

# **"Perceptions of teacher bilingualism"**

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## TABLE OF CONTENTS

|            |   |           |
|------------|---|-----------|
| <b>1.0</b> | <b>INTRODUCTION.....</b>  | <b>11</b> |
| <b>2.0</b> | <b>LITERATURE REVIEW.....</b>   | <b>14</b> |
| 2.1        | TRENDS IN THE ESOL CLASSROOM: BILINGUAL SUPPORT OR ENGLISH ONLY?..... | 14        |
| 2.2        | MONOLINGUAL AND MULTILINGUAL CLASSES.....                             | 21        |
| 2.3        | ENGLISH ONLY AND CULTURAL IMPERIALISM.....                            | 22        |
| 2.4        | PERCEPTIONS OF STUDENTS AND TEACHERS.....                             | 25        |
| 2.5        | PERCEPTIONS OF LANGUAGE SCHOOL MANAGERS.....                          | 28        |
| 2.6        | POLICIES OF ESOL ORGANISATIONS AND TEACHER TRAINING PROGRAMMES.....   | 29        |
| 2.7        | THE IMPACT OF THE NON-NATIVE SPEAKER TEACHER.....                     | 31        |
| 2.8        | FROM A NEW ZEALAND PERSPECTIVE.....                                   | 32        |
| <b>3.0</b> | <b>THE SPECIFIC RESEARCH QUESTIONS AND THEIR IMPORTANCE.....</b>      | <b>34</b> |
| 3.1        | LIMITATIONS OF THE STUDY.....   | 37        |
| <b>4.0</b> | <b>DESIGN AND METHODOLOGY.....</b>                                    | <b>38</b> |
| 4.1        | OVERALL APPROACH AND RATIONALE.....                                   | 38        |
| 4.2        | SAMPLING AND RECRUITMENT METHODS.....                                 | 38        |
| 4.3        | DATA ANALYSIS.....  | 38        |
| 4.4        | MEASURES TO ENHANCE TRUSTWORTHINESS, RELIABILITY AND VALIDITY .....   | 41        |
| 4.5        | ETHICAL AND LEGAL CONSIDERATIONS.....                                 | 43        |
| 4.6        | CONSENT.....  | 44        |
| 4.7        | INFORMATION PROVIDED TO PARTICIPANTS AND DEBRIEFING.....              | 44        |

|            |  |            |
|------------|--|------------|
| <b>5.0</b> | <b>RESULTS AND TABLES.....</b>                 | <b>45</b>  |
| <b>5.1</b> | <b>INFORMANT BACKGROUND/PROFILE.....</b>       | <b>45</b>  |
| 5.1.1      | LANGUAGE SCHOOL MANAGERS' PROFILE.....         | 45         |
| 5.1.2      | ESOL TEACHERS' PROFILE.....                    | 47         |
| 5.1.3      | INSTITUTION PROFILE (FROM MANAGER SURVEY)..... | 53         |
| 5.1.4      | INSTITUTION PROFILE (FROM TEACHER SURVEY)..... | 55         |
| <b>5.2</b> | <b>INFORMANT PERCEPTIONS.....</b>              | <b>56</b>  |
| 5.2.1      | PERCEPTIONS OF LANGUAGE SCHOOL MANAGERS.....   | 56         |
| 5.2.2      | PERCEPTIONS OF ESOL TEACHERS.....              | 70         |
| <b>5.3</b> | <b>SUMMARY.....</b>                            | <b>88</b>  |
| 5.3.1      | INFORMANT PROFILE.....                         | 88         |
| 5.3.2      | GENERAL INFORMANT CHARACTERISTICS.....         | 89         |
| 5.3.3      | INFORMANT PERCEPTIONS .....                    | 91         |
| <b>6.0</b> | <b>DISCUSSION AND CONCLUSIONS.....</b>         | <b>101</b> |
| <b>6.1</b> | <b>FURTHER RESEARCH.....</b>                   | <b>106</b> |
| <b>7.0</b> | <b>REFERENCES.....</b>                         | <b>107</b> |
| <b>8.0</b> | <b>APPENDICES.....</b>                         | <b>112</b> |

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(Sign)

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## **ABSTRACT**

This study introduces themes and trends apparent from notable research and literature regarding the value and usefulness of bilingual teaching methods in the ESOL classroom, and the perceptions of ESOL managers and teachers regarding these, both from an international and a New Zealand perspective. From this, a shortage of awareness and research in the New Zealand context was identified, which created an opportunity for further research.

The study aimed specifically to investigate the knowledge and perceptions of Auckland based ESOL-school professionals regarding the value of teacher bilingualism and the use of other languages in the ESOL classroom. The basic method employed was a survey involving the distribution of questionnaires to 60 Auckland language school teachers and 20 Auckland language school managers, and included both qualitative and quantitative type questions. The study probed the foreign language skills and overseas work experience of the managers and teachers, and investigated whether these factors had influenced their perceptions regarding the value of teacher bilingualism and the use of other languages as an ESOL teaching tool.

The study identifies the perceptions of Auckland ESOL professionals regarding these issues and analyses further differentiating factors likely to have influenced these perceptions. It identifies differences of opinion between managers and teachers and investigates reasons for these. The study analyses the linguistic composition of the Auckland language school clientele and considers implications for the industry resulting from the identified perceptions of ESOL professionals. Finally, the study offers suggestions for further future research, in the interest of improvement and enhancement of the industry.

## **ABBREVIATIONS USED IN THIS THESIS**

EFL = (the teaching of) English as a foreign language (usually in students' home countries)

ESL = (the teaching of) English as a second language (usually in English speaking countries)

ESOL = (the teaching of) English to speakers of other languages

L1 = first language, mother tongue

L2 = second language

SLL = second language learning

TESOL = teachers of English to speakers of other languages

## LIST OF TABLES

|  |    |
|--|----|
| Table 5.1 Manager Job Titles.....  | 45 |
| Table 5.2 Language School Management Experience.....   | 46 |
| Table 5.3 Number of Languages in which Managers were Proficient to at Least<br>Intermediate Level.....                       | 47 |
| Table 5.4 Teachers' Full-time Teaching Experience.....   | 48 |
| Table 5.5 Teachers' Highest Level of Qualification.....  | 49 |
| Table 5.6 Number of Languages in which Teachers were Proficient to at Least<br>Intermediate Level.....                       | 50 |
| Table 5.7 Number of ESOL Students at the Institutions.....   | 53 |
| Table 5.8 Number of Schools Reporting Particular Percentage of Students Sharing the<br>Same L1.....                          | 54 |
| Table 5.9 Manager Opinion on Importance of Teachers Having Skills in Other<br>Languages.....                                 | 56 |
| Table 5.10 Perceptions of Managers Regarding Impact of Teacher Foreign Language Skills<br>on Aspects of Teacher Empathy..... | 57 |
| Table 5.11 Perceptions of Managers Regarding Influence of Foreign Language Skills on<br>Overall Teaching Ability.....        | 58 |
| Table 5.12 Manager Attitudes to Hiring Bilingual Staff.....  | 59 |
| Table 5.13 Manager Attitudes to Teacher Use of English Only with Multilingual Classes...                                     | 63 |
| Table 5.14 Manager Attitudes to Teacher Use of Bilingual Support with Monolingual<br>Classes.....                            | 64 |
| Table 5.15 Manager Attitudes to Teacher Use of English Only with All Classes.....  | 65 |
| Table 5.16 Manager Attitudes about the Effectiveness of Non-Native Speaker ESOL<br>Teachers.....                             | 66 |
| Table 5.17 Teacher Opinion on Importance of Teachers Having Skills in Other<br>Languages.....                                | 71 |
| Table 5.18 Perceptions of Teachers Regarding Impact of Teacher Foreign Language Skills<br>on Aspects of Teacher Empathy..... | 72 |
| Table 5.19 Perceptions of Teachers Regarding Influence of Foreign Language Skills on<br>Overall Teaching Ability.....        | 73 |
| Table 5.20 Teacher Attitudes to Teacher Use of English Only with Multilingual Classes....                                    | 80 |



|   |           |
|---|-----------|
| <b>Table 5.21 Teacher Attitudes to Teacher Use of Bilingual Support with Monolingual<br/>Classes.....</b> | <b>81</b> |
| <b>Table 5.22 Manager Attitudes to Teacher Use of English Only with All Classes.....</b>                  | <b>82</b> |
| <b>Table 5.23 Summary of Key Profile Statistics.....</b>  | <b>88</b> |
| <b>Table 5.24 Summary of Key Informant Perceptions.....</b>   | <b>89</b> |
| <b>Table 5.25 Summary of Key Informant Perceptions by Gender.....</b>                                     | <b>93</b> |
| <b>Table 5.26 Summary of Key Informant Perceptions by Foreign Language Ability.....</b>                   | <b>95</b> |
| <b>Table 5.27 Summary of Key Informant Perceptions by Overseas Experience.....</b>                        | <b>98</b> |

## **LIST OF FIGURES**

|  |           |
|--|-----------|
| <b>Figure 5.1 Managers' Highest Level of Skill in a Language other than English.....</b> | <b>47</b> |
| <b>Figure 5.2 Teachers' Highest Level of Skill in a Language other than English.....</b> | <b>50</b> |
| <b>Figure 5.3 Teachers' Overseas Work Experience.....</b>                                | <b>51</b> |
| <b>Figure 5.4 Regions in which Teachers had Taught.....</b>                              | <b>52</b> |

## **1.0 Introduction**

The education of international students has become one of New Zealand's most important industries, contributing more than \$2 billion to the economy in 2004, ranking the industry the fourth largest in the country. (New Zealand Trade and Enterprise Agency Report 2005.) It is also a key growth industry, the figures for 2001 and 2000 being \$1.1 billion and \$700 million respectively. In 2001 an estimated 52 000 foreign students studied in New Zealand education institutions. (Ministry of Education Report 2001.) By 2004 this figure had more than doubled, rising to 112 000. (New Zealand Trade and Enterprise Agency Report 2005.)

A significant portion - 46% - of the international students study at English language schools. (Ministry of Education Report, 2001.) Consequently the English language school industry in New Zealand experienced an unprecedented boom from 2001 to 2003, although enrolments leveled out and went into decline in 2005. Nevertheless there are more English language schools than ever before in New Zealand as large numbers of international students choose this country as the venue for improving their English language skills.

The influx of such large numbers of temporary migrants is particularly noticeable in Auckland where new English language schools abound and the demographic character of the central business district (where many of the language schools are based) has changed considerably. Where just a few years ago there were relatively few Asian people visible in the CBD, visitors to the CBD will now notice that perhaps 40% of the people are young Asian adults.

There are approximately 80 NZQA-registered (New Zealand Qualifications Authority) English language schools in the greater Auckland region. Most of these would be classified as medium or large size businesses. Their contribution

to the economy is significant and the language school industry has created thousands of jobs in the region. In order for the industry to continue to thrive and succeed in the competitive international education market, it is vital that the schools provide a high quality service.

The New Zealand government has taken an increasing interest in the quality control of these organisations. All the establishments are subject to regular inspections by NZQA or the Ministry of Education, and in March 2002 the Code of Practice for the Pastoral Care of International Students became mandatory, requiring all institutions that enrol international students to adopt a number of quality control measures (see: <http://www.minedu.govt.nz/index.cfm>). The code was further refined in 2003. Clearly, it has become an important, conscious aim of the government to ensure that high standards of quality are maintained in the delivery of education to international students in New Zealand.

The concept of 'quality delivery' and the training and skills of 'English-to-speakers-of-other-languages' (ESOL) teachers is self evidently a vital factor, as is their knowledge of relevant theoretical issues and how these influence methods and approaches that they use in the classroom.

This study investigates the perceptions of Auckland ESOL professionals regarding two key, related theoretical issues. ESOL teachers and managers are surveyed about the skills, knowledge, and attitudes they hold regarding teacher bilingualism; as well as their tolerance for teacher use of students' mother-tongues (L1, or first language) in the classroom. The study probes the foreign language skills and cross-cultural knowledge of the informants; their attitudes towards the usefulness of ESOL teachers having such skills and using them in instructional settings in the English language school environment. The study investigates Auckland ESOL professionals' awareness of the recommendations of linguists and researchers regarding these important issues and probes whether

this has influenced the teaching methodologies and approaches used in Auckland language schools.

## 2.0 Literature Review

### 2.1 Trends in the ESOL Classroom: Bilingual Support or English Only?

The use of L1 or the 'mother-tongue' in the ESOL classroom has been frowned upon and discouraged by English language teaching experts for many years. The trend has been for exclusive use of English by students and teachers, (the so-called *Total Immersion*, *Direct*, *Communicative* or *English Only* approaches).

Wright (1964:3), for example, informed ESOL teachers: "It is advisable not to speak to your students in their native language, nor to translate from English into the native language unless absolutely necessary". Almost thirty years later, Grant (1993) explained that the common trend was still for teachers to try to completely ban the use of L1. Cook (2001) explained that *immersion* methods have been favoured for thirty years and the use of L1 has been "outlawed", and Serrano-Boyer (2004:1) noted that *English Only* methods have been widely accepted by language teaching professionals "over the last fifty years". Deller and Rinvulcri (2002) also expressed similar sentiments, stating that use of the mother-tongue has generally been excluded for forty years from the language classroom.

Macaro (2005) explained that government agencies in some countries had put in place measures to "banish" L1 from the classroom. For example, the Department of Education for Northern Ireland in 1985 produced a report strongly discouraging teacher or student use of L1 in the classroom, labelling such usage "off-task". The British school inspectorate agency OFSTED produced reports in 1993 and 1995, which strongly encouraged language teachers to use only the target language. Macaro added that these reports "completely shut" the debate on the value of L1 use.

Cook, Serrano-Boyer, Deller and Rinvoluti indicated that the abandonment of L1 use in the ESOL classroom occurred approximately thirty to fifty years ago. We can infer from this that prior to the 1950's L1 use did occur and was accepted practice. Owen (2003:2-3) confirmed this, asserting that L1 use was "a fundamental part of language teaching from the very beginning" but then fell out of favour. In examining the history of the abandonment of L1 use in the ESOL classroom, he stated that from the 1950's there was a "fall from grace" that has continued to this day, and has affected the views of "all subsequent generations of teachers". Reasons listed by him include:

- The *Grammar-Translation* method widely used prior to the 1950's was seen as too orientated to reading and writing alone and thus abandoned in favour of the *Direct* and *Communicative* approaches.
- The influence of Noam Chomsky's book Review of 'Verbal Behaviour' by B.F Skinner. Chomsky's book established strong, widely accepted claims about the human's speech-based voracious "Language Acquisition Device".
- The rejection by other important researchers of the value of translation in language teaching.
- The growing demand for ESOL teachers worldwide and the lack of L2 skills of many of these teachers, leading to reliance on the *Direct method*.
- The robustness of the *Direct method* in helping novice language teachers survive their first few months of ESOL teaching, promoting an over-reliance on this method and unwillingness to change.

More recently, researchers and linguists have questioned and challenged the *English Only* approach. Serrano-Boyer (2004:1) explained that "times are changing and so are perspectives and attitudes to language teaching", strongly advocating the use of L1 in ESOL lessons. Nation (2003:1) agreed that L1 has an

"important role to play in communicating meaning and content" and Cook (2001) rejected the *English Only* approach, advocating the use of L1 and code-switching (communicating by interchanging between two or more languages) as a second language teaching tool. Phillipson (1992) called the monolingual approach a "fallacy" and Atkinson (1993) argued that L1 use and *bilingual support* methods are of high language teaching value if carefully and appropriately used.

Cook (2001:3) stated: "switching and negotiating between languages is part and parcel of everyday use", adding that learners need "a bilingual environment with a lot of translation and a lot of code-switching and focus on form and a bit of focus on meaning and use". He labelled the notion that L1 should not be used in the classroom as "peculiar", and Nation (2003:5) explained that L1 use can be "an effective way of quickly getting to grips with the meaning and content of what needs to be used in the second language (L2)". He stated that it would be foolish to exclude L1 as an efficient means of communicating meaning.

Janulevičienė and Kavaliauskienė (2000:1) explained that teachers' attitudes to the use of learners' native language in the classroom at the tertiary-level have "recently undergone changes from complete denial to a reluctant acceptance". They supported the use of L1 in the ESOL classroom and called code-switching the *fifth skill* in the acquisition of a foreign language (after reading, writing, speaking and listening).

Auerbach (1993:1) explained that the "pedagogical rationale" of the *English Only* movement has been: "The more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalise it and begin to think in English; the only way they will learn it is if they are forced to use it". He added that opposition to L1 use in the classroom also stems from the rejection of *grammar-translation* as an effective language learning tool, and this has led to an "all or nothing approach" which in turn led to the "complete exclusion" of L1 use in the ESOL classroom.



Linder (2002) and Owen (2003) agreed that rejection of L1 use was due to rejection of grammar-translation. Linder (2002:39) regarded this rejection as an overreaction and called for effective and planned use of L1 use in the ESOL classroom. He promoted the use of L1 activities on a regular basis as language learning methods “for promoting contextualised language use, discourse and textual-level language competence, and cultural transfer skills”.

Piaskecka (1988:97) stated: “teaching bilingually does not mean a return to the *Grammar-Translation* method, but rather a standpoint which accepts that the thinking, feeling, and artistic life of a person is very much rooted in their mother-tongue”. Piaskecka then listed a range of ways in which L1 can be used in the ESOL classroom: “negotiation of the syllabus and the lesson; record keeping; classroom management; scene setting; language analysis; presentation of rules governing grammar; phonology, morphology and spelling; discussion of cross-cultural issues; instructions or prompts; explanations of errors and assessment of comprehension”.

Clanfield and Foord (2003:1) urged language teachers and students not to feel guilty if L1 is used in the classroom. They called the elimination of mother-tongue use in the classroom “futile” and stated that language teachers should “actively control and influence how the mother-tongue is used”. They described this as a “proactive” approach – a focus on “harnessing, exploiting and playing with L1”, asserting that using the mother tongue in designated activities is “authentic”, “fun” and “more relaxing” for teachers and students.

According to Clanfield and Foord (2003:1), language teachers should explain to students why and when the mother-tongue is used. They called for the classroom to reflect the “natural interplay of L1 and L2 which is inherent in second language acquisition” and listed a wide range of activities in which L2 can be used in the classroom, including: conversation starters; dubbing of L1 television programmes into L2; crosswords with L1 clues; role-play performed in

the mother-tongue and then in L2; quotation translations; role play of interpreters and a variety of games and code-switching activities.

Dash (2002:7) also discussed various ways in which L1 can be used in the ESOL classroom. Translation was described as necessary at times to improve comprehension and students should have the opportunity to express themselves in their mother-tongue to ask questions about difficult concepts that they do not understand. He noted that various researchers have found that the use of L1 is particularly useful for "concept development and the transfer of cognitive and academic proficiency". He pointed out that the differences between English and a language like Korean are so great that "it is not possible to explain every grammar point or cultural difference in English from which a particular lesson might gain benefit" (Dash 2002:9). He also viewed L1 use as useful during lesson reviews. Serrano-Boyer (2004) thought also that comparing English grammar with mother-tongue grammar could be very useful for some learners.

Kumaravadivelu (2003:254) agreed with Dash that L1 was useful in explaining difficult language or cultural phenomena that may otherwise be confusing or misleading for students. He added that L1 use "helps students make the connection between the home language and the target language, thereby ensuring social relevance to classroom aims and activities". Kumaravadivelu generally believed it to be "pedagogically unsound" not to use the "rich resource" of a learner's home language.

Cook (2005) proposed that much of the opposition to L1 use and code-switching in the classroom stems from an idea held by many teachers that the aim of ESOL teaching is to produce students who are as fluent speakers of English as are native speakers, even though very few non-native speakers have been found to attain such a high level of proficiency, suggesting therefore that the aim of ESOL teaching should rather be to produce students who can function effectively and competently in English. These students will never be native speakers of English,

but rather bilinguals who have reached a high level of proficiency in English. In such a context it is quite natural for these students to operate as bilinguals and to code-switch both in and out of the classroom. She added that code-switching is inevitable in monolingual classes (classes comprised of students who all share the same L1) and advocated that rather than shun it, language teachers should deliberately use and control code-switching as a language-learning tool. Four ways in which L1 could be used effectively in the classroom, according to Cook were: as a way of conveying L2 meaning; as a short-cut for explaining tasks and test requirements; as a way of explaining grammar; and for practising L2 user structure as code-switching.

Jang (1999) believed that teachers of foreign languages should have knowledge of both an L1 and an L2, and several researchers have commented on the important advantage that bilingual teachers have in the ESOL classroom. Min and Jung (2000) argued, too, that teachers who are not bilingual and bi-culturally literate are limited in their ability to teach English effectively to Korean students.

The merits of *immersion* (English Only) vs. *bilingualism* have been fiercely debated in the USA, particularly in areas containing large numbers of Hispanic immigrants. The studies have focused on both mainstream primary and secondary schools and ESOL classrooms. Hussong and Ryan (2002) provided an overview of the *controversy*, stating the advantages and disadvantages of each method, as well as outlining the history of each method in the United States, and the current use of these methods. They summarised the advantages and disadvantages of both approaches as:

#### Advantages of bilingualism:

- Students gain content knowledge through their L1 and this helps them understand the English.

- One language is not seen as superior. Both of the languages and cultures are promoted.

#### Advantages of immersion:

- Students rapidly achieve exit criteria.
- Teachers need not be fluent in the students' mother tongues.
- ESOL classrooms can be multilingual.

#### Disadvantages of bilingualism:

- Some students become dependent on their L1, which hinders the development of their English skills.
- Some students may be unprepared for mainstream classes despite having achieved exit criteria.
- Some students become "trapped" in such programmes for years.
- The difficulty of recruiting skilled bilingual teachers.
- Classrooms cannot be multilingual.

#### Disadvantages of immersion:

- Student understanding of lesson-content and grammar may be lower than expected.
- Despite having passed exit exams, some students are insufficiently prepared for the monolingual classroom.

The present writer is aware from his experiences as an English language teacher, both in the English-as-a-foreign-language (EFL) context (teaching English to students in their home countries) as well as the English-as-a-second-language (ESL) context (teaching English to students who are studying in English speaking countries), that L1 use can be an effective and useful tool for building and enhancing mutual respect with students. This relationship-building aspect was explored by Reis (1996:1) who explained that carefully chosen L1 activities can be used by ESOL teachers to build excellent relationships with students and to improve classroom dynamics. He called L1 use a "powerful pedagogical instrument".

## 2.2 Monolingual and Multilingual Classes

ESOL teachers who use students' first languages in the classroom must take care to differentiate between monolingual and multilingual classroom situations. In monolingual classes all the students share the same first language, and in such classes teacher use of this first language does not exclude any students from understanding the teaching. But in the ESL context, classes are often multilingual (i.e. they include students from a range of countries, who do not share the same first language). Teachers who use the first language/s of any particular student in multilingual classes therefore need to be careful not to exclude other students who do not understand that language/s and need to develop strategies to ensure that all students feel included in classroom activities involving the use of other languages.

While many linguists and researchers have advocated the suitability and usefulness of L1 use with monolingual classes (Critchley 1999, Dash 2002, Macaro 2005), others such as Owen (2003) and Casey (2004) pointed out that L1 can be used successfully even with multilingual classes. Acknowledging the problems of using L1 with multilingual classes (teachers usually cannot speak the L1 of every student in the class, and care needs to be taken not to alienate any students), they pointed out strategies that can be very successful with multilingual classes. Owen (2003:7), for example, stated that that L1 can be:

“effectively used ... at all levels, by activities such as work in language-family groups, class discussion of students' L1 pragmatics and its similarity/differences with L2, various types of dictionary work and in multi-task activities in which, for example, a range of different L1 texts on a monographic issue (or news event, etc.) are taken from the net, translated and compared through class discussion”.

Casey outlined two further strategies: L1 writing for self-esteem and L1 poetry readings. Casey stated that these activities build respect of all the students of the various L1's in the classroom, help in increasing participation of shy or reluctant students and also increase the students' knowledge of the structures of several languages, all of which ultimately improve the students' English language ability.

The present writer has also found from experience that *bilingual support* can be useful in the ESL context in Auckland as quite a large number of language school classes are monolingual (often Chinese Mandarin, Japanese or Korean).

### **2.3 English Only and Cultural Imperialism**

Cook (2000) pointed out a danger of the *Immersion* or *Monolingual* approach that has significant and widespread implications. He stated that the "outlawing" of L1 use reflects the monolingual attitude of the English-speaking world, and has been used as a tool to gain political and economic advantage. He added that monolingual ESOL teachers have been privileged and local experts in many countries have been ignored or not given the status they deserve. Griffith (1994: 92) stated also that the *Monolingual* approach "reflects badly on the teacher and reinforces the suspicion that English teachers are afflicted with cultural arrogance".

Crystal (1997) expressed similar sentiments. He summarised the perceived dangers of the increasing influence of English using three main headings. The first was *linguistic complacency*. As English becomes more dominant, English speakers may not see the need to learn other languages, and may lose all interest in the study of other languages. English speakers will consequently be linguistically lazy and have less understanding of other cultures.

Crystal (1997:12) called the second danger *linguistic power*. Those who speak English as a native language may begin to regard themselves as a privileged and superior “elite monolingual linguistic class”.

*Linguistic death* is the third danger identified by Crystal. As English increases in significance in regions of the world, the languages of the region may be spoken by fewer and fewer speakers and eventually by no speakers at all. Crystal (1997: 13) pointed out that some English speakers see this as being inevitable and desirable, a kind of “survival of the fittest”. He viewed this attitude however, as being unacceptable and called it the “unpalatable face of linguistic imperialism” and “celebrating the success of one language over another”.

ESOL teachers who consciously or unconsciously hold the attitudes described above by Crystal are likely to offend their students and may cause the students to develop negative attitudes towards English. ESOL teachers who have learnt languages other than English will likely have a deeper understanding of these issues and therefore be more likely to teach ESOL classes with greater sensitivity and avoidance of linguistic imperialism. Nation (2003:7) expressed such sentiments when he stated: “Teachers need to show respect for the learners’ L1 and need to avoid doing things that make the L1 seem inferior to English”. Kumaravadivelu (2003:250) expanded on this idea by recommending that bilingual assistants in ESOL classrooms can provide “psychological and social support” for minority students, and can explain to students cultural differences that might otherwise seem confusing or offensive.

Canagarajah (1999) and Phillipson (1992) have maintained that millions of people have experienced the conflict of needing to become proficient in English for financial and social advancement, while not wanting to espouse the culture of the colonisers or abandon the language and culture of their own people. As

these people become more proficient in the English language and more influenced by western culture, they may believe that they have betrayed their own cultures and language.

ESOL teachers need to be aware of the resistance to the spread of English as a global language, and also to be aware of the link between the spread of English and the spread of western culture. While their students are likely to have a strong desire to become proficient in the English language, they may also experience some of the conflicts described by Canagarajah and Phillipson. This is particularly relevant to ESOL teachers working overseas in non-English speaking countries.

Experts in the field of cross-cultural communication have stressed the closeness of the link between language and culture. Friedrich (1989) showed how closely the two terms are related by creating the compound word "linguaculture". Agar (1991) argued too, that we cannot treat the two phenomena as separate entities, a viewpoint shared by Moran (2001:35) who stated: "Languages and cultures are clearly fused, one reflects the other".

Whorf (1939:443) stressed the role that language plays in our cultural suppositions and beliefs. He stated that our perceptions of reality are largely built upon the language habits of the group that we belong to, that "the language habits of our community predispose certain choices of interpretation". This linguistic relativity principle is subscribed to by Tomic (1999:5), who stated that in order to gain understanding of another culture we have to first "extricate ourselves from *the great I*". She explained that "the great I" is the totality of our cultural suppositions and beliefs. In the present writer's experience the greatest mistake people make when communicating with those from other cultures is to believe that their own culture is the default or even superior or more advanced culture. McGroarty (1993:1) stated: "Only cross-cultural efforts that require



ongoing mutual discovery and adaptation by both learners and teachers can provide the concrete guidance needed to insure that literacy instruction is culturally as well as linguistically compatible for all those involved". Such issues would clearly impinge on ESOL professionals' practice and effectiveness.

## **2.4 Perceptions of Students and Teachers**

Attitudes of students and teachers regarding the use of L1 in the ESOL classroom have been examined by a number of researchers. Janulevičienė and Kavaliauskienė (2000:1), for example, conducted a study of thirty-five teachers and 110 students in eastern European and Scandinavian countries. The first question of the questionnaire was: "*Should the native language be used in foreign language classes at university?*" The response was "overwhelming" - 86% of teachers and 83% of students answered "Yes". They concluded: "It seems that teachers and students are quite unanimous in their opinion on the importance of the L1 for teaching and learning a foreign language on a tertiary-level".

Janulevičienė and Kavaliauskienė (2000:1), added:

"the majority of teachers support the limited use of translation in the ESOL classroom and agree that L1 assists students in learning a foreign language. The prohibition or avoidance of the mother-tongue minimizes the effectiveness of its learning. Use of translation helps develop bilingualism due to learners' ability to recall appropriate word networks spontaneously. The fifth skill of being able to function fluently in two or more languages alternately is becoming an important part of learning a foreign language and needs promoting within the framework of a communicative language approach".

Schweers (1999), Critchley (1999) and Tang (2000) have reported similar findings. Critchley found that 91% of students surveyed in Japanese high school classes indicated a preference for some degree of bilingual support in English classes. Dash (2002) explained that a number of studies have shown that both Korean teachers and students prefer the use of some L1 in English classes. He conceded that this preference does not by itself justify the use of L1 in the classroom (the students and teachers could be perceived to be preferring an easier, more comfortable option) but it added weight to the growing argument that some form of bilingual support is necessary and beneficial.

Auerbach (1993) found that attitudes of ESOL teachers on this matter sometimes differ from those of their students. Auerbach surveyed teachers at a TESOL conference (TESOL is a North American organisation of Teachers of English to Speakers of Other Languages that according to Griffith (1994) is the largest English language teaching organization in the world). The question was "Do you believe that ESL students should be allowed to use their L1 in the ESL classroom?" (Auerbach 1993:1). 50% of the respondents answered "sometimes", 30% gave an "unqualified no" and only 20% gave an "unqualified yes". It was the view of Auerbach that while students overwhelmingly support the use of some L1 in the classroom, there is reluctance among many teachers to accept this.

Owen (2003:2) supported this finding of reluctance among ESOL teachers. He stated that there has been a reassessment in recent years of the value of L1 use and that it is now accepted as having merit, but that this has been more "within the realms of academic research and discussion than in the corridors and classrooms of our language schools". Owen would like to see the research findings backed up by practical application and more use of appropriate L1 support methods in language schools.

Harbord (1992) explained that the use of *immersion* or *English Only* methods often led to student resentment and incomprehension. He stated that many teachers who have tried to create an *English Only* classroom have discovered this. Johnson and Swain (1997) stated that many native speaker teachers are unaware of the “psycholinguistic burdens” of studying through a foreign language.

Such literature points to a voluble, growing consensus amongst researchers, linguists and students that the use of L1 is of significant value in the ESOL classroom. However, it seems these findings and recommendations have not yet found wide acceptance among ESOL teachers, and monolingual methods are widely used. Why then has there been such reluctance among ESOL teachers?

One reason may be that many ESOL teachers are monolingual. If these teachers accept the findings of the research then they concede that learning additional languages could help make them more effective at their jobs. Consequently many ESOL teachers may prefer the monolingual approach as it is a safer, more comfortable, easier option for them. The researcher has noticed this trend in language schools in New Zealand and overseas. For example many ESOL teachers who lived in countries such as Japan or Korea for up to a decade have not made the effort to learn more than a handful of Japanese or Korean words. Similarly many Auckland-based ESOL teachers who have taught classes of predominately Chinese-Mandarin speaking students for many years, have not learnt more than the basic greetings in this language. In the researcher’s opinion by not making the effort to learn more about their students’ native languages, these teachers miss out on valuable pedagogical as well as relationship-building opportunities. This study aims to probe and investigate this general teacher reluctance.

## 2.5 Perceptions of Language School Managers

It is thought to be relevant to examine the attitudes of language school managers to this topic. Because of the influential positions they hold in language schools, ESOL managers could support a culture of respect for native-languages of students with the appropriate use of L1 in the ESOL classroom. Little research however, has been conducted examining the attitudes of ESOL managers on this issue, or, in fact, regarding their attitudes to any language teaching issues. Walker (1999:21) states, for example, that: "the TESOL education management context appears to have been virtually ignored by researchers" and White, Martin and Stimson, et al. (1991) stated there has been a "gap" in literature about ESOL management.

Very few studies on ESOL management have, in fact been published. The ELT Manager's Handbook (Impey and Underhill, 1994) provides comprehensive advice about successful language school management but doesn't examine the *English Only* debate other than to recommend that teachers need advice about different teaching strategies for monolingual and multilingual classes. In Management in English Language Teaching, White, Martin and Stimson, et al, (1994) stressed the importance of the culture and attitudes of language teaching organizations, as well as the relationships between teachers and students, but did not touch on the *English Only* debate.

A further study by Rivers (1992:297) briefly discussed perceptions of managers of language departments of universities, stating that language programme directors and coordinators need "training in studying other cultures" as well as research into foreign language acquisition, bilingualism and multiculturalism. She explained that more professional development needs to be arranged in this area as well as more discussion between teachers, programme directors and coordinators.

As the English language-teaching industry worldwide continues to grow, it is likely that ESOL managers will become the focus of more research projects. This study aims to contribute to this under-examined area of research.

## **2.6 Policies of ESOL Organisations and Teacher Training Programmes**

It has been established above that while many linguists and language-teaching experts support the use of L1 in the ESOL classroom for a variety of pedagogical reasons, many ESOL teachers have not put into practice these recommendations. The reasons for this may be the teachers' own lack of ability in the native-languages of their students, related also to a reluctance generally to learn additional languages.

It is therefore worthwhile to examine whether ESOL organizations and teacher-training programmes have taken these factors into account and made efforts to improve the foreign language skills of teachers. There is evidence of some awareness in training organizations of the importance of this issue. Kreidler (1986), for example, pointed out that in 1975 the TESOL Organisation adopted guidelines for the training of ESOL teachers that incorporated the learning of another language, its linguistic structure and cultural system, as well as the general topic of language in culture. The present writer is aware from personal participation in the Cambridge CELTA Programme (Certificate of English Language Teaching to Adults - according to Griffith (1994) the most recognized and respected certificate-level English language teaching qualification in the world) that lessons in a foreign language are included in the course. Course instructors inform trainee teachers that one reason for this training is to enable ESOL teachers to empathize with the difficulties that ESOL learners face whilst learning English.

Kriedler (1986) pointed out that six US states require the learning of a second language as a component of ESOL teacher certification and Antunez (2002:1) noted that American researchers and educators have agreed that ESOL teachers need training in "respect for and incorporation of student's first language in instruction" and "role of first language and culture in learning". He added that several American organizations such as TESOL, NBPTS (National Board for Professional Teaching Standards) and CREDE (Centre for Research on Education, Diversity and Excellence) have developed standards calling for ESOL teachers to have proficiency in at least two languages.

Despite the above evidence of principles advocated and measures taken by teacher training organizations, Auerbach (1993), Gonzalez (2000) and Dash (2002) have referred to certain problems. Auerbach (1993:1) explained that in 1987 the TESOL Organisation adopted a "language rights resolution" supporting "measures which protect the rights of all individuals to preserve and foster their linguistic and cultural origins". He alluded to the fact, however, that while this appeared to be a strong statement opposing linguistic and cultural imperialism, many ESOL educators "support and have organizational ties to the English Only movement" and that the TESOL organization sometimes published articles encouraging the use of L1 only in the classroom. One article explained a "fines system" where the teacher would fine students 25 cents for use of the mother-tongue in the classroom. The present writer has seen such a system in operation at more than one language school in Auckland. Auerbach (1993:1) stated that many ESOL educators oppose *English Only* methods at "policy level" but at the same time insist on using monolingual methods "within the confines of the ESL classroom".

According to Gonzalez (2000:1), historically there has been a "disjuncture between language and culture" in preparation programmes for ESOL teachers.

He explained that second language teacher-education programmes have been “plagued” by “failure to see the interconnectedness between first and second languages and cultures” and he stated that second language teachers “should be aware of the variety of world-views espoused by the participants in the target culture and the native culture, and of the need to view both cultures from a number of perspectives”. In the same vein Dash (2002) noted that ESOL teacher-training, competency, curriculum and assessment needed to be holistically examined to consider the implications of EO (English Only) policies.

## **2.7 The Impact of The Non-Native Speaker ESOL Teacher**

The impact and perspectives that the non-native speaker ESOL teacher brings to the *English Only* debate also cannot be ignored because, according to Richards (1997), the majority of ESOL teachers worldwide are non-native speakers of English. Such teachers have fluency in their mother-tongue as well as fluency in English, which is their second, or perhaps third language. These teachers have the language skills and experience to offer ESOL students *bilingual support* and to guide appropriate use of L1 as a learning strategy.

Braine (1999) has pointed out that the role and place of non-native speaker teachers in the ESOL industry has been debated ever since English began to be widely taught internationally. According to Llurda (2005) and Rajagopalan (2005) such teachers have often been made to feel inferior, or second-class, whereas in fact they have a tremendous wealth of knowledge and experience to offer the profession. Auerbach (1993) stated that although such teachers may not be as proficient in English as native-speakers, they can become almost as proficient, and will have other qualities that may result in their being effective ESOL teachers. For example, they will have empathy with the needs of the students, having learnt English as a second language themselves. Secondly, their cultural

knowledge of the students' educational backgrounds can help them choose appropriate and effective learning experiences. Thirdly, they can function as powerful and effective role-models of second language learners who have reached high levels of proficiency in the English language - a living example to their students of what can be achieved.

The present writer is aware from his own experiences in management positions at Auckland language schools that the above issue has often been controversial, if unarticulated. Some Auckland language schools are reluctant to hire non-native speaker ESOL teachers, whereas others have significant numbers of non-native speaker ESOL teachers among their staff. Managers of the latter-mentioned group regard non-native speakers as having valuable bilingual ability and English language teaching skills to pass on to the students, whereas members of the former group tend to believe that non-native speakers do not have enough proficiency in English to function as effective ESOL teachers, or perhaps these managers fear dissatisfaction amongst students if teachers are non-native speakers. This study will further probe the attitudes of managers of Auckland language schools on this issue and how this affects the *English Only* debate.

## **2.8 From a New Zealand Perspective**

This debate needs to be framed in a New Zealand, and specifically an Auckland, context, as this will be the location of the research. A working party appointed by the New Zealand Minister of Education in 1976 stated that little research had been conducted on second language learning generally in New Zealand, and called for more research projects to be undertaken. (Report of the Working Party Appointed by the Minister of Education 1976). This paper recommended specifically that native-speaking assistants with an immigrant language as an L1



be used in ESOL classes and that English be introduced to immigrant children gradually by bilingual teachers.

These recommendations show that even some thirty years ago there had been recognition at policy level in New Zealand of the value of bilingual teachers and of L1 use in the classroom, which differed significantly from the policies of British education authorities (Macaro, 2005) who strongly discouraged these practices.

Following the 1976 study, it would seem little further research was conducted until much more recently. In 2001 a study by Watts, White and Trlin investigated provision of ESOL courses to adults in educational institutions and training establishments in New Zealand. Teachers were surveyed about a number of issues relating to the employment of ESOL staff. The general pattern was found to exist where non-native speaker bilingual teachers were employed to teach beginner levels whilst native-speaker teachers were used at more advanced levels. These findings are in line with the recommendations of the 1976 report and indicate that appreciation of the value of L1 use and *bilingual support* in ESOL classrooms extends beyond policy level in New Zealand and has been put into practical application in some institutions.

This study will probe to what extent Auckland language-school teachers and managers support the recommendations of policy-makers and experts regarding this important issue.

### **3.0 The Specific Research Questions and their Importance**

The purpose of the English language school industry in New Zealand is to improve the English language skills of the clients, who are students from non-English speaking backgrounds. The training and skills of ESOL teachers is a vital factor in ensuring that high quality service is delivered, as is their knowledge of relevant theoretical issues and how these influence methods and approaches that are used in the classroom.

Having been involved in the ESOL and English language school industries in New Zealand, Asia, England and South Africa for a number of years as teacher, administrator, manager, marketer and school principal, the researcher is aware that a significant percentage of ESOL teachers are monolingual.

In discussions with ESOL teachers over the years, the researcher has discovered that some of them do not believe it necessary or useful for them to learn languages other than English. An example of this is the large number of ESOL teachers the researcher has met, who have lived in countries such as Japan or South Korea for a number of years, who have not deemed it necessary to learn the local languages other than to memorise a few words or basic greetings. The researcher finds it unusual that professionals who have devoted large portions of their working lives to the teaching of a language, and who often hold expert knowledge about the language acquisition process, have not made any effort to learn second languages themselves. In this connection, for example, Rinvolucri (2004:1) thus maintained that many EFL teachers are “powerful supporters of the Direct method” because this “exonerates them from any blame in failing to learn their students’ language”.

This is the background to the present investigation whose basic questions concern:

**Are ESOL teachers and language school managers in Auckland aware of potential benefits of teacher bilingualism?**

**Are they aware of implications of the *English Only* debate?**

In addressing these questions, it is hypothesized that teachers of English to speakers of other languages are likely to have an effective understanding of the language acquisition process if they have learnt second or additional languages themselves. They are also thought to be likely to have a deeper empathy for the difficulties that students face in learning second or additional languages if they have undergone the process themselves. Because languages and cultures are so closely linked (Agar 1991; Friedrich 1989; Whorf 1939), teachers who have learnt foreign languages are thought to be likely to have greater understanding of the cultures of international students, the expectations that they bring to the classroom and the difficulties that they face in adapting to life in an English speaking country.

The research questions have been experientially suggested, too, by the monolingual nature of some Auckland language schools. The researcher knows of several schools that contain monolingual classes (usually Japanese, Chinese or Korean) where *bilingual* rather than *English Only* methods may be considered an option, especially in the lower level classes such as Beginner, Elementary and Pre-intermediate. Yet in the researcher's discussions with many language school teachers and managers, most seemed strongly opposed to the use of languages other than English in the classroom. Further, whereas the issue of *English Only* versus *bilingual* methods has been hotly debated in language teaching circles - where, increasingly, influential linguists and language teaching experts have

advocated the usefulness of *bilingual* methods - discussions with ESOL teachers and managers in Auckland have revealed minimal awareness of this trend.

The present study thus seeks to investigate beyond the impressionistic level whether ESOL teachers in Auckland believe it useful or necessary for them to have abilities in languages other than English and whether they believe it appropriate to use these languages in the ESOL classroom. It also investigates whether managers of English language schools in Auckland think it useful or necessary for their teachers to have second or additional language skills and whether they think it is appropriate for the teachers to use these languages in the ESOL classroom.

The study also considers in these groups the implications that this may have for the industry, considering the significant number of monolingual classes that form part of the Auckland English language school community.

Results will further provide information to Auckland language school teachers and managers as to possible improvements that can be made in the methodology, training, professional development and recruitment of ESOL teachers. Finally, through feedback of results to the groups consulted an increased awareness of the implications of these issues may hopefully lead to improved service and enhance the reputation of the industry both in New Zealand and abroad.

### **3.1 Limitations of the Study**

The questions for this study had to be carefully worded and composed. The researcher's concern was that teachers and managers might return answers indicating that they are aware and concerned about these issues, when in practice they may not be. This danger of support at policy level but a lack of application in the classroom has been identified by Owen (2003) and Auerbach (1993).

Due to the researcher's considerable experience in the ESOL and English language school industries, the researcher has theories and ideas about the phenomena that could not be allowed to dominate the study. The researcher needed to reflect on his own ideas and theories and test whether they were valid, but at the same time remain open to any new phenomena or information that were uncovered, especially in cases where information contradicted any thoughts or theories the researcher previously held. (See below section 4.4.)

## **4.0 Design and Methodology**

### **4.1 Overall Approach and Rationale**

This study is a piece of participant or insider or 'action' research which has arisen as a result of the researcher's day-to-day involvement in the English language school and tertiary education industries in Auckland, simultaneously as ESOL teacher, manager, marketer and school principal.

The study involves both qualitative and quantitative methods. The qualitative data are intended to give the study depth and the quantitative data to give the study range. Qualitative methods were used to investigate the value and meaning that teachers and managers place on having skills in foreign languages, and how they value and interpret the advantages and disadvantages of *bilingual* versus *English Only* teaching methods. Quantitative methods were used to collect statistics about teacher language skills, first language composition of students in the institutions and teacher and manager attitudes about these issues.

The qualitative data were interpreted according to the principles of Dilthey's Hermeneutics - the study of meaning and how people interpret phenomena. The research process was cyclical, alternating between data collection, data interpretation and critical reflection.

### **4.2 Sampling and Recruitment Methods**

The basic tools of this research were two written surveys, one for ESOL teachers and one for language school managers. The ESOL teacher questionnaire

consisted of nineteen questions (3 pages) and the manager questionnaire consisted of twenty-one questions (3 pages), (see appendices 1 and 2).

Both questionnaires contained two sections. Section A probed respondents' attitudes about the topic while section B requested background information about the respondents' qualifications, teaching experience and management experience. Section A consisted of questions requiring responses to be indicated on a 5-point Likert scale (ranging from *strongly agree* to *strongly disagree*), as well as *yes-no* questions and questions requiring open-ended answers. Section B consisted mainly of *yes-no questions* and questions requiring participants to list information.

The questionnaires probed teachers about their abilities in languages other than English, as well as their perceptions of the usefulness of having such skills. They were also questioned about their knowledge of, and attitudes toward *bilingual* and *English Only* teaching methods. Managers' awareness of the second or additional language skills of their teaching staff was probed as well as the value that they place on teaching staff having such skills. They were further questioned about their awareness of the *bilingual* vs. *English Only* teaching methods debate, and their attitudes to these two strategies.

From a list of private training establishments downloaded at the New Zealand Qualifications Authority (NZQA) website it was ascertained that there were approximately 80 registered English language schools in the greater Auckland region. Questionnaires were distributed to managers at twenty of these schools, ensuring a fairly representative sample of 25%. The managers were asked to distribute teacher questionnaires to three of the teachers working at their institutions (a total of sixty teachers.)

The 20 schools from which the ESOL managers and teachers were selected were chosen from an alphabetical list of NZQA registered institutes (downloaded at <http://www.nzqa.govt.nz>). Every 4th school on the list was chosen, beginning at school no.1. Managers were telephoned in May 2005 and if they agreed to participate, surveys were posted or emailed to them. Where a manager was unwilling or unable to participate, another school was selected from the list (this time every fifth school on the list). Follow-up telephone calls and emails were made to the managers to encourage full and quick responses to the questionnaires. Questionnaires were returned by post or in person when the researcher visited the schools.

By early July 2005, more than 90% of the required number of surveys had been returned and further surveys were distributed to make up the shortfall. By late July the required number of sixty teacher surveys and twenty manager surveys had been returned. (The response rate was most pleasing, it is presumed the small gift of a chocolate bar for each respondent as well as follow up emails and telephone calls assisted in attaining this, although generally respondents demonstrated a high level of interest in the project).

#### **4.3 Data Analysis**

The quantitative data (Likert scale and Yes/No answers) were sorted and displayed in table format. The tables were analysed and examined for trends and patterns. The qualitative data were read through to gain an initial impression of the information, then read repeatedly, in order to find common themes, patterns and trends. Triangulation of data was sought between the quantitative and qualitative data, as well as by comparison of the answers of the teacher questionnaires with the answers of the manager questionnaires.



#### 4.4 Measures to Enhance Trustworthiness, Reliability and Validity

Since all valid research must conform to canons of quality (Marshall and Rossman, 1999), several measures were taken to ensure that the research was trustworthy and credible.

The researcher had preconceived ideas about the benefits of ESOL teachers learning additional languages, and the advantages and disadvantages of *English Only* and *bilingual* methods, that could not be allowed to dominate or bias the study.

Before beginning the data collection, the researcher wrote down his preconceptions and opinions about the topic in detail. A respected colleague (an experienced language school manager who was not otherwise involved in the study) was asked to read the information and offer opinions about the researcher's preconceptions. The colleague was asked to offer her views firstly about the researcher's preconceptions and secondly about how she believed these might influence the study.

The colleague was asked to play an ongoing monitoring and quality control role in the research process, to act as a "devil's advocate" (Marshall and Rossman, 1999) and to challenge and respond to the research as it developed. This person had no direct interest in the study other than to assist with quality control. This role was carefully explained to the colleague before the study commenced.

The researcher followed the four constructs of Lincoln and Guba (1985) to further ensure the trustworthiness of the study. The first construct is *credibility*. Lincoln and Guba state that the subject has to be accurately identified and defined. It was made a requirement that the ESOL teachers all had to have been employed at language schools in Auckland for a minimum period of six months.

Requirements or restraints were not placed upon the qualifications of the teachers but they were asked about their qualifications to determine whether they had an influence on the outcome of the study. Similarly it was made a requirement that the language school managers had to have been working in senior management positions in English language schools in Auckland for a minimum period of six months.

A further factor to be considered was that titles of language school managers tend to vary from institution to institution. A range of management positions and titles exist such as: Principal; Director; Director of Studies; Academic Dean and Academic Manager. These managers perform different roles from school to school. Furthermore some institutions have only one academic manager whereas others have several. The researcher had to take measures to ensure that managers holding similar levels of responsibility were selected, from institution to institution. It was specified that the manager who had overall responsibility for teacher recruitment and curriculum implementation should be the person who completed the questionnaire.

The second construct that Lincoln and Guba mention is *transferability*. It was the researcher's intention that the data that was gathered and the conclusions that were drawn be applicable not only to the participating group of teachers and managers, but to Auckland language school teachers and managers as a whole. One way of ensuring transferability is random selection (see above section 4.2); another is *triangulation* or the use of more than one source of data to bear on a particular point (Marshall and Rossman, 1999). Here data obtained from the manager questionnaires was compared with data gathered from the teacher questionnaires to see if the data was similar and if it pointed to similar or the same conclusions.

The third construct that Lincoln and Guba mention is *dependability*. The

researcher needed to be aware of any changing conditions in the phenomena chosen for study i.e. the attitudes of the teachers and managers. The researcher also had to be aware of the need to change the design of the study if necessary, as a more refined understanding of the phenomena was developed.

***Confirmability*** is the final construct mentioned by Lincoln and Guba. Confirmability involves the findings of one study being confirmed by the findings of another. There have been other studies and articles about attitudes to teacher bilingualism and *bilingual support* in the ESOL classroom (see above section 2.1). The researcher carefully read these studies to gain information about the conclusions that were drawn to determine whether any of the conclusions were consistent with those found in this study. Care had to be taken not to allow this study to be biased or unreasonably influenced by the conclusions of other studies.

Lastly, the researcher followed the advice of Marshall and Rossman (1999) by building in time to search for negative instances i.e. data which may contradict the overall findings, and checking and rechecking of data for possible alternative explanations.

#### **4.5 Ethical and Legal Considerations**

As a manager at a tertiary institution, who was seeking cooperation and participation from staff members of competitor institutions, the researcher had to ensure that his own interest in the study was strictly limited to the intended purpose, and not to gain insider information about competitor institutions. The researcher's behaviour in this regard had to be completely ethical and he had to reflect upon this consideration from time to time during the study. The researcher was aware that some of the respondents, managers of other

language schools in particular, might be suspicious of the motives of the researcher and the study. The motives therefore had to be clearly stated on the information sheet and the participants needed to be assured of the purpose of the study. Ethics Approval for this project was obtained from AUTECH on 6 April 2004 (03/170): see appendix 5.

#### **4.6 Consent**

All participants (teachers and managers) were asked to complete consent forms. The consent forms stressed that the identity of participants and institutions would be kept confidential and the names of participants and institutions would not be used in the research report. Participants could withdraw from the study at any time (see appendix 4).

#### **4.7 Information Provided to Participants and Debriefing**

All respondents were informed that they would be provided with a written summary of the results of this research, unless they indicated on the consent form that they did not want to receive the summary. It is hoped that the findings of the study will provide useful professional knowledge to the participants, all of whom have given of their own valuable time to participate (see appendix 3).

## 5.0 Discussion of Results

### 5.1 Informant Background/Profile (see appendices 1 and 2)

The questions in section B probed informants about their work experience, professional qualifications and the nature of the institutions in which they worked. The answers in this section provide important background information about the informants and constitute the context of the study.

#### 5.1.1 Language School Managers' Profile (see appendix 1)

Question 1 asked managers to name their current job titles. Results are summarized below in table 5.1.

**Table 5.1**

**Manager Job Titles (n =20)**

|                       |    |
|-----------------------|----|
| Director of Studies   | 11 |
| Principal             | 3  |
| Manager/Admin Manager | 2  |
| Programme Manager     | 1  |
| Director              | 1  |
| Senior Teacher        | 1  |
| Dean                  | 1  |

As can be seen from this, the majority of participants held the title *Director of Studies* and a wide range of other titles existed (n=6).

Question 2 asked managers how long they had been working in management positions in language schools (at their current institution and other institutions).

**Table 5.2**

**Language School Management Experience** (n=20 managers)

|                          |             |
|--------------------------|-------------|
| <b>10 + years</b>        | 4 managers  |
| <b>5 – 10 years</b>      | 4 managers  |
| <b>2 – 4 years</b>       | 10 managers |
| <b>Less than 2 years</b> | 2 managers  |

From table 5.2 it is evident that the 40% of managers were 'experienced' in that they had accumulated at least five years in the job; 60% could be described as moderately experienced or relatively experienced.

Question 3 asked managers if they had skills in languages other than English. All twenty managers reported that they had skills in at least one other language.

Question 4 asked the managers to name the languages in which they had skills, and to indicate their levels of ability in those languages.

Figure 5.1

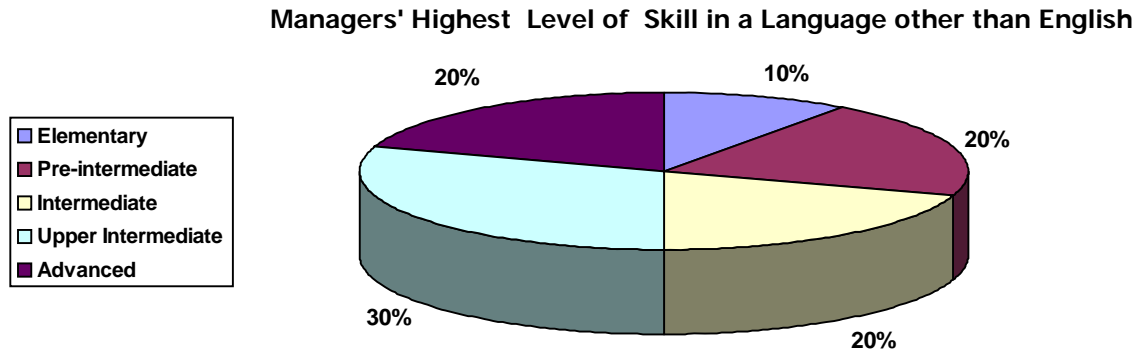


Table 5.3

**Number of Languages in which Managers were Proficient to at Least Intermediate Level (n = 20 managers)**

|             |            |
|-------------|------------|
| 5 languages | 1 manager  |
| 4 languages | 1 manager  |
| 3 languages | 1 manager  |
| 2 languages | 3 managers |
| 1 language  | 8 managers |
| 0 languages | 6 managers |

From the two data-sets above it is clear that generally the participating managers are quite a highly skilled group linguistically. Only six of the managers reported skills at pre-intermediate level or lower, whereas fourteen managers reported skills at intermediate level or higher, and five of these fourteen had skills in at least *two* languages at intermediate level or higher. One manager had skills in five languages at intermediate level or higher.

Question 5 asked managers if they had taught or managed in schools in non-English speaking countries. Fourteen of the twenty managers (70%) responded

positively, so that the group of managers surveyed had considerable overseas language school experience and were therefore likely to be a rich source of data for the project.

Question 6 asked managers if they had managed or taught single-nationality (monolingual) classes in New Zealand. Eleven of the managers (55%) reported that they had. The reason for this question was to determine whether the subjects had managed or taught under classroom conditions in New Zealand, which might be appropriate and suitable for the use of *bilingual support* methods.

#### 5.1.2 ESOL Teachers' Profile (see appendix 2)

Question 1 asked the teachers how many years ESOL teaching experience they had.

**Table 5.4**

**Teachers' Full-time ESOL Teaching Experience (n = 60 teachers)**

|                          |             |
|--------------------------|-------------|
| <b>20 + years</b>        | 3 teachers  |
| <b>10 -19 years</b>      | 13 teachers |
| <b>5 – 9 years</b>       | 17 teachers |
| <b>2 – 4 years</b>       | 25 teachers |
| <b>Less than 2 years</b> | 2 teachers  |

From table 5.4 it is clear that the majority of teachers (55%) were 'experienced' in that they had at least five years full-time experience as ESOL teachers. Some 45% could be described as relatively new to the profession. The researcher had specifically asked managers to distribute surveys to teachers with a mixed range



of experience, not just the most experienced teachers. Provided that the managers had followed these instructions, this data indicates that generally, Auckland language schools are staffed by teachers with considerable experience.

Question 2 next asked teachers to name their professional qualifications.

**Table 5.5**

**Teachers' Highest Level of Qualification (n=60)**

|                                      |    |
|--------------------------------------|----|
| Masters degree in Linguistics/ TESOL | 7  |
| Diploma in TESOL                     | 12 |
| Certificate in TESOL                 | 36 |
| No TESOL qualifications              | 5  |

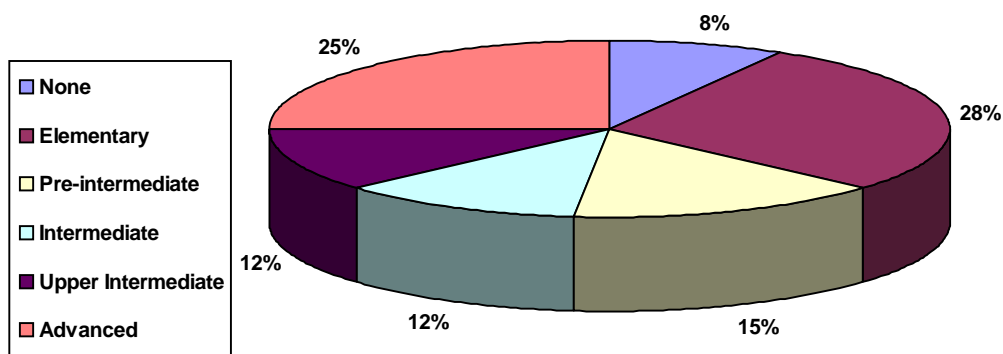
Nearly a third of teachers were relatively highly qualified with specialist qualifications at Diploma or Masters level. Seven of the sixty teachers, or 12%, held Masters in Applied Linguistics/TESOL. Thirty-six, or 60%, of the teachers' highest-level ESOL qualifications were certificates - usually the *Cambridge/RSA CELTA* (Certificate of English Language Teaching to Adults). Many of these certificate graduates also held bachelors or masters degrees in other disciplines. Five teachers held no formal ESOL qualifications, although all of these five held degrees or diplomas in other disciplines. Thus, generally, the group could be fairly described as well qualified for the teaching of ESOL.

Questions 3 and 4 asked teachers whether they had skills in languages other than English, and to name the languages and indicate their levels of ability in those languages. Figure 5.2 and Table 5.6 below summarise the data. Only five

or 8%, of the teachers had no language skills other than English. Twenty-eight of the sixty teachers (47%) had skills in another language to at least intermediate level. Thirteen of the teachers had skills to intermediate level in at least two languages. Fifteen (25%) had skills in another language to advanced level. This data indicates that Auckland language school teachers have quite high skill levels in languages other than English, and the participating group were clearly appropriate for the present study's purposes.

**Figure 5.2**

**Teachers' Highest Skill Level of in a Language other than English**



**Table 5.6**

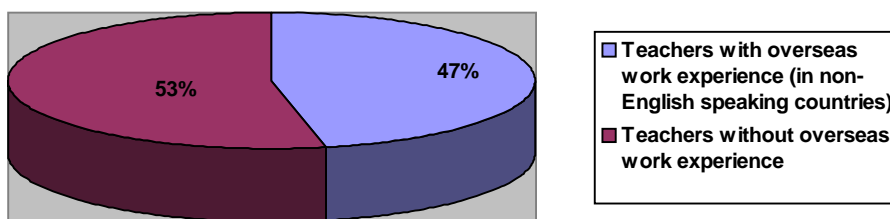
**Number of Languages in which Teachers were Proficient to at Least Intermediate Level (n = 60 teachers)**

|             |             |
|-------------|-------------|
| 4 languages | 2 teachers  |
| 3 languages | 4 teachers  |
| 2 languages | 7 teachers  |
| 1 language  | 16 teachers |
| 0 language  | 31 teachers |

Question 5 asked the teachers whether they had taught in non-English speaking countries. Twenty-eight of the sixty teachers (47%) responded in the affirmative (see figure 5.3 below). The group surveyed thus consisted of an approximately equal split between those who had taught overseas and those who had not. Interestingly, quite a few of the teachers who had overseas teaching experience in non-English speaking countries had ability in another language at only elementary level (or lower). This would indicate that these teachers had relied on *English only* or *Direct* methods when teaching overseas.

**Figure 5.3**

**Teachers' Overseas Work Experience**



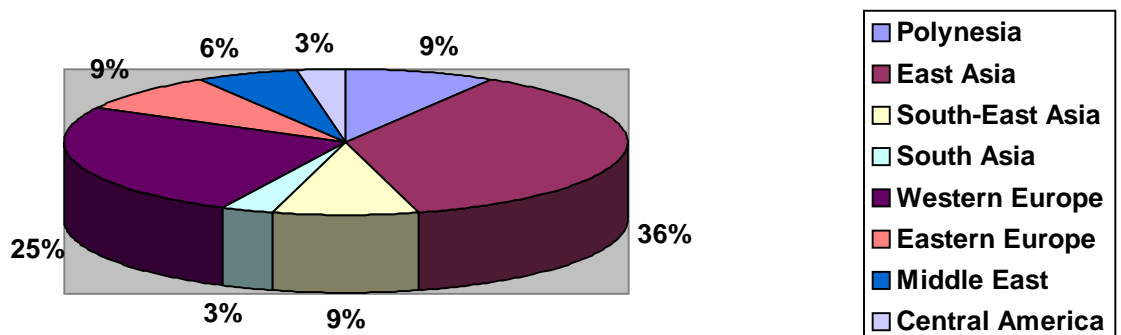
Question 6 asked the teachers who had taught overseas to name the countries in which they had taught, and the duration of the overseas teaching. The range of countries that the teachers had worked in was very wide indeed, and included the following regions: Polynesia; East Asia; South-East Asia; South Asia; the Middle East; Western Europe; Eastern Europe and Central America (see figure 5.4 below). Seven of the teachers had taught in two overseas countries and one had taught in three. The average length of overseas teaching experience was 3.3 years, suggesting that as a group their international, professional exposure was quite significant.

Notably, one teacher who had taught in Japan for 5 years could speak Japanese at only elementary level. Another who had lived in Japan for 5 years (but had only taught ESOL for one of these five years) was proficient only to elementary level, as was another who had taught in Japan for 2 years. One teacher who had taught in Yemen for 9 years could speak no Arabic whatsoever, and another who had taught in Brunei for two years could not speak the local language. These teachers had relied on *English Only* or *Direct* methods even when teaching monolingual classes.

The above-mentioned situations, however, were exceptions. Most of the teachers who had taught overseas for 2 or more years reported that they had developed proficiency to at least pre-intermediate level in the native language/s of the countries in which they had taught.

**Figure 5.4**

**Regions in which Teachers had Taught**



Question 7 asked teachers whether they had taught single nationality (monolingual) classes overseas. The reason for this question was to determine whether the overseas ESOL teaching experience had been with monolingual

classes or multilingual classes (such as exist in international schools). All twenty-eight teachers who had taught ESOL overseas had taught monolingual classes.

Question 8 asked teachers whether they had taught monolingual classes in New Zealand. Thirty-six of the sixty teachers (60%) had, and twenty-four had not. The reason for this question was to determine whether the subjects had taught under classroom conditions in New Zealand, which might be appropriate and suitable for the use of *bilingual support* methods.

### 5.1.3 Institution Profile (from manager survey: see appendix 1)

Questions 7 and 8 of Section B requested information about the student composition of the institutions, which was important information for the context of the study.

Question 7 asked managers to report the number of students studying English language at their institutions. Table 5.7 below shows that just over half of the schools catered for less than 100 students while the remaining schools enrolled between 100 and 500. Thus school size is likely to be representative in that it indicates a good spread of both relatively small and large organizations.

**Table 5.7**

**Number of ESOL Students at the Institutions** (n=20 schools)

|                        |            |
|------------------------|------------|
| 1-100 students         | 11 schools |
| 100-500 students       | 9 schools  |
| More than 500 students | 0          |

This finding confirms the drop-off in student numbers at Auckland language schools (see above section 1.0). The researcher is aware, for example, that in 2001 and 2002 several Auckland language schools had student rolls in excess of 500, but of the 20 schools participating in this survey (several of which are large, established and reputable schools), none had student rolls in excess of 500, and 55% had student rolls of not greater than 100, at the time of the survey (the survey was administered from May-June 2005).

Question 8 asked managers to identify the first-language composition of their students. This question has high relevance for the possibility of *bilingual support*. Managers reported a wide range of first languages spoken by students including: Arabic; Chinese Cantonese; Chinese Mandarin; French; German; Indonesian; Japanese; Korean; Portuguese; Russian; Spanish; Thai and Vietnamese. It was noticeable that several schools had large percentages of Japanese, Chinese Mandarin, Chinese Cantonese and Korean speakers.

**Table 5.8**

**Number of Schools Reporting Particular Percentage of Students Sharing the Same L1 (n=20)**

| Percentage of students sharing an L1 | Number of schools |
|--------------------------------------|-------------------|
| 80-100%                              | 2                 |
| 50-80%                               | 4                 |
| 25-50%                               | 10                |
| 1-25%                                | 4                 |

From tables 5.8 it is evident that two schools comprised at least 80% of students sharing the same L1, and four schools comprised at least 50% of students

sharing the same L1. It is thus likely that from time to time these institutions include, or could include, monolingual classes.

The remaining fourteen schools comprised less than 50% of students sharing the same L1. It can be surmised that these fourteen institutions were less likely to include monolingual classes than the six institutions that contained higher percentages of students sharing an L1. A further point to be considered is the timing of the survey. The survey was administered in May and June 2005, and so is indicative of the usual, yearly L1 compositions of the schools. Surveys administered in July, August, December or January can be influenced by influxes of short-term holiday groups from individual countries, which can swell the percentage of any particular nationality or linguistic group. Several teachers made reference to this in the survey.

#### **5.1.4 Institution Profile (from teacher survey: see appendix 2)**

Finally, question 11 asked teachers to identify whether there were any monolingual classes in their current institutions.

Eleven teachers indicated that there were monolingual classes at their institutions and a further four answered that there were at certain times of the year. Three teachers did not answer this question, and thirty-two answered no. Thus the combined total of schools reported by staff as containing monolingual classes at some part of the academic year was 15 (25%).

## 5.2 Informant Perceptions

### 5.2.1 Perceptions of Language School Managers (See appendix 1)

Question 1 asked the 20 managers whether they thought it important that ESOL teachers have skills in languages other than English.

**Table 5.9**

**Manager Opinion on Importance of Teachers Having Skills in Other Languages (n=20)**

| Agree/Strongly Agree | Neither Agree or Disagree | Disagree/Strongly Disagree |
|----------------------|---------------------------|----------------------------|
| 12                   | 7                         | 1                          |

Twelve managers, or 60%, believed it important for ESOL teachers to have skills in languages other than English and only one manager believed it not important, while some 35% were not persuaded one way or the other. In general it is clear that nearly two out of three managers see value in teachers having skills in other languages.

Questions 2-4 asked managers whether they thought that ESOL teachers who had learnt other languages were likely to have: greater understanding of the language acquisition process; greater understanding of other cultures; and greater understanding of the problems that overseas students face in adapting to life in New Zealand.



**Table 5.10**

**Perceptions of Managers Regarding Impact of Teacher Foreign Language Skills on Aspects of Teacher Empathy (n=20)**

|   | <b>Agree/Strongly Agree</b> | <b>Neither Agree or Disagree</b> | <b>Disagree/Strongly Disagree</b> |
|---|-----------------------------|----------------------------------|-----------------------------------|
| I think that ESOL teachers who have learnt other languages are likely to have greater understanding of the language acquisition process.  | 16                          | 4                                | 0                                 |
| I think that ESOL teachers who have learnt other languages are likely to have greater understanding of other cultures.  | 13                          | 4                                | 3                                 |
| I think that ESOL teachers who have learnt other languages are likely to have greater understanding of the problems international students face in adapting to life in New Zealand. | 8                           | 3                                | 9                                 |

Sixteen, or 80%, of the twenty managers believe that teachers who have learnt other languages were likely to have greater understanding of the language acquisition process. Thirteen, or 65%, believed that teachers who had learnt other languages were likely to have greater understanding of other cultures and only eight, or 40%, believe that teachers who had learnt other languages were likely to have greater understanding of the problems that international students faced in adapting to life in New Zealand. Overall managers believe that the learning of foreign language skills by teachers increases their insight into language learning generally (4 out of 5 managers). Two out of three managers

agree that second language learning (SLL) affects positively cross-cultural empathy while only two out of five managers view SLL as influencing teachers' empathy for students' social adaptation problems.

Question 5 expanded on questions 2-4 by asking whether managers believed that ESOL teachers who had learnt other languages were likely to be better teachers than those who had not.

**Table 5.11**

**Perceptions of Managers Regarding Influence of Foreign Language Skills on Overall Teaching Ability (n=20)**

|  | Agree/Strongly Agree | Neither Agree or Disagree | Disagree/Strongly Disagree |
|--|----------------------|---------------------------|----------------------------|
| I think that ESOL teachers who have learnt other languages are likely to be better teachers than those who have not. | 6                    | 9                         | 5                          |

From table 5.11 it is clear that around half of respondents were neutral in relation to the question, while the remainder was about evenly split. Thus, although the managers indicated in the previous questions that they thought it advantageous for ESOL teachers to learn other languages, they did not see this as an all-important factor in determining teacher quality. It would appear therefore that the managers believe that cultural and linguistic knowledge and empathy would not necessarily impinge on teaching ability.

Question 6 expanded on question 5 by asking whether managers considered the foreign language skills of ESOL teachers to be an advantage when hiring staff.

**Table 5.12**

**Manager Attitudes to Hiring Bilingual Staff (n=20)**

|  | Yes | No |
|--|-----|----|
| When hiring ESOL teachers, do you consider second or foreign language skills an advantage? | 16  | 4  |

Sixteen of the managers, or 80%, considered additional language skills an advantage when hiring, and only four did not. Although the managers indicated in their responses to the previous question that they did not necessarily believe that teachers with foreign language skills were likely to be better teachers, it would seem that when it came to actually hiring staff, this factor was quite strongly regarded as being beneficial.

Question 7 asked managers whether they kept a record of the foreign language skills of their ESOL teachers. Fifteen of the managers kept records, and only five did not. This finding further indicates that managers do consider foreign language skills a useful and relevant skill for ESOL teachers to have.

Question 8 asked managers if they would like to make any other comments about the second or foreign language skills of ESOL teachers. Twelve of the twenty managers responded to this question. Nine of these twelve answered that skills in other languages were important for ESOL teachers to have and gave reasons for their views. Only three of the twelve managers answered that they did not believe foreign language skills were important for ESOL teachers to have.

Responses of the managers who believed foreign language (and cultural) skills were important for ESOL teachers to have were:

(a) A manager of eight years' experience, with pre-intermediate level foreign language skills, stated that fluent bilingual teachers were a great asset, not only in the classroom, but also in helping with communication and counselling. This manager stressed that the learning of a foreign language overseas by a teacher was much more valuable than the learning of a foreign language in New Zealand because the learning occurred under more authentic conditions.

(b) A manager of four years' experience, with upper intermediate level skills in Turkish, pointed out that learning a foreign language was important because it gave ESOL teachers insight into common errors that students made.

(c) A manager of more than twenty years' experience, with overseas ESOL work experience and advanced level skills in French, as well as upper intermediate level skills in German and Japanese, stated that just having knowledge of a foreign language did not necessarily give an ESOL teacher an advantage; rather it was the experience of living and working overseas that provided a "tremendous advantage".

(d) A manager of seven years' experience, with elementary level foreign language skills and no overseas work experience, agreed that it was not the knowledge of another language that was likely to make a bilingual teacher a "better teacher", but rather the empathy and cultural knowledge that a bilingual teacher was likely to have gained that would make a difference.

(e) Another manager of just a few months' experience, with upper intermediate level skills in Afrikaans and no overseas work experience, stated that living in a foreign country was the key to teachers having empathy with language learners. (Interestingly, although the managers (c), (d) and (e) held vastly different foreign language skills and overseas work experience, they held almost identical

viewpoints about this issue (see section 5.5.3 for further analysis by informant linguistic skills and overseas work experience).

(f) A manager of 4 years' experience, with intermediate level skills in French, stated that she found that some ESOL teachers who had undergone a 4 week certificate level ESOL course such as the Cambridge/RSA CELTA thought that they "knew it all", but needed to develop a lot more language and cultural skills.

(g) A manager of five years' experience, with elementary level foreign language skills, expressed similar sentiments to (f) above. He stressed that the 4 week certificate level ESOL courses did not develop adequate knowledge and skills of grammar teaching and that graduates of these courses were able to be much more effective ESOL teachers if they had foreign language skills, because they were then likely to have in-depth knowledge of linguistic patterns. It would seem that managers (f) and (g) were opposed to "over-reliance on the direct method". (Owen 2003).

(h) A manager of more than four years' experience, with advanced level skills in Hindi and Marathi, commented that she felt strongly that non-native speaker ESOL teachers could be just as successful as native speaker ESOL teachers, had a particular insight into the difficulties which learners of English face and were excellent role models for their students in demonstrating that non-native speakers could reach very high levels of competency in English. This manager was herself a non-native speaker.

(i) Finally, a manager of two years' experience, with upper intermediate skills in German, stated that foreign language ability was a useful "auxiliary skill" for an ESOL teacher, but was not considered a priority by managers when deciding on the hiring of teachers.

Responses of those that believed foreign language (and cultural) skills were not important for ESOL teachers to have included:

(a) A manager of two years' experience, with upper intermediate level skills in Afrikaans, stated that the belief that having skills in another language was a very important asset for an ESOL teacher to have was a misconception. She stated that other skills, most importantly knowledge of the language being taught, should be given priority.

(b) A manager of 18 years' experience, with advanced skills in Turkish, stated that just because a teacher had learnt another language did not mean that he/she would be a successful ESOL teacher; it was the quality of ESOL teacher training that was very important.

(c) A manager of three years' experience with pre-intermediate foreign language skills stated that foreign language skills were irrelevant and unimportant skills for teachers of moderate ability-level English language students.

Generally, most managers agreed that skills in foreign languages were valuable assets for ESOL teachers to hold, in particular increasing teachers' cultural knowledge, empathy for students and grammar teaching ability.

Question 9 asked managers whether they thought that teachers of mixed nationality (multilingual) classes should speak only English in the classroom.

**Table 5.13**

**Manager Attitudes to Teacher Use of *English Only* with Multilingual Classes (n=20)**

|   | Agree/Strongly Agree | Neither Agree or Disagree | Disagree/Strongly Disagree |
|---|----------------------|---------------------------|----------------------------|
| I think that ESOL teachers of mixed nationality classes should speak only English in the classroom. | 17                   | 3                         | -                          |

Seventeen of the managers (85%) preferred teachers of mixed nationality (multilingual) classes to use *English Only*. None of the managers disagreed with this approach.

Question 10 asked managers whether they thought that teachers of single nationality (monolingual) classes should be permitted to use *bilingual support* methods. This is a key question in the context of the study because it probes the extent of manager support for *bilingual support* under conditions advocated by several influential researchers and linguists (Critchley 1999, Dash 2002, Macaro 2005).

**Table 5.14**

**Manager Attitudes to Teacher Use of *Bilingual Support* with Monolingual Classes (n=20)**

|  | Agree/Strongly Agree | Neither Agree or Disagree | Disagree/Strongly Disagree |
|--|----------------------|---------------------------|----------------------------|
| I think that ESOL teachers of single nationality classes may use bilingual support methods (i.e. speak the native language of the students in selected activities and to explain difficult language points). | 10                   | 3                         | 7                          |

50% of the managers thought that *bilingual support* methods may be used with monolingual groups. Seven of the twenty managers believed that *English Only* methods should be used even with monolingual groups and a further three managers were unsure. This is an important finding and shows that there is significant support amongst Auckland ESOL managers for *English Only* methods, even for the teaching of monolingual groups, but also significant support for the idea of *bilingual support*.

Question 11 asked managers whether they thought that all ESOL teachers should speak only English in the classroom.



**Table 5.15**

**Managers' Attitudes to Teacher use of *English Only* with All Classes (n=20)**

|   | Agree/Strongly Agree | Neither Agree or Disagree | Disagree/Strongly Disagree |
|---|----------------------|---------------------------|----------------------------|
| I think that all ESOL Teachers should speak only English at in the classroom. | 10                   | 3                         | 7                          |

50% of the managers believed that *English Only* methods should be used regardless of the nationality/linguistic background of the students and regardless of the language homogeneity of the students. This finding supports the finding of question 10 above, and the finding of Auerbach (1993), Owen (2003) and Rinvulcri (2004) that many ESOL professional are powerful supporters of the *Direct method* and show reluctance to value the native languages of their students in the classroom. This finding shows that again there is an equally significant attitude amongst managers for both methodological stances.

Question 12 asked managers whether they thought that non-native speaker ESOL teachers could be as effective as native speaker teachers.

**Table 5.16**

**Manager Attitudes about the Effectiveness of Non-Native Speaker ESOL Teachers (n=20)**

|   | <b>Agree/Strongly Agree</b> | <b>Neither Agree or Disagree</b> | <b>Disagree/Strongly Disagree</b> |
|---|-----------------------------|----------------------------------|-----------------------------------|
| I think that non-native speaker ESOL teachers (who have a mother-tongue other than English) can be as effective as native-speaker ESOL teachers in the classroom. | 16                          | 2                                | 2                                 |

The researcher has encountered anecdotal evidence that this is a contentious issue in the English language school industry in New Zealand and abroad, with some managers being reluctant to hire non-native speaker teachers. However, only two managers disagreed that non-native speaker teachers could be just as effective as native speakers. It would seem that Auckland language school managers equally value the contributions of native and non-native speaker ESOL teachers (and their linguistic skills and cultural knowledge).

This finding supports the finding of Watts, White and Trlin (2001), in their New Zealand based research, that bilingual and non-native speaker teachers are valued by language teaching professionals. But if the finding is considered in tandem with the findings of question 10 and 11 above, this indicates that the non-native speaker teachers are not valued for their ability to use the native languages of the students in the classroom, but rather for other skills such as cultural knowledge and second-language learning empathy.

Question 13 asked managers if they would like to make any other comments about teacher use of languages other than English in the classroom. Sixteen managers responded to this question. The responses can be classified into five groups, as follows:

*(1) Those strongly opposed to the use of L1 in the classroom.*

Comments supporting this viewpoint included:

(a) A manager of two years' experience, with upper intermediate skills in Afrikaans, stated: "English must be the only medium taught or students will come to depend on the teachers' use of L1 for explanations and in consequence not try hard enough. Use of L1 will be counterproductive".

(b) A manager of three years' experience, with upper intermediate skills in Japanese, stated: "I agree it is good practice to use only English. It sets an example for students to follow. Even at basic levels, teachers should have the necessary skills to present grammar contextually and use other methods than first language translation to teach vocabulary. We have mixed nationality classes and students expect a New Zealand experience, so English only is very important. Encouraging English only around the school building as well as in the classroom is also worthwhile".

(c) A manager of twelve years' experience, with intermediate level skills in Spanish, stated: "Students coming to New Zealand have paid a premium for total cultural and language immersion and so should receive it".

(d) A manager of twenty years' experience, with advanced skills in French and upper intermediate skills in Japanese and German, stated: "The only time that non-native speaker ESOL teachers should use their first language is when counselling students outside the class".

*(2) Those who thought L1 should be used only with beginner groups:*

Relevant points included:

(a) A manager of five years' experience, with elementary level foreign language skills, stated that he thought it acceptable for teachers of lower-level ESOL classes to use a student's native language in the classroom because the students were not yet at the stage where they were thinking in English, so the benefits of using the mother tongue were valid.

(b) A manager of sixteen years' experience, with intermediate level skills in Italian, stated that the use of L1 with 'real beginners' reflected natural language acquisition.

(c) A manager of four years' experience, with intermediate level skills in French, stated that the use of mother-tongue could be beneficial at lower levels but could also be detrimental.

(d) A manager of four years' experience, with advanced level skills in Hindi and Marathi, stated: "For a beginner class, sometimes using the translation method can be useful, especially when introducing new vocabulary. However, there should be minimal use of such methods".

(e) A manager of two years' experience, with upper intermediate level skills in German, stated: "I feel that a teacher is justified in using any means to simplify or accelerate the learning process, although I would expect the use of other languages to be redundant once the students are at intermediate level or higher".

*(3) Those who thought L1 should only be used with monolingual classes.*

Relevant responses were:

(a) A manager of eighteen years' experience, with advanced skills in Turkish and upper intermediate skills in French, stated: "I think that the only time students and teachers depart from English in the classroom would be when all students in the class have the same mother tongue".

(b) A manager of more than four years' experience, with upper intermediate level skills in French, stated: "Use of students' L1 is fair and reasonable only in single nationality classes – and still not without its drawbacks".

(c) A manager of six years' experience, with upper intermediate level skills in French, stated: "It's probably unrealistic and somewhat arrogant to expect that teachers of monolingual classes, especially non-natives, use English Only for classroom talk instructions etc".

*(4) Those who thought L1 could be used to explain difficult concepts.*

Responses included:

(a) A manager of a few months' experience, with upper intermediate level skills in Afrikaans, stated that she thought that getting students to understand concepts was the main focus, and if L1 had to be used to do this, it was acceptable.

(b) A manager of seven years' experience, with elementary level foreign language skills, stated that she thought it "OK" to use a student's mother tongue to explain difficult grammar points, but such usage should be an exception.

*(5) Those offering other comments.*

These were:

(a) A manager of seven years' experience, with pre-intermediate level foreign language skills, stated: "It is fun to compare languages of the students, so allowing some time to enjoy each other's language (and culture) i.e. different birthday songs or the different animal sounds in each language". She went on to explain that such sessions were interesting and worthwhile but should not be regarded as stand-alone lessons, rather as activities within lessons to encourage respect and bonding.

(b) A manager of three years' experience, with pre-intermediate level foreign language skills, stated that customer requirements were paramount and that managers should consider the wishes of the students as to whether they preferred bilingual support or not.

It can be concluded that there was quite a range of manager opinion on the use of languages other than English in the classroom, some managers being very strongly opposed, and others stating that under certain circumstances (such as with beginner groups, monolingual classes or when explaining difficult concepts) such usage could be a valuable teaching tool.

### **5.2.2 Perceptions of ESOL Teachers (see appendix 2)**

Question 1 asked teachers whether they thought it important that ESOL teachers have skills in languages other than English.

**Table 5.17**

**Teacher Opinion on Importance of Teachers Having Skills in Languages Other than English (n=60)**

| Agree/Strongly Agree | Neither Agree or Disagree | Disagree/Strongly Disagree |
|----------------------|---------------------------|----------------------------|
| 34                   | 16                        | 10                         |

Thirty-four of the sixty teachers (57%) thought it was important that ESOL teachers have skills in languages other than English, whereas only ten (17%) of the sixty teachers did not think it important. The base majority of teachers see value in teacher foreign language skills, although a quarter of the teacher sample were uncommitted in this respect. This is a similar result to the corresponding question in the manager survey (see table 5.9 above).

Questions 2-4 asked teachers whether they thought that ESOL teachers who had learnt other languages were likely to have greater understanding of the language acquisition process, understanding of other cultures and understanding of the problems that international students faced in adapting to life in New Zealand.

**Table 5.18**

**Perceptions of Teachers Regarding Impact of Teacher Foreign Language Skills on Aspects of Teacher Empathy (n=60)**

|   | Agree/Strongly Agree | Neither Agree or Disagree | Disagree/Strongly Disagree |
|---|----------------------|---------------------------|----------------------------|
| I think that ESOL teachers who have learnt other languages are likely to have greater understanding of the language acquisition process.  | 53                   | 3                         | 4                          |
| I think that ESOL teachers who have learnt other languages are likely to have greater understanding of other cultures.  | 42                   | 6                         | 12                         |
| I think that ESOL teachers who have learnt other languages are likely to have greater understanding of the problems international students face in adapting to life in New Zealand. | 29                   | 14                        | 17                         |

There is very strong agreement (88%) that teachers who have learnt other languages are likely to have greater understanding of the language acquisition process, and there is strong agreement (70%) that teachers who have learnt other languages are likely to have greater understanding of other cultures. However, only 48% of the informants believe that teachers who have learnt



other languages are likely to have greater understanding of the problems faced by international students in New Zealand.

Question 5 expanded on questions 2-4 by asking the teachers whether they believe that ESOL teachers who had learnt other languages were likely to be better teachers than those who had not.

**Table 5.19**

**Perceptions of Teachers Regarding Influence of Foreign Language Skills on Overall Teaching Ability (n=60)**

|   | <b>Agree/Strongly Agree</b> | <b>Neither Agree or Disagree</b> | <b>Disagree/Strongly Disagree</b> |
|---|-----------------------------|----------------------------------|-----------------------------------|
| I think that ESOL teachers who have learnt other languages are likely to be better teachers than those who have not | 24                          | 17                               | 19                                |

40% of the teachers believe that ESOL teachers who have learnt other languages are likely to be better teachers than those who have not. This finding differs from that of the managers' survey, where only 30% of managers held the same viewpoint. It would seem that ESOL teachers place more value on skills in other languages contributing towards overall ESOL teaching ability than do managers.

Question 6 asked teachers if they would like to make any comments about the second or foreign language skills of ESOL teachers. Twenty-nine of the sixty teachers responded to this question. The responses can be grouped into four categories, as follows.

*(1) Those who stated that teacher second language skills increased teacher empathy.*

Comments included:

(a) A teacher of three years' experience, with no foreign language skills, stated that she thought that teachers with ability in other languages would have better empathy with language learners.

(b) A teacher of five years' experience, with intermediate level skills in Maori, held a similar opinion. She stated: "I think the biggest benefit is that they can understand the acquisition process and relate to being a student".

Several teachers expanded on the above viewpoints, in particular making reference to teacher understanding of the problems and difficulties that new learners of English face.

(c) A teacher of eleven years' experience, with advanced level skills in Polish and Swedish, stated that teachers who had learnt foreign languages could empathise with their students and "understand that some areas of language that we take for granted can pose unexpected difficulties for learners".

(d) A teacher of five years' experience, also with advanced level skills in Polish, stated: "Knowing how other languages work and how different they are from English is helpful in understanding why some students struggle with certain aspects of English".

(e) A teacher of twenty-two years' experience, with intermediate level skills in French and Italian, stated that teachers with foreign language skills were likely to have greater understanding of the "problems students face in language acquisition".

(f) A teacher of one year's experience, who did not have foreign language skills, stated that she thought that if she was fluent in another language, this would help her teach students who were native speakers of that language as she could explain to them the differences between that language and English.

(g) A teacher of twenty-three years' experience, with upper-intermediate level skills in Malay, stated that teachers' knowledge of foreign languages helped teachers understand the learning styles of different nationality groups.

(h) A teacher of two years' experience, with elementary level foreign language skills, agreed that knowing foreign languages was an advantage for an ESOL teacher to possess and helped establish empathy, but stated that the teacher's own knowledge of the workings of their first language was a more important factor.

*(2) Those who stated that teacher second language skills increased grammar teaching ability.*

Relevant points made included:

(a) A teacher of ten years' experience, with no foreign language skills, stated that teachers who had skills in other languages would have better understanding of grammar systems and tenses in particular, as well as empathy with their students.

(b) A teacher of three years' experience, with advanced level skills in French and Italian, agreed that knowledge of foreign language was particularly helpful in teaching grammar structures.

(c) A teacher of nine years' experience, with advanced level skills in Spanish, stated: "Learning other languages definitely gives you an advantage with

grammar. However a good teacher needs to have many different skills, not just grammar”.

*(3) Those commenting on the importance of various teacher language-learning and cultural experience factors.*

Examples were:

(a) A teacher of three years’ experience, with no foreign language skills, stated: “The helpfulness of knowing other languages would depend on the language, the degree of skill in it, the facility of speaking and writing it, when learnt (as a child at school and not learnt since), whether it is a living language”.

(b) A teacher of ten years’ experience, with pre-intermediate level foreign language skills, expressed similar sentiments to (a) above: “While for some teachers learning a language would be an advantage, if a teacher had no trouble learning a language, they may not be aware of the difficulties students face”.

(c) A teacher of 14 years’ experience, with no foreign language skills, stated that ESOL teachers who had learnt foreign languages as a student i.e. in a classroom situation, would have empathy with ESOL students but it was not necessary for these teachers to be fluent in foreign languages. This teacher had herself many years previously studied French at university to pre-intermediate level, but was now skilled only at elementary level.

(d) A teacher of twelve years’ experience, with elementary level foreign language skills, stated that the important factor was not just teachers having learnt other languages, but having lived in other countries. This would increase their empathy for students’ language-learning difficulties.

(e) A teacher of ten years' experience, with pre-intermediate level foreign language skills, stated that overseas experience was the key to establishing teacher empathy.

(f) A teacher of four years' experience, with upper intermediate skills in French, stated: "ESOL teachers who have studied languages abroad will have greater understanding of other cultures and will appreciate the problems that learning a language involves".

(g) A teacher of thirteen years' experience, with advanced level skills in German and upper intermediate skills in French, stated that teachers who had learnt Indo-European or Germanic languages would appreciate the similarities between these languages and English, and this would give them insight into the difficulties faced by Asian learners of English.

On a personal note, the researcher can identify with the above viewpoints about the importance of different teacher language learning and cultural experience factors because the researcher has learnt two foreign languages, the first under a very different set of circumstances than the second. The first language was a Germanic language with similarities to English and was learnt as a child. This language was easily learnt. It was only when the researcher learnt an East Asian language as an adult that the researcher developed greater understanding and empathy for the language-learning difficulties that many students of English, who are native speakers of non-Germanic languages (i.e. languages with structures vastly different to English) may face.

*(4) Those who cautioned against making generalizations about teacher second language skills.*

Comments included:

(a) A teacher of 11 years' experience with advanced level skills in German stated that ESOL teachers in Auckland have such a range of experience that it is difficult to generalize about their attitudes.

(b) A teacher of six years' experience with elementary level foreign language skills stated: "Language learning does not equal language teaching". She added that knowledge of foreign languages would help a teacher empathise and be less impatient with the difficulties language learners faced, but did not "automatically mean the person will be a good teacher".

(c) A teacher of five years' experience with elementary level foreign language skills expressed a similar viewpoint to (b) above. He stated: "Knowing another foreign language does not mean one automatically has empathy for the learner, whilst not knowing another language does not mean empathy is lacking. Perhaps more weight could be placed on cultural empathy and experience."

(d) A teacher of two and a half years' experience with no foreign language skills stated that good teachers would take interest in the cultures of their students and empathise with the difficulties they faced in learning English regardless of their own experiences. She stated that knowledge of students' languages did not necessarily help ESOL teachers as *English Only* methods were proven and successful.

(e) A teacher of 12 years' experience, with advanced level skills in Dutch and upper intermediate skills in German, stated: "teaching ability is not totally connected to second/third language ability". She added that other factors had to be considered.

(f) A teacher of six years' experience with elementary level foreign language skills held a similar viewpoint to (c) above, stating: "Being highly fluent in a

foreign language does not guarantee that the teacher will be effective in the classroom”.

(g) A teacher of nine years’ experience with pre-intermediate level foreign language skills stated “Whilst having learnt another language gives insight into the language learning process this will be influenced also by other factors. I have seen excellent linguists who make shocking teachers”.

*Those offering other comments included:*

(a) A teacher of two years’ experience with upper-intermediate skills in Afrikaans explained that she thought teachers who had been migrants themselves were likely to have empathy for students, even if those teachers had no foreign language skills. This teacher was a recent migrant to New Zealand.

(b) A teacher of five years’ experience with no foreign language skills stated: “ESOL teachers need to be willing to extend their knowledge of other languages and be prepared to continually learn”. It would seem that this teacher recognised the benefits of learning foreign languages although she personally had not managed to learn any.

Generally, most informants agreed that foreign language skills were an important asset for ESOL teachers, increasing teacher empathy, cultural knowledge and grammar teaching ability, but several informants cautioned against such generalizations being drawn.

Question 7 asked teachers whether they thought that teachers of mixed nationality (multilingual) classes should speak only English in the classroom.

**Table 5.20**

**Teacher Attitudes to Teacher Use of *English Only* with Multilingual Classes (n=60)**

|   | Agree/Strongly Agree | Neither Agree or Disagree | Disagree/Strongly Disagree |
|---|----------------------|---------------------------|----------------------------|
| I think that ESOL teachers of mixed nationality classes should speak only English in the classroom. | 49                   | 7                         | 4                          |

Forty-nine of the teachers (82%) thought that teachers of multilingual classes should use *English Only* in the classroom, a similar percentage as that returned by managers in the manager survey and less than one in ten (7%) disagreed.

Question 8 asked teachers whether they thought that teachers of single nationality (monolingual) classes should be permitted to use *bilingual support* methods.



**Table 5.21**

**Teacher Attitudes to Teacher Use of Bilingual Support with Monolingual Classes (n=60)**

|  | Agree/Strongly Agree | Neither Agree or Disagree | Disagree/Strongly Disagree |
|--|----------------------|---------------------------|----------------------------|
| I think that ESOL teachers of single nationality classes may use bilingual support methods (i.e. speak the native language of the students in selected activities and to explain difficult language points). | 42                   | 7                         | 11                         |

70% of the teachers believed that *bilingual support* methods may be used with monolingual classes in selected activities, (confirming the content of the qualitative data added to the previous question) while 18% of teachers believed that *bilingual support* may not be used with monolingual classes.

This result differs from the manager survey (see table 5.14) where only 50% of managers believed that *bilingual support* methods may be used in selected activities. It would seem that teachers who are 'at the chalk-face' see more value in *bilingual support* than the ESOL managers who are often not involved in teaching - just as in question 5, where the percentage of teachers who believe that skills in other languages increases overall teaching ability was significantly higher than the percentage of managers holding this opinion.

Question 9 asked teachers whether they thought that all ESOL teachers should speak only English in the classroom.

**Table 5.22**

**Teacher Attitudes to Teacher use of *English Only* with All Classes (n=60)**

|   | Agree/Strongly Agree | Neither Agree or Disagree | Disagree/Strongly Disagree |
|---|----------------------|---------------------------|----------------------------|
| I think that all ESOL Teachers should speak only English at in the classroom. | 28                   | 21                        | 11                         |

46% of the teachers stated that all ESOL teachers should speak only English in the classroom, a similar result to that returned in the same question in the managers' survey (see table 5.15), again showing the support of many ESOL professionals for *English Only* methods. However, many of the teachers qualified their answer to the above question by adding in qualitative data indicating that they thought there were circumstances under which other languages could be used. It seems as a general principle many teachers prefer *English Only* methods, but some teachers see the value in *bilingual support* methods under certain circumstances.

Question 10 asked teachers if they would like to make any other comments about teacher use of languages other than English in the classroom. Thirty of the sixty teachers chose to respond to this question.

The responses can be divided into four groups, as follows.

*(1) Those expressing strong support for bilingual support.*

Representative opinions were:

(a) A teacher of five years' experience, with elementary level foreign language skills, stated that teacher use of students' first languages in the classroom "validates them and their cultures". He added that teacher use of students' L1 was useful in explaining word meaning and that such usage made teachers appear "warm and affirming".

(b) A teacher of two years' experience, with upper intermediate level skills in Afrikaans, stated that use of "activities acknowledging students native languages are very important". These teachers (a and b) appeared to be aware of some of the dangers of cultural imperialism (Crystal, 1997) that English language teaching has been identified with.

(c) A teacher of five years' experience, with advanced level skills in Polish, stated that L1 use from time to time helped students feel more comfortable and relieved stress that could be caused by *English Only* exposure for extended periods of time. He thought it particularly important in lower level classes.

*(2) Those who saw benefit in limited bilingual support.*

Comments included:

(a) A number of teachers mentioned that L1 use was only suitable if used to explain difficult concepts and language points.

(b) A teacher of five year's experience, with elementary level foreign language skills, stated that L1 use from time to time to explain difficult grammar would be appropriate.

(c) A teacher of one year's experience, with elementary level foreign language skills, stated that L1 should only be used when really necessary to clarify confusing points.

(d) A teacher of twelve years' experience, with advanced level skills in Dutch and upper intermediate level skills in German, stated that if teacher L1 use could quickly solve a problem language area, it was a worthwhile teacher response.

(e) Several teachers mentioned that teachers needed to take the ability levels of the students into account when deciding whether or not to use *bilingual support*.

(f) A teacher of four years' experience, with intermediate level skills in Italian, stated that at lower levels L1 could be helpful in explaining difficult grammar points but at higher levels only English should be spoken.

(g) A teacher of five years' experience, with no foreign language skills, stated: "If the teacher feels the need to address the class in L1, it must be done very selectively and probably only to lower groups".

(h) A teacher of six years' experience, with elementary level foreign language skills, stated that there are times when use of L1 is appropriate or convenient. She added that in general teachers should avoid L1 use but with lower level classes it could be useful to "support students with a burst of their own native language".

(i) A teacher of fifteen years' experience, with advanced skills in Tongan, stated she believed in "*English Only* policy" but from experience knew that with lower level monolingual classes, some L1 use was necessary.

(j) Two teachers mentioned the usefulness of bilingual support for discussions about word derivations and how this could positively influence student-teacher relationships.

(k) A teacher of two years' experience, with elementary level foreign language skills, stated: "As English is a Creole language" it could be useful to discuss word derivations with advanced classes as interesting comparisons could be made. She thought it particularly useful to point out to her students English words that had been derived from their L1 as this could build up rapport between teacher and students.

(l) A teacher of three years' experience, with no foreign language skills, held a similar view to (k) above. She stated: "Some English words are derived from other languages. I would not be averse in pointing this out if appropriate and helpful at the time".

(m) A teacher of thirteen years' experience, with advanced skills in German and upper intermediate skills in French, stated that individuals' needs vary and situations varied. He stated that *Total Immersion* was the "trendy way to go" and was a very valuable teaching method. However in "emergency situations" he thought L1 could be used.

(n) A teacher of twelve years' experience, with intermediate level skills in French and Latin stated that *English Only* was a good principle but sometimes with monolingual classes was unrealistic to adhere to. She stated that in multilingual environments, teachers needed to be careful not to exclude students by using other students' L1.

(o) A teacher of five years' experience, with intermediate skills in Maori, stated that L1 use was helpful in concept checking and translation of simple nouns. He thought L1 use could save a lot of time and was "not harmful".

(p) A teacher of ten years' experience, with pre-intermediate level foreign language skills, stated that L1 use can be helpful but needs to be controlled.

*(3) Those opposed to bilingual support.*

*Relevant responses included:*

(a) A teacher of three years' experience, with no foreign language skills, stated that teachers should be careful of using foreign languages in multilingual classes, as students of other languages would feel disadvantaged. She also stated "I would think if students chose to study in an English speaking country, they would expect English Only".

(c) A teacher of eleven years' experience, with elementary level foreign language skills stated that she thought that most international students who went abroad to study would be dissatisfied if languages other than English were used by the teacher.

(d) A teacher of two and a half years' experience, with elementary level foreign language skills, stated that she had discussed the use of L1 with her students and she thought that those who had chosen to study English overseas, preferred *English Only* methods.

(e) A teacher of ten years' experience, with pre-intermediate level foreign language skills, stated that she had never used L1 with students as she thought this encouraged them to "fall back on translation methods". She preferred them to try harder in finding other ways of communicating, "as in the real world". She also pointed out that L1 use in multilingual classes would lead to some students feeling isolated.

(f) A teacher of 23 years' experience, with upper intermediate skills in Malay, stated that teacher L1 use "does not encourage a language learner".

(g) A teacher of six years' experience, with advanced skills in Spanish and intermediate skills in Portuguese, stated that teacher L1 use "should only be used as a last resort and should be avoided if there are viable alternative methods of getting a point across".

(h) A teacher of eleven years' experience, with advanced skills in Polish and Swedish, stated that L1 use in the classroom should be the exception rather than the norm. Students should be encouraged to speak English "at all times" in the classroom and the language school.

*(4) Those pointing out positives and negatives of bilingual support.*

Opinions cited included:

(a) A teacher of four years' experience, with no foreign language skills, stated: "I think it depends solely on circumstances. If a student risks alienating other students by using another language then it's obviously not going to work. On the other hand if a brief rundown of certain teaching points in the student's L1 can help, then it's all good".

(b) A teacher of fourteen years' experience, with elementary level foreign language skills, pointed out the need to differentiate between monolingual and multilingual classes. She stated that in multilingual classes, use of other languages would lead to some students feeling excluded but in monolingual classes, explanations in a student's own language are very useful- especially for older migrants.

(c) A teacher of nine years' experience, with advanced level skills in Spanish and upper intermediate level skills in French, held a similar viewpoint. She stated that in multilingual classes, *English Only* methods should be used at all times, but in monolingual classes limited L1 use was appropriate.

(d) A teacher of six years' experience, with elementary level foreign language skills, stated that L1 use with multilingual classes could appear rude to other students but sometimes a quick word or phrase was useful and could save time. This teacher had occasionally used limited amounts of L1 (bilingual support) with French students in multilingual classes.

(e) A teacher of four years' experience, with upper intermediate skills in French, stated that teacher L1 use could "reduce the mental process which helps language be remembered. If all fails it is a tool which the teacher could utilize." He stated that students would feel more comfortable knowing that their teacher could speak their language because if communication broke down they could fall back on L1 in an emergency.

There was quite a range of opinion on the usefulness of bilingual support, some teachers being strongly supportive and others strongly opposed, while the majority believed that under certain circumstances, bilingual support could be a useful teaching tool.

## **5.3 Summary**

### **5.3.1 Informant Profiles**

From the discussion in sections 5.1.1, 5.1.2 and 5.1.3 above it is evident that the two subject groups included in the present study were highly appropriate in terms of the general representativeness of their relevant experience and work-context.

Table 5.23 below summarises the profiles of both groups in terms of relevant information and institution characteristics.



**Table 5.23 Summary of Key Profile Statistics**

| <b>Informant Profile</b>   | <b>Managers</b>          | <b>Teachers</b>          |
|--|--------------------------|--------------------------|
| Gender   | Male: 50%<br>Female: 50% | Male: 45%<br>Female: 55% |
| Average length of management or teaching experience.   | 6.3 years                | 6.9 years                |
| Percentage of informants having ability to at least <b>intermediate</b> level in another language.                       | 70                       | 47                       |
| Percentage of informants reporting ability to at least <b>intermediate</b> level in at least <i>two</i> other languages. | 30                       | 22                       |
| Percentage of informants having ability to <b>advanced</b> level in another language.                                    | 20                       | 25                       |
| Percentage of informants who had overseas ESOL work experience in non-English speaking countries.                        | 70                       | 47                       |
| Percentage of informants who had taught or managed <b>monolingual</b> classes in New Zealand.                            | 55                       | 60                       |
| Percentage of teachers holding formal ESOL qualifications.   | N/a                      | 92                       |
| Percentage of teachers with Certificate as highest-level ESOL qualification.   | N/a                      | 60                       |
| Percentage of teachers holding Masters Degree in TESOL/Linguistics.  | N/a                      | 12                       |
|  |                          |                          |
| <b>Institution Profile</b>   | <b>Institution</b>       |                          |
| Percentage of participating schools with between 1 –100 students   | 55                       |                          |
| Percentage of participating schools with between 100-500 students  | 45                       |                          |
| Percentage of schools reported as having monolingual classes   | 25                       |                          |

### 5.3.2 General Informant Characteristics

These may be listed as:

- (a) Both groups of informants (managers and teachers) comprised an even gender balance of approximately 50%.

(b) The participating managers are a relatively linguistically-skilled group, with nearly three in four, or 70%, having skills at intermediate level or higher in at least one other language.

(c) The participating teachers are less linguistically skilled as a group, with around half or 47%, having skills at intermediate level or higher in at least one other language.

(d) The informants are relatively experienced as a total group. Managers had an average of 6.3 years management experience and teachers an average of 6.9 years teaching experience.

(e) The informants generally had significant overseas ESOL experience, nearly three in four (70%) of managers and nearly half (47%) of teachers having worked in non-English speaking countries.

(f) 55% of the managers and 60% of the teachers had taught monolingual classes in New Zealand.

(g) 55% of participating schools could be classified as small schools (1-100 students) and 45% could be classified as medium to large schools (100-500 students)

(h) Quite a significant number of Auckland language schools contain monolingual classes - 25% at the time of the survey; informants also reported that the number of monolingual classes rises significantly during summer and winter vacation periods.

(i) The student bodies of four schools comprised at least 50% Chinese Mandarin speakers and one school comprised at least 80% Japanese speakers. The other

schools' student bodies comprised smaller nationality groups from a wide range of countries and continents.

### 5.3.3 Informant Perceptions

Table 5.24 below summarises in percentages managers' and teachers' perceptions or attitudes in relation to the key variable studied, namely: tolerance for the use of L1 in ESOL instructional settings.

**Table 5.24**

#### **Summary of Key Informant Perceptions**

| <b>Informant Perceptions</b>  | <b>Managers</b> | <b>Teachers</b> |
|---|-----------------|-----------------|
| Percentage of informants stating it important that ESOL teachers have skills in other languages.                          | 65              | 57              |
| Percentage of informants stating that teachers with skills in other languages have greater overall empathy with students. | 67              | 68              |
| Percentage of informants stating that ESOL teachers with skills in other languages were likely to be better teachers.     | 30              | 40              |
| Percentage of informants stating that teachers of multilingual classes should use only English in the classroom.          | 85              | 82              |
| Percentage of informants stating that all ESOL teachers should speak only English in the classroom.                       | 50              | 46              |
| Percentage of informants stating that teachers of monolingual classes may use bilingual support methods.                  | 50              | 70              |
| Percentage of managers stating that non-native speaker ESOL teachers can be as effective as native speaker teachers.      | 80              | N/a             |

General analysis of this data reveals that:

(a) Approximately 60% of both managers and teachers agreed that it was important for ESOL teachers to have skills in other languages.

(b) Approximately 65% of both teachers and managers agreed that teachers with skills in other languages were likely to have greater empathy with students than were monolingual teachers.

(c) The majority of both teachers (60%), and managers (70%), stated that teachers with skills in other languages would not necessarily be better teachers than monolingual teachers.

(d) More than 80% of both managers and teachers agreed that teachers of multilingual classes should speak only English in the classroom.

(e) 50% of managers and 46% of teachers thought that *English Only* methods should be used with all classes (multilingual and monolingual), confirming research that many in the ESOL profession are supporters of the *Direct method*, but also indicating that approximately half are not opposed to the use of other languages. Teachers appear to have more tolerance for the use of other languages than do managers (see discussion in [f] below).

(f) 70% of teachers and 50% of managers believe that *bilingual support* methods may be suitable for use in selected activities, particularly with monolingual classes. These figures reveal that teachers are more supportive of the idea of *bilingual support* than are managers. It is likely that teachers, who by the nature of their work, interact with ESOL students in classroom situations on a day-to-day basis, are more aware of the usefulness of *bilingual support* than are managers, who encounter students in classroom situations less often.

(g) The majority of managers agree that non-native speaker ESOL teachers can be just as effective as native-speaker teachers.

There were some noticeable trends or patterns in the data relating to the informants' gender, linguistic skills and overseas work experience. These are shown in tables 5.25 – 5.27 below:

**Table 5.25 Summary of Key Informant Perceptions by Gender**

|   | <b>Managers</b> |               |  | <b>Teachers</b> |               |
|---|-----------------|---------------|--|-----------------|---------------|
|   | <b>Male</b>     | <b>Female</b> |  | <b>Male</b>     | <b>Female</b> |
| Percentage of informants stating it important that ESOL teachers have skills in other languages.                          | 60              | 70            |  | 63              | 52            |
| Percentage of informants stating that teachers with skills in other languages have greater overall empathy with students. | 70              | 63            |  | 78              | 60            |
| Percentage of informants stating that ESOL teachers with skills in other languages were likely to be better teachers.     | 50              | 10            |  | 44              | 36            |
| Percentage of informants stating that teachers of multilingual classes should use only English in the classroom.          | 90              | 80            |  | 78              | 85            |
| Percentage of informants stating that all ESOL teachers should speak only English in the classroom.                       | 30              | 70            |  | 36              | 52            |
| Percentage of informants stating that teachers of monolingual classes may use bilingual support methods.                  | 50              | 50            |  | 74              | 61            |
| Percentage of managers stating that non-native speaker ESOL teachers can be as effective as native speaker teachers.      | 70              | 90            |  | N/a             | N/a           |

Analysis of this data reveals that:

(a) Male teachers (63%) saw greater value in the importance of teachers having skills in other languages than did female teachers (52%). The opposite was true for managers, where 70% of females thought this important, as opposed to 60% of males.

(b) A higher percentage of both male teachers (78%) and male managers (70%) stated that teachers with skills in other languages had greater empathy with students, than did their female counterparts (60% and 63% respectively).

(c) Five times as many male managers as female managers stated that teachers with skills in other languages were likely to be better teachers. This is a significant difference in attitude by gender. The trend was less pronounced amongst teachers, 8% more males than females holding this viewpoint. Clearly, male informants saw greater correlation between language skills and teaching ability than did female informants.

(d) While 70% of female managers thought that *English Only* methods should be used with all classes, only 30% of male managers held the same opinion. Similarly, 52% of female teachers held this viewpoint, as opposed to only 36% of male teachers. This finding reveals a significant difference in attitude by gender, male informants showing a much greater tolerance for teacher use of other languages than their female counterparts.

(e) More male teachers (74%) believed that *bilingual support* was suitable for monolingual classes than did female teachers (61%), but there was no such difference amongst managers, 50% of both males and females holding this viewpoint.

The data reveals that generally, male informants held much greater tolerance for the use of L1 in instructional settings than did their female counterparts. Male informants saw much higher correlation between teacher foreign language skills and ESOL teaching ability; and male informants were much less likely to prefer *English Only* methods than were female informants.

**Table 5.26 Summary of Key Informant Perceptions by Foreign Language Ability**

|   | Managers   |  | Teachers   |  |
|---|--|--|--|--|
|   | Skills at intermediate level or higher in another language | Skills at less than intermediate level in another language | Skills at intermediate level or higher in another language | Skills at less than intermediate level in another language |
| Percentage of informants stating it important that ESOL teachers have skills in other languages.                          | 71   | 50   | 79   | 38   |
| Percentage of informants stating that teachers with skills in other languages have greater overall empathy with students. | 64   | 72   | 81   | 60   |
| Percentage of informants stating that ESOL teachers with skills in other languages were likely to be better teachers.     | 36   | 17   | 46   | 34   |
| Percentage of informants stating that teachers of multilingual classes should use only English in the classroom.          | 79   | 100  | 82   | 81   |
| Percentage of informants stating that all ESOL teachers should speak only English in the classroom.                       | 57   | 33   | 50   | 41   |
| Percentage of informants stating that teachers of monolingual classes may use bilingual support methods.                  | 50   | 50   | 71   | 69   |
| Percentage of managers stating that non-native speaker ESOL teachers can be as effective as native speaker teachers.      | 86   | 66   | N/a  | N/a  |

Noticeable trends were:

(a) Managers and teachers with foreign language skills at intermediate level or higher were much more likely (by a percentage differential of more than 20% for managers and more than 40% for teachers) to think it important that ESOL teachers have skills in other languages, than were managers and teachers with skills at lower than intermediate level.

(b) Similarly, managers and teachers with foreign language skills at intermediate level or higher held much stronger opinions (a percentage differential of almost 20% for managers and more than 10% for teachers) about the likelihood of teachers with foreign language skills being better teachers, than did those with skills at lower than intermediate level.

(c) Managers and teachers with skills at intermediate level or higher could not agree whether such skills increased teachers' overall empathy with their students. A 21% majority of teachers thought it did, whereas an 8% majority of managers held the opposite viewpoint.

(d) Managers and teachers with skills at intermediate level or higher were more likely (by a percentage differential of almost 25% for managers and more than 10% for teachers) to hold the viewpoint that all ESOL teachers should speak only English, than were those with skills at lower than intermediate level. This finding is paradoxical in that it seems to contradict findings (b) and (c) above. It can reasonably be concluded that although informants with skills at intermediate level or higher see much value in ESOL teachers learning other languages, this does not extend to their support for such teachers using other languages in the classroom. Rather they see this skill as useful in that it increases the cultural knowledge, language awareness and grammar teaching ability of the teachers (see sections 5.2.1 and 5.2.2 above).



(e) 50% of managers and approximately 70% of teachers thought that *bilingual support* methods may be suitable for use with monolingual classes, regardless of the foreign language ability of these informants. While many ESOL professionals support the general idea of *English Only*, they also see value in using *bilingual support* with monolingual classes.

(f) Managers with skills at intermediate level or higher were 20% more likely to believe that non-native speaker teachers could be as effective as native speaker teachers. This is consistent with findings (a) and (b) above, these informants seeing high value in the language awareness that non-native speakers bring to the classroom.

Generally, teachers and managers with skills at intermediate level or higher were much more likely to see value in teachers having foreign language skills. It would seem that the experience of having learnt a foreign language to at least intermediate level had increased the awareness of these informants to the importance and usefulness of such skills. Teachers with skills at intermediate level or higher were also more likely to favour bilingual support, but there was no such trend among managers.

**Table 5.27 Summary of Key Informant Perceptions by Overseas Experience**

|   | <b>Managers</b>   |   | <b>Teachers</b>   |   |
|---|---|---|---|---|
|   | <b>With ESOL Experience in Non-English Speaking Country</b> | <b>No ESOL Experience in Non-English Speaking Country</b> | <b>With ESOL Experience in Non-English Speaking Country</b> | <b>No ESOL Experience in Non-English Speaking Country</b> |
| Percentage of informants stating it important that ESOL teachers have skills in other languages.                          | 64  | 67  | 64  | 50  |
| Percentage of informants stating that teachers with skills in other languages have greater overall empathy with students. | 67  | 67  | 76  | 61  |
| Percentage of informants stating that ESOL teachers with skills in other languages were likely to be better teachers.     | 36  | 17  | 46  | 38  |
| Percentage of informants stating that teachers of multilingual classes should use only English in the classroom.          | 86  | 83  | 75  | 88  |
| Percentage of informants stating that all ESOL teachers should speak only English in the classroom.                       | 50  | 50  | 46  | 47  |
| Percentage of informants stating that teachers of monolingual classes may use bilingual support methods.                  | 64  | 50  | 75  | 66  |
| Percentage of managers stating that non-native speaker ESOL teachers can be as effective as native speaker teachers.      | 79  | 83  | N/a   | N/a   |

Noticeable trends were:

(a) Teachers with overseas ESOL experience (in non-English speaking countries) were almost 15% more likely to think it important that ESOL teachers have skills in other languages, than were teachers without overseas experience. There was no such trend amongst managers, approximately equal numbers of those with overseas experience and those without overseas experience holding this viewpoint.

(b) Similarly, teachers with overseas ESOL experience were 15% more likely to think that teachers with foreign language skills have greater overall empathy for students, but there was no such trend amongst managers.

(c) Managers and teachers with overseas ESOL experience were more likely (by 19% and 8% respectively) to hold the view that teachers with foreign language skills were likely to be better teachers. It is likely that the language-learning experiences that many of these informants had gained whilst working overseas had increased their awareness of the pedagogical benefits of such experience.

(d) Opinion about whether *English Only* methods should be employed by all ESOL teachers was equally divided among both managers and teachers, regardless of overseas work experience.

(e) Managers and teachers with overseas ESOL experience were more likely (by approximately 10%) to believe that *bilingual support* was suitable for use with monolingual classes. It is likely that these informants had personally observed or made use of *bilingual support* in the EFL context, and this personal experience may have increased their awareness of the usefulness of such methods.

Generally, teachers with overseas work experience were more likely to see value in teachers having skills in foreign languages, and more supportive of *bilingual* teaching methods. It is likely that their overseas experiences would have included exposure to successful *bilingual* teaching and this may have increased their support for such methods. Managers with overseas work experience were also more supportive of *bilingual* teaching methods, but no more likely to see value in teachers having skills in foreign languages than were managers without overseas experience.

## 6.0 Discussion and Conclusions

The sample of ESOL- school managers and teachers in the present investigation can claim some representativeness on the basis of relatively random methods of subject and institution selection used.

As a group they tend to agree moderately (i.e. between 55% and 70% of responses) on the following aspects related to the use of L1 in ESOL instructional settings:

- (a) It is important that ESOL teachers have skills in languages other than English.
- (b) Teachers with skills in other languages have more empathy with language learners.
- (c) Teachers with skills in other languages do not necessarily make better teachers than those without such skills.

As a group the informants tend to agree very strongly (i.e. more than 80% of responses) that teachers of multilingual classes should use *English Only* methods.

As a group the informants could reach no clear agreement on the following aspects related to the use of L1 in ESOL instructional settings:

- (a) That teachers of all classes should use *English Only* methods.
- (b) That teachers of monolingual classes may use *bilingual support* methods.

Approximately 50% of the informants tend to prefer the use of *English Only* methods with all classes. The stated reasons for this are:

- they believe that students who come to New Zealand to learn English would not feel comfortable with *bilingual support*

- they believe that *bilingual support* encourages reliance on L1 and reduces English language learning opportunities.

The opinion of the above group of informants reveals that they are either unaware of - or in disagreement with – the large body of international research and literature pointing to the value of a *bilingual* approach. It is likely that some of these informants are not aware of the dangers identified by Cook (2000) and Griffith (1994), that the *monolingual* approach reflects negatively on English teachers and reinforces the idea that they are culturally arrogant. This lack of awareness could lead to situations where Auckland language school students become frustrated or offended by the *English Only* policies in their schools and classrooms, and this may have a negative impact on the industry. It would be beneficial for Auckland language school professionals to thoroughly consider the implications of this issue.

Despite the reluctance of some, 70% of teachers and 50% of managers believe that *bilingual support* may be suitable under certain circumstances:

- with monolingual classes of beginners
- to boost student confidence when learning conditions have become stressful
- to explain difficult concepts
- to encourage respect for other languages and cultures
- to assist in establishing relationships of mutual respect
- to investigate word derivations
- to introduce a fun element into lessons.

This group of informants tended to advocate the limited use of *bilingual support* under the above-listed conditions, and their teaching methodologies would be more in accordance with the findings and advice of international researchers.

In general, teachers displayed greater tolerance for the use of *bilingual support* than did managers. It would seem likely that the teachers have developed more tolerance for the use of L1 as a result of their day-to-day encounters with students in classroom learning situations, and this has led to a more realistic understanding of the practicalities and usefulness of L1 as a second-language learning tool. Managers, on the other hand, tended to be more concerned that the reputation of the school might be diminished in the eyes of students if English was not the exclusive language of instruction. Managers therefore had a more 'idealistic' viewpoint than teachers, many being opposed in principle to the idea of *bilingual support* methods being employed in their institutions.

Informants with foreign language skills at intermediate level or higher, in general, saw much greater value in the usefulness of ESOL teachers having such skills than did those with skills at lower than intermediate level, but perhaps surprisingly, this did not translate to their support for the use of *bilingual* methods in the classroom. Many of these informants were supporters of *English Only* methods.

Informants with overseas work experience, in general, had more tolerance for the use of L1 in ESOL instructional settings than did those who had not worked overseas. It would seem likely that the experience of teaching or managing ESOL in non-English countries had exposed these informants to situations where they had become aware of benefits of using *bilingual support*, or at least had increased their awareness of the possibility of successful use of these methods.

Male informants had much greater tolerance for the use of L1 in ESOL instructional settings than did female informants. Analysis of the data did not uncover or point to possible reasons for this phenomenon, and this would make a useful topic for further research.

There are some paradoxes evident in the data. The majority of informants think it beneficial for ESOL teachers to have skills in other languages. They believe that such skills improve teachers' understanding of the language acquisition process, enhance grammar-teaching ability, and increase teacher empathy and knowledge of other cultures. Most of the participants agree that these factors potentially make them more effective teachers.

However approximately 50% of both managers and teachers are supporters of *English Only* or *Direct* methods. While most informants see value in teachers learning other languages, many do not believe that teachers should use these languages in the classroom, even when teaching monolingual classes. Despite a significant percentage of Auckland language schools having some monolingual classes (which may be suited to the use of *bilingual support* methods), many teachers and managers are opposed to the use of these methods. Many managers and teachers believe that *English Only* methods should be used even in the EFL context - the teaching of English as a foreign language to monolingual classes in their home countries.

In summary, analysis of these factors reveals that Auckland ESOL teachers with foreign language skills - including non-native speaker teachers - are highly valued by their colleagues and language school managers. These teachers are valued more often not for their ability to use *bilingual support* in the classroom, rather for their student empathy, linguistic and cultural knowledge, and ability to assist with counselling and translation outside of the classroom. It is the recommendation of the researcher that language school managers consider the possibility of teachers with foreign language skills (particularly - but not exclusively - those teaching monolingual classes) also applying these skills more directly: in *bilingual support* situations as have been advocated by some international researchers and language teaching experts.



## 6.1 Further Research

(1) As some of the managers commented that their disapproval of the use of *bilingual support* methods was due to their belief that students who come to New Zealand to learn English would not appreciate *bilingual support*, it would be useful to survey Auckland language school students to see if they agreed with this opinion of language school managers. Little research has probed this area, either in New Zealand or overseas. Macaro (2001) stated that such research on student attitudes is "scant and unfocussed". Further research in this area would therefore contribute and add value.

It would be useful to survey Auckland language school students about what kind of teaching and learning activities, if any, they thought were suitable for delivery by means of *bilingual support*. The research could also be designed to investigate whether there is a difference of student opinion towards teacher use of *bilingual support* with monolingual classes and with multilingual classes.

(2) Another area that could be investigated is the awareness of Auckland ESOL professionals of the growing body of literature and research by language teaching experts advocating the use of *bilingual support* methods, and to probe whether this awareness would lead to a changing of opinion or practice. An action research paradigm could be used for such a study.

(3) As the male informants in this study demonstrated much greater tolerance for the use of L1 in ESOL instructional settings than did the female informants, it would be useful to explore whether this was a consistent phenomenon and if so, to explore this further and uncover reasons for the phenomenon.

(4) As non-native speaker ESOL teachers are likely to be aware of the implications of teacher bilingualism and the use of *bilingual support* methods, it

would be useful to survey or interview a group of such teachers. These teachers are likely, at some point in their careers, to have used their native languages in the ESOL classroom, and to have observed how students in monolingual classes and students in multilingual classes respond to this usage. It would be useful to gain further insight from these teachers about the appropriateness and usefulness of *bilingual support* methods in the Auckland ESOL classroom and the acceptability of such methods by students, teachers and managers.

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## 8.0 Appendices





*Dear Manager/Administrator*

*Thank you for taking the time to help me with this survey. It consists of two sections. I'd be grateful if you would read the questions carefully and answer each as accurately as possible.*

## **Section A**

### **To what extent do you agree or disagree?**

- |          |   |                       |              |                                   |                 |                          |
|----------|---|-----------------------|--------------|-----------------------------------|-----------------|--------------------------|
| <b>1</b> | I think it is important that ESOL teachers have skills in languages other than English.   | <b>Strongly agree</b> | <b>Agree</b> | <b>Neither agree nor disagree</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
| <b>2</b> | I think that ESOL teachers who have learnt other languages are likely to have greater understanding of the language acquisition process.  | <b>Strongly agree</b> | <b>Agree</b> | <b>Neither agree nor disagree</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
| <b>3</b> | I think that ESOL teachers who have learnt other languages are likely to have greater understanding of other cultures.  | <b>Strongly agree</b> | <b>Agree</b> | <b>Neither agree nor disagree</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
| <b>4</b> | I think that ESOL teachers who have learnt other languages are likely to have greater understanding of the problems international students face in adapting to life in New Zealand. | <b>Strongly agree</b> | <b>Agree</b> | <b>Neither agree nor disagree</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
| <b>5</b> | I think that ESOL teachers who have learnt other languages are likely to be better teachers than those who have not.  | <b>Strongly agree</b> | <b>Agree</b> | <b>Neither agree nor disagree</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
| <b>6</b> | When hiring ESOL teachers, do you consider second or foreign language skills an advantage?  |                       | <b>YES</b>   | <b>NO</b>                         |                 |                          |
| <b>7</b> | Do you keep a record of the second or foreign language skills of your ESOL teachers?  |                       | <b>YES</b>   | <b>NO</b>                         |                 |                          |

8 Would you like to make any other comments about the second or foreign language skills of ESOL teachers?

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9 I think that ESOL teachers of mixed nationality classes should speak only English in the classroom.

|                |       |                            |          |                   |
|----------------|-------|----------------------------|----------|-------------------|
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|-------|----------------------------|----------|-------------------|

10 I think that ESOL teachers of single nationality classes may use bilingual support methods (i.e. speak the native language of the students in selected activities and to explain difficult language points.)

|                |       |                            |          |                   |
|----------------|-------|----------------------------|----------|-------------------|
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|-------|----------------------------|----------|-------------------|

11 I think that all ESOL Teachers should speak only English at in the classroom.

|                |       |                            |          |                   |
|----------------|-------|----------------------------|----------|-------------------|
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|-------|----------------------------|----------|-------------------|

12 I think that non-native speaker ESOL teachers (who have a mother-tongue other than English) can be as effective as native-speaker ESOL teachers in the classroom.

|                |       |                            |          |                   |
|----------------|-------|----------------------------|----------|-------------------|
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|-------|----------------------------|----------|-------------------|

13 Would you like to make any other comments about teacher use of languages other than English in the classroom?

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### **Section B**

1 Please write down your current job title.

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2 In total, how long have you been working as a language school manager? (At your current institution and other institutions).

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3 Apart from English, do you have skills in any other languages?

**YES**

**NO**

4 If you answered yes above, please name the language/s and indicate your level of ability:

a. \_\_\_\_\_ Elementary Pre-int. Intermediate Upper-int. Advanced

b. \_\_\_\_\_ Elementary Pre-int. Intermediate Upper-int. Advanced

c. \_\_\_\_\_ Elementary Pre-int. Intermediate Upper-int. Advanced

d. \_\_\_\_\_ Elementary Pre-int. Intermediate Upper-int. Advanced

5 Have you ever taught English or managed a school in a non-English speaking country?

**YES**

**NO**

6 Have you ever taught English or managed a school in New Zealand containing classes of single-nationality ESOL students?

**YES**

**NO**

7 Approximately how many students are currently studying English language at your institution?

**1-100**

**100-500**

**more than 500**

8 Please indicate the approximate first language composition of your students:

Arabian

Chinese Cantonese

Chinese Mandarin

French

German

Japanese

Korean

Portuguese

Spanish

Other

| 0-25% | 25-50% | 50-80% | 80-100% |
|-------|--------|--------|---------|
|       |        |        |         |

*Thank you. Your participation is greatly appreciated. Chocolate will follow!*

*Dear ESOL Teacher*

*Thank you for taking the time to help me with this survey. It consists of two sections. I'd be grateful if you would read the questions carefully and answer each as accurately as possible.*

## **Section A**

### **To what extent do you agree?**

|          |   |                         |       |                               |          |                      |
|----------|---|-------------------------|-------|-------------------------------|----------|----------------------|
| <b>1</b> | I think it is important that ESOL teachers have skills in languages other than English.   | Strongly<br>agree       | Agree | Neither agree<br>nor disagree | Disagree | Strongly<br>disagree |
| <b>2</b> | I think that ESOL teachers who have learnt other languages are likely to have greater understanding of the language acquisition process.  | Strongly<br>agree       | Agree | Neither agree<br>nor disagree | Disagree | Strongly<br>disagree |
| <b>3</b> | I think that ESOL teachers who have learnt other languages are likely to have greater understanding of other cultures.  | Strongly<br>agree       | Agree | Neither agree<br>nor disagree | Disagree | Strongly<br>disagree |
| <b>4</b> | I think that ESOL teachers who have learnt other languages are likely to have greater understanding of the problems international students face in adapting to life in New Zealand. | Strongly<br>agree       | Agree | Neither agree<br>nor disagree | Disagree | Strongly<br>disagree |
| <b>5</b> | I think that ESOL teachers who have learnt other languages are likely to be better teachers than those who have not.  | Strongly<br>agree       | Agree | Neither agree<br>nor disagree | Disagree | Strongly<br>disagree |
| <b>6</b> | Would you like to make any other comments about the foreign language skills of ESOL teachers?   | <hr/> <hr/> <hr/> <hr/> |       |                               |          |                      |
| <b>7</b> | I think that ESOL teachers of mixed nationality classes should speak only English in the classroom.   | Strongly<br>agree       | Agree | Neither agree<br>nor disagree | Disagree | Strongly<br>disagree |

- |   |   |                   |       |                               |          |                      |
|---|---|-------------------|-------|-------------------------------|----------|----------------------|
| 8 | I think that ESOL teachers of single nationality classes may use bilingual support methods (i.e. speak the native language of the students in selected activities or to explain difficult language points.) | Strongly<br>agree | Agree | Neither agree<br>nor disagree | Disagree | Strongly<br>disagree |
|---|---|-------------------|-------|-------------------------------|----------|----------------------|

**Section B**

- |   |   |                |                                      |              |            |          |
|---|---|----------------|--------------------------------------|--------------|------------|----------|
| 1 | Please write down how many years equivalent fulltime ESOL teaching experience you have.   |                |                                      |              |            |          |
| 2 | Please name any tertiary or professional qualifications which you hold.                   |                |                                      |              |            |          |
|   |   |                |                                      |              |            |          |
|   |   |                |                                      |              |            |          |
| 2 | Apart from English, do you have skills in any other languages?                            | <b>YES</b>     | <b>NO</b>                            |              |            |          |
| 3 | If you answered yes above, please name the language/s and indicate your level of ability: |                |                                      |              |            |          |
|   | a. _____  | Elementary     | Pre-int.                             | Intermediate | Upper-int. | Advanced |
|   | b. _____  | Elementary     | Pre-int.                             | Intermediate | Upper-int. | Advanced |
|   | c. _____  | Elementary     | Pre-int.                             | Intermediate | Upper-int. | Advanced |
|   | d. _____  | Elementary     | Pre-int.                             | Intermediate | Upper-int. | Advanced |
| 4 | Have you ever taught English in a non-English speaking country?                           | <b>YES</b>     | <b>NO</b>                            |              |            |          |
| 5 | If you answered yes above, please name the country/ies and duration of teaching.          | <b>Country</b> | <b>duration of teaching (months)</b> |              |            |          |
|   | a. _____  |                |                                      |              |            |          |
|   | b. _____  |                |                                      |              |            |          |
|   | c. _____  |                |                                      |              |            |          |
|   | d. _____  |                |                                      |              |            |          |
| 6 | Have you ever taught single nationality ESOL classes overseas?                            | <b>YES</b>     | <b>NO</b>                            |              |            |          |

7 Have you ever taught single nationality  
ESOL classes in New Zealand?

*YES*

*NO*

9 I think that all ESOL Teachers should  
speak only English in the classroom.

Strongly  
agree

Agree

Neither agree  
nor disagree

Disagree

Strongly  
disagree

10 Are there any single-nationality classes  
in you institution?

*YES*

*NO*

11 Would you like to make any other  
comments about teacher use of  
languages other than English in the  
classroom?

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*Thank you. Your participation is greatly appreciated. Chocolate will follow!*

## Participant Information Sheet

**Date Information Sheet Produced:** 17 May 2005

**Project Title:** MA (Applied Language Studies) Thesis.

Dear Colleague,

I know how busy school life can be, but I would really appreciate you taking a few minutes to complete the following questionnaire and consent form and returning it to your relevant colleague so that it can be returned to me by 1 June 2005.

I am conducting research about teacher bilingualism. I am interested in finding out more about the foreign language skills of ESOL teachers in Auckland. The information you provide will help me to gain a better understanding of the issue I am investigating and assist me in completing a thesis about this topic.

I am distributing questionnaires to language school staff members employed at institutions in Auckland chosen randomly from an alphabetical list. Once the questionnaire responses have been analysed, I may need to briefly interview 25% of the respondents to further clarify certain issues. These respondents will be selected as a result of their responses to key issues raised in the questionnaire. They will be asked to supply more in-depth information about key issues relating to teacher bilingualism. The interviews will be tape recorded and will be of a maximum duration of 30 minutes. The interviews will take place in July 2005 at a time and venue to be agreed upon by the respondent and the researcher.

Once the interviews have been transcribed, the respondents will be sent a copy of the transcript along with a transcript sign-off sheet, and given the opportunity to amend the transcript should they not be satisfied that the transcript is an accurate record of the interview. The researcher will not be able to use the information until the interviewee has signed and returned the transcript sign-off sheet.

If you give permission to be involved in my project, I will not use your name or the name of your institution in the reporting of the project. You will not be able to be individually identified. You are also free to withdraw from the project at any time up to the end of the data collection. There is no risk to you involved in taking part in the project, and no cost other than the time required for you to complete the questionnaire. I will be mailing a summary of the findings of the study to participants who wish to receive feedback.

If you are willing to be involved in my project, please complete the attached consent form and return it along with the questionnaire.

### Participant Concerns

If you require further information or have any concerns regarding the nature of this project you should, in the first instance, please contact me at [dlmart@ihug.co.nz](mailto:dlmart@ihug.co.nz) or my supervisor Professor Ron Holt at [ron.holt@aut.ac.nz](mailto:ron.holt@aut.ac.nz). Concerns regarding the conduct of the research should be notified to the Executive Secretary, AUTEK, Madeline Banda, [madeline.banda@aut.ac.nz](mailto:madeline.banda@aut.ac.nz), 917 9999 ext 8044.



## Consent to Participation in Research

Title of Project      MA (Applied Language Studies) Thesis

Project Supervisor:    **Professor Ron Holt**

Researcher:            **Derek Martin**

- 
- I have read and understood the information provided about this research project (Information Sheet dated 17 May 2005.)
  - I have had an opportunity to ask questions and to have them answered.
  - I understand that if I am one of the participants selected for the 30 minute interview, the interview will be audio-taped and transcribed. (25% of participants may be required for interview).
  - I understand that I may withdraw myself or any information that I have provided for this project at any time prior to completion of data collection, without being disadvantaged in any way.
  - If I withdraw, I understand that all relevant tapes and transcripts, or parts thereof, will be destroyed.
  - I agree to take part in this research.
  - I wish/do not wish to receive a summary of the report from the research.

Participant signature: .....

Participant name: .....

Participant Contact Details (if appropriate):

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

Date:

Approved by the Auckland University of Technology Ethics Committee on 6 April 2004 AUTC  
Reference number 03/170

Note: The Participant should retain a copy of this form.

M E M O R A N D U M



Student Services Group – Academic Services

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To: Ron Holt  
From: **Madeline Banda**  
Date: 6 April 2004  
Subject: 03/170 Perceptions of ESOL professionals of teacher bi and multilingualism

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Dear Ron

Thank you for providing clarification and amendment of your ethics application as requested by AUTEK.

Your application is approved for a period of two years until 6 April 2006.

You are required to submit the following to AUTEK:

- A brief annual progress report indicating compliance with the ethical approval given.
- A brief statement on the status of the project at the end of the period of approval or on completion of the project, whichever comes sooner.
- A request for renewal of approval if the project has not been completed by the end of the period of approval.

Please note that the Committee grants ethical approval only. If management approval from an institution/organisation is required, it is your responsibility to obtain this.

The Committee wishes you well with your research.

Please include the application number and study title in all correspondence and telephone queries.

Yours sincerely

Madeline Banda  
**Executive Secretary**  
**AUTEK**

Cc: 0122541 Derek Martin