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I am submitting herewith a dissertation written by Tamronglak U-nakarin entitled "A Descriptive Analysis of the Teaching of English to Non-English Speakers at The University of Tennessee, Knoxville." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the degree of Doctor of Education, with a major in Curriculum and Instruction.

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A DESCRIPTIVE ANALYSIS OF THE TEACHING OF ENGLISH
TO NON-ENGLISH SPEAKERS AT THE UNIVERSITY
OF TENNESSEE, KNOXVILLE

A Dissertation
Presented for the
Doctor of Education Degree
The University of Tennessee, Knoxville

Tamronglak U-nakarin

August 1988

TO THE MEMORY OF MY FATHER

ACKNOWLEDGMENTS

It is a pleasure to have the opportunity to acknowledge the scores of people who contribute to the successful completion of this dissertation. My thanks go first to the 188 subjects who participated in the study. The tasks they were asked to perform required a certain amount of time and effort, which they generously gave, despite their own busy lives and schedules. Because the questionnaires were anonymous, I can only express my appreciation to these groups of subjects in a collective fashion. This study would not have been possible without their cooperation.

I am especially grateful to the members of my dissertation committee, Dr. Mark A. Christiansen, Dr. Donald J. Dessart, Dr. Robert H. Orr, Dr. Anand K. Malik, and Dr. Patricia D. Wiley. They offered valuable advice and suggestions when I came to them. It has been a privilege and a pleasure to work with them ; all doctoral students should be as fortunate as I was in their choice of committee members.

My sincere thanks go to Dr. Richard and Britt Wisniewski, who provided me with love and understanding in countless ways. They were always helpful and supportive during my study at UTK. My thanks also go to the Department of Curriculum and Instruction for supporting me financially throughout the years.

Special thanks are due to Ann Lacava whose advice was all that one could hope for from a thesis consultant and whose encouragement was beyond that which one could rightfully expect from a friend.

I would also like to thank two special friends--Jerm Saengchaithip and Arunee Wongpiyasatid--whose confidence in me and in the research project never wavered. This knowledge was always a source of strength and encouragement to me. Without their friendship, this study and I would surely be the poorer.

Finally, but most of all, the investigator wishes to mention the debt owed her parents, who, through the opportunities they afforded the investigator in her youth, were largely responsible for the foundation and interest developed in travel and study abroad. Without their constant encouragement and sacrifice, none of this would have been possible. I dedicate this work to them.

ABSTRACT

The purpose of this study was to survey the general status of teaching English to non-English speakers at The University of Tennessee, Knoxville. This survey was limited to 175 non-native speaking students attending classes for foreign students operated by the English Language Institute, the International House, and the English Department as well as 15 teachers teaching at the three units stated. Ninety-eight per cent, or 188 subjects, responded.

The data were collected during Winter Quarter, 1988. Questionnaires and interviews were the primary instruments used in gathering the data.

The findings of this study were summarized as follows :

- 1). The objectives of the programs in teaching English to non-English speakers were stated clearly in all three units.
- 2). The instruction in the three units was geared to the auditory learners.
- 3). Culture seemed to be the area of neglect in the classes operated by the English Department.
- 4). Only 30 per cent of participating teachers had their degrees in Teaching English as a Second/Foreign Language.
- 5). The majority of participating teachers appeared to be familiar with the development in the field of Teaching English as a Second/Foreign Language.
- 6). Grammar was reported to be the course that the teachers in two units--the English Language Institute, and the English Department--enjoyed the least. However, all participating teachers seemed to agree that grammar was to be taught and emphasized in non-English speaking student classes.

- 7). Chalkboard was the number one teaching aid used most often in class.
- 8). The majority of students in all three units reported their belief to make use of the English courses they had learned in some form in the future.
- 9). The number of teachers teaching classes for foreign students operated by the English Department, as compared to the other two units, seemed to be insufficient.
- 10). The students' TOEFL scores in all three units showed positive correlations with their length of time studying English.

Based upon findings from the study, several recommendations were made for improvement of the programs of teaching English to non-English speakers at the surveyed units.

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CHAPTER I

PROBLEM AND PROCEDURES

I. INTRODUCTION

There is an evolutionary trend underway in American higher education that will produce increasing numbers of non-English speaking students in the colleges and universities in the United States. Student bodies will broaden in nationality, just as they have broadened in race, sex, and age (Berendzen, 1981). Even though the number of foreign students at American colleges and universities has slowed significantly since the late 1970's, when it exceeded ten per cent a year, its number rose noticeably during 1982- 1983 to a total of 336,985 (Scully, 1983).

Traditionally, the reasons that many non-English speaking students are on American university campuses, including The University of Tennessee, are as follows :

- 1). Learning and knowledge are universal, and both the university and the students benefit from the fullest interaction with the world's diversity ;
- 2). Universities of the world's most developed countries have an obligation to assist in the higher education of students from countries where comparable facilities are limited ;
- 3). Students from abroad who attend colleges and universities in the United States can acquire a personal understanding of American society, people, and ways of life ; and
- 4). Foreign students provide American students with an opportunity to learn about different cultures.

According to the Office of Student Data Analysis, the total number of non-English speaking students enrolling at The University of Tennessee, Knoxville, in 1987 was 839, or 3.27 per cent of the student body. There are three primary facilities at The University of Tennessee, Knoxville that have been working closely with non-English speaking students. These three academic units--the International House, the English Language Institute, and the English Department--have offered courses specially designed for students whose native language is not English.

Although The University of Tennessee has enrolled students from foreign countries for more than 50 years, no studies have been done to provide empirical data on the teaching of English to non-English speaking students on campus.

II. STATEMENT OF THE PROBLEM

According to a committee of the American Council on Education, the number of foreign students at American colleges and universities could increase from about 312,000 in 1980-1981 to more than one million in the early 1990's. Non-native English speakers could represent ten per cent of all students on American campuses, compared with 2.7 per cent in 1980.

Should the projections prove true, "the character of U.S. campus life will change dramatically over the next decade as foreign students come to represent a significant segment of the student body" (Scully, 1981, p. 1).

The growth in the number of foreign students will require major adjustments by society which has to be educated about the respective cultures from which the students come. Changes also will be required of universities. Strong programs in English as a

second language must be developed. However, "description of the phenomena in which any program works is necessary before much progress can be made in solving problems" (Van Dalen, 1966, p. 203).

Since information concerning the nature of the academic programs on the field of teaching English to non-English speakers at The University of Tennessee was not available, no analysis of this issue has been done. Therefore, the investigator believed that it was possible to start collecting data from the three units where courses in teaching English to non-English speakers were offered. In providing such information, this study sought to identify the problems, if any, confronting both teachers and students in the existing programs of teaching English to non-English speaking students.

III. PURPOSE OF THE STUDY

This study was designed to survey the general status of teaching English to non-English speaking students during the Winter Quarter, 1988, at The University of Tennessee, Knoxville. The subjects were students who currently

- 1). were enrolled at the English Language Institute ;
- 2). were taking courses specially designed for foreign students offered by the English Department ; and
- 3). were attending classes offered at the International House.

The investigator, from the data gathered, sought to describe the programs on teaching English to non-English speaking students offered by each individual unit and the reasons why each program existed. The results of this study will be used to formulate recommendations for improving the programs for teaching students whose native language is not English.

By completing this project, the investigator has learned much about the teaching of English as a second or foreign language from another perspective as compared to what exists in Thailand. As a result of this study, improvement in both theories and practices in each program offered could be accomplished.

IV. SIGNIFICANCE OF THE STUDY

According to The University of Tennessee, Knoxville, *Guidelines on Foreign Student Enrollment*, released May 10, 1982, by the Chancellor's Office, the maximum number of foreign students enrolled in this campus should not exceed five per cent of the total student enrollment. For Fall Quarter, 1987, the number of foreign student enrolled was slightly over three per cent of the total enrollment. Suggested ways of increasing the number of foreign students were as follows :

- 1). working through the International Student Exchange Program or the Division of International Education, and
- 2). sending information and application materials to bi-national centers and informational libraries in foreign countries. As a result, it is expected that the number of students whose native language is not English will surely increase in the near future.

Since the presence of foreign students could be a significant factor at The University of Tennessee, it seems that the pressing need for The University is to prepare to cope with foreign students in an effective, constructive manner. Before any improvement can be made, a basic concern in the investigator's opinion is finding out the general description or status of the existing programs designed for foreign students. Because there was a considerable lack of information directly related to the existing

programs of teaching English to foreign students, the investigator decided to study the general status of these programs.

By completing this study, the investigator hoped to bring serious attention to the program of teaching English to non-English speaking students at The University of Tennessee, Knoxville. The description presented can be used to improve the existing program and to serve as a basis before any progress can be executed.

V. DELIMITATIONS OF THE STUDY

This study was concerned with the general status of the teaching of English to non-English speakers at The University of Tennessee, Knoxville. It aimed at collecting detailed, factual information that described existing phenomena and identified problems. It did not seek to explain relationships, test hypotheses, and/or make predictions.

The results of this study were gathered from the specific groups of people who were currently dealing in some way with non-English speaking English courses offered at The University of Tennessee, Knoxville, during Winter Quarter, 1988. These groups of people included administrators, teachers, and students in three units--the English Language Institute, the International House, and the English Department.

As a result of the delimitation stated above, the results of this study may or may not be applicable to the teaching of English to non-English speaking students as a whole or in other places apart from The University of Tennessee, Knoxville. Moreover, the instruments revealed only what the subjects in the study were able and willing to reveal. There could have been differences in the perceptions of those whose working experience, educational experience, and length of time studying English are different.

VI. ASSUMPTIONS

For the purpose of this study, the following assumptions were made :

- 1). that teachers were professionals and, as such, were competent to make valid judgments concerning the teaching of English to non-English speaking students;
- 2). that the teachers of English as a second language in the three surveyed units were qualified by their experience to evaluate and recognize the skills and kinds of knowledge most necessary for effectively fulfilling and organizing the program of teaching English to non-English speaking students ; and
- 3). that the subjects who answered the questionnaires completed them objectively with frankness and honesty.

VII. PROCEDURES

This study was mainly descriptive in its nature. It built upon the existing literature and research in the field of teaching English as a second or foreign language.

To implement this study, the investigator made a review of the available literature on the topics that were related to the teaching of English to non-English speaking students. Using the review of literature as a guide, the investigator developed questionnaires to be used for the purpose of collecting data.

During Winter Quarter, 1988, four questionnaires concerning the topic of the study were distributed: the first to teachers (Appendix A), the second to students at the English Language Institute (Appendix B), the third to students at the International House (Appendix C), and the fourth to foreign students in courses specially designed

and taught by the English Department at The University of Tennessee, Knoxville (Appendix D).

VIII. DEFINITION OF TERMS

For the purpose of this study, some major terms used in this dissertation are defined as follows :

English Department refers to the Department of English at The University of Tennessee, Knoxville.

English Language Institute (ELI) refers to the English Language Institute at The University of Tennessee, Knoxville, located at 907 Mountcastle Street, Knoxville, Tennessee.

International House (I-House) refers to the Center for International Education at The University of Tennessee, Knoxville, located at 1515 West Cumberland Avenue, Knoxville, Tennessee.

Personnel refers to staff employed in the English Language Institute, the International House, or the English Department at The University of Tennessee, Knoxville.

Student is one

- 1). who currently is enrolled at the English Language Institute;
- 2). who is taking a course specially designed for foreign students offered by the English Department ; or
- 3). who is currently attending classes offered at the International House during Winter Quarter of 1988.

Teacher refers to both full-time and part-time personnel who currently teach at the English Language Institute, the International House, or the English Department at The University of Tennessee, Knoxville, during the period of this study.

Teaching English to Non-English Speakers ; Teaching English to Non-English Speaking Students ; and Teaching English as a Second or Foreign Language are used synonymously in this study. It refers to the teaching of English to students whose native language is not English.

Test of English as a Foreign Language (TOEFL) is a standardized test of English proficiency published by Educational Testing Service in Princeton, New Jersey, U.S.A. This test is used by many American and Canadian colleges and universities, including The University of Tennessee, Knoxville, as part of admission requirements for foreign students whose native language is not English.

IX. ORGANIZATION OF THE STUDY

This study sought to provide information about the teaching of English to non-English speaking students at The University of Tennessee, Knoxville.

Chapter I gives an introduction to the study, statement of the problem, purpose of the study, its significance and the plan for executing the project. This chapter also describes the delimitations of the study, its assumptions underlying this study, and definition of terms.

Chapter II focuses on the literature of teaching English to non-English speakers in particular. The related areas of literature that were also examined are the following : teaching English as a second language, teaching English as a foreign language, and teaching English to speakers of other languages.

Chapter III enumerates the procedures followed in order to conduct this study. It includes data collection procedures, the research instruments, population of the study, and treatment of the data.

Chapter IV presents an analysis of the data collected. It provides the information on the teaching of English to non-English speakers in three units studied--the English Language Institute, the International House, and the English Department--at The University of Tennessee, Knoxville. Characteristics of both teachers and students in each individual unit are also presented and analyzed in this chapter. An attempt had been made to find the correlations of TOEFL scores with different variables obtained from the questionnaires.

Chapter V consists of a summary of the study as well as some major findings based on the analysis of data. The study concludes by presenting implications and recommendations to improve the program of teaching English to non-English speakers.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

I. INTRODUCTION

The program of teaching English to non-English speakers or foreigners at The University of Tennessee, Knoxville, is still in its preliminary stage of development. In 1981, the *Guidelines on Foreign Student Enrollment* was developed and approved by both the Graduate and Undergraduate Councils. These guidelines, approved by the Faculty Senate on January 18, 1982, showed that The University of Tennessee was moving to realize more fully the importance of the presence of foreign students on campus.

Because of insufficient research directly related to the teaching of English to non-English speakers at The University of Tennessee, Knoxville, the investigator started this review by surveying the trends and important issues in teaching English as a foreign or second language and teaching English to speakers of other languages which are applicable to the teaching of English to non-English speakers.

II. FOREIGN STUDENTS IN THE UNITED STATES

Since World War II, increasing numbers of foreign students have been coming to the United States to pursue university studies (Huckin & Olsen, 1984). Foreign student enrollments during this time have grown at an average annual rate of more than ten per cent. The American Council of Education's Committee on Foreign Students and Inter-

national Policy recently predicted enrollments of more than one million foreign students in American colleges and universities by the early 1990's (Scully, 1981). In the 1983-1984 academic year, some 339,000 foreign students were enrolled in U.S. colleges and universities, a considerable increase over previous years (Institute of International Education, 1984). It appears likely that the one million mark will be reached before the turn of the century.

Most of these foreign students have studied English for many years and have received satisfactory scores on the Test of English as a Foreign Language (TOEFL) or some other test measuring their English proficiency. Nevertheless, their English is often weak, especially in the productive skills of speaking and writing (Huckin & Olsen, 1984). A fairly high TOEFL score (500 or higher) does not guarantee academic success, and does not ensure that students will have the speaking, writing, and note-taking skills necessary to carry on university work.

Lopez's study (1977) revealed that there was little correlation between TOEFL and grade point average. It was concluded that other measures of English proficiency were as acceptable as the TOEFL. Alsaffar (1976) voiced his opinion towards the TOEFL that it should be handled with caution. Moreover, "international students should be admitted according to an open admission basis, while being given concurrent help in English" (p. 96).

There is little evidence regarding the relationship between foreign students' scores on the TOEFL and their academic success (Hale, Stansfield & Duran, 1983). This is due at least in part to the complexity of the concept of language proficiency (Canale, 1983) and in part to the difficulty of measuring the variety of the English language skills necessary for academic success (Cummins, 1983).

According to Canale (1983), the language used for communication involves an ongoing process of negotiation and evaluation which are both subtle and complex. In view of this, there are four major components of the communication process. The most obvious one is grammatical competence, which consists of knowledge of vocabulary, pronunciation, spelling, and word and sentence formation. The second component is sociolinguistic competence, which consists of rules of appropriate use of forms and meaning in different contexts. The third one is discourse competence, which includes the knowledge required to combine forms and meaning to achieve unified spoken and written discourse. Finally, there is strategic competence, which includes the knowledge of verbal and non-verbal communication strategies. It has been suggested that the foreign students will have to master these important aspects for successful study at an American college or university.

Most foreign students are aware of their weakness, of course, and genuinely desire to improve their English communication skills. Indeed, according to Huckin and Olsen (1984), one of the principal reasons foreign students give for coming to the United States in the first place is for improving their English. Therefore, one might expect that foreign students would sign up in large numbers for courses in English as a second language. The fact is, however, that relatively few of them do so. Only about four per cent of non-native English speakers are enrolled in intensive English courses (Scully, 1983) , and probably even fewer take non-intensive courses.

III. PROGRAMS IN TEACHING ENGLISH AS A SECOND LANGUAGE

Most English as a second language (ESL) educators would agree that the goal of the ESL program in higher education is to produce students whose listening, speaking, reading, and writing skills in English allow them to succeed in their university classes, and in Ostler's (1980) terms, "to compete on an equal basis with American students" (p. 501). The ability to reach such a goal and to produce such students depends not only on the classroom activities but also on the ESL program as a whole.

The focus of most research in teaching ESL has been on methodology and applied linguistics as they are emphasized in classroom instruction and textbook use. Little attention has been paid to the larger issue of how the ESL programs serve the needs of the university and the foreign students who study in American colleges and universities.

In 1985, however, Dehghanpisheh conducted a survey of ESL programs at 28 selected American universities, which was updated in 1986 and 1987, respectively. According to this study, ESL freshman English programs could be classified into four models--the conservative model, the traditional model, the bridging model, and the progressive model. The differentiations among these four are as follows:

The Conservative Model

The conservative model is the simplest of the four. It maintains the same program for ESL students as the one that is designed for native English speaking students, with minimal modifications to accommodate the special needs of foreign students.

There are two options in this model. Foreign students who have not attained the required TOEFL score need to take intensive English classes for non-admitted students,

while those with the required TOEFL score take credit-bearing freshman English classes designed for foreign students that are supposed to parallel the standard freshman English course for native speakers. These students, meanwhile, carry full academic loads.

As compared to the other models, the conservative model is probably the weakest. It has been called the "sink or swim" model by Hargett and Olswag (1984), since the student is given little help in making the adjustment from full-time language classes to full-time university classes. It is assumed that after students have attained a specified TOEFL score, their language abilities are then fully adequate for university work, and students are given a load and schedule identical to that of a native speaker.

The freshman English course for foreign students in the conservative model, parallel in objectives to the native speaker course, would seem to exact high standards from the students immediately. In fact, because of the diverse skill levels of the class members, the goals of the course are often difficult to meet (Gaffney & Mason, 1983), and the foreign students will almost certainly exit without skills comparable to those of native speakers completing a regular freshman English course. Arizona State University and Oklahoma State University follow this model.

The Traditional Model

The traditional model has followed the tradition established for native speakers with weak skills by adding remedial writing courses to the curriculum. In this model, the three main options are the following:

- a). full-time intensive English courses for non-admitted students;
- b). a pre-freshman English course(s) for conditionally admitted students or for regularly admitted students with low scores on the on-site placement test ; and

c). a credit-bearing freshman English course for admitted students with higher scores on the placement exam. Students with high scores may be exempt from freshman English courses.

Although the traditional model is superior to the conservative model, it still has certain drawbacks. According to Pearson (1981), "students supposedly ready to begin university work need to read with speed and comprehension, to write cogent essays and reports, to understand and take notes from lectures, and to employ effective study techniques" (p. 413). Studies by Johns (1981) and Ostler (1980) also point out the need for listening and reading skills. Thus, a major weakness of the rigid 3-credit, 3-hour writing course in the traditional model is that it does not attack deficiencies in speaking, reading, and note-taking skills essential for academic success.

At the time of the survey, three universities offered a prefreshman English course for conditionally admitted students, while five institutions provided a prefreshman English course for low-scoring admitted students. Purdue University has recently instituted a two-option variation on this model.

The Bridging Model

The bridging model is the most popular of the four. It provides a transition between the intensive English classes and freshman English. While there are three main tracks, additional options are offered within these tracks. The three tracks mentioned are as follows :

- a). the intensive English program for non-admitted students;
- b). a series of semi-intensive English classes (either credit or non-credit) ; and
- c). freshman English.

The bridging model differs from the traditional model in which intermediary courses usually correspond to traditional remedial English courses for native speakers. These courses can be classified as pre-freshman English since they concentrate on writing rather than on the four major skills included in ESL courses in the bridging model. Moreover, the semi-intensive English courses in the bridging model are usually taught by ESL specialists who are familiar with the problems that foreign students usually have. Unlike the traditional model, the bridging model develops not only writing but other skills as well.

Perhaps, the most flexible model is the bridging model since it allows students with low scores on the placement test as well as conditionally admitted students to take a series of courses to bring their academic English skills up to the level at which they can succeed in their university classes. In this model, students often carry a reduced academic load while taking the semi-intensive classes. Therefore, they are allowed a period of transition.

The universities adopting this model can be divided into those that grant credit for the semi-intensive English courses (8) and those that do not (4). Moreover, admission to the university depends upon the completion of an intensive English program, instead of the TOEFL requirement. Usually, these students must be recommended by the ESL department and must have a TOEFL score close to the university required TOEFL score.

The Progressive Model

The progressive model has eliminated the common barrier of the TOEFL exam for entrance to the university, which allows students to ease into full-time university work as English skills improve. Students are admitted on the basis of their previous academic

records. There is a three-track program for the admitted students, depending upon the results of the placement test :

- a). those with low scores go into a full-time intensive English program;
- b). those with average scores go into semi-intensive English courses, with a reduced load of university classes; and
- c). those with high scores go into freshman English classes.

The advantage of the bridging model over the progressive model is that there is still control over admissions. Most of the ESL specialists seemed to feel that on-site testing addressed limitations of the TOEFL but the TOEFL, as a standardized test available all over the world, serves a definite purpose.

However, the progressive model offers special opportunities for the foreign students that are not available in the other models. Since students in the universities using the progressive model are admitted to the university on the basis of their previous academic records, they are not held back by their present English ability. Students in this program are also given a university schedule geared specifically to their needs and may immediately begin to take one or two university courses such as mathematics, if they place in the high-intermediate or advanced level.

The characteristics of the progressive model make it appealing in three ways:

- a). It can be considered more democratic, since the English language instruction programs are available only for the upper classes in many countries (Kaplan, 1968) ;
- b). It dispenses with problems and complaints sometimes leveled at the TOEFL, such as language bias (Farhady, 1979 ; Hosley, 1978) and cultural bias (Traynor, 1985) ; and
- c). It relies on the assumptions that academic success in the university depends

more on the previous academic success than the present English ability (Kaplan, 1968 ; Valdes, 1977).

The main administrative drawbacks of this progressive model may be the pressure put on the ESL program to bring all students up to a very high level of English proficiency in a short time and the problem of eliminating those students who, for one reason or another, are unable to attain that level.

This model has been adopted by two of the schools in the survey--the University of Kansas and the University of Southern California.

IV. ESL STUDENT LEARNING STYLES

There are a considerable number of factors that account for some of the differences in how students learn. One of these factors is learning styles, which is described broadly as "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (Keefe, 1979, p. 4).

Research in the general area of learning styles has been done with students whose native language is English (Cavanaugh, 1981 ; Hodges, 1982 ; Stewart, 1981) and with English speakers learning a second language in the United States and Canada (Ballinger & Ballinger, 1982 ; Birckbichler & Omaggio, 1978 ; Genesee & Hamayan, 1980 ; Hansen & Stansfield, 1981, 1982 ; Hosenfeld, 1979 ; Ramirez, 1986 ; Wong Fillmore, 1976).

However, there is no published research that describes the preferences of non-English speaking students regarding perceptual learning styles (Reid, 1987).

Pre-university ESL students, with different language and cultural backgrounds and differences in age and previous education, often are placed in intensive English language programs in which they are taught homogeneously by teachers who have little knowledge of learning styles. ESL instructors often use methods and materials that have been developed for the learning needs of native English speakers. In many cases, neither students nor teachers are aware that difficulty in learning class material, high frustration levels, and even failure may not be based solely on the material itself, but part of it may also depend on individual learning styles.

In the mid- to late 1970's, paradigms were developed to identify the external and applied modes of learning styles (Reid, 1987). *Style* refers to a pervasive quality in the learning strategies or the learning behavior of an individual, "a quality that persists though the content may change" (Fischer & Fischer, 1979, p. 245).

Research by Dunn and Dunn (1972) resulted in the Learning Style Inventory, a self-reporting questionnaire that enables students to identify their learning style preferences. Among the 21 identified learning styles, Dunn (1983) and Dunn and Dunn (1979) reported on *perceptual* learning styles. *Perceptual learning style* is a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience.

Reinert (1976) and Dunn (1983, 1984) stated that learners have four basic perceptual learning channels or modalities:

- 1). Visual learning (e.g., reading, studying charts);
- 2). Auditory learning (e.g., listening to lectures, audiotapes);
- 3). Kinesthetic learning (e.g., experiential learning, that is, total physical involvement with a learning situation); and

4). Tactile learning (e.g., "hands-on" learning, such as building models or doing laboratory experiments).

The research that identifies perceptual learning styles relies primarily on self-reporting questionnaires in which the students select their *preferred* learning styles (Babich, Burdine, Allbright & Randol, 1975 ; Kolb, 1976 ; Reinert, 1970). The research findings verify that most students do correctly identify their learning strengths especially when an element is strongly preferred or rejected (Dunn, 1984).

Omaggio (1978) and Cohen (1984) also indicated that non-English speaking students can successfully identify and describe second language learning strategies or their learning styles. Other research such as Wong's (1985) discussed the "sensory generalist" learning style of Asian students who have limited English proficiency. This research in English as second language learning has revealed that individuals vary in the strategies they employ because of differences in learning styles, affective styles, and cognitive styles.

Moreover, the results of Reid's study in 1987 showed that ESL students strongly preferred kinesthetic and tactile learning styles. Surprisingly, the finding also indicated that most ESL students in the study showed a negative preference for group learning. According to this study, it was found that among all groups of non-English speaking students, Japanese speakers most frequently were significantly different in their second language learning style preferences.

In sum, the study done by Reid in 1987 indicated that

- 1). non-English speaking students' learning style preferences often differ significantly from those of native speakers of English ;
- 2). ESL students from different language backgrounds sometimes differ from one another in their learning style preferences ;

3). other variables such as sex, age, length of time in the United States, length of time studying English, field of study, level of education, and the TOEFL score are related to differences in learning styles ; and

4). modifications and extensions of ESL student learning styles may occur with changes in academic environment and experience in the United States.

V. MATCHING TEACHERS' AND STUDENTS' STYLES

"Approximately 90 per cent of traditional classroom instruction is geared to the auditory learner. Teachers *talk* to their students, *ask* questions, and *discuss* facts. However, only 20 per cent to 30 per cent of any large group could remember 75 per cent of what was presented through discussion" (Hodges, 1982, pp. 30-31). To solve this problem, some learning style theorists suggest matching teachers' and students' styles. In this way, students are exposed to teaching styles that are consistent with their own learning styles (Barbe, Swassing & Milone, 1979 ; Dunn, 1984 ; Dunn & Dunn, 1979 ; Dunn, Dunn & Price, 1978 ; Gregorc, 1979 ; Hunt, 1979).

However, others (Cronbach & Snow, 1977), while agreeing that the development of effective teaching behavior is essential to student achievement (Brophy, 1986), believe that basing instructional adaptation on student preferences does not improve learning and may be detrimental.

Davidman's recent research conducted in 1981 has demonstrated that young adult and adult learning styles involve moderately strong habits rather than intractable biological attributes, and thus they can be modified and extended. Dorsey and Pierson (1984) concluded from their study that age and prior working experience influence

learning styles. Their data also indicated that the adult, especially after age 33, learns better by doing (kinesthetic learning). Fourier (1984) suggested that more mature students "learn intuitively to adjust to instructor cognitive styles" (p. 153).

In the field of ESL, Cohen (1984) indicated that second language learners can use strategies which have been shown to be successful to facilitate learning. Some research results suggested that second language learners can improve their language performance by being trained to use specific strategies (O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo, 1985 ; O'Malley, Chamot, Stewner-Manzanares, Russo, and Kupper, 1985).

However, since the variables that affect learning in general education, and in second language learning in particular, are complex, learning style preferences of the students cannot be the sole basis for designing instruction. Moreover, prescription based on learning style assessment must be tentative, varied, monitored, and verified (Gregorc, 1979, p. 236).

For all of these reasons, both teachers and students involved in identifying and using information on learning styles should proceed with caution and be aware that no single diagnostic instrument can solve all learning problems.

The following chapter will describe the procedures followed in order to conduct this study. It includes data collection, population of the study, the research instruments, and treatment of the data.

CHAPTER III

PROCEDURES OF THE STUDY

This study is a description of the teaching of English to non-English speakers in three different units at The University of Tennessee, Knoxville. For each unit, questionnaires were distributed during a pre-arranged time to the teachers by the investigator. Interviews were conducted with some questionnaire respondents in order to further clarify their answers. Permission to conduct the study was granted by The University of Tennessee's Human Subjects Committee and appropriate heads of the three units used in this study before any data collection was begun.

I. DATA COLLECTION

The data were collected over a seven-weeks' period during Winter Quarter, 1988, in three different units at The University of Tennessee, Knoxville--the English Language Institute, the International House, and the English Department classes for foreign students.

The selection of the particular units under study was made for a number of reasons. First, the English language courses specially designed for foreign students were offered at these three units. Second, the location of each unit was on campus, a factor which made distributing the questionnaires convenient for the investigator. Third, as a consequence of the location of each unit this investigator was able to interview as often as needed in order to obtain the necessary information. Fourth, the investigator could make daily visits to the surveyed units in order to ensure the gathering of responses.

Finally, as the investigator was known personally to the administrators, the teachers, and many of the students, questionnaire distribution was not a difficult matter. All the subjects were eager to co-operate. Students were told in advance the purpose of gathering the information from them. It was made clear to every subject that the investigator needed volunteers to take part in the study. Students were not penalized, however, if they did not take part.

The study consisted of two phases. In the first phase, the investigator arranged the time to meet with teachers and administrators in each unit to talk about the status of, and purposes for, teaching English to non-English speakers at The University of Tennessee, Knoxville. Times for administering questionnaires to teachers and students were set. In phase two, the investigator, with the assistance of the teacher in each class, distributed the questionnaires to students. No time limit was set for the completion of this task.

II. RESEARCH INSTRUMENTS

The instruments used in this study consisted of four sets of questionnaires developed by the investigator--one was designed for the teachers at each of the three units, and the other three were for students at the surveyed units. In order to construct these questionnaires, the investigator reviewed the literature on teaching English to speakers of other languages as well as teaching English as a second or foreign language.

Every instructor who was teaching an English course(s) specially designed for foreign students in the surveyed units received a questionnaire. The questionnaire designed for teachers requested information about the following :

1) sex, 2) age, 3) working status, 4) highest degree earned, 5) language mastery, 6) native language, 7) teaching experience in and out of the United States, 8) course(s) taught during Winter Quarter, 1988, 9) professional organization(s) to which the instructor belonged, 10) course(s) most enjoyed and least enjoyed, with reason(s), 11) teaching aids used, 12) techniques or methods used in teaching non-English speaking students, and 13) areas of emphasis that the instructor thought most important for non-English speaking students who were studying English.

Students involved in this study and eligible to receive a questionnaire were ones who were currently enrolled in English classes for foreign students in the surveyed units at the time the study was conducted. The questionnaire for students asked for information about the following :

1) age, 2) sex, 3) marital status, 4) citizenship, 5) native language, 6) occupation apart from being a student, if any, 7) main reason why English was studied at the surveyed unit, 8) the age of the student when he/she first studied English, 9) levels of courses studied, 10) TOEFL score, if any, 11) time spent in listening to radio, and watching television per week, 12) the degree to which listening to radio or watching television helped to improve fluency in English, 13) interest in studying English, 14) utility of English, and 15) English activities inside and outside the classroom.

III. POPULATION OF THE STUDY

The target population of this study consisted of 15 teachers and 175 students at the surveyed units during the time that this study was conducted. The number of students in the English Language Institute, the International House, and the classes for foreign students offered by the English Department was 37, 33, and 105, respectively. They

were selected on the basis of their availability at the time of the data collection and their willingness to participate in the study.

IV. TREATMENT OF THE DATA

This descriptive study drew upon an analysis of the existing records of the surveyed units and the data collected from the questionnaires administered to teachers and students. Frequency and percentage tabulations of the responses were used in reporting the results of this study.

The following chapter includes an analysis of the data gathered for the study. Characteristics of both teachers and students, respectively, are presented. An attempt has been made to find out the correlations, if any, between the TOEFL scores and the variables such as age, length of time studying English, sex, main reason for studying English, and level of English studied.

CHAPTER IV

ANALYSIS OF THE DATA

I. INTRODUCTION

The only language used for instruction at The University of Tennessee is English. Any applicant whose native language is not English is required to take the Test of English as a Foreign Language (TOEFL) and to have the result sent directly to The University of Tennessee, Knoxville. On this examination the minimal score required for admission is 525. The test must have been taken within the last two years.

In addition to the TOEFL, students whose native language is not English are required to take an English Placement Examination (EPE) after admission. This test, given during the orientation program for international students, tests the student's proficiency in English grammar and writing. Students who have transferred six semester credits of English composition or who have received a Bachelor's degree from a U.S. institution are exempt from the EPE. All other non-native speakers of English must take this test. No student may register for any of the English composition classes designed for non-native speakers without having taken the EPE. Students whose scores on the EPE indicate a need for additional English study will be assigned to a special English course or to the English Language Institute, a requirement that prevents their carrying a full schedule of other courses at The University. Consequently, an English language deficiency will extend the time it takes for them to complete a degree.

II. THE ENGLISH LANGUAGE INSTITUTE

The English Language Institute (ELI) offers a non-credit language study program at The University of Tennessee, Knoxville. It is administered by the Division of Continuing Education, an integral academic unit of The University.

During Winter Quarter, 1988, the English Language Institute of The University of Tennessee offered intensive courses for the improvement of student skills in the English language. The courses emphasized the development of communicative ability in listening, speaking, reading, and writing. Faculty members were trained in teaching English to speakers of other languages with differing national backgrounds and varying proficiency in English. In addition to faculty-prepared materials, recently published textbooks were used.

Core Curriculum at the English Language Institute

The curriculum consisted of six courses :

- 101 Introductory
- 102 Elementary
- 103 Intermediate
- 104 High Intermediate
- 105 Advanced
- 106 Pre-Academic/Professional

Classes of the full-time courses were usually limited to 8-15 students. As a general rule, the lower the level of the class, the fewer students per course. Courses met 4-5 periods each day, Monday through Friday. Each course included the following :

English Structure (Grammar)

Writing/Composition

Reading and Vocabulary

Listening Comprehension

Conversational Practice for Oral Proficiency

In addition, classes also assisted students in pronunciation, test-taking strategies, United States culture orientation, and university study skills.

Daily assignments were given in all classes. The assignment for listening comprehension involved independent practice each day with language laboratory materials checked out from Institute instructors. Students might bring recorders or purchase them after arrival. A stationary booth language laboratory was available for student use during free periods and after classes.

Objective and subjective quizzes and examinations were given regularly in each class. Course grades were given at midterm and at the end of the session in each of the following areas : grammar, writing / composition, reading, listening comprehension, oral proficiency, and attendance. The A , B , C , D , E grading system was used. All grades were recorded on the ELI Certificate of Attendance and issued to each student at the end of academic term.

Student Placement

Upon their arrival at the ELI, students were assigned to classes according to their ability in each language skill area. Assignment to the appropriate classes was based on placement test, designed by the ELI, results and instructor evaluations of the student's proficiency. At midterm, all students were re-evaluated and assigned to a class or classes at a higher proficiency level if sufficient progress had been

made. An important point was that placement was highly individualized to meet student needs. For example, students might be assigned to advanced reading, but only intermediate composition if they were significantly better in reading than in composition.

Length of Stay

The minimum length of enrollment at the English Language Institute for the average student was two quarters, but the student whose English language skills were limited usually needs three or four quarters.

TOEFL

An institutional TOEFL is given at the midterm of each quarter to all English Language Institute students ; the cost of this examination is included in the tuition fee. An additional TOEFL is an option available at the end of each quarter for an extra charge. The average gain in the total TOEFL score for full-time English Language Institute students was reported to be 60-plus points per quarter, but some students had increased their scores more than 100 points in a single quarter.

Admission to the English Language Institute

The English Language Institute accepted students who were at least 16 years of age, seriously interested in learning English and eligible for F-1 non-immigrant student status. Applicants had to complete, sign, and mail the application form with a non-refundable application fee to the English Language Institute. The Institute then sent application notification of their acceptance and the I-20 Certificate of

Eligibility. Admission to the English Language Institute was not equivalent to admission to a University of Tennessee, Knoxville, academic degree program.

Student Assistance

Because studying in a foreign country is an exciting but difficult experience, the English Language Institute faculty provides a program to familiarize students with life in the United States. In addition to a two-day orientation program at the beginning of each session, social, cultural, and educational activities are organized during the term. Students have luncheons, parties, and picnics with native speakers of English. They also visit shopping centers, television stations, local business firms, and other places of historical and technological interest. The cost of these activities is included in the English Language Institute Tuition and Service Fee. Attendance at these activities is required ; the activities are an essential element of the English Language Institute core curriculum.

The faculty in general serve as advisors to students, counseling them with problems such as homesickness, housing, and immigration. Students are also assisted when applying for admission to academic programs at various U.S. colleges or universities. The English Language Institute maintains a file of catalogs of major American universities for student use in the selection of educational institutions for further academic study.

Questionnaire Response

The teacher. Of the seven questionnaires distributed to the teachers at the English Language Institute (ELI) , six came back, a return of 85.71 per cent. The

ratio between males and females among all these respondents was 2:1. Their ages ranged from 21-45, with the mode being 38 years of age (Table 1).

The proportion of advanced degrees held by the responding teachers at the ELI was relatively high with 50 per cent holding the Master's degree in English as a Second Language (ESL). The teachers who hold a Bachelor's degree, a Master's degree, and a Doctoral degree were 2, 3, and 1, respectively (Table 2).

Of the six respondents, the ratio between full-time and part-time teachers was 1 : 1 . Five out of six teachers, or 83.33 per cent, belonged to at least one professional organization--TESOL . Half of them also belonged to the local chapter of TESOL which they stated was very helpful in improving their instruction at the English Language Institute.

A surprising number of all respondents (33.33 per cent) reported that English was their own second/foreign language. Such teachers usually have a tendency to show greater interest in teaching ESL because they were already non-native English speakers. The value of a non-native English teacher's working with a group of non-English speaking students was attested by one comment : "In order to teach non-English speaking people, you must know their handicaps and something about their language and their customs. A teacher who is of foreign background /parents/ can be of more help to foreigners than one who has not had foreign parents. He or she knows their shortcomings and can be of greater help to them."

The teachers responding to the questionnaire had teaching experience in and outside the United States ranging from 1 to 20.5 years. Table 3 shows that the mean and standard deviation of teaching experience in the United States were 6.58, and 3.83, respectively. On the other hand, the mean and standard deviation of teaching experience outside the United States were 5, and 5.10. Teaching English

TABLE 1
DISTRIBUTION OF TEACHERS AT THE ENGLISH LANGUAGE
INSTITUTE BY SEX AND AGE

Age	Male	Female	Number of Teacher
21 - 25	1	-	1
26 - 30	-	1	1
31 - 35	1	-	1
36 - 40	1	1	2
41 - 45	1	-	1
Total	4	2	6

TABLE 2
DEGREES EARNED BY TEACHERS OF THE ENGLISH
LANGUAGE INSTITUTE WITH AREA
OF EMPHASIS

	Bachelor's Degree	Master's Degree	Doctoral Degree	Percentage
Spanish/English	1	-	-	16.67
Political Science	1	-	-	16.67
ESL	-	3	-	50.00
English Literature	-	-	1	16.67
Total	2	3	1	100

100

100

100

100

100

100

100

100

TABLE 3
YEARS OF ENGLISH TEACHING EXPERIENCE OF THE TEACHERS
AT THE ENGLISH LANGUAGE INSTITUTE WITH MEANS
AND STANDARD DEVIATIONS

	In the United States	Outside the United States	Total
Teacher 1	1	-	1
Teacher 2	4	1	5
Teacher 3	5	6	11
Teacher 4	13	-	13
Teacher 5	9	10	19
Teacher 6	7.5	13	20.5
	$\bar{X}$ = 6.58	$\bar{X}$ = 5	
	SD = 3.83	SD = 5.10	

in a non-English culture seemed to be a valuable experience for many of the teachers of English to non-English speaking students at the English Language Institute. It was reported that four out of six teachers, or two-third of them, had had such experience.

When the teachers at English Language Institute were asked about the class they most enjoyed teaching, the responses varied. The factor affecting their response depended mostly on the students' academic achievement in the class. For example, some teachers might enjoy teaching writing because the students "were bright and imaginative." However, most of the teachers seemed to agree on one thing : they liked classes with a wider variety of nationalities represented. The reason for this preference was that they faced some problems in handling a class with a majority of a specific nationality. In classes with one dominant nationality, the students tended to communicate with their own native tongue instead of using the target language, English. Moreover, it was reported that students in some classes took turns having irregular attendance among their group. The teachers seemed to enjoy teaching the more advanced classes since the students were more active in learning activities.

The course that the teachers least enjoyed was the one involving grammar. Half of the responding teachers agreed that grammar was the course that they enjoyed the least. Their complaints were that the grammar book was not good and that students who were placed in the same class had different grammatical needs. As a result, teachers reported that grammar was a boring subject for the students.

Somewhat surprising in view of modern language learning theory is the fact that one-third of the teachers believed that "grammatical knowledge" should be emphasized in the teaching of English to non-English speaking students. Moreover, half of them reported that grammatical description was the technique they used most often in the real teaching situations. The teaching aids used most often were reported as textbook and

chalkboard. The students' learning channels that were promoted seemed to be visual and auditory since the teacher often asked them to read the target language, or listen to the tape recorder as part of the activities in class.

The student. Of the 37 questionnaires distributed to the students at the English Language Institute, all of them came back, a return of 100 per cent. The students' ages ranged from 18-51, with the median of being 23 years old and the modes were 23 and 28. There were 26 males and 11 females attending the English Language Institute classes. The majority of students studying at the ELI, 26 out of 37, or 70.27 per cent, were single (Table 4).

When the investigator asked the students why they took courses at the English Language Institute, 26 out of all the students, or 70.27 per cent, reported they wanted to improve their TOEFL score in order to get into The University. Other reasons given by the respondents were the following :

- 1). to find a job back home (2 students),
- 2). to speak English fluently (1 student), and
- 3). to study the English language (8 students).

All the students who gave the reason "to study the English language" were students from Japan. According to the interview with one of the teachers at the English Language Institute, the students from Japan seemed to enjoyed traveling around from one English language school to the other. Their main purpose in coming to the English Language Institute was to learn the language while visiting places of their own interest and then go back home at their convenience.

Quantitatively speaking, the dominant nationality of the students at the English Language Institute was Japanese. Sixteen out of 37 students at the Institute, or

TABLE 4
SEX AND MARITAL STATUS OF THE ENGLISH
LANGUAGE INSTITUTE STUDENTS

	Single	Married	Divorced	Total
Male	19	5	2	26
Female	7	4	-	11
Total	26	9	2	37

43.24 per cent, were students from Japan who came to study English either to improve their TOEFL score or just to study to enhance their own self-satisfaction. Table 5 shows the distribution of the students according to the country they came from as well as the students' native language.

The second dominant group of students was ones who speak Arabic. There were 11 students from five different countries who could communicate with one another by using his/her own native language of Arabic. These were students from Jordan, Lebanon, Saudi Arabia, Sudan, and Syria.

The third group of students comprised students from the People's Republic of China and Turkey, each of which was represented by two students. These students usually used English as a means of communication except when they talked to students from their homeland.

The last group, represented by only one student from each country, was comprised of students from Brazil, Greece, Indonesia, Iran, Italy, and surprisingly enough the United States. Students who appeared to benefit the most from classes at the ELI in terms of language study seemed to be this last one since they needed to use the target language instead of their own native tongue as a means of communication. They had more chances to practice using English, a factor which promoted their ability in language mastery.

The youngest and oldest ages at which students began to study English were reported to be five and 25 years of age, respectively. Thirteen out of 37 students, or 35.14 per cent, first started studying English when they were 12 years old while seven students, or 18.92 per cent, did when they were 13 years of age.

Among all the students at the English Language Institute, 26 took the TOEFL examination once and their score ranged from 333 to 543, with the mean

TABLE 5
THE COUNTRY AND THE NATIVE LANGUAGE
OF THE STUDENTS AT THE ENGLISH
LANGUAGE INSTITUTE

Country	Native Language	Number of Students
Japan	Japanese	16
Jordan	Arabic	6
Lebanon	Arabic	1
Saudi Arabia	Arabic	1
Sudan	Arabic	2
Syria	Arabic	1
People's Republic of China	Chinese	2
Turkey	Turkish	2
United States	English	1
Brazil	Portuguese	1
Greece	Greek	1
Indonesia	Bohasa Indonesia	1
Iran	Persian	1
Italy	Italian	1

of being 443.73. There were seven students whose scores reached the 500-level, and four of these were already accepted to study at The University of Tennessee, Knoxville.

When asked whether watching television helped improving their fluency in English, 30 students said it did help them a great deal ; six responded as "very little"; and one said it did not help improve his English fluency at all. It was reported that the students learned more spoken English by watching television than by attending class. They were exposed to a variety of language usage which they found very practical in their daily life. Moreover, some students reported that they found interesting words or patterns used on television program which could be used in class when they were assigned to report the news they watched.

The students' responses regarding listening to the radio revealed that listening helped five students improve their fluency in English a great deal, and 16 students stated listening helped a fair amount. Eleven students found that listening to the radio helped them very little while 5 students responded that it did not help them at all simply because they did not listen to the radio.

Thirty students, or 81.08 per cent, showed the positive response to the utility of the English language in many ways. They stated that studying the language would help them in getting a good job, entering the college, or making more friends. They were also very active in using the language both in and outside the classroom. However, the following were some interesting activities outside the classroom that the students reported they had never done at all :

- 1). Twenty-five out of 37 students, or 67.57 per cent, had never corresponded in English with any friends ;

- 2). Sixteen students reported that they had never attended any cultural activities or organizations in the United States, except the ones that were arranged and organized by the English Language Institute as part of its curriculum ;
- 3). Nineteen students had never visited any English speaking country other than the United States. Therefore, they had a hard time trying to understand both American culture and the language itself ;
- 4). Ten students had never listened to any English language radio program at all ; and
- 5). Four students reported that they had never watched any English language television programs.

In class, students were exposed to many activities involving English language usage. Skills in reading, listening, writing, and speaking were promoted in class. Twenty-eight students reported their learning style by using the translation approach when they were studying in class. These included translating the meaning of the target language words into their own native language or looking up the words in the dictionary which would give the meanings of words in their own language. They found their approach very helpful in following the lesson presented in class.

Correlations of TOEFL Scores and Different Variables by the ELI Students

In investigating the students' English proficiency in comparison with the data obtained, the investigator divided the data into two groups--the data with and without TOEFL scores. Then, either the Pearson product-moment or point biserial correlations were run. No correlations were produced on the subjects without TOEFL scores because the data could not be numerically computed.

Table 6 shows the results. The Pearson product-moment correlations were done with the TOEFL scores and student's age, age at which English was first studied, and length of time studying English. For a population of 26 students who took the TOEFL, their TOEFL and years of studying English were correlated with a positive association. A low positive association was also shown between TOEFL and age. There was a moderate negative association shown between the TOEFL scores and age at which students first studied English.

Point biserial correlations were run with some dichotomous variables. A substantial positive association was shown between the TOEFL scores and the students' main reason for studying English at the ELI. On the contrary, there was a negative association between the TOEFL scores and the level of English the students studied.

Among all variables, married students seemed to have the highest mean TOEFL scores, while ones who were in beginners' classes had the lowest mean TOEFL.

TABLE 6
CORRELATIONS OF TOEFL SCORES AND DIFFERENT VARIABLES
BY THE ELI STUDENTS

	N	Mean	SD	Min	Max	r
	26					
TOEFL		443.73	65.12	333	543	
Age		24.92	6.64	18	51	0.04
Age First Studied English		13.54	3.70	5	25	-0.38
Years of Studying English		11.38	7.40	0	39	0.22
	N	Mean	Sx			r
<u>Sex</u> : Male	19	454.95	63.85			0.29
Female	7	413.29				
<u>Status</u> : Single	17	430	63.85			-0.30
Others	9	469.67				
<u>Occupation</u> : Yes	1	395	63.85			-0.16
No	25	445.68				
<u>Main Reason for Studying English</u> :						
To get into college	20	458.60	63.85			0.42
Others	6	394.17				

TABLE 6 (Continued)

	N	Mean	Sx	r
<u>Level of English :</u>				
Beginners	6	389.33	63.85	-0.47
Others	20	460.05		
<u>Time Listening to Radio :</u>				
11+ hours/week	10	440.90	63.85	-0.03
10 - hours/week	16	445.5		
<u>Time Watching TV :</u>				
11 + hours/week	12	458	63.85	0.21
10 - hours/week	14	431.50		

III. THE INTERNATIONAL HOUSE

The non-residential International House (I-House) is a facility of The University's Center for International Education. It includes a recreation room, a television set, a piano, a kitchen, a library, and study rooms. The International House serves as a meeting place for all international and American students who share an interest in, and curiosity about, one another. The I-House is open 365 days per year, offering social, recreational and academic programming, as well as being a comfortable place to study and make new friends.

The Center for International Education has promoted and supported all aspects of international education at The University of Tennessee, both for American students and faculty, and for students and faculty from other countries through the International House. Since the number of foreign students and their spouses who come to Knoxville has increased drastically, part of its promotion and support is facilitating the Knox County Adult Education Program of English as a Second Language by providing the rooms at the International House to be used in teaching English to non-English speaking students.

Most of the students attending the classes during the time of conducting this study were spouses of students at The University of Tennessee, Knoxville. According to the co-ordinator of the ESL program at the International House, the main purpose of the courses offered was to help students in "communicating with neighbors and getting along in marketplace." Therefore, writing skills were not emphasized much in this program. Students took the course primarily for self-satisfaction. No fees were charged for any of the courses offered.

ESL Classes at the International House

The non-credit English as a Second Language classes at the International House were divided into three levels :

Beginners

Intermediate

Advanced

Classes met Monday through Friday from 9:00 a.m. - 12:00 p.m. Because the classes were offered on a self-satisfaction basis, the number of students in each class varied a great deal. As a result, no assignments were given. Students usually had chances to practice using English in class. Exercises in writing were not promoted. A language laboratory at the Scottish Rite Temple, located at 612 Sixteenth Street , was available for student use during free periods and after classes.

No grades or examinations were given in any classes offered at the International House. The contents in each class depended on each individual teacher. However, textbooks on adult education were provided and kept at the I-House. There was one program co-ordinator responsible for providing some activities outside the classroom to help students in adjusting themselves to the American way of life.

In class, students were asked to do exercises orally, followed by immediate feedback. Each lesson would be presented, studied, and finished on a daily basis. However, the teacher might re-teach some of his/her lessons if he/she found that most of the students did not understand those specific ones.

Student Placement

Anybody interested in attending classes offered at the International House

could contact the co-ordinator of the ESL program personally. Students would be informally interviewed by the co-ordinator and assigned to specific class according to language ability as judged by the co-ordinator. Students might shift to the other classes, dependent on their language ability.

Length of Stay

No minimum length of stay at the class at the International House was set. Some students attended the classes at the International House for only a week or two while others regularly attended class for three to four years.

TOEFL

A special class designed for students interested in taking the TOEFL examination was recently scheduled. During the Winter Quarter, 1988, the TOEFL class was held each Monday, Wednesday, and Friday from 12:00 p.m. - 2:00 p.m.

Admission to the ESL Classes at the International House

The International House classes accepted students who were interested in learning English as his/her second language. Admission could be made personally through the co-ordinator of the program at the International House. No fees or academic records were required.

Student Assistance

Activities to familiarize the students with the American way of life were periodically scheduled. These activities included visiting historical places or cultural centers in the Knoxville area and having pot-luck parties or luncheon in American

restaurants. Attendance at these activities was encouraged. The transportation used was supplied by the Knox County Adult Education Program.

Questionnaire Response

The teacher. Of the four questionnaires distributed to the teachers at the International House, all of them came back, a return of 100 per cent. All of these respondents were females with the age ranging from 31-55, as can be seen in Table 7.

Table 8 shows that among these four responding teachers, two of them held a Bachelor's degree while the other two held a Master's. The teachers' areas of emphasis were English, literature, reading, and foreign language education, respectively.

The number of full-time teachers, part-time teachers, and volunteers were 1, 2, and 1, respectively. Each of them belonged to a professional organization in teaching, e.g., TESOL, Tennessee TESOL, Tennessee Association for Adult and Continuing Education, and Teachers of Spanish and Portuguese California Teachers Association.

English was reported to be a second language for two teachers. However, it was reported that neither one of these teachers had any problem using the English language as a means of teaching English to non-English speaking students at the International House.

The teaching experience of each individual ranged from two to 36 years. Three out of four teachers had teaching experience outside the United States, as shown in

TABLE 7
DISTRIBUTION OF RESPONDENTS BY AGE AND SEX
AT THE INTERNATIONAL HOUSE

Age	Male	Female	Number of Teachers
31 - 35	-	1	1
36 - 40	-	1	1
41 - 45	-	-	0
46 - 50	-	-	0
51 - 55	-	2	2
Total	0	4	4

TABLE 8
DEGREES EARNED BY THE TEACHERS AT THE
INTERNATIONAL HOUSE WITH AREA
OF EMPHASIS

	Bachelor's Degree	Master's Degree	Doctoral Degree	Percentage
English	1	-	-	25.00
Literature	1	-	-	25.00
Reading	-	1	-	25.00
FL Education	-	1	-	25.00
Total	2	2	0	100.00

Table 9. The means of teaching in and outside the United States were 16, and 0.88, respectively.

All of these teachers liked teaching English classes offered at the International House. They seemed to enjoy the classes they were assigned to teach. For example, one teacher liked her beginners' class since she "noticed student progress faster than at other levels." They reported their preference of the classes at the International House over the other classes they had taught elsewhere since they had "more chances to make friends with interesting people from all over the world."

Nevertheless, there was one class that was reported as being the least enjoyable. This was a class which prepared students to take the TOEFL. It was reported as being a burden to the teacher because it was "difficult to make it more stimulating."

When the investigator asked about the teaching aids the teachers most often used, the traditional chalkboard was reported as their number one choice. In addition, two responding teachers liked using picture stimulus techniques in their classes while the other two added pattern practice to their instructional repertoire.

According to the teachers' opinions, the area of emphasis for non-English speaking students at the International House should be pronunciation. Getting the students to pronounce words correctly would lead to communicative speaking skills. As a result, students could develop their fluency in using the target language later.

The Student. Of the 33 questionnaires distributed to the students at the International House, all of them came back, a return of 100 per cent. The students' ages ranged from 18-56, with the median being 30, and the modes were 27 and 32 years. Table 10 shows that there were 12 males and 21 females attending the ESL classes at the International House. All of these students were family members of

TABLE 9
YEARS OF ENGLISH TEACHING EXPERIENCE OF TEACHERS
AT THE INTERNATIONAL HOUSE

	In the United States	Outside the United States	Total
Teacher 1	2	-	2
Teacher 2	10	2	12
Teacher 3	17	0.5	17.5
Teacher 4	35	1	36
	$\bar{X} = 16$	$\bar{X} = 0.88$	
	SD = 12.19	SD = 0.74	

TABLE 10
SEX AND MARITAL STATUS OF THE STUDENTS
AT THE INTERNATIONAL HOUSE

	Single	Married	Divorced	Total
Male	3	9	-	12
Female	1	19	1	21
Total	4	28	1	33

students at The University of Tennessee, Knoxville. Moreover, 28 out of 33 students, or 84.85 per cent, reported themselves as spouses of students at The University of Tennessee, Knoxville.

When asked about the main reason why they attended the ESL classes at the International House, 25 out of 33, or 75.76 per cent, said that they wanted to practice English while the rest needed to improve their TOEFL score in order to get into the college.

Most of the students at the International House, 29 out of 33, or 87.88 per cent, did not work. Therefore, they spent most of their time taking care of their children, and sometimes they needed to bring them along when they attended the classes at the International House. However, there were four students who reported that they were working while studying at the International House. The types of work reported were auto mechanic, salesperson, and laborer.

Table 11 shows that the dominant nationality of the students at the International House classes was Chinese. Eight of the students, or 24.24 per cent, reported themselves as spouses of The University of Tennessee, Knoxville, students who came from the People's Republic of China. Most of the students from China attended the classes for beginners since they did not have any previous background in studying English.

The second largest group of students was comprised of those whose native tongue was Persian. Five of the students at the International House came from Iran so they could communicate with one another in their own Persian language.

The third group comprised eight students. Four of them had Spanish as their native language ; the other four , Arabic. Half of the students in this group attended the advanced class at the International House.

TABLE 11
THE COUNTRY AND THE NATIVE LANGUAGE OF THE
STUDENTS AT THE INTERNATIONAL HOUSE

Country	Native Language	Number of Students
People's Republic of China	Chinese	8
Iran	Persian	5
Argentina	Spanish	1
Ecuador	Spanish	1
Mexico	Spanish	2
Egypt	Arabic	1
Jordan	Arabic	2
United Arab Emirates	Arabic	1
Japan	Japanese	3
Poland	Polish	3
Brazil	Portuguese	2
Vietnam	Vietnamese	2
Greece	Greek	1
Hungary	Magyar	1

The fourth group was comprised of six students. Three students were from Japan , and the other three were from Poland. They usually used their own native language when they talked to friends from their homeland and switched to English when the listeners were not Japanese or Polish since they realized that it might disturb the other classmates who did not understand the language.

The fifth group was students from Brazil and Vietnam and was comprised of two members from each country. In class, they did not use the language much primarily because they felt that they could not really express themselves sufficiently well in English. However, all were reported as being diligent students who regularly came to class since they knew that their communication skills in English were not good.

The last group was represented by one student each from Greece and Hungary. These students did not have any opportunity to use their own native language at school, a situation that encouraged them to use English when communicating with teachers and friends

The students' background in studying English varied a great deal. One student began studying English when he was five years old while another student did not study English until he was 55. Their mean age at which students started to study English was 11.25. It was reported that ten students, or 30.30 percent, had not had any previous experience in studying English. The English as a Second Language Class at the International House was their first attempt in learning the language which they needed in order to be in the United States.

Among all 33 students, only four of them, or 12.12 per cent, took the TOEFL examination once. Their scores ranged from 413-537. However, none of these four had had any formal education in English.

When asked whether watching television helped improve their fluency in English, 22 students, or 66.67 per cent, agreed that it did help a great deal ; nine students said it helped "very little" ; and two said it did not help at all.

The responses towards the question on whether listening to the radio helped their fluency in using the English language revealed that five students thought it helped them a great deal while five said it helped "a fair amount." Almost half of the students, 16 out of 33 , or 48.48 per cent, felt that it helped very little while seven students said it did not help at all.

All the respondents believed that studying English would allow them to make friends more easily. In their future career, 32 students, or 96.97 per cent thought they would be able to make use of English skills they had acquired at the International House. It was reported that 29 students, or 87.88 per cent, matriculated the English as a Second Language course at the International House because they enjoyed it. The rest of them, or 12.12 per cent, did not like studying English but they came to class regularly since they realized the importance of English in their daily life in the United States.

The following were some interesting activities outside the classroom that the students reported they had never done at all :

- 1). Twenty-six out of 33 students, or 78.79 per cent, had never corresponded in English with any friends ;
- 2). Twenty-four out of 33 students, or 72.73 per cent, had never visited any English speaking country other than the United States. As a result, they had some communicative problems ;
- 3). Fourteen students, or 42.42 per cent, had never listened to any English language radio programs ;

- 4). Thirteen students, or 39.39 per cent, had never attended any meetings of English language societies or other English language cultural organizations, except the ones that were organized by the co-ordinator of the ESL program at the International House ; and
- 5). Nine students, or 27.27 per cent, reported that they had never read any English newspapers or magazines.

In class, students had the opportunity to use the English language both with the teachers and their classmates. Sometimes, students coming from the same country explained the meaning of English words to their classmates by using their native tongue. There were only nine students who reported that they had never used their native language in class.

Since writing was not the vital purpose of teaching the ESL courses offered at the International House, it was not surprising that 28 students, or 84.85 per cent, reported that they had never written any exercises or essays in English at all. However, the ones who planned to further their formal education seemed to agree that writing should be encouraged in the ESL classes because in taking the TOEFL examination which was required for all foreign students before entering any colleges or universities, writing would be included.

Correlations of TOEFL Scores and Different Variables by the I-House Students

The investigator correlated the TOEFL scores of the students at the International House who reported their scores with different variables gathered from the questionnaires to see whether there were any correlations. Table 12 shows the correlations computed by using the Pearson product-moment and point biserial correlation coefficient formulas.

TABLE 12
CORRELATIONS OF TOEFL SCORES AND DIFFERENT VARIABLES
BY THE I-HOUSE STUDENTS

	N	Mean	SD	Min	Max	r
	4					
TOEFL		500.50	59.02	413	537	
Age		24.25	4.50	18	28	0.19
Age First Studied English		11.25	2.22	9	14	-0.79
Years of Studying English		13	4.97	8	19	0.52
	N	Mean	Sx			r
<u>Sex</u> : Male	2	526	51.12			0.50
Female	2	475				
<u>Status</u> : Single	1	517	51.12			0.19
Others	3	495				
<u>Occupation</u> : Yes	1	517	51.12			0.19
No	3	495				
<u>Main Reason for Studying English :</u>						
To get into college	2	527	51.12			0.52
Others	2	474				

TABLE 12 (Continued)

	N	Mean	Sx	r
<u>Level of English :</u>				
Beginners	1	413	51.12	-0.98
Others	3	529.67		
<u>Time Listening to Radio :</u>				
11 + hours/week	1	517	51.12	0.18
10 - hours/week	3	495		
<u>Time Watching TV :</u>				
11 + hours/week	4	500.5	51.12	0
10 - hours/week	0	0		

Among the four students at the I-House who took the TOEFL examination and reported their scores, their length of time in studying English and their main reason to study the language seemed to be equally correlated with the TOEFL scores they earned. A substantial positive association, $r = 0.50$, was also shown between TOEFL and sex.

Table 12 also reveals two dominant negative correlations--TOEFL and level of English, and TOEFL and age at which students first studied English. These two pairs were correlated with high negative association, -0.98 and -0.79 , respectively.

Of all the variables, the students' level of English related most to the TOEFL scores. Students in a more advanced level maintained the highest mean scores while ones who were in the beginners' level received the lowest mean scores.

IV. THE ENGLISH DEPARTMENT

The English Department of The University of Tennessee has played an important role in determining the foreign students' proficiency in using English, both in writing and grammar. Any applicants to the academic program of The University of Tennessee, Knoxville, whose native language is not English--with the exception of some transfers from regionally accredited colleges or universities in the United States--must present a Test of English as a Foreign Language (TOEFL) score of at least 525, earned within two years prior to application. After admission, they must take The University of Tennessee English Placement Examination prior to registration. This test, administered by the faculty members from the English Department with the co-operation of personnel from the Center for International

Education, determines whether the student needs to take more English and, if so, at what level. The English Placement Examination (EPE) grants no credit.

Courses Offered for Foreign Students

During Winter Quarter, 1988, there were four courses specially designed for students who did not pass the English Placement Examination. These courses were the following :

English 1221 Written and Oral English for Foreign Students (6 quarter hours)

English 1431 English Composition for Foreign Students (3 quarter hours)

English 1441 English Composition for Foreign Students (3 quarter hours)

English 1451 English Composition for Foreign Students (3 quarter hours)

Students registered for English 1221 were permitted to register for only two other courses. English 1221 emphasized English grammar and paragraph writing.

English 1431 emphasized paragraph and composition organization with attention to grammar and mechanics. The prerequisite for this course was English 1221, or recommendation based on the English Placement Examination.

English 1441 was a writing course based on reading and discussion with attention to use of the library and to basic skills of documentation. Students needed to take English 1431 prior to taking this course.

English 1451 was a writing course based on reading and discussion of imaginative literature. Students taking this course wrote a formal research paper. The prerequisite for this course was English 1441.

Daily assignments were given in all classes. These involved practice using English grammar and typical writing assignments which allowed the students to apply what they had learned in class in their writing. The language laboratory was

also available for student to use during their free time or after class. The teachers were assigned to work with students in the language laboratory as an activity outside the classroom.

Quizzes and examinations were given periodically in each class. Course grades were given at midterm and at the end of the quarter. The A , B , C , I , F , W grading system was used in English 1221, while the A , B , C , I , NC , W grading system was used in the other three courses offered.

Student Placement

Students were assigned to classes according to their performance on the EPE determined by the ESL staff from the English Department. No student might register for any of the English composition courses designed for non-native speakers without having taken the EPE. In some cases, special recommendation might be given to students who passed the test to take a specific course if they would like to improve their ability in using the English language.

Length of Stay

Students assigned to special English courses had to enroll the first quarter of attendance, stay continuously enrolled in the assigned course until completion of all requirements, and complete the requirements during the first year of continued enrollment at The University of Tennessee, Knoxville.

Admission to the English Courses for Foreign Students

No student might register for any courses offered without having taken the English Placement Examination. Prior to registration, normally during the

orientation program of each academic term, foreign students needed to take the EPE which determines whether they needed to take more course work in English. There was no application or cost for taking this test. The students who did not pass the EPE were assigned to special English courses. They had to enroll the first quarter of attendance and stay continuously enrolled in the assigned courses until they had completed all the requirements.

Student Assistance

There was one special course assisting foreign students in pronunciation. This three-credit-course was English 1261, English Pronunciation for Foreign Students, which was designed to improve student's ability to speak and understand English. It covered the sounds and intonation patterns of American English and the relation of spelling to sound.

Questionnaire Response

The teacher. Of the four questionnaires distributed to the teachers teaching classes for foreign students offered by the Department of English, three came back, a return of 75 per cent. Table 13 shows the age and gender of those teachers who returned the questionnaire. They were all full-time teachers who belonged to one professional organization, TESOL. Moreover, one of them also belonged to the Tennessee TESOL.

Of the one male and two females in this group, one earned a Master's degree in ESL ; one earned two Master's degrees , one in Spanish Literature and the other in

TABLE 13
DISTRIBUTION BY SEX AND AGE OF INSTRUCTORS IN THE
ENGLISH DEPARTMENT WHO TEACH COURSES IN
ENGLISH FOR FOREIGN STUDENTS

Age	Male	Female	Number of Teachers
26 - 30	1	-	1
31 - 35	-	1	1
36 - 40	-	1	1
Total	1	2	3

EFL ; and the last one earned a doctoral degree in English as can be seen in Table 14.

All respondents reported that English was their native language. Since two-thirds of the responding teachers majored in the field of teaching English to speakers of other languages, they stated that they enjoyed teaching courses to students whose native language was not English.

Table 15 reveals the instructors' teaching experience which varied from 6 to 13 years. The means of teaching experience in and outside the United States were eight, and 0.67, respectively. Two of the teachers had teaching experience outside the United States. They stated that they felt their teaching experience outside the American society had strengthened their ability to work with foreign students, especially when they worked with them in the language laboratory.

When the investigator asked about the class the teacher most enjoyed, each reported that he/she liked the courses they taught. One respondent stated, "I really enjoy teaching the intricacies of language structure, English 1221," while the other said he liked teaching English 1451 because it was a way of "helping students learn to appreciate the short story and to understand its interpretation." One respondent found that teaching a course designed for foreign students motivated the teacher when he taught the advanced writing courses later in the day.

However, the course that was reported as the least enjoyable one was English 1221, Written and Oral English for Foreign Students. Teaching this course created a problem on the part of a teacher since "present day theory and method in the teaching of ESL/EFL warn against the isolated teaching of structure."

TABLE 14
DEGREES EARNED BY TEACHERS OF ENGLISH FOR FOREIGN
STUDENTS AT UTK WITH AREA OF EMPHASIS

	Master's Degree	Doctoral Degree	Percentage
ESL	1	-	33.33
Spanish Literature/EFL	1	-	33.33
English	-	1	33.33
Total	2	1	100

TABLE 15
YEARS OF ENGLISH TEACHING EXPERIENCE BY INSTRUCTORS
WHO TEACH COURSES IN ENGLISH FOR
FOREIGN STUDENTS

	In the United States	Outside the United States	Total
Teacher 1	5	1	6
Teacher 2	6	1	7
Teacher 3	13	-	13
	$\bar{X} = 8$	$\bar{X} = 0.67$	
	$SD = 3.56$	$SD = 0.47$	

The major teaching aid that the teachers found useful was the chalkboard. Two respondents reported that they used the chalkboard most often while one stated that the textbook was the number one teaching aid used.

Grammatical description was reported to be the technique used most often in class. The teachers believed that it would be useful for foreign students to learn the grammatical points first, so that they could apply the knowledge of those descriptions in writing and speaking.

The responses to the area of emphasis that English teachers should consider in teaching English to non-English speaking students varied. One teacher preferred reading as the component that should be emphasized while the others preferred that the students have grammatical knowledge.

The student. All of the 105 questionnaires distributed to the students registering for the courses for foreign students offered by the English Department at The University of Tennessee, Knoxville, were returned. The students' ages ranged from 18 to 41, with the median being 22 years of age and the mode 20. Table 16 shows that there were 71 males and 34 females in all classes offered. The majority of students, 85 out of 105, or 80.95 per cent, were single.

The main reason the students took the course was that they could not pass the English Placement Examination (EPE). In terms of communication, the dominant group of students in courses designed for foreigners at The University of Tennessee, Knoxville, was ones who could communicate with one another by using the Chinese language. Table 17 shows that there were 11 students from the People's Republic of China, nine students from Malaysia, and four students from Taiwan who claimed

TABLE 16
SEX AND MARITAL STATUS OF FOREIGN STUDENTS ATTENDING
CLASSES OFFERED BY THE ENGLISH DEPARTMENT
AT UTK

	Single	Married	Divorced	Total
Male	57	13	1	71
Female	28	6	-	34
Total	85	19	1	105

TABLE 17
THE COUNTRY AND THE NATIVE LANGUAGE OF THE STUDENTS
IN ENGLISH FOR FOREIGN STUDENT COURSES AT UTK

Country	Native Language	Number of Students
People's Republic of China	Chinese	11
Malaysia	Chinese	9
Taiwan	Chinese	4
Jordan	Arabic	3
Kuwait	Arabic	1
Lebanon	Arabic	5
Syria	Arabic	4
Tunisia	Arabic	4
South Yemen	Arabic	2
Chile	Spanish	1
Colombia	Spanish	1
Equatorial Guinea	Spanish	2
Honduras	Spanish	6
Mexico	Spanish	1
Venezuela	Spanish	2
Nigeria	English	2
Singapore	English	1
Pakistan	Urdu	8

TABLE 17 (Continued)

Country	Native Language	Number of Students
Malaysia	Malay	7
South Korea	Korean	6
Japan	Japanese	4
Burma	Burmese	3
Iran	Persian	3
Bangladesh	Bengali	2
Vietnam	Vietnamese	2
France	French	1
West Germany	German	1
Hungary	Magyar	1
India	Gujarati	1
Indonesia	Bahasa Indonesia	1
Kenya	Kikuyu	1
Portugal	Portuguese	1
Sweden	Swedish	1
Turkey	Turkish	1
Argentina/Italy	Spanish/Italian	1
Lebanon/France	Arabic/French	1

that Chinese was their native language. Totally, this group comprised 24 students, or 22.86 per cent.

The second group was comprised of ones who had Arabic as their native tongue. These were students from Jordan, Kuwait, Lebanon, Syria, Tunisia, and South Yemen. There were 19 students in this group.

The third group comprised students from Chile, Colombia, Equatorial Guinea, Honduras, Mexico, and Venezuela who reported Spanish as their native language. There were 13 students in this group.

The fourth group included two students, one from Nigeria and one from Singapore. These students were one who reported English as their native language. However they needed to take the English courses for foreign students offered since they could not pass the EPE.

The fifth group was students who could communicate to friends from their homeland by using their native tongue. These 44 students represented 17 countries and 17 different native languages. They were students from Pakistan, Malaysia, South Korea, Japan, Burma, Iran, Bangladesh, Vietnam, France, West Germany, Hungary, India, Indonesia, Kenya, Portugal, Sweden, and Turkey.

The last group was two students who had two native languages. One claimed Spanish and Italian as his native tongues, while the other said Arabic and French were his native languages.

Twenty-six out of 105 responding students, or 24.76 per cent, worked while studying at The University of Tennessee, Knoxville. Most of the work reported was on campus, e.g., student assistant at the Computing Center, teaching assistant, research assistant, engineering assistant, clerical worker at an office, employee working at the library circulation desk, and Food Service worker.

Students who worked off-campus reported that they had the following positions : line-cook, a salesperson, a driver, a waiter, a waitress, and a newspaperman. Students who worked part-time while attending The University stated that their employment helped to improve their fluency in English.

The students' background in studying English varied. Thirty-two out of 105, or 30.48 per cent, started studying English when they were 13 years old. The youngest age that one student started studying the language was four years of age while the oldest age was 30. Although they differed in age when they started to study the language, their TOEFL scores were quite impressive. Their scores ranged from 425 to 725, with the mean being 558.63. Four students reported that their TOEFL score was lower than the minimum requirement for entering The University of Tennessee, but their high school academic records were so good that they were allowed to begin a course of study at The University. Twenty-six out of 105, or 24.76 per cent, made 550 in their TOEFL. There were ten students whose scores reached 600-level in the TOEFL results.

While 99 students needed to take the TOEFL in order to get into The University of Tennessee, Knoxville, the other six were exempted simply because they were permanent residents of the United States. Some students could not reach the minimum TOEFL score requirement set by The University of Tennessee, but they were accepted since they had good academic records when they were in high school.

When asked whether watching television helped improving their fluency in English, 36 students, or 34.29 per cent, reported that it did a great deal while 48 students, or 45.71 per cent, said it did a fair amount. Nineteen students, or 18.10 per cent, found that watching television helped their fluency very little, and two students, or 1.90 per cent, said it did not help them at all.

Most of the students who reported that watching television helped their fluency in English were ones who watched educational programs. One student stated that he learned new vocabulary by watching the G.E.D. Review program. Some foreign students reported having problem in following what they were watching since the speed of spoken English on television was too fast for them. However, after a certain period of time, the students understood more since they became used to the speed and considered it as normal.

Among 105 students responding to the question on whether listening to the radio helped their fluency in English, 20 students, or 19.05 per cent, reported it did a great deal while the majority of students, 47 or 44.76 per cent, said it did a fair amount. Thirty-one students, or 29.52 per cent, found that it did very little. There were seven students, or 6.67 per cent, who stated that it did not help their fluency at all.

Most students, 99 out of 105, or 94.29 per cent, did not think English was too difficult for them. Moreover, they believed that everybody would benefit from learning English. Reasons that some students gave were that they could get good jobs, make friends more easily with English speaking people, and know and understand the way of life of English speaking people.

Since English was viewed by the majority of the students to be a very useful language, 97 students, or 92.38 per cent, hoped that they could use English they had learned at The University of Tennessee in their career in the future. However, only 23 students, or 21.90 per cent, reported that they liked English more than other subjects. As a result, this group of students also made better grades in English than in other subjects.

When asked about their activities in the classroom, the students' responses revealed that they were involved in many activities which promoted good grammar and standard usage in writing. In class, however, 47 students, or 44.76 per cent, reported that they had never used their native language with their classmates even when they were from the same country. The reason given was that they wanted to practice the target language more. Moreover, 56 out of 105 students, or 53.33 per cent, reported that they did not have to translate oral and written English to or from their native language while the others stated that they did translate English either to or from their own language.

The students' activities outside the classroom involved reading English magazines or newspapers, listening to language radio programs, watching English language films or television programs, and talking with English speaking people, both children and adults.

Surprisingly, 63 out of all the students, or 60 per cent, reported that they had never corresponded in English with any friends at all. Moreover, 56 students, or 53.33 per cent, also reported that they had never been involved in or attended any meetings of English language societies or other English language cultural organizations. Sixty-eight students, or 64.76 per cent, stated that the United States was the only English speaking country they had visited. As a consequence, they faced some problems in adapting themselves to the culture, the foods, and the way of life of American people.

Correlations of TOEFL Scores and Different Variables by UTK Students

Table 18 shows the correlations between TOEFL scores and some variables collected from the students attending classes for foreigners at The University of

TABLE 18
CORRELATIONS OF TOEFL SCORES AND DIFFERENT VARIABLES
BY THE FOREIGN STUDENTS AT UTK

	N	Mean	SD	Min	Max	r
99						
TOEFL		558.63	37.44	425	725	
Age		23.30	4.44	18	41	-0.21
Age First Studied English		11.53	4.63	4	30	-0.30
Years of Studying English		11.77	4.19	3	25	0.05
	N	Mean	Sx			r
<u>Sex</u> : Male	68	561.54	37.25			0.12
Female	31	552.23				
<u>Status</u> : Single	79	559.41	37.25			0.04
Others	20	555.55				
<u>Occupation</u> : Yes	24	567.83	37.25			0.14
No	75	555.68				
<u>Level of Class Studied</u> :						
English 1221	72	552.85	37.25			-0.25
Others	27	574.04				

TABLE 18 (Continued)

	N	Mean	Sx	r
<u>Time Listening to Radio :</u>				
11 + hours/week	33	568.03	37.25	0.18
10 - hours/week	66	553.92		
<u>Time Watching TV :</u>				
11 + hours/week	32	557.94	37.25	-0.01
10 - hours/week	67	558.96		

Tennessee, Knoxville. Both Pearson product-moment, and point biserial correlations were run to see whether there were any correlations between the TOEFL scores the students received and different variables obtained from the questionnaires.

Among all variables, students who reported listening to the radio 11 hours a week or more seemed to have the highest mean TOEFL scores. A positive correlation was shown between TOEFL and time students spent in listening to the radio. Occupation and sex also reflected low positive correlations with the TOEFL scores.

The age at which a student first studied English and the TOEFL scores showed a moderate negative correlation. As one might expected, the level of class that the students attended also showed a low negative association.

The following chapter consists of the summary and the conclusions of the study with some major findings based on the data obtained. It also includes some recommendations for improving the teaching of English to non-English speakers at The University of Tennessee, Knoxville.)

CHAPTER V

SUMMARY, MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to survey the general status of teaching English to non-English speakers at The University of Tennessee, Knoxville. This survey was limited to 175 non-native speaking students attending classes for foreign students operated by the English Language Institute, the International House, and the English Department for foreign students as well as 15 teachers teaching at the three units stated. Ninety-eight per cent, or 188 subjects, filled out their respective questionnaires.

The data were collected over a seven-weeks' period during Winter Quarter, 1988. Four questionnaires, developed by the investigator and administered personally on site, and interviews of selected groups of people were the primary instruments used in gathering the data. In investigating the students' English proficiency in comparison with the data obtained, the Pearson product-moment, and the point biserial correlations were computed on those subjects with TOEFL scores. No correlations were produced on the subjects without TOEFL scores since the data could not be numerically computed.

Frequency and percentage tabulations of the responses were used in reporting the results of the study.

II. MAJOR FINDINGS

After examining the data gathered from the surveyed units and analyzing the responses of both students and teachers, the investigator found the following :

1). The objectives of the programs in teaching English to non-English speakers were stated clearly in all three units. The English Language Institute aimed at preparing the foreign students to enter colleges or universities in the United States. The courses offered at the ELI emphasized the development of communicative skills in listening, speaking, reading, and writing. Moreover, an institutional TOEFL was given at the midterm of each quarter to all ELI students.

The purpose of the ESL classes at the International House was mainly to facilitate foreigners in adapting themselves to live in the American society peacefully. Although writing was not emphasized in classes at the I-House, speaking was promoted.

The teaching of English to foreign students operated by the English Department concentrated on both writing and grammar. The purpose of offering special courses for non-English speaking students was to prepare them for college study.

2). The surveyed units promoted listening skill by providing the language laboratory for student use during their free time or after classes.

3). The instruction in all three surveyed units was geared to the auditory learners.

4). Culture seemed to be the area of neglect in the classes operated by the English Department.

5). Only 30 per cent of all participating teachers had their degrees in Teaching English as a Second/Foreign Language.

6). The teachers' teaching experience ranged from one to 36 years, with the mean being 12.54. Thirty per cent of all participating teachers had not had any teaching experience outside the United States.

7). The majority of participating teachers appeared to be familiar with the developments in the field of Teaching English as a Second/Foreign Language since most of them belonged to TESOL--a professional organization that they reported as being very helpful to them in keeping up with new methodology.

8). Grammar was reported to be the course that the teachers in two units , the ELI and the English Department , enjoyed the least. However, all participating teachers seemed to agree that grammar was to be taught and emphasized in non-English speaking student classes.

9). Chalkboard was the number one teaching aid used most often in class, while the textbook came the second.

10). The majority of students attending classes in all three units reported a positive attitude towards English. Since they realized the importance of English, they hoped that they would make use of the English courses they had learned in the surveyed units in some forms in the future.

11). The number of teachers teaching English to foreign student courses at the English Department seemed to be insufficient. While the number of students attending the classes operated by the English Department was the highest, there were only four teachers assigned to teach the courses offered.

12). The students' TOEFL scores in all units showed positive correlations with students' length of time in studying the English language. In addition, the resulting correlations between sex and students' TOEFL scores in the three units were also positive.

III. CONCLUSIONS

Based on the data gathered, the investigator was able to draw the following conclusions :

- 1). The teaching in all three surveyed units emphasized visual and auditory learnings more than kinesthetic, or tactile learnings.
- 2). The main purpose of students in studying the English courses in all three units was different. As a result, activities to facilitate learning should be different. However, activities in each unit should promote better understanding among different ways of life and cultures.
- 3). The number of instructors who had the degrees in Teaching English as a Second/Foreign Language in the surveyed units seemed to be insufficient.
- 4). Although the participating teachers reported their familiarity with TESOL, it seemed that they were very conservative in their choice of teaching aids used in classes.
- 5). TOEFL scores could not fully determine English ability. As a consequence, students with high TOEFL scores still needed to take remedial English courses offered. Therefore, other criteria, i.e., attendance at another American institution or English language school, should be taken into consideration and used for admission.

IV. RECOMMENDATIONS

On the basis of findings from the study, the investigator is able to make the following recommendations :

- 1). According to Reid's study in 1987, non-English speaking students strongly preferred kinesthetic and tactile learnings--the approaches which the teachers in all units seemed to avoid using. Therefore, kinesthetic and tactile learnings should be emphasized in the instruction in all three units.
- 2). The English Department should provide cross-cultural experiences to help foreign students understand the customs of people in the United States.
- 3). Teachers working with foreign students should have degrees in ESL/EFL to facilitate the teaching and learning experience.
- 4). A variety of teaching aids, e.g., tape-recorder, pictures, or role-playing, should be used by the instructors in order to prevent boredom on the part of the students.
- 5). Teacher's aides should be secured to tutor ELI students whose English language skills are not well developed.
- 6). More funds and staff should be available to serve international programs of teaching English to non-English speakers offered in the three units in order to make the goals of each unit attainable.
- 7). The Test of English as a Foreign Language (TOEFL) should not be the only criterion for admission to The University of Tennessee, Knoxville. Other criteria of English proficiency such as attendance in U.S. schools or the English language institutes could also be used in admission consideration. Moreover, it is possible to admit non-English speaking students according to an open admission basis, while giving them concurrent help in English.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR THE TEACHERS
AT THE ENGLISH LANGUAGE INSTITUTE, THE INTERNATIONAL
HOUSE, AND THE ENGLISH DEPARTMENT AT THE UNIVERSITY
OF TENNESSEE, KNOXVILLE

APPENDIX A

QUESTIONNAIRE FOR TEACHERS

Direction : Please fill in the blank or check the appropriate space provided.

1. Sex : ☐ Male ☐ Female
2. Age : ☐ 21-25 ☐ 26-30 ☐ 31-35
☐ 36-40 ☐ 41-45 ☐ 46-50
☐ 51-55
3. Working Status : ☐ a) teacher--full time
☐ b) teacher--part time
☐ c) other (Please specify)
4. Highest Degree Earned (with area of emphasis) : _____

5. Please list the language (s) you can speak below : _____

6. Native Language (s) : _____
7. Teaching Experience in the United States : _____ year(s)
8. Teaching Experience outside the United States : _____ year(s)
9. Please list the professional organization(s) to which you belong :
a) _____ b) _____
c) _____ d) _____
10. Please list the course(s) you teach this quarter :
a) _____ b) _____

11. Among the courses you teach this quarter, which one do you most enjoy?

Why? _____

12. Among the course you teach this quarter, which one do you least enjoy? Why?

13. Please rate the top three teaching aids that you use in your class.

(1-3 : most-least)

_____Text-book

_____Tape recorder

_____Chalk board

_____Other (specify)

14. Methods used most often to the least one :

(1-3 : most-least)

_____Direct

_____Oral-Aural

_____Translation

_____Other (specify)

15. Techniques used most often to the least one :

(1-3 : most-least)

_____Grammatical description

_____Pattern practice

_____Dictation

_____Picture stimulus

_____Silent reading/Oral reading

_____Other (specify)

16. Please rate the top three areas of emphasis that you think English teachers should consider in teaching English to non-English speaking students.

(1-3 : most-least)

_____Listening

_____Speaking fluency

_____Reading

_____Writing

_____Pronunciation

_____Literary appreciation

_____Grammatical knowledge

_____Description of American culture

_____Other (specify)

17. Additional Comments : _____

APPENDIX B

**QUESTIONNAIRE FOR THE STUDENTS AT
THE ENGLISH LANGUAGE INSTITUTE, THE UNIVERSITY
OF TENNESSEE, KNOXVILLE**

APPENDIX B

QUESTIONNAIRE FOR THE STUDENTS AT THE ENGLISH LANGUAGE INSTITUTE, THE UNIVERSITY OF TENNESSEE, KNOXVILLE

Direction : Please fill in the blank or check the appropriate space provided.

1. Age : _____ years
2. Sex : _____ Male _____ Female
3. Marital Status : _____ Single _____ Married _____ Divorced
4. Citizenship : _____ Native Language : _____
5. Do you work? : _____ Yes _____ No
If YES, what is your occupation? : _____
6. Main reason why you study English courses here :
_____ a) to improve the TOEFL score
_____ b) to get into the college
_____ c) other (specify)
7. When did you first study English? When I was _____ years old.
8. Levels of courses studied here : (Check all that apply.)
_____ Writing : Level _____
_____ Reading : Level _____
_____ Grammar : Level _____
_____ Listening : Level _____
_____ Conversation : Level _____

9. Have you ever taken the TOEFL exam? ____Yes ____No

If YES, what score did you make? _____

10. Approximately, how many hours do you listen to radio per week?

____0 ____1-5 ____6-10 ____11-15 ____16-20 ____20-above

11. Approximately, how many hours do you watch television per week?

____0 ____1-5 ____6-10 ____11-15 ____16-20 ____20-above

12. How does listening to radio help improving your fluency in English?

____A great deal ____A fair amount ____Very little ____Not at all

13. To what extent does watching television improve your fluency in English?

____A great deal ____A fair amount ____Very little ____Not at all

14. INTEREST IN ENGLISH

Direction : Read the following statement and decide whether it is applicable to you or not. Write "Y" if it is, and "N" if it is not.

____a) I would like to study English after I finish my courses at ELI.

____b) English gets more interesting all the time.

____c) I hope that in my career I will be able to make use of the English courses I learn at ELI.

____d) I cannot profit from learning English because it is too difficult for me.

____e) I think that everyone would benefit from learning English.

____f) There are many subjects more important to learn than English.

15. UTILITY OF ENGLISH

____a) Studying English may some day help me get a good job.

____b) I need to study English to further my formal education.

- _____ c) I need to study English in order to read books, newspapers, and magazines that I want to read.
- _____ d) Studying English will allow me to make friends more easily with English speaking people.
- _____ e) I study English because I enjoy it.
- _____ f) I study English because I was given no choice in the matter.
- _____ g) Studying English will help me understand my own language better.
- _____ h) Studying English will help me know and appreciate the way of life of people who speak English.

16. ENGLISH ACTIVITIES OUTSIDE CLASSROOM

Direction : Mark "Y" in front of the activity that you have done, and mark "N" in front of the activity that you NEVER done outside the classroom.

- _____ a) Read English newspaper or magazines.
- _____ b) Listen to English language radio program.
- _____ c) Watch English language films.
- _____ d) Watch English language television program.
- _____ e) Talk with English speaking children or adults.
- _____ f) Correspond in English with a pen pal.
- _____ g) Attend meetings of English language societies or other English language cultural organizations, e.g., church, theater.
- _____ h) Have visited an English speaking country other than U.S.A.

17. ENGLISH CLASSROOM ACTIVITIES :

In class,

- a) I (often, sometimes, rarely, or never) speak English to teacher.

- b) I (often, sometimes, rarely, or never) speak in my own language.
- c) I (often, sometimes, rarely, or never) listen to records, radio, or tapes in English.
- d) I (often, sometimes, rarely, or never) repeat exercises in English.
- e) I (often, sometimes, rarely, or never) write exercises in English.
- f) I (often, sometimes, rarely, or never) translate into or from English.
- g) I (often, sometimes, rarely, or never) write essays in English.
- h) I (often, sometimes, rarely, or never) read materials written in English.

APPENDIX C

**QUESTIONNAIRE FOR THE STUDENTS AT
THE INTERNATIONAL HOUSE, THE UNIVERSITY
OF TENNESSEE, KNOXVILLE**

APPENDIX C

QUESTIONNAIRE FOR THE STUDENTS AT THE INTERNATIONAL HOUSE, THE UNIVERSITY OF TENNESSEE, KNOXVILLE

Direction : Please fill in the blank or check the appropriate space provided.

1. Age : _____ Years
2. Sex : _____ Male _____ Female
3. Marital Status : _____ Single _____ Married _____ Divorced
4. Citizenship : _____ Native Language : _____
5. Do you work? : _____ Yes _____ No
If YES, what is your occupation? : _____
6. Main reason why you study English courses here :
_____ a) to improve the TOEFL score
_____ b) to practice English
_____ c) other (specify)
7. When did you first study English? When I was _____ years old.
8. Levels of courses studied here :
_____ Beginners
_____ Intermediate
_____ Advanced
9. Have you ever taken the TOEFL exam? _____ Yes _____ No
If YES, what score did you make? _____

10. Approximately, how many hours do you listen to radio per week?
 ___0 ___1-5 ___6-10 ___11-15 ___16-20 ___20-above
11. Approximately, how many hours do you watch television per week?
 ___0 ___1-5 ___6-10 ___11-15 ___16-20 ___20-above
12. How does listening to radio help improving your fluency in English?
 ___A great deal ___A fair amount ___Very little ___Not at all
13. To what extent does watching television improve your fluency in English?
 ___A great deal ___A fair amount ___Very little ___Not at all
14. INTEREST IN ENGLISH

Direction : Read the following statement and decide whether it is applicable to
 you or not. Write "Y" if it is, and "N" if it is not.

- ___a) I would like to study English after I finish my courses at the I-House.
- ___b) English gets more interesting all the time.
- ___c) I hope that in my career I will be able to make use of the English
 courses I learn at the I-House.
- ___d) I cannot profit from learning English because it is too difficult for me.
- ___e) I think that everyone would benefit from learning English.
- ___f) There are many subjects more important to learn than English.

15. UTILITY OF ENGLISH

- ___a) Studying English may some day help me get a good job.
- ___b) I need to study English to further my formal education.
- ___c) I need to study English in order to read books, newspapers, and
 magazines that I want to read.

- _____d) Studying English will allow me to make friends more easily with English speaking people.
- _____e) I study English because I enjoy it.
- _____f) I study English because I was given no choice in the matter.
- _____g) Studying English will help me understand my own language better.
- _____h) Studying English will help me know and appreciate the way of life of people who speak English.

16. ENGLISH ACTIVITIES OUTSIDE CLASSROOM

Direction : Mark "Y" in front of the activity that you have done, and mark "N" in front of the activity that you NEVER done outside the classroom.

- _____ a) Read English newspaper or magazines.
- _____ b) Listen to English language radio program.
- _____ c) Watch English language films.
- _____ d) Watch English language television program.
- _____ e) Talk with English speaking children or adults.
- _____ f) Correspond in English with a pen pal.
- _____ g) Attend meetings of English language societies or other English language cultural organizations, e.g., church, theater.
- _____ h) Have visited an English speaking country other than U.S.A.

17. ENGLISH CLASSROOM ACTIVITIES :

In class,

- a) I (often, sometimes, rarely, or never) speak English to teacher.
- b) I (often, sometimes, rarely, or never) speak in my own language.

- c) I (often, sometimes, rarely, or never) listen to records, radio, or tapes in English.
- d) I (often, sometimes, rarely, or never) repeat exercises in English.
- e) I (often, sometimes, rarely, or never) write exercises in English.
- f) I (often, sometimes, rarely, or never) translate into or from English.
- g) I (often, sometimes, rarely, or never) write essays in English.
- h) I (often, sometimes, rarely, or never) read materials written in English.

APPENDIX D

QUESTIONNAIRE FOR THE STUDENTS IN COURSES
FOR FOREIGN STUDENTS DESIGNED BY THE DEPARTMENT
OF ENGLISH, THE UNIVERSITY OF TENNESSEE, KNOXVILLE

APPENDIX D

QUESTIONNAIRE FOR THE STUDENTS IN COURSES FOR FOREIGN STUDENTS DESIGNED BY THE DEPARTMENT OF ENGLISH, THE UNIVERSITY OF TENNESSEE, KNOXVILLE

Direction : Please fill in the blank or check the appropriate space provided.

1. Age : _____ years
2. Sex : _____ Male _____ Female
3. Marital Status : _____ Single _____ Married _____ Divorced
4. Citizenship : _____ Native Language : _____
5. Do you work? : _____ Yes _____ No
If YES, what is your occupation? : _____
6. When did you first study English? When I was _____ years old.
7. Courses studied here : (Check all that apply.)
_____ English 1221
_____ English 1431
_____ English 1441
_____ English 1451
9. Have you ever taken the TOEFL exam? _____ Yes _____ No
If YES, what score did you make? _____
10. Approximately, how many hours do you listen to radio per week?
____0 ____1-5 ____6-10 ____11-15 ____16-20 ____20-above

11. Approximately, how many hours do you watch television per week?
___0 ___1-5 ___6-10 ___11-15 ___16-20 ___20-above
12. How does listening to radio help improving your fluency in English?
___A great deal ___A fair amount ___Very little ___Not at all
13. To what extent does watching television improve your fluency in English?
___A great deal ___A fair amount ___Very little ___Not at all
14. INTEREST IN ENGLISH

Direction : Read the following statement and decide whether it is applicable to you or not. Write "Y" if it is, and "N" if it is not.

- ___a) I would like to study English after I finish the courses I am now taking.
- ___b) English gets more interesting all the time.
- ___c) I hope that in my career I will be able to make use of the English courses I learn at UTK.
- ___d) I cannot profit from learning English because it is too difficult for me.
- ___e) I think that everyone would benefit from learning English.
- ___f) There are many subjects more important to learn than English.

15. UTILITY OF ENGLISH

- ___a) Studying English may some day help me get a good job.
- ___b) I need to study English to further my formal education.
- ___c) I need to study English in order to read books, newspapers, and magazines that I want to read.
- ___d) Studying English will allow me to make friends more easily with English speaking people.

- _____ e) I study English because I enjoy it.
- _____ f) I study English because I was given no choice in the matter.
- _____ g) Studying English will help me understand my own language better.
- _____ h) Studying English will help me know and appreciate the way of life of people who speak English.

16. ENGLISH ACTIVITIES OUTSIDE CLASSROOM

Direction : Mark "Y" in front of the activity that you have done, and mark "N" in front of the activity that you NEVER done outside the classroom.

- _____ a) Read English newspaper or magazines.
- _____ b) Listen to English language radio program.
- _____ c) Watch English language films.
- _____ d) Watch English language television program.
- _____ e) Talk with English speaking children or adults.
- _____ f) Correspond in English with a pen pal.
- _____ g) Attend meetings of English language societies or other English language cultural organizations, e.g., church, theater.
- _____ h) Have visited an English speaking country other than U.S.A.

17. ENGLISH CLASSROOM ACTIVITIES :

In class,

- a) I (often, sometimes, rarely, or never) speak English to teacher.
- b) I (often, sometimes, rarely, or never) speak in my own language.
- c) I (often, sometimes, rarely, or never) listen to records, radio, or tapes in English.
- d) I (often, sometimes, rarely, or never) repeat exercises in English.

- e) I (often, sometimes, rarely, or never) write exercises in English.
- f) I (often, sometimes, rarely, or never) translate into or from English.
- g) I (often, sometimes, rarely, or never) write essays in English.
- h) I (often, sometimes, rarely, or never) read materials written in English.

VITA

Tamronglak U-nakarin is originally from Thailand. After receiving her high school diploma in Science Section, she attended Suansunandha Teachers' College and received the Higher Education diploma in 1977. When she graduated, she was granted a scholarship for earning the highest grade point average. Her Bachelor's degree was completed with honors in English in 1979 at Srinakarinwirot University, Prasarnmitr. She entered Chulalongkorn University and received the Master of Arts degree, majoring in English, in 1981. Since then, she has served as a faculty member in the Faculty of Humanities, Srinakarinwirot University, Phitsanuloke.

In 1986, she took a leave of absence to enter the doctoral program at The University of Tennessee, Knoxville. She was awarded the Doctor of Education degree in English education in August, 1988. After graduation, she returned to her teaching position at Srinakarinwirot University, Phitsanuloke, Thailand.