

Edith Cowan University
Research Online

Theses : Honours


Theses

1996

ESL development in a mainstream classroom : A case study

Silvia Davidson
Edith Cowan University

Follow this and additional works at: https://ro.ecu.edu.au/theses_hons

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#)

Recommended Citation

Davidson, S. (1996). *ESL development in a mainstream classroom : A case study*. https://ro.ecu.edu.au/theses_hons/731

This Thesis is posted at Research Online.
https://ro.ecu.edu.au/theses_hons/731

Edith Cowan University

Copyright Warning

You may print or download ONE copy of this document for the purpose of your own research or study.

The University does not authorize you to copy, communicate or otherwise make available electronically to any other person any copyright material contained on this site.

You are reminded of the following:

- Copyright owners are entitled to take legal action against persons who infringe their copyright.
- A reproduction of material that is protected by copyright may be a copyright infringement. Where the reproduction of such material is done without attribution of authorship, with false attribution of authorship or the authorship is treated in a derogatory manner, this may be a breach of the author's moral rights contained in Part IX of the Copyright Act 1968 (Cth).
- Courts have the power to impose a wide range of civil and criminal sanctions for infringement of copyright, infringement of moral rights and other offences under the Copyright Act 1968 (Cth). Higher penalties may apply, and higher damages may be awarded, for offences and infringements involving the conversion of material into digital or electronic form.

ESL DEVELOPMENT
IN A MAINSTREAM CLASSROOM:
A CASE STUDY

BY

Silvia Davidson

A thesis submitted in Partial Fulfilment of the Requirements
for the Award of

Bachelor of Education (Hons.)
at the Faculty of Education, Edith Cowan University.

Date of Submission: September, 1996

USE OF THESIS

The Use of Thesis statement is not included in this version of the thesis.

DECLARATION

I certify that this thesis does not incorporate without acknowledgement any material previously submitted for a degree or diploma in any institution of higher education: and that to the best of my knowledge and belief it does not contain any material previously published or written by any other person except where due reference is made in the text.

Signature

Date...18th September 1996

ACKNOWLEDGMENTS

I wish to thank my supervisor Mr. Bernard Hird for his guidance and assistance in the establishment of this study and for his encouragement and support throughout its development.

I would like to acknowledge the excellent work carried out by Mrs Margaret Clancy. I wish to thank her for her professionalism and willingness to work as a team member in her capacity as bilingual support teacher in the mainstream classroom. Appreciation and recognition is given to the family of the boy who was the subject of the study for their help and co-operation.

Finally I am grateful to my husband Angus and daughters Caroline and Renate for being by my side always.

Table of Contents

	Page
Abstract _____	1
Introduction _____	3
Background_____	3
Significance of the Study_____	4
The Purpose of the Study_____	5
Research Questions_____	5
Review of Literature _____	6
BICS and CALP_____	6
NLLIA Bandscales_____	9
Mohan's Six Knowledge Structures_____	10
Bilingual Education for Students Learning English as a Second Language_____	14
Theoretical Framework _____	16
Methodology _____	20
Table of Programme for Gathering Data____	22
Teaching Across the Curriculum and Integration of Content_____	24
Peer Groupings_____	24
Relationship Between Mohan's Six Knowledge Structures and BICS and CALP_____	26
Data Analysis_____	27
Limitations_____	28
Analysis _____	29
The Use of French_____	29
Humour and Sarcasm in the Use of English_____	39
Use of Language in Content Areas_____	46
Writing in English_____	56
BICS and CALP_____	64
Conclusions _____	73
References _____	80

ABSTRACT

Learning English as a second language is a challenge faced by many children. This research has focused on the language learning and acquisition of a middle primary school student, new to Australia, from France. The English language development of this French student in a mainstream classroom of a primary school within Western Australia has been examined.

The student, Rene, is a nine year old male child who is a fluent speaker of the French language. His English language development was studied over a ten week period where he was taught in a mainstream classroom with the assistance of a bilingual English / French support teacher. He started the year as a beginner in English in the mainstream class and with an understanding that his L1 would continue to be used.

The study identified the early movement from Basic Interpersonal Communication Skills (BICS) to the beginnings of Cognitive Academic Language Proficiency (CALP) and showed a relationship between these language skills and Mohan's Six Major Knowledge Structures. Understanding of vocabulary which contained complex concepts was made possible through bilingual education. The presence of a person on staff who was available to work as a partner in the classroom, in a bilingual speaking capacity was invaluable, particularly in the early days when communication with the child was limited.

Methods of data collection included observation, anecdotal records, diary entries, work samples, content lesson tests, video and tape recordings and photographs. These data were documented and analysed to provide an accurate and actual account of a child learning English as a second language within a mainstream classroom.

INTRODUCTION

English, as a second language, is taught at many schools and language centres throughout Australia. This case study focuses on the language development of a nine year old French-speaking boy who is at the beginning stage of learning English in a mainstream Year 4 classroom at a school in Perth, Western Australia. His English language development and participation in activities were monitored and analysed. To protect those people involved with this research all names within the thesis are fictitious.

Background

The B family, consisting of father, mother and two children, a boy and a girl, arrived in Australia from Paris, France, in January 1995. Mr. B came to establish and manage a new French-owned company in Perth. Mrs. B has a profession but is not seeking employment in Australia. Mr. B's occupation requires him to travel to various countries, frequently leaving Mrs. B to manage the household. The male child, Rene, has been placed in a year four mainstream class and his sister Celeste started in the Year 1 class at the same school. The children's home is in an affluent suburb and is near to the school. Both children attended Kindergarten in France and Rene had completed three years of school and had commenced grade 4 in Paris before arriving in Australia. Both parents speak English and the children, on arrival in Australia, spoke only French.

Mr. B insisted that his children be enrolled at a school close to their home because he did not want his children to attend an intensive language centre away from their local community. He wanted his family to settle quickly and establish friendships in their own community. Mr. B's

company agreed to finance a bilingual English / French teacher to instruct and assist his children in a mainstream classroom for five mornings each week and for as long as was required.

On behalf of the family, the school principal employed Mrs. C, as the bilingual teacher. Initially Mrs. C shared her teaching time equally between the children and this allocation of time did not change until term four, when Rene showed a greater independence in the classroom. Extra time was then given to the younger child. Mrs. C and the grade one and four teachers met monthly to discuss the children's progress. A formal meeting between principal, parents and staff members involved with the education of the children was organised once each term, where progress and specific problems were discussed and solutions sought.

The Significance of the Study

The significance of this research is that it provides an actual documented case study of a child learning English as a second language in a mainstream classroom. Particularly interesting is the special daily support provided to the Non English Speaking Background (NESB) child by a bilingual English / French teacher working collaboratively in the classroom with the mainstream teacher.

There are various ways of documenting second language development in a school setting. Three models are of particular interest for this project. The models are: Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) which identify the effect of context on language use and Mohan's Six Knowledge Structures which examine language use in classroom curriculum subjects. In the Australian context, the Australian National

Languages and Literacy Institute of Australia (NLLIA) bandscales have drawn in part on the Cummins' model (BICS / CALP) to record student development in English as a Second Language and use will be made of these scales in this study. A third area that is highly relevant to this study is that of bilingual education.

The Purpose of the Study

This research aims to:

- 1 Map the progression of Rene's English development from conversational (BICS) to academic language (CALP) over a period of ten weeks.
- 2 Document progression of English language through Mohan's Six Major Knowledge Structures of Description, Sequence, Choice, Classification, Principles and Evaluation.
- 3 Investigate links between BICS and CALP and Mohan's Six Major Knowledge Structures.
- 4 Examine the effects that tuition in French has on Rene's English language development.

Research Questions

- 1 What evidence is there in Rene's language use that there is movement along the continuum from BICS to CALP?
- 2 To what extent does Rene's language use demonstrate progression across Mohan's Six Knowledge Structures?
- 3 In what way does the support teacher's use of French contribute to Rene's English language development?
- 4 What other key factors contribute to Rene's English language development?

Review of Literature

Relevant topics examined in the literature review include the following:

- 1 The distinction between BICS and CALP and to what extent their mastery suggests language proficiency and educational achievement.
- 2 The implication that interpersonal communicative skills take much less time to acquire than academic language skills in the school environment.
- 3 The role of the National Languages and Literacy Institute of Australia (NLLIA) bandscales in Australian classrooms catering for the needs of English as a Second Language (ESL) students.
- 4 Mohan's Six Knowledge Structures and their relationship to the acquisition of English language in the mainstream classroom.
- 5 Evidence of benefits of bilingual education for students who are learning English as a second language.

Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

Research conducted by Cummins and Swain showed that there was an assumption amongst teachers and psychologists that children who had attained superficial fluency in "Social English" had in fact mastered the language. Their research showed a need to distinguish between conversational fluency and academic aspects of the target language. Data showed

communication skills are largely mastered by immigrant students within about two years of arrival in the host country, and it takes between five and seven years, on the average, for students to approach grade norms in L2 academic skills (Cummins & Swain, 1986:156).

This distinction between BICS and CALP was intended to warn against assumptions that children no longer required support on the basis of attainment of surface level fluency in English. Part of this confusion could have been due to the fact that BICS is not only social context-embedded language of the playground, but also curriculum context-embedded, concrete supported English language used in classroom contexts. It has to do with procedural context-embedded, concrete supported English language use within the classroom-it is not social but is transactional in the sense that it facilitates the business of the classroom; but it is still very much context-embedded and does not share the features of the CALP forms of classroom language. Some teachers saw their NESB students coping with English in both the playground and in the classroom and equated the procedural use of English in the classroom with true CALP use of English. One of the questions of the research identifies the issue of the movement of a student's use of English from BICS to CALP. Cummins and Swain recorded their research findings on this point (1986:153).

Clearly, context-embedded communication is more typical of the everyday world outside the classroom, whereas many of the linguistic demands of the classroom reflect communication which is closer to the context-reduced end of the continuum.

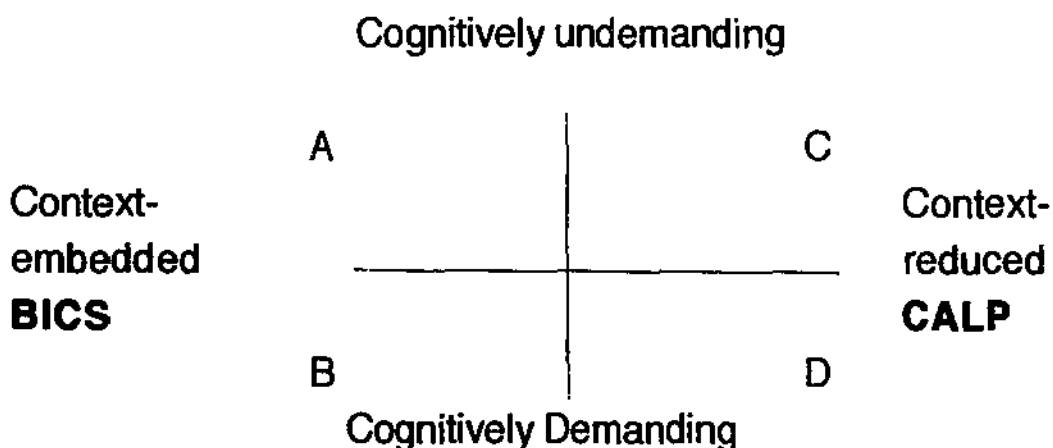
Although this is regarded as the norm in this proposal, Saviile-Troike (1988:265) says,

Not even the often presumed natural progression from concrete interpersonal interaction to abstract context reduced language skills holds true for all learners and for many the sequence may be exactly reversed.

While it may be true that not all learners follow the sequence outlined by Cummins because of individual differences it would seem to apply in the majority of cases.

Native speakers of a language use language creatively and with intuitive mastery. Proficiency or complete competence in second language learning is, according to Stern (1985), "hardly ever reached." The context-reduced and context-embedded continua would not alone define proficiency or competence in language so Cummins has added another dimension to his model. The level of cognitive involvement has been added to the range of contextual support in the model. Cummins (1986) suggests that "these dimensions are directly relevant to the relationships between language proficiency and educational achievement." Cummins developed a framework showing the range of contextual support and degree of cognitive involvement in communicative activities. (Cited in Cummins & Swain, 1986:153).

This framework is outlined below.



Cummins' framework proposes the following.

Language proficiency can be conceptualised along two continua. First is a continuum relating to the range of contextual support available for expressing or receiving meaning and the second relates to the degree of cognitive involvement required to complete this process. The extremes of these continua are described in terms of context-embedded versus context-reduced communication and cognitively undemanding versus cognitively demanding communication.

They are distinguished by the fact that in context embedded communication the participants can actively negotiate meaningand the language is supported by a wide range of meaningful paralinguistic and situational cues; context-reduced communication, on the other hand, relies primarily...on linguistic cues to meaning (Cited in Cummins & Swain, 1986:152).

The elaboration of the BICS and CALP distinction through this framework was created to clarify simplification and misunderstandings of the complex issues underlying language performance.

NLLIA Bandscales Catering for the Needs of ESL Students in Australia.

The NLLIA bandscales are an Australian initiative catering for students entering classrooms at various levels of English language proficiency. These scales are structured through sets of progressing descriptions of ability called profiles which are levels of attainment and learning outcomes for learners from Junior Primary to Secondary. The structure of the scales makes use of the BICS and CALP model.

ESL research and indeed the reactions of teachers to the scales point to the illusion of overall proficiency given by ESL students who have a high level of language ability in personal, social and general school contexts. On deeper examination it may be shown to be a surface ability, masking a low level of ability in the academic context and putting these students at risk in performance of school tasks related to both oracy and literacy (NLLIA, 1994:A22).

These bandscales provide teachers with the tools that will guide their realistic expectations of student progress to a particular level of language achievement.

Mohan's Six Knowledge Structures.

Mohan (1986) has identified Six Knowledge Structures which supply a comprehensive framework connecting language, thinking and content. The six structures are divided into two main groups: the practical knowledge structures of Description, Sequence and Choice and the theoretical knowledge structures of Classification, Principles and Evaluation. Mohan (1987) suggests three principles for sequencing content within his proposed framework:

The first is that learning experiences should move from practical to theoretical. Learners gain new knowledge initially through direct experience and observation and then make the transition to more abstract thinking about an activity. The second principle for sequencing involves choosing content topics which develop from practical and mediate toward the more theoretical and abstract. The third principle relates to the nature of classroom discourse. Mohan argues that it is essential to begin classroom teaching with situational, context-bound language and then move in the direction of language use related to content in more abstract, context-free settings (Cited in Perry, 1987:140).

The term "activity" used by Mohan has a much broader meaning in this context than simply doing something. "An activity is a combination of action and theoretical understanding...and need not involve physical action" (Mohan, 1986:42-45). Mohan (Cited in Perry, 1987:137) explains the relationship between his concept of an activity and the knowledge structures. An activity can be divided into a practical, direct action

situation and the more theoretical, general background information that relates to the specific situation. He argues that these particular structures can be applied to all other action situations as well.

Early and Mohan both refer to the transferability of knowledge structures across content areas.

The ways in which knowledge is structured are similar from situation to situation. This raises possibilities for the transfer of certain language and thinking skills across different content areas and situations and thus across the curriculum...exploring a topic through the six categories of knowledge framework provides a starting point for developing student tasks which integrate the development of academic discourse and the comprehension of content (Early, 1990:569).

Perry (1987:137-143) does not fully support Mohan's view that progression in language development moves from practical to theoretical and poses the following questions:

Is this direction, (practical to theoretical) most desirable for teaching and learning? Is this direction best for all learners, or do some learn better when they begin from a theoretical base? The level of maturity of the learner, individual learning strategies, and previous learning experience may play important roles in optimal sequencing.

Individual differences as outlined by Perry are important factors to be considered in the classroom. Saville-Troike (1988:256-266) in her research also makes reference to differences in children's learning styles in the eight to twelve age group.

A most common form of social interaction for children in this age range was entirely nonverbal.....It is important to note, however, that not all the children engaged in social interaction with peers during this period.....The Type B (inner-directed) learners were more successful in reaching Stage IV (labelled "academic-functional"), which is characterised by competence in context-reduced language skills.....For some, achieving social competence came only after a relatively high level of academic competence was reached.

NESB children who appear shy or introverted may require some assistance in making friends with the English speaking community. They may in fact be applying themselves to academic pursuits as a compensatory strategy. An awareness of and knowledge about individual differences assists the teacher in planning environments that are conducive to the learning of English.

While most students successfully progress along the continuum from Practical to Theoretical there are, as Parry and Saville Troike point out, some students who make stronger progress if the reverse is implemented. However it is likely that these students are in the minority.

Further criticism by William Perry (1987) is directed at Mohan's "assumptions that the knowledge structures included in his organising framework are indeed relevant structures....and it is important to note that it is often difficult to separate knowledge structures from each other." Perry's point is valid in that the differences between the structures in Rene's use of English were not always clear and emerged only after involvement had occurred with the topic / language.

For example when Rene related a sequence of events in a story and then in the same session gave his own ideas about the moral of the story then the difference between Mohan's Structures of Sequence and Principles was quite clear.

The research in this study provides evidence of the inclusion of Mohan's Six Knowledge Structures in the speech of an NESB child at the early stages of English language acquisition, despite the difficulty in identifying the structures, as Perry points out.

Application of Mohan's Six Knowledge Structures to classroom contexts can be demonstrated by the following table.

Types of Knowledge Structure	Types of Thinking Skills	Types of Key Visuals
Description	Observe, identify, label, locate, describe, compare, contrast	Picture/slide, diagram, map, plans/drawing, table
Sequence	Arrange events in order, note changes over time, follow directions, note cycles and processes	Timeline, action strip, flowchart cycle
Choice	Make decisions, select, propose alternative solutions, solve problems, form personal opinions	Decision tree, flow chart
Classification	Classify, define, understand, apply, develop concepts	Web, tree, table
Principles	Explain and predict; interpret data and draw conclusions; formulate, test, and establish hypotheses; understand, apply causes, effects, means, ends, rules	Line graphs, cycles, Venn diagram
Evaluation	Evaluate, rank, appreciate, judge, criticize,	Grid, rating chart, table marks book.

Knowledge Framework and Key Visuals

(Early, 1990:570)

Bilingual Education for Students Learning English as a Second Language:

Empirical evidence has shown that there are a number of significant advantages to be gained by adopting bilingual education in the teaching of a second language. Native speakers focus on communication rather than on language structures because general concepts within the content of the L1 have been mastered. This largely subconscious prior knowledge is stored as a whole and consists of all of the person's experiences of the world in relation to each other.

L1 literacy and conceptual knowledge constitute central attributes of the individual that help to make academic input in the L2 comprehensible. If a second language learner already understands concept X in L1 then L2 input containing that concept will be considerably more comprehensible than if concept X is not understood in L1 (Cummins, 1991:78).

New concepts learnt in the second language must also be taught in the first language for real bilingual learning to occur. If concepts are not established in L1 then learning is incomplete as the linking of concepts and ideas particularly in the early stages cannot take place in L2.

Cummins (1991:83) points out that

bilingual programmes have demonstrated that Latino students in late-exit bilingual programmes who have had at least forty percent instruction through Spanish throughout elementary school show better academic prospects in English than comparable students in English immersion or early-exit bilingual programmes.

It has been assumed by critics of bilingual education that valuable English lesson time was being used up by L1 tuition. Evaluation of French immersion programmes in Canada and the United States clearly show "that instruction through a minority language usually entailed no adverse consequences for English language development" (Cummins, 1991:77).

Apart from the education benefits gleaned from bilingual education, there are certain humane aspects that require consideration, and these have been outlined by Saville-Troike.

The acquisition of English as a second language by young children is quite likely to be at the expense of their native language development...If bilingualism and L1 maintenance are conditions to be cultivated, as many of us believe, we have an ethical responsibility to recognise the vulnerability of young learners and to find ways of keeping language options open to them at least until they reach an age of informed consent. (Saville-Troike, 1988:266).

At school children learn new concepts in English and if these concepts are not known in the child's L1 then communication with parents about the school day is limited to non academic discussion. Garrett (1994:382) attributes "improved communication between parents, children and relatives, and a better understanding of cultural traditions" to bilingualism in the classroom.

Although there are obvious differences between Rene's learning in L1 in this project and the above bilingual immersion programmes, in that Rene was given personal tuition by a bilingual English / French teacher in the mainstream classroom, the principles established in these studies have clear relevance for this research project.

THEORETICAL FRAMEWORK

The research findings of Cummins, Mohan, Labov, Dodson, Gibbons, Vygotsky, Diaz and Klinger have influenced the major part of this study and the following gives a brief outline of the relevance of their research to this theoretical framework.

The Cummins BICS and CALP model will be used to show Rene's English language development along two continua. Language will be analysed for the amount of contextual support required to express and receive meaning and for the degrees of cognitive involvement necessary for communication to take place.

Mohan's Six Knowledge Structures provide specific forms of language which are at varying levels of cognitive complexity. The teacher's role is to formulate questions which are deliberately designed to elicit the structures of Description, Sequence, Choice, Classification, Principles and Evaluation which will be used to show the student's ability to understand and use English containing these specific language structures. For example a question asking for a title to a picture relates to the Knowledge Structure of Description and a question asking how the rural environment in the picture would be different if a major highway were introduced is seeking to elicit language that is predictive and in turn relates to the Structure of Principles.

The first three structures of Description, Sequence and Choice are practical structures and the teacher's questions are less complex than those required for the theoretical structures of Classification, Principles and Evaluation. Thinking skills required for the latter structures are at levels necessitating complex cognitive involvement. Thus for a learner

to demonstrate a capacity to function at these theoretical levels indicates progress in English language proficiency in that the language use has developed beyond narrower practical structures. Mohan suggests the use of Key Visuals in the form of pictures, timelines, tables and diagrams to activate the thinking that is required for composing language containing the Six Knowledge Structures and to support and clarify the often complex language used by the teacher in the attempt to elicit these structures in the student's language.

The NLLIA bandscales will be used to show Rene's level of attainment in English. These scales describe and predict typical English language behaviours along a continuum through sets of progressing descriptions of ability.

Cummins, Mohan and the NLLIA bandscales are models for language development which, by their intrinsic relationships, provide a solid base and structure for the teaching and learning of English. The NLLIA bandscales follow the Cummins' model and show language behaviours that are developmentally sequenced along the continuum from concrete context-embedded social language to academic context-reduced language that relies exclusively on the written or spoken form.

There is a subtle difference between Cummin's Academic Language Proficiency and Mohan's theoretical Knowledge Structures. Academic Language Proficiency is the ability to understand and produce formal language structures whereas the theoretical Knowledge Structures require complex cognitive activity where thoughts are structured, concepts synthesised and new schemata are formed. Cummins' vertical continuum shows the degree of cognitive involvement ranging from cognitively undemanding to cognitively demanding processes required

for the understanding and production of language. Cummins has provided a tool for the analysis of language in its degree of cognitive complexity whereas Mohan outlines the specific structures of the language that combine thinking skills and the use of language. It is the connections and relationships between these three ways of recording language development that will be instrumental in demonstrating Rene's English language progress.

Rene's language achievement is dependent on the amount and quality of English language exposure, motivation to learn and involvement in activities. Research conducted by Labov (1970) and Littlewood (1981) has influenced the organisation of this classroom. Both researchers have found that children learn from children and claim that the involvement of students with each other in compatible groupings enhances self esteem and motivation. According to these theories Rene's placement in groups with sympathetic and talkative peers will facilitate an intrinsic need for communication in the target language. It is a deliberate strategy that utilises the very nature of children and provides the need and motivation for learning English in a communicative and fun way. These strategies are useful for all stages of learning English for the NESB student. Social language is freely and quickly learnt in the playground with peers and also with guidance in the classroom. Careful peer grouping provide opportunities in the classroom for the exploration of language concepts that are not familiar in the student's L1 experience and serve as the vehicle for progression towards the acquisition of academic language. This research incorporates these ideas in the way the collection of data pays particular attention to Rene working in teacher-free settings.

Bilingual teaching for conceptual development in both French and English is, according to Diaz and Klinger (1991), Vygotsky (Cited in Skinner, 1985) and Gibbons (1991), significant for immediate learning and for future learning. Vygotsky (Cited in Skinner, 1985) and Gibbons (1991) both lay claim to the importance of bilingual instruction in the early stages of L2 acquisition where there is not the necessary knowledge of L2 to facilitate the making of meaning. It is at this stage that the student's thought processes are fluctuating between L1 and L2 in the attempt to make the language connections so that understanding is possible.

Gibbons (1991) believes that language concepts must be complete in both languages during this early time for real understanding to occur. Gaps in conceptual understanding cause the loss of important connecting and synthesising elements and result in limited comprehension. If one language does not have the same information as the other, then when transference takes place, an information gap occurs and understanding is incomplete.

Diaz and Klinger (1991) claim the need for bilingual education is at the beginning stages of L2 acquisition. On the other hand Dodson (1985) proposes a need for bilingual education at all levels in the classroom in order to keep the lines of communication open between the student's home life and school. One implication of their work is that as ability in L2 increases then the need for conceptual support in L1 may decrease. This study may provide useful evidence on this issue.

20
METHODOLOGY

This section describes the strategies used to generate data and the methodology of data interpretation and analysis. An outline of the data collection programme is followed by the data generation strategies which include: teaching across the curriculum and integration of content and peer groupings. Data was analysed using Mohan's Six Knowledge Structures and their relationship to BICS and CALP.

Methods of data collection included observation, anecdotal records, diary entries, work samples sorted into chronological order, content lesson tests, videos, tape recordings and photographs of Rene's school activities. These data were documented and analysed to provide an accurate and actual account of a child learning English as a second language within a mainstream classroom.

This research case study aimed to use a qualitative model as a framework for collection, analysis and description of data. Ten weeks were set aside for data collection and analysis where fifteen key lessons were recorded throughout the period. A structured programme was drawn up detailing the systematic collection of data in the form of videos, tape recordings and work samples.

According to Burns, (1994:313)

a case study allows an investigation to retain the holistic and meaningful characteristics of real life events. They are valuable as preliminaries to major investigations because they are so intense and generate rich subjective data which may bring to light variables, phenomena, processes and relationships that deserve more intensive investigation. There are two ways of improving construct validity. Firstly, through multiple sources of evidence, and secondly, by establishing a chain of evidence that links parts together.

The use of multiple sources of evidence was vital to this case study and access to corroboration with the bilingual support teacher along with evidence gleaned from interviews with Rene's parents enhanced the validity of the research. Multiple sources of evidence in a case study "allow for triangulation through converging lines of enquiry, improving the reliability and validity of the data and findings" (Burns, 1994:321).

Table of Programme for Gathering Data

The following data gathering sessions were selected in order to obtain as broad a range of Rene's language use as was feasible within the time available for the project. The sessions range over different audience types, subject areas and language usages over the ten week period.

<u>Week</u>	<u>Examples</u>	<u>Form</u>	<u>Mohan's</u>	<u>Child with</u>	<u>Child with</u>	<u>Small Group</u>
	<u>of Data</u>	<u>of Data</u> <u>Collection</u>	<u>Structures</u>	<u>Mrs. C</u>	<u>Mainstream</u> <u>Teacher</u>	
5	Discussion Evaluation of Bridges	Audio-tape	Six Knowledge Structures		*	
6	Discussion Textless Picture Book "Windows"	Audio-tape	Six Knowledge Structures		*	
7	Discussion Texture in Structures	Audio-tape	Six Knowledge Structures		*	
8	Discussion Election Speech	Audio-tape		*		
	Election Speech	Written	Principles Choice	*		
9	Repeat Questions	Audio-tape	Six Knowledge Structures		*	
10	Oral testing Big Book "On Site"	Audio-tape		*		

Teaching Across the Curriculum and Integration of Content.

The class programme was a Social Studies / Science / Language integration based on content instruction. The texts used were "My Place" by Nadia Wheatley, "On Site" by John Pollock and "Window" by Jeannie Baker. Children were required to create a suburb starting from a natural setting. They explored such issues as suitability of the geomorphology of the area for development, choice of building materials, variation in structure types, culture and recreation.

Peer Groupings

Groupings in the Year 4 mainstream classroom were designed to encourage maximum learning for individuals. These children were rotated regularly depending on the quantity and quality of interaction within the group. Rene was grouped with sympathetic and vocal people. Initially a bilingual French / English speaker was seated next to Rene and after that children were regularly moved to give him many and varied child language models. When a special friendship developed, then that child remained in the group for an extended period. David was seated next to Rene for four weeks and later was moved to a different seat in the same group thus allowing friends to remain together and also allowing for the valuable influence of new student models.

Mrs. C, the bilingual support teacher, conducted Big Book discussions for 45 minutes daily. Initially one book was used each week and later when the English in the books became more complex the books were discussed for longer periods. Rene had personal bilingual instruction with Mrs. C before each new book was introduced to the whole group which consisted of no more than six students in one lesson. Rene participated in the Big Book discussion sessions daily and a new, different group of children was grouped with him each day. These groupings were taken directly from the mainstream groups which meant

that the children were all able to work well together. By the end of the week René had exposure to the oral language of all the children in his class.

The emphasis on grouping was stimulated by the ideas contained in the following quote by William Labov (1970). "In the sociolinguistic study of language learning we can begin with the fundamental observation that children do not speak like their parents. The child's English will resemble that of his peers." Although Labov's study involved lower class black American children in New York it does have relevance to this study in that children learn language from other children. Ilg and Ames (1965:93) describe the typical nine year old as tending to be more interested in friends than in adults and of valuing the opinions of peers above those of adults. The group setting encourages informal conversation between equals and allows the student of ESL to listen, practice and explore language in a non threatening environment. Brandes & Ginnis (1990:15) see the need for encouraging communication with peers in an educational setting. "A learner's affective and cognitive growth are enhanced by positive interaction with other learners."

Littlewood (1981:93) discusses the importance of creating opportunities for communicating with peers.

The development of communicative skills can only take place if learners have motivation and opportunity to express their own identity and to relate with the people around them...One of the most obvious features about the development of communicative ability (so obvious, indeed, that it can easily be ignored) is that it occurs through processes inside the learner.... Communicative interaction provides more opportunities for cooperative relationships to emerge... and gives learners more

opportunities to express their own individuality in the classroom. It also helps them to integrate the foreign language with their own personality.

When a bond occurs between the language learner and members of the target language group then a need for communication is created and once this occurs it would be very difficult to prevent L2 acquisition in an interpersonal communicative capacity.

Cummins & Swain (1986:152-153) point out that "Context-embedded communication derives from interpersonal involvement in a shared reality...where the participants can actively negotiate meaning and where language is supported by a wide range of meaningful paralinguistic and situational cues."

Relationship Between Mohan's Six Knowledge Structures and BICS and CALP

Mohan's practical knowledge structures of description, sequence and choice are concrete in nature and relate to the concrete supported (BICS) aspects of language, while the theoretical structures of classification, principles and evaluation relate to expository learning and are academic in function (CALP). Saville-Troike (1988:266) asserts that "academic language competence should replace communicative competence as the primary goal for English instruction for the vast majority of children who need this more advanced competence for success in school." This is a particularly valid point since research has shown that academic language takes five to seven years to master in second language contexts. By teaching language across the curriculum, academic aspects become the focus for instruction. "In developing the language resources necessary to talk about description, sequence, choice, classification, principles and evaluation we have an opportunity

to develop a broad competence in the language which is transferable to the learner's needs across content areas" (Mohan, 1986:74).

Mohan's model is particularly pertinent to this research in which the subject is placed in a mainstream class and thus learning English through syllabus content material. "The integration of language teaching with the teaching of academic content in thematic units appears to be a particularly promising way to develop simultaneously student's language, subject area knowledge and thinking skills" (Early, 1990:568).

Nunan identifies the problem of fragmentation if lessons are not correctly sequenced and supports Early in the need for connecting lessons. He makes reference to the Topic Solution as an integration strategy. "Units of work are organised around topics which provide internal coherence to the units of work...Topics can reflect the needs of the learners, general interest, through content areas such as science, geography, etc" (Nunan, 1991:215).

Data Analysis

Language transcribed from audio-tapes and video cassettes was examined for evidence of movement from interpersonal communicative skills to academic language skills incorporating evidence of Mohan's Six Major Knowledge Structures. Analysis of the use of French in bilingual contexts was conducted and the evidence of language proficiency was assessed.

Unexpected evidence of Rene's English language development was revealed during data analysis. The Mohan, Cummins and NLLIA criteria of language development did not recognise what appeared to be

significant flexibility in Rene's English language use. This flexibility could best be described as Rene's use of humour and sarcasm in English.

Limitations

Language was not always clear and audible, particularly when children in groups were speaking together. To overcome some of these difficulties a dictaphone was attached to Rene during group language activities with excellent results. Initially Rene was timid in the presence of the recording equipment, but as time passed he became used to it and was mature and responsible in its use. It was because of this initial awkwardness in being singled out that it was decided not to use recording equipment in the playground. No formal recordings were made apart from observational anecdotal records and informal questions asked of class members pertaining to friendship groupings, which language was spoken and Rene's general ability to communicate needs. Parents were not formally interviewed in their home as there was a reluctance on the part of the researcher to invade the privacy for the purpose of making formal recordings. Informal discussion with Mrs B revealed that French was spoken in the home.

As with all case studies, it is difficult to establish causal links between specific aspects of the language environment of the classroom and the language behaviour of Rene. Far too many variables exist including non-classroom factors, to allow direct connections to be made between the details of his language output and conditions which gave rise to them. Although there has been an attempt to isolate variables and corroborate evidence, it still remains difficult to identify causal relationships and any conclusions drawn in this regard are more likely to be correlational. The usual limitations in sampling behaviour in a case study apply, despite attempts in the data gathering to obtain a representative snapshot of Rene's total language output.

ANALYSIS

The analysis of data covers five broad areas and these are described in this chapter.

- 1 The Use of French
- 2 Humour and Sarcasm in the Use of English
- 3 Use of Language in Content Areas
- 4 Writing in English
- 5 BICS and CALP

The Use of French

Early Days

The following is an extract from Rene's first semester report written by Mrs C.

At first (February-April), conversation was mainly in French, although he (Rene) was able to read quite a lot of the text. He did not understand many of the words and much translation was needed. His concepts however were very good and he immediately understood almost everything once translated (Mrs. C, 1995: bilingual English / French teacher).

French took various roles throughout this year but apart from initial frequent use in the early part of the year it has not been a dominant feature in Rene's academic and social language development at school.

Near the beginning of the year Mrs. C found, "that Rene had no desire to write in French and very early asked to write a letter in English that he could send to his friends in France" (Mrs. C, 1995). The following letter was written by Rene in collaboration with Mrs. C.

Dear Laurent

I am in Australia. My house has a swimming pool. I like school very much. I saw a kangaroo and a big lizard. My birthday was on 26 of February. I had a party. The colour of my school is blue. My uniform is blue and grey.
good-bye.

 From

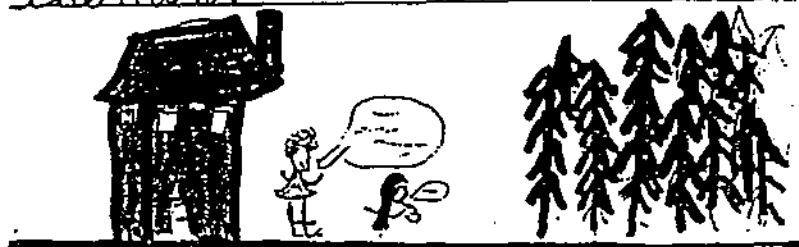
R



It was suggested by Mrs. C that he might like to write in French to start with "but he began in English and has never once written in French unless especially asked to do so" (Mrs. C, 1995).

He did write the full story of Little Red Riding Hood in French during the first month of the school year when asked to do so by his mainstream teacher. He completed the story in class and without a dictionary or teacher assistance. An extract follows which shows that he has well developed literacy skills in his L1. Corrections are in brackets.

Il était une fois
 une petite fille nommée
 le petit chapeau rouge.
 Sa maman lui dit « va
 (porte ce) (beurre)
 porter ce petit pain de beurre
 à mère-grand mais ne
 (arrete)
 t'arrête pas en chemin » « oui »
 dit elle. Le petit chapeau
 rouge n'écoula pas sa mère.
 Elle ramassa des fraises en
 chemin.



Translation (Mrs. C 1995)

Once upon a time there was a little girl called Little Red Riding Hood. Her mother said to her, "take this bread and butter to your Grandmother but don't stop on the way." "Yes," she said. Little Red Riding Hood did not listen to her mother. She picked strawberries on the way.

July, August and September

Examination of transcripts of conversations between Rene and Mrs C identified that the use of French was currently limited to word to word translation and isolated phrases between English and French. Examples of how French was used at this stage are outlined below.

Rene and Mrs. C are discussing the design of his "Suburb," in a project that was completed by him in the mainstream class.

R It will be a big suburb

T Yes it might be a little suburb and if it is a suburb it must have facilities. You know facilities? "Le choses" are things that people will use to make them have a comfortable life.

Mrs. C and Rene discussing the book "The Little Prince" (English version).

T Here he is, there he is conceited, "il est vaniteux." (he is conceited)

R Oh yeah, I remember.

T "Il est vaniteux?"

R Yeah.

"At this time French is spoken only if he encounters a word he does not understand and that is seldom" (Mrs. C, 1995).

Rene's attitude and approach to English at school was affected by his ability and unwillingness to speak French when he was learning to speak English. He refused to mix the two languages and seemed to have his own ideas about learning English. His personal preference to keep French and English separate at school did not appear to be driven by majority / minority language issues. This was made quite clear during a one-off LOTE French lesson in the classroom where Rene contributed confidently to demonstrations of correct pronunciation and interacted excitedly with the teacher in French. Tuition was exclusively through French and not a mixture of French and English.

In all the transcripts there is only one example where Rene initiates speaking in French. This occurred as an aside at the end of a mainstream class small group lesson where he spoke into the microphone as a signing-off gesture.

R (Spoken in French. Transcript was not clear and Rene could not identify the exact wording in French. He told me that this is what he said.)

Now we can start speaking French. Mrs. D, I think you won't understand because it's in French.

Directly after this dialogue he came to me laughing and told me that there was something on the tape that I would not understand.

The only extended aside in French occurred at this time in the form of an instruction given by Mrs. C.

- T "Il fot (sic) parler un peu." (You should talk a bit)
Because when you are doing that you are not talking much.

This instruction was in response to Rene wanting to draw and thus decreasing the amount of language produced.

A feature of the use of French at this stage is that Mrs. C uses the two languages only to show close similarities between words in pronunciation and appearance.

Mrs. C and Rene are discussing the Big Book "On Site."

- T Plaster. So what's plaster. Rene, do you know what's plaster?
R No.
T It's a same kind of word as in French... very similar. (plaitre) What do you think it means? "The ceilings are being plastered." Now think, what does it mean?
R On-they put the ceiling.
T Put the what?
R They finish putting the ceiling.

- T Yes, they put the ceiling and sometimes they have plaster. they don't just have the wood or a sheet, they have plaster and they make it look beautiful. And sometimes they have a carving and, they, to make it look very nice. You understand?
- R Yes.

Mrs. C and Rene discussing and reading "The Little Prince."

- T "Vaniteux admirateur" same kind of, in English there is a word vain and vanity and in English there is a word admirer and you say in French "admirateur," and we are looking for modest.
- R I think it will be "modeste."
- T Yes I think so, um, no..
- R Oh I know, maybe "modernite"-or not...
- T Ah "le vaniteux," "saluer," (greet) "Modeste."
- R "Modeste."
- T So you know.
- R Yes
- T "Saluer." See how many words in English are the same as ah, the French words. Aren't they?

Throughout the collected data there is not one incidence where Rene asked for translation to clarify or enhance meaning of concepts or words in his L1 and it is not clear from these transcripts whether or not he was understanding when he responded with "yeah" or "yes." Gibbons (1991:4) points to strategies that children employ when faced with new language.

Often children's fluency in the playground masks their real difficulties in English, and because they sound fluent in informal situations, their real language needs may go undetected. Many children become good at hiding their difficulties and develop strategies that make them appear competent language users. They may use formulaic expressions or avoidance strategies in speaking, simply ignoring any communication that they do not understand.

Rene would not have understood all the communication that occurred at school and he was not constantly asking for clarification so it would appear that he was hiding his language problems and the situations described by Gibbons are feasible. On Rene's insistence, English and French were used separately. When he was spoken to in a situation where he was required to learn English he responded in English even though the communication was in French and when he was learning French in the classroom then he quite happily used French as a means of communication. The situation was different at the beginning of the year even though he made deliberate decisions about which language to use and when. During Big Book lessons with Mrs C in February, March and April Rene had a limited use of English and a great deal of the time was spent by Mrs C in bilingual teaching where she explored concepts in French and in English.

Research findings of Diaz and Klinger (1991:178) could provide an explanation for Rene's language behaviours.

The effects of bilingualism occur at the beginning stages of second language learning and therefore after a certain threshold level of second language proficiency no additional cognitive variance is explained by increasing levels of bilingual proficiency.

In the early stages of learning English in the year four class, concepts were developed firstly in French and then later in English. He was not

able to control the bilingual teaching and explanation that occurred in the daily Big Book lessons but he did insist on writing in English at school during private tuition time with Mrs C. The sequence of the diminution of the use of L1 over the period with Rene is consistent with research on the issue. Rene was not passive during this process; his contribution to his English language development has been through the exercising of his own personal decisions about keeping French and English separate in his spoken and written language.

A great deal of research has established the need for bilingual teaching particularly in the early stages of L2 acquisition. Vygotsky comments on an imbalance in language acquisition if L2 is used solely for teaching. "When L2 is used as the language of instruction both a "language proficiency gap" and a "cognitive gap" are the immediate result. Both gaps reflect the reductions in meaning that are available to the student." He goes on to explain. "If by the use of L1 the learner can more quickly connect thoughts and words to increase meaning it makes sense to do so" (Cited in Skinner, 1985:377).

Vygotsky uses his ideas to formulate his predictions for future achievement. "When L2 becomes the sole source of instructional content not only does immediate learning suffer, but future learning may suffer because concept development has been retarded" (Cited in Skinner, 1985:377).

At the onset of learning a second language, thinking takes place in the L1 of the student and concepts are transferred from L1 to L2. Gibbons (1991:6) says, "though the language itself is new, the concepts are familiar ones and what you are developing is a new label for old learning." During this time of transference of L1 to L2, concept

development must be complete in L1 for real understanding and for holistic transference of meanings to be moved from one language to another.

Gibbons (1991:6) clearly shows this significance.

Now imagine how much more difficult it would be to tell the time in an unknown language if you had not first learnt to do it in L1 and perhaps had never seen a clock. Now there is nothing to peg your new language to, and it will be much harder for you to learn.

Bilingual teaching occurred in the first three months in the current Year 4 classroom and gradually this focus was reduced as Rene's knowledge of English increased. During the months, July, August and September bilingual teaching was reduced to the translation of words from English to French or vice versa. Rene used the English / French dictionary and asked for English clarification which was often supported with concrete examples in the form of pictures, diagrams or paralinguistics.

Rene's mastery of the BICS form of English was well under way but this was not the time to stop bilingual support in the classroom as the more complex form of English termed CALP takes much longer to acquire, understand and use. Social Studies, Science and Mathematical concepts sometimes provided a challenge for the mainstream teacher in making them concrete and comprehensible to Rene. Mrs C was occasionally asked to work through these with Rene in French. Implications of the sole use of L2 in academic programmes are discussed by Dodson (1985:341). His research findings related to a Welsh immersion programme and point to difficulties encountered in the home if concepts are not developed in L1 at the school level.

Children find it extremely difficult to communicate in English about school subjects since they are taught only in Welsh. In other words the gap between what has become their specific preferred language (Welsh) in areas of education and what is inevitably their specific second language (English) in these same areas, has become too wide for them to be classified as balanced bilinguals in these important areas of their lives.

Rene's progress in learning English was rapid over the ten month Year 4 period. By the end of the year he had little difficulty in communicating his needs and wishes in the playground and during informal situations in the classroom. There was also evidence of understanding in areas of academic language. How much avoidance was happening was not clear. Both Dodson and Gibbons believe in the conceptual development of L1 in learning a second language and point out the problems that could be encountered if this is not the case. Dodson (1985:341) makes the point however, that "the proportion of active bilingual medium-oriented interactions with the teacher decreases as the second-language proficiency increases." Rene started in the Year 4 classroom as a beginner in learning English. He had intensive bilingual English / French teaching with Mrs C for the first three months in the mainstream classroom when his production in spoken English was limited. As his knowledge and ability to communicate in English increased then the quantity of bilingual teaching decreased.

Humour and Sarcasm in the Use of English

Rene was a well liked person in the mainstream class and established his individuality through his sense of humour. His wit shone through in later months as his language proficiency increased. Downey and Kelly (1979:19) make reference to humour and jokes in the classroom, "it can often serve to enhance a sense of comradeship and well being." and "humour may indicate social solidarity within a group." Rene, through his individual use of language very quickly established a place for himself in

the group. The numbat was his favourite animal and he made reference to it many times during this year. The same language topic, when regularly repeated and intended to be cute, caused instant laughter particularly when these items were predictable. The numbat became individual to Rene.

The following interaction took place during a serious discussion with Mrs. C about writing an election speech for the position of Lord Mayor of the suburb that Rene created.

- Mrs. C Now, there are some people who don't know you, don't know you, they've never heard of you, so , if you want to stand for election you have to have a speech, you have to make a speech to all the people saying what you will do, why they should choose you to be the best to be the Mayor, OK?
- R I know why they should choose me, because if they chose me, I'm, I will give them lots of little numbat, I will have a zoo with lots of numbat.
- Mrs. C OK, people cannot live on numbats, they cannot eat numbats. They, so they, no seriously you will have to decide what you will do, what is the best thing for you to do to be a good Mayor so all the people in your suburb will be happy, OK?

The lesson continued.

- Mrs. C The people go in and they take a paper and they put 1,2,3,4 alright? So no one gets, gets that is the vote, they put one near Rene B and if Rene B gets most of the votes, he is the

Mayor.

R (Laughing excitedly) And if I said I'm not, there's too much people and again, pow, pow, pow. I'm the only one.
(Intonation)

Mrs. C I'm the only one left.

R Yes....to vote for me. (Intonation)

Mrs. C Anyhow, well, let's be a little bit serious now.

The following is a similar example of humour and it occurred during a technology lesson where the children, in groups, were building bridges using spaghetti . Rene was in a group with David.

D But there's, there's no truss work on the arch, there's no truss work.

R Hm..

D You've got the arch principles here and it just spans, that's a good, why is it a good design for what you want?

R Because its not really large river, so an arch cannot be really..
(muffled).

D The arch, that's a good span for a narrow river, very good span and the arch will support it, one arch going across.

R The other thing...(laughing)

D We will have a try.

R Are we going to eat the bridge for dinner?

D With mince, cream?

R Yes

D Yeah, OK.

R You should put the...(muffled)..make it hot and hot.

D I'm feeling hungry now, I wouldn't like to eat all that glue.

R No.

When the bridges became a technology exercise the spaghetti lost its edible property and became a building material. This reality was completely reversed with Rene's comments in reference to the edible nature of the structure. Rene was asked to report on his group bridge building exercise. Here he punctuated a serious presentation with humour. He delivered his presentation to the whole class and inserted a humorous segment at the onset. He then responded to the mainstream teacher's questions in a manner that showed he was not deflected from the seriousness of a formal presentation to the class.

- R It's a pontoon bridge, it's made out of spaghetti. It's good for cook.
- T What is the pontoon bridge floating on?
- R Boat.
- T Who uses a pontoon bridge?
- R Army.
- T OK, just tell me what is a pontoon bridge?
- R Hmm..
- T What, how does a pontoon bridge work, and what's the use of one?
- R You put boat in the water and then you put plank on the boat.

Rene was able to apply humour using English in differing contexts and across audiences in one to one interaction and in whole class situations. De Bono (1991:89) aligns the use of humour with the ability to think laterally. "If we somehow get across from the main track to the side-track, in hindsight we can see that the track back is obvious. That is the essence of humour.....In lateral thinking we seek to do exactly what happens in humour." However, there were other aspects of Rene's facility to use English for humorous purposes. In the following dialogue

Rene showed his ability in English through the use of sarcasm as a means of achieving his goal.

Rene and David were very good friends. During the bridge building David believed that he had the most difficult part and Rene the easy one. David began to lose interest and Rene wanted to get the bridge completed and used a number of strategies to coerce David into action. The ensuing struggle involved sarcasm as a means of control. Fairclough (1992:35) says, "those who exercise power through language must constantly be involved in struggle with others to defend (or lose) their position." Initially it appeared that Rene was not comfortable in using the direct approach and continued in a back and forth manner indicative of a power struggle.

R The bridge is not even finished.

D The bridge is not even started. How am I going to do this Rene, you've got the easy bit. Let me do that.

R No

D Then I'll just have to do that.

R This is not, easy.

D Easier than mine.

R What have you done?

D Nothing.

R Something, I've done something. You can start doing something, can you? Oh no don't start doing that Davey. Don't start being crazy.

Oh please Davey, don't help me.

D I want to help you.

- R I will love to but but but do you understand I I well I not now because now right now I need to do this. No Doug no no you can build the tower. (Said very quickly with words blending into each other.)
- D Um... you got me to do the hard bit haven't you?
- R Yeah.
- D You idiot, you can do the hard bit now.

Rene did not like this negative reference to his intelligence and proceeded to challenge his friend using language in the form of sarcasm. Rene showed that he was quite a powerful, determined little person who was able to use language to make a point.

- R You said you not idiot, so you clever.

and

- R We start a suspension bridge so you don't talk and start OK?
- D About what?
- R Doing something. How come you not know what to do? You said you not dumb.
- D I'm dumb.
- R No you not (pause)..Davey, what are you doing? (inflection)

and

R You want to build so small tower? What's that? What was that for?
Of course its good, don't cry Davey you can do something, you're
so clever.

and now using a more direct approach.

R You not trying to do anything.

and

R When when you say you were trying you were not.

D I was Rene.

Rene was a slender person of average height for his age and in no way would his physical stature have intimidated another child in this class. He was able, through language, to establish himself as a powerful presence in the struggle for victory with his friend.

Humour and sarcasm was surprising evidence and was first identified during analysis. These examples show the creative sophistication of Rene's English language use and his ability to control situations through the use of humour and sarcasm. This degree of flexibility is not accessible to some native speakers of the English language and there may well be definite connections between the use of humour and sarcasm and the Cummins and Mohan models.

Use of Language in Content Areas

Rene started in the mainstream Year 4 classroom at the onset of the school year and was at the beginning level of learning English. Communication with Rene was a team effort where teachers and students used concrete supported English in the attempt to make themselves understood. Rene's English acquisition was a gradual process and as his language ability increased so too did his knowledge and ability to use language that is representative of Mohan's Six Knowledge Structures.

For example, in order to elicit these structures, a textless book called "Windows" was chosen which related to the class theme "Design a suburb." This book, "Windows" is temporally sequenced showing the gradual change from a rural environment to an urban one. Previous work covered on the theme related to the study topics "World Environments" and "City Development" through the big book "On Site."

The plan for the reading of this text was adapted from the principles outlined by Margaret Early in her Pre-Reading steps (Early, 1991:247).

1. Scan the book.
2. Develop vocabulary with the child.
3. Establish, validate and evaluate the student's prior knowledge.
4. Encourage the student to ask questions about vocabulary and concepts.

Teacher questions were used to help develop a wide range of language around the concepts contained in the book. The following framework based on the Six Knowledge Structures served as a guide for these questions.

Description:	Who, what, where, people, settings.
Sequence:	What is happening, what happens next, what happens in the end?
Choice:	Why do the people do what they do? What choices do they have? What could they do differently? What is the problem?
Classification:	What environments are involved in this story? What are the concepts or ideas?
Principles:	What is the moral? How are concepts related?
Evaluation:	What is the world view on environments and change? What are the values, what counts as good or bad?

Mohan's Six Knowledge Structures emerge as part of Rene's response to the illustrations in the textless book "Windows" during a one-to-one lesson with Mrs. D. (The mainstream classroom teacher)

Description

- Mrs. D Can you tell me about this picture?
 R There's some kangaroo.
 Mrs. D What, what, what is the whole picture about? What's it showing?
 R The mother, some baby and some kids.

Sequence

- R (He sees a kookaburra on the page and relates to a personal experience) Ah, kookaburra, I have seen one, yesterday I was sitting, on the, I was sitting looking T.V. and I.....I saw kookaburra just sitting on the mat looking at me. I'm getting out and was one metre from him and I said I want take a photo of him. I take his photo, he just look at me.

Choice

- Mrs. D Why does he come into a rural environment with the child?
 Why do you think he did that?
- R To show the child.
- Mrs. D What?
- R What is it. What is it like, all the beautiful things.
- Mrs. D So um, why didn't he stay living here?
- R Because there's lots of noise and some, it's dangerous.
 You...little garden and there's lots of road.

Classification

- Mrs. D Let's look at the environment and what's happening to the
 environment. Look at that, what's actually happening here?
- R It's develop
- Mrs. D It's being developed OK and what's it being developed into?
- R Into a city.
- Mrs. D A city or what else? What do we call a small city like that?
- R A suburb.
- Mrs. D A suburb, good boy. So it's becoming a suburb. It used to be
 like that. (Previous pages)
- R Here little house.
- Mrs. D And what's that environment called?
- R (Pause) Rural.
- Mrs. D A rural environment, that's right. And what's it becoming
 now?
- R Hm. Urban.
- Mrs. D It's becoming an urban environment.

Principles

- Mrs. D What would you tell these people, what would you say to

these people if you were their friend?

- R I will say, go somewhere that you can build anything like in the mountain, go somewhere else because they can't build something there. And cut out tree and get out all the beautiful thing, kill all the good animals and if you're in the mountains you not going to build a city there because there's too much rock and dig in the mountain is not funny, there's just rock.

Evaluation

- Mrs. D Now, what is good, what is good about this environment and what is bad about that environment? This is the urban environment. What's good about it and what's bad about it?
- R You got lots of people to tell with, it's good and you can go you got shopping centre nearly everywhere and its bad because it's really polluted.

Evaluation

- Mrs. D Hm, yes, what's happened now?
- R Now he got a baby
- Mrs. D But where is he now?
- R Now he is changing again.
- Mrs. D To what?
- R To another little house in the rural environment.
- Mrs. D Good boy ..
- R Near the big city that..
- Mrs. D Yes
- R Old house.
- Mrs. D And so..
- R It's going to be the same again.
- Mrs. D That's right. OK.

- R You can do this and it's never finished.
- Mrs. D It will never finish, that's right, it will go all over again, um..
- R But if they don't have baby..
- Mrs. D You think that if he didn't have a child he would stay in the city?
- R I don't know, but the story will stop. (Referring to the sequence of progress from rural to urban as shown by the the illustrations in the book.)

Textless picture books proved to be an excellent stimulus for reading, writing and oral discussion. After the pre-reading discussion using the book "Windows" Rene then completed a written comprehension activity relating to the concepts that were discussed.

Describe the first picture.

In that rural environment there is lots of plants and animals: kangaroo, parrot... There is a house with the mother looking at the window, there is a lizard in the room.

What happens as time passes?

They cut off the trees and start to build roads and develop the country. And they did a city.

Why is this happening? What choices do people have?

Because people want to develop the country. Choice if they going to keep the trees land or build a city.

Describe the different environments in this book.

There is rural and urban environment.
rural environment is the first land.
urban is city like Perth.

What rules could be made to prevent this from happening?

You not a land to cut tree if people that live in their land. You want to cut a land to cut but just a little bit, and you not a land to cut rabbit and do look-a-cut on the rural.

You are the Ruler of our Planet Earth. What important message will you tell your people about looking after the environments on Earth?

People cut trees kill animals, some animals disappear from the earth. Because people demolish the forest to make city.

The following are further examples of the emergence of Mohan's Six Knowledge Structures in a range of contexts and with a variety of audiences.

Whole class audience. Rene is addressing the class and Mrs. D asks a question about his bridge.

Mrs. D How does a pontoon bridge work?

R You put boat in the water and then you put plank on the boat.
(Sequence)

A social chat with a class member after a group technology lesson on building model shelters using available natural materials:

J Do you like making this?

R Yeah.

J Why, why do you like doing it?

R It better than work, better than writing.
(Choice-a personal opinion)

Small group discussion with Mrs. C using the Big Book "On Site":

Mrs. C They have certain ways of finding out how the building caught fire, where it started and they make a decision as to whether, it, whether it was deliberate or not.

R Why don't they put everyone that is in the city, (into) prison so..they catch the one who did that. **(Choice-solve problem)**

and

- R And if someone stole your house you come back and house isn't there.
(**Principles**-explain and predict)

Playing a game on the computer with one other child:

- C Jump up and..
- R Look out there's someone there. (**Description**-observe)
- C Look out.
- R Turn around, just keep on shooting because there is a bad guy. (**Choice**-make decisions)
- C Ah.
- R Jump up jump up. (**Choice**)
- C No let him come down.
- R Oh he dumb. (**Choice**-personal opinion)

One to one discussion about building materials for bridge building with Mrs. D and Rene:

- Mrs. D Why aren't many bridges made of wood?
- R Because wood is not really strong, when you put wood in the water it's not strong for a long time. (**Principles**-explain)

and

Mrs. D How do you know aluminium floats?

R Because sometimes when I put a can of Coke in the water it float. (**Principles-predict**)

and

R I know why it float, because its full of air. (**Principles-explain**)

and

R But if you put water on it its not going to float.
(**Principles**)

Discussing environments:

Mrs. D So what will happen if the volcano erupts?

R Time for people to run away. (**Evaluation**)

Students have the capacity to understand language well before they actually begin speaking and are often reluctant at this stage to use the target language. Assumptions about the student's level of understanding prompt teachers to use closed questions that require minimal responses. In Rene's case, his capacity with English has been demonstrated through structured teacher questioning.

When children enter primary school, often their thinking skills are well developed in their mother tongue and because they are not proficient in the target language it does not mean that their thinking skills are deficient. Students who appear passive are in fact often deeply involved in what is going on. When Rene arrived in the mainstream classroom he was unresponsive and it was difficult at times to know how much he understood. Questions were constantly reformulated in order to ascertain his level of comprehension. Early questions were limited to those requiring a nod or a shake of the head.

As Rene's oral English production increased so too did the complexity of the teacher's questions. It was important then, when higher-order questions were asked, that the length of wait time was increased to give Rene sufficient time to process information and formulate his ideas. When questions became more open they elicited responses that were longer and syntactically more sophisticated and were more capable of carrying complex meanings. Evidence of this was demonstrated in the examples provided earlier dealing with a range of concepts and spanning a variety of audiences. The teacher's questions were formulated to incorporate Mohan's theoretical Knowledge Structures of Classification, Principles and Evaluation. A student's level of thinking on a subject and the ensuing response is often dependent on appropriate teacher questioning.

Writing in English

Rene's English language proficiency in September was established using the NLLIA Middle and Upper Primary ESL Bandscales. His level for the four Macro Skills was determined by examining his language behaviours using the NLLIA descriptors in levels three, four and five. In writing at level three the student uses inappropriate choice of vocabulary and there is likely to be a mismatch of subject. Rene is using subject specific vocabulary in his written work particularly in the more theoretical curriculum areas of Social Studies and Science. This ability indicates a level that is further along the continuum. At level five the writer uses "more complex clauses." The examples shown in the bandscales at level five are more advanced than those actually used by Rene in his writing at this stage. Through this process of elimination it was established that level four was the level that most represented Rene's language behaviours in each of the four Macro Skills of writing, speaking, listening and reading. Links between the spoken and written mode will be discussed in the following section. Examples of Rene's writing show a progression from language that is close to speech to the more theoretical subject specific language of the Social Studies answers. This progression proposes to show the relationship to the BICS and CALP model. The beginnings of CALP are not clear but may well be identified by the subject specific vocabulary and increasing density of the language used.

NLLIA MIDDLE & UPPER PRIMARY ESL BANDSCALES

Middle & Upper Primary ESL W4

Writing: Level 4

Applying understandings of writing to experimenting with longer and more structured discourse; drawing on knowledge of the world in L1 and English, and on L1 and English language and literacy (to varying degrees).

Are able to write simple texts (e.g., narratives, reports, recounts, procedures) modelled on those read with and/or by the teacher (but with ESL features as described below.) Are continuing to experiment with language (this experimenting is a sign of language growth). Length of writing is growing, but "depth" of meaning of their writing in English is held back by their limited English language resource.

Have greater speed and fluency in writing because of their increased fluency in spoken English and their wider knowledge base in English; are prepared to take more risks because of this i.e. will continue to keep the ideas going and complete the text, knowing that their first draft will contain errors. May make more errors than before as they experiment. May wish to express themselves in writing in their L1 (if able to do so).

Are writing with ESL features in structure (e.g., omission of articles and verb endings, and tense (time orientation) difficulties). Writing is influenced by the characteristics of their spoken language (e.g., continual use of *and*; spelling errors reflecting pronunciation errors). ESL features will sometimes cause loss of comprehensibility, with reader having to re-read, predict / ask for the correct meaning.

Speaking: Level 4

Middle & Upper Primary
ESL S4

Extending the range of language beyond own immediate social environment and experimenting with learning through English; drawing on knowledge of the world in L1 and English, and on L1 and English language and literacy (to varying degrees).

Are able to interact socially with peers and familiar adults in most informal school contexts (e.g., teacher on playground duty; with peers in playground games; with peers in the classroom in informal learning contexts (e.g., art and craft, games, organisational language in group work)). Can give personal information, and describe past and present events without great difficulty; able to use words and phrases in strings to participate in longer speaking turns.

Are able to recount an event or a series of events orally (e.g., in individual presentations such as morning news (for middle primary learners)).

Can participate in academic learning activities on familiar topics if teacher and contextual support (modelling, scaffolding, recycling of language etc.) and time are provided (e.g., can describe processes such as The Water Cycle in simple terms). ESL features still occur (see below) but will not generally impede overall meaning. Can give a short prepared formal spoken report with heavy word-for-word reliance on their written text and with little ability to respond to questions beyond giving yes/no answers.

Are attempting to express more complex ideas and more precision of meaning as their English resource grows. Attempts at explaining more complex ideas in English (e.g., explaining a problem they have in specific subject areas) may cause errors in syntax, with breakdown in meaning sometimes occurring.

May experience frustration as they realise the mismatch between English they can understand and the English they can speak. May wish to use L1 for emotional support and as a break from continual use of English.

Are producing more complex language (e.g., using subordinating conjunctions such as *because*, *when*,

that). Are able to apply syntactic rules correctly (e.g., subject verb agreement, appropriate tense) but not consistently as they continue to make hypotheses and place more emphasis on getting their meaning across. Are showing signs of early modality (*if...; could; might; will; must; perhaps*) (e.g., *if I let it go they'll score me I'll go.* (Alfonso)).

SAMPLE

no my brother he told me he dream about when he gave me lots of cars and lots of things for boys like aeroplanes and robots and they say I was magic and I um take little ropes and I (packed? / lacked) everything with that rope and there came um little um cats was hairy and hair is to play with books and other things like this ... (Aga).

(NLLIA, 1994)

Evidence of Rene's understanding is demonstrated by his level of communication in written and spoken English. He can understand social English in most contexts and uses the speakers paralinguistic cues to make sense of what he hears. Rene speaks with a distinct French accent eg "ze" (the). He makes grammatical errors that are not typical of those made by a native speaker of English and an example of this difference is shown in the following sentences. Rene is referring to the size of the blocks of land in his new suburb which he called Numbat.

R "Yes, big, I think there's not a lot like in Perth that got two acre big."

The NLLIA bandscales at level four make reference to errors where children “are attempting to express more complex ideas and more complex meaning as their English resource grows. Attempts at explaining more complex ideas in English (eg explaining a problem they have in specific subject areas) may cause errors in syntax, with breakdown in meaning sometimes occurring” (NLLIA, 1994:C13).

Further examples of grammatical errors follow. Rene and a friend are playing a game on the computer:

R “I never been to anywhere,”

and discussing the texture of curtains with Mrs. D:

R “Yeah, when it's blow too much we put this and so the wind stop a bit, stop a bit the wind but one time there was so much wind and there was my toys and the wind blow, blow, and the curtain go and touch all my toys and all throw down away.”

Rene's speaking voice was clear, expressive and easily understood by children and adults at the school. Paralinguistic cues were not always required to assist in his expression of meaning. This ability in spoken English was transferred to writing and demonstrated the link between the spoken and written forms. Rene began writing in lessons with Mrs C very early in the year and his oral and written skills developed side by side. While there are similarities between the spoken and written forms of language there are also differences as pointed out by Halliday (Cited in Nunan, 1991:85). In Rene's case writing began as personal and narrative and progressed to more theoretical writing in content areas such as Social Studies and Science.

Below are some examples of Rene's written work. The first is a letter written after completing the dwellings built using available materials from the environment. Rene is writing to a friend in England giving his first impressions of the Swan River Colony. The address was on the blackboard and the rest of the letter was totally and independently completed by Rene in class. This text demonstrates his use of speech in the written form. For example language is in the present continuous, (here and now) "is raining," he uses colloquial contracted forms, "I'm OK" and leaves off the "ed" and uses singular forms in "All the family (families) have start to build houses."

R B



Swan river Colony
 Western Coast near
 New Holland
 27th July 1829
 Dear Douglas

It as been raining all
 the time on the P. A. M. I. L. A. St. Now
 we are on Garden Island and are
 coming. All the family have start to build
 houses with bush. Its raining at Garden
 Island. I'm O.K. To make are houses we
 need to cut the woods and covered with
 lives. my is like that. Your true friends

→ R



Rene's writing shows that he is developing proficiency in the written mode. He takes a while to complete work because he is proud of his progress in English and when he writes he is very careful to achieve a high level of accuracy. Pronunciation errors are evident in his spelling. He is willing to "have a go" at spelling words and uses his knowledge of English and transfers this to words that he can't spell.

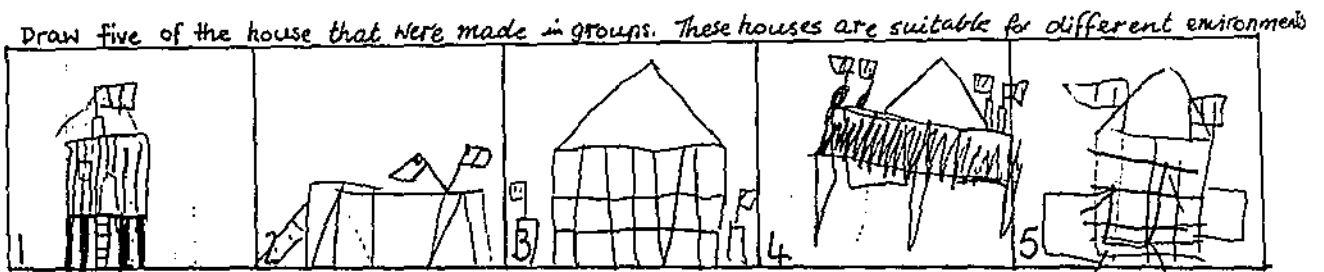
eg. "Nour" - our - now.

The draft copy of this speech was completed with Mrs. C following discussions about the responsibilities of the Mayor of "Numbat." Here Rene is still using a written genre that utilises the spoken resources through spoken non-sentence fragments (punctuated as complete sentences). "Roads just for bikes, roads for pedestrians." The final sentence is syntactically complex and shows progress towards writing at a more formal sentence level.

The Lord Mayor's Speech - Rough Copy
22.9.95

Vote for me I will make safety roads and public gardens for childrens. Roads just for bikes roads for pedestrians. I will put lots of other animals in the new zoo of numbat. Places were old people can get a cup of tea and talk together. I will put special places for fishing. Places were people can play bowling. You can go to New York for \$10 with a private plane. Aldx People can play golf in a club near the big river. A big net near x around the beach so crocodiles cannot come n x near the beach, and atoque x kill the people that are swimming.

The following is a worksheet that was completed by Rene in class following lessons about housing structures suited to certain environmental conditions. This work shows a more definite movement toward the written form in that the language is non repetitive and non circular. He is able to give reasons in the expression of causal relationships ie "because." Features of this writing nonetheless still include incorrect use of the preposition on / in, omission of verb endings (need / needs) and plural markers (wall / walls).



Choose one of these houses for an environment that is tropical and in a cyclone area.

Number of house. ~~2~~ Number 1.

Why did you choose this house? Because there is lots of rain the house is in still. And its strong for cyclone.

What special ^{changes} modifications are necessary to make this house safe in the above ^(tropical, cyclone) conditions. It need stronger wall.

This example of writing is in the form of answers to Social Studies questions on the topic "World Discovery." Language in this example is less like the spoken form. Rene's spoken English language is currently interpersonal, social and now to a lesser degree supported by paralinguistic supports. Rene's writing in this example does not reflect his usual spoken language. These written responses are subject specific with words economically selected to form clauses and sentences without the repetitions of the spoken form. There is developing density in the lexis used, through items such as "journey", "discovered" and "weightlessness." He continues to omit verb endings, articles and spelling reflects pronunciation errors, "soped" (stopped).



1. Write two problems that early explorers faced.

sickness, fear of the unknown soped a lot of people from making a journey

2. Write why each of these people is famous:

Marco Polo he made his way to China

Christopher Columbus he discovered America

Vasco da Gama he found a way to India by sailing to the east

Ferdinand Magellan he found a new route to India

Admiral Robert Peary he made his journey to North Pole

Ronald Amundsen he made his journey to South Pole

Neil Armstrong he is the first man to walk on the moon

Yuri Gagarin he is the first man to turn around the earth in space

3. Which two countries lead the space race? The two countries are America and Russia.

4. What is the name of the first spacecraft to land on the moon? Its Apollo 11

5. List three problems that astronauts face while living in space.

The weightlessness, walking and eating is very difficult

Writing in a variety of forms (personal letter, speech, answers to social studies questions) shows Rene's understanding and a developing ability to express himself in the written mode. His responses are short and ideas are expressed without elaboration. However the meanings are clear. Text types are appropriate to the purpose and although elements of speech are represented in the written forms, each piece of writing is different and is identifiable and suited to its purpose. These examples of Rene's writing are sequenced to show the progress from personal writing containing many speech elements to writing that is more dense, economical in wording and to the point. He uses vocabulary that is specific to the curriculum content area about which he is writing. Pauline Gibbons, (1991:107) says

The best place for teaching genres is in those areas of the curriculum where they naturally occur, such as social studies or science. The teaching of language through context is almost always more successful than teaching it in isolation....The process of writing should occur in all curriculum areas, not only in the language block itself.

It is interesting that Rene actually experimented with writing in English from the beginning and it is not unreasonable to claim that his development in English language has been enhanced by this interest. "Rene commenced to write in an unstructured form in his second week at school. The idea was purely to let him put his thoughts on paper in either French or English" (Mrs. C, 1995).

BICS and CALP

BICS is social, experiential language, concrete in nature and is supported by body language, gesture, facial expressions, pictures, diagrams and hands-on materials. Meanings are expressed through this colourful and active negotiation between people and concrete situations where a rich bank of conceptual vocabulary is not necessary and is in actual fact replaced by the supports. This context-embedded language, whilst complex and difficult in the early stages of acquisition, becomes less demanding once linguistic tools have been mastered.

CALP on the other hand is language both written and oral that is context reduced, stands on its own with the meanings contained within the actual words.

The communicative tools have not become atomised and thus require active cognitive involvement. Persuading another individual that your point of view rather than his or hers is correct, or writing an essay on a complex theme are examples of such activities. In these situations it is necessary to stretch one's linguistic resources to the limit in order to achieve one's communicative goals. (Cummins & Swain, 1986:154).

The following are examples of five samples of interpersonal communicative skills (BICS) in Rene's oral English language use. An attempt has been made to sequence these five examples from those that are cognitively undemanding and context-embedded to those that are cognitively more demanding and less context-embedded. Cummins' framework (P8) shows the relationship between the degree of contextual support and cognitive involvement in communicative activities. Whilst these later examples are not distinctly CALP, they do show a progression by Rene in the Cummins model.

Oral Sample 1

An aside during a one to one lesson with Rene and Mrs. C. was supported with much gesturing:

- R Sometimes I like to go up in the roof so will go up in the roof. I throw the tennis ball, I went up the stair in ze roof, then I climb
- T Do you ask your father, you say, mum the ball is on the roof I have to get it.
- R No, I said I need to get it and he say no, no, no, no. It's your ball go up and get it. I said Yes.
- T How do you get up?
- R Like this for....(gestures)
It goes something like this...(gestures) and there's something from ball cord, cord coming down like this (gestures) and that, something for if you or the tennis ball, the tennis ball cannot go in the pool or somewhere on the tennis court.
- T Your tennis ball has a cord on it, elastic, elastic so it stretch
- R Hm around the tennis court there's some cord and in that cord there's elast. The ball go but the ball is stop by the wire.

Oral Sample 2

A one-to-one discussion about building materials suited to various environments required pointing to and touching the classroom wall:

- Mrs. D What materials is, is, are best for a tropical environment?
What building materials are best for a tropical environment?
- R I don't know, I would, if I build something, I would put.....
like this (pointing to the wall) out of reinforced concrete
because sometimes there's lots of rain and I will build with reinforced concrete.

- Mrs. D OK what about in a temperate environment, would you build reinforced concrete in every environment here or are there different materials that you would use?
- R I use brick, concrete
- Mrs. D We'll have brick, that's still suitable
- R Mountain I will use, if its not too high I will use wood.

Oral Sample 3

Discussing bridges with Mrs. D. using pictures of various types of bridges to stimulate discussion:

- Mrs. D Why would you have um.. Why would you have piers like these? (pointing to picture)
- R Because if you don't put pier the bridge will go like this.... (gestures)

and

- Mrs. D What about the truss? What's the truss principle mean?
- R The truss is a bridge that's got..hm..bit like this...(draws).

and

- Mrs. D OK there's another situation here, there's a side river with a deep fast flowing channel in the middle and large boats need to pass under the bridge, which bridge..
- R Cantilever

- Mrs. D Yes the cantilever, tell me why
- R Because the cantilever is strong bridge at the side and you don't need any of them. (pictures showing bridges with piers have been available during the lesson)

Oral Sample 4

Talking about recycling. Language shows more continuity and is less disjointed and although non-verbal techniques are still utilised, more of the meaning is being carried through linguistic means:

- R Like the bottle made out of glass, I will put them in a special places, like they does in Paris. You put them in a big bin and you don't open it and throw them in it, just put it in a hole like this (stands and reaches up to demonstrate putting a bottle into a receptacle with an opening that is well above his head) and it's filled with all the other bottle and every week a big truck come and take them and I don't know where they put them in the factory where they recycle.

Oral Sample 5

Discussing volcanoes without drawing, gesturing or referring to pictures:

- R I saw it wasn't an eruption but it was something in a place that there was an eruption and all the city is all destroy, you can just see the top of the building just the top but that haven't been destroy.

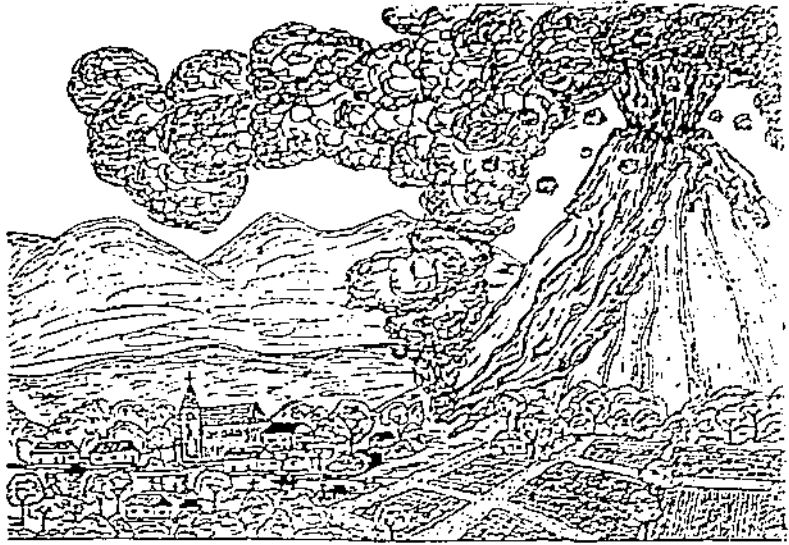
The sequence from Oral Sample 1 to Oral Sample 5 shows a gradual reduction in paralinguistic support for language. In Oral Sample 5 the vocabulary carries the meaning ("eruption" and "destroy") exclusively. These examples attempt to show Rene's progress from context-

embedded communication towards a minimal use of context-reduced communication, which may indicate the beginnings of CALP usage in English.

The following examples of written language show a further development along the continuum towards CALP.

Written Sample 1

“Volcano Eruption” (Written Sample 1) is written language in the narrative form. It is close to speech and shows BICS elements in the use of repetition for descriptive purposes. (very, very big and very, very, very scare) Although sentences are punctuated, the omission of connectives gives the writing the feel of short sequences of chunks of meaning that would be supported by broad gestures if they were in the spoken form.



PLAN YOUR WORK

Beginning Volcano eruption - Lava coming down - people scare -
big clouds in sky x ash

Middle people run away lava burn houses

End Village burnt - some people kill - Volcano stop

Volcano Eruption

A volcano erupted on the 1st September 1879 X

On long long time ago on the 1st September 1992 A very very big volcano erupted, the lava was coming down the big volcano, they were a terrible noise all the people were very very very scared. They were a lot of big clouds in the sky, it was very scary.

The people jump in their cars drive away, the buses and the animals came out of the forest, a plane with water was trying to make the lava stop and a helicopter was throwing loads full of water.

Following is an example of written language (Written Sample 2) produced later in the year showing language use that is cognitively demanding and context-reduced. The writing came out of an oral comprehension activity which involved the reading and discussion of a newspaper article entitled "Perth: A city for kids?" This article was discussed six weeks prior to the completion of the comprehension exercise.

Perth: A city for kids?

By TRISH GALLAGHER

PERTH will become a city for kids instead of a desert if Pat O'Sullivan has her way.

She says taking a child to the city is a difficult and expensive exercise, even to get a drink of water, and there is little to interest children.

The Peter Pan statue in Queens Gardens is the only piece of child-related sculpture and children are not encouraged to use the simple things that do attract them such as glass lifts and escalators.

"You can do a lot of gimmicky things but really cities are about people and children are people too."

Underpinning her plan is the idea that the children of today are the adults of tomorrow who will work and play in the city and be responsible for its growth, care and maintenance.

Having memories of childhood icons would, she believes, help combat vandalism in later years as children would say: "Don't do that — I liked that as a kid".

"People controlling destiny have to have fond memories as I do of the Peter Pan statue and the butter man at Downs," she said.

"I used to come to the city on a tram and it was a pleasure to watch that man at Downs cutting a pound of golden butter with piano wire."

Mrs O'Sullivan started mulling the idea around a couple of years ago in Hobart where she watched children clambering all over a timber maze set in a city mall.

It was a low structure that kids could move about on safely.

She thought: "Why isn't there something like that in Perth?"

"Perth is so dull."

Then outside the Art Gallery of WA she noticed how many children touched Henry Moor's Reclining Figure sculpture.

"They like it, they stroke it," she said.

"I thought, there should be more of that."

Perth — A City for People came at just the right time and she set about gathering support to make it a city for children too.



Plan for trails leading from the city centre

SOMEWHERE within the old Treasury building is a marker saying D, the spot from which early explorers set off.

Before Joan Pope came up with this, Pat O'Sullivan said her committee was stuck on finding the centre of Perth.

They need it because their idea is to have a series of trails through the city starting from a compass on a child's-height table smack in the middle of the city.

Trails to the north, south, east and west would all begin from points within walking distance of our parks and public transport and would link the city's parks.

Along the trails would

be "clumps" of children's features, all within reasonable walking distance for a mother pushing a pram or stroller.

"Each clump would have a vista — something special about it," Mrs O'Sullivan said.

Because the old Treasury building, Cathedral Square and Perth Town Hall were part of the proposed town square development, it seemed the perfect place to put the first clump.

"Imagine if you are a child and know you're right in the middle of Perth," Mrs O'Sullivan said.

As well as the compass there would be child-oriented sculptures, tactile

child-size seating, play pieces, water fountains children could reach, and adult seating nearby so older people could watch children.

"Our children are invisible to most people; there are not many chances to observe and enjoy them," Mrs O'Sullivan said.

"There are toilets at the town hall so that could be a pit stop and rest point."

The north-south trail would take in Hyde Park, the Perth Cultural Centre, Forrest Place, the retail centre and the Barrack Street complex.

East-west would take in Queens Gardens and

• More page 3

Plan for children's city

• From Page 1
the Peter Pan statue, the East Perth redevelopment project and Ivey Watson Playground in Kings Park.

There would be heritage loops, Aboriginal history loops to Helrison Island and a ferry loop to the zoo.



Written Sample 2

Rene reread the article and the questions by himself and answered the questions without assistance. This writing shows Rene's ability to link ideas and create sentences that are syntactically complex. It is representative of the written form and further removed from context-embedded forms by the omission of contractions in the first two sentences and the inclusion of connectives such as "because" for the linking of more than one idea. The ability to interpret the metaphorical use of language in the author's use of "desert" in a city environment is indicative of processing that is within the requirements for CALP. This display of Rene's understanding of the use of sophisticated language is not consistently the case in his general mainstream classroom lessons and this example of comprehension may well be linked to previous lessons related to environments suited to suburb development. It is a good example of Rene's ability to think laterally.

Why did the journalist use the word "desert" in the first sentence of this article?

Because Perth is a desert for kids because they is not a lot of good things for kids in Perth. Childrens think that Perth is nothing good because they is no park and things in Perth city.

Mrs. O'Sullivan says "Our children are invisible to most people." What does she mean by this?

Mrs. O'Sullivan mean that when people build a city they d'not think about childrens they d'not build anything for childrens. Childrens are invisible to people in city because they is nothing for childrens in citys so childrens don't like citys.

This example of Rene's writing shows a progression that is further along the Cummins continuum than that for Written Sample 1 where language was repetitive and close to speech.

Evidence of the movement along the continuum from BICS to CALP in Rene's English use has been provided by the previous temporally sequenced examples of Rene's oral and written language. The combination of concrete supported language and linguistic skills provided the means for communication in Rene's early BICS English use and as time passed concrete supports became less and were successfully replaced by his new linguistic skills providing for at times quite clear and meaningful communication.

Success along the continuum to CALP in language that is context-reduced and reliant on linguistic elements alone can be shown to a minor degree and mainly through Rene's use of conceptual language related to the theme "Design a Suburb" which was an integration of Science and Social Studies curriculum areas. The use of subject specific vocabulary and the precise wording in comprehension answers together show an increasing density in English that is indicative of a movement along the continuum towards CALP.

CONCLUSIONS

This research project has obtained answers to four important questions on the English language development of a nine year old NESB child in the mainstream classroom. These questions with the relevant research findings are listed.

Question 1

What evidence is there in Rene's language use that there is movement along the continuum from BICS to CALP?

The Cummins' model shows English language development along two continua. The horizontal continuum from BICS to CALP observes the range of contextual support available for expressing and receiving meanings and the vertical continuum relates to the degree of cognitive involvement required to complete these processes.

There has been significant progress in Rene's English language development during these past ten months from the initial silent period observed in the first two months of this year to his recent ability in September where he is able to converse freely in social English with minimal difficulty in informal settings. This study did not include a large range of examples of informal conversation between Rene and his peers but those that were included show the breadth of his ability to understand and to express himself in English. Interpersonal communicative skills were developed to the point where he could converse with children and adults in most familiar and informal conversational English contexts with few breakdowns in communication in both spoken and written language.

BICS language in personal, social and general contexts is supported by a wide range of meaningful paralinguistic and situational cues. Academic language on the other hand takes much longer to acquire and has a rich bank of conceptual linguistic tools which replace supports. Rene's major accomplishments in English have been in the BICS area.

The beginnings of CALP in Rene's English language use are not clear but an indication of the movement in the direction towards the use of context-reduced elements can be seen in the increasing use of precise language through subject specific conceptual vocabulary used to express meanings related to the theme "Design a Suburb" involving Social Studies and Science curriculum areas. Although there has been progress in Rene's ability in this use of English, clearly much remains to be achieved. It is unrealistic to expect major developments in CALP until secondary school.

Question 2

To what extent does Rene's language use demonstrate progression across Mohan's Six Knowledge Structures?

Mohan has identified Six Knowledge Structures which supply a framework connecting language, thinking and content. The structures are divided into two main groups: the practical structures of Description, Sequence and Choice and the theoretical structures of Classification, Principles and Evaluation. These Six Knowledge Structures provide a starting point for the development of academic discourse related to content.

Rene has demonstrated his ability to use these structures in his written and spoken language. It was possible to identify all of the Six Knowledge Structures in a single lesson but only when the teacher's questions were deliberately structured in order to elicit responses containing the specific structures. Early in the year Rene's language was limited to single word responses and it was the mainstream teacher's task to make sure that the student was not left in a void and understood as much as possible and this was achieved through multiple concrete supports. As time progressed his ability to comprehend and produce quite complex language structures increased. When the teacher's language was deliberately structured in order to elicit a higher level response from Rene his answers displayed surprising clarity and thoughtfulness.

The analysis of transcript data highlighted the importance of teacher questioning particularly in relation to eliciting language that is representative of Mohan's Six Knowledge Structures. It was possible for Rene to express both the practical and the theoretical language structures when questions were specifically designed to provide opportunities for Rene to activate his higher level thinking skills. When questions became more open they elicited responses that were longer and syntactically more sophisticated and were more capable of carrying complex meanings. Through the teaching of content that was meaningfully integrated across the curriculum, it was possible to focus on academic language and higher level thinking skills in the mainstream classroom.

Mohan's Six Knowledge Structures are related to thinking skills at varying levels of complexity. The possibility of their inclusion in the English language production of a child after just nine months of English language exposure and tuition has been demonstrated by this research.

Question 3

In what way does the support teacher's use of French contribute to Rene's English language development?

According to recent studies bilingualism in education contributes positively to academic achievement. Bilingual education helped Rene firstly in having a sympathetic adult that he could communicate his needs with, and secondly in assisting in the conceptual development of concepts in both languages, particularly during the period early in the year when language transference was taking place between L1 and L2. Major benefits of bilingual education occurred in the first two months in the classroom where Rene had intensive tuition in French and English. The effect of bilingual teaching diminished as Rene's L2 proficiency increased and this process is consistent with current research. With the help of his bilingual teacher Rene began writing in English very early in the year. By the end of the period under review his writing was starting to move towards the purer genre of the written form.

During the designated ten week study period bilingual activity was reduced to word to word translation and this occurred almost imperceptibly and mainly through Rene's own early insistence to speak and write in English. There were some times where concepts

were difficult to clarify particularly in the more theoretical curriculum areas and Mrs C was occasionally called on to provide informal bilingual assistance. These instances by the end of the programme were relatively rare and infrequent.

Academic language development can be attributed to initial bilingual teaching where conceptual language explanations were taking place in both languages and the information gap between English and French was kept to a minimum.

The support given through the use of Rene's L1 in the early stages of the year probably gave him the confidence to activate his interpersonal skills in developing relationships with the children in the class, which is a vital and contributing factor in the development of communicative social language skills.

Question 4

What other key factors contribute towards Rene's English language development?

It is a difficult and anxious time for most native speakers when they enter a new classroom on the first day, irrespective of whether they are continuing at the same school or are starting at a new one. This same situation coupled with the inability to communicate with a single person or to project an identity would create a most fearful xenophobia in those individuals who entered a school as a NESB person.

During the first few weeks in the classroom, Rene was passive and it was interesting to watch his personality emerge as he spoke for example in his L1 during a one-off LOTE lesson conducted by a French-speaking teacher at the school. As Rene's interpersonal language developed in English he was very quickly able to express his own individuality and this was accomplished initially through his use of humour in English.

The teacher can assist students by placing them in groups with English speakers and thus giving them the opportunity to get to know the people in the class and also provide many and varied child language models. Rene's ability to interact with the mainstream English-speaking children has been an important factor in his acquisition of communicative social language skills.

Once relationships were formed with his English-speaking peers then interpersonal skills progressed naturally in the environment and the mainstream teacher's task was simplified by the child's ability to communicate in the playground and in the classroom. It is the particular use that Rene personally made of the small group classroom organisation that contributed to his English language acquisition.

It was the specialised nature of the conditions that operated in the mainstream classroom that were a contributing factor to the success of the programme. Through the collaborative efforts of the bilingual support teacher and the mainstream teacher a rich setting conducive to learning was provided and it was Rene who, by his desire to learn English, made use of these very special conditions and completed the teaching learning process.

All of the above aspects have in one way or another contributed to Rene's English language development as it is today. The four questions answered in this study have been the catalyst for this research and have, by their investigation, provided informed answers and insights into the acquisition of English language both social and academic, by a primary school NESB child in the mainstream classroom.

In summary, Rene has "progressed extremely well in every way at school both scholastically and socially. He has exceeded every expectation. Now at the end of the year his oral English is of a high and confident standard" (Mrs. C, 1995).

REFERENCES

- Brandes, D. & Ginnis, P. (1990). *The Student Centred School*. Herts, Simon and Shuster Education.
- Burns, B. (1994). *Introduction to Research Methods*. Melbourne, Longman.
- Cummins, J. & Swain, M. (1986). *Bilingualism and Education*. London, Longman.
- Cummins, J. (1991). *Conversational and Academic Language Proficiency in Bilingual Contexts*. *Aila-Review*. 8, 75-89.
- De Bono, E. (1991). *I am right you are wrong: from this to the new renaissance: from rock logic to water logic*. Harmondsworth, Penguin.
- Diaz, R. M. & Klinger, C. (1991). *Towards an Explanatory Model of the Interaction Between Bilingualism and Cognitive Development*. In E. Bialystok (Ed.) *Language Processing in Bilingual Children*. (pp. 167-192). Cambridge, Cambridge University Press.
- Dodson, C.J. (1985). *Second Language Acquisition and Bilingual Development -A theoretical Framework*. *Journal of Multilingual and Multicultural Development*. 6 (5.), 325-346.
- Downey, M. & Kelly, A.V. (1979). *Theory and Practice of Education: An Introduction*. (Second Edition) London, Harper and Row.

- Early, M. (1990). *Enabling First and Second Language Learners in the Classroom*. Language Arts. 67 (6.), 567-575.
- Fairclough, N. (1992). *Language and Power*. London, Longman.
- Garrett, P. (1994). *Use of the Mother-Tongue in Second Language Classrooms: An Experimental Investigation of Effects on the Attitudes and Writing Performance of Bilingual UK Schoolchildren*. Journal of Multilingual and Multicultural Development. 15 (5.), 371-383.
- Gibbons, P. (1991). *Learning to Learn in a Second Language*. Sydney, Primary English Teaching Association.
- Ilg, F. & Ames, L. (1965). *Child Behaviour*. London, Hamish Hamilton.
- Labov, W. (1970). *The Study of Non-Standard English*. Urbana, Illinois, National Council of Teachers of English.
- Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge, Cambridge University Press.
- Mohan, B. (1986). *Language and Content*. Reading, MA, Addison-Wesley.
- Nunan, D. (1991). *Language Teaching Methodology. A Textbook for Teachers*. Hertfordshire, UK, Prentice Hall.
- NLLIA ESL Bandscales: *Language and Literacy in Schools Project*. (1994). Canberra, National Languages and Literacy Institute of Australia.

Perry, W. (1987). *Language and Content*. TESOL Quarterly. 21(1.), 137-143.

Saville-Troike, M. (1988). *From Context to Communication: Paths to Second Language Acquisition*. In D. Tannen (Ed.), Linguistics in Context: Connecting Observation and Understanding. (pp. 249-268). Norwood, New Jersey, Ablex.

Skinner, D.C. (1985). *Access to Meaning: The Anatomy of Language Learning Connections*. Journal of Multilingual and Multicultural Development. 6 (5.), 369-388.

Stem, H. (1985). Fundamental Concepts in Language Teaching. Oxford, Oxford University Press.

CLASSROOM REFERENCES

Baker, J. (1992). Windows. Hong Kong, Random Century.

Pollock, J. (1987). On Site. Gosford, NSW, Ashton Scholastic.

Wheatley, J. (1987). My Place. North Blackburn, Victoria, Collins Dove.

Saint-Exupery, A . (1982). The Little Prince. London, Piccolo Books.