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**DEVELOPING PRAXIS FOR A FEW  
NON-ENGLISH SPEAKING BACKGROUND  
STUDENTS IN THE CLASS**

**A thesis presented in partial fulfilment of the requirements for  
the degree of Doctor of Philosophy in Education at Massey University**

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## ABSTRACT

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This thesis explores how teachers develop working theories and practices for small numbers of non-English speaking background (NESB) students in mainstream classes. The investigation included eight class teachers and four different school settings. A pilot phase was conducted in one school at the end of 2000. The major phase of the study was carried out in 2002. In each of the four terms that year, a different school became the context for the study and the focus was placed on a year 1-2 class teacher and a year 5-6 class teacher in that school.

The study employed a qualitative ethnographic approach. Information was collected about each class teacher's experience, knowledge, confidence, teaching strategies, the degree of stress experienced when teaching NESB students in various class groupings, and the way in which individual and class needs were balanced. An initial intensive interview with each class teacher was followed by in-class observations. These observations were interspersed by two reflective discussions which took place in the middle and at the end of the school term. Discussions took a reflective problem-solving approach that made use of a write-down, think-aloud technique, and focused on critical learning and teaching episodes from the class. In addition, a reflective journal was kept, and semi-structured interviews were carried out with teachers responsible for the English for Speakers of Other Languages programme in the school.

The results of the inquiry led to the development of a theoretical model which illustrated how the evolution of teachers' praxis was influenced by dynamic interactions within and across three contextual layers: the educational community, the classroom, and the reflective practitioner. Each teacher's professional knowledge was informed by a unique background of experience and the nature of the collaboration that occurred with colleagues and parents. In turn, these factors impacted on the formation of pedagogic beliefs, perceived efficacy, and the evolution, selection and implementation of particular teaching roles and strategies.

The study culminated with a number of recommendations being made for the enhancement of professional development initiatives, as well as for school and educational policies. In particular, these recommendations highlight the need for taking a broad ecological approach to addressing the professional needs of class teachers working with small numbers of NESB students.



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Like much of human knowledge, this report is not just mine to hold, although the unfolding story within it has been my privilege to discover and to tell. The gradual, sometimes painful, but always exhilarating emergence of this thesis from an ill-formed chrysalis state has been made possible by the support of many who I can but briefly acknowledge here.

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# PART ONE: Rationale and Design

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## **Introduction to Part One**

The ten chapters in this thesis report are grouped into three major parts. Part One, which provides the theoretical and methodological framework for the investigation, includes the first four chapters. Chapter One introduces the study and the contextual issues that lead to its conception, and Chapter Two reviews the relevant literature. Chapter Three deals with the methodological design and approach for the study, while the procedures and instruments that were designed and selected for the implementation of the investigation are covered in Chapter Four.



# CHAPTER ONE

## INTRODUCTION

This thesis reports on an investigation into how class teachers develop their praxis to meet the perceived needs of small numbers of non-English speaking background (NESB) students in the primary school classroom, and the key factors that influence this process. In New Zealand, the term *NESB* may include fluent bilingual speakers as well as learners of English (Kennedy and Dewar, 1997). However, in this thesis, NESB refers more specifically to those learners whose first language is not English and who, as a consequence, may require additional assistance with English language to enable them to effectively access curriculum content. The term *NESB* originated in Australia but, since the first large scale Ministry of Education survey on NESB students in schools (Kennedy and Dewar (1997), it has consistently appeared in Ministry of Education publications in New Zealand. Nonetheless, this choice has unwittingly contributed to a deficit model that fails to recognize the wealth of first language knowledge learners will bring to their learning of English (Haworth, 2003). Although NESB students are referred to in this thesis there is no intention to support the current nomenclature, but it is primarily intended to make the findings more accessible to other researchers in this area, and more visible to those who ultimately hold the power to effect positive change in schools.

The focus of this thesis is on the development of teachers' praxis, or the integration of teachers' working theories and practices. Such praxis may be idiosyncratic, but it is also socially and culturally informed, and thus reflects normative ways of thinking and acting within a particular context (Hoffman-Kipp, Artiles, and Lopez-Topez, 2003). It is hoped that, as a result of the current study, teacher educators and policy makers will have a better understanding of how teachers develop praxis for a few NESB students so that learning and teaching can be enhanced for all students in the class.

The broad context for the study has been influenced by recent rapid increases in the ethnic and linguistic diversity of students in New Zealand schools. As a result, significant

pedagogic and professional issues have arisen for class teachers, impacting on their ability to successfully teach NESB students, and revealing critical gaps in existing knowledge about how teachers work with these students in the mainstream class setting.

### **1.1 Background to the Numbers of NESB Students**

While many immigrants to New Zealand come from English speaking background, the ethnic and linguistic diversity of the New Zealand population has increased considerably over recent years, and looks likely to continue to do so (Peddie, 2003). This situation has inevitably impacted on schools. Franken and McComish (2003) note that “data from the 2001 census shows that 15% of children under the age of 15 years speak more than one language” (p.3). However, this growth has not been evenly spread. It has been found that 31% of all NESB students are concentrated in the Auckland area, so high numbers are generally only to be found in the Auckland area where NESB students may contribute up to 80% of a school’s population (Franken and McComish, 2003). The remaining 69% of NESB students are spread more thinly throughout other New Zealand locations and schools.

Typically, therefore, in the majority of New Zealand schools NESB students comprise around 10% or less of the total school population. National policies have, however, tended to regard the needs of these schools as the same as those in the greater Auckland area; but class teachers may be presented with quite different challenges in school contexts with smaller numbers of NESB students (Haworth, 2003; Haworth and Haddock, 1999). For example, NESB students are likely to be less visible in these settings and, as a result of the lack of proportional representation, advocacy for both students and teachers may be more difficult. These matters assume even greater significance when viewed in the light of the professional tensions that currently exist in this field.

## 1.2 Current Professional Tensions

Moves towards defining a unified approach to teaching NESB students in schools have been underpinned by a number of professional tensions. As already noted, there is a paucity of funding in schools with just a few NESB students. In addition, there are conflicting understandings about the nature of the programme for English for Speakers of Other Languages (ESOL) in schools; confusion over how to effectively assess NESB students; and lowered perceptions of ESOL professionalism. These matters each have particular effects in primary schools with just small numbers of NESB students.

### **Funding for Just a Few NESB Students**

One point of unanimous agreement by both class and ESOL teachers is that there are never enough funds or resources to meet the needs of NESB students (Barnard and Rauf, 1999; Collier and Thomas, 1999; Kennedy and Dewar, 1997). In fact, in the USA legal disputes over the lack of provisions for NESB students have resulted in cases being won on the grounds of human equal rights' legislation in that country (Zephir, 1999). It is therefore interesting that, in New Zealand, following the first large scale Ministry of Education investigation into provisions for NESB students in schools (Kennedy and Dewar, 1997), the per capita funding for NESB students in schools was increased. Funding moved from \$300 to \$500 per NESB student per year, up to a maximum of three years, with an additional \$500 per year being provided for refugee students for up to a maximum of five years.

However, some schools believe that the new funding process is too time consuming for the minute amount of funding attracted by small numbers of NESB students, and so do not bother to apply (Haworth, 2003). Students have to be assessed twice a year, and verifiers from the Ministry of Education visit schools to check on eligibility; but funding ceases at a point significantly lower than the level of proficiency for the native-speaking cohort. Franken and McComish (2003) assert that reference to a cohort does not meet the diagnostic needs assessment of NESB students either for entry into, or during, the programme. They further point out the lack of validity in using assessment materials and procedures with NESB students that are the same as those designed primarily for fluent English speaking students.

On the surface, the 1998 funding increase to schools with NESB students could be perceived as a positive move, but the policy makers had taken little account of some significant contextual differences. For example, in primary schools, as opposed to secondary schools, NESB students might be at vastly different levels of physical and cognitive development, so teaching them together in withdrawal situations, or grouping them by English level, is less likely to meet their mainstream learning needs.

The funding policy appears to assume that what was good for schools who took part in the Kennedy and Dewar (1997) study would be good for the rest of the country, including those schools with much smaller numbers of NESB students. Schools that participated in the 1997 study were located in Wellington, Auckland and Christchurch and had between 15% and 18% NESB students on their rolls. Even in these situations, where schools had many effective policies and practices in place, teachers still felt that funding was insufficient. A later investigation into the provisions for NESB learners in primary schools in the Hamilton area (Barnard and Rauf, 1999) highlighted many major deficits and, similar to Kennedy and Dewar, pointed to a need for more teacher education and more resources for the ESOL programme.

It is significant that the geographical location for the present study, in the central North Island of New Zealand, has an even lower number of NESB students than either the Hamilton study (Barnard and Rauf, 1999) or the earlier Kennedy and Dewar (1997) investigation, having just 1% of the nation's funding for NESB students (Ministry of Education, 2004). Such a small number of NESB students may appreciably impact on total funding levels, and hence on a school's ability to provide effectively for the needs of the NESB students and their teachers.

In areas where NESB students contribute just a small proportion of the total school roll, increased funding is unlikely to improve conditions for either teachers or students. For example, in a school with a student roll of 400, including just six NESB students, the school's total ESOL funding to provide for these students would come to \$3000 per year. Nonetheless, the government stance, as represented in Franken and McComish (2003), remains unsympathetic:

Rather than seeing the responsibility to cater for NESB students' needs as a core responsibility to be met from the general budget with an extra contribution from ESOL funding, schools tend to view the ESOL funding as the basic funding for ESOL provision, with a need to supplement this from the school's 'own' funds because of the inadequacy of the ESOL funding in relation to what they wish to provide for NESB students. (pp. 146-147)

### **Perceptions of ESOL Professionalism in Schools**

Faced with under-funding, schools with smaller numbers of NESB students are often reliant on the good-will of the school management to provide for these needs. The practice of employing part-time teacher aides to spend a few hours with NESB students as a group (Barnard and Rauf, 1999) is one outcome of this circumstance. ESOL support teachers are known to predominantly hold part-time untenured positions, and many are teacher aides (Haddock, 1998). Such a situation has done little to enhance the professional image of ESOL. Furthermore, since teacher aides are less familiar with the school curriculum, they may be less likely to address the needs of NESB students in the regular class programme. This possibly explains why class teachers have been found to be resistant to having untrained ESOL staff in the classroom (Johnston, 1999).

It is generally recognized that few class teachers have been professionally equipped to meet the needs of NESB students in either New Zealand (Cameron and Simpson, 2002; Haworth and Haddock, 1999; Haworth, 2003; Kennedy and Dewar, 1997) or overseas (Andrews, 1999; Brumfit, 1991; Hawkins, 2004; Penfield, 1987; Scollon and Scollon, 1995). The existing situation has traditionally been defended on the grounds that, although NESB students are learning through English in the regular class setting, learning and teaching are explicitly focused on curriculum subjects. On the other hand, Franken and McComish (2003) assert that "NESB students have to be learning language across the whole school day" (p. 136) and therefore class teachers "need to have a high level of skill in order to maximise language learning" (p. 76).

### **Defining the ESOL Curriculum**

In addition to there being no separate ESOL curriculum for NESB students in schools (Creese, 2000; Davison, 1993, 2001a, 2001b, 2001c), there is little consensus over the nature of the informal curriculum. Some argue that there should be a focus on the

classroom curriculum with additional provision for cultural connections (Barnard, 1998); while others say that there should also be emphasis on English vocabulary, grammar and text structure (Davison, 2001a). Still others say that there should be a separate ESOL curriculum (Syme, 1999); while others (e.g. Middleton, 1999) hold that ESOL should come under the existing English curriculum statement for native speakers of English (Ministry of Education, 1994). Franken and McComish (2003) explain the dilemma:

It would be inappropriate to restrict NESB students to a special language learning curriculum which afforded no possibility of participating in the English curriculum with their peers. However, it would be equally inappropriate to have no formal guidelines for English language learning which NESB students are engaged in. (p. 40)

The underlying lack of clarity regarding the content of the ESOL programme reflects a more global debate about the distinction between the teaching of English as a second language and the teaching of English as a foreign language (Nayer, 1997). It also impinges on organizational decisions, such as whether the needs of NESB students would be better met in the regular classroom or in separate ESOL withdrawal classes. Reference to similar tension is frequently noted in the literature (Franson, 1999; Johnston, 1999; Lacey, 1996; Millett and Vine, 2000; Mills, 1996; Penfield, 1987; Prochnow, Kearney and Carol-Lind, 1999; Williamson, 1992). Such conflicting views suggest that there is a difference between the values held by ESOL teachers and those held by class teachers, and may point to difficulties in achieving effective collaboration between these two groups of teachers. Section 2.2 provides more detailed discussion of issues surrounding collegial collaboration.

Franken and McComish (2003) note that assessment of NESB students by the class teacher is likely to be more reliable and valid. However, disputes over the focus of the ESOL curriculum inevitably lead to confusion in the area of assessment. Teachers in Franson's (1999) London-based study reported difficulty in assessing NESB students. In New Zealand Haworth and Haddock (1999) also found that limited teacher knowledge contributed to the proficiency of NESB students being over-rated, resulting in the loss of crucial ESOL funding. Despite sound assessment guidelines provided by the Ministry of Education (1999b) it has also been suggested that class teachers may assess NESB

students' fluency in a superficial way, through conversation on familiar topics, rather than looking at how the same students communicate about more abstract, complex and unfamiliar academic topics (Haworth and Haddock, 1999). Cummins (1984) refers these contrasting discourses as BICS (basic interpersonal communicative skills) and CALP (cognitive academic language proficiency) and, along with others such as Baker (1996) and Gibbons (2002), highlights the need for teachers of NESB students to be aware of the importance of such a distinction.

### 1.3 The Regular Class Context for NESB Students

Unlike many other studies in this field, the key participants in the study described in this thesis are class teachers, and the principal setting is the class. The classroom setting has often been referred to as a *regular class* (Barnard, Campbell, Campbell, Smithson & Vickery, 2001; Haworth, 2003; Johnston, 1999). Penfield (1987) defines a *regular class* as “a setting in which the subject matter and literacy skills are taught entirely in English

and the majority of the students are native speakers of English” (p.21). She also suggests that teachers in this context have generally had no training in how to deal with NESB students. It may therefore be unwise to use the term *regular class* too extensively, as it may indicate that such a situation is immutable. In contrast, teachers in the current study are viewed as part of a dynamic context in which they regularly receive challenges to adjust and evolve their practice.

An alternative term, more commonly found in the literature, is the *mainstream*; but this term has often been associated with students who have special learning or behavioural difficulties, so may have negative connotations for NESB students. As no totally satisfactory alternative exists, the terms *regular* and *mainstream* have been used interchangeably, but sparingly, in this thesis, when it has been necessary to distinguish between different types of classes. Wherever possible, however, a generic reference has simply been made to *the class* or *the class teacher*.

The mainstream classroom, as a setting for NESB students' learning and teaching, has received scant attention from researchers. It has, however, been suggested that this context may not be the most efficient environment for mastering a language system (Van

Lier, 1988). In particular, it has been recognized that the mainstream class poses many difficulties for NESB students' learning as there is extensive reliance on English language to transmit explicit and implicit knowledge across all curriculum areas (Penton, 1996; Vine, 2003). It has also been noted that the link between first language, thinking and learning is usually neglected in the class situation (Vine, 2003). While it is acknowledged that the increasing student diversity in classrooms places greater demands on teachers (Gibbs, 2002), educational research has in the past paid very little attention to the nature and effect of these demands within the context of a busy classroom.

So far, much large scale research in New Zealand, such as that commissioned by the Ministry of Education (Franken and McComish, 2003; Kennedy and Dewar, 1997), has concentrated on surveying support provisions for NESB students in schools. Barnard and Rauf (1999) have also carried out a similar but smaller scale survey of resources in Hamilton primary schools. Such studies have tended to emphasize the English for speakers of other languages (ESOL) programmes in schools. Nonetheless, it is widely recognized that NESB students may have only a few hours a week with the ESOL support teacher, so they will spend the vast majority of their time alongside their English-speaking peers learning a range of subjects in English (Arkoudis, 2000; Barnard and Rauf, 1999; Carrasquillo and Rodriguez, 1996; Franson, 1999; Haworth, 2003; Haworth and Haddock, 1999; Johnston, 1999; Penfield, 1987). The mainstream primary school class setting and, in particular, the teachers in this situation have received very little research attention to date.

Researchers who have ventured into the regular classroom have tended to take a unilateral perspective on the situation, looking at either students' interactions or teachers' reactions. Class-based studies have been carried out on NESB students' interaction with their peer group (Barnard, 2000; Haworth and Haddock, 1999; Vine, 1998b, 2003) and have tended to build on the work of Vygotsky (1978) and Gibbons (1991). In addition, there has been some exploration of teachers' attitudes to having NESB students in their classes in United States (Penfield, 1987), New Zealand (Johnston, 1999) and in Britain (Franson, 1999). Further details of these investigations are provided in Chapter 2.

An investigation carried out in Hamilton secondary schools explored class teachers' perceptions of NESB students and the role of ESOL support teachers (Barnard et al, 2001). The study also explored teachers' perceptions of factors that might assist them with the NESB students in their classes; for example, more planning time, better resources, more assistance in class, or more professional development. This was followed by a comparative study with schools in Auckland (Cameron and Simpson, 2002). The findings indicated that schools in both of these cities were under pressure from the influx of NESB students. However, Cameron and Simpson concluded that the teachers in the city of Auckland, where numbers of NESB students are greater, were more skilled and comfortable with these students. They decided that the higher level of skill amongst teachers in Auckland was due to greater availability of professional development for teachers in that region. While this may be true, the factors that influence teachers in the class situation are likely to be more complex. Research is needed to address this complexity, and to fill the crucial gap in current knowledge about the daily realities for the many teachers who work with small numbers of NESB students in their classes.

#### **1.4 Identifying a Way Forward**

Placing emphasis on finding out about what is happening for teachers who are working with small numbers of NESB students in their classes may make it possible to identify and address the barriers these teachers face in accessing and implementing appropriate professional knowledge for their situation. In doing so, there is a vital need to listen to the voices of teachers, to see through their eyes, to effectively tell their stories, to observe what they do with small numbers of NESB students, and to learn more about how they select, develop and sustain their teaching and learning practices for these students.

It has been said that “we have too few studies about the subjective world of teachers in terms of *their* conceptions of what is salient” (Lortie, 1975, p. 490). Feiman-Nemser and Floden (1986) suggest that such a gap can be addressed through studies that rely on teachers themselves as informants to provide an insider's view. The investigative approach for the present study is therefore derived, at least in part, from research designs that value and try to better understand how teachers contribute to their own destinies (see Section 3.5). It also attempts to see how and where NESB students fit into the teacher's overall vision for enhancing the learning of all of the students in the mainstream class.

Furthermore, as the present study is set against a background of particular demographic, political and professional issues, there is a need to take account of the wider context for teachers. Fullan and Hargreaves (1992) suggest that there are four dimensions of teachers' working lives that have regularly been neglected: the teacher's *purpose*, the teacher as a *person*, the real world *context* in which teachers work, and the working *relationships* that teachers have with their colleagues (p. 27). These dimensions will be important in the current study.

Ultimately it is intended that this investigation will encourage teacher educators and educational policy makers to address the specific issues for teachers with small numbers of NESB students in their classes. A further important motivation is to allow useful practices and theories to be disseminated to other practitioners, thus motivating and supporting them in their ongoing efforts to evolve effective praxis for the few NESB students in their classes.

## CHAPTER TWO

### REVIEW OF RELEVANT LITERATURE

#### 2.1 Introduction

Gaining a clear understanding of how class teachers evolve praxis requires some examination of pertinent aspects of the teaching context, as well as looking at more individual aspects of emergent working theories and practices. This discussion contributes to an ongoing international debate about the teaching of NESB students in the English-dominant mainstream class. It should be noted, however, that changes to practice in the New Zealand educational context have often originated from new ideas in the Australian and British contexts. In contrast, input from the USA and Canada has tended to impact at a more theoretical level, such as Baker's (1996) influential work on bilingualism. For instance, recent American policies related to *No Child Left Behind* (Abedi, 2004) have gained little traction in New Zealand, while recent strategies for enhancing literacy in Britain have had a wide impact on New Zealand schools.

It is therefore useful to begin this discussion with an examination of the impact of the whole school approach to supporting NESB students, which became prominent following the Swann Report (1985) in Britain. The effects of this policy direction are discussed, with particular emphasis on in-class support of NESB students, and the consequent expectation for effective collaboration between class teachers and ESOL support staff.

A number of approaches and principles have also evolved with regard to teaching content to NESB students through the medium of the English language. These are summarised, including special consideration of teachers' attitudes to the philosophy of inclusion, and the roles and relationships they establish within the interactive learning context of the class.

Finally, there is consideration of the influence of experience, knowledge and beliefs on teachers' practices, focusing on the way in which these factors impact on teachers' potential to enact changes in the learning/teaching environment for themselves and

students. These matters are linked to discussion of the self, instructional and cultural efficacy of teachers, and reflection on how these dynamics may impinge on an individual teacher's enactment of their role in the class and with the NESB students in this setting.

## **2.2 A Whole-School Approach to NESB Student Support**

The ongoing debate over how NESB students can be best supported within a whole-school setting took on a new direction following the Swann Report (1985). Since the advent of the Swann Report in Britain, there has been intensive discussion in New Zealand around three particular areas of concern: the benefits and disadvantages of in-class support for NESB students as opposed to withdrawal support; the issues and principles surrounding expectations for increased collaboration between ESOL and class teachers; and the consequent difficulties of resolving the disparate ideologies, as well as the differential roles and status, of ESOL and class teachers. These matters are now outlined.

### **Policy Shift from Withdrawal to In-Class Support**

The Swann Report, in 1985, heralded a shift towards encouraging schools to provide support for NESB students in the regular classroom rather than in separate English language classes. This change fitted well with the egalitarian views of those who believed that the best place for all students with special needs was in the mainstream class alongside their peers.

Baker (1996) summarises the advantages and disadvantages of sheltered classes, where NESB students are taught apart from the mainstream class. He points out that such provisions may provide students with increased opportunities for participation and the chance to work with teachers who are more likely to be sensitive to "the linguistic, cultural, and educational needs of a homogenous group of students" (p. 177). On the other hand, segregation from the mainstream "removes first language role models" as well as preventing interactional opportunities with native speakers, and may therefore "produce social isolation with overtones of stigmatisation" (p. 177). Segregation of students in withdrawal classes was thereby touted as tantamount to racism, and seen as a

denial of students' rights to access mainstream curriculum content. As Tang (1997) argues: "Marginalized and segregated programs deny students the full benefits of education, that is full access to content-specific subject matter and development of thinking skills" (p. 69).

Despite strong official and unofficial pressures, the move to support NESB students in their regular class has been universally slow to evolve in practice. For example, Franken and McComish (2003) found that most primary schools in New Zealand provide for NESB students mainly through withdrawal support and, while a small percentage (27%) supplement this with in-class support, very few (just 5%) provide in-class support alone (p. 107). This perhaps reflects the extent to which the mainstream policy is still very much the centre of ongoing debate. In fact, Davison (2001b) argues that the introduction of mainstreaming initially obliterated the Australian view of the ESOL teacher as an expert through shifting attention to mainstream content and teaching skills and, as a result, "the mainstream curriculum became the *de facto* ESL curriculum and ESL [English as a Second Language] became perceived as merely a question of methodology, not content in its own right" (p. 24).

By the late eighties educators had begun to react to the notion that mainstreaming provided an excuse for teachers not to address ethnicity in their programmes (Blackledge, 1994). It was further suggested that, despite the pressure to mainstream NESB students, little attention had been given to the development and implementation of an integrated language and content curriculum for the class environment; and that this gap existed in both theory and practice (Davison and Williams, 2001; Kaufman, 1997). Davison and Williams suggest that the rationale for such a language and content integration is commonly based on intuitive arguments which have widespread face validity with ESOL teachers, but that these arguments are not well supported by research. They point out that a number of unresolved tensions still exist, including confused definitions of content and language integration in the ESOL literature, complicated by the diverse theoretical origins and orientations in this field. They further assert that although a number of different approaches are cited in the literature (such as theme or topic-based instruction, adjunct courses, and sheltered instruction) the literature tends to focus on prescribing rather than describing these approaches. They conclude:

None of the approaches or models of content and language integration ... has provided a principled basis for the selection and teaching of units that will give rise to a coherent pattern of development of all aspects of subject matter, language and skills and the cultural dimensions relevant to schooling. (p. 69)

In New Zealand too a number of prominent studies have addressed the issue of mainstreaming NESB students. The first of these was carried out by Syme (1995) who compared NESB students in a Christchurch secondary school (who were entering the mainstream setting following an intensive bridging course) with a group of NESB students in Auckland (who had been placed in the mainstream setting immediately upon arrival at the school). She found that the Christchurch students, who had been provided with a transition programme, were more confident, better motivated, happier, and interacted more with their English native speaking peers often using them as a source of English language support and input. This led her to believe that the transition course had helped these students to overcome culture shock and made their integration into a mainstream class much easier. She therefore concluded: "The reality is that NESB students need confidence and some modicum of English before mixing with native speakers is likely to happen" (p. 27).

In a later Auckland secondary school study, Lo (1998) found that 82% of subject teachers had no ESOL training. She also noted that there were insufficient resources and school structures (for example, timetabling and in-service training) to support professional communication between ESOL and subject teachers, and that this inhibited their ability to assist NESB students in content learning in the regular class. As much of the ESOL provision was not found to be relevant to the NESB students' content-based needs, Lo asserted that this resulted in students being "left to sink or swim in mainstream learning even if they are included in the class" (p. 54). She therefore recommended that schools with a whole language approach to ESOL programmes should look at providing functional content-based ESOL programmes to bridge the gap between language development and content learning in school.

No similar studies have been carried out in primary schools in New Zealand. However, researchers in the primary school area have acknowledged the inadequacy of simply placing NESB students in regular classes. For instance, Vine (1998a) asserts that, in some circumstances, short term, intensive withdrawal programmes can be beneficial for NESB students. She describes a case study of an NESB child in a primary school who was withdrawn to do some intensive language work drawing on his cultural background. Her observations, and that of the child's teacher, show how this withdrawal time significantly influenced his confidence and independence in the classroom. While Vine does not specifically argue for a return to withdrawal, she does support short intensive periods of ESOL withdrawal for particular purposes. This stance is in line with the official Ministry of Education policy (1999a).

Overseas, there has often been a more extreme reaction to the emphasis on the mainstreaming of NESB students, including assertions that politics and propaganda, rather than pedagogy, have been the driving force behind the change. Franson (1999), for example, links the mid 1990s move from teaching ESOL in a withdrawal situation to teaching NESB students within the regular classroom to a general reduction in funding for schools, renewed emphasis on standards and the ranking of schools by achievement, along with the erosion of mixed ability teaching. It has been argued that these changes have not been accompanied by the development of an ESOL curriculum or specific assessment strategies and has absolved class teachers from having to deal separately with the needs of NESB students (Franson, 1999). More recently, Leung and Franson (2001a) also note the lack of distinct discipline status for ESOL within the curriculum-dominated school environment.

Support classes, such as the sheltered English teaching approach (Baker, 1996) and adjunct writing classes (Goldstein, Campbell and Cummings, 1997), may be viewed as a return to segregated transitional classes for NESB students who are not proficient enough in English to cope in the classroom (Baker, 1996). In these classes there is a focus on providing content through simplified language and the use of teaching and learning strategies that enhance comprehensible input (Roen and Sasser, 1997). It is thought that while such classes allow NESB students to feel freer to interact without comparison or competition with native speakers, segregated classes also provide less access to native

speaking models; may lead to greater social isolation of NESB students; may enhance negative stereotypes, such as the perception that students are in some way linguistically and educationally inferior; and as a result such classes may not attract high levels of teaching and resources (Baker, 1996; Goldstein et al, 1997). The deliberations therefore continue, and while the issues remain largely unresolved the present study will undoubtedly contribute additional input to the ongoing debate.

### **Moving Beyond the Classroom Boundaries to Collaborate**

Accompanying the move to mainstream NESB students has been the expectation for the ESOL and class teachers to form collaborative partnerships (Bourne, 1989). Effective collaboration between class and support teachers is regarded as crucial to the planning of programmes for NESB students in schools (Arkoudis, 2000; Kaufman and Brooks, 1996; Kennedy and Dewar, 1997; Lo, 1998; Mills, 1996; Ministry of Education, 1999a). It has also been suggested that collaborative skills are essential for teachers if they are to survive the challenges of the future, including the effects of increasing international migration and the needs of a global economy (Freeman, 1993; Hargreaves, 1994). However, collaboration has not historically been associated with class teaching. Thirty years ago, Lortie (1975) likened teachers in classrooms to eggs in a carton, each working separately in their own classrooms with little opportunity for purposeful contact with other adults. As the work of Feiman-Nemser and Floden (1986) illustrates, this view has persisted over several decades:

In most schools the classroom is considered inviolate. Teachers are not supposed to invade one another's classroom, or advise on methods or content unless directly asked. The physical isolation conveys the message that teachers ought to cope with problems on their own. (p. 516)

There are several reasons why teachers might view isolation as preferable to collaborative practice. For example, it has been suggested that the classroom protects a teacher's self-esteem by providing a physical shield from the evaluative scrutiny of colleagues (Lortie, 1975), as well as relieving the teacher of the bother of responding to colleagues' requests for help (Rosenholtz, 1991). Working with others may in fact be more complex than working alone (Dalin, Rolff and Kleekamp, 1993; Donaldson and

Sanderson, 1996). Indeed, factors such as “pride, lack of time, the seeming inaccessibility of willing colleagues, and the sheer complexity and stress of daily work often make seeking help very difficult indeed” (Donaldson and Sanderson, 1996, p. 24).

Teachers working in cultures promoting isolation may receive little praise and support (Lortie, 1975). They may be punished by social censures if they appear boastful or self-conceited; and they may be unwilling to seek help when they need it (Rosenholtz, 1991). On the other hand, Zahorik (1987) suggests that collaboration is a key source of intrinsic reward for teachers. Three dimensions of teaching practice are said to benefit from teacher collaboration: *personal*, resulting in moral support and confidence; *professional*, resulting in reflective learning; and *practical*, resulting in increased efficiency and reduced workload (Hargreaves, 1994). Thus, collaborating with colleagues can provide friendly encouragement, give support in resolving practice-related issues, and help teachers to improve the effectiveness and efficiency of their practices.

One further benefit of teacher collaboration that has appeared in the literature is the power of collaboration to provoke constructive change within the school through the cumulative effect of professionals learning from each other (Donaldson and Sanderson, 1996; Gable and Manning, 1997). It has been asserted that both the target learners and others can benefit from collaborative teaching, perhaps due to “the multiplier effect” through which strategies devised for one student transfer as effective strategies with other students; therefore “few teachers who experiment with a collaborative relationship voluntarily return to solitary instruction” (Gable and Manning, 1997, pp. 222-223).

Nias (1989) found that primary teachers who worked in isolated contexts believed that competence was only gained through struggling to solve problems alone. This fits with other findings that many teachers recognize that a degree of solitude is critical to their practice, allowing them sufficient time and space to reflect creatively on their work (Bandura, 1997; Hargreaves, 1994; O’Neil, 2000). The current emphasis on reflection in teaching practice might therefore be interpreted as pushing teachers back along the continuum towards retaining some positive aspects of isolated practice. Thus, despite much of the literature portraying collaborative practice in juxtaposition with isolated

practice, in reality the decision to collaborate or not to collaborate is really not a simple either/or choice. If collaboration is attempted, it is likely that each teacher will take up whatever he/she perceives to be a comfortable position on a continuum from isolated to collaborative practice. Nonetheless, this decision may not belong to individual teachers. Current views on reflective practice are designed to complement solitary teacher reflection with periods of collaborative reflection which encourage teachers to move beyond perceived safe boundaries towards making constructive, planned changes to their existing practices (Hargreaves, 1994). Such a view of collaboration may make change in praxis less threatening through the provision of peer encouragement, but also more challenging through the element of expectation inherent in such situations.

Collaboration has been linked with various terms in the literature, such as cooperation, collegiality, consultation, partnership and team work. These different terms often enable researchers to depict various degrees of collaboration. For example, Collins and Burgess (2001) talk about a continuum increasing in intensity from cooperation to collaboration; and Gable and Manning (1997) distinguish direct collaboration (formally arranged meetings) from indirect cooperation (ad hoc interchanges). Furthermore, Head (2003) refers to deep collaboration which he sees as effective collaboration that is integral to the learning process, as opposed to simple collaboration which remains at a routine level of trading tricks and giving advice that is immediate, specific or technical in nature. This dilemma has also influenced the debates on the nature of the ESOL curriculum in schools, as alluded to in Chapter 1.

Perhaps the most complex view of collaborative practices appears in the work of Hargreaves (1994), who puts forward five different levels of “teachers’ collaborative cultures” (pp. 165-235). At the most isolated end a vision of “fragmented individualism” is portrayed in which teachers defend their independence, partly to protect the time and energy required to meet instructional demands. At the next level there is “balkanization” in which teachers strongly identify with small groups, such as subject faculties, which have permanent boundaries with low permeability – a situation Hargreaves says may perpetuate conflict and division. In the central position is the “collaborative culture” which is epitomised by sharing, trust, support, a paternalistic or maternalistic form of

leadership, as well as a commonality of beliefs, values and habits. However, Hargreaves indicates that this may be either reduced to congeniality or extended to critically reflective inquiry in order to improve teaching practice. Beyond the collaborative ideal, there is a somewhat harsher vision of “contrived collegiality” that Hargreaves argues occurs when collaborative goals are usurped by administrators requiring collaborative planning and outputs. At the far end of the continuum, Hargreaves proposes a “moving mosaic” which has blurred boundaries, as well as flexible and overlapping roles. Such a culture, it is argued, is “dynamic and responsive, but uncertain, vulnerable and contested” (p. 195). Hargreaves asserts that collaboration will be a necessity in any successful future culture, as trying to cope in isolation with accelerating change “will only create more overload, intensification, guilt, uncertainty, cynicism and burn-out” (p. 261).

Hargreaves’ (1994) views may have special significance for teachers who are being called on to collaborate with their ESOL colleagues in order to teach small numbers of NESB students, in addition to coping with the many other needs that exist in the class. The distinctions noted by Hargreaves, regarding the enactment of collaborative practices in schools, are therefore especially pertinent in the current study.

### **Effecting Collaboration to Support NESB Students**

Successful collaboration is thought to begin at a school-wide level (Bourne, 1989; Eisner, 1983; Teemant, Bernhardt and Rodriguez-Munos, 1997). As Bourne (1989) suggests:

In adopting mainstream strategies for English language support, it was not the role of the English language support teacher which appeared to be crucial in effective support for bilingual pupils, but rather how this was fitted into, and was drawn on, to support whole school responsibility for the language needs of pupils. (p. 99)

One widely accepted model of effective collaboration in organizations is the *community of practice* approach (Avis, Bathmaker and Parsons, 2002; Hanks, 1991; Holm and Horn, 2003; Lave and Wenger, 1991; Wenger and Snyder, 2000). In such a setting *old timers* gradually initiate *apprentices*, moving them beyond *peripheral participation* to evolve shared understandings (Hanks, 1991; Lave and Wenger, 1991). Avis et al (2002) suggest that such a process may in fact be “marked by dialogue, uncertainty, contradiction, as

well as positional mobility” (p. 32). Nonetheless, having a mutual shared purpose appears to be a critical ingredient in an effective community of practice (Wenger and Snyder, 2000). Thus it is not surprising that whole school collaboration is thought to be more feasible in schools that are small and multicultural (Hargreaves, 1994). A community of practice involving ESOL and class teachers may in fact be less likely to either evolve or be sustained in settings with just a few NESB students. Indeed, brief, ad hoc interactions in various parts of the school have been found to characterize the majority of class teachers’ interactions with their colleagues in general (Zahoric, 1987) and with ESOL support teachers in schools (Haworth, 2001).

The success of collaborative teaching endeavours has been said to depend on a multitude of factors, such as prior training and experience in co-teaching; students’ needs; available planning time; shared knowledge of subject matter; and the nature of the relationship between the teachers (Gable and Manning, 1997). It has been suggested that effective collaboration is a mixture of social and academic encounters (Zahoric, 1987). Wider forms of social interchange between teachers are thought to improve collaborative working relationships as well as the overall emotional health of the staff community, thereby raising the quality of learning and teaching (Jarzabkowski, 2002). But, as many ESOL support teachers are in part-time positions, there may not be many opportunities in which to build such wider collegial relationships with class teaching colleagues.

Bandura (1997) suggests that perceptions of *collective efficacy* may influence an individual’s beliefs about his/her capacity to solve problems through collective effort. He adds that these efficacy beliefs impact on what is chosen to do in a group, how much effort is put in, and for how long, and the ultimate likelihood of success. As teachers often feel reticent about asking for and offering advice or assistance (Rosenholtz, 1991; Young and Kram, 1996), collaboration may be best accomplished by breaking whole-school efforts down into more manageable units. For instance, *paired teams* are said to have the potential to “reduce isolation, build collegial relationships, and make school work more creative and more satisfying” (Donaldson and Sanderson, 1996, p. 21). However, it is difficult for a sole ESOL support teacher to work in intensive pairings with large numbers of class teachers.

Cramer (1998) asserts that some critical changes in special education support provisions may be relevant to meeting the needs of culturally diverse students. He describes a shift from the service delivery model in the 1960s and 1970s (which involved an unequal relationship between the student, an expert consultant, and the teacher) to a more collaborative partnership in the late 1980s, in which “the role of expert became replaced by the more equal role of ‘joint problem solver’ ” (pp. 15-17). This contrasts with the view of Mills (1996) who suggests that the class teacher should take on a role as a *coordinator*, with responsibility for “team meetings, records and reports, assessment of pupil needs, teaching and care programmes, planning pupil programmes, topics and schemes of work, passing on information of all kinds, working with parents, working with other agencies and services” (p. 59).

Cramer suggests that one key strategy for effective collaboration is to concentrate on “building mutual interests rather than focusing on value clashes” (pp. 124). Groups tend to discuss information they hold in common (Thomson, Peterson and Kray, 1995); but, although ESOL and class teachers have NESB students in common, they may have a qualitatively different picture of these students. For instance, class teachers often view NESB students as quieter members of the class, but the same students may be markedly more interactive in the smaller ESOL withdrawal setting (Haworth, 2001). Important ideological differences also exist between ESOL and class teachers, as discussed below.

#### *Class and ESOL Teachers' Disparate Ideological Perspectives*

ESOL and class teachers may find it difficult to form a cohesive team, as people who work together effectively must share overt meanings as well as implicit assumptions (Hogg and Abrahms, 1988; Strauss, 1997). Strauss (1997) in fact asserts that disparities existing at deeper epistemological levels may result in inter-group communication falling beyond the conceptual range of outsiders. Separation from class teacher colleagues may be particularly emphasized for ESOL teachers who assume an advocacy role for minority cultures. This stance may place them at odds with the dominant school culture (Hogg and Abrahms, 1988). Tajfel (1981) further asserts that it may be difficult to move out of such a socially-assigned minority position.

Differences may be further *accentuated* by the distinctive language codes of ESOL and class teachers (Arkoudis, 2003; Creese, 2003; Davison, 2003; Franson, 1999). For example, while ESOL teachers may draw on linguistic jargon class teachers may draw on language related to specific curriculum pedagogy and be less familiar with linguistic terms. On the other hand, it has been suggested that collegial separation may be *decreased* by learning more of each other's content language (Goldstein, Campbell and Cummings, 1997). If effective collaboration does occur, it may provide "a means for engaging uncertainty and generating learning" in the long term (Friedman, 1997, p. 335). The literature is unclear about what is likely to enhance the potential for teachers to engage in this uncertainty, but the current study may provide some insights into this area.

While differences contribute a richness of complementary expertise (Donaldson and Sanderson, 1996) the challenge lies in how to recognize and resolve these differences (Donaldson and Sanderson, 1996; Hargreaves, 1994; Hogg and Abrahms, 1988; Lawler and Yoon, 1995). In particular, perceptions of differential status may make collaboration between ESOL and class teachers more difficult, as discussed below.

#### *Differential Roles and Status of ESOL and Class Teachers*

Collaborative teaching endeavours may be made more difficult by role definitions, and the accompanying perceptions of status and power differentials (Creese, 2002; Jenkins, 1996; Leung and Franson, 2001b; Young and Kram, 1996). Issues concerning the ascribed roles of class and ESOL teacher roles, and the inter-linking between these roles, are complex. For instance, as ESOL teachers are perceived as being more globally and linguistically oriented, class teachers frequently expect them to be multilingual, although most are not (Franson, 1999; Johnston, 1999; Penfield, 1987; Scollon and Scollon, 1995). Uncertainty has also been reported over who is ultimately responsible for planning and assessment of NESB students (Hargreaves, 1994; Haworth, 2003). In addition, ESOL teachers report that class teachers expect them to hold unrealistic and multiple roles, including that of pseudo-parent or caregiver; teacher liaison and professional developer; cross-cultural interpreter and counsellor; provider of classroom socialization and teacher of NZ learning styles; withdrawal teacher; transition (to mainstream) teacher; monitor

(for NESB students' progress); teacher of English, reading, phonics and sight words; supporter for subject areas, homework, class work revision; ESOL programme developer; (Johnston, 1999; Penfield, 1987).

Once assigned, perceptions of role status may be hard to change (Hogg and Abrahms, 1988; Jenkins, 1996). Nonetheless, perceptions may differ within and across groups. For example, class teachers ranked team teaching with the ESOL teacher as the lowest of seven suggested options to help them deal effectively with NESB students in the class (Johnson, 1999). On the other hand, ESOL teachers were found to perceive themselves to hold an expert role in the school, thus taking a downwardly-oriented perspective towards class teachers with regard to NESB students (Scollon and Scollon, 1995).

Theories of social psychology suggest that individuals are not only part of groups, but that they are also defined by those groups to which they belong (Billington, Hocky and Strawbridge, 1998; Brown and Turner, 1981; Hogg and Abrahms, 1988; Jenkins, 1996; Strauss, 1997). In this process, underlying similarities of in-groups, as well as the differences between out-groups, tend to be accentuated (Hogg and Abrahms, 1988; Lee, 1992; McNamara, 1997; Papademetre, 1994; Sumner, 1906; Tajfel, 1981). Nias (1989) suggests that groups of teachers may in fact *sustain* such inter-group differentiations in order to maintain a unique self-identity. This may explain Scollon and Scollon's (1995) finding that ESOL teachers could feel "two-faced" (p. 204) when trying to maintain collegial relationships with class teachers.

A further aspect of roles is that these may be linked to either ascribed or achieved status (Jenkins, 1996). While class and support teachers are socially ascribed a certain role and status within the school or in the wider community, ESOL teachers may in fact achieve a better status in a school by virtue of doing the job well in the eyes of class teachers who depend on them. Mills (1996) points out that, despite the perceived role inequities and lack of clarity about the respective roles of class and support teachers, many support teachers actually become effective members of the school team. The importance of achieved status may be further motivated by the fact that individuals strive to maintain a positive self image and will tend to remain in a group that contributes towards this (Tajfel, 1981). Emotional aspects like this, when attached to self-concept, may enable an

individual to separate his/her notions of self-concept from others' concepts of his/her socially ascribed identity (Hansen and Liu, 1997).

Donaldson and Sanderson (1996) assert that, to achieve an effective collaborative relationship, "the spirit of the group needs nurturing" (p. 58), thus three important attributes are needed: commitment by participants to each other, understanding of each other's talents, and respect and trust to sustain the collaborative effort. Collaboration may therefore be more likely to be established and maintained if class teachers and ESOL support staff recognise and value each other's input and expertise and are committed to the collaborative relationship. The opportunity for this to occur is perhaps more likely if the ethic of mutual support and respect for minority cultures is part of the reigning ideology in the school culture.

### **2.3 Teaching NESB Students in a Class Setting**

Over the last 25 years, research on the teaching of NESB students within a mainstream class setting has resulted in various approaches and strategies being advocated, and in a number of principles for the effective teaching being identified. Guidelines have been influenced by studies of class teachers' attitudes to inclusive teaching practices, and by theories that are thought to be central to the NESB students' learning in the class setting. These significant aspects of praxis with NESB students are now examined.

#### **Approaches and Strategies for Content-Based Instruction**

It has been said that language-focused classes often trivialise content (Grabbe and Stoller, 1997), but it has also been said that content classes have not traditionally prioritised language issues (Harklau, 1994; Leung, 2001). Nonetheless, it is known that most children who are native speakers of English arrive at school with between 5,000 and 7,000 words and an intuitive sense of their first language grammar. In contrast, most NESB students will have an incomplete knowledge of English grammar and a much smaller store of English vocabulary (Carrasquillo and Rodrigues, 1996). Therefore, there is concern to find teaching approaches that will assist NESB students with learning content at the same time as increasing their English proficiency in their regular class.

Since the 1980s, the concept of content-based instruction (CBI) for NESB students (Snow and Brinton, 1997) has emerged from a range of related approaches, including immersion programmes, English for specific purposes such as vocational and workplace instruction, English for academic purposes, bilingual education, and teaching language across the curriculum (Grabbe and Stoller, 1997). Grabbe and Stoller assert that there are several key advantages of providing CBI for NESB students: exposure to comprehensible language linked to their immediate learning and needs; contextualized learning; utilization of prior content and knowledge; the generation of motivation through learning relevant language; and support in cooperative, apprenticeship, experiential and project-based learning.

Theory, research and discussion on CBI have, until now, been almost exclusively focused on secondary and tertiary levels of education; for example, the work of Arkoudis (2000), Crandall and Kaufman (2002), and Snow and Brinton (1997). Although the work of Tang (2001) in Canada includes some consideration of applying CBI principles within a year 7 curriculum topic, this is linked with a second case study in a high school and both cases reflect an upper school perspective on subject specialization. Gibbons (2002) in Australia does, however, provide several useful insights into how to scaffold teaching approaches to move younger learners between Cummins' (1984) notions of basic interpersonal communicative competence (BICS) and cognitive academic language proficiency (CALP).

Key instructional approaches that fit with the objectives of CBI, along with their principal proponents, associated teaching-learning strategies and the advantages and limitations linked to implementing each of these are summarised in Table 2.1. This table also highlights some key themes which exist in the diverse approaches to CBI that have been advocated over the last decade. These themes are now briefly discussed below.

Early work in CBI suggested small adjustments to teaching delivery, such as the use of deliberate pauses and highlighting stressed words to aid NESB students' understanding (Teemant, Bernhardt and Rodrigues-Munos, 1997; Wong-Fillmore, 1982). However, such isolated adjustments to teaching practices may be seen as lacking in meaningful context

necessary for supporting learning. In contrast, more recently, CBI teaching pedagogy has increasingly moved more towards topic and project-based learning linked to curriculum topics (Crandall, 1995; Crandall and Kaufman, 2002; Gianelli, 1997), thus placing more emphasis on the development of independent learning skills for NESB students.

Recent literature also reveals an interest in finding ways to accommodate diverse learning styles within mainstream education, especially through approaches such as multiple intelligences (Alton-Lee, 2003; Edwards, Gandin and Forman, 1998). In addition, there has been greater emphasis on more explicit teaching of genre structures in ESOL in general and this trend has been reflected within recent approaches to CBI (Davison, 2001a; Gibbons, 2002), and through into the mainstream sector itself where there has been increased emphasis on developing literacy skills.

In ESOL teaching, rapid shifts in the popularity of various teaching strategies have been criticised as merely jumping on and off bandwagons (Hammerley, 1991). Similarly, in CBI, little attention has been paid to the value of combining strategies from different approaches. However, a call to situate genre or text-based approaches within their broad social and cultural contexts has been heard in both United States of America (Harklau, 1994) and in Canada (Mohan, 1986; Mohan, 2001). Davison (2001d) in Australia supports such a call, stating that more work needs to be done to represent the cultural diversity of texts, and “to present genres as dynamic and fluid, as culturally constructed, not as presumed truths” (p. 77). Interest has increased, too, in the notion of situating the teaching of genre within a Knowledge Framework that utilizes six core knowledge structures (description, sequence, choice, classification, principles and values) thus more effectively integrating theory and practice activities (Mohan, 1986; Mohan, 2001). As yet there has been no mention of the Knowledge Framework within either practice or policy in New Zealand. In addition, it has been reported that neither this framework nor the Cognitive Academic Language Learning Approach (Chamot and O’Malley, 1994), which focused on strategy development, has been widely adopted in Australia (Davison and Williams, 2001). Furthermore, only initial exploratory work has been undertaken in implementing Mohan’s work in Canada (Early and Hooper, 2001). Nonetheless, these ideas may ultimately contribute towards a more comprehensive model in this field.

Table 2.1

*Approaches and Strategies for Teaching NESB Students in the Mainstream Class*

<b>Approach</b>	<b>Proponents</b>	<b>Strategies</b>	<b>Implementation</b>
<b>Themes, Topics, Projects and Integrated Curriculum</b>	<ul style="list-style-type: none"> <li>• Early, 1990</li> <li>• Lightbown and Spada, 1994</li> <li>• Crandall, 1995</li> <li>• Gianelli, 1997</li> <li>• Stoller and Grabbe, 1997</li> <li>• Davison, 2001a</li> <li>• Crandall and Kaufman, 2002</li> <li>• Mohan, 1986; 2001 (The Knowledge Framework)</li> </ul>	<ul style="list-style-type: none"> <li>- Task-based activities.</li> <li>- Pre-teaching of key vocabulary</li> <li>- Labelling and classifying.</li> <li>- Communicative techniques such as information transfer, information gap, jig-saw activities, problem-solving and role play tasks.</li> <li>- Cooperative learning</li> <li>- Visual and experiential strategies</li> <li>- Modelling and demonstrating.</li> <li>- Knowledge structures in texts</li> </ul>	<ul style="list-style-type: none"> <li>- Good for short intensive courses.</li> <li>- Meaningful context for new language.</li> <li>- Explicit teaching of language features, but systematic links between topics (e.g. abstract threads) may need establishing. Mohan's (1986) Knowledge Framework may be useful in this.</li> </ul>
<b>Learning Strategies Approach</b>	<ul style="list-style-type: none"> <li>• O'Malley and Chamot, 1990</li> <li>• Wenden, 1991</li> <li>• Chamot and O'Malley, 1994 (Cognitive Academic Language Learning Approach)</li> <li>• Chamot, 1999</li> </ul>	<ul style="list-style-type: none"> <li>- General learning strategies.</li> <li>- Language learning strategies.</li> <li>- Metacognitive knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>- May not be suitable for beginners in English unless bilingual support is available</li> </ul>
<b>Multiple Intelligences and Linked Tasks</b>	<ul style="list-style-type: none"> <li>• Edwards et al., 1998 (Reggio-Emilia Approach)</li> <li>• Christison, 1997, 1998</li> <li>• Alton-Lee, 2003.</li> </ul>	<ul style="list-style-type: none"> <li>- Activities based on 8 Intelligences: bodily-kinesthetic, interpersonal, intrapersonal, linguistic, logical-mathematical, musical, spatial, and naturalist.</li> <li>- Metacognitive strategies.</li> </ul>	<ul style="list-style-type: none"> <li>- Caters for different learning styles.</li> <li>- Allows learners to demonstrate comprehension in non-linguistic ways.</li> </ul>
<b>Genre or Text-Based Focus</b>	<ul style="list-style-type: none"> <li>• Baker, 1996</li> <li>• Carrasquillo and Rodrigues, 1996</li> <li>• Stoller and Grabbe, 1997</li> <li>• Davison, 2001a</li> <li>• Gibbons, 2002</li> </ul>	<ul style="list-style-type: none"> <li>- Use model and parallel texts, text outlines, and gapped texts.</li> <li>- Sequence chunks of text and/or pictures.</li> <li>- Summarise, categorise, identify main facts and make inferences, comparisons and contrasts.</li> <li>- Use flow charts, diagrams and timelines to summarise ideas.</li> <li>- Scaffolding from BICS to CALP.</li> </ul>	<ul style="list-style-type: none"> <li>- Emphasizes formal academic styles of text in content areas and associated reading skills.</li> <li>- Provides meaningful contexts for language and explicit teaching of language features, but no clear links between units.</li> </ul>
<b>Visual and Experiential Approaches</b>	<ul style="list-style-type: none"> <li>• Carrasquillo and Rodriguez, 1996</li> <li>• Teemant et al, 1997</li> <li>• Mohan, 1986; 2001</li> <li>• Tang, 2001</li> </ul>	<ul style="list-style-type: none"> <li>- Use graphic organisers and concept maps</li> <li>- Use hands-on activities.</li> <li>- Utilise handouts, OHTs and chalkboard</li> </ul>	<ul style="list-style-type: none"> <li>- Extended reading and writing skills need to accompany these activities.</li> </ul>
<b>Teaching Communication Modifications</b>	<ul style="list-style-type: none"> <li>• Wong-Fillmore, 1982</li> <li>• Teemant et al, 1997</li> </ul>	<ul style="list-style-type: none"> <li>- Consistent instructional language</li> <li>- Linguistic adjustments: minimal questions, pause and stress to make ideas manageable.</li> </ul>	<ul style="list-style-type: none"> <li>- Makes teacher talk more comprehensible.</li> </ul>

Over time, many of the approaches cited in Table 2.1 may become increasingly viewed as a part of everyday in-class practice, and may therefore be less specifically identified as ESOL-related innovations (Sheppard, 1997). While such parallel trends reflect an acceptance of ESOL strategies within general education, such generic influences may, however, also be seen as eroding the general perception of ESOL as a unique area of expertise, as noted near the start of this chapter (Davison, 2001b). In addition, generic approaches may also shift the teaching of NESB students towards a more descriptive and prescriptive linguistic focus, and away from being creatively responsive to individual needs through the use of language in meaningful texts and contexts – a move that was perhaps more likely to facilitate the integration of relevant content.

Ultimately, the literature on CBI to date indicates that it will require more than an examination of strategies to fully understand the work of class teachers with NESB students. In fact, Davison and Williams (2001) advocate a focus on broader aspects (such as curriculum scope and sequencing, teaching materials, likely organizational arrangements, and teacher roles) as a starting point for research into how teachers might go about effectively accommodating NESB students in their everyday programmes. These matters may be important in the current study.

### **Principles and Characteristics of Effective Teaching for Diversity**

Alongside developments in approaches to CBI there has been an accompanying search to identify the characteristics of effective teachers of NESB students (see Table 2.2). Those characteristics so far identified provide guidelines for both the focus and process of teaching and assessment. There is also a clear expectation that teachers will include the child's first language and culture, engage in relevant professional development, and foster a supportive milieu of the class. Alton-Lee (2003) suggests that the final principle in Table 2.2, in which all learners work together as caring, cohesive communities, is the ultimate evidence of quality teaching of diverse students. However, such oversimplification may be dangerous if applied to policy making and school evaluations. To single out any one particular principle as the over-riding criteria of effectiveness may well undermine the importance of integrating a number of other more finely-tuned aspects of pedagogy for achieving effective praxis with NESB students.

In contrast to an ESOL class, where the central focus is on English language learning, the teaching and learning of NESB students in the regular class is the mainstream focuses on curriculum. Nonetheless, the interface between these two areas is vital as “language learning and content area learning are interdependent” (Vine, 2003, p. 109). The need for direct teaching of both English language and curriculum content is crucial. As Lo Bianco (1998) notes, learning of ESOL “cannot be left to osmotic processes and blind faith” but needs “explicit support at each stage of learning, as the growing complexity of domains and literacy practices of the curriculum unfolds” (p. 1).

Not only is deciding on an appropriate balance for language and content input for NESB students important, but it may be necessary to provide explicit English language input before students can access the curriculum content (Davison, 2001a). Furthermore, it is thought that a learner must reach a threshold level of proficiency in his/her first language before full proficiency can be realized in a second language (Baker, 1996; Cummins, 1984). Therefore, focusing solely on the English and content learning needs of a young child ignores issues of the child’s identity and prior knowledge, and the benefits of first language as a thinking tool in the class. On the other hand, focusing solely on the child’s first language denies him/her the chance to become bilingual.

It is widely held that teachers cannot afford to wait for NESB students to become fluent in English before teaching them (Kinsella, 1997; Teemant, Bernhardt and Rodriguez-Munos, 1997). However, Teemant et al also note that, although concept and language gaps need different teaching approaches, content should not be compromised by being diluted and may in fact need to be elaborated. While the literature to date has still not yet given any clear indications of just how much English proficiency NESB students need before they are ready for participation at various levels of the class curriculum, questions about whether or not these students *should* be taught in the regular class are irrelevant. As Wegrecka-Kowalewski (1997) asserts, “The question to be answered is no longer whether it is effective to implement content-based instruction, but how integration of language and content can take place within traditional school settings” (p. 319).

Table 2.2

*Characteristics of Effective Teachers of NESB Students*

<b>Effective Teachers of NESB Students:</b>	<b>References</b>
<ul style="list-style-type: none"> <li>Diagnose the students' needs and regularly evaluate content and language learning using multiple assessments, using both collaborative and self-reflective approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Early, 1990</li> <li>Carrasquillo and Rodrigues, 1996</li> <li>Stoller and Grabbe, 1997</li> <li>Teemant et al, 1997</li> <li>Alton-Lee, 2003</li> <li>Franken and McComish, 2003</li> </ul>
<ul style="list-style-type: none"> <li>Address both language and content objectives by focusing attention on new words and language structures as well as focusing on content and meaning, and utilising students' first language as an instructional/learning tool.</li> </ul>	<ul style="list-style-type: none"> <li>Early, 1990</li> <li>Garcia, 1991</li> <li>Baker, 1996;</li> <li>Carrasquillo and Rodrigues, 1996</li> <li>Kennedy and Dewar, 1997</li> <li>Stoller and Grabbe, 1997</li> </ul>
<ul style="list-style-type: none"> <li>Have awareness of the developmental nature of second language learning, and increase knowledge of these processes in order to maintain high motivation.</li> </ul>	<ul style="list-style-type: none"> <li>Carrasquillo and Rodrigues, 1996</li> <li>Stoller and Grabbe, 1997</li> <li>Teemant et al, 1997</li> <li>Alton-Lee, 2003</li> </ul>
<ul style="list-style-type: none"> <li>Become familiar with, appreciate, and include relevant material from the students' native language and cultural background in the curriculum so as to make learning meaningful and trigger the students' background knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Early, 1990</li> <li>Garcia, 1991</li> <li>Baker, 1996</li> <li>Carrasquillo and Rodrigues, 1996</li> <li>Kennedy and Dewar, 1997</li> <li>Alton-Lee, 2003</li> </ul>
<ul style="list-style-type: none"> <li>Become familiar with students' learning and cognitive styles, perceptions and beliefs; use multiple media and exploit the inter-relationships between graphic and linguistic representations of meaning (e.g. mind/concept mapping).</li> </ul>	<ul style="list-style-type: none"> <li>Cummins, 1986</li> <li>Early, 1990</li> <li>Baker, 1996</li> <li>Carrasquillo and Rodrigues, 1996</li> </ul>
<ul style="list-style-type: none"> <li>Advocate for students, maintain high expectations, and support of their learning attempts, seeking answers in the social and educational system rather than the student.</li> </ul>	<ul style="list-style-type: none"> <li>Cummins, 1986</li> <li>Garcia, 1991</li> <li>Baker, 1996</li> <li>Carrasquillo and Rodrigues, 1996</li> <li>Alton-Lee, 2003</li> </ul>
<ul style="list-style-type: none"> <li>Facilitate parental involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Early, 1990</li> <li>Garcia, 1991</li> <li>Freeman and Freeman, 1994</li> <li>Baker, 1996</li> <li>Carrasquillo and Rodrigues, 1996</li> </ul>
<ul style="list-style-type: none"> <li>Do not overwhelm students with too much content by moving through many different resources too quickly and provide opportunities to engage with the same content many times.</li> </ul>	<ul style="list-style-type: none"> <li>Stoller and Grabbe, 1997</li> <li>Alton-Lee, 2003</li> <li>Franken and McComish, 2003</li> </ul>
<ul style="list-style-type: none"> <li>Display confidence in their ability to be successful with language minority students.</li> </ul>	<ul style="list-style-type: none"> <li>Garcia, 1991</li> <li>Baker, 1996</li> <li>Gibbs, 2002</li> </ul>
<ul style="list-style-type: none"> <li>Enable learning groups to work as caring, inclusive and cohesive communities.</li> </ul>	<ul style="list-style-type: none"> <li>Alton-Lee, 2003</li> </ul>

Carrasquillo and Rodrigues (1996) suggest that teachers' initial emphasis must be to ensure that students gain participative, interactional, and academic competence to be able to participate in class routines and activities; respond to rules of academic and social discourse in order to interact appropriately with peers and adults in the class; and acquire academic skills, information and conceptual knowledge in the class. Observation of teachers' facilitation of these facets may therefore provide a cue for a constructive starting point for the current study. Nonetheless, this cannot be exclusive. Alton-Lee (2003) stresses that *context* is "the key to understanding the complexity of classroom practice" (p. 9). Cheng and Tsui (1999) also point out that teachers hold many roles which impinge on their overall effectiveness in the classroom, so it may be important to take a "multifaceted" (p. 141) view of their reality. It may therefore be important to consider the impact of wider contextual influences within the school environment in order to gain more accurate insights into how teachers implement CBI with a few NESB students. Some matters relevant to this matter are addressed in the section that follows.

### **Class Teachers and Inclusion**

Although the Swan Report (1985) recommended school-based provision for bilingual students along with increasing staffing levels to sustain this, effective inclusion of NESB students in the regular class situation ultimately requires teachers to adapt their teaching for these students (Carrasquillo and Rodrigues, 1996). This has entailed a shift towards placing key responsibility for NESB students with the class teachers. For example, Kinsella (1997) suggests that while the leadership for the teaching of NESB students is often with the ESOL support teacher, the responsibility lies with every teacher. In addition, teachers have also been encouraged to adapt the mainstream curriculum for NESB students, thus eliminating social and racial barriers. As Carrasquillo and Rodrigues (1996) point out: "the mainstream classroom must offer the same rich, challenging, interesting curriculum to all students" (p. 12). As Alton-Lee's (2003) best evidence synthesis on the quality teaching of diverse students, carried out for the Ministry of Education, points out, "quality teaching is necessarily a response to heterogeneous groups of students" (p. 5). However, achieving this level of inclusion may not be easy. Gibbs (2002) asserts that the new challenge for teachers is the development of "cultural-efficacy" (p. 1), which he defines as self-belief in their capability to function effectively within culturally diverse settings.

Gregory Fortuin (2002), a former Race Relations Commissioner in New Zealand, has stressed that diversity must be valued as “the majestic beauty of the rainbow does not lie in it becoming one monolithic mass of grey” (p.2). However, teachers do not always find it easy to acknowledge diversity in their classes. For example, in Franson’s (1999) study, class teachers reported feeling pressured to ensure that all students were doing similar work so that the NESB pupils would not feel excluded (p. 63). Moreover, Nias (1989) suggests that while primary teaching has the potential to be highly inclusive the implementation of inclusion may penetrate, and sometimes conflict with, the very core of teachers’ self-defining values (p. 42). This may be due to the fact that, in the intercultural classroom, teachers and students may be negotiating not only the curriculum, but also their socio-cultural identities (Duff and Uchida, 1997).

Following a review of the literature on NESB students in schools, Youngs and Youngs (2001) concluded that not only had there been little research conducted in this field but that even less had focused on teacher attitudes in this context. Attitudes have been defined as particular beliefs that form around abstract concepts (e.g. politics, abortion, art), or around objects or situations, and are instrumental in guiding actions (Pajares, 1992; Rokeach, 1968). The work of Hargreaves (1994) also shows attitudes and teaching are closely intertwined. He states that “global education is not just another subject but a perspective that challenges potential ethnocentrism in all subjects” (p. 55). This may explain why, since the 1970s, the role of the ESOL support teacher in many schools has been reported to have expanded to include areas such as multiculturalism and antiracism (Davison, 2001b; Franson, 1999; Leung and Franson, 2001a).

Youngs and Youngs (2001) looked at six predictors of class teachers’ attitudes to NESB students and explored the effects of each by surveying 143 respondents from junior high and middle school in the United States. They suggested that teachers’ general educational experience was influential as teachers with higher cognitive sophistication, particularly those from a humanities background, seemed to be more positively oriented to NESB students. In addition, although they identified few mainstream teachers who were sufficiently prepared to address the linguistic challenges and cultural differences in the classroom, they found that those with specific ESOL training seemed to manage better.

They also found that previous multicultural experience, including travel abroad and hosting international students at home, had very little effect on teachers' attitudes. Moreover, they discovered no links between the frequency and intensity of prior contact with NESB students, yet the diversity of these prior contacts was found to be significantly related to teachers' attitudes. Furthermore, while factors such as demographic characteristics and age were found to make little significant difference to attitudes, women were found to be more positive towards NESB students. The final predictor that they identified was personality, which was not studied extensively; but it was noted that political conservatism was associated with more negative language attitudes. They therefore concluded that "the more pre-service and in-service teachers are exposed to diversity through foreign language courses, courses in multicultural education, ESL training, and work with culturally diverse students, the more positive teachers are likely to be about working with ESL students" (p. 117).

It is also important to recognize that attitudes to cultural diversity do not exist in isolation from teachers' contexts. School policies regarding NESB student programmes, or a lack of these, can also exert a strong influence. Kennedy and Dewar (1997) state that "schools with a strong commitment to meeting the needs of their NESB students are also those which have a strong commitment to ensuring an 'inclusive' policy for students" (p. 60). Managing and directing constructive changes is something teachers of NESB students are often involved with in their school. If, of course, there is no ESOL policy, no coordination, and a teacher aide in charge of NESB programmes, it may be difficult to initiate or to accomplish such changes.

Constructive change in teaching practices will also involve wider collaboration with the school communities, including families from culturally and linguistically diverse backgrounds. As Carrasquillo and Rodrigues (1996) point out, teachers who are effective in teaching NESB students are not only good communicators who think and reflect on their teaching, but they also "work hard to understand the community, families, and students whom they serve" (p. 172). Furthermore, Yang and McMullen (2003) suggest that the best source of information about "each child's family culture, how the family

transmits that culture to the child, and cultural and familial expectations for the child behaviorally and academically” is the parents themselves (p.14-15).

Blackledge and Aljazar (1996) pointed out that “a school which positively promotes the use of home and community languages is likely to reinforce students’ cultural identity as well as increasing the probability of parental involvement” (p. 87). They suggested that the more frequent contact between teachers and parents the less likelihood there was for negative perceptions of each other or for cultural misunderstandings to occur. However, they also acknowledged that these partnerships might be difficult to achieve as many primary school teachers are white, monocultural and monolingual and these factors created barriers to collaboration. They noted that information about students’ language and culture was difficult to access, especially in face to face meetings such as parent-teacher meetings, if the teacher did not speak the family’s language and no resource people from the home culture were available. They therefore concluded that, although teachers and parents wanted to have personal contact with one another, getting beyond superficial contact was often difficult:

The teachers seemed closed to the very idea of openly acknowledging and discussing that there could be deeper cultural differences, preferring to focus, it seemed, on the similarities and shared values between themselves and the ... parents with whom they had worked, or reducing the differences to stereotypes and looking no further. (p. 13)

As yet, there has been little progress in developing specific ways for teachers to include cultural and linguistic diversity alongside English and content areas, or indeed to overcome the barriers that monolingual, monocultural teachers undoubtedly encounter in trying to accomplish this. Alton-Lee’s (2003) work, however, highlights the potential for research to add to educators’ understanding of factors involved in quality teaching of diverse students. In particular, she notes that the literature reveals a “*policy vacuum* around pedagogy” (p. 9) in this area and indicates this gap is central to past failures of related policy reforms. This gap may also be critically connected to deficiencies in teachers’ cultural efficacy that have been mooted by Gibbs (2003). As Yang and McMullen (2003) argue:

Although, in recent years, teacher education programs have increasingly focused on better preparing their graduates to work with diverse populations of children, and numerous in-service professional development activities have centered on helping teachers understand diversity, many practising teachers ... still feel uncomfortable working with minority students. (p. 3)

### **The Interactive Learning Setting: Relationships and Roles**

The interactive teacher-learner relationship is often put forward as being central to the educational process (Nias, 1989; Wright, 1990). However, it is interesting to consider how teachers might fare in trying to establish relationships with NESB students with whom they cannot communicate effectively. Nias (1989) reported that teachers frequently described teaching as communication. She also noted that some mentioned the need to share themselves with the students, and concluded that teachers strive to achieve a relationship with their learners to establish a sense of belonging and promote a view of education as an extension of family life. She notes that the relationship between teacher and pupils is often marked by shared understandings and humour which teachers viewed as intrinsic to "being themselves" in the class (p. 186). However, she also points out that, for many teachers, the relationship with students is very much one of control and that this was consistent with their self-image of teachers and "the sense of being well-organized and purposeful" (p. 189).

The relationship between teachers and NESB learners becomes even more vital when one considers that, in the class, interactive feedback with students helps teachers evaluate their efforts, "for no one else knows, or can know, how effectively they have taught" (Nias, 1989, p. 205). Marland (1986) also found that knowing the meaning of particular student cues helped teachers to understand and teach through the creation and use of customized responses that were "tailor-made to fit particular students" (p. 216). Furthermore, Marland discovered that most of the students to whom tailor-made responses were applied were those students about whom teachers reported some concern, such as those who were seen as overly withdrawn or extroverted students, or low achievers. Teachers also looked for opportunities to praise and encourage children they classified as the 'have-nots' in the class. This usually occurred during teacher-led class discussion and was perceived by the teacher as promoting the child's verbal self-

confidence and enhancing his/her self-concept. It is probable that many NESB students would be included in this category of have-nots; however, the communication issues referred to earlier might inhibit effective interaction to close these gaps.

Research suggests that teachers may be less inclined to engage with NESB students in the class. Marland (1986) suggests that teachers use problem-avoidance strategies, such as not asking a child for an answer if they perceived that the child was not able to respond accurately, as “a way of maintaining a smoother lesson flow, better classroom management, more positive teacher-student relationships, and more time on-task” (p. 221). It may therefore be inferred that teachers would be less likely to ask NESB students for responses in class. Teachers’ consequent lack of practice with these learners may further add to their difficulty in generating tailor-made teaching responses for these students.

Vygotsky’s (1978) Zone of Proximal Development (ZPD) emerges as a key concept in a number of recent studies that focus on the interaction of NESB learners in the regular class (e.g. Barnard, 2002; Gibbons, 2002; Vine, 1998ab). This theory suggests that the learner’s mastery of independent problem solving is enhanced through the mediation of those who are more expert (adults or other children). Thus the learner is initiated into new zones of proximal development that involve higher levels of both independent and co-constructed understanding. Shotter (1995) suggests that such dialogic interaction enables individual to learn not just scattered bits of new knowledge, but to reflexively redirect attention back into organizing and assembling this knowledge in a coherent, socially comprehensible way.

While Vygotsky’s ZPD model may be useful for the close-up view taken in micro-studies of a small number of learners’ interactions, it is likely that research that crosses not only cognitive but also linguistic and cultural barriers may need to take a broader perspective. The work of Lave and Wenger (1991) may therefore be more helpful. They suggest that there are three different interpretations of Vygotsky’s ZPD: it can be interpreted as an expert-novice scaffold for learning; as a process of making socio-cultural knowledge more accessible; or as a process of social transformation (p. 48).

Lave and Wenger in fact propose that all three interpretations need to be incorporated, so learning is situated and includes both thought and action to negotiate meaning through “the engaged, dilemma-driven nature of learning activity” (p. 33). The model of *legitimate peripheral participation* “concerns the process by which newcomers become part of a community of practice” (p. 29) and views understanding and learning as being mutually constitutive. Lave and Wenger suggest that participation, while at first being legitimately peripheral, gradually increases in complexity, so “peripheral, less intensive, less complex, less vital tasks are learned before central aspects of practice” (p. 96). They further argue that increasing participation is legitimized and enabled through the community of learners. Thus, this model may effectively depict the process through which NESB learners increase their participation in the mainstream class.

Any view of learning needs to be situated in the context of the whole person, within “collectively composed social practice”, rather than on a single case study (Lave and Wenger, 1991, pp. 51). The idea of *apprenticeship* espoused by Lave and Wenger takes account of lifelong experience, goals, tasks and knowledge acquisition; interpersonal dependencies; participation in a community of practice which embodies multiple viewpoints; change, growth and adaptation; and application to learning as knowing about whole-life identity and interpretation of meaning. Thus, both teachers and students may be apprentices, interacting and learning from each other in the class. Lave and Wenger suggest that to become full members of a community of practice individuals require “access to a wide range of ongoing activity, old-timers, and other members of the community; to information, resources and opportunities for participation” (p. 101). They hold that such apprenticeship is supported by conversations about problematic cases (Lave and Wenger, 1991). This process has also been recognized as being crucial in the reflective process of teachers (Richards and Lockhart, 1994).

So far little is known about what happens when teachers and learners, who are both apprentices in different ways, come together. However, Lave and Wenger’s work has intriguing implications for both class teachers who are new to teaching NESB students and for NESB students who are new to the New Zealand class context. They suggest:

Newcomers are caught in a dilemma. On one hand, they need to engage in the existing practice, which has developed over time: to understand it, to participate in

it, and to become full members of a community to which it exists. On the other hand, they have a stake in its development as they begin to establish their own identity in its future. (p. 115)

While Vygotsky's theories about apprentices and experts and Lave and Wenger's notion of newcomers and old timers strike close to the heart of valid learning-teaching roles, this is just one way to view the evolution of interdependent learning-teaching roles. Oxford (2001) draws on the work of a number of researchers in the field of second language learning and teaching to identify the proliferation of roles adopted by teachers and learners in this situation, including that of friend/comrade; co-learner; coach/motivator; diagnostician/needs analyser; parent; researcher; director/choreographer; entertainer; vessel-filler; nurturer/gardener; scaffolder; guide; and even zookeeper (p. 109). She concludes that more research, in particular narrative case study, is needed into the influences that students and teachers have on each other, noting that, while the cultural influences on such roles is a fascinating focus for investigation, it is still important that "future researchers must not forget to look for individual attitudes, beliefs and thoughts"(p. 108). In the current study it will be important to consider social/cultural and individual dimensions of teachers' interaction with NESB students, as well as the dynamic interplay between the two.

## **2.4 The Influence of Teachers' Experience, Knowledge and Beliefs**

It has been found that a teacher's experiences are not only likely to impact on the development of practical and pedagogical knowledge, but may also influence beliefs in relation to these issues as well as the teacher's sense of self-identity, self-efficacy and cultural-efficacy. The way in which these factors may influence teachers' developing praxis and their in-class actions is central to the discussion that follows.

### **Expertise and Experience**

Hogan, Rabinowitz and Craven (2003) caution that teaching expertise needs to be distinguished from teaching experience, as the latter simply refers to the length of time spent teaching. They suggest that expert teachers have competence across three domains:

content knowledge, skills to convey this knowledge, as well as the ability to manage a class in order to communicate with and assess students. As noted in Chapter 1, class teachers may find a significant proportion of these competencies particularly difficult to maintain with NESB students. Both experience and expertise may, however, play a part in how well this is achieved.

In a survey of related literature, Hogan, Rabinowitz and Craven (2003) found differences in expert and novice teachers' pre-action planning, in-action teaching, and post-action evaluations. In planning, experts tended to take a longer term view, while novices focused more on short term tasks. Hogan et al (2003) also found that expert teachers had more potential strategies to draw upon, both in planning and in dealing with unexpected events during teaching. This is similar to findings in past studies on experienced and inexperienced teachers (Duff and Uchida, 1997; Richards, Li and Tang, 1995).

Hogan et al (2003) point out that both novice and experienced teachers seem to be equally able to establish a warm classroom atmosphere and form cohesive, emotional bonds with students. However, they determined that novice and expert teachers often took a different focus during teaching. Expert teachers were found to be able to simultaneously scan the whole class while teaching, while novice teachers mostly focused on just one area of the class at a time. In addition, novice teachers were found to have difficulty focusing on individuals, tending to regard the class as a whole, while "expert content specialists, on the other hand, perceive the classroom as comprising unique individuals" (p. 237). This may have important implications for classes where there are just a few NESB students.

Expert teachers have been found to be more likely to have explicit knowledge when reflecting on the content and process of their teaching, so can articulate what they know; in contrast, novices appear to operate more from tacit knowledge (Elbaz, 1990; Hogan et al, 2003). Hogan et al also determined that experts tend to focus more on the impact of teachers' actions on students' understanding, while novices focus more on the superficial trivia of teaching, such as their blackboard skills, making little mention of student learning or behaviour. In concluding, Hogan et al inferred that expert teachers were able

to form more complex cognitive representations related to perceiving, inferring, assuming and recognizing situations and phenomena in the classroom situation.

The three stages for teachers' career development that are described by Nias (1989) fit closely with the research findings on teachers' experience just recounted. Nias proposes that teacher development is marked by a shift in focus on *personal self*, to a focus on teaching *tasks*, and finally to a concern about the *impact* of teaching actions. She describes the first stage as a "survival" stage which is "characterized by anxiety about self, in particular one's adequacy as a teacher, about class control, and the evaluative opinions of both pupils and supervisors" (p. 68). In the second stage there is a concern about self identity as a teacher. Nias describes this stage as a "mastery" stage, in which teachers have the desire to perform well but are largely concerned with how to achieve the task in their particular teaching situation (e.g. numbers of pupils, time pressures, resources). Once teachers reach the final stage Nias suggests they may become more resistant to change, but are also become more concerned about the *impact* of their actions upon pupils, in particular in relation to "the social and learning needs of individuals, discipline methods and classroom climate, [and] the choice and teaching of particular curricula" (p. 72).

Teachers are likely to be strongly influenced by both the nature and length of their prior experiences (Raths, 2001; Zeichner and Tabachnick, 1981). It has been asserted that, in contrast to other professions, such as law, engineering and medicine, teachers have long experience of their role in their prior experience as learners (Pajares, 1992). However, many class teachers may not have had such an *apprenticeship of observation* (Lortie, 1975) with NESB students, either as learners or as teachers. It may therefore be significant that "when expert teachers are confronted with teaching less familiar subject matter, they may not transfer behaviours characteristic of expert teaching, thereby mirroring a more novice teaching approach" (Hogan et al, 2003, p. 239). Nonetheless, Nias (1989) reminds us that the development of teachers cannot be conceptualized as simply skill development, but that it is a process in which "the practitioner and the person interact" (p. 66). Hargreaves (1994) also argues that: "Teachers teach in the way they do

not just because of the skills they have or have not learned,” but “the ways they teach are also grounded in their backgrounds, their biographies, in the kinds of teachers they have become” (p. ix).

It will therefore be important to explore the ordinary experiences of ordinary teachers since this is how “we uncover and give legitimacy to the extraordinary that is within the ordinary” (Elbaz, 1990, p. 29). Elbaz further emphasizes that accounts of teachers’ experiences are “the very stuff of teaching, the landscape within which we live as teachers and researchers, and within which the work of teachers can be seen as making sense” (p. 32). Furthermore, examining teachers’ reflections on their experiences in this study may provide unique insights into how these experiences, with a few NESB students in the class, influence the process of their praxis development. As Barcelos (2003), drawing on the work of Dewey (1938), points out: “Experience is not a mental state but the interaction, adaptation, and adjustment of individuals to the environment” (p. 174). Change is therefore often a necessary response to experience. This is discussed next.

### **Teacher Change**

It has been suggested that the challenge of teaching lies in its high demand for ongoing change (Buchman, 1990). Such change may, nonetheless, be neither easy nor simple (Bailey, 1992; Hargreaves, 1994). As Nias (1989) states: “Modifications in professional practice often require individuals to alter deeply rooted, self-defining attitudes, values and beliefs; the personal redefinition which this involves is likely to be slow, stressful and sometimes traumatic” (p. 62). On the other hand, change is regarded as both a possible and a vital part of teaching practice (Bailey, 1992; Nias, 1989).

Hargreaves (1994) suggests that changes to teaching practices and beliefs rarely occur one after the other, but that “practice and beliefs tend to change interactively and together” (p. 10). He argues that teachers weigh up whether an idea is practical before they will change, but that this takes account of not just whether it works, but “whether it fits the context, whether it suits the person, whether it is in tune with their purposes, and whether it helps or harms their interests” (p. 12). He notes that these are the factors that influence teachers’ desire to change, but that this desire is also at the heart of the creative unpredictability of all good teaching.

Furthermore, Nias (1989) asserts that teachers who have reached a higher psycho-social stage in their development are more likely to be more flexible as “movement from one stage to another is seen to result not from accommodation to the physical or intellectual environment, but from successful resolution of the successive tasks or crises faced by individuals in the course of their lives” (p. 64). Nonetheless, Duff and Uchida (1997) suggest that experienced teachers are likely to have an established professional identity, and will therefore be more consistent in their practices and “less prone to radical role and identity shifts” (p. 474).) In addition, it has been pointed out that researchers consistently find teachers’ beliefs are hard to change in relation to cultural diversity (Cabello and Burstein, 1995). It will be interesting to see how teachers in this study manage the challenges of changing praxis to meet the needs of NESB students in the class. This may depend, to some extent, on their prior beliefs, as seen in the following section.

### **Pedagogic Beliefs**

Pajares (1992) asserts that teachers have as many as 1000 interactive encounters each day. As a result, teachers are often forced to rely on intuitive beliefs in the midst of the immediacy, pace and complexity of active teaching (Feiman-Nemser and Floden, 1990; Pajares, 1992). Because beliefs operate at a subconscious level they may also be difficult to articulate (Donaghue, 2003); however, it has been asserted that beliefs are likely to be the single most important construct in educational research (Pajares, 1992). Harrington and Hathaway (1995) also point out that “beliefs play a major role in how prospective teachers respond to the diversity they will encounter in their classroom” (p. 275). In defining beliefs, Barcelos (2003) cites Dewey (1906), saying that “to believe is to ascribe value, impute meaning, assign importance” (p. 174). Teachers’ beliefs will therefore undoubtedly influence their reflections, actions and selections in working with NESB students, so are likely to be highly significant in this study.

Pajares (1992) identifies five key principles about the specific nature of teacher beliefs. These notions form a framework for the discussion that follows, both clarifying how beliefs operate as well as examining how teachers’ beliefs may inform the evolution of their praxis with NESB students. Firstly, beliefs are distinguished from knowledge.

*(a) Knowledge and beliefs are inextricably intertwined, but beliefs are more potent, affective, evaluative, and episodic in nature.*

Pajares (1992) asserts that beliefs are held to be connected to “incontrovertible truths that everyone holds” and that beliefs tend to have an “episodic structure, in that they are rooted in experiential and cultural sources of knowledge” (p. 309). Education is inherently the transmission of generally accepted cultural knowledge so is closely linked to beliefs. For instance, Cabello and Burstein (1995) assert that teaching practices reflect teachers’ ethnocentrism (as they are likely to believe that their own practices are best), and that culture collectively shapes how teachers view and interact with others in their world as well as their expectations of students. For this reason, some theorists, such as Rokeach (1968), argue that knowledge is just another form of belief. It is therefore not surprising that Pajares holds that, although it is knowledge that enables teachers to reflect back on their experiences, “beliefs are far more influential than knowledge in determining how individuals organize and define tasks and problems, and are stronger predictors of behaviour” (p. 311).

Drawing on Nespor’s (1987) work, Pajares (1992) suggests that a key characteristic that separates beliefs from knowledge is that beliefs have affective and evaluative loading that typically operates independent of the cognition associated with knowledge. As Dufva (2003) asserts, “The emotional intertwines with the rational in all human social experience” (p. 135). It is also significant that Pajares considers that the emotive component makes beliefs more potent than knowledge, not only in terms of the ability of beliefs to affect action, but also in terms of the potential to facilitate storage in and retrieval from long term memory. Beliefs are therefore entwined in remembered experiences, so are likely to remain stable over time.

In situations where there is an absence of formalized knowledge (such as occurs for many class teachers who are new to teaching NESB students) it is likely that their intuitive beliefs, based on prior knowledge and experiences, will inform their actions. Pajares suggests that it is the episodic nature of beliefs that makes their use more likely “in an entangled domain” in which “cognitive and information processing strategies do not work, appropriate schemata are disconnected and unavailable, and when the teacher is uncertain of what information is needed or what behaviour is appropriate” (p. 311).

Teachers working across unfamiliar cultural and linguistic barriers will therefore be more likely to fall back on what they believe is educationally best for all students. As Holt-Reynolds (1992) suggests, beliefs about teaching may be based on what works and this comes to be seen as constituting good practice.

*(b) Beliefs sit within a system, and are prioritised according to their centrality.*

Pajares (1992) sees educational beliefs as intrinsically linked to the individual's broader belief system. He therefore proposes three principles with particular relevance to change in beliefs: only new beliefs that are consistent with other beliefs within the system are likely to be adopted; the degree of interconnectedness a belief has with other beliefs held by an individual will indicate its intensity and centrality within the system; and the more central a particular belief is the more resistant it will be to change. As teachers have a generic role of caring for and instructing all students in the class, it is likely that they will also want to accommodate the needs of NESB students; but it is not known to what extent, in doing so, teachers may encounter conflicts with other existing convictions within their belief system. While it is thought that teachers share common constructs which assist them in anticipating and resolving new educational events (Kompf and Dworet, 1990; Woods, 1990), Rokeach (1968) suggests that contrasting beliefs are especially highlighted in matters concerning race or ethnic categorizations.

*(c) Core beliefs are formed early and tend to be difficult to change.*

Beliefs are socially and culturally constructed through a process of cultural transmission; so the earlier a belief is formed the harder it is to change (Pajares, 1992) as it is more likely to be central and deeply ingrained rather than peripheral (Bruner, 1996; Rokeach, 1968). Experienced teachers are therefore more likely to find it difficult to make necessary changes to their praxis if their initial encounter with NESB students occurs later in their careers.

Furthermore, it is thought that core beliefs become inextricably intertwined with the individual's identity and self (Barcelos, 2003; Pajares, 1992). As Pajares notes, "People grow comfortable with their beliefs, and these beliefs become their 'self' so that individuals become identified and understood by the very nature of the beliefs, the habits

they own” (pp. 317-318). This provides further insights into why belief change is rare during adulthood. For this reason, teacher educators suggest teachers’ personal theories, beliefs, and assumptions need to be uncovered before new ideas can be accommodated in the process of teacher development (Donaghue, 2003; Gibbs, 2002; Woods, 1993). Furthermore, Donaghue (2003) points out the significance of theoretical knowledge in altering teachers’ beliefs and actions, as teachers may need to understand the theory behind new activities or techniques before they are prepared to assimilate these into their personal theory, and to creatively transfer new knowledge into teaching practice.

Learning is thought to be a critical component in the construction of identities and beliefs (Lave and Wenger, 1991). The integrated evolution of self (in both a personal and social sense), knowledge, and beliefs can therefore be seen as a significant part of the ongoing process of teachers’ praxis development for NESB students. This fits with the constructivist view of beliefs taken by Woods (1993), who states: “Beliefs are not separable or separate from other aspects of learners’ cognitive processes, but integrated in a larger dynamic model of thought and action forming not the periphery but the central framework within which all learning takes place” (p. 202)

*(d) Beliefs influence perception and provide a filter for interpreting new phenomena, so belief systems have an adaptive function in helping individuals understand the world and themselves and to construct their actions within that.*

Not only do teachers’ beliefs influence immediate perceptions but, in turn, they also impact on teachers’ decisions and subsequent actions in the classroom, and the way in which new information about such matters is processed (Hannay and Seller, 1990; Pajares, 1992). This may cause individuals to modify incoming ideas in order to accommodate them in ways that support already held beliefs. For instance, Nias (1989) cites incidences of teachers filtering and even distorting new knowledge to fit with their existing beliefs, especially if they had “regular contact with other people who shared their beliefs about the social and moral purposes of education and about how children learnt” (p. 204-205). New beliefs that fit comfortably with teachers’ common belief systems may therefore be more easily reconciled (Rokeach, 1968).

Brown and Turner (1981) argue that there is a distinction between interpersonal interactions and inter-group interactions. They state that, in inter-group exchanges, members are influenced by their perceptions of the group identity, including social attitudes, norms, prestige and goals of the individuals in the group. This suggests that the wider context of schools may have a significant influence on the capacity of individual teachers to change beliefs, and subsequent practices, for small numbers of NESB students.

*(e) Beliefs must be inferred rather than observed.*

Finally, Pajares (1992) notes “It is unavoidable that, for the purposes of investigation, beliefs must be inferred” (p. 315). As a consequence, he suggests that inferences about teachers’ beliefs should be based on observations of their behaviour, as well as examination of their verbal statements, particularly in responses to dilemmas, vignettes, and open-ended interviews. These suggestions have been influential in the methodological design for this study outlined in Chapter 3.

### **Identity Conflicts and Uncertainty**

It has been suggested that “some roles (such as our paid jobs) are worn lightly and cast off easily” (Billington et al, 1998, p. 51). This may, however, not be so true of teachers. There is an old saying: ‘You can take the person out of the teacher but you can’t take the teacher out of the person.’ This implies that the teaching role may be more closely identified with personal identity than some other career roles, perhaps due to the strong interpersonal, moral and political dimensions associated with the teaching occupation. Such issues may be intensified in situations where teachers work with NESB students who are perceived to be a minority in the school and/or class.

Class teachers have been described as both creative artists and disciplined crafts persons (Nunan, 1990). It is also recognized that teachers are autonomous, yet they also operate within interactive social frames of reference (Bandura, 1994; Nias, 1989). Nias argues that while teachers’ perceptions of their interactions with students may help to validate their professional competence, not everything can be analysed in terms of symbolic interactionism, or the socially constructed *me*. She holds that the *I* is also important to

teachers' identities, acknowledging the role of individual personalities, and the creative, innovative side of teaching. This inherent ambiguity in teaching roles may result in uncertainty and tension, especially as goals and responsibilities are often ill-defined and teachers may lack the criteria to self-evaluate their own competence. Nias suggests too that teachers' multiple roles exert conflicting pressure on them to accommodate many expectations, and they subsequently experience guilt when unable to do so. These tensions, conflicting roles and feelings of inadequacy may be particularly pertinent to teachers who have just a few NESB students in their regular classes.

Rosenholtz (1991) suggests that whenever teachers lack the necessary technical knowledge to deal with new situations a climate of uncertainty can prevail. However, he also points out that if teachers have too much certainty they can become bored and lose their motivation to be innovative. Therefore, the balance between certainty and uncertainty is a critical one; but it will probably be tipped strongly towards uncertainty for class teachers who are new to teaching NESB students. As Gibbs (2002) points out, teaching unpredictability may be heightened in culturally diverse settings.

Uncertainty may have serious implications for teachers. High uncertainty levels have been linked not only with more willingness to listen to socially significant people and increased effort to structure classroom activities more precisely (Huber and Roth, 1990), but also with reduced teacher motivation (Bandura, 1986; Nias, 1989; Rosenholtz, 1991). It has also been linked to a need to control situations that threaten to disclose uncertainty, accompanied by a tendency to interpret requests for help from others as evidence of professional inadequacy (Bandura, 1986; Feiman-Nemser and Floden, 1990; Rosenholtz, 1991). Rosenholtz suggests that such a situation often leads to "threatened self esteem" (p. 5) causing people to devise self-protective strategies, such as refusing to participate or to even to try. Pajares (1992) also suggests that self-efficacy beliefs are strongly linked with human motivation and behaviour. This is discussed further in the following section.

### **Self, Instructional and Cultural Efficacy**

The current generation of teachers is being challenged to adapt to many new curricula and greater diversity in the classroom; it has therefore been suggested that the importance of their self beliefs has now become critical (Gibbs, 2002). Self-efficacy is defined as a

belief in oneself to organize and accomplish required goals (Bandura, 1997). Therefore, any lowering of self-efficacy is likely to have profound effects on teachers' views of themselves both as worthwhile people and worthwhile teachers. Self-efficacy is also viewed as critical in effective teaching since students have been found to learn much more from teachers who have a high sense of self-efficacy (Bandura 1997; Gibbs, 2003). However, a number of studies, both in New Zealand and overseas, have identified that teachers lack pedagogic certainty about how to teach NESB students (Franson, 1999; Haworth and Haddock, 1999; Johnston, 1999; Kennedy and Dewar, 1997; Penfield, 1987; Youngs and Youngs, 2001); and this has also been linked to lowered teacher confidence (Haworth, 2003; Vine, 2003). Nonetheless, as yet there have been no focused studies on the interplay between teachers' knowledge, praxis and self-efficacy in relation to teaching NESB students, nor any accounts of how this might change over time. These matters are central to the current study.

It is significant that low self-efficacy beliefs are likely to “determine the goals people set for themselves; how much effort they expend; how long they persevere in the face of difficulties; and their resilience to failures” (Bandura, 1997, p. 4). This is illustrated in a study by Everette, Price, Tellijohann and Durgin (1996) who found that, when mandatory health education was introduced to schools without accompanying teacher training, teachers had lower instructional self-efficacy, spent less time and effort, felt more skeptical about the benefits, and attached less value to the skills in this subject area. These findings may have important implications for teachers who are ill-prepared to teach NESB students in their classes.

In addition to influencing whether teachers attribute desirable outcomes to such factors as careful planning, (Carrasquillo and Rodrigues, 1996; Low, Tasker and Hong, 1991) efficacy levels can affect whether teachers attribute outcomes to students or to teaching:

To teachers with high self-efficacy, most low-achieving students can be reached and are therefore worthy of instructional time and effort. ... Low efficacy teachers, who used only routine instructional practice, believe that low-achieving students were simply not smart enough to learn, and far worse, posed ever-present threats of

classroom disruption. Accordingly, teachers define success with these students as their ability to exert control. (Rosenholtz, 1991, p. 117)

NESB students are often perceived as well behaved, cooperative learners (Haworth, 2001, 2003), so the presence of these students in a class may assist in defining a teacher as successful, and thus positively incline teachers towards these students. On the other hand, if an NESB child does not have enough English to comply with teaching routines they may threaten the teachers' self esteem and lower their self efficacy. This may cause teachers to attribute the cause of their problems to external factors, thus saving face but also leading to a sense of helplessness and inaction. As Raths (2001) notes:

Attributions that teachers make to their pupils who are doing poorly may reflect their beliefs but also hinder their effective interventions with pupils. So, academic failure often is attributed to external factors in the child's life – the home, the family, the peer group – rather than reflecting on problematic teaching. (p. 2)

However, Rosenholtz (1991) suggests that teachers who work in a less predictable classroom culture are more inclined to place some of the responsibility for children's problems on themselves. She regards such teachers as moving, rather than stuck, as they "seem inspired by their failures, not defeated" (p. 154). On the other hand, Nias (1989) says that teachers who are unsupported in their struggles may not be able to overcome the challenges:

They are required to perform complex and demanding tasks under conditions that underlie their loneliness and individual accountability, and yet which remind them that failure is a reflection upon their own worth as people. It is little wonder that teachers so often externalize the reasons for their pupils' bad behaviour or failure to learn. Nor is it surprising that teaching, as work, occupies a central place in the waking minds and hearts of its practitioners and often disturbs their sleep. (p. 206)

Furthermore, Gibbs (2002) suggests that *cultural* self-efficacy is a key factor in teachers' work with NESB students. He distinguishes this from personal self-efficacy:

Personal efficacy is the self-belief in one's capability to exercise control or influence over one's functioning and circumstances. Cultural self-efficacy is the

self-belief that one is capable to organize and effect action within culturally defined contexts in order to attain desired goals. (p. 3)

Gibbs (2002) emphasizes that merely providing teachers with superficial information about other cultures may not be sufficient, as small amounts of knowledge may in fact increase teachers' cautiousness about engaging in cross-cultural situations. He therefore points out that, even if teachers do have knowledge about how to act in some culturally diverse situations, they may not be motivated to act. Furthermore, he suggests that the existence of high unpredictability, as exists in cross-cultural encounters, may have an adverse effect on teaching efficacy.

In addition, it needs to be recognized that self-efficacy may fluctuate according to an individual's self-appraisal in differing circumstances, so teachers' sense of instructional-efficacy may not be uniform across different knowledge domains (Bandura, 1997). It is therefore possible that even otherwise successful teachers may struggle with NESB students if they are not pedagogically prepared in this area. Bandura agrees that even skilled teachers may experience self-doubts. However, efficacy is also related to the belief that one's effort can make a difference; so teachers with an overall sense of high self-efficacy may be more likely to attribute the success of their actions to effort, careful planning and deficient knowledge, which are all remediable, rather than focusing on the students' inadequacies (Bandura, 1997; Carrasquillo and Rodrigues, 1996). Nonetheless, Pajares (1992) notes that self-efficacy includes both affective and self-evaluative components, so it may not be easy to maintain high self-efficacy in some situations:

It takes a strong sense of self-efficacy to remain fully task-oriented in the face of causal ambiguities, pressing situational demands, and judgement failures that have personal and social repercussions. (p. 117)

Successes, perseverance through tough times, and vicarious models (seeing others succeed) may strengthen self-efficacy; whereas perseverance in the face of repeated failures may undermine self-beliefs, particularly if a secure sense of self-efficacy has not yet been established (Bandura, 1997; Gibbs, 2003). Positive affective processes may, however, be consciously activated by efficacious individuals. This occurs through what

Bandura refers to as a process of self-regulation, or the “exercise of influence over one’s own motivation, thought processes, emotional states and patterns of behaviour” (p. 1). Efficacious teachers may therefore be inspired to greater efforts with NESB students despite perceiving or encountering difficulties in this context. On the other hand, ongoing difficulties communicating with NESB students may decrease confidence in this context.

Gibbs (2002) points out that our knowledge about how efficacy issues influence teachers of NESB students is still unclear and therefore “more research is needed into the influence of cultural practices on teachers’ and students’ efficacy beliefs, as well as the links between cultural practices, efficacy, and teachers’ and learners’ functioning” (p. 6). The current study may therefore add further insights into teacher efficacy in general as well as their specific efficacy with NESB students.

## **2.5 Summary**

Since the Swann Report (1985) there has been a shift towards whole-school approaches for supporting NESB students in New Zealand, a greater emphasis on in-class rather than withdrawal support, and increased expectation for every teacher to be a teacher of ESOL. The literature reveals that the debate about the effectiveness of this shift still continues today. However, there is also evidence that school practice is now moving towards a more balanced approach, including some withdrawal time for intensive ESOL support, particularly for students who are new learners of English and/or new to the country.

Changes to the underlying philosophies about catering for NESB students in schools has placed emphasis on generating skills, strategies and principles for content-based teaching of NESB students. It is not known to what extent these ideas have been transferred in practice from the ESOL sector to the world of mainstream teachers. It is possible, however, that more recent policy moves to promote literacy throughout the school may have created some leverage on teachers to acquire skills relevant to the teaching of English as an additional language.

Changes to policy have increased pressure for ESOL and class teachers to collaborate. Nonetheless, there are many issues involved in the establishment and maintenance of

effective collaborative relationships between ESOL and class teachers. Major barriers may include the existence of different types of content expertise, and the reflection of this in the disparate discourse of each group and in differing ideologies and world views. Issues have also surfaced regarding the differential roles and status of ESOL and class teachers, resulting in tensions between the two groups which may make effective collaboration harder to accomplish.

It is recognized that teachers' ultimate success in meeting the needs of a few NESB students within a mainstream class may be influenced by many complex and inter-woven factors. As teachers place a central emphasis on constructing effective relationships with their students, significant tensions are likely to emerge when there are a few NESB students in the class with whom teachers cannot easily communicate. The inter-cultural aspects of teaching NESB students may further contribute to teachers' levels of technical uncertainty. How effectively teachers function within such a setting may be related to the interplay between their experience, knowledge and beliefs, as well as the nature of the support they receive. Other critical factors may be teachers' ability to change, to overcome uncertainty, and to reconstruct their professional identities in ways that allow them order to effectively teach a few NESB students within a mainstream class context that is often dominated by many other concerns and issues.

A cross-cultural context, such as occurs in this study, is perhaps an interactive *learning* setting, not just for students, but also for teachers. It seems to follow, therefore, that if useful ways of assisting teachers to work effectively with small numbers of NESB students in the class are to be identified, it will be necessary to firstly understand more about the process of teachers' learning in this situation. Thus, the primary aim of the study is to explore the complexity of factors that influence the development of teachers' working theories and practices when there are just a few NESB students in the class.

## **CHAPTER THREE**

### **THE OVERALL RESEARCH DESIGN**

#### **3.1 Introduction**

Chapter Three presents the rationale underlying the overall approach to designing this investigation. An explanation of the specific research procedures and tools used in the enquiry will be provided in Chapter Four. Chapter Three opens by outlining key questions for the investigation, before moving on to describe the principal characteristics of the qualitative ethnographic approach used in the study. It is argued that the use of an ethnographic approach, as distinct from pure ethnography, allowed the examination of a manageable slice of reality and the implementation of an applied collaborative style of investigation. Discussion then follows on how matters of proof were balanced with the emphasis on understanding in this enquiry. Finally, the processes for analyzing and interpreting the data, and the style adopted for reporting findings are explained.

In addition to the themes surfacing in the literature, a preliminary exploratory study to find out more about a school setting with small numbers of NESB students (see Section 4.2), influenced the focus for the major phase of the enquiry. An account of pertinent findings from the preliminary study has been published (Haworth, 2003). Nonetheless, it is important to mention here how the findings from this early study influenced the decision to concentrate on class teachers in the major phase of the study, and the specific research questions that were developed in relation to that. Most importantly the initial enquiry revealed that, while class teachers had a number of effective practices, they did not explicitly select their strategies with the NESB students' specific learning needs in mind. In addition, teachers were conscious that they lacked core knowledge about teaching NESB students, yet they did not prioritise professional development in this area. Collaborative tensions were also identified between ESOL and class teachers.

The presence of broader issues, such as those noted above, indicated a need to include a wider ecological view in the major phase of the study. Bronfenbrenner (1979) suggests that the use of an ecological model may facilitate the exploration of complex contextual

factors, since it assists in capturing “the progressive mutual accommodation between an active, growing human being and the changing properties of the immediate settings in which the developing person lives” (p. 21) as well as the larger settings in which these are embedded. It seemed likely that understanding the realities of how teachers developed their praxis for small numbers of NESB students in a mainstream class would involve gaining insights into contexts beyond the classroom walls. Thus, it would be possible to understand the factors that support or inhibit the growth of teachers’ skills and understanding and the beliefs and knowledge that contribute to that process. These matters have not been previously explored in the literature, as evidenced in Chapter Two.

### **3.2 The Research Questions**

Janesick (1994) suggests that “qualitative research design begins with a question” (p. 210) and that this key question becomes the driving force, as well as the blueprint, for the investigation. As noted at the end of Chapter Two, the current enquiry began with an interest in finding out more about how teachers develop working theories and practices when there are just a few NESB students in the mainstream class. A number of sub-questions were generated to help in addressing this larger question. These are listed below.

- 1) In what ways are class teachers’ endeavours to meet the needs of the small numbers of NESB students within their classes constrained and/or supported by their interactions with the wider educational community?
- 2) To what extent do teachers engage with the inter-lingual and inter-cultural challenges of having NESB students in their classes, and what influences their cultural efficacy with regard to this?
- 3) How do teachers go about balancing the needs of small numbers of NESB students against the needs of the rest of the class?
- 4) What are the goals that teachers set for the NESB students in the class and what influences the roles and strategies they select to achieve these?

- 5) What different challenges are perceived in teaching NESB students in junior and senior classes of a primary school?
- 6) To what extent do teachers' perceptions of NESB students' English language proficiency influence their praxis selection?
- 7) How do teachers' experience, knowledge and beliefs influence the evolution of their praxis for the NESB students in the class?
- 8) How does the presence of a small number of NESB students in the class impact on teachers' perceptions of themselves as professionals?

These sub-questions were regarded as *sensitizing questions* (Strauss and Corbin, 1998). In field work, such questions help the researcher to tune into what is going on, to identify who the actors are, how they define and interpret situations, and to understand the outcomes of actions. As qualitative research is essentially evolutionary, questions change over time and are based on evolving theory specific to the particular research. The questions presented here are therefore the result of engagement with many different questions over the extended process of this investigation.

Strauss and Corbin (1998) also argue that in a qualitative study it is necessary that "paths of interconnectivity can be traced in data" (p.182). However, in a multi-dimensional study such as this, there may be a risk that individual pieces of data, while coherent in themselves, will not provide coherent patterns if collected over time and later drawn together. That is why Dixon, Bouma and Atkinson (1987) caution, "It is better to answer a small question than to leave a large one unanswered" (p. 16). Nonetheless, they subsequently acknowledge that "perhaps by piecing together a number of smaller answers a large question can be answered" (p. 16). The latter is the approach taken in this study. In fact, this is the very nature of qualitative study. Wolcott (2001) argues: "Good qualitative research ought to confound issues, revealing them in their complexity rather than reducing them to simple explanation" (p. 36). The methodological challenge of this study was therefore to devise a way to not only capture insights into each of the sub-questions, but also to enable these discoveries to ultimately address the larger

research question. Thus, the many pieces of knowledge collected in the course of this enquiry will finally be able to be coherently connected and placed within the framework of a larger and more complex theoretical jigsaw.

### **3.3 The Selection of a Qualitative Research Design**

In planning for this investigation a qualitative research design was selected as the most suitable overall framework. Qualitative studies have certain shared key characteristics, including an emphasis on representing real voices and real lives at both micro and macro level; allowing understanding to be progressively evolved; and taking insights to new levels through interpretation. These features were significant in the selection of a design for the current study, as discussed below.

#### **Representing Real Voices and Lived Experiences**

In seeking to understand more about teachers' experiences in evolving praxis with a few NESB students in the class, it is inevitable that there will need to be examination of not just teaching knowledge but also the underlying values and beliefs that influence the problem-solving process involved and the responses teachers have when engaging in this. Since these matters cannot be easily observed, teachers will need to be encouraged to reflect aloud on their experiences. Such an enquiry therefore fits well with a qualitative research design as it seeks to "research about persons' lives, lived experiences, behaviours, emotions, feelings" (Strauss and Corbin, 1998, p. 10) and to do so through the presentation of "real voices" (Janesick, 1994, p. 212). A qualitative approach also involves attention to micro level particulars that contribute to the uniqueness in each case (Eisner, 1998) and aims to bring to life the personal, face-to-face, and immediate (Janesick, 1994).

#### **Illustrating the Complexity of Contextualized Experience**

As teaching is a situated, multifaceted and creative process, investigating it requires an ecological approach that enables investigation and representation of that complexity. Woods (1996) asserts that teachers "are faced with many problems and dilemmas, they have their own interests and beliefs; yet they are at the centre of a number of competing

values and ideologies; they are situated within a network of inter-relationships and expectations” (p. 29). The choice of a qualitative design for this study is thus eminently suited to the examination of complex and inter-woven factors that are present in teachers’ working lives as it emphasizes the holistic and complex particularities of situated real life experience (Burns, 1999; Eisner, 1998; Jannesick, 1994; Strauss and Corbin, 1998).

In contrast, quantitative investigation does not exhibit this same holistic concern (McIntyre and McLeod, 1986). Gaining in-depth contextualised understanding of the development of teachers’ praxis could not be easily accomplished through a quantitative investigative design. McIntyre and McLeod (1986) suggest that quantitative studies impose “arbitrary boundaries on continuous phenomena” (p. 15) so the links between chains of behaviour are lost. As Eisner (1998) points out, statistical representations may lure investigators into a false sense of security since they are essentially reductionist so do not assist in gaining full understanding of a situation. NESB students are just a small minority in the context for the current study. Consequently, significant and complex factors may affect the class teachers’ capacity to generate effective practices for these students, and teachers’ motivation to pursue effective solutions within this environment.

### **Integrating Macro and Micro Levels of Experience**

While the current study will collect micro-level details of class teachers’ lived experiences with NESB students, any explanations for teachers’ actions and interactions will inevitably involve exploration of how these impact on, and are impacted on, by aspects of teachers’ wider, macro-level realities. Qualitative understanding is said to come from both macro and micro-levels, as well as looking at how these are integrated (Burns, 1999; Eisner, 1998; Woods, 1996). Through these processes qualitative researchers are able to create *thick description* (Geertz, 1973). However, thick description not only alludes to the integrated macro-micro dimensions of qualitative research, but it is also thought to involve the expressive quality of such investigations (Eisner, 1998). A qualitative research design therefore provides an ideal framework for investigating the world of class teachers, as teaching is often referred to in this way. For example, Woods (1996) describes teaching as “an art rather than a science: expressive, emergent, intuitive, flexible, spontaneous” (p. 6). These factors may be necessary

ingredients in the adaptation and evolution of praxis to meet the needs of NESB students in the class.

### **Evolving Understanding**

Since no previous studies have so far been carried out into how teachers generate their praxis for small numbers of NESB students in the regular class setting, a qualitative design was therefore best suited to the current investigation. Gaining qualitative understanding of the interconnected nature of experience is frequently described as a process that is essentially evolutionary in nature, being gradually built up and pieced together over time (Eisner, 1998; McDonough and McDonough, 1997). Unlike the quantitative researcher, who generally works from a well-defined set questions and hypotheses, a qualitative researcher will seldom begin with pre-determined hypotheses. The qualitative approach is seen as an essentially *open* process in which “initial work is typically messy and chaotic, until themes emerge” (Woods, 1996, p. 7). In such an approach, research questions may be modified or even replaced as the researcher works to refine and interpret meanings during field work (Stake, 1995). This is the nature of the process that was undertaken in this study.

### **Gaining Added Insight through Interpretation**

Getting beneath the surface of observed events is necessary if one is to understand how and why teachers develop their praxis in certain ways with NESB students. This process necessarily involves the researcher in making interpretations. Indeed, interpretation is at the heart of any effective qualitative investigation (Eisner, 1998; Erickson, 1991; Packard, 1991; Stake, 1995; Strauss and Corbin, 1998; Wiersma, 1995; Wolcott, 2001). Subjectivity may, however, be inherent in the act of interpreting, as the researcher utilizes the self as an instrument to engage in the researched situation and make sense of it (Eisner, 1998). The resulting knowledge can, in fact, never be regarded as neutral since it is essentially a creation of not only individuals but also cultures and societies (Eisner, 1998; Packard, 1991). For this reason, the qualitative researcher is required to identify and address his/her role and ideological biases (Janesick, 1994). These matters will be discussed more fully in the next chapter (see Section 4.5).

Within the overall qualitative framework, it was also decided to draw on an ethnographic approach. The rationale for this decision is explained next.

### 3.4 The Ethnographic Approach

The ethnographic approach chosen for the current investigation closely fits within a qualitative interpretive tradition. Taking an ethnographic approach involves building understanding of interaction from an insider's point of view (Barcelos, 2003; Robinson, 1985; Watson-Gegeo, 1988; Woods, 1996), and uncovering beliefs and meanings that underlie actions within social groups (Van Lier, 1988; Wragg, 1994). As Wolcott (1988) states, "ethnographic significance is derived socially, not statistically, from discerning how ordinary people in a particular setting make sense of their everyday lives" (p. 191).

This enquiry was not confined to just looking at what each teacher did with the NESB students in the class, but also investigated the social and personal influences on each teacher's underlying beliefs, knowledge and perceptions. Thus, the current study explored teachers' praxis with the ethnographer's desire for seeking naturalistic, holistic and culturally situated interpretations, along with an emphasis on understanding multilayered complexity and the inter-relatedness of the interactions within that (Barcelos, 2003; Lutz, 1984; Van Lier, 1988; Watson-Gegeo, 1988; Wolcott, 1990).

Wolcott (1990) explains:

[An] ethnographic presence ... [is informed through] weaving descriptive strands together to speculate how the members of some particular group organize their lives to manage everyday routines, communicate what they know and what they expect of others, and cope with forces within and beyond their control. (p. 51)

In an ethnographic *approach* understanding is progressively refined over a period of time (Nunan, 1992) and a sense of process is sought rather than a static picture (Woods, 1996). An ethnographic approach therefore has special value in investigating teaching and learning (Feiman-Nemser and Floden, 1990; Watson-Gegeo, 1988; Woods, 1996) and has rich potential for providing effective insights into how teachers evolve working theories and practices for small numbers of NESB students in the class. Nonetheless, the present enquiry does not claim to be traditional ethnography. Two key differences are

pertinent. Firstly, while this investigation seeks to capture and understand the dynamic complexity of the interactive teaching context, an ethnographic approach may allow for the examination of a more manageable slice of reality than would be possible in traditional ethnography. In addition, applied collaborative aspects integral to the design of the current study, may be more easily accommodated within a less restrictive ethnographic approach. These elements will now be further elucidated.

### **Examining a Manageable Slice of Reality**

Pure ethnography has been traditionally regarded as requiring intensive observation of a setting over an extremely long period of time (Chaudron, 1988; McDonough & McDonough, 1997; Robinson, 1985; Van Lier, 1988; Watson-Gegeo, 1988). In reality however, most researchers do not have unlimited time to spend in the field; and, in fact, teachers may not agree to prolonged and intensive intrusion into their world (Haworth, 2001). In the present investigation, therefore, a methodological approach needed to be found that would be manageable for the researcher as well as comfortable for teachers.

Eisner (1998) suggests that where a level of expertise exists, time spent observing in the field may be reduced since “experts can read a situation much more quickly than novices” (p. 192). Since the researcher for this study already had extensive prior experiences in both ESOL and teacher education, it was possible that less time could be spent on field work while still gathering quality ethnographic data. It was, nonetheless, recognized that the world of class teachers was not a constant environment. For example, different pressures occur at various times during the year; classes are generally totally reconstituted each year; and, as students develop and grow over their time in a class, teachers must constantly adjust in response to changing demands. The nature of the current investigative design needed to be able to capture the dynamic essence of the teaching world.

Wolcott (1988) advises that ethnographic observations need to cover “a full cycle of events” (p. 188), such as a calendar year. However, to remain in just one school for a full school year would have compromised the researcher’s ability to understand the impact of different school contexts on teachers’ praxis development. An ethnographic study is also said to be broader than a single case study focused on a simple issue, since its concern is

for the cultural context and interpretation of the phenomenon being investigated (Lutz, 1984; Nunan, 1992). Thus, in the current study, it was decided to include four different school settings over the year of data collection, with a new school becoming the setting for the enquiry in each of the four school terms (see Table 4.1). Such multi-site studies which investigate a range of issues and questions are said to come close to ethnographic investigation (Nunan, 1992).

While pure ethnography may involve many years of dedicated field work, an enquiry that follows an ethnographic *approach* may be equated with micro-ethnography in that it allows for investigation of a small number of participants and settings (Lutz, 1984; Wolcott, 1990; Gall, Gall and Borg, 1999). Geertz (1973) supports the validity of such an approach, stating: “It is not necessary to know everything to understand something” (p. 20, cited in Wolcott, 1988, p. 202). Such studies need to specify and account for key variables (Lutz, 1984), but go further than just exploratory observations (Van Lier, 1988). The present study utilizes not only observations, but also interviews and reflective discussions in order to seek in-depth insights into several small slices of reality, and to weave these into a larger holistic reality. Each participating school context is seen as unique, and the examination of how teachers develop praxis for small numbers of NESB students is examined against a context of many differing contextual pressures and demands. In turn, the study investigates how each participating teacher’s individual combination of experience and knowledge is brought to bear on the construction, co-construction and reconstruction of working theories and practices for these students. Thus, insights into how praxis is developed for small numbers of NESB students are gradually built up through careful examination of selected pieces of reality which are given ethnographic significance through being placed into a dynamic and multi-layered context.

### **Allowing an Applied Collaborative Style of Investigation**

Traditional educational research has often been accused of exploiting schools and teachers (Elbaz, 1990; Wragg, 1994; Johnson, Peters and Williams, 1999; Winch, 2002). Indeed, Elbaz (1990) points out that focusing solely on research purposes risks “turning teachers’ knowledge into researchers’ knowledge, colonizing it and thus silencing the voice of the teacher” (p. 17). In the design of this study, it was therefore paramount to find effective ways to allow teachers’ voices to be heard and understood. The issues

surrounding this decision and its implications for the ensuing methodological choices are discussed below.

It has been said that the implementation of educational research is made more complex since teachers' perspectives are inclined towards an "anti-intellectual norm" which results in research being perceived as being distant from practice-related concerns (Dalin et al, 1993, p.101). Since researchers and teacher participants may have diverse expectations, special emphasis needs to be placed on building trust relationships in educational research (Johnson et al, 1999). Establishing trust was viewed as an important factor from the start of the current investigation, as access needed to be gained into the classroom, a domain which many teachers regard as essentially *private* (Foster, 1996; Lortie, 1975). Furthermore, trust was needed to gain insights into teacher's most valued beliefs about individual praxis. It has been suggested that a level of trust is built if evaluative purposes in an investigation are avoided, and if teachers are provided with roles that allow for collaborative participation in the investigation (Foster, 1996; Wragg, 1994). These ideas have had a major impact on the design of this study.

Critical to the building up of trust is the need to break down the inherent imbalance in power relationships between teachers and researchers (Brenner, 1985). In this study, the researcher's position was carefully considered (see Section 4.7). Although it was acknowledged that the researcher might be perceived as an 'expert' and that would undoubtedly flavour participants' reactions, an effort was made to counterbalance this effect. In particular, it was thought that participation would seem more desirable to teachers if the research was pertinent to their needs, thus providing professional benefits. It was also believed to be more likely that teachers would be keenly motivated to discuss their praxis with an outsider if that person had spent time observing in their classes and was able to provide feedback on actions and interactions that might normally be outside their notice or consciousness (Watson-Gegeo, 1988; Van Lier, 1988). These notions led to the design of the reflective discussions in the present study (see Section 4.4).

The reflective discussions utilized in this study developed from the idea of *active interviews* put forward by Holstein and Gubrium (1994), in which a negotiation process is used to achieve conversation rather than interrogation in research interviews, thus

ensuring maximum presence of the subject's voice (Dufva, 2003). Such an approach helps to prevent the researcher's intuitive guiding hypotheses from replacing genuine open-ended enquiry, so it contributes to the validity of the findings. The inclusion of critical episodes in the reflective discussion with teachers further enhanced the relevance of the study for teachers' real practices and increased teachers' reflections on their own teaching actions, thus adding what Nunan (1992) refers to as a degree of catalytic validity to the study.

Although there was just a single researcher in this study, the reciprocal collaborative nature of the reflective discussions in this study thus resulted in the teacher being viewed as a co-observer in the class and a collaborative partner in the research. For example, reflective discussions allowed teachers' responses to guide the researcher in deciding which pathways were likely to be rich avenues of exploration, as well as providing an opportunity for progressive checking of the researcher's evolving ideas as part of the ongoing analysis and interpretation of the incoming data. Insights were deepened through the sharing of teachers' and researcher's differing perspectives on what was happening. It has been asserted that this process increases the validity of data (Brenner, 1985; Nunan, 1992).

Furthermore, teachers' voices had the power to influence the methodological evolution in the early stages of the study. While broad methods of enquiry and a number of investigative tools were pre-determined at the start; initial tools and techniques were refined and added to in response to particular events that occurred during the initial reflective discussions in the first school setting (see Section 4.4 for further details).

The approach taken to this investigation was therefore both applied and collaborative. Such an approach, while not traditional ethnography, has been purported to be an effective complement to ethnographic research (Burdell and Swadener, 1999). In this study, the ethnographic approach made it more possible for the researcher to come alongside participants while they reflected on their praxis as teachers. Through being a witness to this reflection the researcher gained a greater understanding of the world of teachers and the on-going generation of their working theories and teaching practices. It is likely that the reflective process utilized in this study also helped to raise participating teachers' consciousness of key criteria for effective practices. The applied collaborative

elements of the ethnographic approach thus provide a constructive win-win solution for teachers and for researchers that is particularly valuable in educational enquiry.

### **3.5 Balancing Understanding with Proof**

The choice of a qualitative ethnographic approach for the overall design of the current study is deliberate, in that it is seen as the best way to gain understanding of the complex processes of teachers' evolving praxis in relation to the NESB students in their classes. Although such an investigation involves an interpretative process, proof should not be neglected in order to achieve understanding (Eisner, 1998). This section explains the way in which these two elements were weighed and balanced in the design of the study.

In designing any study two types of reliability need to be borne in mind: *external reliability*, or the extent to which independent researchers can reproduce a study with the same results and conclusions; and *internal reliability*, or the extent to which reanalysis would reach the same conclusions due to the "consistency of data collection, analyses and interpretation" (Nunan, 1992, p. 14). Nonetheless, it has to be acknowledged that, in the present enquiry, not only was each teacher's experience linked to a particular point in time, but each teacher also had a distinctive combination of experience, personality and knowledge. This uniqueness cannot of course be replicated, but through careful recounting of the procedures employed it could realistically be expected that similar general trends and key patterns would become evident if the study were to be replicated across a similar spread of teachers and schools at a similar time. Sound qualitative research is said to have its own empirical balance since it follows an ordered process and endeavours to draw rational conclusions (Eisner, 1991), so it is systematic and well-documented (Agar, 1996).

Nonetheless, the in-depth nature of qualitative enquiry often results in such studies being small scale, so conclusions may not be easily generalised to a larger population (Packard, 1991). On the other hand, the high ecological validity of qualitative investigation has been cited as having equal or more value than population validity, and this is seen as particularly relevant in research involving teachers (Erickson, 1991; Vulliamy, Kimonen,

Nevalainen and Webb, 1997). Such ecological validity is viewed as especially pertinent to the current study, as class teachers are involved in teaching a few NESB students within a setting governed by practices and values that are related to the dominant culture.

The criteria for judging the success of qualitative research include coherence, insight, practical utility, persuasive power, and the inclusion of multiple sources of data enhances the validity of the findings (Eisner, 1991). As seen above, the current study seeks to achieve coherent insights with practical utility, factors with inherent persuasive power. Data is also collected in a number of different ways, from a number of different subjects, in a number of different settings (see Chapter Four); and, although using a qualitative design, it has been possible to achieve a degree of representativeness (see Section 4.5). Furthermore, there is consideration of both consistent patterns and contradictory views (Mitchell, 2000; Stake, 1995) in the data analysis process (see Section 3.6).

Van Lier (1988) suggests that research can be divided into two types: that which seeks to obtain “proof” and that which seeks to “understand” (p. 1). This implies that these two investigative procedures are perhaps opposite rather than complementary. However, while the present study utilizes an overall qualitative design, some more structured tools have also been employed to enhance understanding about how different teachers develop their working theories and practices for a small numbers of NESB students (see Section 4.4). The complementary use of such quantitative tools is not regarded as incompatible with the overall qualitative approach (Agar, 1996; Croll, 1986; Eisner, 1998).

Thus, proof is balanced with understanding in the present enquiry through systematic documentation, increased emphasis on ecological validity, the use of multiple sources of data, consideration of representativeness of subjects, and through complementing the overall qualitative design with a small number of more structured tools.

### 3.6 Analysing and Interpreting the Data

Janesick (1994) suggests taking an heuristic approach to qualitative data analysis, involving immersion in a setting so as to allow time for reflection on meanings and the building of intuitive insights along with a growing awareness of what is important. Following this advice was invaluable in the current study as qualitative researchers, more especially those who work in an ethnographic tradition, do not work from a set of specific pre-determined hypotheses. As Watson-Gegeo (1988) suggests, such researchers work instead with the immediacy of data as it evolves and within the context of its evolution, so an ethnographic researcher does not ask, “‘Is this case representative?’ but rather, ‘What is this case representative of?’” (p. 203).

Richards and Nunan’s (1990) advice was followed in seeking to broaden the range of interpretations when analysing the data in the current study. Different interpretations of single events were thus sought, along with incidents that stood out as similar or opposite in otherwise routine classroom events. However, making sense of, or interpreting, data has been said to involve intuition, past experience and emotional factors that can neither be ultimately proved nor disproved (Wolcott, 2001). In addition, knowledge and interpretations in ethnography reflect “the structures that we impose on what we see and understand” (Wolcott, 1988, p. 199). Foster (1996) identifies the basis for these imposed structures as “the researcher’s existing knowledge, conceptual framework and cultural standpoint” (p. 51). Nonetheless, although the ethnographic researcher’s pre-existing theoretical framework directs attention to certain aspects of the investigative situations this theoretical framework may be continually transformed (Watson-Gegeo, 1988). Therefore, Chaudron (1988) suggests that when “the categories of analysis are derived from the teachers’ and learners’ own perceptions they have the potential of being much more psychologically valid than externally imposed constructs” (p. 46).

The research questions focused the interpretation and analysis of data in the current study, as recommended by Reynolds (1982). Wolcott’s (2001) suggestion to begin ethnographic data analysis by looking for two or three broad categories that encompass all of the data, then refining these later, was also useful in the current study. Finally, there was a search to represent the complexity of reality. As Strauss and Corbin (1998) assert,

any qualitative analysis must account for both macro and micro level conditions and how these interact with each other in the complex dynamics of real life.

### **3.7 Reporting on the Enquiry**

The *thick description* (Geertz, 1973) that results from studies taking an ethnographic approach involves a high level of detail, and extensive quotes from participants which bring the culture to life (Gall, Gall and Borg, 1999). It has therefore been suggested that ethnography may have an evocative role, promoting emotional and often political responses from the reader (Wolcott, 1988; Denison, 1998). Certainly the current study is intended to provoke change on a wider front; but it also seeks to persuade in a clear and reasoned way. Therefore, in presenting and interpreting the findings from this enquiry, no attempt has been made to imitate the style now becoming characteristic of pure ethnographers, and whose writing is often criticised as being closer to a literary medium rather than to scientific logic (Agar, 1996; Robinson, 1985; Wolcott, 1988; Woods, 1996).

It has been asserted that a key aspect of validity is the accessibility of a study's findings to others (Nunan, 1992). Therefore, it is ultimately important for the qualitative researcher to "find the most effective way to tell the story and to convince the audience of the meaning of the study" (Janesick, 2003, p. 63). As the audience who need to be convinced by the current study is likely to consist of other researchers, teacher educators and educational policy makers, it could be argued that this audience is most likely to be moved by written accounts which not only tell about teachers' lived experiences, but which also display the weight of sound evidence and reasoned argument. Thus, it is held that a study following an ethnographic approach may be wise to place more emphasis on quality of analysis rather than on literary style (Van Lier, 1982).

Many writers in the qualitative field agree that research materials may in fact be presented in many different formats; so good plain English, or the traditional format for research reports may all be equally acceptable (Brown and Canter, 1996; Eisner, 1998; Woods, 1996; Tedlock, 2003). In fact, Denzin (1998) holds that "no single form of representation is necessarily better than another ... [so] we must guard against those who

privilege one over the other” (in an interview with Denison, p. 54). Nonetheless, it is seen as important to stay close to the data when telling about a participant’s (Janesick, 2003). This advice has been followed in depicting experiences, understandings and beliefs of teacher participants and in setting these against the school and class context.

### **3.8 Summary**

It was decided to use a methodological design following a broad qualitative tradition. This involves the interweaving of macro and micro dimensions of context, and allows for the progressive evolution of complex understandings throughout the investigative process. Within the broad qualitative design, an ethnographic approach was selected. This aimed to achieve an insider’s point of view on class teachers’ lived experiences, beliefs and understandings about working with small numbers of NESB students. Detailed descriptions arise from the data analysis and the resulting stories include frequent use of the voices of teachers, thereby achieving Geertz’s (1973) ideal of thick ethnographic description. This ethnographic approach moves beyond a single case study of a simple issue. However, it stops short of claiming to be pure ethnography or of attempting to present findings in the literary tradition that has become characteristic of such studies.

While the current methodology focuses on the multi-layered reality for teachers, an effort was also made to examine a number of manageable slices of reality, and to ultimately assemble these pieces to provide a coherent and meaningful interpretation of teachers’ reality. In doing so, it was recognized that a workable rapport needed to be established with teachers. This was achieved through taking an applied collaborative approach in key parts of the investigation, and is in keeping with recent trends to create greater ownership and higher participatory validity in research involving teachers. The collaborative problem-solving strategies utilized in the reflective discussions also allowed for ongoing checks on the reliability of evolving findings and interpretations. The specific tools designed to achieve these outcomes will be reported on in the following chapter.

## **CHAPTER FOUR**

### **THE RESEARCH PROCEDURE**

#### **4.1 Introduction**

This chapter recounts the way in which the study was carried out, and the underlying rationale for the practical investigative decisions that were made. The chapter commences by briefly alluding to the preliminary study, particularly with regard to the way in which this assisted in refining the key tools for the major phase of the study. The data collection schedule for the major phase of the investigation is then outlined, and the research tools and techniques that were used are explained. Next, the procedures for selecting participating schools and teachers are summarised. This is followed by discussion of significant ethical issues in the enquiry, and an explanation of how these matters were resolved. The chapter ends by clarifying the researcher's positioning while implementing the study.

A detailed description of the key characteristics of the participating schools and teachers will be presented in the opening section of Part Two of the thesis report in which the findings concerning teachers' praxis development are presented.

#### **4.2 The Preliminary Study**

The preliminary phase of the enquiry took a broad exploratory perspective. It was set in a low socio-economic urban school not included in the major study and was carried out over the final three weeks in November 2000. A week of in-class observations was undertaken in each of two different class levels within the school. At the end of the observation period, a survey of the perceptions of learning held by twenty-eight learners, including four NESB learners from these classes, was carried out utilizing the five conceptions of learning put forward by Saljo (1975, cited in Richardson, 1999). Individual interviews were undertaken with each observed class teacher, and with the ESOL teacher and the teacher aide in the school. The latter staff also compiled a log of

their collegial interactions in relation to the NESB students in the school over the course of one week.

The results of the preliminary study indicated that although NESB learners were generally more diligent in their attitudes towards learning than many other students in the class, they still reported experiencing difficulty understanding class learning tasks. It was also found that roles and responsibilities of class and ESOL teachers in relation to NESB students were not clearly defined, and that the nature of the interaction between these teachers was usually ad hoc and brief. Furthermore, a number of significant issues for class teachers were identified (see Section 3.1). As noted earlier, a fuller account of pertinent findings from this phase of the study can be found in Haworth (2003).

#### **Investigative Modifications Following the Preliminary Study**

One key purpose of the preliminary study was to enable some potential investigative instruments to be piloted. The findings from the preliminary study had indicated some areas that could be productive to investigate further; but little was understood about the nature and extent of these issues, let alone the causes. However, some of the tools utilized in the preliminary study, such as the observation and interview procedures, had proved helpful in beginning to explore relevant questions. These procedures were therefore refined for use in the major phase of the study (see Section 4.4). For example, it was decided to intersperse observations with reflective discussions, thus allowing the progressive building of understanding. In addition, the observation recording sheet was changed to a landscape orientation and a column was provided to record the researcher's ongoing reflections.

The preliminary phase also helped the researcher to glean information about how best to structure the larger-scale study. It had been noted in the preliminary study that class teachers' comments often contained references to assessment and end of year reports. Thus, it became evident that key events in the school calendar could possibly influence teachers' reflections. In addition, one teacher shared that it was stressful to be observed without any breaks over the course of the week. Timetabling of in-class observations was also difficult if student teachers were in the school. The decision was therefore made to spread the major phase of the study over a full year, but to not impose on any individual

teacher's hospitality for longer than one school term. In addition, observations were avoided in the first and last weeks of a term, times generally regarded to be more stressful for teachers. Furthermore, teachers were sought who did not have major commitments to student teachers during the term of the study. An effort was also made to try to reduce individual teacher's stress by utilizing regular, but much shorter, observation sessions, thereby enabling the teacher to have some uninterrupted teaching time with the class over the term of the study. In the major phase of the study an initial interview with each class teacher was also added before the in-class observations commenced to assist in developing teacher-researcher rapport, as suggested by Richards and Nunan (1990).

### **4.3 The Data Collection Schedule**

The major data collection took place in 2002. Four schools were involved in this study, with one school being the focus in each of the four school terms of the year. Informed consent procedures with schools and teachers began in the final term of 2001. Subsequent schools approached were told which terms were still available for participation, and usually elected to take the next available term slot. All schools were finalized by the end of April 2002. While schools and teachers could be finalized in advance, however, informed consent procedures with students and their parents could not be undertaken until close to the term of their participation in the study. This created a tightly overlapping schedule for the researcher (see Table 4.1).

To avoid adding to teachers' burden during more stressful times of the year, in-class observations were not carried out during the first two weeks in the first school. Nonetheless, ESOL and class teachers were happy to be interviewed during this time. In addition, no in-class observations were carried out during the last week of each school term, and for the final two weeks of the school year. However, final reflective discussions were held with class teachers during these times utilising teacher release funds provided by Massey University. A research schedule was set up for each school, following the format shown in Table 4.1, and a copy was supplied to the participating class teachers and the school Principal.

Table 4.1

*The Data Collection Schedule*

<p><b>TERM 4 (2001)</b> Identification of schools. Informed consent - East School and teachers (Term 1, 2002)</p> <hr/> <p><b>TERM 1 (2002) - East School</b></p> <p>Week beginning      <u>Notes</u></p> <ol style="list-style-type: none"> <li>1. January 28    <b>Information and consent: Parent/child</b></li> <li>2. February 04    <b>Interviews: Class and ESOL teachers</b></li> <li>3. February 11    <b>Observation Starts</b></li> <li>4. February 18</li> <li>5. February 25</li> <li>6. March 04      <b>Reflective Discussions: class teachers</b></li> <li>7. March 11</li> <li>8. March 18</li> <li>9. March 25      <b>Reflective Discussions: class teachers</b> <b>Information and consent: North School teachers</b></li> </ol>	<p><b>TERM 2 (2002) - North School</b></p> <p>Week beginning      <u>Notes</u></p> <ol style="list-style-type: none"> <li>1. April 15      <b>Information and consent: Parent/child</b> <b>Interviews: Class and ESOL teachers</b></li> <li>2. April 22      <b>Observation starts</b></li> <li>3. April 29</li> <li>4. May 06</li> <li>5. May 13</li> <li>6. May 20      <b>Reflective Discussions: class teachers</b></li> <li>7. May 27</li> <li>8. June 03</li> <li>9. June 10</li> <li>10. June 17     <b>Reflective Discussions: class teachers</b></li> <li>11. June 24     <b>Information and consent: West School teachers</b></li> </ol>
<p><b>TERM 3 (2002) - West School</b></p> <p>Week beginning      <u>Notes</u></p> <ol style="list-style-type: none"> <li>1. July 15      <b>Information and consent: Parent/child</b> <b>Interviews: Class and ESOL teachers</b></li> <li>2. July 22      <b>Observation starts</b></li> <li>3. July 29</li> <li>4. Aug 05</li> <li>5. Aug 12      <b>Reflective Discussions: class teachers</b></li> <li>6. Aug 19</li> <li>7. Aug 26</li> <li>8. Sept 02</li> <li>9. Sept 09      <b>Reflective Discussions: class teachers</b></li> <li>10. Sept 16     <b>Information and consent: South School teachers</b></li> </ol>	<p><b>TERM 4 (2002) - South School</b></p> <p>Week beginning      <u>Notes</u></p> <ol style="list-style-type: none"> <li>1. Oct 07      <b>Information and consent: Parent/child</b> <b>Interviews: Class and ESOL teachers</b></li> <li>2. Oct 14      <b>Observation starts</b></li> <li>3. Oct 21</li> <li>4. Oct 28</li> <li>5. Nov 04      <b>Reflective Discussions: class teachers</b></li> <li>6. Nov 11</li> <li>7. Nov 18</li> <li>8. Nov 25</li> <li>9. Dec 02      <b>Reflective Discussion: junior class teacher</b></li> <li>10. Dec 09     <b>Reflective Discussion: senior class teachers</b></li> <li>11. Dec 16</li> </ol>

#### 4.4 The Research Tools and Techniques

While ethnographers are known to be methodologically eclectic (Watson-Gegeo,1988) research tools are not haphazardly selected. This is also true of the present study. In this section, therefore, the investigative tools and techniques are described, and it is also demonstrated how these instruments were purposefully selected and designed in order to meet the aims of the current enquiry.

An outline of the key research procedures for the major phase of the investigation is provided in Figure 4.1.

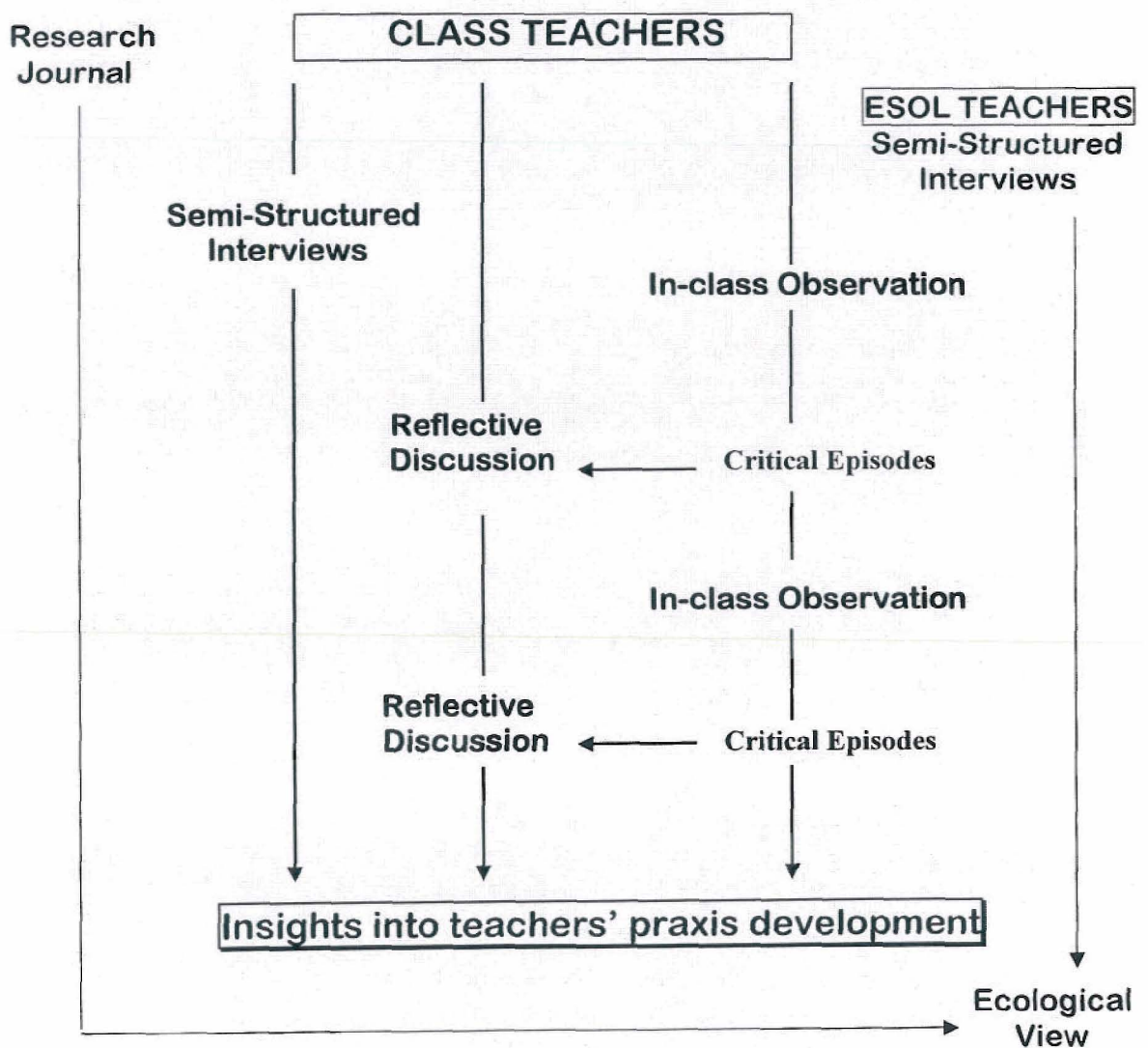


Figure 4.1 Summary of Research Procedures Employed in the Study

A research journal was kept throughout the study and this, along with data from semi-structured interviews with teachers identified as having responsibility for ESOL in each school, contributed to a wider ecological view of the context. In the central part of the study, each of the participating class teachers was interviewed, then in-class observations commenced. These observations were interspersed by two reflective discussions, in the middle and at the end of the school term. Critical episodes identified during the ongoing class observations were central to these reflective discussions. The selection and implementation of these investigative instruments will now be explained.

### **The Research Journal**

A research journal was kept in an A4 spiral bound exercise book during the course of the study. This is in line with procedures adopted by other ethnographic researchers (Agar, 1996; Wolcott, 1988; Woods, 1996). Field notes included first impressions of each school, a map of the physical layout of each participating class, student participants' key characteristics (to enable them to be easily identified in the class), typical class routines, notes related to significant points that emerged from informal conversations with the teacher, copies of teaching materials shared by teachers, notes about changes to the research timetable in each school/class, ongoing reflections about the research procedures and notes about possible or subsequent adjustments to these, as well as consideration of the evolving interpretation and analysis of findings.

### **Initial Semi-Structured Interviews: ESOL and Class Teachers**

Near the start of the field work in each school a one hour semi-structured interview was carried out with each identified ESOL support teacher and each of the two participating class teachers (see Appendices 1 and 2). Interviews were audio-taped and later transcribed for analysis. Early talk with the teachers was seen as particularly important to gain their trust (Agar, 1996; Richards, 1998; Van Lier, 1990), and helped to build a positive view of the researcher in the mind of the participants (Robinson, 1985). It was, nonetheless, borne in mind that ethnographic interviews need to achieve a balance between subjective interest and objectivity (Woods, 1996).

Questions asked in the initial interviews were informed through the preliminary study, an examination of the relevant literature, and through knowledge of the teachers' culture, as advocated by Brenner (1985). In the initial interviews similar questions were asked of teachers with responsibility for ESOL in the school and class teachers. Thus, insights were gained into any differing perceptions and beliefs about the various teachers' roles with the NESB students in the school. Nonetheless, the major purpose of these initial interviews differed for each group. On the one hand, the identified ESOL teacher(s) were principally interviewed to provide background understandings about the school context, the NESB students in the school and the ESOL provisions. On the other hand, the initial, pre-observation interview with each of the two participating class teachers was undertaken primarily to find out about previous experiences, current knowledge, perceptions, and beliefs. Information was also gathered at this time about the nature of the class, the students, the programme, and the teacher's preferred teaching approach, as suggested by Agar (1996) and Richards (1998).

A four-point *Confidence Scale* (see Appendix 3) was also designed for use in the initial interview. Teachers were asked to rank their general class teaching, their confidence in teaching NESB students, and their confidence in specific curriculum areas as (1) not very confident, (2) a little confident, (3) quite confident, or (4) very confident. They were also asked to comment on factors that they thought were likely to influence teachers' general professional confidence.

These early interviews may be best described as semi-structured. While the overall structure followed Agar's (1996) sequence in moving from biographical details, to aspects of daily routine, and finally examining future plans and seeking advice, the order of sub-topics within this could be altered according to how the discussion evolved. Semi-structured interviewing is useful for researchers working in an interpretive research tradition as it not only aids in the creation of rich data through heightened interviewer flexibility, but also gives increased power and control to the participant (Burns, 1999; Nunan 1992).

The interview process therefore supported the building of a trusting collaborative relationship with teacher participants in this study and, as many of the questions were

open-ended, teachers were able to bring their own unique experiences and emphases into the interview. Finding out about teachers' worlds involved creative listening, facilitating teachers' reflections on their experiences, rather than pre-empting how these might unfold (Robinson, 1985). In addition it was important to pay attention to affective dimensions that could assist in capturing the qualitative nature of experiences (Wragg, 1994). Pajares (1992) has argued that the affective domain is useful in exploring beliefs as it "facilitates recall, acts as the glue holding together elements of memory for a long time, and fills in incomplete memory gaps during recall and/or filtering information" (p. 322).

### **The In-Class Observations**

In-class observations commenced soon after the initial interview with each class teacher, enabling the researcher to closely examine the social reality of the class, to begin to evolve insights into the nature of the roles that were held, and to understand the social norms operating in the setting (Adler and Adler, 1994; Woods, 1996). However, as noted earlier, it was important to keep observation sessions from becoming intrusive, so most sessions lasted just one hour, with a maximum of three hours in a week in each class. To provide some coherence, observations were mainly focused on the English curriculum area, although sometimes a teacher would invite me to come and see another activity that she thought was important for my overall understanding. Sometimes the time was extended by mutual agreement if, for instance, a teacher had been away at a course and we were trying to catch up. Each participating class was observed for about 16 hours over a school term, with the range being between 15 and 19 hours. Over the year of the study 133 hours of in-class observation were undertaken.

It has been noted that, in observation as opposed to interviewing, there is much less control over what and who is being attended to (Van Lier, 1988). To assist with selecting what was important from what was peripheral a *shifting focus* was employed during observation. Since many things were often happening in a class at the same time, it was necessary to constantly scan the whole scene to identify incidents that looked likely to be especially interesting and pertinent to the purposes of the study and record these in detail. Scanning also helped to retain perspective about what was 'normal' learning in this class

as opposed to what was uniquely applicable to the NESB students. Furthermore, it helped in tracking the lesson's progressions and to place observations in the context of the overall lesson map. As Wolcott (1988) notes, "one's focus moves constantly between the figure and the ground – like a zoom lens on a camera – to catch the fine detail of what individuals are doing and to keep a perspective on the context of that behaviour" (p. 203).

Narrative field notes were seen as less likely to interrupt the normal class routines than more intrusive forms of recording, such as audio or video taping (Foster, 1996). In this study, a naturalistic narrative recording style was adopted, similar to that used by Cullen and Allsop (1999). This record was based on the naturally occurring time divisions in the class interaction, rather than using arbitrary pre-fixed time periods that might fail to capture holistic events (Watson-Gegeo, 1988; Wragg, 1994). A note was also made of the type of organization occurring in each section of the lesson (e.g. class teaching to students at desks, class teaching with students on the mat, pair work, transitions between formal lessons, or group work). Initial reflections and interpretations of events were added in a separate column alongside the narrative account. I refer to this observational technique as *lesson mapping* since the intention was to create a map or a chart of events as these occurred in the class, with the focus being placed on the class teacher's interactions with NESB students. A sample of the lesson mapping sheet used in the enquiry is provided in Appendix 4.

Notes were initially taken down by hand, but these were written up as soon as possible on the computer, generally later the same day, thus minimizing any distortions that might occur with recall over time (Foster, 1996). In the final word-processed version, researcher reflections were bracketed and represented in italics, in a similar way to Bourke (2000). This enabled more subjective comments to be seen as separate from the real events while still retaining links to relevant parts of the ongoing class interaction. A sample observation transcript appears in Appendix 5.

The in-class observations ultimately informed the reflective discussions with teachers that are described next.

### **Reflective Discussions**

In the present study, the interpretation of each teacher's observed actions and interactions was enhanced through reflective discussions in the middle and at the end of each school term. Combining observation with in-depth discussion is advocated as a way to provide greater validity in ethnographic data (Eisner, 1998; Foster, 1996; Woods, 1996).

Providing teachers with time for reflection allows teachers to consider creative teaching (Woods, 1990), and this time is seen as especially important when there are just a few of these students in a class and they are generally perceived as quiet and co-operative (Haworth, 2003). Thus, the reflective discussions undertaken in this study addressed both the *craft* of teaching, defined by Nunan (1990) as specific knowledge of subject matter and teaching, and the *art* of teaching, which Nunan suggests influences teaching decisions by integrating knowledge and experience gained through interactions with learners. Therefore, although discussions with teachers began with trying to find out what was happening in the context, as advocated by Brenner (1985), ultimately it was endeavoured to move teachers to higher critical levels of thinking about their praxis as the interview proceeded.

The term *reflective practitioner* is reputed to have been coined by Schon (1983). Fendler (2003) suggests, however, that the concept of reflective teaching has been evident in the literature since Dewey's (1933) treatise on 'How We Think'. In more recent years, reflection has often been justified through references to teacher isolation (Cochran-Smith and Lytle, 1993; Hargreaves, 1994; Lortie, 1975; McTaggart, 1989) and viewed as a means to promote teacher growth, learning and change (Adler, 1991; Annan, Lai and Robinson, 2003; Bartlett, 1994; Beers, 1993; Day, 1993; Day, Pope and Denicolo, 1990; Farrell, 1998; Foster, 1996; Nunan, 1990; Richards and Nunan, 1990). Nonetheless, although changes to praxis might indeed occur as a result of an individual teacher's reflections in the current study, this was not the principal intention of the investigation. The purpose of using reflection in this enquiry was to gain insights into teachers' ongoing process of praxis construction and the factors that influenced this. In seeking to achieve this purpose it was important to avoid any overtly critical evaluation of teachers' practices. In this, Smyth's (2002) advice was useful. He stresses that collegial reflection should enable sharing of experience in an informative and professionally satisfying way

which does not involve placing blame on the self, but looks at the consequences of the social, economic or political forces within the context. The adoption of a collaborative role in discussions with teachers (as described in Section 3.5) also assisted in avoiding such evaluative dimensions (Richards and Nunan, 1990; Wragg, 1994).

Reflective discussions with class teachers were broadly divided into two parts. In the first part, the focus was on clarifying a teacher's current goals for the NESB students in the class, the practices they used to move students towards these goals, and the issues they encountered in doing so. In the second part, sharing critical episodes from the observations so far took place along with collaborative, reflective problem solving. This process sought to tap into several reflective levels, including pre-active reflection or preparatory planning (Fendler, 2003; Richards, 1998); in-action reflection, or that which occurs during the interactive process of teaching (Richards, 1998); and post-active reflection, which occurs after the teaching event (Day et al, 1990). As teaching events often occur in rapid succession, in-depth critical reflection is thought to be only possible afterwards (Richards, 1998; Wragg, 1994). Such reflection is said to help convert a professional's tacit knowledge of in-action praxis into more explicit working theories about practice (McDonough and McDonough, 1997). This was the principal process activated in the current enquiry.

When less experienced teachers found it difficult to generate alternative praxis strategies during the reflective sessions, the researcher would sometimes put forward an idea framed as: "Have you ever tried ...?" Critical reflection could then be facilitated on how the new strategy might work in this teacher's classroom setting, how it might fit with her current praxis, and what issues might arise if implementing this technique. While such an approach might be viewed as leading the informant, Agar (1996) suggests that questioning inevitably becomes more specific as the ethnographer learns more about the culture he/she is investigating. Therefore, he argues that the key concern should be "not whether or not a question leads [the informant], but whether or not the ethnographer controls it enough to know where it is going" (p. 142). In this study, the process of challenging teachers' existing praxis provided valuable insights into their responses to possible changes, their process of developing new praxis, and the barriers they perceived in doing so. As this reflective process was also collaborative, teachers' explanations

could, on occasion, cause the researcher to adjust her own perspective on what was effective or not in particular situations, or to re-categorise a particular praxis as effective in the light of a teacher's fuller explanation.

To further promote the reflective process, critical episodes and an accompanying *write-down and think-aloud* technique were utilized. These investigative strategies are now explained.

### **Using Critical Episodes to Stimulate Reflection**

A focus on *critical incidents* has often been used to enhance the effectiveness of teachers' reflections on their practices (Richards and Nunan, 1990; Tripp, 1993; Woods, 1993; Wragg, 1994). In more recent literature, critical incidents have often been referred to as *rich points* (Agar, 1994; Alton-Lee, 1999; Alton-Lee and Nuthall, 1992; Vine, 1998a) to emphasize the depth of professional reflection that can occur through teachers sharing and reflecting on interesting decision-points in their practice. However, as noted before, the main focus of the reflective discussion was not to provide professional development *per se* (although undoubtedly many teachers found the reflective process beneficial), but to sharpen the researcher's insights into and to increase understanding of teachers' daily realities with NESB students, and to provide critical insights into teachers' construction of praxis and how this reflected on the ongoing construction of their professional selves. As Tripp (1993) points out:

The analysis of critical incidents is not a once-off and final affair, then but an ongoing one in which new links can be made, not only to current practice but to how we see ourselves in relation to current and past selves and practices. (p. 109)

In this study teachers' practices are regarded as largely justifiable within the context in which they occur. Thus, the term *critical episodes* was adopted to refer to interactive sequences drawn from naturally occurring episodes within the class which provided critical points for teacher reflection. This definition draws on the work of Cohen and Manion (1994) who define *an episode* as "any fragment of social life that has "a recognizable beginning and end, in the sequence of actions that constitute it" (p. 205). Important characteristics of such critical episodes include an ability to evoke links to the

episodic nature of belief systems (Pajares, 1992) and to uncover thoughts, feelings and intentions of those taking part in actions, thus providing explanations for past, present and future actions (Cohen and Manion, 1994).

Critical episodes may be either large or small. For example, in examining creative teaching in primary schools, Woods (1993) described large significant events that were “highly charged moments and episodes that have enormous consequences for personal change and development” (p. 1). On the other hand, Wragg (1994) points out that “critical events need not be spectacular. They are simply things that happen, that seem to the observer to be more of interest than other events occurring at the same time, and are therefore worth documenting in greater detail, usually because they tell a small but significant part of a larger story” (p. 64). Tripp (1993) concurs with this view, electing to use teachers’ self-selected episodes that may seem trivial and are perhaps more typical than critical. Nonetheless, he points out that such incidents may be “rendered critical through analysis” (p. 25). The current study made use of both large and seemingly insignificant episodes from the observational data. Sometimes naturalistic episodes were selected because they were typical, but sometimes episodes were selected because they were atypical in this context and/or for these participants at this particular point of time.

Some episodes in this study were shared directly with teachers from the observation transcripts in this study. This helped to enhance the trust relationship between the teachers and the researcher and also provided a more vivid context. Other incidents perceived as having special significance for teachers, learners, or evolving theories about practice, were introduced by teachers. Researcher-selected episodes in this study took account of Woods’ (1993) recommended criteria for identifying episodes thought to be critical to practitioners: a focus on children’s education and development; the possibility for critical impact on teacher change; the representation and maintenance of the teacher’s unique perception of reality and identity; and a generic and transferable quality which makes such events critical for the profession as a whole (pp. 2-3).

Nonetheless, it was accepted that only a small number of incidents were likely to generate in-depth reflection in the course of a discussion. As Wragg (1994) suggests, “It is not easy to collect, discuss and analyze more than three such events in an observation

session” (p. 64). It was also known that memory is less of a problem if individuals work with self-selected incidents (Tripp, 1993). Therefore, as selected episodes had to have personal meaning for teachers, the teacher herself was given the ultimate power to decide whether a particular episode was critical for her. In the course of the reflective discussions, the researcher would sometimes relate an episode which did not spark a teacher’s interest. In this case the topic would be allowed to lapse, another episode would be introduced, or the teacher would be encouraged to introduce a personally observed episode. Therefore, an episode had to be identified as having personal importance for the teacher before it became critical in the research.

The process of reflecting on critical episodes in this study employed Bartlett’s (1994) five phases of reflectivity (cited in Richards, 1998): *mapping* (collecting information about the observable dimensions of teaching); *informing* (looking for the underlying meaning); *contesting* (exploring how existing views have been formed); *appraisal* (exploring the range of options in teaching); *acting* (identifying future teaching steps). This provided a mental checklist for further questions during the discussion (see Appendix 6A). However, while such a process may be viewed as similar to action research, it should be noted that the reflective approach employed in this study did not *require* teachers to take action, as that was not the central purpose or focus of this investigation. Nonetheless, several teachers in the study did note how much they had gained from the opportunity to reflect more intensively on the needs of the NESB students in their classes. As a result, change did indeed sometimes occur as a positive side effect of the reflective discussions. When this happened it was a spontaneous autonomous response to the collaborative metacognitive processes and the ongoing engagement of teachers’ creative selves (Nias, 1989). As Bandura (1997) notes, self-reflective capability involves metacognitive processes that not only cause people to analyse experiences and think about their thought processes, but also which also motivate them to monitor and act on ideas, making changes through judging the sufficiency of their actions.

A sample transcript of a reflective discussion with a participating class teacher is provided in Appendix 6B.

### **The ‘Write-Down and Think-Aloud’ Technique**

The write-down and think-aloud technique used in this study had several benefits. Firstly, it focused the conscious attention of the participant on the task. Secondly, it heightened the sense of value placed on the shared information. Thirdly, the requirement for a public display of knowledge affirmed the expertise of the teacher. Fourthly, the teacher was challenged to provide the *very best* answer, so verbalizing indicating the level of knowledge that the teacher had. Finally, knowing that what was being written down was subsequently likely to be the focus for demanding reflection, the decision to write something down was seen as an indicator that the teacher felt confident in the knowledge that she chose to share.

Introspective and retrospective methods such as think-aloud are seen as close to actual mental processes (Nunan, 1992), but these techniques have frequently been criticized in terms of reliability in terms of the inevitable time lag, a lack of fullness of reporting, and participant reactivity or self-observation which interrupts reflection (Cohen, 1998; McDonough and McDonough, 1997). Nonetheless, think-aloud reports are reputedly “a valuable and thoroughly reliable source of information about cognitive processes” (Ericsson and Simon, 1980, cited in Cohen, 1991, p. 137), on condition that sufficient contextual information is provided to subjects (Nunan, 1992) and a friendly and trusting atmosphere exists (Cavalcanti, 1982). The validity of the think-aloud technique in this study was thus enhanced by efforts to build rapport and the use of critical episodes in reflection.

It has also been found that the identified shortcomings of retrospective methods may be overcome when used in combination with a think-aloud technique (Bainbridge, 1985; Cohen, 1998; McDonough and McDonough, 1997; Nunan, 1992). This combination was used in the current study. Teachers were asked to *write-down and think-aloud* in order to uncover layers of personal and professional beliefs beneath their overt teaching procedures. This technique is reminiscent of a brainstorming procedure with which most teachers are familiar.

Some examples of times when the *write-down and think-aloud* technique was employed in the current study are shown below.

- (i) At the start of a reflective discussion, participating class teachers were asked to record their current aims for the NESB students, then to indicate how they prioritised these by numbering them. Speaking aloud naturally led the teacher to justify each decision, so provided insights into working theories.
- (ii) One teacher, Trish, who used a number of *fun* strategies in her class was asked to write these down around the word 'fun' on a piece of paper; then to go back and circle those that were most appropriate for the NESB student in her class, giving reasons for her choices aloud as she did so. This provided insights into the knowledge and beliefs underlying her selection criteria.

### **Additional Tools for Stimulating Teacher Reflection**

At the end of the first school term of the study, several additional structured items were added to the final reflective discussion, to help explore some key areas that seemed to be significant in the evolving analysis. This fits with the evolutionary nature of qualitative and ethnographic study noted in Section 3.5. Rather than constantly adding new items, however, and ultimately confounding the study, only those structured items that were added in reflecting with teachers in the first term of the study were retained for use with other teachers in the study. The unfolding understanding of each class teacher still remained a major feature of the qualitative methodology employed, but the addition of these stable tools assisted in identifying and comparing patterns across the teachers. All of the additional reflective tools were used in conjunction with the 'think aloud' technique that has just been described. In addition, ranking/ordering tasks were included, as supported in Strauss and Corbin (1998), to provoke reflection to problem-solving, a technique often linked with more collaborative styles of investigation (see Section 3.5).

The reflective tools devised for inclusion in the final reflective discussion were: a sheet for recording and ranking criteria related to perceptions of an ideal teacher of NESB

students; a continuum for plotting class-individual orientation of teachers; and a stress meter for ranking the teachers' stress levels related to teaching NESB students within different class organisational groupings. Further details about each of these tools are now provided.

#### *Ideal Teacher of NESB Students: Criteria and Ranking Sheet*

Near the start of the final reflective discussion teachers were asked to identify their perceived criteria for an ideal teacher of NESB students (see Appendix 7). Following a *write-down and think-aloud* procedure, which was a familiar part of the earlier discussions, each teacher would be asked to record the ideal characteristics that she associated with good teachers of NESB students. As she wrote these ideas down she would talk about her rationale for including each item. She was then asked to indicate where she thought she was now in terms of the ideals she had listed, using the scale down the left side of the page. Discussion then followed on what would support her in getting closer to her ideals and what created barriers to this. The primary aim of this tool was to not only identify the praxis central to each teacher's aims, but also to explore how clearly she was able to articulate ideas about this, thus displaying her certainty and knowledge. Furthermore, the teacher's perceived level on the ideal scale provided a comparison with her earlier perceptions of her teaching confidence with NESB students, as discussed in the pre-observation interview at the start of the term.

#### *Class or Individual Focus? The Teacher Orientation Continuum*

Shortly after in-class observations had commenced in the first school, it became clear that the two class teachers in this school had visibly contrasting teaching styles. To explore whether the teachers' perceptions of their styles concurred with the researcher's concept, a continuum (showing *class focus* at one end and *individual focus* at the other) was introduced in the final reflective discussion (see Appendix 8). Both of the teachers were each asked to indicate their perceived focus by selecting a position on one of the three stars provided along this continuum. At the same time teachers were encouraged to talk about aspects of their praxis that influenced their positioning on the continuum. This tool was subsequently used with the other teachers in the study as it provided additional useful insights into the way in which teachers balanced the needs of the class against the needs of individual NESB students.

*Organisational Strategy Selection and NESB Students: The Stress Meter*

During the early observations it became apparent that teachers could choose from a wide range of organisational strategies, so it was interesting to explore how teachers felt about working in various class groupings with the few NESB students in the class. It was possible that particular stress levels associated with having NESB students in particular class groupings might influence teachers' selection or avoidance of these groupings, since stress often results from teacher uncertainty, and uncertainty is believed to be directly related to the level of teacher efficacy (Bandura, 1986). Thus, a *Stress Meter* was devised for use in the final reflective discussion with each of the participating class teachers (see Appendix 9). Possible ways to group students were presented to the teacher on small cards: class, independent, pairs, small groups, and two-tier (teaching the whole class, then reteaching a small group of students who need further clarification). A blank card was also included, to allow for any additional organisational strategies unique to that teacher to be added. The teacher was asked to place the cards on the Stress Meter one at a time. At the same time, she was encouraged to talk about her feelings when teaching the NESB students in her class in each teaching situation. This strategy provided useful insights into teacher efficacy, as well as providing another perspective on how teachers developed working theories for the small number of NESB students in the class.

#### **4.5 Procedures for the Selection of Participants**

Enquiries into teaching cultures rarely go beyond small numbers of teachers (Feiman-Nemser and Floden, 1986). Nonetheless, it is possible to achieve in-depth insights from a qualitative or ethnographic investigation of a small number of teachers (Erickson, 1991; Foster, 1996). Furthermore, while it is seldom possible to carry out systematic random sampling in an exploratory qualitative enquiry (Woods, 1996), Eisner (1998) points out: "In our daily lives we do not randomly sample in order to generalize ... yet we do, in fact, learn lessons from life, from events that are about as far from random as they can be" (p. 187). In addition, even with a small sample of teachers, such as in the current study, an effort can be made to increase the validity of the study by including teacher participants who are to a degree representative of the wider population, thus avoiding relegating the enquiry to just a collection of anecdotal information (Erickson, 1991;

Foster, 1996; Nunan, 1992; Stake, 1995; Watson-Gegeo, 1988). Such an approach has been taken in identifying the schools and class teachers who would participate in the current study, as described below.

### **Selection of Participating Schools**

Several factors were thought to be important in identifying schools for inclusion in this enquiry. An attempt was made to include schools from a range of socioeconomic levels. Geographic proximity to the researcher who needed to be able to maintain other work responsibilities while engaged in the study was also important. In addition, as the study was carried out in an area in which most schools had only small numbers of NESB students, it was necessary for schools chosen to have sufficient numbers of NESB students to make the study viable. Information about possible schools was gleaned from three key sources: the researcher's local knowledge as a teacher educator working in the field of teaching NESB students; regional ESOL advisers to schools; and an examination of *First Voice*, a magazine of writing in first language by NESB students from local schools. These sources also helped to establish which schools might be positively disposed to the study. Stake (1995) suggests that in carrying out interpretive studies researchers should not only aim to select "cases which are easy to get to" but also those that might be "hospitable to our inquiry" (p. 4).

Initially four schools were approached and invited to participate in the study, but not all agreed. Each time a school turned down an invitation to participate, another school would be identified using the established criteria. The informed consent process would then recommence in that setting. Ultimately eight schools were invited to take part in the study before the final four participants were identified. In general, practical reasons were cited for non-participation, including new principal appointments and other professional development priorities or commitments during the year of the study.

### **Selection of Participating Class Teachers**

The researcher had less control over the selection of class teachers within each school, but some degree of selection was still possible, thus enabling participants to provide differing perspectives on the data (Wolcott, 1988). Besides each of the two participating teacher needing to have at least one NESB student in the class, there was deliberate inclusion of a junior class teacher (five to six year olds) and a senior class teacher (nine

to eleven year olds). Earlier studies had suggested junior and senior NESB students may provide disparate challenges for teachers (Haworth and Haddock, 1999; Haworth, 2003).

An effort was also made to ensure that participating class teachers had varying lengths of teaching experience. The literature implies that this factor could be significant in praxis formation (see Section 2.4). Experience levels were not, however, specified at the start of the study. The researcher simply accepted those teachers who agreed to participate. However, after finalizing three of the four schools it was realized that half of the class teachers who had so far agreed to participate in the study were relatively inexperienced, having just three years teaching experience. A decision was therefore made to express a preference for more experienced teachers when providing information about the study to teachers in the final school. This request resulted in a more effective balance of teaching experience across the participants.

Wolcott (1988) suggests that key informants need to be “well-informed, articulate, approachable individuals” (p. 192). It seems reasonable to expect that the teacher participants put forward for the study would have been perceived, by themselves as well as others, as effective practitioners in their various school settings. This was later borne out in the high levels of *general* teaching confidence and competence exhibited by the eight class teacher participants (see Chapters 5 to 8).

Each teacher’s level of cross-cultural understanding was also expected to make a difference to her praxis. For that reason it was somewhat fortuitous when one class teacher with 40 years teaching experience and a multilingual background offered to participate in the study. Such a critical case can either confirm or challenge evolving theoretical expectations (Foster, 1996; McDonough and McDonough, 1997).

#### **4.6 Ethical Principles Applied in the Study**

The ethical procedures for this study were reviewed and approved (PN Protocol 01/105) by the Massey University Human Ethics Committee (MUHEC). This code of ethics is consistent with other literature in the area (e.g. Clark, 1997; Foster, 1996; McNamee &

Bridges, 2002) in identifying key principles for carrying out research involving human subjects. Relevant principles that are generally accepted include the need for informed consent of all participants; confidentiality of the data and anonymity for the individuals providing it; truthfulness and the avoidance of any unnecessary deception; social sensitivity to age, gender, culture, religion and social class of subjects; and the minimising of any possible harm to participants, researchers, and any others involved. Participants' rights in relation to these principles are clearly identified on the information sheets provided to potential participants (see Appendix 10). Nonetheless, in implementing the present study, it was recognized that ethical principles draw on underlying societal values and may therefore involve moral dilemmas and decisions which involve more than a simple reference to the rules (Clark, 1997; Pring, 2002). The way in which each of the five key ethical principles was implemented in the current study is therefore detailed below.

### **Informed Consent**

In particular, informed consent pertains to the rights of each participant to clear comprehensible information, to have questions answered, to be given time to consider participation. Gaining ethically access to carry out research in schools, however, requires multiple tiers of informed consent procedures. Although class teachers were the key subjects in this study, informed consent procedures needed to be undertaken in the order that is appropriate to the setting. The first approach was made to the Principal and Board of Trustees (BOT), then to class teachers, and finally to students and their families. Students over seven years old also had to give independent written consent. Bearing in mind that "the researcher must be sensitive to conflicts of interest between guardian and participants" (Massey University, 2000, p. 5) child consent forms were completed at school just before the commencement of class observations. During the data collection new students would sometimes arrive in a class. These students would be given information letters and consent forms to take home with a brief hand-printed note informing parents that the study was underway in the child's class. This was done discretely so as to avoid drawing excessive attention to the study while it was in progress.

These same steps were carried out in each of the four school settings for this study. Samples of the relevant Information Sheets and Consent Forms are included in Appendices 10A to 10K.

### **Confidentiality and Anonymity Issues**

Privacy issues were considered in relation to the safe storage of data. While field work was in progress, all notes, electronic records of data, observational records, and audio tapes were therefore labelled with pre-selected coded references and data were secured away from the returned consent forms. These codes were similar to those described in the Introduction to Part Two of this thesis. Those transcribing audiotapes were required to sign a confidentiality agreement (see Appendix 10L).

Confidentiality and research may be viewed as being at odds with each other as the ultimate outcomes of any investigation are intended to be shared. It may not be as simple as Richards and Lockhart (1994) suppose when they suggest that observers maintain the confidentiality and privacy of the classroom by maintaining anonymity through refraining from any direct references to particular teachers in either formal or informal situations. In fact, Tickle (2002) believes that there are inherent tensions between confidentiality, anonymity and openness for teacher educators involved in collaborative research within close-knit school communities, and that this reflects the “fragile trust” that exists in such situations (p. 52). Thus, while pseudonyms were utilized in the current study, participants also needed to be advised that others within the school’s relatively small setting were likely to know who was participating in the study. This was the situation when there was only one NESB student in a class. The teacher would have deduced that this child was a participant. However, teachers were not explicitly told which students (NESB or otherwise) were participants in the study. Any observational data including non-participating students was later excluded from the report. Teacher comments that referred to NESB students who were non-participants, and which could not be rendered non-student-specific, were not also included in final reports.

### **Truthfulness**

Participants need full information about the nature, purpose and method of the enquiry, as well as future publication of findings, and any potential consequences arising from participation, so that they can “know and control what happens to them” (Foster, 1996, p. 105). Information also needs to be provided in a form that participants can understand. Nonetheless, Foster also acknowledges that truthfulness may inevitably involve a measure of “professional integrity” by researchers (p. 101); in particular suggesting that “researchers’ academic freedom should be constrained by a respect for the rights and interests of research participants” (p. 105).

It is acknowledged that it may be difficult to provide full information in the early stages of ethnographic research since “both topic and method are refined as the research progresses” (Foster, 1996, p. 107). In this study, ethical approval was therefore undertaken in two major phases as the project evolved from the initial pilot phase to the major data collection phase. Foster (1996), however, goes further. He maintains that obtaining informed consent may be seen as a process, rather than a one-off event occurring before the start of an investigation. The evolutionary nature of this style of research underlies the rationale for informing all participants of their right to withdraw at any stage in their participation. Furthermore, as unfolding understandings were co-constructed with the assistance of participants in this study (see Sections 3.5 and 4.4) the collaborative research approach also helped to maximise the truthfulness of contributions.

### **Social and Cultural Sensitivity**

Since this study focused on class teachers’ interactions with NESB students, there were inherent risks that the researcher might present interpretations which were influenced by a dominant world view. With regard to the inclusion of ethnic minority groups in research, Saville-Troike (1989) recommends that two key ethical considerations prevail: the use to which the data is put and the responsibility of the researcher not to exploit the communities in which they work. Thus, the researcher’s opening question when speaking to children in the class was to enquire about which children could speak more than one language. This had the effect of positively enhancing the status of the bilingual children

within the class, and also provided valuable insights into class language programmes and children's attitudes to learning additional languages.

Special care was also taken to ensure that participants understood information provided about the study. Information for families was presented as briefly and clearly as possible, and explanations to children were provided in a simple age-appropriate way. In addition, information sheets and consent forms for this study were translated into a total of eight different languages: Arabic, Chinese, German, Hebrew, Korean, Niuean, Samoan and Spanish, to ensure fuller understanding for NESB families with limited English proficiency.

The final school context for this study was in a low socio-economic area, and the Samoan parents of NESB children in the junior class were neither fluent in English nor literate in their first language. As Foster (1996) points out, it is unlikely that many research participants would be recruited if presented with large quantities of information to read through and without accommodating the literacy proficiency of potential participants. An interpreter was therefore employed to explain the study to the Samoan families. However it was later found that, believing that families had more important concerns than the University's ethical requirements (such as daily survival), the interpreter did not explain the study fully and simply recommended to parents that they should sign the form. The Samoan parents could therefore not be regarded as having provided fully informed consent. It was therefore decided that the observational data on the Samoan students in the final junior class would not be published. Nonetheless, the data from interviews and reflective discussions with the teacher in this class were reported on; but, in doing so, the teacher's comments about NESB students have been generalised to *all* NESB students. Thus those effective strategies used by this particular teacher, which are pertinent to all NESB students, were able to be shared, while still protecting individual student participants and their families from any unnecessary scrutiny.

### **Minimising Harm**

As seen in the incident above, upholding participants' rights includes protecting them from any possible harm that might result from their participation in the study; and there

is often a tension between the “need to know” and “the need to protect” (Tickle, 2002, p. 41). This section outlines additional procedures employed in this study to ensure that any potential for harm for participants was minimised.

Participants should have the right to be allowed to decide freely whether or not to take part in a study without undue coercion or undue persuasion. Freedom to decide about participation may be difficult for teachers, however, when the school principal is approached first (Foster, 1996). It has to be recognised that such a situation may cause teachers to feel pressured to regard the study positively. Nonetheless, the order for approaching participants in schools is not only set down by MUHEC but is also embedded in accepted school protocols. Every effort therefore had to be made to ensure that teachers were involved in the informed consent process at an early stage. This was assisted by school principals discussing the study with their staff prior to giving consent for the school’s participation, thus allowing a consensus to be collectively reached.

Participants also need to be informed about how much time commitment is required. Foster (1996) suggests that teachers are often reluctant to participate in research, not just because of their apprehensions about the purposes of the research but also due to their busy lives. In this study, teacher-release funding enabled teachers to take time out from their on-going teaching for interviews and reflective discussions, thus minimising any possible negative impact on ongoing teaching effectiveness, teacher stress levels, or on the ongoing education of students. Teachers’ stress levels were an important factor in minimising harm. Therefore, no observations took place while teachers settled the class at the start and end of each term, and the researcher took pains to allow teachers a degree of flexibility about the timing and frequency of in-class observations. Teachers were also free to renegotiate times at short notice. Sometimes this meant spending an hour travelling to a school only to have to return another day; however, the needs of the participants were always regarded as paramount. As time went by, class teachers frequently offered additional times for the researcher to catch up on missed observation sessions, or to observe specific parts of their programme that they considered to be integral to the researcher’s sound understanding of their context. When this occurred it was seen as the ultimate reward for the time and patience spent building up rapport and trust with teachers.

The researcher is also required to avoid any disruption or deprivation of students with regard to their normal schooling or their access to best teaching practice (Wragg, 1994). No class interventions were required in this study, so schooling continued unchanged for both participating and non-participating students. Care was also taken to protect children who were not participating in the study from any possible repercussions, such as censure or coercion by teachers or peers.

Minimizing harm in educational research has been strongly aligned with maximizing benefits for learners and teachers. Clark (1997) suggests that sometimes specific beneficial outcomes for the participants of a research project may be outweighed by more generalized benefits for the wider educational population. However, both specific and generalized benefits are viewed as central to the aims and design of the current investigation. As possible harm for teachers may include negative judgements from colleagues, or harm to their reputations, through publication of research findings (Foster, 1996), a conscious decision was made to avoid leaving teachers feeling inadequate about their practices with NESB students; to provide them with assistance to reflect constructively on crucial teaching issues; and to not allow inappropriate practices that could potentially be damaging for NESB students to go unchallenged. In the light of the researcher's expertise, to ignore such situations would be similar to a doctor identifying an illness and walking away without addressing it. The reflective discussion process, which was a key research tool in this study, may therefore be viewed from this perspective as being intrinsic to the ethical conduct of this enquiry, and the rights of children as participants were a central ethical concern.

The researcher's positioning in the various parts of the study is now considered.

#### **4.7 Researcher Positioning**

It has been suggested that when the researcher attempts to see through the eyes of the participants, neutrality may be difficult to achieve (Strauss and Corbin, 1998; Van Lier, 1990). Van Lier asserts that although the researcher might constantly weigh his/her position in the investigation, researchers never start from a neutral position. In the

context of this investigation, therefore, it was important to consider those issues associated with the researcher's positioning at key points in the investigation. In particular, ways to resolve the power issues that might exist in relationships between the researcher and the researched had to be found. There was also a need to consider the position of the researcher as an observer in the class. In addition, the position of the researcher during initial interviews with teachers as well as in the later reflective discussions had to be decided on. Finally, there was a need to be constantly ready to adjust position in order to accommodate both the needs of participants and the demands of the research. These matters will be considered below.

### **Resolving Power Issues in Relationships**

Wragg (1994) acknowledges that the power relationship between the observer and the observed in the classroom is "a reality that needs to be recognized" (p. 58). This study was no exception. Through my involvement, over a number of years, in teacher education and the ESOL teacher network I was relatively well known in the local educational community. It would thus have been rather idealistic to believe that the teacher-researcher partnership could ever be a truly equal one. However, during the study, I sought to redress any perceived power imbalance by repeatedly emphasizing to teachers that I had very little prior experience of teaching NESB students in a regular class setting. I also stressed that as little was generally known about teachers working with these students in a regular class they, as a class practitioners, were the key informants for this study. In this way I tried to imbue the teachers that I worked alongside with a sense of their own power in the investigation, while simultaneously striving to reinforce my own position as essentially a learner in their class setting.

It is also likely that teachers will have the expectation that any adult visitors in the class will qualitatively appraise their performance. In fact, for some teachers this situation may be eagerly anticipated as an opportunity for constructive feedback for, as Wragg comments, "few such mirrors are available to teachers" (p. 56). However, the researcher needs to be non-judgemental since the purpose of looking is to gather information and to understand (Ellis, 1990; Wragg, 1994). I therefore constantly sought ways to reinforce my role as a learner, and not as an expert or an evaluator in the class. I tried to emphasize that I had no magic answers to the problems teachers encountered with NESB students, but that their efforts in this situation should be viewed as issues in common with many

other teachers. Thus, these were issues that we could collaboratively share, reflect on, and try to problem-solve.

### **Finding a Position as an Observer in the Class**

One key issue that arose early in the study was the question of how to position myself as an observer in the class. Wiersma (1995) points out that the position of the ethnographic observer in schools is a privileged one. However, some argue that ethnographers should not only observe but also participate (Robinson, 1985; Watson-Gegeo, 1988; Wolcott, 1988). While Wiersma (1995) advocates a more active observation role for those involved in ethnographic research, he also acknowledges that the insider dimension can be achieved through the addition of other data collection tools. Gold (1958, cited in Scott, 1996, pp. 144-145) identified four field roles for the observer: the *complete participant* whose identity is concealed; the *participant as observer*, a role frequently adopted by ethnographers who attempt to experience the events/actions being investigated; the *observer as participant*, which is a more detached stance but maintains some contact between participants and observer, for example accepting interruptions by students in a class; and the *complete observer*, which is a passive role to minimize contamination of data. As I will explain below, I actually set out to maintain a stance in the classroom that was close to that of the complete observer; but, in reality I was at times unavoidably cast in the role of observer as participant.

Those concerned with class-based research often argue that the observer is a “visitor” and not a regular member of the classroom, and therefore should sit “where directed by the teacher,” take notes in an unobtrusive manner, and not initiate or respond to conversation unnecessarily (Richards and Lockhart 1994, p. 22). The latter advice was seen as a way to enhance my role as a novice in the teacher’s context. I was therefore positively inclined towards taking a largely non-participatory role during class observations (see Section 4.4). This position is supported by Foster (1996) who suggests that any form of participant observation in the essentially private situation of the classroom raises issues of privacy invasion.

Nonetheless, I found that it was not always easy to maintain the role of a non-participant in the class at all times. Foster’s (1996) suggestion that researchers can evade having any

active participation during classroom observation by simply avoiding any social interaction was a helpful guide in this situation. Wragg's (1994) recommendation to avoid eye contact with students or teachers during observation, since "if you do not look you will not be seen" (p. 52) was also useful. However, it was also vital to establish rapport and trust with teachers in the research. A partnership had to be formed that involved a level of reflective collaboration, enabling me to gain effective insights into the world of teaching. In this circumstance McIntyre and McLeod (1986) argue that "any researcher would have to start by attempting to make himself less of an outsider" (p. 14). Therefore, an appropriate and comfortable balance that did not compromise either the researcher's relationship with the teacher, or the aims of the research, needed to be found.

A wider balance also needed to be maintained as I was a researcher within the school context and not just within the class. Wilson (1977) advises the ethnographic observer establish "a role that facilitates the collection of information" (p. 254) and to balance insider and outsider perspectives in order to maintain objectivity. He also cautions against trying to be identified with any particular group within the setting. As the teacher participants occupied different positions within the schools that took part in this study Wilson's advice was particularly pertinent to my largely non-participant role in this setting.

The in-class role I finally adopted was that of a *limited participant* who remained largely a non-participant. So, as a matter of courtesy, I would routinely greet teachers on my arrival, and farewell them when departing from the classroom. It also felt rude to be a visitor in the classroom and to not to join in whenever there was any collective recognition of children's special events. It was impossible, for instance, to refrain from applauding children's efforts if everyone else in the class applauded when a piece of written work was read out or a speech was performed. In these cases, I would briefly join in, showing enthusiasm with an accompanying smile, but then I would quickly look back down at my notes to minimize any reactivity to my sometimes unexpected involvement. In this way I endeavoured to maintain a position in the class that equates to what Wragg (1994) calls an "interested observer" (p. 53), or what Brown and Canter (1985) refer to as an "engaged spectator" (p. 225), yet I remained a non-participant most of the time.

Sometimes, however, it was beyond my control to maintain my elected role in the class. On rare occasions, if a teacher was unexpectedly called away, I could find myself as the sole adult in the class. On these occasions I would firmly put away my pen and pad, and abandon my role as a researcher, noting with amusement children's surprised reactions to the unaccustomed sound of my voice encouraging individuals in the class. When the teacher returned, I would quietly return to my seat, take out my pen and pad, and again resume my role as a detached observer. Poskitt (1998) also recalls similar events when engaged in action research in a class, and argued that such occasions help to build the level of rapport, trust and respect with teachers.

It was also hard sometimes to get teachers to back me in maintaining my role as a limited participant in the class. Although I requested and encouraged teachers to carry on teaching as though I was not there, one teacher would frequently come over to explain how various teaching activities worked in her context. When this happened I tried not to encourage the continuation of the interaction at that time by providing only minimal responses. However, later on, I would sometimes reopen the conversation informally out of the class, to endeavour to repair any impression that I might be disinterested in the topic. Nonetheless, providing explanations did seem to make this particular teacher feel more comfortable, and also helped to fill contextual gaps for me as the researcher. As time went on and I became a more familiar figure in the context the teacher relaxed more and did not feel the need to explain things so frequently or at such length. Nonetheless, this experience demonstrates that not only do teachers get few opportunities to engage in conversations with colleagues about their praxis, but that they are keen to do so.

While it was inevitable that many teaching events and interactions would be looked at in terms of their impact on the learning of NESB students, it was also important to try to keep an open mind during the observation. Although observing with a critical and analytical eye was crucial in the investigation, it was equally important for the researcher to be able to share any observations on teachers' practices in a non-judgmental way. As Poelle (1993) says, "the observer becomes a third eye, a recorder of the big picture. Having someone to describe a classroom scene from the periphery and then share it objectively is a rare gift for a teacher" (p. 131).

Furthermore, I actively tried to retain an empathy with the teacher when writing up observations, and to search for contextual explanations for observed events which I might be tempted to evaluate in negative terms. These ideas were often noted for later clarification in the reflective discussions. As Van Lier (1988) points out, it has to be assumed that each teacher's praxis had inherent logic within her specific context.

It is essential for the classroom researcher to respect the classroom as a setting. If we go in with the specific purpose of finding 'good' or 'bad' aspects of teaching, learning or interaction, or of locating specific examples of behaviours pre-specified as being of interest, we are in danger of losing that respect, which is in effect essential to ethnographic work ... The ever-present danger of a widening gap (of trust, relevance, understanding) between research and practice can only be avoided if the concerns of learners and teachers are kept on centre-stage. (pp. 14-15)

### **Establishing Rapport in the Initial Interview**

In both observing and interviewing the ethnographer must negotiate access to "both private places and private thoughts and develop the kind of trust and rapport that encourage people to relax ... go about their everyday business in the researcher's presence in their usual way, and hold nothing back in interview" (Woods, 1996, p. 52). Establishing this special rapport with participants is thus required right from the start of a study. The initial pre-observation interviews with teachers therefore drew on the format of everyday conversations and often included humour. In the initial interview, I participated - to some extent - in the exchange of information about past professional lives. In doing so I strove not only to encourage the teacher to share her own experiences, but also to actively reinforce my position as a novice in the context of this investigation. This initial information exchange also helped the teacher to represent the researcher as a real person, not unlike the participant, so helped establish both human and professional links.

Nonetheless, rapport requires a balance. In defining what is required by rapport, Tedlock (2003) refers to Agar's (1996) concept of being a *professional stranger*. He argues that to maintain this stance, "ethnographers are expected to maintain a polite distance from those studied and to cultivate rapport, not friendship; compassion, not sympathy; respect not belief; understanding, not identification; admiration, not love" (p. 168).

### **Becoming a Collaborative Problem-Solver in Reflective Discussions**

Following the initial interview with class teachers, a number of hours were spent observing in the class. So, by the time we met for the first reflective discussion, I was truly an interested spectator who had not only shared in teachers' classroom experiences but also shared in their concerns to solve the problems of teaching NESB students that were inherent in this setting. Brown and Canter (1985) suggest that an ethnographer retains a position as an "engaged spectator" even in the interview situation. They describe this position as:

characterised by an elevated level of rapport, with the interviewer genuinely concerned with the interviewee as a person, while the interviewee reciprocates in terms of seeking clarification of the purposes of the interview and active participation in the process of gaining understanding ... [so essentially] this constitutes the co-opting of the respondent in creatively contributing to the research. (p. 225)

As reflective discussion progressed, the easy collegiality that had been previously built up in the early stages of the research led naturally into collaborative problem solving. The many episodes we had shared in the class also provided an instant common ground on which to begin reflection. Woods (1993) suggests that teacher-researcher rapport is built up more quickly in educational ethnography than in many other ethnographic studies. He too found that the exploration of critical incidents helped to "grant entrance" so that he became "a member of the club, with membership then being consolidated by the lengthy conversations that took place" (p. 158). Thus, the use of reflective discussions in this study, similar to the experience of Chaudron (1988), assisted in sharing provisional understandings; allowed participating teachers to provide input into these understandings; provided a check for the researcher's interpretations; and enhanced the researcher's awareness of her own preconceptions.

Once initial rapport had been established, although I was striving to increasingly see the world of the class through the eyes of teachers, I needed to be able to stand aside from that position in order to look with the critical gaze of a researcher. At times I therefore needed to assume the role of a researcher-provocateur in the reflective discussions. This role is similar to the position of *coach* (Strauss, 1997), in which the researcher calls

attention to a participant's responses in order to enhance their awareness of events as critical turning points in practice. Such an approach assisted in sharpening my insights and enabled me to get below the surface of events, as teaching practices are often habituated, tacit and intuitive. In addition, as many class teachers had not fully developed their praxis with NESB students I needed to be able to identify which ideas were important to challenge and explore, especially if a teacher's ideas seemed to differ from those practices seen in the literature to be pertinent and effective for NESB students (see Section 2.3). The role of researcher provocateur is, nonetheless, not that of an evaluator, but that of an interested and enquiring researcher searching for insights and explanations. To do this effectively I would argue that it is also important to be an expert who is able to identify critical events in practice and to challenge teachers to consider their practice in different ways. As Eisner (1998) suggests, "we seek not a mirror, but a tale, a revelation, or a portrayal of what we think is important about what we have come to know" (p. 190).

### **Maintaining the Balance**

Wolcott (1988) once declared: "Successful ethnographers resolve the tension between involvement and detachment ... Others go home early" (p. 189). There is always a danger that the researcher will see events too much through the eyes of the participants, thus losing their objective stance. To counter this, Woods (1996) suggested:

To guard against going native, one is advised to cultivate some social distance ... [The researcher] is here to plumb the depths and get to the bottom of things ... She or he is there to analyse, to advance explanations, and to represent material in ways that might not otherwise occur. (p. 62)

It is important to note, however, that being a researcher does not involve taking up an unvarying stance throughout a study, or even within a particular interview. Ultimately, finding an appropriate balance between researcher and teacher in the current study became a matter of adjusting my position to the most appropriate place at any specific point in time. This involved not only adapting my style for each teacher's age, experience, personality and confidence, but also necessitated moving between an outsider's view and an insider's insight at different stages in the research. Thus, ethnographic research involves constantly shifting between close-up and wide-angle views (Van Lier, 1990; Woods, 1993).

In the current investigation, positioning shifts were sometimes planned during times of reflection while reading, or writing at my computer, or even in the dead of night. However, at other times a shift would occur as a spontaneous reaction during a class observation, or in the course of discussion with a teacher. Therefore to teachers, at times I was a friendly colleague who had shared in and would sympathise with the class teacher's experiences, their celebrations and their despairs; but at other times I was the researcher-provocateur who asked challenging questions. At still other times I was an amateur who needed further explanations; and often I was simply a detached observer in the class scribbling notes on my pad.

#### **4.8 Summary**

The methodological procedures chosen for this study were influenced by the overall qualitative and ethnographic approaches, and further shaped by the initial pilot phase and the ongoing evolution of the investigation. The data collection phase of the study took place over a full school year with one school and two teachers becoming the focus in each of the four school terms. A wider ecological view of the study was maintained through keeping a journal and through data from semi-structured interviews with teachers identified as holding key responsibility for ESOL within each school. Procedures undertaken with class teachers in the study included a pre-observation interview, in-class observations, and reflective discussions. In addition, an atmosphere of collaborative problem solving was enhanced by the use of critical episodes and a write-down and think-aloud technique. Some additional structured tools were also designed to further stimulate reflection: an ideal teacher scale, a class/individual orientation scale, and a stress meter.

It was endeavoured to select a somewhat representative range of participants, thus providing a number of useful perspectives within the data and increasing the ability to make generalizations from the qualitative findings. In addition, the design of the study took a number of important ethical principles into consideration: informed consent, confidentiality and anonymity, truthfulness, social and cultural sensitivity, and the minimisation of harm. Finally, while carrying out the study, the researcher consciously

adopted a range of positions, such as that of a sympathetic colleague and a research-provocateur, in order to maintain rapport yet retain the critical eye of the researcher.

Part Two of the thesis report that follows presents the data regarding teachers' praxis development.



## **PART TWO: Reporting on the Findings**

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### **Introduction to Part Two**

This central section of the thesis report presents the findings from the investigation. Before moving on to provide insights into the praxis development of the class teachers, a brief explanation is provided of the way in which Part Two has been organized and the referencing protocols used. In addition, the key characteristics of the participating schools, ESOL teachers, students and class teachers are introduced.

### **Organization for Part Two**

The findings from this study are presented over the next four chapters. The order of the chapters follows the order in which schools participated in the study. Each chapter begins with a brief introduction to the school context with particular focus on the nature of the ESOL support and collaboration that existed in the school. This background draws on the class and ESOL teacher interview data. The praxis development of each of the two participating class teachers is then examined in turn, with the junior teacher coming first.

In referencing quoted passages from the data collected over the course of the study certain conventions have been implemented. The use of 'Obs' or 'Int' at the start of the reference indicates whether the data is from an observation (Obs) or an interview or reflective discussion (both indicated with Int). After this, the school number (1, 2, 3 or 4) is provided, denoting the school's participation in terms one, two, three, or four of the study. Next, the teacher's role in the school is identified. The letter 'J' always represents the participating teacher in the junior class of the school, while 'S' always indicates the participating teacher in the senior class. Support teachers are identified by the position they held within the school. Thus, 'ET' indicates an ESOL teacher who is a registered teacher; 'ETA' an ESOL teacher aide; 'TA' a general teacher aide; 'LSC' the learning support coordinator in a school; and 'DP' a Deputy Principal holding an ESOL support role.

Observational data is identified by a sequence number to indicate when it was collected during the term of the study and a time reference to locate it within a particular lesson map. Where extended examples are provided from the observational data a progressive time reference is also provided to indicate the duration of specific events within an episode.

Since teachers with ESOL responsibility were interviewed just once, no reference to an interview number was needed. In contrast, data taken from the initial interview and reflective discussions with class teachers is accompanied by a small Roman numeral (i, ii, or iii) to indicate whether the cited information has been taken from the first, second or third formal meeting with that class teacher. To help locate references within the transcribed interview data, the page number of the relevant transcription is placed at the end of each interview reference.

To give some examples of how this works, [Int1Ji: 2] would refer to interview or reflective discussion data from the first school, involving the junior class teacher, at the first initial semi-structured interview, located on page two of the transcription. Similarly, [Int3LSC: 9] would refer to interview data from the third school, involving the learning support coordinator, and found on page 9 of the transcript. An observation referenced as [Obs2S6, 11.20-11.25am] would refer to observation data collected at the second school, involving the senior class teacher, located in the sixth observation session with that teacher, and spanning the specified times.

### **Key Characteristics of the Participants**

Significant features of the schools, ESOL teachers, students and class teachers who participated will now be described.

#### *The Participating Schools*

Most participating schools were located in a medium-sized city in the central North Island of New Zealand, but one school was located in a suburban town about 50 kilometres away. The key characteristics of these schools are summarised in Table 4.2

below, following their order of participation in the study. For ease of reference, and to protect the identity of the participants, these schools are simply referred to throughout this report as East, North, West and South.

Table 4.2

*Characteristics of the Participating Schools*

	<i>East School</i>	<i>North School</i>	<i>West School</i>	<i>South School</i>
Approximate student roll	350-400	350-400	250-300	400-450
Approximate NESB roll	25 (6.25%)	30 (7.5%)	20 (6.66%)	47 (10.4%)
Decile Ranking (10 is the top of the socio-economic scale)	6	6	9	3
Community languages in addition to English and Maori	Pasifika languages, Chinese, Greek, Korean	Arabic, Korean, Cambodian, Chinese, Pasifika languages	Korean, Spanish, Arabic, German, Chinese	Samoan, Chinese
Identified ESOL support staff	Learning Support Coordinator and 1 Teacher	Learning Support Coordinator and 2 Teacher Aides	1 part-time Teacher	Deputy Principal and 1 Teacher Aide

Schools in the location of the study typically have smaller numbers of NESB students (generally under 10% of the total school population). In contrast, a number of Auckland schools may have 60% to 80% of NESB students. Perceptions of what is a significant number of NESB students for a school to manage therefore differ between such areas. In the region of the study, between 5 and 10% of NESB students would be regarded as a significant number of NESB students, while schools with 10% or more NESB students would be regarded as having a high level of diversity.

Based on Franken and McComish's (2003) work, three schools in the current study could be classified as being of medium size (having between 350 and 574 students) when

compared to the national scene, while West School could be classified as a small school (having between 150 and 349 students).

A fairly typical spread of socio-economic rankings was achieved in the present study. Based on Franken and McComish (2003), one school would be classified as a low socio-economic setting (between 1 and 3 on the 10-point scale), two schools as medium socio-economic settings (4 to 7 on the 10-point scale) and one as a high socio-economic setting (8 to 10 on the 10-point scale). West School, with the smallest roll number of students, had the highest decile ranking, while South School had the largest school roll and the lowest decile ranking. Such patterns between enrolment numbers and decile-ranking are not necessarily typical of schools in the study area.

#### *The Participating Teachers with ESOL Responsibility*

In each school setting there were different staffing provisions for ESOL support. This may have reflected the perceived significance of the NESB students' needs in each setting but, as so many variations existed in the sample, more schools would need to be examined in order to establish any particular patterns in this respect. It is nonetheless interesting to note that the number and nature of the staff identified to hold responsibility for ESOL varied across schools, and ranged in status from deputy principal to teacher aide. ESOL provision in the local area typically reflects this wide variation and, as seen in the sample, the vast majority of ESOL support staff in these primary schools would be teacher aides.

Although some of ESOL support staff were not registered teachers, all are referred to as ESOL support *teachers* in this thesis since all were actively teaching NESB students. Many of these staff members held part-time positions and that, for most, ESOL occupied just a portion of their overall responsibility in the school. Of the four participating schools, all but one school identified a senior staff member as one of those holding responsibility in the area of ESOL. Three of these were Learning Support Coordinators who, despite having sound qualifications in ESOL, appeared to hold major responsibility for special needs rather than the ESOL programme in the school.

### *The Participating Students*

A number of students became participants in the study as they were involved in the observations carried out in classes. Only those students for whom the researcher received fully informed consent are specifically included in the case studies that appear in the findings included in this report. Some students who were native speakers of English are referred to in excerpts from the data, but no specific details are provided on any of these students as they are outside the study's key focus. However, those NESB students who were participants in the study are briefly described at the start of each teacher's story (see Chapters 5 to 8), but only in so far as this information aids in placing the participating class teacher's reflections into context.

As can be seen in Table 4.1, the school with the lowest decile ranking had a larger number, but a smaller range of diversity in the NESB students. It could be said that schools in lower socio-economic catchment areas typically attract larger numbers of lower socio-economic NESB students while those schools with higher decile rankings would typically have higher socio-economic ranking NESB students. This is further supported by the existence of international students in all schools apart from South School, the lowest decile ranked school. International students are defined as self-funding, full fee-paying students originating mainly from Asian countries such as Korea and China (Smith, 2003). Franken and McComish (2003) suggest that the lack of an international student presence in lower decile ranked schools is now a fairly typical pattern in New Zealand schools.

### *The Participating Class Teachers*

The relevant teaching qualifications and experiences of the eight class teacher participants in this study are summarized in Table 4.3.

It is interesting to note that, by coincidence, all of the class teachers who participated in the current study were women. In addition, all those identified as ESOL support staff in the participating schools were also women. Such patterns may be fairly typical of the wider population where women teachers not only dominate the primary school level of the teaching profession but the vast majority of ESOL teachers in New Zealand are also women (Haddock, 1998).

Table 4.3

*Participating Class Teachers' Relevant Qualifications and Experience*

School	Teachers	Teaching Experience	Experience with NESB Ss	ESOL-related Qualifications
East	Karen (1J)	9 years	London – Bengali Students ESOL support	1 undergraduate TESOL paper
	Sita (1S)	40 years	Fiji – Hindi teaching and English as a second language teaching ESOL support NESB family support Regular classes (a range of levels)	<ul style="list-style-type: none"> <li>• TESOL Certificate.</li> <li>• 3 month TEFL course.</li> <li>• Conferences on Whole Language &amp; Language Across the Curriculum.</li> <li>• Consultancy to Ministry of Education in Fiji.</li> <li>• School Professional Development on Multiple intelligences.</li> </ul>
North	Trish (2J)	12 years Regular classes (junior level)	Had taught proficient NESB students in regular class	General and Curriculum-related Professional Development (e.g. Oral language course) but no specific ESOL training
	Kathy (2S)	3 ½ years	Regular classes (senior) – 1 <sup>st</sup> with NESB students	None remembered
West	Nina (3J)	3 years	Regular classes (junior) – all with NESB students	None remembered
	Anna (3S)	3 years	Regular classes (senior) – all with NESB students	None remembered
South	Jennifer (4J)	7 years	Regular classes (junior, but trained for senior) – all with NESB students	School professional development on cooperative learning; behaviour management; multiple intelligences.
	Janette (4S)	18 years	Regular classes (range of positions in low decile schools)  Special needs unit (4 years)	University papers on Special Needs; Linguistics; Sociolinguistics.

The spread of the participating class teachers' general and NESB teaching experience is indicated in Figure 4.2 below. In this figure, a number and letter are used to identify class teachers. The number indicates the teacher's school, in order of participation in the study. The letter J indicates a junior class teacher (working with five to six year olds), while the letter S indicates a senior class teacher (working with nine to eleven year olds).

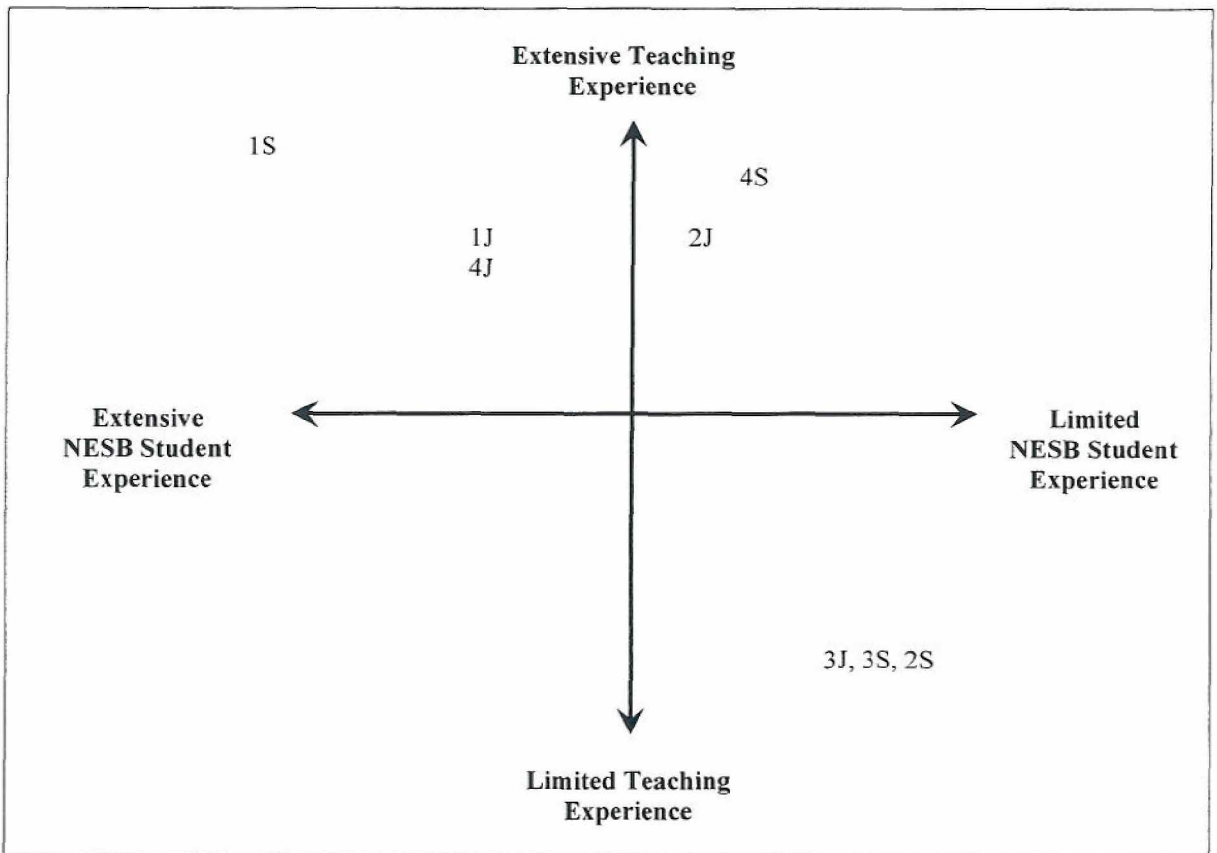


Figure 4.2 Class Teachers' General and NESB Student Teaching Experience

As noted earlier, three of the eight participating class teachers were in their third year of teaching, so could be classified as relatively inexperienced, while a further four participating class teachers could be regarded as relatively experienced, having taught for between seven and twelve years. At the other end of the spectrum, one class teacher could be regarded as extremely experienced having taught for 40 years. This teacher was also multilingual and had expertise in second language teaching. Although currently working as class teachers, two teachers had previously worked as ESOL support teachers. These two teachers were the only participating class teachers who recalled having received any prior professional input specific to teaching NESB students.

In the Part Two chapters that follow, each class teacher's story is revealed by moving progressively down through three strata. In the opening section, insights are provided into key factors relating to the teacher's background and identity. Significant aspects of class practice are then identified, with particular emphasis on how individual and class needs are kept in balance, how content is taught through English, and how students are

grouped for learning. Finally, the teacher's beliefs and perceptions are explored with specific reference to her confidence with NESB students and in her general teaching; her stress levels in catering for NESB students within different instructional groupings; and inclusion of cultural and linguistic diversity within the class programme.

## CHAPTER FIVE

### CLASS TEACHERS AT EAST SCHOOL

*I am waiting in the small reception foyer at East School to introduce my study to the Principal. Students' brightly coloured artwork emblazons the walls. School has just ended for the day and the foyer throngs with parents and children, a number of whom seem to be from non-English speaking background [NESB]. Shortly the Principal welcomes me into his office which is tucked away behind the reception area and the ESOL support teacher rises from the waiting circle of classroom chairs to greet me. The Principal's office is small and unpretentious - somewhat reminiscent of small English for Speakers of Other Languages [ESOL] teaching spaces I have seen in schools over the years [Journal entry, 23/11/01].*

#### **5.1 Introduction to East School**

East School was a medium sized urban school with a small proportion of Non-English Speaking Background (NESB) students from a range of Pacific Island, Asian and European nations. The ESOL teacher (ET) described the school as having “a top, a bottom and not much in the middle” [Int1E: 2]. It was ranked as decile 6, a category the school principal reputedly referred to as “the new poor” (receiving less government funding than in lower ranked schools and less parental financial support than in higher ranked schools) [Int1ET: 13]. Short-term international students were therefore regularly enrolled to boost the general school budget [Int1LSC: 7-8].

Nonetheless, East School was perceived as, and indeed appeared to be, a professionally stimulating setting [Int1ET: 20] with many curriculum developments happening and an experienced and energetic staff:

People don't get excited; they're not afraid to try something new, try something different. They've got the opportunity to go and run with it ... It's a very good place to be part of because you're valued for what you do. [Int1LSC: 5]

### **NESB Student Support**

The two teachers with ESOL responsibility at East School were well qualified. The Learning Support Coordinator (LSC) had previous ESOL experience overseas and the ET was currently pursuing a postgraduate degree in teaching reading. Both also had an undergraduate ESOL certificate. The LSC viewed support work as “highly skilled” [Int1LSC: 8]. Nonetheless, as there were just small numbers of NESB students, the amount of paper work needed to apply for ESOL support was described as disproportionate to the benefits received [Int1LSC: 9]. In addition, the small number of hours allocated for ESOL made the ET’s role difficult and uncertain. It also diminished her overall job satisfaction since she was obliged to undertake a range of remedial work across a number of subject areas to make up her part-time position [Int1ET: 19].

Only six NESB students were placed in the ET’s group at the start of the year. These students were withdrawn in a single group; however, as the students were different ages and had different English levels it was hard to teach them effectively as one group:

I took all of them last year, in one group as a whole, and it was an absolute disaster ... So this year I insisted that I had two slots, but then it has all come unravelled because I haven’t got enough hours. [Int1ET: 10]

### **ESOL and Class Teacher Collaboration**

Simple rather than deep collaboration (Head, 2003) occurred between the ESOL and class teachers. Informal chat tended to take place *ad hoc* in the staffroom rather than formal collaborative planning [Int1Ji: 3]. The ET commented that she felt some class teachers did not value her work and that they regarded taking children out of the class “as an intrusion” [Int1ET: 15]. This evidence of conflicting perceptions and expectations between the class and ESOL teachers is similar to that identified in Johnson (1999).

The ET also reported feeling professionally isolated [Int1ET: 18]. She felt little value was placed on her expertise since class teachers did not share her pedagogical understandings: “I don’t think other people realise how different NESB children are ... They think it’s just another kid” [Int1ET19]. These comments indicate a profound

conceptual distance between ESOL and class teacher groups, akin to that referred to by Strauss (1997). However, despite the many features of Hargreaves' (1994) fragmented individualism and balkanization that were present in East School, the relationship between the ESOL teacher and the class teachers who participated in the study seemed to be good. Both class teachers had previously taught NESB students intensively, so they were - to some extent - regarded as insiders in both the ESOL and the class teacher groups within the school. Their case studies will now be presented.

## 5.2 Junior Class Teacher Case Study: Kate

*You need to know about [the students] – as in personal things ... their interests and so forth ... how they socially interact ... their needs in terms of teaching and learning. [Int1Jii: 7]*

### Teaching Experience and Identity

Kate felt “comfortable” teaching NESB students [Int1Ji: 1-2] as she had taught young Bengali students in East London near the start of her teaching career. She recalled this experience in very positive terms: “Wonderful, absolutely wonderful! I enjoyed it ...great ...exciting” [Int1Ji: 1]. In particular she remembered the children’s fast progress, and how the language experience approach she had used had enhanced communication opportunities and helped to foster a close relationship with the children [Int1Ji: 1]. The positive nature of this experience influenced her decision to later teach in a part-time ESOL support position at East School. At that time, Kate also completed an undergraduate paper towards her Certificate in teaching ESOL and, now that she had settled back into full time class teaching, she was now planning to continue her study. At the time of the study, Kate had completed nine years teaching experience.

Kate described herself as teacher who expected her students to work hard and earn praise; but she was also supportive and encouraging, working towards building an environment in which children felt safe to take risks and become independent [Int1Jiii: 1]. These beliefs permeated her curriculum practices. For example her stated aims for the students during written language time were to have the children “not being afraid to put something down on paper ...cross it out and rework it ...not being afraid to write about

different things. ...not being scared to be wrong” [Int1Jiii: 1-2]. Kate therefore worked to achieve a balance between security and challenge for the learners in her class.

### **Catering for a Few NESB Students**

Kate’s present class consisted of 27 six to seven year old students in a year 2-3 class, including Kuria whose family was from Papua New Guinea, and Plato who had a Greek mother and Iranian father. In her class, Kate had to weigh the individual needs of the two NESB students against the needs of the class. She did this primarily by selecting teaching strategies to teach content to the NESB students; and considering how to group the children for learning. These aspects of her praxis are described next.

#### *Balancing Class and Individual Needs*

As this was the start of the year Kate felt it was necessary to be more global/class focused in order to build a “class feeling”. However, she also expressed the intention to focus increasingly on individual needs as she got to know the children more over the year (see figure 5.1). Individuals were at the heart of Kate’s praxis. As she said, “At the back of my mind there’s always the individual and the needs there” [Int1Jiii: 8]. This concern often prompted Kate to slip into the chair she had left empty alongside Kuria, in order to provide him with one-to-one support.

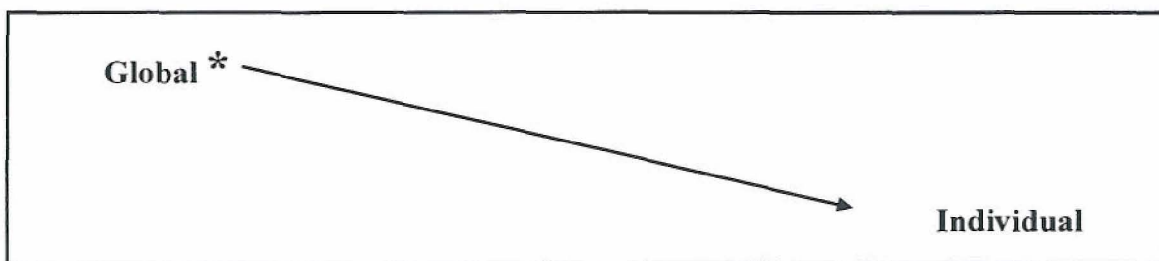


Figure 5.1 Kate’s Teaching Focus

However, it could be hard to notice the needs of quieter NESB students in a class, especially at the start of the year when the teacher was not so familiar with the NESB students. One day Kate introduced the class to a reading log in which students would record their progress through a sequence of independent reading activities [Obs1J7]. The following day, while Kate worked with her instructional reading groups, the other children were left to work on their independent reading tasks and record their completion

of these in their reading logs. However, Plato, after asking several children for help, wandered aimlessly for the whole of that session [Obs1J8: 11.45am-12.01pm]. Kate had thought Plato was quite fluent in English [Int1Ji: 2], so she was initially surprised that he had not understood what to do with the reading log. Accurate assessment of Plato's ability was perhaps harder at this early stage of the year; nonetheless, during the reflective discussion Kate realized that Plato had needed help before. She recalled: "At other times when he's been doing a Maths worksheet I've sat down and actually read the instructions with him ... one to one" and she concluded, "It tells me I need to spend more time with him going over it [Int1Jii: 10]."

Despite her desire to focus on individuals, Kate was constrained in her role as the *class* teacher, as seen in her initial response to the episode above: "I probably could have picked up on it if I had not been so focussed on trying to get through the [reading] group" [Int1Jii: 8]. She saw the need to attend to the class first as "putting your energy into what matters" [Int1Jii: 3]. However, this involved constant weighing the needs of the individual against the needs of the rest of the class. This could be seen in many small ways in Kate's teaching practices. For example, since Kuria was a very active child who was easily bored when unable to follow what was happening, Kate would keep one hand on his reading book, holding it open at the right page, while teaching his reading group [Obs1J2, 11.20am]. These actions reveal how Kuria lingered in Kate's peripheral attention while she worked with his group.

The next section outlines Kate's specific strategies for teaching content through English.

### *Teaching Content through English*

Kate was able to identify many of her teaching strategies that she knew were successful with NESB students. Other strategies were observed in her practice and reflected on later as part of the study. These strategies are described below.

When beginning a new topic, Kate would call attention to key aspects of language. For instance, before the children wrote independently she would record the main ideas and vocabulary on the white board, highlighting key grammatical areas such as punctuation, singular/plural, or tense [Int1Ji: 12]. If an NESB child was slow to start writing Kate

would sometimes provide a sentence prompt, such as “There is ....” She also utilized kinesthetic practice to draw attention to common sounds, such as by asking the children to clap each time a ‘bl’ sound occurred in a choral poem [Obs1J.10: 11.30-55am].

In addition, Kate often provided visual activities that supported meaning. For example, the children drew ‘family portraits’ and took digital photos of their special family things during a unit on ‘Families’ at the start of the year; and later they worked in pairs to record similarities and differences between their families on a Venn diagram [Int1Jii: 13-15].

Kate would ensure understanding, using students to help model a new independent reading activity to the class before beginning work with her instructional groups [Int1Jiii: 12]. She also made a point of later checking the NESB students’ comprehension, often asking Kuria to tell her what he was going to write before she moved away after working with him [Obs1J10, 11.08am]. She also set independent tasks like role playing or miming the plot in a set reading text, sorting cards with short text excerpts into true/false piles, and sequencing cards to summarize a reading [Int1Jiii: 11-12]. These tasks showed comprehension but did not involve a lot of writing.

Practical activities were also used to support meaning for Kuria, allowing him to work independently over an extended period of time while painting in bright colours or constructing things at the making table in response to a reading text [e.g. Obs1J.2: 11.25 to 11.40am]. On another occasion, after Kuria’s group struggled with the word ‘spade,’ in a reading text Kate later reflected: “There are spades at school and I can talk to them and show them and they can have a turn at doing that” [Int1Jiii: 5].

The strategies identified above are amongst those often identified as being effective with NESB students (see section 2.3). It is likely these evolved during Kate’s early involvement with NESB students, and as a result of her previous study. In addition, she had also developed a number of effective organizational strategies, as described below.

*Grouping for Learning*

At the start of the year Kate seated Kuria and Plato together. She explained:

Being new to the class I wasn't sure who they were, how they were going to react, and what they would do; so it [seating them together] gave me an opportunity to just focus on both of them. Because they had come through together they knew each other. I felt it would be good for them to have the company of each other and feel that they did have some familiar faces to work with. [Int1Jii: 1]

Kate's seating rationale took into account of both social and affective factors as well as her need to make the NESB students more accessible to her as learners.

Over the term of the study Kate also utilized collaborative learning to support NESB students in class. For example, students would often prepare for writing by discussing their ideas in pairs, and cooperative editing took place after writing [Int1Jii: 15]. She would also capitalize on opportunities that seemed likely to enhance NESB students' learning, as seen in the extract below when she noticed that Kuria and Plato were interested in a dictionary at their table.

- 11.23 Kuria picks up the dictionary from the table and looks at it. His eyes grow large and interested. When Kate and another student return to the table, Kuria gives the dictionary back to the other student. As Kate begins to help the student to use the dictionary Kuria's eyes are still wide and interested.  
Plato is now watching what's happening too. They both watch and listen intently
- 11.24 as Kate prompts the other student, "Where will you find a word beginning with the letter 'b'?"
- 11.26 ... A little later Kate draws Kuria into the discussion, asking him, "Do you know why she did that?" referring to why the student looked for 'b' near the start of the dictionary.

[Obs1J.7: 11.23-11.26am]

On the following day, Kate consciously built further on this learning.

- 11.01 A child at Plato and Kuria's table spells 'two' to Kate: "t-o-w".  
Kate indicates he has the right letters: "It's got a 't', a 'w', and an 'o'".  
Kuria spells aloud, imitating the previous mistake: "t-o-w".
- 11.03 Kate asks Plato to get a dictionary to check the spelling of 'two'.

[Obs1J.8: 11.01-11.03am]

Although Kuria attempted to join in, Kate elected to ask Plato to look up the spelling in the dictionary. Plato was more able, and Kate's decision was aimed at providing a model for the whole group of children as well as providing a scaffolding experience for Kuria. This decision therefore made the most efficient use of her brief time with the group. Kate also knew the value of having "someone who can already do it" [Int1Jii: 3]. As the class combined two year groups, older children often helped younger children. At times too, older students provided vicarious models for NESB students, as seen in the next episode.

- 11.45 Kuria is lying on his tummy as usual. He reads to his buddy who talks to him about the title, pointing to it. Then their attention turns to the crossword puzzle that Kuria's buddy has in his hand.
- 11.46 Another boy with a crossword activity joins Kuria's buddy and the two look at the crossword puzzle together. Although Kuria is not in the group doing the crossword activity he appears very interested in this.
- 11.48 Kuria is now very involved with the crossword pair. He points to places on the puzzle and watches as the boys search through their books to find the words and write them in the crossword squares. He seems to be participating fully in the three-way conversation and to be accepted by the boys as a legitimate member of their group although he doesn't have a crossword sheet.
- 11.54 Kate claps her hands now and says that everyone can leave their paired reading activities and carry on with their reading activities. Kuria and the two boys don't even look up. They continue working, engrossed in the crossword puzzle. Kate appears to notice, but leaves them to work on together until she calls Kuria to join her reading group on the mat. He comes immediately.
- 11.57 [Obs1J15: 11.45-11.57am]

The episode above illustrates how being party to vicarious learning built Kuria's growing confidence in himself as a learner. In this way, Kate moved him to become an active learner in the class. As she explained:

I actually let him go on with that scenario because, from my point of view, what I could see happening was that he was actually really interested and paying a lot of attention to what they were doing, and it was a learning situation for Kuria ... because he obviously wasn't familiar with the crossword. Also, because the two boys were sharing their work and talking, he could listen in to that; and I felt that that would have been more beneficial to him at that time than making him sit down and actually read when he didn't want to be doing that. [Int1Jiii: 2]

Following the episode above, Kate asked Kuria what he had found out. He reportedly responded: “I learnt some new words and I found out what the crossword was” [Int1Jiii: 3]. Kate therefore felt confident that he would be an ‘expert’ when his group later worked with this type of activity.

### Beliefs and Perceptions

Further evidence of Kate’s beliefs and perceptions in relation to teaching NESB students is provided through examination of the level of confidence she had in teaching the NESB students as opposed to her confidence in her general teaching; the stress generated working with these students in different class groupings; and her responses to including the diverse languages and cultures of the few NESB students in her class programme.

#### *Confidence Teaching NESB Students*

Kate rated her general teaching confidence at three, noting that there is always room for improvement (see Figure 4.2.2).

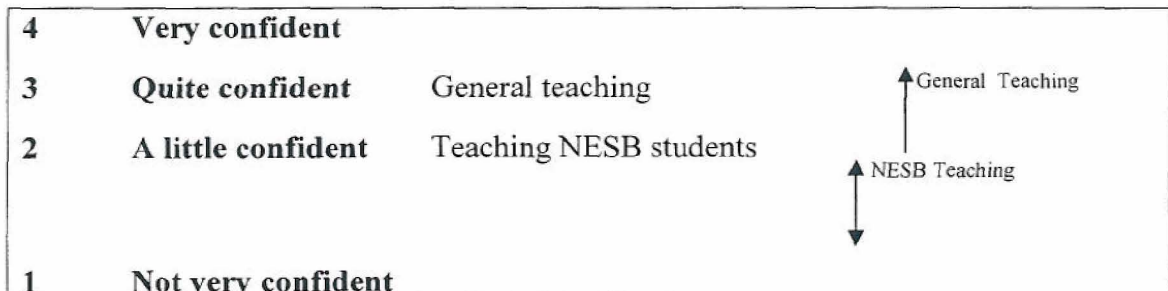


Figure 5.2 Kate’s Teaching Confidence

Interestingly, although Kate had many successful strategies in place, she still rated her confidence with NESB students lower than her general teaching confidence, ranking this as a two, or ‘a little confident’ (see Figure 4.2.2). Kate’s lower level of self-efficacy in relation to teaching NESB students was also revealed in her frequent appeals for confirmation of her practices during the reflective discussions [Int1Jii: 11; 1Jiii: 3; Int1Jiii: 11].

Having studied language learning, Kate may have been more keenly aware of the gaps in her knowledge and more critical of her own effectiveness with these students, so it is possible that her low reported confidence simply demonstrates a healthy level of

uncertainty, and therefore indicates she is a reflective practitioner. However, it must be considered too that Kate's perception of her own expertise was perhaps minimized in the light of her perceptions of the researcher's expertise, as she had earlier been a student in her class. Nonetheless, Kate herself attributed her lower efficacy level with NESB students to her lack of recent experience with them, noting that her confidence was likely to increase with time.

### *Stress in Teaching NESB Students in Different Class Contexts*

Kate admitted feeling most stressed when the NESB students were expected to work independently within the class (see Figure 5.3). Nonetheless, she also asserted: "My stress levels don't go above a seven [out of ten]. I'm too old for that" [Int1Jiii: 13].

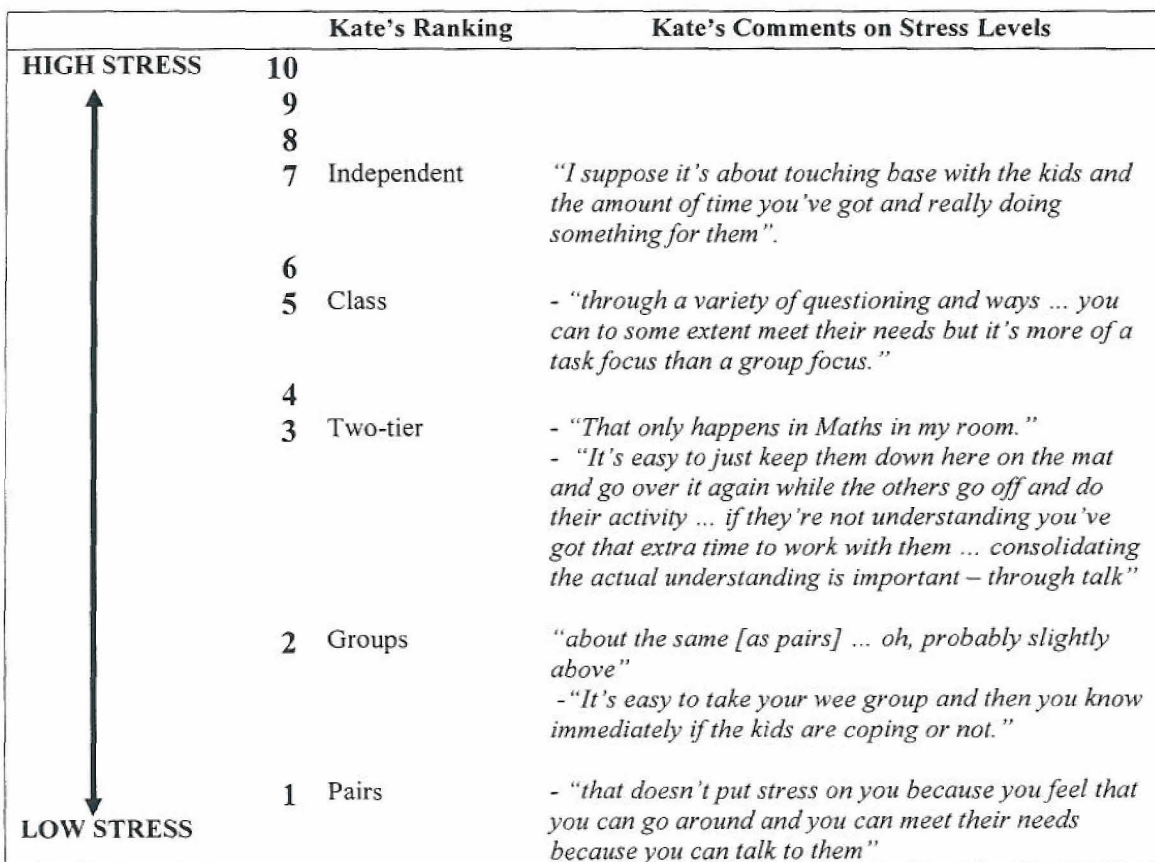


Figure 5.3 Kate's stress level with NESB students in different class groupings

Teaching the whole class triggered only a moderate amount of stress for Kate, perhaps indicating her overall sense of satisfaction with the effectiveness of her class teaching strategies, and her acceptance of the inherent difficulties of having NESB students in this

environment. In particular, however, the limited time available to work one-on-one seemed to contribute to Kate's stress, and this may have been exacerbated by her desire to cater for individuals within the class. In contrast, when the NESB students were working in pairs, Kate's stress was lowest. This perhaps reflects a belief that the peer group can provide effective support for NESB students and explains her previously noted preference for using pair work.

We will move on now to look at how Kate regarded including linguistic and cultural diversity in her class.

### *Inclusion of Cultural and Linguistic Diversity*

Kate was enthusiastic about the NESB students sharing their first culture and language with her. For instance, she related how, when Kuria wrote about his family, he explained how to pronounce his brother's name [Int1Jii: 16]. The extract below shows Plato engaging Kate in conversation about his first language.

11.28 Plato cruises the library shelves and then picks up *First Voice*, a book that has children's writing in many different languages. He takes it to Kate and shows her the page in Greek that he contributed, and reads it to her. He goes on to tell her the meaning of his name in Greek. Kate then asks him to say his name in Greek, and he does, but very quietly. More talk about his languages follows.

11.33 Plato then takes the book to show some girls his writing and I hear him say, "Five years old. I was only five years and one month [when I wrote that]".

[Obs1J3: 11.28-11.34am]

As with other learning by NESB students in the class, Kate was quick to realize learning potential in the episode above. She noted in the later reflective discussion how she could expand on this theme during the class topic on 'Family' [Int1Jii: 6]. Similarly, in the story below, Kate finishes with a comment on how to capitalise on culture in class:

At the moment they are bringing bags of something special to them, and they have to, as part of their language programme, talk about those things, say why they are special to them. Plato brought along a little key ring that had a globe on it yesterday and ... he talked about the fact that he had travelled a lot with his parents, [and] where he came from. He ended up beautifully by saying, 'This is really special to me because it shows that I travel around the world cause there's a

globe on it,' and it was lovely. It was something we could pick up on [later].

[Int1Jii: 5]

The benefits of involving parents in class were also recognized. Kate had established a relationship with Plato's mother and mentioned several times that she would like to invite her to share some craft or art with the class (Int1Jii: 6; Int1Jiii: 4). This relationship appears to have opened up creative possibilities for including Greek culture in the class programme, although this was restricted by the need to plan as a team:

It has to be a team decision, but one of the suggestions I want to put forward is to ... have the kids make a little passport and ... they role play being on a plane, enter a country and they have a little stamp to say they have entered the country, and then we look at the dance and some of the music in those countries ... we can look at Greek music and Greek dancing ... and that will give him [Plato] a chance to shine in those areas because he obviously enjoys sharing that. [Int1Jiii: 4]

Kate also endeavoured to encourage Kuria to share his culture. For example, early in the term she put a book about Papua New Guinea in her class library. Kuria subsequently brought this up to her and she recalled: "He talked about his mother making things that are in the book" [Int1Jii: 6]. Kate thought that a later focus on visual arts might enable her to capitalize on this piece of information.

It is interesting to note how accessing aspects of the child's culture seemed to stimulate Kate to spontaneously create ideas involving this in her class programme. However, so far Kate had had little contact with Kuria's family and Kate perceived that there was a large social and cultural distance between Kuria's culture and that of the school, as seen below:

With Kuria - (pause) - the lack, the lack of experiences that he's had compared to the English speaking children in his class. He appears to be - um - to rarely do things other than play with his brother or go to the river and swim or go to the park and - (pause) - I think somehow there's a need there for him to develop a wider base; and I imagine, you know, obviously his parents would be struggling

here to make ends meet and do those different things with the children. So, somehow in class I need to be looking at opening it up for him. [Int1Jiii: 4]

Kate's caution in broaching the subject of Kuria's very different cultural background is illustrated by the pauses, tentativeness, and rephrasing of her remarks, perhaps reflecting less cultural efficacy in this domain.

### **Summary**

Kate's early positive experiences with NESB students seem to bolster her belief in her instructional efficacy with these students. Bandura (1986) also links higher self efficacy with strong levels of persistence, and this is very evident in Kate's case study. In addition, Kate's central belief that individuals were important in the class may well have encouraged her persistence in trying to develop this aspect of her praxis.

Episodes in Kate's case study reveal her understanding of Bandura's (1997) principle of vicarious learning building learner confidence and her use of Vygotsky's (1978) notions about scaffolding learning through one-to-one encounters. However, Kate's preparedness to allow authentic learning situations to evolve, and her active promotion of students from peripheral to fuller participation demonstrate her confidence and competence in teaching NESB students. This process goes further than Lave and Wenger's (1991) concept of legitimate - but passive - peripheral participation (see section 2.3), to reveal an active role for the teacher in legitimising the NESB learner in the class. Kate's active role in legitimising the peripheral participation of both Plato and Kuria in the class enhanced their position as learners in the class community and opened up routes for them to enter the school culture. It is clear to see why promoting NESB students as part of the community of learners in the class is said to be the most important mark of an effective teacher of diverse students (see table 2.2 in section 2.3).

Kate's active encouragement of the NESB children to share their language and culture in class also illustrates her cultural efficacy (Gibbs, 2003). Kate's praxis was clearly enhanced through her contact with Plato's mother. However, while books provided one route to cultural contact with Kuria, Kate's restricted access to adults in his family seems to have limited her ability to creatively include his culture and language in her

programme. Thus it can be seen that both the teacher and the students in this case study are, in a way, peripheral participants in each other's cultures.

### 5.3 Senior Class Teacher Case Study: Sita

*Just the size of the class and the expectations that you get everything else done ... If I had only one [NESB] child in my class, I'd start thinking, 'Oh, do I spend more time on the twenty nine children I have got here or do I just [spend time with the one NESB student]?' [Int1Si: 17]*

#### Teaching Experience and Identity

Sita's background gave her useful insights into teaching NESB students. As she had been educated in Fiji [Int1Si: 2] she was fluent in several Indian and Pacific Island languages, and had taught her first language, Hindi, as well as English as a second language in Fiji. She later taught at the Teachers' College in Fiji [Int1Si: 1], becoming involved with the development of the English language curriculum and adapting the reading comprehension section of the New Zealand Progressive Achievement Tests (PAT) to the Fijian setting [Int1Si: 9]. She had also completed a course in teaching English as a second language (TESL) in Singapore, and had attended overseas conferences on whole language and language across the curriculum [Int1Si: 11]. Although in her fortieth year of teaching and now nearing retirement, Sita admitted: "I'm forever thinking of new things to do" [Int1Si: 18].

Although she was a class teacher, Sita also fulfilled a wider pastoral role at East School, supporting NESB children and their families and sharing her cultural knowledge with other teachers [Int1S: 12]. However, she reported how sometimes this led other class teachers to believe she spoke many languages: "They get Iranian students and they say to me, 'Can you understand the language?' [When I say] 'No, sorry,' [I think they wonder,] 'Why not?'" [Int1Si: 13].

### Catering for a Few NESB Students in the Class

Sita's cultural background, her second language teaching expertise, her long teaching experience, and her zest for new ideas [Int1Siii: 3] all contributed to the development of her praxis for the four NESB students in her class. In this case study, it is shown how Sita balanced individual and class needs, how content was taught through English, and how students were grouped to enhance learning.

#### *Balancing Class and Individual Needs*

Sita believed that her focus shifted between the class and individuals over the course of the day, so she placed herself in the middle of the continuum (see Figure 5.4). However, during the morning language sessions (when she was observed) she felt she was focused more on teaching class and instructional groups than individuals. This was an accurate reflection, as even when Sita roved around the class during the morning sessions, her intention was merely to randomly sample how students were managing:

The teacher can check with the child and say, 'Hey, are you okay? Do you know what you are doing? What are you doing? ... I do it to the good [students] and the ones who need help. You know, I will do it to all of them, as a random sort of thing. [Int1Sii: 7]

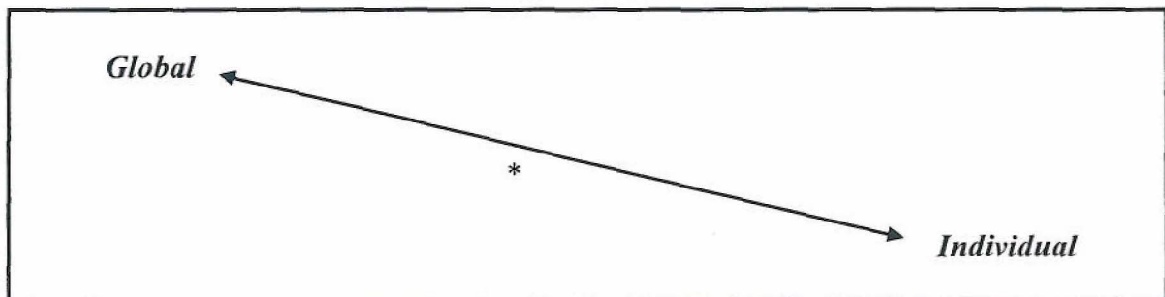


Figure 5.4 Sita's Teaching Focus

Nonetheless, as seen in the quote at the start of this case study, Sita felt that having four NESB students in the class changed the way she taught the whole class. This was confirmed by Sita's "learning styles" approach in the afternoons which allowed students to respond to content in a variety of ways linked to multiple intelligences [Int1Si: 7]. She thought this provided a more individual focus but still viewed the afternoon sessions as both "global and individual" [Int1Siii: 5], perhaps revealing her perception of individuals as an integral part of the class.

As Sita randomly checked on students, asking them to clarify what they were doing, incidental learning was often created for NESB students listening on the periphery. However, Sita expressed ambivalence about providing the NESB students with specific intensive help in class as she felt this might pose a risk that the students could lose face:

They find it a little bit difficult and I don't want them to feel that they are conspicuous or they're being pulled out for something ... I have to be subtle about it. [Int1Sii: 8]

It became evident that Sita often specifically modified her praxis to protect individual students from negative spotlighting in the class. She would, for example, carry out individual reading tests in the storeroom alcove at the back of the room, shielded from the class scrutiny by a large blackboard. She also tried to blend any individual assistance seamlessly into routine class procedures. A case in point was when she assisted a child with impaired vision by discretely placing a small piece of paper on her desk showing what was on the board [Int1Sii: 7]. She used a similar strategy with Atma, a student from India:

I make available a sheet [of paper] ... maybe just a little one with just a few things jotted down and put it in front of a few people just to say, 'Hey' and again not making Atma feel that I am doing it only for him. [Int1Sii: 9]

Another way that Sita inconspicuously assisted individuals was to strike up one-to-one conversation while teaching a small group:

The others would be doing an activity and you can actually get into a conversation with a kid and work things out and teach ... but only in a very limited situation ... [In that situation] we get the closest to individual instruction. [Int1Siii: 1]

### *Teaching Content Through English*

Sita believed that literacy and numeracy were critical skills for all students to master. She also routinely included mime during oral language time [e.g. Obs1b1: 11.04-11.10am] since using a text by Whittington (1967) to teach English to younger students in Fiji. Class miming activities required students to respond to language, such as showing

different emotions, so helped extend the students' descriptive language. Yet, until she reflected, Sita had viewed this as just part of the performance aspect in oral language, and had not previously considered the benefits for students' written language:

I was reading somebody's work the other day and that had ... 'he screwed up his face and started crying' ... [and] I thought to myself, 'Now that is interesting because elements of miming are coming through ... When I planned miming it wasn't to affect the written [work], but it has affected it in one way. [Int1Siii: 9-10]

A genre approach was taken to teaching written language. To teach recount writing Sita carefully progressed from guided practice involving model texts and visual support (eg picture sequences), to recounts based on real shared experiences (eg school swimming sports or cross country run). Finally these learned skills were transferred to imaginative recount writing [Int1Siii: 8]. An example of how Sita's sequence assisted Atma in learning about written recount texts is provided below.

- 11.41 Atma writes quickly under the sequence of nine pictures that are arranged in rows of three then stops and puts his pen down. He is the second to finish at his table. He takes his completed sheet to Sita who nods affirmatively and says, "Right, go on with your reading."
- Atma returns to his desk and chats quietly to a boy across the table from him, raising his hands expressively in a claw-like stance. The other boy imitates this and the two grin together; then Atma settles down to read.
- 11.45 Shortly Sita says, 'Right, I'm coming around with the recount for that story.' She brings around a sheet with a full A4 page of text and one small picture at the bottom. She tells the class to read this through, saying, 'This is the second step.'
- Atma begins to read immediately, mouthing the words. After a short time he stops, holds his pen up in the air, then puts it down on the worksheet and looks at it there. Sita instructs the class: "Circle the linking words." Atma purses his lips together thoughtfully and starts to read the recount again from the top. He stops, plays with his pen, then circles a word. He keeps reading but doesn't circle anything else.
- 11.50 Sita now reads the first paragraph out loud and Atma quickly circles a word when Sita reads 'so'.
- Next, Sita asks the class to tell her the linking words and Atma puts up his hand. A girl says, 'in' and Atma shakes his head, showing he knows this is wrong. As other children respond, Atma circles more linking words he has missed.
- 11.54 Sita reads another sentence and Atma puts up his hand when she gets to 'but'. A child gives an incorrect answer, and Atma, seemingly getting impatient, calls out, "It's got 'and' and 'but' in it."
- Sita asks him to read out the part he is referring to, then says, 'Excellent. Good one!'
- [Obs1S3: 11.41-11.57am]

Atma's mastery of key aspects of genre was also supported by the opportunity to re-read the text many times and to re-consider smaller sections after hearing them read aloud by Sita.

Further written models were provided by Sita working with the class to record useful whole phrases as well as single words before writing. She referred to this process as "extended brainstorming" [Int1Siii: 11]. The class also studied a range of poems written by children of a similar age. Sita believed this not only provided good writing models but also demonstrated that children of this age could write effectively, thus vicariously building writing confidence.

A major influence on Sita's teaching at the time of the study was multiple intelligences, an approach strongly supported by the school Principal [Int1Si: 8]. Sita thought that this approach was especially beneficial for NESB students:

When they first come in, language is a barrier; knowledge isn't. Knowledge isn't; it's just the language. So, if we approach them in different ways and they can sort of learn without having to use too much of the language ... they feel much better about it. [Int1Si: 7-9]

Another idea that Sita had recently introduced to her class was De Bono's (2000) thinking hats. She now rated this as her most important teaching strategy [Int1Sii: 11], often using it as a guide for students' self-assessment [Int1Si: 9]. She saw it as a way of supporting the development of students' metacognitive skills and independent learning, noting how she had not heard students comment that they were unable to think what to write since introducing this technique [Int1Sii: 18]. To introduce students to the different thinking hats, visual imagery was used to associate each type of thinking with a hat colour (e.g. yellow was identified with the sun so this represented good things). Sita believed that this imagery made the learning less abstract for NESB students [Int1Sii: 14]. However, it also added additional processing steps for the NESB learners and skilful scaffolding by the teacher was required, as seen below when Sita assisted Atma to extend his 'yellow hat' statement to identify the good things about a task the students had just completed.

- 11.52 Sita asks the class to share yellow hat statements. A student refers to how quickly the task was done, but Sita explains that the statement should focus on the actual task, not the time taken to complete it.  
Atma raises his hand next and when Sita asks him he responds: 'I did good drawing and colouring.'
- 11.54 Sita queries, 'What does good drawing mean?'  
Atma replies, 'It looks real.'  
Sita nods emphatically.

[Obs1S6: 11.52-11.55am]

Another strategy that Sita had recently begun using during class instructional sessions was the provision of additional thinking time. She explained that instructional teaching was "not like basic facts where you say seven times three [and] you put up your hand and say twenty-one straight away" [Int1Siii: 4], noting that some NESB students might feel that they could just sit and listen when others had put up their hands. This provision of additional thinking time appeared to be effective with Atma, as shown in the following episode that occurred while the class were participating in Sita's strategy of extended brainstorming to review language that expressed the concept of time.

- 11.48 Atma provides 'tomorrow, and last Tuesday' and Sita writes these up on the white board. She takes other suggestions and the list grows. When 'last' comes up she says she will take any more ideas with 'last'. When 'next' comes up later she follows the same procedure. The session is rapid fire and soon Atma no longer raises his hand. Suddenly, Sita says, 'Hands down. Think for 15 seconds.' After this Atma's hand goes straight up. He waves his hand enthusiastically in the air and calls out, 'I know!'
- 1.51

[Obs1S5: 11.48-11.52am]

### *Grouping for Learning*

Sita grouped students for specific learning purposes, including consideration of the needs of the NESB students in this process. For instance, as instructional reading groups were graded from guided to more independent challenging work Atma was placed in a lower group where he would receive more guided support and teacher input, with inferential and factual questions linked more closely to the text [Int1Sii: 2-3]. However, mixed ability groupings were used for the seating arrangement in the class [Int1Si: 8]. Sita further encouraged collaboration by telling the students to read each other's work and to support each other in discussion and problem solving activities [Int1Sii: 8]. She believed that this sort of interaction helped to focus learning: "There are some children who come

[to the mat for class or group teaching] and switch off straight away; but when they are talking to somebody on a one to one basis they are more focused” [Int1Sii: 9].

As much of her time was taken up with instructional teaching, Sita also had rules about requests for individual help from the teacher such as “Ask three before me” enabling her to minimize interruptions and enable those returning from withdrawal groups to join back in [Int1Siii: 3]. However, it was not easy for Atma to obtain any intensive help from his peers as they were required to work quietly and had to complete their own work [e.g. Obs1S11: 11.34-11.45am]. The limited time available undoubtedly makes it more difficult for peers and teachers to help individuals in the class situation. This is explored further in the section that follows.

### **Beliefs and Perceptions**

Sita’s beliefs and perceptions about teaching NESB students are revealed in her confidence teaching these students, her low stress levels in different groupings, and her responses to including linguistic and cultural diversity in her programme.

#### *Confidence Teaching NESB Students*

Sita rated her confidence in both teaching the class and NESB students as a four, at the top of the confidence scale (see Figure 5.5). She linked this high level of confidence to her love of teaching, and to her personality: “I’m just a confident person by nature” [Int1Si: 17].

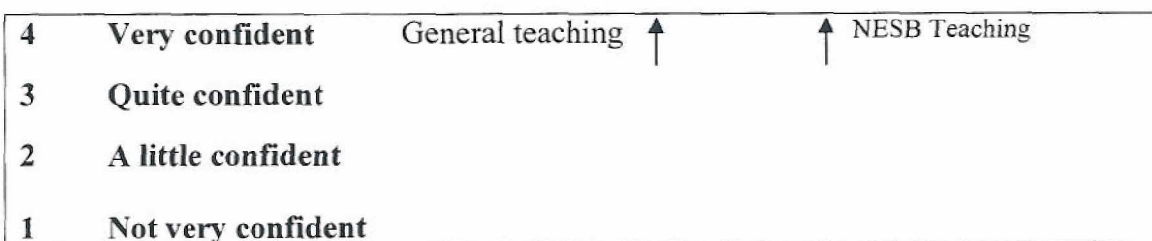


Figure 5.5 Sita’s teaching confidence levels

On being asked to comment on why some class teachers might have less confidence in teaching NESB students she offered a range of reasons, including “modesty”, or a “lack of formal training,” or a lack of knowledge about the cultural backgrounds of NESB

children [Int1Si: 15]. She had personal links to Pacific Island and Asian culture and languages, and believed this contributed to her confidence with more distant cultures:

I am very confident with the [Pacific] Island children. I was brought up in the [Fijian] Islands. And then, being an Indian, I'm very confident with the Indians because I can speak the language ... I know ... their way of life, their culture ... Because I have some knowledge of the cultural background of these children I don't have any problems with feeling confident with maybe somebody who comes from Africa because I know I can relate well with these kids. [Int1Si: 18]

### *Stress in Teaching NESB Students in Different Class Contexts*

Sita rated pair work as the least stressful class grouping (see Figure 5.6).

	Sita's Ranking	Sita's Comments on Stress Levels
<b>HIGH STRESS</b>	<b>10 Independent</b>	<i>"Those kids are not really ready for independent work so it means it puts a lot of pressure on me ... I wouldn't really want Atma to go off and do something on his own often because ... I'd actually be putting him in a situation where I feel he won't be able to perform or maybe not learn that much because he doesn't have the strategies, doesn't have the language"</i>
	<b>9</b>	
	<b>8</b>	
	<b>7 Class</b>	<i>"It's the fear of the unknown ... I don't really know how much the child is able to do, so it puts pressure on me again"</i>
	<b>6</b>	
	<b>5</b>	
	<b>4 Two-tier</b>	<i>"[It's] like you've got peer tutors" [e.g. Sita taught a model group for a new Maths activity, then each child from that group re-taught another group]</i>
	<b>3 Groups</b>	<i>"It's less stressful ... because you know you're getting through to them and having lots of discussions, and you are able to identify their - they give you more feedback so as a result you know where you are going"</i>
	<b>2 Multiple Intelligences</b>	<i>"The learning styles groupings you might call them ... Those kids who are not very print oriented, very physical kids - become the leaders and it gives them a chance to ... practise helping others ... When I use those learning styles groups then others sort of shine out ... Kids in those different learning styles would be very comfortable ... my input would be minimal"</i>
<b>LOW STRESS</b>	<b>1 Pairs</b>	<i>"I'd be very comfortable"</i>

Figure 5.6

Sita's stress level with NESB students in different class groupings

Despite the limitations noted in the last section, Sita saw pairing NESB students with native speakers of English as the least stressful way of supporting their language development. She noted that such pairs worked best if the native-speaking peer was helpful and did not dominate the discussion [Int1Siii: 12]. However, she felt it would be “a total disaster” if Atma was paired with another NESB student [Int1Sii: 6], perhaps due to the fact that none of the NESB students in the class shared the same mother tongue. Sita’s approach to ‘two-tier teaching’ also utilized peer tutoring, but this was ranked further up the stress scale, perhaps because it was more complex to implement with NESB students. Independent work, however, was ranked as the most stressful, perhaps indicating that all of the NESB students had difficulty operating without support in the class. She therefore felt pressured to spread her time fairly between all of the individuals in the class: “Is it fair to spend one hour with this child and three hours with the twenty nine kids in the class?.” [Int1Si: 17].

In the light of the many individual needs, class teaching was ranked as causing quite high stress. In particular Sita expressed concerns about the effects on the rest of the class if she changed her teaching style to accommodate the few NESB students: “I need to go a little bit slower than I normally would in a – and I can’t do that in my classroom because that would frustrate the other twenty-nine” [Int1Siii: 13]. Ultimately one-to-one support with an ESOL teacher was therefore viewed as ideal, since the NESB students progressed most rapidly in that situation [Int1Siii: 1]. Sita also noted that she received valuable feedback from providing one-to-one support:

I’d like to actually get more information ... regarding where they are exactly and how they think, and what their problems are so that I can work a little bit more on an individual basis. Yeah, I see that as a big issue as I’m unable to help them as much as I would like to. [Int1Siii: 12]

#### *Including Cultural and Linguistic Diversity*

Sita would try to give NESB students kudos in the class; for instance, choosing a quiet Fijian girl as a group leader and resource person when the class studied Fiji:

I said, 'Look, she is the best resource person in the classroom. We're going to make her the leader and you go to her and find out information,' and she just blossomed because that was something she was comfortable with. [Int1Si: 8]

However, she often felt concerned about the isolation of the NESB students both in her class and in the school. When she had children from the same culture in her class (although this was not the case this term) she would sometimes group them together to enable them to "draw on their previous experiences and their cultural background" [Int1Si: 8]. She also made an effort to talk in her first language to Indian children in the playground and would tell their class teachers: "Hey, your child is new here ... Tell him I am in this classroom and he can come to me any time he wants to because I will speak to him in his own language" [Int1Si: 14]. However, she also acknowledged that peer pressures could prevent first language use in class:

I remember having a very clever boy in my class once, and I know they speak their own language at home. I said to him at one stage, 'I need to write the numbers. Can you tell me the numbers in your own language?' and he mumbled like this (she mumbles behind her hand). Later on I said to him: 'Look, be proud of your own language,' and I got it out of him; but the first instance was (she mumbles behind her hand again). [Int1Si: 6]

When Sita first came to East School, NESB students from differing age levels were placed in her class [Int1Si: 15-16], but this changed:

Nowadays they [the NESB students] are all spread [across the school] and the teachers don't mind because they get support from [the ESOL teacher] and because they know that we are around to help them ... It doesn't mean you look after the kids but you look after the teachers and help them with resources. [Int1Si: 16]

Nonetheless, later in the term she was pondering the idea of teaching a separate class for NESB students in the senior part of the school:

They want me to go to a special ESOL class. ... It might be an idea because some of those children have a bit of a behaviour problem as well and we don't know why. [Int1Siii: 12]

**Summary**

This case study shows how Sita's experiences and identity had profoundly influenced her praxis. She was not just a full time class teacher. She perceived herself, and was also perceived by others, as an ESOL support teacher in the school. Her effectiveness was perhaps not only due to her passion for teaching, but also to her skill at mediating between her second language teaching expertise and the mainstream theories that preoccupy class teachers in the school. These factors undoubtedly contributed to her teaching confidence which was equally high in both general and NESB teaching. Teaching strategies are said to accumulate with teaching experience (Richards, Li and Tang, 1995), and Sita's security in her praxis clearly evolved from her extensive practical knowledge of both general teaching and teaching NESB students.

Sita ultimately achieved a sense of harmony in dealing with the class situation, and resolving tensions in her role as a class teacher. Blending individuals into the group is emphasized in Asian socialization patterns (Gudykunst and Kim, 1997) and this is evident in Sita's praxis. Her cultural background sensitized her to consider ways to nurture yet save face for individuals while maintaining an overall focus on the class.

While Sita acknowledged that one-to-one help for NESB students was the most effective solution, she knew that this was not easily accomplished. She therefore had a preference for class-based strategies. Her teaching of writing provided effective models, a strategy advocated for teaching content to NESB students (see Section 2.3). Such vicarious models are also likely to enhance the self-efficacy of NESB students (Bandura, 1986). In addition, her focus on multiple intelligences and the use of De Bono's (2000) ideas about thinking, while drawn from mainstream educational theory, harmonized comfortably with her desire to meet individual needs through class teaching processes. In particular, Sita's provision of additional 'thinking time' improved Atma's participation in class sessions, allowing him time to negotiate meaning and to formulate responses during whole class instruction. This approach is perhaps more constructive than 'wait time' which is advocated in working with NESB students. The provision of such opportunities for situated cognition validated Atma as a learner in the class and encouraged him to move beyond passive peripheral participation (Lave and Wenger, 1991).

## **CHAPTER SIX**

### **THE CLASS TEACHERS AT NORTH SCHOOL**

#### **6.1 Introduction to North School**

North School was ranked at decile six, near the middle of the ten-point socio-economic scale [Int2LSC: 1]. Approximately 50 of the 450 students enrolled were from non-English speaking background (NESB), and 25 of these were international students. There were about fifteen different language groups at North school [Int2ETA: 4] and most classes had at least 1 NESB student [Int2TA: 5; Int2LSC: 1]. However, when the Board of Trustees recently heard about how many NESB students the school had “they were stunned; they didn't know” [Int2LSC: 9]. Nonetheless, since participating in a professional development contract the school now gave more emphasis to the needs of the NESB students [Int2ETA: 3].

#### **NESB Student Support**

Three staff held responsibility in ESOL at North School. Lucy, the Learning Support Coordinator (LSC) was experienced in teaching in multicultural settings. She provided advocacy for the NESB children's needs at senior teacher meetings [Int2LSC: 6, 9] and took care to ensure NESB students were placed with teachers who were sensitive to their needs [Int2LSC: 11]. A teacher aide (TA), Vivian, ran a withdrawal programme for junior NESB students including practice activities such as games, poems, songs and basic readers to build survival language and alphabet skills [Int2TA: 2-3, 8]. However, Sharon, the ESOL teacher aide (ETA) was perceived as holding the major ESOL role in the school. She provided in-class support for senior NESB students and taught a language experience class once a week for the international students [Int2ETA: 17-19].

#### **Collaboration between Support & Class Teachers**

Collaborative planning sheets had been introduced to help ESOL teachers to identify key words for pre-teaching before class topics [2TA: 5]; however, there was no other formal system for consultation [Int2LSC: 13]. The LSC was aware that if teachers did not tell her about NESB students she might not pick up on their needs [Int2LSC: 10]. She felt she needed to spend time in classrooms with teachers, but this was difficult as she was a

fulltime class teacher [Int2LSC: 19]. She also acknowledged that NESB students' needs were often not a priority in the school: “[We have to focus on] where the biggest crisis is, which fire has to be put out first ... and these kids are not on fire yet” [Int2LSC: 20]. Students with behavioural needs were therefore often catered for first as their needs were more visible [Int2LSC: 5] while NESB students were often “the first ones to be left out” in class as teachers were trying to meet so many needs [Int2LSC: 15].

The LSC was perceived as having a more distant role. She related how many teachers were still struggling with assessing NESB students against the national cohort, despite her having provided input on this topic at three staff meetings [Int2LSC: 13]. She recalled how, when she had worked in schools with higher NESB student numbers, there had been greater staff interchange on these issues [Int2LSC: 1].

On the other hand, the ETA would bring ideas and resources to teachers [Int2Si: 6; Int2Siii: 5], including information on different cultures [Int2ETA: 23] and phrase cards in relevant languages [Int2ETA: 4-6]. She helped with pastoral care and participated in NESB parent interviews [Int2ETA: 6-7]. It was therefore not surprising that she was perceived as the key support person at North School.:

[The TA] is great; and also it's quite good for me because she's had quite a lot of experience ... She has got loads more ideas than I can probably pull out ... It does save time, and it works, so it's great. [Int2Ji: 12]

Sharon valued the teachers' trust in her [Int2ETA: 10] and thought that their acceptance of her expertise had led to her being treated as “part of the professional team” [Int2ETA: 13-14]. However, there were high expectations; for instance, teacher aides often had to teach NESB students in a class with no prior preparation [Int2TA: 16; Int2Siii: 10]. Teachers often greeted the arrival of the teacher aide with relief [Int2Si: 7] and “the words frequently used were, ‘Well, we don't know; go and do something’” [Int2ETA: 3]. To overcome teacher dependency Sharon had introduced one class teacher to *ESOLettes*, a local support group run by the ESOL Adviser where teachers of NESB students could share practical ideas [Int2ETA: 9, 22]. The teacher acknowledged that she had found this helpful [Int2Siii: 5], but she did not continue attending.

There seemed to be a strong separation between ESOL and class teacher tasks at North School, as well as some resistance to collaboration. Hargreaves (1994) refers to this as *balkanisation*. Perhaps because ESOL teachers were seen as the experts, class teachers did not readily take responsibility for the NESB students' learning programme, and the LSC had no release time to mentor them. As the term progressed, rising NESB student numbers and the limitations imposed on ESOL funding impinged on the quantity and nature of support. We will now look at how two class teachers, Trish and Kathy, coped in this situation with the NESB students in their classes.

## 6.2 Junior Class Teacher Case Study: Trish

*I want them to have fun. I want kids to come to school and love being at school. That's what I want.* [Int2Ji: 5]

### Teaching Experience and Identity

Trish taught in the new entrants' class, a level she had taught for 6 of her 12 year career. She declared it was her "passion" [Int1Ji: 5]. Although Trish had not had any training to teach NESB students [Int2Ji: 15] her very first experience was extremely positive: "I will never forget her. ... It was so much fun. ... We taught the class all these German songs. I knew a little bit of German ... it was awesome" [Int2Ji: 2]. Like this first student, most of the NESB students Trish had taught had simply fitted into the class:

I would teach them and they would listen and they would learn; and we would talk and they would talk back; and they would imitate; they would attempt to write things. ... always want to please and always want to try, and they don't care if they get it wrong. [Int2Ji: 3]

However, her experience with a later Samoan student stood out in contrast:

She hated me. She hated anything there was ... I think it was probably about my third year of teaching so I hadn't had a lot of experience with anything, full stop, let alone a child that cried non-stop basically the whole day ... and the parents just didn't want to know ... She's at school [so] that's my problem to deal with - that's basically what they said ... She just refused to speak ... She wouldn't even speak in her own language. [Int2Ji: 2-3]

This difficult experience had a profound impact on Trish's confidence. She stated: "She will haunt me until the day I die ... It was just awful." [Int2Ji: 17-18]. Trish's ideal was that all students should have fun and love coming to school [Int2Ji: 5; Int2Jiii: 8; Int2Jii: 23-26] since this promoted learning [Int2Ji: 9; Int2Ji: 18; Int2Ji: 3, 21; Int2Jiii: 16]. She believed that NESB students needed a teacher who was positive and loving [Int2Jiii: 7], but she also had clear expectations [Int1Ji: 4] and valued effort: "We don't use 'can't' in our classroom" [Int2Ji: 13-14]; and encouraged risk-taking: "Nobody fails ... so long as they try that's a success" [Int1Ji: 4].

### **Catering for a Few NESB Students in the Class**

Catering for NESB students in a new entrant class posed particular challenges. This is seen in Trish's approaches to balancing the needs of NESB students against the needs of the class, teaching content, and grouping for learning.

#### *Balancing Class and Individual Needs*

Zayhed, a five-year-old Egyptian boy, was one of the sixteen students in Trish's class at the start of the term. Abdullah, another Arabic-speaking student, entered the class when he started school half-way through the term. Although she felt pressure to focus on Zayhed's English language needs, Trish believed it was important to share her attention equally with others in the class (see Figure 6.1).

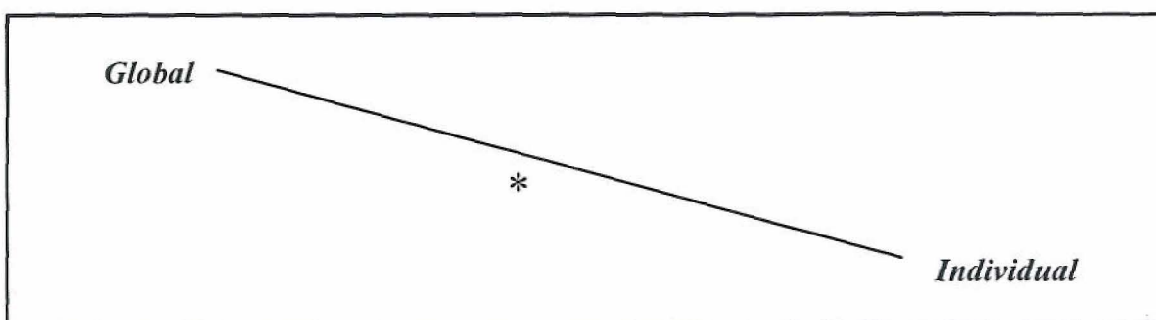


Figure 6.1 Trish's Teaching Focus

Student numbers fluctuated over the term, causing Trish to constantly re-evaluate how much time she could give to the NESB students. After 6 children moved up to another class, she found it was easier to deal with the NESB students' needs [Int2Ji: 10] and felt the smaller class size had assisted Abdullah's integration [Int2Jii: 6]. As new students

arrived Trish also became aware of how much Zayhed had progressed in his time with her [Int2Ji: 7]. However, when she compared his slow progress to Abdullah (who had more recently arrived but was more fluent in English) she felt concerned [Int2Jii: 13]. She also became frustrated since Zayhed needed more help than those students who had been in the class for a much shorter time [Int2Jiii: 1].

Trish believed that establishing class routines was important [Int2Jiii: 7]. She felt this allowed students to act without the continual need for conscious thought, freeing them up to focus on higher level learning, such as basic numeracy and literacy skills [Int2Jii: 1-2, 27; Int2Jiii: 16]. However, this was harder with Zayhed since “at the start he just wouldn't say [anything], wasn't keen to do anything without me physically taking him and making him do it” [Int2Ji: 6]. As shown below, Zayhed could still not be left to function independently in the class.

- 11.55 Trish tells the class to put their books in the box and get out a maths activity. Zayhed asks twice for confirmation, saying, 'Mrs T, Mrs T?' each time. The first time Trish quietly confirms that he is right, but the second time she does not respond.
- 11.57 Zayhed stands by the maths activity shelves, glancing from time to time at Trish who is helping individuals complete their writing.
- 11.58 Zayhed continues to stand by the maths activity shelf. He has his hands in his pockets. Every so often, he can be heard saying, 'Mrs T, Mrs T,' very quietly; but she continues working with other students.
- 11.59 Zayhed tries again: 'Mrs T, Mrs T.' As he stands beside the shelves, other children come over, collect activity boxes, and move on to work. However, Zayhed seems frozen in the midst of this continual activity.
- 12.00 Trish finishes with one child and asks another child to bring his work up to her. Zayhed seizes the interval between children to get Trish's attention. He asks VERY loudly and clearly, 'That one?' pointing to a red plastic box piled high with coloured shapes. Trish responds, 'Yes,' and Zayhed picks up the box and, very slowly, takes it across to the mat.

[Obs2J1: 11.55-11.12.00pm]

As time went on, Zayhed gradually mastered more class routines [Int2Jii: 5]. Trish found that visual cues were helpful in teaching routines, but this applied to all five-year-olds [Int2Jii: 3]. For example, she would draw a picture of a chair on the board in the morning to remind the students to put down their chairs [Int1Ji: 4]; or open her two hands side by side then hold up two fingers as she told the children to get out two books [Int2Ji: 13]. She also used happy or sad facial expressions to reinforce children's actions [Int2Jii: 9].

However, with Zayhed, she was often reduced to just looking cross without giving a verbal explanation [Int2Jiii: 9], and this resulted in tension:

If I use a grumpy voice with him it works. ...He does it straight away ... but ... I don't like getting grumpy and I don't like using a harsh voice because I - that's just not me ... but ... that has worked every time. [Int2Jiii: 23-24]

After attending a course on oral language, Trish was excited that this had authenticated her use of key words to give instructions [Int2Ji: 16]. For instance, she would just say: "Crazy" (meaning, "It drives me crazy if the chairs not tucked in") and the children would go and push their chairs in [Int1Ji: 4]; or she would say "Squiz down," when she wanted the children to sit on the mat [e.g. Obs2J2: 11.00am], or "Squiz in," to get the children to sit close again after being in a circle [e.g. Obs2J2: 10.28am; Obs2J10: 12.18pm], or, "Ske-dad-dily-do," to dismiss the children from the mat [e.g. Obs2J1: 11.15am, 11.27am]. She felt the oral language course had justified her use of abbreviated instructions:

I do a lot of ... using simple keywords ... for example, when I am asking Zayhed to get his books ... I just say to him 'Books, Zayhed, books,' and he looks at me and he points to his book box. [I say]'Yes, Zayhed,' [and] off he goes. [Int2Ji: 13-14]

Trish finally confronted the difficulties of using made-up language with NESB students while reflecting on Zayhed's participation in the class shared news time. At first he had said nothing [Int2Jii: 6] so when, after a lot of encouragement, he had begun to talk at length [Obs2J2: 10.16am; Int2Jii: 6] Trish was reluctant to intervene in case he went back to being silent [Int2Jii: 6]. While reflecting on this she suddenly made a connection to her made-up language in the class: "Maybe that is why Zayhed feels so confident in talking [like this] because half the stuff I say doesn't make sense either, and he thinks: 'Who cares if mine doesn't either?' I mean that may be" [Int2Jii: 25]. She then went on to reflect on her use of made-up language in class: "Maybe that's not a good thing because it's not a correct model" [Int2Jii: 26].

*Teaching Content through English*

Teaching content to NESB students with minimal English was not easy. When Trish drew on the board or used gestures Abdullah and Zayhed would pay attention; but they had trouble keeping up with faster-paced sessions, such as oral Mathematics lessons that required the children to calculate addition and subtraction problems in their heads and show the answers by holding their fingers in the air [Obs2J14: 11.40am].

Explaining the purpose of a learning activity was also difficult at times. For instance, one day Trish asked the children to line up showing various patterning sequences for Mathematics (e.g. socks, no socks, socks, no socks). Later the students had to arrange cut-out animals to show patterns, but in working with Zayhed Trish found that he was focused on learning numbers and animal names rather than the Mathematics concepts [Obs2J9: 12.05-12.15pm].

Trish realized that Zayhed needed more time to translate, but she also felt this slowed things down [Int2Jiii: 31]. However, over the term she discovered that she could check on understanding in a receptive way (e.g. by beginning a maths pattern with concrete objects and asking Zayhed to continue it). She noted: “He was able to do that more easily when he didn't actually have to verbalise it” [Int2Jiii: 29]. Similarly, she found she could ascertain the level of their understanding by watching their participation when she gave students instructions to jump, skip, or hop in time to music; or to touch a sequence of objects of various colours and shapes in the room [Obs2J6: 11.12am].

Over time, Trish found that direct instructions worked best. For example, when Zayhed and Abdullah were off-task one day Trish asked three times, “Right choice or wrong choice?” only to be met with blank looks. However, when she crossly told them, “Wrong choice!” they understood immediately. Zayhed then demonstrated to Abdullah what they should be doing [Obs2J7: 9.50-9.55am]. On another occasion Trish reflected on her efforts to encourage Zayhed to take his jacket off in class, using a series of indirect commands phrased as questions: “Are you hot?” “Do you want to take your jacket off?” [Obs2J8: 9.39am]. Reflecting later she recalled: “When ... he finally took his jacket off I told him straight out, 'Take your jacket off' ... and he did it” [Int2Jiii: 30].

Repetition was also found to be a useful learning tool. Each day the children recited poems that Trish had written, and they recited class mottoes such as: “It doesn’t matter if you’re not good at it as long as you try.” After attending a course, Trish transferred this strategy, introducing her class to action sequences involving *raku* (decorated cardboard rolls). Students chanted verbal commands such as “clap, clap” as they touched the raku together, or “down, down” as they tapped them on the floor [Obs2J10: 11.19-11.34am; Obs2J10: 12.28-12.30pm; Obs2J14: 11.33-11.40am]. This was useful language, and seeing how well Abdullah and Zayhed managed these activities helped Trish to view them as intelligent students [Int2Jii: 8].

Trish regularly worked on alphabet sounds. The students coloured in pictures beginning with the same initial consonant, and linked letter sounds to actions (e.g. saying “nnnn” while showing a plane swooping around with their hands [Int2Jiii: 9; Obs2J10: 11.45am-12.00pm]). Each day Trish also told the class a story about her family. She wrote this up on a large book, illustrating sentence structures and modelling strategies for finding words. However, Trish reflected that Zayhed never wrote about his own topic, choosing to mimic her writing on topics such as “Mrs T and Her Car” [Obs2J14: 11.25am]. She thought that maybe Zayhed just enjoyed writing about her family life as part of his shared school experience with the other children in the class [Int2Jiii: 6]. As the term progressed, however, Trish gained confidence to involve Zayhed in class teaching of some quite abstract language usage, as seen in the next episode.

- 9.17am Trish finishes reading a shared book with the class. After reviewing some simple features of the text she points to where speech marks occur on a page, asking: ‘What are they called?’
- 9.19am A child replies, “Speech marks.”  
Zayhed has been yawning a lot during the revision session but sits up attentively now.
- 9.21am Trish writes the symbol on the board: “ ” and says several times, “This tells us that someone is talking.”  
She then writes up **Hello** inside the speech marks and she asks everyone in the class to say this together. After a bit of prompting this happens. They read it again. Next Trish writes up: **said Room 17** after “**Hello**” and they all read together: **“Hello” said Room 17.**  
Trish rubs off **Room 17** and writes up **Mrs T**. She reads: “**Hello**” and the class reads: **said Mrs T.**
- 9.24 Trish continues to change the speaker by writing up names of different children in

- the class. The child selected says, “**Hello**” and the rest of the children read: “**said**” followed by the child’s name.
- 9.25 Finally Trish writes up Zayhed’s name.  
Zayhed smiles and immediately says, “That’s mine - Zayhed”  
Now Trish points to “**Hello**” and Zayhed reads this (*perhaps more by rote than with understanding*) and the class follow with: **said Zayhed**.  
Trish sends the class back to their tables and calls up her first reading group.  
[Obs2J3: 9.17-9.25am]

### *Grouping for Learning*

Although the NESB students did some introductory work with a teacher aide and later joined a withdrawal group, Trish initially liked to get to know the students and build their security and confidence, so she did not want them to be withdrawn:

I have this hate for isolating children. ... It [is] like ... 'Because you're not good enough to do that work' ... I don't want that for my kids, for any of them, but particularly for children who are having trouble or could be struggling anyway.

[Int2Jii: 12]

New children were sometimes paired with students who were more familiar with the class routines. However, finding a suitable buddy for Zayhed was not a straightforward task. He tended to become overly reliant [Int2Jiii: 3], causing the buddy’s progress to suffer [Int2Jii: 20].

When Abdullah arrived Trish buddied him with Zayhed, thinking this would provide social support since they were already friends [Int2Jii: 14], and that Zayhed’s confidence and independence would be boosted by being able to show Abdullah the ropes [Int2Jii: 13]. However, Abdullah quickly became the dominant partner and, not knowing the rules, he sometimes got Zayhed into trouble [Obs2J5: 11.15-11.25am]. Trish was therefore forced to re-assign both Zayhed and Abdullah to English-speaking buddies [Int2Jii: 13].

Peers often provided useful models. For instance, Zayhed would lean across the table to watch and listen when Trish sat at his table to help other children with written language [e.g. Obs2J4: 11.39-11.46am]. Trish was aware of the benefits of being a spectator-participant:

I never take children up to my desk; and the reason I do it at their tables is because all of those children are benefiting from me talking to the child whose book I am

doing ... So, even though I am not talking to them, they are hearing me and they are listening to me. [Int2Jiii: 18]

### Beliefs and Perceptions

Evidence of Trish's beliefs and perceptions was provided from three perspectives: her perceived levels of confidence in relation to teaching in general and when working with NESB students; the differing levels of stress she reported when teaching NESB students in various class contexts; and her approaches to the inclusion of diverse languages and cultures.

#### *Confidence with the Class and with NESB Students*

Trish's perceived herself as a very confident teacher and, despite admitting there were things she could improve on [Int2Ji: 17], she ranked her general teaching confidence at the top of the four-point scale (see Figure 6.2). However, she felt considerably less confident about teaching NESB students, ranking this as a two.

Trish liked to feel that the children in her class understood her and prided herself on giving clear understandable directions [Int2Jii: 9; Int2Jiii: 8]; but the situation held many uncertainties which revealed her low level of efficacy in this situation. For example, it was hard for her to judge whether Zayhed needed help to understand, or whether he was just refusing to cooperate: "I didn't want to push him just in case he didn't know and then he'd get really upset and I don't want that" [Int2Ji: 6].

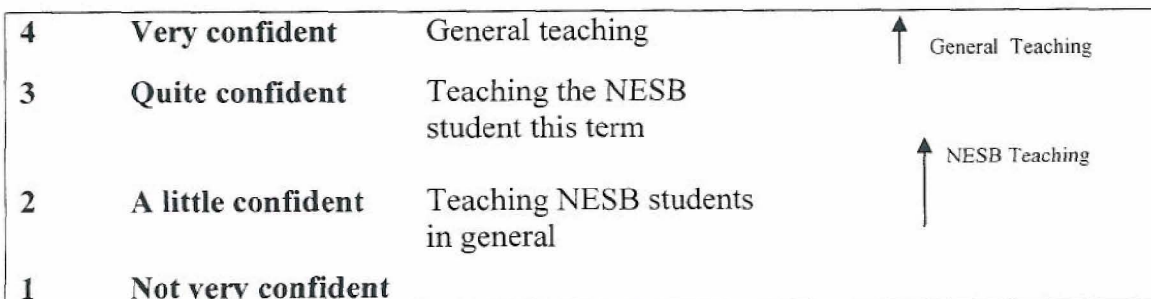


Figure 6.2 Trish's teaching confidence

Trish specifically linked her unhappy experience with a Samoan student nine years earlier to her low confidence teaching NESB students [Int2Ji: 17]. Nonetheless, Trish

was having a greater degree of success with Zayhed. Early in the term, she ranked her confidence with him as two and a half, explaining:

He's smiling and he's laughing; but I want him to be smiling and laughing all the time and, you know, I want to see him feeling successful with what he does; and I don't know that he is at the moment. [Int2Ji: 18]

Once Zayhed began to talk Trish relaxed more: "He talks to me so I know he's not petrified of me" [Int2Jii: 2]. Zayhed's greater participation in class also helped her to feel more confident that her teaching was making a difference [Int2Jii: 7].

Positive feedback from colleagues was also valued. Trish noted that she was pleased if other teachers said the NESB students in her class had made progress [Int2Jiii: 11-12].

Her participation in this study was also identified as helpful for similar reasons:

I've had people come in and do appraisals ... but the specific-ness that you've given me has been better than any of those appraisals ... I am more likely to try ... I am more likely to work on it because I've had that feedback. ... You've given me things to, you know ... not to work on, but things that have given me food for thought. [Int2Jiii: 11]

Trish's comments at the end of the study suggest that she was now more confident:

I believe I've got all those things [that I have listed about being an ideal teacher of NESB students] ... in my classroom; but whether or not I do them to the best that I can do them - I don't think I do. So, probably I'd say I'm three quarters of the way there. [Int2Jiii: 10]

#### *Stress in Teaching NESB Students in Different Class Contexts*

Trish avoided the top of the Stress Meter (see Figure 6.3), declaring that she was not a stressed sort of a person [Int2Jiii: 20]. However, she admitted experienced higher stress levels with NESB students.

Trish placed independent work right at the top of the Stress Meter, reflecting her perceptions of Zayhed's lack of independence in the class. Her struggle to find effective peer support for him is also seen in her relatively high stress rating for pair work. In

contrast, she felt least stress when dealing with the NESB students as part of the class. NESB students' needs appeared less visible in the midst of a wide range of student needs.

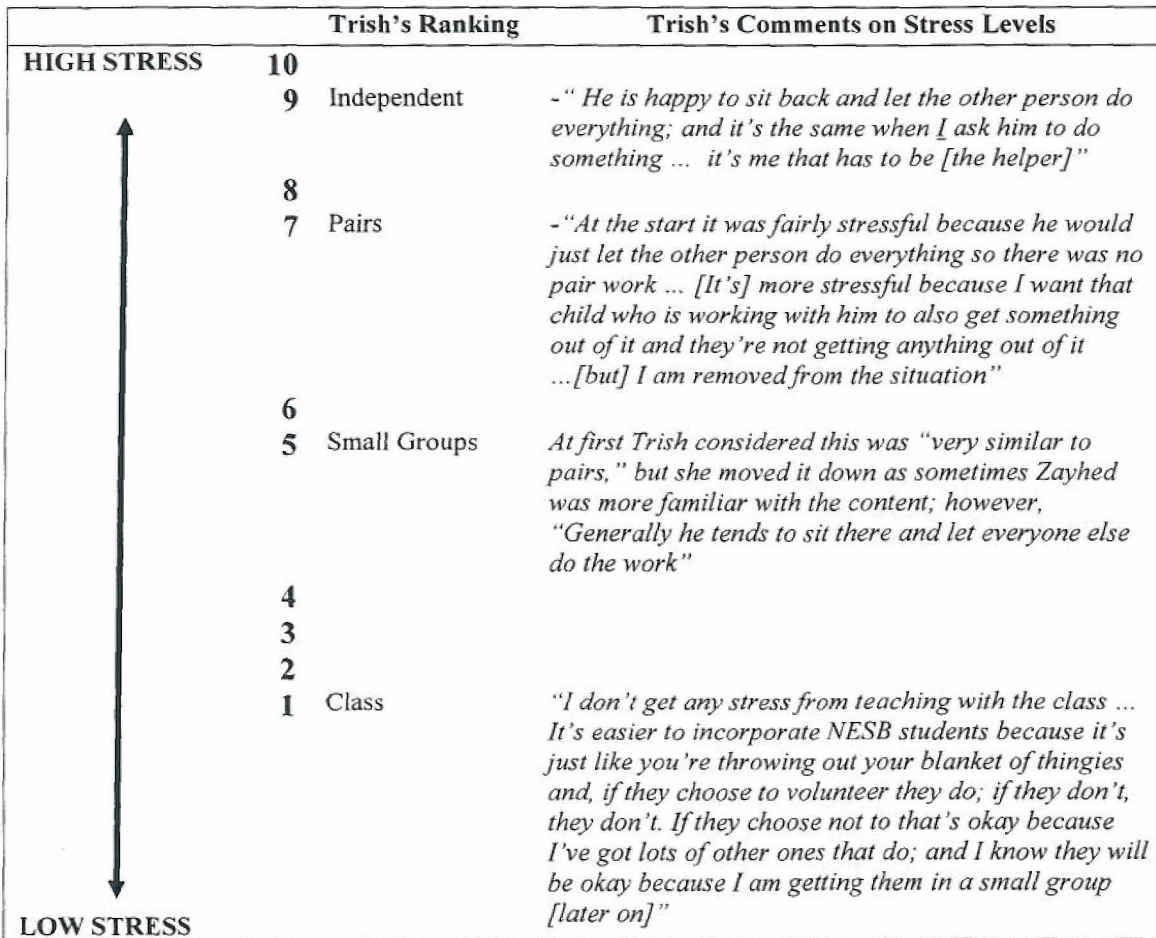


Figure 6.3. Trish's stress with NESB students in different groupings [Int2Jiii: 20-28].

Trish noted that the Stress Meter indicates general patterns which were subject to situational changes. So, although she rated teaching small groups as moderately stressful she acknowledged that today was different: "Today's reading was just awesome. I mean that was like way down here for stress [indicates near the bottom of the stress meter] because Zayhed was just excellent. He had obviously had the book before" [Int2Jiii: 22]. Her words may also suggest that stress increases when a topic is less familiar, or when a child's English proficiency is lower. In particular, she connected her higher stress with Zayhed to higher uncertainty in this situation:

I find that quite stressful because I think, ‘Is this the best thing? Is this the best thing that I am doing, or am I better to just let you go for it and try it and get it wrong because that's how you are going to learn?’ [2Jiii: 23]

*Including Cultural & Linguistic Diversity*

Trish was keen to integrate the NESB students with the class, noting that she wanted to “just treat them like anybody else” and that it was important “to not isolate them, to not make them think that there's something different and therefore wrong” [Int2Jii: 28].

Being different is unavoidable for NESB students, however. Although Trish worked to establish contact with NESB families, chatting to Zayhed’s parents when they came in with him in the morning and when they collected him after school [Int2Ji: 10], she perceived that there was a large distance between his family’s expectations and those of the school culture. This is revealed when she talks about Zayhed’s emerging personality:

It’s quite groovy to see him not be the perfect little angel [anymore]... I don't know what the discipline system is at home. I certainly don't know anything about the discipline in schools in Egypt. I would say they'd be extremely strict. [Int2Jii: 8]

Language distance also became significant in Trish’s perceptions. Being confident in using Maori and French to give directions in class [e.g. Obs2J9: 11.12am; Obs2J14: 11.20am], she had tried to communicate in Arabic with Zayhed, using a pronunciation guide she had obtained from the ESOL teacher. Her failure to establish communication in this way heightened her empathy for the NESB students, and she commented that if she had to learn in Arabic script she would probably be near to tears [Int2Jii: 7].

Cultural distance was further emphasized by small events in the class. For instance, when Zayhed brought Trish a Mothers’ Day present Trish had automatically gone to hug him. When he backed off she felt that she had committed a cultural gaffe [Int2Jii: 14-15]. Trish also wondered if Zayhed’s lack of independence was due to cultural differences, but she actively resisted being cast in a culturally different role as his teacher:

I get the feeling that he has had everything done for him ... [He thinks] I am going to do everything for him, because maybe his Mum does everything for him. ... Well, uh-uh, not in this class! And, yeah, it really annoyed me ... not because I didn't want to help him, because I did; but after the first two weeks, three, four

weeks; five, six weeks; it's like, 'I'm not doing this. I don't do this for the new new-entrants that come into school.' [Int2Jii: 9-10]

### **Summary**

Bandura (1986) argues that “After a strong sense of self-efficacy has been developed through repeated successes, occasional failures are unlikely to have much effect on judgements of one’s own capabilities” (p. 399). In contrast, Trish’s case demonstrates how long-lasting harmful effects on self-perceptions may result from initial “powerful negating experiences” (Bandura, 1986, p. 396). Trish’s earlier unresolved experience with an NESB student who was unable to communicate with her appears to have significantly influenced her beliefs about her instructional efficacy with low English proficiency students. In turn this appears to have intensified her feelings of inadequacy about teaching Zayhed who also had only a little English when he arrived in her class.

While Nias (1989) suggests that high uncertainty often results from ill-defined roles and leads to lack of clarity about how to self-assess performance, Trish seems to define her role clearly, but has difficulty implementing it. This seems to be especially related to her lack of knowledge about how to rectify elements of her performance that she identifies as falling below her high expectations for herself as a class teacher. She experienced high stress levels in her attempts to deal intensively with the NESB students. Bandura (1986) connects low stress levels with high self-efficacy, noting too that efficacy is contextually bound, so Trish exemplifies how an experienced teacher can still be a novice with NESB students.

Trish’s case also illustrates the impact of students’ low English proficiency on an experienced teacher’s confidence. As Zayhed’s English improved, Trish became more confident about including him in the class teaching situations, although she continued to ask other children first, thus setting up a model for his response. This is a strategy identified as being effective with NESB students (see Section 2.3). It is possible that Trish’s confidence was further influenced by the challenges that emerge for teachers when wide cultural and linguistic distance is perceived. Giles and Byrnes (1982, cited in Brown, 1994) suggest that ability to communicate may be influenced by perceived

cultural distance, and Arabic language and culture is reported to be diametrically opposed to Western ways of thinking and operating (Gudykunst and Kim, 1997).

There is some evidence that Trish used information from her generic professional development to confirm her existing practices. She also had great difficulty confronting the issues that her creative use of language might cause for NESB students. This illustrates how hard it is to alter core beliefs about good teaching (Pajares, 1992), and more especially so if the person has an advanced level of skill in that discipline (Nias, 1989). It is certainly doubtful that Trish would have challenged her own beliefs if left to reflect alone. However, over the term of the study she did become more able to identify which strategies worked best with the NESB students. It is likely that additional input on second language learning processes would have further assisted her in independent generation of ideas and development of criteria by which to evaluate her performance in this domain. However, doing so may have also influenced her confidence. As Bandura (1997) asserts, perceptions of self worth are weighed against ideals. Nonetheless, clarifying criteria for ideals may have helped Trish to improve her assessment of her performance as, in the climate of uncertainty, it is possible that her ideals had become unrealistic.

Let us now look at how Kathy, a less experienced teacher, coped in a similar situation.

### **6.3 Senior Class Teacher Case Study: Kathy**

*When I knew I was going to get [an NESB student] I felt dumbstruck. It felt like I was put in a ten-foot pool and I couldn't reach the bottom ... I just had no experience whatsoever ... I don't feel quite so much like that any more. I can touch the bottom on certain days. [Int2Si: 1-2]*

#### **Teaching Experiences and Identity**

Kathy had arrived at North School at the start of the year. She was in her third year of teaching and, although her prior teaching position at a decile three school had been a challenging one [Int2Si: 15], she was still enthusiastic about her choice of career:

I love teaching ... I love the spontaneity of the students, and their enthusiasm ... and I like their humour ... I love that every day is just different. It's not like I'm doing the same thing every day. [Int2Si: 13]

Kathy saw herself as “very organized” and “quite a firm teacher in that these are my expectations, these are my boundaries; you meet them or you know the consequences” [Int2Si: 3]. She wanted all of her students to have a positive sense of self-worth within the class environment, to develop their strengths and talents, to set realistic goals, and to develop their independent learning skills [Int2Si: 3].

Kathy had never taught NESB students before and did not recall having received any information about teaching NESB students in her pre-service course: “For me, if I don't use it then I don't remember it ... so quite possibly they did [give us some information], but it wouldn't be any use to me three and a half years down the track” [Int2Si: 2]. Nonetheless, she thought the NESB students were “very hard-working” as well as “quiet and respectful” students who were “good listeners” and “always trying to understand” [Int2Siii: 14].

### **Catering for a Few NESB Students in the Class**

There were two NESB students in Kathy's year 5-6 class including Jane (a year five Korean student known by an English name) who had arrived at the start of the year with only “one word answers” [Int2Si: 12]. Kathy therefore had to devise a number of strategies to balance class and individual needs, teach content through English, and group these students effectively for learning.

#### *Balancing Class and Individual Needs*

Kathy felt pressure to fulfill her role as the class teacher, and believed that her main focus had to be on teaching the whole class rather than teaching the individuals (see Figure 6.4).

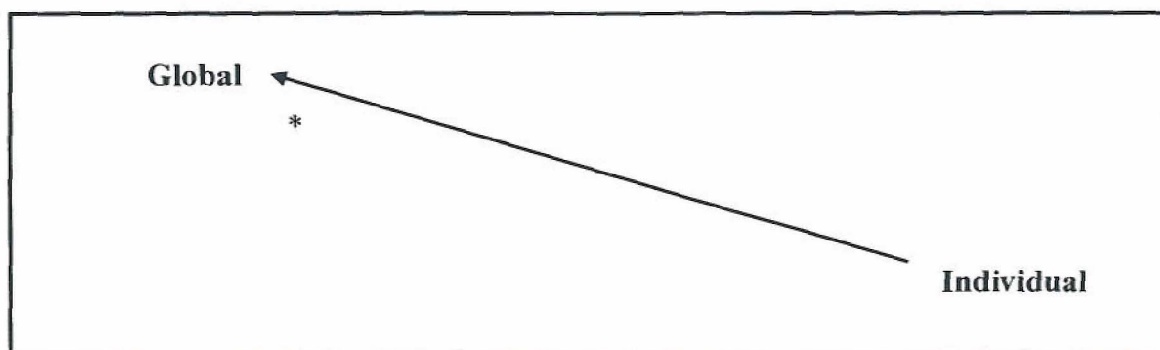


Figure 6.4 Kathy's Teaching Focus

Although Kathy wanted to have a more individual focus she felt there was not enough time to do that well, and she believed that if the NESB students were in smaller group they would progress more quickly [Int2Siii: 6]. Finding time to meet Jane's needs in class time required compromise:

I can still spend *some* time with Jane, but am I spending enough time with the others as well? And that's the balance, really, isn't it, because she has so many needs; but then so do the rest of the class. [Int2Si: 5-6]

Most days, however, Kathy would schedule several times to work individually with Jane. She fitted this in through providing *intermittent input*, or giving Jane short bursts of teaching input while concurrently coping with other demands on her time [Int2Sii: 19]. This is illustrated in the following episode in which students are deciding which activities will be easy or difficult at the forthcoming class camp.

- 9.50 Jane is seated on the corner of her table group. Kathy brings a chair alongside her and sits down saying, 'What things did you find easy or difficult?' Another child interrupts with a question, and Kathy turns away from Jane to deal with this first. She then asks the class to bring the noise level down a bit.
- 9.52 She turns back to Jane again and goes through the list of camp activities that she has recorded in her exercise book asking for each item: 'Do you find that easy to do?' However, after a few choices, there are two further interruptions from other students.
- 9.54 Kathy finally turns back to Jane again and helps her to identify more things that she thinks she will find easy to do at the camp.
- 9.55 Kathy stops and asks the class (in Maori) to put their hands on their heads. And talks to them about the noise level.
- 9.56 She then continues with Jane. Snippets of her remarks can be heard: 'Good, good ... Good spelling ... If you look at the page before you will know how to spell it.' She finishes with, 'I'm going to give that a big tick. That's perfect. Now, miss a line

– [write up the heading]: Things I find difficult.'

9.57 Kathy moves away to check on the rest of the class who seem to have noticeably lost focus while she has been working with Jane. Meanwhile, Jane copies the new heading from the board. This is quickly completed and she stops working. Kathy returns to her seat alongside Jane and says, 'What did you find difficult? Is that going to be easy or hard?' She points to one item at a time. Jane tells Kathy that she doesn't like going for walks. Kathy repeats this and prompts: 'Good, write that down ... Good sounding out! ... What do you like? ... Do you like ...? Keeping your room tidy? Ah, do that one. Keeping my room tidy (says this slowly then repeats it one word at a time as Jane writes it down). Last word – tidy.' Another student comes up with a query, then Kathy continues with Jane again: 'Good, miss a line and write: 'My personal goals and challenges.' At this point, 2 small children appear in the classroom with a message. Kathy stops, writes a response on the clipboard, and the visitors leave. Kathy checks on how Jane is doing then sits back to allow her to copy from the board.

10.04 Kathy tells the class that she loves the way they are working and asks a student to put a marble in the class jar (the class gets a reward when all the marbles are in the jar). Kathy turns back to Jane and says, 'Right, one more thing to do.' At that point another student comes up for some help. Kathy completes what she was saying to Jane and then turns to the waiting student.

[Obs2S2: 9.50-10.04am]

The intermittent input Kathy provided often resembled a semi-dictation exercise, aimed at completing book work in correct English rather than focused on thinking about the task. Although this interaction did provide Kathy with input on how Jane was coping, it was difficult for her to cope with Jane's high needs for one-to-one support as well as supporting other students in the class. The extract shows that Kathy frequently had to ask the class to work more quietly. She explained later that this was due to Jane speaking so softly [Int2Sii: 1]. The pressure of dealing with Jane alongside mainstream teaching needs may have also lowered her tolerance. This level of input was therefore not always possible to sustain. As Kathy commented, "There are days when I get to see the whole class; but there are other days, you know that Jane does need help but sorry, not today" [Int2Sii: 15]. Inevitably Jane would sometimes spend a disproportionate amount of time on fill-in activities such as colouring in borders on her work [Obs2S5: 9.55-10.02am; Obs2S9: 10.09-10.15am; Obs2S11: 9.51-10.08am].

### *Teaching Content through English*

One of Kathy's key concerns was to find a starting point to teach the NESB students [Int2Siii: 3]. In the past, she had found that establishing a positive relationship had

helped her deal with more difficult students [Int2Sii: 25], but Jane's limited English made this harder [Int2Si: 12]. The class camp early in the term had markedly improved both Kathy's relationship with Jane and her interaction with other students [Int2Sii: 2], and Kathy tried to show that she was friendly by using positive body language [Int2Siii: 4]. She was also becoming more tuned to Jane's body language during class teaching: "She usually sits quite nicely on the mat, you know, but [when she's tired she looks like] a droopy wilted flower" [Int2Sii: 11]. However, interpreting Asian expressions remained a challenge: "Jane always has a blank face except when she smiles" [Int2Siii: 11].

Kathy initiated some specific strategies with the NESB students, for example encouraging them to ask for help by getting them to repeat what they should do if they got stuck [Int2Siii: 3]. As she often could not determine whether Jane understood a concept and needed help with the English language, or if the concept was new and needed to be taught, she would often use her hands to illustrate concepts when teaching a group that included NESB students [Int2Sii: 3-4]. Some existing class strategies were also successful with NESB students. For example, Kathy always modeled how to set out work, and a place was provided for students to display their best work [Int2Sii: 22-23].

Kathy identified those parts of the programme that Jane could participate in, such as the roll call, spelling activities, mathematics and handwriting [Int2Si: 7-8]. However, some class activities were too demanding. She therefore had to set up an individual reading programme for Jane, including buddy reading, silent reading, reading with audio-taped support, and reading to the teacher. As Jane did not always understand when she read aloud, Kathy had learned to give her time to silent read first and to ask questions afterwards [Int2Sii: 1; 4]. Difficulties could arise, however, if the following independent activity was too difficult [Int2Siii: 12]. Another activity would then have to be quickly found to avoid leaving the student in a failing situation [Int2Si: 12-13].

As other students did not require the level of language support that Jane did, many activities Kathy devised for Jane tended to be separated from, rather than integrated with, the class programme. For instance, Kathy worked on sound blends during written language but did not reinforce these in reading time, focusing instead on meaning

[Int2Si: 5]. She used gapped structures to review reading texts with NESB students, but had not considered using this strategy to support written language or other curriculum areas [Int2Sii: 19].

Kathy formed a somewhat restricted view of the NESB students' skills. This was perhaps reinforced by the difficulty Jane had with written English script: "Often, because she hasn't been taught which direction you form letters, she will do an 'o' backwards; and her 'i' - she starts with the dot and then does the line ... [some letters are] joining the wrong way" [Int2Sii: 2]. Kathy was unable to see how the genre models she presented to the rest of the class could be adapted for the NESB students, enabling transfer from the students' prior knowledge of Korean text structure. Her key priority was to get Jane writing correct sentences, full stops and capital letters [Int2Sii: 1]. She felt that genre and text structure would wait till after these basic literacy skills were established:

It's just getting ideas down for Jane: writing on a variety of topics; forming correct sentences; using all those little joining words: the, a, all of that sort of stuff; using a capital and full stop. That's more important than writing in this particular style because that's just putting extra pressure on. [Int2Siii: 10]

### *Grouping for Learning*

Kathy tried to build peer connections by letting Jane go out with other students to do language activities two afternoons a week, and encouraging her to join in language and mathematics games with other students when they had finished their set tasks [Int2Si: 9]. She believed that effective interactions developed firstly between peers [Int2Sii: 7]. As Kathy saw helping others as something she expected of students generally she did not want to specifically reward students for helping NESB students [Int2Sii: 17]. However, spontaneous peer support was often evident in class. Sometimes, when Jane was working independently on the computer, Kathy would ask specific individuals to see how she was managing; but at other times individual children would just drift over and help her. Kathy commented that although the children enjoyed working with Jane, the other draw card was the computer [Int2Sii: 16-17].

Kathy believed that peer tutoring was a positive way to reduce the NESB students' dependence on the teacher. She also believed that if she focused firstly on developing Jane's confidence, then her English language that her mastery of other areas of the class programme would follow [Int2Sii: 6]. She recognized that it was important to select peer tutors who would be helpful and to rotate them [Int2Siii: 9]. She also had specific ideas about how peers could support Jane during written language time, such as: "Get her to say a sentence to the peer tutor and her/him just to say, 'Oh awesome, well done!' ... or sometimes add in 'the' into the sentence ... or be there to help her spell a word" [Int2Sii: 16]. She thought it would be necessary to model strategies like this for the tutors [Int2Siii: 9]. Finding time to do set this up formally was, however, identified as an issue [Int2Sii: 12].

**Beliefs and Perceptions**

Further evidence of Kathy's beliefs and perceptions in relation to teaching the NESB students in her class is provided from three perspectives: her general teaching confidence in comparison with her confidence to teach the NESB students; the stress levels she experienced in working with these students in various class groupings; and her responses to including cultural and linguistic diversity relevant to the NESB students in the class.

*Confidence Teaching NESB Students*

Despite her relative inexperience, Kathy believed she was generally a confident classroom teacher (see Figure 6.5). She ranked herself as a three out of four "most days, rising to a four some days" [Int2Si: 9]; however, her confidence was not consistent across all areas of her teaching.

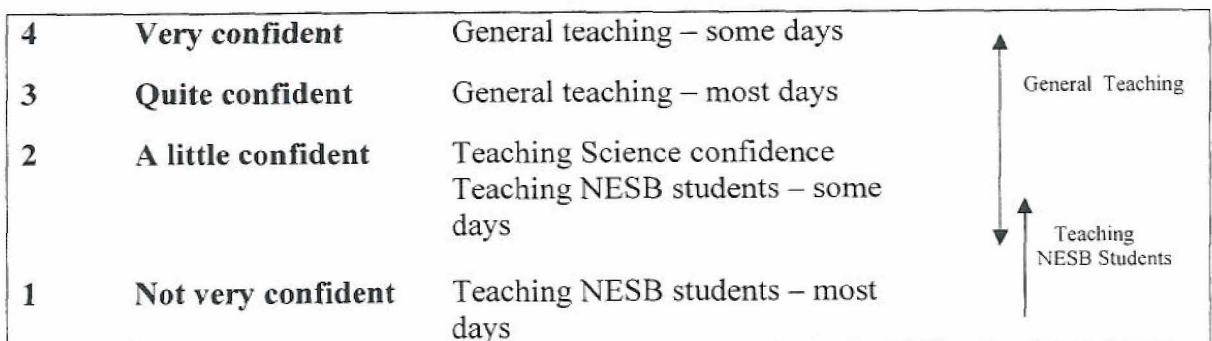


Figure 6.5: Kathy's teaching confidence

Kathy was still building her knowledge in some curriculum areas, for instance Science: “I’ve got to study up on it before I teach the class” [Int2Si: 11]. Nonetheless, at the start of the term, her confidence was lowest with NESB students. She ranked this at a ‘one’ most days, rising to a ‘two’ on good days [Int2Si: 9]. She admitted that she often felt as though she was not doing anything useful for the NESB student in her class [Int2Si: 4] and lacked preparation for this experience: “This is the very first time [I have taught an NESB student]. When I knew I was going to get [this student] I felt dumbstruck ... There was no previous knowledge to draw upon” [Int2Si: 1].

Kathy inevitably measured her success with Jane against the closer relationship enjoyed by the ESOL teacher aide: “She had a good relationship with [the ESOL teacher aide] straight away ... and yet I’m with her all day” [Int2Sii: 7]. In addition, as she had only taught senior primary classes she felt she had few relevant resources or knowledge to teach English literacy at earlier level [Int2Si: 1-2, 4]. Kathy’s lack of past experience with NESB students, coupled with her limited general teaching experience, therefore seriously impacted on her confidence. She admitted at the start of the term:

I just don’t know what I am doing. ... I don’t know if I’m doing it right, or if I could be doing more or how else I could be doing it. As a teacher you get taught so many different tools ... but with the NESB student I know one way and I don’t know if it’s the best way. I don’t know if it’s a good way or a bad way. [Int2Si: 10]

As the term went on, Kathy’s confidence improved and her growing competence was evidenced in her increased ability to articulate the strategies she was using with Jane:

I’m not even aware I’m changing it but I am. I am [now] teaching at her level ... I’ve got a lot of activities for her: some alphabet activities and word activities ... I change the language I use ... [I] also use more physical things to show her if need be - model things - If we’re stuck on a sentence word - like she cannot figure out how to put ‘where’ into a sentence - then I will model some sentences so that she can do it; and [I will] start a sentence even, particularly in her written language. [Int2Sii: 9-10]

As Kathy's certainty in her praxis improved she also noted that she and Jane had become more "comfortable" with one another, and she admitted not feeling so "scared" about teaching her [2Sii: 8]. She began to identify times when she was reluctant to challenge the NESB students: "I've got to be confident they know the answer to be able to ask them a question" [Int2Siii: 2]. No doubt Kathy's perception of Jane as a shy sensitive student [Int2Siii: 2] and her desire to help her to gain confidence through experiencing success [Int2Sii: 3], as well as her desire to develop a positive relationship with Jane, were significant factors in the struggle that Kathy continued to face with regard to taking on an active teaching role with Jane:

I thought [the title] could have been bolder, bigger, bolder ... I talked with the class so many times about it with her there, and of course she wouldn't have taken it in ... She came up to me shyly... and I just said, 'That's fantastic. I really like this. Well done.' [Int2Si: 10-11]

By the end of the term, however, Kathy had indeed progressed, and she felt that she was now half way to reaching her ideals for a teacher of NESB students. She believed she knew what was needed to make further upward progress, and expressed confidence that she would keep on improving as she gained more experience [Int2Siii: 4]. Nonetheless, she believed her work with NESB students was still "trial and error" [Int2Siii: 3-4].

#### *Stress and Teaching NESB Students in Different Class Contexts*

In general, Kathy perceived herself as a low stress person restricting her upper stress limits to just five on the ten-point stress meter (see Figure 6.6). She commented: "I don't believe in stress. ... I love my job and I don't think there's any place for stress" [Int2Siii: 7].

It is interesting that Kathy experienced less stress when teaching the class or small groups. This was perhaps due to her high efficacy in the class teaching role, and maybe because Jane was more easily viewed as a peripheral participant in these situations. As Jane was often unable join in with independent or paired activities [Int2Si: 8] higher levels of stress are evident at this end of the spectrum. Jane's high dependence on one-to-one help meant she would often stop working as soon as Kathy moved away [Obs2S10:

11.09am]. These difficulties were perhaps enhanced by Kathy’s teaching routine that generally involved a shift from class teaching to independent or pair work.

A further source of stress was the lack of time to meet the NESB students’ needs within the class [Int2Sii: 24]. In fact, Kathy rated dealing with NESB students as more stressful than dealing with behavioural issues [Int2Siii: 9]. With so many needs in the class, Jane was sometimes left to tackle new tasks independently. While this gave Kathy an idea of what Jane could do without help [Int2Sii: 15], it also increased her frustration:

I don't believe we get enough time to support the ESOL kids. It's ridiculous - an hour a week or whatever it is. It is not even close to enough, particularly now where Jane is at – (pause) where she really needs that extra help to write every sentence she writes. [Int2Sii: 15]

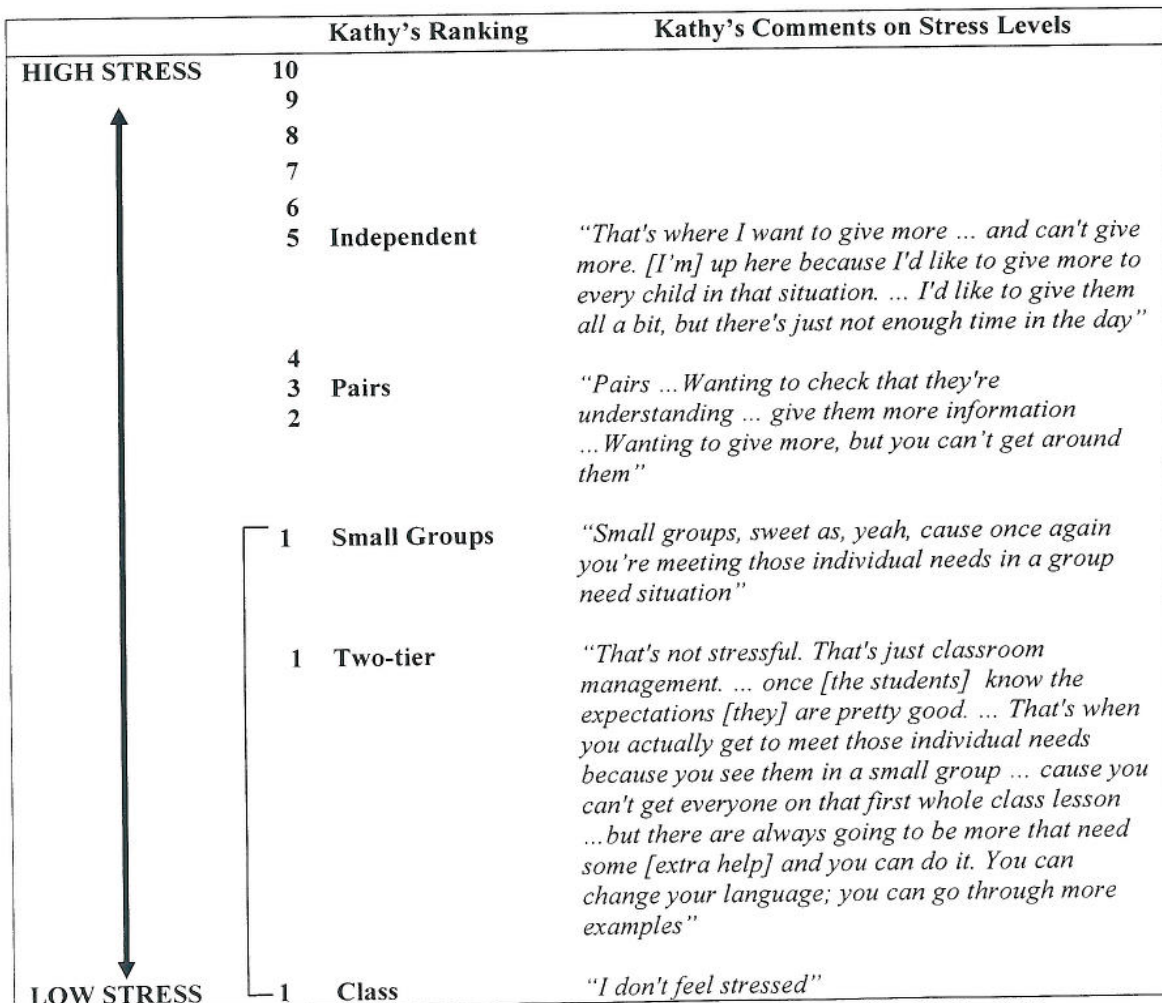


Figure 6.6 Kathy’s stress levels in different class groupings [Int2Siii: 6-7]

Sometimes there was in-class parent or teacher aide support. This additional assistance was helpful as, not only was the programme often too difficult for Jane, but Kathy could not always predict when difficulties would arise:

[I have to give her a] completely [separate programme] ... Like today, when we were like looking at reading maps ... I worked individually with her, but there was only about half the questions that she actually had enough language to understand ... Her teacher aide worked with her the day before and that was really helpful - and that was just doing north, east, south, west ... [Today] the teacher aide came in while I was doing the lessons so she withdrew her while we carried on ... Had she not been there when we actually did the worksheet then I would have worked with Jane, but she wouldn't have had it immediately. [Int2Si: 5]

In-class support was understandably regarded as more effective. This also meant that, as children were not constantly coming in and out, ongoing teaching was less disrupted:

Putting up with the interruptions in the everyday classroom - that was something I struggled with for a long time when I started teaching. ... I want my own kids. Stop taking them away from me. I want them so that I can teach them. [Int2Si: 13]

Nonetheless, while in-class teacher aide support allowed Kathy to focus on other needs in the class, it did not assist in building her skills or confidence:

[When] Sharon was working with Jane, I didn't have to. Her needs were being met ... I could meet other needs in the class ... I just feel like, 'Phew that's done. That's one less child to, to have to see for that particular task today, and that's really nice. [Int2Siii: 8]

#### *Including Cultural & Linguistic Diversity*

Kathy frequently used Maori language in giving class instructions such as, "Hands on heads," or "Listen to me." As she simultaneously modeled what she wanted the class to do the NESB students quickly learnt to respond to these phrases [e.g. Obs2S2: 9.40am; 10.18am; 10.30am]. Kathy also asserted that an ideal teacher of NESB students would be knowledgeable about the students' culture, but admitted that she didn't have much knowledge of the Korean culture [Int2Siii: 4] . She also was not sure of Jane's Korean

name [Int2Si: 6]. Nonetheless, her general confidence with languages perhaps encouraged her to allow Jane to sometimes write in her first language in response to a class topic, and she would supplement this with a synopsis in English underneath [Int2Si: 7-8].

Nonetheless, egalitarian attitudes still worked against valuing difference in the class. At the end of the term, Kathy commented that teaching NESB students provided: “the opportunity to see different cultures and accept that they they're no different from us” [Int2Siii: 14].

### **Summary**

With only limited time for one-to-one support, Kathy elected to provide intermittent input for Jane, and this resulted in a semi-dictation situation that was no doubt frustrating for both sides. Kathy’s lack of pedagogical knowledge, compounded by her lack of confidence to teach Jane, prevented her from resolving the situation through a focus on scaffolding work in ways that would lead to greater written independence. As Richards, Li and Tang (1995) note, greater teaching experience is linked with having access to more ideas; so, as a young teacher, Kathy was actually doing quite well.

The difficulties experienced in including low English proficiency students in class work at this level diverted Kathy’s focus from integrating Jane with the mainstream programme, and she found it hard to pitch individual work at the correct level.

Nonetheless, Kathy’s overall low stress confirms her high sense of efficacy about her general teaching (Bandura, 1986), and this may have assisted her in persevering with the challenge of teaching Jane. Indeed, many of the strategies Kathy used are identified as being effective with NESB students (see Section 2.3, Table 2.1).

Nonetheless, the strong pedagogic uncertainty Kathy experienced in her interactions with NESB students impacted significantly on her confidence. As a result, she sometimes avoided taking responsibility for providing accurate feedback to Jane. She also utilized in-class support to relieve her of responsibility for Jane and to enable her to work with other students. As Bandura (1986) notes, individuals have a preference for continuing

activities that provide reinforcement for positive self-efficacy beliefs. Kathy's lower sense of efficacy with Jane may have been influenced through her class interactions which perhaps heightened her awareness of her lack of competency. However, her low sense of efficacy with NESB students also appears to have been negatively influenced by her self-comparisons with the skill of the ESOL support teacher. As Bandura (1986) points out, self-perceptions are socially constructed.



## CHAPTER SEVEN

### CLASS TEACHERS AT WEST SCHOOL

#### 7.1 Introduction to West School

West School was a small urban school located in a high socio-economic area (ranked as a decile nine on the ten-point socio-economic scale) [Int3ET: 6]. The school had small numbers of NESB students from China, Tokelau, Tonga, Iran, Chile, Mexico, and Yugoslavia [Int3ET: 3-7] and Spanish was taught as a language in all classes. Recently, enrolments had increased from Korean international students [Int3Si: 15], but the total number of NESB students was still seen as being small enough for the school to remain attractive to NESB parents who wanted their children “to speak English all the time” [Int3ET: 11]. Nonetheless, there were sufficient Korean students for those who were more fluent to interpret for new arrivals [Int3ET: 11] and a class teacher noted: “You just expect that in every class you have now you’re going to have an ESOL child” [Int3Si: 1].

#### NESB Student Support

West School’s Special Needs’ Committee ensured adequate provision for all students with additional needs was maintained [Int3ET: 8]. Providing additional support for all NESB students was not always possible, however, as “the funding will only go so far” [Int3ET: 8-9]. The key ESOL support teacher (ET) in West School was Linda, a qualified teacher with a bachelor’s degree [Int3ET: 6]. Linda had no formal ESOL qualification but she had attended a Ministry of Education (MOE) Professional Development Contract for teachers of NESB students in her first year in this position and had since attended other short ESOL courses [Int3E: 1]. Nonetheless, teachers generally saw Linda as an expert. As one said, “ESOL pretty much runs through Linda. She does everything” [Int3Ji: 11]. Another commented: “If you’ve got a problem you go and see Linda; she helps you” [Int3Si: 8].

Linda worked part-time as a junior class teacher in the afternoons and taught ESOL withdrawal groups four mornings a week [Int3ET: 3, 6, 7]. She also assessed NESB students for Ministry of Education funding [Int3ET: 13] and wrote a report on each

NESB student before parent interviews [Int3ET: 13]. Since her ESOL time was limited she withdrew NESB students in groups [Int3ET: 12] and had to prioritise who she could work with [Int3ET: 6].

Integration of ESOL with class work [Int3Si: 7-8] was assisted by having uniform topics of study across the school, so in ESOL withdrawal it was possible to “share ideas ... and quickly go over some of the vocabulary” [Int3ET: 16]. When new NESB students arrived Linda would provide class teachers with a map and some background information on the child’s country, and some phrase cards. After they settled in, Linda would withdraw them for basic survival language and later helped them with their class work. She felt that this avoided them feeling “belittled by having to stand up in a class and say, ‘I don’t understand this’” [Int3ET: 4]. Some NESB students also joined activities such as the Special Abilities Group or reading to senior citizens from a local church, but these factors resulted in the ESOL timetable having to be constantly reshuffled [Int3Ji: 2; Int3E: 7]. In addition, the NESB students’ needs differed widely and new students kept arriving while others left [Int3ET: 15-16]; so priorities frequently altered and it was difficult to maintain a stable ESOL support programme [Int3ET: 6].

### **Collaboration between Support and Class Teachers**

Collegial sharing is believed to be easier in a small context (Hargreaves, 1994) and West School fostered a team atmosphere [Int3Ji]. Staff described it as a “school where you could ask for help and where materials were shared [Int3Si: 3]. Nonetheless, the close rapport that Linda had established with the NESB students was sometimes envied by class teachers [Int3Sii: 17] and ESOL teaching was seen as more fun than class teaching: “because there’s such a small number of them; and you can’t do that as a class as a teacher” [Int3Si: 11]. In addition, one class teacher felt she could not interrupt the organized ESOL programme with last-minute requests [Int3Sii: 16]. This teacher also shared: “If you call a meeting, suddenly it’s all very official,” whereas in informal chat “you can sort of tell each other how you feel without feeling threatened that you’re doing something wrong or right” [Int3Sii: 16]. Teachers found Linda’s support useful:

You can say, 'Well, I think they're reading at this level,' and she'll go, 'Yeah, that's what I think' ... Sometimes you think, 'What am I doing?' you know, 'How far am I going? Am I doing it right?' [Int3Si: 2]

Linda noted that she preferred to help the class teacher to find appropriate resources rather than pull NESB students out for help [Int3ET: 12]. Teachers' egos were thereby protected during their collaborative endeavours, as recommended by Rosenholtz (1991). Linda was also aware of the need to keep meetings with class teachers "low key" so informal discussions with class teachers were fitted into morning tea breaks, or when picking up an NESB child from a class. [Int3ET: 12]. She emphasized the shared nature of the teaching challenges [Int3Si: 7], noting: "I say to the teachers, 'Well, we're all more or less making it up as we go along'" [Int3ET: 13].

We will now look at how two young and relatively inexperienced class teachers, Anna and Nina, coped with the NESB students in their classes at West School.

## **7.2 Junior Class Teacher Case Study: Nina**

*With the children in my classroom who speak another language I feel quite confident ... but I think if I had a child come in who didn't speak any English at all I wouldn't feel confident at all working with them ... I'm just on the tip of the iceberg at the moment.* [Int3Ji: 7-8]

### **Teacher Experience and Identity**

Nina had worked in year two or three classes at West School throughout her three years of teaching [Int3Ji: 1]. She had been in schools with NESB students as a student teacher, but did not recall having received any specific training for this [Int3Ji: 4]. She commented that she would probably need more NESB students in her class before she would be able to attend professional development in this area [Int3Jiii: 2].

During her first year of teaching, when teaching a new entrant class in the afternoons, Nina had encountered her first NESB student, a child from Chile [Int3Ji: 1]. She recalled

his fast progress: “All of a sudden ... he went from one or two words to saying lots of sentences” [Int3Ji: 2]. However, she thought that the positive nature of this early experience was due to her teaching subjects an “NESB student could just slot into” such as Physical Education, theme and music, rather than written language or reading [Int3Ji: 2-3].

Reflection on her performance was a regular feature of Nina’s practice. She described herself as “a bit of a perfectionist” [Int3Ji: 8] and wanted the students in her class to produce “quality work” [Int3Ji: 6]. Although she knew the NESB students often needed extra help she was also prepared to insist that the NESB students did things correctly: “A little piece of me thinks, ‘Well this is where they’re at’ ... but then I think, ‘This is what I want’ so I’m not compromising” [Int3Jii: 13-14].

### **Catering for a Few NESB Students in the Class**

During the term of the study three of the twenty-two children in Nina’s year two class were NESB students, including Carla, a Spanish speaker, and Greta, a German speaker. Nina referred to these students as “bilingual” since she felt they could all communicate reasonably well in English [Int3Ji: 12]. She therefore believed that students with behavioural or special learning needs in the class often received more of her time, as the NESB students in the class “tend to be able to get on with things by themselves or at least make a start” [Int3Jiii: 6]. Nonetheless, catering for the NESB students in the class still involved balancing individual and class needs, teaching content through English, and grouping students for learning. These aspects of Nina’s praxis are now examined.

#### *Balancing Individual and Class Needs*

Nina thought her praxis focused on the middle ground between class and individual needs (see Figure 7.1). She explained: “In my perfect world everybody would have an individual focus, something that they all knew that they were working towards ... [but] I’d still have my overall class picture, which is where the teaching will happen” [Int3Jiii: 18]. These words perhaps suggest that class-based strategies were in fact more central to Nina’s praxis direction. This was illustrated on one occasion when she was confronted with the fact that Greta had read the poem card on ‘Runny Honey’ just twice during

seventeen minutes of independent reading time in the poetry corner [Obs3J4: 11.28-11.46am]. Nina initially considered that she needed to see what children were doing, and wondered if they understood what to do, saying: “I might do a walk around” [Int3Jii: 16]. However, she then remembered that she would be occupied with instructional reading groups at that time, so finally elected to include some choral reading of the poem cards in her class programme, to provide all students with a “bigger base of poems” [Int3Jii: 16].

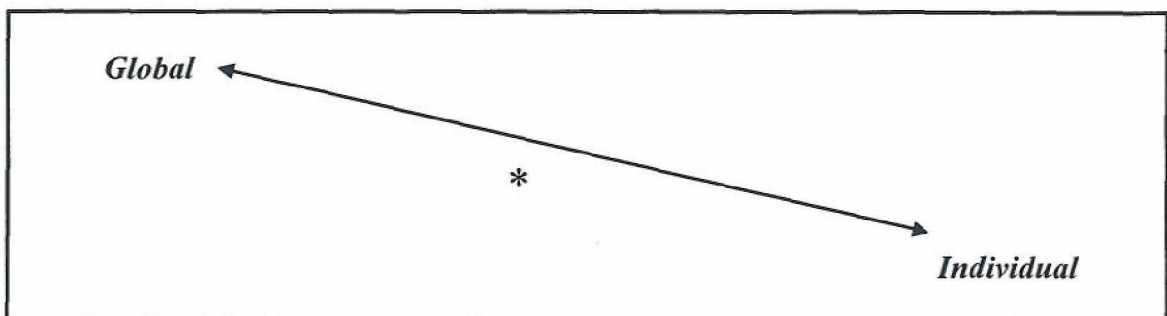


Figure 7.1 Nina's Teaching Focus

Nonetheless, despite her preference for accommodating individuals through more global class structures, by the end of the term, Nina's increased awareness of the needs of the NESB students heightened her awareness of the dilemma about how to cater for individuals within a class:

I [would] really like ... little strategies - ways of being able to go and see those [NESB] children without everyone else realizing that you're ... spending more time working with them. ... You've got to spread yourself around and make sure you're not going back to the same people. [Int3Jiii: 6]

#### *Teaching Content through English*

Nina's advice for teachers of NESB students was to: “Make sure that you're not doing it *for* them, but that you're giving them the opportunities ... Be methodical ... work out where the child's at ... [provide them with] the chance to talk ... and give them the words” [Int3Jiii: 19-20]. These strategies were clearly visible in her class praxis. The children regularly shared personal news in small groups of 4-5 students [Obs3J11: 9.05-9.12am]. At written language time, dictionaries were left handy on the tables, and good use was made of these by the NESB students [e.g. Greta in Obs3a10: 9.58am; and Carla in Obs3J9: 9.53am]. Nina would also put up key vocabulary on the board when she

introduced a new written language topic, and these words were often integrated into the NESB students' independent writing [Obs3J14: 9.41am].

The class followed a theme-based programme and the written language programme was often integrated with the class topic. Nina felt this allowed the children to encounter a range of genres. For example, at the start of the term, the class focused on expressive writing related to the class topic 'Space' and, later in the term, the topic 'Food' led to transactional writing such as flow charts, signs, shopping lists and recipes [Int3Jii: 1]. Children's interests were also capitalized on. For instance, Carla once wrote a postcard to her former Spanish teacher during written language time [Obs3J2: 10am; Int3Jii: 6]. In addition, Nina provided useful models of what was expected in her class by displaying good work by students on a special table in the classroom [Int3Jii: 16].

Regular activities were used to building up language awareness. Written work was supported by phonics awareness exercises, such as differentiating sounds like 'sk' from 'sc' [Obs3J5: 10.17-10.24am]. When Nina led shared-writing sessions the class clapped to indicate where the full stops came, a strategy mirrored by students reading their work aloud to themselves as part of their independent editing process [Obs3J11: 9.25am; 3J12: 9.32am].

When it came to providing active support for text structure, however, Nina was still developing her strategies. She had found the NESB students could use 'who, what, when, where, why' to analyze a reading, such as a newspaper story; but recounted how, when she tried to use these prompts as a writing template, the NESB students' writing became rather clinical and lost much of its expressive impact. In fact, she recalled that Greta had tried to fit all of her facts into a single sentence [Int3Jii: 12]. As she reflected, Nina thought it might be useful to try using the question words as an editing checklist *after* writing [Int3Jii: 13-14]. However, she still had no solution for guiding the children into an awareness of written text structure as part of the preparatory instructional process.

*Grouping for Learning*

Nina believed in seating students so as to provide them with academic support. She asserted: "I've tried to put people together who I think will work well together, and I've tried to have a mix of confident writers and not so confident writers" [3Jiii: 7]. However, this practice was not followed with the group in which Greta was a member. Greta was the least fluent in English of all of the NESB students in the class. For this reason, she was seated at a table group Nina identified as the "slowies" [3Ji: 7]. These students were seen as being in need of "a term of boosting" so additional teaching support was provided for this group during written language time [Int3Ji: 14]. Nina explained that she had primarily seated these students together to make it easier for the support teacher:

I did put together that one table that Greta is at because those were going to be the children that were working with the support teacher and I thought it would be easier for [her] if she had a table so that she didn't have to back and forth across the class. [Int3Jiii: 7]

In this position, however, Greta had difficulty accessing help from more expert peers. In fact, she was regarded as the one who provided a positive role model for others at her table [Int3Ji: 15; Int3Jiii: 9] and, in particular, for a student with special needs:

[Greta] spends a lot of time trying to help him ... I think she appreciates that he is not a writer and that's a place that she's come from. I think she can remember what it was like not being able to write. [Int3Jiii: 4]

In contrast, Carla, a more competent NESB student, was seated beside a number of diligent students who provided her with positive learning models [Int3Jii: 9] and opened up further avenues for informal peer support. The table group also provided useful incidental support for Carla who was also able to listen in while the teacher worked with more able students at her table [e.g. Obs3J6: 9.35-9.50am; Obs3J8: 10.00-10.06am].

Nina was aware of these benefits:

I didn't really want to conference children at Carla's table because I didn't want her to be listening and stop working; but then I thought, 'Well there's also positive spin offs from that too.' She might hear me say [to another student], 'You forgot your capital letters and your full stops. Can you go back and check them?' and then ...

Carla might hear and think, ‘Oh yes, I’d better go and put capital letters in there.’

[Int3Jiii: 3]

There were eight children in Greta’s table group, all of whom were unable to write independently and, as they were often writing on different topics, the support teacher was kept very busy. Adequate practice for Greta’s developing English language was therefore not easy to provide. For example, one day after Greta wrote, with assistance, about her new and very energetic puppy she needed a lot of help from Nina to read her work aloud to the class [Obs3J13: 10.17am]. Reflecting on this, Nina became concerned that she was no longer able to accurately assess Greta’s progress in written language as that group always worked with the support teacher. As a result, she began to consider about whether more flexible seating patterns could be useful:

What I would like to do next year is have times when students move tables, so at writing time you might go and work at this table ... just for writing, because those people are at the same stage as you, but then the students might stay at their original desk for some model work [when] we’re looking at what their peers are doing. [Int3Jiii: 19]

Although Nina firmly believed that the additional teaching support that Greta received during written language was helping her to become a more independent writer, she also now began to think about the provision of informal peer support as another way to encourage Greta’s independence: “[I could get her to say]: ‘I’m stuck. What do you think I should say next?’ or [say to her] ‘Tell your neighbour what you’ve read so far’”

[Int3Jiii: 11].

### **Beliefs and Perceptions**

Nina’s beliefs and perceptions about teaching NESB students are now further examined in terms of her confidence with NESB students in comparison with her general teaching confidence, the evidence of her differing stress levels in teaching NESB students in various class contexts, and her approaches to the inclusion of cultural and linguistic diversity.

### *Confidence in Teaching NESB Students*

At the start of the year, Nina ranked both her general teaching confidence, and her confidence teaching NESB students as a three on the four-point Confidence Scale (see Figure 7.2). She explained: “I wouldn't say I'm very, very confident because I'm still learning” [Int3Ji: 8]. In contrast, Nina’s confidence in teaching Mathematics was lower, although she asserted that further experience would generate effective teaching strategies [Int3Ji: 11].

Nina’s positive experiences so far seemed to have enhanced her confidence. She stated: “It makes you feel good when you can see the [students’] progression” [Int3Ji: 16]. Nonetheless, she thought it might be harder to teach children with lower English proficiency [Int3Ji: 7, 8, 12], although she thought her confidence might improve if she had supportive colleagues to bounce ideas off and provide feedback [Int3Ji: 8].

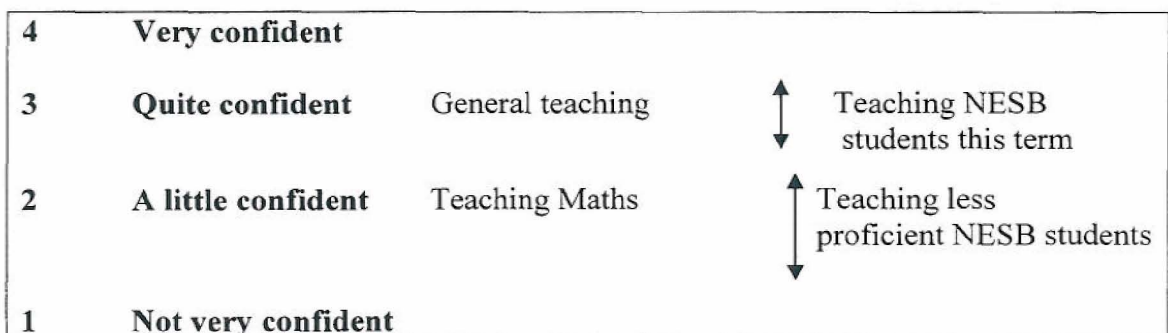


Figure 7.2 Nina’s teaching confidence

At the end of the term Nina perceived herself as being half way up the scale towards being an ideal teacher of NESB students, noting that her experience as a junior class teacher had probably enhanced her skills in this area. [Int3Jiii: 2]. It is interesting that this self-assessment suggests a slight fall in confidence over the term of the study. Possibly the challenge of reflecting had raised her awareness of the NESB students’ needs, as well as her own professional needs in learning how to deal with them. Furthermore, in the final discussion, Nina also shared how she perceived the ESOL support teacher as the ideal teacher of NESB students, describing her as patient, quiet and approachable. As her awareness grew of the NESB students grew, this comparison may perhaps have contributed to her lower belief in her own instructional efficacy with these students.

*Stress and Teaching NESB Students in the Class*

As she felt that the NESB students in the class could communicate in English well enough to get by, Nina found it only mildly stressful when these students were working independently [Int3Jiii: 14] (see Figure 7.3). By the end of the term, as the NESB students were all able to work independently for a short time, Nina was able to get around to most individuals in the class who needed help.

Although Nina noted that the young age of the children often made it hard to keep them on the topic during pair work [Int3Jii: 4], she perceived pair work as the least stressful, commenting that this alleviated the need to help everyone at once as each child had someone to talk to. This fits with Nina's placement of instructional groups higher on the Stress Meter than pairs. She noted that her stress in this situation was mainly due to interruptions from other students. Teaching intensively is understandably more difficult in this situation.

Attempting to meet the range of needs in the *class* situation apparently generated the highest level of stress for Nina [Int3Jiii: 18]. Her heightened awareness of the NESB students' needs in this situation is interesting. This is clarified in Nina's comment about trying to meet everyone's needs at once (see Figure 7.3). This implies that her stress in the class situation relates to organizational issues encountered while in an active instructional role. This would explain why small instructional groups and dealing with the class generated the highest levels of stress for Nina. At this time the onus was on her alone to meet all the various individual needs in the class. From that perspective, as the group size gets larger the stress on the teacher increases. However, when students are paired in relation to a set activity the task of actively teaching is shared between more people in the class.

Dealing with a wide range of language levels at once was therefore challenging for Nina. This perhaps explains why grouping by proficiency levels, as with the two-tier teaching approach, generated much lower levels of stress, and may also give further insights into Nina's decision to put the lower level students together in one group. Proficiency

grouping may enable teachers to see children in terms of groups, rather than individuals, thus reducing perceptions of the extent of the needs to be met and making doing so less stressful and more manageable. Although Nina admitted that either she or the support teacher could occasionally feel “redundant” when things went well [Int3Jiii: 14], the provision of additional teaching support during written language alleviated Nina’s concerns about Greta whose English proficiency was lowest of the three NESB students in the class.

	Trish’s Ranking	Trish’s Comments on Stress Levels	
	<b>HIGH STRESS</b>		
	10		
	9		
	8	Class	<i>“Sometimes I get a bit stressed out ... when everybody wants me at once ... people just fall off fall off the edge. I might not see them that day. I try to catch up with them but I might not catch up with them, or by the time I get to them they might have forgotten what they needed me for”</i>
	7		
	6		
	5		
	4	Small Groups (Reading)	<i>“Other people come up to me during that time, and that is sometimes stressful if I just want to listen to that child, or if you’re working on a point and somebody comes up”</i>
	3	Independent	<i>“I don’t find it very stressful when they’re off writing independently. That gives me the time to get around those who need help, or those who look like they’re stuck getting started, or those who I need to catch up with for some reason”</i>
	2		
1	Pairs	<i>“When they’re working in pairs that’s low stress for me too because they’ve got a friend to talk to. They’re bouncing the ideas off each other - as long as they are talking about writing”</i>	
	Two-tier	<i>“I’ve done that occasionally ... if everybody else is working independently and I can round up those ones who need me that’s probably a low stress situation for me, because I’ve got the time to work through the problems or work through the ideas and help out those who need it explained again”</i>	
<b>LOW STRESS</b>			

Figure 7.3 Nina’s stress with NESB students in different groupings [Int3aiii: 14- 15]

While the support teacher was a qualified teacher, she had no ESOL qualifications, and her role did not involve collaborative preparation. Nina explained that she “just tends to

follow what we've started" [Int3Ji: 14]. However, she felt that her stress levels dropped significantly when the support teacher was in the class. Her presence provided Nina with

more time to deal with other needs in the class: "I don't have to worry about that group while she's there and I can worry about the others" [Int3Ji: 7]. Essentially Nina believed that one-to-one teaching support was important for NESB students. However, she expressed the opinion that she would feel confident enough to provide this herself if there was time, saying: "If you get a bit of one to one, if you get a bit of quiet time with them alone, you can nut things out and you can work things through" [Int3Ji: 16].

#### *Including Linguistic & Cultural Diversity*

Nina felt that parents of NESB children were generally supportive of multilingualism [Int3Ji: 11], and she genuinely wanted the NESB children to feel proud of their first language. She stated: "I think it would be really sad if we expected them to come to New Zealand and just speak English, and forget about who they were and where they came from" [Int3Ji: 11].

NESB parents were actively encouraged to help in Nina's class, but their involvement was often dependent on how much prior contact had been made. While one NESB parent came into the class to help, another had never come to a parent interviews so Nina had never even met her [Int3Ji: 13]. Nina pointed out that contact was more easily established if parents spoke better English:

I'm lucky that all my parents speak English well but I know that if I had an interview with one of the parents and their English wasn't very good I would feel awkward ... because I'd be worried that they might take things the wrong way or I might say something that would offend them" [Int3Ji: 16-17].

There were a number of Spanish speaking children at West School and Spanish was taught across the school as an additional language [Int3Ji: 3]. Although Nina had not been at East School three years ago when teachers trained to teach Spanish she was enthusiastic about the initiative:

We were lucky enough to have a mum who came in and took Spanish lessons. [She] happened to be a good family friend of Carla in my class who speaks Spanish, and that was exciting because it meant that we had real role models. We could learn Spanish, but we were saying it properly, and that was really neat for everyone, and really neat for Carla because it made her feel special. [Int3Ji: 13]

One benefit of teaching another language was that it had heightened Nina's awareness of different language structures. For instance, she noted: "If you say how old you are [in Spanish] you end up saying 'Seven years I am,' rather than 'I am seven years old'" [Int3Jii: 11]. In turn, this awareness had helped her to understand the difficulties that the NESB students had with concepts such as English word order [Int3Jii: 11]. Nevertheless, she was sometimes unsure if the NESB students' difficulties were due to their first language patterns or to their general developmental level [Int3Jii: 19].

Nina had noticed that the NESB students seemed to learn additional languages more quickly than other students in the class, that they asked more questions about structure, and that they were more concerned about getting new languages right [Int3Jiii: 2-3]. Despite the positive support for a variety of languages in the class programme, however, language learning and teaching remained isolated as a separate subject, and there was no mention of integrating children's first language and culture into the mainstream curriculum.

Nina also raised some concerns that the prominence given to Spanish in the school detracted from the status of other community languages. For instance, she related how one of the NESB children was happy to show off how he could count to 10 in Spanish, but would not do so in his mother tongue [Int3Ji: 11; Int3Jii: 18], and Greta, who was German was often "quite reluctant" to use her first language in class [Int3Ji: 11]. Nina felt that the prominence of English, Spanish and Maori made other languages less visible:

They see speaking Maori as another language, and they see Spanish as another language, but they sometimes forget that there are children in our room who can speak another language at home but ... the students just don't see that as speaking another language. [Int3Ji: 11-12]

**Summary**

Nina's case study reveals how pair work and proficiency grouping appeared to contribute to lowering tension when trying to cope with many different needs in the class.

Nonetheless, it also became evident that while NESB children may provide good behaviour models they still needed to have access to opportunities to extend their own language and content development through interactions with peers who are more fluent in English. Vygotsky's (1978) theory of how to extend the Zone of Proximal Development (ZPD) is unlikely to be a simple linear process in this situation, as is often represented in studies in this area. For the teacher in a mainstream classroom, it becomes instead a complex multi-dimensional model, demanding that the teacher not only balances content, linguistic and social components of the NESB students' development, but also harmonizes these needs along with the multi-layered needs of other students in the class.

Nina's teaching strategies reflect a number of the key characteristics of effective teachers of NESB students identified in Table 2.1 in Section 2.3, such as a topic-based approach to language teaching. However, there was no evidence of explicit strategies, such as information transfer, jigsaw and information gap activities, that would normally be found in such language classes to support the development of text structure. It is therefore possible that the common use of topic or theme approaches in mainstream class programmes may make teaching NESB students appear to be deceptively simple.

This case study demonstrates the difficulty of providing support for NESB students during free writing practice in which each student is writing about a personal topic. Nonetheless, encouragement to reflect on ways to extend writing skills with NESB students was clearly useful for Nina, building a sense of confidence and direction. It is not known, however, to what extent teachers will persevere with independently generating creative solutions in an unsupported trial and error process.

Nina compared her skill with the NESB students against the idealized skill of the ESOL teacher. Her perceptions of her role as a class practitioner, rather than an ESOL specialist, may have also contributed to her lower perceptions of instructional efficacy in

professional development as she taught just a small number of NESB students. Furthermore, she was protected from the challenge to develop her skills with lower proficiency NESB students as another teacher came in to work with Greta's group during written language time.

It became apparent that the English proficiency of most of the NESB students in this class had a positive influence on Nina's beliefs about her instructional efficacy with these students. In the next case study, however, we explore what happens when a similarly inexperienced teacher encounters a low English proficiency NESB student.

### **7.3 Senior Class Teacher Case Study: Anna**

*It's rewarding but it's not that rewarding. I find the other kids in the class more rewarding ... but [teaching NESB students] is a fact of life now. [Int3Sii: 18]*

#### **Teacher Experience and Identity**

Anna had spent her 3 years teaching at West School and described herself as a firm teacher who liked a quiet class [Int3Si: 2]. She had taught NESB students each year, but did not remember having any specific training for this. She clearly recalled her lack of preparation for her first NESB student: "Suddenly there's this child in my class that has no [English] ... He came with nothing ... it was suddenly, 'Wow, what am I going to do?'" [Int3Si: 2]. Nonetheless, she had received support from the ESOL teacher and from her year-one tutor teacher [Int3Si: 2], and had now come to view teaching NESB students as a fact of life: "I've got to do this ... [so] go out there and do it" [Int3Si: 9].

#### **Catering for a Few NESB Students in the Class**

There were three NESB students in Anna's year 4-5 class, including Isaac, a speaker of Hebrew and Spanish who had arrived at the start of the year with very little English as well as some additional special needs [Int3Si: 3, 10]. Anna described Isaac as "constant hard work" [Int3Si: 4] and, despite his progress with English, she was aware that he often did not understand much of what went on in class [Int3Si: 4; 10]. In her teaching therefore, Anna had to constantly weigh the individual needs of the NESB students against the needs of the class, endeavour to teach content through English, and assist

learning by finding appropriate ways to group these students with others. These matters are examined next.

### *Balancing Individual and Class Needs*

Anna believed that she was primarily a class teacher (see Figure 7.4):

A classroom focus is a lot easier. ... You see the needs and try and pull back to the individual, but you often end up back [at the global class focus] ... Sometimes you feel guilty ... but then there are so many other things that are happening. [Int3Siii: 17]

Thus, she felt some ambivalence about how to balance her role, saying that she had to find ways to spend “*more time with Isaac without spending too much time with him*” [Int3Sii: 18].

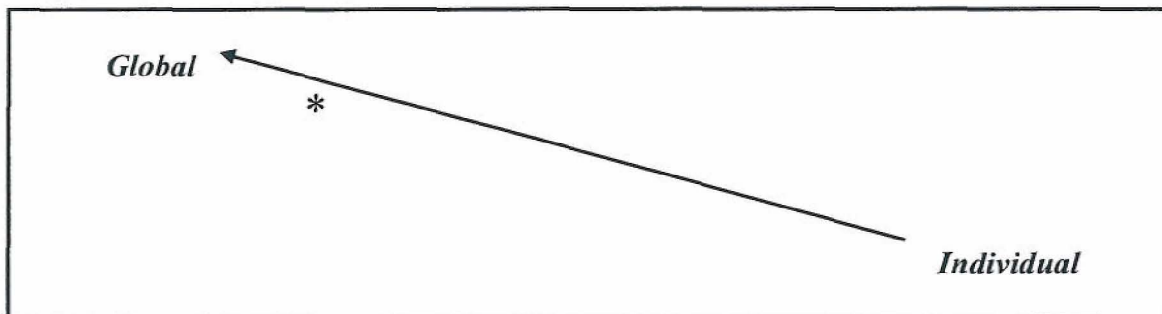


Figure 7.4 Anna's Teaching Focus

Anna's focus was on teaching the class sometimes interfered with her ability to identify and address Isaac's unique needs. For example, she was concerned that Isaac usually sat side-on or near the back of the group when she taught the class on the mat at the front [e.g. Obs3b13: 11.08am], and she wanted him to focus more on her instructional teaching. However, she did not want to *make* him move to a place where he could see the whiteboard better, as she felt that allowing students to make sensible choices about where they sat helped to develop their independent skills and encouraged them to work harder [Int3bii: 10; Int3biii: 15]. Fostering Isaac's independence became a central issue for Anna, as will be seen in the section that follows.

*Teaching Content through English*

Apart from Isaac, the other NESB students in the class were quite proficient in English, so Anna felt that teaching them was “no different” since they could ask others to clarify things they did not understand [Int3Si: 3; Int3Sii: 15]. In addition, she drew on her knowledge of first language development [Int3Si: 8], believing that, for NESB students to learn English was “just like going back to sort of being a 4- 5 year old ... but they learn a lot quicker” [Int3Si: 8]. This was how she initially approached teaching Isaac.

Anna believed that teaching effectively was “all about having a relationship with the kids ... It's knowing what they're capable of” [Int3Siii: 20]. However, communication was hard to establish with Isaac as often she could not understand what he said [Int3Siii: 10-11] and she was aware that NESB students could nod and walk away without knowing what to do [Int3Siii: 11]. Anna therefore believed that she had to be quite strict and set clear expectations for Isaac [Int3biii: 9]. She set up a routine whereby Isaac would check in with her after each step of an activity: “That's a strategy I use with him so we actually get things done correctly” [Int3biii: 8]. But the frequent checking-in increased the number of times that Isaac would appear alongside Anna appealing for help or confirmation [Obs3b10: 11.35-11.45am; Obs3b13: 11.35am; Obs3b15: 12.05pm; Obs3b8: 11.30am, 11.42am]. As Anna’s pressure mounted she decided she wanted Isaac to only ask questions when he really needed her [Int3bii: 8].

At the end of the term before the study Isaac wrote in his diary that “he felt really sad” when he didn’t do the class reading activities; so Anna resolved: “This term I’m really trying to let him do what everyone else does, so he feels good about himself” [Int3Si: 10]. She began by modifying tasks; for instance, giving Isaac a different book for a research activity, although he still did the same activity as the class [Int3Sii: 7]. This approach fitted with Anna’s goal to help Isaac to become socially integrated with the rest of the class [Int3bii: 8]. Although she noted that there were time pressures, especially “when you've only got fifteen or twenty minutes, and you’re spending basically the first five ... with one child” Anna felt, “I'd rather do that than have him [just] sit there” [Int3Si: 16].

Including Isaac in class activities was further complicated as Isaac was often at his ESOL class while Anna was brainstorming ideas for diary writing with the class [Int3Sii: 10]. Since her topics were often drawn from news that had just occurred that morning, Anna felt she could not ask the ESOL teacher to do this at short notice with Isaac. Nonetheless, she believed that factual writing was crucial [Int3Sii: 13], so she spent a lot of time helping Isaac to expand her board notes into sentences [Int3Sii: 11-12]. In the extract below, Anna talks with Isaac about the eight sentences he needs to write in his diary about the forthcoming election, using the brainstorm notes on the white board at the front of the class.

- 11.13 Anna asks the group, 'What would be a good sentence to start?'  
A child replies, 'When the election is.'
- 11.15 The students begin to look for this fact on the brainstorm sheets.  
Anna turns to Isaac and asks him when the election will be on. Isaac shrugs and says nothing. Anna touches her ear and says, 'You need to be listening.' The other students have begun writing, so Anna brings Isaac around to sit beside her. As she begins, other students come up with questions, but she sends each away saying, 'Talk to someone else in your group.'  
Anna now turns her attention back to Isaac who has been sitting waiting quietly. She tells him to look for dates on the brainstorm sheets. As he is unable to do this unaided, Anna finally tells him which line the date is on. She then provides him with a sentence template: 'On the – What date?'  
Isaac provides the answer and looks at Anna. Once she confirms he is right he begins to write the sentence.
- 11.18 Next Anna asks Isaac, 'What's going to happen on this date in 2002?'  
He answers, 'an election.'  
Anna nods and gestures towards his book. Isaac writes it down. Anna then asks, 'Do you know what an election is?'  
Isaac shrugs his shoulders. Anna explains and Isaac writes this down. This sequence ('teacher questions – student does not respond – teacher explains – student writes') continues, interspersed by Anna occasionally sounding out a word for Isaac. Finally Anna says, 'Read it to me,' and Isaac does (very quietly), and at the end, Anna summarizes: 'We choose the best person in an election.'  
By now others from the group have finished their work and, one by one, they stand up ready to have their work checked, moving in and surrounding Anna and Isaac. All eyes in the circle seem to be watching them.
- 11.26 Anna tells the class, 'it's time to change.' She hasn't had time to look at anyone else's work.

[Obs3S2: 11.13-11.26am]

This pseudo-dictation sequence often occurred; for example, when Anna helped Isaac write about the Commonwealth Games [Obs3S6: 11.30-11.40am] as well as when she

taught him about alphabetical order [Obs3S6: 11.52-11.55am]. It was a time-consuming process: “For me to actually to talk with him about a story would probably take fifteen to twenty minutes, just to get the ideas” [Int3Siii: 7]. Nonetheless, she did not think that a gapped text outline would be helpful as that might promote copying [Int3Sii: 11]. Anna believed that she was helping Isaac to generate his own ideas [Int3Siii: 7].

As shown in Extract 7.1, Anna also became anchored to Isaac’s side, preventing her from supporting others in the class, and often other students accumulated around them [e.g. Obs3S12: 12.01pm; Obs3S16: 11.40am]. This demonstrates how the intense concentration required for such impromptu teaching often diverted Anna’s attention from broader teaching issues. Reflection on these occasions helped to raise her awareness:

You know there are kids behind you, but ... you forget how the poor old person that’s reading to you is feeling. You’re just trying to get through people and ... that probably puts a lot of stress on Isaac, you know, in front of other people. [Int3Siii: 13]

Such reflection could, on occasions, also be painful. For instance, after setting Isaac a task that was too hard one day, Anna berated herself: “I knew the minute I’d given him the sheet there was just no possible way that [he could do this] ... See, that’s lack of planning [but] well I suppose you can’t plan everything” [Int3Sii: 8]. Nonetheless, Anna persevered in working with Isaac. Sometimes she would ask him to repeat what he had to do [Int3Si: 17]; and later in the term she began to encourage him to ask questions to clarify a task before he started [Int3Siii: 4]. The latter technique proved to be effective in enabling him to sustain his written work over a longer period of time, as seen the next episode where Isaac clarifies what to do before writing a letter to The Big Bad Wolf as part of a class unit on fairy stories.

- 11.18 Isaac picks up his exercise book and trails after Anna. She is busy helping another child find his book, but when she finishes Isaac approaches with his book opened towards her.  
 Anna says, ‘Okay, come with me, Isaac.’ She walks to a clear spot and looks at his work, then says, ‘So, now you need to copy. You need to copy out your story.’  
 Isaac asks: ‘Whole story?’  
 Anna: ‘Yes, your whole story.’  
 Isaac: ‘I need to miss a line?’  
 Anna: No, just write out the story; then put ‘The Big Bad Wolf’ at the end.

- Isaac: I need to put this here? I need to put this too?' He points to the numbered points in his book.
- 11.20 Anna: No, don't put 1 or 2.' She turns and goes back to the computer suite. Isaac sits down and writes for a long time.
- [Obs3S15: 11.18-11.25am]

It is clear that Anna is now conscious about finding a protected space to work with Isaac. Her short responses, however, perhaps reveal her impatience for Isaac to get on with the task, and illustrate her time constraints. It is also interesting that Anna refers several times to 'story' instead of 'letter' in relation to the central task. Isaac also repeats this term. It may be that Anna's time pressure caused her to focus so intensely on the key objective (in this case how to format the letter) that she is distracted from attending to wider teaching details.

As the term went on, as seen in Extract 7.2, Isaac was increasingly able to write more independently. In response, Anna began to raise the level: "I'm now going [on] to the editing stage. I [say], 'You should know that word,' so he has to go back and get his dictionary" [Int3biii: 4]. Anna's teaching strategies also improved. She waited longer for Isaac to answer her questions and, as he became more competent, she often checked on his word knowledge for a particular task before sending him off to do it [Obs3S16: 11.38am]. She also recognized that practice was important, providing Isaac with the chance to write several letters while the class only wrote one: "[By] the second letter he's seen the outcome from the first one, so he can sort of see what's going to happen with the next one" [Int3Siii: 5; 8].

### *Grouping for Learning*

Between morning break and lunch Anna's class was divided into groups that rotated through a series of independent activities such as spelling, draft writing (usually in the adjoining computer suite), editing, language and reading worksheets, as well ongoing project activities, such as art. Rotation activities were instrumental in Anna's aim to develop the students' independence [Int3bii: 9]. The rotation time also provided Isaac with the security of predictable routines. When he returned from ESOL he could go to the schedule on the board and try to work out what his group was doing now [Int3biii: 2-3]. In contrast, if Isaac returned when Anna was engaged in more formal teaching he would often have to wait until she could find time to organize him [e.g. Obs3b4: 10am].

A further benefit of the rotation time was that it allowed Anna to work with individuals or groups or to observe particular students [Int3Si: 15-16]. Anna felt that taking time for “little chats” helped her to check the NESB students’ understanding, and provided her with feedback on her teaching effectiveness: “It's also nice for me to know what Isaac has achieved in that week ... you do need that reassurance” [Int3Si: 10].

However, Anna still found that she needed to rely on buddies, or “kids that you know you can trust,” as she did not always have enough time to spend with the NESB students [Int3Si: 2]. This was more difficult at the start of the term, as Anna felt that she could not easily place Isaac with anyone else in the class because of his low English proficiency [Int3Si: 10]. Later in the term Anna decided that she could trust some students to help out with Isaac [Int3Sii: 4]; but it became clear that they often lacked the skills to help him effectively. For example, one day when Isaac was unsure of what to do, his buddy kept repeatedly reading out the worksheet question to him, finally slowing to read a single word at a time before giving up [Obs3S10: 11.22-11.24am]. On another occasion, when Isaac worked with a group of children solving written Maths problems, the girl leading the group simply told Isaac, “You should be helping.” The group then went on to talk about a worksheet (that was upside down from Isaac’s perspective) and Isaac, unable to participate, gradually became physically separated from the circle [Obs3S7: 11.44 to 11.48am]. Class buddies were under pressure to complete their own work, so that may have restricted the amount of time they could give to Isaac [Obs3S12: 11.15-11.36am; Int3Siii: 16].

Although Anna felt that peer support was useful, she was aware that it would often result in other students babying Isaac, him copying their work, or them doing it for him [Int3Siii: 10; 15]. This made it more difficult for her to assess Isaac, particularly if she had not worked with him individually during that lesson [Int3Siii: 2]. Nonetheless, she continued to allow Isaac to copy at times, as she felt this helped him to be included in the programme:

We've just done a science unit. Isaac will write the results, but he'll pretty much sit there and copy the person next to him ... I can't spend every [moment with Isaac]. You know, sometimes it's just easier for the whole class if he can just sit there and

look over the shoulder of the next person ... Every now and again, you've just got to do that [Int3Sii: 16]

It was noticeable that when Isaac had information needed by other students peer relationships were enhanced. For example, when he was first to get a reading worksheet he was later able to show another group member where this was [Obs3S12: 11.15am]. On another occasion, when Isaac was scanning tables of information in a newspaper article on the Commonwealth Games for his diary entry on this, three other students sat down alongside him. Isaac pointed excitedly to parts of the article and joined in the group conversation and later quickly settled to write independently [Obs3S6: 11.43-11.48am]. In the last week of the study, the class seating was altered and Isaac moved from a large group to a row of paired desks where he was seated beside Conroy who became a supportive friend [Obs3S15: 11.19am]. The success of this pairing may have been due to the removal of the pair from close scrutiny by, and interference from, the larger group, as noted in Haworth and Haddock (1997). However, Anna believed that this pair succeeded because "Conroy's quite responsible" [Int3Siii: 15]. This may reflect her lack of faith in her own ability to facilitate more effective peer tutoring for Isaac. Other beliefs related to Anna's confidence are explored in the following section.

### **Beliefs and Perceptions**

In this section, Anna's teaching efficacy is examined in the light of her stress levels in teaching NESB students in different class contexts, including cultural and linguistic diversity and through comparing her confidence with NESB students and with the class.

#### *Confidence Teaching NESB Students*

At the start of the term Anna thought she was "quite confident going onto very confident" [Int3Si: 9] and accordingly placed herself between three and four on the Confidence Scale (see Figure 7.5). Anna noted that her confidence fluctuated according to the circumstances; for instance, she more confident in the afternoon programme which involved theme work; but she felt that it was harder to involve NESB students in discussion and group work [Int3Si: 12].

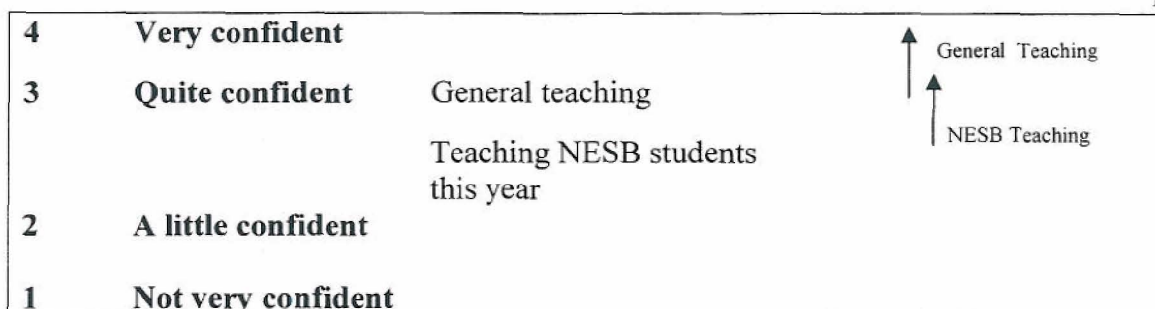


Figure 7.5 Anna's teaching confidence

Anna's experience with Isaac also made her realize that she was maybe less confident with lower proficiency NESB students [Int3Si: 4]. In particular, she related her developing confidence to her expanding experience: "I think it is just time that builds your confidence" noting that the ESOL support teacher "to me seems very confident and it's probably because she works with [NESB students all the time]" [Int3Si: 10-11]. However, with Isaac, Anna believed her confidence had grown immensely since the start of the year:

When I look back to the beginning of term one it was really difficult. I actually went home in the first week and said to my husband, 'I don't want to teach anymore' ... I thought, 'I can't do it' ... I just thought I was getting nowhere; but then you can't get anywhere in a week. [Int3Si: 9-10]

Looking back, Anna felt that her confidence with Isaac would have been higher if she had received more input at the start of the year: "For the first term I was totally lost. ... It would have been nice if someone had said to me this is where he's at, and this is what he's capable of, and these are things that work" [Int3Siii: 21]. At the end of the term, however, Anna's increased confidence was reflected by her self-ranking at three quarters of the way up the scale towards being an ideal teacher of NESB students (who she described as "patient yet willing to take risks" [Int3Siii: 1]).

#### *Stress and Teaching NESB Students in Different Class Contexts*

Anna ranked teaching the class as the least stressful (see Figure 7.6). This may reflect her perception of herself as predominantly a class teacher. In contrast to the comparative comfort she felt about teaching the class Anna experienced most stress when dealing with NESB students during independent work. In particular, she related this stress to

finding sufficient time to help individuals. Nonetheless, she asserted that, with Isaac, her stress related more to his special needs than to his lack of English [Int3Siii: 20].

Overall, Anna did not rate her stress above seven out of ten. She declared, “I don't believe in stress ... I don't let myself get stressed” [Int3Siii: 19-20]. This perhaps indicates her high level of confidence in the general teaching situation, which in turn may have been responsible for her persistence with Isaac.

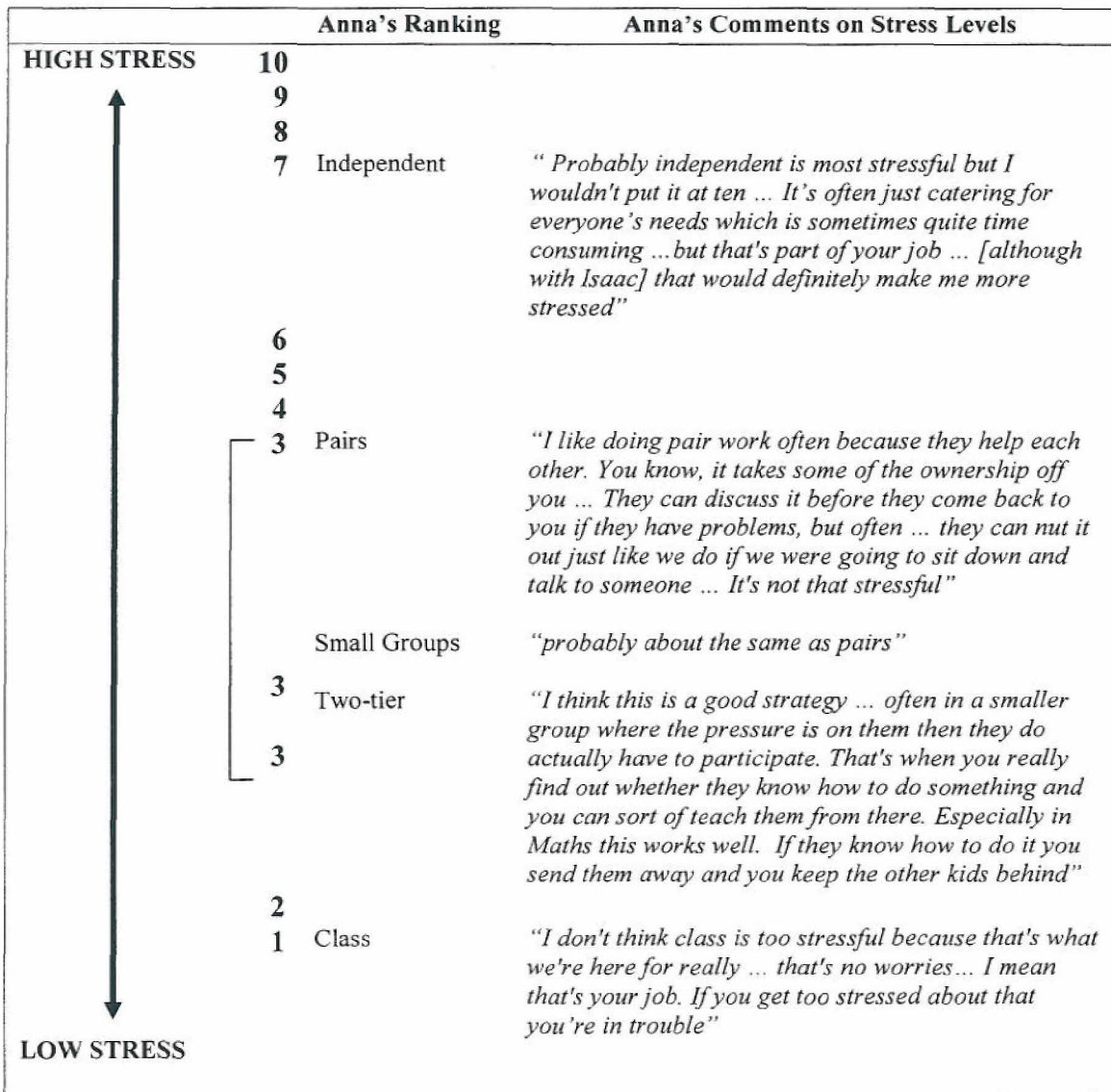


Figure 7.6 Anna's stress levels with NESB students in different class groupings

*Including Cultural & Linguistic Diversity*

Anna believed it was valuable to get to know the students' culture. She explained that this was a school-wide policy: "When we went on school camp, we actually told the Korean kids to bring along some games and we sat down with them and learnt their Korean names" [Int3Si: 14]. She also tried to include diversity in her programme; for example, including the NESB countries in the class teams for the school's mock Commonwealth Games [Int3Siii: 10]. In addition, she reflected on the NESB students' learning styles: "I think [the NESB students] probably enjoy more group orientated things ... [as they have] come from having to ... sit down at their desks [all day]" [Int3Siii: 9].

As Spanish was taught in the school, Anna always greeted the students in Spanish when checking the attendance register and, on birthdays they sang 'Happy Birthday' in Spanish before counting to the child's new age in Spanish [Obs3b4: 9.00am]. However, she was also aware that this impacted on the less visible community languages, noting that one Cantonese speaking child was "not so proud of his language" as she had never heard him speak it [Int3Si: 13].

Anna felt she related well to the parent who had helped in the school's Spanish programme [Int3Si: 6], and she reported feeling close to many NESB parents. Parents often come into the classroom before and after school and it was a school policy to encourage them to come in and look at the children's books once a fortnight [Int3Si: 6-7]. Anna's positive view of having the NESB children in her class was further enhanced by parents' appreciation; for example, Korean parents gave her small gifts and other parents would often tell her when things were going well [Int3Si: 6]. However, she was reluctant to involve parents further:

Some classes have parent helpers ... but I find with this age the kids go silly or they really don't like their parents being in there ... I don't really encourage that, and I think that often the kids are different around their parents ... they either play up or they do the opposite, they go very quiet. [Int3Si: 6]

After being confronted by one set of NESB parents who were concerned about their child's progress, Anna's cultural efficacy initially decreased: "You're not sure how [the

parents] are going to take it ... They're not predictable and ... when you've got that whole language barrier as well, [you wonder,] 'Do they understand what I'm saying?' " [Int3Si: 13-14]. However, she had learned the importance of explaining her goals if she wanted NESB parents' support [Int3Si: 4], and at the end of the term she reiterated this: "If you've got that communication, then you can work together" [Int3Siii: 3]. So, her sense of efficacy appears to have benefited from the tough learning experience.

### **Summary**

Being professionally unprepared for teaching an NESB student with additional special needs, Anna faced constant challenges to generate strategies on the spot. Her focus on developing her role as a class teacher also created tensions as she searched for ways to make Isaac more independent in the class. It is likely that, given time, Anna's confidence with NESB students would rise. However, this might depend on how she managed to reconcile this with her class role.

The fact that Anna was able to establish a relationship with some NESB parents may be due to school initiatives such as the Spanish language teaching programme and the school policy to regularly invite parents in to look at children's books. Such school-wide policies may therefore be particularly helpful in supporting communication between teachers and parents.

The peer group interaction patterns observed in Anna's class are similar to those observed in an earlier study by Haworth and Haddock (1999) who point out the need for peer tutors to be trained. However, Anna was inclined to consider that peer tutoring was more likely to work if a child had the innate ability to take on this role. This tendency to attribute positive outcomes to factors beyond of her control may be related to her pedagogic uncertainties, and thus influences her low sense of teaching efficacy in this situation. The link between low teaching efficacy and teaching attributions has also been noted in Rosenholtz (1991). However, Anna did persevere with Isaac despite the odds. Her progress may relate to her high sense of efficacy in her general teaching role. Bandura (1986) notes there is a strong connection between high self efficacy and persisting in the face of difficult challenges.

## CHAPTER EIGHT

### CLASS TEACHERS AT SOUTH SCHOOL

#### **8.1 Introduction to South School**

South School was a medium sized decile three school that was located in a suburban town in central New Zealand. The low socioeconomic ranking of the school was perceived as a benefit as the school received strong support from both the government and the local community [Int4Ji: 14]. The non-English speaking background (NESB) families at South School were Samoan and Chinese (predominantly Cantonese speaking) [Int4ETA: 8]. Of the 50 NESB students at South School only 20 were receiving ESOL funding [Int4ETA: 8], but 17 of these were identified as having very low English language proficiency [Int4ETA: 16-17].

It was now the last term of the year and teachers reported that the school's learning support programme was full to capacity, partly due to an increase in the number of Chinese families in the area [Int4ETA: 15-16; Int4Ji: 1; Int4DP: 8, 12]. In contrast, there were stable numbers of Samoan students, with many families in their second-generation at South School [Int4Ji: 2]. A Samoan teacher had recently been appointed, making parents feel more comfortable about coming into the school [Int4DP: 4]. As there was "a very good Samoan preschool" these children generally made fast progress: "They just fly" [Int4DP: 7].

#### **NESB Student Support**

Two teachers were identified with the English for Speakers of Other Languages (ESOL) programme. Paula, the Deputy Principal (DP) carried out the ESOL assessment (for the Ministry of Education funding), helped to coordinate the learning support programmes, and sometimes withdrew individual children for extra work. She had experience teaching overseas and in low decile schools [Int4DP: 16]. Sheila, the ESOL teacher aide (ETA) provided a range of pastoral care and taught oral language groups. She also worked as a voluntary home tutor [Int4ETA: 2] and her links to the local Chinese migrant community

enabled the school to have information translated for NESB parents [Int4ETA: 4], to provide bilingual support for NESB students in their first few weeks at the school [Int4DP: 4], and to run a Chinese culture group [Int4ETA: 19].

Both support teachers had previously been involved on an ESOL professional development contract and now had Ministry of Education scholarships to study towards an undergraduate certificate in teaching ESOL. These activities provided common topics for discussion, raised awareness of other cultures, and increased knowledge and confidence to provide programmes for parents. As a result, the Board of Trustees had recently increased the ESOL budget [Int4DP: 4, 5, 13, 17; Int4ETA: 2, 5, 12-13]. Students at South School now regularly contributed to the First Voice magazine (local children's writing in their first languages) [Int4DP: 5-6] and, during the term of the study, the first multicultural festival was held [Int4DP: 6].

Junior NESB students at South School went to a range of general support programmes such as reading recovery [Int4DP: 10; Int4Jiii: 32] and buddy reading and writing with senior students [Int4Jiii: 33]. Sheila, the ETA, also ran experience-based oral language sessions four mornings a week for groups of six to eight children [4ETA: 8]. However, while teachers valued the role that Sheila filled [Int4Ji: 20] and acknowledged her expertise [Int4Siii: 12], it was recognized she was doing a teacher's job. Nonetheless, "With the ESOL [allocation from the Ministry of Education] ... schools can't actually fund a teacher" [Int4DP: 3].

It was now near the end of the year and the increasing roll was taking its toll. A new senior NESB student had to be placed in a support group with younger children [Int4ETA: 8-10]. Support focused on teaching groups [Int4ETA: 9], and in-class support ceased [Int4ETA: 16; Int4Ji: 20]. Paula, the DP, had to teach a new entrant class, so there was less time for ESOL [Int4DP: 16] and she could no longer provide release for the teacher who ran the Samoan culture group [Int4DP: 18-19]. Sheila, the ETA, felt that while the solution was to help teachers to adapt their programmes for the NESB students in their classes there was just no time for this [Int4DP: 14]. As the pressures mounted,

the DP began to consider moving some NESB children - just for part of the day - into the class of a newly appointed teacher who had an ESOL qualification [Int4DP: 14].

### **ESOL and Class Teacher Collaboration**

Teachers provided the ETA with a copy of their long term plans [Int4Jiii: 30] so that key vocabulary for class topics could be pre-taught in ESOL withdrawal [Int4Ji: 16; Int4Jii: 9]. Teachers also appreciated informal feedback on the NESB students' progress from the ETA [Int4Jiii: 31]. However, the senior class teacher felt she needed more resources to support the NESB students' learning [Int4Siii: 10] and that the ESOL programme did not complement the senior class programme:

To start with Sheila and I did work in a lot together and I tried to follow through what she was doing, but ... her plan's been quite different from a lot of things I'm doing in my class ... So [now] she does her thing and we do our thing. [Int4Siii: 10-12].

Features of Hargreaves' (1994) fragmented individualism and balkanization were clearly beginning to surface. Tensions rose if teachers or students forgot it was ESOL time [Int4TA: 12]. The ETA believed that, as the NESB children were only with her for one or two terms, her programme was most important: "If they haven't the oral language and the experiences they aren't going to get anything else are they?" [Int4TA: 11]. However, in-class support, especially during written language time, was particularly valued by the junior teacher [Int4Ji: 20-21] who felt the withdrawal programme sometimes came into conflict with core aspects of her class programme. For instance, when a group of junior NESB children were being withdrawn from one class during reading time [Int4Ji: 16] compromises had to be made:

It's become a nightmare ... [but it's] just one of those things that we have to live with ... I try to make sure I stagger my [reading] groups so I take the groups that they are in when they get back or before they go ... If I get to see them three days out of five, well that's what I aim for at the moment. ... It is a compromise because what they're getting elsewhere is so good for their language. [Int4Jii: 9-10]

We will now move on to see how two experienced class teachers in South school developed their praxis for the NESB students in their classes.

## 8.2 Junior Class Teacher Case Study: Jennifer

*The NESB children are very keen to learn ... I think they're lovely. They're great. ... I'd rather have an NESB child than a behaviour difficulties child. [4Ji: 5]*

### Teacher Experience and Identity

Since beginning teaching at South School seven years ago Jennifer had been teaching year one students [Int4Ji: 1] and had always had at least one NESB student in her class [Int4Jiii: 4]. Although her experiences had been mostly positive [Int4Ji: 5] she recalled that, as a first year teacher, her first encounter with an NESB student had been challenging:

Mum dropped her off and said, 'Stay,' and she burst into tears and ran out of my room ... I felt very, very sorry for her. Mum was very cross with her. [She said], 'You need to stay at school. You need to be good,' but the child was just crying and very, very distraught. I thought, 'What do I do now?' ... She eventually got taken away by a nice teacher who had been teaching a bit longer ... and we did have quite a few tears over the next week, but then she seemed to settle ... [and she] picked up reading and writing quite easily. [Int4Ji: 3]

Jennifer had had no specific training for teaching NESB students [Int4Jiii: 17]. However, she thought that many of the strategies she had gained from professional development courses on cooperative learning, behaviour management and multiple intelligences were probably generic: "It's just a matter of deciding - because often what works with the NESB students works for all children - and especially for very young children" [Int4Ji: 8].

In the class, Jennifer saw her role as a "facilitator" [Int4Jii: 4]. She had firm but sensible expectations: "Realistically the children are five and, you know, they're not going to work every minute ... but then you do need to make sure the task is finished at the end" [Int4Jii: 5].

### Catering for a Few NESB Students in the Class

Jennifer's class of twenty-three students had "twice as many boys as girls" [IntJiii: 18] and included three NESB students from Samoa and one from China [Int4Ji: 2]. In order to cater for the needs of the NESB students in her class Jennifer had to balance class and individual needs, teach content through English, and group for learning. These matters are examined next.

#### *Balancing Class and Individual Needs*

Although Jennifer focused on both the class and individuals, the balance shifted for different curriculum subjects. For instance, she believed she focused more on the class for theme work and more on individuals for reading, writing and mathematics [Int4Jiii: 5-6]. Overall she strove to achieve a greater focus on individuals as the year went on (see Figure 8.1), but this was sometimes impossible to sustain:

[At the start of the year] I do a lot of teaching just trying to pitch it to the average child, and then as we move through the year [I focus more on] the individuals, where I pick up the ones who need extra help, and the ones who need to go a bit further. It gets very, very individual, to the point where we've now got eight reading groups, and then it sort of tends to shift back ... towards the middle again because you're getting tired and you can't cope any more. [Int4Jiii: 5-6]

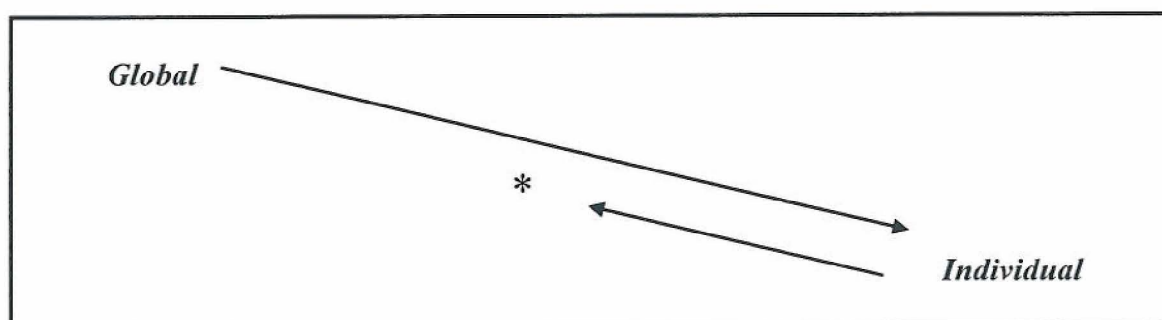


Figure 8.1. Jennifer's Teaching Focus

Jennifer's focus on individuals was evident when she taught instructional groups for Reading or Mathematics. At that time she asserted that, although some of the other children might not be doing quite the right thing her group took priority: "No one's bleeding, no one's dying ... [and] I'm getting my group taught" [Int4Jiii: 9].

Jennifer found she had to be realistic about how many children she could get around each day. She would target one reading group for additional time each day, while “the rest just [have] two minutes: ‘Good, read, go away;’ but you know the next day that you’ll give that group your target time” [Int4Jiii: 35]. In written language it was also necessary to prioritise: “There are five groups and ideally it’s one group a day that I actually get to” [Int4Jii: 11]. Her time with NESB students could therefore be intermittent, as other children had needs too [Obs4J10: 11.52am-12.25pm], but she usually tried to get to the NESB children first:

It really pays to be there *early* so they can at least say the first sentence and get it round the right way ... and also so I know what they’re writing, so when I come back in ten minutes ... I can make some sense of the jumble and they feel good. [Int4Jii: 14]

She realized that even more competent NESB children needed support and confirmation at the start of a task: “I think it’s to know that somebody is there and sort of okaying what they want to say because they like to it to be right” [Int4Jii: 8]. However, this could soak up lots of time: “Before you realise it fifteen minutes [have passed] and ... I haven’t got to that [other] group I was going to see today” [Int4Jii: 15]. Teacher aide support in the room was therefore invaluable, but limited in time. Jennifer commented: “Oh, that helps *so* much. I wish I had her [the teacher aide] every day [but it’s] only Mondays and Wednesdays unfortunately” [Int4Jii: 11]. Jennifer felt it would be helpful to have a teacher aide to help the NESB students with written language every day, although she would still work with that group at times:

We’ve got pretty experienced teacher aides, so I can confidently say, ‘Here’s these children, here’s what we’re working on,’ and they would know enough to be able to prompt them the right way ... I think it’s good for the students to have that continuity with that person, and just me coming maybe one day a week or two days a week to see where they’re at, to give, you know, the more teacher stuff. [Int4Jiii: 35-36]

*Teaching Content through English*

Many of Jennifer's generic practices for new entrants were also effective with the NESB students. For example, she assisted students' understanding by including visual support, using digital photos from class trips to stimulate talk in pairs before writing [Obs4J3: 11.07-11.45am], and providing large laminated cards to direct children to activities when they finished their writing. She also fixed pictures down the side of the whiteboard to illustrate the daily timetable [Obs4J4: 9.35am; Int4Jii: 24]. Pictures were an everyday part of her teaching: "You've got to ... have pictures up as well as words for a sequence of what you are going to do" [Int4Ji: 8]. Real items were also used, for instance Jennifer brought out her own lunchbox when showing the children how to record items on their food pyramids during the healthy food unit [Obs4J1: 12.24-12.30pm]. In addition, Jennifer used action to support meaning; for instance, when the class was talking about bread making Jennifer said, 'Show me your hands, show how you knead the bread' [4J5: 11.32am]; and when she wanted the class to sit or stand she would indicate the direction with her hands [Obs4J6: 9.47am].

Basic English vocabulary was built up systematically and regularly practised with the whole class [Int4Jiii: 23-24]. Jennifer provided word banks [Int4Jiii: 24-25] and large flash cards for vocabulary sets, such as the days of the week, and the children chanted initial consonant sounds linked to picture cue cards [Obs4J5: 10.54am]. Once a week the class also wrote a shared story about a common experience [Obs4J9: 11.30 to 11.44am] and this provided opportunities to reinforce new skills. The NESB children could often be heard chanting, "Road, rr-rr" as they wrote [Obs4J11: 12.16pm] or repeating letter character names such as 'Oscar Orange' or 'Rubber Red' to help them to remember how to write the letters [Obs4J12: 11.45am]. Jennifer felt the latter worked especially well with the NESB students "because it's not so abstract" [Int4Jiii: 23]. However, she was also aware that the NESB students could lack survival skills in the class:

If they don't understand they won't ask. They'll just sit there very quietly ... I try and work on that ... I had one of my Samoan girls last term - we were running a sausage sizzle and she'd been given a dollar for a sausage - and she came to me with that 'money for my sausage'. ... So ... [we] practised saying, 'My name is \_\_\_. I'm from Room 5. I would like my sausage,' and she went over with a friend, and she came back smiling. [Int4Ji: 7]

Incidents like the one above reinforced Jennifer's emphasis on building oral language with the NESB students. She also asserted that it was important to build English oral skills before reading and writing [Int4Ji: 7]. This view perhaps reflects how her teaching praxis was built on theories relevant to first language development and significantly influenced some aspects of Jennifer's teaching praxis. For example, in contrast to printing practice, which was enforced as a quiet time, Jennifer believed that written language was ideally preceded by talk [Int4Jiii: 11-12]; she therefore allowed NESB children to talk together for quite a long time in their group before they started writing [Obs4J2: 11.47am; Obs4J9: 11.52am]. Furthermore, during written language time, Jennifer chose to *predict and assist* when working with individuals, rather than dictate what was to be written [Obs4J11: 12.04-12.24pm]. She stated: "'I tend to be quite hesitant about actually suggesting something because I don't want it to be my words. I want it to still be their story, so I'll try and give them as little as possible'" [Int4Jiii: 14].

When she considered the needs of the NESB students, Jennifer felt some ambivalence about her stance to *encourage* rather than *provide* input, admitting: "But then sometimes you really have to actually give them the sentence because they have got nothing to build with" [Int4Jiii: 14]. Nonetheless, she maintained that her assistance was "more of a suggestion than a sentence that they have to write out," saying "You can often tell by their facial expressions too whether you're on the right track" [Int4Jiii: 14].

However, Jennifer still provided quite a lot of effective language input as part of her general programme. For example, she provided word banks and promoted the use of specific language features through targeted incentives: a tick for each correct sound or word; a stamp for every fact the child wrote; a star stamp for each feeling word used after these had been introduced; a glitter pen to note the interesting, exciting things in the writing [Int4Jiii: 28-29] and stickers were sometimes given out also [e.g. Obs4J9: 12.25]. These strategies provided strong motivation for the NESB children who would often count and compare the number of tokens they had received for their written language [e.g. Obs4J2: 12.05pm, 12.28pm]. Jennifer also acknowledged that she reinforced the NESB children more frequently, as "often they have put in more effort than the person next door" [Int4Jiii: 27].

Furthermore, specific language input was provided within curriculum areas. For example, for Science the class wrote and illustrated stories about *possible* and *impossible* [Obs4J12: 11.30am], and focused on *will*, *might*, and *won't* when they recorded how they melted ice [Obs4J11: 11.40-11.49]. After the class participated in the school's healthy breakfast, Jennifer also helped the children to make a list of important vocabulary, then category words were added, and finally Jennifer modeled telling a story about the breakfast using the words she had written on the board [Obs4J2: 11.33-11.42am]. The same strategy was implemented after the class visit to the bakery:

It is important that they're trying words on their own; but if they're actually going to write about a *topic* and they've got to think of words like bakery, bread, and knead, and all those difficult words then I think that could be quite a barrier to actually writing a story. [Int4Jii: 19]

Some teaching practices also evolved as a result of the NESB students' level of participation; for example, a three-step instructional reading sequence often evolved:

- (i) the NESB student would sit and watch/listen as the group read the story together;
- (ii) the group then read the story a second time and the NESB child read along with them;
- (iii) Jennifer would assist the NESB child to read to her individually after the other children had gone back to their desks [Obs4J6: 10.11-10.15].

However, Jennifer's later reflection on an NESB student's silence during step one reveals that she was unaware of the receptive to productive sequence of second language learning; therefore her intuitive hunches, while on the right track, lacked pedagogic certainty:

The first time I thought, 'No, he's just opting out, or he's not quite confident,' but then I was watching him today and I actually wondered if he's not reading quite a bit of it in his head first. I haven't quite got it sussed ... He will probably have skimmed it because he's got lots of basic words, really good sight vocabulary, and maybe he's listening to the tricky words. Yeah, I don't know. [Int4Jii: 17]

*Grouping and Supporting Learning*

The Samoan children all sat at the same table during written language time. Jennifer explained that this was because they were in the same ability grouping and having them together made it easier to provide teacher support [Int4Jii: 15]. When the NESB children worked in mixed groups, Jennifer often found it harder to address small issues, such as a missing word, with NESB students [Int4Jiii: 34] and had to look for small pockets of time to work with individuals: “Once you’ve got most sort of working happily you can pick out the one or two that you’ve really got to do something else for” [Int4Jiii: 9].

As they sat together, some Samoan children often took on a peer tutoring role, making sure that the others were on task, and asking each other questions about the activities they were doing [Obs4J9: 12.02pm]. Jennifer appeared to be somewhat ambivalent about this sort of ad hoc cooperative learning. On one hand she encouraged students to help the NESB students, saying: “He doesn't understand, but we are going to help him; we're going to help each other” [Int4Ji: 21]. Students were also encouraged to utilize their learning community: ‘If you have a problem think yourself, ask a friend, or you can ask me;’ it’s about looking to each other” [Int4Ji: 6]. However, on the other hand, particularly in reading and writing [Int4Ji: 6; Int4Jii: 1, 4, 9], encouraging independence became the over-riding goal: “[Rather than encouraging peer support I] tend to let it happen. Occasionally I have [said], ‘I like the way so and so helped so and so,’ but it goes a little bit against that fostering of independence” [Int4Jiii: 22].

Nonetheless, Jennifer was able to harmonize her goals for independence with cooperative learning strategies in structured class situations, such as when the class baked bread in six groups one morning [Obs4J6: 10.55-11.50am]. Each group had a laminated illustrated recipe card and the children were given numbered role cards indicating the order in which to take turns. On this occasion, cooperative learning was perhaps made palatable as it supported another key part of Jennifer’s praxis, enhancing oral language participation: “Quite a lot of the cooperative activities tend to work because I find they will speak a lot more in small groups rather than in front of the whole class” and it also provided the flexibility of peer or teacher support:

Especially if it's a very rich language activity I will group [the NESB students] together and I can spend more time working with that particular group ... but more often I'll just group them with other children in the class. Hopefully they're learning from them as well. [Int4Ji: 8]

### Beliefs and Perceptions

Further evidence of Jennifer's beliefs and perceptions in relation to teaching NESB students is now examined in terms of her confidence to teach these students in comparison with her general teaching confidence; her stress levels with the NESB students in different class contexts; and her attitudes to cultural and linguistic inclusion.

#### *Confidence Teaching NESB Students*

Jennifer said she was very confident about teaching science, mathematics and technology (see Figure 8.2). She placed herself near the top of the four-point scale for her general teaching confidence at the start of the term, but she said that she still wanted to leave room for ongoing improvement [Int4Ji: 9]. As she had not originally intended to teach juniors she felt she was still building her skills, especially in teaching reading and writing: "I was very new to those children who actually can't read any words - NESB or not" [Int4Ji: 12].

<b>4</b>	<b>Very confident</b>	General teaching, Mathematics, Science, Technology	↑ General Teaching
<b>3</b>	<b>Quite confident</b>	Teaching NESB students, reading, writing, music	↑ NESB Teaching
<b>2</b>	<b>A little confident</b>	Teaching physical education	
<b>1</b>	<b>Not very confident</b>		

Figure 8.2 Jennifer's teaching confidence

At the end of the term Jennifer thought that she was still about three quarters of the way towards achieving her ideals for a teacher of NESB students [IntJiii: 3], although she now believed that it was probably easier to cater for NESB students' needs at the junior level [Int4Jiii: 3].

Jennifer thought that some teachers could be less confident with NESB students since they might believe that children who were not able to speak much English would not be able to do much in the class [Int4Ji: 17]. Experience was also seen as a factor in building confidence. For example, Jennifer ranked her confidence in teaching Physical Education (P.E.) as the lowest of all, saying: “I’ve never taught it. We do a teacher swap, with music and P.E.” [Int4Ji: 15]. Nonetheless, she felt that collaborative teaching and observation were building her skills and confidence in these areas [Int4Ji. 15, 18]. In contrast, She admitted that, while getting to know the NESB children helped her to gauge when to push them to do something new [Int4Ji: 5], she still felt uncertain at times: “Do they really actually understand the concept I was trying to teach them?” [Int4Ji:11]. She continued to feel that there might be some specific knowledge for teaching NESB students that she was lacking:

I feel able to cope with them on a basic level. They come into the classroom. They seem happy. They seem to understand. ... [I wonder if they need] more time or perhaps a more concise easy way of teaching ... Maybe there are more ways to sort of tap into what they already know and build on that rather than starting them off as though it’s a whole new language from the beginning. I think there must be a point where you can sort of jump in at the middle ... and perhaps make things, you know, a bit quicker. [Int4Ji: 11]

### *Stress and Teaching NESB Students in Different Class Contexts*

Jennifer ranked teaching the class as a whole as the least stressful, reflecting the level of comfort that she felt in her role as a class teacher. Jennifer’s high self-efficacy in the class situation is further reflected in her conscious effort to maintain her overall stress levels below seven or eight out of ten [Int4Jiii: 10]. Nonetheless, she reported experiencing noticeably higher stress levels (nine to ten) when she was had to deal with the NESB students working independently (see Figure 8.3). This suggests that she had lower self-efficacy in this situation.

Jennifer perceived that coping with individual needs was stressful at both the beginning and the end of the year. At the start of the year individual needs were not yet clearly identified so organizational strategies such as grouping, pairing and two-tier teaching

were more stressful at this time (see Figure 8.3). For example, she commented that setting up organizational routines for pairs and groups was more stressful at the start of the year “because the children are not used to working in groups” [Int4Jiii: 8].

	Jennifer's Ranking	Jennifer's Comments on Stress Levels
<b>HIGH STRESS</b>	<b>10</b>	
	9 Independent	<i>“[It's even harder, up to a] 10 in stress at reading time”</i>
	8	
	7	
	6	
	5 Two-tier	<i>“It's harder at the start of the year”</i>
	4	
	3 Small Groups	<i>“Pairs would be a little bit easier, because in groups you've got that extra one or two who might be slacking off or not joining in”</i>
	2 Pairs	<i>“It can be [stressful] depending on who's decided to pair up with who. The stress is ... more in the managing of the children rather than actually getting the point across ... making sure they're getting on and making sure it's not one person doing all the work”</i>
	1 Class	<i>“I would definitely say class is the easiest ... at the time”</i>
<b>LOW STRESS</b>		

Figure 8.3 Jennifer's stress with NESB students in different groupings [Int4Jiii: 8-9]

However, coping with the NESB students' needs also became more stressful at the end of the year as Jennifer believed: “If there's a gap [between the NESB student and the class] it will be wider by the end of the year” [Int4Jiii: 9]. As the year progressed class numbers also increased, so it became more difficult to meet individual needs [Int4Ji: 22-23]. Jennifer joked: “We spend all year teaching them how to write independently and when they can, you're like: ‘I wish they'd all go back to writing one sentence.’ It would take half as long to read” [Int4Jiii: 17].

#### *Including Linguistic & Cultural Diversity*

While she felt it was hard working with families in a low decile school, Jennifer believed this was even harder when the parents did not speak English [Int4Jiii: 4]. For example, it could be difficult to explain things to these parents:

This morning one of my Chinese boys decided to play twilight hockey and Mum was going to have to pay the ten dollars for his team, but she didn't know how to fill out the forms. ... She thought it was *at* school that he was playing. [It was hard] trying to get through that it was an *after* school activity and she would have to take him ... and then she needed to know where it was, and I was trying to explain ... I hope this child does actually get to go and actually play a game. They might think ... when the form goes home you write your name and then you sign it. [Int4Ji: 23]

Jennifer recognized that contact with NESB parents not only ensured that things like reading homework was done [Int4Ji: 15], but would also increase her understanding of the children, because “you can see the level of English the parents have” [Int4Ji: 5]. Chinese parents often came into Jennifer’s class. Nonetheless, although the school’s cultural groups encouraged more parents to come into the school [Int4Jiii: 4], Jennifer acknowledged that she generally saw less of the Samoan parents. Their children tended to live close to each other and often walked home together [Int4Ji: 14-15]. She had also noticed that the Samoan children rarely used their first language in class [Int4Ji: 4], a fact she put down to many Samoan families being second generation New Zealanders. She thought these families might now speak more English at home [Int4Ji: 9].

Jennifer felt that it might be helpful to be able to speak at least a “few basic words” to the children [Int4Ji: 24], and to have some knowledge of the NESB students’ first language patterns. This helped to prevent her from becoming overly concerned about the children’s English errors: “I think they’re aware of those little words. It’s just that they don’t use them in their other language so you’re not going to get them in their English language” [Int4Jiii: 31-32]. For instance, she was aware the Chinese children often missed ‘s’ off the end of a word, and that Samoan children mixed ‘he’ and ‘she’ [Int4Jiii: 3].

Jennifer’s experiences with NESB families had heightened not only her knowledge of cultural and linguistic differences, but had also increased her confidence to deal with these in her teaching. As she had noted that avoidance of eye contact was evident in her dealings with Samoan parents, in class she did paired activities (such as talking or

singing to a partner) to develop eye contact amongst the children in class [Int4Jii: 25]. She also felt the Samoan children “just aren't confident enough to speak in front of the whole class,” so she employed non-confrontational strategies: “Maybe at the end after the discussion I'd go and talk to that child, you know, 'What do you think?' and try and get some ideas out of her that way” [Int4Jii: 6].

### **Summary**

Jennifer was a highly skilled practitioner. Her practice with NESB students had evolved alongside her general teaching practice and she had some understanding of the first language structures of these children. However, while Jennifer had developed many sound practices that were effective with the NESB students in her class, there was some evidence of underlying conflict with her core teaching praxis which was clearly influenced by first language development pedagogy. This tension created ambivalence within Jennifer's reflections. First language development theories indicated that opportunities to talk were useful, but she was also aware that the NESB students needed specific language input. So, while her general class praxis provided language models and word banks, in personal written language sessions students were encouraged to make use of the language they had.

Bandura (1986) links high levels of uncertainty to low self-efficacy, and uncertainty seems to be a relevant factor in Jennifer's lower confidence with NESB students. Jennifer's comments strongly suggest that she was aware of the absence of a theoretical framework for teaching NESB students. Despite this, however, she persevered in what was for her was often a high stress situation. That she did succeed to such a high degree may well be due to the high level of her general teaching efficacy. In addition, the ongoing exposure she had to NESB students throughout her career may have assisted her in evolving a generic praxis that was imbued with an intuitive sense of what worked best with the NESB students in her class. In addition, she had supportive colleagues who ensured that she experienced positive outcomes with NESB students, right from the start. These factors may well be critical to the construction of effective praxis in this area.

### 8.3 Senior Class Teacher Case Study: Janette

*[Each child] is only allowed to have that much time ... Really, I've got to give that time to everybody else as well, so that is why I use buddies all the time. [Int4Si: 14]*

#### Teacher Experience and Identity

Janette had taught at schools in lower socioeconomic areas for eighteen years [Int4Si: 1, 3]. However, despite having taken university papers in linguistics, sociolinguistics, special needs, and behaviour management [Int4Si: 2], she had no specific qualifications for teaching NESB students. She recalled her concerns over the silence of her first NESB student, a Chinese boy in a new entrant class:

We didn't know whether it was because he didn't understand, or whether he was very slow, or whether he was just being stubborn" ... [therefore] I made the assumption that he understood and just included him. ... but I didn't force him to because ... he would just clam up more. [Int4Si: 5]

Janette admitted only having taught "a couple" of NESB students, and that was "quite a long time ago, and in the junior school rather than at this level" [Int4Siii: 6].

Nonetheless, she asserted that she enjoyed challenges: "I don't like doing the same things all the time" [Int4Si: 18-19], but the classes of experienced teachers "are generally full and we get the behaviour problems" [Int4Si: 11]. She was therefore aware of the need to not just vary the programme but also to maintain stability [Int4Sii: 5], set clear boundaries, [Int4Si: 2] and create a family class culture [Int4Sii: 3] that was "safe," "interesting," and valued children's efforts [Int4Sii: 1].

#### Catering for NESB Students in the Class Setting

Janette's year five-six class included four NESB students with a range of English language levels and from diverse backgrounds: Samoan, Malay, Chinese-Mandarin and Cantonese. While admitting that some NESB students could be mischievous [Int4Si: 24], Janette believed that most were "very quiet" [Int4Si: 4] like Pei Fen, a Malay Chinese student in the class [IntT4TA: 15; IntSii: 13], so it was "easy to forget that those kids are in there" [Int4Sii: 8]. The challenges that Janette faced in trying to balance the needs of

the NESB students against the needs of others in the class, to teach them in English, and to group them for learning are explored next.

### *Balancing Class and Individual Needs*

Janette saw herself as a *facilitator*: “Children working together actually learn more, and you just set up situations where they can do it” [Int4Siii: 39]. However, she also referred to herself as “the general” or the “boss” [Int4Sii: 2]. This emphasis on her class teaching role is also reflected in her comments at the start of the term: “The buck stops with you and you have to make the students work ... You have to be ... approachable, but still you're the teacher ... You can't afford to be absolutely involved with every child” [Int4Si: 8-9].

Janette placed herself in the middle of individual and class focus (see Figure 8.4). On one hand, she felt that she only taught the class when she was “starting off things” and that usually involved “modeling” [Int4Siii: 15]. On the other hand, she felt it was impossible to fit in sufficient individual time, as each child would only get “five or six minutes [each day] if you're lucky” [Int4Si: 25].

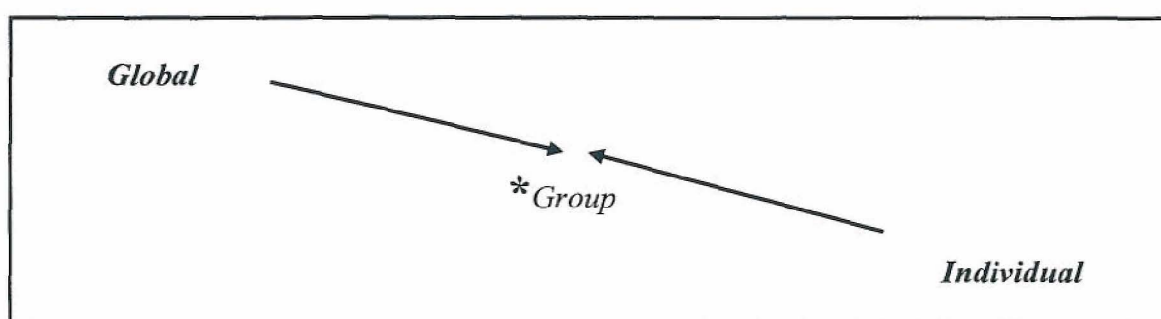


Figure 8.4 Janette's Teaching Focus

Janette did not have enough time to cater for individuals and thought that if she did, “I would tend to spend too much time with certain children” [Int4Siii: 15]. She resolved this dilemma by making groups central (see Figure 8.4) to her praxis: “At least in a group I'm sure that I see everybody” [Int4Siii: 15]. She felt that being busy with instructional groups made it harder to spend time with individuals:

I might call [individuals] over for just a couple of minutes. I'll go through this bit: 'What does this mean? ... Can you explain to me?' ... [But] it's harder when

you're running reading groups and Maths groups, just keeping track of what else is going on. [Int4Sii: 22]

### *Teaching Content through English*

Dealing with NESB students with low English proficiency could be “frustrating,” as not knowing if the students understood resulted in Janette having difficulty establishing starting points for learning [Int4S: 5]. She watched for facial responses to get cues about whether students understood, but with Pei Fen she admitted, “It’s actually really hard because she’s that very straight faced, non-responsive sort of person” [Int4Sii: 22]. However, body language was sometimes helpful: “When Pei Fen doesn’t want to respond she moves back slightly ... You know when you’ve lost her” [Int4Siii: 25- 26].

As basic literacy skills were a priority for all students in the class [Int4Si: 19-20] many of Janette’s teaching strategies were effective with NESB students. For instance, she endeavoured to use “big words” and “proper terminology” [Int4Siii: 36]. Spelling lists emphasized specific phonic features such as silent/hard/soft letters, or a common medial or final sound combination.

Visual strategies were also a feature of Janette’s class teaching. She illustrated facts on the board and used graphic organizers [Obs4S5: 12.07pm]. She wrote up the order of activities [Obs4S5: 11.17am] and listed materials groups needed to get out [e.g. Obs4ST2: 11.10am]. She also wrote up key points for lessons, like slope, tidiness, size, and linking in handwriting [Obs4S9: 11.12am] and later reinforced these through her comments on students’ work [Int4Sii: 20].

In addition, Janette introduced the class to different genres and guided models were provided for writing; for instance, Janette demonstrated how to structure an imaginative story about a forager bee on the board before the students wrote stories on other types of bees [Obs4S6: 11.05am]. She also modeled how to research, take notes, and report on factual information using print and electronic sources [Obs4S13: 11.12-11.35am].

Janette felt that Pei Fen's literacy needs were not as pressing as many other students' needs in this class [Int4Si: 4]. She noted that Pei Fen had been familiar with traditional English stories when she first arrived [Int4Sii: 9-10]. Janette also believed that, as the NESB students already had their first language structures, immersion would simply lead to acquisition: "The structures are already in place. They just have to fit English into those structures and it's being able to find the key -where they fit - rather than starting from the beginning" [Int4Si: 13]. Janette's concern with Pei Fen's written language was therefore to "fix up all the little things because it's little things, 'the', and 'a', and 'is', and 'was' and past tense" [Int4Sii: 9]. She had also come to realize that the NESB students' limited vocabulary influenced their understanding [Int4Siii: 6], making class activities more demanding for them:

I assumed that they knew an awful lot more English than they did because they're quite confident in just basic conversational English, but once you get them into that instructional thing it is too much for them. ... I think they're still translating.

[Int4Siii: 35]

Recognizing the need to allow time for NESB students to translate influenced Janette's teaching strategies, as shown in the next extract. This extract shows that, while Janette was aware of the need to extend the wait time to allow Pei Fen to respond, this would inevitably slow down the group process. Other students would grow restless, and she would sometimes have to stop other students from "calling out" the correct answer [Int4Siii: 22]. Her concern about this is seen in the way she moves the pace of the lesson up again at the end of the extract. Nonetheless, she felt it was important to give NESB students a turn sometimes, as this enabled her to see what they could do and "otherwise they will just sit back and let everyone else do it" [Int4Siii: 22].

- 11.56 Janette then asks the reading group what the poem is about and is told 'Excuses'. She comments wryly on how she gets lots of excuses when the students practice for the cross country race which is coming up soon. Then she asks, 'What's an excuse?' She takes a couple of examples of good excuses from students, and then summarizes: 'So, excuses are things you say when you don't want to do something.' She then asks, 'What's a good excuse when you don't want to do your homework?' Pei Fen has been watching and has not yet contributed. Janette begins to go around the group, taking suggestions from each person. She comes to Pei Fen last and there is a long pause. Janette pats her on the knee and

- encourages her by repeating the question. There is another long pause. Janette clicks her fingers to stop others in the group from talking amongst themselves. Finally, Pei Fen offers an excuse: 'I can't write because I have a sore thumb.'
- 11.58 Janette praises her and quickly gives another example, 'I can't do my homework because I have to help my Dad on the farm.' She then sends the group off to list 10 good excuses why they can't go swimming, in their homework books.
- [Obs 4ST1: 11.56-11.58am]

The episode above also illustrates how the visual strategies that were so much a feature of Janette's class teaching were absent when she worked with NESB students in the smaller group. Frequently a series of rapid-fire questions would be used, a strategy to assist the boys in the group (who were slow readers) in reconstructing the plot, a skill they were shown to be lacking in a recent class test [Int4Siii: 21-23].

In attending to the needs of others in the group, Janette felt that NESB students like Pei Fen, were "Just part of the class ... [so] I don't think I treat her any differently to the others" [4Si: 25]. This was probably reinforced by Pei Fen's quiet demeanor in the group, making her less demanding of the teacher's attention.

### *Grouping for Learning*

Janette felt that she needed predictable routines as teacher aides and NESB students frequently came in and out of the class [Int4Sii: 3]. As the NESB students frequently went in and out of the class for additional work, they were placed around the edges of the class mat area: "They tend to be on the fringe of things because they are in and out a bit ... it's easier ... If someone comes in for one of those kids they can just slip out" [Int4Sii: 17]. Janette believed that intensive withdrawal time could tire the NESB students, so she was not concerned if they sometimes just chatted with their buddies in class [Int4Si: 21]. She stated: "if you've got them on task - for five minutes out of fifteen ... you've done quite well really," and that by allowing "that cruising time ... They're learning lots of things. They're talking. They are asking people what they're doing" [Int4Siii: 5-6].

Buddies enabled Janette to deal with the many needs in the class [Int4Si: 14]. She had also come to accept that low English proficiency students would sometimes have to be left with nothing to do if she was busy with the class [Int4Si: 22]. They often had to sit

through lengthy class sessions “because if I don’t let the buddies know what is going on they can’t help” [Int4Si: 7]. Buddying also fitted with Janette’s beliefs that oral language input was of primary importance and that working with the teacher could be threatening:

I think the most valuable thing for children who don't speak English is using their peers... They pick up colloquialisms better and ... it's survival language for them too if they have to interact with other kids. ... They don't think they're being judged ... I guess it's how they learn when they are in new entrants... That's where you learn your structures. ... That gives you your basic understanding, doesn't it? ... and it's not as threatening as coming to the teacher. [Int4Si: 6-7]

Janette would change the allocated buddy for the NESB students daily, rotating through five or six students who were identified as “friends” [Int4Si: 14]. The NESB students’ buddies were rewarded by being allowed to use the computer or the digital camera [IntSi: 7], or to play a game with the NESB student, or “even just sit and draw with the student while everyone else has to do some work,” so they were very keen to take on this role [Int4Si: 15]. However, as their English improved the NESB students often didn’t want to do these things anymore: “He doesn’t want to be special. He doesn't want to be different. He wants to be the same as all the other kids” [Int4Siii: 14]. She was also uncomfortable about the way that buddies often treated NESB students: “You’ve got some of those boys who talk to him like he’s a baby ... [I say,] ‘He’s not a baby. Just speak normally. Just speak slower, you know, so he can understand’” [Int4Siii: 10]. At other times Janette thought that children could benefit from working with NESB students; for example, a child with whom Pei Fen often chose to work had improved in her Mathematics as a consequence: “Both are actually getting benefits” [Int4Siii: 19].

Placing Pei Fen in an instructional reading group was difficult, however. Although Janette knew Pei Fen would try harder to participate when a topic was familiar, [Int4Siii: 27], her reading group was dominated by boys who were somewhat reluctant readers. Texts such as Robin Hood [Obs4ST3] and whale watching [Obs4S11] were therefore chosen to motivate them [Int4Siii: 27]. Janette acknowledged that Pei Fen “does understand an awful lot more” but explained: “It’s the vocab. She doesn’t understand

what all the words mean. So I think I've kept her back, I've put her back with that group for that reason" [Int4Siii: 25]. However, she reflected:

NESB kids are so much faster. They take it on board so much more quickly ... [whereas with] the special needs children it's tiny steps over a very long period of time. With ESOL kids it seems to [be] great bounds; they leap and all of a sudden there's a whole new chunk of knowledge that they have acquired ... I've just become aware of things like that. [Int4Siii: 13]

### **Beliefs and Perceptions**

Further evidence of Janette's beliefs and perceptions in relation to teaching NESB students is revealed through examination of her confidence to teach these students in comparison to her general teaching confidence, her stress levels in teaching the NESB students in different class groupings, and the ways in which she went about including linguistic and cultural diversity in her class programme.

#### *Confidence Teaching NESB Students*

Janette noted that external factors, such as home stresses, amount of preparation, behaviour problems, and too many interruptions could cause her general teaching confidence to fluctuate: "You begin to doubt yourself ...and that can happen for a short period of time and then it goes back up again and you're fine again; but it depends on the day" [Int4Si: 11]. Although she was generally a confident teacher, placing herself between three and four on the four-point scale (see Figure 8.5), she was a realist, saying: "I don't believe that I can teach eleven subjects well. I think that it's ridiculous to think that any teacher can" [4Si: 19]. She noted that she had strengths and limitations: " We [primary teachers] do specialize in areas that we enjoy, like the Arts and Literacy are my areas ... I am okay with Science and Technology, but P.E. is way down there" [Int4Si: 9-10].

Janette was able to articulate a number of features that she felt identified an ideal teacher of NESB students. She included: adapting things as necessary; working from the children's interests and strengths; allowing quiet talk and informal discussion to take place in class to build basic English conversational skills; being approachable and being

there if the students need you while not imposing teaching on them; and giving wait time [Int4Siii:2-5]. However, she believed that teaching NESB students required “specialist knowledge” that she did not have [Int4Siii: 7]. This probably explains why she placed her confidence for teaching NESB students quite low, between two and three on the four-point confidence scale. As she explained:

I've had no training in working with NESB students. I've done a bit of reading but it's not nearly enough to give you that background... so I go back to sort of the things that I did with new entrants. [Int4Si: 11]

<b>4</b>	<b>Very confident</b>	General teaching, teaching the Arts and literacy	↑ General Teaching
<b>3</b>	<b>Quite confident</b>	Teaching Maths, Science, Technology  Teaching NESB students	
<b>2</b>	<b>A little confident</b>	Teaching Physical Education (PE)	↑ NESB Teaching
<b>1</b>	<b>Not very confident</b>		

Figure 8.5 Janette’s teaching confidence

Lack of professional expertise for teaching NESB students convinced Janette that she was not even halfway to achieving her ideals: “I don’t know enough ... because I haven’t had huge amount of experience with NESB kids” [Int4Siii: 6]. She lacked certainty, both in her teaching strategies (“There are lots of things that I know, but whether I actually use them properly” [Int4Si: 14]) and in her assessment of the NESB students (“You don’t know how much background knowledge they’ve got because they just can’t explain a lot of things” [Int4Siii: 6]). Moreover, she was unsure how to select and modify materials for NESB students with low English proficiency, and this was further complicated by her concerns about finding time to help them in the class setting:

What do you give these kids to do when you have to work with the other thirty kids in the class ... What is the something that they could do that’s not just busy stuff? And that’s where I feel that I fall down really badly. I don’t have a lot of that sort of background of those sorts of things that I can use ... If I’ve got to spend twenty minutes modeling writing to my class and the NESB students don’t understand that - okay, there are times when they have to sit and they have to just put up with that -

that's how it's going to be - but they shouldn't have to do it all the time ... Taped stories only last so long, and then how do you explain to them what you do after the taped story, you know? If there are activities you need time [to explain them] and in the classroom you don't have the time. ... It's even different from special needs children because at least special needs children can do the same thing but just slightly differently. [Int4Siii: 9-10]

This perhaps sheds light on why Janette convinced herself that the ESOL support programme provided for the intensive teaching needs of the NESB students in her class. Her praxis was mostly drawn from her prior experiences in junior classes and from special needs teaching. Although she was aware that year 5-6 NESB students had proficiency in their first language, her teaching practices were in tune with first language development. This caused her to initially focus on providing class buddies to promote oral language input and supported her belief that natural language acquisition would emerge from informal interactions in the class setting.

#### *Stress and Teaching NESB Students in Different Class Contexts*

Janette placed dealing with the NESB students while teaching the class, and leaving them to work independently caused her the most stress (see Figure 8.6). Her efficacy was, however, situationally based, rather than skills based, and she identified that, while she could teach these students individually, her stress related mainly to the lack of time and the many interruptions [Int4Siii: 20].

It is interesting to note that Janette experienced less stress over teaching lower proficiency NESB students in larger groups as she felt that these students should not be put under too much pressure. For instance, reflecting on pairing NESB students with others, she thought it could be more ideal to initially put them in groups of three (triads) because "they're getting the modeling from the two English speakers speaking to each other, and they've got the opportunity to sit back if they need to. ... The pressure isn't on them to perform all the time with the other kid" [Int4Siii: 18]. In contrast, Janette encouraged more competent NESB students like Pei Fen who "would rather work by herself," to choose a suitable peer. However, she noted: "She's figured out who the

people are that it's in her best interests to work with ... She can't be in with any of those overpowering children... She has to be in with the quieter ones" [Int4Siii: 18-19].

		Janette's Ranking	Janette's Comments on Stress Levels	
	<b>HIGH STRESS</b>	<b>10</b>		
		<b>9</b>	Class	<i>"That is the most stressful because ... I don't think the NESB students are on task ... I'm aware of the fact that they're on the fringes"</i>
		<b>8</b>	Independent	<i>"Finding time for independent work is stressful, but not doing it ... The only thing that is stressful about that for me is what else is happening. I have to be sure that everyone else is well catered for in that time"</i>
		<b>7</b>		
		<b>6</b>		
		<b>5</b>		
		<b>4</b>		
		<b>3</b>	Pairs	<i>"It's more stressful than small groups only because you have to be aware of what else is going on. But if I'm working with pairs it's usually very short ... That's easy once you get them going, once you get them motivated, and as long as they know that the person they work with has to be someone they <u>can</u> work with"</i>
			Triads	<i>"I use pairs and triads all the time for cooperative work"</i>
		<b>2</b>	Small Groups	<i>"I like working in groups. I enjoy working in groups"</i>
<b>LOW STRESS</b>	<b>1</b>			

Figure 8.6 Janette's stress with NESB students in different groups [Int4Siii: 16-18]

#### *Including Cultural and Linguistic Diversity*

Janette's class learnt Maori language from a visiting teacher, and sometimes did their writing practice in Maori and Samoan [e.g. Obs4ST3: 11.06am]. As the NESB students in the class all spoke different languages, however, it was difficult to promote first language use for learning in class. Overall, Janette's view of "inclusive" education was "including the child in whatever is going on" [Int4Siii: 1], so fitting the child into the mainstream programme was possibly more important than adjusting the class programme to accommodate the child's culture and language.

Nonetheless, working with NESB students increased Janette's awareness of different cultural expectations; for example, she knew that Asian children often agreed when they did not understand [Int4Si: 5]. Janette had found that knowing about the students' background helped her to understand why they behaved differently:

If they're not absolutely sure of how they can say something in English they freeze and refuse to talk. ... At times I got very cross ... It took me a while to figure out why these students were doing it because on the surface they are good English speakers, and I didn't realize that there is absolutely no English spoken at home ... I've discovered that, for these students, it isn't being stubborn or arrogant or any of those things; it's just fear, fear of being shown up as not knowing. [Int4Siii: 33-35]

Janette was also aware of face-saving behaviour in NESB students, noting that "They pull back because they don't want to appear silly or to be seen as not being able to cope" [Int4Siii: 25- 26], she was conscious of the need to protect NESB students in some situations, such as one day when several noisy boys sat at Pei Fen's table and she was clearly uncomfortable [Obs4S10: 11.23am]. Janette reflected on her intervention:

I said, 'Do you want to move away from those boys?' ... [She] needs direction to do all those things. She's not prepared to make an independent move, whereas most of the kids in the class would go. They'd just move. ... She's been in a situation where you sit at your desk and you do not move out of it unless the teacher says you move out of it. [Int4Siii: 29]

Conflicting cultural characteristics often posed a challenge for Janette. For instance, she believed that using an older bilingual student as a peer/mentor could be more useful than a bilingual teacher aide [Int4Siii: 36-38] as adults and teachers could be perceived as threatening figures for Asian students:

I think Pei Fen finds me a bit overwhelming at times, a bit scary, and so you've got to pull back a bit ... I wouldn't be anything like probably a lot of Chinese women. ... They're not loud, loud. I mean I'm loud. [Int4Sii: 19]

She also felt concerned that Pei Fen was so quiet, linking this to cultural differences: "She's very task oriented. ... I think that's that ethic that she's probably coming from"

and she asserted, “I’d like to see her lighten up a bit” [Int4Sii: 15]. Seriousness did not fit with Janette’s ideas about how children should learn: “I’d like Pei Fen to break out ... They have to be a little bit naughty. That’s what children are. Children have to push the boundaries ... I don’t know how to deal with those very internalized children” [IntSii: 18].

### **Summary**

Janette chose to abdicate from taking an active teaching role with low English proficiency students, choosing instead to leave them to work with buddies. This appears to have been reinforced by her belief that Asian students saw adults, and especially teachers, as threatening figures. She also believed that NESB students would simply pick up English through immersion with their peers.

Overall, finding sufficient time became the major factors in Janette’s struggle to cater for the NESB students in the class. As it was impossible to find adequate time to support each student’s individual needs each day, instructional groups became central to Janette’s teaching focus; but the NESB students did not fit comfortably into the existing instructional groups in the class. For example, it was clearly difficult to deal to teach a quiet Chinese girl in the midst of a low reading group that was dominated by boys.

Furthermore, Janette did not transfer those effective strategies she used at class-level to her teaching of NESB students in smaller instructional settings. This perhaps indicates that these strategies were generated for other more visible learning needs in the class, and she had not perceived how effective these could be with NESB students. In addition, maybe she lacked not only the time but also the confidence to utilize these strategies with low English proficiency NESB students. Her pedagogic uncertainty and limited experience with NESB students may be a contributory factor in her lower confidence. Interestingly, however, Janette did not feel a large deficit in confidence with the NESB students, in fact not as much as teaching Physical Education. The fact that she had developed a workable solution with the NESB students may well have served to bolster her sense of efficacy. The fact that she was able to justify on pedagogic grounds, perhaps suggests that not only are core beliefs hard to change but that the individual’s ego may be

capable of protecting itself by generating what may appear to be logical justifications for actions based on rather limited knowledge.

## **PART THREE: Reflecting on Praxis Evolution**

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### **Introduction to Part Three**

Part Three, which includes the final two chapters of the thesis report, pulls together and reflects on key aspects of the findings. In Chapter Nine, a model of teachers' on-going praxis development for the few NESB students in the class is presented and discussed. This more holistic analysis of the data enables coherent conclusions to be drawn with regard to each of the central research questions in the enquiry. In Chapter Ten there is consideration of the implications for theory, research, practice and policy, a number of significant practical recommendations are put forward, and the thesis report is drawn to a close.



## CHAPTER NINE

### DISCUSSION & CONCLUSIONS

#### 9.1 Introduction

As this investigation progressed, the evolution of each teacher's praxis with the few NESB students in the class emerged as a complex process that involved not only construction, but also co-construction and reconstruction. While each teacher constructed her own unique praxis, co-construction also occurred as a result of her interaction with significant others, such as colleagues, parents, and the NESB students in the class. Continuous reconstruction of each teacher's praxis and identity also took place during the study as she reflected on and modified her praxis for the NESB students in the class while overcoming uncertainties and building skills and confidence. Three broad contextual layers therefore emerged: the wider educational community, in which the teacher participated with other teachers and with parents; the class context, in which the teacher interacted with students in her role as an agent of learning; and the inner reflective practitioner context. Drawing on Bronfenbrenner's (1979) ecological notion of nested environments, these contextual layers have been depicted as a set of three concentric circles (see Figure 9.1).

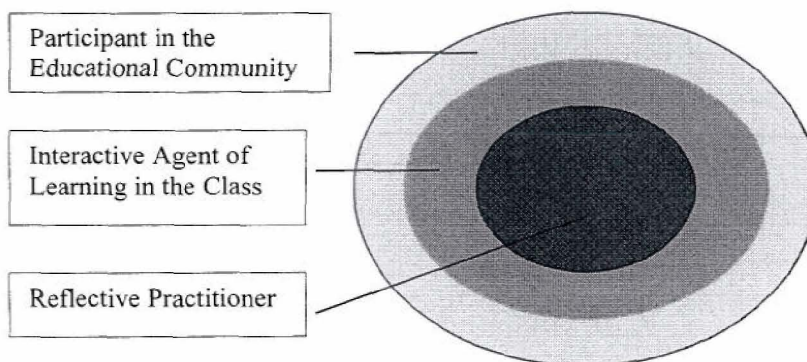


Figure 9.1 The Three Contextual Layers of Teacher Praxis Development

At the heart of the model is the reflective practitioner. This view of the class teacher is that of a professional who is constantly evolving, reflecting on and refining praxis. Cohen and Manion (1994) would refer to this as an ethogenic perspective, in that it "expresses a view of the human being as a planning self-monitoring agent, aware of

goals and deliberately considering ways to achieve them” (p. 204). The teacher’s reflective professional identity may also be likened to Mead’s (1934) notion of the ‘I’ or the impulsive, creative self. Woods (1996) suggests that “If we are to understand the ‘I’ we must explore people’s innermost feelings, their impulses and passions, their hunches and risk-taking, the things they would like to do but cannot, what prompts them to act in certain ways and what gives them pleasure and what gives them pain” (p. 47). These matters have been very much at the heart of the central contextual layer of this investigation.

The teacher also operates within the context of the classroom as an *interactive agent of learning*. This setting is seen as one that involves ongoing social interaction so it may be viewed as “a moving process, with people defining, assigning meanings, aligning and realigning their actions, seeing how they can best satisfy their interests, comparing and contrasting them with others, adjusting them if necessary, and devising strategies” (Woods, 1996, p. 45). Thus, the reflective practitioner is in constant interaction with the class context, interpreting actions, devising strategies and realigning these in tune with her goals as an agent of learning.

Furthermore, it has been seen that the teacher does not operate in isolation within her class. As a *professional educator* she is subject to responsibilities, roles and educational concepts imposed by the wider educational context. Her capacity to develop effective praxis for NESB students is therefore significantly influenced by the degree, quantity and quality of her interactions with parents, ESOL support staff, and other professional colleagues with whom she may engage in wider professional development opportunities.

As this investigation examined a series of different teachers’ stories, incoming data resulted in the progressive generation of hypotheses and ongoing refinement of research questions (Burns, 2000). In the analysis phase, the investigative questions were further clarified by grouping under the relevant contextual layers, as shown below.

*The Class Teacher in Interaction with the Broader Educational Community*

- 1) In what ways are class teachers' endeavours to meet the needs of the small numbers of NESB students within their classes constrained and/or supported by their interactions with the wider educational community?
- 2) To what extent do teachers engage with the inter-lingual and inter-cultural challenges of having NESB students in their classes, and what influences their cultural efficacy with regard to this?

*The Class Teacher as an Interactive Agent of Learning in the Class*

- 3) How do teachers go about balancing the needs of small numbers of NESB students against the needs of the rest of the class?
- 4) What are the goals that teachers set for the NESB students in the class, and what influences the roles and strategies they select to achieve these?
- 5) What different challenges are perceived in teaching NESB students in junior and senior classes of a primary school?
- 6) To what extent do teachers' perceptions of NESB students' English language proficiency influence their praxis selection?

*The Class Teacher as a Reflective Practitioner*

- 7) How do teachers' experiences, knowledge and beliefs influence the evolution of their praxis for the NESB students in the class?
- 8) How does the presence of a small number of NESB students in the class impact on teachers' perceptions of themselves as professionals?

The findings associated with each contextual layer and its related questions will now be discussed in detail. This discussion will necessarily highlight how teachers' beliefs about their praxis are influenced by prior experience and knowledge, shaped in response to the cultural expectations of the classroom, inform the roles that are taken up in the classroom, and influence perceptions of teaching possibilities. It will therefore become

clear that the model of teachers' praxis development for small numbers of NESB students in the class is by no means a static model. Not only is each layer in a state of ongoing metamorphosis, but dynamic interaction constantly occurs both within and between the three contextual layers. As Bandura (1997) asserts, "People working independently within a group structure do not function as social isolates" (p. 469). The current study thus depicts the ongoing development of each teacher's praxis as the result of interaction between contextual layers, and the impact of multiple factors within multiple contextual layers. In presenting the findings associated with each contextual layer, the discussion will therefore not only focus on what occurs within each contextual layer, but it will also illuminate the dynamic interaction that occurs within and across these three layers.

## **9.2 The Teacher as a Participant in the Educational Community**

Two research questions were associated with the outermost contextual layer of teachers' praxis. Firstly, there was a focus on how teachers' endeavours to meet the needs of the small numbers of NESB students within their classes were constrained and/or supported by wider contextual influences. Secondly, there was interest in the extent to which teachers engaged with the inter-lingual and inter-cultural challenges of having NESB students in their classes, and the influences on teachers' cultural efficacy with regard to this.

Three aspects of the class teachers' contact with the wider educational community emerged as significant in influencing their cultural efficacy and praxis with these students: contacts with NESB families; professional development opportunities; and collaboration with teaching colleagues in the school. These factors, along with the influence of the small number of NESB students, are now discussed.

### **Contact with NESB Families**

Blackledge and Aljazar (1996) refer to cultural and linguistic barriers inhibiting collaborative relationships between NESB families and teachers, but the nature of this barrier has not been previously analyzed to any great extent. In this study, it appears that

teachers' perceptions of cultural distance (Schumann, 1976), as well as their levels of cultural certainty/uncertainty and cultural efficacy (Gibbs, 2003) are inter-connected (see Figure 9.2). This inter-relationship is the focus of the discussion that follows.

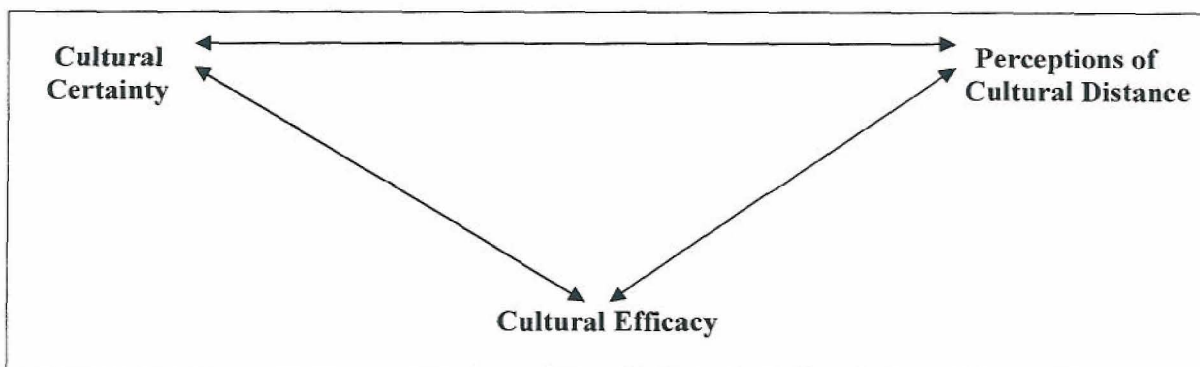


Figure 9.2 Effects on Teachers' Cultural Efficacy

Class teachers generally recognized the value of having contact with NESB families, but several (Kate, 1J; Anna, 3S; Trish, 2J) mentioned that they felt uncertain about which cultural mores were operating in their interactions with NESB parents. Teachers' uncertainties widened their perceptions of cultural distance from NESB families, and as cultural distance became more visible uncertainties grew. For example, Trish (2J) felt less certain in her interactions with Zayhed's family who she perceived to be culturally distant. She suspected that his family held opposing attitudes to the school in important matters such as developing independence in the learning situation, and this may well have prevented her from involving them further in the class.

The converse was also true. Perceptions of cultural proximity appeared to be likely to facilitate effective cross-cultural relationships with NESB families. This is illustrated in Kate's (1J) effective relationship with Plato's Greek mother who was a lecturer at the local university. In contrast, Kate had more difficulty establishing contact with Kuria's parents who were from Papua New Guinea. Perceptions of parents' fluency in English may also be involved in the ease with which such relationships are able to be established. Kate's case study also revealed that a teacher is more likely to include aspects of the family language and/or culture in her reflections on the class programme when closer relationships were established between them and adult members of the NESB families. Without contact with families Kate had less opportunity to enhance her cultural efficacy and could only access information through indirect means such as books.

Furthermore, it is important to bear in mind that cultural efficacy is a two-sided affair, affecting both teachers and NESB families. Dhasmana (1994) notes that many NESB parents, whose educational expectations contrast with those of school, will have difficulty understanding the teaching and learning strategies employed at the school. As indicated in Schumann (1976), perceptions of cultural distance may influence a person's willingness to engage in interactions with other cultural or linguistic groups. In this study, effective relationships between class teachers and NESB parents seemed to depend on whether the parents came into the school. It was often noted that some families did not come to formal school occasions such as parent interviews. Contact seemed to be most easily established on an informal basis, such as in the junior class where parents often stopped to chat to the teacher when they were dropped their children off in the morning or picked them up after school. Teachers were able to capitalize on these opportunities.

Although voicing that she felt it could be inappropriate to involve parents in the senior class programme, Anna (3S) was proactive in encouraging parents to come into class regularly to look through their children's books. Providing this opportunity was clearly helpful in legitimizing parents' entry into the senior classroom. The fact that this was a school practice illustrates how the prevailing school context may influence teachers' praxis and cultural efficacy, even in the midst of individual teacher uncertainty.

In addition, teachers' overall teaching efficacy and individual autonomy appears to be a factor in the growth of their cultural efficacy. For example, Anna (3S) reported how being challenged by Isaac's parents helped her to overcome her uncertainty in working across perceived cultural barriers. Although stressful, this encounter increased her awareness of the need to explain her goals and strategies to NESB parents early in the year.

All of the teachers in the study exhibited a strong belief in their general teaching efficacy, and it is possible that this confidence assisted them in overcoming their lower sense of efficacy with NESB students. Bandura (1986) points out that success in one situation is likely to influence future motivation, perseverance and sense of efficacy in other situations. Sita's case (1S) also suggests that a general sense of cultural efficacy may be

built up incrementally. As a Fijian-Indian she found it relatively easy to establish contact with children and parents from the Pacific Islands and from Indian/Asian cultures. She believed these prior positive experiences enabled her to feel confident that she could work effectively with families who might be more culturally distant, for example those from Africa. Her stance perhaps indicates that a general sense of cultural efficacy may be developed over several positive intercultural situations, so a teacher may feel more efficacious about dealing with later more challenging intercultural situations. So, while it may not *actually* be easier for that teacher to work with culturally distant families, the *belief* that one can do so successfully may perhaps make a difference to the number of alternative strategies one is able to draw on, and the resilience one has to overcome both real or perceived difficulties in such a situation.

### **Professional Development Opportunities**

The pilot study investigation suggested that the small numbers of NESB students in schools and classes may have caused teachers to perceive their professional development needs in this area as relatively low compared to other priorities (Haworth, 2003). This was further reinforced by the findings in this study. Most of the class teachers in the study had not accessed any professional development related to the teaching of NESB students. Even Sita (1S), who was an experienced ESOL practitioner, had not attended any professional development in ESOL teaching in her recent years as a class teacher. Nina (3J) explicitly stated that she felt she would not qualify for relevant professional development unless she was teaching a larger number of NESB students. Her comments reveal that, where there are small numbers of NESB students, related professional development opportunities may be predominantly seen as the domain of ESOL support teachers rather than class teachers. This shifting of responsibility may have been further influenced by class teachers' perceived low self efficacy in teaching NESB students. As Bandura (1986) suggests, low self-efficacy is often accompanied by low motivation to engage in related activities.

Of the eight participating teachers, only three had attended any professional development that was specifically focused on meeting the needs of NESB students. The circumstances of this involvement are interesting. Kate and Sita had both become involved in ESOL study in their prior roles as ESOL teachers, not as class teachers, while Kathy was taken along to an ESOLettes session by the ESOL teacher. Entry for these class teachers into

the ESOL world was therefore either by prior membership or by invitation. This suggests it is likely that professional development opportunities for class teachers of NESB students are usually accessed through increased affiliation with the ESOL teachers' in-group (see Figure 9.3).

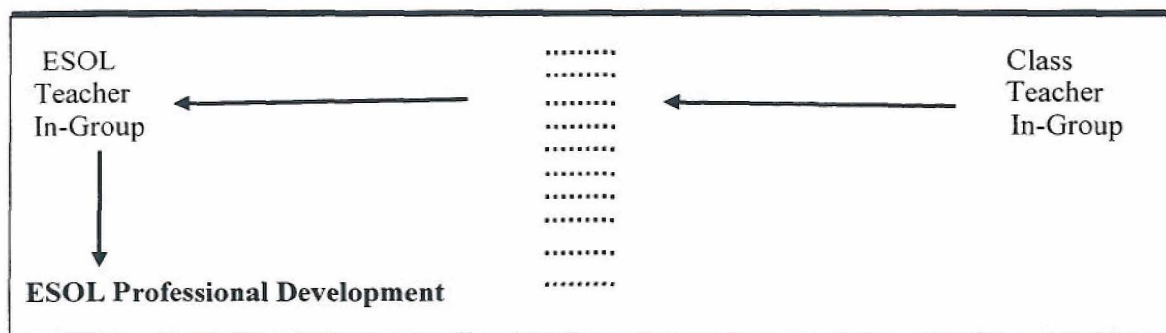


Figure 9.3 Professional Development Pathways

It is likely that the teachers' perceptions of their separate roles as class teachers created retroactive pressures, causing the class-ESOL boundaries to be maintained, and confining professional development to whole class concerns. Crossing the boundary into the world of ESOL was therefore viewed as neither desirable nor necessary by most class teachers, and collaboration across these boundaries was difficult to establish, as discussed in the following section.

### **Collaboration: Crossing Class Boundaries into the ESOL World**

As the wider collegial context of the school was predominantly focused on class and curriculum, class teachers seemed to view the ESOL world as an out-group that was only visited on rare occasions. ESOL affiliations were clearly not sustaining to their major professional identity as class teachers. Trish (2J) was the only teacher who mentioned having visited the ESOL withdrawal class to see what her NESB students did with the ESOL teacher. The class teachers in the study appeared to view ESOL as a separate domain. ESOL teachers taught in withdrawal situations, class teachers taught in classrooms, and these two domains seldom came together. Even in West School, where the ESOL support teacher held a part-time class teaching role in the afternoon, teachers enhanced perceptions of the distance between themselves and the ESOL teacher by referring in glowing terms to her considerable expertise. Hence, when class teachers become more skilled and confident with NESB students, as in the cases of Kate and Sita,

they were perceived to be affiliated with the ESOL support teacher. Gaining more expertise in ESOL therefore had the potential to increase a class teachers' isolation from her collegial peers.

Teachers with ESOL expertise often had a larger share of the school's NESB students in their classes. For example, the learning support coordinator at North School talked openly about placing NESB students in classes where teachers were perceived to have more skill in this area. Sita (1S) also described how, when she first came to East School, NESB students from all levels in the school were initially placed in her class. Moreover, she had recently been approached to consider teaching a full class of NESB students. This situation was further complicated by the fact that a class teacher with ESOL expertise might receive less ESOL support. It was reported, for instance, that since the ESOL teacher at West School taught in a mainstream class in the afternoon, the NESB students in that class were not scheduled for any additional support. This was viewed as a compliment to the teacher's expertise with NESB students. In addition, the Deputy Principal at South School admitted that they were considering moving NESB students into classes where teachers had ESOL skills as the support hours were no longer adequate by the end of the year due to increased roll numbers. Policies such as these are likely to increase balkanisation within a school (Hargreaves, 1994), and ultimately decrease motivation for other class teachers to increase their level of skill with the NESB students.

Franken and McComish (2003) suggest that there should be more opportunity to integrate support programmes with the curriculum in schools with smaller numbers of NESB students. However, this was not apparent in the current study. It appears that, in the participating primary schools, ESOL was predominantly viewed as a service for low English proficiency students. ESOL enabled these students to gain sufficient English to participate in the world of the classroom where the class teacher's skills were more relevant. The employment of teacher aides with ESOL qualifications in these contexts (as in North and South Schools) may have also enhanced the view of ESOL as a subject that was not really connected with curriculum concerns. This view was further reinforced by the perception - by some teachers - that ESOL support provided time out to allow the teacher to focus on other needs in the class. When this support was not available teachers struggled on alone, trying to cater for the many needs in the class.

Withdrawal support programmes in this enquiry were often found to be focused on oral language support and early reading texts. It is significant that these programmes tended to be taught by teacher aides, so may tend to mirror the sort of support provided in mainstream remedial language programmes in schools. In fact, some schools (e.g. South School) catered for the NESB students totally through placement in general oral language support groups. This situation may have been brought about by perceptions of the difficulty of providing separate support programmes for small numbers of NESB students from diverse age and English proficiency levels. Franken and McComish (2003) also note the prevalence of oral language support programmes in their study. They point out that such programmes in themselves are not sufficient to meet the conditions for effective NESB students' learning. In the current study there is some evidence that oral approaches are connected to a belief by teachers that oral language development is the route to literacy development. Such a remedial stance indicates that the prevailing pedagogy is based on first language development, and ignores the fact that most NESB students already have age-appropriate oral proficiency in a first language other than English.

As withdrawal programmes for NESB students often mirrored remedial programmes in the school, complex curriculum concepts were unlikely to be dealt with. This may explain why senior class teachers were more likely to opt out of the ESOL support programme or to see it as less valuable in terms of their class objectives. Franken and McComish (2003) also reported that few schools in their study provided a withdrawal programme that linked with the curriculum. Nonetheless, it has been suggested that successful collaboration between class and ESOL teachers will necessarily involve topic coordination (Richek and Glick, 1991). It is also through curriculum topics that cognitive academic language proficiency is fostered (Cummins, 1984, 1986). Therefore oral programmes and mainstream reading texts from lower levels are unlikely to provide English language input that will be useful in furthering abstract cognitive processes and more complex text constructions – aspects strongly linked to higher academic success in schools (Baker, 1996).

Although some schools (e.g. East School and South School) in this study did succeed in creating coherence between the class and ESOL programmes at the junior levels, topic

coordination between the ESOL and senior class programmes seemed to be much harder to accomplish. It is possible that this difficulty was due in part to the wider spread of English proficiency levels at this age. It is also possible that, with the exception of West School, there were even smaller numbers of NESB students at the senior levels of the school.

Schools in the study each implemented various strategies to enhance collaboration between class and ESOL teachers. However, only North School had a formal structure to enable the ESOL teacher to collect information about class programmes. In other settings, there were a range of informal ways of finding out about teachers' programmes, including looking at teachers' boards and ad hoc chat in the staffroom. In all schools, collaboration tended to be unidirectional, with requests for information and integration originating from the ESOL teacher. For example, Kathy (2S) noted that it was easier to get assistance from the ESOL teacher as she would come to her with materials. Although the ESOL support teachers did endeavour to break down the barriers with class teachers, their position as resident experts in the school often forced them into taking up a matriarchal position.

In this situation, Hargreaves' (1994) ideal vision of a moving mosaic is clearly difficult to attain. The picture commonly exposed in this investigation is one of ESOL and class teachers existing in "hard-shelled" communities (Saville-Troike, 1989, p. 119) with minimal two-way interaction across boundaries. The inadequate number of support hours and the lack of scheduled meetings between groups appeared to contribute to hardening of this boundary. Although there was strong evidence of good will between the teachers, there was very little evidence of complementary team work, as Donaldson and Sanderson (1996, see section 2.2) define this. As no structures existed for identifying, sharing and resolving issues related to teaching NESB student in the class, when issues did arise these tended to be resolved on one or the other side of the class-ESOL boundary rather than collectively in an identifiable space in between.

In this study the professional concerns of class and ESOL teachers were seldom viewed as shared problems in common. Anna's (3S) comment that calling a formal meeting with the support teacher indicated that there was a large problem with the NESB student indicates that making collaborative meetings a regular requirement may risk the

emergence of contrived collegiality (Hargreaves, 1994). However, regular meetings might have allowed for input from senior teaching staff such as the Learning Support Coordinators or the Deputy Principal with responsibility for ESOL in schools. These teachers were generally found to have a lot of relevant expertise, often having had intensive experiences with NESB students, and possessing higher qualifications in ESOL, but their input was largely underutilized. As they were usually full-time class teachers with additional senior teacher responsibilities their contact with the ESOL support in schools was largely administrative. They had little time to support class teachers with their daily realities.

It is interesting to consider to what extent the situation portrayed in the study is the result of schools having just small numbers of NESB students. This matter is addressed in the section that follows.

### **The Impact of Small Numbers of NESB Students in the School**

The small number of NESB students in schools in this study undoubtedly increased the level of difficulty that class teachers experienced in participating in this sector of their educational community. The teachers' heightened perceptions of cultural distance were intertwined with feelings of uncertainty in intercultural encounters with NESB families, and these factors lowered teachers' cultural efficacy. This may have been linked to their less frequent encounters with NESB families. A cycle was therefore set up whereby teachers were reluctant to engage professionally with NESB issues because they were less frequently challenged to do so. As schools had smaller numbers of NESB students, selection of appropriate teachers for these students tended to occur. This enhanced the visibility of boundaries between those who taught NESB students and those who did not, and possibly decreased teachers' motivation to improve their expertise in this area.

While in-class support might appear to be ideal in situations where there are small numbers of NESB students, this was often difficult to implement. The government's per capita funding strategy provided very little for ESOL support in schools with few NESB students. Schools in the later part of the study also reported that their staffing became increasingly stretched as the year went on. In these circumstances in-class support, which required higher staffing ratios, was replaced by withdrawal groups that increased in size

and diversity as roll numbers rose. It was often not possible to form groups on a sound pedagogic basis. For example, the ESOL withdrawal group in East School included NESB students with widely ranging cognitive, social and linguistic needs, thus timetabling needs took priority over the needs of the students. Furthermore, teacher aides, rather than qualified teachers, were frequently employed to make the scarce support funding go further, and this increased perceptions of the separation of class and support teaching roles and heightened perceptions that both class and support teachers were each working to resolve the NESB students' issues in an unsupportive situation.

### **9.3 The Class Teacher as an Interactive Agent of Learning**

In this contextual layer the focus is on the class teacher as an interactive agent of learning within the class. The research questions that evolved within this contextual layer highlighted four key domains: the goals that teachers set for NESB students in the class; the teaching strategies and roles that were selected in order to achieve these; the influence of perceived English language proficiency levels on teaching strategies and roles; the differing teaching challenges that were experienced in junior and senior classes; and the ways in which teachers balanced the needs of a few NESB students in the class against the needs of other students who were sometimes more visible in the class. These issues are now discussed.

#### **Goals Teachers Set for the NESB Students in the Class**

Most teachers in the study reported wanting to get the NESB students to a level where they could work independently in the class (1J, 2J, 2S, 3S, 4J). Independence was defined as being able to participate and join with other class members in class tasks/activities. The centrality of independence as a goal for NESB students may reflect the importance of this value in Western culture (Gudykunst and Kim, 1997). The core nature of this belief is clearly demonstrated in the case of Anna (3S) who allowed Isaac to choose where he sat. She believed that allowing the student the chance to make sensible independent choices about his seating position was more important than ensuring he could see the board during class teaching sessions on the mat. Striving for NESB students' independence was also linked with other patterns that emerged in association with the goals that teachers established for NESB students: the displacement

of curriculum goals, establishing routines before moving on to academic goals, and the loss of focus on second language goals. These matters are discussed next.

### *Displacement of Curriculum Goals*

When curriculum content was not a viable goal for the NESB students due to their low English proficiency, other goals often became a priority. For example, Trish (2J) emphasized affective goals for Zayhed, constantly expressing concern about whether Zayhed was enjoying being at school. Anna (3S) also wanted Isaac to be able to do the same activities as other students in the class as she felt this would boost his self esteem. Furthermore, when students (like Zayhed) had very little English proficiency, teaching class routines could become an end in itself, displacing the curriculum focus and preventing the teacher from moving on to other content. This has serious implications for the learning of NESB students.

Displacement of a wider curriculum focus was also evident in senior teachers who felt a need to perfect small grammatical points such as full stops and capital letters rather than addressing larger text structures with NESB students (e.g. Kathy, 2S; Anna, 3S).

Whether the teacher was in a junior or a senior class, they tended to view NESB students as requiring early literacy skills, thus students were deprived of the opportunity to transfer first language skills and knowledge that had potential to assist them to learn more effectively in the class context. This matter is discussed further in Section 8.4.

### *Establishing Class Routines Prior to Focusing on Academic Content*

Class routines were often viewed as the first step for students to begin on the route to independence in the class. Junior teachers, in particular, put a lot of emphasis on the need to teach basic routines to NESB students. For example, Kate (1J) pointed out that routines were particularly important at the start of the year. Trish (2J) also explained that establishing routines freed children up to focus on more complex curriculum concepts. The need to initially establish the social mores of the classroom is supported in the work of Van Lier (1990):

[As a social group, the class] establishes its own rules and constraints, to some extent different in each and every classroom, but conforming to certain basic rules and norms of human conduct, partly of a general nature, partly specific to a setting

in which pedagogical purpose predominates. In this sense a classroom is logically organized. (p. 179)

The goals that teachers identified for the NESB students also reflect the work of Carrasquillo and Rodrigues (1996) who suggest that there are three areas in which NESB students need to become proficient in the class: participative competence in which “students respond appropriately to class task demands and to the procedural roles for accomplishing them;” interactional competence in which “students respond appropriately both to classroom rules of discourse and social rules of discourse, interacting appropriately with peers and adults while accomplishing them;” and academic competence in which “students are able to acquire new skills, assimilate new information and construct new concepts” (p. 14). The first two of these competencies reflect the sort of learning that teachers emphasized when establishing class routines, while the latter refers to more academic goals. Van Lier (1990) also differentiates between “Academic Task Structure” and “Social Participation Structure” defining the latter as “a patterned set of constraints on the allocation of interactional rights and obligations of various members of the interacting group” (p. 169). Socialization into the group norms is therefore inherent in the learning of classroom routines.

An important finding in this enquiry is that teachers appeared to view the achievement of social and academic competencies as hierarchical. Teaching NESB students involved firstly mastering the social structures of the classroom, at least to some degree, before more academic structures were addressed. This appears to go against the work of Gibbons (2002) who suggests that NESB students have to be specifically taught how to create discourse structures that move from Cummins’ (1984) Basic Interpersonal Communicative System (BICS), in which the meaning is situationally embedded, to Cognitive Academic Language Proficiency (CALP), in which the context is overtly made linguistically specific. However, Gibbons does not address the situation of NESB students who have not yet established BICS structures in English being mainstreamed. This is clearly not a situation that is seen as conducive for either learning or teaching.

Students’ low level of English language proficiency appears to have been a key influence on teachers’ decision to focus on initially establishing class routines with NESB students before moving on to academic content. These findings reflect the strong barriers to

mainstream inclusion experienced by children with low English proficiency. It is likely that this situation also leads to frustration and resentment by teachers who find that their attention is constantly diverted from the curriculum focus, teaching of which is the primary role for class teachers. Other issues related to students' English language proficiency are discussed later on in this section.

### *Disappearing NESB Student Goals*

Both Janette (4S) and Nina (3J) perceived the more proficient NESB students as simply part of the mainstream class. If NESB students could work independently, at least to some degree, teachers were able to maintain their class routines and groups, and to cater for the NESB students within these. So, independence for the NESB students referred, in reality, to being able to work independent of any substantial individual input from the teacher. This also links with the teachers' perception that pressure to provide one-to-one work with the NESB students was stressful and time-consuming.

Once NESB students had sufficient English proficiency to be able to join in with class activities they were included in teachers' planning for mainstream curriculum goals. For example, Sita (1S) identified reading goals for Atma on the basis of the goals for the group in which he was placed. Unlike the other teachers in the study, however, Sita's extensive cultural and linguistic knowledge also helped her to identify specific language issues that Atma might have within those levels; for example, she noted that prediction was not a natural feature of the Indian language.

Apart from Sita (1S), culturally informed goals were not evident with teachers in the study. While a number of teachers identified providing a safe learning atmosphere as a goal for their work with the NESB students (1J, 2J, 4S), this was not automatically linked with the provision of culturally relevant materials. For example, Kate (1J) referred to providing children with a safe environment so they would feel all right about taking risks in order to expand their learning. The children's first language and culture therefore tended to become lost in the mainstream agenda, and children were deprived of the chance to build learning that progressed from familiar to unfamiliar concepts. These bridges are even more critical for children with low English proficiency as these children

are also more likely to have only limited or superficial knowledge of the dominant culture of the school.

As NESB students became more able to participate more fully in the mainstream, their individual needs as second language learners often became less visible to the teacher (see Figure 9.4). This has important implications for the long-term learning outcomes for these students. Without specific ESOL-related support, NESB students may be severely hampered in their efforts to reach their full potential in mainstream education.

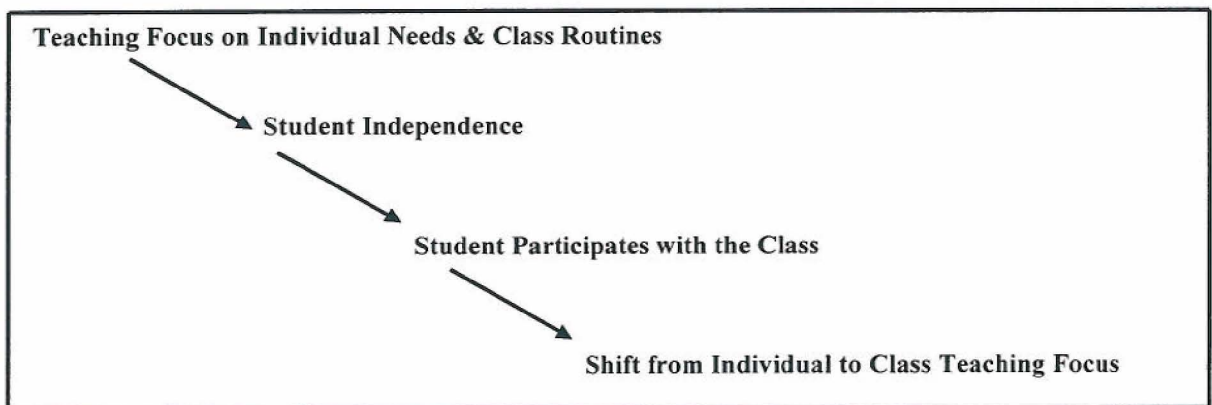


Figure 9.4 Class Teachers' Shifting Focus

### **Differences in Teaching NESB Students in Junior and Senior Classes**

Differences in the ways that junior and senior class teachers perceived the task of teaching NESB students not only influenced the enactment of the teachers' praxis with these students, but also highlight the bounded nature of teachers' perceptions and expectations. For example, the junior teachers in the study seemed to perceive the hierarchical nature of social and academic competencies more keenly than the senior teachers. Both Kate (1J) and Trish (3J) focused firstly on establishing routines with the NESB students in the class, acknowledging that the cultural mores of the classroom needed to be understood before students were able to move on to developing academic competence. In contrast, the senior teachers in the study did not mention the need for NESB students to learn social competencies for classroom discourse, concentrating instead on establishing early literacy skills. It seems that senior class teachers anticipated that NESB students would have already been socialized into educational culture, and did not readily discern that the educational culture to which these students had previously been exposed may have been radically different. This perhaps indicates there is a

significant gap in teachers' understanding of the needs of NESB students at more senior levels of the school.

Linking of NESB student needs and curriculum content also appeared to be more prevalent at the junior class level than at the senior class level, possibly relating to the stronger match between early survival English topics and the junior class curriculum.

Furthermore, junior class teachers appeared to take time to focus on individual needs, often sitting alongside individuals. Such individual attention may have been made more possible by the lower number of students in junior classes, but may also reflect a tendency for a broader class focus at the senior level. Indeed, senior teachers in the study tended to provide instructional teaching to groups and to the class rather than to individuals. Mutual co-construction between teachers and senior NESB students was therefore less likely to occur in this situation. The senior class teaching role could be seen as being less effective with low English proficiency NESB students who required individualized assistance. As Kathy (2S) noted, these NESB students were unable to write independently. The more distant enactment of the teaching role at the senior class level added to the difficulty of catering for the needs of a small number of NESB students in the class, since grouping these students appropriately with others was generally not possible.

While the NESB students' low participation in group and class-based teaching activities lingered in the consciousness of all teachers, the difficulty of finding time to work in a one-to-one relationship with NESB learners in the senior class may well have prevented class teachers from honing their skills with these students. On the other hand, positive benefits accrued from spending time teaching NESB students intensively. This will be discussed further in Section 9.4, as part of the consideration of the impact of teachers' experiences on their praxis.

### **Strategies Selected to Cater for NESB Students in the Regular Class**

Teachers in the study endeavoured to cater for the NESB students in their regular classes in three major ways: through individual tuition, through peer support, and through the

implementation of more global, class-based strategies. These approaches are now discussed in detail.

### *Individual Strategies*

All but two of the teachers endeavoured to provide the NESB students in the class with some one-to-one time (1J, 2J, 2S, 3J, 3S, 4J). Teachers often took time out to sit alongside an NESB student and explain tasks, check understanding, or scaffold learning. Although teachers found it was difficult to find time for this, it was seen as necessary and valuable. This may have been linked with a belief that building a relationship with the learner was important to effective teaching (1J, 2J, 2S). Therefore, providing individual time was seen as a way to address learners' affective as well as their cognitive needs. Krashen's (1985) affective filter hypothesis supports the consideration of affective barriers to language learning, and this is clearly aligned with general learning-teaching theories that these teachers may be familiar with. For example, Maslow's (1954) hierarchy of needs indicates that learners' physical and emotional needs have to be satisfied before it is possible to move on to achieving higher level cognitive goals. Teachers therefore seem to have positive professional intuitions in this area.

Not all of the teachers singled out the NESB students for special attention, however. Janette (4S) was reluctant to put a lot of time and effort into individual work with these students during class time as she believed that the low English proficiency students received their intensive teaching in the withdrawal situation. Sita (1S) also felt that one-to-one work drew undesirable attention to the NESB students. This was in line with her cultural beliefs about face-saving. Sita and Janette (4S) supported their views with practical concerns related to their role as class teachers. They both declared that most of their teaching time was necessarily taken up with teaching the class and instructional groups, so there was insufficient time to work effectively with individuals. The stance that these teachers took is strongly suggestive of the need for more in-class support for teachers who have just small numbers of NESB students, and more especially when those students have low English proficiency levels.

### *Peer Support Strategies*

Although a number of teachers relied on peer support for the NESB students in the class, this was problematic to implement. As most of the teachers in the study were not highly

skilled in assessing or teaching NESB students they were unable to train or model strategies to assist other students to take on a peer tutoring role. For example, in both Anna's class (3S) and in Trish's class (2J) buddying was often unsuccessful. When peer tutoring did work these teachers credited the success to the peer tutor's natural ability. These teachers therefore clearly needed more professional knowledge and skill in relation to establishing effective peer tutoring systems for NESB students.

On the other hand, Kathy (2S) identified specific tasks that peer tutors could do with NESB students. She also modelled key strategies before work commenced. This reflects Woods' (2003) belief that Vygotsky's (1978) zone of proximal development (ZPD) approach requires "fine-tuning of the characteristics of the social setting to the novice's current state of knowledge and future developmental path" (p. 209). Kathy viewed peer tutoring as a progression following one-to-one tuition with the teacher, delaying it until she felt that the NESB student had a reasonable level of English proficiency to deal with the academic demands of the class. Her praxis suggests that more expert assistance may be required for NESB students in the early stages of learning English.

Many teachers in the study (1J, 1S, 2J, 3J, 4J, 4S) were aware of the benefits of allowing NESB students to see more competent peers at work, or of allowing them to overhear the teacher working with other students. Teachers' perceptions of learning in this situation seem to fit comfortably with their desire to include a dimension of individual tuition within their overall global class-based praxis. This approach reflects Woods' (2003) view that Lave and Wenger's (1991) theory of legitimate peripheral participation (LPP) simply *allows* novice learners to acquire knowledge from more expert students in the class (p. 209). The extensive reliance of both Sita (1S) and Janette (4S) on peer support for the NESB students in the class suggests that their praxis was heavily influenced by Vygotsky's (1978) interactional theories and a belief that the zone of proximal development (ZPD) allowed learning to occur when the NESB student was at a stage of readiness (Woods, 2003). Busy teachers were perhaps further encouraged to utilise these language learning theories as a plausible justification for their praxis since they had insufficient time to work intensively with low English proficiency students in a class situation. Such attributions perhaps reflect the powerlessness of teachers in such situations.

In this study, however, the case of Kate (1J) illustrates how Lave and Wenger's (1991) theory can be taken to a higher level. Kate's emphasis on individuals in the class inclined her towards actively seeking opportunities to legitimize the peripheral participation of the NESB students in her class. Thus, she provided Kuria and Plato with many effective learning opportunities through capitalising on their immediate interest in what more expert children in the class were doing, thereby enhancing their motivation to learn. Kate's case study demonstrates how an expert teacher can not only provide legitimation for students' peripheral participation but how this can be effectively woven this into carefully targeted scaffolding to enhance the learners' ZPD within the class setting (see Figure 9.5).

This provides a powerful teaching model for the regular class. Teachers may, however, need to consciously observe the NESB students in the class in order to be able to identify effective peripheral participation which will benefit from their legitimation, and which may be useful to follow through with scaffolding in small groups. More support with other groups in the class may perhaps free teachers to capitalize on this approach.

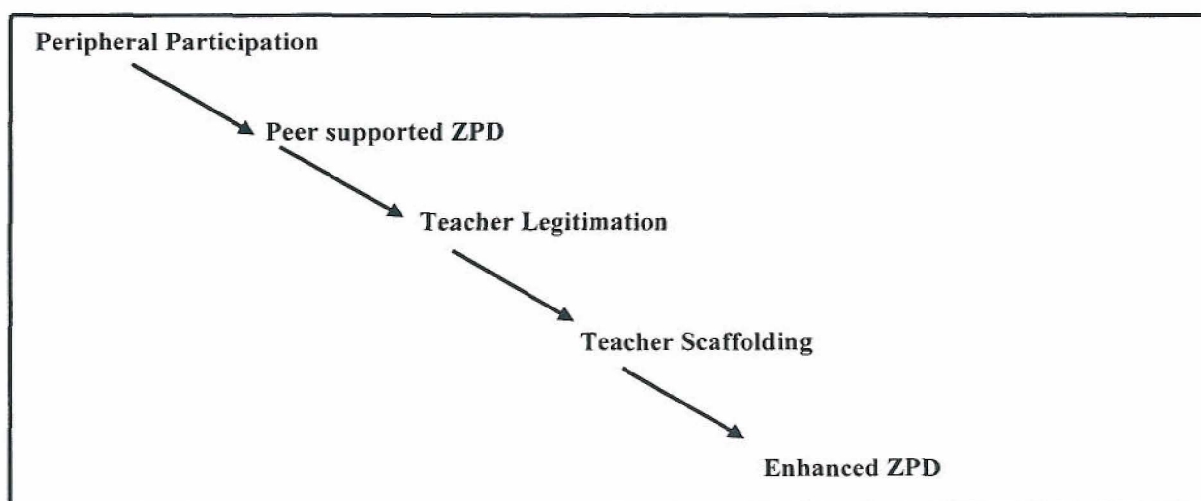


Figure 9.5 Legitimizing Peripheral Participation to Enhance the Learner's ZPD

### *Class-Based Strategies*

All of the teachers in the study daily endeavoured to include the NESB students in mainstream class activities. This effort was maintained although they were somewhat uncertain about whether the students' concept development would occur before they had

gained sufficient English to participate in class activities not only by rote shadowing but also with a measure of understanding. This indicates that the teachers believed continued immersion in the mainstream setting would ultimately result in language acquisition and concept comprehension. The prevalence of this belief indicates that it is likely to be not so much personal as it is more school or community wide. For example, it has to be recognized that this belief is given credibility through government funding policies that provide for only small amounts of additional NESB student support. This in turn impacts on school policy decisions about NESB student support (as discussed in Section 9.2). If policy supports NESB students being predominantly mainstreamed then this supports the belief that they are able to learn best in this situation. However, policy has so far neglected to acknowledge that, as shown in this study, it takes expert teaching to facilitate the learning of NESB students within the regular class.

### **Balancing Teaching Roles when NESB Students are in the Class**

Teachers in the study took up a range of positions in catering for the needs of the few NESB students in the class. The roles they assumed within the class represent three key ideals which are not necessarily compatible with one another: one-to-one teaching, class and group instruction, and class managing. These distinctive role foci are illustrated as a pyramid (see Figure 9.6).

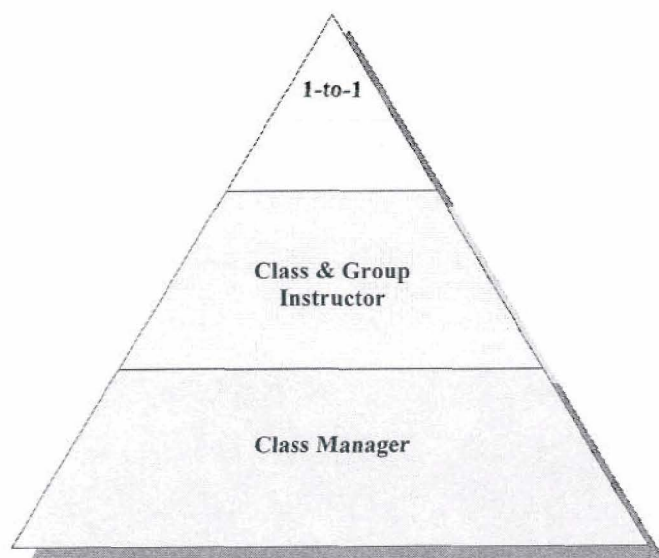


Figure 9.6 Roles Adopted by Teachers with NESB Students

The peak of the pyramid represents the one-to-one teaching role. When operating in this role teachers sought to form a relationship with the learners, find out about their needs, and trial effective ways to meet these. In a sense, therefore, this is a role that a number of teachers initially took up with NESB students and it was something to which many class teachers idealistically aspired. For example, both Kate (1J) and Jennifer (4J) felt that they needed to focus more on the class at the start of the year. However, they noted that, as the year progressed, their attention shifted to focusing on individual needs as they became more familiar with the students' needs. Nonetheless, although Jennifer (4J) noted that an individual focus was her ideal, it became unmanageable to maintain this as the year went on. For instance, it created too many groups for instructional reading, some of which had just small numbers of children. She was therefore always under pressure to pull away from the individual focus to protect her wider role as a class teacher.

All teachers mentioned they had to overlook the NESB students' individual needs at times and to deal with other class concerns. They could not always concentrate on the NESB students. Group structures in the class were thus predominantly used to deal with individual needs (e.g. Nina (3J) placed Greta and Carla into smaller groups based on their ability to understand curriculum concepts in English). However, when a child's low proficiency in English prevented them from being accommodated in this way, the teacher struggled to cope, as Trish (2J) did with Zayhed, and Anna (2S) initially did with Isaac. Several teachers noted the need to share their time equally amongst all of the students in the class (e.g. 2J, 3S). Anna (3S) in fact noted that her dilemma was often how to spend more time with NESB students without visibly spending less time with other students in the class.

The middle section of the pyramid represents the class and group teaching focus of the class teacher's role. This role mediates teachers' efforts to focus on individuals, pulling them towards developing teaching strategies that work within the class setting rather than just for a few specific individuals. When difficulties arose, teachers tended to search for class-based strategies to resolve the problems. This supports the initial findings in the pilot phase of the study (Haworth, 2003). For example, Nina chose to go over poems with the whole class when she realized that Greta's limited repertoire restricted her ability to maintain independent work; Trish (1J) exposed the whole class to words in new

languages; Kate (T1J) decided to provide phonics practice for the class; Janette (4S) used many graphic organizers in teaching the class; and Sita (1S) used a multiple intelligences approach that allowed for a diversity of learning styles. The Stress Meter shows that the all of the teachers felt comfortable and successful when teaching the class as a whole, perhaps because this met their internalized ideals of others' expectations of their role. It is therefore not surprising that many teachers were searching for ways to accommodate individuals within a more global class teaching approach.

The base of the pyramid, which shows the teacher in the role as *class manager*, represents one possible solution to the individual-class tensions experienced by class teachers in the study. Such a role is distinct from what Mills (1996) refers to as a *coordinator* in the field of special education, or from what Franken and McComish (2003) refer to as the ESOL coordinator in the school. That position is an administrative role within the school rather than the class. The role of class manager is illustrated by the case of Jennifer (4J). Unlike Nina (3J), who passed the NESB student with the lowest English proficiency in the class to a support teacher during written language time, Jennifer utilized additional support within the class while maintaining her role as the class teacher. She saw the need to take her turn in focusing on the NESB students as individuals. She was therefore not satisfied with allowing the NESB students to be withdrawn from the class, unless the withdrawal programme supported what she was doing in the class. Trish (2J) and Kathy (2S) may have been amenable to this role as they expressed concern over losing touch with individuals in the class if they were withdrawn.

At the level of class manager, teachers organize a variety of support personnel, such as teacher aides and peer tutors. This enables them to sustain a level of individual focus while maintaining the expectations of the class teaching role. However, to take on a managerial role with NESB students in the class, teachers must either be sufficiently confident in their knowledge of teaching NESB students to take over the lead role, or must be sufficiently aware of their needs to find ways to improve their knowledge.

It is possible that teachers will move through the three different foci at different times in their development as they build their skills and confidence, as well as at different stages in the year as they get to know the students better. However, the current study indicates

that this is not necessarily a linear progression and that there may be some fluctuation back and forth on this pyramid as teachers fine tune their skills and knowledge in particular areas. Changes to teachers' roles on the pyramid are also influenced by the time of the year and the sorts of experiences teachers have with NESB students. Going back to the tip of the pyramid, as Kate (1J) proposes to do at the end of the term, in order to gain more knowledge of individuals, may in fact be extremely valuable for teachers, enabling them to devise better class-level teaching strategies. Any such moves within the pyramid should therefore not be viewed as retrograde steps. Reaching the level of class manager may in fact be a product of translating experiences in one-to-one situations into workable class-based solutions that can be managed along with other needs in the class.

### **The Influence of Students' English Language Proficiency**

This study suggests that low English proficiency presents similar issues for the primary class teachers to those found in previous studies on secondary schools (Lo, 1998; Syme, 1995). Trying to include students with low English proficiency in the class programme was a demanding task. Several teachers also noted that establishing a relationship with the NESB students was crucial to being able to achieve curriculum goals with them (2J, 2S, 3J, 3S, 4S). However, communication issues made establishing relationships with these students more difficult for class teachers and added to their uncertainties about appropriate praxis. This ultimately affected teachers' self efficacy beliefs in this situation.

Teachers were also forced to focus more on one-to-one teaching roles when NESB students had less English proficiency. This created tensions for teachers who were already busy with small group and class teaching. Difficulties were especially prevalent in the senior classes (e.g. 3S) where it was understandably more difficult to include these students in the mainstream groupings and activities without a reasonable level of communicative competence in English. However, low English proficiency NESB students in the junior class could also be a daunting challenge, as shown in Trish's (2J) experiences with Zayhed in her new entrant class.

Most of the participating teachers reported feeling more stressed when the NESB students were left to work independently as they often did not have the skills to do so (1S; 2J; 2S; 3S; 4J; 4S). Only Nina reported lower levels of stress when the students were

working independently. This possibly related to the higher English proficiency of the students in her class, as exemplified in her initial preference for referring to her NESB students as bilingual. Nina (3J) specifically noted that she would deal with behavioural needs in the class first as the NESB students were able to get on or at least make a start on set tasks. In contrast, Jennifer (4J) usually went to the NESB students first to ensure they could start on the task as she knew they could just sit silently otherwise. Dealing with NESB students effectively within the class was clearly easier when the students had higher English proficiency. For example, Sita (1S) implemented global strategies such as multiple intelligences and thinking skills, but these activities were only possible because the students in the class all had some communicative skills in English.

The NESB students' English language proficiency also appears to be a factor in how teachers regarded ESOL support. Two teachers (Kathy and Trish) commented that they did not like having children withdrawn from the class. However, maintaining a role as class teacher was not easy with low English proficiency students. Kathy (2S) welcomed in-class and withdrawal support for Jane as she was not always able to deal with her needs in class tasks. Trish (2J) eventually allowed Zayhed to attend an oral language support group with Abdullah as she was concerned that they would not be able to benefit from class work until they had more English. Nina (3J) also placed Greta in the group receiving in-class support.

While teachers were prepared and able to maintain their class teaching role with NESB students who had more English proficiency they tended to see low English proficiency students as the responsibility of the ESOL support teacher (see Figure 9.7). This perception may have involved not only their perceptions of their role as a class teacher but also perceptions of their own efficacy in this situation. These matters will be discussed further in Section 9.4.



Figure 9.7 Low English Proficiency and Teacher's Views of Support

### **Teaching the Mainstream Curriculum to NESB Students**

All of the teachers in the study implemented some effective strategies for teaching content through English, such as providing visual support for meaning. However, as with the teachers in the pilot phase (Haworth, 2003), some were unaware of the value of the strategies with NESB students, noting that these had been implemented to meet other needs in the class. Furthermore, Jennifer (4J) linked English to curriculum content, but she did not identify this as teaching English language, but teaching curriculum. In fact, for all of the teachers, each curriculum subject, including English within the NZ curriculum, was seen as a separate domain from ESOL which was conceived as a separate subject that took place in the withdrawal setting rather than the classroom. ESOL classes were made up of NESB students and aimed at their needs. In contrast, there were many native English speakers in the regular classroom and the content was aimed at mainstream needs. In addition, as the withdrawal ESOL setting was credited with a large amount of success, it was difficult for class teachers to emulate this situation in the classroom. The next section gives further insights into teachers' reflections about how to develop praxis for small numbers of NESB students in the class, and how this affected their image of themselves as professionals.

#### **9.4 The Class Teacher as a Reflective Practitioner**

The focus for this section is on the central contextual layer of teachers' ongoing reflections about their praxis for the NESB students in the class. The questions that evolved in relation to this contextual layer focused on exploring how various aspects of each teacher's unique combination of prior knowledge and experiences informed her beliefs, and in turn impacted on her praxis development for the NESB students in the class. In addition, it was of particular interest to find out how the presence of just a small number of NESB students in the class influenced each teacher's perceptions of herself as a professional in the class and in the school.

The discussion that follows demonstrates how each teacher's reflections on her praxis with NESB students were the result of continuous and dynamic interaction between internal and external factors involving her prior experiences, her knowledge and beliefs, and her professional identity. In turn these factors interacted with, and impacted on,

individual levels of teaching, efficacy, pedagogic certainty, as well as her persistence and motivation in relation to the task (see Figure 9.8).

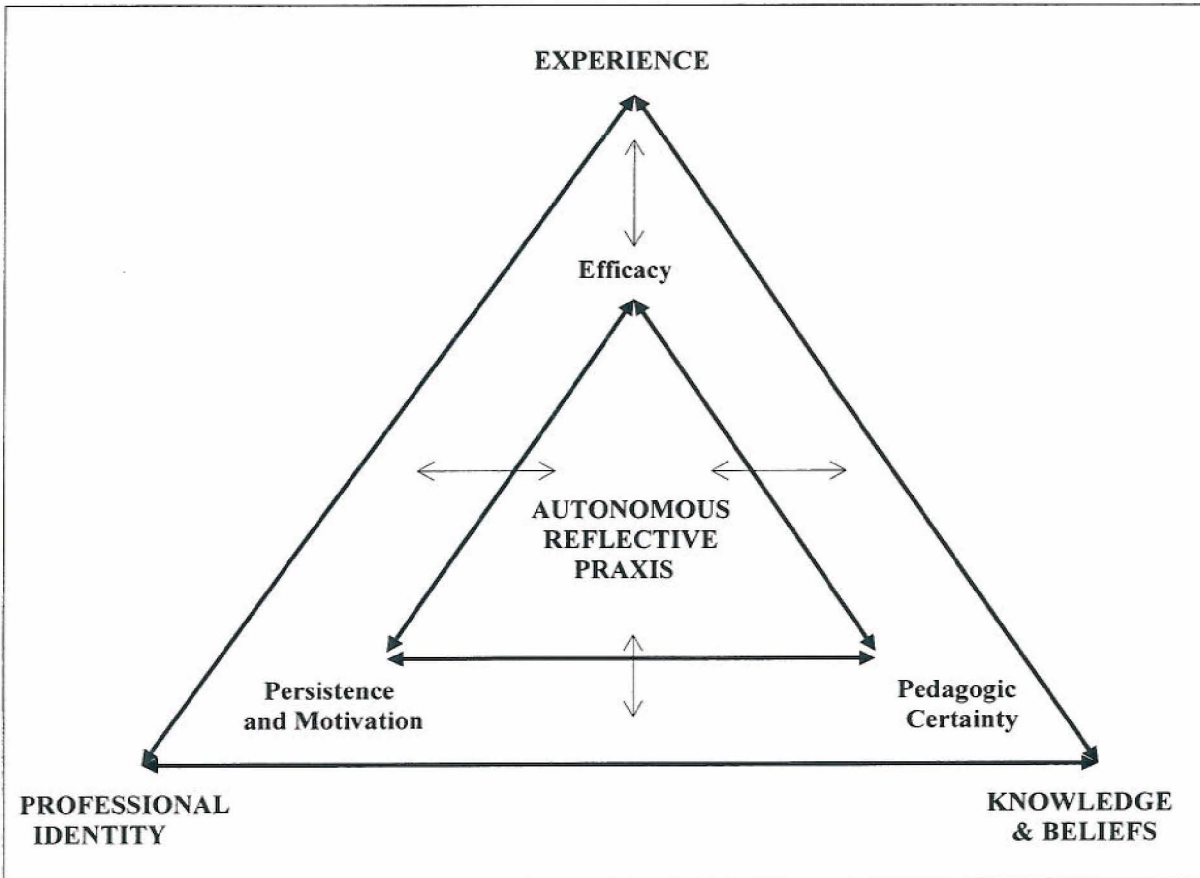


Figure 9.8 Influences on Reflective Praxis

### The Impact of Prior Teaching Experience on Relevant Praxis Development

The results of this study suggest that the length of a teacher's general teaching experience, combined with the nature and timing of their experiences with NESB students, impacts significantly on their efficacy in developing teaching praxis for the NESB students in the regular class. Teachers participating in the study had varying levels of general and NESB teaching experience. Three distinct combinations of general and NESB student teaching experience were identified (see Section 3.4): relatively high general teaching experience combined with relatively high NESB student experience (as in the cases of Sita, Kate and Jennifer); relatively high general teaching experience combined with relatively low NESB student experience (as in the cases of Janette and

Trish); and relatively low general teaching experience combined with relatively low NESB student experience (as in the cases of Kathy, Anna, and Nina). The findings with regard to each of these patterns are now discussed before consideration of the nature and timing of teachers' experiences with NESB students, and the impact of these experiences on teachers' views of ESOL support.

*High General + High NESB Student Teaching Experience*

Sita (1S), and Kate (1J) had both taught NESB students in an intensive situation, while Jennifer (4J) had always had NESB students in her junior class. In these three teachers, the combination of considerable general teaching experience with extensive/intensive experience with NESB students seems to have been a powerful influence on the teachers' perceptions of their instructional efficacy in this situation. All three of these teachers reported having positive experiences in teaching NESB students. They also reported experiencing less stress in dealing with the NESB students' needs within the class.

Both Sita and Kate had previously taught NESB students in an intensive ESOL situation. This may explain why they had more consideration for cultural and linguistic issues in their teaching as well as more pedagogic certainty than other teachers in the study. The importance of intensive one-to-one experiences for teachers of NESB students should not be underestimated. For example, Franken and McComish (2003) note in their study that those ESOL teachers who have TESOL and teaching qualifications in addition to intensive experiences in a private language school were best able to develop programmes for NESB students within a school situation. Haworth (2003) also suggests that intensive experiences with NESB students may enhance the level of class teachers' skills with NESB students. The present study provides further support for this notion.

*High General + Low NESB Student Teaching Experience*

In contrast, teachers who had extensive general teaching experience combined with very little experience with NESB students, such as Trish (2J) and Janette (4J) reported higher levels of pedagogic uncertainty. Both of these teachers had high general teaching efficacy as well as a strong teaching identity in their classes. Faced with new challenges in teaching NESB students, each preserved her positive sense of self identity in different ways. In the junior class, Trish was haunted by vivid memories of an earlier unsuccessful experience with an NESB student, but she persevered in trying new strategies to cope

with Zayhed's low English proficiency. In her senior class, Janette made a conscious decision not to engage intensively with the NESB students until they had gained sufficient English proficiency to participate to some degree in the mainstream activities. It is possible that their different class levels were significant in the different stances and levels of persistence each of these teachers took up with regard to the NESB students.

It is interesting to note that Janette (4S) was still reasonably confident and not overly stressed about working with the NESB students in her class although both observations and reflective discussions revealed that this was sometimes difficult. Goddard, Hoy and Hoy (2004) point out that efficacy beliefs are not necessarily accurate appraisals of an individual's abilities and in fact "people frequently over- or underestimate their actual abilities" (p.3). They assert that such incorrect assessments may however ultimately influence a person's focus and persistence with tasks. Nonetheless, it is possible that contextual factors may also play a part. For example, as a senior teacher, Janette admitted to having a number of disruptive children in her class. This factor may have caused her to perceive any difficulties with the NESB students (who were generally quiet and cooperative) as relatively minor in comparison. Understandably, in such a situation, the needs of cooperative children are hardly likely to be prioritised in a teacher's reflections.

#### *Low General + Low NESB Student Teaching Experience*

There were three relatively young and inexperienced teachers in the study. Anna (3S), Nina (3J) and Kathy (2S) were all in their third year of teaching. Of these three, Kathy was the only one who was totally new to teaching NESB students in the year of the study. Nonetheless, all three felt that NESB students would be a feature of their future teaching context so were well motivated to persevere.

Nina (3J) and Kathy (2S) were apparently making consistent progress in developing strategies for the NESB students in the class. Anna (3S), on the other hand, believed that her difficulties were due to coping with Isaac's wider special needs in addition to his English language needs. Lack of experience, however, meant that some aspects of practice were not yet in automatic so it was difficult to deal with additional new issues. For example, observations revealed how Anna's lack of preparation for teaching NESB students resulted in her often having to provide Isaac with intensive teaching input on the

spur of the moment. When this occurred Anna understandably found it was difficult to simultaneously maintain her focus on the wider class. As Weinstein, Tomlinson-Clarke and Curran (2004) note, lack of experience in working with diverse students “can exacerbate the difficulties that novice teachers (and even more experienced teachers) have with classroom management” (p. 26).

Previous research in the area of teacher experience (Duff and Uchida, 1997; Hogan et al, 2003; Klein and Hoffman, 1993; Richards, Li and Tang, 1995) links low levels of teaching experience to a more limited range of teaching strategies. However, this appears to be context specific. Kathy (2S) declared that she had many ideas for her general teaching but a limited range of strategies when working with NESB students. As a novice teacher it is likely that her range of general teaching strategies was already less than that held by experienced teachers. However, it appears that her lack of preparation to work with NESB students reduced her resource bank, in this respect, to almost zero level. It is little wonder that Goodwin (2002) suggests “teachers must become adept at developing multiple ways of tapping into migrant students’ funds of knowledge” (p. 167).

### **The Nature and Timing of Prior Experiences with NESB Students**

Consistency of experience with NESB students appears to be a key factor in motivating teachers to persevere in developing effective praxis for the NESB students in the class. For example, Nina (3J) and Anna (3S) had both taught NESB students at the same school for the three years that they had been teaching, and referred to teaching NESB students as just a routine part of class teaching. Similarly, Jennifer (4J) had worked with the same class level at the same school for her eight years of teaching and had always had a number of NESB students in her junior class – enough to form a small group. It is likely that this allowed her to reflect on and build effective class-based practices and to develop her role as a class manager. In contrast, Janette (4S), had taught in many situations, but without consistent experience with NESB students she still experienced pedagogic uncertainty with regard to her praxis with low English proficiency NESB students in a senior class. Although she had effective class teaching skills, for example using visual supports such as graphic organizers and the text structure outlines with the whole class, she still felt she lost the NESB students’ attention in whole class teaching situations, and this may have influenced her belief in her own efficacy to persist with these strategies when working with NESB students as individuals and in small groups.

When teachers had positive experiences with NESB students this seemed to build their sense of efficacy and motivation to persevere in later experiences. This relates to Bandura's (1997) concept of mastery, and also ties closely with attribution theory in which successes attributed to one's own efforts strengthen self efficacy beliefs (Goddard, Hoy and Hoy, 2004). For example, after an extremely positive experience with NESB students in Leeds, Kate (1J) had built sufficient trust in her efficacy with these students to later apply for an ESOL teaching position. This also seemed to have bolstered her later competence in teaching Kuria and Plato.

In contrast, Trish's (2J) memory of an earlier experience with a Samoan student who did not speak to her seemed to negatively impact on her confidence and influenced her efficacy beliefs in her later encounters with Zayhed. It is also significant that the difficulty Anna (3S) initially had in working with Isaac made her feel less positively about working with NESB students in general. It seems that early experiences with NESB students, whether positive or negative, can make lasting impressions on teachers' perceptions of their instructional efficacy with these students. This signals that strong support, particularly when teachers first begin working with NESB students, is likely to be critical. Nonetheless, this may be more effective if it is linked to shared reflective problem solving approaches so that improvements are not attributed to intervention by others, but to the teacher's own efforts arising from a heightened sense of awareness.

This study further shows how the amount of prior experience a teacher has with NESB students appeared to influence her perceptions of ESOL support. This is discussed next.

### **Teaching Experience and Views of ESOL Support**

An important finding is that the views of ESOL support held by teachers in this study may be influenced by their level of experience with NESB students. This is illustrated by three distinctive perceptions of ESOL support that were held by teachers in the study: initially, ESOL support was seen as providing time out from the NESB students; later, tensions emerged between ESOL support and the mainstream programme; and finally class teachers gained sufficient expertise to be independent of ESOL support. These three phases are illustrated in Figure 9.9.

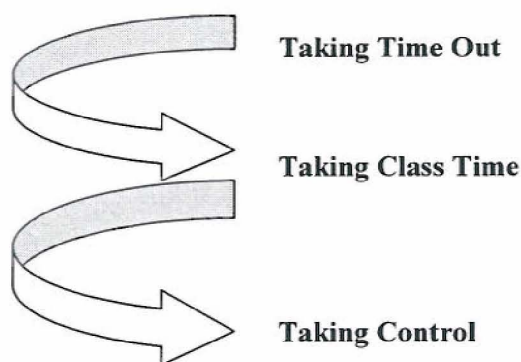


Figure 9.9 Perceptions of ESOL Support

Teachers with least experience of NESB students (Kathy (2S), Anna (3S) and Nina (3J)) tended to perceive ESOL support as providing them with time out from constantly coping with the NESB students' needs. As these novice teachers were still building their general teaching expertise, they appeared to be less able to simultaneously cope with diverse needs within the class. Providing respite from NESB students may therefore be important for maintaining young teachers' motivation and persistence with these students, enabling them to build their skills sequentially in a supportive environment.

Teachers who had gained more experience with NESB students often reported that there were organizational conflicts between the class and the withdrawal programme. It is likely that cognisance of such conflicts may indicate a teacher's growing competence and confidence to deal autonomously with the NESB students within the class. For example, as Jennifer (4J) became conscious of timetabling issues, in-class support that linked closely with the class programme became a preferred option. This phase could be seen as similar to the storming phase that has been identified as part of the process of group formation (Weber, 1982), or simply as conflict that is a necessary part of educational change (Meede-Roberts, Jones and Hilliard, 1993). This factor is especially pertinent in a culture akin to Hargreaves' (1994) moving mosaic which was predicted to have increasingly blurred boundaries and overlapping roles. In this study, however, such conflicts between regular and support teachers seem unlikely to enhance the collaborative potential of their relationship.

At the far end of the continuum, teachers appear to be breaking free of dependence on ESOL support. For example, experienced teachers, such as Sita (1S) and Kate (1J), were

perceived by their colleagues to have sufficient skills to deal with the NESB students in the class. They therefore did not receive much additional assistance with these students. This was also the case with the ESOL support teacher in North School who taught in a regular class during the afternoon. Students in her class did not receive additional support, and colleagues reported that this was because she had sufficient skills to help the NESB students when she was in the class. This has serious implications for the way in which professional development is regarded. If other teachers in the school perceive that gaining expertise in ESOL eventuates in the removal of additional support for the NESB students in the class then it may well be that they will be less likely to feel motivated to improve their own professional skills in this area.

The three points on the continuum, indicating the stage that each class teacher was at in the development of skill and confidence with NESB students, also seem to reflect a view within schools that ESOL support is tagged to teacher deficiencies as much as to NESB students' needs. If such perceptions are prevalent it may be more difficult for class teachers to access support, since to do so may be seen as an admission of not being able to cope. Nias (1989) would probably refer to this sort of scenario as *threatened self esteem*. Furthermore, if gaining greater skill with NESB students means being left to do the job alone there may be increased resistance to improving teaching skills with NESB students.

It is noticeable that particular views tend to be clustered around particular schools (see Figure 8.3). This could suggest that the school context may have been a further influence on the positions that individuals took up regarding ESOL support. For example, Nina's (3J) decision to take time out from Greta, by handing her over to in-class support perhaps reflects the lack of school-level structures to ensure that NESB students' needs became a shared responsibility between class and support teachers. However, with the exception of North School, class teachers who elected to participate in the study were evenly matched within each school in terms of general teaching experience. On the whole this was coincidental, but in the case of South school the researcher requested experienced teachers to balance the sample (see Section 3.4). It is therefore likely that experience rather than context is responsible for the pattern that has been identified; although more focused research would be needed to confirm this. Nonetheless, the school ethos may

become more influential in situations where teachers do not have access to relevant professional development opportunities.

### **Teacher Knowledge and Praxis Development for NESB Students**

Very few of the teachers in the study had received any formal professional development related to teaching NESB students. Mainstream professional development therefore often provided the main source for teachers' ideas for developing praxis for the NESB students in the class. However, this was not always successful due to its generic nature, the prevailing praxis (which was based on first language development), and the impact of pedagogic uncertainty on teacher identity and efficacy. These matters are now discussed.

#### *The Impact of Generic Input on Teaching Praxis*

Generic professional input sometimes confirmed existing practices rather than creating change that was responsive to NESB students' needs. For example, following generic professional development on oral language Trish (2J) modified new information about key words to justify her existing use of made-up language in class. These beliefs were also integral to her perception of herself as a teacher who made learning fun. Since her praxis was linked to core beliefs about herself as a professional it was therefore more likely to be resistant to change (Cabello and Burstein, 1995; Pajares, 1992). Holliday (1992) refers to a similar phenomenon which he calls *tissue rejection* in explaining the diminished impact of Western professional input on the praxis of overseas teachers.

Class teachers without ESOL expertise had difficulty discerning what was generically useful for all learners and what was likely to be effective with NESB students. This often resulted in effective mainstream strategies not being utilized with NESB students. For example, Janette (4S) used visual strategies such as graphic organizers in whole class teaching but these strategies were not transferred to small group or individual teaching situations with NESB students. It may be that Janette had derived these strategies from the field of special education in which she held expertise, and she therefore failed to perceive the power of these techniques to enhance meaningful comprehension for the NESB students. In contrast, Kate and Sita, who had both previously taught NESB students in intensive situations, were more able to articulate which of their strategies were more effective with NESB students and why.

It is likely that teachers like Trish, who worked from a generically oriented pedagogy, were prevented from effectively selecting, evaluating and modifying their teaching strategies to meet the needs of the NESB students in the class. In contrast, Sita (1S) drew on her background in second language teaching in evaluating the benefits of the multiple intelligences approach for the NESB students in the class. Likewise, Kate (1J) expanded on the language experience approach that had worked so well in her early ESOL experiences, tending to select strategies that allowed students to experience real language and learning opportunities. Nias (1989) points out that, in an environment where goals are ill-defined, teachers may lack the criteria to evaluate their own performance. This was evident in the current study.

Nonetheless, it was noticeable that a number of teachers in the study became more confident in identifying and articulating criteria for effectively teaching NESB students during their participation in the study (e.g. Trish, 2J). Therefore, it appears that focused and supported reflection may enhance teaching efficacy in constructing relevant praxis for NESB students. Nonetheless, successful praxis generation for NESB students is unlikely to occur autonomously while the pervasive context supports a different generic pedagogy, such as that of first language development. These matters will be discussed next.

#### *The Impact of Praxis based on First Language Development*

Teachers' praxis was informed by the nature of the theoretical knowledge that they brought to bear on the complex problems they encountered in catering for the small number of NESB students in their classes. In particular, the influence of knowledge about first language development was a particularly evident with many class teachers.

Some class teachers in the study – for example, Kathy (2S), Anna (3S), and Nina (3J) – became focused on low level grammatical errors, such as full stops and capital letters. This was possibly reinforced by their knowledge of the initial stages in first language literacy development. However, second language learners often acquire the fine-tuning aspects of language much later in their second language development (Brown, 1994).

It was also significant that those teachers who became fixated on directing teaching to low level grammatical errors usually neglected to address larger text structure issues with low English proficiency learners. Both Janette (4S) and Nina (3J) believed that the NESB students in the class were not yet ready to follow text structure outlines. Although Nina later considered using this as a checklist following writing neither teacher was aware of the benefit of text level support in enabling students who had already developed some literacy skills in their first language to transfer skills from one language to another (Gibbons, 2002).

The first language perspective taken by many class teachers also affected their evaluation of NESB students' progress. For example, Trish's (2J) concern about Zayhed's slow progress shows she was unaware of the normality of a silent phase that occurs for many second language learners as they focus on cognitively constructing the new language receptively (Lightbown and Spada, 1999). These findings are supported by Franken and McComish (2003) who stated that class teachers' lack of knowledge about second language development resulted in them drawing on "what they know best" in working with NESB students (p. 94).

Teachers' pedagogy tended to be based on individual cultural perspectives and this also influenced their views about certain aspects of NESB learners' behaviours, such as dependence and independence. For example, Trish (2J) saw Zayhed's lack of independence as a problem, whereas Sita (1S) tended to encourage structured learning in her class. These two teachers clearly had different views on how learners should exercise their independence in the class. Palfreyman (2003) also notes that there may be conflicting perceptions of learner autonomy to the extent that while some see autonomy as "a liberating individual capacity" others view it as "an impractical luxury" (p. 193). Interestingly, however, in this inquiry teachers primarily viewed learner independence as a means of providing freedom for the teacher rather than for the learner.

#### *The Effects of Pedagogic Uncertainty*

Although class teachers were often oblivious to specific knowledge about second language learning, they were often aware that gaps existed. For example, Janette commented that she was sure there must be a faster route to second language proficiency, but she was unable to specify what that might be. Both she and Kathy (2S) were also

painfully aware that when they worked with text structures as part of process writing with the class the NESB students visibly lost concentration and had difficulty following the lesson. In contrast, Sita (1S), perhaps influenced by her second language teaching background, sequentially developed text structure for particular genres with the whole class. As she built from simple to more complex support she was able to identify exactly where each student was having difficulty, and her praxis was further informed through her knowledge of the students' second language structures and how these differed from English. Knowledge of gaps in praxis, but lacking the knowledge to fill these may be the basis of teachers' frustration in working with NESB students.

Furthermore, it is likely that a lack of formal knowledge about teaching NESB students added to teachers' professional isolation in this task. Without established criteria by which to evaluate their praxis with NESB students, most teachers would be likely to have difficulty initiating or sustaining critical reflection on these issues with their colleagues. It is interesting that Trish (2J) noted that she not only judged the success of her praxis with Zayhed on whether he appeared to be doing what she asked, but also valued colleagues' comments about his progress. As a result, her reflections tended to be *outcomes-focused* rather than *process-focused*, and this would have impacted on her ability to generate new praxis either autonomously or collaboratively.

Both Nina (3J) and Janette reported having some NESB students who were able to get by in the mainstream. This was probably further reinforced by the low visibility of these students in the class, behaviourally and numerically. For example, Nina (3J) initially commented that as she had more proficient NESB students they simply fitted into the class. She therefore placed Greta in a lower written language group primarily as a behavioural model for others in that group. In this situation it was easy for teachers to be fooled into believing there was no further need to continue actively reflecting on their praxis with these students.

However, it wasn't always easy to ignore the NESB students' needs in the class. When just one NESB student in the class had very low English proficiency, a teachers' sense of harmony and efficacy could be severely disrupted. This is seen in the case of Anna (3S) who struggled to cater for Isaac's needs in the class, and in the case of Trish (2J) who

was often frustrated with Zayhed's progress in comparison with the other new entrant students.

In the case of relatively inexperienced teachers, general pedagogic uncertainties could create a domino effect when it came to dealing with the NESB students. Anna (3S) and Kathy (2S) often provided extended but intermittent support for a low English proficiency NESB student. Often this focused on completion rather than understanding of class work.

For experienced teachers too, lack of knowledge about how to support NESB students in a range of ways often reflected their position as novices in this field despite many years of general teaching experience. Nonetheless, it was noted that class teachers who were relatively inexperienced were often more persistent in trying to provide for the needs of low English proficiency NESB students within the class. Both Kathy (2S) and Anna (3S) made time to work individually with these students. In contrast, Janette (4S) avoided working with NESB students who had low English proficiency, handing them over to peer tutors and expecting intensive language work to be undertaken in ESOL withdrawal situations. The persistence identified among the young teachers in the study may specifically relate to their belief that NESB students were likely to be an ongoing feature of their future teaching careers.

### **Professional Identity and Teaching NESB Students**

In addition to the influence of prior teaching experiences and limited pedagogic knowledge, the findings in this study suggest that self efficacy, motivation and perseverance in teaching NESB students is affected by two further factors: threatened professional identity and comparisons with other teachers. These matters are discussed now.

#### *Threatened Professional Identity*

When a teacher was faced with the challenge of teaching NESB students in the class for the first time this often posed a potential threat to her existing professional identity. For example, Trish (2J) identified herself as a highly successful teacher who made school a fun experience for her new entrant students, so her initial difficulties in establishing communication with Zayhed threatened her image of herself as an effective teacher. It is

likely that this further undermined her teaching efficacy in this situation. Rosenholtz (1991) notes that where uncertainty leads to threatened self esteem people may devise self-protective strategies and refuse to participate or to try. Although Trish's motivation was at times low, she did persevere with Zayhed, using a range of different strategies. However, threatened self esteem may certainly have contributed to Janette's (4S) decision to avoid intensive teaching with the low English proficiency students in her senior class.

Threats to existing professional identity appear to heighten a teacher's perceptions of the challenge of teaching NESB students in the class. For example, Kathy (2S) believed that teaching low English proficiency NESB students required skills that were part of junior teaching competencies. As she defined herself as a senior class teacher she believed this made the task harder for her.

Teacher uncertainty is also linked to low teacher motivation (Nias, 1989; Rosenholtz, 1991). In addition, Bandura (1986) identifies a link between self-efficacy and attribution, noting that individuals who attribute their failures to stable factors, such as lack of ability, become demotivated and unwilling to expend effort on a task they feel is unlikely to succeed. While Cabello and Burstein (1995) suggest that as teachers acquire knowledge they use and adapt it to reconstruct their self images as teachers, it is significant that all of the teachers in the study had high general teaching efficacy. This undoubtedly helped them in overcoming the significant threats that NESB students posed to their professional selves, and to persist in gradually building effective praxis with the NESB students in the class.

### *Comparisons with other Teachers*

Class teachers' perceptions that there were others in the school with ESOL expertise may have further enhanced their perceptions of their own deficits. For example, Anna (3S) noted that the ESOL teacher was more successful in establishing a relationship with the NESB students. Such comparisons were particularly significant if the teacher was younger and had less general teaching experience. For instance, Anna's perception that the ESOL programme was very well organized prevented her from requesting targeted

support for Isaac's written language. Anna also talked about her need to keep requests for help low-key so as not to signal that there could be a large problem (Int3Sii: 16).

Professional identity may be especially under threat when teacher aides hold more expertise with NESB students than class teachers. This was especially notable in the present study when teachers had higher general teaching experience combined with lower NESB student experience, such as Trish (2J) and Janette (4J). It may well be that the lower a teacher's self-perceived ESOL expertise is, the higher she is likely to perceive the expertise held by the ESOL teacher; and the higher the ESOL teacher's expertise is perceived, the lower the class teacher may perceive her own expertise with NESB students (see Figure 9.10). It is all a matter of relativity.

As autonomous practitioners, the class teachers' efficacy to develop praxis for the NESB students is constantly influenced by their ongoing reflections on their professional selves in contrast to others in the setting who are perceived as more expert in this field. Baumeister (1999) confirms that such comparisons with others tend to influence the nature of self perceptions.

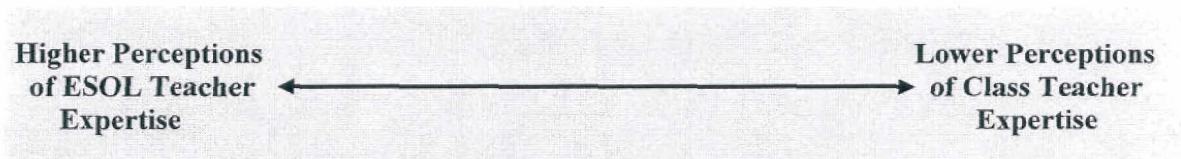


Figure 9.10 Class Teachers' Perceptions of ESOL Expertise

The professional self of the teacher also experiences constant tensions between perceptions of the curriculum demands and the limits of knowledge and experience in delivering this to NESB students and others in the class. When the basis for a teacher's praxis is generic, rather than specific to NESB students, change may in fact be more difficult to accomplish. Professional input to support the development of second language praxis, and to assist teachers in implementing this, may therefore be necessary to enable the construction and maintenance of new professional identities that are positively infused with cultural efficacy. In this study, high teacher uncertainty seems to be strongly connected to high stress levels as well as low instructional efficacy beliefs. These matters take on particular significance given previously established links between

teacher efficacy and student achievement (Bandura, 1995; Gibbs, 2002; Goddard, Hoy and Hoy, 2004).

## 9.5 Summary

The interactional context of the classroom is framed on one side by the wider educational community, and on the other by the individual teacher's reflections on her praxis which are culturally informed by her existing knowledge and prevailing beliefs. Constrained to behave in certain ways, to take on certain roles within the classroom in order to achieve certain outcomes, the teacher struggles to ultimately find ways to help NESB students to achieve a coherent pathway to learning and increasing competence within the culturally prescribed goals of the classroom. The teacher's task is further complicated by her efforts to establish communication in the midst of miscommunication, and to negotiate cultural and linguistic barriers that are often unfamiliar to create meaningful learning encounters with these students.

When just a small number of children in the class are from non-English speaking background, the teachers' opportunities for increasing cultural efficacy are diminished and ESOL resources within the school may be insufficient to provide the teacher with satisfactory support. Furthermore, if NESB students are placed in the mainstream class before they have sufficient English language to participate effectively this places additional stress on the class teacher, and it also poses a greater threat to the teacher's professional identity. Teachers particularly found it hard to cater for NESB students as individuals within a class setting where small groups or whole class teaching are the predominant structures for instructional support. It also appears that the teachers' ability to accommodate low English proficiency students effectively in the class becomes increasingly difficult at more senior levels of the school.

Encounters with NESB students may initiate a process of praxis re-construction, but this also triggers the emergence of critical tensions as the reflective teacher tries to creatively accommodate the ongoing challenges posed by the NESB students. She strives to do this in ways that can be reconciled with both her core beliefs about herself as a teacher and

her perceptions about how to accommodate learning needs according to externally imposed expectations and her cumulative professional knowledge and experience. If her professional knowledge is mainly informed by the dominant monolingual culture then she may be unaware of some important dimensions of second language teaching praxis. Simultaneous awareness of her pedagogic uncertainties in this area may cause frustration, lowering efficacy and limiting motivation to persist in finding solutions. The teacher's ability to remedy this situation through relevant professional development is also hindered by prevalent perceptions of the separateness of class praxis from the withdrawal support for ESOL. Furthermore, she must enter the ESOL out-group in order to access critical knowledge about teaching NESB students. When ESOL is provided by a teacher aide, status and expertise differences may further heighten perceptions of the impermeability of this boundary.

However, despite the many obstacles that class teachers face, there is also evidence of the positive impact of high general teaching efficacy on teachers' persistence with NESB students. Increased cultural and linguistic knowledge were identified as further positive influences on the process of teachers' ongoing praxis development with NESB students. It is likely that when teachers are exposed early to working with NESB students, and are supported to ensure these experiences are positive, there is increased possibility of greater persistence and effective changes to existing praxis. As a result, legitimating peripheral participation and working to scaffold this in later class and group work may occur. With younger teachers, it is probable that such changes may be more easily accommodated as there is a stronger vision of the increasing diversity of future classrooms.

Recommendations on how to promote and accomplish positive efficacious changes to the praxis of class teachers with small numbers of NESB students, across all the various contextual layers in which they operate, are provided in the final chapter that follows.



## CHAPTER TEN

# IMPLICATIONS & RECOMMENDATIONS

### 10.1 Introduction

The backdrop painted at the start of this study was one fraught with conflicting tensions over restricted funding, lowered perceptions of ESOL professionalism, and uncertainties about the nature and content of the programme for NESB students in schools. As Hawkins (2004) notes, class teachers have a seemingly impossible challenge, as NESB students “must gain ‘standard’ English language skills in an unreasonably short time frame, while achieving on par with native English speaking students in academic content areas” (p. 14). This investigation provides added insight into the complexity of the world in which class teachers work daily with small numbers of NESB students. In particular, it highlights the dynamic nature of three contextual layers within a broader ecological model, exploring how factors within and across various contextual layers impinge on class teachers’ ongoing praxis development. The implications of these findings for theory, research and practice are now addressed.

### 10.2 Implications for Theory

In language teaching, the communicative approach of the early 1990’s tended to de-centralize the role of the teacher. In the lead-in to the new millennium, as the pendulum swung back to balance fluency with accuracy, ESOL teachers moved back into a teaching role. However, it seems that mainstream attitudes and provisions have lagged behind this change, with the effect of de-emphasizing the importance of effective language teaching within the mainstream setting. While the legacy of Cummins (1984), Baker (1996) and Gibbons (2002) has furthered awareness of the nature of NESB students’ *learning* of content information through English, no coherent comprehensive *instructional* models have so far been developed for the mainstream class setting. Some ways in which this study suggests such a model could be developed are outlined below.

Over the course of this study it has become clear that class teachers need to be encouraged to take on a more active and responsible role with the NESB students in the class. In particular, this study illustrates how the mainstream class presents a very different challenge for teachers. In the past, Vygotsky's (1978) zone of proximal development (ZPD) and Lave and Wenger's (1991) theories about partial peripheral participation (PPP) have tended to be represented in the literature, and thus presented to teachers, as simple isolated one-to-one interactions. However, the mainstream class provides a more multidimensional challenge. Complex combinations of expert and novice interactions have to be skilfully interwoven, and both the teacher and the students take part in learning or teaching at different times. In particular, the case of Kate (1J) provides an excellent model of how this might occur. Kate demonstrates that it is possible to constructively intertwine an active instructional role for class teachers of NESB students with naturally occurring novice-expert peer interactions. Thus, she was able to actively extend Lave and Wenger's (1991) theory of legitimate peripheral participation through identifying, then legitimising, and later scaffolding NESB students' peripheral learning. In this example, Vygotsky's ZPD and Lave and Wenger's PPP are effectively melded to meet the complex needs of multidimensional learning and teaching that occurs in the classroom.

The case of Jennifer (4J) provides another effective model for classroom teachers. In contrast to Jennifer, less experienced teachers were inclined to view additional support in the classroom as a way of relieving them from having to constantly engage with the NESB students. However, Jennifer's model illustrates how class teachers who take on a managerial role are able to utilize support from other adults in the class (not just the ESOL teacher) to actively free up some of their time for intensive teaching of the NESB students in the class. The importance of teachers having opportunities for intensive interaction with NESB students is further reinforced by the greater effectiveness of those teachers who had had prior intensive experience with NESB students. This point is taken up again in the section that follows on the implications for professional development of teachers.

Future applied collaborative action research may be useful to further refine the roles illustrated by both Kate and Jennifer and establish them as part of ongoing classroom

practice. Nonetheless, these models, while extremely useful, will still need to be viewed and implemented in the light of other contextual features. It is important to recognize that any future model to meet the needs of class teachers with small numbers of NESB students will not be simple. This investigation has shown that the length, nature and timing of teaching experience all impacted strongly on teachers' identities, their willingness to work towards change, and their confidence in their own ability to overcome the problems encountered in challenging situations with NESB students. The high general efficacy of teachers in this study did, however, result in positive attributions. Teachers in the study believed strongly in their ability to bring about effective solutions through engaging in constructive reflection on their teaching. Nonetheless, the study also shows that a generally high sense of teaching efficacy, combined with a lack of relevant pedagogic information, could deceive teachers who had not established criteria for evaluating their solutions. These insights extend the earlier work of Bronfenbrenner (1979), especially in relation to understanding the dynamic impacts on the learner who is central to the model.

Bronfenbrenner (1979) states that mutual reciprocity takes place across the ecological model, and that each individual or group, as a participant in those contexts, also influences them. Nonetheless, the way in which this ecological model has been applied is often more suggestive of a static learner in the centre who is influenced by many different contextual factors. The dynamic interaction that takes place within the learner is seldom addressed. In this investigation, the teacher's identity as a professional is centrally affected by factors that impinge on her praxis development and this in turn influences the nature and course of her praxis development. Dynamic interaction thus occurs not just *across* contextual layers, but also *within* each layer.

The development of an ecological model to depict the praxis development of class teachers within and across three contextual layers of the educational community, the class, and the teacher's self was therefore a critical finding in this study. This model demonstrates how effective praxis ultimately depends on a nexus of appropriate knowledge and experiences, which in turn influences teachers' beliefs and imbues them with a sense of efficacy and certainty in developing praxis for NESB students both in the classroom and within interactions with the educational community of parents and other teachers.

The ecological model takes on particular significance within the educational context of schools and classes with just small numbers of NESB students. It helps to explain how the reflections and praxis development of individual teachers on these students were influenced through multiple dynamic interactions but that, within the context of the dominant school culture, class teachers themselves (albeit unwittingly) – as part of the dominant culture - also contributed to reinforcing the status quo for others within this environment. There were just a few NESB students in the school so there was a consequent lack of relevant teacher models in the school setting. This situation was compounded by a lack of a collaborative problem-solving culture that would otherwise provide collegial support for teachers with a few NESB students. These findings strongly suggest that class teachers who work with just small numbers of NESB students will require much greater levels of support to make changes to their praxis than those who regularly work with larger numbers of these students.

### **10.3 Implications for Research**

This investigation sits at a critical point in the development of research into teaching NESB students. The findings may in fact have wide implications for the teaching of any minority group of learners within a mainstream class context. It is therefore important to identify which parts of the methodology contributed to the success of the current study, and to see where lessons can be learned to enhance further such studies in the future. In particular, it should be noted that it was only possible to involve a relatively small sample of schools and teachers and to carry out only limited field work in each setting; nonetheless, account was taken of the implications of differing socio-economic areas, levels of teacher experience, and pressures on teachers at various times of the year. Although most observations took place during morning sessions involving English in the New Zealand Curriculum, at least one teacher (Nina, 3J) felt that more difficulty was experienced in teaching the NESB students in this area. These perceptions may have been related to the pressure to work with an increased number of instructional groups during English curriculum sessions. For example, reading and spelling groups usually occurred during this time. In addition, during the written language period, students often

wrote about self-selected topics related to their unique experiences, making it necessary for the teacher to provide individualized support for each child in the class.

Future research may be needed to survey a wider sample of teachers in order to verify the findings from this study and define the level of NESB student population required to tip the scales towards foregrounding these students in the reflections of schools and teachers. Certainly South School was closer to this mark than other schools in the study which tended to have greater diversity but smaller numbers of NESB students. Nonetheless, these teachers still had difficulties catering for new NESB students in the senior school.

A particular strength of the methodology in the current study was its deliberate intention to listen to the voices of teachers and their reflections on their experiences in order to gain increased understanding of how they evolved their praxis with small numbers of NESB students. These insights were enhanced through the trust that developed from the collaborative problem-solving approach taken in the reflective discussions with teachers. The methods chosen were therefore generally found to be effective in assisting teachers to open up about their experiences and to share their praxis-related beliefs and perceptions in relation to working with NESB students. Nonetheless, the importance of providing teaching release needs to be borne in mind for any such future investigations. While those teachers who participated in the investigation were resourceful and motivated in reflecting on their praxis as part of the study, they also admitted that it would normally be very difficult to spend substantial time focusing on just one or two students in the class.

With regard to the Stress Meter, it was noted that it was sometimes hard for teachers to separate how they felt about a particular grouping strategy in relation to the NESB students rather than to all students in the class. Ways to help teachers visualise themselves in particular situations, such as the use of contrived vignettes, may need to be considered in future studies; but it needs to be borne in mind that these methods will inevitably lose immediate relevance to the teacher's real practice. It therefore would be preferable to look for relevant examples from the observations to illustrate each grouping alternative, thus maintaining validity within the context of the actual study.

Finding ways to conduct further research into enhancing the effectiveness of teaching of ethnic minority children is especially critical in the mainstream setting. One factor that emerged during the course of the study was the need to find better ways to negotiate the ethical dilemmas of accessing low decile schools. This is more important when parents do not possess strong literacy skills in either their first or subsequent languages. In such situations researchers may need to allow for a longer lead-in time, evolving long-term relationships with NESB communities over a period of months or years rather than just days or weeks. Refining ways to gain trust and assure fully informed consent for research participation is essential in these settings. However, individual researchers would find it difficult to sustain this level of involvement across more than one setting. Furthermore, researchers should be aware of the moral ethical conflicts that may arise between how ethnic communities interpret the rules of informed consent for research and how they are played out in university ethics committees. Educational researchers wishing to work in these areas would therefore do well to form collaborative working groups with local ethnic communities in order to negotiate acceptable protocols for future research and to explore whether, and if so when, collaborative consent processes may be an appropriate step ahead of individual consent.

#### **10.4 Implications for Practice and Policy**

As demonstrated in this study, there are a number of important implications for schools, teaching and learning, professional development, and educational policy when there are just small numbers of NESB students. These matters are now summarised.

##### **Implications for Schools**

Significant school-wide issues arose where numbers of NESB students were small. Since these students were generally regarded as quiet and cooperative their needs could be less visible in the school and in the class. It was also found that when teachers did possess effective skills with these students, their classes were often targeted as a place to locate a larger proportion of the few NESB students in the school. In addition, when class teachers were perceived to have adequate skills with NESB students they were sometimes perceived to be able to manage without additional support in the class. Such

policies, although usually not formalized, are not conducive to improving the general motivation of class teachers to improve their skills with NESB students.

In three of the four participating schools there was a wide range of linguistic and cultural diversity. In addition, all of the schools had a spread in the ages, English proficiency and needs of these students. As a result, it was difficult to cater effectively for a small number of NESB students within current ESOL funding regimes. In particular, it was hard to place a small but diverse number of students into appropriate groups – either in the school or the class - to ensure their instructional needs were met. Therefore, students were often placed into generic school programmes designed for oral language enrichment or remedial reading programmes designed for native speakers. Judging on the difficulty teachers experienced when trying to teach senior NESB students within lower level instructional groups in the class, this situation would appear to be an unsatisfactory solution. Effective learning for NESB students may depend on providing sufficient support to allow for additional instructional groups – maybe as little as just one or two children – during core curriculum instruction. The diversity of such school situations is ignored in the present per capita funding policy.

Furthermore, class teachers in schools with just small numbers of NESB students appeared to lack collective encouragement for improved praxis. This contrasts strongly with Goddard, Hoy and Hoy's (2004) picture of teachers in schools with *larger* numbers of NESB students in which there are many vicarious models, creating "a normative press that encourages all teachers to do what it takes to excel and discourages them from giving up when faced with difficult obstacles" (p. 6). Therefore, a more effective mesh between ESOL and class content needs to be established. Class teachers may need to become more equal partners in collaborative problem-solving teams, but this in turn depends on the adequacy and appropriateness of their professional education in this area.

In the participating schools there was often a strong separation between the concerns of ESOL and class teachers, and ESOL tended to be represented as a matriarchal figure. More research will therefore be needed to further define the range of causative factors related to the hardening of boundaries between class and ESOL teachers and to explore ways to break these down within the school. One possible area to begin may be to examine the effects of identifying and releasing those isolated pockets of ESOL expertise

held by senior staff in schools. Regular release of these teachers would appear to have enormous potential for enhancing supportive and supported opportunities for class teachers to engage in collaborative critical reflection on their praxis with NESB students.

### **Implications for Teaching and Learning**

The efforts of teachers to provide for the needs of NESB students in the class were clearly limited by the restricted time they had available to provide these students with individual support, the diminished power they had to enact organisational changes, their limited pedagogic knowledge with regard to teaching NESB students and their resultant low efficacy with these students. While teachers in the current study employed many useful class-based strategies, they were often not conscious of the effectiveness of these strategies with NESB students. Building awareness of the usefulness of particular strategies may not require teachers to make major changes to practice, but would require them to change how they view these practices in the light of the NESB students' needs. It has also become apparent that text-based strategies need to be exploited further with NESB students, and from a much earlier stage. Such strategies may allow these students to participate more legitimately rather than just peripherally in class tasks. Nonetheless, it has been seen that there is a need to move class teachers beyond mere strategy proliferation to more active reflection on their role with NESB students in a class setting. Bridging the pedagogic gap is therefore seen as critical, since without relevant pedagogic knowledge teachers may be unable to even begin to perceive the complexities of teaching NESB students (Hogan, Rabinowitz and Craven, 2003).

Hawkins (2004) reports that, in United States there is just one qualified teacher for every 100 NESB children. She asserts that this issue is "at the forefront of the crises facing education today" (p. 14). The current enquiry supports recent findings by Franken and McComish (2003) in suggesting that the situation in New Zealand may be at least as serious if not more so. Six of the eight teachers who took part in the study did not recall having received any prior input on how to teach these students, yet these teachers may be just the tip of the metaphorical iceberg, since those who elected to participate in the study may well be viewed as models of best practice within their settings. Despite this, it was found that most lacked any strong belief in their own instructional efficacy with NESB students. Such findings have significant implications for the learning of students from

non-English speaking backgrounds since teachers' beliefs about instructional efficacy are known to impact on learners' success (Bandura, 1986; Gibbs, 2003).

As the NESB students were often perceived as quiet and cooperative these students often remained only in teachers' peripheral attention. Class teachers in the study found that their reflections on one or two needy NESB students in the class had to be restricted in time due to the many pressing calls on their attention, such as the mainstream curriculum demands and the needs of other students in the class. However, it was found that class teachers who had the opportunity for intensive work with NESB students in the past had advanced their praxis with these students to a higher level. It may be useful, therefore, to investigate the effects of providing class teachers with an opportunity to work alongside experienced teachers in intensive ESOL classes, to stimulate intensive reflection on active praxis development for NESB students.

Those students who had low English proficiency were more likely to float into the foreground of class teachers' reflections. English proficiency appeared to impact strongly on the teachers' ability to communicate, to form teaching-learning relationships, to formulate effective teaching-learning plans, and to evaluate both their teaching and the students' learning efforts. However, once the NESB students were able to follow basic class routines the teacher's attention quickly shifted back to the mainstream curriculum and the students' ESOL needs became less visible. Future research into the factors that will not only foreground a few NESB students in the class teachers' reflections, but will also sustain this foregrounding effect over longer periods of time, may be useful. In particular, it will be interesting to look at the effects of providing class teachers with time to work intensively with NESB students. Taking on greater responsibility for these few students in the class may encourage class teachers to spend more intensive time with them. Furthermore, it would be interesting to see whether fostering a role for class teachers as class managers assists in foregrounding the needs of a few students in their reflections.

The nature of teachers' past experiences with NESB students was also found to impact significantly on their present beliefs in their instructional efficacy with these students. Teachers who had only recently encountered NESB students in a mainstream setting were less able to perceive, and therefore address, needs of these students beyond initial

survival, class routines, and basic micro-level English errors. However, those teachers who had prior positive experiences with NESB students believed they knew the students better, felt more responsible for teaching them, focused more constructively on assessing instructional needs and planning to meet them and, as a consequence, were more motivated to increase their skills in these areas. On the other hand, unsatisfactory past experiences tended to impact negatively on teachers' long term self-beliefs about their instructional efficacy with NESB students. It may be beneficial to investigate the potential of early intensive professional development and mentoring in avoiding such negating effects.

It was further found that class teachers often had difficulty establishing effective relationships with NESB parents. Jones (2004) suggests that without broader cultural insights teachers tend to act out beliefs based on their limited world view. However, this investigation shows that effective contact with NESB parents could be facilitated by school-wide policies. In addition, it appears that closer relationships with parents could provoke a class teacher to identify more ways to include pertinent aspects of the students' cultural diversity in the class programme.

The current study demonstrates that teachers may be less able to generate new practices that are inconsistent with generalized and core beliefs about effective teaching and learning. Thus, teachers found it difficult to generate working theories for NESB students as their existing pedagogical framework was strongly grounded in first language development theories.

Teachers with just small numbers of NESB students in the class were also found to be less likely to engage in professional development activities specific to teaching NESB students. Nonetheless, it was evident that the NESB students, although few in number, were often present in teachers' peripheral attention in the class. Despite a lack of relevant pedagogic knowledge, all of the class teachers in this study persisted in trying to overcome the difficulties they encountered with the NESB students in their classes. Their strong sense of efficacy with regard to their general teaching seems to be a key factor in creating and sustaining motivation in this regard.

Although there was some frustration about the lack of time, highly efficacious teachers were more likely to positively attribute their success with these students - or their lack of it - to their own efforts in developing appropriate praxis. For younger teachers, the belief that NESB students were likely to be an ongoing feature in their careers appears to have further increased motivation to tackle these challenges. There is also evidence that, for experienced professionals, saving face may have further motivated this persistence. However, strong beliefs in general instructional efficacy could also sometimes deceive teachers into believing that doing *something* was doing *well*, so partial solutions such as peer tutoring or occasional ad hoc teaching support could be perceived as complete and enduring solutions. Hence, overt teaching confidence could mask hidden layers of false assumptions. This has serious implications for professional development providers, especially those in generic fields who may pay superficial or no attention to modifying strategies for diverse groups of learners.

### **Implications for Professional Development**

As seen above, most teachers had inadequate professional preparation for the task of teaching NESB students in the mainstream. In schools with just small numbers of these students this resulted in the lack of vicarious models for class teachers to draw on. In attempting to provide for individual NESB students, some teachers – particularly those with a shorter length of general teaching experience - endeavoured to provide intermittent and/or ad hoc support; but their effectiveness was necessarily limited by their pedagogic certainty, thus significantly impacting on stress levels. In such a situation, it appears that deficits in professional preparedness may reduce even highly experienced and skilful teachers to the level of novices.

It was also significant that teachers in the study who lacked knowledge of second language pedagogy appeared to subconsciously transfer their knowledge of first language development to the task of supporting NESB students. As a result, oral language development was often emphasized over macro-level literacy development. Teachers frequently became stuck at the micro-level of small grammatical errors, lacking confidence to address broader text structure, and sometimes avoiding taking on an active teaching role with these students. It is therefore sobering to find that a similar developmental stance is being supported in literacy-based policies for the professional development of teachers with NESB students (Ministry of Education, 2000).

Furthermore, teachers in this study were initially unable to establish criteria by which to select or evaluate their teaching praxis with NESB students or to assess the effectiveness of students' learning. They did not seem to be familiar with, or even aware of relevant policy documents such as the ESOL Assessment Guidelines (Ministry of Education, 1999b). Even ESOL teachers made little use of these documents beyond assessment for funding purposes. More targeted professional development will be needed in that area.

While many class teachers expressed a need to focus on class and group instruction, many NESB students required individualized tuition within the class. However, most NESB students did not fit comfortably into current instructional groups in the class. Support was made more difficult in the junior class as other children needed literacy help too, so peer tutoring was not always possible. In addition, support was equally difficult to provide in the senior class as often there were no other students at a similarly low level of English proficiency, and those students who were at a lower level required a different and more remedial first language approach. Such an approach does not facilitate the transfer of NESB students' knowledge from their first language while extending learning of English as an additional language.

This study therefore adds considerably to the findings of Cameron and Simpson (2002) who believed that teachers outside of Auckland, with smaller numbers of NESB students, simply lacked *access* to professional development opportunities. Class teachers in this investigation were sometimes not aware of, or alternatively chose not to take up available professional development opportunities as they felt obliged to prioritise other broader class-based needs. Teachers' perceptions of their isolation from ESOL also seemed to increase the difficulties they experienced in accessing relevant professional development. It is clear that class teachers' placement within their wider ecological context has a strong impact on these matters.

Professional development of class teachers needs to be specific to teaching NESB students; thus, disguising it as generic development to make it more palatable, as with current literacy initiatives, will not provide a solution to the issues highlighted in this study. In the Australian context, Hammond (1999) suggests that such assimilation has served to wrongly align NESB students with those who are educationally disadvantaged.

Furthermore, as Hogan et al (2003) assert, expertise is not developed through a generic environment, but needs to be focused on “specific teacher knowledge domains (content, pedagogical content, and pedagogy)” (p. 245).

In addition, it is unlikely that the present situation will be improved if the English Language Intensive Programme (Ministry of Education, 2003) is extended to levels lower than the existing target of years seven to thirteen. The results of this enquiry suggest that, in schools with small numbers of NESB students, such initiatives are likely to be seen as a cure-all, but may be too specifically focused on just one contextual layer of teachers’ praxis development to be fully effective. The ecological model that arose from this study implies that addressing just one layer or another is unlikely to be an effective professional development model in contexts where there are just small numbers of NESB students. It also shows that solutions that are part of intensive ESOL provisions are likely to be regarded as separate from the concerns of class teachers. The evaluation of professional input provisions for class teachers in this situation is clearly an under-researched area.

It is possible that building links with other teachers and other schools may create further support for teachers’ sense of efficacy with NESB students. Bandura (1995) notes the existence of a link between personal and collective efficacy. The importance of providing vicarious models and a collaborative ground for problem-solving cannot be over-emphasized. School policies are needed to address this issue, and to begin to build a community of practice (Lave and Wenger, 1991) in relation to catering for small numbers of NESB students. Increased collaboration, both within and across schools, is needed to enable shared professional issues to be identified and addressed in a cohesive way. Such an approach may ideally engage clusters of schools in a community of practice that addresses shared issues in the teaching of NESB students in the class. As Head (2003) asserts:

The value of a community of practice stems from individuals sharing their ideas, experiences and practices to build new knowledge within the community. They achieve this through a process of debate, challenge and experiment that results in social learning that could not be produced through reification alone. (p. 57)

Donaldson and Sanderson (1996) suggest that once schools and teachers approach issues as shared problems then effective collaboration is more likely to take place. In the long term, increasing relevant knowledge amongst teachers is likely to be critical in breaking down the ESOL-class teacher barriers. However, it is known that effective collaboration only evolves when each group of participants have something to offer to the collective reflection (Donaldson and Sanderson, 1996; Head, 2003). It is therefore vital to provide professional development opportunities for the community of class teachers as a separate group. This would enable them to have a legitimate voice in ESOL and encourage them to take greater ownership for teaching the NESB students in their classes.

## **10.5 Practical Recommendations**

The ecological model developed in this study demonstrates that, to effect change in teachers' praxis within educational contexts with just small numbers of NESB students, attention will need to be paid to the dynamic and interdependent nature of three contextual levels. It is therefore important that the following recommendations for professional development and for school and educational policy are regarded as an integrated and holistic package rather than a set of isolated, on-off suggestions.

### **Recommendations for Enhancing Professional Development**

- 1) Ensure that all class teachers have explicit knowledge of the difference between first and second language pedagogies.
- 2) Build teachers' awareness of the developmental stages of second language learning.
- 3) Provide compulsory intensive input on second language learning processes at the pre-service level of teacher education.
- 4) Enhance class teachers' ability to develop written English proficiency with students who already have some literacy skill and knowledge in their first language(s).

- 5) Provide class teachers with specific strategies to develop increasingly complex text structures with NESB students, at all English proficiency and class levels.
- 6) Increase class teachers' sense of efficacy in relation to teaching NESB students by providing periods of supported and intensive contact with NESB students.
- 7) Link reflective action research with professional development input to actively engage class teachers in modifying their praxis for NESB students.
- 8) Assist class teachers to establish criteria to make informed selections from existing strategies to use with NESB students.
- 9) Ensure that teachers' early experiences with NESB students are positive by providing additional support and mentoring.
- 10) Provide class teachers with support to detail specific steps required for NESB students in their written lesson planning.
- 11) Identify ways to encourage and legitimate NESB students' peripheral participation in the class and link this with successive layers of scaffolded instruction.
- 12) Develop a more comprehensive content-based instructional model that includes specific examples of how to integrate cross-linguistic and cross-cultural knowledge.
- 13) Assist class teachers in adopting a role as class managers, thereby enabling them to take responsibility for the learning and teaching of NESB students in the class.

### **Recommendations for the Review of School and Educational Policy**

- 1) Establish minimal levels of funding support for schools with small numbers of NESB students, thereby enabling NESB students to be taught core literacy skills in appropriate instructional groupings (which may be as small as one or two students).

- 2) Provide funding for regular release for senior teachers with knowledge and experience in the field of ESOL to engage in collaborative, reflective, problem-solving with class teachers.
- 3) Initiate working groups to establish exemplars of shared praxis with regard to teaching small numbers of NESB students in a mainstream class.
- 4) Provide additional funding to establish transitional classes with first language support for NESB students with very low English proficiency.
- 5) Increase school funding to provide in-class support, particularly during core literacy time, to allow class teachers to take an active part in teaching the NESB students.
- 6) Encourage class teachers to move into collaborative problem-solving teams and to meet regularly with ESOL specialists.
- 7) Provide extensive and compulsory professional input on second language learning and teaching at pre-service and in-service levels of teacher education.
- 8) Formalize clusters of schools with a view to providing effective transitional classes and facilitating professional development initiatives.
- 9) Take into account the impact of a broader ecological model when designing professional development for schools and classes where there are just small numbers of NESB students.
- 10) Fund on-going research into the implementation of recommendations from this study, with regard to improved conditions and support for teachers with just small numbers of NESB students.

## 10.6 Summary

The implications and recommendations that have arisen from this study are the result of the interweaving of theoretical, professional, practical, political and investigative issues.

The present per capita funding does not take into account matters such as the need to provide for the few NESB students in appropriate instructional groupings, nor the fact that class teachers may require stronger support to counter the negative effects of the dominant school culture, especially when the numbers of these students in the school and in the mainstream class are just small. In this situation early preparation may be even more important, so *compulsory* pre-service training of student teachers to work with NESB students in a class situation is long overdue.

The insights into the present realities for a group of class teachers provided by this study have led to a number of suggestions on how to improve the future. There is compelling evidence for change, but ideally this should be implemented in an integrated and holistic manner. Gradual introduction accompanied by progressive evaluation is also important. Ensuring constructive change does occur, however, is a matter of urgency for one thing is certain. Despite ongoing increases in the ethnic and linguistic diversity in New Zealand schools, NESB students are likely to remain a minority - in the vast majority of New Zealand classes and schools – for some time to come. It is therefore imperative that class teachers and schools are effectively prepared and supported in this situation. Doing so will necessarily involve researchers, educational policy makers, professional developers, schools, and teachers themselves in working cooperatively towards a more transparent, more easily accessed, and more collectively owned and shared praxis.



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## APPENDIX 1

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### Interview: Teachers with responsibility for NESB students

1. Can you start by describing how long you have been teaching and what the student population was like when you started off?
2. Can you tell me about (any of) your early teaching encounters with NESB students, up until the present day?
3. Can you tell me about your professional development experiences – in general and in relation to NESB students?
4. How do you perceive your role with NESB students?
  - How do you think others perceive your role with NESB students?
5. Can you tell me about the ESOL programme in the school
  - What is a typical day/week like for you (if directly involved with NESB students)?
6. What do you identify as the key constraints and supports in this school concerning the programme for NESB students?
  - and (if applicable) concerning your work with ESOL students
7. How do you rate your level of teaching confidence? (*Scale of 1 to 4 given to teacher (1= not very confident; 2=a little confident; 3= quite confident; 4= very confident)*)
  - in general?
  - with NESB students?
  - with other students/
  - teaching English to NESB students?
  - teaching other subjects to NESB students?
8. What do you think influences your (or others') confidence in teaching NESB students?
9. What sort of advice would you give to a colleague or a student teacher who was about to teach an NESB student for the first time?

## APPENDIX 2

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### Initial Interview with Class Teachers

1. Can you begin by describing how long you have been teaching and changes in the student population since you started off?
2. Can you tell me about your teaching encounters with NESB students, from your earliest encounter up to the present day?
3. What is the nature of your teaching approach?
4. What sorts of routines and strategies are regularly used
  - in this class?
  - with NESB students?
5. Can you tell me about your professional development experiences – in general and in relation to NESB students?
6. How do you perceive your role with NESB students and how that fits with others?  
How do others perceive your role with NESB students?
7. How do you rate your level teaching confidence? (*Scale of 1 to 4 given to teacher (from not very confident to very confident)*)
  - in general?
  - with NESB students?
  - with other students/
  - teaching English to NESB students?
  - teaching other subjects to NESB students?
8. What do you think influences your (or others') confidence in teaching NESB students?
9. What do you identify as the key constraints and supports for your work with NESB students?
10. What sort of advice would you give to a colleague or a student teacher who was about to teach an NESB student for the first time?

1: not very confident

2: a little confident

3: quite confident

4: very confident

# APPENDIX 4 - LESSON MAP

<b>Date:</b> _____		<b>Subject area:</b> _____		<b>Total Sts:</b> _____			
<b>Teacher:</b> _____		<b>Year/Level:</b> _____		<b>NESB Sts:</b> _____			
<b>English levels:</b>		<b>Languages/cultures</b>		<b>Learning Objectives:</b>			
<b>Time</b>		<b>Field Notes on Lesson</b>				<b>Reflections</b>	
<b>Group Pairs Whole class Transition</b>							

## APPENDIX 5

### Sample Observation Transcript

T2B – 15 (14/06/02) Language: Reading group

#### Abbreviations in Transcript:

**T = Teacher**

**J = Janc, a year 5 Korean student with low English proficiency**

#### Abbreviations in left margin:

**W= Whole class working either at their tables or on the mat at the front of the class (as indicated)**

**G = Small group work**

**T= Transition (signals change in the lesson)**

**I= Individual**

*Researcher's Reflections are shown in italics*

Time	Org	Field Notes on Lesson
10.57am	W- tables	T checks who she heard read yesterday. J raises her hand.
	G	T begins with a group on the mat (not including J).
		A chats to J who raises her book and puts it on her head in a playfully shy mood.
		One NESB child is listening to taped readers and J is silently reading by herself.
11.00		J is reading a book with pictures of monsters with printed text on alternating pages. I later see the book is entitled: "Five Haunted Houses". J turns the pages quickly – too quickly to be doing more than reading the pictures.
11.06		J takes her book back to the bookshelf in the far corner of the room. She travels around the outside of the room. She gets 2 more books and heads back to her desk across the room. She sits down at her desk and begins to look at the book. It has pictures of Egyptian people and looks to be an historical setting. She flicks through the pages, with a magazine browsing technique.
11.07		
11.08		J begins on another book. This time the pages turn even faster. When she comes to the center of the book she slows down for a while but then speeds up again and is soon on the last page. She sits looking at the final page for a while. She then picks up the Egyptian theme book again.

11.11		<p>The ESOL teacher aide comes into the class. A few moments earlier a message has come on the school radio to say the ESOL teacher aide is unwell and is going home. However, she is here with a pile of plastic bags with reading books in them. She takes them across to T and explains that these are 6 to 7 [years reading level] while the last lot were 6 ½ to 7 [years reading level]. T comes over to J's table, collecting the headphones from another student who is now silently reading. She gives J the plastic bags and tells her: "Choose one of these stories for today". J selects one and returns the other bags to T. T tells her to: "Choose one of them". J points to her desk. T says to keep them all for now and J returns to her desk with the bags in her hands.</p>
11.12		<p>J sits down and picks up her book on Egyptian culture and shows a picture to Clarence on the other side of the table just along from her. He says: "Aw yuk" expressively and looks away. J giggles.</p> <p>T changes to a new group and J seizes the gap before T starts teaching again to come up and ask T if she can go to the toilet. T lets her go and she leaves the room.</p>
11.23	<p>T</p> <p>I</p>	<p>I take this opportunity to glance around the room. T told me last time I was here that she had nine children away with the flu. There are still many empty desks today and many of those who are there are coughing badly. Every so often T sneezes also. She had a bad cold some time ago.</p> <p>J has not returned but I see she has not started on the taped readings. She has the cassette recorder open and has opened a plastic bag. However, she has not taken anything out yet.</p> <p>J returns. She puts the tape in the tape recorder.</p> <p>Another T interrupts T with a request. T comes to the cupboard near me and takes out some books for him.</p> <p>I look back at J and see she has selected a taped reader about cats. She turns the cover around to show Na across from her. She looks up, smiles, then carries on reading.</p> <p>J turns on the tape recorder. Suddenly she turns the pages very quickly until she reaches the end. She sits and waits. The tape recorder stops and she pushes rewind. She waits for the tape to rewind. Meanwhile, she plays with the open cassette case. I see the book is entitled "Tom the School Cat". J puts it back into the plastic bag. She puts the tape back into the cassette case then places this in the bag and runs her fingers along the top to seal it. Her fingers slip as she goes and she turns to quickly give me a sheepish embarrassed grin. <i>I'm surprised as this is the first time she has</i></p>

11.24		<p><i>acknowledged my presence and it makes me aware that she is conscious of my presence all the time.</i></p> <p>J chooses another story called "The Road Rules". She tips it out and takes the tape out of the case and inserts it into the player. She puts on the headphones and pushes the start button. Without stopping the tape she takes off her headphones, looks at them, then puts them back on again. She then rewinds the tape before she starts. <i>I am relieved to see this as for a while there I thought she would not worry about matching the tape sound with the reader. I wasn't sure if she did this with the first tape. At least, I think she is rewinding to start the tape, rather than rewinding it because she has supposedly finished.</i></p>
		<p>I look across at T. She has J's reading box out. She calls to J, then bursts into laughter as J is out of her seat before she has barely got the words out of her mouth. She says: "You know. You know it's your turn". They both grin at the joke. T spreads the books from the box out on the mat. She lets J choose one.</p>
11.29		<p>T begins the lesson with J. She introduces the word "Ambrosia". The story is about Ambrosia the donkey. T tells her it is a donkey's name but can also be a sort of desert with fruit. As J begins to read, T asks the class: "Voices down please". J is still very hard to hear. In fact I hear nothing of what she says. I can see her lips move but she is totally inaudible from where I sit. T told me in the last interview that she has to get up really close and sometimes even then can't hear her.</p>
11.30		<p>T questions J after a page: "Who eats the hay?" I think J says that cows do as T responds: "Cows eat hay. Let's see who else does". She indicates the book with her hand and J continues reading aloud. <i>I realise that T was just lucky last time I watched her take J together with another NESB student on the mat. This gave the students time to read to themselves first before reading aloud and answering questions. Today J is having to answer questions after only reading aloud so this is more difficult. However, it will influence how well T thinks she deals with the text. I may tell T about both incidents and ask her about this in the final discussion.</i></p>
11.33 11.34		<p>T (to J): "Bailer", apparently correcting J's pronunciation. She shows J the picture of a hay bailer in the book and talks about going in and coming out processes to help J see that the bailer takes the grass in and sends the hay bails out.</p>
11.37		<p>T (to J): "What's that word? (pause) Tyres." J reads aloud inaudibly (to me) and T says: "Good girl".</p> <p>T gives J the pronunciation for "Ambrosia". J imitates her. T questions: "What kind of animal is ambrosia?" When J is unsure T</p>
11.38		<p>says: "Have a look (indicating she should look at the picture in the</p>

11.40		book)". <i>At this point I know that J has not understood T's earlier explanation – possibly because T confused the explanation by giving 2 meanings and spending more time on the dessert meaning rather than the donkey.</i> J replies "donkey" (audible only to T). T repeats "A donkey" then moves on to ask "What kind of weather do they need to cut the hay?" I assume that J gets this right as T continues, but I can't hear her. T next asks J what they need to cut the hay. J needs help to get 'mower' for this. Later T asks: "What's that?" indicating a picture. J replies and T repeats: "A thing that makes hay bales" and adds: "'Mmm, that's a hard word that one".
11.42		She follows up with: "What does the bailer do?" J pulls up her socks as she answers. She's clearly getting uncomfortable. T continues with j reading and her questioning some more then says: "Okay" and takes out the worksheet. She points to the top saying: "What does it say?" J reads aloud. <i>The assumption here is that if J can say the words aloud she will understand, but that's an error of judgement.</i> T tells J to cut around the pieces on the worksheet and glue them into her book in the right order. She begins to check that
11.44		J understands. "Read this and tell me which one is the first one." J reads the first one and T asks: "Is that the first one?" Then J reads the second one and T asks again: "Is that the first one?" This continues through each section of text. When it becomes evident that J doesn't understand, T says: "Which one do you think is pretty early on?" Then she repeats what J reads: "Grass is turned by the hay rake". T says: "Before this? Which one?" T turns to the first page in the book and says: "It's this one, that one there, isn't it? (pause while J nods) Ah, so that's our first one ". She then asks J: "If you get stuck what do you do?" J replies. I can't hear but T approves of the answer. T then tells her to do it in her reading book.
11.45		
11.49		J returns to her desk and begins to put away the taped readers she had left out there. Her desk is pretty full now. She meticulously puts the tapes and books away in the bags and seals the tops, bending over the bag tops and placing them in a neat pile. However, the plastic is slippery and they keep sliding down across her desk. She pushes the taped reader bags into the top left corner of her desk and pushes the tape recorder over to the top right hand corner.
11.52		J begins to look at the worksheet. I see the book is entitled: "Hay for Ambrosia". She carefully gets her pencil case out of her desk, taking care not to lose things off the top. She gets out a glue stick and scissors out. She feels inside her desk (which is now quite overloaded) and takes out her reading exercise from the bottom of the pile. I realise she has each book in a special place in her desk which is always pristine!
		J shows the front cover of her book to Nancy who occupies the desk across from J. J puts the book back on her desk and opens it, then picks up the scissors (rather large ones) and pretends to cut the top off Nancy's water bottle on the desk. Both of them laugh.

	<p>T asks the class to settle the noise down. She gives a count of three in Maori to do this.</p>
11.55	<p>J begins to cut up the strips of text on her worksheet. Some strips have just one line, but most of 2 lines. Firstly she cuts slowly and carefully along the border. She cuts one strip out of the center of the sheet (a bit more quickly) and glues this into her book.</p>
11.59	<p>J watches as Nancy pulls her fingers one by one until they go click, making excruciating faces as she does so. J tires of this quickly and turns back to check the book. She tries to match the text of page two with various strips of text on the worksheet. There is a lengthy pause then J carefully peels off the strip she has already stuck into her book. She moves it down the page a bit more and begins to re-stick it down, putting extra glue along the edges.</p>
	<p>J cuts off another strip. She places this further down the page in position 3 with a gap between the one she has stuck down already and this one. She contemplates this positioning, shakes her head and then places it in first position at the top of the page. She goes back to reading through all the strips again.</p>
12.04	<p>T tells the class they are working “much better” and looks across at J: “J, how are you going? Okay?” she asks. “Do you need any help? I’ll be there soon”. She carries on working with individuals on the mat, checking their work and marking books.</p>
12.05	<p>J watches Nancy as she runs her finger over the top of J’s glue stick and pretends to use it like a lipstick. J pretends to cut at Nancy’s fingers on the glue stick. They grin conspiratorially.</p> <p>J rearranges her desk as she waits for T. She picks up the cut-off pieces of paper, screws them up and puts them in the rubbish bin. She comes back and knocks a plastic bag with a taped reader in it off her desk accidentally, then picks it up and rearranges it on her desk.</p> <p>T arrives and bring a chair alongside J. T sits and cuts off the remaining strips which J has in two blocks on her desk (one with three strips and one with two). T looks at J’s reading book which has one strip glued in it and says: “Well done. You’ve got the first one: ‘The grass gets cut. The grass gets left to dry’.” Then she tells J: “Read this”. J reads from the book silently (I think). T then gets J to look for a strip that says the same. When J can’t find one she points out how to find key words in the strip. She then asks: “Is that the same? It isn’t is it? It says (reads out the strip)”. <i>At first I wondered if J would sequence by just looking at the book and matching the strips to the book text. However, she couldn’t do this as it is condensed in the strip version. T is using the book to check,</i></p>

*but helps J to guess with the strips by looking for key words – a good strategy. I might use this incident in our discussion to look at teaching reading sequencing.*

J glues in the second strip. T talks to another student and then comes back to J: “What does this say?” J reads it out. Another child interrupts T and T attends to him.

J picks up a strip. T and J decide together that it’s not right. T says: “That one’s all about going out of the bailer, not going into it.” I think T is leading this now as the time pressure builds to complete the task. J picks up another strip. T says: “That one’s about the donkey isn’t it?” J glues in her third strip. T says: “Excellent. Now (reads part of the text from the book). Which one will fit that one?” J picks up a strip (one of two left) and T says: “Ah-hah!” as she sees it is correct.

T asks a child to go and work on the mat alone as he is disturbing others at his table.

T turns back to J and helps her to trim the edge off a strip that is too long to fit in her exercise book. J sticks it into her book. T then says: “What’s the last one? Check it. Is that the last one?” T cuts off the end and says: “Excellent. Well done, J” as J gets ready to glue the final strip into her book. *It would have been better for T to work with J to arrange the strips on the table first, then she could have left J to rearrange and glue into book. This would have been a better check. However, the time factor when you have a class is great. You don’t have time to think about just this child and to generate effective strategies. This is possibly why those who have worked as ESOL teachers are further advanced in the process.*

T has moved on and J is completing gluing the final strip into her book. She pretends to use the glue stick as a lipstick. She sticks in the strip and then watches as Nancy rubs the end of her glue pot across her finger. J playfully waves her scissors (which have small square-shaped off-cuts stuck to them) at Nancy. Nancy takes one of the off-cuts from the scissors and sticks it over her mouth. She gets another off-cut from J and sticks it on her cheek. She calls out to J: “J \_\_\_\_, J \_\_\_\_” and gives her the off-cut. J draws a red love heart on it with her felt pen. Nancy sticks it to her cheek. They both giggle soundlessly. Meanwhile, T has been dealing with a child from another class who has come in for praise. T has complimented him on his work and he has read a piece out to the class. The above incident has continued all through this.

J sticks a coloured-in off-cut on her cheek also. T comes past and the two put their heads down, pretending to work. T says: “Finished that, J? I’ll just mark it. Quick. Get out your spelling book”. T collects up the taped readers from J’s desk. She unfolds each from

	<p>the pile where J has arranged them with tops folded over. T says: "I'll put these up here, J" and puts them bags on the ledge at the front of the room.</p> <p>T finds J's spelling book and J opens it at the page when T says: "Open it at the page. Rule off. Write today's date." J follows the directions and T says: "excellent". She takes J across to another girl named Amanda on the other side of the room. T sits between Amanda and J and explains to Amanda that she wants her to be a peer tutor. Amanda smiles proudly. T explains that she will need to help J with the little words in her spelling sentences as J sometimes 'forgets' these. T says to Amanda: "This is how you do it" and models the process, saying to J: "Okay, put one in the margin. What's your first spelling sentence?"</p> <p>T explains to Amanda that J has to translate to Korean and then back into English so she needs time. T reminds J: "What do we have at the beginning of a sentence?" Then turns to Amanda: "You must help her with 'scared'." She turns back to J: "How do you spell 'scared'?" T helps her spell the word, giving 2 letters at a time: "Sc - ar - ed." T tells A2 that the main focus for J is capitals. She says to J: "A _____ is going to help you. Instead of me helping you it's going to be A _____. Okay?" Amanda grins proudly and I leave (5 minutes later than planned but this was too good to miss). <i>We will be able to talk about the peer tutoring when we have our final discussion so this incident is a useful one to discuss.</i></p>
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## **APPENDIX 6A**

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### **Reflective Discussion with Class Teachers on Critical Incidents**

*The following points were considered as part of the reflection on Critical Episodes:*

- Description of the episode: observer's and teacher's eyes.
- Feelings about the episode: own point of view and the child's.
- Choices of action: push-pull factors influencing decisions.
- How did you know what to do?
- Other ideas that have occurred since this time.
- General patterns or links to similar incidents in the past.
- Ideas about future action.

**APPENDIX 6B**

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**Sample Transcript of Reflective Discussion**

Interview Transcript

Class teacher 2J(ii) Reflective Discussion

29 May 2002

\*Penny: I've got a lot of different topics to cover there today but I will give you a list of the topics that we cover afterwards so that you can have them as a record if you want to look back on what we actually talk about. Okay, I just wondered if you could start by, and use a bit of paper and pencil, good teachers do that, grab a colour, whichever one you want, and could you just list down what you think are the aims that you have for Zayhed - things that you are hoping to achieve with him

\*Teacher: Do you want me to speak as I am doing it?

\*P: Oh yes please. That would be good.

\*T: Okay. Do it in all sizes

(laughter).

\*T: My first thing for him is to settle in happily.

\*P: Right.

\*T: And to feel like an integrated member (pause while writing) of our class and just be one of us, one of my team in my class. We go by team. We consider ourselves a team and I just want him to be and feel one of the team and that is my real very first aim. And then obviously my next aim is for him to pick things up. And when I say pick things up I don't mean (demonstrates picking up the pen) pick things up.

\*P: So you're meaning concepts.

\*T: So you don't get humour, do you, this (laughter). Oh dear me. Thank goodness you interpret this because otherwise the other person on the other end would have no idea. Yeah, things like routines, boundaries, and through especially that, he will then begin to pick up educational stuff.

\*P: That's through the routines?

\*T: Yup. Like reading because even our reading, even my reading groups I have a natter and a routine of how we do what we do, when we do it. Um maths.

\*P: So the routines you see as an access way through to the educational things.

\*T: Absolutely. Well for my class it is. Yeah. For me, if I had no routines he'd be stuffed, my whole class would be stuffed, because that's what we go by. I believe that children can't add too many thinking things up and they can't think too much. They can only think

about one thing, and if you make all of the routines as repetitive and as simple as possible they don't have to think about the routines and they just do them normally so it gives them time to think about what they are learning about.

\*P: That's a good point. Yeah.

\*T: Yeah. You know what I mean?

\*P: Yeah. That's good.

\*T: And writing. The other stuff I am not worried about. The other stuff, no, I wouldn't say I don't care about. I don't care if he can sing. I don't care. To me that's not important. It's not going to have an adverse effect on his life - in my class - if he can't sing. We do singing and he does sing but for me it's these things that are going to set him up.

\*P: So it's reading, maths, writing. Those are sort of where you focus things.

\*T: That's all I can think of really. I can't even remember the question.

\*P: Okay. So you've actually put your aims for Zayhed down in order. You'd say that this was a first one, this settling him in happily.

\*T: Yeah.

\*P: Yes. What sorts of things indicate to you that Zayhed's settling in happily? What things tell you that that's actually happened?

\*T: He has no trouble leaving his mum or his dad when they drop him off in the morning. He (pause) he seems happy. He doesn't cry. He talks to me so I know he's not petrified of me. And um he just seems happy to be here. Like he doesn't seem unhappy to be here.

\*P: No. He doesn't look unhappy.

\*T: He doesn't look unhappy so therefore I feel that he is happy. He is -

\*P: Yeah. I agree with you. He does look really settled in the class. It's just interesting to go through, you know, and think about what are the factors that tell us that because, you know, you and I might have different ideas but I agree with you there.

\*T: Good.

\*P: In terms of him being integrated as a member of the class, one of us, as you say; what sort of factors do you look for there that will tell you that?

\*T: I try not to anticipate. I try not to give him - to make him feel like an outsider. Like I try not to isolate him by saying de de de de de and you need to do this. I try and not to do that. Sometimes you have to, or at the start sometimes I had to. Now I don't have to. Now he, I just have to look at him and he knows; but I don't look at him any differently than I look at such and such who doesn't do it either. And so that way he is becoming, he is not (pause) - it's not like I am

saying he's *different* to the other children because we are all different. We've just all got different things that are different.

\*P: So you want him to be able to do the things that other people in the class are doing. Is that what you're saying there?

\*T: I expect him to. There's nothing, there's nothing that I ask him to do that he can't do. Well, within reason. Like I ask all my children to write stories and none of them can write. You know, very few of them can write, so in effect I *am* asking them all to do things that they can't do; but the reason behind that is because the more they practise the more they learn so when I say, yeah, do you know what I mean?

\*P: Yeah. You've done well. That's really clear. That's good. And so we've talked about the idea of routines leading into educational ideas and we've got reading, maths, writing. Are there any particular - would you prioritise that reading, maths and writing in any way?

\*T: Yeah, I would prioritise reading first because I believe writing maybe I should put there because maths, for me, that's the third one that we teach so they're really all much of a muchness, but I think reading leads into everything because it - when we talk about big book we talk about full stops, we talk about capital letters. When I'm asking them to write I'm asking them to write using full stops and capital letters. So that ties in really closely. We jump the gap in reading, we leave gaps in writing. For maths it's a little bit different because lots of our stuff isn't written down. Lots of the stuff is either on worksheets the children complete or it's physical and we, you know, hands-on doing stuff. So that's maybe a little bit different. And maths tends to be something that is more easily picked up because, I guess, because it's universal whereas reading and writing aren't all universal. We don't all read and write this way. We don't all read and write with these letters. And I mean I know the numbers can be different but we all go - we all know that this means (holds up five fingers), whether it means, you know, five fingers means five whether it means *rima*. We all know that this many is this many teddy bears. So if I am saying to Zayhed, 'Can you pick me this many teddy bears?' he will know it means that many.

\*P: Right. So holding up your hand indicating - and I see you do that.

\*T: Yes, I'm sure you have - just a couple of times.

\*P: Yeah, no. I think that sort of visual stuff is really useful for children who don't share our language.

\*T: And I'm a very visual person anyway, like even without having anybody in my room who might not - I am visual anyway. I find it very hard to not use my body.

\*P: Right. Yeah. So when you say visual you are talking about using your body, using -

\*T: Yeah. Yeah. And also, yeah, and also the things that I do because I am a visual learner I tend to make things easy for me to teach and for me to teach it at, you know. I do cater to other learning styles but most five year olds tend to like the visual side of things.

\*P: Right. Yeah. Yeah. And I think also you are incorporating the active stuff as well as the visual. For example, you gave a really

interesting little sequence when you were teaching about the speech marks one day. That was a really nice one. I actually wrote that one down in quite a lot of detail because it was something I hadn't seen anybody teach really well before, so that was a really neat strategy. You talked about "Zayhed said -" said, Mrs T.

\*T: 'Hello,' said Mrs T.

\*P: Yes, that was it. 'Hello,' said Mrs T. And then you added other people in and you finally worked down to Zayhed and it was interesting to see whether or not he understood.

\*T: And he did.

\*P: Yeah.

\*T: He said it.

\*P: Yeah. Although I think his first response was, you pointed to the words and he saw his name and he said, 'My name.'

\*T: Oh okay, yeah, yeah, but he knew that he had to do something. He knew he had to do something, you know.

\*P: Yes, yeah. But he did. He read it independently. I don't think you had to say it first. Yeah.

\*T: Good. I like that.

\*P: Yeah. So that's a nice idea of, you know, this idea of the visual interaction part because I think you do a lot of chanting and things -

\*T: We do.

\*P: And that's very much part of -

\*T: And a lot of poetry.

\*P: Yeah. Yeah. So it's that. Yeah.

\*T: But that's really it that I can think of. Like my goals for him primarily are that. And I think once - and this is for all children really, not just for Zayhed, but for all children. If they've got that then these things will follow. And you know, depending on the barriers; whether the barriers are you don't speak English; whether the barriers are you've got no alphabet skills; whether the barriers are, you know, you're not ready for school yet. These will follow once this happens.

\*P: Yeah. Yeah. And I think a lot of teachers go for those sorts of things, you know, the social integration, the feeling happy in themselves, because it's very difficult for kids to learn otherwise, isn't it?

\*T: Yeah.

\*P: I think as you talked you touched on some of the progressions that Zayhed has made since he first came and I wondered if we could just jot down maybe a - change colour if you want to take another piece of paper, turn it whichever way you want.

\*T: Yeah.

\*P: Okay. Put down the things that you think that Zayhed has made particular progress on since he's arrived.

\*T: Wow. Yeah, he's made amazing progress.

\*P: Because every time I have been in the class there have just been big changes.

\*T: (writes) Independent settling. Like our first routines of the morning and what they are. Our first routines are always the same. We come in. We take our shoes off. We put our bag up. We take our reading folder out. We put our chair down. We put our reading folder, two books from our book box, our reading, our library book. We take our book out that we read yesterday, put it in the returns box. And (pats the desk firmly) he's got that down pat.

\*P: Great.

\*T: After screaming, 'Mrs T, help me, Mrs T help me,' for five hundred million times he's got it down pat now. And it's very interesting watching him when I've had other people in my room like [the student teacher] because Zayhed slips back into, 'help me, help me, help me.'

\*P: That's interesting.

\*T: Yeah, very interesting. And also very interesting - which maybe we might touch on later, I don't know - the difference between how Zayhed reacts and treats, reacts with me being a woman than he does with [the student teacher] being a man. And that I have found that fascinating. Fascinating. So you (inaudible) want to know exactly (inaudible).

\*P: I've put um culture and gender on my list. Yeah. Yeah. But I haven't actually thought about the teacher/student relationships because of having a student teacher in there as well.

\*T: Okay. Yeah. I, yeah, um and [another child] has taken things over, like takes everything how I take it basically but with his own little, you know, touches. So everything's remained the same. Now Zayhed knows that everything is the same he is okay with his independent settling thing. He's fine with them. But the way that he, it's, yeah, really interesting.

\*P: It could be that maybe he expected that this would be different.

\*T: Yeah.

\*P: Because it's a different teacher.

\*T: Yeah, maybe. And next year it will be. Next year it will be different for him and he will have a whole new set of routines to learn. But hopefully I will set him up enough for him to feel confident in knowing it's okay for him to ask but, you know, otherwise he'll drive the teacher mad with all my routines. Um another -

\*P: It is okay to ask but not repeatedly please?

\*T: Just once. Learn it! No, I don't mean that. No, I'm not a mean teacher.

\*P: I know you're not a mean teacher. You're a really kind and loving teacher.

\*T: Oh thank you. The other place that I see that he is grown is social interaction, with particularly girls, and I have to say that because he's been forced to be with girls. Not me saying to him you have to go with a girl but because, all of a sudden our boys went, and he is left with um this one, who's name I won't mention even though you'd probably zip it out anyway, whose religion doesn't - he tends not to interact with children of a different colour. That's what I - about this one. So he has avoided -

\*P: Right. So that child avoids the contact with the -

\*T: Yeah. He more this, not from him, not from Zayhed, but from this one. He has avoided being - occasionally I put him in that situation where he's just had to be there because we're all people and I don't care. And I don't know whether it's religious or whether it's just a - because he's not had anything to do with anybody that's got darker skin.

\*P: It could be. Yeah.

\*T: Yeah.

\*P: It's just as difficult for the other kids in the class -

\*T: Absolutely.

\*P: As it is for Zayhed.

\*T: Yeah. And the only other boy we've got is [another child] who has only just started and that's a whole different ball game. That is a whole different ball game so I am not even including [the new child] in the boy/girl thing just yet. We'll talk about him later. But certainly his social integration has just been, and interactions, have been so much better. When our class got smaller numbers, it got better.

\*P: That's interesting.

\*T: Yeah. And also once he gained more confidence and he was actually, you know, like I look at news, for example sharing news, the first little when Zayhed started he wouldn't even touch the talking stick - would not even touch it. It's like get it away from me, I'm not having anything - so we just passed it round and every time it got to him I'd say, 'Just listening today?' and he would go "Mm". He would nod. He wouldn't even do anything. He'd look at me in that terrified way; and now you've seen you cannot get the talking stick out of his hand. [The student teacher's] done it. He's got him to say his sentence and pass it on and that's just - it will go back to me and he won't do it because he'll carry on, you know, bad routine. So certainly that's improved. Also -

\*P: You've each come in at a different point because the student teacher's come in while he's actually talking and you can't stop him whereas you're so delighted that you've reinforced it

\*T: Yeah, exactly. Go on, go. The bell is going to go in twenty minutes, but go, go (laughter). Also his work has improved. His reading, he's now reading - he's still only reading - still those really basic books, but his reading routines have improved.

\*P: Can you give me some examples of those?

\*T: E.g. has one-to-one, pointing one-to-one. And saying, and saying the words, 'I am crying. I am laughing.'  
Also his -

\*P: I noticed when he is doing the alphabet in the morning he's much more on target with pointing.

\*T: Oh yeah, very much so.

\*P: Able to cope with print. That's moved even in the time I've been there.

\*T: Yeah. His vocab has improved. Like the little books because he used to just say, like say if there was a picture of a child crying, 'I am crying,' he would go, 'crying'. That's all he'd say, 'crying', because as you've seen with story writing we have such a big push on I, am, this, that, you know, all those little words that are on the blackboard. He is now actually saying, 'I am crying.' He is also transferring that knowledge into his stories. And he's writing the stories, that down in his stories.

\*P: That's the bit I can't see.

\*T: Yeah.

\*P: Sometimes I long to just walk round and just have a look but -

\*T: Yeah. He's - are you not allowed to do that?

\*P: Well, if I do it sort of interrupts the flow of the class and I become more participating in the class and -

\*T: Okay.

\*P: Yeah.

\*T: I should have brought his book over just to show you. Like it's really improved. He's really improved. And he's leaving spaces between his words. So he's actually, because it must be quite difficult because the Arabic language writing it looks absolutely -

\*P: It's quite different from English.

\*T: Oh I would be blown away doing, just even, you know. I mean I think if I was thrown into that situation and I was faced with Arabic writing on a page, apart from not being able to see for my tears I, you know. I mean honestly he's transferring gaps. He's leaving gaps. He's using letters. His penmanship has become more coordinated. That shows during his handwriting.

\*P: Right. Has that sort of increase and being more coordinated with penmanship sort of paralleled the development that other children -

\*T: Yup. Yup. yeah.

\*P: The same as native speakers would have?

\*T: Yeah.

\*P: So being reasonably uncoordinated and then -

\*T: Yeah.

\*P: Gain at the same speed do you think?

\*T: Um no. He's actually gained faster than a lot of children who have - I don't believe he's had a lot of - a lot to do with pens and crayons and anything like that. I don't believe that before he started school he had a lot, so to see the improvement is just that, I mean just like I think for anybody. I see how he's improved and I think now if only that was a step back and that had been done when he was at home; if he'd done, you know, writing and pictures and things. But they've even got more detail, his pictures. He's just - it's like all of his work's maturing.

\*P: Yeah. That's great isn't it?

\*T: Mm. We do a lot of like hands on activities too, specifically designed for fine motor coordination, and so he's obviously, that's helped him as well. Yeah.

\*P: Yeah. So that's really interesting that he has made faster progress than the average child in the class because it's something that we need those children to do is to make faster progress because they have to scramble to get up to the average.

\*T: Yes, his progress has been faster. What else has he improved? Um oh he's got a bit naughty, which is quite cool. And I know that sounds real naff but he's -

\*P: Some days you don't think it's cool.

\*T: No, sometimes I don't think it's cool; but it is quite groovy to see him not be the perfect little angel and I don't, and I'd say the same for any child. You don't want a goody two shoes. You want a kid with a bit of kick and a bit of oomph. I don't want him to be - it was almost like he was scared of what I was going to do if he made wrong choices. That's almost what it was like. So maybe he just watched the other kids and they don't, you know. I mean I don't know what the discipline system is at home. I don't know certainly anything about the discipline in schools in Egypt. I would say they'd be extremely strict. Just, I mean I don't know anything about them, but I'd say they'd probably be quite strict. But it's just nice to see him do things; and I don't always pull him up for them because I believe kids need to learn, you know.

\*P: And they need some freedom as well perhaps.

\*T: Yeah.

\*P: Yeah. It's interesting that you mentioned about the discipline because there was one incident I recorded in the classroom where you were actually telling off another child in the class and Zayhed wasn't completely on task and he instantly got onto task.

\*T: The child did or Zayhed did?

\*P: Zayhed did.

\*T: Zayhed did. Yeah.

\*P: So it had that sort of flow-on effect.

\*T: Yeah. One of the things, I mean you will have noticed it. I am very clear with what I say. The children never sort of - well I'd like to think - the children never go away thinking what the hell did she mean? They don't do that. They know if I am annoyed because I never get annoyed so when I get annoyed they know that I am annoyed. They know by my voice. Again they know by my facial expression. And I usually try to draw them to my facial expression first. 'How do you think I am feeling? How do you think I am feeling right now seeing you do -', you know.

\*P: Yeah. So that's a deliberate strategy.

\*T: Yeah. And probably something that I never intended or - I say deliberate - I never intended to do it, but because that's me, you know? I try to read people's emotions and try to read how they are and how they are feeling. The same with kids when they come in. I can tell whether they're feeling happy. I can tell if they've had a crap night's sleep. And I try to read them a lot and make a lot of eye contact with them to give them that um - because I don't always I don't always raise my voice to children when I am growling at them either, because sometimes it's just enough for them to know that they've disappointed me and, you know, and that hurts. It hurts me when they disappoint me and they need to know that. I'm not going to go nuts at them. It's just not me. I'm just not a nut person.

\*P: So the teacher-student relationship in your class is really important.

\*T: Yeah, very important.

\*P: It's quite central isn't it?

\*T: Yeah. It's very important to me, full stop; and I think I foster that. You know, the kids are all the time helping each other out and giving them, you know, giving each other some positive stuff and I think that's important.

\*P: Yeah, mm. That's good. Okay. So, mostly in reading and in writing. And those of course are your two priorities in terms of the academic stuff.

\*T: Yeah.

\*P: So that's where you've seen the improvement as well?

\*T: Yeah, and with the everyday routines like that are out of the ordinary. They aren't routines if they are out of the ordinary, but you know what I mean, like lining up: 'I'd like you to line up at the outside door.' He knows. 'Go and put your shoes on.' He knows. Yeah.

\*P: That's quite a lot of progress isn't it, because I think he was quite lost. Even when I first came in you could sometimes see him walk to the middle of the room and just stand.

\*T: And to a certain extent I think some of that was helplessness on his part. I get the feeling that he has had everything done for him and that at no stage has Zayhed had to do things for himself. And all of a sudden he has someone who is a motherly figure, I mean, you know, I'm a woman theoretically I should be doing everything for him. It's just a feeling I've got. I don't know whether that's how it is but I just feel that he saw me as I am going to do everything for him, because maybe his mum does everything for him. Maybe his dad does everything for him.

\*P: So maybe he felt that that would be easier -

\*T: And that's probably -

\*P: In this position where everyone speaks a different language.

\*T: That happens. Maybe that happens. Maybe my teacher does do everything. Well uh uh, not in this class. And yeah, it really annoyed me because, yeah, it really annoyed me. Not because I didn't want to help him, because I did; but after the first two weeks, three, four weeks; five, six weeks; it's like I'm not doing this. I don't do this for the new new-entrants that come into school. And he knew what to do and I knew he knew what to do because he would tell me before he did it but ask me to say yes.

'Do I get these books too?' he'd go. 'Two?'

'Yes, two.'

'This one?'

'I don't care.'

'This one?'

And he knew. He knew what he had to do and that was quite frustrating.

\*P: Yeah. Wanting to have you confirm it all the time?

\*T: And that was really frustrating. And you know, it turned a ten second job into a, you know, into a five minute job and I just don't have that time.

\*P: No, because you have other children.

\*T: Yeah, yeah. So yeah, so that's what he has improved in, just in his routines and yeah.

\*P: Yeah. The independence is something that I've jotted down that I wanted to cover with you because um one of the things we talked about earlier on is the day that the reliever was, the time that during the week the reliever was in there because you were sick for the whole week. On day two you said that Zayhed came to the reliever and said, 'Excuse me, could you tell me what to do please,' in perfect English, and I sort of puzzled over that because I haven't heard him talk like that to anyone else.

\*T: I think she said excuse me, he said, 'Excuse me, can you help me.'

Something like that. Yeah.

\*P: Yeah. But that sort of level of fluency was quite interesting. And then you remember a little later on after you came back, Mother's day was coming up and I observed the class, I think the day before that, and Dad and Zayhed bought a present for you; and what you couldn't see was Dad outside in the corridor with Zayhed and um he was rehearsing him. He was giving him the phrase, 'Mrs T, this is for you.'

\*T: Oh was he?

\*P: And he was saying, 'Mrs T, this is for you. You repeat back to me,' and Zayhed was repeating back, and after three or four times Zayhed came into the room and gave you the present and repeated the phrase beautifully to you.

\*T: Oh wow.

\*P: So I wondered whether by day two with the reliever that Zayhed was so confused that he had actually got a phrase from home that would -

\*T: I wonder.

\*P: I mean it was just a question in my head.

\*T: Yeah, I wonder. I wonder. I think he understands a lot more than I give him credit for. And the way I know that is because - the way I know that. I think he does, but I know that. The thing that makes me think that, I've been doing quite a lot of um, I went to a course, that course I was telling you about, that P and P course, and we've been doing a lot of free instructions: 'Do this, this and this.' He does it,

\*P: Great.

\*T: and I do, I think he understands. I mean he could just be eyeballing and looking at what other kids are doing and following that, which I know he does to a certain extent as well; but yeah I do think he understands a little bit more than I have given him credit for. Yeah.

\*P: Right. Yeah. And being able to just respond physically to instructions like that is very different to the responding verbally? Yeah.

\*T: Yeah.

\*P: Yeah. So it's interesting that kids often do understand more than they can say. Those two things are separate.

\*T: Yeah, yeah, very much so.

\*P: Yeah, yeah. So yeah, so the times when we've seen him looking confused and standing in the middle of the room he probably is genuinely confused, or uncertain. And that was interesting too because we had that lovely incident where he got on the overhead projector the day that, one of the early days when half the class went off to another place and he spent all that time with the poems and - well first of all with the alphabet. You could hear him singing the alphabet song, and um then he got the poems on [the OHP] but they were upside down which was more confusing for everyone.

\*T: Including him probably. Hmm, this doesn't quite look right.

\*P: Yeah. Yes. Do I read it on the screen or do I read it on the overhead? Yeah but you know, so he'd obviously, and I think comment you made to me that day was that he had been observing all those routines and he knew what to do but he never had a chance.

\*T: Because all the other kids had been there. Mm.

\*P: So some of those things are nice for you to see as well.

\*T: Very. And yeah, I found it very valuable have the student teacher in and being able to see because I know that my routines work, and that's comforting.

\*P: Yeah. Are there any particular incidents that you've noted from that time?

\*T: Yeah the reading.

\*P: But about Zayhed.

\*T: The reading activities.

\*P: Yeah. That's when he has to move independently after you shake the tamborine.

\*T: Also the writing activity - the writing. We go away and do our writing. Um before he'd sit, and he'd wait, and I'd come over, and he'd go, 'Zayhed?' and I'd go, 'Yes', and he'd write it. And he wouldn't write it until I'd said 'Yes'. Now he goes to his desk and he sits there and he writes it. And he argues a bit with (his surname). He doesn't want to write that. He argues a bit with me about that, which is quite (inaudible).

\*P: Is that what happens there? Because I know you came over um

\*T: I know what he's saying. He's saying, 'I don't want to do it,' and I'm saying, 'Yes you can,' and he's saying, 'I know I can but I don't want to.'

And I'm sure that's, you know. Like I'm sure that. And um and then he does his picture and he does his story and he's happy. That's a big improvement (pause) or a big growth. It's, and just to see the routines, and because everybody around him is doing it as well so it makes a big difference. It's not, it's not him. Again I'm right into this absolute - I have this hate for isolation and isolating children. It's like, you know, I just hate it and so I try never to do it. It would be like giving him work and giving everybody else separate work, 'Because you're not good enough to do that work.' You know, that to me is what that spells out and I don't want that. I don't want that for my kids. For any of them but particularly for children who are having trouble or could be struggling anyway.

\*P: Yeah. And maybe it's not so necessary in the new entrants' room either.

\*T: Yeah.

\*P: Because the gap is not so great.

\*T: Yeah. And he's been going out with, for some ESOL work with Abdullah and um and also from the teacher from next door - a little Chinese girl. And they've been going and just doing. And he's happy with that. He sees the teacher aide at the door. He stands. He goes; but he always looks at me as if to say, 'You know I'm going.' And it's just like a - it's almost like he's got this security now within our classroom and he's been taken out of that security; but he's happy

doing it. Like he's happy there because they have such a cool time. They have such a cool time and the teacher aide just rocks with them. She loves it and they love it.

\*P: She's got lots of wonderful activities over there.

\*T: Oh she's awesome. Yeah she is awesome. And he comes back and, you know, he just sort of tiptoes in and does his thing.

\*P: That's great.

\*T: Drags Abdullah along.

\*P: Yeah. Yes, that relationship has been quite interesting. I see you've finally, you've separated them away from each other.

\*T: Yeah. It's driving me crazy. Absolutely. Yeah.

\*P: Try not to let this one be (inaudible).

\*T: Oh it has. Yeah, Abdullah is interesting anyway but it didn't have the effect I thought it would have. Like I thought that Abdullah coming would boost Zayhed up and Zayhed would be, 'Oh, look at this. This is how you do it.' But that's not happening because Abdullah came in at a more independent stage than Zayhed did; and so what has ended up happening is Abdullah's actually been quite naughty and Zayhed has jumped in on the bandwagon. Zayhed has jumped in on the bandwagon. And yeah, I think I've got him out of that now. But I mean there's naughty with a bit of oomph and there's just naughty, and that was just being naughty. Yeah, all making wrong choices.

\*P: So re-establishing where those boundaries are?

\*T: It's okay for Abdullah because he's just at school and he's just started but Zayhed knows better. And the thing is whenever I've said anything Zayhed - I can tell by the look on Zayhed's face he knew better; and it's like. 'Oh yeah, I expected to be growled at.' That's almost what it's like. Like he doesn't get upset or anything, which is good because I don't want kids to, but yeah.

\*P: This is how far you are allowed to go.

\*T: Yeah exactly. Watch me! Woo hoo! But yeah, it didn't have the desired effect that I wanted it to. Like I wanted it to boost Zayhed up, having the knowledge that Abdullah didn't. And Zayhed has got knowledge that Abdullah hasn't but Abdullah is catching because he's had lots of years of English and he's clicking on and, you know.

\*P: Yeah. He's able to follow instructions.

\*T: Which isn't sad. I mean that's great. It's a great thing, just not the desired effect that I wanted.

\*P: Yes. Because I think originally you tried to pair Zayhed and Abdullah together didn't you?

\*T: Mm hmm. And because they were friends with each other outside of school too, so I thought oh, well that will be neat for Zayhed to have someone he knows and sees on a social basis; but no, that didn't work.

\*P: Yeah. I watched one of those exercises where Zayhed had to help Abdullah put his book in the box.

\*T: Now that worked well. That worked well.

\*P: It worked quite well but I was also intrigued that Zayhed didn't use his first language at all, which is the obviously thing to do if you are explaining to someone in your language group.

\*T: I think the dialect's different or that something's different. I don't know if dialect's the right word. I think it's different.

\*P: Oh okay.

\*T: I have got a feeling that it is different and the only reason I have got a feeling that it is different is because [child's name], who is Abdullah's sister, I said to her one day, you know, 'Do you see Zayhed, do you know Zayhed outside of school?' [and she said] 'Yes.'

I said, 'So, do you talk to him lots in his language?'

'No, not at all because he doesn't understand me.'

So I've got a feeling that -

\*P: Right, so the dialects are different.

\*T: Yeah so maybe that's why. Maybe that's why; because I've never heard them speak to each other in the classroom, Abdullah and Zayhed. And you would think that would be the first thing.

\*P: I haven't, not in the time that I've been in there.

\*T: Mm.

\*P: It's not always though. Sometimes kids keep that under wraps.

\*T: Oh okay.

\*P: You know, this is an English classroom.

\*T: Oh okay.

\*P: Yeah. Because there was a lot of pushing and pulling from Zayhed that day, you know. He was sort of pushing him and Abdullah didn't take too kindly to that either. You're not my boss.

\*T: I think Zayhed is lucky too - Zayhed is lucky Abdullah didn't smack him. Yeah.

\*P: Right. So there are quite different issues there.

\*T: And they're quite different people.

\*P: Yeah.

\*T: Zayhed is very placid, very placid (pause) really, with a bit of naughty oomph that is getting good. But not -

\*P: He's got that cute little glimmer in his eye.

\*T: He has. He's lovely, just lovely. Very um - actually getting back to when he gave me the Mother's day plate I felt really bad because I went to give him a hug and he backed right back. And I found that really hard to cope with because I'm such a touchy feely person anyway. And you know what it's like when you touch someone and they -

\*P: You know when they don't want to respond.

\*T: I just felt so bad because I felt like I'd blown the whole - I was so wrapped - and my way of telling someone I am wrapped is giving them a hug or, you know. Oh and he just went and leant against the wall. I just felt awful. I felt like I'd attacked him. That's what it felt like. I felt really bad after that. And I went up to him later on in the day and just touched him on the shoulder and said thank you, you know, I'm going to take this home and yeah. But I felt really bad about that.

\*P: Yeah. I don't think you should in some ways because you were responsive to how he reacted and you would have changed your behaviour at that point as well.

\*T: Well I did.

\*P: But I know the feeling. I once hugged an Asian lady who did exactly that to me and I knew as soon as I put my arms around her it was wrong.

\*T: It was just awful. I just felt like -

\*P: And you sort of let go like it's a hot cake.

\*T: I felt like a child molester trying to force him to - you know. I mean I am not - I am not a child molester. I know that (brings her hand forcefully down on the microphone, imitating beating it).

\*P: Yes, don't wreck my microphone. Yeah. So these are some of the things that it's interesting that we run into in terms of cultural differences and yeah. I sense that you're more confident now in reading when Zayhed does not understand or when is he pushing the line. You know, you may be -

\*T: Which comes with knowing him a little bit better as well.

\*P: Yeah. Because a lot of that is just a professional call as it would be with any child who was hauling the lead on you. Yeah, you have to make that professional call at which stage am I going to -

\*T: But it's made a bit more difficult because of that language, isn't it?

\*P: Yeah.

\*T: It is made a bit - I mean I pride myself in being able to read people but it makes it difficult. You know, like I can say to someone, 'Are you feeling sad? Did something happen today you're not happy about?' whereas if I say that to him he doesn't, he doesn't, well, I don't think he understands. He doesn't show me that he understands, but it just, yeah.

\*P: Yeah. And so that sort of feedback from the child that you would get from the other children you can't always read it.

\*T: It is very hard, very hard only having a visual feedback, because that's all you get sometimes is just the visual. There's no, you know, 'Are you happy?'  
 Have you - and I often smile. I often push my mouth up to smile. 'Are you happy?'  
 He just looks at me and cocks his head like a little dog. I say, 'Are you happy?'  
 And he smiles back at me and I think that's cool, I know he's okay but -

\*P: Yeah. Yeah, it's the connection thing isn't it? Yeah. Hard to read. Yeah. Okay. So some of that sort of understanding but there are lots of ways in which we can tell that Zayhed is understanding in the room, for example, you know, his hand going up.

\*T: Yeah. The first time 'yes!' Just the other day - that was wonderful. I wanted to grab him then and give him a hug, 'Yes, you got your hand up!'  
 That would have really terrified him and he would never have put it up.

\*P: Yeah. But I'm sure he reads from your response. This is something that you're praising and you're encouraging so that's great. Yeah. So there's that sort of thing. (pause) One of the things I've been watching is when you give him rewards. Now the other day he got a sticker from the senior teacher in the syndicate when she came in and read with them.

\*T: Yeah.

\*P: She gave Zayhed a sticker on his jersey because he got his reading done and he sort of came quite proudly along to other kids and touched the sticker and that sort of thing. But at other times you've given dinkies and you've put the dinkies on the board and I often watch him then and I think, 'Do you understand what that it all about?' It doesn't seem to get quite the same reaction from him.

\*T: He gets cool sproglets. When he's had cool sproglets -

\*P: Sproglets, that's the one.

\*T: Is that the one?

\*P: Probably.

\*T: When he gets them that elation is there. I don't know that he's made the transfer of knowledge yet from the cool sproglets on the board to the certificate at the end of the day, so we've made a point of pointing that out. These are the children. Look at all the names on cool sproglets. Here you are. Here's the certificate.

\*P: Oh so that's what happens. They actually get a certificate.

\*T: They get a certificate at the end of the day.

\*P: Because I don't get to see this.

\*T: No you don't, no. No, I hadn't thought of telling you that. Yeah, they get a cool sproglet certificate. Yahoo, my name was on cool sproglets on da da da da my writing, signed my name and yeah.

\*P: So he understands then -

\*T: Yeah.

\*P: Whether he attaches it to the incident.

\*T: Yeah, it's not immediately. He may now, because he's had a few cool sproglets so it may have sunk in now but.

\*P: And I notice you take him over to the board when he gets that and you point to the board and you show him how it's going.

\*T: Yeah, and again when we give out the certificates, I say to them, you know, "See the name up there. This is because of that," so he, yeah.

\*P: Yeah. So it's making those connections.

\*T: And we change those every term. Like my rewards change every term. Next week - next week! Next term we're having sticker charts. So it's just to - I mean I still give out stickers and that, but we have, we will have formal sticker charts where the kids can stick the stickers that they get and it's just - it's just another way of positive reinforcement because kids get sick of the same thing all the time.

\*P: It loses it's power after a while.

\*T: Yeah it does. Yeah, so we get rid of cool sproglets and yeah.

\*P: Oh. Neatidea. Oh he'll love it, he'll love the stickers.

\*T: Oh, he loves anything - he loves anything like certificates, anything he can hold.

\*P: Yeah. And maybe they're things he can take home as well to show that he is doing all right.

\*T: Yeah.

\*P: There may be some family pressures there perhaps as well.

\*T: Yeah. Yeah.

\*P: Yeah. Oh that's neat. What else did I write (pause) I'll come back to that. (pause) We've talked a little bit about cultural issues and one of the things that I notice is the seating, the sitting position that often all the children in junior classes, um and some of them in senior classes, when they sit on the floor from non-English speaking backgrounds, they tend to adopt different sitting positions from the rest of the group.

\*T: Oh okay.

\*P: And that's quite interesting but I liked your comment one day where you said to him, 'Sit on your bottoms,' but you actually explained why. You said so that everyone can see and I think that's, that meaning thing is quite useful.

\*T: So when you say sitting positions do you mean how they sit or where?

\*P: Yeah, when he sits on his bottom he will quite often, and whether it's a defence mechanism, pull up one leg.

\*T: And he sucks his - he sucks his sleeve I was going to say - his knee, his knee, whereas the thing is, yeah, he's always wet. Yeah. I think it's a habit. I think it's maybe a defence mechanism but he does it in reading as well.

\*P: Yeah. Yeah, I've watched another little boy at school in the first term and he consistently sat on his knees and the teacher was getting quite wound up about that, so it's good that you're actually quite laid back about that.

\*T: Yeah I am - the only thing that bothers me is when other kids can't see. Yeah. Yeah no, I don't - not that I don't care, I don't care.

\*P: I think that's quite positive.

\*T: Because a lot of my -I'm just trying to think. [A child's name], I think, when she first started, Abdullah's sister, used to sit with her legs, you know -

\*P: Sideways.

\*T: Yeah. But now she wears jeans and she doesn't anymore. So she sits cross-legged now. But that's something that she had to be aware of. I hadn't even - that hadn't even crossed my mind.

\*P: It's an interesting one isn't it? Yeah.

\*T: Gosh. Yes.

\*P: But I think your attitude's really good because you've allowed a lot of those sorts of things, you know. It's not -

\*T: I just want kids to be comfy. I'm yeah, it's like talking. I don't care if they talk when they're at their desk doing writing if they're talking about their picture I don't care. There are times when we have silent times where I want kids just to be thinking in their own head, and that kind of stuff; but no, I'm not.

\*P: Yeah. Coming back to the sort of the grouping in the class, can you talk with me about - I mean originally Abdullah - Zayhed sorry. I'm muddling them up now. Originally Zayhed was in the seating over by the wall and he often used to turn his back on the rest of the group. Perhaps it was a gender thing like you said with the girls in the group. He seemed to manage to isolate himself against the wall with his arm around his work and his back turned on the group. Now you've got him in the middle of the room facing inwards, which is quite interesting and we don't get any of that sort of covering of work and closing off. Have you noticed any of that, you know, are there any reasons why you've done some of those things like moving him?

\*T: The children all choose their own positions where they sit.

\*P: They choose their own?

\*T: Mm.

\*P: That's interesting.

\*T: But -

\*P: But?

\*T: he didn't choose his own because he was away the day we all chose our own so I just popped him there because that's where there was the spare space. I'd like to say he's got so much more confidence that he chose to sit there, but it's a lie. No, if I do remember correctly he was away that day. I'm sure he was.

\*P: And in some ways he may not have understood this idea of choice anyway.

\*T: Yeah, yeah. And so he just got there. It was interesting when he came the next day. He was away, because when he came the next day he headed straight over to his old desk, which of course already had things on it. It was like Goldilocks and the Three Bears. I've gone to my desk and now there's all of a sudden someone else's books are on here and oh this isn't even my desk. And he did the helpless stand there, 'What's happened?' you know. And I just explained to him. I just explained to him. I just said, 'You've moved now. You're over here now,' and that was fine, sweet as.

\*P: He just went on his own?

\*T: Yep. No problem whatsoever so. But he's been, I mean he's seen us. We've moved up since he's been at school. We've probably changed three times. We try to change twice a term. The kids just choose where they sit. They can sit next to anybody. The only thing is they have to have boys and girls at the desks because we're all people. However now that's not a very good idea because we've only got three boys. So now I just don't even mention that.

\*P: Right, yeah.

\*T: Girls being the superior race and all. Did you get that?

\*P: What would you have done if he and Abdullah had sat together?

\*T: I would have moved them.

\*P: You would have moved them?

\*T: Yeah.

\*P: Can you talk a bit about why?

\*T: I would have moved them because I don't think Abdullah is having the same effect on Zayhed as he could; and Zayhed has come such a long way with his independence. I have to give quite a lot of attention to Abdullah to get him doing things. Once he's doing things he's fine but I wouldn't want Zayhed to slip back into the, 'Oh, Mrs T is coming over to help Abdullah. I may as well just jump on his coat-tails and listen in and go oh do I, do I, do I?' Also because of the naughtiness thing.

I think because he's quite comfortable with Abdullah, and I wouldn't want to see it potentially develop into something that it shouldn't.

\*P: Fair enough. Yes.

\*T: So I would have moved them and I would have just said, 'I want you to sit next to somebody different.' That's all I would have said. Not anything else. Yeah.

\*P: That's interesting. Yeah.

\*T: I don't normally choose where children sit but they know they get one chance. And if they choose to sit next to a mate that's cool but if they muck around and they make the wrong choices then they get moved. And I think I moved about three children. And they're all sweet with it. They know. They know how it goes and ah yeah.

\*P: Yeah. Because [a girl in the class] is very good at pairing up isn't she?

\*T: She is. And that's another issue altogether because she's not getting any work done and not learning.

\*P: So she's so busy mothering that she's not doing her own work.

\*T: She is. Absolutely. She does everything for everybody else. She is going to be a great mother. You know, you can just see it can't you? She'll just sacrifice everything. And she's unfortunately now sacrificing her work so we've given her a bit of a hard word and said, you know, 'It's really lovely that you are wanting to help but now we would like you to do your own work because your work is suffering, so.'

\*P: That's interesting because I think that's what she was endeavouring to do that day that you gave them free time and you said watch and said see what happens with Zayhed, you know, what will he do. And he wandered off and was putting letters up on the magnet board behind the teaching station. And she was on the floor threading beads and he kept looking across at her and he kept talking to her.

\*T: Oh okay.

\*P: I couldn't hear exactly what he was saying. And sometimes when I hear him I'm sure it doesn't make sense.

\*T: Yeah.

\*P: A bit like on the mat. It doesn't make any sense, but um, you know, there were words coming out and he was obviously talking to her and she was carrying on threading beads with her back to him. And after a little while she actually came over and -

\*SIDE TWO

\*T: Which was a reading activity, wasn't it? And she was threading beads, which is a maths activity.

\*P: Is that what it was?

\*T: So he would have been saying, yeah, now that you say it, he would have been saying to her, in his way, that's not what you're supposed to

be doing, that's not the right activity. You need to be doing a reading, you know, he wouldn't have said it like that but that would have been his logic.

\*P: That's interesting.

\*T: I would think.

\*P: So he actually knew.

\*T: And how would he know that? Because quite often he has gone to the maths equipment during reading time, and I have - at the start - and I have said, 'No, it's not time for maths. Off you go and put it away,' so he's probably thinking, 'Why can she get away with doing it?' Because we're so fixed on Zayhed and watching him that stuff the other kids. No, I don't mean that.

\*P: Yeah. Yeah, we were having a wee focus on Zayhed at the time, yes, and (inaudible).

\*T: Yeah, so he's probably thinking, 'This just isn't very fair,' you know, 'Here I get told that I am not allowed to do it.' I wonder if that -

\*P: Yeah. That's interesting.

\*T: Now that you say that because yeah.

\*P: And I think then she got called away to look at her writing with you, and you looked at that and then she went back. And I thought she'll go back on, but she didn't. She didn't. She went straight back down to threading beads and then there was this whole process of - And interestingly too, as the boys came back from your desk they went and they took their books to the book box over at the side of the teaching station. He could see around the edge of the board to where they were and he would pop his head round, and he would try and make eye contact with every boy that came there.

\*T: Is that right? Wow.

\*P: As though he was almost appealing for them to come and join his activity. But no one actually took up the invitation. Several of them paused and met the eye contact but no one took up the opportunity.

\*T: Wow.

\*P: Yeah. And so -

\*T: That is interesting.

\*P: Yeah. But eventually he got [the same girl] roped in again. She is so obliging.

\*T: She is. Absolutely. Absolutely.

\*P: Right. Well we're doing quite well here. We've just about covered all my list. Um oh. In terms of um having people like Zayhed and Abdullah in your class, how do you feel about trying to balance their needs against the needs of all the rest of the class? Some of our

discussions sort of touched on that, that there's so many children there with needs.

\*T: Yeah. And that's it. That's wholeheartedly it. Everybody's got needs. They're just all different and some days you cater to it, you know, like um like for some of my kids, like for [2 girls in the class] it might be trying to get their words, their letters, on the line. So one day, you know, I might be giving a bleat about that. I mean, the other children aren't suffering from it because they are hearing, 'Oh that's right. We need to keep our letters on the line.' It's just particularly two children might have a problem with it, you know, and not - aren't doing. So, I believe that I am catering to all of the children's needs but when I am catering specifically to children's needs none of the other ones are missing out because whatever I am giving them is helping them anyway. Do you know what I mean? Like I've got some children, for example I've got some children that can follow instructions perfectly. [names several children] I could say can you please go outside, bring your bag in, put your chair up, put your bag under your chair, turn around three times and sit down, and they'd do it perfectly. Zayhed would stand there, maybe go and bring the bag in, and then look and see what everyone else is doing. [One girl in the class] would just stand and she would just like be going, 'What's happening? Where is everybody going? I heard the word bag but I don't.' So, when we've been doing these standing up tippytoes, turn around, sit down, and touch this, touch that, come and sit down. One might argue [several children's names] don't need. I would argue that they do need it because they need to enhance their short-term memory and keep it going. It requires practise. So, they're not missing out on it. They're just reinforcing what they've already got, whereas the children like Zayhed, Abdullah, [a few other children's names], they do need it so they are being enhanced by it and it's a learning thing. Like, that's just my example. [It's] the same with writing. Some children are doing the sight words and they are writing them in. Just because they can do it now next week they might not be able to if they haven't had the practise. So, yeah, so, whereas I believe - I believe I cater to all of the children's individual needs but (pause) none of them miss out when I cater to an individual, or a group of individuals, about something those other individuals may not have. Do you understand what I mean?

\*P: Yeah. Yeah. One of the things that you try to do in your classroom - I wonder if we could put 'Fun' in the middle of the page. I know one of the things that you try to do is you make sure the kids are having fun and enjoy learning.

\*T: Yep. Absolutely.

\*P: Can you just sort of brainstorm around it when you've finished making that fun picture. This is you isn't it? That's very visual.

\*T: Yeah, absolutely.

\*P: What sorts of things do you do in your class?

\*T: I do jokes. Um like little jokes, not my dirty -when I've had a few drinks- jokes.

\*P: I've watched the humour. Yes, I've seen the humour.

\*T: You know, the um - 'You're never going to be able to read that. Oh I'm not going to look. I'm not going to look.' That kind of stuff.

\*P: Yes. The stuff that you do when you are writing a story?

\*T: I use a sock puppet.

\*P: Oh? I haven't seen that.

\*Y: That's cool. And sometimes I also bring some of Ellie's puppets from home and do, oh it's just a laugh. I'm sure I'm in the wrong job. I'm sure I should be on TV presenting little kids. Um -

\*P: Well you never know. One day.

\*T: We have lots of - yeah, I'd love to. Suzy Cato. That's whose job I want. Um we have lots of little sayings like, you know, run around heaps and have loads of um (pause).

\*P: Skedaddilydoo.

\*T: Yep. Skedaddilydoo. Lots of made up words. I have loads of made up words. Cool sproglets is one of them. Moosh. Moosh, moosh. Made up words. I try to have a happy face. I try to look for positives in anything. I even told a child once that the bruise that they had was a nice shade of blue. And they looked at me as if to say, 'But it really hurts.'

\*P: It's not what you're supposed to say.

\*T: No. And so but, you know, it did look quite a cool shade of blue. But yeah, I try to look for the positive in everything. And even children that have come in like we've - like I use a lot of my poems - because I write all my poems. They're all written by me.

\*P: Is that right?

\*T: Yeah. I'm publishing my own book.

\*P: Oh good on you.

\*T: And I try to use the poems, like Max the Cat, about the little cat that goes to the vet and dies, I try to use them to teach everyday lessons, which gets a bit away from the fun but it (pause) looks for the positive in things. You know, why did, you know, make the most of life. You know, it's like little morals that are in there, you know. Make sure you tell your Mum and Dad you love them. Make sure that you, you know, like one of our little sayings is I say to them, 'Eat all the green things on your plate tonight,' before they go out, before they go home. 'Make sure you eat all the green things on your plate.' 'I'm not going to eat that.' And they just leave with a little buzz, you know. Never leave on a bad note. Never ever.

\*P: That's like teachers who will sing in class, isn't it? That often you will see kids going out singing them still.

\*T: Yeah. The teacher from next-door is like that. Yep, because I can't sing. I don't sing.

\*P: I've heard you sing and you're doing fine. It never occurred to me that you couldn't.

\*T: Oh good. Oh I can! I'm great. Um um (pause) things like (pause) um I have like a close contact with the parents and I always try to tell parents positive things.

\*P: Right. So that's reinforcing -

\*T: No, I don't blindfold them. If their kid's been a monkey I will tell them but I will also tell them the positive things because no child, you know, nobody does all the naughty things.

\*P: So you're on the side of the children to some degree.

\*T: We have fun activities. Ah here we go. And that will be spelt wrong which disgusts me because I pride myself on my spelling. We do lots of things like I'll say, 'Right, that's it. Lets go outside. Come on. We're all out.'

And we'll go and do something like run around or play hopscotch or dance around or act like chickens or do anything crazy. I just believe in crazy. Life's too short to be solemn and, you know, think of what ifs or buts and um. I mean it's my life philosophy really. It really is.

\*P: You can see it sort of penetrates your class teaching.

\*T: It is. And I want kids to just, you know. I just want them to love life.

\*P: I'll be in a different colour.

\*T: (Inaudible) hate red. No I don't mind.

\*P: Take a black and I'll take a blue.

\*T: No, I'll take red. I don't mind.

\*P: I was just changing colour. It doesn't (inaudible) -

\*T: I had a horrible teacher who used to ch-ch everything in red and green.

\*P: I wondered if you could go round and put a circle around those things that you think work best for NESB students (pause). (T circles something) the poetry?

\*T: As far as like the words and things go, and the rhythm.

\*P: Yeah.

\*T: Because they're routine. The same for routine.

\*P: The sayings. The skeedaddilydoos.

\*T: When I say skeedaddilydoo (inaudible) -

\*P: Squiz down and so on.

\*T: Oh, I see, you're going to go away speaking like that, are you?

\*P: I am.

\*T: My made up words. I'll tell you why. Because they focus the kids in. No one else will use squiz. No one else will use skeedadillydoodily. And maybe that could be a negative thing because they're not real words; but (says this with a 2 beat emphasis), because I'm into the poetry side of things I believe in kids being creative. I never - a child writes a made up word in their thing. I praise them. Good on you, you know. Maybe that is why Zayhed feels so confident in talking because half the stuff I say doesn't make sense either and he thinks, 'Who cares if mine doesn't either.' I mean that may be.

\*P: It won't make sense to him anyway because he doesn't speak the language?

\*T: Yeah. So, yeah no. But things like skeedadillydoodily because it's a listening thing. When I say skeedadillydoodily I'd like you to da da da da da skeedadilydoodily. It's just another word for go but go is just so boring (disparagingly). That just works a dream. These probably (inaudible) puppets. The jokes. They love the jokes, and Zayhed loves the jokes. Yeah, Zayhed loves the jokes. He um, and he predicts the jokes, which is the coolest thing. Like -

\*P: Ah. What does he do?

\*T: Oh, you know when I scream at them when they get the word right.

\*P: I've never heard you scream.

\*T: Yeah no, when they get the word right.

\*P: Oh, when they get the word right. Yes.

\*T: And I go, 'Ahh!' and, you know, go all hysterical like some kind of underpaid actress in a low grade, B grade, triple x movie. Well he puts his fingers in his ears before I do it, which shows me that he knows what's going to happen. Now if I didn't do that, he'd be sitting there like thinking like, 'She didn't do it,' and that's where, yeah.

\*P: Right. Okay. So he knows that routine and that sort of ties in -

\*T: I'll put a question up by the made up words because maybe that's not a good thing because it's not a correct model but I believe that and that is great (circles 2 more ideas).

\*P: Happy face, and look for the positive. Yeah.

\*T: And never leaving on a bad note (circles this also). I always give them a smile before they go out. And Zayhed's, you know, he's no different to any of them, you know. That (points to another idea on the sheet) would be important but that's not always in my control.

\*P: What was this one?

\*T: Close contact with parents.

\*P: Okay. Yeah (pause while T circles another idea). Spontaneity?

\*T: Mm, because then it's -

\*P: This is a bit of a conflict with the routine isn't it?

\*T: It is. And I was just about to say because I have such staunch routines it's nice for the kids to know that we can do something different, and he feels comfortable with that. He sort of looks when I say, 'Right, let's all do this.' He sort of looks for a second, as if to say, 'Hey, hey, hey?' but then he's fine. And he goes round and he laughs and he runs, because he's quite uncoordinated (whispers) and he, you know, sort of, you know, gangly and his legs going one way and it - but he loves it and that's what it's all about.

\*P: Lots of kids at this age would be like that, uncoordinated?

\*T: Um (pause) not many boys. Not many boys. Lots of boys have been running, kicking.

\*P: They've done a lot of that (inaudible).

\*T: Yep. Swinging, sliding. But he's, yeah, compared - and I have to, I mean not that I am gender based or anything but I do notice the difference between boys and girls. I really do.

\*P: So maybe he hasn't taken part in that sort of thing as a child?

\*T: He hasn't. No he hasn't. And things like, even things in the classroom that show through, like the threading, is difficult for him. Yeah, and the fine motor coordination - the gross motor coordination, his running, is very ooh, ooh, ooh (demonstrates jerky movement) and that explains why he moves so slowly, you know. Like his Dad's almost kicking him and, you know. Yeah. So I've nearly put a circle around everything. That's out of my control and I haven't had as much contact.

\*P: I asked you which things work best, Tracey. Really going to push you on this. Which things - I mean we've talked - we're really out of time anyway, yeah - it's interesting that -

\*T: The things that have worked -

\*P: The things you've put a question mark beside?

\*T: Yeah only because -

\*P: Are made up words, yeah.

\*T: Only because there's that part of me that wants to be a correct role model and I know that saying squiz and skeedaddilydoodily aren't correct English, isn't correct English. Um but, I know that it works (pause). Well, it works with Zayhed. It may not work for all NESB students. Sayings, because of the routine. You know. 'I'd like you to get your bag.' It's again making everything not a thought process. He doesn't have to think, 'What's a bag?' He knows that at the end of the day when I point to the, 'Go and get your bags. Put them on the floor. When I give out your reading folder' - and that's how I do it - 'when I give out your reading folder put it under your desk.' You should come before the end of the school.

\*P: Right.

\*T: But that's good English too, isn't it?

\*P: It's okay. We've been talking for a long time.

\*T: That doesn't tire me. We've been talking for a long time. You should come at the end of the day, like you know, from quarter to three onwards, just to see, if you can, just to see how we do - are you here today?

\*P: Ah yes I am here. I've got an interview from two till three so I might just probably miss that.

\*T: But that would be my number one, I think (looking back at her brainstrom). Those two.

\*P: Look for the positive.

\*T: Those two. That would be my number one. Those two. Yeah. Happy face and look for the positive.

\*P: Um having been through all of this with the NESB children that you've had so far this year um, what advice would you give to another student teacher coming in now?

\*T: A student teacher coming in?

\*P: What advice would you give to them in helping them to deal with their non-English speaking background student?

\*T: Just do what I do baby, because it's perfect. No. Um I would (laughter) - Yeah, see, I have got quite a high self-esteem.

\*P: Uh huh.

\*T: Say to them to not isolate them, to not make them think that there's something different and therefore wrong; because lots of people see different as wrong, and I don't ever want anybody to feel different. I really don't. And that's it. I would just treat them like anybody; I would say to them treat them like anybody else, you know, do -

\*P: So you want them to see these children are children as well.

\*T: Yeah. And also, like I, not to underestimate them. You know, like I look at some of the crazy things that we do in our class, and when I do that I sort of shy off sometimes. I won't ask Zayhed, and I won't want him to feel bad because he won't be able to do it. When I've asked him to do it he's done it; you know, if it's talking to the sock puppet or, you know. Yeah, I'll have to do the sock puppet for you too because they just love that, just love that (whispers). And I love it too because they just give me all the reactions.

\*P: Yeah, neat.

\*T: I'm like one of those comedians that won't shut up and you think I wish she'd go. I just keep on going and it's just great.

\*P: You're Obviously right where you belong. You are doing a neat job.

\*T: Yeah, except for TV. I'd quite like that. But yeah.

\*P: Yeah. Great.

[Interview ends]

**APPENDIX 7**

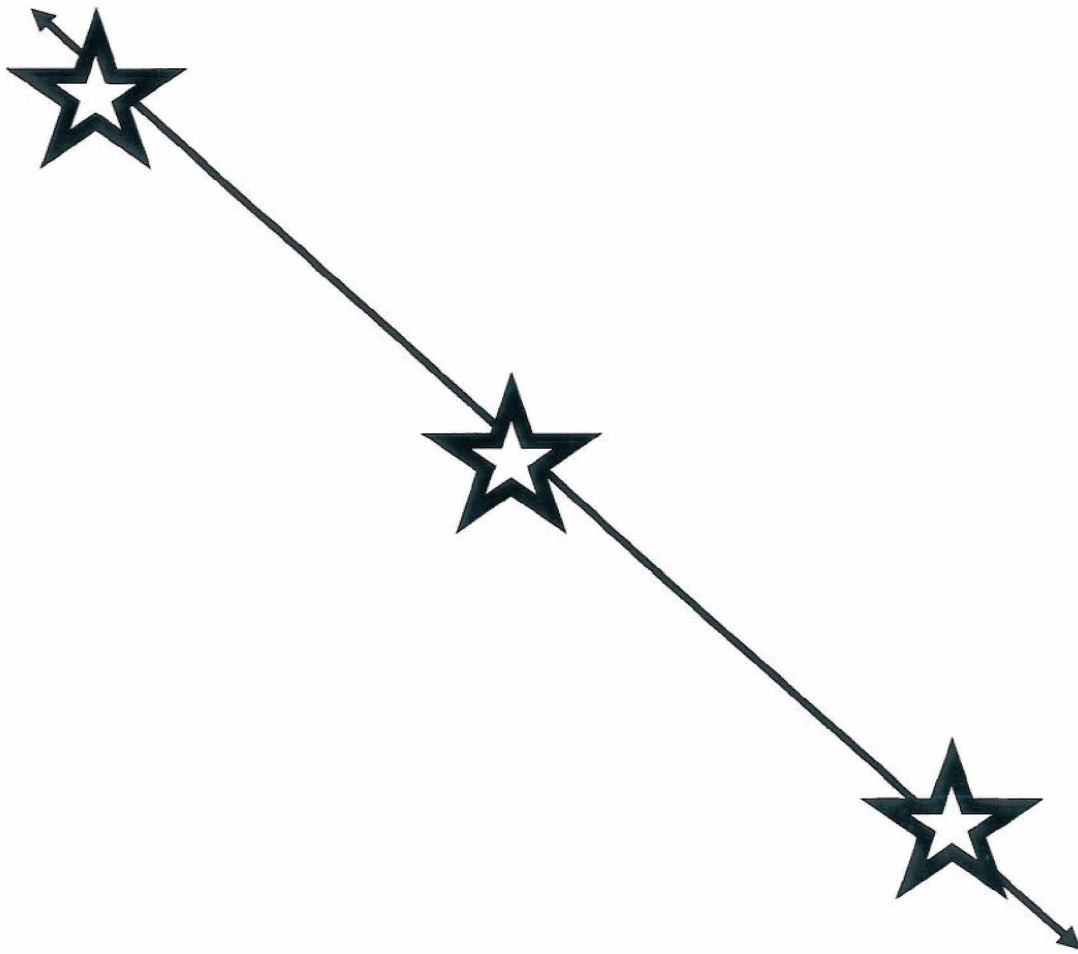
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**Ideal Teacher of NESB Students**



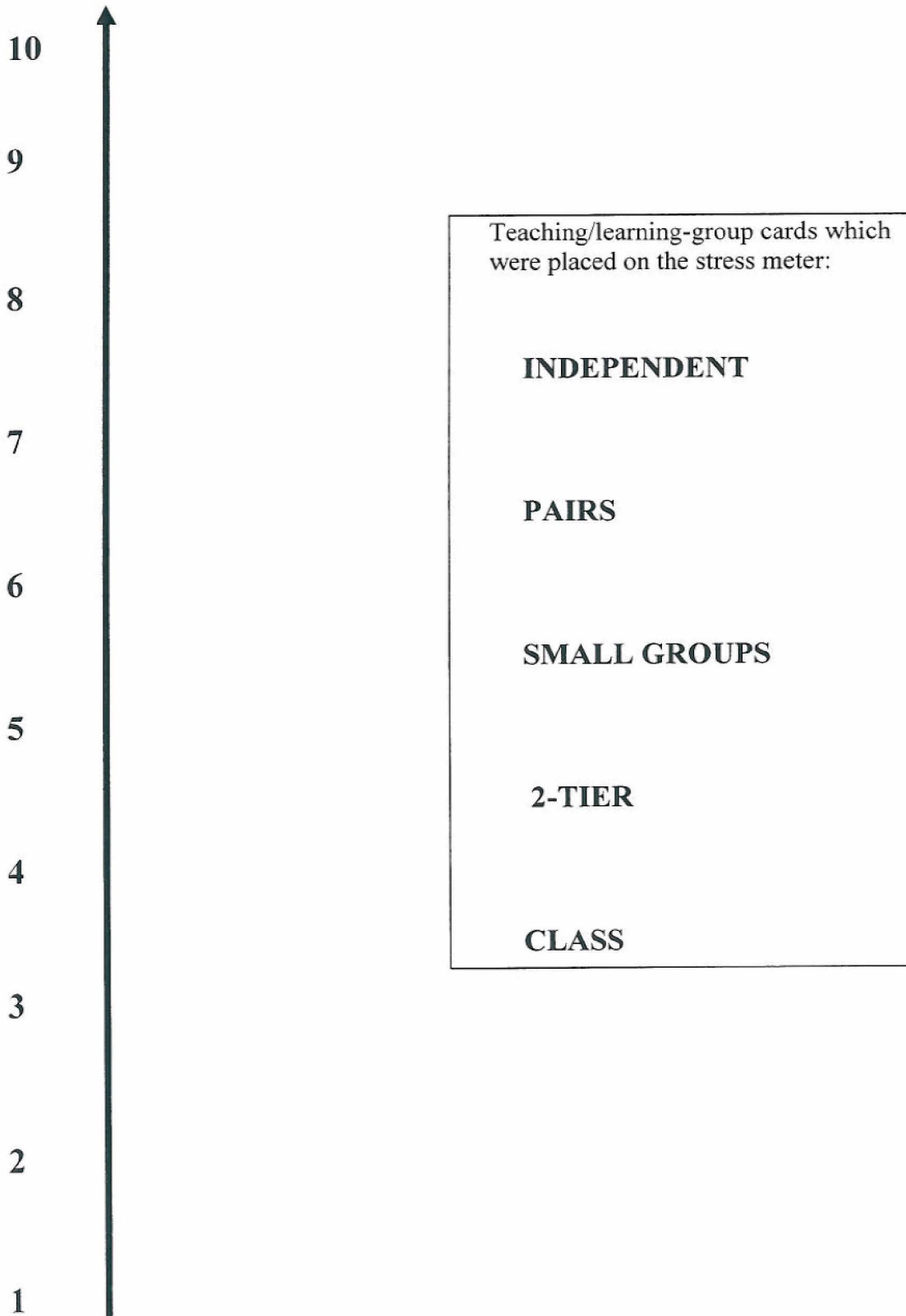
**CLASS/INDIVIDUAL ORIENTATION - APPENDIX 8**

**Individual Focus**



**Global/Class Focus**

# STRESS METER



**APPENDIX 10(A)**

Learning and Teaching  
Private Bag 11 222,  
Palmerston North,  
New Zealand  
Telephone: 64 6 356 9099  
Facsimile: 64 6 351 3383

31 October, 2001

Penny Haworth  
Senior Lecturer (TESOL)  
Telephone: (06) 350 5799 (ext 8869)  
Dept Fax: (06) 351 3474  
E-mail: P.A.Haworth@massey.ac.nz

The Principal  
School

Cc Chair of the Board of Trustees

Dear ,

I would like to invite your school to participate in my PhD study, entitled "Just a few Non-English Speaking Background Students in the Class". This study has been reviewed and approved by the Massey University Human Ethics Committee, PN Protocol 01/105. Dr Alison St George (Dept of Learning and Teaching) and Dr Cynthia White (School of Language Studies) from Massey University, are supervising the study.

Four different schools, one each term, will be involved in this study over 2002. At each participating school, one year 1-2 class and one year 5-6 class, and their teachers, are being invited to take part. Each of the participating classes will be observed for three language sessions per week over one school term. Teachers of these classes will take part in three reflective discussions: at the start, middle and end of the term. Other staff members with responsibility for non-English speaking background students will also be interviewed to provide background on the school context. Teacher release funding will be provided for these interviews/discussions, each of which will take up to one hour.

I will telephone within the next days to arrange a time to discuss this further. I would also be happy to attend a meeting with the Board of Trustees, to outline the study and answer any questions. I look forward to meeting with you.

Yours sincerely,

Penny Haworth  
Senior Lecturer (TESOL)

Te Kōwhiri o Te Mātauranga

Inception to Infinity: Massey University's commitment to learning as a life-long journey



## APPENDIX 10(B)



Learning and Teaching  
Private Bag 11 222,  
Palmerston North,  
New Zealand  
Telephone: 64 6 356 9099  
Facsimile: 64 6 351 3383

### “Just a Few Non-English Speaking Background Students in the Class” School Information Sheet

My name is Penny Haworth. I am a senior lecturer at Massey University College of Education. This study, on “Just a Few Non-English Speaking Background Students in the Class”, is the second phase of my PhD research. This study has been reviewed and approved by the Massey University Human Ethics Committee, Protocol 01/105.

The first phase of this study was carried out in one school during November 2000, and reported on early in 2001. Four different schools, one school per term over 2002, will be involved in the second phase of the study.

At each participating school, one year 1-2 class and one year 5-6 class and their teachers are being invited to take part. Each of the participating classes will be observed for three language sessions per week over one school term. Teachers of these classes will take part in three reflective discussions: at the start, middle and end of the term. Other staff members with responsibility for students from non-English speaking background will also be interviewed to provide background on the school context. Teacher release funding will be provided for these interviews/discussions, each of which will take up to one hour.

As well as contributing to a PhD thesis, the results from the study may be presented at professional gatherings and conferences and may be published in relevant academic journals and books. The study is expected to assist teachers in identifying strategies that are effective with non-English speaking background students, and will enhance future pre-service and in-service teacher education programmes. The names of schools and teachers who participate will not be used in any reports/publications about this study. However, it is likely that others in the same school will know who participated in the study.

If your school decides to participate you have the following rights:

- To decline to participate in the study;
- To withdraw from the study at any time during participation;
- To ask any questions about the study at any time during participation;
- To refuse to answer any specific questions;
- To provide information on the understanding that the name of the school and participating teachers will not be used in any reports on the study without permission;
- To be given access to a summary of findings on the study when it is concluded.



Te Kōwhiri ki Pūwhiri oia

Incorporation to Te Kōwhiri: Massey University's commitment to learning as a life-long journey

For further information about the study, please contact me:

Penny Haworth  
Senior Lecturer (TESOL)  
Telephone: (06) 350 5799 (ext 8869)  
Dept Fax: (06) 351 3474  
E-mail: [P.A.Haworth@massey.ac.nz](mailto:P.A.Haworth@massey.ac.nz)

The supervisors for this study may also be contacted if you have any queries:

Dr Alison St George  
Dept of Learning and Teaching  
College of Education  
Massey University  
Phone: (06) 350  
E-mail: [A.StGeorge@massey.ac.nz](mailto:A.StGeorge@massey.ac.nz)

Dr Cynthia White  
School of Language Studies  
College of Humanities & Social Sciences  
Massey University  
Phone: (06) 350  
E-mail: [C.J.White@massey.ac.nz](mailto:C.J.White@massey.ac.nz)

Thank you for taking time to consider your involvement in this study. **Could you please complete the attached consent form, to indicate your *agreement or non-agreement* to participate in this study, and return it using the stamped addressed envelope provided.** It would be appreciated if you could do this within the next two weeks.

## APPENDIX 10(C)



Learning and Teaching  
Private Bag 11 222,  
Palmerston North,  
New Zealand  
Telephone: 64 6 356 9099  
Facsimile: 64 6 351 3383

### “Just a Few Non-English Speaking background Students in the Class”

#### School Consent Form

We have read the Information Sheet and have had the details of the study explained to us. Our questions have been answered to our satisfaction, and we understand that we may ask further questions at any time.

We understand that we have the right to withdraw the school from the study at any time.

We agree to allow staff at this school to provide information to the researcher on the understanding that the name of the school, and of the teachers who participate, will not be used without permission. (The information will only be used for this research and publications arising from it).

*We agree/do not agree to participate in this study under the conditions set out in the Information Sheet*

Principal's Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Chair of School's Board of Trustees: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

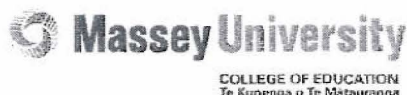
Please return, using the stamped addressed envelope provided, to:

Penny Haworth  
Department of Arts and Language Education  
Massey University College of Education  
Private Bag 11222  
Palmerston North

Further enquiries can be made to Penny Haworth, Telephone: (06) 350 5799 (ext 8869),  
Dept Fax: (06) 351 3474, E-mail: [P.A.Haworth@massey.ac.nz](mailto:P.A.Haworth@massey.ac.nz)



## APPENDIX 10(D)



Learning and Teaching  
Private Bag 11 222,  
Palmerston North,  
New Zealand  
Telephone: 64 6 356 9099  
Facsimile: 64 6 351 3383

### “Just a Few Non-English Speaking Background Students in the Class”

#### Regular Teacher Information Sheet

My name is Penny Haworth. I am a PhD student, and a Senior Lecturer at Massey University College of Education. I would like to invite you to take part in a study on “Just a Few Non-English Speaking Background Students in the Class”. This is the second phase of my PhD research. The study has been reviewed and approved by the Massey University Human Ethics Committee, PN Protocol 01/105.

As part of this study I would like to observe in your classroom during three language sessions per week over one school term. I will take notes on my observations and on our informal conversations regarding the non-English speaking background students over this time. We will also have three in-depth reflective discussions (at the start, middle and end of the term). The first of these discussions will focus on your background and past experiences with non-English speaking background students. The other two discussions will reflect on anecdotes that you or I raise from the observed lessons.

If you agree, I would like to audio tape our discussions. Alternatively, I will take written notes during this time. Teacher release funding will be provided to the school for the in-depth discussions, each of which will take up to one hour.

The results from the study may be presented at professional gatherings and conferences and may be published in relevant academic journals and books. The study is expected to assist teachers in identifying strategies that are effective with non-English speaking background students, and will enhance future pre-service and in-service teacher education programmes.

The names of schools and teachers who participate will not be used in any reports/publications about this study. However, it is likely that others in the same school will know who participated in the study.

Te Kōwhiri o Te Mātauranga

Inception to Infinity: Massey University's commitment to learning as a life-long journey



If you decide to participate in this study you have the following rights:

- To decline to participate in the study;
- To withdraw from the study at any time during participation;
- To ask any questions about the study at any time during participation;
- To refuse to answer any specific questions;
- To provide information on the understanding that your name will not be used in any reports on the study unless you give permission to the researcher;
- To be given access to a summary of findings on the study when it is concluded.

If you have any questions, please contact me:

Penny Haworth  
 Senior Lecturer (TESOL)  
 Telephone: (06) 350 5799 (ext 8869)  
 Dept Fax: (06) 351 3474  
 E-mail: [P.A.Haworth@massey.ac.nz](mailto:P.A.Haworth@massey.ac.nz)

You can also contact the supervisors for this study if you have further queries:

Dr Alison St George  
 Dept of Learning and Teaching  
 College of Education  
 Massey University  
 Phone: (06) 350 5799 (ext 8627)  
 E-mail: [A.M.StGeorge@massey.ac.nz](mailto:A.M.StGeorge@massey.ac.nz)

Dr Cynthia White  
 School of Language Studies  
 College of Humanities & Social Sciences  
 Massey University  
 Phone: (06) 350 5799 (ext 7711)  
 E-mail: [C.J.White@massey.ac.nz](mailto:C.J.White@massey.ac.nz)

Thank you for taking time to read this.

Could you please complete the attached consent form, to indicate your *agreement or non-agreement* to participate in this study, and return it using the stamped addressed envelope provided. It would be appreciated if you could do this within the next two weeks.

## APPENDIX 10(E)



Learning and Teaching  
Private Bag 11 222,  
Palmerston North,  
New Zealand  
Telephone: 64 5 356 9099  
Facsimile: 64 5 351 3363

### “Just a Few Non-English Speaking Background Students in the Class”

#### Regular Teachers' Consent Form

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I understand that I have the right to withdraw from the study at any time.

I agree to provide information to the researcher on the understanding that my name will not be used unless I give my permission. (The information will only be used for this research and publications arising from it).

*I agree/do not agree to the interview being audio taped.* I understand that I have the right to have the audio tape turned off at any time during the interview.

*I agree/do not agree to participate in this study under the conditions set out in the Information Sheet*

Name: \_\_\_\_\_

Class: \_\_\_\_\_

School: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

I would/would not like to receive a summary of the findings from this study when it is completed.

Please return, using the stamped addressed envelope provided, to:

Penny Haworth  
Department of Arts and Language Education  
Massey University College of Education  
Private Bag 11222  
Palmerston North

Further enquiries can be made to Penny Haworth, Telephone: (06) 350 5799 (ext 8869), Dept Fax: (06) 351 3474, E-mail: [P.A.Haworth@massey.ac.nz](mailto:P.A.Haworth@massey.ac.nz)

Te Kūnenga ki Pūchuroa

Inception to Infinity: Massey University's commitment to learning as a life-long journey



## APPENDIX 10(F)



Learning and Teaching  
Private Bag 11 222,  
Palmerston North,  
New Zealand  
Telephone: 64 6 356 9099  
Facsimile: 64 6 351 3383

### “Just a Few Non-English Speaking Background Students in the Class”

#### Information Sheet for Staff with Responsibility for Students

My name is Penny Haworth. I am a PhD student, and a Senior Lecturer in Massey University College of Education. I would like to invite you to take part in a study on “Just a Few Non-English Speaking Background Students in the Class”. This study is the second phase of my PhD research. The study has been reviewed and approved by the Massey University Human Ethics Committee, PN Protocol 01/105.

As part of this study I would like to interview you as a staff member in this school with responsibility for non-English speaking background students. The aim of this interview is to gather background information to set the study in context. Teacher release funding will be provided to the school for the interview, which will take up to one hour.

If you agree, I would like to audio tape this interview. If you do not agree to audio taping, I will take written notes during the interview.

The results from the study may be presented at professional gatherings and conferences and may be published in relevant academic journals and books. The study is expected to assist teachers in identifying strategies that are effective with non-English speaking background students, and will enhance future pre-service and in-service teacher education programmes.

The names of schools and teachers who participate will not be used in any reports/publications about this study. However, it is likely that others in the same school will know who participated in the study.

If you decide to participate in this study you have the following rights:

- To decline to participate in the study;
- To withdraw from the study at any time during participation;
- To ask any questions about the study at any time during participation;
- To refuse to answer any specific questions;
- To provide information on the understanding that your name will not be used in any reports on the study unless you give permission to the researcher;
- To be given access to a summary of findings on the study when it is concluded.

Te Kōwhiri ki Pūrehuroa

Inception to Infinite: Massey University's commitment to learning as a life-long journey



If you have any questions, please contact me:

Penny Haworth  
Senior Lecturer (TESOL)  
Telephone: (06) 350 5799 (ext 8869)  
Dept Fax: (06) 351 3474  
E-mail: [P.A.Haworth@massey.ac.nz](mailto:P.A.Haworth@massey.ac.nz)

You can also contact the supervisors for this study if you have further queries:

Dr Alison St George  
Dept of Learning and Teaching  
College of Education  
Massey University  
Phone: (06) 350  
E-mail: [A.StGeorge@massey.ac.nz](mailto:A.StGeorge@massey.ac.nz)

Dr Cynthia White  
School of Language Studies  
College of Humanities & Social Sciences  
Massey University  
Phone: (06) 350  
E-mail: [C.J.White@massey.ac.nz](mailto:C.J.White@massey.ac.nz)

Thank you for taking time to read this.

Could you please complete the attached consent form, to indicate your *agreement or non-agreement* to participate in this study, and return it using the stamped addressed envelope provided. It would be appreciated if you could do this within the next two weeks.

## APPENDIX 10(G)



Learning and Teaching  
Private Bag 11 222,  
Palmerston North,  
New Zealand  
Telephone: 64 6 356 9099  
Facsimile: 64 6 351 3383

### “Just a Few Non-English Speaking Background Students in the Class”

#### Consent Form for Staff with Responsibility for Students

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I understand that I have the right to withdraw from the study at any time.

I agree to provide information to the researcher on the understanding that my name will not be used unless I give my permission. (The information will only be used for this research and publications arising from it).

*I agree/do not agree to the interview being audio taped.* I understand that I have the right to have the audio tape turned off at any time during the interview.

*I agree/do not agree to participate in this study under the conditions set out in the Information Sheet*

Name: \_\_\_\_\_

School: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

I would/would not like to receive a summary of the findings from the study when it has been completed.

Please return, using the stamped addressed envelope provided, to:

Penny Haworth  
Department of Arts and Language Education  
Massey University College of Education  
Private Bag 11222  
Palmerston North

Further enquiries can be made to Penny Haworth, Telephone: (06) 350 5799 (ext 8869), Dept  
Fax: (06) 351 3474, E-mail: [P.A.Haworth@massey.ac.nz](mailto:P.A.Haworth@massey.ac.nz)

Te Kōwhiri ki Pūrehuroa

inception to infinity. Massey University's commitment to learning as a life-long journey





Learning and Teaching  
Private Bag 11 222,  
Palmerston North,  
New Zealand  
Telephone: 64 6 356 9099  
Facsimile: 64 6 351 3383

### “Just a Few Non-English Speaking Background Students in the Class”

#### Family Information Sheet (Year 1/2 Children)

My name is Penny Haworth. I am a PhD student, and a senior lecturer in the College of Education at Massey University. I am studying what it's like for teachers with small numbers of non-English speaking background students in their classes. This study has been reviewed and approved by the Massey University Human Ethics Committee. PN Protocol 01/105.

I would like to invite you to let your child be in this study. The study will *not* change the normal learning programme for your child.

I will be observing in your child's classroom for up to one and a half hours, three mornings each week over one school term. When I am in the class I will write notes about what the children in the class are doing. Non-English Speaking Background children and others may be included in my notes.

If your child *is* in the study his/her name will not be used in any reports/publications about this study. Others in the same school may, however, know which classes are participating in the study.

If your child *is not* taking part in the study, any information including them will not be published. The teachers will not be told which children *are* in the study and which children are *not* in the study.

**Please talk with your child about this study.** I have visited your child's classroom to talk about the study. If your child is in the study you and your child have these rights:

- You can say that you do not want your child to be in the study now, or at anytime during the study;
- Your child can say that he/she does not want to be in this study now, or at any time during the study;
- You or your child can ask any questions about the study at any time during the study;

Te Kōwhiri o Te Mātauranga

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- Your child's name(s) will not be used in any reports about the study unless you agree;
- You will be sent a summary of the findings from the study.

**If you have any questions about the study, please contact me:**

Penny Haworth  
Senior Lecturer (TESOL)  
Department of Arts and Language Education  
College of Education  
Massey University  
Private Bag 11 222  
Palmerston North  
Telephone: (06) 350 5799 (ext 8869)  
Work Fax: (06) 351 3474  
E-mail: [P.A.Haworth@massey.ac.nz](mailto:P.A.Haworth@massey.ac.nz)

You can also contact the supervisors for this study if you have any questions:

Dr Alison St George  
Dept of Learning and Teaching  
College of Education  
Massey University  
Phone: (06) 350 5799 (ext 8627)  
E-mail: [A.M.StGeorge@massey.ac.nz](mailto:A.M.StGeorge@massey.ac.nz)

Dr Cynthia White  
School of Language Studies  
College of Humanities & Social Sciences  
Massey University  
Phone: (06) 350 5799 (ext 7711)  
E-mail: [C.J.White@massey.ac.nz](mailto:C.J.White@massey.ac.nz)

Thank you for taking time to read this information.

Please discuss the study with your child, complete the attached Parent/Guardian Consent Form, and return it in the stamped addressed envelope provided.

## APPENDIX 10(I)



Learning and Teaching  
Private Bag 11 222,  
Palmerston North,  
New Zealand  
Telephone: 64 6 356 9099  
Facsimile: 64 6 351 3383

### “Just a Few Non-English Speaking Background Students in the Class”

#### Family Information Sheet (Year 5/6 Children)

My name is Penny Haworth. I am a PhD student, and a senior lecturer in the College of Education at Massey University. I am studying what it's like for teachers with small numbers of non-English speaking background students in their classes. This study has been reviewed and approved by the Massey University Human Ethics Committee, PN Protocol 01/105.

I would like to invite you to let your child be in this study. The study will *not* change the normal learning programme for your child.

I will be observing in your child's classroom for up to one and a half hours, three mornings each week, over one school term. When I am in the class I will write notes about what the children in the class are doing. Non-English speaking background children and others may be included in my notes.

If your child is in the study his/her name will not be used in any reports/publications about this study. Others in the same school may know which classes are participating in the study.

If your child is *not* in the study, any information including them will not be published. The teachers will not be told which children are in the study and which children are not in the study.

**Please talk with your child about this study.** I have also visited your child's classroom to talk about the study. Your child will only be in the study if both you *and* your child agree to this. You and your child each have a Consent Form. Your child will complete their Consent Form at school before the study starts. If your child is in the study you and your child have these rights:

- You can say that you do not want your child to be in the study now, or at anytime during the study;
- Your child can say that he/she does not want to be in this study now, or at any time during the study;
- You or your child can ask any questions about the study at any time during the study;
- Your child's name(s) will not be used in any reports about the study unless you agree;
- You will be sent a summary of the findings from the study.

Te Kūmenga ki Pūrehuroa

Inception to Infinity: Massey University's commitment to learning as a life-long journey



**If you have any questions about the study, please contact me:**

Penny Haworth  
Senior Lecturer (TESOL)  
Department of Arts and Language Education  
College of Education  
Massey University  
Private Bag 11 222  
Palmerston North  
Telephone: (06) 350 5799 (ext 8869)  
Work Fax: (06) 351 3474  
E-mail: [P.A.Haworth@massey.ac.nz](mailto:P.A.Haworth@massey.ac.nz)

You can also contact the supervisors for this study if you have any questions:

Dr Alison St George  
Dept of Learning and Teaching  
College of Education  
Massey University  
Phone: (06) 350 5799 (ext 8627)  
E-mail: [A.M.StGeorge@massey.ac.nz](mailto:A.M.StGeorge@massey.ac.nz)

Dr Cynthia White  
School of Language Studies  
College of Humanities & Social Sciences  
Massey University  
Phone: (06) 350 5799 (ext 7711)  
E-mail: [C.J.White@massey.ac.nz](mailto:C.J.White@massey.ac.nz)

Thank you for taking time to read this information.

Please discuss the study with your child, complete the attached Parent/Guardian Consent Form, and return it in the stamped addressed envelope provided. Your child will be able to complete his/her Consent Form at school.

## APPENDIX 10(J)



Learning and Teaching  
Private Bag 11 222,  
Palmerston North,  
New Zealand  
Telephone: 64 6 356 9099  
Facsimile: 64 6 351 3393

**“Just a Few Non-English Speaking Background Students in the Class”**  
Parent/Guardian Consent Form

Child's name: \_\_\_\_\_

Child's teacher: \_\_\_\_\_

Parents/Guardians' Names: \_\_\_\_\_

*Complete one section below:*

**EITHER**

I would like to meet the researcher to talk about the study before I decide. The language our family speaks is \_\_\_\_\_.

*Please circle the times that you are able to come to school:*

Morning    Lunch time    Afternoon    After School    Evening, after ... pm

*Please circle the days that you are able to come to school:*

Monday    Tuesday    Wednesday    Thursday    Friday

Home telephone number: \_\_\_\_\_

**OR**

I have read the Information Sheet and understand what will happen in the study. I have had my questions fully answered and know that I can ask further questions at any time.

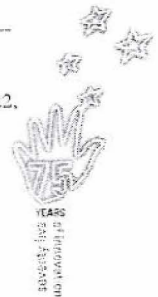
I understand that I can withdraw my child from the study at any time. My child's name will not be used unless I give permission.

I agree to let my child be in this study under the conditions set out in the Information Sheet. **YES** **NO** (*Please circle one*)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

**Please return this form, using the stamped addressed envelope to Penny Haworth.**  
Department of Arts and Language Education, Massey University College of Education, Private Bag 11222,  
Palmerston North.



Te Kōwhiri o Te Mātauranga

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# APPENDIX 10(K)

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Learning and Teaching  
Private Bag 11 222,  
Palmerston North,  
New Zealand  
Telephone: 64 6 358 9999  
Facsimile: 64 6 351 3383

## “Just a Few Non-English Speaking Background Students in the Class”

### Year 5/6 Children's Consent Form

I agree to be in this study.      YES NO *(Please circle one)*

Child's name: \_\_\_\_\_

Child's signature: \_\_\_\_\_

Class Teacher's name: \_\_\_\_\_

Further enquiries can be made to Penny Haworth, Telephone: (06) 350 5799 (ext 8869), Dept Fax: (06) 351 3474, E-mail: [P.A.Haworth@massey.ac.nz](mailto:P.A.Haworth@massey.ac.nz)



**APPENDIX 10(L)**

Learning and Teaching  
Private Bag 11 222,  
Palmerston North,  
New Zealand  
Telephone: 64 6 356 9099  
Facsimile: 64 6 351 3383

10/01/01

**NESB Students in the Primary School**  
(2000-2001 Study by Penny Haworth)

**CONFIDENTIALITY AGREEMENT**  
**For Audio-Tape Transcriber**

I, \_\_\_\_\_, agree/do not agree not to reveal the names of the research participants in this study or to reveal the name of the school in which the study took place.

I also agree/do not agree not to discuss, share, or distribute the transcripts or anything to do with the content of the audio tapes in this study with any other person.

I agree/do not agree to keep the audio tapes and the transcripts in a safe and secure place so that others do not have access to them while they are in my possession.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Te Kōwhiri o Te Mātauranga

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