Current trends in the teachers of grammar in high schools as reported in periodicals from 1960 to 1968

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CURRENT TRENDS IN THE TEACHING OF GRAMMAR IN HIGH SCHOOLS
AS REPORTED IN PERIODICALS FROM 1960 TO 1968

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
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REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

BY
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# TABLE OF CONTENTS

**LIST OF TABLES** .......................... iv

## CHAPTER

**I. INTRODUCTION** ............................. 1

- Rationale .................................... 1
- Evolution of the Problem ..................... 5
- Contribution to Educational Research ...... 5
- Statement of the Problem .................... 6
- Purpose of the Study ......................... 6
- Definition of Terms .......................... 7
- Limitations of the Study .................... 8
- Locale and Period of the Study ............. 8
- Method of Research ......................... 8
- Instruments and Materials .................. 8
- Research Procedure ........................ 9
- Survey of Related Literature ............. 10

**II. PRESENTATION AND ANALYSIS OF DATA** ......... 25

- Introduction ................................ 25
- Articles Dealing With Current Trends in Grammar ........................................ 25
- Identification of Articles According to Grade Levels .................................... 32
- Identification of Current Methods in Teaching Grammar ................................ 34
- Trends Reflected Through Areas of Grammar .................................................. 39
- Identification of Trends Which Compare With or Contradict Those of the National Council of Teachers in English. .......... 41

**III. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS** .......................... 49

- Summary and Recapitulation .................. 49
- Summary of Related Literature .............. 54
- Summary of Basic Findings .................. 57
- Conclusions .................................. 59
- Implications ................................. 62
- Recommendations ............................ 62
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS - Continued.</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIBLIOGRAPHY</td>
<td>64</td>
</tr>
<tr>
<td>VITA</td>
<td>67</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Articles Dealing With Current Trends in Grammar as Reported From 1960 to 1968</td>
<td>27</td>
</tr>
<tr>
<td>2.</td>
<td>Frequency Distribution of Articles Dealing With Topics Concerned With Specific Grade Levels</td>
<td>33</td>
</tr>
<tr>
<td>3.</td>
<td>Frequency Distribution of Methods of Teaching Grammar as Reported From 1960 to 1968</td>
<td>35</td>
</tr>
<tr>
<td>5.</td>
<td>Opinions Held By Different Schools of Thought on the English Language</td>
<td>42</td>
</tr>
<tr>
<td>6.</td>
<td>Number of Current Trends in the Periodicals Which Agree or Contradict Those of the National Council of Teachers of English</td>
<td>43</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Rationale

In recent years there has been a tremendous amount of research done in the area of English. This is especially true in grammar. Much of the research has taken place because of dissatisfaction with the approaches employed in teaching English. Many attempts have been made to correct methods of teaching which have hindered students' understanding. However, none of the attempts in the past have been successful. But for years there has been some talk about the "new grammar." This new grammar has caused much confusion because of the "change" in English. It appears as if there is a change, but actually, the grammar is the same. Only the approach to grammar has changed. While research continues, there is a need to examine trends in grammar to relate them to a more general perspective. Regardless of how varied the developments may seem, a number of major trends in the study and teaching of language are clearly being felt. Though they have been developing slowly for several decades, only until recently have they begun to affect schools in decisive ways.

During the 1930's grammarians who called themselves linguists formally attacked the entire area of traditional
grammar. These men had gathered research on language in an attempt to describe the speech patterns of people. This meant that new terms and categories in teaching grammar were developing. It also meant a new attitude. Formerly, grammar was taught to prescribe the language, that is, it was a set of rules which everyone had to follow. In spite of the fact that the rules many times created confusion in the minds of the users, no successful attempt was made to remedy the situation. Up until the 1930's grammar did not serve everyone. Only a few benefited.

However, since that time, many contributions have been made in the improvement of grammar. Linguists have attempted to rid English teachers of the conviction that the rules of grammar are absolute and fixed. Thus, in a publication of the National Council of Teachers of English, linguists outlined these principles:

1. Language changes constantly. Changes have often been deplored or ignored.

2. Change is normal.

3. The spoken language is the language. Speech determines usage more than the written word.

4. Correctness rests upon usage. Grammar should be descriptive, not prescriptive.

5. All usage is relative. The distinction between "good" English and "bad" English should give way to the recognition of the
levels of usage. A teacher is not to teach any one form of speech as correct or incorrect but to develop in the pupil the same sensitivity to the appropriateness of language in each situation which he himself has developed. 1

The concepts simply meant that linguists wanted to give to the people a grammar which provided a better system of communication — a language which was accurate and reliable. To this end, linguists have worked to involve the English teacher in the reconstruction of the language. Because of the effect of linguistics on the teaching of grammar, English teachers will be able to teach a more concrete grammar and a more unified grammar to their students. Because of the wide scope of the field of linguistics, teachers do have a choice to teach the areas of linguistics which will benefit them and especially the students.

Research continues in many fields related to linguistics. In the meantime, the school grammar will increasingly become not a more scientific but a more English grammar. It will be freer of features read into the grammar to reflect logocal distinctions or to parallel features of other Indo-European languages. It will make the students work with

tangible signals and concrete formal and structural tests.¹

In keeping with the trends advocated by the linguists, many high school English teachers have employed some of them in their teaching. Some teachers have abandoned traditional grammar for the more popular grammar, while others are incorporating the two. Yet there are still teachers who cling to outdated methods. These teachers are teaching the grammar they learned in high school and college with a sense of security — a sense of false security, in many instances. For the concepts of what is called "traditional" grammar, the grammar that most people learned in school in the past, have been seriously challenged by modern linguists. Linguists started the new grammar emphasizing the spoken language rather than the written, the paramount importance of current usage, the existence of various dialects within a language, and the necessity of objective description and analysis based on form. Their purpose was to reveal the actual means by which the relationships of the words in sentences are indicated.

In examining the periodicals from which articles appear on current trends in grammar, it is believed by the writer that these teachers who wrote articles on the teaching of

grammar in classrooms have acquired some knowledge of the new approaches to teaching grammar. It is also believed that these teachers have attempted to help their students understand the English language.

**Evolution of the Problem**

As a prospective teacher of English, the writer was greatly interested in principles and practices used in schools today. As a result of a course in modern grammar which used various current practices, the flexibility of these principles engendered a desire in the writer to know more about them. Thus, she felt it necessary to investigate authorities on this subject and to examine the methods of teaching in order to understand and appreciate practices which will inevitably be used in her classroom.

**Contribution to Educational Research**

It has been stated by many people that English teachers are not teaching students the necessary grammar to communicate in contemporary settings. In spite of repeated discussions about what methods of grammar to use, no one has been able to devise a system to meet the needs of society. With increasing awareness of the problem perplexing English teachers, it was hoped that (1) this study would provide information of value to teachers who are skeptical about using current trends in grammar; (2) teachers would incorporate many of these ideas
within their present practices to enhance teaching instruction; (3) it might stimulate an interest in current trends in grammar, thus encouraging those persons interested in English to conduct a more detailed study of grammar; (4) it would contribute to the body of literature available on grammar.

Statement of the Problem

This study was concerned with the teaching of grammar in secondary schools as it is reported in articles published in *The English Journal*, *Publications of Modern Language Association*, and *National Education Association Journal* from January, 1960, through June, 1968. Careful attention was given to the articles to see if the trends agreed with or contradicted current positions endorsed by the National Council of Teachers of English.

Purpose of the Study

The purpose of this study was to survey current trends in grammar in selected periodicals. More specifically, this study proposed to answer the following questions:

1. With what grade levels were the reports concerned and did there appear to be a predominance in treatment of work with junior high or senior high school students?

2. What, if any, were the specific methods of teaching grammar which were clearly identifiable in the articles?

3. To what extent, if any, did the writers of
these articles appear to adhere to a definite type of methodology or to what extent did they appear to be more eclectic in approaches?

4. Were major trends in the teaching of English reflected through these articles in the following areas?

a. Parts of speech
b. Usage
c. Principles of grammar

5. Did these trends accord with or contradict those advocated by the National Council of Teachers of English?

Definition of Terms

Significant terms used in this study were:

1. "Content analysis" is the systematic examination of current records or documents as source of data. It may be used to classify and evaluate the content of documents according to established criteria.1

2. "Grammar" is the theory and principle used to describe word forms and functions and to show the relationships among words.

3. "Traditional grammar," a term which has been criticized as being too authoritarian in attitude, is the grammar which has been taught in secondary schools since the latter part of the Nineteenth Century.

4. "Linguistics" is the scientific study of the principles of language used to describe the language and analyze speech patterns.

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Included in this broad field are structural grammar, transformational grammar, sentence patterns, and modern practices of usage.

Limitations of the Study

The study was confined to the examination of specific books on grammar and periodicals written from January, 1960, to June, 1968. This study was limited in terms of the instrument used. While the checklists were comprehensive in content, it could not take the place of actual contact with the writers of the articles or with the authorities against whom the writer analyzed the trends.

Locale and Period of Study

The central locale of this study was Trevor Arnett Library, Atlanta University, and the Atlanta Public Library during the summer of the 1967-68 school year.

Method of Research

The descriptive-survey method of research, employing the specific technique of content analysis was used in this study. The appropriate articles were identified and carefully analyzed for data essential to answering the questions posed as purposes of this study.

Instruments and Materials

The materials used in conducting this research were gathered from the following periodicals: The English Journal.
Publication of Modern Language Association, and National Education Association Journal. The issues covered a period of eight years, January, 1960, through June, 1968. The instruments were checklists. In formulating the checklists, the writer was interested in securing information from the articles concerning (1) grade levels with which the major portion of treatment was done; (2) identification of methods of teaching grammar; (3) trends which reflected treatment in major areas of grammar; and (4) trends which compared with or contradicted those of the National Council of Teachers of English.

**Research Procedure**

The procedural steps used in the conducting of this research were:

1. The literature related to this study was reviewed, summarized, abstracted, and presented in the thesis copy.

2. The periodicals which constituted the basic sources of the study were selected for their coverage of the problem in the research.

3. The information gathered from the periodicals was described in terms of current trends in grammar.

4. A series of checklists were constructed to fulfill the purposes of the study.

5. The conclusions, implications, and recommendations were formulated and incorporated in the finished thesis copy.
Survey of Related Literature

The literature pertinent to this study was reviewed by the writer. In order to focus attention on the significant aspects of this research problem, the survey of related literature was organized and presented under the following captions:

1. Content analysis techniques.
2. Changes in grammar.
5. Research reports from studies.

Technique of content analysis.---According to Berelson, content analysis techniques have been applied more and more in recent years. In fact, the output of content analysis studies has increased from about two studies a year in the early decade of the century to about twenty-five studies per year in recent years, and the field is still expanding. Many of these studies have dealt with content analysis of newspapers. However, each medium of communication has been given some attention.¹

Content analysis was first used by students of journalism and later by sociologists to study the content of American newspapers. An earlier form of content analysis used textbooks as sources, dealing with such frequencies or measures as: sentence length, word difficulty, pictures, tables, exercises for pupils, content topics and space allotment, grade placement, and others.

Good lists the following ideas as being characteristic of the substance of the content analysis: (1) to describe trends in communication content; (2) to trace the development of scholarship by way of interests and activities; (3) to disclose international differences in communication content; (4) to compare media or levels of communication; (5) to audit communication content against objectives; (6) to construct and apply communication standards; (7) to aid in technical-research operations. The audience of the content is to reflect attitudes, interest, and values of population groups.

3 Ibid.
Several studies have been conducted at Atlanta University using the technique of content analysis. Clara McCrary in her thesis analyzed eight pieces of literature found to be popular among elementary grade pupils. With checklists as her instrument, she was able to identify and categorize the content found in selected pieces of literature.¹

Walker used content analysis to analyze articles in the New York Times to determine what significant trends concerning mental retardation had become evident over a period of five years.²

Haynes did a content analysis of fifth grade social studies textbooks. She set out to determine the extent to which fifth grade social textbooks emphasized concepts which were basic to the American way of life. She designed a questionnaire-checklist composed of certain concepts and rated them according to their degree of emphasis. Through the use of content analysis technique, she was able to determine the degree of emphasis placed on the concepts in


twenty-one social studies textbooks.¹

Content analysis is usually applied in educational research to analyses of textbooks, story-content studies, and the examination of periodical or newspaper content.

**Changes in grammar.**—Historically, the term "grammar" has referred to both the study of and the art of language. In later years grammar has come to mean learning the "parts of speech," their names and their definitions. For some people grammar means a branch of study and the subject matter of that study. Today, linguists believe that grammar is "the total set of signals by which a given language expresses its meaning." The many meanings of grammar reflect the confusion which has prevailed about grammar for generations.²

According to Roberts, the term "grammar school" is still being used and this expression goes back to the time that grammar was the principal subject learned in the primary grades. But it was not English grammar, it was Latin. Throughout the Middle Ages and well into modern times, those


children who went to school devoted most of their early years to learning to read and write Latin. Until about two hundred years ago, no English or American child studied English in school.¹

Latin was considered the model for English grammar, even though the rules of Latin could not be applied effectively to English grammar. In the History of the English Language, Baugh comments:

By following Latin, English grammar was unsystematized. Ancient languages had been reduced to rule. One knew what was right and wrong, but in English everything was uncertain. In grammatical usage there was much variation even among men of education. They were indifferent to rules. About correctness in language, they settled disputes logically, by simply reasoning about them.²

In the middle of the Eighteenth Century, however, people began to take a conscious interest in the English language. Along with the other vernacular languages of Europe, English was at this time coming to replace Latin as a medium for serious writing. Thus, men of education in the Eighteenth Century attempted to stabilize the language. These men attempted to deal with the language under three heads: (1) to

¹Ibid.
reduce the language to rule and to set up a standard of correct usage; (2) to refine the language — that is, to remove supposed defects and introduce certain improvements; (3) to fix it permanently in the desired form. ¹ Because Eighteenth Century grammarians contributed significantly to the English language, schools based their English programs on rules prescribed by these grammarians.

In the Nineteenth Century, courses in English, and particularly in grammar, became a regular part of the school curriculum. As a means of preserving the grammar rules, generations of students were informed, as part of their preparation for life, that there were eight, sometimes nine or ten or six, the number varying somewhat, parts of speech; that a noun was the name of a person, place or thing; that the subject of imperative sentences is "you" understood. The other parts of speech have followed a similar pattern.²

These rules of grammar are still being followed even in the Twentieth Century. However, grammarians of today have attempted to modernize the use of grammar. There have been many developments recently introduced to improve the English

¹Ibid., p. 106.
²Roberts, loc. cit.
language.

**Major developments in grammar.**—Over a relatively short period of time, three major developments have occurred relative to the content of grammar to be taught in school.

The first of these developments was the restriction of grammar content to functional items, that is, teaching the child grammatical concepts might be essential to theory but has very little value to the child speaking and writing.¹

The second development has been the substitution of descriptive for prescriptive standards for determining what is "right" and "wrong" in grammar and usage. Prescriptive purposes are those aimed at helping students select one particular grammatical construction or one specific usage rather than another.²

The third development has been the emergence of what is called "structural" grammar. Exploring a new field of interest along with a new approach have been the structural linguists who are pioneers in the study of this development. Hook and Mathews believe that the structural linguists are rapidly becoming more vocal and steadily becoming more influential

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²Ibid.
among students of the language. They are contributing a new kind of analysis of language, an analysis which often divorces form from meaning. They analyze the language as they find it, usually in oral communication, and try to describe objectively — even mathematically — what they discover.¹

These developments have contributed or led to various approaches which are currently being considered for classroom use. These contemporary trends are not accepted by all English teachers. However, research shows that many of these trends or some aspect of them are being used by a large majority of teachers. To understand the basic theory of contemporary trends, it is necessary to examine them.

Contemporary trends in grammar. — Because the theories advocated by linguists are somewhat different from the old theories of grammar, it appears as though a revolution is taking place in the teaching of grammar. This is very true. Consequently, concepts and examples of findings have been published to acquaint the English teacher with current practices.

¹

1. The levels of usage have replaced the traditional view of what is "right" and "wrong" in grammar. Robert C. Pooley, a pioneer in levels of usage, believes that a person can say whatever he desires depending on the level at which he is speaking. These levels are:

   a. The illiterate level
      
      Examples
      
      I ain't, you ain't.
      Them books.

   b. The homely level
      
      Examples
      
      Where are we at?
      Hadn't we ought to do it?

   c. Standard English, informal level
      
      Examples
      
      I will try and do it.
      They invited John and myself.

   d. Standard English, formal level
      
      Examples
      
      I shall be glad to help you.
      Neither of the party was injured.

   e. The literary level
      
      Example
      
      "Four score and seven years ago"1

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2. In teaching parts of speech, Fries classified words by the positions they fill in certain patterns assumed to be typical. Thus, any word that fits into the blank space "The _____ was good" may be called a noun; "He was a very _____ man" may be called an adjective. Fries also believes that there are four "open" classes of words, each with an unlimited number of members. Members of each class can be interchanged without affecting the structure of a sentence. The four classes are equivalent to "parts of speech." They are called classes 1, 2, 3, and 4, and represent nouns, verbs, adjectives, and adverbs.

Example

Concerts are good always

3. Structural grammar, according to Noam Chomsky and his followers, has three parts.

a. Phrase structure rules analyze the underlying structure of the most basic or kernel sentence types:

(1) Sentence \( \rightarrow \) NP (noun phrase) + VP (verb phrase)
(2) VP \( \rightarrow \) T + N
(3) VP \( \rightarrow \) verb + NP
(4) T \( \rightarrow \) the
(5) N \( \rightarrow \) man, ball
(6) Verb \( \rightarrow \) hit, took, run

---

b. Transformational rules show with mathematical precision how more complicated sentence-types can be derived from kernel sentences.

c. Morphophonemic rules are means of converting the abstract form of every possible sentence into a pronounceable utterance. To convert these sequences into pronounceable utterances, there must be a set of morphophonemic rules.

Examples

\begin{align*}
\text{take} + \text{past} & \rightarrow \text{/tuk/} \\
\text{hit} + \text{past} & \rightarrow \text{/hit/}
\end{align*}

These trends are not the only ones advocated by linguists, but these are some of the more typical ones. Contemporary trends in grammar are widespread in our society today. Everyone will not accept them, but that is natural. However, it is necessary to look at comments made by investigators.

Research reports by studies.--Much research has taken place concerning current trends in grammar. There are many educators in favor of them. Robert C. Pooley, Chairman of the Department of Integrated Liberal Studies, University of Wisconsin, reports:

One of the commonest misunderstandings of the point of view of the linguistic scholar with regard to English grammar and English usage

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is that when he observes and reports changes which take place in the English language, he thereby weakens the position of the English teacher and lowers its standards -- American English is changing, and the question at issue is this: Are these changes for the worst? I think that they are not; language is a sensitive instrument that moves along with the needs of the speakers.  

Walter V. Kaulfers believes that teachers should teach that language with which students are most in contact, but students should be made aware of the fact that language can be enriched through hearing good English.  

Allison Kingston remarks, "Grammar does have a value as a structural framework of a language and as an editorial tool; rules point the direction for the learner and tell him when he has arrived at a point of adequate mastery."  

Bateman in his study found that current evaluations of the English program make it mandatory for teachers to involve themselves intensively in curriculum development. The ques-

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1 Robert C. Pooley, "Dare Schools Set a Standard in English Usage?" The Education Digest, XXVI (October, 1960), 45.


tionable status of the research of the twenties and thirties as well as the emergence of a grammatical theory should provide sufficient motivation for teachers to explore the field of generative grammar as a source of new content for the English program.

Francis at Franklin and Marshall College believes that a long overdue revolution is at present taking place in the study of English grammar. It is the result of the application to English of methods of descriptive analysis originally developed for use with languages of primitive people.

Current trends in grammar have created a revolution. English teachers, most of all, have felt the effect. In a study conducted at San Francisco State College, Womack discovered that while some teachers have various views on the changes in grammar, he found that teachers felt that they were obligated to hold a conservative view toward language changes and should acknowledge changes only after such

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changes are reported in journals, textbooks, and diction-
aries.1

It is definitely true that English teachers feel that they have a responsibility to protect the language; they must be able to present conditions of the discipline of English to their associates in education, and in general, to the public. In attempting to preserve the language, the teacher of English is engaged in different situations. Not only must he be able to understand interests and current developments in perspective, he must also be able to relate them to movements which are universally humane. At the present, linguists are attempting to unite the masses through language. Because of the past conflicting assump-
tions in the study of language, a vast communication problem has developed. People many times are afraid to speak to each other because of the obstacles in language — they are aware of what they want to say, but the problem is how to say a particular thing. Teachers are becoming aware of these problems and are trying to help them. This will take time

1 Thurston Womack, "Teachers' Attitudes Toward Current English Usage," The Education Digest, XXV, No. 3 (November, 1959), 47.
because of the generation gap. However, students enrolled in secondary schools today will benefit from the research and experiments taking place to improve the English language. In view of the fact that current trends in grammar will enhance the English programs in schools all over the nation, these trends will also make for a more American language — a language for all.
CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter is to present data which were collected, analyzed, and organized in order to satisfy the purposes of this study. Checklists were used to answer the questions proposed in the purpose of the study concerning (1) grade levels with which the major portion of treatment was done; (2) identification of methods of teaching grammar; (3) trends which reflected treatment in major areas of grammar; and (4) trends which compared with or contradicted those of the National Council of Teachers of English. The checklists were formulated to secure information from

The English Journal, Publication of Modern Language Association, and National Education Association Journal. This chapter attempts to magnify much of the content of the articles which have been written on grammar during the last eight years. The articles used in this study were selected on the basis of content pertinent to current trends in grammar.

Articles Dealing With Current Trends in Grammar

Each checklist used in this study attempts to answer the questions represented in the purpose of the study. In an effort to begin the study of the articles, the following table
sets forth the source from which the study was principally
drawn, indicating the author, the title of each article,
its source, page and volume, and date of publication. Be-
cause much of the information is included in all of the
articles, repetition could not be avoided. However, all of
the articles used are representative of the study.

In Table 1, it may be noted that the study made use of
42 articles as sources of investigation over a period of
eight years. During this period, the English Journal,
Publication of Modern Language Association, and National
Education Association Journal contained articles written by
teachers or people in the area of English on the revolution
of the new grammar. While many of these people are profes-
sional writers exploring this new facet of English, others
are classroom teachers who are concerned about the effect
which linguistics will have on their students.

Interpretative summary.—Articles written on current
trends in grammar tended to deal primarily with the classroom
and to explore teachers' attitudes on the present offerings
in grammar. As was stated earlier, not all of the articles
were written by classroom teachers, some of the writers were
grammarians, or researchers who hope to determine ways of
improving the language. It was concluded that all of the
were seeking solutions to the problems of grammar in the
<table>
<thead>
<tr>
<th>Source</th>
<th>Volume</th>
<th>Year</th>
<th>Pages</th>
<th>Articles</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Journal</td>
<td>49</td>
<td>1960</td>
<td>172-176</td>
<td>&quot;Basic Concepts for Teaching from Structural Linguistics&quot;</td>
<td>Lamberts, J.J.</td>
</tr>
<tr>
<td></td>
<td>49</td>
<td>1960</td>
<td>181-186</td>
<td>&quot;Approaching Usage in the Classroom&quot;</td>
<td>Higgins, V.</td>
</tr>
<tr>
<td></td>
<td>49</td>
<td>1960</td>
<td>186-191</td>
<td>&quot;Semantic Concepts for Secondary School English&quot;</td>
<td>Thomas,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cleveland A.</td>
</tr>
<tr>
<td></td>
<td>49</td>
<td>1960</td>
<td>548-555</td>
<td>&quot;Grammar and Usage: Progress but not Millennium&quot;</td>
<td>Corbin,</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>1961</td>
<td>606-611</td>
<td>&quot;Structural Grammar in California High Schools&quot;</td>
<td>Alva, Charles</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>1961</td>
<td>87-92</td>
<td>&quot;Who Can Learn Grammar?&quot;</td>
<td>Meade, Richard</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>1961</td>
<td>93-97</td>
<td>&quot;Aid for the Teacher of English&quot;</td>
<td>Reed, Jerry E.</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>1961</td>
<td>392-397</td>
<td>&quot;How Good is the New Grammar?&quot;</td>
<td>Schuster,</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>1961</td>
<td>341-343</td>
<td>&quot;Fusion in the English Curriculum&quot;</td>
<td>Harrison,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Werna</td>
</tr>
</tbody>
</table>
Table 1 - Continued.

<table>
<thead>
<tr>
<th>Source</th>
<th>Volume</th>
<th>Year</th>
<th>Pages</th>
<th>Articles</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Journal</td>
<td>51</td>
<td>1962</td>
<td>100-105</td>
<td>&quot;The Decline and Fall of a Grammar&quot;</td>
<td>McKownen, Clark</td>
</tr>
<tr>
<td></td>
<td>52</td>
<td>1963</td>
<td>327-330</td>
<td>&quot;The Promise of Transformational Grammar&quot;</td>
<td>Lees, Robert B.</td>
</tr>
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<td>1963</td>
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<td>&quot;Grammar and Style&quot;</td>
<td>Ives, Summer</td>
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<td>52</td>
<td>1963</td>
<td>677-681</td>
<td>&quot;The Linguistic Characteristics of Punctuation Symbols and the Teaching of Punctuation Skills&quot;</td>
<td>Zais, Robert S.</td>
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<td>53</td>
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<td>327-335</td>
<td>&quot;Expansions and Transformations to Improve Sentences&quot;</td>
<td>Newsome, Verna L.</td>
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<td></td>
<td>53</td>
<td>1964</td>
<td>597-602</td>
<td>&quot;An Answer to Doubts About the Usefulness of the New Grammar&quot;</td>
<td>Ianni, Lawrence</td>
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<td>54</td>
<td>1965</td>
<td>227-230</td>
<td>&quot;Classroom Grammarians&quot;</td>
<td>Lukenbuhl, Jeffrey</td>
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<td>English Journal</td>
<td>54</td>
<td>1965</td>
<td>331-333</td>
<td>&quot;Practicing Linguistics&quot;</td>
<td>Youmans, Peter N.</td>
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<td>54</td>
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<td>&quot;Generative Grammar: A Report on Research&quot;</td>
<td>Zidonis, Frank J.</td>
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<td>54</td>
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<td>633-639</td>
<td>&quot;Structural Structuralism: Composition and Modern Linguistics&quot;</td>
<td>Grady, Michael</td>
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<td>55</td>
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<td>558-563</td>
<td>&quot;Structural Ambiguity: Some Sources&quot;</td>
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<td>895-899</td>
<td>&quot;Applied Linguistics&quot;</td>
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<td>&quot;Linguistics and the Pursuit of Relevance&quot;</td>
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<td>&quot;Let's Put Grammar Back in the 'Grammar Schools'&quot;</td>
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<td><strong>English Journal</strong></td>
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<td>&quot;Linguists, Grammarians, and Purists&quot;</td>
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<td>Myers, L. M.</td>
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<td>&quot;Project English: The First Year&quot;</td>
<td>Hook, J. N.</td>
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<td>&quot;Who is to Speak for English?&quot;</td>
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<td>&quot;The Revival of Rhetoric&quot;</td>
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<td>38-40</td>
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<td>26-28</td>
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classroom, with major attention to (1) mistakes in agreement; (2) sentence fragments; (3) run-on sentences; (4) dangling modifiers; and (5) shifts in person and number. These writers are also hoping to improve the writing of students since grammar is definitely related to writing.

**Identification of Articles According to Grade Levels**

Table 2 shows that of the 42 articles written on grammar from January, 1960, through June, 1968, 20 or 8.4 per cent were written by senior high school teachers who believe that the current trends in grammar have much to offer to students. Eleven or 4.62 per cent of the articles express the views of researchers in grammar who believe that it is only a matter of time before the new grammar totally replaces the traditional approach. While there were seven or 2.94 per cent articles written by junior high school teachers, most of them state that students should be exposed to the new grammar before they enter high school. Of the 42 articles written, at least 50 per cent of the writers agreed that the science of linguistics is of value to them, yet many of the teachers have doubt about the teaching of linguistics in the schools. They seem to doubt that all of the findings of any or all schools of linguistic research offer the basis for a complete reorganization of the language arts curriculum. As a result
<table>
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<th>No Grade Level Mentioned</th>
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<td>1968</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
<td><strong>11</strong></td>
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of experiments conducted over a period of years, researchers have found that as far as the academic curriculum is concerned, there is a partial solution to the problem of the right grade level for the new grammar: the twelfth grade is not the place to begin. According to Thomas, "The best time to introduce the new grammar is in the ninth grade and completing it in the tenth grade."\(^1\)

**Interpretative summary.**—From the items in this section, the writer noted that teachers both on the junior high school and senior high school levels have written articles about their use of the new grammar in classrooms, while other articles did not mention a grade level. While more articles were written by senior high school teachers, the general response as to what the grade level should be for teaching the new grammar, more teachers seem to be in favor of starting the trends on the junior high school level.

**Identification of Current Methods in Teaching Grammar**

Table 3 indicates that of all the articles written on current methods of grammar employed in schools, 14 or 5.9 percent were in favor of the transformational method. Ten or 4.2

\(^1\)Edgar Thomas, "Where Do We Go From Here?" *The English Journal*, XXXV (May, 1965), 304-307.
<table>
<thead>
<tr>
<th>Methods</th>
<th>The English Journal</th>
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<td>2</td>
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<td>9</td>
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<tr>
<td>Formal</td>
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<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Traditional</td>
<td>2</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Structural</td>
<td>9</td>
<td>1</td>
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<td>10</td>
</tr>
<tr>
<td>Transformational</td>
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<td>2</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Usage</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>7</td>
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</table>
per cent were in favor of the structural method; nine or 3.78 per cent, for the inductive method; seven or 2.94 per cent of the articles agreed that the levels of usage method was the most effective one. For the traditional method, three or 1.26 per cent of the articles were written, and one or 0.42 per cent of the articles were written advocating the formal method. There appears to be a general consensus that the new grammar has improved the understanding of English. However, there is some confusion over the most effective method to use in the classroom. These articles also show that many teachers are doubtful about the future of grammar. Although there were only three or 1.26 per cent articles written by people in favor of the traditional method, other articles indicate that a few people still adhere to the traditional method in spite of its weakness. Those persons in doubt are using the various methods of the new grammar, but they are using them on an experimental basis.

A brief examination of the methods is as follows: the inductive method encourages students to observe language and arrive at conclusions for themselves. It forces students to think rather than merely memorize a rule. It emphasizes the importance of learning concepts first, terms and rules second. On the other hand, the formal approach emphasizes teaching "by the rule," presenting the concepts by lecturing,
pointing out examples while lecturing, and having students read expository material on the structure from their usage textbooks. This kind of presentation is followed by identification of the construction in examples which illustrate a general rule or principle. Following practice in identification, students usually apply the rule to drill materials.¹

From the articles in Table 3, there seemed to be a decline in the use of the traditional method. The major arguments against the traditional methods have been three-fold: the grammarians of the school maintained a somewhat hidebound position on usage. They tended to accept as correct whatever was in conformity with the rules, abstractly and logically derived, and to reject any usage which failed to fit the rule, regardless of the person or the social class from which he came. In an attempt to describe the structural method, two features are important: language is viewed as vocal behavior, which implied that writing is a secondary or derived form of it. In addition, the definition characterizes the vocal behavior as being patterned. The task of the grammarian is one of describing the patterns of

which the language consists, as they are manifested primarily in speech and secondarily in writing. Of transformational rules, Guth maintains that these rules provide methods for demonstrating differences between certain superficial structures; they show how basic sentences can be expanded for modification, co-ordination, subordination, or substitution.¹

Interpretative summary.—Teachers tended to recognize the importance of selecting the appropriate method for their students. While there was not a major agreement on any one method, each teacher selected a method which he or she felt would eliminate much misunderstanding and would answer the needs of his students. Of all the methods identified, inductive, formal, transformational, traditional, structural, and usage, it was concluded that more articles were written on the transformational method than on the others. It was also concluded that teachers are using these methods, but many of these teachers have doubts about the success of the new grammar. Although there were very few people in favor of the traditional method, the study reveals, however

that many of these writers still adhere to the traditional method.

**Trends Reflected Through Areas of Grammar**

Table 4 shows that major trends in the teaching of English are reflected through all of the areas mentioned. The articles do not overwhelmingly favor any one particular area because many of the trends are found to be included in more than one area of grammar. However, 28 or 11.8 per cent of the articles show interest in the parts of speech, while seven or 2.94 per cent articles emphasize the levels of usage. Thirty-one or 13.4 per cent of the articles indicate that teachers are very concerned about the principles of grammar. According to the teachers in these articles, students have difficulty in learning the principles of grammar. The rules which formally applied to the principles of grammar were vague to students and did not allow for freedom of thought.

**Interpretative summary.**—Current trends of grammar are reflected through all of the major areas of grammar, parts of speech, usage and principles of grammar. However, the table revealed that more articles were concerned with the principles of grammar because students are confused about the rules of grammar and the application of them. On the other hand, teachers have indicated that they are greatly interested in the parts of speech as an important area of grammar.
<table>
<thead>
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<th>Trends</th>
<th>Parts of Speech</th>
<th>Usage</th>
<th>Principles of Grammar</th>
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<td>Sentence Patterns</td>
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it was concluded that although trends of grammar are concerned with all the areas of grammar, each area is of equal importance depending on the students. The area of usage has presented problems to students, especially to the junior high school students who may not have learned which level they feel comfortable. Understanding the parts of speech is difficult also because students cannot see the relationship of words to each other in a sentence. It was concluded, however, that current trends in grammar are making the parts of speech easier to understand because of the simplicity of methods.

Identification of Trends Which Compare With or Contradict Those of the National Council of Teachers of English

The National Council of Teachers of English is the reference point for current practices in the classroom. Tables 5 and 6, although different, show the position taken by the Council on grammar. Table 5 lists two schools of thought on grammar: the traditional view and the modern view. The modern view is endorsed by the Council. Although it has not taken a definite position on any one trend, the Council signals its approval of current trends through basic concepts of language. Table 6 indicates the trends endorsed by the Council in regard to the trends in this study. The table shows that a large number of the trends in the articles are
# TABLE 5

**OPINIONS HELD BY DIFFERENT SCHOOLS OF THOUGHT ON THE ENGLISH LANGUAGE**

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<th>Traditional View</th>
<th>Modern View</th>
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<td>That since the language of a people should be uniform, the individual should use the same kind of language in all activities of his daily life.</td>
<td>That one varies his language to suit the various areas of his daily life.</td>
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<tr>
<td>That the rules of the English language are absolute and unchanging.</td>
<td>That there are no permanent, absolute rules for English, since it is constantly changing.</td>
</tr>
<tr>
<td>That verbal knowledge about the structure of language is indispensable to one's learning to use the language.</td>
<td>That language is primarily a habit of behavior, learned best through use -- under supervision -- of the language.</td>
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<tr>
<td>That languages is best taught through drill in which the child does over and over certain types of exercises.</td>
<td>That language is best taught in situations in which there is a need for members of the class to communicate with each other or with other groups and individuals.</td>
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<tr>
<td>That the teacher’s basic responsibility in the language arts program is to teach the written forms of language; that through concentration on composition, the child will carry over what he has learned to speaking and listening.</td>
<td>That each of the communication arts -- reading, writing, speaking, listening -- presents unique problems for the learner; that skill in one does not insure comparable skill in the other.</td>
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<table>
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<th>Trends</th>
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<th>Disagree</th>
<th>Undecided</th>
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<tr>
<td>Transformational grammar</td>
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<td></td>
<td>43</td>
</tr>
<tr>
<td>Usage</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinction between &quot;grammar&quot; and &quot;usage&quot;</td>
<td></td>
<td></td>
<td>6</td>
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<tr>
<td>Emphasis on American language</td>
<td>20</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Emphasis on diagnostic and achievement tests</td>
<td>15</td>
<td>2</td>
<td>6</td>
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in favor or agreement with the trends advocated by the Council. A relatively small number disagreed, while a few were undecided. The table also shows that more trends were advocated by the Council than were mentioned in most of the articles in this study. The Council has listed more trends because it listed some of the minor ones which, according to the study, show that teachers have concerned themselves for the present with the major trends. As for the trends taught in the classroom, the Council feels "It may be safely assumed that in the secondary school, the major objective of the English teacher . . . is to help students to learn how to listen, to spell, to speak, to read, and to write better, and that he is trying to discover the best way of teaching grammar to achieve this end." The Council recognizes that students cannot live according to the standards and patterns of the former agricultural life. Today they must learn to live in cities, they must learn to earn a living by money wages; they must try to create and maintain a home and family life despite many obstacles and conflicting demands confronting them. To meet some of these problems, students should be given careful supervision on the language arts program. The

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problems of communication must be solved now. The Council has given strict attention to classroom English and agrees with leading linguists that the new grammar is destined to change previous approaches to teaching. Here are some major modern grammatical concepts:

1. English is not a highly inflected, "synthetic" language like Latin, which expresses meaning not only by relationships of words to each other, but primarily by adding inflectional endings to a root. We know that "viam" is an object in a sentence, even though we cannot see the other words in their relationship to it. English is a "distributive" or "analytic" language, more like Chinese, in which the position of the word in relation to other words is a major device to show meaning in written communication. English is also like Chinese in that a system of stresses and pitches ("tone" in Chinese) signals the meaning of words in spoken communication.

2. Most scholars agree that the trend in English is toward using an invariable word form in place of an inflected one. Where no such form is available, the tendency is to drop the endings of the inflected form in order to produce an invariable symbol. An example of this trend is the growing use of "that" instead of the inflected relative who and whom.

3. Much of the latest linguistic research represents an attempt to discover or categorize the basic patterns or arrangements of words in sentences. The five most common sentence patterns are variously described as (1) "noun-verb" or "subject-predicate," (2) "noun-verb-noun" or "subject-verb-object," (3) "noun-linking verb-noun" or "subject-verb-predicate word," (4) "noun-verb-modifier," (5) "noun-verb-noun-noun" or "subject-predicate-indirect object-object" or "subject-predicate-object-object complement."
4. The arrangement of words in sentences is the basic method by which extended meanings are expressed in English. Word order, the position of a word in relation to other words, is of primary importance. In an inflected language, in contrast, the arrangement of these words is of secondary importance, for the inflectional endings of the nouns and verb will convey the sense.

5. Parts of speech in English should not be described merely notionally, but should also be identified by inflectional endings, function in the sentence, and "signals" associated with them. Nouns may also be defined as words that form their plurals by adding "s," their possessives by adding "s'" or "'s." To be sure of the "parts of speech" the system of stresses in spoken English should be understood.1

Interpretative summary.—In response to the trends advocated by the National Council of Teachers of English, a high per cent of teachers were in favor of current offerings in grammar. While a few disagreed on the value of the trends in the classroom, none of the writers rejected the idea of exposing students to the new grammar because it is unified in approach. It was concluded that trends in this study accord with those of the Council although Table 5 revealed that the Council recognized more trends than were mentioned in most of the articles. But because of the rapid developments in language, only the major trends have been explored in depth by

1 John Lewis and Jean Sisk, op. cit., pp. 411-413.
the writer in this study. Each table in this study has been designed to deal with the questions on current trends. Of the 42 articles written, a large majority of writers mentioned research studies or linguists whom they used as sources. The Council, likewise, mentioned linguists for investigations. While the Council did not address itself directly to questions set forth in this study, many of the statements published by the Council indicated that no specific criteria for teaching English had been formulated, but teachers should be aware of the problems of society and teach those trends which are in accord with the needs of students. It was concluded that because current trends are in their formative stage, the Council is somewhat reluctant about prescribing rules as to what the best method of teaching grammar is. However, those trends listed in this study have been recognized by the Council.

The concepts set forth by linguists and the Council show that a grammatical revolution is under way. This revolution has now spread to classrooms. While the study shows that many teachers are followers of linguistics, there are still teachers who are not aware of the change in grammar. The linguists' primary purpose is to reveal the actual means by which the relationships of the words in sentences are indicated. These means are not only grammatical inflections, but pauses, intonations, and a system of word arrangement by
which the subjects, predicate verbs, objects in the sentences are recognized in speech. These are the aspects of language which need further study. As research continues in the area of linguistics, every attempt is valuable in ridding the language of impurities.
CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS
AND RECOMMENDATIONS

Summary and Recapitulation

The primary objective of language is to communicate thought from one person to another. As a means of providing the necessities of life and the security of social intercourse, language is quite valuable. It is through language that impressions are made upon others. Since language is man's chief instrument of social interaction, every effort must be made to provide effective communication. The medium responsible for co-ordinating activities for effective communication is the school. Within the school are facets which contribute to one's growth and independence. One of these facets is the area of English which encompasses the entire scope of language. The teaching of English, generally thought to be simple, is complex because of the wide range of coverage. Understanding English means having an awareness of how language works from a simple statement to an intricate poem. Thus, it is the responsibility of the English teacher to help students alleviate difficulties in language to enhance communication. The teacher of English attempts to develop in students the ability to think, to communicate, and to understand the values of mankind. Stu-

49
Students differ greatly in their understanding of language even to the extent that they learn grammar. It is common knowledge that students have varied needs according to their backgrounds and stages of development. Knowledge of grammar does not make a student a better person, but it does help him to convey his thoughts and enable him to communicate intelligently in society. Teachers and students must realize that improvement of one's grammar is fundamental to society. Because of the rapid growth of society, grammar as a medium for communication has become of great interest to business establishments. Their argument is that English teachers are not preparing students of today for social interaction. Teachers themselves recognize this problem and have attempted to meet the challenge. Since the introduction of the new grammar in classrooms, teachers are beginning to feel as thought they now can cope with the problems of communication because they have the tools with which to work.

As a prospective teacher of English, the writer became interested in securing information on ways to improve grammar through reading books in class which discussed current trends in grammar. Because of the complexity involved in some of the trends, the writer attempted to investigate leading authorities in grammar and articles in professional magazines to enhance her understanding of practices which
will inevitably be used in her classroom.

To eliminate some of the confusion about grammar, it is hoped that this study will aid teachers who are reluctant about using current trends and that they will incorporate some of these ideas within their present practices. It is hoped further that an interest in grammar may be engendered to encourage persons to conduct a more detailed study of current trends.

The problem involved in this study was to examine periodicals, The English Journal, Publication of Modern Language Association, and the National Education Association Journal to analyze articles written on grammar from January, 1960, through June, 1968, and to see to what extent did these trends accord with or contradict current positions endorsed by the National Council of Teachers of English.

The general purpose of this study was to survey current trends in grammar in selected periodicals. More specifically, the study proposed to answer the following questions:

1. With what grade levels were the reports concerned and did there appear to be a predominance in treatment of work with junior high or senior high school students?

2. What, if any, were the specific methods of teaching grammar which were clearly identifiable in the articles?

3. To what extent, if any, did the writers of these articles appear to adhere to a
definite type of methodology or to what extent did they appear to be more eclectic in approaches?

4. Were major trends in the teaching of English reflected through these articles in the following areas?
   a. Parts of speech
   b. Usage
   c. Principles of grammar

5. Did these trends accord with or contradict those advocated by the National Council of Teachers of English?

For purposes of this study, the following terms were defined:

1. "Content analysis" is the systematic examination of current records or documents as source of data. It may be used to classify and evaluate the content of documents according to established criteria.

2. "Grammar" is the theory and principle used to describe word form and functions and to show the relationships among words.

3. "Traditional grammar," a term which has been criticized as being too authoritarian in attitude, is the grammar which has been taught in secondary schools since the latter part of the Nineteenth Century.

4. "Linguistics" is the scientific study of the principles of language used to describe the language and analyze speech patterns. Included in this broad field are structural grammar, transformational grammar, sentence patterns, and modern practices of usage.

The study was confined to the examination of specific books on grammar and periodicals written from January, 1960,
to June, 1968. This study was limited in terms of the instrument used. The checklists were comprehensive in content, but they could not take the place of actual contact with the writers of the articles or with the authorities against whom the writer analyzed the trends.

The locale of this study was Trevor Arnett Library, Atlanta University, and the Atlanta Public Library, during the summer of the 1967-68 school year.

The descriptive survey method of research, employing the specific technique of content analysis was used in this study. The appropriate articles were identified and carefully analyzed for data essential to answering the questions posed as purposes of this study.

The materials used in conducting this research were gathered from The English Journal, Publication of Modern Language Association, and National Education Association Journal. The issues covered a period of eight years, January, 1960, through June, 1968. The instruments were checklists. In formulating the checklists, the writer was interested in securing information from the articles concerning (1) grade level with which the major portion of treatment was done; (2) identification of methods of teaching grammar; (3) trends which reflected treatment in major areas of grammar; and (4) trends which compared with or contradicted those of
the National Council of Teachers of English.

The procedural steps used in the conducting of this research were:

1. The literature related to this study was reviewed, summarized, abstracted, and presented in the thesis copy.

2. The periodicals which constituted the basic sources of the study were selected for their coverage of the problem in the research.

3. The information gathered from the periodicals was described in terms of current trends in grammar.

4. A series of checklists were constructed to fulfill the purposes of the study.

5. The conclusions and implications and recommendations were formulated and incorporated in the finished thesis copy.

Summary of Related Literature

A summary of the related literature is to be found in the following statements:

1. Content analysis uses as sources the collection of records already in existence. The survey types of documentary analysis expresses the results in quantitative terms, and in the studies of an earlier period was concerned with counting and frequencies rather than with the meaning or message within the documents analyzed.1

2. An earlier form of content analysis used textbooks as sources dealing with such frequencies or measures as: sentence length, word difficulty, tables, content topics, space allotment, and vocabulary load. These forms proved valuable in textbook writing and in instruction to select the vocabulary appropriate for a certain grade level.  

3. Content analysis is usually applied in educational research to analyses of textbooks, story-content studies, and the examination of periodical or newspaper content.  

4. For the teacher of English, the most important development in the last two or three decades has been the rise of linguistics. Linguistics identifies itself by stressing speech. Speech is the language; writing is a derived form, a substitute for speech.  

5. Grammar should be taught to help students to analyze and understand parts of a sentence that they can strive continuously for variety, interest, and exactness in sentence structure.  

6. The great shift in thinking about grammar over the last two decades has been a shift in organizational perspective. Instead of having students follow an outline of grammar as a body of knowledge, they are now asked to speak and to write, to note wherein their speech and writing are effective or ineffect-

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1Bxelson, op. cit., p. 20.  
2Gpud, op. cit., p. 247.  
3Guth, op. cit., p. 28.  
4Roberts, op. cit., p. 132.
tive, and to discover how the known principles of usage or sentence structure can help them to overcome the specific weaknesses in their own expression.¹

7. Since the Eighteenth Century, the English language has slowly replaced Latin as the model for correctness in grammar. While outdated rules of grammar are still being used in classrooms, grammarians of today are advocating a movement toward a more realistic attitude toward language and a more accurate description.²

8. Current trends in grammar have created a revolution in schools through reorganization of the study of grammar. Instead of being abstract, grammar is now being taught in a manner that students can understand and put to use in their everyday conversation.³

9. Trends in grammar are diverse, but some of the typical ones are structuralism, transformationalism, usage and sentence patterns.⁴

10. Although progress has been made toward a more realistic attitude toward grammar, traditional concepts, definitions in grammar are yet being used. Many texts and teachers still present the traditional eight parts of speech and use definitions based on abstract meaning.⁵

¹Sauer, op. cit., p. 73.
²Hook and Mathews, op. cit., p. 68.
³Baugh, op. cit., p. 107
⁴Francis, op. cit., p. 299.
⁵Lewis and Sisk, op. cit., p. 409.
Summary of Basic Findings

The summary of the basic findings of this study presented as a result of examinations of articles on current trends in grammar is presented below:

1. An analysis of articles on current trends in grammar reveals that articles were written by researchers, grammarians, and teachers, but the majority of the articles were written by classroom teachers relating their experiences with the new grammar.

2. Fifty per cent of the writers agreed that the new grammar helps to encourage students to assess values of their immediate experiences and to communicate their own thoughts.

3. Articles in the study show that teachers on both the junior and senior high school levels are interested in the new grammar, but there is a predominance of work with the senior high level. While 20 or 8.4 per cent of the articles were written by senior high school teachers, only seven or 2.94 per cent were written by junior high school teachers.

4. Although more articles were written by senior high school teachers, the general consensus is that the junior high school level may be the best time to introduce students to the new grammar.

5. The methods of teaching grammar identified in the articles were the inductive, formal, traditional, structural, transformational, and method of usage. Of the articles written, 14 or 5.9 per cent were in favor of the transformational method, 10 or 4.2 per cent favored the structural method; nine or 3.78 per cent, for the inductive method; seven or 2.94 per cent, for usage; three or 1.26 per cent, for the traditional method, and
one or .42 per cent article was in favor of the formal method.

6. The study revealed that the writers employed a different type of methodology in their articles. While the writers were in favor of different methods, in most instances, they are the same ones generally advocated by linguists except for the traditional method which a few writers used. With the current methods, some of the teachers have not been able to gear instruction for all of their students. While one method may help the slow learner, that same method may not help the superior student. However, these teachers are experimenting with the methods to determine which ones are best suited for their classes.

7. In all of the articles, the parts of speech, usage or principles of grammar were reflected through major current trends. Twenty-eight or 11.8 per cent of the articles reflected interest in the parts of speech while seven or 2.94 per cent emphasized the levels of usage. Thirty-one or 13.4 per cent of the articles revealed that trends are reflected through the principles of grammar. On each grade level, a number of teachers found that current trends help the writing of students because they can recognize the contributions of each part of speech.

8. The National Council of teachers of English has dedicated itself to aiding mankind. A major goal of the Council is to develop in students the ability to use the English language as an effective instrument of thought and communication. Teachers must dedicate themselves to helping students also. The Council indicated that while many teachers are teaching the new grammar, there are still some who are not aware that a revolution in grammar is taking place.
9. Trends advocated by the Council are structural grammar, transformational grammar, usage, distinction between "grammar" and "usage," emphasis on the American language, and emphasis on diagnostic and achievement tests.

10. Trends in these articles do accord with most of those advocated by the Council, but the Council has listed more trends than were listed by the writers in the articles.

Conclusions

The interpretation and analysis of the data presented in this study appear to warrant the following conclusions:

1. Articles on current trends in grammar were written by teachers, grammarians, and researchers. However, most of the articles were written by teachers who were either defending their use of the new grammar or were relating their experiences in the classroom.

2. Most of the writers were in essential agreement concerning the value of the trends. Each writer had experiences with the new grammar and appeared optimistic about the future of the trends in the classroom. However, in spite of an overwhelming agreement, some teachers were still reluctant about abandoning the traditional approach to grammar.

3. Teachers on both the junior and senior high school levels are using the new grammar, but there is a predominance in treatment on the senior high school level. Although more articles were written by senior high teachers, there appeared to be a general agreement that students should be exposed to the new grammar at the junior high school level.

4. The specific methods of teaching grammar were the inductive method, formal, transformational
traditional, usage, and structural. These methods were used by different teachers according to their classrooms. Teachers using these methods did so on the basis that needs of students would be answered. Most of the methods allow for freedom and eliminate much of the confusion about skills in English.

5. No one approach appears to meet all of the basic needs of students, especially the slow learners. But teachers agree that if all teachers are trained adequately, all students can be helped regardless of their ability.

6. Writers of these articles did not adhere to any one method because of various reasons: individual needs of students, teachers’ competence in handling the methods and general interest in certain methods. Of the methods in vogue, writers did follow at least one.

7. Major trends were reflected through the parts of speech, usage, and principles of grammar. More articles mentioned the principles of grammar because of the difficulty which students have in learning rules. However, the parts of speech appear to be the area of grammar in the trends which are simplifying the relationship of words to each other in sentence drill and in writing.

8. A brief examination of the clearly identifiable methods follows:

a. The inductive method encourages students to observe language and arrive at conclusions for themselves. It emphasizes the importance of learning concepts first, terms and rules second.

b. The formal approach emphasizes presenting the concepts by lecturing, pointing out examples while
lecturing, and having students read expository material on the structure from their usage textbooks.

c. Traditional method is taught by following the rules of grammar and applying them in sentences.

d. Structural grammar emphasizes the importance of speech. The aspects of language are taught by having students study phonetics and other related areas.

e. Transformational grammar shows how basic sentences can be converted or expanded for substitution or modification of other sentences.

9. The National Council of Teachers of English advocates the following methods: structural grammar, transformational grammar, the levels of usage, distinction between "grammar" and "usage," emphasis on the American language, and emphasis on diagnostic and achievement tests. While the writers did not list all of the trends advocated by the Council, trends which were listed by the writers do accord with those of the Council. The latter three trends mentioned by the Council are considered by many teachers to be minor trends which will gain impetus in the future.

10. The Council has not advocated any specific grade level for the new grammar, nor any specific method for instruction because enough research has not been conducted to determine the answers to these problems. But it seems logical to conclude that as long as teachers are using the new grammar and find that these trends do meet the needs of students in helping them to communicate effectively in everyday conversation and eliminate vagueness in the language, the Council signals its approval.
II. The National Council of Teachers of English strongly urges teachers to acquaint themselves more with the new grammar in order for students to benefit more from instruction.

Implications

The analysis and interpretation of the findings of the research appear to warrant the following implications:

1. Current trends in grammar are meeting the needs of students through thorough instruction of qualified teachers and materials adaptable to individual students. On the other hand, some teachers are doubtful about the new grammar and are hesitant about abandoning the traditional approach. While the new grammar has great merit, these teachers wonder if it will solve all the problems of grammar. To this end, the traditional approach is being used.

2. Instances of contradictory statements concerning the teaching of current trends in the classroom indicated that teachers need deeper insight into the new grammar.

3. There is a need for more extensive knowledge about the methods to determine where instruction should start and what methods should be adapted to the slow learners and the other students.

4. Teachers are not taking advantage of abundant literature which would solve much of the confusion about the new grammar.

Recommendations

The analysis and interpretation of the findings of this research seem to justify the following recommendations:
1. That more teachers be aware of current trends and attempt to seek further training for more effective instruction.

2. That teachers seek further knowledge on teaching the new grammar to junior high school students. If not exposed to all of the trends, students at this level should at least study the levels of usage since these students have not completely identified with any social group in speech.

3. That specific use be made of leading linguists' books and manuals when planning to teach grammar.

4. That follow-up studies be made of this research by which more literature on linguistics will be available to prepare for better instruction of teachers.
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