (for international students). The writing samples most often cited were the students' statement of purpose required in the application materials. The "previous coursework" option was frequently left unexplained, but when commented upon, was either an introduction to linguistics course or an English grammar course.



**Figure 16: Other Methods Used
to Determine Grammar Knowledge**

n = 91

*# of programs responding to this question

This question was not completed for 26 of the 117 programs.

Total number of responses (other than "None") = 140

Number of programs with multiple responses = 40

Mean number of methods reported by programs (other than those selecting "None") = 2.2

Twelve percent of the programs checked the "other" option. Several of the "other" explanations, such as the TOEFL, the GRE, and an Introduction to Linguistics course, fell under the previously mentioned categories, such as "standardized test" or "previous coursework." Table 26 lists the explanations of truly "other" options:

TABLE 26

Ways to Determine Master's Students' Grammar Knowledge Prior to Matriculation

1. Students are evaluated during third course or earlier if work is not satisfactory.
2. Written comprehensive exam.
3. Contact and common sense.
4. Through the prerequisites.
5. ESL placement, written and cloze.
6. Levels of teaching experience.
7. A grammar self-assessment is used to orient the teacher to the students' level of grammatical knowledge, but not for placement purposes.

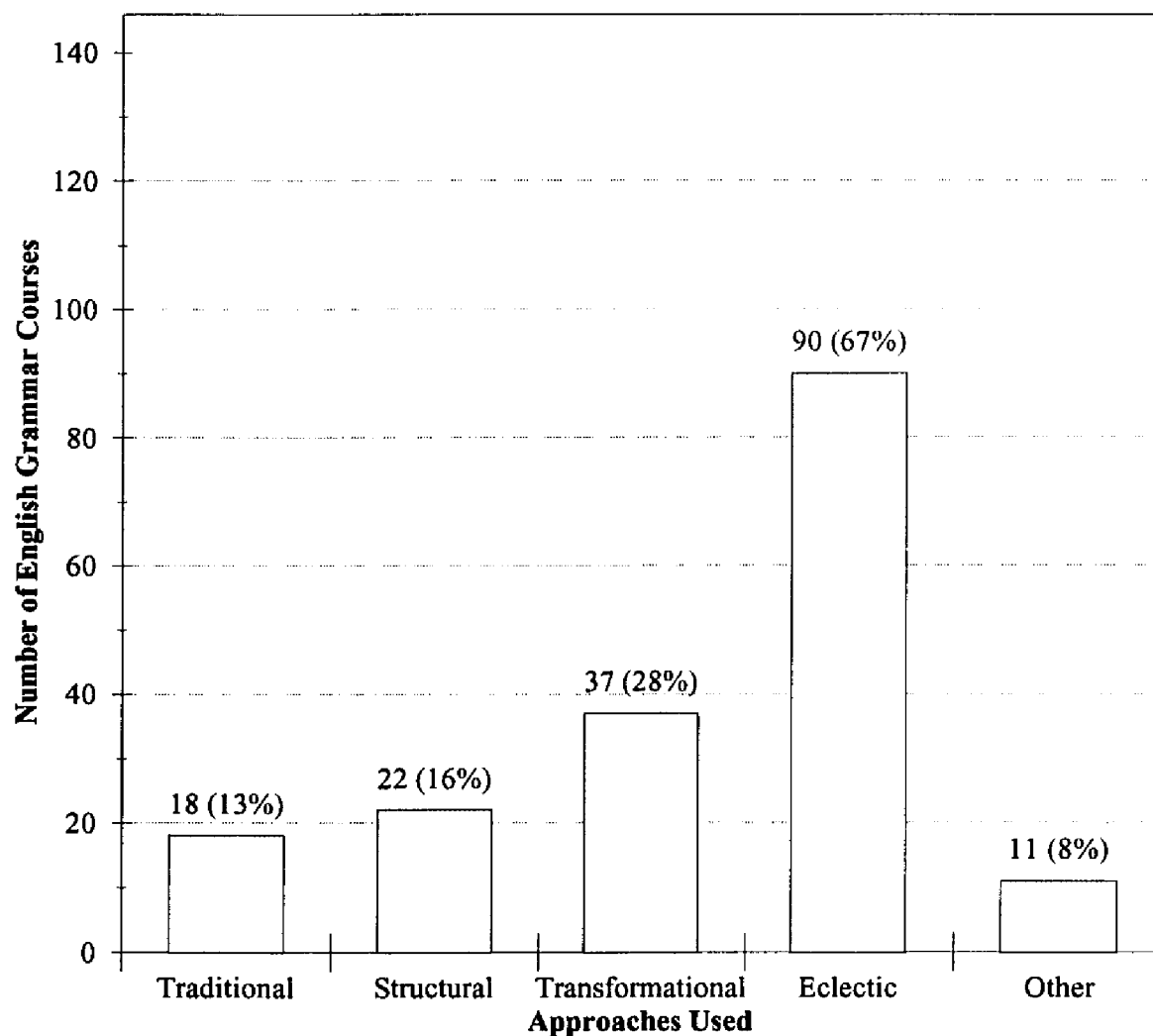
Slightly under one-third of those who did answer this item checked "none." The explanations in this category were grouped by similar responses. Seven programs offered no explanation for this response. Four programs indicated that they had "already tested" their students through the TSE, the TWE, or the TOEFL. Four programs referred to the fact that they required an English grammar course; a fifth referred to a required Introduction to Linguistics course. One program referred to a requirement of four undergraduate courses in linguistics prior to matriculation in the master's program in TESOL.

The remaining group of explanations indicated that examining the level of knowledge of the grammatical system of English held by their incoming students was not necessary. The reasons given for this differed significantly, however. One program coordinator wrote, "None required--students rarely know much grammar," whereas another wrote, "Most international students know; we all have questions on the comprehensive on grammar." Another commented, "No minimum required." Others simply indicated that the program had not felt the need, through comments such as, "Hasn't seemed necessary," and "They enter the program at their own risk, but do very well."

Course Content

Respondents identified 100, or 68%, of the 146 courses as "pedagogical grammar" courses, defined in the survey as "a course in which items of English grammar are selected and described in a way that would be useful for teachers of ESL/EFL."

Figure 17 shows the approach to grammar represented by the English grammar courses. The majority of the courses, 67%, were based on an eclectic approach to English grammar. The three most widely known linguistic approaches were used in the following order according to percentage of courses: transformational-generative, 28%; structural, 16%; and traditional, 13%.



**Figure 17: Approaches to Grammar
Used in English Grammar Courses**

n = 134*

*# of English grammar courses

This question was not completed for 12 of the 146 English grammar courses.
Mean number of approaches selected per course (excluding non-respondents) = 1.33

Eleven courses fell under the "other" option for the linguistic approach item. A "functional" linguistic approach accounted for 7 of the 11 "other" approaches. Table 27 shows the responses under "other."

TABLE 27

"Other" Linguistic Approaches Used by English Grammar Courses

"Other" linguistic approach	Number of courses
Functional	4
Functional/rhetorical	1
Functional/descriptive	1
Systemic/functional (primarily), traditional (secondarily)	1
Tagmemic	2
Generative (not transformational)	1
Discourse; authentic materials-based	1
Total	11

In response to the question, "Do any of the English grammar courses 'share' course time with another component of English linguistics, such as phonology, morphology, history of English, etc., or with teaching methodology?" 61, or 64%, of those responding marked "no," and 35, or 36%, marked "yes." Twenty-one respondents did not answer this item. Because this question concerned "any of the courses," the count represents the degree programs, not the courses.

Table 28 shows the percentage of time spent on English grammar in the 37 courses which shared time with other subjects. One respondent did not specify a percentage, answering instead "whatever time necessary." The mean percentage of course time spent on grammar was 69%.

TABLE 28
Percentage of Time Spent on English Grammar in Courses Which Share Time with Other Subjects

Percentage of time on grammar	Number of courses
20, 25, or 35	5
50, 55	4
60, 65, 66, or 67	5
70, 75	7
80, 85	9
90, 95	7
mean = 69%	n = 37

Eleven subject areas were named by respondents as sharing course time in the English grammar courses. Table 29 shows the number of times each of the eleven subject areas was mentioned by the respondents, in order of frequency of mention. Two or more subject areas were listed for many of the courses. The most frequently mentioned subject was pedagogy, followed by phonology, morphology, and the history of English. All subjects mentioned fell under one of two broad categories: pedagogy or linguistics. Taken as a whole, the subjects

which fell under the broad category of linguistics accounted for 75% of the mentioned subjects, exceeding the category of pedagogy.

TABLE 29

Subjects Areas with Which Grammar Courses Share Course Time

Subject area	Frequency of mention	Percentage
Pedagogy	17	24%
Phonology	15	21%
Morphology	10	14%
History of English	8	11%
Linguistics	8	11%
Dialectology	4	6%
Sociolinguistics	3	4%
Language acquisition	2	3%
Semantics	2	3%
Psycholinguistics	1	1%
Phonetics	1	1%

Figure 18 shows the number of English grammar courses which used each of the texts listed in the survey. The Grammar Book (Celce-Murcia & Larsen-Freeman, 1983) was cited for 66 courses, and accounted for 55% of the responses to this question. Forty-two percent of the courses used a text not listed in the survey. Among the texts listed in the survey, A Concise Grammar of Contemporary English (Quirk & Greenbaum, 1973) was cited for 24, or 20%, of the responses. A Student's Grammar of the English Language (Greenbaum & Quirk, 1990) was cited for 19, or 16%, of the responses. Texts which received ten or fewer responses were, in order of frequency of mention: A Communicative Grammar of English (Leech & Svartik, 1975), A Comprehensive Grammar of the English Language (Quirk et al., 1985), Modern English (Frank, 1993b), and A Practical English Grammar (Thomson & Martinet, 1980). One respondent checked "none" for this question, with no explanation.

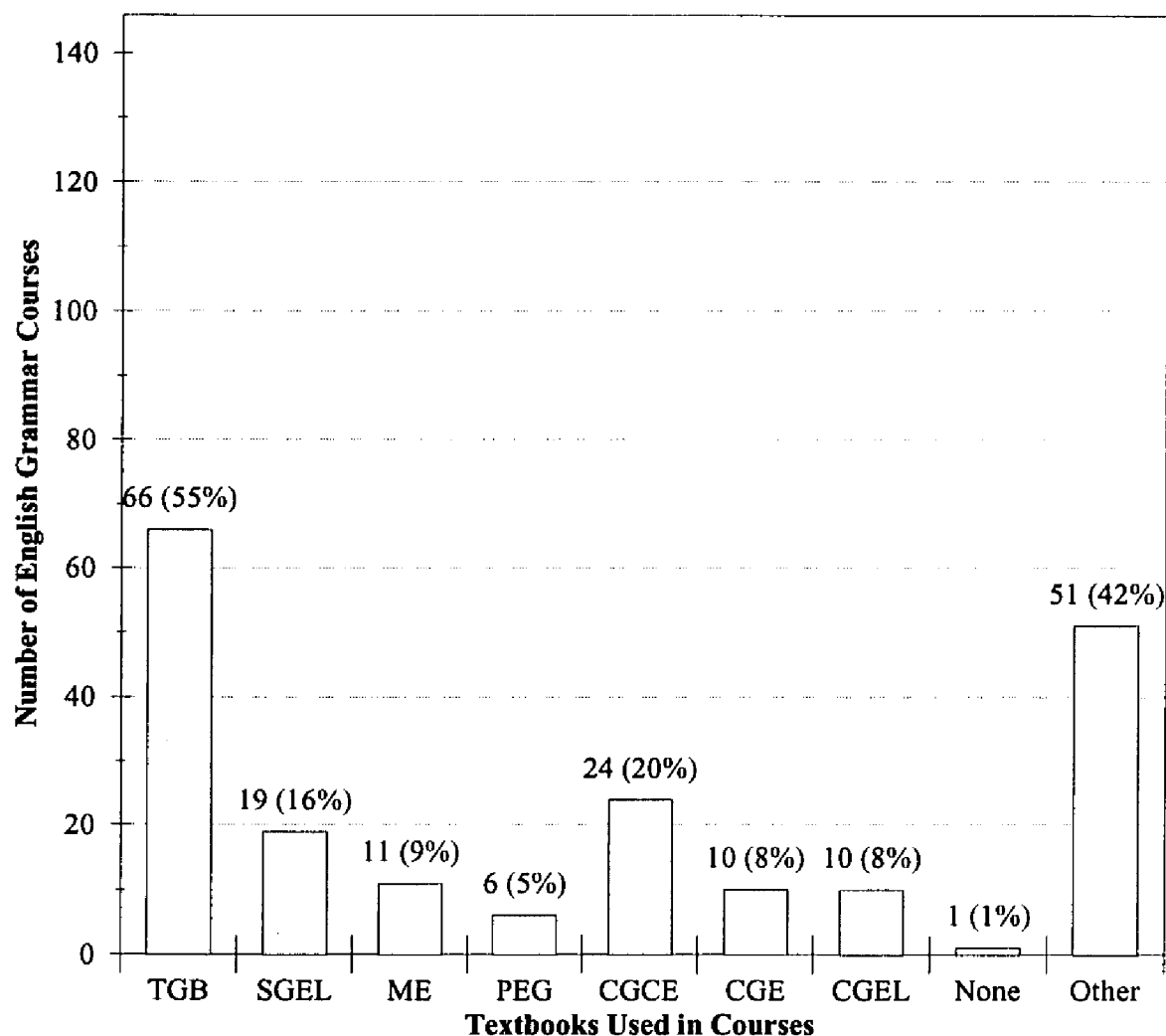


Figure 18: Number of English Grammar Courses Using Selected Textbooks

n = 121*

*# of English grammar courses

This question was not completed for 25 of the 146 English grammar courses.

Mean number of textbooks per course (excluding "None" and non-respondents) = 1.64

Some of the "Other" responses included more than one textbook, but are counted as one here.

Table 30 shows the range of "other" texts cited by the respondents. Of these "other" texts, the most frequently cited were: English syntax (Baker, 1989); Analyzing sentences: An introduction to English syntax (Burton-Roberts, 1986); English grammar: Principles and facts (Kaplan, 1989); Analyzing English grammar (Klammer & Schulz, 1992); and Second language grammar: learning and teaching (Rutherford, 1987b). Eighteen additional published texts were cited, however, each used in one to two courses. Seven instructors used either course packs of selected materials or their own unpublished manuscripts.

TABLE 30

"Other" Published Texts Used in English Grammar Courses

"Other" texts used	Number of courses
Azar, B. S. (1981) <u>Understanding and Using English Grammar</u>	1
Baker, C. L. (1989) <u>English Syntax</u>	7
Burton-Roberts, N. (1986) <u>Analyzing Sentences: An Introduction to English Syntax</u>	4
Celce-Murcia, M., & Hilles, S. (1988) <u>Techniques & Resources in Teaching Grammar</u>	1
Fasold, R. (1990) <u>The Sociolinguistics of Language</u>	1
Feigenbaum, I. (1985) <u>The Grammar Handbook</u>	1
Givon, T. (1993) <u>English Grammar: A Function-based Introduction</u>	1
Greenbaum, S. (1989) <u>A College Grammar of English</u>	1
Jacobs, R. A. (1995) <u>English Syntax: A Grammar for English Language Professionals</u>	1
Kaplan, J. P. (1989) <u>English Grammar: Principles and Facts</u>	4

Klammer, T. P., & Schulz, M. R. (1992) <u>Analyzing English Grammar</u>	3
Lester, M. (1990) <u>Grammar in the Classroom</u>	1
Lewis, M. (1986) <u>The English Verb: An Exploration of Structure and Meaning</u>	1
Liles, B. L. (1987) <u>A Basic Grammar of Modern English</u>	1
Raimes, A. (1990) <u>How English Works: A Grammar Handbook with Readings</u>	1
Rutherford, W. (1987b) <u>Second Language Grammar: Learning and Teaching</u>	3
Sedley, D. (1990) <u>Anatomy of English</u>	2
Steer, J., & Carlisi, K. (1991) <u>The Advanced Grammar Book</u>	1
Stockwell, R. P., Bowen, J. D., & Martin, J. W. (1965) <u>The Grammatical Structures of English & Spanish</u>	1
Thewlis, S. (1993) <u>Grammar Dimensions</u> , Book 3	1
Thomas, L. (1993) <u>Beginning Syntax</u>	1
Ur, P. (1988) <u>Grammar Practice Activities: A Practical Guide for Teachers</u>	2

Analysis of the Main Course Texts

Two of the texts in Table 30 are not English grammar texts, but texts focused on methods and techniques for teaching ESL grammar. These are Grammar Practice Activities: A Practical Guide for Teachers (Ur, 1988) and Techniques and Resources in Teaching Grammar (Celce-Murcia & Hilles, 1988). Another of the texts, Second Language Grammar: Learning and Teaching (Rutherford, 1987b), focuses on the theory of learning and teaching grammar, rather than on English grammar itself. One additional text, The Sociolinguistics of Language (Fasold, 1990), focuses on sociolinguistics rather than English grammar. Therefore, there were actually 18 "other" published texts used in English grammar courses which focus on English grammar, rather than the teaching of grammar or sociolinguistics. In the following analysis of the main course texts, these 18 "other" texts will be considered along with the seven texts named in the original survey (see Figure 18) and a soon-to-be-published manuscript (Holisky, 1995) whose author made available basic information about the text. Therefore, the analysis which follows will cover a total of 26 English grammar texts used as the main course text for English grammar courses in master's programs in TESOL.

Table 31 shows the linguistic approach of each of the 26 texts, as revealed by the preface, introduction, or, in the absence of mention by the author, the nature of the description of grammar in the text. The table shows that the majority of the texts are based on an eclectic linguistic approach. Of the discrete linguistic approaches named by respondents, the transformational generative (TG), or generative, approaches were the single most influential. Four of the texts were based exclusively on a TG or generative approach. The Baker text is based on generative grammar, and the Burton-Roberts, Kaplan, and Thomas texts are based on TG grammar.

TABLE 31

Linguistic Approaches of Texts Used in English Grammar Courses

Linguistic approach	Number of texts	Percentage
Generative	1	4%
Transformational Generative (TG)	5	19%
Functional	1	4%
Eclectic	19	73%
Total	26	100%

Table 32 shows the distribution of linguistic approaches used within those course texts which were "eclectic," as determined by specific mention in the text by the author or authors. The 26 mentions represent 14 texts. Five of the texts did not specifically mention a linguistic approach. Among the eclectic texts, traditional grammar was most frequently mentioned. Second most influential was generative or transformational-generative grammar. Structural grammar was third most influential.

TABLE 32

Linguistic Approaches Claimed by Authors of 14 of the "Eclectic" Course Texts

Linguistic approach	Frequency of mention	Percentage of texts
Traditional	11	79%
Structural	4	29%
Generative	1	7%
Transformational Generative (TG)	7	50%
Functional	1	7%
Government and Binding Theory	1	7%
Case	1	4%

In order to identify those texts which could be considered pedagogical grammars, the audience of each of the texts was identified, once again by examining the preface and introduction to each text. Among the 26 texts, ESL students were mentioned as an audience eight times, and ESL teachers in particular were mentioned seven times. The texts written for

ESL students were: Azar, Feigenbaum, Frank, Leech and Svartik, Raimes, Steer and Carlisi, Thewlis, and Thomson and Martinet. The texts written for ESL teachers were: Celce-Murcia and Larsen-Freeman, Frank, Holisky, Jacobs, Lewis, Stockwell et al, and Thomson and Martinet. It is interesting to note that Jacobs' text was only very recently published, and Holisky's text is to be published in the near future. Therefore, prior to 1995 there existed only five texts written with the needs of ESL teachers in mind.

Two texts, both reference grammars, identified both ESL students and ESL teachers as their audience. These are the Frank and the Thomson and Martinet texts. Since these two texts occurred in both lists, there were in actuality a total of 13 texts written with the needs of ESL students and teachers in mind. This accounts for only half of the 26 texts used in English grammar courses for future ESL teachers.

An additional three texts named "teachers" or "teacher trainees" as their audience. These were: Givon, Klammer and Schulz, and Sedley. The Klammer and Schulz and Sedley texts specify that they were written for prospective English teachers, meaning, presumably, teachers of English to native speakers of English. The Givon text simply named "high school and college students and teachers" as the intended audience. These grammars, then, could be considered "pedagogical" in the sense that they were written with the needs of teachers in mind, but they were not written from a specifically ESL pedagogical perspective.

It is important not to overlook the reverse image of the picture of the texts which has been outlined above. That is, after eliminating the texts written specifically for ESL students or ESL teachers, all remaining texts were either written for a native speaker audience or, at best, a mixed audience of native and nonnative speakers of English. In other words, half of the texts

used in English grammar courses in master's programs in TESOL were not written with the specific needs of ESL students or teachers in mind.

As defined in chapter two, reference grammars are written in an attempt to offer a comprehensive description of English grammar for reference, rather than for use as a course text. Perhaps the only text which has attempted the ambitious task of presenting a truly comprehensive description is the compendious A Comprehensive Grammar of the English Language (Quirk et al, 1985). Derived from this work, the Greenbaum and Quirk, Quirk and Greenbaum, and Greenbaum texts would also be logically classified as "reference" grammars. The Leech and Svartik text, though derived from the Quirk et al reference, with its many discovery and practice exercises, would be more suitably identified as a pedagogical grammar. The authors of the Frank and Thomson and Martinet texts have identified their texts as reference grammars. The Feigenbaum and Raimes texts were intended as reference grammars, as evidenced by the word "handbook" in their titles. Therefore, a total of eight of the 26 texts could be justifiably identified as reference grammars. Reference grammars, then, constitute approximately one-third of the texts.

The linguists Quirk, Greenbaum, Leech, and Svartik have had a significant influence in ESL teacher education through the publication of A Comprehensive Grammar of the English Language and its four derivative grammars, each written by two linguists from this team of authors. The Quirk and Greenbaum text, A Concise Grammar of Contemporary English, and the Greenbaum and Quirk text, A Student's Grammar of the English Language, together accounted for 36% of the responses to the survey question regarding course texts (see Figure 18). In addition to the texts these linguists wrote themselves, two authors of other grammar texts,

Feigenbaum and Frank, acknowledge having used the work of these linguists as a significant source of information.

One final observation must be made about the texts used in English grammar courses in master's programs in TESOL, as identified in this survey. At least ten of the 26 texts were considered by their authors to be "basic" texts. These texts, which were identified as such by the appearance of the words "basic," "non-technical," "non-specialist," "practical," or "no previous knowledge of English grammar" in their preface or introduction, are: Burton-Roberts, Greenbaum, Jacobs, Kaplan, Klammer and Schulz, Lewis, Liles, Sedley, Thomas, and Thomson and Martinet.

Exercise Texts

Figure 19 shows the number of English grammar courses which use the exercise text options as listed on the survey. Seventy percent of the courses used exercises which were written by the instructor of the course. Forty-two percent of the courses used naturally occurring samples of written English for exercises in grammatical analysis. Another nineteen percent of the courses used a source of exercises not listed on the survey. Sixteen percent of the courses used no source of exercises. Of the published exercise texts listed on the survey, Exercises in Contemporary English, (Algeo, 1974) was cited for ten courses, and A Student's English Grammar Workbook was cited for seven courses. Modern English, Parts I and II were cited for three courses.

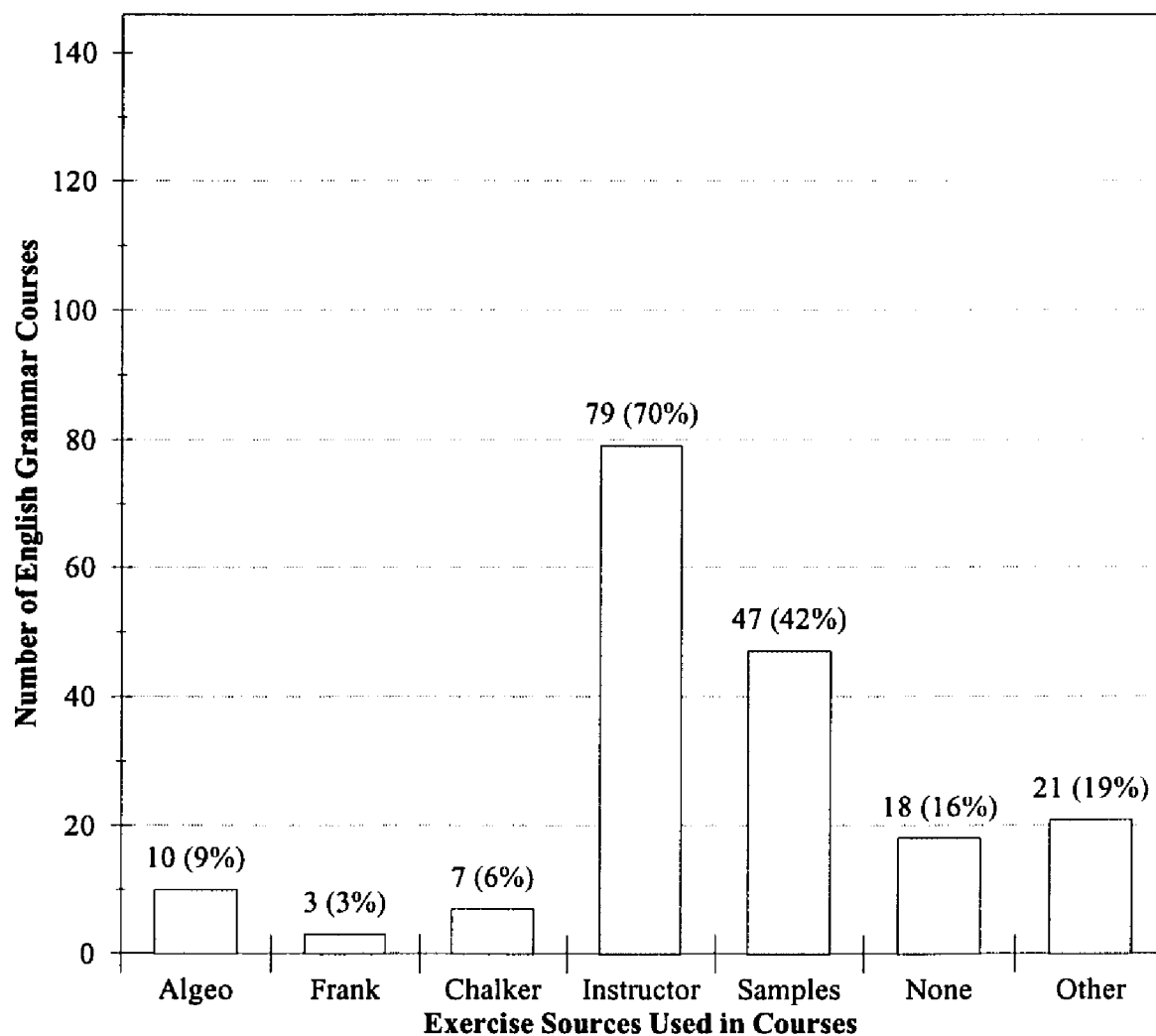


Figure 19: Number of English Grammar Courses Using These Exercise Sources

$n = 113^*$

***# of English grammar courses**

This question was not completed for 33 of the 146 English grammar courses.
 Mean number of exercise sources per course (excluding "None" and non-respondents) = 1.76
 Some of the "Other" responses included more than one source, but are counted as one here.

Of the 21 "other" responses regarding exercise text, six indicated by a general comment that the exercises in ESL student texts are used, though no specific texts were named in those six responses. One ESL student text series which was named was Grammar Dimensions, Book 4 (Frodesen & Eyring, 1993). Another respondent commented that the program was considering using the Grammar Dimensions series, edited by Diane Larsen-Freeman.

Table 33 shows the published sources of exercises listed under the "other" option, along with the number of courses using each. The majority of the texts used for exercises which were named by respondents were also the main course texts. Most of the exercise texts cited under the "other" option were influenced by transformational-generative grammar. The Akmajian and Burton-Roberts texts, as well as the chapter on syntax in the O'Grady text, are based exclusively on transformational-generative grammar, while the Baker text is based entirely on generative grammar. The Celce-Murcia and Larsen-Freeman as well as the Sedley texts, while eclectic, draw heavily from transformational-generative grammar. Klammer and Schulz, Lester, and Weaver are eclectic and draw from traditional, structural, and transformational grammar.

TABLE 33

"Other" Published Sources of Grammar Exercises

"Other" Sources	Number of courses
Akmajian, A., & Heny, F. (1975) <u>An Introduction to the Principles of Transformational Syntax</u>	1
Baker, C. L. (1989) <u>English Syntax</u>	1
Burton-Roberts, N. (1986) <u>Analyzing Sentences</u>	4
Celce-Murcia, M., & Larsen-Freeman, D. (1983) <u>The Grammar Book</u>	4
Frodesen, J., & Eyring, J. (1993) <u>Grammar Dimensions</u> , Book 4	1
Klammer, T. P., & Schulz, M. R. (1992) <u>Analyzing English Grammar</u>	1
Lester, M. (1990). <u>Grammar in the Classroom</u>	1
O'Grady, W. (1993) <u>Contemporary Linguistics: An Introduction</u>	1
Sedley, D. (1990) <u>Anatomy of English</u>	1
Weaver, C. (1979) <u>Grammar for Teachers: Perspectives and Definitions</u>	1
Total	16

Also mentioned by respondents as unpublished sources of exercises were (1) examples of oral and written students errors; and (2) exercises made up by the TESOL students themselves.

Course Length

In regard to the question, "Do you consider the current number of semester/quarters/summer sessions allotted to each of the English grammar courses to be sufficient for the learning of the material?," there were 89 responses and 11 non-responses from the 100 degree programs which offer an English grammar course. The responses were heavily weighted toward the "yes" response, which accounted for 68, or 76%, of the total responses. It will be recalled that most courses were one semester in length, so a "yes" response meant, in most cases, that one semester was sufficient. However, it is perhaps significant that the two respondents representing programs which offer English grammar courses which are more than one semester in length (one course covers two semesters; the other covers two quarters) also answered "yes" to this question.

Twenty-one, or 24%, of the responses, answered "no." The respondents answering "no" were then invited to estimate how long the course should be. The suggestions of those who responded "no" are listed in Table 34. The majority of those who responded "no" suggested two semesters. All other specific estimates involved lengthening the course. Two respondents were uncertain, and one recommended discontinuing the pedagogical grammar course altogether, since "many other areas are much more relevant and important for educating ESL teachers."

TABLE 34

Recommendations for Length of English Grammar Course by Respondents who Consider the Current Course Length Insufficient for Learning Material

Recommended course length	Number of Responses
Two semesters	12
One semester (at least)	2
14-15 weeks	2
A lifetime	1
60 hours	1
Semester rather than term	1
One year	1
Uncertain	2
Total	21

In the final item regarding course length, respondents were asked to identify the course they were considering lengthening or shortening and to explain why. Respondents for four degree programs seemed to be actively considering expanding the English grammar course. Two were considering expanding to two semesters. One was considering lengthening the course from 45 to 60 hours and making it more pedagogical. Another was considering separating one course which currently covers both pedagogical phonology and pedagogical grammar into two distinct courses, so that the pedagogical grammar course would be "one complete (100%) semester."

The remaining respondents, including those who estimated two semesters as the optimum length, did not seem to be actively considering expanding the length of the course. The majority opinion among these respondents was that although two semesters would be nice, it would be "impractical" or "unrealistic" to devote more time to English grammar. Most of the reasons given for the impracticality of expanding the length of the English grammar courses regarded either the lack of additional time in the curriculum, or the position of English grammar relative to other subject matter in the curriculum. Comments representing this perspective were as follows: "More would be impractical in order for students to complete degrees in timely fashion;" "It is all the time that is available," "All the faculty want more of their subject matter taught," "Could easily be another term's worth of material--but so could most courses!"

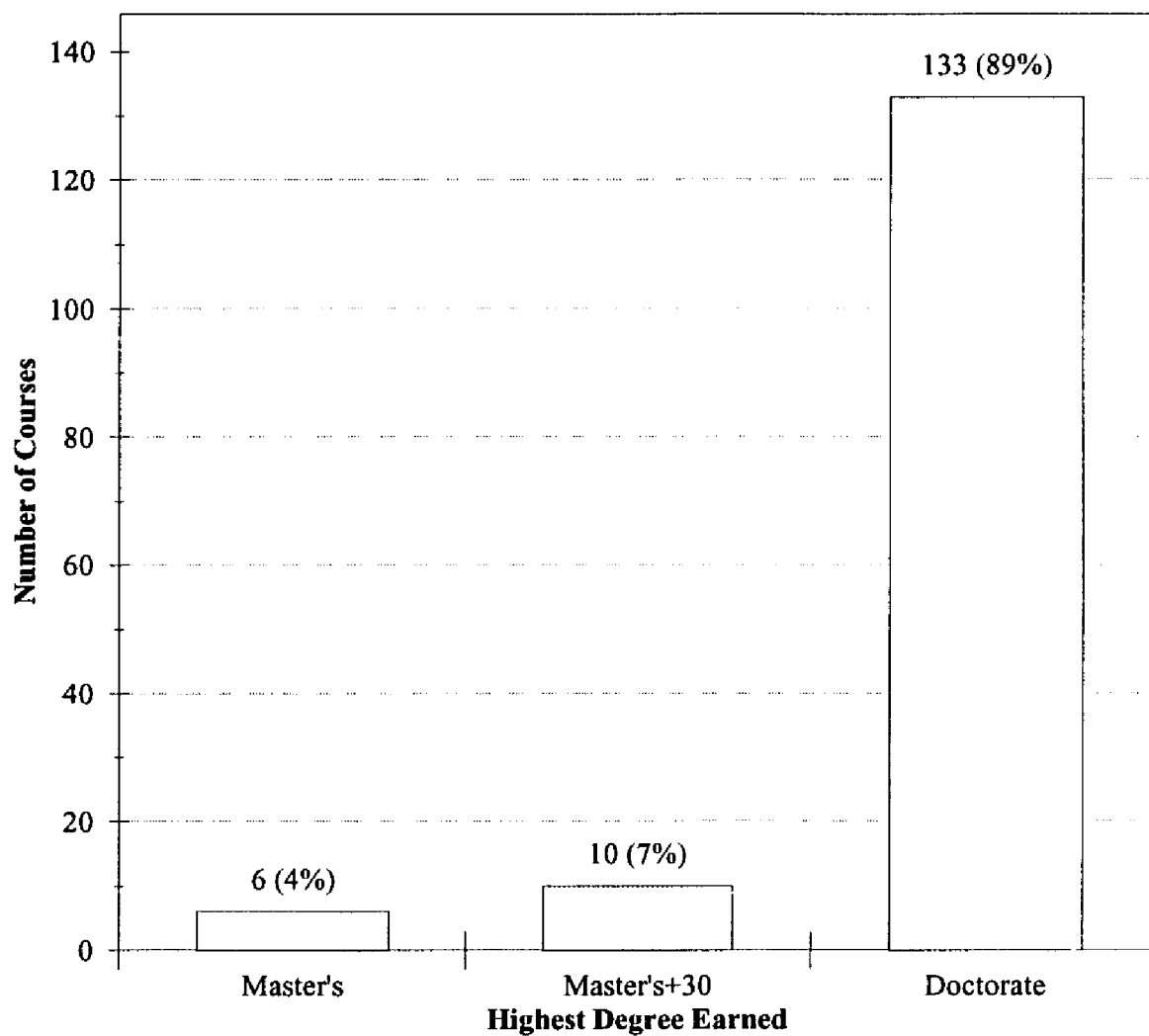
A few respondents pointed out the relationship between graduate students' English grammar preparation prior to the matriculation and the sufficiency of course length. Comments representing this perspective included the following: "...offering two or more courses for zero-level grammarians is unrealistic;" "[Time is sufficient] given the students I've had, who have been well-grounded in grammar previously;" "Depends on admissions requirements. Grammar instruction is not needed if the requirements are high."

Two respondents' comments indicated that they expected their students to learn more English grammar on the job. Comments included: "Further learning will need to be on the job," and "I expect they will continue to study English grammar the rest of their careers." Finally, one respondent pointed out that "it [English grammar] is reinforced in at least three other courses."

Instructors

Respondents were instructed to answer the items regarding instructors based on the instructor currently teaching the course, or, if a course was not currently being offered, the instructor who last taught that course. Some respondents, however, checked some items in this section more than one time. The multiple responses will be interpreted for the possible meaning for each item.

Figure 20 shows the highest degree earned by course instructors. A clear majority of the instructors, 133, or 89%, held doctorate degrees. Ten instructors' preparation was equivalent to a master's plus thirty credit hours. Six instructors' highest level of preparation was a master's degree. For this item, two responses were reported for eight different courses. It is likely that in these cases, the respondent was reporting the highest degree earned by each of two instructors who teach the course. Of course, it is also possible, in cases for example, where master's and doctorate are both checked, that the respondent was checking each degree held by the same instructor. At any rate, all checks were included in this chart.



**Figure 20: Highest Degree Earned
by Course Instructors**

n = 141*

*# of English grammar courses

This question was not completed for 5 of the 146 English grammar courses.

Two responses were reported for 8 courses (for different instructors).

Figure 21 shows the academic field of the highest degree earned by course instructors. A clear majority in this case, 105, or 75%, held a degree in linguistics. The remaining degree choices accounted for 11% or fewer of the instructors. These included English, TESOL, and Education. The "other" category accounted for 15, or 11%, of the responses. Slightly more than half of these "other" listings consisted of Applied Linguistics or Applied Linguistics/TESOL degrees.

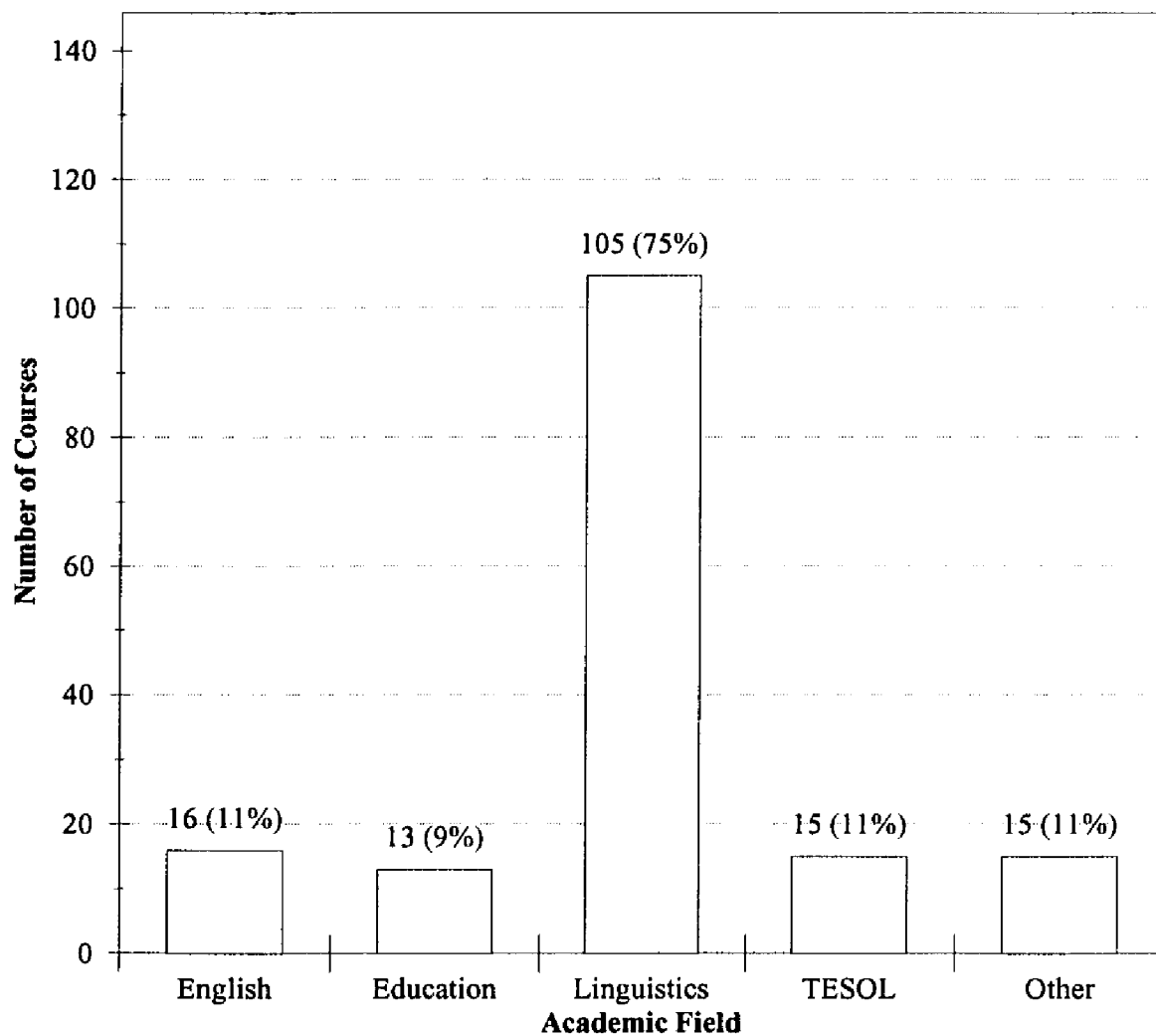


Figure 21: Academic Field of Highest Degree Earned by Course Instructors

n = 140*

*# of English grammar courses

This question was not completed for 6 of the 146 English grammar courses.
Multiple responses were reported for 20 courses.

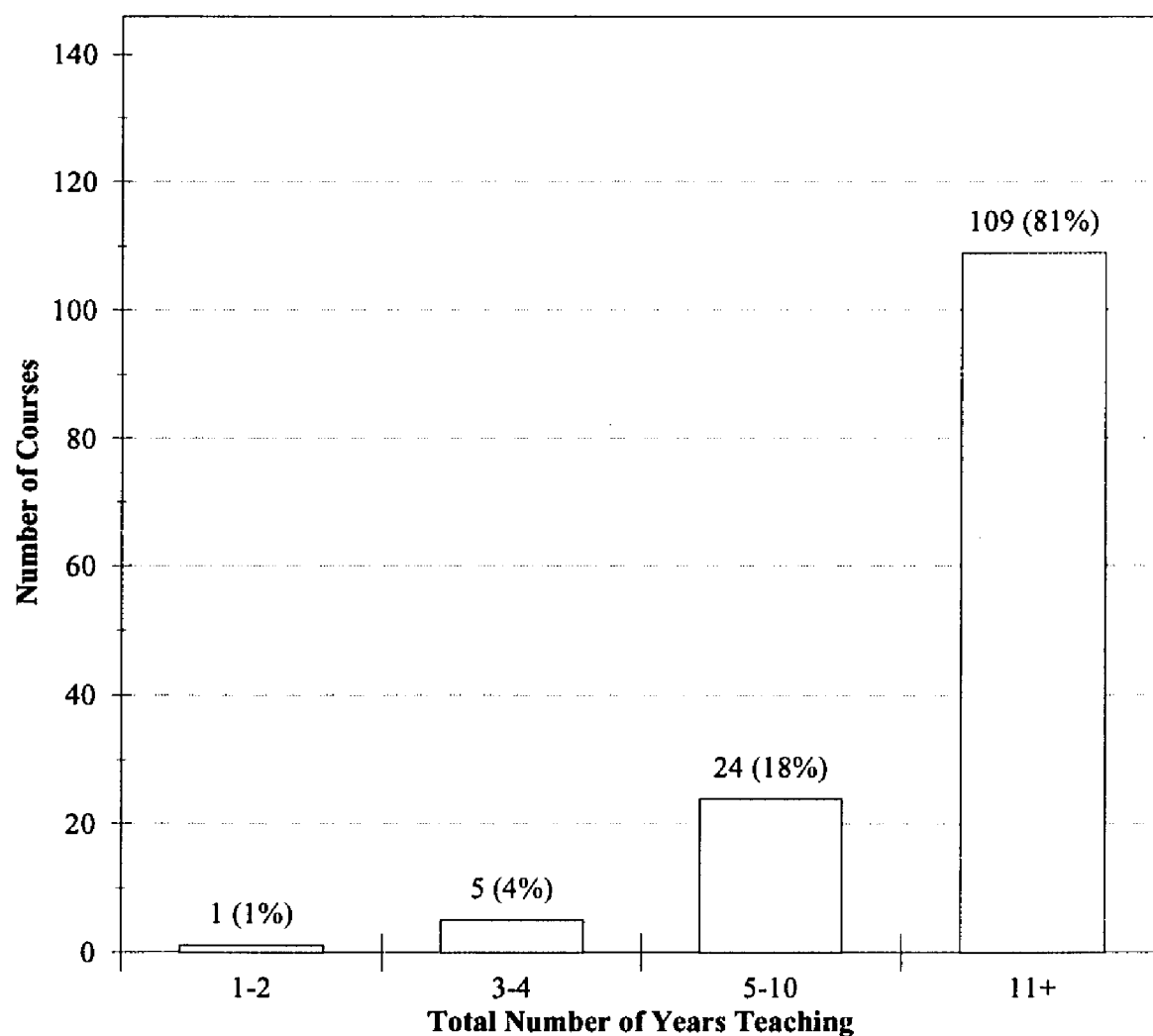
Table 35 shows the distribution of the "other" responses from Figure 21. Multiple responses were reported for 20 of the 140 courses. This could be because instructors' degrees represented both "major" and "minor" areas. The multiple responses also might represent, as in the previous item, the academic field of two or more instructors who teach the course. This seems to be the most likely case, since a few respondents wrote "depends on instructor," as an additional comment in the "other" column. It is also possible, though perhaps less likely, that the respondents were checking the academic field of the master's and the doctorate held by the same instructor.

TABLE 35

"Other" Field of Highest Degree of English Grammar Course Instructors

"Other" Field	Number of instructors
TESOL (Applied Linguistics)	4
Applied Linguistics (TESOL)	1
Linguistics (TESOL Certificate)	1
Applied Linguistics	2
Language Acquisition	2
Anthropological Linguistics	1
Linguistics and Literature	1
English (Linguistics)	1
English (Composition Theory)	1
Second Language Learning	1

Figure 22 shows the total number of years course instructors have taught. Eighty-one percent of the instructors had taught 11 or more years. Twenty-four percent had taught between five and ten years. Instructors of five courses had taught three to four years, and one course instructor had taught one to two years. For this item, two responses were reported for four courses. It is likely that these responses represented different instructors for the same course. This question was not completed for 11 of the 146 courses, possibly due to some uncertainty on the respondents' part regarding this information.



**Figure 22: Total Number of Years
Each Instructor Has Taught**

n = 135*

*# of English grammar courses

This question was not completed for 11 of the 146 English grammar courses.
Two responses were reported for 4 courses (for different instructors).

Figure 23 shows the number of years each instructor had taught English grammar. The majority, 77, or 61% of course instructors, fell once more under the 11+ years category. Twenty-six percent of the instructors had taught English grammar five to ten years, 15% three to four years, and one instructor one to two years. It is perhaps significant that the total years teaching English grammar was 20% lower than the total years teaching. This could indicate that the demand for English grammar courses has been relatively recent. This question was not completed for 19 of the 146 courses, possibly due, once again, to uncertainty on the respondents' part.

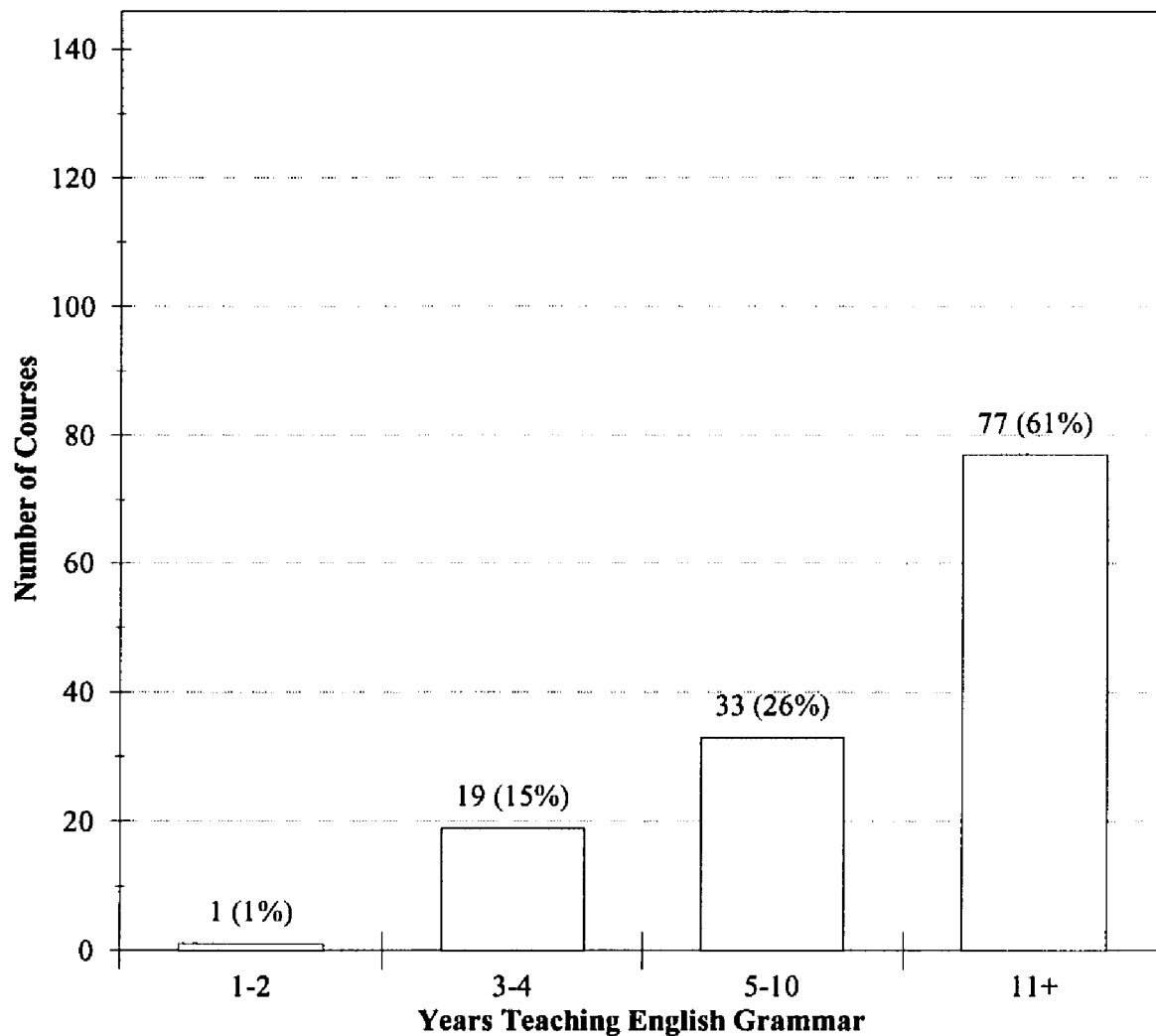


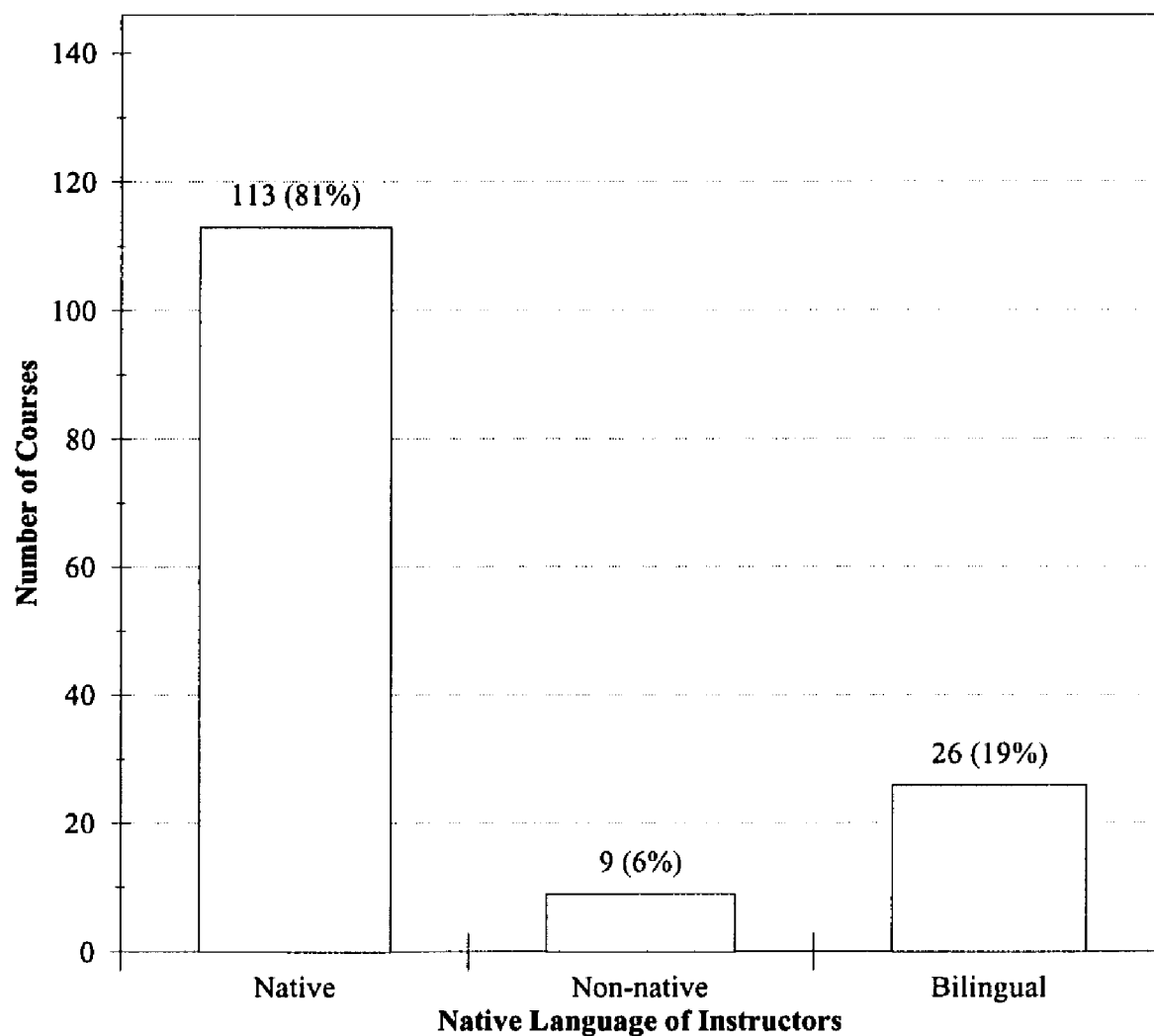
Figure 23: Number of Years Each Instructor Has Taught English Grammar

n = 127*

*# of English grammar courses

This question was not completed for 19 of the 146 English grammar courses.
Two responses were reported for 3 courses (for different instructors).

Figure 24 shows the native language of English grammar course instructors. The majority of the instructors, 81%, are native speakers of English. Nineteen percent, however, were bilingual. Six percent of the instructors were non-native speakers of English. Once again, two responses were reported for nine courses. It is possible that one instructor could be identified under more than one category, since if one is bilingual, one is necessarily a native speaker of another language, but it seems more likely that the multiple responses represent the native language of more than one instructor of the course.



**Figure 24: Native Language of English
Grammar Course Instructors**

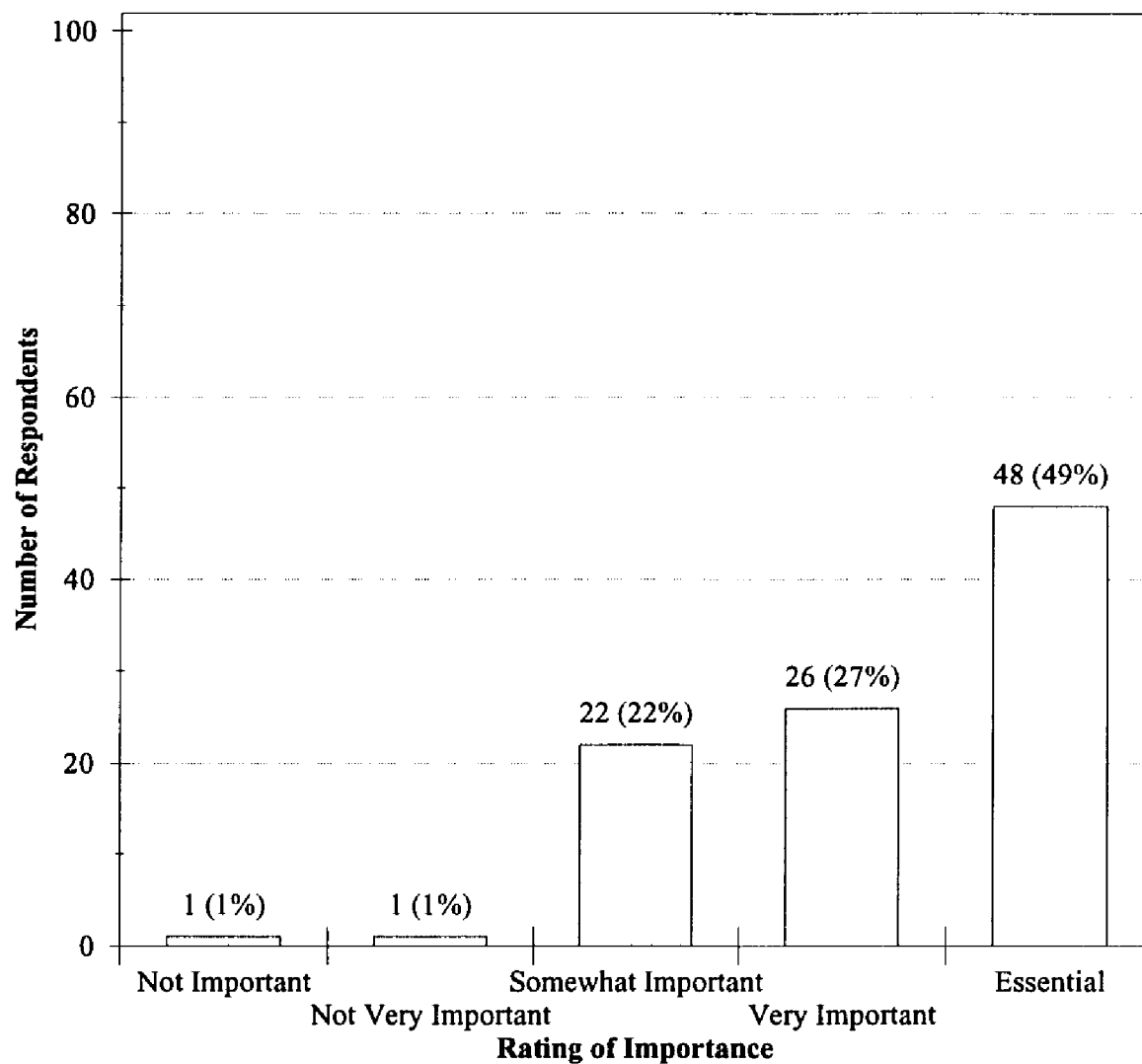
n = 139*

*# of English grammar courses

This question was not completed for 7 of the 146 English grammar courses.
Two responses were reported for 9 courses (for different instructors).

Role of Grammar in the Master's Program in TESOL

Figure 25 shows the ratings of the importance of instruction in the grammatical system of English in a master's program in TESOL, according to respondents from 98 of the 102 university departments which completed the survey. Forty-nine percent, close to one half of the respondents for this item, rated such instruction as "essential." Twenty-seven percent rated such instruction as "very important." Twenty-two percent rated instruction in the grammatical system of English as "somewhat important," and there was one respondent each for the low ratings of "not very important" and "not important." Seventy-six percent of the respondents, then, rated instruction in the grammatical system of English fairly highly, while another 24% rated it at some middle point or lower.



**Figure 25: Importance of Instruction
in the Grammatical System of English**

n = 98*

*# of respondents answering this question
This question was not completed for 4 of the 102 departments.

Most of the respondents who rated this item also responded to the second item, which requested a brief explanation for the rating. In order to construct a coherent analysis, the responses were grouped together by rating number and then categorized according to the content of the comment. These will be discussed below, with samples of the comments included for purposes of illustration.

Thirty-seven of the 48 respondents who assigned an "essential" rating to instruction in the grammatical system of English supplied explanations for their rating. The three most common types of explanation were (1) such instruction is basic, fundamental knowledge required of all ESL teachers; (2) the students in master's programs in TESOL will need this knowledge for ESL teaching; and (3) knowledge of the grammatical system of English is necessary in order to understand second language acquisition processes.

Eleven respondents who chose the "essential" rating wrote that knowledge of the grammatical system of English is basic, fundamental knowledge expected of all ESL teachers. Their explanations were among the most interesting for this rating because the respondents made frequent use of metaphor. Some examples follow: "This is the 'nuts and bolts' of the subject--as crucial for ESL teachers as math is to an engineer or anatomy for an MD;" "Grammar is the anatomy of the ESL teachers' subject matter: language and communication. Just as physiology (learning and using language) won't make much sense without a good working knowledge of anatomy (and vice versa), so too language use (communicative functions) won't gel well without a good working knowledge of grammar;" "You cannot teach math without an understanding of numbers or engineering without physics." Other comments indicated that such knowledge was fundamental to an understanding of English: "We are teaching English--we must understand the structure of the subject even if we don't teach grammar per se" and "How can one teach a

language intelligently without an overt, conscious knowledge of a structural analysis of that language?"

Ten respondents explained that their graduate students would be expected to teach grammar in the future. These future ESL teachers would be expected to be able to explain grammar and answer students' questions: "ESL/EFL teachers must have a functional knowledge of grammar in order to be a competent source of information for their students. Since students' grammar needs are so individualistic, the teacher needs to be able to spontaneously analyze the student's usage and respond appropriately when the student needs it;" "ESOL teachers are often called upon to explain aspects of English grammar, whether this is part of the ESOL curriculum or not, so it only makes sense that an M.A. program should prepare future teachers for this;" and "Grammatical accuracy for ESL teachers is essential since ...they must be able to convey to students how the language "works"... and to convey rules when appropriate." Two of these respondents referred to the demand from ESL students for such information: "Their students are often products of the grammar/translation method and want/need more grammar instruction;" and "Adults learning ESL at university level typically know English grammar very well and want to discuss it. Their teachers should know at least as much as they do." One of the more succinct explanations was: "Teachers will teach it. Jobs will require it."

Eight respondents pointed out that a knowledge of the grammatical system of English is a prerequisite for understanding second language acquisition. Samples of these responses were as follows: "This understanding undergirds understanding of the principles of second language acquisition, cross-linguistic influence, and so much of skill-learning in reading, writing, listening-speaking;" and "Language teachers, ESL or otherwise, need to understand not only the

processes (psycholinguistic, etc.) of second language acquisition, but also have a fundamental understanding of the complexities of the system being acquired."

Four respondents explained that a knowledge of the grammatical system of English is necessary for curriculum planning. Sample comments were as follows: "We are teachers of English and must understand our language both to understand what is happening in /with the English of our students and as background to choices in curriculum, courses, materials, etc.;" "Competent university ESL teachers need to be able to go beyond their assigned textbooks and select grammar to teach, creating their own materials;" and "Whether English grammar is taught overtly or implicitly, an understanding of the grammatical system of English will inform teachers' decisions in lesson and course planning."

Five respondents based their explanations on their own observations or feedback they have received from their students. The comments were as follows: "Although we don't have a course in English grammar, as the years go on, I see more and more of our MA students lacking even a fundamental knowledge of the English grammatical system. Such a knowledge is essential. I do incorporate some instruction in my methods course, but it is not sufficient;" "Too many ESL teachers start out knowing too little grammar and have to learn on the job (often depending on a makeshift sense of the structure of English);" "Since we offer grammar only alternating years, half of our teachers do their internships without having had the course. I can see the effects in their teaching and the non-grammar interns complain about it;" "I also teach second language acquisition (and other language in education courses) and those students who have taken the grammar course get remarkably more out of the class than those who don't. You can't understand language acquisition (L1 or L2) without this understanding--as well as social

issues which are also essential;" and "After I began teaching the course, its importance became apparent to me from the student response."

Two respondents who chose the "essential" rating distinguished between the needs of native and non-native speakers of English: "Most native speakers (teachers) have little formal training in English grammar and non-native teachers may have more but would need more training in functional (communicative) grammar and even discourse grammar;" and "It's probably more essential for native speakers than non-native speakers. The native speakers need to be aware of the systematic nature of the language. They also need to realize what it is that the learner needs to know. Non-natives need to realize what parts the native speaker 'knows' automatically."

Finally, a few respondents with an "essential" rating also mentioned additional reasons. These were: (1) "Knowledge of the grammatical system of English is part of a larger understanding of the nature of language;" (2) "Such knowledge is necessary for reading publications in theory, research, and practice," and (3) "An understanding of English grammar is crucial for an ESL/EFL teacher, especially when they compete with the British."

Eighteen of the 26 respondents who chose a rating of "very important" offered written explanations. Ten of these 18 explanations referred to the need for a knowledge the grammatical system of English for teaching ESL. Most of the respondents explained that their graduates would be expected to teach grammar directly at some time in the future. A sample of comments follows: "All MA grads will at some point teach grammar or be asked to explain grammar;" "TESOL teachers-in-training are likely to or will be involved in the teaching of English grammar to their students;" "It's the area our grads are most often called upon to teach;" and "Teachers must know how syntax works in order to be able to explain it."

Three of the respondents who chose a rating of "very important" explained that such knowledge was part of an essential base of knowledge for all ESL teachers. Comments were: "Belief that adequate understanding of the grammatical system of English is an essential part of the knowledge base which all MS TESL candidates should possess;" "Teachers need to know how the language works in addition to how students acquire it;" and "The TESOL students must have an understanding of theoretical and practical issues in grammar."

One respondent explained that a course in English grammar is an official requirement for endorsement in ESL in their state. Another explained that "Understanding grammar not only causes potential applied linguists to think about the system which their subjects are learning, but also may provide explanations for learning difficulties and differences."

Two respondents made references to students' preparation prior to matriculation: "Grammar is not formally taught to native speakers in high school;" and "The importance depends on the admissions criteria."

One respondent referred to budget and staffing problems in relation to course offerings in English grammar: "Although I see that a course in pedagogical grammar would be of great interest and help to our TESOL students, because of the current budget and staffing situation I don't see any realistic possibility that we'll be able to give such a course in the near future. Our students do take a course called grammatical analysis, which is more of a syntax course, and they find some of the general concepts presented there applicable to their TESOL focus, but in general our program would be characterized as more of a formal linguistics program with a TESOL emphasis that is particularly strong in giving students experience teaching ESL and learning about course development and methodology."

Finally, one respondent who chose a rating of "very important" explained why the rating was not higher: "Grammar is important, but so are many other topics/courses. Our department is not part of a linguistics department. Our goal is not to train analysts, but develop ESL/EFL teachers in a broad, well-rounded curriculum."

Twelve of the 22 respondents who chose the middle rating, "somewhat important," offered written explanations of their rating. Three respondents asserted that their students already had a knowledge of the grammatical system of English: "Most students tend to know English grammar well already, since they have taken several linguistics courses in their undergraduate work in English;" "Because our program is very competitive, our students have a very strong background in their academic field and are very good writers;" and "Some master's students have extensive practical knowledge of grammar (from years of teaching ESL/EFL), so a course may be redundant or unnecessary."

Two of the respondents referred to the competing needs of the curriculum: "Although a working knowledge of the structure of English is important for a teacher of English, I feel other aspects, e.g., methodology, testing, etc., are even more essential;" and "Morpho-syntax is only part of the language knowledge needed, and knowledge of language is only part of the whole for language teachers; pedagogy and knowledge of language learning/acquisition, too."

Two respondents who chose a rating of "somewhat important" indicated that their students learn the grammatical system of English from other courses in the program: "Students need instruction in the structure of language in general and of English in particular. Much of what they learn or discover about the structure of English in our program, they do so in comparison with other language systems;" "Some knowledge of grammar is important, but most

students can derive it from their own knowledge of the language and from formal linguistics courses."

Two respondents who chose a rating of "somewhat important" asserted that the students could learn the grammatical system of English on their own. This can be seen in the second comment in the above paragraph, in which the respondent stated that students can "derive it from their own knowledge of the language." Another respondent wrote: "Students can learn English grammar on their own. There are many good self-instructional books on the market."

Two respondents who chose a rating of "somewhat important" implied that their students will not, or should not, be teaching grammar directly. "The person asking these questions is apparently not aware of changes in the discipline: studies in language acquisition, input hypothesis, etc.;" and "Knowledge of grammar is essential for teachers preparing learners for TOEFL or for English for academic purposes, where a knowledge of grammar would be helpful. However, students in this program are mainly preparing to teach adults in nonacademic settings. An implicit knowledge of grammar is important." A third respondent wrote that "overemphasis of grammar would perhaps lead students to too much discrete point methodology."

Finally, one respondent who chose the "somewhat important" rating objected to the term "grammatical system of English:" "We teach grammar and the means for describing and explaining it adequately for learners who are both NS and NNS. Thus 'the grammatical system' is not our consistent focus, rather 'a potential/probabilistic grammar.'"

The one respondent who rated instruction in the grammatical system of English as "not very important" is the coordinator of an MS in Education (TESOL) program which offers no English grammar course. The respondent explained the rating thus: "We believe the study of the grammar systems of English is the responsibility of the content area department, ie., English

department, and that our program has the responsibility for the pedagogy of English (L2) instruction. That is the stated position of the university, too."

The sole respondent to choose a rating of "not important" wrote: "ESL context. I personally believe in language as a system of communication, not hoops and smokescreens."

Two respondents wrote comments on the importance of instruction in the grammatical system of English, yet assigned no rating to its importance. One respondent wrote, "I have come to the conclusion that a course on English grammar is essential because many of our participants do not have even the most basic understanding of grammar or referent terminology." The other respondent wrote, "Our program primarily trains teachers for public school ESL and bilingual education programs. TESOL English grammar courses are not directly taught. Closest course is Teaching ESL methodology course."

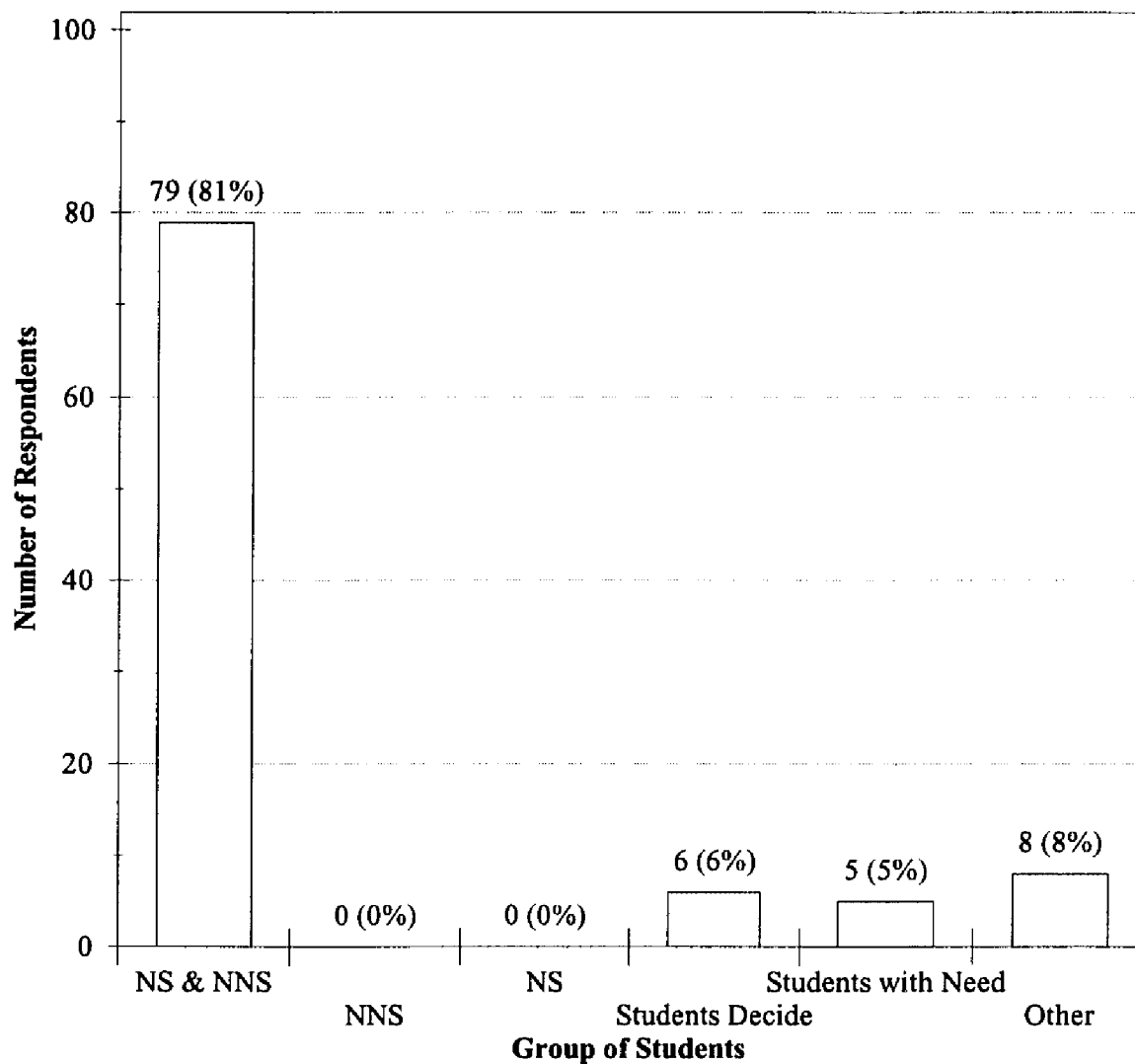
In summary, the invitation to comment on the importance of instruction in the grammatical system of English in a master's program in TESOL drew a wide range of responses. Within the diversity, however, there were blocks of respondents who tended to share similar rationales.

Among those who rated its importance highly, three rationales seemed to dominate: (1) knowledge of the grammatical system of English is part of the essential base of knowledge for all ESL teachers; (2) the students will need a knowledge of the grammatical system of English when they teach, primarily for explaining grammar and answering students' questions; and (3) an understanding of the grammatical system of English is prerequisite to an understanding of second language acquisition processes.

Among those who rated the importance of instruction in the grammatical system of English as "somewhat important," rationales included the following: (1) the students already

know the grammatical system of English, either through linguistics courses or ESL teaching experience; (2) other courses in the curriculum, such as methodology and second language acquisition, are as important or more important; (3) students can learn the grammatical system of English either indirectly through other courses in the program or in self-study; and (4) the students in the program will not, or should not, be teaching English grammar directly in the future.

The third item in the section regarding the role of grammar in the master's program in TESOL asked respondents to indicate which groups of master's students in TESOL need instruction in the grammatical system of English. Figure 26 shows the distribution of the 98 responses to this question. A clear majority of respondents, 81%, indicated that "all candidates, both native speakers of English and non-native speakers of English, need instruction in the grammatical system of English." Eight percent chose the "other" option. Six percent chose the option which reads "We make no assumptions about the needs of our students for instruction in the grammatical system of English; they decide for themselves whether or not they should take a course about the grammatical system of English." Five percent chose the option which reads "Only those students who have not demonstrated an adequate knowledge of English grammar need instruction in the grammatical system of English." No respondents chose the option "b," which stated that non-native speakers of English need such instruction, but that native speakers of English do not generally need such instruction. Similarly, no respondents chose option "c," which stated that native speakers of English need such instruction, but that non-native speakers of English do not generally need such instruction.



**Figure 26: Which Students Need
English Grammatical System Instruction**

n = 98*

*# of respondents answering this question
This question was not completed for 4 of the 102 departments.

Of the eight "other" responses to this question, three chose both options "a" and "d," which state that all candidates need instruction, but students decide for themselves whether to take the English grammar course. One respondent who chose "other" specified that "most" candidates need such instruction (rather than "all"), and that such instruction would be discourse-based. Another respondent chose options "a," "c," and "d," commenting, "non-native speakers do not generally need instruction in basic grammar."

Three respondents who chose "other" for this question seemed to be explaining why they did not think such instruction was necessary. One wrote, "All candidates need to know the grammatical system of English, but normally this is not accomplished by formal study." Another wrote, "Our students are English proficient (high), therefore what they need is the methodology of how to teach grammar in the ESL classroom." A third respondent referred back to her earlier explanation of the importance of instruction in the grammatical system of English, in which she stated that students in her program learn about the structure of English in comparison with other language systems.

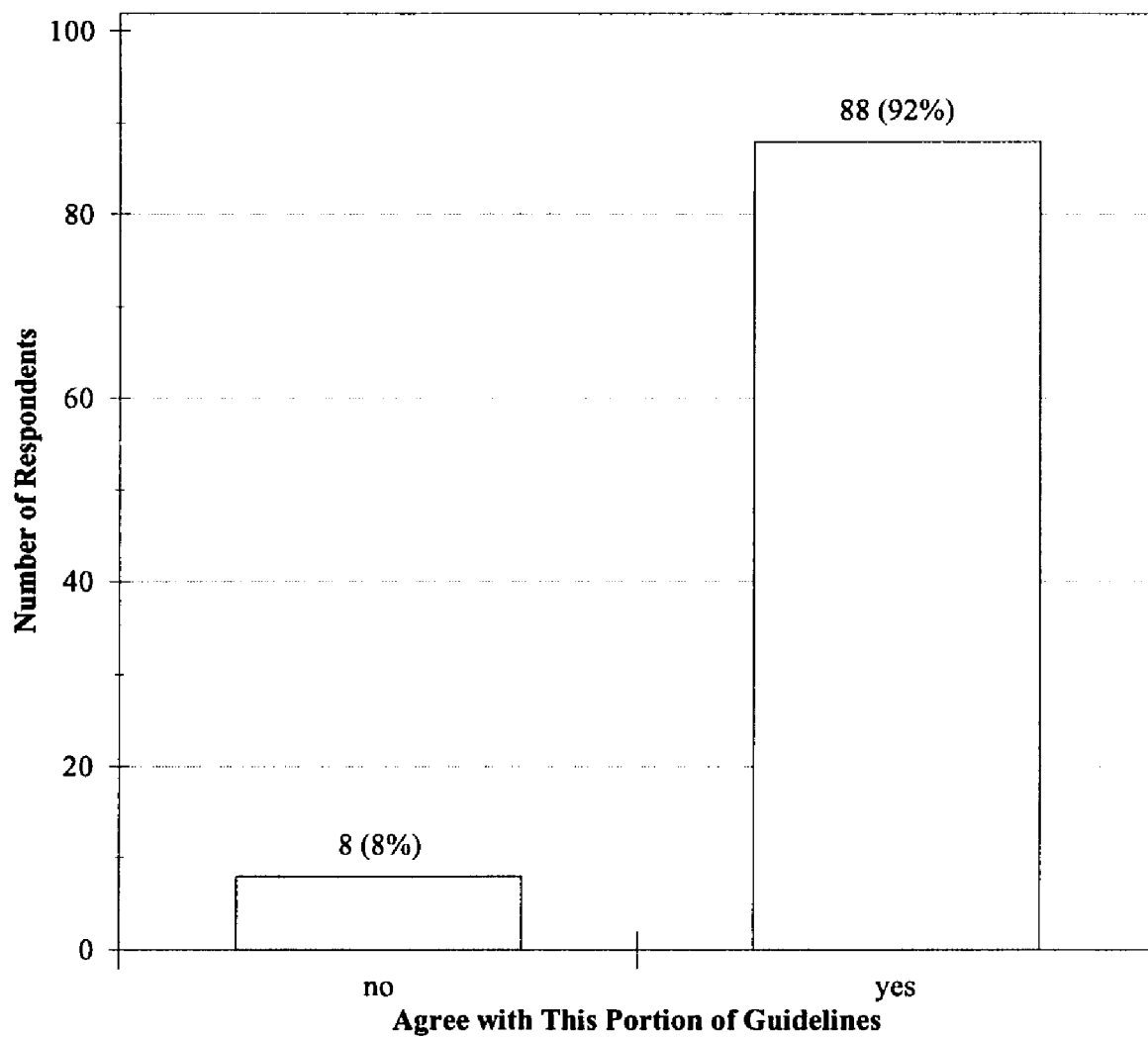
The space provided in the "other" option also drew additional comment from a few respondents who had circled one of the "a" through "e" options. Two respondents commented on the differences between native and non-native speakers of English. " (Option a--all candidates), although often non-native students are stronger in knowledge of structure but not use." The second respondent wrote, "I find c (native speakers need instruction) to be more true than b (non-native speakers need instruction), but it's a fantastic experience for the native speakers to be in a class where the non-native speakers excel!"

An additional respondent used the space to explain why the program view differs from the program policy: "Our view is "a"--with regard to teaching ESL, but our policy is "d;" due to

decreased funding and time/course constraints, students elect a few courses. TESOL grammar is one of them." (The program represented by this respondent is not the same program represented by the earlier respondent who mentioned budget and staffing restraints.)

TESOL Guidelines

In this section, respondents were asked whether they agreed with two sections of the TESOL Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States. The first section, which will be referred to hereafter as the "structure and development" section, states that a teacher of English as a Second Language is expected to understand "the structure and development of the English language systems." Figure 27 shows that an overwhelming majority of 88, or 92% of the 96 respondents to this item checked "yes," they agreed with this section. Eight respondents, or 8%, marked "no," they did not agree with this section of the Guidelines.



**Figure 27: Agreement with Structure
and Development Portion of Guidelines**

n = 96*

*# of respondents answering this question
This question was not completed for 6 of the 102 departments.

The survey invited those who disagreed with the structure and development section of the Guidelines to explain why. Of the seven who disagreed with the structure and development section of the Guidelines, six remarked that while structure was certainly important, the development of the English language systems was either not important or not necessary. The seventh response simply stated, "too vague." Two of the six who objected to the inclusion of "development" questioned the meaning of the word. One respondent thought it could refer to either first language sequencing or diachronic knowledge. The other specified that she was assuming that "development" meant "the historical development of English." Two respondents who marked "yes," they agreed with the structure and development section of the Guidelines, nevertheless took the opportunity to comment on this section. Both of them objected to the inclusion of "development," emphasizing that present day information about English was important.

The second section of the Guidelines, hereafter referred to as the "subsystems" section, asked respondents if they agreed with the recommendation of the Guidelines that teacher preparation programs include courses on "the major subsystems of present-day English," including the grammatical subsystem. Figure 28 shows that an even greater majority of the 96 respondents agreed with this section. Ninety-three, or 97%, marked "yes."

Three respondents, however, chose "no," they did not agree with this section. Two of these respondents explained that there were too many other courses which should take precedence over an English grammar course. "This tangential area does not warrant a course or courses of its own," one respondent concluded. The third respondent who chose the "no" response disagreed with the term "grammatical subsystem." "It is the grammatical 'system,' not 'subsystem.' (The subsystems are phonology, morphology, etc.)"

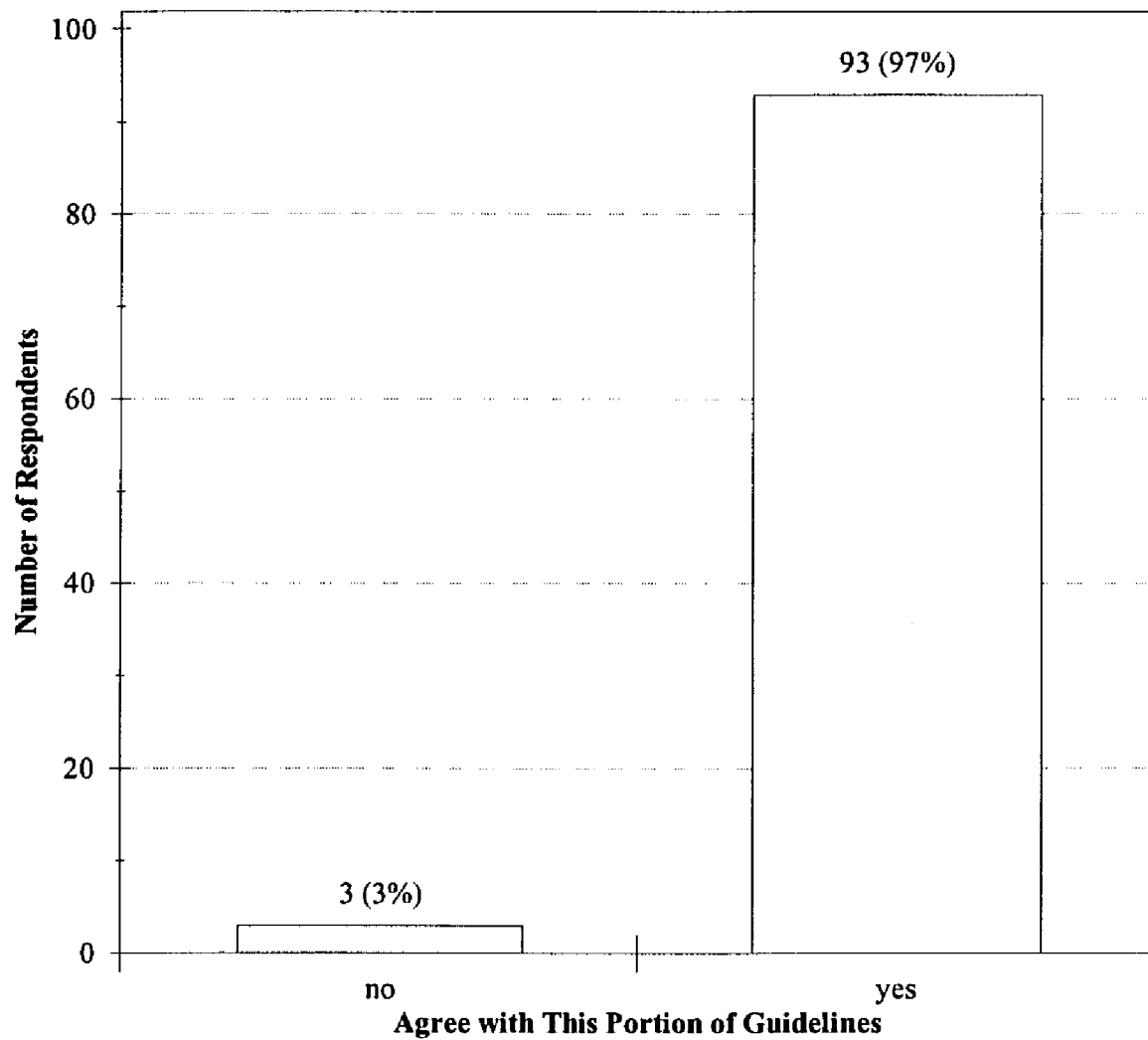


Figure 28: Agreement with the Major Subsystems Portion of the Guidelines

n = 96*

*# of respondents answering this question
This question was not completed for 6 of the 102 departments.

Current Trends

Table 36 shows the responses to the survey questions about changes related to English grammar in the TESOL curriculum in the last five years. The data was tabulated by department because in this section the same responses were offered by respondents for all degree programs under their administration. Since the survey was conducted in fall 1993, "the last five years" would mean between 1988 and 1993. In every case, the "no" responses far outnumbered the "yes" responses. In a few cases, however, there were a significant number of programs which had made a change in the past five years. The "addition or deletion" item drew 22, or 24%, "yes" answers among the 92 responses. The "change in required/not required status of any English grammar courses" also drew a noticeable number of "yes" answers: 15, or 17% of the 90 responses to this item. A discussion of the written comments for each item follows the table.

TABLE 36

Changes in Last Five Years Regarding English Grammar Courses (EGCs)

Changes	Yes	No	N/A	Number of responses	Number of non-responses
Add/delete EGCs	22 (24%)	60 (65%)	10 (11%)	92	10
Required/not required status	15 (17%)	67 (74%)	8 (9%)	90	12
Number of credits of EGCs	7 (8%)	68 (78%)	12 (14%)	87	15
Remedial/not remedial EGCs	3 (3%)	66 (77%)	17 (20%)	86	16
Develop EG placement test	5 (6%)	61 (70%)	21 (24%)	87	15
Add/delete EG placement test	3 (3%)	61 (71%)	22 (26%)	86	16
EGC instructor qualifications	0 (0%)	68 (79%)	18 (21%)	86	16

The respondents who marked "no" to current trend items generally did not write comments in the "nature of change" and "reason for change" columns. This is understandable, since they were indicating no changes by a "no" response. Two respondents to the add/delete item, however, did comment that their programs were less than 5 years old. Two additional respondents, one "n/a" responder and the other, who chose none of the response options, also commented that theirs was a new program.

Of the 22 respondents who answered "yes" to the "add/delete" item, 15 indicated through their comments under "nature of change" that they had added an English grammar course in the last five years. Four had deleted an English grammar course. Table 37 shows the explanations of those who had added an English grammar course.

TABLE 37

Explanations for Addition of an English Grammar Course

Explanation	Number of responses
Needed more practical, less theoretical course	2
Needed English grammar course for TESOL certification	2
Needed English grammar course for adequate coverage of material	2
Needed component	2
Inability of TAs to explain grammar	1
Refocusing the MA-TESOL program	1
Undergraduate course did not serve the specific needs of TESOL students	1
New faculty member qualified to teach	1
Our program must grow, improve, etc.	1
Other faculty considered the course important--I was the person to teach it.	1

Three respondents who indicated that their programs had deleted an English grammar course in the last five years explained why. One program replaced a syntax course by a pedagogical grammar course to make the program less theoretical, more practical. One program

lost their instructor. Another program used to offer an elective in traditional grammar, but it "didn't make."

The next current trends item concerned changes in required/not required status of any English grammar course, to which 15, or 17%, of the respondents indicated a change. Of those 15, thirteen explained the change. Five wrote that they had dropped a required English grammar course and nine had added an English grammar course. Only three of the five who had dropped an English grammar course offered an explanation. The three explanations were: (1) Program of study committees were not enforcing the two-course requirement (so we dropped one); (2) The course was not offered by the department in which it is housed; (3) Need. Seven respondents provided explanations for the addition of an English grammar course requirement. These were: (1) Refocusing the MA-TESOL program; (2) Content more specific--TESOL certification; (3) Introductory Applied Linguistics not enough; (4) Inability of TAs to explain grammar; (5) Students need material; (6) We consider it essential; (7) There is a lot of important present day info--pragmatic, discursive, usage, etc.

Only seven programs indicated that they had changed the number of credits for an English grammar course in the last five years. Of these seven, one involved a reduction in credits, and four involved increases in credit. Two did not describe the change. The reduction in credit occurred in conjunction with a reduction in the TESOL certificate: "The state credential requirements demand other things." Two of the increases occurred due to changes in the university system: "bookkeeping within this university," and "university calendar changed." The two remaining increases, however, were intentional decisions: "Grammar component (including phonology) increased from four to six credits--efforts to give sound understanding of the nature

of language," and "Additional credit for double majors (ESL & French or Spanish)--to offset lack of basic course in English grammar."

The current trends item regarding change in remedial/not remedial status drew only three "yes" responses. Of those three, only one explained the change: "We now disallow the Introduction to the Study of Language course on the MA program of study--too basic." (This respondent indicated earlier in the survey that the Introduction to the Study of Language course is now a prerequisite course for the three English grammar courses offered by the program.)

Five respondents answered "yes," to the "development of a placement test" item in the current trends section. Of those five, three offered comments: (1) ongoing--because that's the way any good test program is carried on; (2) writing only; (3) added for TAs--to screen TAs. Three respondents indicated a change related to the "addition or deletion of an English grammar placement test" in the last five years. Two offered comments: (1) Eliminated grammar placement test which was used to waive one of two grammar courses--dropped the grammar course which was required by any receiving a low score; (2) Added for TAs--to screen TAs. Thus, one eliminated both the placement test and the course, and the other added a placement test for screening purposes.

In the last five years, none of the programs have changed the qualifications required of instructors of the English grammar courses in their program, so no comments were offered for this item.

Future Trends

Table 38 shows the changes in the programs projected by respondents for the next five years. Since the survey was conducted in fall 1993, "the next five years" refers to 1993-1998.

The data was tabulated by department because in this section the same responses were offered by respondents for all degree programs under their administration. Once again, the "no" responses far outnumbered the "yes" responses, indicating that only a minority of programs plan significant changes in the status of English grammar in their curricula. The items receiving the most "yes" responses were the first two, regarding the addition or deletion of English grammar courses and the required/not required status of the English grammar courses. A discussion of the written comments for each item follows the table.

TABLE 38
Changes in Next Five Years Regarding English Grammar Courses (EGCs)

Changes	Yes	No	N/A	Number of responses	Number of non-responses
Add/delete EGCs	19 (20%)	71 (76%)	3 (3%)	93	9
Required/not required status	11 (12%)	75 (82%)	5 (5%)	91	11
Number of credits of EGCs	2 (2%)	83 (91%)	6 (7%)	91	11
Remedial/not remedial EGCs	1 (1%)	78 (86%)	12 (13%)	91	11
Develop EG placement test	5 (6%)	75 (83%)	10 (11%)	90	12
Add/delete EG placement test	3 (3%)	77 (85%)	11 (12%)	91	11
EGC instructor qualifications	2 (2%)	78 (88%)	9 (10%)	89	13

Of the 19 respondents who answered "yes" to the addition or deletion of English grammar courses, 17 indicated that they would be adding a course, and two indicated that they would be deleting a course in the next five years. The programs of the 17 respondents who

expected to add a course were checked for number of existing courses. Four of the programs had no courses, seven had one course, four had two courses, and two had three courses. Of the 17 who anticipated adding a course, fourteen respondents anticipate adding an English grammar course. Three of the 17 respondents specified that the added course would be a pedagogy, or "Teaching ESL grammar" course.

The 14 respondents who anticipated adding an English grammar course tended to explain the reason for the change in terms of need: "Student demand;" "Teachers need this;" "Teachers feel unprepared;" "Usefulness;" "Many of our MA students lack even a fundamental knowledge of English grammar." One respondent explained that more courses would be offered because their state had begun awarding certification in TESOL. Another explained simply, "PhD will be coming in," indicating that the course was not offered previously due to lack of a qualified instructor.

Two of the 17 "yes" respondents mentioned that the additional course would become a required course. Another respondent indicated that the course might be offered more frequently (every two semesters). Finally, one respondent indicated that the added English grammar course would be the first English grammar course in the program.

The explanations for the projected "teaching ESL grammar" courses were general: "to make MA more relevant," and "need to keep improving our program."

One "undecided" respondent to the addition/deletion item indicated that the TESOL faculty was divided regarding the importance of English grammar in the curriculum: "It is difficult to say since some colleagues would like to see the number of grammar classes reduced. Others feel that six units is not enough to cover English phonology, morphology, syntax, semantics, and discourse."

The next item in the "future trends" section of the survey regarded a change in the required/not required status of English grammar courses in the next five years. One "no change" respondent commented wistfully, "I personally would like this to be required of all students, but there are lots of pressures on students' time, and I'm overruled." Eleven respondents anticipated a change in the requirements. Of these eleven, seven anticipated that an English grammar course would become required; four anticipated a dropping, or at least a loosening, of a requirement. Two of the seven who anticipated the addition of a requirement explained the change in terms of students' performance: "Student performance in other courses--overall quality of their MA;" and "Many students do not have a basic understanding of grammar or referent terminology."

Three of the respondents who anticipated a deletion of a requirement described the change in terms of a loosening of the requirement to "optional" or "possibly required." One of these three explained the change as a result of individualizing the program: "We're moving towards a more individualized program of study. Grammar may not be needed for some students." One indicated that a requirement would be dropped because a TESOL grammar course would be dropped.

One respondent anticipating a new requirement indicated that the course content would be upgraded due to increased admission standards. One respondent who could foresee the addition of a requirement qualified her comment: "If we had another faculty member, perhaps we could require."

Only two respondents anticipated a change in the number of credits of their English grammar courses. One wrote that their program would add an additional course for non-native speakers, though no explanation was given. In another program, students had requested that the

grammar and phonology course be separated into two courses so that more time could be devoted to English grammar.

One respondent anticipated a change in the remedial/not remedial status of an English grammar course. He explained that because of increased admissions standards, "the course currently accepted toward degree requirements may become a leveling course not counted toward graduation."

Five respondents checked "yes" regarding the development of a placement test in the next five years, and two additional respondents wrote comments. Three of these respondents indicated that they had not previously used a placement test, but were considering developing one. One of these commented tentatively, "Currently we presume students are ready for an advanced course in the structure of English. We may possibly require additional preparation to Structure of English." Another commented, "We might add to our placement process something more specific for grammar." The remaining five respondents indicated they intended to refine, develop, or make "more standard" an existing placement test.

The next future trends item concerned the possible addition or deletion of a placement test. Three respondents anticipated such a change. One anticipated a deletion of an English grammar placement test due to higher admission standards. The second anticipated adding a placement test, with no explanation offered. The third respondent wrote simply "possibly," so it is not clear whether he anticipated deleting or adding a placement test.

Only two respondents anticipated a change in the qualifications of instructors of English grammar courses in the next five years. One indicated dissatisfaction with the way the course was being taught by the current instructor. The second respondent commented simply, "Additional doctoral level faculty: PhD or EdD."

The final item in the "future trends" section asked respondents to write their suggestions for the improvement of instruction in the grammatical system of English in master's programs in TESOL. There were 58 responses to this item. Because of the considerable variability inherent in an open response item, the responses were organized according to the section of the survey with which they seemed most concerned. The suggestions, then, will be presented under the following organizing sections: course offerings; placement mechanisms; course content; course length; role of grammar; TESOL guidelines; future trends.

Two respondents suggested that the number of English grammar courses be reduced: "There are too many things that should take precedence. Also I don't think you segregate grammar, but integrate it a la whole language," and "Most ESL/TESL/TESOL master's programs are much too heavy in grammar and phonology courses. They should be drastically reduced to focus on communication between human beings."

Three respondents, however, suggested strengthening English grammar in the curriculum: "All programs should require a grammar course;" "Increase linguistic content of MA in TESOL programs;" "Include required grammar course;" "All should have grammar."

Regarding course offerings, one respondent suggested, "I think you need two courses: (1) an introduction to grammar, then (2) how to teach--pedagogy course (using Celce-Murcia & Larsen-Freeman, The Grammar Book." Another respondent suggested adding a grammar component to a methods course.

Respondents included placement mechanisms in their suggestions for improvement. Comments related to admissions screening include: "Get proficient English speakers--native and non-native students/candidates," and "We are increasing our TOEFL minima for MA candidates. We have, in fact, changed from a total TOEFL requirement to part scores: all must be at least 58

for the MA; for the PhD, the total must also be 600. (The reason is score inflation)." One respondent suggested a new use for a placement test: "Perhaps an English grammar placement test will be the best way to convince people that TESOL teachers need to know grammar."

Most of the respondents' suggestions for improvement related to course content. As might be expected, the largest number of course content suggestions involved the linguistic approach which should be used in such courses. Table 39 presents the thirteen suggestions regarding linguistic approach.

TABLE 39
**Suggestions from Respondents for the Improvement of Instruction in the Grammatical
System of English in Master's Programs in TESOL:
Linguistic Approach**

1. I think that ESL teachers need primarily a strong structural (almost traditional) background in English grammar. Courses which are heavily based in "modern" syntactic theory are not relevant for classroom teachers of ESL.
2. I am profoundly impressed with the Larsen-Freeman approach of interlinking form, function, and pragmatics or usage. It is the focus I will use and promote from here on--until something more logical appears, of course.
3. Training in tagmemics to teach grammar.
4. Link grammar with social function in a more holistic context.
5. I would like to see a shift away from mostly structural (including TG) grammar toward more functional analyses (a la Halliday).
6. Get away from pure English syntax and mesh syntax with pragmatics--as the two combine to explain English structures in form and function.
7. Grammar study should be contextualized wherever possible.
8. More exposure to all descriptive grammars (case, tagmemic, functional, stratificational, etc.)

9. Instructor should have some descriptive linguistic training (descriptive explanation of English grammar is preferable to prescriptive or transformational syntax). Such training helps teachers answer students' grammar questions without simply saying that some aspect is an exception to the rule.
10. Less emphasis on linguistic theory and more attention to surface features of English grammar.
11. Exploring the nature of different "grammatical systems" of English as a means of developing explanatorily adequate reasons for English being as it is. I choose not to believe in "the grammatical system of English" as an extant thing.
12. More focus on analytical skills (rooted in British functionalism), less on theory (especially transformational grammar).
13. An increased focus on the function of grammar in communication.

Although there was no apparent agreement between respondents on which linguistic approach would be most appropriate for students in master's programs in TESOL, a few patterns did emerge from these suggestions. There seemed to be a swing away from transformational grammar and movement toward a linguistic approach which incorporates communicative functions in its analysis. Some respondents described this approach in terms of formal functionalism, while others simply mentioned the importance of function, pragmatics, or use in communication. This focus on communicative function seems congruent with the frequent mention of the need to contextualize grammatical descriptions.

Six respondents suggested that the courses focus more on pedagogical grammar rather than linguistics. Their comments are listed below in Table 40.

TABLE 40
**Suggestions from Respondents for the Improvement of Instruction in the Grammatical
System of English in Master's Programs in TESOL:
Pedagogical Grammar**

1. I did notice (through the TESOL directory) that very few MA programs offer pedagogically-oriented English grammar courses. That would be my first suggestion: to change the orientation from theoretical to practical/pedagogical.
2. Emphasis on solving grammar problems not addressed in textbooks and formulating responses to student questions on such problems. Analyzing student errors and developing strategies for dealing with them.
3. Make them more practical and less theoretical. Give EFL-directed students better preparation to face the demands for grammatical explanation in EFL classes.
4. More pedagogical grammar.
5. When I learned the system for the MS in Applied Linguistics, we had a teacher who allowed us to collaborate and to do "problems" and exercises.
6. Some kind of pedagogical grammar course would be useful.

In fact, five respondents commented on the need to connect linguistics to pedagogy in master's programs in TESOL. Table 41 presents these comments.

TABLE 41
**Suggestions from Respondents for the Improvement of Instruction in the Grammatical
System of English in Master's Programs in TESOL:
Connect Linguistics to Pedagogy**

1. Study of both morpho-syntactic system and pedagogical issues is important.
2. Application of morphological rules and cultural component of grammar rules to the teaching of grammar.
3. Teach grammar to MA candidates and make them use it. Design student lessons, analyze student grammar problems, analyze NS use in academic contexts.
4. Completion of course in both use/understanding of grammatical rules/functions, etc. and methodology in teaching ESL grammar courses.
5. Closer connections between theory and practice, specifically, teaching master's candidates how to use linguistic knowledge to devise effective lesson plan.
6. Tie transformational grammar to pedagogical grammar experience (practice, projects, etc.).

Two respondents suggested more instruction in how to teach ESL grammar: "Show students how to present actual use of structures in oral and written discourse to ESL students;" "Emphasis on pedagogical methods; incorporation of 'how-to-teach' grammar books such as Ur's Grammar Practice Activities, or others that are similar: Grammar Games, Teaching and Learning Grammar, etc."

There seemed to be some disagreement over the relative merits of ESL grammar versus TESOL grammar. "Base instruction on the kind of grammar taught in ESL classes, not on

transformations or Quirk and Greenbaum's detailed descriptions of structures," wrote one respondent. Another respondent, with an antithetical viewpoint, wrote, "From the information here, I am beginning to think that some master's programs have mixed ESL grammar with TESL/TEFL grammar--not a happy choice, to me."

Table 42 shows the respondents' comments regarding texts used in English grammar courses in master's programs in TESOL. There seemed to be a general consensus, at least among these respondents, that better grammar texts are needed.

TABLE 42
**Suggestions from Respondents for the Improvement of Instruction in the Grammatical
System of English in Master's Programs in TESOL:
Texts Used in Courses**

1. The Grammar Book is too much for most students; recommend as a reference.
2. We need a better book. The Grammar Book is sorely in need of revision.
3. We need more books like The Grammar Book.
4. Development of better grammars.
5. Development of textbook for teacher training that translates abstract knowledge into pedagogical practice.
6. Functionally-based grammar texts should be developed.
7. More texts which describe grammatical system as it relates to non-native speakers' needs would be great!

One lone respondent pointed out an alternative to written texts: "use of computer adaptive material for review/instruction in grammar."

Finally, one respondent chose to address the purpose of an English grammar course in a master's program in TESOL: "Main purpose of course should be to give students a feel for what grammar is and what the grammatical properties of English are, rather than teaching a list of English structures."

Course length was the focus of two respondents' suggestions. They wrote, "At least a semester for one course is needed to do justice to the content;" and "Must have rigorous and thorough curriculum of least a year's length for all teachers in TESOL."

Two respondents commented on instructor qualifications as an avenue for improvement of English grammar instruction. Their comments were: "Use only people with doctoral level training in English linguistics," and "All TESOL faculty should be proficient in two other languages because it gives one a broader perspective of the phenomenon of language learning."

The role of grammar in master's programs in TESOL drew several suggestions. One respondent took the opportunity to restate his support of English grammar in such programs: "We merely believe that our instructors must know the grammatical apparatus of English." Two respondents suggested that more importance be attached to English grammar instruction on the program level. One wrote, "A greater emphasis must be placed on the importance of knowing grammar and its system on the part of the teachers. Then, an eclectic choice of grammar functions will enable teachers to use different methodologies with just the timely and proper addition of grammar." Another wrote, "There needs to be a philosophical shift away from cultural, affective emphasis to a more language-linguistic based emphasis. A solid understanding of language is the basis for quality teaching."

One respondent looked for "more official stress regarding the importance of grammar instruction for teachers in their overall development. Teachers sometimes resist the 'theory' of

these courses." Although the respondent did not specify the source of the official support, the TESOL organization is one potential source. Based on respondents' comments in regard to state certification for TESOL, state boards of education are another source of official support.

Looking to the future, two respondents called for more research. One was interested in "ongoing research in morphological rules." A second respondent suggested: "Identify grammar problems typically associated with learners of particular languages (e.g., use of definite articles, the a, an, by Japanese ESL/EFL learners) and inclusion of these problems in a contextualized approach to help learners overcome the problem."

Finally, communication between programs could be a source of improvement of English grammar instruction in master's programs in TESOL. Four respondents commented that they didn't know what other programs did, or what other such courses were like. Here is a representative comment: "My major concern is the content of the grammar course and how people actually teach it. I'd like to know more about the texts, their strengths and weaknesses from the instructor's point of view..."

CHAPTER 5

SUMMARY, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

Summary

This research study was designed to determine the status of English grammar in master's level programs in TESOL in the U.S. The research questions were: (a) What is the status of English grammar in master's level programs in TESOL? (b) Are there any significant variances between certain program characteristics (age of program, size of program, or departmental location of program) and the status of grammar in that program? (c) What level of consistency exists between such programs regarding the status of English grammar? (d) Does the status of English grammar in master's level programs in TESOL in the U.S. satisfy the recommendations of the TESOL Guidelines? and (e) Are there ways in which the status of English grammar in master's level programs in TESOL in the U.S. could be improved?

A survey was sent to the contact person for each of 151 university departments listed in the Directory of Professional Preparation Programs in TESOL in the U.S., 1992-1994. Of those 151 university departments, it was found that 149 actually offered master's programs in TESOL. The survey was completed and returned by 102, or 69%, of the university departments in the U.S. which offer master's programs in TESOL. These 102 university departments represented 101 universities and 117 master's degree programs in TESOL. Seventy-two percent of the universities which offer such programs and 67% of the master's degree programs in TESOL in the U.S. were represented in the survey data.

Conclusions

In this section the research questions will be addressed in light of the findings of the survey.

The Status of English Grammar in Master's Program in TESOL in the U.S.

The broadest research question was, "What is the status of English grammar in master's level programs in TESOL in the U.S.?" In order to compile a comprehensive description, subquestions were prepared. This section will be organized according to those questions.

Is the listing of course titles for English grammar courses in the master's programs in TESOL in the Directory accurate?

The preliminary study of the Directory, which was presented at the end of Chapter Two of this dissertation, indicated that of the 181 master's programs in TESOL, 62, or 34%, of those programs did not offer any courses in the English grammatical system. Furthermore, it appeared that only 78, or 43%, of these degree programs required their master's candidates to take at least one English grammar course. It was also found that the number of degree programs which offered identifiable pedagogical grammar courses was 98, or 54%, of the 181 degree programs listed. Even fewer, 60 of the 181 degree programs, or 33%, required a presumed pedagogical grammar course.

Of the 174 degree programs listed in the Directory of Professional Preparation Programs in TESOL, 1992-1994 which actually existed, 117, or 67%, of all such programs are represented in the results of the survey. The results therefore represent two-thirds of all master's programs in TESOL in the U.S. listed in the Directory.

In order to directly compare the findings of the preliminary study with the results of the survey, the data from the preliminary study regarding the 117 degree programs which responded to the survey was selected. In this way, the data from the preliminary study and the data from the survey represented the same degree programs. By a direct comparison, it could be determined whether the information regarding English grammar course offerings and English grammar course requirements provided in the Directory for those 117 programs was accurate.

Of the 117 degree programs represented in the survey results, 100, or 85% of the programs, offered one or more English grammar courses. Over half of the programs, 53%, offered one course. Approximately one quarter of the programs, 26%, offered two courses. Seventeen programs, or 15% of all degree programs surveyed, offered no English grammar course. Table 43 shows the comparison between the preliminary study and the survey in relation to courses offered. There were significantly more degree programs which offered one or more English grammar courses than was apparent from the Directory. As a result, the number of degree programs which offered no English grammar courses was less than half the number of programs without English grammar courses as identified by the information in the Directory. Nevertheless, 17 degree programs, or 15% of all responding programs, reported that they offered no English grammar courses.

TABLE 43

**Number of Degree Programs Offering English Grammar Courses in the Preliminary Study
and in the Survey**

Grammar courses offered	Number of degree programs	
	Preliminary study	Survey
None	37 (32%)	17 (15%)
One or more	80 (68%)	100 (85%)

Of the 117 programs represented in the survey, 73, or 63%, absolutely required at least one English grammar course. Forty-four, or 38%, of all programs surveyed, did not absolutely require an English grammar course. Table 44 compares the preliminary study and the survey results regarding whether or not programs absolutely required an English grammar course. The survey results revealed that significantly more degree programs absolutely required one or more English grammar courses than was apparent from the Directory. Correspondingly, a smaller percentage of programs had no English grammar course requirements than was initially revealed by examining the Directory. Nevertheless, the percentage of programs which did not absolutely require any English grammar courses, 38%, or 44 degree programs, was fairly high, considering that a major goal of these programs was to prepare future teachers of ESL.

TABLE 44

**Number of Degree Programs Requiring English Grammar Courses
in the Preliminary Study and in the Survey**

Absolutely Required Courses	Number of degree programs	
	Preliminary Study	Survey
None	60 (51%)	44 (38%)
One or more	57 (49%)	73 (63%)

Of the 146 courses represented in the survey, 100, or 68%, were identified by respondents as pedagogical grammar courses, defined in the survey as "a course in which items of English grammar are selected and described in a way that would be useful for teachers of ESL/EFL." Table 45 compares the preliminary study and the survey results regarding total number of English grammar courses and, from that total number, the number of courses which were identified as pedagogical grammar courses.

TABLE 45

Total Number of English Grammar Courses and Number of Pedagogical Grammar Courses in the Preliminary Study and in the Survey

Category of course offered	Number of grammar courses	
	Preliminary study	Survey
English grammar courses	104 EG courses	146 EG courses
Pedagogical grammar courses	77 (74% of all EG courses)	100 (68% of all EG courses)

A comparison reveals that the Directory was not a reliable source of information regarding the total number of English grammar courses offered by the 117 programs. There were 42 more English grammar courses offered by the 117 degree programs than appeared in the Directory. There were 23 more pedagogical grammar courses offered by the 117 degree programs than was apparent from the Directory. The percentage of all English grammar courses which were pedagogical courses, however, was roughly comparable between the preliminary study (74%) and the survey results (68%).

Additional course information revealed by survey.

The survey results revealed additional information relevant to the course offerings. Beginning here and throughout the remainder of this summary of the survey, most of the data presented is in percentages. It is important to note that in each case the percentages represent the percentage of responses out of the number of total responses received for that particular item. The large majority of the courses, 86%, were the length of one semester, and 14% were the length of one quarter. Eighty-six percent of the courses were worth three credits. The large majority of the courses reported, or 84%, were considered graduate courses. Fifty-four percent of the courses had a prerequisite, usually a general introduction to linguistics course. There were, however, 15 sets of grammar courses in sequence. Twelve were in a sequence of two grammar courses, and three were in a sequence of three grammar courses. Sixteen, or 11%, of the 146 courses, were identified by the respondents as remedial. The credits earned in five of those remedial courses counted toward graduation. Ninety-two percent of the 146 courses were designed to meet the needs of both native and non-native speaker students.

Most of the courses were taught in the university department under which the master's program in TESOL was administered. Among the 27 courses, or 19%, which were taught in a different department, most were taught in an English or linguistics department. Schools of education or departments of foreign languages were most likely to assign the teaching of the English grammar course to a different department. Forty-eight percent of the English grammar courses were offered once a year. Thirty percent were offered each semester or quarter. Forty-nine percent of the courses had an average enrollment of between 15 and 24 students; 26% averaged 25-34 students; 17% averaged 1-14 students.

While the majority of the courses did not "share" course time with another component of English linguistics, 36% of the degree programs had courses which did. The mean time spent on grammar in those courses was 69%. Pedagogy accounted for 24% of the subjects which shared course time with English grammar. Phonology was a close second, with 21% of the mentions. Morphology accounted for 14% of the mentions, and all other subjects received 11% or lower of the mentions.

What mechanisms, if any, exist to determine whether the master's level candidates in TESOL have a satisfactory level of knowledge of English grammar?

Eighty-six percent of the respondents indicated that they administered no placement test. Those who answered "no" were then directed to the item asking what other ways they used to determine their student's level of knowledge of the grammatical system of English prior to matriculation. Seventeen percent of the responses to this item were "none." This number is roughly comparable to the number of responses received by each of the three highest scoring "other methods."

Among these "other" methods, 18% used writing samples, 17% used standardized test scores, and 17% used previous coursework. These "other" methods deserve closer examination in light of the question. Writing samples, for example, would give departments an indication of students' ability to use grammar effectively for academic purposes, but it is not at all clear that such samples would give departments a direct indication of students' conscious knowledge of the grammatical system of English.

The standardized tests named by respondents who chose that item were the Graduate Record Examination (GRE) and the Test of English as a Foreign Language (TOEFL). The verbal section of the GRE, again, would indicate students' facility in using words as tools in reasoning, specifically through reading comprehension and vocabulary, but would not provide a direct indication of the students' conscious knowledge of the grammatical system of English (Brownstein, Weiner, Green, & Hilbert, 1992).

The second section of the TOEFL, "Structure and Written Expression," requires international students to distinguish between correct and incorrect samples of English structure, but does not require students to explain their choices. Although a conscious knowledge of English can aid students in making these choices, an international student with sufficient exposure to English could score well on this section without a conscious knowledge of the grammatical system of English.

The "previous coursework" option, chosen by 28 respondents, was often left unexplained, but when commented upon, was either an introduction to linguistics course or an English grammar course. The purpose of most introduction to linguistics courses is to introduce the major categories and basic principles of linguistics, and does not focus on a description of the grammatical system of English. Therefore, it may not be a very clear indication of students'

knowledge of the grammatical system of English. An English grammar course at the undergraduate level could help students gain a conscious knowledge of the grammatical system of English, especially if it were a "Structure of English" class, but an "English grammar course" could also focus on correct usage issues. It is equally likely that English grammar courses at the undergraduate level would be grammar from a native speaker standpoint, and not from a non-native speaker standpoint.

Only nine degree programs, representing six different universities, administered a placement test to determine students' level of knowledge of the grammatical system of English. All of the tests administered were written by one or more faculty members. The placement tests were administered to both the native speakers and non-native speakers who were graduate students in master's programs in TESOL.

It would seem from these results that the majority of programs do not use a placement test, and that the "other ways" used to determine a conscious knowledge of the grammatical system of English are not direct measures of such knowledge. Therefore, it was found that in general curricular practice, most master's programs in TESOL in the U.S. have no direct measure of their incoming students' level of knowledge of the grammatical system of English.

What are the approaches to English grammar represented by the content of each of the English grammar courses?

Sixty-eight percent of the 146 English grammar courses listed by survey respondents were identified as "pedagogical grammar" courses, defined in the survey as "a course in which items of English grammar are selected and described in a way that would be useful for teachers of ESL/EFL." Sixty-seven percent of all English grammar courses listed were based on an

eclectic approach to English grammar. Other linguistic approaches were chosen by one-third or fewer respondents, in the following descending order: transformational-generative, 28%; structural, 16%; and traditional, 13%. The most frequently named "other" approach chosen was the functional approach.

What texts are used?

The Grammar Book, by Celce-Murcia and Larsen-Freeman (1983), accounted for over half of the responses regarding the main course texts used in the English grammar courses. The next largest category was "other." Of the 22 "other" texts listed by respondents, most were mentioned only once or twice. In the "other" category, the Baker (1989) text, English Syntax, was notable for receiving seven mentions. Two texts by Quirk and Greenbaum, A Concise Grammar of Contemporary English (1973), and A Student's Grammar of the English Language (1990), received more mentions than any one of the texts in the "other" category, accounting for 20% and 16% of the responses respectively. Frank's Modern English: A Practical Reference Guide (1993b) was used in 11 of the degree programs. The Quirk, Greenbaum, Leech and Svartik team of authors account for the last two texts receiving 10 or more mentions. Their reference grammar, A Comprehensive Grammar of the English Language (1985), as well as Leech and Svartik's A Communicative Grammar of English (1975), were both used in ten degree programs. It is worth noting that seven instructors used either course packs of selected materials or their own unpublished manuscripts.

Among the 26 texts used as main course texts by respondents, no one linguistic approach predominated. Nineteen, or 73%, of the 26 texts claimed to be eclectic. Six, or 23%, of the 26 texts were based on the generative or transformational generative linguistic approaches. Among

the 19 eclectic grammar texts, the grammatical approach claimed by the authors of these texts included: traditional grammar for 79% of the texts, transformational-generative grammar for 50% of the texts, and structural grammar for 29% of the texts. Because the authors of these eclectic texts often mentioned more than one approach, the percentages exceed 100%.

This analysis of the linguistic approach used by the texts revealed that the eclectic approach named by survey respondents incorporates a strong component of traditional grammar, with transformational generative grammar as the next most influential component. The single most widely used text, The Grammar Book, (Celce-Murcia & Larsen-Freeman, 1983), is based primarily on transformational-generative grammar. Almost as many programs, however, use "other" texts in their English grammar courses. These "other" texts draw heavily from traditional grammar. The texts written by two or more members of the linguistic team of Quirk, Greenbaum, Leech and Svartik also draw significantly from the scholarly traditional grammars.

The main course texts were also analyzed according to their intended audience. It was found that prior to 1995, there were only five texts written with the needs of ESL teachers in mind. Jacobs' recent English Syntax: A Grammar for English Language Professionals (1995) adds one more, and Holisky's unpublished manuscript, Notes on Grammar, may be published in the near future. Still, this constitutes barely more than a quarter of the 26 texts which were used in English grammar courses in master's programs in TESOL. This means that three-quarters of the texts used were not written with the needs of the TESOL teacher in mind. Even when the texts written for ESL students are added to the texts written for ESL teachers, such texts accounted for only one half of all texts used in English grammar courses in master's programs in TESOL.

Further, it was found that eight of the 26 texts used in English grammar courses in master's programs in TESOL could be identified as reference grammars. This is significant in light of the fact that reference grammars are written in an attempt to offer a comprehensive description of English grammar for reference, rather than for use as a course text. Thus, they do not attempt to approach the grammar from a pedagogical perspective.

It is important to note the influence of a handful of linguists in the English grammar instruction of future ESL teachers. Celce-Murcia and Larsen-Freeman's The Grammar Book (1983) is used in over half (55%) of the degree programs. The Grammar Book, while drawing from a number of linguistic approaches, is based primarily on transformational-generative grammar. Next most influential are members of the team of linguists Quirk, Greenbaum, Leech, and Svartik, whose texts taken together account for over half (52%) of the texts named by respondents. Their work also draws from a number of linguistic approaches, but is primarily modeled after the scholarly traditional grammars.

Finally, ten of the 26 texts were considered by their authors to be basic, non-technical texts for readers with little previous knowledge of English grammar. These texts were in each case written either for ESL teachers or English teachers.

In addition to the main course texts, published and unpublished materials were used as sources of exercises in these English grammar courses. Seventy percent of the exercises used in such courses, by far the majority choice, were written by the instructor of the course. Another 42% of the exercises were extracted from naturally occurring samples of written English. Sixteen percent of the respondents marked that they used no source of exercises. Of the published exercise texts, the following were nominated most often: Exercises in Contemporary English (Algeo, 1974), ten courses; A Student's English Grammar Workbook (Chalker, 1992),

seven courses; and Exercises for Nonnative Speakers, Parts 1 and 2, (Frank, 1993a), three courses. Eight respondents indicated they used ESL student texts for exercises, with the Grammar Dimensions series named by two of the respondents. A few respondents indicated they used main course texts also for exercises, for example Burton-Roberts' English Syntax (1986) and Celce-Murcia's The Grammar Book (1983).

What is the length of each English grammar course in the program?

One hundred and two of the 131 courses accounted for in this survey item were the length of one semester; 16 were the length of one quarter. One course, "Linguistic Description of English," was listed as a two-quarter course. In addition, two courses at one institution, "English Structure for Teachers I and II", were designed to be taken in a two-semester sequence. Eighty-six percent of the courses were worth three credits.

Seventy-six percent of the 89 responses to the question of sufficiency of course length were "yes," meaning that the current number of semesters/quarters/summer sessions allotted to each of the English grammar courses was sufficient for the learning of the material. The 21, or 24%, of respondents who answered "no" all recommended lengthening the course, and most of them recommended two semesters. Only four respondents reported, however, that they were actively considering expanding the grammar course. The majority opinion among the respondents who answered no, then, was that although two semesters would be optimal, it was impractical or unrealistic to devote more time to grammar, due to competing demands in the curriculum. A few respondents explained that their students had a strong academic background, or that the students could learn the rest of the grammar on the job.

How are the English grammar courses sequenced within the TESOL master's level program?

Sixty-two, or 54% of the 114 English grammar courses for which this question was completed, had a prerequisite course. Fifty-two courses, or 46% of those for which information was given, had no prerequisite course. Therefore, although over half the courses had a prerequisite, close to half had no prerequisite course.

Forty-four, or 71%, of the 62 prerequisite courses were general introduction to linguistics courses. Fifteen, or 24%, of the 62 prerequisite courses, were another grammar course offered by the degree program. The most common prerequisite for the grammar courses, then, was an introduction to linguistics course. Of the 15 prerequisite grammar courses, 12 were in a sequence of two grammar courses, and 3 were in a sequence of three grammar courses. Among the 15 sets of sequenced courses, two sets included "I and II" in the title to indicate that they were two halves of the same course. Among the grammar courses with a grammar course prerequisite, sequences of two grammar courses were more common than sequences of three grammar courses.

Are the English grammar courses for master's level TESOL candidates taught in the same department that administers the TESOL master's level program? If not, where are they taught?

Most of the English grammar courses were taught in the same university department that administers the degree program in TESOL. Twenty-seven, or 18%, of the 146 courses, however, were listed as being taught in a different department. Schools of education and departments of foreign languages were most likely to assign the English grammar course to a

different department. Departments of English or linguistics were most likely to be the department in which these grammar courses were taught.

What degrees do the instructors of the English grammar courses hold?

A clear majority of the instructors of the English grammar courses, 133, or 89%, held doctorate degrees. Ten instructors held master's plus thirty credit hours; six instructors held master's degrees. Of the 140 degrees, 105, or 75%, were in linguistics. Other academic fields of instructors were as follows: English--16 instructors; TESOL--15 instructors; Education--13 instructors.

How many years' teaching experience do the instructors of the English grammar courses have?

One hundred and nine, or 81% of the 135 course instructors for which information was given, had eleven or more years' teaching experience. Twenty-four, or 18%, had 5-10 years' teaching experience. Only five had 3-4 years' teaching experience, and one instructor one to two years of teaching experience.

How many years have instructors of the English grammar courses taught grammar?

The majority, 77, or 61% of course instructors, fell once more under the 11+ years category. Twenty-six percent of the instructors had taught English grammar five to ten years, 15% three to four years, and one instructor one to two years. The total number of years teaching English grammar tended to be lower than the total number of years teaching.

Are the instructors of the English grammar courses native speakers of English, non-native speakers of English, or bilingual speakers?

Eighty-one percent of the instructors were native speakers of English. Nineteen percent, however, were bilingual. Six percent of the instructors were non-native speakers of English.

Do TESOL program coordinators approve of the sections regarding English grammar in the TESOL Guidelines?

In the survey, the Guidelines were presented to respondents in two sections. The first section states that a teacher of English as a Second Language is expected to understand the structure and development of the English language systems. A strong majority of 88, or 92%, of the 96 respondents to this item, checked "yes," they agreed with this section. Eight respondents, or 8%, marked "no," they did not agree with this section of the Guidelines. Six of the respondents who disagreed with the structure and development section of the Guidelines, as well as two respondents who had marked "yes," they agreed, questioned the inclusion of the word "development" in the wording. There seemed to be confusion over the meaning of the word. Did it mean first language sequencing or the historical development of English?

The second section of the Guidelines presented to respondents asked if they agreed that teacher preparation programs should include courses on the major subsystems of English, including the grammatical subsystem. An even greater majority of the 96 respondents agreed with this section. Ninety-three, or 97%, marked "yes." Three marked "no." Two of these three explained that there were too many other courses which should take precedence over an English grammar course. The third respondent disagreed with the term "grammatical subsystem,"

explaining that "it is the grammatical 'system,' not 'subsystem.' The subsystems are phonology, morphology, etc."

How important is instruction in the English grammatical system in the opinion of TESOL program coordinators?

Seventy-six percent of the 98 respondents for this item rated instruction in the grammatical system of English as "essential" or "very important." Twenty-four percent rated it at some middle point or lower. Therefore, it seems that the majority of TESOL program coordinators consider instruction in the grammatical system of English in a master's program in TESOL to be between "very important" and "essential."

Do TESOL program coordinators regard instruction in the English grammatical system as necessary for master's level candidates in TESOL?

Given that three-quarters of the respondents rated instruction in the grammatical system of English as "essential" or "very important," it seems that the large majority of TESOL program coordinators regard such instruction as necessary for master's level candidates in TESOL. Twenty-two, or 22%, of the respondents, were less enthusiastic. These respondents rated instruction in the grammatical system of English as "somewhat important." When asked directly which groups of master's students in TESOL need such instruction, however, a clear majority of respondents, 81% of the 98 responses, indicated that "all candidates, both native speakers of English and non-native speakers of English, need instruction in the grammatical system of English." Only six percent responded that students should decide for themselves whether they need such a course. Five percent responded that only those students who have not demonstrated

an adequate knowledge of English grammar need instruction in the grammatical system of English.

Do TESOL program coordinators believe instruction in the English grammatical system is equally important for native speakers and non-native speakers of English?

Although the majority of the respondents did not differentiate between their students who were native or non-native speakers of English, three respondents commented that the non-native speakers are stronger in their knowledge of the structure of English.

What are some of the reasons that TESOL program coordinators believe instruction in the English grammatical system is important/not important for master's level candidates in TESOL?

The forty-nine percent of 98 respondents who rated such instruction "essential" gave the following three most frequent explanations: (1) such instruction is basic, fundamental knowledge required of all ESL teachers; (2) the students in master's programs in TESOL will need this knowledge for ESL teaching; (3) knowledge of the grammatical system of English is necessary in order to understand second language acquisition processes.

The twenty-seven percent who rated instruction in the grammatical system of English as "very important" explained their choice primarily in terms of their graduates needing such knowledge for teaching ESL.

Twenty-two percent of respondents rated instruction in the grammatical system of English as "somewhat important." Their explanations were varied: the students already knew the grammatical system of English; other aspects of the curriculum are more essential; students can learn about English grammar in other courses in the degree program or on their own.

The one respondent who rated such instruction as "not very important" explained that the university policy stated that the study of the grammatical systems of English is the responsibility of the English department. His degree program, an MS in Education (TESOL), was responsible for the pedagogy of English (L2) instruction, and therefore did not offer an English grammar course.

One respondent chose "not important," because, he explained, language is a "system of communication, not hoops and smokescreens."

Has the status of grammar in TESOL master's programs changed significantly in the past five years?

Generally speaking, most respondents indicated that there had been very few changes regarding the status of grammar in their program in the past five years. Only fifteen departments had added such a course. Four departments had deleted a grammar course. Only nine departments had added an English grammar course requirement. Five departments had dropped an English grammar course requirement. Less than 10% of the responding departments indicated any change in the past five years in the remaining items: number of credits, remedial status, development or addition of an English grammar placement test, or instructor qualifications.

Do TESOL program coordinators expect the status of grammar in TESOL master's level programs to change significantly in the next five years?

The number of departments which anticipated a change in the next five years was generally even lower than those who reported changes in the last five years. The two items which drew over ten percent of the responses were: (1) the addition or deletion of English

grammar courses (20%) and (2) a change in the required/not required status of any English grammar courses (12%). Seventeen departments indicated that they would be adding a course in the next five years, while two indicated that they would be deleting an English grammar course. Those adding a course explained the addition in terms of student need; the two planning to delete a course explained the deletion in terms of higher admissions standards, and simply "improve program."

Eleven departments predicted a change in the required/not required status of any English grammar courses in the next five years. Seven anticipated that an English grammar course would become required; four anticipated a dropping, or at least a loosening, of a requirement. Adding a requirement in the future was explained in terms of student need, increased admission standards, and availability of a faculty member to teach such a course. Deletion of a requirement was explained in terms of individualizing the program, or deletion of the course itself.

What suggestions do TESOL coordinators have for the improvement of instruction in the grammatical system of English in master's programs in TESOL?

TESOL coordinators offered 58 suggestions for the improvement of instruction in the grammatical system of English in master's programs in TESOL. Their suggestions covered the following categories: course offerings, placement mechanisms, course content, course length, role of grammar, TESOL guidelines, and future trends. For most of these categories, suggestions were offered by only two or three respondents. The two categories which elicited the most suggestions from respondents were course content and the role of grammar in the master's program in TESOL.

Suggestions regarding course content touched on linguistic approach, pedagogical grammar, the need to connect linguistics to pedagogy, ESL vs. TESOL grammar, grammar texts, and the purpose of the courses. Based on the content of 13 suggestions from respondents regarding linguistic approach, there seems to be a swing away from transformational grammar and movement toward a linguistic approach which incorporates communicative functions in its analysis. Some referred specifically to formal functionalism, while others simply mentioned the importance of function, pragmatics, use in communication, or the need to contextualize grammatical descriptions.

Six respondents called for more focus on pedagogical grammar. "Make them [the classes] more practical and less theoretical. Give EFL-directed students better preparation to face the demands for grammatical explanation in EFL classes," one of the six respondents wrote. Five respondents called for closer connections between linguistic theory and the practice of teaching. An additional two respondents suggested more instruction in how to teach ESL grammar. "Show students how to present actual use of structures in oral and written discourse to ESL students," one of these respondents wrote.

Two respondents raised the issue of whether pedagogical grammar should be ESL or TESOL grammar. One respondent argued that instruction should be based on "the kind of grammar taught in ESL classes, not on transformations or Quirk and Greenbaum's detailed descriptions of structures," whereas the other respondent objected to mixing ESL grammar with TESL/TEFL grammar."

Seven respondents called for more and/or better course texts. Among the suggestions for texts were: a revision of The Grammar Book, a textbook which translates abstract knowledge into pedagogical practice, functionally-based grammar texts, and texts which describe the

grammatical system as it relates to non-native speakers' needs. An additional respondent suggested "use of computer adaptive material for review/instruction in grammar."

The second category to attract respondents' attention was the role of grammar in the master's programs in TESOL. Four respondents suggested that more importance be attached to English grammar. "A greater emphasis must be placed on the importance of knowing grammar and its system on the part of the teachers," one wrote. One of the four respondents suggested "more official stress regarding the importance of grammar instruction for teachers in their overall development." This could be interpreted as a call for more support from either state boards of education or the TESOL organization itself.

Finally, four respondents indicated some interest in finding out what other programs did in regard to English grammar instruction. Easier access to information regarding how other programs structure English grammar instruction in the curriculum and what the other courses are like is another avenue for the improvement of English grammar instruction in the curriculum.

In summary, 53% of the master's programs in TESOL in the U.S. offered one English grammar course. Twenty-six percent offered two courses. Five percent offered three English grammar courses, and one program offered four English grammar courses. Fifteen percent of the master's programs in TESOL in the U.S. offered no English grammar course. Sixty-three percent absolutely required at least one English grammar course, but 38% did not absolutely require an English grammar course. Sixty-eight percent of all English grammar courses listed by respondents were pedagogical grammar courses.

Most programs did not have a direct measure of their incoming students' knowledge of the grammatical system of English. The majority of the courses were pedagogical grammar courses and employed an eclectic approach to English grammar. The Grammar Book by

Celce-Murcia and Larsen-Freeman (1983) and the many grammars written by members of the linguistic team of Quirk, Greenbaum, Leech, and Svartik were the most frequently used texts. "Other" texts were used by 42% of the programs. A small minority of the texts named in the survey were written specifically with the needs of ESL teachers in mind. The majority of the texts were based on an eclectic approach to English grammar. Within that eclecticism, traditional grammar was the most frequently mentioned approach, followed by transformational-generative grammar. Most of the exercises used in the English grammar courses were written by the instructor.

The average length of the English grammar courses was one semester or one term. Although the majority of the respondents considered the course length sufficient for the learning of the material, close to one-quarter of the respondents felt that the courses should be longer. Most of the courses had a prerequisite. The most common prerequisite course was an introduction to linguistics course. A very small number of programs offered a sequence of two or three English grammar courses. Most of the English grammar courses were taught in the same department in which the degree program was housed.

The majority of the instructors of English grammar courses held a doctorate in linguistics. Other academic fields included English, TESOL, and Education. The majority of the instructors had eleven or more years of teaching experience, as well as eleven or more years of experience teaching English grammar. The majority of the instructors were native speakers of English.

The majority of the respondents agreed with the TESOL Guidelines regarding the need for ESL teachers to understand the structure and development of the English language system, as well as the TESOL Guidelines recommendation that teacher education programs include courses

in the major subsystems of English, including the grammatical subsystem. The majority of the respondents rated the importance of instruction in the grammatical system of English in a master's program in TESOL as essential or very important. The respondents regarded English grammar as basic professional knowledge which would be needed for teaching and for an understanding of second language acquisition.

The respondents generally indicated that few changes had been made in the curriculum regarding English grammar in the past five years. They did not expect many changes in the next five years. Respondents suggested movement toward a more communicative, functionally oriented approach to grammar, more emphasis on pedagogical grammar, closer connections between linguistics and pedagogy, and more and better course texts for their English grammar courses.

Course Offerings and Requirements in Relation to Program Characteristics

The second research question was, "Are there any significant variances between certain program characteristics (age of program, size of program, or departmental location of program) and the status of grammar within that program?"

The Kruskal-Wallis One-Way Analysis of Variance was used to determine whether there was any significant variation between program characteristics gathered in the survey and (1) the number of English grammar courses offered, and (2) the number of English grammar courses absolutely required by each program. It must be acknowledged that group of degree programs for which information was supplied was not a random sample, so no claims can be made that the results represent significant variance for the larger population of all master's programs in TESOL in the U.S. Nevertheless, for the 117 degree programs represented in the survey data,

no significant variance was found according to the following program characteristics: percentage of native speakers enrolled, percentage of non-native speakers enrolled, percentage of students planning to teach ESL, or whether certification was offered by the program.

Significant variance was found for the following program characteristics: department type (number of English grammar courses required); period in which program was established (number of English grammar courses offered and number of English grammar courses required); number of students enrolled (number of English grammar courses offered); and number of students graduated (number of English grammar courses offered).

Level of Consistency Between Degree Programs

The third research question was, "What level of consistency exists between such programs regarding the status of English grammar?" For the purposes of this study, any response of sixty-six percent (two-thirds) or higher was considered to be a high level of consistency. Given this criterion, one could posit that there was a remarkable level of consistency across programs for most items included in the survey. Of all the items in the survey regarding the status of English grammar in the curriculum, all but five received the same response of 66% or higher of the responses. Upon closer examination, however, three of the five areas in which the responses diverged were central to the study: namely, the number of courses offered by each degree program, the number of courses required by each program, and the texts used in the English grammar courses. Also reflecting some divergence of practice were (1) the item regarding whether the English grammar course shared course time with another component of linguistics, and (2) the item regarding whether the English grammar course had any prerequisites.

While 85% of the master's programs in TESOL offered one or more English grammar courses, there remained a lack of consistency regarding how many English grammar courses to offer, and even whether to offer any such courses at all. Slightly more than half of the programs, 53%, offered one English grammar course, one quarter of the degree programs, 26%, offered two English grammar courses, 5% offered three courses, and 1% offered four courses. Perhaps even more significantly, 15% of the degree programs did not offer any English grammar course. Therefore, while half of the degree programs offered one English grammar course, another 32% offered more than one English grammar course, and 15% offered no such course. This would not seem to represent a high level of consistency.

The divergence of curricular practice regarding English grammar course requirements was even greater. While 55% of the degree programs required one English grammar course, a substantial 38% of degree programs did not require any English grammar courses. A small percentage, 8%, of degree programs, required two English grammar courses. The 38% of degree programs which did not require any English grammar course contrasts significantly with the 62% of degree programs which required one or more English grammar courses, since the difference of curricular practice in this case was not a matter of how many courses to require, but whether or not to require any English grammar course at all. (Because of rounding error, the sum of the percentages is not 100%.)

The third area of significant divergence was course texts. While 55% of the courses used The Grammar Book as a main course text, another 42% used one of the 22 "other" texts. Of those 22 "other" texts, the majority, 15, were used by only one degree program. Therefore, there was no majority practice among those who used "other" texts. It should also be pointed out in this examination of course texts that if all the texts by members of the team of linguists Quirk,

Greenbaum, Leech, and Svartik are considered together, they account for 52% of all main course texts used. It would seem, then, that the grammars written by this team of linguists compares roughly in influence with Celce-Murcia and Larsen-Freeman's The Grammar Book.

The fourth area not exhibiting a high level of consistency was whether the English grammar course shares course time with another component of English linguistics, such as phonology, morphology, history of English, or with teaching methodology. Sixty-four percent of those responding marked "no," and 36% marked "yes." Twenty-four percent of these latter courses shared course time with pedagogy; the rest shared course time with some area of linguistics, among which phonology and morphology were the most common.

The fifth area of divergence regards whether the English grammar course had any prerequisites. Fifty-four percent of the courses had a prerequisite course; forty-six did not. The majority of the prerequisites courses were general introduction to linguistics courses.

In summary, there was a remarkably high level of consistency in the survey categories of placement, pedagogical approach, length of courses, department in which courses were housed, instructor qualifications, the role of grammar in master's programs in TESOL, agreement with the Guidelines, and current and future trends. Five central areas, however, diverged significantly. These were: number of English grammar courses offered; number of English grammar courses required; main course texts used; and the areas of course time sharing and course prerequisites.

The Status of English Grammar in Relation to the Guidelines

The fourth research question was, "Does the status of English grammar in master's level programs in TESOL in the U.S. satisfy the recommendations of the TESOL Guidelines? The

TESOL Guidelines address English grammar instruction for master's programs in TESOL in two sections. First, the Guidelines recommend that teacher preparation programs include courses on "the major subsystems of present-day English," including the grammatical subsystem. Secondly, the Guidelines state that a teacher of English as a Second Language is expected to understand "the structure and development of the English language systems." The question of whether or not the status of English grammar in master's level programs in TESOL in the U.S. satisfy these recommendations will be examined according to each of these recommendations.

First, does the status of English grammar in master's level programs in TESOL in the U.S. satisfy the recommendations that such programs include courses on the grammatical subsystem of present-day English? First, it should be noted that 97% of the respondents agreed with this portion of the TESOL Guidelines. On a minimal level, the status of English grammar in master's level programs in TESOL in the U.S. seemed to satisfy the recommendation that courses on the grammatical system of English be offered. Fifty-three percent of all master's programs which responded to the survey offered one English grammar course. Another 26% offered two English grammar courses; 5% offered three English grammar courses, and 1% offered four English grammar courses. All told, 85% of all master's programs in TESOL in the U.S. which responded to the survey offered one or more English grammar courses.

It should be noted, however, that not all the English grammar courses reported by the degree programs were equal in length. Sixteen, or 14%, of the courses were one quarter in length--six or seven weeks shorter than the semester courses. In addition, 36% of the degree programs reported that the English grammar course shared course time with either pedagogy or other components of linguistics, such as phonology, resulting in an average of 69% of course time spent on English grammar for these courses. Therefore, not all courses were a full semester

in length, and more than a third of the degree programs reported that less than the full course time was spent on English grammar.

Perhaps even more significantly, as many as 17, or 15% , of the master's programs in TESOL which responded to the survey did not offer any English grammar courses. This is especially significant in light of the goal of such programs: namely, to prepare teachers to teach the English language to speakers of other languages. If, as 81% of the respondents indicated, "all candidates, both native speakers of English and non-native speakers of English, need instruction in the grammatical system of English," and if such instruction is basic, fundamental knowledge required of all ESL teachers, and if such instruction is needed (1) in order to understand the second language acquisition process, and (2) to teach ESL, then why would any programs at all not offer at least one English grammar course?

Secondly, the TESOL Guidelines do not specify how many courses in the grammatical system of English should be offered. This leaves open the question of how many such courses would be optimal for master's students in TESOL. According to 76% of the survey respondents, one semester or quarter is sufficient for learning the material. This is the equivalent of one course. A minority of 21 respondents disagreed, however. These dissenters recommended two semesters.

Furthermore, the leading TESOL grammarians, Celce-Murcia and Larsen-Freeman, whose text The Grammar Book (1983) was used in 55% of the courses included in the survey, explicitly state in a note to the teacher of their course that it would be difficult to cover the book in less than two terms. This is not surprising, given the fact that their course text is over 600 pages long. While this may appear excessive to some, Celce-Murcia and Larsen-Freeman maintain their position: "Our reason for including so much material is that knowledgeable

ESL/EFL teachers need to be aware of and familiar with all the topics included in the book if they want to be able to teach all learners effectively irrespective of their level of English proficiency" (Celce-Murcia & Larsen-Freeman, 1983, p. iv).

In addition, Celce-Murcia and Larsen-Freeman recognize that not all master's students in TESOL know traditional grammar. Although they recommend that students not familiar with traditional grammar teach themselves by consulting a traditional reference grammar, it is not at all certain (1) that such students could teach traditional grammar to themselves, and (2) that busy graduate students would be willing or able to take the time to do the necessary remedial study.

Therefore, it could be argued, on the basis of the opinion of 21 respondents as well as the opinion of the two leading TESOL grammarians, that two semesters are necessary for learning those aspects of the grammatical system of English which all ESL teachers should know. Further, it could be argued that at least some of the master's students in TESOL might need an additional course in traditional grammar. Larsen-Freeman and Celce-Murcia have certainly indicated that this is sometimes the case. In addition, the placement section of this survey revealed that the majority of master's programs in TESOL had no direct measure of their students' knowledge of the grammatical system of English. Therefore, it is not at all certain that master's students in TESOL are familiar with traditional grammar.

If it is true that one semester or quarter is not adequate for the learning of the grammatical system of English, then the status of English grammar in master's programs in TESOL does not satisfy the recommendation of the TESOL Guidelines that teacher preparation programs include courses on the grammatical system of modern-day English, because only a small minority of such programs offered more than one semester or quarter of such instruction, and because 15% of such programs did not offer any English grammar course at all.

The second portion of the TESOL Guidelines states that an ESL teacher should understand the structure and development of the English language systems. Again, it should be stated at the outset that 92% of the respondents agreed with this portion of the Guidelines. In order to satisfy this portion of the Guidelines, master's programs in TESOL should be able to assert with reasonable certainty that the graduates of their programs, the majority of whom will be future ESL teachers, understand the structure of the English language. As the placement section revealed, however, the majority of master's programs in TESOL had no direct measure of their students' knowledge of the grammatical system of English, at least as the students entered the program. Therefore, it was not possible to determine in any formal way how much and what kind of instruction was needed in order to help students arrive at the understanding of the structure of English which they would need as ESL teachers.

Furthermore, 38% of the master's programs in TESOL in the U.S. which responded to the survey did not absolutely require any English grammar courses. Since the majority of the programs had no placement test, this left the decision regarding whether or not to elect to take an English grammar course to the students themselves. It is entirely possible in such cases that the very students who are weakest in English grammar or who have the weakest background in English grammar will avoid taking an English grammar course. Therefore, the 38% of master's programs in TESOL which did not require any English grammar courses could not claim with any certainty that their graduates understand the structure of the English language.

Given the fact that the majority of master's programs in TESOL had no direct measure of their entering students' knowledge of the grammatical structure of English, that the number of English grammar courses needed by TESOL graduate students is open to question, and that a significant percentage of programs did not require that their students take any English grammar

courses, it seems that the status of English grammar in master's programs in TESOL in the U.S. did not satisfy the portion of the TESOL Guidelines which states that ESL teachers should understand the structure of the English language.

Ways the Status of English Grammar Could Be Improved

The final research question was, "Are there ways in which the status of English grammar in master's programs in TESOL in the U.S. could be improved?" This question will be approached in two ways. First, it will be approached from the perspective of the survey respondents, who were either the faculty member responsible for the grammar component of the master's program in TESOL, or the coordinator of the graduate curriculum in TESOL. Secondly, it will be approached from the perspective of actual curricular practice, particularly as it contrasts with the recommendations of the TESOL Guidelines.

According to all those survey items which solicited the opinions of the respondents regarding the importance of English grammar in master's programs in TESOL, the status of English grammar instruction in such programs is high indeed. Over 90% of the respondents agreed with both portions of the TESOL Guidelines concerning English grammar. Three-quarters of the respondents rated instruction in the grammatical system of English as "essential" or "very important" in master's programs in TESOL. Eighty-one percent of the respondents indicated that "all candidates, both native speakers of English and non-native speakers of English, need instruction in the grammatical system of English." Furthermore, most of the respondents were able to articulate their rationale for rating such instruction highly. Knowledge of the grammatical system of English, they wrote, was basic, fundamental

knowledge for ESL teachers; it would be needed for teaching ESL; and it was necessary in order to understand second language acquisition processes.

Slightly over half of the respondents offered suggestions for the improvement of instruction in the grammatical system of English in master's programs in TESOL. The suggestions which received four or more nominations included: a shift to linguistic descriptions which describe language in terms of its communicative functions; more focus on pedagogical grammar; better connections between linguistics and pedagogy; more and better course texts; more emphasis on the importance of English grammar in master's programs in TESOL; and more communication between programs regarding English grammar courses and texts.

On the other hand, respondents indicated they did not expect much change regarding the status of English grammar in their degree programs in the next five years. Only 14, or 14%, of the 102 university departments expected to add an English grammar course. (Among these 14 programs, unfortunately, were only four of the 17 programs which offer no English grammar course at all.) Although this is encouraging news in relation to those 14 university departments, it still represents a very small percentage of the 117 degree programs represented in the survey. Furthermore, only seven, or seven percent, of the 102 departments indicated that they expected to add an English grammar requirement. Only 3% of the university departments foresaw adding an English grammar placement test. Given, then, that the large majority of respondents did not foresee any changes regarding number of courses offered or number of courses required, nor any changes regarding the development or addition of an English grammar placement test, it could be concluded that the majority of the respondents were generally satisfied with the status of English grammar instruction in their master's programs in TESOL.

It seems clear at this point, however, that there might not be reason to be quite as satisfied with the status of English grammar instruction in master's programs in TESOL as respondents seemed to appear. First, there is the lacuna of information regarding the TESOL graduate students' knowledge of the grammatical system of English upon entering the degree program. It is not known whether the students are familiar with traditional grammar; neither is it known how much ESL grammar they might already know or not know. Therefore, how much instruction in the grammatical system of English is really needed by such students becomes a matter of opinion, based at best on informal observation, and at worst on assumptions about what students with an undergraduate degree do or do not know about the grammatical system of English.

Opinions, of course, vary. The majority of the respondents clearly indicated that they thought one semester or quarter sufficient for learning the grammatical system of English. A quarter of the respondents to the item regarding course length, however, recommended at least two semesters of study. The two leading TESOL grammarians, Celce-Murcia and Larsen-Freeman, have acknowledged that their course text cannot be covered in one semester. Celce-Murcia and Larsen-Freeman also indicate that some graduate students in TESOL might not be familiar with traditional grammar. Therefore, since there is a lack of information regarding the students' knowledge base, as well as a difference of opinion among TESOL professionals regarding how much instruction is needed, the development of a test or tests which could be used by degree programs to determine how much and what kind of English grammar instruction is needed by their entering students would have great potential to improve the status of English grammar in master's programs in TESOL.

Until such time, however, the status of English grammar instruction in master's programs in TESOL would be improved if the 17 degree programs which did not offer any English grammar courses added at least one English grammar course to their curriculum. It is further recommended that this course be dedicated to the study of the grammatical system of English, so that students have at least one semester or quarter to absorb it. If there is doubt that even one semester or quarter is adequate for studying the grammatical system of English, then all available course time should be made available for such study.

Moreover, it does not seem unreasonable to suggest that at least two semesters be devoted to the study of English grammar in the curriculum of master's programs in TESOL. If the content of the widely respected and most frequently used course text, The Grammar Book, requires a minimum of two semesters, and if instruction in the grammatical system of English is both important and necessary for all graduate TESOL students, then the students should be given the time needed to cover the course.

All master's programs in TESOL should require at least one English grammar course. At the time of this study, the average number of English grammar courses required in master's programs in TESOL, as revealed by the survey, was .7 courses, or less than one course. The fact that 38% of the responding degree programs did not require any English grammar courses contradicts the opinions of the coordinators regarding the necessity and importance of such instruction. If knowledge of the grammatical system of English is fundamental to the preparation of future ESL teachers, then programs should insure that all students take at least one English grammar course. This would apply especially to those students who would otherwise tend to avoid an English grammar course due to a weak background in grammar.

The issue of whether or not students have an adequate background in grammar to be familiar with traditional grammar terminology and concepts, which a course such as Celce-Murcia and Larsen-Freeman's assumes as basic knowledge, is still unresolved. At present, the best evidence available that some students are not familiar with traditional grammar is anecdotal, albeit from powerful sources such as Celce-Murcia and Larsen-Freeman themselves. If degree programs developed a test which determined such baseline knowledge, TESOL program coordinators would have that information. Then, if instruction in traditional grammar was needed, such a course should be offered for the students' benefit. Instructors, in fact, may have already intuited their students' lack of familiarity with traditional grammar. A survey of the course texts named by the respondents themselves revealed that 42% of the mentions of linguistic approach in the course texts themselves named traditional grammar as a source.

Finally, the content of English grammar courses in master's programs in TESOL should be addressed. By far the largest category of suggestions offered by respondents for the improvement of English grammar in the curriculum was that of linguistic approach. There seemed to be a turning away from transformational grammar as the major linguistic approach and a call for approaches such as functional grammar, which incorporate communicative functions in the analysis. The second greatest concern was for more emphasis on pedagogical grammar as well as better linkages between linguistics and pedagogy. Finally, there were calls for more and better course texts. This was not surprising, given that only half of the course texts named by respondents were written with the needs of ESL students or teachers in mind.

All three of these concerns should be addressed by writers of future ESL/EFL teacher course texts. There is a need for experienced linguists and teachers to translate the most valuable insights from functional grammars, as well as other linguistic approaches which address

communicative needs, into a pedagogical grammar course text for teachers. If such texts were developed, the status of English grammar in master's programs in TESOL in the U.S. would be improved because such instruction would then more directly address the needs of future ESL teachers.

But knowing pedagogical grammar is different from knowing how to approach grammar in ESL teaching. This is such an important area, which involves theoretical as well as practical concerns, that it seems that a separate course in ESL/EFL grammar pedagogy would be warranted. This would free the students to focus their attention and energies on learning the grammatical system of English for ESL/EFL purposes as thoroughly as possible in the pedagogical grammar courses. Offering a separate course in ESL/EFL grammar pedagogy has the potential of satisfying respondents' suggestions that there be better linkages between linguistics and pedagogy. A separate course would give TESOL teacher educators the time needed to help their students wrestle with the theoretical issues and the applied options in ESL/EFL grammar pedagogy. At present, grammar pedagogy seems to be presented as a small part of a TESOL methods course, or as an "add-on" topic in a course in which the primary focus is English grammar.

Finally, the status of English grammar in master's programs in TESOL in the U.S. should be improved through better communication among those responsible for the grammar component in the curriculum. The dissemination of the results of this study would be a good starting point. Another possibility is the establishment of a new branch of TESL-L, the TESOL discussion list on electronic mail, for coordinators of professional preparation programs in TESOL, or even more specifically, for those responsible for the grammar component in such programs. Although all TESOL members are welcome to communicate freely on the general

discussion list, the establishment of smaller discussion groups would allow TESOL faculty to share their information and concerns in greater detail. The TESOL organization itself, through its publications, and through the Teacher Education Interest Section of TESOL should facilitate the sharing of information regarding English grammar in the curriculum.

Implications

One of the major implications of this study is that not all master's programs in TESOL in the U.S. are equal. Although over 90% of the 102 respondents agreed with the portions of the TESOL Guidelines concerning the role of English grammar in professional preparation programs in TESOL, there were significant variations in actual curricular practice. This variation meant that the status of English grammar in the curriculum of some master's programs in TESOL was much stronger than it was in the curriculum of other master's programs in TESOL.

Approximately half of the degree programs offered one English grammar course, a quarter offered two, a handful offered more than two, and 15% of the degree programs offered none at all. Fifty-five percent of the responding programs required one English grammar course, 8% required two courses, but 38% of the programs did not require any English grammar courses. The average number of English grammar courses required by responding programs was 0.70, less than one course.

The content of the English grammar courses themselves varied. "Other" texts, half of which were not written with the ESL/EFL teacher or student in mind, competed with more recognized texts such as The Grammar Book, by Celce-Murcia and Larsen-Freeman. The grammars of Quirk, Greenbaum, Leech, and Svartik, several of which are reference grammars

written for a native speaker audience, were also frequently used in the courses. Therefore, some of the English grammar courses offered by master's programs in TESOL focus on ESL/EFL pedagogical grammar, while others focused on English grammar for native speakers.

A corollary implication of the variation between programs regarding the status of English grammar in the curriculum is that not all graduates of such master's programs in TESOL in the U.S. can be assumed to be equally prepared to teach. If an ESL teacher is expected to understand the structure of the English language as stated in the Guidelines, then those graduates of the programs with no English grammar course or the graduates of those programs which do not require any English grammar courses can not be assumed to be fully prepared.

Furthermore, it is debatable whether the graduates of master's programs in TESOL which do not offer more than one semester course in English grammar could be assumed to understand those aspects of the grammatical system of English which an ESL/EFL teacher should know. Certainly, Celce-Murcia and Larsen-Freeman, the leading TESOL grammarians, have made clear their position that two semesters would be necessary to cover their course. A group of 21 respondents to this study agreed that two semesters would be necessary for the learning of the course material.

Perhaps an equally important implication of this study is that the majority of master's programs in TESOL do not seem to have a direct measure of their incoming students' knowledge of the grammatical system of English. This leaves the programs at a disadvantage for justifying offering no English grammar courses or requiring no English grammar courses. It also makes it difficult to know how much and what kinds of instruction would be most helpful for students. For example, do the students really understand the terms and concepts of traditional grammar as a baseline knowledge for a course such as Celce-Murcia and Larsen-Freeman's?

The content of English grammar courses in TESOL apparently needs some attention. The respondents themselves showed the greatest interest in this area, calling for approaches to grammar which incorporated the communicative functions, more emphasis on pedagogical grammar, better linkages between linguistics and pedagogy, and more and better course texts. These concerns may be addressed directly by materials writers, and supported in the curriculum by the provision for both pedagogical grammar courses and grammar pedagogy courses in master's programs in TESOL.

Based on information gathered in this study, it seems that coordinators of master's programs in TESOL, as well as the instructors of English grammar courses within those programs, would benefit from an exchange of information regarding the role and nature of the English grammar courses in other programs in the U.S. The respondents showed interest in knowing more by requesting an abstract of this study and by suggesting more communication between programs. The TESOL organization, through its TESL-L discussion group on the Internet, as well as its publications, and its Teacher Education Interest Section newsletter, should facilitate more communication regarding English grammar in the master's program in TESOL.

A final implication of this study is that the Directory of Professional Preparation Programs in TESOL in the United States, 1992-1994, may be a good starting point for comparing programs, but should not be relied upon for complete information regarding curricular offerings and requirements. The Directory may serve a prospective candidate as a general guide, but those candidates wanting accurate information regarding actual course offerings and requirements would do well to write to the degree programs directly.

Recommendations

In this section, recommendations are offered for the improvement of master's programs in TESOL as well as for further research. First, it is hoped that the results of this study will be an aid and a stimulus for coordinators of master's programs in TESOL to evaluate the status of English grammar instruction in their own programs, not only in relation to curricular practice nationwide, but also in relation to what is actually needed by their students. It is recommended that coordinators of master's programs in TESOL develop a placement test to determine the baseline knowledge of their students. Such a test should be able to determine whether incoming students are familiar with the terminology and concepts of traditional grammar, since such knowledge is assumed for courses such as the Celce-Murcia and Larsen-Freeman course.

All master's programs in TESOL should offer at least one English grammar course for their students. Such a course should focus on ESL/EFL pedagogical grammar, the kind of grammar knowledge needed by future ESL/EFL teachers. The best master's programs in TESOL will offer their students a two-semester course in pedagogical grammar, so that the students will have the time necessary to learn those aspects of the grammatical system of English which an ESL/EFL teacher should know. It is further recommended that an ESL/EFL grammar pedagogy course be offered separately, to free up the course time of the English grammar course for the learning of pedagogical grammar, and to allow students sufficient time to explore the theory and practice of ESL/EFL grammar pedagogy, a weighty subject area in itself.

It is recommended that applied linguists explore functional grammar for its potential contributions to a pedagogical grammar for ESL/EFL teachers. There seems to be a need for more and better ESL/EFL pedagogical grammar texts in general, given the fact that many of the texts used in the English grammar courses were written for a native speaker audience, and that

the respondents asked for more and better course texts. It is recommended that applied linguists attempt to fill this need.

The TESOL organization should support its guidelines by facilitating communication between programs regarding English grammar in the master's programs in TESOL through TESOL publications such as the Teacher Education Interest Section Newsletter, TESOL Matters, and the TESOL Quarterly. Further, it is recommended that the TESL-L electronic discussion list establish a branch for those interested in teacher education. This would facilitate on-going dialogue regarding the number and nature of the courses offered, as well as more specific information about the courses, such as content, texts, methods, and evaluation.

Further research in this area should investigate in more depth the nature of the English grammar courses offered by master's programs in TESOL. Such a study, through providing an in-depth description of the purpose, instructional methods, content, texts, and evaluation methods of the English grammar courses, would be an aid for program coordinators and course instructors in assessing the effectiveness of their own courses.

Since English grammar is one of several areas of academic specialization named in the Guidelines as essential for the preparation of ESL/EFL teachers, it is recommended that studies be conducted to determine the status of the other areas of academic specialization recommended by the Guidelines. These include, in addition to the other subcategories of English linguistics, linguistics, psycholinguistics, sociolinguistics, and culture in society.

One of the survey respondents offered an excellent suggestion for further research: a study which would "identify grammar problems typically associated with learners of particular languages (e.g., use of definite articles, the a, an, by Japanese ESL/EFL learners)." This has

already been done in the area of phonological problems. A similar study of grammar problems would be quite useful to pedagogical grammar instructors and materials writers.

Another helpful study would focus on the nature of grammar explanations for ESL/EFL teaching. Not all grammar explanations are equally effective, but no typology has been established for different types of explanations, and no research has been conducted to determine which kinds of explanations ESL/EFL students find most helpful.

Finally, this study should be repeated in ten years to see if the status of English grammar in master's programs in TESOL in the U.S. had remained essentially the same, or had changed in significant ways. The survey respondents for this study predicted little change, but that is a question which is open to the future.

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SURVEY OF THE STATUS OF ENGLISH GRAMMAR INSTRUCTION IN MASTER'S PROGRAMS IN TESOL IN THE U.S.

DIRECTIONS: RESPONDENT should be *the faculty member who is responsible for the English grammar component in your master's program in TESOL*. If there is no English grammar component in your program, the respondent should be *the coordinator of the TESOL graduate curriculum*.

For each item, please mark (by circling or checking) the options which apply best to your situation, or supply a more accurate response in the "other" option.

If you have questions, please call me at (304) 296-2252, or send a fax to (304) 293-7655.

I. CONTACT DATA

1. Name of Person Completing the Questionnaire: _____
Last (or Family) Name First Name
2. Do you teach English grammar in your master's program in TESOL?
_____ yes _____ no Please list your position here: _____
3. If *the address appearing on the envelope* is incorrect, please write the correct address:

Street Address Department

University Town/City State Zip
4. Office Phone Number: _____ Office Hours: _____
Area Code Number Days/Hours
5. Fax Number (if applicable): _____
Area Code Number
6. E-mail Address (if applicable): _____

II. MASTER'S PROGRAM IN TESOL

Please answer the requested information in this survey specifically in relation to the following master's program in your department: _____

1. When was the master's program in TESOL in your department *officially established*?
_____ Before 1970 _____ 1970-1979 _____ 1980-1989 _____ 1990 or after
2. Approximately how many students are currently *enrolled* in your master's program in TESOL?
_____ 1-10 _____ 11-20 _____ 21-50 _____ 51-100 _____ 101-150 _____ 151+
3. Of those students enrolled, please write the approximate *percentage of native speakers of English* and the *percentage of non-native speakers of English*:
Native Speakers of English: _____ % Non-Native Speakers of English: _____ %

4. Approximately how many students did you *graduate* with a master's degree in TESOL in the 1992-93 academic year?

_____ 1-10 _____ 11-20 _____ 21-50 _____ 51-100 _____ 101+

5. Please write your best estimate of the *percentage of your graduates who are planning to teach English to speakers of other languages*: _____ %

6. Does your master's program prepare its students for *certification to teach ESL in the public schools*? _____ yes _____ no

III. COURSE OFFERINGS IN ENGLISH GRAMMAR, SYNTAX OR STRUCTURE

The English grammar courses in your program listed in the *Directory of Professional Preparation Programs in TESOL in the United States, 1992-1994* are listed below.

IMPORTANT: Throughout the questionnaire, the term "English grammar course" pertains to those courses (1) which are taken by master's candidates in TESOL and (2) in which the *primary focus is a description of the grammatical system of English*. This does **not** apply to general syntax courses (e.g., "Introduction to Linguistics") whose purpose is not specifically to describe the particular syntax/grammar of the English language, **nor** does it apply to English grammar courses whose primary purpose is to improve the English grammar *usage* of the students.

In this chart, "*Absolutely required*" means that the course is required of: (1) all master's candidates, or (2) those who fail a placement test. "*Possibly required*" means that the course is one of a group of courses from which students are required to choose a certain number of courses. No check is necessary *if the course is not required*.

	Course Title	Absolutely Required	Possibly Required	Number Of Semesters/Quarters (circle one)	Number Of Credits
Course A					
Course B					
Course C					
Course D					

1. Please explain any qualifications to the above information: _____

2. Please list any *additional courses* in your master's program in TESOL whose *primary purpose is to describe the syntax or grammar of English* in the chart above. Check "*absolutely required*" or "*possibly required*" for each additional course if appropriate.

3. Please circle "*semester*" or "*quarter*" as appropriate in the chart above.

4. Please fill in the *number of semesters/quarters* and the *number of credits* for each course.

If your master's program in TESOL offers NO English grammar courses, please go on to Section VIII, p. 8.

Beginning here, please refer to the courses listed in the chart on page 2 as course "A," "B," "C," or "D" when supplying information about the courses.

5. Note the university-designated level for each course with either "UG" (*Undergraduate*) or "G" (*Graduate*): _____ Course A _____ Course B _____ Course C _____ Course D

6. Please list the titles of any *prerequisite coursework* for each of the English grammar courses in your program: (If none, please write "none.")

	Title of Prerequisite Course
Course A	
Course B	
Course C	
Course D	

7. Are any of the English grammar courses in your program considered *remedial*? [e.g., does the course cover grammar concepts which you expect entering graduate students to know, such as parts of speech (noun, verb, adj., adv., etc.) and sentence elements (subject, predicate, direct and indirect objects, etc.)] _____ yes (continue to # 8) _____ no (go to # 10)

8. If yes, *which are remedial*? ____ Course A ____ Course B ____ Course C ____ Course D

9. If yes, do the credits earned in a "remedial" course *count toward the master's candidates' graduation requirements*? _____ yes _____ no

10. Indicate with a check mark whether each course is designed to meet the needs of master's candidates in TESOL who are *native* speakers of English, *non-native* speakers of English, or *both* native and non-native speakers of English:

	For Native Speakers of English	For Non-native Speakers of English	For Both Native and Non-native Speakers
Course A			
Course B			
Course C			
Course D			

11. List here any of the English grammar courses *which are taught in a department other than the department under which your master's program in TESOL is administered*:

Course (A,B,C,D)	Name of University Department in Which the Course is Taught

12. Check the *frequency* with which each English grammar course is taught:

	Each Semester or Quarter	Once Every Academic Year	Every Summer	Other: Please Describe
Course A				
Course B				
Course C				
Course D				

13. Check the *average enrollment for one semester/quarter* for each English grammar course:

	1-14	15-24	25-34	35-49	50+
Course A					
Course B					
Course C					
Course D					

IV. PLACEMENT MECHANISMS

1. Do you administer a *placement test* to entering master's students in TESOL to determine their level of knowledge of the grammatical system of English? ☐ yes ☐ no (go to #9)

2. If yes, is it a *commercially available* test? ☐ yes ☐ no

3. If it is a commercially available test, please write the *name and publisher of the test*:

Name of Test

Publisher of Test

4. If your test is *not commercially available*, please list here the name, position, and university department of *the person who wrote the test*:

First Name

Family Name

Position

Department

5. If your test is not commercially available, please describe the test briefly here:

6. If you administer a placement test, check the placement options used by your department:

Test Performance

Requirement

_____ Pass or High pass ----> No English grammar coursework required

_____ Low pass -----> English grammar coursework recommended

_____ Did not pass -----> English grammar coursework required

_____ Other -----> Please describe: _____

7. Please check the course(s) which your department requires or recommends as the result of a placement test: ☐ Course A ☐ Course B ☐ Course C ☐ Course D

8. If you administer an English grammar placement test, which of the following groups of *master's students in TESOL* are required to take the test?

- ☐ All native speakers of English
☐ All non-native speakers of English
☐ Both native and non-native speakers of English
☐ Other Please describe: _____

9. If you do not administer a placement test in English grammar to your master's candidates in TESOL, please check here *any other ways* which you use to determine your master's candidates' level of knowledge of the grammatical system of English prior to matriculation.

- ☐ Standardized test scores If yes, please name the test(s): _____
☐ Oral interviews
☐ Writing samples
☐ Previous coursework in English grammar
☐ Undergraduate major in English or related field
☐ Other Please describe: _____
☐ None Please comment: _____

For Sections V and VI, you may wish to refer to your copy of the syllabus for each English grammar course in your master's program in TESOL.

V. COURSE CONTENT

1. Check each course you would consider to be primarily a "*pedagogical grammar*" course; that is, a course in which items of English grammar are selected and described in a way that would be useful for teachers of ESL/EFL:

☐ Course A ☐ Course B ☐ Course C ☐ Course D

2. Check below the box which best describes the *approach to grammar* represented by each English grammar course offered by your program:

	Traditional	Structural	Transformational	Eclectic	Other: Please Describe
Course A					
Course B					
Course C					
Course D					

3. Do any of the English grammar courses "*share*" *course time* with another component of English linguistics, such as phonology, morphology, history of English, etc., or with teaching methodology? ☐ yes ☐ no

4. If yes, please supply the following information:

Course (A,B,C,D)	% Time Spent on English Grammar	Please Name Other Course Topics

5. For each English grammar course in your program, please note below which *texts* are used:

TGB=*The Grammar Book*, Marianne Celce-Murcia & Diane Larsen-Freeman

SGEL=*A Student's Grammar of the English Language*, Randolph Quirk & Sidney Greenbaum

ME=*Modern English: A Practical Reference Guide*, Marcella Frank

PEG=*A Practical English Grammar*, A.J. Thomson & A.V. Martinet

CGCE=*A Concise Grammar of Contemporary English*, Sidney Greenbaum & Randolph Quirk

CGE=*A Communicative Grammar of English*, Geoffrey Leech & Jan Svartik

CGEL=*A Comprehensive Grammar of the English Language*, Quirk, Greenbaum, Leech & Svartik

	TGB	SGEL	ME	PEG	CGCE	CGE	CGEL	None	Other: List Title & Author
Course A									
Course B									
Course C									
Course D									

6. For each of the English grammar courses offered in your program, please note which *sources of grammar exercises* are used:

Algeo=*Exercises in Contemporary English*, John Algeo

Frank=*Modern English: Part I and Modern English: Part II*, Marcella Frank

Chalker=*A Student's English Grammar Workbook*, Sylvia Chalker

Instructor=Grammar exercises written by the instructor of the course

Samples=Grammatical analysis of naturally-occurring samples of written English

	Algeo	Frank	Chalker	Instructor	Samples	None	Other: Please List Title & Author
Course A							
Course B							
Course C							
Course D							

VI. COURSE LENGTH

1. Do you consider the *current number of semesters/quarters/summer sessions* allotted to each of the English grammar courses to be *sufficient* for the learning of the material?

_____ yes _____ no

2. If not, please estimate how long the course should be:

Course (A,B,C,D)	Length of Time Needed

3. If you have considered or are considering *lengthening or shortening* any of the English grammar courses in your program, please identify the course below and explain what you decided or what you plan to do and why:

Course (A,B,C,D)	What You Decided or Plan to Do and Why

VII. INSTRUCTORS

Please answer the following regarding the instructor who is currently teaching each course, or, if a course is not currently offered, the instructor who last taught that course.

1. For the instructor of each of the English grammar courses in your department, please check the *highest level of preparation* earned to date:

Instructor of ↓	Bachelor's	Master's	Master's + 30 hrs	Doctorate
Course A				
Course B				
Course C				
Course D				

2. Please check the *academic field of the highest degree earned* by the instructor of each course:

Instructor of ↓	English	Education	Linguistics	TESOL	Other (Which field?)
Course A					
Course B					
Course C					
Course D					

3. Please check the approximate *number of years each instructor has taught*, and the approximate *number of years each instructor has taught English grammar*.

Instructor of ↓	Total Years Teaching				Total Years Teaching English Grammar			
	1-2	3-4	5-10	11+	1-2	3-4	5-10	11+
Course A								
Course B								
Course C								
Course D								

4. Please indicate whether the *instructor of each grammar course* is a *native speaker of English*, a *non-native speaker of English*, or a *bilingual speaker of English and another language*:

Instructor of ↓	Native Speaker of English	Non-native Speaker of English	Bilingual Speaker of English and Another Language
Course A			
Course B			
Course C			
Course D			

VIII. ROLE OF GRAMMAR IN THE MASTER'S PROGRAM IN TESOL

1. Please circle the number which best represents, in your opinion, the *importance of instruction in the grammatical system of English in a master's program in TESOL*:

1	2	3	4	5
Not Important	Not Very Important	Somewhat Important	Very Important	Essential

2. Please explain your choice for #1 briefly here:

3. Please check the statement which best reflects your view of which groups of *master's students in TESOL* need instruction in the grammatical system of English:

_____ a. All candidates, *both native speakers of English and non-native speakers of English*, need instruction in the grammatical system of English.

_____ b. All master's candidates who are *non-native speakers of English* need instruction in the grammatical system of English, but the native speakers of English do not generally need instruction in the grammatical system of English.

_____ c. All master's candidates who are *native speakers of English* need instruction in the grammatical system of English, but the non-native speakers of English do not generally need instruction in the grammatical system of English.

_____ d. We make *no assumptions* about the needs of our students for instruction in the grammatical system of English; *they decide for themselves* whether or not they should take a course about the grammatical system of English.

_____ e. Only *those students who have not demonstrated an adequate knowledge of English grammar* need instruction in the grammatical system of English.

_____ f. Other Please describe:

IX. TESOL GUIDELINES

The TESOL *Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States* has stated that a teacher of English as a Second Language is expected to understand "the structure and development of the English language systems."

1. Do you agree with this portion of the *Guidelines*? _____ yes _____ no
2. If not, please explain why:

The TESOL *Guidelines* also recommend that teacher preparation programs include courses on "the major subsystems of present-day English," including *the grammatical subsystem*.

3. Do you agree with this portion of the *Guidelines*? _____ yes _____ no
4. If not, please explain why:

X. CURRENT TRENDS

1. For each of the categories listed below, please indicate any *changes* which have been made in your program *in the last five years*:

	Yes	No	N/A	Nature of Change	Reason for Change
a. Addition or deletion of any English grammar courses					
b. Change in required / not required status of any English grammar courses					
c. Change in the number of credits of any English grammar courses					
d. Change in remedial / not remedial status of any English grammar courses					
e. Development of a placement test					
f. Addition or deletion of an English grammar placement test					
g. Change in qualifications required of instructors of English grammar courses					

XI. PROJECTIONS FOR THE FUTURE

1. For each of the categories listed below, please indicate whether you expect any *changes* in your program *in the next five years*:

	Yes	No	N/A	Nature of Change	Reason for Change
a. Addition or deletion of any English grammar courses					
b. Change in required / not required status of any English grammar courses					
c. Change in the number of credits of any English grammar courses					
d. Change in remedial / not remedial status of any English grammar courses					
e. Development of a placement test					
f. Addition or deletion of an English grammar placement test					
g. Change in qualifications required of instructors of English grammar courses					

2. What suggestions do you have for the *improvement of instruction in the grammatical system of English in master's programs in TESOL*? Please list them in the order of their priority to you:

Thank you for your participation in this survey. If you would like to receive an abstract of this study after it has been completed, please check here: _____ yes

Please return the completed survey in the enclosed self-addressed stamped envelope by Tuesday, November 30, 1993 to:

JOANNE ZOLLER WAGNER
24 GLENN ST
MORGANTOWN WV 26505-7417

West Virginia University

College of Human Resources and Education

PO BOX 6122

MORGANTOWN WV 26506-6122

24 Glenn St.

Morgantown, WV 26505-7417

H: (304) 296-2252

O: (304) 293-3604

Office FAX: (304) 293-7655

October XX, 1993

Dr. <TESOL Specialist>
Address

Dear Dr. <TESOL Specialist>:

I would like to request your help in a research project to gather information on the *grammar preparation* of teachers for the field of English as a foreign or second language. The purpose of this study is to compile a nationwide description of how master's programs in TESOL in the U.S. are addressing the recommendations of the *TESOL Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages* regarding grammar in the curriculum of TESOL graduate programs.

To that end, I have developed a detailed survey instrument which I will be sending to the 178 master's programs listed in the *Directory of Professional Programs in TESOL in the U.S., 1992-1994*. Since I would like the survey instrument to be as appropriate and as comprehensive as possible, your comments and suggestions as an expert in TESOL teacher education/ pedagogical grammar would be very helpful to me.

Would you be willing to review the enclosed survey instrument for me and send me your comments? You may write directly on the survey. I have enclosed a stamped, self-addressed envelope for your convenience. Since I will be sending out the survey at the end of October, I would appreciate it if you could send your comments to me by Friday, October XX. In appreciation for your help, I will send you the primary findings of the study once it is completed.

Sincerely,

JoAnne Zoller Wagner
Doctoral candidate
Curriculum and Instruction
West Virginia University

West Virginia University

College of Human Resources and Education

PO BOX 6122

MORGANTOWN WV 26506-6122

24 Glenn St.

Morgantown, WV 26505-7417

(304) 296-2252

Office FAX: (304) 293-7655

November 2, 1993

Dr. <TESOL Program Coordinator>
Address

Dear Dr. <Coordinator>:

I am a doctoral candidate in Curriculum and Instruction at West Virginia University. I would like to request your help in my doctoral dissertation project to gather information on the *grammar preparation* of teachers for the field of English as a foreign or second language. The purpose of the study is to present a description of how master's programs in TESOL in the U.S. approach grammar in their curricula.

To date, there exist no descriptive data regarding the status of grammar instruction in master's programs in TESOL in the U.S. TESOL professionals who have reviewed this survey, for example, Dr. Diane Larsen-Freeman, co-author of *The Grammar Book*, and Dr. Lynn Henrichsen, Chair of the Teacher Education Interest Section of TESOL, have indicated that the information requested in the survey would be useful to the profession.

Since the description is intended to be *nationwide*, it is very important that your master's program in TESOL be included in the study. Would you be willing to fill out the enclosed survey with information which describes your program? Completion of the survey form should not take longer than 15-20 minutes, since for each item you can answer with a simple check mark in the corresponding chart of options. If you would like to receive a copy of the major findings of the study once it is completed, please check the box at the end of the survey.

Your participation in this survey is entirely voluntary. Confidentiality and anonymity will be maintained. Specific universities and administrators will *not* be named in the presentation of the data.

I would like to receive back all the surveys by Tuesday, November 30. I have enclosed a stamped, self-addressed envelope for your convenience. If you have any questions, please feel free to call or fax me. Thank you for your cooperation.

Sincerely,

JoAnne Zoller Wagner
Doctoral Candidate, Curriculum and Instruction
West Virginia University

Appendix D

UNIVERSITY DEPARTMENTS WITH MASTER'S PROGRAMS IN TESOL IN THE U.S. INCLUDED IN THE SURVEY

*Compiled from the Directory of Professional Preparation Programs in TESOL
in the United States, 1992-1994*

University Department City, State	Contact Person Position Number of Degree Programs (if more than one)
Adelphi Univ School of Education Garden City, NY	Dr Billie Robbins Director TESOL MA
The Univ of Alabama Dept of English Tuscaloosa, AL	Dr Catherine Davies Director
The American Univ Dept of Language/Foreign Studies Washington, DC	Dr Theresa Waldspurger Assist Prof/Coordinator TESOL Program
Univ of Arizona Dept of English Tucson, AZ	Dr Douglas Adamson Dir Eng Lang/Ling
Arizona State Univ Dept of English Tempe, AZ	Dr James W Ney Professor/Director
Azusa Pacific Univ Global Studies Azusa, CA	Dr Richard Slimbach Department Chair 2 Programs
Ball State Univ Dept of English Muncie, IN	Dr Lawrence M. Davis Dir Grad Prog 2 Programs
Biola Univ Dept of TESOL/Applied Linguistics La Mirada, CA	Dr Herbert C Purnell Department Chair 2 Programs
Boston Univ Dept of Devel Studies, Sch of Ed Boston, MA	Dr Steven J Molinsky Director: Graduate TESOL Program 2 Programs
Bowling Green State Univ Dept of English Bowling Green, OH	Dr Shirley E Ostler Coordinator-MA TESL

University Departments Included in Survey

Brigham Young Univ Dept of Linguistics Provo, UT	Dr Melvin J Luthy Chair
Univ of California, Davis Dept of Linguistics Davis, CA	Dr Mary Schleppegrell Assist Prof; Director, ESL Program
Univ of California, Los Angeles Dept of TESL/Applied Linguistics Los Angeles, CA	Dr Collette O. Kramer
California State Univ, Dominguez Hills Dept of English Carson, CA	Dr Vanessa Wenzell Assistant Professor
California State Univ, Fresno Dept of Linguistics Fresno, CA	Dr Vida Samiian Graduate Program Coordinator
California State Univ, Fullerton Dept of Foreign Lang/Literature Fullerton, CA	Dr Janet Eyring Assistant Professor
California State Univ, Long Beach Interdiscipl Prog in Linguistics Long Beach, CA	Dr Stephen B Ross Professor of English/Linguistics
California State Univ, Northridge Interdisciplinary Studies Prog Northridge, CA	Dr Francine Hallcom Linguistics Professor
California State Univ, Sacramento Dept of English Sacramento, CA	Dr Fred Marshall Assoc. Professor, TESOL Coordinator
Central Connecticut State Univ Dept of English New Britain, CT	Dr Andrea Osburne TESOL Coord.
Central Missouri State Univ Dept of English Warrensburg, MO	Dr Mark Johnson Chair
Univ of Colorado at Boulder Dept of Linguistics Boulder, CO	Dr David Rood Professor of Linguistics
Univ of Colorado at Denver Dept of Education Denver, CO	Dr Sheila Shannon Assistant Professor

University Departments Included in Survey

Colorado State Univ Dept of English Fort Collins, CO	Dr Pattie Cowell Chair
Corpus Christi State Univ Dept of Education Corpus Christi, TX	Dr. David Berlanga Director
Univ of Delaware Dept of Educational Studies Newark, DE	Dr Gabriella Hermon Associate Professor; Program Coordinator
Univ of Delaware Dept of Linguistics Newark, DE	Dr Irene Vogel Dir of Grad Studies
East Carolina Univ Dept of English Greenville, NC	Dr Bruce Southard Associate Professor of English
Eastern College Dept of Education St David's, PA	Dr Helen Loeb Chair
Eastern Michigan Univ Dept Foreign Lang/Bilingual Stud Ypsilanti, MI	Dr JoAnn Aebersold Professor of ESL and TESOL
Eastern Washington Univ Dept of English/Dept of Mod Lang Cheney, WA	Dr LaVona Reeves Graduate Director
Fairfield Univ Grad Sch of Ed and Allied Prof Fairfield, CT	Sr M Julianna Poole, SSND Director
Fairleigh Dickinson Univ School of Education Teaneck, NJ	Dr Liliane Gaffney Director of MAT & Multilingual MA 2 Programs
Florida International Univ School of Education Miami, FL	Dr Christine U Grosse Director
Florida State Univ C&I Dept, Multiling/Multicult Ed Tallahassee, FL	Dr Frederick L Jenks Professor, Coordinator of TESOL 2 Programs
Fordham Univ at Lincoln Center School of Ed, Div of Cir & Tchg New York, NY	Dr Angela L Carrasquillo

University Departments Included in Survey

Fresno Pacific College
Dept of Education
Fresno, CA

Dr David Freeman
Chair

George Mason Univ
Dept of English
Fairfax, VA

Dr Dee Ann Holisky
Associate Professor, Director Ling Prgms

Georgetown Univ
School of Lang & Ling, Ling Dept
Washington, DC

Dr John Staczek
Associate Professor, Head Applied Ling
2 Programs

Univ of Georgia
Language Education
Athens, GA

Dr Thomas Cooper
Assoc Professor of Foreign Language Ed

Georgia State Univ
Dept of Applied Linguistics/ESL
Atlanta, GA

Dr Patricia Byrd
Acting Chair

Grand Canyon Univ
College of Education
Phoenix, AZ

Dr Bethyl Pearson

Univ of Hawaii at Manoa
Dept of English as a Second Lang
Honolulu, HI

Dr Robert Bley-Vroman
Assoc. Professor

Hofstra Univ
Dept of Curriculum & Teaching
Hempstead, NY

Dr Nancy Cloud
Coordinator

Univ of Houston
College of Education, C&I Dept
Houston, TX

Dr Sylvia C Pena (Contact for 2 departments)

Univ of Houston
Dept of English
Houston, TX

Dr Sylvia C Pena (Contact for 2 departments)

Univ of Houston, Clear Lake
School of Education
Houston, TX

Dr Andrea Bermudez
Chair

Hunter College, CUNY
Dept of Curriculum and Teaching
New York, NY

Dr Donald R H Byrd
Coordinator

Univ of Idaho
Dept of English
Moscow, ID

Dr Steve Chandler
Assistant Professor of English

University Departments Included in Survey

Univ of Illinois at Chicago Dept of Linguistics Chicago, IL	Dr Jessica Williams Associate Professor, Linguistics
Univ Illinois at Urbana-Champaign Div of English as an Intntl Lang Urbana, IL	Dr Lawrence F Bouton 2 Programs
Illinois State Univ Dept of English Normal, IL	Dr Irene Brosnahan Associate Professor of English
Indiana Univ Prog in TESOL & Appl Linguistics Bloomington, IN	Dr Harry L Gradman Professor & Chair, TESOL & Applied Ling
Indiana Univ of Pennsylvania Dept of English, Rhetoric & Ling Indiana, PA	Dr Ali Aghbar Professor of English
The Univ of Iowa Dept of Linguistics Iowa City, IA	Dr William Davies
Iowa State Univ Dept of English Ames, IA	Dr Roberta Abraham Professor of English
Jackson State Univ Dept of English/Mod Foreign Lang Jackson, MS	Dr Doris O Ginn Coordinator of Linguistics
Jersey City State College Multicultural Center Jersey City, NJ	Dr John Klosek Associate Professor
Univ of Kansas Dept of Linguistics Lawrence, KS	Dr Michael Henderson Associate Professor of Linguistics
Univ of Kansas Dept of Curriculum & Instruction Lawrence, KS	Dr Paul L Markham Director TESL Prg
Long Island Univ-Brooklyn Campus Dept of Education Brooklyn, NY	Dr Gurprit S Bains Coordinator
Mankato State Univ Dept of English/Dept of For Lang Mankato, MN	Dr Harry Solo

University Departments Included in Survey

Univ of Maryland, Balt County Dept of Education Baltimore, MD	Dr Ron Schwartz Co-Director & Instructor 2 Programs
Univ of Maryland, College Park Dept of Curriculum & Instruction College Park, MD	Dr William E DeLorenzo Coordinator
Univ of Massachusetts at Amherst School of Education Amherst, MA	Dr Jerri Willett Chair
Univ Mass at Boston, Harbor Campus English Dept Boston, MA	Dr Nancy J Smith-Hefner Assistant Professor
Memphis State Univ Dept of English Memphis, TN	Dr Thomas C Carlson Grad Coordinator
Univ of Miami Dept of Teaching and Learning Coral Gables, FL	Dr Sandra H Fradd Coordinator, Bilingual and ESOL Programs
Michigan State Univ Dept of English East Lansing, MI	Dr Alan Beretta TESOL Program Director
Univ of Minnesota Dept of Curriculum & Instruction Minneapolis, MN	Dr Mary Bents Director
Univ of Minnesota Dept of Linguistics Minneapolis, MN	Dr Elaine Tarone Professor
Univ of Mississippi Dept of Curriculum & Instruction University, MS	Dr Arlene Schrade Director
Univ of Montana Dept of English, Linguistics Prg Missoula, MT	Dr Robert B Hausmann Chair
Monterey Inst of International Studies Dept of TESOL/Teaching For Lang Monterey, CA	Dr Ruth E Larimer Assistant Dean for Language Education
National-Louis Univ Dept of Curriculum & Instruction Chicago, IL	Dr Grete Roland Coordinator of Graduate Education 2 Programs

University Departments Included in Survey

Nazareth College Dept of Education Rochester, NY	Director, TESOL Graduate Program
Univ of Nevada, Reno Dept of C&I/Dept of English Reno, NV	Dr John Milon Associate Professor
Univ of New Hampshire Dept of English Durham, NH	Dr Rochelle Lieber Professor & Graduate Director
Univ of New Hampshire Dept of Education Durham, NH	Dr Randall B Schroeder Coordinator
Univ of New Mexico Dept of C&I in Multicult Tchr Ed Albuquerque, NM	Dr Robert H White TESOL Prg Coord
New Mexico State Univ Dept of Curriculum & Instruction Las Cruces, NM	Dr Daniel Doorn Coordinator
College of New Rochelle Graduate Education Dept New Rochelle, NY	Dr Lewis Lyman
New York Univ School of Ed, TESOL New York, NY	Dr Harvey Nadler Director
State Univ of New York at Albany School of Education Albany, NY	Dr Richard L Light
State Univ of New York at Buffalo Dept of Learning & Instruction Buffalo, NY	Dr Lynne Yang Assistant Professor, TESOL
State Univ of New York at Stony Brook Dept of Linguistics Stony Brook, NY	Dr Kamal Sridhar ESL Director 2 Programs
Univ of North Carolina at Charlotte Dept of Teaching Specialties Charlotte, NC	Dr Joseph Roberts Coordinator
Univ of North Texas Dept of English Denton, TX	Dr Timothy Montler Chair, Ling Div

University Departments Included in Survey

Northeastern Illinois Univ Dept of Linguistics Chicago, IL	Dr Audrey Reynolds Professor & Chair of Department
Northern Arizona Univ Dept of English Flagstaff, AZ	Dr Jean Zukowski/Faust Associate Professor
Northern Illinois Univ Dept of English DeKalb, IL	Dr D MacDonald Assistant Professor
Northern Illinois Univ Leadership & Ed Policy Stud Dept DeKalb, IL	Dr Richard A Orem Professor & Chair
Univ of Northern Iowa Dept of English L&L, TESOL/Ling Cedar Falls, IA	Dr Stephen J Gaies Coordinator 2 Programs
Notre Dame College Div of Education, Grad Programs Manchester, NH	Dr Birna Arnbjornsdottir Professor & Director
Nova Univ Center for the Advancement of Ed Fort Lauderdale, FL	Dr Yolanda Rivero Program Professor
The Ohio State Univ Dept of Educational Studies Columbus, OH	Dr Charles R Hancock Coordinator
Oklahoma State Univ Dept of English Stillwater, OK	Dr Carol Moder Associate Professor
Old Dominion Univ Dept of English Norfolk, VA	Dr John Broderick Professor & Coordinator Linguistics/TESOL
Univ of Oregon Dept of Linguistics Eugene, OR	Prof Russell S Tomlin
Oregon State Univ Dept of Postsecondary Education Corvallis, OR	Dr MaryAnn Bagwell Instructor, Engl Lang Inst, Asia Univ Prg
Our Lady of the Lake Univ of San Antonio Dept of English as a Foreign Lang San Antonio, TX	Dr David Sanor Chairman EFL

University Departments Included in Survey

Univ of the Pacific Dept of Curriculum & Instruction Stockton, CA	Chair
The Univ of Pennsylvania Language in Education Division Philadelphia, PA	Dr Nancy Hornberger Associate Prof, Acting Dean Grad Sch of Ed 2 Programs
The Pennsylvania State Univ Center for ESL, Speech Comm Dept University Park, PA	Dr Karen E Johnson Assistant Professor
Univ of Pittsburgh Dept of General Linguistics Pittsburgh, PA	Dr Dorolyn Smith Assistant Professor, Asst Director of ELI
Univ of Pittsburgh Sch of Ed, Instr & Learning Dept Pittsburgh, PA	Dr S Koziol Chair 2 Programs
Portland State Univ Dept of Applied Linguistics Portland, OR	Dr James R Nattinger Professor, Chair of Department
Queens College of CUNY Dept of Linguistics Flushing, NY	Dr Elaine C Klein Assistant Professor-Linguistics 2 Programs
Radford Univ Interdept Prg in Appl Ling & ESL Radford, VA	Dr Steven M Benjamin Director
Rhode Island College Dept of Secondary Ed Providence, RI	Dr Alice Grellner Director of Program, Department Chair
Univ of Rochester Grad Schl of Ed & Human Developmt Rochester, NY	Dr Charlotte E Brummett Coordinator
Saint Michael's College Ctr for International Programs Colchester, VT	Dr Kathleen M Mahnke Assistant Prof, TESL Programs Director
Sam Houston State Univ Div of Teacher Education Huntsville, TX	Dr Michele R Hewlett-Gomez Assistant Professor
San Diego State Univ PLC Dept, College of Education San Diego, CA	Dr Charlotte Webb Chair, Linguistics & Oriental Languages

University Departments Included in Survey

Univ of San Francisco International Multicultural Ed San Francisco, CA	Dr Dorothy Messerschmitt Professor
San Francisco State Univ Dept of English San Francisco, CA	Dr Elizabeth Whalley Program Coordinator
San Jose State Univ Dept of Ling & Language Developmt San Jose, CA	Dr Thom Huebner Professor
College of Santa Fe Dept of Education Santa Fe, NM	Dr Henry G Shoner Director, Multicultural Education Program
School for International Training MAT Program Brattleboro, VT	Dr Alex Silverman Director 2 Programs
Seton Hall Univ Dept of Secondary Ed, ESL Progrm South Orange, NJ	Dr W E McCartan
Univ of South Carolina Dept of English, Linguistics Prg Columbia, SC	Dr Arthur D Mosher Program Director
Univ of South Florida Linguistics Program Tampa, FL	Dr Roger Cole Professor of Linguistics
Southeast Missouri State Univ Dept of English Cape Girardeau, MO	Dr Adelaide Heyde Parsons Professor--English
Univ of Southern California Department of Linguistics Los Angeles, CA	Dr William Rutherford
Southern Illinois Univ--Carbondale Dept of Linguistics Carbondale, IL	Dr Paul J Angelis Associate Professor, Chair 2 Programs
Univ of Southern Maine Dept of Professional Education Gorham, ME	Dr Donald L Bouchard ESL Concentration Coordinator, Adjunct Prf
The Univ of Southern Mississippi Dept of Foreign Languages & Lit Hattiesburg, MS	Dr William Powell Director Graduate Studies, Assistant Prof

University Departments Included in Survey

Stanford Univ Prg in Lang, Literacy, & Culture Stanford, CA	Dr Amado Padilla Chair
Syracuse Univ Dept of Foreign Lang & Lit Syracuse, NY	Dr Jeanette D Macero TESOL Coordinator, Associate Prof
Teachers College, Columbia Univ Dept of Lang, Lit & Soc St in Ed New York, NY	Dr Jo Anne Kleifgen 2 Programs
Teachers College, Columbia Univ Dept of Lang, Lit & Soc St in Ed New York, NY	Coordinator, TESOL MA Program 2 Programs
Temple Univ TESOL & Foreign Language Ed Philadelphia, PA	Dr Gertrude Moskowitz Coordinator
Univ of Texas at Arlington Dept of Foreign Lang & Ling Arlington, TX	Dr Irwin Feigenbaum Associate Professor
Univ of Texas at Austin Foreign Language Education Austin, TX	Dr Gary Underwood Associate Professor, English 3 Programs
Univ of Texas at El Paso Dept of Languages & Linguistics El Paso, TX	Dr Grant Goodall Associate Professor of Linguistics
Univ of Texas at San Antonio Dept of Bicultural-Bilingual St San Antonio, TX	Dr Curtis W Hayes Professor, ESL Coordinator
Univ of Texas-Pan American Dept of English Edinburg, TX	Dr Pamela McCurdy Assistant Professor
Texas Woman's Univ Dept of Language & Literature Denton, TX	Dr Frank A Longoria Chair
Texas Woman's Univ Dept of Curriculum & Instruction Denton, TX	Dr Rodolfo Rodriguez Chair 3 Programs
Univ of Toledo English Dept/Curr & Ed Tech Dept Toledo, OH	Dr Douglas W Coleman Co-Director

University Departments Included in Survey

Tulane Univ Dept of Education New Orleans, LA	Dr Charles Cornell Manager, ESL/Biling 3 Programs
United States International Univ School of Education Poway, CA	Dr Mary Ellen Butler-Pascoe Chair
Univ of Utah Dept of Linguistics Salt Lake City, UT	Dr Mauricio Mixco Chair
Univ of Washington Dept of English Seattle, WA	Dr Heidi Riggenschach Assistant Professor
Washington State Univ Dept of English Pullman, WA	Dr Roy C Major Director Grad St 2 Programs
West Chester Univ English Dept/Foreign Lang Dept West Chester, PA	Dr Dennis Godfrey Coordinator
West Virginia Univ Dept of Foreign Languages Morgantown, WV	Dr Frank Medley Chair
Western Kentucky Univ Dept of English Bowling Green, KY	Dr Ronald D Eckard TESL Coordinator
William Patterson College Dept of Languages and Culture Wayne, NJ	Dr Keumkil Kim-Yoon Assoc Prof, Director Biling/ESL Grad Prg 2 Programs
Univ of Wisconsin, Madison Dept of English Madison, WI	Dr Charles T Scott Prof of English, Dir Eng Ling
Univ of Wisconsin, Milwaukee Dept of Curriculum & Instruction Milwaukee, WI	Prof Diana E Bartley Associate Professor, Program Chair
Wright State Univ Dept of English Lang & Lit Dayton, OH	Dr Chris Hall Assistant Professor 3 Programs

Numerical Summary

Total Number of Universities in Survey - 143

Total Number of Departments in survey - 151

Total Number of Degree Programs in Survey - 181

Number of Departments with one Degree Program - 127

Number of Departments with two Degree Programs - 19

Number of Departments with three Degree Programs - 4

Number of Departments with four Degree Programs - 1

This listing reflects the data as found in the directory without changes, except for the names of the contact persons, if the directory was discovered to list the wrong person.

Teachers College, although counted just once, is listed twice because there were two separate contact persons, each handling two of the four degree programs in the that department.

Appendix E

UNIVERSITY DEPARTMENTS WHICH OFFER MASTER'S PROGRAMS IN TESOL AND ENDORSE THE GUIDELINES

*According to the Directory of Professional Preparation Programs in TESOL
in the United States, 1992-1994*

University	Department Number of Degree Programs (if more than one)
Adelphi Univ	School of Education
Univ of Arizona	Dept of English
Arizona State Univ	Dept of English
Azusa Pacific Univ	Dept Internatl/Intercultl Studies 2 Programs
Ball State Univ	Dept of English 2 Programs
Biola Univ	Dept of TESOL/Applied Linguistics 2 Programs
Boston Univ	Dept of Devel Studies, Sch of Ed 2 Programs
Bowling Green State Univ	Dept of English
Brigham Young Univ	Dept of Linguistics
Univ of California, Davis	Dept of Linguistics
California State Univ, Dominguez Hills	Dept of English
California State Univ, Fullerton	Dept of Foreign Lang/Literature
California State Univ, Northridge	Interdisciplinary Studies Prog
California State Univ, Sacramento	Dept of English
Central Connecticut State Univ	Dept of English
Central Missouri State Univ	Dept of English

Departments Endorsing the Guidelines

Univ of Colorado at Denver	Dept of Education
Colorado State Univ	Dept of English
Univ of Delaware	Dept of Educational Studies
Univ of Delaware	Dept of Linguistics
Eastern College	Dept of Education
Eastern Michigan Univ	Dept Foreign Lang/Bilingual Stud
Fairleigh Dickinson Univ	School of Education 2 Programs
Florida State Univ	C&I Dept, Multiling/Multicult Ed 2 Programs
George Mason Univ	Dept of English
Grand Canyon Univ	College of Education
Univ of Hawaii at Manoa	Dept of English as a Second Lang
Univ of Houston	College of Education, C&I Dept
Univ of Houston	Dept of English
Univ of Idaho	Dept of English
Univ of Illinois at Chicago	Dept of Linguistics
Indiana Univ of Pennsylvania	Dept of English, Rhetoric & Ling
The Univ of Iowa	Dept of Linguistics
Iowa State Univ	Dept of English
Univ of Kansas	Dept of Linguistics
Univ of Kansas	Dept of Curriculum & Instruction

Departments Endorsing the Guidelines

Memphis State Univ	Dept of English
Univ of Minnesota	Dept of Linguistics
Univ of Mississippi	Dept of Curriculum & Instruction
Univ of Nevada, Reno	Dept of C&I/Dept of English
Univ of New Mexico	Dept of C&I in Multicult Tchr Ed
New Mexico State Univ	Dept of Curriculum & Instruction
College of New Rochelle	Graduate Education Dept
State Univ of New York at Albany	School of Education
State Univ of New York at Buffalo	Dept of Learning & Instruction
State Univ of New York at Stony Brook	Dept of Linguistics 2 Programs
Univ of North Carolina at Charlotte	Dept of Teaching Specialties
Univ of North Texas	Dept of English
Northeastern Illinois Univ	Dept of Linguistics
Northern Arizona Univ	Dept of English
Northern Illinois Univ	Dept of English
Northern Illinois Univ	Leadership & Ed Policy Stud Dept
Univ of Northern Iowa	Dept of English L&L, TESOL/Ling 2 Programs
Nova Univ	Center for the Advancement of Ed
The Ohio State Univ	Dept of Educational Studies
Oklahoma State Univ	Dept of English

Departments Endorsing the Guidelines

Univ of the Pacific	Dept of Curriculum & Instruction
The Pennsylvania State Univ	Center for ESL, Speech Comm Dept
Portland State Univ	Dept of Applied Linguistics
Radford Univ	Interdept Prg in Appl Ling & ESL
Rhode Island College	Dept of Secondary Ed
Saint Michael's College	Ctr for International Programs
San Francisco State Univ	Dept of English
San Jose State Univ	Dept of Ling & Language Developmt
College of Santa Fe	Dept of Education
School for International Training	MAT Program 2 Programs
Seton Hall Univ	Dept of Secondary Ed, ESL Progrm
Univ of South Florida	Linguistics Program
Southern Illinois Univ--Carbondale	Dept of Linguistics 2 Programs
Teachers College, Columbia Univ	Dept of Lang, Lit & Soc St in Ed 4 Programs
Temple Univ	TESOL & Foreign Language Ed
Univ of Texas at El Paso	Dept of Languages & Linguistics
Univ of Texas at San Antonio	Dept of Bicultural-Bilingual St
Univ of Texas-Pan American	Dept of English
Texas Woman's Univ	Dept of Language & Literature
Texas Woman's Univ	Dept of Curriculum & Instruction 3 Programs

Departments Endorsing the Guidelines

Tulane Univ	Dept of Education 3 Programs
United States International Univ	School of Education
West Virginia Univ	Dept of Foreign Languages
Western Kentucky Univ	Dept of English
Univ of Wisconsin, Madison	Dept of English
Wright State Univ	Dept of English Lang & Lit 3 Programs

Numerical Summary

Total Number of Departments in survey - 151
Number of Departments Endorsing Guidelines - 82
Percentage of Departments Endorsing Guidelines - 54%

Total Number of Programs in Survey - 181
Number of Programs Endorsing Guidelines - 101
Percentage of Programs Endorsing Guidelines - 56%

Appendix F

ALL POSSIBLE GRAMMAR COURSES IN UNIVERSITY DEPARTMENTS WHICH OFFER MASTER'S PROGRAMS IN TESOL According to the *Directory of Professional Preparation Programs in TESOL* in the United States, 1992-1994

University Department Degree Program	Course Titles	y (if required)
Univ of Arizona Dept of English MA in ESL	Modern Grammar and Usage	
Arizona State Univ Dept of English Master of TESL	Advanced Grammar American English English Linguistics	y
Azusa Pacific Univ Dept Internatl/Intercultl Studies MA in TESOL	Approaches to Grammar	
Ball State Univ Dept of English MA in Ling & TEFL	Approaches to Modern English Grammar	y
Ball State Univ Dept of English MA in TESOL	Approaches to Modern English Grammar	y
Biola Univ Dept of TESOL/Applied Linguistics MA in TESOL	Structure of English	y
Boston Univ Dept of Devel Studies, Sch of Ed MEd in TESOL (cert)	Linguistic Problems in TESOL	y
Boston Univ Dept of Devel Studies, Sch of Ed MEd in TESOL (non-cert)	Linguistic Problems in TESOL	y
Bowling Green State Univ Dept of English MA in English (TESL)	Modern English Linguistics Applied Grammar	y y
Brigham Young Univ Dept of Linguistics MA in TESL	Structure of Modern English	

All Possible Grammar Courses Offered

California State Univ, Fresno Dept of Linguistics MA in Linguistics (TESL/TEFL)	Structure of English Practical English Grammar for Language Teachers	
California State Univ, Long Beach Interdiscipl Prog in Linguistics MA in Linguistics (TESL)	English Syntax Pedagogical Analysis of English	
Central Connecticut State Univ Dept of English MS (TESOL)	History and Structure of the English Language	
Central Missouri State Univ Dept of English MA in TESL	Advanced Grammar for TESL	y
Univ of Colorado at Boulder Dept of Linguistics MA in Linguistics	Structure of English for TESOL	
Univ of Colorado at Denver Dept of Education MA in C&I (ESL/Bilingual Ed)	Linguistic Analysis of English: Implications for Teaching	
Univ of Delaware Dept of Educational Studies MA (ESL or Bilingual Ed)	Structure of English	y
East Carolina Univ Dept of English MA Ed in English (TESOL)	Applied Linguistics for ESL Teachers Structure of English: Syntax and Semantics	y
Eastern Michigan Univ Dept Foreign Lang/Bilingual Stud MA in TESOL	A Pedagogical Grammar and Phonology of ESL	y
Eastern Washington Univ Dept of English/Dept of Mod Lang MA in English	Grammar for Teachers Modern Grammar	y y
Fairfield Univ Grad Sch of Ed and Allied Prof MA in Ed (TESOL Biling/MC Ed)	Teaching Grammar in Second Language Settings	
Florida International Univ School of Education MS in TESOL	Modern English Grammar	y

All Possible Grammar Courses Offered

George Mason Univ Dept of English MA in English Linguistics (TESL)	Modern English Grammar	
Georgetown Univ School of Lang & Ling, Ling Dept MAT in TESL	English Morphology and Syntax	y
Georgetown Univ School of Lang & Ling, Ling Dept MAT in TESL & Biling Ed	English Morphology and Syntax	y
Georgia State Univ Dept of Applied Linguistics/ESL MS in TESL	English Grammar and Pedagogical Grammars	y
Grand Canyon Univ College of Education MA in Education (TESOL)	Advanced Grammar for English Language Teaching	y
Univ of Hawaii at Manoa Dept of English as a Second Lang MA in ESL	English Syntax Grammatical Concepts for ESL Comparative Grammar and ESL	y
Hofstra Univ Dept of Curriculum & Teaching MS in TESOL	Structure of English (Approaches to English Grammar)	y
Hunter College, CUNY Dept of Curriculum and Teaching MA in TESOL	Structure of the English Language	y
Univ of Idaho Dept of English MA in ESL	Introduction to English Syntax Advanced English Grammar	
Univ of Illinois at Chicago Dept of Linguistics MA in Linguistics (TESOL)	Grammatical Structure for TESOL	y
Univ Illinois at Urbana-Champaign Div of English as an Intntl Lang MA in TESOL-Pedagogical Track	Pedagogical Grammar Descriptive English Grammar	y y
Univ Illinois at Urbana-Champaign Div of English as an Intntl Lang MA in TESOL-Research Track	Descriptive English Grammar	y

All Possible Grammar Courses Offered

Illinois State Univ Dept of English MA in Writing (TESOL)	Studies in English Linguistics	
Indiana Univ Prog in TESOL & Appl Linguistics MA in TESOL	Applied Traditional and Structural English Grammar	y
Indiana Univ of Pennsylvania Dept of English, Rhetoric & Ling MA in English	American English Grammar	y
The Univ of Iowa Dept of Linguistics MA in Linguistics (TESL)	Structure of English	y
Iowa State Univ Dept of English MA in English (TESL)	Analysis of English Syntax	y
	Pedagogical Analysis of English	y
Jackson State Univ Dept of English/Mod Foreign Lang MA in Linguistics (ESL)	Morphosyntax of English	y
Jersey City State College Multicultural Center MA in Urban Ed (TESL)	Phonology and the Structure of English	
Long Island Univ-Brooklyn Campus Dept of Education MS (TESOL)	Modern English Syntax	
Mankato State Univ Dept of English/Dept of For Lang MA in English (TESL)	English Grammar for TESL English Grammar (Advanced Graduate Course)	y
Univ of Maryland, Balt County Dept of Education MA in ESOL/Bilingual Ed (non-cert)	American English Structure for ESL/EFL Teachers	
Univ of Maryland, Balt County Dept of Education MA in ESOL/Bilingual Ed(cert)	American English Structure for ESL/EFL Teachers	y
Univ Mass at Boston, Harbor Campus English Dept MA in Bilingual/ESL Studies	The Structure of the English Language	

All Possible Grammar Courses Offered

Memphis State Univ Dept of English MA in English (ESL)	ESL Grammar English Syntax	
Michigan State Univ Dept of English MA in TESOL	Structures and Functions of English	y
Univ of Minnesota Dept of Linguistics MA in ESL	Linguistic Description of English	y
Univ of Mississippi Dept of Curriculum & Instruction MA in TESOL	Descriptive Grammar	
Monterey Inst of International Studies Dept of TESOL/Teaching For Lang MA in TESOL	Structure of English	y
Nazareth College Dept of Education NSED (TESOL w/ NY St cert)	English Linguistics	y
Univ of Nevada, Reno Dept of C&I/Dept of English MA in TESL	Descriptive Grammar Advanced Grammar for ESL Applied Linguistics for Language Teachers	y
Univ of New Hampshire Dept of English MA in Engl Lang & Lit (TESL)	Applied Linguistics (ESL)	y
Univ of New Mexico Dept of C&I in Multicult Tch Ed MED in TESOL	English Grammars	y
College of New Rochelle Graduate Education Dept MED in TESL	Basic English Language Structure	
New York Univ School of Ed, TESOL MA (TESOL and English)	Structure of American English Generative/Transformational Grammar and the Language Teacher	y
State Univ of New York at Albany School of Education MS in TESOL	Approaches to English Grammar Structure of American English	y

All Possible Grammar Courses Offered

State Univ of New York at Buffalo Dept of Learning & Instruction MEd (TESOL)	Grammar in the ESL Context	
State Univ of New York at Stony Brook Dept of Linguistics MA in Applied Linguistics	Structure of English	
State Univ of New York at Stony Brook Dept of Linguistics MA in TESOL	Structure of English	y
Univ of North Texas Dept of English MA in English (ESL)	Pedagogical English Grammar	
Northeastern Illinois Univ Dept of Linguistics MA in Linguistics (TESL)	Structure of Modern English	y
Northern Arizona Univ Dept of English MA in TESL	Recent Grammars Grammatical Foundations	y
Northern Illinois Univ Dept of English MA in English (TESOL)	Grammars of Modern English	y
Univ of Northern Iowa Dept of English L&L, TESOL/Ling MA in TESOL	Structure of English Problems in English Grammar	y
Univ of Northern Iowa Dept of English L&L, TESOL/Ling MA in TESOL/Modern Languages	Problems in English Grammar	y
Notre Dame College Div of Education, Grad Programs MEd in TESL	English Linguistics and Structure	y
Oklahoma State Univ Dept of English MA in English (TESL)	Studies in English Grammar	y
Univ of Oregon Dept of Linguistics MA in Ling(2nd Lang Acq/Tchg)	English Grammar	y

All Possible Grammar Courses Offered

Oregon State Univ Dept of Postsecondary Education EdM in Adult Education (TESOL)	Structure of English	
The Univ of Pennsylvania Language in Education Division MS in Education (TESOL)	Structure of English Educational Linguistics	y
The Univ of Pennsylvania Language in Education Division MS in Ed (Intercult Comm)	Educational Linguistics	y
The Pennsylvania State Univ Center for ESL, Speech Comm Dept MA in TESL	Linguistic Structures for ESL	y
Univ of Pittsburgh Dept of General Linguistics MA in Linguistics (TESOL)	Linguistic Structure of English	y
Univ of Pittsburgh Sch of Ed, Instr & Learning Dept MEd (w/ TESOL Certificate)	Linguistic Structure of English	y
Univ of Pittsburgh Sch of Ed, Instr & Learning Dept MA (w/ TESOL Certificate)	Linguistic Structure of English	y
Queens College of CUNY Dept of Linguistics MA in Applied Linguistics	Structure of Modern English I Structure of Modern English II	y y
Queens College of CUNY Dept of Linguistics MS in Education (TESL)	Structure of Modern English I Structure of Modern English II	y y
Radford Univ Interdept Prg in Appl Ling & ESL MS in Education (ESL)	Advanced English Grammar	
Rhode Island College Dept of Secondary Ed MEd in ESL	Modern English Grammar	
Saint Michael's College Ctr for International Programs MA in TESL	English Grammar Problems and Theory in Grammar	y

All Possible Grammar Courses Offered

Univ of San Francisco International Multicultural Ed MA IN TESL	Structure of American English	y
San Francisco State Univ Dept of English MA in English (ESL/EFL)	English Syntax	y
San Jose State Univ Dept of Ling & Language Developmt MA in TESOL	English Structures for Teachers I English Structures for Teachers II	y y
School for International Training MAT Program MAT in ESOL	English Applied Linguistics English Structures	y y
School for International Training MAT Program MAT in ESOL & Spanish or French	English Applied Linguistics	y
Seton Hall Univ Dept of Secondary Ed, ESL Progrm MA in ESL	Phonology and Structure of American English	y
Univ of South Florida Linguistics Program MA in Appl Linguistics/TESL	Structure of English	y
Southeast Missouri State Univ Dept of English MA in English (TESOL)	Approaches to Teaching Grammar	
Univ of Southern California Dept of Linguistics MA in Applied Linguistics	Linguistic Structure of English	
The Univ of Southern Mississippi Dept of Foreign Languages & Lit MA in the Tchg of Lang(TESOL)	Advanced Grammar	y
Stanford Univ Prg in Lang, Literacy, & Culture MA in Lang, Literacy & Culture	Linguistics and the Teaching of EFL/ESL	
Teachers College, Columbia Univ Dept of Lang, Lit & Soc St in Ed MA in Applied Linguistics	Advanced English Grammar	

All Possible Grammar Courses Offered

Teachers College, Columbia Univ Dept of Lang, Lit & Soc St in Ed MEd in Applied Linguistics	Advanced English Grammar	
Teachers College, Columbia Univ Dept of Lang, Lit & Soc St in Ed MA in TESOL	Problems in Contemporary English Grammar	
Teachers College, Columbia Univ Dept of Lang, Lit & Soc St in Ed MEd in TESOL	Problems in Contemporary English Grammar	
Temple Univ TESOL & Foreign Language Ed MEd	Teaching the New Grammars	y
Univ of Texas at El Paso Dept of Languages & Linguistics MA in Applied English Ling	English Syntax Teaching ESL Grammar	
Univ of Texas-Pan American Dept of English MA in ESL	Modern English Syntax	y
Texas Woman's Univ Dept of Language & Literature MA in English (ESL)	Problems in Grammar and Syntax	y
Texas Woman's Univ Dept of Curriculum & Instruction MEd (ESL)	Advanced Grammar and Composition	y
Texas Woman's Univ Dept of Curriculum & Instruction MEd (ESL & Reading)	Advanced Grammar and Composition	y
Texas Woman's Univ Dept of Curriculum & Instruction MEd (ESL & Ed Leadership)	Advanced Grammar and Composition	y
Tulane Univ Dept of Education MAT in ESL/Bilingual Ed	Structure of English	
Tulane Univ Dept of Education MEd in ESL/Bilingual Ed	Structure of English	

All Possible Grammar Courses Offered

Tulane Univ Dept of Education MLA (ESL/Bilingual Ed)	Structure of English	
United States International Univ School of Education MA in TESOL	English Structure	
Univ of Utah Dept of Linguistics MA in Linguistics (2nd Lang)	Modern English Grammar Grammar for Teachers of ESL	y
Univ of Washington Dept of English MAT in ESL	Pedagogy and Grammar in Teaching ESL	
West Chester Univ English Dept/Foreign Lang Dept MA in TESL	Structure of English	y
West Virginia Univ Dept of Foreign Languages MA in Foreign Lang (TESOL)	ESL Linguistics	y
William Patterson College Dept of Languages and Culture MEd (ESL)	Structures of American English	
William Patterson College Dept of Languages and Culture MA English (Appl Ling)	Structures of American English	
Univ of Wisconsin, Madison Dept of English MA in English (Appl Eng Ling)	Structure of English Advanced English Syntax	y y
Univ of Wisconsin, Milwaukee Dept of Curriculum & Instruction MS in C&I and ESL	Survey and Modern English Grammar	
Wright State Univ Dept of English Lang & Lit MA in Eng Writing&Lang(TESOL)	Grammatical Structures of English	y
Wright State Univ Dept of English Lang & Lit MA in Eng Lit(TESOL)	Grammatical Structures of English	y

Wright State Univ
Dept of English Lang & Lit
Master of Humanities (TESOL)

Grammatical Structures of English

y

Numerical Summary

Total Number of Universities in Survey - 143

Total Number of Departments in survey - 151

Total Number of Programs in Survey - 181

Number of Possible Grammar Courses - 148

Number of Possible Required Grammar Courses - 87

Number of Degree Programs with Possible Grammar Courses - 119

Percentage of Degree Programs with Possible Grammar Courses - 66%

Number of Degree Programs Requiring Possible Grammar Courses - 78

Percentage of Programs Requiring Possible Grammar Courses - 43%

Appendix G

ALL GRAMMAR COURSES WITH TITLES INCLUDING THE WORDS (English, ESL, TESL, Teach., Descriptive, OR Pedagog..) AND (Grammar., Structur., OR Synta..) According to the *Directory of Professional Preparation Programs in TESOL* *in the United States, 1992-1994*

University Department Degree Program	Course Titles	y (if required)
Ball State Univ Dept of English MA in Ling & TEFL	Approaches to Modern English Grammar	y
Ball State Univ Dept of English MA in TESOL	Approaches to Modern English Grammar	y
Biola Univ Dept of TESOL/Applied Linguistics MA in TESOL	Structure of English	y
Brigham Young Univ Dept of Linguistics MA in TESL	Structure of Modern English	
California State Univ, Fresno Dept of Linguistics MA in Linguistics (TESL/TEFL)	Structure of English Practical English Grammar for Language Teachers	
California State Univ, Long Beach Interdiscipl Prog in Linguistics MA in Linguistics (TESL)	English Syntax Pedagogical Analysis of English	
Central Connecticut State Univ Dept of English MS (TESOL)	History and Structure of the English Language	
Central Missouri State Univ Dept of English MA in TESL	Advanced Grammar for TESL	y
Univ of Colorado at Boulder Dept of Linguistics MA in Linguistics	Structure of English for TESOL	
Univ of Delaware Dept of Educational Studies MA (ESL or Bilingual Ed)	Structure of English	y

Grammar Courses Matching Title Descriptors

East Carolina Univ Dept of English MA Ed in English (TESOL)	Structure of English: Syntax and Semantics Applied Linguistics for ESL Teachers	y
Eastern Michigan Univ Dept Foreign Lang/Bilingual Stud MA in TESOL	A Pedagogical Grammar and Phonology of ESL	y
Eastern Washington Univ Dept of English/Dept of Mod Lang MA in English	Grammar for Teachers Modern Grammar	y y
Fairfield Univ Grad Sch of Ed and Allied Prof MA in Ed (TESOL Biling/MC Ed)	Teaching Grammar in Second Language Settings	
Florida International Univ School of Education MS in TESOL	Modern English Grammar	y
George Mason Univ Dept of English MA in English Linguistics (TESL)	Modern English Grammar	
Georgetown Univ School of Lang & Ling, Ling Dept MAT in TESL	English Morphology and Syntax	y
Georgetown Univ School of Lang & Ling, Ling Dept MAT in TESL & Biling Ed	English Morphology and Syntax	y
Georgia State Univ Dept of Applied Linguistics/ESL MS in TESL	English Grammar and Pedagogical Grammars	y
Grand Canyon Univ College of Education MA in Education (TESOL)	Advanced Grammar for English Language Teaching	y
Univ of Hawaii at Manoa Dept of English as a Second Lang MA in ESL	English Syntax Grammatical Concepts for ESL Comparative Grammar and ESL	y
Hofstra Univ Dept of Curriculum & Teaching MS in TESOL	Structure of English (Approaches to English Grammar)	y
Hunter College, CUNY Dept of Curriculum and Teaching MA in TESOL	Structure of the English Language	y

Grammar Courses Matching Title Descriptors

Univ of Idaho Dept of English MA in ESL	Introduction to English Syntax Advanced English Grammar	
Univ of Illinois at Chicago Dept of Linguistics MA in Linguistics (TESOL)	Grammatical Structure for TESOL	y
Univ Illinois at Urbana-Champaign Div of English as an Intntl Lang MA in TESOL-Pedagogical Track	Pedagogical Grammar Descriptive English Grammar	y y
Univ Illinois at Urbana-Champaign Div of English as an Intntl Lang MA in TESOL-Research Track	Descriptive English Grammar	y
Indiana Univ Prog in TESOL & Appl Linguistics MA in TESOL	Applied Traditional and Structural English Grammar	y
Indiana Univ of Pennsylvania Dept of English, Rhetoric & Ling MA in English	American English Grammar	y
The Univ of Iowa Dept of Linguistics MA in Linguistics (TESL)	Structure of English	y
Iowa State Univ Dept of English MA in English (TESL)	Analysis of English Syntax Pedagogical Analysis of English	y y
Jackson State Univ Dept of English/Mod Foreign Lang MA in Linguistics (ESL)	Morphosyntax of English	y
Jersey City State College Multicultural Center MA in Urban Ed (TESL)	Phonology and the Structure of English	
Long Island Univ-Brooklyn Campus Dept of Education MS (TESOL)	Modern English Syntax	
Mankato State Univ Dept of English/Dept of For Lang MA in English (TESL)	English Grammar for TESL English Grammar (Advanced Graduate Course)	y
Univ of Maryland, Balt County Dept of Education MA in ESOL/Bilingual Ed (non-cert)	American English Structure for ESL/EFL Teachers	

Grammar Courses Matching Title Descriptors

Univ of Maryland, Balt County Dept of Education MA in ESOL/Bilingual Ed(cert)	American English Structure for ESL/EFL Teachers	y
Univ Mass at Boston, Harbor Campus English Dept MA in Bilingual/ESL Studies	The Structure of the English Language	
Memphis State Univ Dept of English MA in English (ESL)	ESL Grammar English Syntax	
Michigan State Univ Dept of English MA in TESOL	Structures and Functions of English	y
Univ of Mississippi Dept of Curriculum & Instruction MA in TESOL	Descriptive Grammar	
Monterey Inst of International Studies Dept of TESOL/Teaching For Lang MA in TESOL	Structure of English	y
Univ of Nevada, Reno Dept of C&I/Dept of English MA in TESL	Descriptive Grammar Advanced Grammar for ESL Applied Linguistics for Language Teachers	y
Univ of New Mexico Dept of C&I in Multicult Tchr Ed MEd in TESOL	English Grammars	y
College of New Rochelle Graduate Education Dept MEd in TESL	Basic English Language Structure	
New York Univ School of Ed, TESOL MA (TESOL and English)	Structure of American English Generative/Transformational Grammar and the Language Teacher	y
State Univ of New York at Albany School of Education MS in TESOL	Approaches to English Grammar Structure of American English	y
State Univ of New York at Buffalo Dept of Learning & Instruction MEd (TESOL)	Grammar in the ESL Context	
State Univ of New York at Stony Brook Dept of Linguistics MA in Applied Linguistics	Structure of English	

Grammar Courses Matching Title Descriptors

State Univ of New York at Stony Brook Dept of Linguistics MA in TESOL	Structure of English	y
Univ of North Texas Dept of English MA in English (ESL)	Pedagogical English Grammar	
Northeastern Illinois Univ Dept of Linguistics MA in Linguistics (TESL)	Structure of Modern English	y
Northern Illinois Univ Dept of English MA in English (TESOL)	Grammars of Modern English	y
Univ of Northern Iowa Dept of English L&L, TESOL/Ling MA in TESOL	Structure of English Problems in English Grammar	y
Univ of Northern Iowa Dept of English L&L, TESOL/Ling MA in TESOL/Modern Languages	Problems in English Grammar	y
Notre Dame College Div of Education, Grad Programs MEd in TESL	English Linguistics and Structure	y
Oklahoma State Univ Dept of English MA in English (TESL)	Studies in English Grammar	y
Univ of Oregon Dept of Linguistics MA in Ling(2nd Lang Acq/Tchg)	English Grammar	y
Oregon State Univ Dept of Postsecondary Education EdM in Adult Education (TESOL)	Structure of English	
The Univ of Pennsylvania Language in Education Division MS in Education (TESOL)	Structure of English Educational Linguistics	y
The Pennsylvania State Univ Center for ESL, Speech Comm Dept MA in TESL	Linguistic Structures for ESL	y
Univ of Pittsburgh Dept of General Linguistics MA in Linguistics (TESOL)	Linguistic Structure of English	y

Grammar Courses Matching Title Descriptors

Univ of Pittsburgh Sch of Ed, Instr & Learning Dept MEd (w/ TESOL Certificate)	Linguistic Structure of English	y
Univ of Pittsburgh Sch of Ed, Instr & Learning Dept MA (w/ TESOL Certificate)	Linguistic Structure of English	y
Queens College of CUNY Dept of Linguistics MA in Applied Linguistics	Structure of Modern English I Structure of Modern English II	y y
Queens College of CUNY Dept of Linguistics MS in Education (TESL)	Structure of Modern English I Structure of Modern English II	y y
Radford Univ Interdept Prg in Appl Ling & ESL MS in Education (ESL)	Advanced English Grammar	
Rhode Island College Dept of Secondary Ed MEd in ESL	Modern English Grammar	
Saint Michael's College Ctr for International Programs MA in TESL	English Grammar Problems and Theory in Grammar	y
Univ of San Francisco International Multicultural Ed MA IN TESL	Structure of American English	y
San Francisco State Univ Dept of English MA in English (ESL/EFL)	English Syntax	y
San Jose State Univ Dept of Ling & Language Developmt MA in TESOL	English Structures for Teachers I English Structures for Teachers II	y y
School for International Training MAT Program MAT in ESOL	English Structures English Applied Linguistics	y y
Seton Hall Univ Dept of Secondary Ed, ESL Progrm MA in ESL	Phonology and Structure of American English	y
Univ of South Florida Linguistics Program MA in Appl Linguistics/TESL	Structure of English	y

Grammar Courses Matching Title Descriptors

Southeast Missouri State Univ Dept of English MA in English (TESOL)	Approaches to Teaching Grammar	
Univ of Southern California Dept of Linguistics MA in Applied Linguistics	Linguistic Structure of English	
Teachers College, Columbia Univ Dept of Lang, Lit & Soc St in Ed MA in Applied Linguistics	Advanced English Grammar	
Teachers College, Columbia Univ Dept of Lang, Lit & Soc St in Ed MEd in Applied Linguistics	Advanced English Grammar	
Teachers College, Columbia Univ Dept of Lang, Lit & Soc St in Ed MA in TESOL	Problems in Contemporary English Grammar	
Teachers College, Columbia Univ Dept of Lang, Lit & Soc St in Ed MEd in TESOL	Problems in Contemporary English Grammar	
Temple Univ TESOL & Foreign Language Ed MEd	Teaching the New Grammars	y
Univ of Texas at El Paso Dept of Languages & Linguistics MA in Applied English Ling	English Syntax Teaching ESL Grammar	
Univ of Texas-Pan American Dept of English MA in ESL	Modern English Syntax	y
Tulane Univ Dept of Education MAT in ESL/Bilingual Ed	Structure of English	
Tulane Univ Dept of Education MEd in ESL/Bilingual Ed	Structure of English	
Tulane Univ Dept of Education MLA (ESL/Bilingual Ed)	Structure of English	
United States International Univ School of Education MA in TESOL	English Structure	

Grammar Courses Matching Title Descriptors

Univ of Utah Dept of Linguistics MA in Linguistics (2nd Lang)	Modern English Grammar Grammar for Teachers of ESL	y
Univ of Washington Dept of English MAT in ESL	Pedagogy and Grammar in Teaching ESL	
West Chester Univ English Dept/Foreign Lang Dept MA in TESL	Structure of English	y
William Patterson College Dept of Languages and Culture MEd (ESL)	Structures of American English	
William Patterson College Dept of Languages and Culture MA English (Appl Ling)	Structures of American English	
Univ of Wisconsin, Madison Dept of English MA in English (Appl Eng Ling)	Structure of English Advanced English Syntax	y y
Univ of Wisconsin, Milwaukee Dept of Curriculum & Instruction MS in C&I and ESL	Survey and Modern English Grammar	
Wright State Univ Dept of English Lang & Lit MA in Eng Writing&Lang(TESOL)	Grammatical Structures of English	y
Wright State Univ Dept of English Lang & Lit MA in Eng Lit(TESOL)	Grammatical Structures of English	y
Wright State Univ Dept of English Lang & Lit Master of Humanities (TESOL)	Grammatical Structures of English	y

Numerical Summary

Total Number of Universities in Survey - 143

Total Number of Departments in survey - 151

Total Number of Programs in Survey - 181

Number of Grammar Courses Matching Title Descriptors - 115

Number of Required Grammar Courses Matching Title Descriptors - 65

Number of Degree Programs with Grammar Courses Matching Title Descriptors - 98

Percentage of Degree Programs with Grammar Courses Matching Title Descriptors - 54%

Number of Degree Programs Requiring Grammar Courses Matching Title Descriptors - 60

Percentage of Programs Requiring Grammar Courses Matching Title Descriptors - 33%

Appendix H

UNIVERSITY DEPARTMENTS WITH MASTER'S PROGRAMS IN TESOL IN THE U.S. WHICH COMPLETED THE SURVEY

Compiled from the *Directory of Professional Preparation Programs in TESOL
in the United States, 1992-1994*

University Department City, State	Contact Person Position Number of Degree Programs (if more than one)
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Adelphi Univ
School of Education
Garden City, NY

Dr Billie Robbins
Director TESOL MA

The American Univ
Dept of Language/Foreign Studies
Washington, DC

Dr Theresa Waldspurger
Assist Prof/Coordinator TESOL Program

Arizona State Univ
Dept of English
Tempe, AZ

Dr James W Ney
Professor/Director

Azusa Pacific Univ
Global Studies
Azusa, CA

Dr Richard Slimbach
Department Chair

Biola Univ
Dept of TESOL/Applied Linguistics
La Mirada, CA

Dr Herbert C Purnell
Department Chair
2 Programs

Boston Univ
Dept of Devel Studies, Sch of Ed
Boston, MA

Dr Steven J Molinsky
Director: Graduate TESOL Program
2 Programs

Bowling Green State Univ
Dept of English
Bowling Green, OH

Dr Shirley E Ostler
Coordinator-MA TESL

Brigham Young Univ
Dept of Linguistics
Provo, UT

Dr Melvin J Luthy
Chair

Univ of California, Davis
Dept of Linguistics
Davis, CA

Dr Mary Schleppegrell
Assist Prof; Director, ESL Program

California State Univ, Dominguez Hills
Dept of English
Carson, CA

Dr Vanessa Wenzell
Assistant Professor

University Departments Which Completed the Survey

California State Univ, Fresno Dept of Linguistics Fresno, CA	Dr Vida Samiiian Graduate Program Coordinator
California State Univ, Fullerton Dept of Foreign Lang/Literature Fullerton, CA	Dr Janet Eyring Assistant Professor
California State Univ, Long Beach Interdiscipl Prog in Linguistics Long Beach, CA	Dr Stephen B Ross Professor of English/Linguistics
California State Univ, Sacramento Dept of English Sacramento, CA	Dr Fred Marshall Assoc. Professor, TESOL Coordinator
Univ of Colorado at Boulder Dept of Linguistics Boulder, CO	Dr David Rood Professor of Linguistics
Univ of Colorado at Denver Dept of Education Denver, CO	Dr Sheila Shannon Assistant Professor
Univ of Delaware Dept of Educational Studies Newark, DE	Dr Gabriella Hermon Associate Professor; Program Coordinator
East Carolina Univ Dept of English Greenville, NC	Dr Bruce Southard Associate Professor of English
Eastern Michigan Univ Dept Foreign Lang/Bilingual Stud Ypsilanti, MI	Dr JoAnn Aebersold Professor of ESL and TESOL
Eastern Washington Univ Dept of English/Dept of Mod Lang Cheney, WA	Dr LaVona Reeves Graduate Director
Fairfield Univ Grad Sch of Ed and Allied Prof Fairfield, CT	Sr M Julianna Poole, SSND Director
Fairleigh Dickinson Univ School of Education Teaneck, NJ	Dr Liliane Gaffney Director of MAT & Multilingual MA 2 Programs
Florida State Univ C&I Dept, Multiling/Multicult Ed Tallahassee, FL	Dr Frederick L Jenks Professor, Coordinator of TESOL 2 Programs

University Departments Which Completed the Survey

Fordham Univ at Lincoln Center
School of Ed, Div of Cir & Tchg
New York, NY

Dr Angela L Carrasquillo

George Mason Univ
Dept of English
Fairfax, VA

Dr Dee Ann Holisky
Associate Professor, Director Ling Prgms

Georgetown Univ
School of Lang & Ling, Ling Dept
Washington, DC

Dr John Staczek
Associate Professor, Head Applied Ling
2 Programs

Univ of Georgia
Language Education
Athens, GA

Dr Thomas Cooper
Assoc Professor of Foreign Language Ed

Georgia State Univ
Dept of Applied Linguistics/ESL
Atlanta, GA

Dr Patricia Byrd
Acting Chair

Grand Canyon Univ
College of Education
Phoenix, AZ

Dr Bethyl Pearson

Univ of Hawaii at Manoa
Dept of English as a Second Lang
Honolulu, HI

Dr Robert Bley-Vroman
Assoc. Professor

Hofstra Univ
Dept of Curriculum & Teaching
Hempstead, NY

Dr Nancy Cloud
Coordinator

Hunter College, CUNY
Dept of Curriculum and Teaching
New York, NY

Dr Donald R H Byrd
Coordinator

Univ of Idaho
Dept of English
Moscow, ID

Dr Steve Chandler
Assistant Professor of English

Univ of Illinois at Chicago
Dept of Linguistics
Chicago, IL

Dr Jessica Williams
Associate Professor, Linguistics

Univ Illinois at Urbana-Champaign
Div of English as an Intntl Lang
Urbana, IL

Dr Lawrence F Bouton
2 Programs

Illinois State Univ
Dept of English
Normal, IL

Dr Irene Brosnahan
Associate Professor of English

University Departments Which Completed the Survey

Indiana Univ Prog in TESOL & Appl Linguistics Bloomington, IN	Dr Harry L Gradman Professor & Chair, TESOL & Applied Ling
Indiana Univ of Pennsylvania Dept of English, Rhetoric & Ling Indiana, PA	Dr Ali Aghbar Professor of English
The Univ of Iowa Dept of Linguistics Iowa City, IA	Dr William Davies
Iowa State Univ Dept of English Ames, IA	Dr Roberta Abraham Professor of English
Jackson State Univ Dept of English/Mod Foreign Lang Jackson, MS	Dr Doris O Ginn Coordinator of Linguistics
Jersey City State College Multicultural Center Jersey City, NJ	Dr John Klosek Associate Professor
Univ of Kansas Dept of Linguistics Lawrence, KS	Dr Michael Henderson Associate Professor of Linguistics
Mankato State Univ Dept of English/Dept of For Lang Mankato, MN	Dr Harry Solo
Univ of Maryland, Balt County Dept of Education Baltimore, MD	Dr Ron Schwartz Co-Director & Instructor 2 Programs
Univ Mass at Boston, Harbor Campus English Dept Boston, MA	Dr Nancy J Smith-Hefner Assistant Professor
Univ of Miami Dept of Teaching and Learning Coral Gables, FL	Dr Sandra H Fradd Coordinator, Bilingual and ESOL Programs
Michigan State Univ Dept of English East Lansing, MI	Dr Alan Beretta TESOL Program Director
Univ of Minnesota Dept of Linguistics Minneapolis, MN	Dr Elaine Tarone Professor

University Departments Which Completed the Survey

Univ of Mississippi Dept of Curriculum & Instruction University, MS	Dr Arlene Schrade Director
Univ of Montana Dept of English, Linguistics Prg Missoula, MT	Dr Robert B Hausmann Chair
Monterey Inst of International Studies Dept of TESOL/Teaching For Lang Monterey, CA	Dr Ruth E Larimer Assistant Dean for Language Education
National-Louis Univ Dept of Curriculum & Instruction Chicago, IL	Dr Grete Roland Coordinator of Graduate Education
Univ of Nevada, Reno Dept of C&I/Dept of English Reno, NV	Dr John Milon Associate Professor
Univ of New Hampshire Dept of English Durham, NH	Dr Rochelle Lieber Professor & Graduate Director
State Univ of New York at Buffalo Dept of Learning & Instruction Buffalo, NY	Dr Lynne Yang Assistant Professor, TESOL
Northeastern Illinois Univ Dept of Linguistics Chicago, IL	Dr Audrey Reynolds Professor & Chair of Department
Northern Arizona Univ Dept of English Flagstaff, AZ	Dr Jean Zukowski/Faust Associate Professor
Northern Illinois Univ Dept of English DeKalb, IL	Dr D MacDonald Assistant Professor
Northern Illinois Univ Leadership & Ed Policy Stud Dept DeKalb, IL	Dr Richard A Orem Professor & Chair
Notre Dame College Div of Education, Grad Programs Manchester, NH	Dr Birna Arnbjornsdottir Professor & Director
Nova Univ Center for the Advancement of Ed Fort Lauderdale, FL	Dr Yolanda Rivero Program Professor

University Departments Which Completed the Survey

The Ohio State Univ Dept of Educational Studies Columbus, OH	Dr Charles R Hancock Coordinator
Oklahoma State Univ Dept of English Stillwater, OK	Dr Carol Moder Associate Professor
Old Dominion Univ Dept of English Norfolk, VA	Dr John Broderick Professor & Coordinator Linguistics/TESOL
Oregon State Univ Dept of Postsecondary Education Corvallis, OR	Dr MaryAnn Bagwell Instructor, Engl Lang Inst, Asia Univ Prg
Our Lady of the Lake Univ of San Antonio Dept of English as a Foreign Lang San Antonio, TX	Dr David Sanor Chairman EFL
The Univ of Pennsylvania Language in Education Division Philadelphia, PA	Dr Nancy Hornberger Associate Prof, Acting Dean Grad Sch of Ed 2 Programs
The Pennsylvania State Univ Center for ESL, Speech Comm Dept University Park, PA	Dr Karen E Johnson Assistant Professor
Univ of Pittsburgh Dept of General Linguistics Pittsburgh, PA	Dr Dorolyn Smith Assistant Professor, Asst Director of ELI
Portland State Univ Dept of Applied Linguistics Portland, OR	Dr James R Nattinger Professor, Chair of Department
Queens College of CUNY Dept of Linguistics Flushing, NY	Dr Elaine C Klein Assistant Professor-Linguistics 2 Programs
Rhode Island College Dept of Secondary Ed Providence, RI	Dr Alice Grellner Director of Program, Department Chair
Saint Michael's College Ctr for International Programs Colchester, VT	Dr Kathleen M Mahnke Assistant Prof, TESL Programs Director
Sam Houston State Univ Div of Teacher Education Huntsville, TX	Dr Michele R Hewlett-Gomez Assistant Professor

University Departments Which Completed the Survey

San Diego State Univ
PLC Dept, College of Education
San Diego, CA

Dr Charlotte Webb
Chair, Linguistics & Oriental Languages

Univ of San Francisco
International Multicultural Ed
San Francisco, CA

Dr Dorothy Messerschmitt
Professor

San Francisco State Univ
Dept of English
San Francisco, CA

Dr Elizabeth Whalley
Program Coordinator

San Jose State Univ
Dept of Ling & Language Developmt
San Jose, CA

Dr Thom Huebner
Professor

College of Santa Fe
Dept of Education
Santa Fe, NM

Dr Henry G Shonerd
Director, Multicultural Education Program

School for International Training
MAT Program
Brattleboro, VT

Dr Alex Silverman
Director
2 Programs

Univ of South Carolina
Dept of English, Linguistics Prg
Columbia, SC

Dr Arthur D Mosher
Program Director

Univ of South Florida
Linguistics Program
Tampa, FL

Dr Roger Cole
Professor of Linguistics

Southeast Missouri State Univ
Dept of English
Cape Girardeau, MO

Dr Adelaide Heyde Parsons
Professor--English

Southern Illinois Univ--Carbondale
Dept of Linguistics
Carbondale, IL

Dr Paul J Angelis
Associate Professor, Chair
2 Programs

Univ of Southern Maine
Dept of Professional Education
Gorham, ME

Dr Donald L Bouchard
ESL Concentration Coordinator, Adjunct Prf

The Univ of Southern Mississippi
Dept of Foreign Languages & Lit
Hattiesburg, MS

Dr William Powell
Director Graduate Studies, Assistant Prof

Stanford Univ
Prg in Lang, Literacy, & Culture
Stanford, CA

Dr Amado Padilla
Chair

University Departments Which Completed the Survey

Syracuse Univ Dept of Foreign Lang & Lit Syracuse, NY	Dr Jeanette D Macero TESOL Coordinator, Associate Prof
Univ of Texas at Arlington Dept of Foreign Lang & Ling Arlington, TX	Dr Irwin Feigenbaum Associate Professor
Univ of Texas at Austin Foreign Language Education Austin, TX	Dr Gary Underwood Associate Professor, English 3 Programs
Univ of Texas at El Paso Dept of Languages & Linguistics El Paso, TX	Dr Grant Goodall Associate Professor of Linguistics
Univ of Texas at San Antonio Dept of Bicultural-Bilingual St San Antonio, TX	Dr Curtis W Hayes Professor, ESL Coordinator
Univ of Texas-Pan American Dept of English Edinburg, TX	Dr Pamela McCurdy Assistant Professor
Univ of Washington Dept of English Seattle, WA	Dr Heidi Riggensbach Assistant Professor
West Chester Univ English Dept/Foreign Lang Dept West Chester, PA	Dr Dennis Godfrey Coordinator
West Virginia Univ Dept of Foreign Languages Morgantown, WV	Dr Frank Medley Chair
Western Kentucky Univ Dept of English Bowling Green, KY	Dr Ronald D Eckard TESL Coordinator
William Patterson College Dept of Languages and Culture Wayne, NJ	Dr Keumsil Kim-Yoon Assoc Prof, Director Biling/ESL Grad Prg
Univ of Wisconsin, Madison Dept of English Madison, WI	Dr Charles T Scott Prof of English, Dir Eng Ling
Univ of Wisconsin, Milwaukee Dept of Curriculum & Instruction Milwaukee, WI	Prof Diana E Bartley Associate Professor, Program Chair

University Departments Which Completed the Survey

Wright State Univ
Dept of English Lang & Lit
Dayton, OH

Dr Chris Hall
Assistant Professor
3 Programs

Numerical Summary

Total Number of Universities Completing the Survey - 101

Total Number of Departments Completing the Survey - 102

Total Number of Degree Programs Completing the Survey - 120

Number of Departments Completing the Survey with one Degree Program - 86

Number of Departments Completing the Survey with two Degree Programs - 14

Number of Departments Completing the Survey with three Degree Programs - 2

Appendix I

UNIVERSITY DEPARTMENTS WITH MASTER'S PROGRAMS IN TESOL IN THE U.S. WHICH DID NOT COMPLETE THE SURVEY Compiled from the *Directory of Professional Preparation Programs in TESOL in the United States, 1992-1994*

University Department City, State	Contact Person Position Number of Degree Programs (if more than one)
The Univ of Alabama Dept of English Tuscaloosa, AL	Dr Catherine Davies Director
Univ of Arizona Dept of English Tucson, AZ	Dr Douglas Adamson Dir Eng Lang/Ling
Ball State Univ Dept of English Muncie, IN	Dr Lawrence M. Davis Dir Grad Prog 2 Programs
Univ of California, Los Angeles Dept of TESL/Applied Linguistics Los Angeles, CA	Dr Collette O. Kramer
California State Univ, Northridge Interdisciplinary Studies Prog Northridge, CA	Dr Francine Hallcom Linguistics Professor
Central Connecticut State Univ Dept of English New Britain, CT	Dr Andrea Osburne TESOL Coord.
Central Missouri State Univ Dept of English Warrensburg, MO	Dr Mark Johnson Chair
Colorado State Univ Dept of English Fort Collins, CO	Dr Pattie Cowell Chair
Corpus Christi State Univ Dept of Education Corpus Christi, TX	Dr. David Berlanga Director
Univ of Delaware Dept of Linguistics Newark, DE	Dr Irene Vogel Dir of Grad Studies

University Departments Which Did Not Complete the Survey

Eastern College Dept of Education St David's, PA	Dr Helen Loeb Chair
Florida International Univ School of Education Miami, FL	Dr Christine U Grosse Director
Fresno Pacific College Dept of Education Fresno, CA	Dr David Freeman Chair
Univ of Houston College of Education, C&I Dept Houston, TX	Dr Sylvia C Pena
Univ of Houston Dept of English Houston, TX	Dr Sylvia C Pena
Univ of Houston, Clear Lake School of Education Houston, TX	Dr Andrea Bermudez Chair
Univ of Kansas Dept of Curriculum & Instruction Lawrence, KS	Dr Paul L Markham Director TESL Prg
Long Island Univ-Brooklyn Campus Dept of Education Brooklyn, NY	Dr Gurprit S Bains Coordinator
Univ of Maryland, College Park Dept of Curriculum & Instruction College Park, MD	Dr William E DeLorenzo Coordinator
Univ of Massachusetts at Amherst School of Education Amherst, MA	Dr Jerri Willett Chair
Memphis State Univ Dept of English Memphis, TN	Dr Thomas C Carlson Grad Coordinator
Univ of Minnesota Dept of Curriculum & Instruction Minneapolis, MN	Dr Mary Bents Director
Nazareth College Dept of Education Rochester, NY	Director, TESOL Graduate Program

University Departments Which Did Not Complete the Survey

Univ of New Hampshire Dept of Education Durham, NH	Dr Randall B Schroeder Coordinator
Univ of New Mexico Dept of C&I in Multicult Tchr Ed Albuquerque, NM	Dr Robert H White TESOL Prg Coord
New Mexico State Univ Dept of Curriculum & Instruction Las Cruces, NM	Dr Daniel Doorn Coordinator
College of New Rochelle Graduate Education Dept New Rochelle, NY	Dr Lewis Lyman
New York Univ School of Ed, TESOL New York, NY	Dr Harvey Nadler Director
State Univ of New York at Albany School of Education Albany, NY	Dr Richard L Light
State Univ of New York at Stony Brook Dept of Linguistics Stony Brook, NY	Dr Kamal Sridhar ESL Director 2 Programs
Univ of North Carolina at Charlotte Dept of Teaching Specialties Charlotte, NC	Dr Joseph Roberts Coordinator
Univ of North Texas Dept of English Denton, TX	Dr Timothy Montler Chair, Ling Div
Univ of Northern Iowa Dept of English L&L, TESOL/Ling Cedar Falls, IA	Dr Stephen J Gaies Coordinator 2 Programs
Univ of Oregon Dept of Linguistics Eugene, OR	Prof Russell S Tomlin
Univ of the Pacific Dept of Curriculum & Instruction Stockton, CA	Dr John Milton
Univ of Pittsburgh Sch of Ed, Instr & Learning Dept Pittsburgh, PA	Dr S Koziol Chair 2 Programs

University Departments Which Did Not Complete the Survey

Radford Univ Interdept Prg in Appl Ling & ESL Radford, VA	Dr Steven M Benjamin Director
Univ of Rochester Grad Schl of Ed & Human Developmt Rochester, NY	Dr Charlotte E Brummett Coordinator
Seton Hall Univ Dept of Secondary Ed, ESL Progrm South Orange, NJ	Dr W E McCartan
Univ of Southern California Department of Linguistics Los Angeles, CA	Dr William Rutherford
Teachers College, Columbia Univ Dept of Lang, Lit & Soc St in Ed New York, NY	Dr Jo Anne Kleifgen 2 Programs
Teachers College, Columbia Univ Dept of Lang, Lit & Soc St in Ed New York, NY	Coordinator, TESOL MA Program 2 Programs
Temple Univ TESOL & Foreign Language Ed Philadelphia, PA	Dr Gertrude Moskowitz Coordinator
Texas Woman's Univ Dept of Language & Literature Denton, TX	Dr Frank A Longoria Chair
Texas Woman's Univ Dept of Curriculum & Instruction Denton, TX	Dr Rodolfo Rodriguez Chair 3 Programs
Univ of Toledo English Dept/Curr & Ed Tech Dept Toledo, OH	Dr Douglas W Coleman Co-Director
Tulane Univ Dept of Education New Orleans, LA	Dr Charles Cornell Manager, ESL/Biling 3 Programs
United States International Univ School of Education Poway, CA	Dr Mary Ellen Butler-Pascoe Chair
Univ of Utah Dept of Linguistics Salt Lake City, UT	Dr Mauricio Mixco Chair

University Departments Which Did Not Complete the Survey

Washington State Univ
Dept of English
Pullman, WA

Dr Roy C Major
Director Grad St
2 Programs

Numerical Summary

Total Number of Universities Not Completing the Survey - 47

Total Number of Departments Not Completing the Survey - 49

Total Number of Degree Programs Not Completing the Survey - 61

Number of Departments Not Completing the Survey with one Degree Program - 41

Number of Departments Not Completing the Survey with two Degree Programs - 5

Number of Departments Not Completing the Survey with three Degree Programs - 2

Number of Departments Not Completing the Survey with four Degree Programs - 1

Teachers College, although counted just once, is listed twice because there were two separate contact persons, each handling two of the four degree programs in the that department.

ABSTRACT

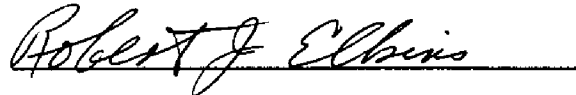
Although the TESOL Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the U.S. recommend that teacher preparation programs in TESOL offer courses in the grammatical system of English, there existed no descriptive study of nationwide curricular practice regarding English grammar instruction in master's programs in TESOL. All master's programs in TESOL listed in the Directory of Professional Preparation Programs in TESOL, 1992-1994 were surveyed in Fall 1993 regarding course offerings, requirements, placement mechanisms, course content and length, instructors, the role of grammar in the program, approval of the TESOL Guidelines, and curricular trends. The survey was completed by 117, or 67%, of the master's programs in TESOL in the U.S.

It was found that 53% of the responding master's programs in TESOL offered one English grammar course; 26% offered two English grammar courses; 5% offered three English grammar courses, and one program offered four English grammar courses. Fifteen percent of the responding programs offered no English grammar course. Sixty-three percent absolutely required at least one English grammar course, but 38% did not require an English grammar course.

Most programs did not have a direct measure of their incoming students' knowledge of the grammatical system of English. Only six universities had an English grammar placement test. The majority of the courses were pedagogical grammar courses and employed an eclectic approach to English grammar. The Grammar Book by Celce-Murcia and Larsen-Freeman (1983) and the many grammars written by Quirk, Greenbaum, Leech, and Svartik were the most frequently used texts.

Recommendations included the following: A placement test should be developed to determine whether incoming students are familiar with the terminology and concepts of traditional grammar, as well as ESL/EFL grammar. All master's programs in TESOL should offer at least one pedagogical grammar course. Research regarding the number of semesters needed for TESOL graduate students to study the grammatical system of English should be conducted. ESL/EFL pedagogical grammar course texts which incorporate communicative functions should be written. Further research should explore in more depth the nature of English grammar courses in master's programs in TESOL.

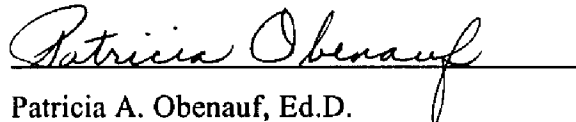
APPROVAL OF EXAMINING COMMITTEE



Robert J. Elkins, Ph.D.



Ronald V. Iannone, Ed.D.

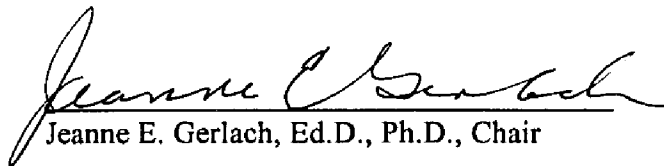


Patricia A. Obenauf, Ed.D.



Susan M. Rodman, Ed.D.

April 4, 1995
Date



Jeanne E. Gerlach, Ed.D., Ph.D., Chair