

SAINT MARY'S UNIVERSITY

**FROM THEORY TO PRACTICE: THE REALITIES OF A
PILOT SHELTERED ENGLISH COURSE**

by

© PAULA CLARK

A THESIS

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IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
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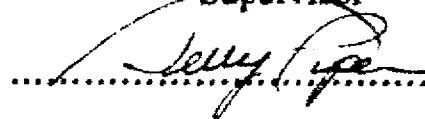
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The undersigned certify that they have read, and recommend
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Paula Clark

ABSTRACT

From Theory to Practice: The Realities of a Pilot

Sheltered English Course

by Paula Clark

Spring, 1994

This ethnographic case study examined the progress of a pilot sheltered academic English course over an eight-month period. The purpose of the study was three-fold: to identify aspects of the grade 12 sheltered English course that made it unique and different from a mainstream grade 12 English course; to identify changes that students in the sheltered course experienced with respect to English proficiency, confidence in their use of English in an academic environment, attitudes towards learning and using English, use of learning strategies; and finally, to show how these international students and the sheltered English teacher evaluated the course.

Seventeen students participated in the study which consisted in part of questionnaires administered at the beginning, middle and end of the study. The data obtained from these questionnaires focused on background information, learning styles, attitudes and feedback on the sheltered English course, as well as their other content courses. The students also completed a test of English proficiency at the beginning and at the end of the study. In addition, the researcher acted as participant observer in the sheltered English course on a regular basis during the last three months of the study to gather further information about the implementation of the course. The teacher of the sheltered course was interviewed at the beginning, middle and end of the study to elicit her views on the planning and delivery of this pilot course.

The findings indicated that over the eight month period, students made gains in their overall English proficiency and also were more confident in using English in an academic environment. The students positively evaluated the course, indicating that reading and

writing were the areas in which the sheltered course assisted them the most. Mrs. MacDonald, the pilot sheltered English teacher, also offered constructive feedback on the course. She indicated that she was able to adapt her course materials and instructional methods in order to facilitate students' comprehension of their grade 12 academic English text.

Mrs. MacDonald also indicated that there were inherent problems in the set-up of the course. For example, serious problems arose because no placement procedures were used and subsequently, students of very low proficiency were admitted to the course. It also became apparent that a great deal of preparation time was required of the sheltered English teacher to develop the support materials (such as graphic organizers) in order to help the students to deal effectively with the authentic academic material assigned in the course; yet, no additional support time had been allotted to the teacher for this preparation.

The study concluded with the recommendation that other sheltered courses be offered in the Halifax District School Board, provided that such issues as placement procedures, materials development, and adequate teacher preparation time be addressed.

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I. INTRODUCTION

A. The Statement of the Problem

Demographic changes in many parts of Canada and the United States have resulted in increased numbers of English as a Second Language (ESL) students in the public school system (Cummins, 1993; Flaherty & Woods, 1992; Friedlander, 1991). This influx has left many school districts grappling with how to best meet the needs of these international students without detracting from the quality of instruction that is offered to others in the classroom. Concurrently, there has also been recognition that teaching language in isolation from content does not adequately prepare students for mainstream classes (Adamson, 1990; Helmer, 1992; Met, 1991; Mohan, 1986). One might hypothesize that content-based language instruction emerged, in part, in order to address this situation.

An examination of second language acquisition periodicals revealed that content-based second language instruction is gaining prominence. Nonetheless, much of what appears in these articles is based on the intuition of teachers who are proponents of this approach. While these contributions to the field of second language research are invaluable, more studies of an empirical nature are needed to confirm the effectiveness of content-based instruction. For this reason, the current study was undertaken.

B. The Background/Purpose of the Study

During the 1993-1994 academic year, the Halifax District School Board piloted its first sheltered instruction course. This grade 12 university preparatory English course, taught by an experienced English/ESL teacher, was initiated to address the needs of an increasing number of English as a second language students in this area. This study entailed an examination of students' cognitive and affective measures taken at the beginning and end of the course, as well as a learning styles questionnaire. In addition, the researcher acted as participant-observer in the sheltered course on a bi-monthly basis from January to April, 1994.

The study examines several variables related to the description and evaluation of this pilot sheltered English course. The purpose of the study is three-fold:

1. to describe how a grade 12 pilot sheltered English course differs from a mainstream grade 12 English course;
2. to identify changes that students in the sheltered English pilot program experience with respect to English proficiency, confidence in their use of English in an academic environment, attitudes towards learning and using English, use of learning strategies and academic performance;
3. to recount how these international students and the sheltered English

teacher evaluate the program.

Each of these three main questions may be further delineated. The questions will be detailed in Chapter Three.

C. The Need for the Study

Although there is a considerable amount of literature in support of content-based language instruction, very little of it is research-based. Willetts (1986) has stressed the need for increased exchange between "research findings and classroom applications...to ensure a strong foundation for integration of language and content" (Willetts, 1986, p. 36). The current study is significant in that it responds to this need.

Willetts (1986) also indicates that, in evaluating programs "more emphasis is needed on the process (observation and description) rather than on the products (results and assessment). Frequently, evaluations are product-oriented and tend to draw attention away from what is happening in the classroom. More could be learned from studying the actual process involved." (Willetts, 1986, p. 35) Given the apparent recognition and value of researcher as participant-observer in the learning situation, it was decided that this study would be most beneficial in the form of an ethnographic case study. Anderson (1990) lends support to this choice by pointing out the appropriateness of the case study in the field of education,

where there is a need for process-oriented research methods. By supplementing the subject's results and assessment with participatory observations, it is felt that this study makes an important contribution to second language research.

Another key element in this study is the voice given to the subjects. In addition to a CanTEST (a test of English proficiency) being administered, the subjects were asked to indicate their confidence in the use of English in an academic environment and their attitudes toward learning English. Furthermore, they were asked to evaluate the pilot sheltered course. Therefore, feedback that students gave was an important part of the study.

To summarize, the present study is potentially useful in several different ways. First, there are few accessible studies of this type that methodically shadow pilot sheltered courses and chart their progress from beginning to end, especially at the secondary level. It is hoped that this current study will offer valuable insight into the planning and implementation of such a course. Second, the insights gained from the findings may prove beneficial to others who are in the process of revamping similar courses. Finally, one would hope that the findings of this study would lend credence to those who are currently in the process of composing a rationale for establishing sheltered courses.

D. The Limitations

Even though the findings of this study are relevant to the field of content-based research, it is not expected that findings from a case study approach would be applicable to other contexts. Nonetheless, if similar studies were completed, interesting parallels might be drawn.

Although the Halifax District School Board initiated the pilot sheltered course to try to better meet the needs of a growing number of international students, the period leading up to the implementation of the pilot project was not without problems. Because of fiscal restraints in this school board during the 1992-1993 academic year, the number of full-time ESL teachers at the elementary and junior high levels was cut from four to two. This did not impact directly on the senior high ESL teachers; however, it does hint at the manner in which ESL instruction is currently viewed in the school system.

Subsequent to the cutbacks, the grade 12 sheltered English course was tentatively given permission to proceed. In September, those students who were deemed to be in need of ESL support and who were age appropriate for grade 12 were enrolled in the pilot sheltered course. Therefore, no admission standard was ever put in place for students entering this course. As cognitive measures (presented later in this study) will illustrate, the language level of these students ranged from beginner to

quite advanced. This posed obvious problems for both the instructor and the students. Research indicates that L2 learners in sheltered courses should be beyond a beginner proficiency level (Burger, 1989; Fichtner, Peitzman & Sasser, 1991; Krashen, 1984; Krashen, 1985; Sasser & Winningham, 1991). Finally, the instructor, although very experienced in both English and ESL methodology, was given no additional release time in which to prepare for this course.

These limitations in the implementation of the sheltered course did not allow for a comparative study. Although a comparative study would be more revealing with respect to the effectiveness of different methodologies, the current study serves a useful purpose in documenting the implementation of the pilot sheltered English course. A lot of relevant information can be gleaned from this process.

E. Chapter Designs

This chapter of the dissertation outlines the rationale and need for the current study, as well as the research questions. Chapter II reviews the pertinent literature, while Chapter III outlines the research design. The research findings are presented in Chapter IV. Discussion, recommendations and suggestions for further research are considered in Chapter V.

II. LITERATURE REVIEW

A. Introduction

Immigration has always been a fact of life in Canada. Recent statistics indicate that "Immigrants to Canada...numbered 84,302 in 1985 but have increased steadily during the past six years to a projected level of 250,000 annually from 1993 through 1996" (Cummins, 1993, p. 31). Cummins indicates that this increase is a reaction on the part of the federal government to offset the effects of low birth rates among Canadians and a population that is quickly aging.

From an educational viewpoint, this means that a greater number of students in potential need of English as a Second Language (ESL) support are entering the public school system. Cummins gives statistics projecting "that more than 300,000 children under age 15 from diverse countries will arrive in Canada between 1990 and 1995, almost double the 160,000 who arrived between 1984 and 1989" (Cummins, 1993, p. 32). It is important to note that although immigration is controlled at a federal level, funding for education is a provincial matter. Inevitably, as Flaherty and Woods indicate, "School boards, with no control over immigration, have become the front-line agencies coping with problems ranging from language acquisition to treating the scars of children who have experienced severe trauma" (Flaherty & Woods, 1992, p. 187). In school boards such as

Vancouver's, where forty-seven percent of the students speak English as a second language (Early, Mohan & Hooper, 1989) or in North York, where 1988 statistics indicated that one out of every four students was learning English as second language (Handscombe, 1989), they have had to reassess the programs they offer in an attempt to better meet the academic needs of their ESL students.

Currently, the number of ESL students in the Halifax District School Board is 330. Although there are fewer ESL students in this district, as compared to Vancouver or North York, the number of students is rising. In 1990/91, 205 ESL students were reported to have been registered in the Halifax District School Board; in 1992/93, the total number of ESL students was 273. (C. Chandler, personal communication, November 26, 1993). Following this trend, we might assume that this area will continue to see an increase in the number of students who are in need of ESL instruction. For this reason, providing appropriate second language instruction for this population must be addressed locally.

B. ESL Instruction: Options

The most common approach to second language learning is a general English as a second language class in which emphasis is placed on particular language skills in isolated communicative contexts. Under this

heading of general ESL classes, there are a variety of programs and services that are offered to students. Flaherty and Woods (1992) delineated three categories into which these fall, based on statistics collected during research in various Canadian school boards by the Canadian School Boards Association (CSBA).

1. At one end of the continuum where numbers of ESL students are quite reduced, programs and services are informal. Mainstream teachers often provide additional support for the students in their classrooms. As well, tutors or volunteers may assist the teacher in the classroom.
2. In the second category, ESL programs may be established at one particular school. Another option is the use of itinerant teachers at the elementary level or having ESL classes for junior high grades and non-credit ESL classes for senior high grades. ESL instruction may be offered through withdrawal programs in which students are excused from their content classes to work with an ESL specialist.
3. This third category includes withdrawal and self-contained programs, as well as booster programs for those students experiencing language or academic difficulties. Secondary schools may have an accredited ESL class as part of their fixed timetable (Flaherty & Woods, 1992).

Although the aforementioned means of support for ESL students are beneficial to some degree, there are also inherent problems. Mainstream teachers and tutors/volunteers do not always have the ESL training to deal with students with these needs. This may result in frustration on the part of both teacher and student. Students taken out of mainstream classes to work in withdrawal programs inevitably miss essential instruction in their other classes. This is an unfortunate, but necessary, trade-off that is made in that situation. The third alternative in which students actually have a fixed ESL class as part of a schedule is the most promising.

Nonetheless, it is quite common for schools to offer only one accredited ESL class for those senior high students who are in need of this support. Although some students take this course throughout high school, they may only receive a credit for the first year. Others take this credit course for one year and subsequently enroll only in mainstream classes, even though they may still be in need of ESL support. In either case, ESL students are not given the opportunity to aspire to a more demanding, higher level ESL course.

Furthermore, the teaching of language in isolated communicative contexts (as in general ESL classes) is regarded as inadequate since it does not promote the development of language *and* content (Adamson, 1990; Chamot & O'Malley, 1994; Helmer, 1992; Met, 1991; Mohan, 1986).

Traditional ESL instruction results in students becoming somewhat communicatively proficient, while remaining disadvantaged insofar as academic skills in the classroom are concerned. Mohan, in his book Language and Content, indicates the major weakness of this type of approach. "Any educational approach that considers language learning alone and ignores the learning of subject matter is inadequate to the needs of [the] learners" (Mohan, 1986, p. 1). In discussing why this is so, Adamson indicates that "the traditional goals of ESL programs - general English proficiency and the ability to interact effectively in social situations do not correlate with academic success" (Adamson, 1990, p. 68). Thus, once students in general ESL programs are mainstreamed, they experience problems in their content-area courses (Adamson, 1990; the Coleman Report, 1966; Collier, 1987; the National Assessment of Educational Progress, 1977).

How do ESL students perceive these courses in which the emphasis is placed on the language and not the subject matter? Chamot and O'Malley point out that "Many ESL students view the curriculum in grade-level classes as the "real" curriculum in school and devalue learning language while they must wait to learn important content" (Chamot & O'Malley, 1994, p. 73). The earlier discussion on separating language and content resurfaces and we once again find ourselves faced with the inadequacies of

general ESL programs. In order to redress these inadequacies, some practitioners invested in the idea that language could be taught simultaneously with content.

These recent developments in the field of content-based second language instruction include general theme-based courses and content-specific courses, both of which focus on academic subject matter and are accredited ESL classes. This latter type of course could be offered in such disciplines as social studies, history, science, etc. Of particular relevance to the current study is the fact that the sheltered course being shadowed is both a content-related and an accredited ESL course.

Although there is a movement toward content-based instruction, it would be unfair to say that general ESL classes currently serve no purpose whatsoever. Most research does indicate that in order for content-based programs to function properly, the L2 learners should be beyond a beginner proficiency level (Burger, 1989; Fichtner, Peitzman & Sasser, 1991; Krashen, 1984; Krashen, 1985; Sasser & Wunningham, 1991). It would seem logical to maintain the current ESL instructional classes as a preparatory stage, with students progressing to content-based classes once their proficiency reaches a near intermediate level. This is an important issue for this study, given that the subjects' proficiency levels differed significantly at the outset of the sheltered course.

C. Content-based instruction

1. Historical Overview

Content-based language teaching, as defined by Brinton et al. is "the concurrent teaching of academic subject matter and second language skills" (Brinton et al., 1989, p. 2). Although programs focusing on content-based teaching are just now becoming popular, the underlying principles are not new. The aforementioned authors refer to the following three established programs which exemplify the teaching of language through content: language across the curriculum, language for specific purposes and immersion education (Brinton et al., 1989).

a.) Language across the curriculum

Despite a broader focus on the development of the L1 through all subject areas, language across the curriculum has also been influential in the realm of second language pedagogy and more specifically, content-based second language teaching (Brinton et al, 1989; Crandall, 1987; Crandall & Tucker, 1989). An important finding of a committee, commissioned by the British government to examine all aspects of teaching English usage, was that instruction in the first language should be part of all disciplines (Brinton et al., 1989).

b.) Language for specific purposes

Language for Specific Purposes is a second model that is mentioned

as having influenced content-based language teaching (Brinton et al., 1989; Crandall & Tucker, 1989; Met, 1991). Language for Specific Purposes generally entails teaching a homogeneous group of learners who share a common need for skills development in a particular domain. "The unifying feature [of ESP programs] is that the objectives and language content of each course are defined according to learners' functional needs in the second language" (Brinton et al., 1989, p. 7). The focus on language learning with a particular subject area in mind obviously adds to the motivation of the learner.

c.) Immersion

The third program which exemplifies content-based second language instruction is the immersion program in Canada (Brinton et al., 1989; Edwards et al., 1984; Krashen, 1984; Met, 1991; Snow, Met & Genesee, 1989; Weinhouse, 1986). In immersion programs, students receive a large amount of contact with the second language through either a native speaker or a person who is approaching native-like proficiency. Krashen (1984) notes that immersion programs have been successful because students have been provided with a great deal of comprehensible input. An obvious and important finding of this approach was that the students involved were able to acquire both the second language and the subject matter simultaneously.

It is essential to note that while French immersion programs have

been deemed as successful in Canada or in other countries with majority language students, the underlying principles will not necessarily be applicable with students of language minorities (Brinton et al., 1989; Met, 1984; Weinhouse, 1986). As Met indicates:

Immersion works for English dominant students. The cultural and linguistic characteristics of such students, and the socio-political climate in which immersion programs take place, are substantially different from those of language-minority students, and should make us cautious about transferring program models intact from one group to the other (Met, 1984, p. 24).

Weinhouse (1986) indicates that a double standard with respect to student expectations may exist. On the one hand, the native English speaker is commended for the level of proficiency that is attained in the second language and, even if native-like fluency is not attained, it is acceptable. On the other hand, language minority students who are unable to attain native-like fluency are often seen as being somehow intellectually or academically deficient.

Furthermore, students in French immersion programs aspire to a state of bilingualism for this is seen as enriching the education of the individual (Flaherty & Woods, 1992; Met, 1984; Weinhouse, 1986). On the contrary, "In English immersion, L1 is displaced by L2 and a form of 'subtractive' bilingualism (acquisition of a second language at the expense of L1) is developed" (Weinhouse, 1986, pp. 11-12). The obvious detrimental result is that the L1 of the international student is devalued and

as this quote implies, potentially lost.

This previous discussion on the adverse effects of immersion for language minority students serves as a reminder that before transplanting a seemingly good concept to a different situation, we must carefully examine the consequences. Even though an exact replication of the immersion program cannot be used for language minority students, there is still valuable insight which has been gained from its principles. In fact, Willetts (1986) notes several elements that both the sheltered model and the immersion program share:

- (1.) There is a focus on meaning rather than on form. There is no overt error correction.
- (2.) Linguistic modifications such as simplified speech and controlled vocabulary that are necessary for comprehensible input are used.
- (3.) Instructional language has contextual clues to help convey meaning.
- (4.) Conversational interaction - usually the subject content - is interesting and real to the students.
- (5.) Languages of instruction are kept very carefully separated.
- (6.) Students are allowed a silent period and do not have to speak until they are ready (Willetts, 1986, p. 17).

The latter section of this literature review will focus specifically on the sheltered model of content-based second language instruction which shares several of these positive elements with the immersion approach.

2. Rationale for content-based teaching

a.) Input hypothesis and comprehensible input

The previous section offered a historical overview of content-based

instruction. At this point, it is important to address some of the research which provides a strong rationale for content-based teaching. Of significance to the present study are Krashen's input hypothesis and his concept of comprehensible input, both of which are extensively referred to in discussions of the theoretical basis for content-based language instruction (Anderson Curtain, 1986; California State Department of Education, 1988; Crandall (Ed.), 1987; Edwards et al., 1984; Short, 1991; Valdez Pierce, 1988; Weinhouse, 1986). According to Edwards et al., Krashen's input hypothesis:

claims that second language acquisition results from comprehensible input provided in sufficient quantities within a real communication situation. It claims that we subconsciously acquire new linguistic structures by understanding messages that contain these structures, with the aid of extra-linguistic information from the context in which the messages are embedded (Edwards et al., 1984, p. 268).

Within the framework of his input hypothesis, Krashen's concept of 'comprehensible input' seeks to explain why the focus on content is so important. Drawing from one of his earlier writings, Krashen (1982) emphasizes that "we acquire language in only one way: when we understand messages in that language, when we receive comprehensible input" (Krashen, cited in Krashen, 1984, p. 61). He goes on to say that "In all successful methods, the focus is on the message and not the form, on *what* is being said rather than *how* it is said" (Krashen, 1984, p. 62). The successes of immersion education and content-based instruction exemplify

this concept of focusing on the message rather than the form.

In delineating certain characteristics of comprehensible input,

Anderson Curtain identifies the following:

- (1.) It must contain some language already known to the students and some language not yet acquired.
- (2.) The language that is acquired is acquired through context, gestures, and linguistic modifications.
- (3.) The message must focus on meaning and not on form, and must be interesting to the student.
- (4.) The input is not necessarily grammatically sequenced.
- (5.) Affective factors that are present are self-confidence and low anxiety (Anderson Curtain, 1986, p. 16).

Saville Troike cautions, however, that the common definition of comprehensible input should be questioned, given that the assumption is often made that simplified sentence construction is a key point. As she states: "Our analysis of classroom interaction demonstrates that background knowledge is crucial to interpretation of meaning when knowledge of language forms is limited, but sentence complexity does not seem to make much difference" (Saville Troike, 1991, p. 4). For this reason, it would seem logical to assist the ESL learners in acquiring strategies necessary for the interpretation of this "background knowledge". The use of such strategies in content-based instruction will be addressed later.

In keeping with his concepts of the input hypothesis and comprehensible input, Krashen (1985) proposes a four-stage process in an overall outline of foreign language programs. These include general

language teaching, sheltered language teaching, partial mainstream and finally full mainstream. Within this schema, Krashen (1985) indicates that the goal of the general language class is to allow students to reach an intermediate stage, while sheltered language teaching would provide them with a bridge between the language class and the academic classroom. In light of this current study, Krashen's research lends validity to the sheltered approach as a means for ESL students to obtain comprehensible input and to close the gap between the language and the mainstream class.

b.) BICS/CALP dichotomy

Another relevant issue to the current study is the BICS (Basic interpersonal communicative skills) and CALP (Cognitive/ academic language proficiency) dichotomy that Cummins (1984) has delineated.

Crandall et al. indicate that:

The focus of many language classrooms today is on the development of oral communication skills in order to help students talk about themselves, relate to their peers and teachers, and function appropriately in the language. This development of interpersonal communicative skills is important, but it is not enough. We also need to provide students with meaningful, relevant content-area instruction and contexts upon which to base their language skills (Crandall et al., 1987, p. 7).

Cummins (1984) indicates that the two types of language proficiency, BICS and CALP, differentiate between the English we use for basic, contextualized, personal communication and that used in a more cognitively demanding, decontextualized situation. This concept is plotted into four

quadrants, with the horizontal axis representing, from right to left, context reduced to context embedded. Similarly in Figure 1, the vertical axis, from top to bottom, represents cognitively undemanding to cognitively demanding tasks (Cummins, 1984). BICS and CALP are useful in explaining why certain international students appear to be quite fluent in English yet continue to experience difficulties in an academic context.

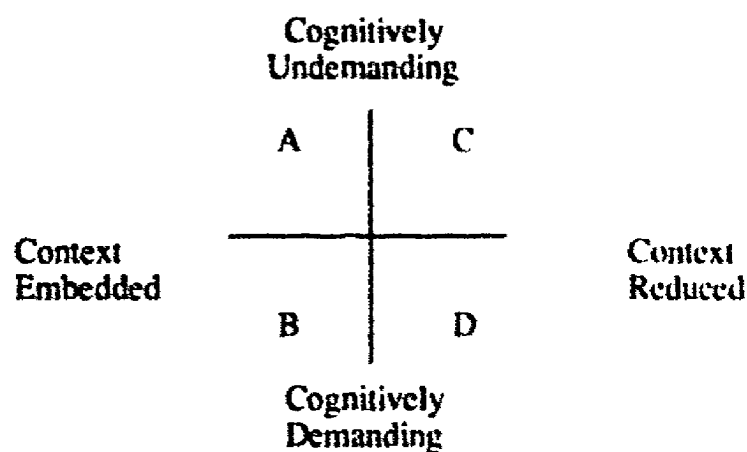


Figure 1
(Cummins, 1984)

These concepts are central to the present study as they may clarify why subjects in the pilot sheltered English course achieved their scores on the cognitive measure that was administered.

c.) Rate of acquisition

Another factor that is key in providing a rationale for content-based instruction is the rate of acquisition of the second language. Early et al. (1989) state that "Recent research in Canada ..., the U.K. ..., and the U.S.

... indicates that it can commonly take four to eight years for ESL students to reach a level of proficiency in English comparable to that of native speakers of the same age" (Early et al., 1989, p. 108). A report by the California State Department of Education Office of Bilingual Bicultural Education (1988) indicates that this process requires 5 to 7 years.

Although these figures vary slightly, the implications of such a finding should have a profound impact on the ESL instruction that is offered to students. Cummins' distinction between BICS and CALP is directly related to the rate of acquisition, given that BICS is acquired in a relatively shorter period, as compared to CALP (Cummins, 1984). Because of the length of time it takes to acquire proficiency in BICS and CALP, English language programs such as content-based instruction seem to be a viable alternative in ensuring that students acquire both types of language proficiency.

d.) Age on arrival

The age on arrival is an important determinant of the pace at which the L2 will be acquired. This factor is described in an extensive study by Collier (1987) which analysed the length of time it took students (ages 5 to 15) of limited English proficiency to become proficient in English for academic purposes. Collier concluded that those arriving between the ages of 8 and 11 were the fastest achievers, while those between the ages of 5

and 7 might increase their English for academic purposes more rapidly if they received continuing cognitive development in their first language. Collier indicated that the need for intervention was the most urgent for the students between the ages of 12 and 15. Having indicated that they do not have time to waste in their acquisition of English for academic purposes at grade level, she proposes that they are either taught through their L1 or offered intensive courses in the L2 (Collier, 1987). Once again, it would seem logical to conclude that these research findings related to the age of arrival indicate the validity of content-based courses. Collier's conclusions, especially with respect to this oldest age group, were of particular relevance to the current study, given that the subjects in this study were beyond the 12 to 15 year age bracket.

e.) Prior L1 schooling

In addition to the age factor, prior schooling in the first language plays a significant role in the acquisition of the second language (Collier, 1989; Cummins, 1979; Hamayan & Pfleger, 1987; Saville Troike, 1991). As Collier indicates, "increasing research evidence indicates that the age question cannot be separated from another key variable in second language acquisition: cognitive development and proficiency in the first language" (Collier, 1989, p. 510). The interdependence of first language and second language acquisition is important for educators to recognize because, as

Cummins indicates, "both L1 and L2 CALP are manifestations of the one underlying dimension" (Cummins, 1979, p. 199). Although instruction in the first language is not always possible in the North American context, the possibility of transferring knowledge from one language to another is an important strategy that educators may need to make explicit to their students. Indeed, it is also important that educators themselves realize that ESL students have a certain amount of prior knowledge to assist them in learning.

Of course, this previous discussion precludes the idea that the students may not have had instruction in their first language. Burnaby points out that:

People from a background in which literacy has had few functions in their everyday lives often have difficulty understanding the role literacy plays in English/French Canada. School children from these groups have not grown up observing models of adults performing a wide range of functions of literacy in their surroundings. Yet the teaching they receive often takes for granted that these children will understand the functions and purposes of most aspects of English/French literacy (Burnaby, 1987, p. 21).

The fact that literacy may not have been a priority in certain students' backgrounds is a critical factor which inevitably impacts on their L2 literacy and, therefore, is not to be overlooked.

Certain elements discussed in the rationale are reiterated in the tentative conclusions of a study discussed by Early (1989). The following conclusions came out of this study which was conducted in British

Columbia to examine the progress and achievement of a group of 40 ESL students:

- (1) the assumption that a maximum of two or three years of ESL instruction is sufficient for all students to achieve grade level norms is quite unrealistic.
- (2) that initial and on-going support appears to be as critical for very young ESL learners as it is for secondary-aged learners (this has not always been acknowledged by some Boards of Education);
- (3) that the assumption that successful integration in one grade means successful integration in the next grade, i.e. that the language demands on students do not increase at the higher grade levels, is questionable.
- (4) that a range of provisions i.e. levels of organization, approaches and materials need to be considered to help students after mainstream placement. These may include other less widely used models such as mainstream integration within class support booster programmes, and short-term bilingual tutoring (Early, 1989, p. 57).

These tentative conclusions indicate the need for increased English as a second language support for school-aged children, including some form of content-based teaching.

3. Models of content-based instruction

Current advocates of content-based instruction generally refer to one of the following three models or to variations of them: the theme-based language model, the sheltered model or the adjunct model (Brinton et al., 1989).

a.) Theme-based model

The first model involves the teaching of language and content

through either an extensive thematic module based on a single topic or a series of shorter thematic modules involving various subjects. These authors indicate an important attribute of theme-based modules is that "the organizational principles inherent in the theme or topic dictate to the language syllabus a rich array of language items or activities, ensuring their contextualization and significance" (Brinton et al., 1989, p. 15). By using texts that may or may not be adapted, students are required to practice the academic skills needed for successful completion of their work. If it is necessary to put together a theme-based unit, it must be recognized that there is an extensive amount of work involved on behalf of the teacher. Experience in developing materials would be a definite asset in such an endeavor. With a multi-level class, which is often a given, further adaptations would need to be made to meet the needs of students at each level. Nonetheless, it is obvious that this model could be adapted to most ESL classroom situations and that if the students' interests were known in advance, the choice of topics for the modules could be chosen accordingly.

b.) Adjunct model

In the second type of content-based instruction, the adjunct model, students are enrolled in an ESL course and a content course at the same time. The second language learners are sheltered from native speakers in

the ESL class but are required to attend the content course with native speakers. This type of model requires a close liaison between the ESL specialist and the content specialist, so the former often sits in the content teacher's lectures. One of the main goals of the ESL class is to assist the students with problems that may have arisen in the content course or to prepare the learners for what is to come through the practice of vocabulary, for example. One of the obvious drawbacks of this type of approach is the need to engage two teachers in its implementation and thus the increased cost.

c.) Sheltered model

In sheltered second language instruction, the learners are taught a content course through the medium of the second language. In addition, their teacher is usually a specialist in that particular subject area. Because all the students are second language learners, there may need to be some changes in the rate of delivery of the material. Nonetheless, as the students are taught by a native speaker who is a subject matter specialist, this scenario is more similar to an authentic academic setting. The choice of instructor in this model is of utmost importance. One would hope to have a teacher who is either trained in ESL instruction or, minimally, one who is cognizant of the needs of these learners.

4. *Conceptual framework for content-based teaching*

Snow et al. (1989) coin the term *conceptual framework* in their article on integrating language and content instruction. Given the term's applicability to this discussion, it has been used in the following section.

a.) *Knowledge framework*

To date, several researchers have attempted to determine how the research findings translate into a conceptual framework. For example, Mohan (1986) elaborates on a knowledge framework that could be used for the organization of information that is presented in class. In identifying the purpose of the knowledge framework, Chow and Comeau indicate that:

Awareness of how information is presented in English, whether written or oral, allows learners access to content material at a level appropriate to their cognitive abilities long before their linguistic skills alone would allow for such access. The purpose of the knowledge framework approach is not to water down content but to structure teaching and learning techniques and activities so that cognitive academic development may continue while English is being learned (Chow & Comeau, 1993, p. 3).

As Collier's (1987) study indicated, certain age groups of ESL students, especially those between the ages of 12 and 15, should not be delayed in their exposure to intensive English as a second language training. By using the knowledge framework students continue in their cognitive development while acquiring the English language.

b.) *Graphic organizers*

The knowledge framework relies heavily on the use of graphic

organizers to outline the material that is to be mastered. Mohan indicates that:

In the framework, knowledge is divided into specific, practical knowledge and general, theoretical knowledge. Practical knowledge will include description, sequence, and choice, and theoretical knowledge will include classification, principles and evaluation. In teaching, practical knowledge is usually communicated through experiential learning and often represented in pictorial graphics. By contrast, theoretical knowledge is usually taught through expository learning and is often represented by symbolic graphics (Mohan, 1986, p.46).

The knowledge framework is useful in that it assists the students in focusing on the content, while facilitating the process of communication. Dunbar, having exploited visuals in a case study on summarizing, explains that "[they] enabled the student to hold enough information steady so that he was able to focus attention on the language that he had at his disposal for expressing what he knew" (Dunbar, 1992, p. 65). Three major uses of key visuals, as noted by Early, are: (1) "generative - to promote content-related language production, (2) explanatory - to increase content understanding, and (3) evaluative - to assess content of language understanding" (Early, 1990, p. 84).

The knowledge framework is practical in that it can be used at various levels of content-based courses and in different subject areas. In addition, Mohan (1986) indicates that the framework can be used to encourage the development of communication, thinking and language. This

cross-discipline, multi-skill adaptability is an important attribute of the knowledge framework.

c.) Content-obligatory/compatible objectives

Snow, Met and Genesee (1989) refer to content-obligatory language objectives and content-compatible language objectives. The former refers to the language that is essential for students in order to comprehend and talk about certain material. The latter indicates the language skills that students may find useful in their discussion of certain topics, but that are not essential. Establishing these objectives is useful for teachers who need to delineate what is and what is not totally necessary for students in order to accomplish instructional goals.

d.) Factors promoting L2 development in school

Drawing on research that has been conducted in the United States and Canada, Wong Fillmore (1989) identified six characteristics that promote L2 development in school. These include direct teacher involvement, heterogeneous groupings, appropriate content with respect to age and cognition, attention to language through the content, supported practice and corrective feedback. These characteristics represent tangible practices by which content-based instruction could be incorporated into the classroom.

e.) Approaches/Models arising from L2 acquisition research

As new research findings on second language acquisition become

available, these previous conceptual frameworks are often employed to accommodate the findings. Subsequently, it is often the case that new approaches are initiated or current ones adapted. Weinhouse (1986) discusses the following eight approaches/ models that reflect such a process: The Natural Approach, Cummins' Model of Language Proficiency, Parker's Curriculum Design for LEP Pupils, Cognitive Academic Language Learning Approach (CALLA), Sheltered English Teaching (SET), "Show, Tell, Try, Do" teaching paradigm , Activity-Centered Learning and Cooperative Learning. An approach that reflects many of the same principles as the CALLA is the Foresee Approach (Kidd & Marquardson, 1993). The focus on academic language and on content are focal points for both approaches. Although only the CALLA approach will be discussed briefly, it is important to recognize the contribution of all of these approaches/models to L2 instruction.

Chamot and O'Malley, the co-founders of CALLA indicate two basic premises of this approach: "that content should be the primary focus of instruction and that academic language skills can be developed as the need for them emerges from the content" (Chamot & O'Malley, 1994, p. 26). In this approach where the content is the propelling force, three components are identified: a curriculum correlated with mainstream content subjects, academic language development activities and learning

strategy instruction (Chamot & O'Malley, 1987). Their objective is to allow ESL learners to function in quadrant D of Cummins' model of language proficiency. This quadrant is representative of cognitively-challenging and content-reduced language proficiency required for the mainstream classroom (Weinhouse, 1986).

f.) Summary

It is evident from the discussion of the rationale and conceptual framework that the scope of the content-based course surpasses that of the traditional ESL class. Language is acquired through more contextualized situations, adding to the meaningfulness of the learning situation. The material itself is approaching authentic academic material and/or is authentic. Moreover, by linking together the language and content, students are put in a position where they are able to develop the strategies and skills necessary for academic success. It is for this reason especially that content-based courses promise more success for second language students once they are mainstreamed. How does this translate into reality? The next section will focus on three studies that provided either the impetus for content-based courses and/or that examined certain aspects of the process and results of these courses.

5. *Studies of content-based courses*

a.) *University of Ottawa sheltered course*

An extensively researched and documented content-based course is the sheltered course of the University of Ottawa (Burger, 1989; Burger et al., 1984; Edwards et al., 1984; Hauptman, 1987; Hauptman et al., 1988). Edwards et al. (1984) explain that undergraduate students who were tested and found to be at an intermediate proficiency level were given the option to enroll in an Introductory Psychology course in their second language. In this sheltered class, students were taught the regular curriculum by psychology professors. In addition, a second language teacher provided an extra twenty minutes of support by reviewing the course materials and addressing language problems that the students had experienced.

Although this course was offered at the post-secondary level, the findings of the study have implications for lower levels. The results indicated that the students gained in second language proficiency and that the subject matter was acquired through the medium of the second language. As well, preliminary evidence indicated that the sheltered course fostered an increased self-confidence in situations where the second language was used (Edwards et al., 1984). In describing the second and third year results of the University of Ottawa study, Hauptman et al. indicate in their conclusion that "In general, sheltered courses are a viable

alternative to traditional types of second language instruction for high-intermediates and advanced students, particularly with respect to the development of receptive skills (listening and reading)" (Hauptman et al., 1988, p.457).

b.) Vancouver School Board Project

The second major study to be discussed is a research project undertaken by the Vancouver School Board. This ongoing project addresses the need for students to overcome the language barrier that may inhibit academic achievement. Teams of teachers consisting of ESL teachers, content teachers, and school administrators, were established at the outset of the project to adapt materials from the curriculum into thematic modules. These materials focused on language and content across subject areas and attempted to reintegrate expository teaching so as to prepare students for the content-area texts and assignments to which they would be exposed. Mohan's knowledge framework was quite influential in this process.

Another step consisted of interviews with ESL students who were relatively successful with their studies. (Early et al., 1989). Early et al. concluded that "students, when adequately supported in tasks specifically designed to elicit certain knowledge and discourse structures, were able to produce recognizable examples of particular types of discourse and to

improve on their performance in this type of language use in a short period of time" (Early et al., 1989, p. 121).

The Vancouver School Board language and content project exemplifies the positive results that may be brought about when individuals amalgamate their resources. Obviously, this is an important study from which other school boards may draw conclusions. Certainly, as Jean Handscombe indicates, "examining what is happening elsewhere is highly instructive and prevents needless waste of time and effort" (Handscombe, 1989, p. 33).

c.) Halifax District School Board Study

The final study was one that was undertaken during the 1992-1993 academic year by graduate students of Saint Mary's University TESL Department in collaboration with personnel from the Halifax District School Board. The objective of this study was to collect data in order to determine the feasibility of establishing content-based courses at the junior and senior high levels. Three schools at both of these levels were selected on the basis of their relatively high ESL student populations. Furthermore, at each of these schools the ESL students were enrolled in cognitively demanding academic courses. Findings from data gathered from ESL students, their parents, ESL and content teachers, administrative contact people and the supervisor of language arts indicated that there was a

recognized need and support for sheltered (content-based) courses to be initiated (Clark et al., 1993). In response to this need, a grade 12 sheltered English course was established at St. Pat's High School during the 1993-1994 year and the current study involving this class was subsequently given permission to proceed.

6. Sheltered English Instruction

a.) An overview

Although sheltered instruction has already been defined, it is important to discuss in more depth the key assumptions underlying the approach adopted at St. Pat's High School, thereby providing a more complete scenario in which the current study may be viewed. This final section of the literature review gives a comprehensive overview of concepts on which sheltered instruction is based.

In defining sheltered English instruction, Schifini indicates that:

[It] involves a series of instructional strategies used in combination with a modified curriculum and materials in order to provide meaningful content area instruction for intermediate English speakers. Sheltered English content instruction is not submersion into English, nor a substitute for bilingual education, nor is it the most appropriate option for all limited English proficient students (Schifini, 1991, p. 1).

Schifini highlights several key elements in the sheltered approach. The fact that this type of course is most suitable for speakers who are beyond a

beginner level has already been noted (Burger, 1989; Fichtner, Peitzman, & Sasser, 1991; Krashen, 1984; Krashen, 1985; Sasser & Winningham, 1991). Furthermore, the fact that sheltered English is neither submersion, nor bilingual education, is important. Researchers often indicate that the progression from general language teaching, followed by sheltered instruction and finally mainstream education is desirable, with the sheltered segment acting as a link or bridge between the two (Burger, 1989; Edwards et al., 1984; Krashen, 1984).

b.) Theoretical underpinnings

Sheltered English arose out of the work of Krashen (1985) who hypothesized that language is learned through comprehensible input. Valdez Pierce (1988) points out that for this to occur the student must already be familiar with the language or vocabulary and that input should be attained in meaningful situations. Furthermore, Valdez Pierce indicates that an integral part of sheltered instruction is the fostering of both critical thinking and problem-solving skills, in addition to the English language skills that allow students to learn the content material through English. This academic, critical thinking and content focus sets the sheltered approach apart from more traditional ESL methods whose focus was often basic communication.

Of interest to the present study is the focus on academic language

proficiency which is a key goal, not only in the sheltered approach, but in the various content-based teaching approaches. De George, quoting work by Cummins (1980, 1984) clarifies the definition of this concept and why it is of vital importance:

Academic language proficiency has been defined as the ability of the learner to manipulate effectively those aspects of language necessary in learning and communicating about academic subject areas. This involves using a specific language (eg. English) as a medium of thought rather than as a means of interpersonal communication. As students advance in grade level, such language tends to be more decontextualized and cognitively demanding (Cummins, 1980, 1984) (De George, 1987/1988, p. 2).

Focusing on academic subject matter is important as it allows the student to focus on the subject content rather than the medium. According to Krashen's (1984) theory, this will ensure a situation in which language is acquired. It is important to reiterate, however, that this method of instruction in which the focus is on the academic subject matter is most suited for those students who are at an intermediate level of English proficiency. This previous discussion highlights the need for continued second language support leading to an increased focus on academic content when the students are linguistically ready.

Chamot and O'Malley (1994) reiterate some of these points and outline five reasons why academic language should be taught. First, being able to use academic language is crucial in the mainstream classroom. Furthermore, this type of language is generally learned only in the

classroom context. Third, content teachers may take for granted that all students know academic language when ESL students may only be functional in basic communication skills. Fourth, when students practice using academic language, they are also using English as a medium of thought. Finally, students may need practice in the use of learning strategies with academic language.

One characteristic of academic language is that it is often a register used only in a schooling context (Collier, 1987; Gadda, 1991; Snow, Met & Genesee, 1989). English as a second language students, then, have the dual responsibility of identifying the type of register that is valued and learning how to decode it. This is possibly one reason why students need more time to acquire cognitive academic language proficiency. The acquisition of the academic register is an important issue in the current study given that sheltered instruction focuses on academic language and should therefore foster its development.

In addition to learning a school register, second language students must also be concerned with integration into the school culture. Flaherty and Woods (1992) indicate that "The school culture is a major obstacle for the immigrant child; the implicit rules of the classroom and playground may be neither clearly understood nor easily accepted" (Flaherty & Woods, 1992, p. 188). A 1982 study by Cohen and Anthony (cited in Crandall,

1987) explains that classroom status affects the frequency of student interaction which, in turn, has an impact on the amount of learning. The study indicated that students not completely proficient in English were seen as having lower status and, therefore, potentially had less access to interaction in the classroom.

The effect of integration into the school culture is an interesting issue in this study because all grade 12 ESL students were registered in the sheltered English course instead of studying literature with native speakers. Would this arrangement facilitate or hamper the progress of the ESL students?

Saville Troike (1991) points out that there are also dangers involved in sheltered programs. This researcher indicates that isolating English as a second language students from native speakers and mainstream classes may result in delayed development linguistically and academically. One could hypothesize that this isolation results in reduced comprehensible input and therefore slower development. This need for access to comprehensible input is addressed by Crandall. Quoting a 1983 longitudinal study by Fillmore, Crandall (1987) explains that findings from this study show a need for non-native speakers to seek out interaction with native speakers in order to get enough input. In classes with high numbers of non-native speakers, Crandall suggests that a more teacher-centered approach may be

necessary so that the instructor makes sure that each student has had enough second language input. This discussion reinforces the need to provide ESL students with opportunities for linguistic and academic advancement (for example, having students progress from general ESL to some form of content-based instruction and finally, to the mainstream classroom).

The choice of a content teacher for a sheltered course merits some discussion. An ideal situation would be to have an experienced content teacher with professional training and experience in the ESL field. Such a teacher would be most able to balance the needs of students in a sheltered course. An ill-chosen content teacher for this model would inevitably increase the likelihood of disaster for the program. Burger et al. (1984) point out that regular content teachers may not always be familiar with language teaching methods. Burger and Doherty indicate that "if [the teachers of sheltered courses] do not have ESL training, the guidance of experts in ESL should be available to them to ensure regular courses are adapted properly to students' needs" (Burger & Doherty, 1992, p. 150). In the current study, the teacher was an experienced instructor both in the core English program and in ESL instruction.

Furthermore, there is often the need for content and ESL teachers to work together. Short states that, "Close cooperation between content and language teachers is key to effective instruction" (Short, 1991, p. 5). One

would expect that teachers from these disciplines would need to become informed of teaching strategies and to some extent, the content, of the other's field. If tension does exist between the content teacher and ESL teacher, it will inevitably be the student who loses out.

c.) Support structure

Another element of central importance to the current study is the establishment of goals for sheltered programs. Holt and Tempes (1982) delineate three goals of sheltered English instruction for LEP students: (1) "that students will attain high levels of oral English proficiency; (2) achieve in academic areas; and (3) experience positive psychosocial adjustment to life in a complex, multi-cultural society" (cited in Anderson Curtain, 1986, pp. 15-16). The previous discussion on integration into the school culture obviously indicates some difficulty with the third goal. Based on the theoretical aspects that have already been presented with respect to second language acquisition, together with the results of the University of Ottawa study and Vancouver School Board project, it would appear that the first two of these goals are more readily attainable.

To exemplify how theoretical concepts are translated into practice, Freeman et al. outline instructional guidelines that were used for the Sunnyside Sheltered English Program in Arizona. The guidelines included:

- (1) Work on developing basic concepts of the content area, moving from concrete to abstract. Avoid memorization of facts, dates, and

so on.

(2) Expand concepts through reading and writing to ensure maintenance.

(3) Develop the students' ability to read texts in the content area, including the ability to summarize, categorize, pick out main facts, make inferences and judgments, compare and contrast, analyze and synthesize, and so on.

(4) Develop the students' ability to solve problems related to the content area.

(5) Develop an improved self-concept and increased self-confidence in the students as the result of competence in the content area.

(Freeman et al., 1987, p.364).

These guidelines provide teachers with suggestions of the types of daily objectives that could be undertaken. In view of the current study, they are pertinent reminders for the implementation and revision stage of the pilot sheltered English course.

Sheltered courses cannot operate within a vacuum, however. There is a vital need for active support of sheltered programs at both the school and board levels. Met identifies possibly the first major step for this to occur: "Schools need to develop a philosophy that recognizes the value of content-based foreign language instruction" (Met, 1991, p. 294). Beyond this basic philosophy, there are many facets which are crucial in ensuring that a sheltered program functions well. Minicucci and Olsen (1992) indicate five factors impacting on ESL programs offered at the secondary level: district leadership, site leadership, staff availability, teacher willingness to participate in staff development programs and finally, school structure.

Having examined the program options available to ESL students in California, these same authors outline the following common characteristics of schools they felt were effectively responding to the challenge of meeting the needs of ESL students:

- (1) attempts to build a shared school-wide vision which includes English learners;
- (2) a culturally supportive school climate;
- (3) ongoing training and staff support involving all teachers in the preparation for and planning of programs for students learning English; and
- (4) coordination and articulation between the ESL/bilingual department and other departments, and between different grade levels (Minicucci & Olsen, 1992, p. 15).

There is also a need for additional release time to be allowed for teachers in the sheltered program (Crandall et al., 1987; Crandall & Tucker, 1989). Crandall & Tucker indicate that "To accomplish the shared discussion and collaboration, some planning time must be provided by the administration, both before the academic year and during it. Time is needed to plan the curriculum and develop lesson plans, as well as to revise these as they are implemented" (Crandall & Tucker, 1989, p. 15). The earlier discussion about the Vancouver School Project exemplifies the dual school and board support system that seems imperative if sheltered programs are expected to function to their capacity. In light of the current study, this issue is important as the sheltered English teacher had no additional planning/release time.

In discussing the school and board support of sheltered programs, it would be appropriate to mention the integral role universities may play to this end. Numerous universities offer educational training in teaching English as a second language and, therefore, it would seem logical to rely on their expertise in this field for teacher in-service training of ESL teachers and content teachers alike. This type of supportive relationship would presumably create an improved educational experience for ESL students.

d.) Instructional techniques / strategies

An important aspect of sheltered instruction is its unique approach to content, and by extension, language teaching. Various instructional techniques aimed at making the content more comprehensible are discussed in the literature. Short suggests the following measures in adjusting teaching style: (1) "develop a student-centered approach to teaching and learning; (2) reduce and adjust teacher talk; (3) increase the percentage of inferential and higher order thinking questions asked and; (4) recognize that students will make language mistakes" (Short, 1991, p. 8).

Oberst (1985) elaborates on the instructional techniques that can be used in sheltered instruction. This comprehensive list includes:

1. Students' English oral language development and comprehension are emphasized.
2. Teacher uses only English.
3. Lesson pacing and schedule are modified to form bite-sized units

of instruction.

4. Teacher uses natural language but simplifies his/her language to match the level of student comprehension.
5. Teacher uses props to demonstrate what is said:
 - a. gestures, body language, physical action
 - b. media: visuals, charts, overheads, filmstrips
 - c. manipulatives, realia
6. Teacher confirms students' comprehension of lesson by frequent checks of student responses.
 - a. non-verbal: physical action or product
 - b. verbal
7. Teacher adapts materials:
 - a. selects key ideas from lesson to teach
 - b. reads aloud and discusses key ideas from text
 - c. utilizes picture reading for texts and study prints
 - d. summarizes orally main points of lesson
 - e. selects worksheets which are highly visual
 - f. turns off sound and narrates filmstrips
8. Language experiences reading approach is used for initial literacy skills in L2 (quoted in Weinhouse, 1986, p. 58).

These techniques are applicable to content and language teachers at various levels. Obviously the major objective in these adaptations is to make the material more comprehensible for the second language students. Even though this list of instructional techniques is not all-inclusive, it does provide a tentative framework in which to view those techniques used in the current study.

Although sheltered English lesson plans will not be examined in depth, it is important to describe how such plans are developed. Valdez Pierce lays out the following four steps to developing a sheltered English lesson plan:

1. Study the mainstream curriculum and textbooks and consult with mainstream teachers as to what they think are the most

important units, vocabulary, and skills needed for successful completion of a course of study (eg., math, science, social studies).

2. Identify key concepts and vocabulary needed to teach each lesson.

3. Select activities and resource materials that demonstrate the vocabulary and concepts to be taught.

4. Construct a semantic map by representing topics and subtopics as branches radiating out from the central theme or topic.

(Valdez Pierce, 1988, pp. 6-7).

Although there are different ideas about the procedures in developing a sheltered English lesson plan, this outline is useful in that it articulates how to gradually narrow the focus to teachable units. The assumption that the sheltered lesson plan differs from that for the mainstream class is an important one underlying the present study.

In discussing lesson planning, it is important to point out that the materials used in sheltered courses should not be watered-down, but rather should mirror the material that is covered in mainstream classes (Sasser & Winningham, 1991; Schifini, 1991; Wong Fillmore, 1989). In reference to the materials through which a language is taught, Wong Fillmore indicates that "Their workability depends on how they are organized and presented. In fact, materials that are content-free or simplified do not work as well as more substantive materials because they are not sufficiently rich to hold the learners' interest" (Wong Fillmore, 1989, p. 130). In order to make the material comprehensible to the students, the various sheltered English instructional techniques and strategies that were discussed earlier enter into

play.

A problem of sheltered instruction that needs to be addressed is the lack of materials (Minicucci & Olsen, 1992). Even though materials should not be watered down, as the previous discussion indicated, there is a need to adapt materials to suit the needs of a particular group of learners. This requires an extensive amount of work, generally on the part of the teacher, who may or may not have extra release time for this undertaking. And, even if the teachers are willing to undertake the task of materials development, some might have little prior knowledge or experience in materials development for the sheltered approach.

e.) Language skills

Given that content-based instruction focuses on acquiring language through academic subject matter, it can be likened to whole language whereby, as Hamayan and Pfleger indicate, "The focus of instruction in the whole language approach is on meaning and not on language for its own sake" (Hamayan & Pfleger, 1987, p. 4). This point is of central importance to the current study because of the primary focus on the acquisition of new information through academic content in the grade 12 pilot sheltered English course.

In the various subject areas, reading texts would need to be presented by different techniques depending on the level of difficulty, length and

cultural knowledge required for interpretation. With respect to literary texts specifically, Brinton (1991) suggests the following criteria for selection of such texts for English as a second language students: literary value, interest, relevance, straightforwardness, suitability, timeliness, brevity, variety and appeal to the teacher.

Students in sheltered courses will be exposed to oral English through large amounts of comprehensible input. As Schifini (1991) indicates, instructors simplify their input by the use of various instructional techniques and strategies, by offering contextual clues and by increasing the opportunity for students to participate through student-centered activities. These conditions would hopefully provide an optimum situation in which oral English is acquired. The role vocabulary plays in academic achievement should not be underestimated. Saville-Troike indicates that "vocabulary knowledge is one of the most important determinants of academic success" (Saville-Troike, 1991, p. 11). Pre-teaching new vocabulary to which students will be exposed in a lesson is obviously a very important step in facilitating comprehension of the concepts involved.

In keeping with the other language skills, writing in a sheltered approach would presumably be focused on the message and not necessarily the means of conveying that message. Hamayan indicates that "By using academic content areas as a basis for writing activities, higher-order

thinking skills such as analysing, synthesizing, and predicting can be developed" (Hamayan, 1989, p. 2). This focus is essential as students move toward the goal of cognitive academic language proficiency.

f.) Learning styles / strategies

Discussions on learning styles and strategies are becoming more prevalent in L2 acquisition literature. While students' use of both learning styles and strategies are important issues to the current study, it is the latter which is of primary interest. For the sake of clarity, both will be defined below. A. J. More indicates that "Learning style can be defined as the usual or characteristic manner in which a learner goes about the task of learning" (quoted in Hainer et al., 1990, p. 2). In any class, students will have some similar learning styles, in addition to particular idiosyncrasies that they have developed for their own personal use. Given this, Hainer et al. (1990) indicate that it is important for instructors to provide various experiences in order to accomodate a variation in learning preferences.

In acquiring knowledge, individuals also employ various learning strategies. Oxford defines learning strategies as "steps taken by students to enhance their own learning" (Oxford, 1990, p. 1). Obviously, the extent to which learning strategies are used depends on the individual. However, researchers have found a link between academic success and the use of strategies in approaching various subject matter (Chamot & O'Malley,

1994; Valdez Pierce, 1987). This does not mean to imply that not-so-academically-successful children are any less intelligent (or otherwise deficient) than their counterparts. Valdez Pierce indicates that "We can make the assumption that although unsuccessful students may be lacking in academic strategies, the problem is one of repertoire and not of capacity. Students have the necessary capacity; they have just not had sufficient experience" (Valdez Pierce, 1987, p. 3). There is a need, then, to make learning strategies available to all learners. Of interest to this researcher is whether there will be changes with respect to the use of learning strategies for the students in the pilot sheltered English program.

Thus far, the relationship between learning strategies and second language acquisition has not been clarified, nor has the possibility of explicitly teaching strategies been discussed. In a study to find out if strategies used by successful ESL learners could be taught to other second language learners, Chamot & O'Malley indicate that "students can learn to use learning strategies through instruction and that the use of learning strategies can improve performance on language learning tasks" (Chamot & O'Malley, 1994, p. 6). These authors identify four propositions upon which the use of learning strategy instruction in second language learning rests:

- (1) Mentally active learners are better learners. Students who organize new information and consciously relate it to existing

knowledge should have more cognitive linkages to assist comprehension and recall than do students who approach each new task as something to be memorized by rote learning;

(2) Strategies can be taught. Students who are taught to use strategies and provided with sufficient practice in using them will learn more effectively than students who have had no experience with learning strategies;

(3) Learning strategies transfer to new tasks. Once students have become accustomed to using learning strategies, they will use them on new tasks that are similar to the learning activities on which they were initially trained;

(4) Academic language learning is more effective with learning strategies. Academic language learning among students of English as a second language is governed by some of the same principles that govern reading and problem solving among native English speakers (Chamot & O'Malley, 1987, pp. 239-240).

An important aspect that comes out of the discussion of learning strategy instruction is that students are active participants in their learning. This implies that there is both an element of collaboration between student and teacher (Chamot & O'Malley, 1994) and that ultimately students will become autonomous learners in their quest for knowledge (O'Malley, 1985). The end result is that the student becomes empowered.

g.) Assessment

ESL students will be subjected to various types of assessment serving different functions throughout their school careers. As Valdez Pierce and O'Malley state:

Assessment is involved at many steps in a continuum of services for these students: in initial identification, in the placement of students into appropriate instructional programs, in monitoring the progress students make within these programs, in reassigning students to different levels within a program depending on their growth in English language skills, in moving students out of

special programs and into mainstream classes, and in following the progress of these students in the mainstream. This continuum is wholly dependent at each step on the appropriate selection, use, and interpretation of relatively complex assessment procedures (Valdez Pierce & O'Malley, 1992, p. 1).

Minicucci & Olsen (1992) indicate that the implications of assessment are such that appropriateness at the initial step has far-reaching implications for accurate planning and placement programs that will be designed for the students. This discussion raises an important point with respect to the current study. As was mentioned in the introduction, no formal assessment of the ESL students was carried out prior to their being placed in the pilot sheltered English course. Consequently, those students enrolled in the course had English language proficiencies ranging from virtual beginner to quite advanced. The consequences of this situation will be discussed in further detail in the latter part of the study.

An important reminder is given by Saville Troike (1991) who quotes evidence from her research indicating that student's understanding often surpasses their capacity to display their English knowledge. Fichtner et al. (1991) present certain guidelines that may facilitate finding means of assessment that allow students to illustrate this knowledge. These include:

- (1) Minimize the demands of processing the task.
- (2) Encourage graphic illustrations to accompany written answers.
- (3) Vary the number of test items and/or modes of representing understanding for students at various levels of English proficiency.
- (4) Minimize the element of surprise and number of tasks in end-of-year tests.

(5) Intervene in the assessment process (Fichtner et al., 1991, pp. 147-148).

Obviously, these are general suggestions that could be applied to multiple levels and disciplines. Although they do not specifically discuss any means of assessment that could be used with English as a second language students, they are useful in providing a focus for viewing the assessment process in the current study.

One means of assessment that potentially allows students to illustrate the extent of their knowledge is portfolio assessment. Furthermore, this type of assessment lends itself to use in both the sheltered classroom and the regular content classroom. In discussing key concepts of portfolio assessment, Valdez Pierce and O'Malley (1992) define it as:

- (1) the use of records of a student's work over time and in a variety of modes to show the depth, breadth, and development of the student's abilities;
- (2) the purposeful and systematic collection of student work that reflects accomplishment relative to specific instructional goals and objectives (Valdez Pierce & O'Malley, 1992, p. 2).

The variety of pieces of writing that may find their way into a portfolio and the systematic gathering would provide a teacher with a long-term, in-depth vision of a particular student's progress in a given period.

Chamot and O'Malley (1994) take up some of these points in presenting reasons for using such an approach. They indicate that portfolio assessment is systematic and provides visible proof of student progress. In addition, it is useful for making instructional decisions as well as being

accessible, focused and efficient.

A key element of portfolio assessment is the empowerment of students (Herter, 1991; Valdez Pierce & O'Malley, 1992). As students take responsibility for the contents of a portfolio and the quality of these contents, they are placed in a position whereby they are given control over the assessment. One hopes that this decentralization of power would impact on the role students take in the learning process in general. First, however, students have to be offered this challenge. This discussion of portfolio assessment is pertinent to the current study as this method of evaluation is gaining more recognition as an effective means for charting the progress of second language students (Valdez Pierce & O'Malley, 1992).

7. Summary

The review of the related literature has provided the framework for the present study. First, it reveals that the general ESL class with its primary focus on communicative skills is gradually being supplemented by forms of content-based teaching, including the sheltered approach. Second, it shows that the theoretical ideas underlying content-based instruction provide a solid justification for this shift in second language pedagogy. A focal point of this study is in fact the distinction between "basic interpersonal communication skills" (BICS) and "cognitive academic language

proficiency" (CALP). Third, it indicates that results from other studies on content-based courses show that students benefit from learning a language through academic subject matter. Finally, the review of the related literature clarifies key assumptions which are central to the sheltered approach, thereby providing a more complete scenario in which this model of language learning and the current study may be viewed.

III. RESEARCH DESIGN

A. Research Questions

This study proposes to answer three questions:

Descriptive:

1. How does the grade 12 pilot sheltered English course differ from a mainstream grade 12 English course with respect to:
 - a.) objectives?
 - b.) syllabus?
 - c.) materials (authentic/adapted)?
 - d.) role of teacher?
 - e.) role of student?
 - f.) course content, sequencing, activities and tasks?
 - g.) assessment?

Evaluative:

2. For students in the sheltered English pilot program, will there be changes over an eight-month period with respect to:
 - a.) English proficiency?
 - b.) confidence in their use of English in an academic environment (as indicated on students' self-measures)?
 - c.) attitudes towards:
 - i. sheltered course?
 - ii. content courses?

iii. learning English?

d.) use of learning strategies?

3. How do students and the sheltered English teacher evaluate the program

with respect to:

a.) content covered?

b.) materials that were used?

c.) sequencing of materials? pace of materials?

d.) activities and tasks?

e.) assessment?

B. Research Method

This section describes the subjects, materials, procedures and data analyses.

1. Subjects

All those students who were enrolled in a pilot sheltered grade 12 English literature course taught at St. Pat's High School in Halifax, Nova Scotia (Canada) took part in this study which lasted from August, 1993 to April, 1994. The teacher of this course, Margaret MacDonald, who had extensive experience in both ESL and mainstream English also took part in

the study.

2. Materials

a.) Students

The students enrolled in the pilot sheltered English course completed questionnaires at the outset, the middle and the end of the study, as outlined in the chart on the following page. In addition, they completed a test of English proficiency (CanTEST) at the beginning and end of the study.

(1.) Background Data

In October, the subjects were asked to complete a questionnaire in order to obtain the necessary background data for the study. Information was obtained regarding age, sex, student status (visa or non-visa), level of education to date, country of origin, languages spoken, previous English study and length of residence in Canada. Please refer to Appendix A for a copy of this questionnaire.

(2.) Learning Styles Inventory

In October, students completed a learning styles inventory in order to measure their preferred methods of acquiring English as a second language. This consisted of 69 questions which were answered on a five-point scale (partially adapted from Willing, 1988 and Jackson Fahmy & Bilton, 1992). Response options ranged from '1 = not at all' to '5 = very much'. Students were asked to complete the same learning styles inventory

at the conclusion of the study (late March) to determine if there were any changes in the learning styles that they used. Please refer to Appendix B.

Instrument	October	December	March/April
Background Data (Appendix A)	√		
Learning Styles Inventory (Appendix B)	√		√
Attitudinal Questionnaire a. Learning English (Appendix C)	√		√
b. Self-rating of English (Appendices A, E, F)	√	√	√
English Language Proficiency Test (CanTEST)	√		√
Performance in Content Courses a. Needs assessment (Appendices E, F)		√	√
b. Evaluation of progress (Appendices E, F)		√	√
Performance in Sheltered Course a. Needs assessment (Appendices D, E, F)		√	√
b. Evaluation (Appendices E, F)		√	√

(3.) Attitudinal Questionnaires

(a.) Learning English

In order to ascertain their attitudes towards learning English, the subjects completed a questionnaire consisting of twenty items based on a five-point Likert scale at the beginning of the study (October). The phrases were written with both a positive and a negative orientation. Response options ranged from '1 = I strongly agree' to '5 = I strongly disagree'. Students were asked to complete the same questionnaire in early April to determine if there were any changes in their attitudes with respect to learning English. Please refer to Appendix C.

(b.) Self-Ratings of English language skills

The subjects were asked at the beginning, middle and end of the study to give a self-rating of their English ability. They were asked to evaluate their English in the four skill areas (reading, writing, listening and speaking). Furthermore, they were asked to rate themselves in comparison to others in the sheltered English course and to native speakers of English. These questions were incorporated into other questionnaires that were administered during these time periods. Please refer to Appendices A, E and F.

(4.) English Language Proficiency Test (CanTEST)

In October and again in late March, a CanTEST (Canadian Test of

English for Scholars and Trainees) was administered to the students. The CanTEST consisted of the following four areas: listening, reading, writing and speaking. During the listening section, students were asked questions based on different recorded listening passages (dialogues, interviews and short talks). The approximate time for this section was 50 minutes.

The reading component was comprised of two parts. The initial section of skimming and scanning took approximately 20 minutes. Students were then required to answer comprehension questions based on three or four different passages and a cloze test in which they had to choose a word to replace words that had been randomly deleted from a text. This latter section took sixty minutes.

During the speaking section of the CanTEST, students were interviewed by two individuals who asked questions about the students' personal and school life. The interview generally lasted for twelve to fifteen minutes.

The fourth component, the writing section took 60 minutes. Students were given a writing topic. They were given ten minutes to discuss the topic with other candidates and were then required to write an essay on the assigned topic during a fifty minute time period.

(5.) Performance in Content Courses

(a.) Needs Assessment

In December and April the subjects completed questionnaires to find out how relaxed and confident they were in the courses in which they were enrolled at St. Pat's High School. The subjects were asked to list those courses in which they were enrolled and then to rate on a five-point scale how relaxed and confident they were in each of these courses. Response options ranged from '1 = not at all confident' to '5 = extremely confident'. In two open-ended questions, they were given the opportunity to explain why they were or were not relaxed and confident in their content courses. Please refer to Appendices E and F.

(b.) Evaluation

At the mid-point and the end of the study, in responding to the question of how relaxed and confident they were in their content courses the subjects also provided feedback on their progress in these courses. (Please refer to Appendices E and F.) Furthermore, all the grades for the students in the study were obtained. These were also used to examine the progress of the students. Please refer to Appendix G.

(6.) Performance in Sheltered Course

(a.) Needs Assessment

In October, December and April the subjects were given a list of 31

academic skill areas subdivided into the following: grammar/ vocabulary, speaking, reading, listening, writing and study skills. They were asked to indicate how much help they would like to get / needed in each of these 31 areas, with further blanks allowing them to add other areas. Questions were answered on a five-point scale. Response options ranged from '1 = no help' to '5 = a lot of help'. Please refer to Appendices A and D.

(b.) Evaluation

The subjects evaluated the pilot sheltered English course in December and again in April. Students were asked to answer both open-ended and closed questions. The subjects were given the opportunity to indicate if they felt the pilot sheltered English course was helping them in other courses and to explain why or why not. They were also asked if their English course was helping them improve in each of 31 areas listed, with further blanks allowing them to add other areas that had been omitted. Furthermore, they were asked to indicate if they liked that only international students were in this course and if they would be interested in taking similar courses. The subjects were also asked to specify how much they understood of what their English teacher said and of what they read for this course. In the final questionnaire, the subjects were also asked to offer suggestions about how to improve the set-up of the sheltered English course. Please refer to Appendix E for the December questionnaire and to

Appendix F for the final questionnaire.

(7.) Researcher Observations

Starting in January, the researcher observed the pilot sheltered English course on a bi-monthly basis. While acting as observer in the class, the researcher focused on the types of classroom activities and the instructional techniques that the sheltered teacher used in her lessons (as outlined by Oberst, 1985), as well as the academic language functions that the students could be observed using (as outlined by Chamot & O'Malley, 1994).

b.) Sheltered English Teacher-interviews and questionnaires

Prior to the beginning of the 1993-1994 academic year, the teacher of the pilot sheltered English course, Margaret MacDonald, was interviewed. Please refer to Appendix H for a copy of the questions and to Appendix I for a tapescript of the interview. Furthermore, during the month of November, she was asked to complete a questionnaire pertaining to the goals, objectives and materials of the sheltered course, as well as to give an overview of it. Please refer to Appendix J for a copy of the questions and to Appendix K for the responses. This was followed up by an interview in December in which Mrs. MacDonald was asked to reflect on the sheltered course to date. Please see Appendix L for a copy of the questions and to Appendix M for the tapescript of this interview. In early

March, Mrs. MacDonald was asked to comment on the following aspects of a sheltered class support structure: instructional guidelines, characteristics of schools effectively responding to the needs of ESL students, instructional techniques that can be used in sheltered instruction and, finally, the development of a sheltered English lesson plan. Please refer to Appendix N for a copy of this tapescript. In an interview at the end of the study, Mrs. MacDonald was asked to evaluate the sheltered course. Please refer to Appendix O for these questions and to Appendix P for the tapescript.

3. Procedures

a.) Student Questionnaires

Prior to administering the three initial questionnaires (learning styles inventory, attitudinal and background data questionnaires), they were pilot tested with a group of ESL students (N=10) who were enrolled in an English for Academic Purposes (EAP) program at Saint Mary's University in Halifax, Nova Scotia. These EAP students were asked to point out any questions they felt were not comprehensible. Subsequently, the researcher made the necessary changes prior to administering the questionnaires to the students in the study.

These three initial questionnaires were administered over the two-week period when the CanTEST was being administered. In order to disassociate the questionnaires from the English proficiency measure (the

CanTEST), the subjects were told that the questions did not constitute part of a test. Before completing the learning styles inventory, they were told that the researcher was interested in finding out their preferred methods of acquiring English as a second language. The five-point rating scale was explained to the subjects and a demonstration was given. Students then worked at their own pace in answering the questions. Clarification was given where necessary.

The attitude and background questionnaires were administered in much the same manner as the learning styles inventory. For the questionnaire concerning attitudes towards learning English, students were asked to read each statement carefully before responding on the five-point Likert scale. An example was done with the entire class to clarify how to answer using this scale. Prior to completing the questionnaire pertaining to the background data, the researcher went over the questions with the students to ensure that everyone understood the scales and the content. Students answered both questionnaires at their own pace, asking for clarification where it was needed.

Because the mid-year and end-of-year questionnaires focused partially on an evaluation of the pilot sheltered English course, the teacher was absent while students completed them. As the questionnaires were coded, students were not required to give their names and their anonymity

was assured. Prior to completing the questionnaires, the researcher read over the questions to ensure that everyone understood. Students then proceeded to answer the questions, asking for further clarification where it was needed.

b.) Measure of English Proficiency (CanTEST)

In order to ascertain the English proficiency of the students, a complete CanTEST (Canadian Test for English Scholars and Trainees) was administered in October at the beginning of the study and another at the end of the study in late March. Although the CanTEST is usually administered in one sitting, this was not possible at the outset of the study. In this instance, it was necessary to have the students complete the various sections over a period of two weeks, as indicated in the following figure. The CanTEST at the end of the study was administered in one sitting, except for the oral interviews which were done over a three-week period at the end of March.

	Monday	Tuesday	Wednesday	Thursday	Friday
October 4-8	Listening	Oral interviews	Skimming/scanning		Reading
October 12-15		Oral interviews	Writing		

Prior to the researcher's arrival in class before the first test, students had been briefed by their English instructor about the overall contents of

the CanTEST, as well as the order in which students would be asked to complete the various sections. In doing so, their English teacher also indicated the value of completing the test to the best of their capabilities, given that this instrument was an authentic test that was used to obtain university entrance scores for non-native speakers of English.

All sections of the CanTEST, except the oral interviews, were completed with the assistance of the sheltered English teacher during the regular periods of the sheltered English class. The oral interviews were done on a pull-out basis from the general ESL class (i.e., students were individually excused from their class in order to complete this component of the CanTEST). A colleague of the researcher who was also experienced in CanTEST administration assisted with the oral interviews.

The scoring of the CanTEST is done by assigning a band level to each of the four skill areas: listening, speaking, reading (including skimming and scanning) and writing. There are five band scores, with half bands also being reported. The listening, skimming/scanning and reading sections of the CanTEST were independently scored and rechecked by the researcher. Then a band score was assigned. In the case of the writing samples, both the researcher and another person experienced in the administration of the CanTEST scored the papers. If there was a discrepancy between the two marks, a third marker who was also

experienced with the CanTEST was asked to assign a band score. The scoring of the oral interviews was done by both people who interviewed the candidate. This is discussed in more detail in the appropriate section below.

(1.) Listening comprehension

Students completed the 47 minute listening comprehension test during one 65-minute class. Following the standard procedures for any CanTEST, students were given the listening comprehension booklet and told they could look at the questions for a five-minute period. Students are given this opportunity to read the questions before they begin so that they may become familiar with the potential responses to questions they will hear aurally. Once the five-minute period had elapsed, students were given answer sheets and encouraged to take notes in the appropriate area on these sheets as they listened to the various listening passages. This standard practice during the CanTEST is an attempt to eliminate the problem of having to recall information from memory. While the pre-recorded instructions were being read, the researcher used this time to adjust the volume of the cassette to an appropriate level for all students. At the end of the instructions, the recording was stopped and students were asked if they required any further clarification before the listening section began. At the end of the test, student's answer sheets were collected first, followed

by the listening comprehension booklets.

(2.) Oral Interviews

Students were interviewed by the researcher and a colleague who was also experienced in the administration of the CanTEST. The interviewing was done on a pull-out basis from the general ESL class or the sheltered class. Due to scheduling conflicts, the interviewing team could only conduct interviews one day a week. Therefore the interviews were carried out over a four-week period. Each interview lasted between 12 and 15 minutes. As is the case in all CanTEST oral interviews, there were three phases. In the initial part, the candidate was asked for basic information such as background/family data or for other information which was relatively easy to convey. The intent of this part of the oral interview is to have the candidate relax as much as possible. Furthermore, it gives the interviewers the opportunity to learn more about the candidate which can be used as the basis for further lines of questioning. This section generally lasted for approximately two minutes. During this phase, the candidates were not judged on their performance.

In the second phase, the first of two probing phases, the candidate was asked questions of an increasing level of difficulty. This section generally lasted 3 to 4 minutes. In the third phase, also lasting 3 to 4 minutes, the candidate was asked more difficult questions so as to

determine to what level she/he could function in English. Theoretically, as candidates progress through the interview, they should be able to perform the following tasks in English: state facts, describe, compare/contrast, define/illustrate, paraphrase/clarify, hypothesize, justify/support and argue/defend/persuade. At the end of the interview, candidates are once again asked questions of a simpler nature in order to ensure that they leave the interview feeling positive about the outcome. As is the practice in an official CanTEST, all oral interviews were recorded on audio cassette. This is done in case there is a large discrepancy in the scores assigned by the interviewers and there is a need to re-evaluate the interview.

Upon completion of the interview, the candidate left the room. The two oral interviewers then independently scored the individuals ability in the following areas: listening comprehension, accuracy, range, fluency and pronunciation. The two scores were then compared and collectively a band level was assigned to the individual.

(3.) Skimming/Scanning

Students completed the 18 minute skimming and scanning test in one of the sheltered classes. They were given the answer sheet and asked to fill in the pertinent personal information. The test booklets were then distributed face-down. Once everyone had a test booklet, they were told to open it to the page with the instructions. The researcher read through the

instructions with the class and answered a sample question. Students were asked if any clarification was needed prior to beginning the test. All students were then instructed to begin the test simultaneously. Periodically the time remaining was written on the board and a verbal announcement was made. When the allotted time was up, the students' answer sheets were collected first, followed by the skimming and scanning booklets.

(4.) Reading

The reading section was 60 minutes long. Students were given the answer sheet, followed by the reading booklet. Once all the booklets were distributed, they were instructed to open them to the first page where the instructions were found. These were read by the researcher and sample questions were completed with the whole class. Once further clarifications were provided, the students were instructed to start the test. They were given periodic verbal and written (on the board) warnings of the time remaining. At the end of the allotted time, the answer sheets were collected, followed by the test booklets.

(5.) Writing

Students were given foolscap and instructed to fill in their names on the reverse of an attached paper. In this way, the person scoring the writing sample would not be aware of whose writing sample was being scored. They were also given a piece of scrap paper and finally, the

writing question which was distributed face-down. Once all the questions had been distributed, they were told to turn the paper over. The researcher read through the instructions and the questions with the students. Students then had ten minutes to discuss the topic with other students in the class, if they chose to do so. If not, they could start writing their essay immediately. At the end of the ten minutes, they were asked to return to their seats and to work independently on the essay for fifty minutes. They were given periodic warnings verbally and in writing on the board. At the end of the fifty minutes, their essays were collected in first followed by the writing question and the scrap paper.

c.) Interviews/Questionnaire for Sheltered English Teacher

The researcher interviewed the sheltered English teacher on three different occasions: in August, December and near the completion of the study in April. All interviews conducted with the sheltered English teacher were recorded on audio cassette so that the researcher could produce a tapescript of the conversation. In November, the instructor of this course was also asked to complete a questionnaire. Due to time constraints, this questionnaire was only partially completed. Those questions which were not answered were rephrased and included in the December interview.

4. Analyses

The statistical package used to compile the data was StatView. Once

the data was inputted into the StatView program, means and standard deviations were calculated. Because of the nature of this ethnographic case study, the statistics from both the students in the pilot sheltered grade 12 English course and their sheltered English teacher are presented in a descriptive manner.

IV. RESULTS

A. Subjects

1. Students

When the study began there were thirteen students enrolled in a pilot sheltered grade 12 academic English course at St. Pat's High School in Halifax, Nova Scotia. As the 1993-1994 year progressed, four more students joined the sheltered course bringing the total to seventeen by December, 1993. There were 11 males and 6 females from seven countries: Ethiopia (n=6), Hong Kong (n=5), Vietnam (n=2), Canada (n=1), Germany (n=1), Iran (n=1) and Palestine (n=1). The students' first language was that spoken in their country of origin: Amharic (5), Tigrinia (2), Cantonese (5), Vietnamese (2), French (1), German (1), Persian (1) and Arabic (1). Their ages ranged from 16 to 29, with the average age being 17.8. Seven of the subjects were Visa students. Fourteen students indicated that the majority of their courses were at the grade 12 level, while three indicated that most of their courses were in grade 11. The length of residence in Canada ranged from 1 month to 17.6 years; the average length of residence was 2.4 years.

All seventeen students indicated that they had already received from 8.5 to 16 years of schooling, with the average being 12.3 years of education at the school level. Two students indicated that they had received

additional schooling: one in a technology institute and the other in a refugee camp. None of the students had undertaken studies at a college or university level. The majority ($n = 12$) indicated that they had attended school in a big city (about 500 000 people), three had gone to school in a smaller city (about 50 000), two had gone to school in a town (about 5 000 people), and one, in a village (about 500 people).

Only one student indicated having studied another language other than the first language and English. All seventeen students stated that they had studied English at school in their respective countries, with five noting that native speakers had taught them English. Two indicated that they had also studied English in a country other than Canada or their native country. One student marked that she/he had studied English for 1-2 years. The rest of the students noted that they had studied English for more than 2 years, the average of these responses being 7.4 years. The majority indicated that they had studied English mainly in school outside of Canada ($n = 10$). It is interesting to note that, in addition to speaking their L1 at home, three students also indicated that they spoke English. Nine students indicated that they had completed English courses in Canada through regular school, LINC (Language Instruction for Newcomers to Canada) and/or summer school courses. More than half of the students marked that they spoke English at home in Halifax 'some of the time' ($n = 10$). Four students

answered 'most of the time'. Two indicated that they 'never' spoke English at home in Halifax, while one indicated 'always'.

After the mid-year English examination in January, there was another change in the composition of the sheltered course. Two students left school to pursue other endeavors. One student was moved to an enriched English course, while another student chose to audit all of the courses in which he was enrolled. At the end of February one of the students who had left school returned to the grade 12 pilot English course.

Furthermore, given the wide range of levels in English language proficiency, as evidenced by the first CanTEST results (the scores ranged from 1.375 to 4.75), the sheltered English teacher decided that only seven of the fourteen students still enrolled in the course could realistically complete the work required for a grade 12 sheltered academic English course. This decision was further validated by the academic performance of the students in class, as well as by the results of the January English exam. The sheltered teacher examined various alternatives for providing the appropriate English language instruction for the two groups (i.e. those students who had scored a 3.5 or higher on the CanTEST and those who had scored below 3.5). The two options that were considered were: (a) to have the students of lower proficiency meet during a different time period with the intention of increasing their English proficiency to a level so that

they could succeed at the work required for the sheltered English course and; (b) to have the students of lower proficiency remain in the class with the students who had scored 3.5 or higher on their CanTEST. This situation required having an additional support person in the class who could help the lower proficiency students work with the same materials as the others, but at a more basic level. It was the latter of these two options that was chosen, once the sheltered English teacher had found a qualified support person who was willing to act as an assistant in the classroom. This situation continued until the support person found other employment at the beginning of March. At this point the pilot sheltered English teacher decided that all students would remain in the course, but that some of the students could not realistically obtain a grade 12 academic English credit because of their low English proficiency.

Therefore, in addition to analysing the data of the class as a whole, it was decided to further subdivide the findings into two groups. Except for three students (two of lower proficiency and one of higher proficiency) who joined the course after the administration of the first CanTEST, the division of students into two groups was based on the results from the first English proficiency test. The three latecomers were placed in one group or the other on the basis of an informal assessment made by the sheltered English teacher. Group A consisted of the seven individuals whose English

proficiency was more advanced (score of 3.5 or above) and for whom the completion of the course work had been less problematic to that point.

Group B consisted of seven students whose English proficiency was low (score of below 3.5) and whose academic performance to date indicated a need for further development at quite a basic level in the four skill areas.

(Henceforth, these two groups will be referred to as Group A or Group B.)

Please refer to the English language proficiency scores and to section B1 of the discussion/conclusion chapter for a further elaboration on the gap in English language proficiency levels.

2. Sheltered English teacher

The sheltered English teacher, Margaret MacDonald, had a total of 27 years of teaching experience. In her teacher training, she had specialized in English literature and later obtained a Master of Education in English as a second language. Initially, she taught regular mainstream English (27 years) and subsequently volunteered to have English as a second language included in her teaching assignment during the last 5 years. Her assignment for the 1993-1994 academic year consisted of two grade 10 mainstream English classes, a multi-level ESL class (for grades 10, 11 and 12) and the pilot sheltered grade 12 English class.

B. Data

1. Students

a.) Learning styles inventory

(1.) Preferred classroom activities

Tables 1, 2 and 3 below give the rank-order of the learning styles pertaining to preferred classroom activities for the class as a whole and then for the two groups, A and B. As Table 1 indicates, the classroom activities which the class rated the highest in October and March were 'I like to have the teacher correct my work' and 'I like to have the teacher tell me if I'm improving'. Whereas the students rated most highly those activities in which the teacher played a very active role, it is interesting to note that the activities least supported by the students centered on higher self and/or peer involvement. ('I like to have other students correct my work', 'In class, I like to listen and use cassettes' and 'In class, I like to learn by games'). Students might also interpret these latter two learning styles as not being academic enough. Those activities which saw the largest increase between October and March were 'I like to have my own textbook' and 'I like to listen and take notes.'

Table 1 Class mean scores and standard deviations on preferred classroom activities in sheltered English class

* Statement	Oct. (n = 13)	March (n = 13)	Oct.- March
	Mean (SD)	Mean (SD)	
(Q13) I like to have the teacher correct my work.	4.00 (0.82)	4.62 (0.65)	- 0.62
(Q15) I like to have the teacher tell me if I'm improving.	4.00 (1.04)	4.23 (0.93)	- 0.23
(Q14) I like to do written tests.	3.77 (0.83)	3.62 (0.65)	0.15
(Q5) In class, I like to learn by pictures, films, video.	3.69 (0.86)	3.31 (0.95)	0.38
(Q4) In class, I like to learn by conversations.	3.62 (1.19)	3.85 (0.69)	- 0.23
(Q1) In English class, I like to learn by reading.	3.46 (1.13)	3.46 (1.05)	0.00
(Q6) I like to write everything in my notebook.	3.46 (1.05)	3.69 (1.03)	- 0.23
(Q9) I like to copy from the board.	3.39 (1.19)	3.25 (0.87)	0.14
(Q8) I like to read and make notes.	3.31 (0.75)	3.77 (0.73)	- 0.46
(Q10) I like to have my own textbook.	3.23 (1.36)	4.08 (1.19)	- 0.85
(Q7) I like to listen and take notes.	3.15 (0.90)	3.92 (0.86)	- 0.77
(Q16) I like to make tapes and have the teacher grade them.	3.00 (1.08)	3.23 (1.30)	- 0.23
(Q11) I like to correct my own work.	2.92 (1.19)	2.92 (1.32)	0.00
(Q12) I like to have other students correct my work.	2.85 (1.28)	2.54 (1.13)	0.31
(Q2) In class, I like to listen and use cassettes.	2.77 (0.83)	2.77 (1.24)	0.00
(Q3) In class, I like to learn by games.	2.62 (0.87)	2.08 (0.76)	0.54

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

When the data was subdivided into Group A and Group B findings, there were both similarities and differences that emerged. Both groups rated highly 'I like to have the teacher tell me if I'm improving'. In October, this classroom activity was rated the highest of all activities by Group B (i.e. those students of lower English proficiency). It is not surprising that these students may have felt the need for a lot of teacher feedback. Furthermore, in March both groups gave high ratings to 'I like to have the teacher correct my work.'

Table 2 Group A mean scores and standard deviations on preferred classroom activities in sheltered English class

* Statement	Oct. (n = 5)	March (n = 6)	Oct.- March
	Mean (SD)	Mean (SD)	
(Q13) I like to have the teacher correct my work.	4.20 (0.84)	4.83 (0.41)	- 0.63
(Q15) I like to have the teacher tell me if I'm improving.	4.00 (1.00)	4.83 (0.41)	- 0.83
(Q10) I like to have my own textbook.	4.00 (1.23)	4.67 (0.82)	- 0.67
(Q5) In class, I like to learn by pictures, films, video.	3.80 (0.45)	3.00 (0.89)	0.80
(Q14) I like to do written tests.	3.80 (0.84)	3.83 (0.41)	- 0.03
(Q4) In class, I like to learn by conversations.	3.80 (0.84)	3.67 (0.52)	0.13
(Q1) In English class, I like to learn by reading.	3.60 (0.89)	3.67 (0.82)	- 0.07
(Q7) I like to listen and take notes.	3.40 (1.14)	4.00 (0.89)	- 0.60
(Q9) I like to copy from the board.	3.40 (1.34)	3.33 (0.82)	0.07
(Q6) I like to write everything in my notebook.	3.20 (1.10)	3.83 (0.75)	- 0.63
(Q8) I like to read and make notes.	3.20 (0.84)	3.83 (0.75)	- 0.63
(Q2) In class, I like to listen and use cassettes.	3.00 (1.00)	2.00 (0.63)	1.00
(Q12) I like to have other students correct my work.	2.80 (1.10)	2.33 (0.82)	0.47
(Q11) I like to correct my own work.	2.60 (1.14)	3.00 (1.41)	- 0.40
(Q3) In class, I like to learn by games.	2.60 (0.55)	2.00 (0.89)	0.60
(Q16) I like to make tapes and have the teacher grade them.	2.40 (0.55)	2.50 (1.05)	- 0.10

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

In October, a comparison of Group A and Group B data showed a greater discrepancy in the means and standard deviations for the following statements: 'I like to make tapes and have the teacher grade them', 'I like to correct my own work' and 'I like to have my own textbook'. Making tapes and having the teacher grade them was obviously another way of obtaining feedback from the teacher and hence the higher rating from Group B students. Those students of higher proficiency rated 'I like to make tapes and have the teacher grade them' the least preferred of all the classroom activities. In March, Group B students again gave quite a high rating to the

activity of making tapes ($M = 4.17$)

At the beginning of the study, students in Group B also indicated a stronger preference for correcting their own work than those students in the higher proficiency group. This is not surprising given the confidence that may be typical of a language learner of higher proficiency. Students in Group A may have felt less threatened by someone seeing their work.

It is also interesting to note that at the beginning of the study students in Group A (the higher proficiency) indicated a far stronger desire to have their own textbook (Mean = 4.00) than those students in Group B (Mean = 2.00). One might expect that the textbook would be a concrete object which students of lower proficiency could rely on. In this instance, they seemed to be more indifferent to actually possessing this learning tool. However, at the end of the study, the rating given to this statement by Group B students increased significantly (-1.67). It is possible that these students of lower proficiency were less intimidated by the idea of using English textbooks once their English proficiency began to increase.

Table 3 Group B mean scores and standard deviations on preferred classroom activities in sheltered English class

* Statement	Oct. (n = 4)	March (n = 6)	Oct.- March
	Mean (SD)	Mean (SD)	
(Q15) I like to have the teacher tell me if I'm improving.	4.50 (0.58)	3.83 (0.98)	0.67
(Q13) I like to have the teacher correct my work.	4.25 (0.96)	4.67 (0.52)	- 0.42
(Q5) In class, I like to learn by pictures, films, video.	4.00 (0.82)	3.83 (0.75)	0.17
(Q14) I like to do written tests.	3.75 (0.96)	3.50 (0.84)	0.25
(Q6) I like to write everything in my notebook.	3.75 (0.96)	3.83 (1.17)	- 0.08
(Q4) In class, I like to learn by conversations.	3.50 (1.29)	4.00 (0.89)	- 0.50
(Q9) I like to copy from the board.	3.50 (1.29)	3.20 (1.10)	0.30
(Q8) I like to read and make notes.	3.50 (1.00)	3.67 (0.82)	- 0.17
(Q16) I like to make tapes and have the teacher grade them.	3.50 (0.58)	4.17 (0.98)	- 0.67
(Q11) I like to correct my own work.	3.50 (1.29)	2.83 (1.47)	0.67
(Q1) In English class, I like to learn by reading.	3.25 (1.50)	3.33 (1.37)	- 0.08
(Q7) I like to listen and take notes.	3.00 (0.82)	4.00 (0.89)	- 1.00
(Q12) I like to have other students correct my work.	3.00 (1.41)	2.83 (1.47)	0.17
(Q3) In class, I like to learn by games.	2.50 (1.29)	2.33 (0.52)	0.17
(Q2) In class, I like to listen and use cassettes.	2.25 (0.96)	3.67 (1.21)	- 1.42
(Q10) I like to have my own textbook.	2.00 (0.82)	3.67 (1.37)	- 1.67

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

(2) Teacher behavior

Tables 4, 5 and 6 show the means and standard deviations of teacher behavior for the class, and then for Groups A and B. As indicated in Table 4, those behaviors which the entire class favored most in October were 'I like the teacher to correct me in private (alone)' and 'I like the teacher to tell me all my mistakes'. It is noteworthy that students wanted to be informed of the errors they were making, but in private.

Furthermore, there also appeared to be a high regard for teacher activity and student passivity. At the beginning of the study, students gave

low ratings to 'I like the teacher to let me find my mistakes' and 'I like the teacher to give us problems to work on'. As well, at the end of the study the students indicated a strong desire to have the teacher give them problems to work on.

Table 4 Class mean scores and standard deviations on teacher behavior

* Statement	Oct. (n = 13)	March (n = 13)	Oct.- March
	Mean (SD)	Mean (SD)	
(Q22) I like the teacher to correct me in private (alone).	4.18 (0.75)	3.85 (0.99)	0.33
(Q20) I like the teacher to tell me all my mistakes.	4.08 (1.04)	4.62 (0.65)	- 0.54
(Q17) I like the teacher to explain everything to us.	3.77 (0.83)	3.62 (1.04)	0.15
(Q21) I like the teacher to correct me immediately in front of everyone.	3.50 (1.17)	3.08 (0.95)	0.42
(Q19) I like the teacher to help me talk about my interests.	3.46 (1.13)	3.39 (1.26)	0.07
(Q23) I like the teacher to let me find my mistakes.	3.46 (1.13)	3.39 (1.12)	0.07
(Q18) I like the teacher to give us problems to work on.	3.23 (1.09)	3.85 (0.69)	- 0.62

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

It is worth noting the very high October rating (Mean = 4.67) (Table 6) that students of lower proficiency gave the statement 'I like the teacher to correct me in private (alone)'. It is not surprising, therefore, to note that the second highest rating by these students was 'I like the teacher to let me find my mistakes'. There appeared to be an unwillingness on the part of these students to attract too much overt attention to their mistakes. However, they did give quite a high rating, as did the students of Group A, to 'I like the teacher to tell me all my mistakes'. In March, both groups

gave this statement the highest rating. As the student's English proficiency levels increased, students may have been more interested in refining their language skills and hence wanted to be informed of all their mistakes.

Table 5 Group A mean scores and standard deviations on teacher behavior

* Statement	Oct. (n = 5)	March (n = 6)	Oct.- March
	Mean (SD)	Mean (SD)	
(Q22) I like the teacher to correct me in private (alone).	4.20 (0.84)	3.67 (1.03)	0.53
(Q20) I like the teacher to tell me all my mistakes.	4.20 (0.84)	4.83 (0.41)	- 0.63
(Q17) I like the teacher to explain everything to us.	3.80 (0.84)	3.17 (0.98)	0.63
(Q18) I like the teacher to give us problems to work on.	3.20 (1.30)	3.83 (0.41)	- 0.63
(Q21) I like the teacher to correct me immediately in front of everyone.	3.00 (1.23)	3.17 (0.98)	- 0.17
(Q19) I like the teacher to help me talk about my interests.	3.00 (0.71)	3.33 (1.37)	- 0.33
(Q23) I like the teacher to let me find my mistakes.	3.00 (0.71)	2.83 (0.75)	0.17

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

One point of disparity in October was 'I like the teacher to help me talk about my interests'. Please refer to Tables 5 and 6. Group A students rated this as one of the lowest ($M = 3.00$), whereas Group B students gave it a high rating ($M = 4.25$). This may be because students in Group B (lower proficiency) placed more emphasis on basic communication skills, while students of higher proficiency were more concerned about improving their academic language skills. Furthermore, the students of higher proficiency were already able to converse and thus would not need as much help in basic communication skills.

As the data in Tables 5 and 6 indicates, in March there was less of a discrepancy between the scores for this statement. It might be that the English proficiency levels of students in group B had increased to the point where they were comfortable conversing about non-academic topics and were now becoming more concerned about improving their academic language skills.

Table 6 Group B mean scores and standard deviations on teacher behavior

* Statement	Oct. (n = 4)	March (n = 6)	Oct.- March
	Mean (SD)	Mean (SD)	
(Q22) I like the teacher to correct me in private (alone).	4.67 (0.58)	4.17 (0.98)	0.50
(Q23) I like the teacher to let me find my mistakes.	4.50 (0.58)	4.00 (.27)	0.50
(Q19) I like the teacher to help me talk about my interests.	4.25 (0.50)	3.67 (1.21)	0.58
(Q20) I like the teacher to tell me all my mistakes.	3.75 (1.50)	4.67 (0.52)	- 0.92
(Q17) I like the teacher to explain everything to us.	3.75 (0.50)	4.17 (0.98)	- 0.42
(Q18) I like the teacher to give us problems to work on.	3.75 (0.50)	4.00 (0.89)	- 0.25
(Q21) I like the teacher to correct me immediately in front of everyone.	3.50 (1.00)	3.00 (1.10)	0.50

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

(3.) Types of group learning

Tables 7, 8 and 9 illustrate the mean scores and standard deviations for different sorts of group learning. As Table 7 indicates, at the beginning of the study the class appeared to value working with others in the class. Students gave the highest ratings to 'I like to learn English in a small group' and 'I like to learn English by talking with a partner'. It is

not surprising, then, that they gave low ratings to 'I like to learn English by using computers' and 'I like to study English by myself (alone)'. This same trend was seen in the data from March.

Table 7 Class mean scores and standard deviations on different sorts of group learning

* <i>Statement</i>	<i>Oct. (n = 13)</i>	<i>March (n = 13)</i>	<i>Oct.- March</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	
(Q26) I like to learn English in a small group.	3.69 (1.03)	3.77 (1.01)	- 0.08
(Q25) I like to learn English by talking with a partner.	3.46 (0.88)	4.08 (0.86)	- 0.62
(Q28) I like to learn English by doing projects outside of class.	3.23 (1.01)	3.39 (0.96)	- 0.16
(Q29) I like to go out with the class and practise English.	3.17 (1.12)	4.00 (1.00)	- 0.83
(Q27) I like to learn English with the whole class.	3.15 (1.07)	3.85 (0.90)	- 0.70
(Q30) I like to learn English by using computers.	2.92 (1.19)	3.00 (1.29)	- 0.08
(Q24) I like to study English by myself (alone).	2.77 (1.17)	2.39 (0.96)	0.38

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

When the October data was subdivided into the groups representing the two proficiency levels (Tables 8 and 9), it is significant to note the tendency for students in Group A to seek more independent types of learning. Although 'I like to learn English by talking with a partner' and 'I like to learn English in a small group' were rated the highest, the latter is still relatively low ($M = 3.20$) compared to that given by Group B students ($M = 4.25$). Those activities involving the class ('I like to go out with the class and practise English' and 'I like to learn English with the whole class') were rated the lowest. Students in Group B placed more emphasis on these collective types of activities. In fact, the rating for 'I like to study

English by myself (alone)' received the lowest rating from the students of lower proficiency. Their strong desire and need to interact with others is apparent.

Table 8 Group A mean scores and standard deviations on different sorts of group learning

* <i>Statement</i>	<i>Oct.</i> <i>(n = 5)</i>	<i>March</i> <i>(n = 6)</i>	<i>Oct.-</i> <i>March</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	
(Q25) I like to learn English by talking with a partner.	3.40 (0.89)	3.67 (0.82)	- 0.27
(Q26) I like to learn English in a small group.	3.20 (1.10)	3.17 (0.98)	0.03
(Q30) I like to learn English by using computers.	3.00 (1.00)	2.50 (1.23)	0.50
(Q24) I like to study English by myself (alone).	2.80 (0.84)	2.17 (0.98)	0.63
(Q28) I like to learn English by doing projects outside of class.	2.80 (0.84)	3.17 (0.98)	- 0.37
(Q29) I like to go out with the class and practise English.	2.60 (0.55)	4.17 (0.98)	- 1.57
(Q27) I like to learn English with the whole class.	2.40 (0.89)	3.50 (0.55)	- 1.10

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

Table 9 Group B mean scores and standard deviations on different sorts of group learning

* <i>Statement</i>	<i>Oct.</i> <i>(n = 4)</i>	<i>March</i> <i>(n = 6)</i>	<i>Oct.-</i> <i>March</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	
(Q26) I like to learn English in a small group.	4.25 (0.96)	4.50 (0.55)	- 0.25
(Q29) I like to go out with the class and practise English.	4.00 (0.82)	4.17 (0.75)	- 0.17
(Q28) I like to learn English by doing projects outside of class.	3.75 (0.96)	3.83 (0.75)	- 0.08
(Q25) I like to learn English by talking with a partner.	3.50 (1.29)	4.50 (0.84)	- 1.00
(Q27) I like to learn English with the whole class.	3.25 (1.26)	4.33 (1.03)	- 1.08
(Q30) I like to learn English by using computers.	3.25 (0.50)	3.67 (1.21)	- 0.42
(Q24) I like to study English by myself (alone).	1.75 (0.50)	2.33 (0.82)	- 0.58

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

As Tables 8 and 9 indicate, in March, students of both groups gave the highest ratings to activities where they would be learning English with other individuals (either with a partner, a small group or the class). Both groups rated 'I like to learn English by myself (alone)' the lowest. It might be that the students in Group A place more value on collective forms of learning English due to positive group interactions during the pilot sheltered English course.

(4) Emphasis on language skills

Tables 10, 11 and 12 show the means and standard deviations for those aspects of language that the learners perceived as needing the most emphasis. Based on the data in Table 10, at the beginning of the study the class placed a heavy emphasis on practising sounds and pronunciation. The areas which the class rated as requiring the least emphasis were 'I like to study grammar' and 'I like to study English by doing homework'.

Table 10 Class mean scores and standard deviations on aspects of language requiring emphasis

* Statement	Oct. (n = 13)	March (n = 13)	Oct.- March
	Mean (SD)	Mean (SD)	
(Q34) I like to practise the sounds and pronunciation.	3.85 (0.90)	4.31 (0.86)	- 0.46
(Q33) I like to learn many new words.	3.77 (1.17)	4.15 (0.90)	- 0.38
(Q35) I like to learn languages.	3.77 (0.83)	3.85 (1.21)	- 0.08
(Q31) I like to study grammar.	3.62 (0.87)	4.00 (1.08)	- 0.38
(Q32) I like to study English by doing homework.	3.31 (0.86)	3.85 (0.99)	- 0.54

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

The means and standard deviations from the two language sub-groups revealed that in October students in Group A placed a higher emphasis on the study of grammar ($M = 4.00$) than did students in Group B ($M = 3.00$). Please refer to Tables 11 and 12. Based on the high rating of 'I like to practise the sounds and pronunciation', students of lower proficiency seemed to be more concerned with the communicative aspects of learning English. On the other hand, Group A students focused on the specifics such as new words and grammar.

It is noteworthy that in March students from Group B gave the second highest rating to 'I like to study grammar', whereas in October they had given it the lowest rating. It may be that these students of lower proficiency recognized a greater need to focus on the specifics of grammar given that their basic communication skills were improving rapidly.

Table 11 Group A mean scores and standard deviations on aspects of language requiring emphasis

<i>* Statement</i>	<i>Oct.</i> <i>(n = 5)</i>	<i>March</i> <i>(n = 6)</i>	<i>Oct.-</i> <i>March</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	
(Q33) I like to learn many new words.	4.00 (1.00)	4.33 (1.03)	- 0.33
(Q31) I like to study grammar.	4.00 (1.00)	3.83 (1.33)	0.17
(Q34) I like to practise the sounds and pronunciation.	3.60 (0.89)	4.17 (0.98)	- 0.57
(Q35) I like to learn languages.	3.60 (0.55)	4.00 (0.89)	- 0.40
(Q32) I like to study English by doing homework.	3.00 (1.00)	3.83 (1.17)	- 0.83

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

Table 12 Group B mean scores and standard deviations on aspects of language requiring emphasis

* <i>Statement</i>	<i>Oct.</i> <i>(n = 4)</i>	<i>March</i> <i>(n = 6)</i>	<i>Oct.-</i> <i>March</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	
(Q34) I like to practise the sounds and pronunciation.	4.25 (0.96)	4.67 (0.52)	- 0.42
(Q33) I like to learn many new words.	4.00 (0.82)	4.17 (0.75)	- 0.17
(Q35) I like to learn languages.	3.75 (1.26)	3.83 (1.60)	- 0.08
(Q32) I like to study English by doing homework.	3.25 (0.50)	4.00 (0.89)	- 0.75
(Q31) I like to study grammar.	3.00 (0.00)	4.33 (0.82)	- 1.33

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

(5) Senses used in learning English vocabulary

The means and standard deviations for those senses used in learning English vocabulary are presented in Tables 13, 14 and 15. The data in Table 13 indicates that in October the sheltered English class as a whole placed the most emphasis on the receptive skill of listening to English words 'I like to learn English words by hearing them'. However, it is significant that the second most highly rated manner of learning new words is action-oriented: 'I like to learn new English words by doing something'.

In March, the class indicated a preference to learn English words by memorizing them. It is possible that the students recognize the need to expand their vocabulary in order to perform better in their academic subjects. Memorizing new words might be the manner of acquiring new vocabulary that they are most used to.

Table 13 Class mean scores and standard deviations on the acquisition of English vocabulary

* <i>Statement</i>	<i>Oct.</i> <i>(n = 13)</i>	<i>March</i> <i>(n = 13)</i>	<i>Oct.</i> <i>March</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	
(Q37) I like to learn English words by hearing them.	3.69 (0.95)	3.85 (0.80)	- 0.16
(Q38) I like to learn English words by doing something.	3.62 (1.19)	3.92 (1.19)	- 0.30
(Q36) I like to learn English words by seeing them.	3.54 (0.88)	3.39 (1.12)	0.15
(Q39) I like to learn English words by repeating them.	3.54 (0.97)	3.92 (0.86)	- 0.38
(Q40) I like to learn English words by memorizing them.	3.31 (1.11)	4.15 (0.90)	- 0.84
(Q41) I like to learn English words by copying them.	2.92 (0.64)	3.46 (1.13)	- 0.54

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

At the beginning of the study, Groups A and B differed significantly with respect to their views about ways of acquiring English vocabulary. As Tables 14 and 15 show, students of lower proficiency gave quite a high rating ($M = 4.25$) to 'I like to learn English words by hearing them' as compared to the students of Group A ($M = 3.40$). Because of the lower proficiency of the students in Group B, they may have felt a strong need to acquire the pronunciation of English by this passive approach.

At the end of the study, Group B students rated memorizing English words the highest ($M = 4.50$). Students in Group A gave the highest rating to learning new words by seeing them. Students of higher proficiency may have already been familiar with the English orthography and hence the visual reinforcement was enough to acquire new words. The students in group B, however, may not yet have acquired this knowledge and therefore

needed to actively memorize vocabulary.

Table 14 Group A mean scores and standard deviations on the acquisition of English vocabulary

* <i>Statement</i>	<i>Oct.</i> <i>(n = 5)</i>	<i>March</i> <i>(n = 6)</i>	<i>Oct.-</i> <i>March</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	
(Q38) I like to learn English words by doing something.	3.60 (1.14)	3.83 (1.60)	- 0.23
(Q37) I like to learn English words by hearing them.	3.40 (1.14)	4.00 (0.89)	- 0.60
(Q36) I like to learn English words by seeing them.	3.40 (1.14)	4.17 (0.75)	- 0.77
(Q39) I like to learn English words by repeating them.	3.40 (1.14)	4.00 (0.89)	- 0.60
(Q40) I like to learn English words by memorizing them.	3.00 (1.58)	4.00 (0.89)	- 1.00
(Q41) I like to learn English words by copying them.	3.00 (0.71)	3.17 (1.33)	- 0.17

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

Table 15 Group B mean scores and standard deviations on the acquisition of English vocabulary

* <i>Statement</i>	<i>Oct.</i> <i>(n = 4)</i>	<i>March</i> <i>(n = 6)</i>	<i>Oct.-</i> <i>March</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	
(Q37) I like to learn English words by hearing them.	4.25 (0.50)	3.83 (0.75)	0.42
(Q38) I like to learn English words by doing something.	4.00 (0.82)	4.17 (0.75)	- 0.17
(Q36) I like to learn English words by seeing them.	3.75 (0.96)	2.67 (1.03)	1.08
(Q39) I like to learn English words by repeating them.	3.75 (0.96)	4.00 (0.89)	- 0.25
(Q40) I like to learn English words by memorizing them.	3.50 (0.58)	4.50 (0.84)	- 1.00
(Q41) I like to learn English words by copying them.	3.25 (0.50)	3.67 (1.03)	- 0.42

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

(6) *Activities outside of class*

The means and standard deviations for self-initiated activities outside the classroom are presented in Tables 16, 17 and 18. An indicated in Table

16, at the beginning and the end of the study the activity which the class was most interested in initiating outside of class related to establishing contact with others in English 'I like to learn by talking to people in English'. Furthermore, in October they were interested in learning English at home by reading newspapers, etc, and by watching TV. The passive nature of these choices is noteworthy considering their more outgoing first choice.

Table 16 Class mean scores and standard deviations on learning English outside of class

* Statement	Oct. (n = 13)	March (n = 13)	Oct.- March
	Mean (SD)	Mean (SD)	
(Q47) I like to learn by talking to people in English.	3.77 (0.93)	4.15 (0.80)	- 0.38
(Q42) At home, I like to learn by reading newspapers, etc.	3.69 (0.95)	4.15 (0.69)	- 0.46
(Q43) At home, I like to learn by watching TV in English.	3.69 (0.86)	3.92 (0.76)	- 0.23
(Q50) I like to learn English by visiting the library.	3.54 (0.78)	4.15 (0.90)	- 0.61
(Q46) At home, I like to learn by studying English books.	3.46 (0.66)	4.08 (0.76)	- 0.62
(Q48) I like to learn by watching, listening to Canadians.	3.42 (0.90)	3.85 (1.14)	- 0.43
(Q44) At home, I like to learn by listening to English radio.	3.23 (1.30)	3.62 (0.96)	- 0.39
(Q49) I like to learn by using English in stores.	3.08 (0.95)	3.77 (1.01)	- 0.69
(Q45) At home, I like to learn by using cassettes.	2.85 (1.07)	3.15 (1.35)	- 0.30

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

When the data was subdivided into Tables 17 and 18, there were no significant differences in the means and standard deviations for the factors at the beginning of the study. It is interesting to note, however, that those students of lower proficiency rated the passive 'I like to learn by watching, listening to Canadians' highest. There seemed to be a tendency for Group

B students to be more conservative in their approach to learning language.

Both groups rated 'At home, I like to learn by using cassettes' lowest.

In March, both Group A and Group B gave the highest ratings to statements dealing with contact with English speaking people (as seen in Tables 17 and 18). For Group A, this was 'I like to learn by watching, listening to Canadians' ($M = 4.33$). Those students in Group B rated 'I like to learn by talking to people in English' the highest ($M = 4.50$). Although the students must be concerned with acquiring academic English, it is quite probable that they want to talk with English speaking peers in order to acquire the everyday language that might allow them to fit into non-academic social contexts.

Table 17 Group A mean scores and standard deviations on learning English outside of class

* Statement	Oct. (<i>n</i> = 5)	March (<i>n</i> = 6)	Oct.- March
	Mean (SD)	Mean (SD)	
(Q47) I like to learn by talking to people in English.	4.00 (1.00)	4.00 (0.89)	0.00
(Q43) At home, I like to learn by watching TV in English.	3.80 (0.84)	4.17 (0.75)	- 0.37
(Q50) I like to learn English by visiting the library.	3.60 (0.89)	4.17 (0.98)	- 0.57
(Q46) At home, I like to learn by studying English books.	3.40 (0.55)	3.83 (0.75)	- 0.43
(Q48) I like to learn by watching, listening to Canadians.	3.40 (0.89)	4.33 (0.82)	- 0.93
(Q42) At home, I like to learn by reading newspapers, etc.	3.20 (0.84)	4.17 (0.75)	- 0.97
(Q44) At home, I like to learn by listening to English radio.	3.20 (1.30)	3.33 (1.03)	- 0.13
(Q49) I like to learn by using English in stores.	3.20 (0.84)	4.17 (0.75)	- 0.97
(Q45) At home, I like to learn by using cassettes.	2.80 (1.13)	2.50 (1.38)	0.30

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

Table 18 Group B mean scores and standard deviations on learning English outside of class

<i>* Statement</i>	<i>Oct.</i> <i>(n = 4)</i>	<i>March</i> <i>(n = 6)</i>	<i>Oct.-</i> <i>March</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	
(Q48) I like to learn by watching, listening to Canadians.	4.00 (0.82)	3.67 (1.21)	0.33
(Q43) At home, I like to learn by watching TV in English.	3.75 (0.50)	3.83 (0.75)	- 0.08
(Q50) I like to learn English by visiting the library.	3.75 (0.96)	4.33 (0.82)	- 0.58
(Q49) I like to learn by using English in stores.	3.75 (0.50)	3.67 (1.03)	0.08
(Q47) I like to learn by talking to people in English.	3.50 (1.00)	4.50 (0.55)	- 1.00
(Q46) At home, I like to learn by studying English books.	3.50 (0.58)	4.33 (0.82)	- 0.83
(Q42) At home, I like to learn by reading newspapers, etc.	3.25 (0.50)	4.33 (0.52)	- 1.08
(Q44) At home, I like to learn by listening to English radio.	2.75 (0.50)	3.83 (0.98)	- 1.08
(Q45) At home, I like to learn by using cassettes.	2.75 (0.50)	4.00 (0.89)	- 1.25

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

7) *Learning strategies*

Tables 19, 20 and 21 give the means and standard deviations for statements pertaining to common learning strategies. As Table 19 indicates, those statements which the class rated the highest in October were 'I wish that I could speak English very well' and 'I am happy to use my English even if I make mistakes'. Obviously there was a strong desire to be able to speak English well, but there was also the willingness to try to use English even if there were mistakes. The students did appear not to be threatened by the influence English had on them, as indicated by their lowest ratings of 'My language is much better than English' and 'At times I am afraid that by using English I will become like a foreigner'.

Table 19 Class mean scores and standard deviations on the use and study of English

* Statement	Oct. (n = 13)	March (n = 13)	Oct.- March
	Mean (SD)	Mean (SD)	
(Q62) I wish that I could speak English very well.	4.31 (0.86)	4.39 (1.19)	- 0.08
(Q56) I am happy to use my English even if I make mistakes.	4.23 (0.73)	3.77 (1.30)	0.46
(Q69) I try to understand the Canadian way of life.	4.17 (0.84)	4.15 (0.80)	0.02
(Q54) When I'm reading - if I don't understand a word, I try to understand it by looking at the other words.	4.08 (1.04)	3.62 (1.39)	0.46
(Q51) When I don't understand something in English, I ask someone to explain it to me.	3.92 (1.32)	4.39 (0.96)	- 0.47
(Q52) If something in English is too difficult for me, I try to listen to some part of it.	3.92 (1.19)	3.85 (1.28)	0.07
(Q64) If someone does not understand me, I try to say it in a different way.	3.85 (1.07)	4.39 (0.77)	- 0.54
(Q60) If I don't know how to say something, I think of a way to say it, and then I try it in speaking.	3.85 (0.80)	4.31 (0.86)	- 0.46
(Q63) If I learn a new word, I try to put it into my conversation so I can learn it better.	3.69 (1.11)	4.00 (0.82)	- 0.31
(Q53) I watch people's faces and hands to help me understand what they say.	3.69 (1.03)	3.00 (1.47)	0.69
(Q65) I like the sound of English.	3.69 (0.95)	4.08 (0.95)	- 0.39
(Q68) I ask myself how well I am learning English, and I try to think of better ways to learn.	3.54 (0.66)	4.31 (0.75)	- 0.77
(Q67) I try to find my special problems in English, and I try to fix them.	3.46 (0.66)	4.23 (0.83)	- 0.77
(Q57) I think about what I am going to say before I speak.	3.39 (1.04)	3.85 (1.28)	- 0.46
(Q58) I feel comfortable when using English.	3.39 (0.96)	3.54 (1.13)	- 0.15
(Q55) When I am not in class, I try to find ways to use my English.	3.31 (1.18)	3.46 (1.20)	- 0.15
(Q61) When I am speaking English, I listen to my pronunciation.	3.08 (1.12)	3.92 (0.86)	- 0.84
(Q66) My language is much better than English.	2.77 (1.54)	2.85 (1.35)	- 0.08
(Q59) At times I am afraid that by using English I will become like a foreigner.	2.39 (1.39)	2.69 (1.49)	- 0.30

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

In March, the students again indicated a strong desire to be able to speak English very well ($M = 4.39$). It is worth noting the equally high ratings that were given to strategies for using and studying English.

For example, 'When I don't understand something in English, I ask someone to explain it to me' and 'If someone does not understand me, I try to say it in a different way' both had a mean of 4.39. The high ratings given to these latter statements may indicate that students were becoming increasingly aware of learning strategies they could use to assist them in acquiring English.

The October means and standard deviations of Groups A and B (Tables 20 and 21) indicate that there were differences as well as similarities concerning the use and study of English. The most significant difference at the beginning of the study was in the rating for 'My language is much better than English'. Group A students gave this a high rating ($M = 4.20$), whereas the students of lower proficiency rated it the lowest ($M = 1.50$). It may be that the students of lower English proficiency were able to see more progress in their acquisition of the language and were therefore less frustrated with learning it. This might be one reason why they gave the statement 'My language is much better than English' a low rating ($M = 1.50$, with 1 representing 'not at all'). The students in Group A, however, may have perceived that they were reaching a standstill in the acquisition of English and, for this reason, were more likely to prefer their first language. Or, it may be that the students of lower proficiency were not able to use their first language in the schooling context and therefore

gave it a low rating. Students of Group A, however, may not feel any sort of urgency to use their L1 in school because of their higher English proficiency levels and might therefore rate it much higher.

Other instances in which Group A students gave a significantly higher rating than Group B students included 'When I am not in class, I try to find ways to use my English' and 'When I am speaking English, I listen to my pronunciation'. With respect to the former statement, it is interesting to note the willingness of students of higher proficiency to seek out ways to practice their English outside of class.

Instances in which students of lower proficiency gave higher ratings than those in Group A included 'When I don't understand something in English, I ask someone to explain it to me' and 'If I learn a new word, I try to put it into my conversation so I can learn it better'. It may be that Group B students were more concerned with coping mechanisms in English.

Table 20 Group A mean scores and standard deviations on the use and study of English

* Statement	Oct. (n = 5)	March (n = 6)	Oct.- March
	Mean (SD)	Mean (SD)	
(Q62) I wish that I could speak English very well.	4.40 (0.89)	4.50 (1.23)	- 0.10
(Q66) My language is much better than English.	4.20 (0.84)	3.67 (1.03)	0.53
(Q54) When I'm reading - if I don't understand a word, I try to understand it by looking at the other words.	4.00 (1.00)	4.00 (1.55)	0.00
(Q52) If something in English is too difficult for me, I try to listen to some part of it.	4.00 (1.00)	3.67 (1.51)	0.33
(Q64) If someone does not understand me, I try to say it in a different way.	4.00 (0.71)	4.33 (0.82)	- 0.33
(Q60) If I don't know how to say something, I think of a way to say it, and then I try it in speaking.	3.80 (0.84)	4.50 (0.84)	- 0.70
(Q56) I am happy to use my English even if I make mistakes.	3.80 (0.84)	4.00 (0.89)	- 0.20
(Q69) I try to understand the Canadian way of life.	3.80 (0.84)	4.00 (0.63)	- 0.20
(Q68) I ask myself how well I am learning English, and I try to think of better ways to learn.	3.80 (0.45)	4.33 (0.82)	- 0.53
(Q67) I try to find my special problems in English, and I try to fix them.	3.60 (0.55)	4.33 (0.82)	- 0.73
(Q55) When I am not in class, I try to find ways to use my English.	3.60 (0.55)	3.50 (1.52)	0.10
(Q61) When I am speaking English, I listen to my pronunciation.	3.60 (1.14)	4.00 (0.89)	- 0.40
(Q51) When I don't understand something in English, I ask someone to explain it to me.	3.40 (1.14)	4.50 (0.86)	- 1.10
(Q63) If I learn a new word, I try to put it into my conversation so I can learn it better.	3.40 (0.55)	4.00 (0.63)	- 0.60
(Q53) I watch people's faces and hands to help me understand what they say.	3.40 (1.52)	3.33 (1.51)	0.07
(Q65) I like the sound of English.	3.20 (0.84)	3.67 (1.03)	- 0.47
(Q57) I think about what I am going to say before I speak.	3.20 (0.84)	4.17 (1.17)	- 0.97
(Q58) I feel comfortable when using English.	3.20 (1.10)	3.67 (1.03)	- 0.47
(Q59) At times I am afraid that by using English I will become like a foreigner.	2.40 (1.34)	3.00 (1.90)	- 0.60

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

Table 21 Group B mean scores and standard deviations on the use and study of English

* Statement	Oct. (n = 4)	March (n = 6)	Oct.- March
	Mean (SD)	Mean (SD)	
(Q51) When I don't understand something in English, I ask someone to explain it to me.	4.75 (0.50)	4.67 (0.52)	0.08
(Q63) If I learn a new word, I try to put it into my conversation so I can learn it better.	4.75 (0.50)	4.17 (0.98)	0.58
(Q62) I wish that I could speak English very well.	4.50 (1.00)	4.50 (1.23)	0.00
(Q56) I am happy to use my English even if I make mistakes.	4.50 (0.58)	3.67 (1.75)	0.83
(Q60) If I don't know how to say something, I think of a way to say it, and then I try it in speaking.	4.50 (0.58)	4.33 (0.82)	0.17
(Q69) I try to understand the Canadian way of life.	4.25 (0.96)	4.50 (0.84)	- 0.25
(Q57) I think about what I am going to say before I speak.	4.25 (0.96)	3.67 (1.51)	0.58
(Q54) When I'm reading - if I don't understand a word, I try to understand it by looking at the other words.	4.00 (1.41)	3.67 (0.82)	0.33
(Q52) If something in English is too difficult for me, I try to listen to some part of it.	4.00 (0.82)	4.33 (0.82)	- 0.33
(Q64) If someone does not understand me, I try to say it in a different way.	4.00 (0.82)	4.50 (0.84)	- 0.50
(Q53) I watch people's faces and hands to help me understand what they say.	4.00 (0.00)	3.00 (1.41)	1.00
(Q65) I like the sound of English.	4.00 (0.82)	4.67 (0.52)	- 0.67
(Q68) I ask myself how well I am learning English, and I try to think of better ways to learn.	3.75 (0.50)	4.50 (0.55)	- 0.75
(Q58) I feel comfortable when using English.	3.75 (0.96)	3.50 (1.38)	0.25
(Q59) At times I am afraid that by using English I will become like a foreigner.	3.50 (1.29)	2.33 (1.21)	1.17
(Q67) I try to find my special problems in English, and I try to fix them.	3.00 (0.82)	4.33 (0.82)	- 1.33
(Q55) When I am not in class, I try to find ways to use my English.	2.75 (1.26)	3.50 (1.05)	- 0.75
(Q61) When I am speaking English, I listen to my pronunciation.	2.50 (1.29)	4.00 (0.89)	- 1.50
(Q66) My language is much better than English.	1.50 (1.00)	2.00 (1.27)	- 0.50

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'very much'

b.) Attitudinal questionnaires

(1.) Learning English

(a) Proficiency

Tables 22, 23 and 24 indicate the means and standard deviations of attitudes towards learning English for the class, and then for the two groups, A (students of higher English proficiency) and B (students of lower English proficiency). It should be noted that the questionnaire included questions of both a negative and a positive orientation.

Furthermore, the statements relating to the following five factors: willingness to take risks, social integration, locus of control, mode of communication and motivation to learn, were randomly listed in the questionnaire. Once the data was gathered, the answers were decoded, taking both the negative/ positive orientation into account. Sentences were also grouped according to the five factors.

As Table 22 indicates, in October the class quite strongly disagreed with the statement 'Working in small groups in class helps students learn more' ($M = 4.15$). It is interesting to note that students seemed to prefer a more teacher-directed classroom, as opposed to working with their peers. Those statements eliciting more agreement from the class were 'Students do not learn much English from reading books' ($M = 2.15$) and 'Any student who wants to learn English will be successful' ($M = 2.08$).

Table 22 Class means scores and standard deviations on attitudes towards learning English

*Statements	Oct. (n = 13)	March (n = 12)	Oct.- March
	Mean (SD)	Mean (SD)	
<u>Willingness to take risks</u>			
(Q14) Making mistakes in a foreign language is natural.	4.00 (0.71)	4.46 (0.52)	- 0.46
(Q1) A good language learner never makes errors.	3.54 (1.27)	3.75 (1.42)	- 0.21
(Q7) Speaking out loud in class is a good way of learning.	3.77 (1.24)	3.50 (1.24)	0.27
(Q17) Students should not speak English if they make mistakes.	4.00 (1.23)	4.42 (1.00)	- 0.42
<u>Social integration</u>			
(Q19) It is good to stay in your own first language group out of class.	3.15 (1.21)	2.92 (1.08)	0.23
(Q8) ESL students should not remain in their own cultural groups.	3.69 (1.25)	4.25 (1.06)	- 0.56
(Q2) Working in small groups in class helps students learn more.	4.15 (0.56)	4.25 (0.62)	- 0.10
(Q10) Students waste time when they work in small groups.	4.00 (0.82)	3.92 (0.79)	0.08
<u>Locus of control</u>			
(Q4) ESL teachers should always tell students what to do in class.	2.46 (1.05)	2.42 (1.00)	0.04
(Q15) Students should make suggestions about what to do in class.	4.00 (0.41)	4.00 (0.43)	0.00
(Q16) Teachers should always follow a written lesson plan.	2.85 (1.07)	2.50 (0.91)	0.35
(Q13) ESL students should not talk about themselves in class.	3.39 (0.96)	3.50 (1.00)	- 0.11
<u>Mode of communication</u>			
(Q6) Students learn most through listening to information in class.	2.62 (0.96)	2.42 (0.90)	0.20
(Q12) Students do not learn much English from reading books.	2.15 (0.99)	1.67 (0.89)	0.48
(Q5) ESL students learn most by speaking to others in English.	3.85 (0.80)	4.17 (1.03)	- 0.32
(Q9) Doing a lot of writing in class does not help ESL students.	3.46 (1.05)	4.08 (0.67)	- 0.62
<u>Motivation to learn</u>			
(Q3) Taking tests in class helps students to learn English.	3.39 (1.12)	4.00 (0.85)	- 0.61
(Q20) Any student who wants to learn English will be successful.	2.08 (0.86)	2.08 (0.67)	0.00
(Q11) Students should continue to learn English until they speak perfectly.	3.46 (0.97)	3.64 (1.63)	- 0.18
(Q18) Students only need to learn English so that they can understand others.	3.46 (1.13)	3.83 (1.03)	0.37

*On a five-point scale ranging from 1 = 'I strongly agree' to 5 = 'I strongly disagree'

The October means and standard deviations for Group A and Group B (Tables 23 and 24) indicated some significant differences in opinions between the two groups. Group B, consisting of the students of lower proficiency, indicated that they strongly disagreed with the following statements: 'Speaking out loud in class is a good way of learning', 'Working in small groups in class helps students learn more', 'Students should make suggestions about what to do in class' and 'Students should continue to learn English until they speak perfectly'. It is noteworthy that there was a much stronger tendency for students of Group A to agree with the statement 'Speaking out loud in class is a good way of learning'. This divergence in opinion is understandable, considering the higher English language proficiency of these students. Obviously, these students had more confidence in their oral English abilities than did the students of Group B.

Students in Group A most strongly disagreed with the following statements: 'Students should not speak English if they make mistakes', 'Students waste time when they work in small groups' and 'ESL students should not remain in their own cultural groups'. Based on the first two statements, Group A students seemed to be more confident of their English capabilities. This might be expected with students of higher proficiency.

There were two significant differences in the ratings that Group A students gave in the questionnaire administered in March. The mean for

the statement 'Teachers should always follow a written lesson plan' was 3.60 in October; in March the mean for this same statement was 2.50, indicating stronger agreement. It is possible that students prior language learning experiences were very structured.

Furthermore, the rating that Group A students gave to 'Taking tests in class helps students to learn English' went from $M = 3.00$ in October to $M = 4.17$ in March, showing stronger disagreement. Students may have felt that because they could not adequately express themselves in English, they would not perform to the best of their capabilities on tests.

There was one very noticeable difference in the ratings given by Group B. The mean for the statement 'Doing a lot of writing in class does not help ESL students' increased from 2.75 in October to 3.83 in March, indicating stronger disagreement. These students seemed to place greater value on practicing their writing skills in class.

Table 23 Group A means scores and standard deviations on attitudes towards learning English

<i>*Statements</i>	<i>Oct.</i> <i>(n = 5)</i>	<i>March</i> <i>(n = 6)</i>	<i>Oct.-</i> <i>March</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	
<u>Willingness to take risks</u>			
(Q14) Making mistakes in a foreign language is natural.	3.80 (0.45)	4.50 (0.55)	- 0.70
(Q1) A good language learner never makes errors.	3.60 (0.89)	4.17 (1.17)	- 0.57
(Q7) Speaking out loud in class is a good way of learning.	2.80 (1.30)	3.00 (1.27)	- 0.20
(Q17) Students should not speak English if they make mistakes.	4.40 (0.55)	5.00 (0.00)	- 0.60
<u>Social integration</u>			
(Q19) It is good to stay in your own first language group out of class.	3.60 (0.55)	3.50 (0.84)	0.10
(Q8) ESL students should not remain in their own cultural groups.	4.20 (0.84)	4.33 (1.21)	- 0.13
(Q2) Working in small groups in class helps students learn more.	4.00 (0.71)	4.00 (0.63)	0.00
(Q10) Students waste time when they work in small groups.	4.20 (0.45)	4.17 (0.41)	0.03
<u>Locus of control</u>			
(Q4) ESL teachers should always tell students what to do in class.	2.60 (0.89)	2.83 (1.17)	- 0.23
(Q15) Students should make suggestions about what to do in class.	3.80 (0.45)	4.00 (0.00)	- 0.20
(Q16) Teachers should always follow a written lesson plan.	3.60 (0.89)	2.50 (1.23)	1.10
(Q13) ESL students should not talk about themselves in class.	4.00 (0.00)	4.00 (1.10)	0.00
<u>Mode of communication</u>			
(Q6) Students learn most through listening to information in class.	3.20 (0.84)	3.00 (0.63)	0.20
(Q12) Students do not learn much English from reading books.	2.00 (0.00)	1.50 (0.55)	0.50
(Q5) ESL students learn most by speaking to others in English.	4.00 (0.71)	4.00 (1.27)	0.00
(Q9) Doing a lot of writing in class does not help ESL students.	3.60 (0.55)	4.33 (0.52)	- 0.73
<u>Motivation to learn</u>			
(Q3) Taking tests in class helps students to learn English.	3.00 (1.41)	4.17 (0.98)	- 1.17
(Q20) Any student who wants to learn English will be successful.	2.80 (0.84)	2.33 (0.52)	0.47
(Q11) Students should continue to learn English until they speak perfectly.	3.00 (1.00)	3.33 (1.63)	- 0.33
(Q18) Students only need to learn English so that they can understand others.	3.60 (0.55)	3.83 (1.17)	- 0.23

**On a five-point scale ranging from 1 = 'I strongly agree' to 5 = 'I strongly disagree'*

Table 24 Group B means scores and standard deviations on attitudes towards learning English

<i>*Statements</i>	<i>Oct. (n = 4)</i>	<i>March (n = 6)</i>	<i>Oct.- March</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	
<u>Willingness to take risks</u>			
(Q14) Making mistakes in a foreign language is natural.	3.50 (0.58)	4.40 (0.55)	- 0.90
(Q1) A good language learner never makes errors.	2.50 (1.29)	3.33 (1.63)	- 0.83
(Q7) Speaking out loud in class is a good way of learning.	4.50 (1.00)	4.00 (1.10)	0.50
(Q17) Students should not speak English if they make mistakes.	3.25 (1.50)	3.83 (1.17)	- 0.58
<u>Social integration</u>			
(Q19) It is good to stay in your own first language group out of class.	2.25 (0.50)	2.33 (1.03)	- 0.08
(Q8) ESL students not remain in their own cultural groups.	3.50 (1.29)	4.17 (0.98)	- 0.67
(Q2) Working in small groups in class helps students learn more.	4.25 (0.50)	4.50 (0.55)	- 0.25
(Q10) Students waste time when they work in small groups.	3.25 (0.96)	3.67 (1.03)	- 0.42
<u>Locus of control</u>			
(Q4) ESL teachers should always tell students what to do in class.	2.00 (0.82)	2.00 (0.63)	0.00
(Q15) Students should make suggestions about what to do in class.	4.25 (0.50)	4.00 (0.63)	0.25
(Q16) Teachers should always follow a written lesson plan.	2.25 (0.50)	2.50 (0.55)	- 0.25
(Q13) ESL students should not talk about themselves in class.	3.00 (0.82)	3.00 (0.63)	0.00
<u>Mode of communication</u>			
(Q6) Students learn most through listening to information in class.	2.25 (0.50)	1.83 (0.75)	0.42
(Q12) Students do not learn much English from reading books.	2.00 (0.82)	1.83 (1.17)	0.17
(Q5) ESL students learn most by speaking to others in English.	3.75 (1.26)	4.33 (0.82)	- 0.58
(Q9) Doing a lot of writing in class does not help ESL students.	2.75 (1.71)	3.83 (0.75)	- 1.08
<u>Motivation to learn</u>			
(Q3) Taking tests in class helps students to learn English.	3.50 (1.00)	3.83 (0.75)	- 0.33
(Q20) Any student who wants to learn English will be successful.	1.50 (0.58)	1.83 (0.75)	- 0.33
(Q11) Students should continue to learn English until they speak perfectly.	4.25 (0.50)	4.00 (1.73)	0.25
(Q18) Students only need to learn English so that they can understand others.	3.00 (1.41)	3.83 (0.98)	- 0.83

*On a five-point scale ranging from 1 = 'I strongly agree' to 5 = 'I strongly disagree'

(b.) Importance of becoming proficient in English

Table 25 shows the class means and standard deviations for the following question: How important is it for you to become proficient in English? As evidenced in the following table, the students gave this question quite a high rating ($M = 4.23$) at the beginning of the year. However, the mean was lower for the December rating ($M = 3.93$). It may be that the students felt that they were making satisfactory progress and, for this reason, gave lower ratings for this question in December. The mean for this question in April was 4.39. It is possible that as students focused more on preparing for the following year, they gave a higher rating to the importance of becoming proficiency in English.

Table 25 Class means and standard deviations for the importance of becoming proficient in English *

<i>Oct.</i> <i>(n = 13)</i>	<i>Dec.</i> <i>(n = 15)</i>	<i>April</i> <i>(n = 13)</i>
<i>Mean (SD)</i>	<i>Mean (SD)</i>	<i>Mean (SD)</i>
4.23 (0.73)	3.93 (0.80)	4.39 (0.65)

* On a five-point scale ranging from 1 = 'not at all important' to 5 = 'extremely important'

Tables 26 and 27 give Group A and Group B means and standard deviations for the importance of becoming proficient in English. It is worth noting that the means for this question for Group A students

increased slightly for the rating in December. It may be that these students of higher proficiency were recognizing that in order to gain university entrance for the following September, they might need to increase their efforts.

The rating given to this question by Group B students decreased in December. This may be due to heightened awareness of their own limitations and they were therefore not indicating as urgent a need to become proficient in English. Nonetheless, the means from responses given in April showed increases for students in both Group A and Group B. Again, these increases may reflect the students' urgency to improve their English skills so that they could successfully finish high school and enter university in September.

Table 26 Group A means and standard deviations for the importance of becoming proficient in English *

<i>Oct.</i> <i>(n = 5)</i>	<i>Dec.</i> <i>(n = 6)</i>	<i>April</i> <i>(n = 6)</i>
<i>Mean (SD)</i>	<i>Mean (SD)</i>	<i>Mean (SD)</i>
3.80 (0.45)	4.00 (0.89)	4.17 (0.75)

* On a five-point scale ranging from 1 = 'not at all important' to 5 = 'extremely important'

Table 27 Group B means and standard deviations for the importance of becoming proficient in English *

<i>Oct.</i> <i>(n = 4)</i>	<i>Dec.</i> <i>(n = 5)</i>	<i>April</i> <i>(n = 7)</i>
<i>Mean (SD)</i>	<i>Mean (SD)</i>	<i>Mean (SD)</i>
4.75 (0.50)	4.00 (0.71)	4.57 (0.54)

** On a five-point scale ranging from 1 = 'not at all important' to 5 = 'extremely important'*

(2.) Self-ratings of English language skills

(a) Perceptions of self, mother, father

Means and standard deviations for perceptions of English proficiency (self, mother, father) for the entire class are given in Table 28.

Furthermore, Tables 29 and 30 give the means and standard deviations for the self-rating according to Group A and Group B. With respect to the parents, fathers scored higher on all four skill areas than did mothers, especially for speaking. The class indicated a slight increase in their self-ratings of speaking and writing skills between October and December. When the class answered these questions again in April, only the mean for 'I understand English' increased marginally. It might be that the students are recognizing that their receptive skills (such as listening comprehension) are improving more quickly, as one might expect with extensive exposure to the L2.

When the data was divided into Group A and Group B findings

(Tables 29 and 10), the students of higher proficiency indicated slight increases in all areas, except reading, for the period from October to December. In April, however, reading was the only skill area where student ratings indicated an increase. The other three areas remained exactly the same. It is possible that students felt they were reaching a plateau in their acquisition of English and their self-ratings reflect this.

During the October/December period, the students of Group B (lower proficiency) also experienced increases in all areas, except understanding. It is interesting to note the significant increase in the writing score for group B (from 3.25 to 4.40). As Table 30 shows, in April the students perceived that their speaking and understanding skills

Table 28 Class mean scores and standard deviations on perception of proficiencies (Self, Mother, Father)

<i>*Statement</i>	<i>October 93</i> <i>(n = 13)</i>	<i>December 93</i> <i>(n = 15)</i>	<i>April 94</i> <i>(n = 13)</i>
	<u>Mean (SD)</u>	<u>Mean (SD)</u>	<u>Mean (SD)</u>
I speak English	2.46 (0.52)	2.73 (0.70)	2.62 (0.77)
I understand English	3.31 (0.48)	3.27 (0.59)	3.31 (0.63)
I write English	3.00 (0.82)	3.53 (0.83)	3.39 (0.96)
I read English	3.46 (0.52)	3.40 (0.74)	3.31 (0.48)
My mother speaks English	1.87 (0.83)	---	---
My mother understands English	2.20 (1.15)	---	---
My mother writes English	2.40 (1.30)	---	---
My mother reads English	2.40 (1.30)	---	---
My father speaks English	2.25 (1.22)	---	---
My father understands English	2.42 (1.38)	---	---
My father writes English	2.50 (1.62)	---	---
My father reads English	2.50 (1.62)	---	---

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'like a native speaker'

had improved, whereas the other two had deteriorated. The students may have felt that their everyday communication skills were improving more quickly than their reading and writing.

Table 29 Group A means and standard deviations on self-perception of English proficiency

<i>*Statement</i>	<i>October 93 (n = 5)</i>	<i>December 93 (n = 6)</i>	<i>April 94 (n = 6)</i>
	<u>Mean (SD)</u>	<u>Mean (SD)</u>	<u>Mean (SD)</u>
I speak English	2.40 (0.55)	2.83 (0.75)	2.83 (0.98)
I understand English	3.20 (0.45)	3.50 (0.55)	3.50 (0.55)
I write English	2.80 (0.45)	3.00 (0.00)	3.00 (0.63)
I read English	3.20 (0.45)	3.17 (0.41)	3.33 (0.52)

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'like a native speaker'

Table 30 Group B means and standard deviations on self-perception of English proficiency

<i>*Statement</i>	<i>October 93 (n = 4)</i>	<i>December 93 (n = 5)</i>	<i>April 94 (n = 7)</i>
	<u>Mean (SD)</u>	<u>Mean (SD)</u>	<u>Mean (SD)</u>
I speak English	2.25 (0.50)	2.40 (0.55)	2.43 (0.54)
I understand English	3.00 (0.00)	2.80 (0.45)	3.14 (0.69)
I write English	3.25 (0.96)	4.40 (0.89)	3.71 (1.11)
I read English	3.50 (0.58)	3.60 (1.14)	3.29 (0.49)

* On a five-point scale ranging from 1 = 'not at all' to 5 = 'like a native speaker'

(b) Amount of emphasis on language skills: previous English classes

Table 31 indicates the means and standard deviations for the amount of emphasis that had been placed on language skills in previous English classes. Writing and reading were the two areas which were noted by the class as having had the most emphasis. Speaking was the area that the class

indicated had had the least emphasis ($M = 2.65$)

Table 31 Class mean scores and standard deviations on emphasis on skills in previous English classes ($n = 15$)

<i>* Language skills</i>	<i>Mean (SD)</i>
Writing	3.65 (1.00)
Reading	3.59 (0.80)
Listening	3.24 (0.56)
Grammar	3.06 (1.03)
Speaking	2.65 (0.93)

* On a five-point scale ranging from 1 = 'none at all' to 5 = 'very heavy emphasis'

(c) Student's self-comparisons to peers/native speakers of English

Tables 32, 33 and 34 show the mean scores and standard deviations for how the students rated themselves in comparison to their classmates in the English class and to native speakers of English. As evidenced in Table 32, when students answered these questions in December there were increases in ratings for both of them. This might indicate students' greater confidence in their own abilities as the year progressed. By April, however, both of the scores had dropped slightly.

Table 32 Class mean scores and standard deviations on self-rating compared to others in English class and to native speakers of English

<i>*Statement</i>	<i>Oct. (n = 13)</i>	<i>Dec. (n = 15)</i>	<i>April (n = 13)</i>
Compare yourself to other students in your English class. How do you rate your English?	2.23 (0.83)	2.80 (0.94)	2.69 (0.86)
Compare yourself to native speakers of English. How do you rate your English?	1.39 (0.65)	1.93 (1.03)	1.77 (1.09)

* On a five-point scale ranging from 1 = 'poor' to 5 = 'excellent'

The means and standard deviations of the two proficiency sub-groups indicate that the students in Group A rated themselves higher for these questions as compared to Group B students. This might be expected from students who had a higher proficiency. Furthermore, the data from both groups of students showed either an increase or an equal self-rating for the questions each time they were posed. This seems to indicate an increase in self-confidence for the students as the year progressed.

Table 33 Group A mean scores and standard deviations on self-rating compared to others in English class and to native speakers of English

<i>*Statement</i>	<i>Oct.</i> <i>(n = 5)</i>	<i>Dec.</i> <i>(n = 6)</i>	<i>April</i> <i>(n = 6)</i>
Compare yourself to other students in your English class. How do you rate your English?	2.40 (0.89)	2.83 (1.17)	2.83 (0.98)
Compare yourself to native speakers of English. How do you rate your English?	1.40 (0.55)	2.00 (1.27)	2.00 (1.27)

* On a five-point scale ranging from 1 = 'poor' to 5 = 'excellent'

Table 34 Group B mean scores and standard deviations on self-rating compared to others in English class and to native speakers of English

<i>*Statement</i>	<i>Oct.</i> <i>(n = 4)</i>	<i>Dec.</i> <i>(n = 5)</i>	<i>April</i> <i>(n = 7)</i>
Compare yourself to other students in your English class. How do you rate your English?	1.50 (0.58)	2.20 (0.45)	2.57 (0.79)
Compare yourself to native speakers of English. How do you rate your English?	1.00 (0.00)	1.20 (0.45)	1.57 (0.98)

* On a five-point scale ranging from 1 = 'poor' to 5 = 'excellent'

c.) English language proficiency test (CanTEST)

The following table indicates the CanTEST scores for the beginning and the end of this study. (The October scores are rank-ordered.)

Table 35 English language proficiency scores (CanTEST)

Student	October 1993 scores					March 1994 scores				
	List.	Read.	Writ.	Oral	Average	List.	Read.	Writ.	Oral	Average
(5)	5.0	5.0	4.5	4.5	4.75***	----	----	----	----	----
(10)	5.0	4.5	4.5	4.5	4.625 *	----	4.5	4.0	5.0	4.5
(2)	5.0	4.5	3.5	4.5	4.375***	----	----	----	----	----
(12)	4.0	4.0	3.5	4.5	4.0 *	5.0	4.0	4.0	4.0	4.25
(14)	4.0	3.5	3.5	5.0	4.0 *	5.0	3.5	4.5	5.0	4.5
(6)	4.5	3.5	3.5	4.0	3.875 *	4.5	3.0	4.0	4.5	4.0
(8)	4.0	4.0	4.0	2.5	3.625 *	5.0	4.5	3.5	3.0	4.0
(13)	3.0	3.5	2.5	5.0	3.5 *	----	----	----	----	----
(4)	1.5	2.0	3.0	4.0	2.625**	3.0	2.5	3.0	4.0	3.125
(9)	2.5	2.0	3.5	2.5	2.625**	----	----	3.5	----	----
(7)	2.0	1.0	3.0	4.0	2.5**	3.0	1.0	3.0	4.5	2.875
(3)	1.5	1.0	2.0	2.5	1.75**	2.5	1.0	2.5	4.5	2.625
(1)	1.0	1.5	2.0	1.5	1.5**	2.5	1.0	3.0	2.0	2.125
(11)	1.0	1.0	1.5	2.0	1.375***	----	----	----	----	----
15.	----	----	----	----	----**	3.0	1.0	2.5	3.0	2.375
16.	----	----	----	----	----**	3.5	1.0	2.0	5.0	2.875
17.	----	----	----	----	----*	5.0	2.5	4.0	4.0	3.875

* Students in group A

** Students in group B

*** Students who withdrew from the English course in January

As was noted earlier, there was a wide range in the proficiency levels of the students at the beginning of the year. Although there was still quite a large range in English proficiency at the end of the study, it was significant that, with the exception of one score (#10, which was averaged from three components), all average CanTEST scores for the April test were higher than the initial ones. Most students showed improvement in listening. Seven of the eight students who completed both tests received higher scores on this component.

d.) Performance in content courses

(1.) Needs assessment

Table 36 indicates the means and standard deviations for how relaxed and confident the students were in the courses they took at St. Pat's High School. The number in brackets following the subject indicates how many students from the sheltered class were actually registered in that particular subject. As evidenced in Table 36, the data was organized into two separate groups: (a.) those courses in which at least half the students were enrolled and (b.) those courses where the number of students was too few to generalize for the class. With respect to the first grouping of data, it is noteworthy that the highest mean was 3.64. This seemed to indicate that even in those courses where students felt the most relaxed and confident, there were still factors making them feel ill-at-ease. With respect to the

second grouping of data, if there was a larger sample size, one might not expect that students would rate physical education or history extremely high. It should be noted that both students who rated physical education extremely high were also heavily involved in extra-curricular sporting activities. This was obviously a strong influencing factor on the rating they gave. The ratings given for those courses in which more than 50% of the class was enrolled indicated that on both the December and the April questionnaire, students gave the highest ratings to chemistry, math and physics. It may have been that the students felt more relaxed and confident in those courses in which there was a higher mathematical content, given the more universal nature of numbers.

Table 36 Degree of relaxation and confidence in high school courses.

* Subject area	No of students enrolled	December (n = 15)	No of students enrolled	April (n = 13)	Dec-April
		Mean (SD)		Mean (SD)	
<u>More than 50% of sheltered class enrolled</u>					
Chemistry	(11)	3.64 (0.51)	(11)	4.00 (0.78)	- 0.36
Math	(14)	3.43 (1.09)	(12)	3.50 (1.00)	- 0.07
Physics	(11)	3.40 (1.08)	(9)	3.22 (0.97)	0.18
Computer	(9)	3.11 (1.27)	(9)	2.44 (0.88)	0.67
ESL	(13)	3.09 (0.94)	(10)	3.10 (0.57)	- 0.01
English	(13)	3.00 (1.08)	(13)	2.85 (1.14)	0.15
<u>Less than 50% of sheltered class enrolled</u>					
Physical Education	(2)	5.00 (0.00)	(0)	----	----
History	(1)	5.00 (0.00)	(0)	----	----
French	(1)	4.00 (0.00)	(0)	----	----
Economics	(2)	3.50 (0.71)	(2)	3.50 (0.71)	0.00
Geography	(2)	3.50 (0.71)	(2)	3.00 (0.00)	0.50
Biology	(4)	3.00 (1.41)	(3)	3.00 (2.00)	0.00

* On a five-point scale ranging from 1 = 'not at all confident' to 5 = 'extremely confident'

Nine of the fifteen students who completed this questionnaire in December took the opportunity to make the following comments about why they did not feel relaxed and confident in some of their content courses:

- * New vocabulary (3)
- * Do not understand the teacher (3)
- * New subject area not previously studied (2)
- * Long text (1)
- * Homework difficult (1)
- * Feeling of never being able to catch up to others (1)

In April the students answered this same question about why they did not feel relaxed and confident in certain courses. Nine of thirteen students responded and gave the following reasons:

- * I don't understand (4)
- * New vocabulary (1)
- * It is difficult to ask questions (1)
- * English has no scientific formulas (1)
- * I can't keep up to the class (1)
- * I don't do well on tests (1)
- * Don't have prior subject knowledge (1)
- * First term, I missed too many classes (1)

Students also had the opportunity to indicate why, in certain courses, they felt relaxed and confident. All fifteen students who completed the questionnaire in December responded and gave the following reasons:

- * Interest in the subject (6)
- * Use of numbers makes it easier (3)
- * Uses pictures or less English (2)
- * Student is comfortable asking for explanation (2)
- * Understand the teacher (2)
- * Supportive staff and students (2)
- * Indifferent about marks; already graduated from high school (1)
- * Easy material (1)
- * Knows she/he is not the only international student in the class (1)
- * Feeling of being able to catch up to others in the class (1)

It is interesting to note the reasons students most often mentioned for feeling relaxed and confident in their courses. Interest in the subject matter obviously has a positive influence on students. Furthermore, it would seem that those subjects with an emphasis on numbers and graphic illustrations facilitate comprehension for the ESL students.

In April, students were again given the opportunity to answer the same question. All thirteen students responded and gave the following reasons why they feel relaxed and confident in some of their content courses:

- * Understand well (4)
- * Pay attention in class (2)
- * Know what I'm doing (2)
- * Do well on tests (2)
- * Learned the material in my country (1)
- * Use of numbers makes it easier (1)
- * Can keep up with the class (1)
- * Am interested in the subject (1)
- * Teachers are very good (1)
- * Do my work at home (1)

(2.) Evaluation

The following table (37) indicates the first term marks and the final CanTEST scores for each of those students enrolled in the pilot sheltered

Table 37 CanTEST and first term marks of all grade 12 pilot sheltered English students

Student	CanTEST (October)	CanTEST (March)	Math	Chem.	Phys.	Eng.	ESL	Bio.	Ed.	Geog.	Comp	Acc.
(5)	4.75***	-	-	-	-	-	-	-	-	-	-	-
(10)	4.625 *	4.5	77	78	88	72	60	-	-	-	83	WDP
(2)	4.375***	-	-	-	-	-	-	-	-	-	-	-
(12)	4.0 *	4.25	84	-	-	89	70	-	81	77	80	-
(14)	4.0 *	4.5	-	-	-	-	-	-	-	-	-	-
(6)	3.875 *	4.0	87	83	80	65	80	77	-	-	-	-
(8)	3.625 *	4.0	70	-	-	80	80	-	83	80	80	-
(13)	3.5 *	-	43	58	41	58	-	73	-	-	-	-
(4)	2.625**	3.125	-	-	-	-	-	-	-	-	WDP	-
(9)	2.625**	-	45	63	66	42	50	-	-	-	77	-
(7)	2.5**	2.875	55	81	70	MD	60	-	-	-	-	-
(3)	1.75**	2.625	27	NMG	40	MD	40	-	-	-	NMG	-
(1)	1.5**	2.125	95	54	66	MD	40	-	-	-	INC	-
(11)	1.375***	-	-	-	-	-	-	-	-	-	-	-
(15)	----**	2.375	NMG	NMG	-	MD	MD	20	-	-	NMG	-
(16)	----**	2.875	NMG	NMG	TRA	MD	MD	-	-	-	NMG	-
(17)	----*	3.875	NMG	NMG	MD	MD	MD	-	-	-	NMG	-

* Students in group A

** Students in group B

*** Students who discontinued the English course

MD = mark deferred

NMG = no mark given

WDP = withdraw passing

WDF = withdraw failing

TRA = transfer

INC = incomplete

English course. It is interesting to note the various subject strengths and weaknesses of individual students and to compare these marks with the English proficiency scores they received on their CanTESTs. While students indicated that chemistry, math and physics were those courses in which they were most relaxed and confident, students' marks show that these were not always the courses in which they achieved the best results.

e.) Performance in sheltered course

(1.) Needs assessment

Tables 38, 39 and 40 give the mean scores and standard deviations for the amount of help students would like to get / need in each of 31 academic skill areas for the class and then for the two groups, A and B. As Table 38 shows, all ratings for the class were lower in December, except that for 'Working with a computer'. It may be that in the December rating, the students perceived that they were progressing at a satisfactory rate and were more self-confident and therefore indicated a reduced need for assistance in the academic skill areas. The higher rating for 'Working with a computer' may indicate students' heightened awareness of the importance of being computer literate. The fact that nine of the fifteen students were enrolled in a computer course may substantiate this.

When students answered this same questionnaire in April, the ratings in 21 of the 31 academic skills areas increased. It may be that the students

were recognizing their own limitations at this point and knew their academic English skills had to increase in many of the areas. As the end of the academic year approached, students may have felt especially pressured to improve many facets of their academic English.

At the end of the list of academic skills, the students were also encouraged to give other academic skill areas in which they would like to get / need help. Of the 13 students who responded to this question in October, five responded and gave the following areas:

- * Exhibitions (2)
- * Music (1)
- * Inform me of my mistakes individually (1)
- * To go see movies (1)
- * To go see historical places (1)

In December, the students were once again encouraged to give other academic skill areas in which they would like to get / needed help. Five of fifteen students responded and suggested the following areas:

- * Plans for after high school (1)
- * Communicating with other students (1)
- * Expressing opinions (1)
- * (Subject areas suggested) (1)

In April, one student of thirteen took the opportunity to add other areas where support was needed and indicated the need for help in chemistry and physics.

Table 38 Class mean scores and standard deviations on the amount of help students would like to get / need in academic skill areas

<i>*Academic area</i>	<i>October (n = 13)</i>	<i>December (n = 15)</i>	<i>April (n = 12)</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	<i>Mean (SD)</i>
<u>Grammar/Vocabulary</u>			
Vocabulary	3.69 (0.75)	3.27 (1.03)	3.83 (1.03) Δ
Grammar	3.54 (0.78)	3.33 (0.90)	3.33 (1.16)
<u>Speaking</u>			
Speaking (conversation skills)	3.85 (0.90)	3.07 (1.22)	3.75 (1.42) Δ
Pronunciation	3.85 (0.80)	3.43 (1.02)	3.58 (1.08) Δ
Asking questions in class	3.77 (0.83)	2.80 (1.42)	3.08 (1.44) Δ
Oral presentations	3.62 (0.96)	3.07 (1.49)	3.42 (1.51) Δ
Discussion of academic topics	3.54 (0.97)	2.60 (1.18)	3.00 (1.21) Δ
<u>Reading</u>			
Understanding reading material	3.77 (1.09)	3.07 (1.22)	3.25 (1.14) Δ
Reading from a textbook	3.69 (1.25)	2.93 (1.10)	2.92 (1.44)
Reading and interpreting questions	3.62 (1.19)	2.87 (1.25)	3.00 (1.04) Δ
Reading with a time limit	3.39 (1.39)	2.93 (1.10)	2.92 (1.08)
Reading English magazines and newspapers	3.31 (0.95)	2.67 (1.05)	2.92 (1.38) Δ
<u>Listening</u>			
Understanding the teacher	3.69 (1.18)	2.60 (1.18)	2.50 (1.51)
Understanding directions in class	3.54 (1.39)	2.60 (1.18)	2.67 (1.50) Δ
Listening practice in a language lab	3.54 (1.05)	2.64 (1.22)	2.75 (1.29) Δ
Listening practice in class	3.31 (1.18)	2.47 (1.23)	2.42 (1.17)
<u>Writing</u>			
Writing practice	3.85 (1.07)	3.00 (1.13)	2.75 (1.42)
Writing papers	3.69 (0.95)	3.20 (1.15)	3.42 (1.38) Δ
Paraphrasing	3.62 (0.87)	3.13 (1.46)	2.83 (1.19)
Writing tests	3.54 (0.88)	3.27 (1.28)	3.33 (1.37) Δ
Taking notes in class	3.23 (1.17)	2.67 (0.98)	2.42 (1.44)
<u>Study Skills</u>			
CanTEST/TOEFL preparation	3.46 (1.13)	3.00 (1.62)	3.17 (1.40) Δ
Preparing for tests	3.23 (1.09)	2.73 (1.44)	3.25 (1.42) Δ
Working in groups	3.15 (1.07)	2.47 (1.36)	2.83 (1.27) Δ
Understanding homework	3.15 (1.07)	2.60 (1.45)	2.67 (1.23) Δ
Information on Canada and Canadians	3.08 (1.19)	2.85 (1.21)	2.75 (1.23)
Using the library	3.08 (1.17)	2.13 (1.13)	2.50 (1.17) Δ
Working with a computer	3.08 (1.38)	3.27 (1.53) Δ	3.42 (1.73) Δ
Working independently	3.00 (1.16)	2.40 (1.35)	2.92 (1.51) Δ
Understanding graphs, charts, maps	2.85 (0.99)	2.20 (1.01)	2.25 (0.87) Δ
Organizing and following a schedule	2.69 (0.95)	2.47 (1.30)	2.42 (1.17)

* On a five-point scale ranging from 1 = 'no help' to 5 = 'a lot of help'

Δ Indicates an increase in the mean score from the last time period

Table 39 Group A mean scores and standard deviations on the amount of help students would like to get / need in academic skill areas

<i>*Academic area</i>	<i>October (n = 5)</i>	<i>December (n = 6)</i>	<i>April (n = 6)</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	<i>Mean (SD)</i>
<u>Grammar/Vocabulary</u>			
Vocabulary	3.80 (0.84)	3.33 (1.21)	3.67 (1.21) A
Grammar	3.60 (0.55)	3.00 (0.89)	3.00 (1.10)
<u>Speaking</u>			
Asking questions in class	4.00 (0.71)	2.33 (1.37)	2.67 (1.51) A
Speaking (conversation skills)	3.80 (0.45)	2.67 (1.21)	3.33 (1.63) A
Pronunciation	3.80 (0.45)	3.00 (1.00)	2.83 (0.98)
Oral presentations	3.60 (1.14)	2.67 (1.63)	3.00 (1.41) A
Discussion of academic topics	3.60 (1.14)	2.17 (1.47)	3.33 (1.37) A
<u>Reading</u>			
Reading from a textbook	4.00 (1.00)	2.67 (0.52)	2.67 (1.37)
Reading and interpreting questions	4.00 (0.71)	2.50 (1.05)	2.83 (0.75) A
Reading with a time limit	4.00 (1.00)	3.00 (1.27)	3.00 (1.10)
Understanding reading material	3.80 (0.84)	3.00 (0.89)	2.83 (0.75)
Reading English magazines and newspapers	3.60 (0.89)	2.50 (0.84)	3.17 (1.17) A
<u>Listening</u>			
Listening practice in a language lab	3.80 (0.84)	2.33 (1.21)	2.33 (0.52)
Understanding the teacher	3.60 (1.14)	2.50 (1.52)	2.33 (1.51)
Understanding directions in class	3.60 (1.34)	2.50 (1.52)	2.50 (1.38)
Listening practice in class	3.60 (0.55)	2.33 (1.03)	2.33 (0.82)
<u>Writing</u>			
Writing tests	4.00 (0.71)	3.00 (1.41)	3.33 (0.82) A
Writing practice	3.80 (1.10)	3.17 (1.33)	3.00 (1.27)
Writing papers	3.80 (0.84)	3.00 (1.27)	3.50 (1.23) A
Paraphrasing	3.80 (0.45)	3.00 (1.67)	2.67 (1.21)
Taking notes in class	3.80 (0.84)	2.50 (1.23)	2.17 (0.98)
<u>Study Skills</u>			
CanTEST/TOEFL preparation	4.00 (1.00)	3.00 (1.41)	3.17 (1.17) A
Preparing for tests	3.60 (0.55)	3.00 (1.67)	3.17 (0.98) A
Working in groups	3.40 (0.55)	2.17 (0.98)	2.83 (0.98) A
Understanding homework	3.40 (0.89)	2.83 (1.60)	2.33 (1.03)
Working independently	3.40 (0.55)	2.50 (1.52)	2.67 (1.21) A
Using the library	3.25 (0.50)	2.33 (1.21)	2.33 (0.82)
Information on Canada and Canadians	3.20 (0.45)	2.67 (1.21)	3.17 (1.17) A
Working with a computer	3.20 (0.84)	2.83 (1.17)	2.50 (1.38)
Understanding graphs, charts, maps	3.20 (0.84)	2.33 (1.21)	2.17 (0.75)
Organizing and following a schedule	3.00 (1.00)	2.50 (1.52)	2.17 (0.75)

* On a five-point scale ranging from 1 = 'no help' to 5 = 'a lot of help'

Table 40 Group B mean scores and standard deviations on the amount of help students would like to get / need in academic skill areas

<i>*Academic area</i>	<i>October (n = 4)</i>	<i>December (n = 5)</i>	<i>April (n = 6)</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	<i>Mean (SD)</i>
<u>Grammar/Vocabulary</u>			
Vocabulary	3.75 (0.50)	3.80 (0.84) Δ	4.00 (0.89) Δ
Grammar	3.50 (0.58)	3.80 (0.84) Δ	3.67 (1.21)
<u>Speaking</u>			
Speaking (conversation skills)	4.75 (0.50)	4.20 (0.84)	4.17 (1.17)
Pronunciation	4.50 (0.58)	4.00 (0.71)	4.33 (0.52) Δ
Oral presentations	4.25 (0.50)	4.40 (0.89) Δ	3.83 (1.60)
Asking questions in class	4.00 (1.16)	3.60 (1.14)	3.50 (1.38)
Discussion of academic topics	4.00 (0.82)	3.60 (0.55)	2.67 (1.03)
<u>Reading</u>			
Understanding reading material	4.50 (0.58)	4.00 (1.23)	3.67 (1.37)
Reading from a textbook	4.25 (0.50)	3.60 (0.89)	3.17 (1.60)
Reading and interpreting questions	4.25 (0.96)	3.80 (1.10)	3.17 (1.33)
Reading with a time limit	4.00 (0.82)	3.40 (0.89)	2.83 (1.17)
Reading English magazines and newspapers	3.75 (0.50)	3.20 (1.10)	2.67 (1.63)
<u>Listening</u>			
Understanding the teacher	4.50 (1.00)	3.20 (0.84)	2.67 (1.63)
Understanding directions in class	4.50 (1.00)	3.20 (0.84)	2.83 (1.72)
Listening practice in a language lab	4.25 (0.96)	3.00 (1.41)	3.17 (1.72) Δ
Listening practice in class	4.00 (1.41)	3.20 (1.30)	2.50 (1.52)
<u>Writing</u>			
Writing papers	4.00 (0.82)	3.60 (0.89)	3.33 (1.63)
Paraphrasing	4.00 (1.16)	3.60 (1.52)	3.00 (1.27)
Writing practice	3.75 (0.96)	2.80 (0.45)	2.50 (1.64)
Writing tests	3.50 (0.58)	4.00 (1.00) Δ	3.33 (1.86)
Taking notes in class	3.50 (1.29)	3.20 (0.45)	2.67 (1.86)
<u>Study Skills</u>			
Working with a computer	4.50 (0.58)	4.20 (1.30)	4.33 (1.63) Δ
CanTEST/TOEFL preparation	4.00 (0.82)	4.50 (1.00) Δ	3.17 (1.72)
Working in groups	4.00 (0.82)	3.80 (1.10)	2.83 (1.60)
Preparing for tests	3.75 (1.26)	3.20 (1.30)	3.33 (1.86) Δ
Using the library	3.75 (1.50)	2.80 (0.84)	2.67 (1.51)
Understanding homework	3.50 (1.00)	3.40 (1.14)	3.00 (1.41)
Information on Canada and Canadians	3.50 (1.00)	3.00 (0.82)	2.33 (1.21)
Working independently	3.25 (1.50)	3.20 (1.10)	3.17 (1.84)
Understanding graphs, charts, maps	3.25 (0.96)	2.80 (0.45)	2.33 (1.03)
Organizing and following a schedule	3.00 (0.82)	3.20 (0.84) Δ	2.67 (1.51)

* On a five-point scale ranging from 1 = 'no help' to 5 = 'a lot of help'

Δ Indicates an increase in the mean score from the last time period

(2.) *Evaluation*

(a.) *Transfer of knowledge from sheltered course*

Table 41 indicates the response for "Do you think this course is helping you in your other courses?" In December, the majority of the students answered either 'maybe' or 'yes'. When the sheltered students answered this same question in their April questionnaire, the majority answered 'yes'. Please refer to the results in the table below.

Table 41 Degree of help provided by sheltered course

<u>December</u>		<u>April</u>	
No	1	No	0
Maybe	7	Maybe	3
Yes	7	Yes	10

The students were also given two open-ended questions asking them, in the first one, to elaborate on how the sheltered English course was helping them in other courses. In December thirteen of the fifteen students responded and offered those reasons listed in Table 42. Furthermore, students also indicated why the course was not helping them. Two students responded and gave the reasons listed in Table 43.

Table 42 Reasons why sheltered course is helping (December)

Acquire skills for other courses	6
Refine English	2
Social contact made in this class	1

Table 43 Reasons why sheltered course is not helping in other courses (December)

Already covered material	1
All other courses mathematically based	1

In April students again offered reasons as to why the sheltered course was or was not helping them in their other courses. The responses given by the students are listed in Tables 44 and 45. Note that 12 of thirteen students gave reasons why their English course was helping them in their other courses, while three offered reasons why this course was not helping them in other subjects.

Table 44 Reasons why sheltered course is helping (April)

Practice writing skills	5
Helps me understand English	4
Better understand text	1
Expands vocabulary	1
Helps spoken English	1
Helps me do homework	1

Table 45 Reasons why sheltered course is not helping in other courses (April)

In some courses you don't have to be perfect in English	1
Varied proficiency levels; materials are easy	1

(b.) Amount of help provided by sheltered course

Tables 46, 47 and 48 show means and standard deviations indicating to what extent the sheltered students felt the English course was helping them in 31 academic skill areas. As evidenced in Table 46, the December class means show that students felt that the sheltered English course was helping them most in 'Understanding directions in class', 'Understanding the teacher' and 'Reading from a textbook'.

Table 46 Class means and standard deviations for the amount of help provided by sheltered course

<i>Academic area</i>	<i>December (n = 15)</i>	<i>April (n = 13)</i>	<i>December- April</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	
<u>Grammar/Vocabulary</u>			
Vocabulary	3.31 (0.86)	3.46 (1.56)	- 0.15
Grammar	3.00 (0.91)	3.00 (1.41)	0.00
<u>Speaking</u>			
Speaking (conversation skills)	3.13 (0.83)	3.46 (1.13)	- 0.33
Asking questions in class	3.07 (1.03)	3.31 (1.44)	- 0.24
Oral presentations	2.87 (0.99)	3.25 (1.29)	- 0.38
Pronunciation	2.69 (1.18)	3.00 (0.91)	- 0.31
Discussion of academic topics	2.57 (1.09)	2.92 (1.17)	- 0.35
<u>Reading</u>			
Reading from a textbook	3.64 (1.15)	4.42 (0.90)	- 0.78
Understanding reading material	3.53 (0.83)	4.00 (1.00)	- 0.47
Reading and interpreting questions	3.13 (0.83)	3.62 (0.96)	- 0.49
Reading English magazines and newspapers	2.93 (1.07)	3.91 (1.04)	- 0.98
Reading with a time limit	2.73 (1.10)	3.55 (0.93)	- 0.82
<u>Listening</u>			
Understanding directions in class	3.73 (0.88)	4.23 (0.83)	- 0.50
Understanding the teacher	3.67 (0.82)	4.08 (1.04)	- 0.41
Listening practice in class	3.57 (1.02)	3.73 (1.10)	- 0.16
Listening practice in a language lab	3.11 (1.17)	3.22 (1.64)	- 0.11
<u>Writing</u>			
Writing practice	3.60 (0.99)	4.33 (0.89)	- 0.73
Writing papers	3.47 (0.92)	4.00 (0.91)	- 0.53
Taking notes in class	3.40 (0.91)	4.15 (0.90)	- 0.75
Paraphrasing	3.36 (1.01)	3.62 (0.87)	- 0.26
Writing tests	3.20 (0.94)	4.08 (0.86)	- 0.88
<u>Study Skills</u>			
Understanding homework	3.60 (0.91)	4.00 (0.82)	- 0.40
Working independently	3.57 (0.94)	3.77 (0.83)	- 0.20
Working in groups	3.47 (0.99)	3.62 (1.12)	- 0.15
Using the library	3.43 (0.85)	3.33 (1.23)	0.10
Organizing and following a schedule	3.36 (0.93)	3.46 (1.20)	- 0.10
Understanding graphs, charts, maps	3.10 (1.10)	3.18 (0.87)	- 0.08
Preparing for tests	2.93 (0.83)	3.62 (0.87)	- 0.69
Information on Canada and Canadians	2.71 (1.27)	3.00 (1.04)	- 0.29
Working with a computer	2.60 (1.27)	2.55 (1.37)	0.05
CanTEST/TOEFL preparation	2.50 (1.02)	3.09 (1.14)	- 0.59

* On a five-point scale ranging from 1 = 'no help' to 5 = 'a lot of help' plus N/A = does not apply

When the December data was broken down into Group A and Group B findings, there were differences in the academic areas that students felt had been helped by the sheltered English course. Group A students listed 'Understanding directions in class', 'Understanding the teacher' and 'Understanding reading material' as the areas in which the sheltered class had helped them the most. Group B students gave the highest ratings to 'Listening practice in class', 'Reading from a textbook', 'Writing papers', 'Taking notes in class' and 'Working in groups'.

In April the data for Group A on how much the sheltered course was helping in several academic areas shows significant differences in the following 5 areas: 'Reading from a textbook', 'Reading English magazines and newspapers', 'Reading with a time limit', 'Writing papers' and 'Writing tests'. These higher ratings for all of these statements indicated that students felt the sheltered course was providing *more* help in these areas. The data from Group B during this time period indicates only one significant difference in 'Writing practice'.

Table 47 Group A means and standard deviations for the amount of help provided by sheltered course

<i>Academic area</i>	<i>December (n = 6)</i>	<i>April (n = 6)</i>	<i>December- April</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	
<u>Grammar/Vocabulary</u>			
Vocabulary	3.75 (0.50)	3.33 (1.37)	0.42
Grammar	3.50 (0.58)	2.80 (0.84)	0.70
<u>Speaking</u>			
Asking questions in class	3.33 (0.82)	3.17 (1.47)	0.16
Speaking (conversation skills)	3.17 (0.41)	2.83 (1.17)	0.34
Oral presentations	3.00 (1.10)	2.83 (1.17)	0.17
Pronunciation	2.40 (1.14)	2.67 (0.82)	- 0.27
Discussion of academic topics	2.17 (1.17)	2.60 (0.80)	- 0.43
<u>Reading</u>			
Understanding reading material	3.83 (0.75)	4.17 (1.17)	- 0.34
Reading from a textbook	3.80 (1.30)	4.80 (0.45)	- 1.00
Reading and interpreting questions	3.17 (0.75)	3.50 (0.84)	- 0.33
Reading English magazines and newspapers	2.40 (0.89)	3.75 (0.96)	- 1.35
Reading with a time limit	2.33 (0.82)	3.75 (0.96)	- 1.42
<u>Listening</u>			
Understanding directions in class	4.17 (0.75)	4.00 (0.89)	0.17
Understanding the teacher	4.00 (0.63)	3.83 (1.17)	0.17
Listening practice in class	3.20 (0.84)	2.75 (0.96)	0.45
Listening practice in a language lab	2.50 (2.12)	2.00 (1.41)	0.50
<u>Writing</u>			
Writing practice	3.67 (0.52)	4.20 (0.84)	- 0.53
Paraphrasing	3.20 (0.45)	3.67 (0.52)	- 0.47
Writing papers	3.17 (0.41)	4.17 (0.75)	- 1.00
Taking notes in class	3.17 (0.98)	3.83 (0.98)	- 0.66
Writing tests	3.00 (0.63)	4.17 (0.75)	- 1.17
<u>Study Skills</u>			
Working independently	3.80 (0.45)	3.67 (0.82)	0.13
Understanding homework	3.67 (0.82)	3.83 (0.75)	- 0.16
Organizing and following a schedule	3.33 (0.82)	3.00 (1.10)	0.33
Working in groups	3.00 (0.63)	3.00 (0.89)	0.00
Using the library	3.00 (0.71)	2.40 (1.14)	0.60
Preparing for tests	2.80 (0.45)	3.67 (0.82)	- 0.87
Understanding graphs, charts, maps	2.67 (1.16)	2.75 (0.50)	- 0.08
Working with a computer	2.67 (0.58)	2.50 (1.29)	0.17
Information on Canada and Canadians	2.50 (1.38)	3.00 (1.00)	- 0.50
CanTEST/TOEFL preparation	2.40 (0.55)	3.00 (1.41)	- 0.60

* On a five-point scale ranging from 1 = 'no help' to 5 = 'a lot of help' plus N/A = does not apply

Table 48 Group B means and standard deviations for the amount of help provided by sheltered course

<i>Academic area</i>	<i>December (n = 5)</i>	<i>April (n = 7)</i>	<i>December- April</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	
<u>Grammar/Vocabulary</u>			
Vocabulary	3.20 (1.10)	3.57 (1.81)	- 0.37
Grammar	3.00 (1.23)	3.14 (1.77)	- 0.14
<u>Speaking</u>			
Speaking (conversation skills)	3.20 (1.30)	4.00 (0.82)	- 0.80
Pronunciation	3.20 (1.30)	3.29 (0.95)	- 0.09
Oral presentations	3.00 (1.23)	3.67 (1.37)	- 0.67
Asking questions in class	2.80 (1.64)	3.43 (1.51)	- 0.63
Discussion of academic topics	2.80 (1.30)	3.14 (1.35)	- 0.34
<u>Reading</u>			
Reading from a textbook	4.00 (1.23)	4.14 (1.07)	- 0.14
Reading English magazines and newspapers	3.60 (1.14)	4.00 (1.16)	- 0.40
Understanding reading material	3.40 (1.14)	3.86 (0.90)	- 0.46
Reading and interpreting questions	3.20 (1.10)	3.71 (1.11)	- 0.51
Reading with a time limit	3.20 (1.48)	3.43 (0.98)	- 0.23
<u>Listening</u>			
Listening practice in class	4.20 (1.10)	4.29 (0.76)	- 0.09
Understanding directions in class	3.80 (0.84)	4.43 (0.79)	- 0.63
Understanding the teacher	3.60 (0.89)	4.29 (0.95)	- 0.69
Listening practice in a language lab	3.40 (1.14)	3.57 (1.62)	- 0.17
<u>Writing</u>			
Writing papers	4.00 (1.23)	3.86 (1.07)	0.14
Taking notes in class	4.00 (0.71)	4.43 (0.79)	- 0.43
Writing tests	3.80 (1.30)	4.00 (1.00)	- 0.20
Paraphrasing	3.60 (1.52)	3.57 (1.13)	0.03
Writing practice	3.40 (1.14)	4.43 (0.98)	- 1.03
<u>Study Skills</u>			
Working in groups	4.00 (1.00)	4.14 (1.07)	- 0.14
Understanding homework	3.60 (0.89)	4.14 (0.90)	- 0.54
Understanding graphs, charts, maps	3.60 (1.14)	3.43 (0.98)	0.17
Using the library	3.60 (0.89)	4.00 (0.82)	- 0.40
Working independently	3.40 (1.14)	3.86 (0.90)	- 0.46
Organizing and following a schedule	3.40 (0.89)	3.86 (1.22)	- 0.46
Preparing for tests	3.40 (1.14)	3.57 (0.98)	- 0.17
Information on Canada and Canadians	3.20 (1.30)	3.00 (1.16)	0.20
Working with a computer	2.80 (1.64)	2.57 (1.51)	0.23
CanTEST/TOEFL preparation	2.80 (1.48)	3.14 (1.07)	- 0.34

* On a five-point scale ranging from 1 = 'no help' to 5 = 'a lot of help' plus N/A = does not apply

(c.) Preference for sheltered courses

The students of the sheltered class were asked if they liked that only international students were enrolled in their English course. This question was answered on a five-point scale ranging from 1 = 'not at all' to 5 = 'a lot'. According to the December class response, the mean was 2.71 and the standard deviation was 1.44. Data for Group A showed a more favorable response to having a class with only international students (mean = 3.60 and standard deviation = 1.67). On the other hand, the data for Group B students indicated a less favorable response to this question (mean = 2.60 and standard deviation = 1.14).

In April, students in the sheltered course were asked the same question. The mean of the responses for the class was 3.39, with a standard deviation of 0.77, indicating a more favorable response to being in a class with only international students. Data for Group A showed a slightly less favorable response than that of the class ($M = 3.17$, $SD = 0.75$). The data from Group B showed a more favorable response ($M = 3.57$, $SD = 0.79$).

The students were also asked an open-ended question concerning why they did or did not like that only international students were in their English class. The number in brackets indicates the number of students who gave that response. In December all fifteen students answered, giving the following reasons:

Reasons in favor of international students only in class

- Students of similar level are together in one class; therefore can learn easier (2)
- Would not be as confident with only native speakers of English (1)
- It is easier for the teacher to mark and decide on a standard for only international students (1)
- It increases awareness of other cultures (1)

Reasons not in favor of international students only in class

- It is important to have contact with Canadians to improve English (3)
- Other students are not of as high proficiency; they slow me down (1)

In April all thirteen students who responded to the questionnaire answered this question and gave the following reasons why they were or were not in favor of a class with only international students:

Reasons in favor of international students only in class

- Others in class help me (3)
- Learn from other cultures (2)
- Feel confident (1)
- It is fair for international students when they are in the same English course (1)
- The teacher helps us as they know our English isn't good (1)
- Feel confident (1)
- Make more international friends (1)
- We are almost at the same level; the teacher adapts the speed (1)

Reasons not in favor of international students only in class

- Develop our English from Canadian students (1)
- Have to know where your English level is compared to native speakers (1)

(d.) Aural/reading comprehension

The students were asked how much they understood of what Mrs. MacDonald (the sheltered English teacher) said. Furthermore, they were

asked to indicate how much of the reading material in the class they understood. Table 49 gives the means and standard deviations for the class. Tables 50 and 51 indicate the data for the two groups, A and B. The December data from all three groupings indicates that the students felt quite confident in their comprehension of what Mrs. MacDonald said (all means were 4.00 or above). There was certainly more of a range in the ratings that were given with respect to the reading material. The mean for Group A was 4.17, while the mean for Group B was 3.40. Those students of lower English proficiency seemed to find it more difficult to comprehend the reading material.

Table 49 Class means and standard deviations for how much of what Mrs. MacDonald says is understood; how much reading material is understood

* Statement	Dec (n = 15)	April (n = 15)	Dec. April
	Mean (SD)	Mean (SD)	
How much of what Mrs. MacDonald says do you understand?	4.40 (0.63)	4.31 (0.95)	0.09
How much of the reading material in this class do you understand?	4.00 (0.76)	3.85 (0.80)	0.15

* On a five-point scale ranging from 1 = 'nothing' to 5 = 'everything'

In April when students were asked to respond to these same questions, the means for the class and for Group A decreased (Tables 49 and 50), whereas the means for both of the questions increased for Group B students (Table 51). It might be that the students of lower proficiency

were able to perceive more easily the increase in their English skills and, for this reason, the ratings they gave to both of these questions went up. It is also noteworthy that the students of lower proficiency gave a higher rating in April than those of higher proficiency for the question 'How much do you understand of what Mrs. MacDonald says?'

Table 50 Group A means and standard deviations for how much of what Mrs. MacDonald says is understood; how much reading material is understood

* Statement	Dec (n = 6)	April (n = 6)	Dec.- April
	Mean (SD)	Mean (SD)	
How much of what Mrs. MacDonald says do you understand?	4.33 (0.52)	4.00 (1.10)	0.33
How much of the reading material in this class do you understand?	4.17 (0.41)	4.00 (0.63)	0.17

* On a five-point scale ranging from 1 = 'nothing' to 5 = 'everything'

Table 51 Group B means and standard deviations for how much of what Mrs. MacDonald says is understood; how much reading material is understood

* Statement	Dec (n = 5)	April (n = 7)	Dec.- April
	Mean (SD)	Mean (SD)	
How much of what Mrs. MacDonald says do you understand?	4.20 (0.84)	4.57 (0.79)	- 0.37
How much of the reading material in this class do you understand?	3.40 (0.89)	3.71 (0.95)	- 0.31

* On a five-point scale ranging from 1 = 'nothing' to 5 = 'everything'

(c.) Interest in other content-based courses

The students were asked to indicate if they were interested in taking other sheltered courses like their English class. It should be noted that the

data from the subgroupings in December exclude students who withdrew from the course for one reason or another. For this reason, the December means for Groups A and B may seem statistically impossible. While the overall class data was very similar in December and April, a significant change occurred for those students in Group A. Whereas in December they had an average level of interest in taking other sheltered courses, in April they were more strongly opposed to this idea. It may have been that the students of higher proficiency no longer felt they needed the type of language support that could be offered in the sheltered course.

Table 52 Means and standard deviations for whether the students would be interested in taking other sheltered courses

<i>* Grouping</i>	<i>Dec. (n = 15)</i>	<i>No of students responding</i>	<i>April (n = 13)</i>	<i>No of students responding</i>	<i>Dec.- April</i>
	<i>Mean (SD)</i>		<i>Mean (SD)</i>		
Class	2.93 (1.73)	(15)	2.92 (1.61)	(13)	0.01
Group A	3.20 (1.79)	(6)	2.00 (0.89)	(6)	1.20
Group B	3.60 (1.67)	(5)	3.71 (1.70)	(7)	- 0.11

** On a five-point scale ranging from 1 = 'not at all' to 5 = 'extremely'*

When asked to indicate which additional content-based courses they would be interested in taking, six of the students responded in December and gave the following answers:

Mathematics	(5)	Computer	(2)
Physics	(3)	Mechanical drawing	(1)
Chemistry	(3)	English	(1)
Biology	(2)		

The number in brackets gives the number of students who suggested this course. It is interesting to note that in December students expressed the most interest in taking those courses in which they had previously indicated that they were the most relaxed and confident (chemistry, math and physics). Please refer to Table 36. The fact that the students expressed interest in taking these same courses with only international students may be indicative of the additional support they feel they need.

In April the students also indicated the courses which they would be most interested in taking in a sheltered format. Once again, math and chemistry were the courses in which the students indicated the most interest. The following are the results from this question:

Math	(4)	Biology	(2)
Chemistry	(4)	History	(1)
French	(2)	Economics	(1)
Computer	(2)	Phys. Ed.	(1)
Physics	(2)	Geography	(1)

(f.) Difficulty of English 441 textbooks

Table 53 shows the rating the class, Group A and Group B gave to the question concerning the level of difficulty of their English 441 textbooks. It is worth noting the average response that the class gave ($M = 2.58$). As one might expect, students of higher proficiency rated the textbooks as being slightly easier than their classmates.

Table 53 Means and standard deviations for the level of difficulty of English 441 texts

<i>*Grouping</i>	<i>April Mean (SD)</i>	<i>No of students who responded</i>
Class	2.58 (0.67)	(12)
Group A	2.83 (0.41)	(6)
Group B	2.33 (0.82)	(6)

** On a five-point scale ranging from 1 = 'very difficult' to 5 = 'very easy'*

Furthermore, when given the opportunity to add further comments about their answers, all thirteen students responded and gave the following ideas to support the answers they had given:

- * New vocabulary (6)
- * Need time (3)
- * Can't understand all (but get the main idea) (2)
- * Need more practice (1)
- * Texts are not too long (1)

The number in brackets indicates the number of students who had given that particular response. The vocabulary encountered in their English 441 textbooks was obviously quite problematic for the sheltered students. Time was another area of difficulty.

(g.) Assistance provided by support materials

Table 54 indicates the amount of help the support materials (charts, diagrams, outlines) were providing in facilitating the students' comprehension of the English 441 textbooks. While students in Group A indicated the support material was providing an average amount of help, students in group B found that it was helping quite a bit.

Table 54 Means and standard deviations for the amount of help provided by support materials

<i>*Grouping</i>	<i>April Mean (SD)</i>	<i>No of students who responded</i>
Class	3.69 (0.95)	(13)
Group A	3.33 (0.82)	(6)
Group B	4.00 (1.00)	(7)

** On a five-point scale ranging from 1 = 'not at all' to 5 = 'a lot'*

Students were also given an opportunity to explain why they had given their responses. Eleven of thirteen students elaborated on their answers. Those statements which were comprehensible are listed below in order of frequency.

- * Helps better understand the textbook (3)
- * Gives us enough information (1)
- * Materials are chosen with consideration (1)
- * Can understand charts, diagrams, etc. better than words (1)

(h.) Order of text completion

The table below indicates how students liked the sequence in which they studied the textbooks. In all three groupings the students seemed to be quite happy with the sequence. When students were given the opportunity to explain their responses, two students indicated that the order was favorable because they had completed a series of novels with a similar theme. Another student indicated that starting at an easier text was better for international students.

Table 55 Means and standard deviations for whether students liked the order in which the texts were completed

<i>*Grouping</i>	<i>April Mean (SD)</i>	<i>No of students who responded</i>
Class	3.83 (0.84)	(12)
Group A	3.80 (0.84)	(5)
Group B	3.86 (0.90)	(7)

** On a five-point scale ranging from 1 = 'not at all' to 5 = 'a lot'*

(i.) Usefulness of activities/tasks

Students were also asked to indicate whether the activities and tasks in English 441 were helping them develop their English academic skills. For this question the most favorable response came from the students of lower proficiency. The mean of their responses was 4.17. It may have been that the activities and tasks were helping the lower proficiency students grasp in more concrete terms (as opposed to abstract discussion about concepts) what was being taught in the class.

Table 56 Means and standard deviations for whether the activities and tasks were helping develop academic English skills

<i>*Grouping</i>	<i>April Mean (SD)</i>	<i>No of students who responded</i>
Class	3.83 (1.03)	(12)
Group A	3.50 (0.55)	(6)
Group B	4.17 (1.33)	(6)

** On a five-point scale ranging from 1 = 'not at all' to 5 = 'a lot'*

Students were also given the opportunity to explain why they had given their answers. Twelve of thirteen students responded and gave the

following answers:

- Makes me advance in English (3)
- I develop my English when I do a lot of activities (3)
- I can improve my English (2)
- It makes other courses easier (1)
- Improve vocabulary (1)
- I am a beginner (1)
- Because I can read well (1)

(j.) Rating of tests/assignments

Table 57 shows the means and standard deviations for how students rate the tests and assignments they covered in English 441. It is surprising to note that the students of lower proficiency found that the tests and assignments were easier than did the students of the higher proficiency group. The means for the three groups was still low, however, indicating that the tests and assignments are somewhat difficult.

Table 57 Means and standard deviations for rating of English 441 tests/assignments

<i>* Grouping</i>	<i>April Mean (SD)</i>	<i>No of students who responded</i>
Class	2.69 (0.48)	(13)
Group A	2.67 (0.52)	(6)
Group B	2.71 (0.49)	(7)

** On a five-point scale ranging from 1 = 'very difficult' to 5 = 'very easy'*

All thirteen students elaborated on their responses in an open-ended type of question. Students gave a wide variety of reasons as to why their tests and assignments were difficult including:

- * It's difficult for me to express my ideas
tests/assignments (2)
- * I understand a little in the textbook (1)
- * Because I understand what is being said after
3 or 4 days (1)
- * First term assignments were quite easy; second
term they're very difficult (1)
- * They are difficult for me because I started 3
months late. It's my first time that I
learn this type of English (1)

There were also students who made statements indicating that their tests and assignments were easy. These responses included:

- * It's usually just writing an essay and there's
lots of time (1)
- * I can finish the tests/assignments without any
great difficulty (1)
- * The mark I got wasn't excellent, it was good (1)
- * We have more time to prepare (1)
- * They are OK because they can be understood (1)

(k.) Additional student's comments

The last question of the April questionnaire invited students to offer any additional comments they had about the pilot sheltered English course. Of the thirteen students who answered this questionnaire, eight chose to respond. Six of the students wrote in English, while two of them wrote in their first language. The following are some quotations (verbatim) from the comments they made:

"I didn't like about this course very well. Because English is my poor subject. But I like this course because I will can learn more English. Sometimes, when I read the books, I didn't understand as well as then I feel so boring. I wish I know English very well that I can to learn in my English class to be good." (These comments were made by a Group B student who had the second lowest score on the October CanTEST. Please refer to Student # 1 in Table 37, page 121, for a complete listing of this individual's marks)

"I would like comments that English course make us very [...] and comfortable because this class only international students, but not make the international students will be learn more from the Canadian students. However, English course 441 is very difficult to the international students because some of the international students are different levels, then I concluded that the international students may be comfortable only English course. [...] (Group B student, No. 4, Table 37)

"What I really like about this course is that its not compressed it's a fairly nice course. One of the changes I would make is include English native speakers so students will learn more, including how to read and write. Another suggestion would be taking the class once in two month to observe and learn about Canada (Halifax in particular) and Canadians. The final suggestion would be separating people from alike cultures and alike languages so they practice more English. Also there should be a policy in class room and that is no other language is allowed to be spoken except English this will give courage to students to speak and learn English." (Group A student, No. 14, Table 37)

"I like the teachers because if the courses I found hard they explain everthing but some teachers they explain hard some easy." (Group B student, No. 15, Table 37)

" I like it because I am emproving my English and I will be very happy if my teacher check on the homework I did." (Group B student, No. 16, Table 37)

"I like about this course because it improves my ability in writting and reading and understanding novels & articles. I have developed my knowledge in English. I wouldn't like to make any change it is good like this." (Group A student, No.17, Table 37)

2. *Sheltered English teacher*

Please refer to Appendices I, K, M and O for the tapescripts of the interviews and questionnaire that were completed by the sheltered English teacher. Further discussion of the information conveyed by Mrs. MacDonald can be found in the following chapter.

V. DISCUSSION / RECOMMENDATIONS / FURTHER RESEARCH

In the previous chapter, the personal data of the students in the pilot sheltered English course indicated that they came from quite varied backgrounds with respect to life and school experiences. Furthermore, the responses given on the various questionnaires revealed many interesting differences, especially when the data was subdivided into the higher and lower English proficiency groups. Moreover, the first CanTEST indicated that there was a wide divergence in their English language ability (scores ranging from 1.375 to 4.75 out of a possible 5.0). These factors, particularly the English proficiency level, appeared to be important determinants of how the pilot sheltered English course would unfold. Prior to discussing in detail the findings from the student data, however, it is important to address the first of the three research questions:

- A. How does the grade 12 pilot sheltered English course differ from a mainstream grade 12 English course with respect to:**
- 1.) objectives?**
 - 2.) syllabus?**
 - 3.) materials (authentic/adapted)?**
 - 4.) role of teacher?**

5.) role of student?

6.) course content, sequencing, activities and tasks?

7.) assessment?

In a questionnaire that was answered in November, the sheltered English teacher offered insight into how these two courses differed from one another. (Please refer to Appendix J for a copy of the questionnaire and Appendix K for the responses to the questions.) Moreover, her comments are occasionally supplemented by observations made by the researcher during visitations to the pilot sheltered English class.

1.) Objectives

Mrs. MacDonald, the sheltered English teacher, indicated that the objectives of the mainstream 441 English class traditionally focus on mastery of materials, based on prior knowledge and build-up of skills. However, the objectives for the sheltered course were more focused on having students learn how to deal with representative materials (i.e. materials that would represent the same level of skill as other grade 12 work, but possibly not as many texts as would be handled in other classes) rather than demonstrating a mastery of form. This was apparent during researcher observations in the sheltered classroom. For example, in dealing with the text Anthem, the sheltered English teacher tried to make the students aware of how a writer uses a descriptive passage to convey a

particular message. Subsequently, the discussion in the sheltered class focused on why the writer would have a lot of descriptive passages concentrated in one area of the text.

2.) *Syllabus*

According to Mrs. MacDonald, the syllabus for the grade 12 pilot sheltered course differs from the mainstream course in that there are a number of specially designed materials (eg. graphic organizers) that are used as bridges to facilitate comprehension of the materials. These "bridges" are used to develop or fill in knowledge that the sheltered English students need in order to successfully deal with the subject matter at hand. At the same time, the syllabus for the sheltered course must parallel that of the mainstream 441 English course by incorporating the traditional texts, requirements, assignments, etc.

Mrs. MacDonald employed various forms of "bridges" to try to ensure students' comprehension of the authentic advanced level material. Her approach at the beginning of the year was thematically based around the concept of "power" - abuse of, how to get it, why people want it, how to keep it, what good it can do, etc. This theme was chosen so as to build on students' prior knowledge and experiences, and because of its universality. To support this theme, Mrs. MacDonald started the year with an article and a short story, both of which dealt with power. Subsequently,

the class began to work with The Moon is Down by Steinbeck which was again related to the "power" theme.

3.) Materials

The sheltered English teacher indicated that there was a need for authentic materials to be used in a sheltered course if it was to be viewed as a grade-level credit. She also pointed out that these materials should not be watered down. This need is underscored in the literature (Sasser & Winningham, 1991; Schifini, 1991; Wong Fillmore, 1989). During the course of this study, the materials that were covered included The Moon is Down, Animal Farm, Lord of the Flies, Anthem, Death of a Salesman and All My Sons. There were also additional support materials (newspaper or magazine articles, poems, short stories) that were intended to reinforce the thematic topics being discussed in the texts. Furthermore, graphic/visual organizers were used to highlight the main points and to make the reading material more comprehensible to the students.

It should be pointed out that although the materials to be used in a sheltered class should not be watered down, visuals and graphic organizers are needed to facilitate students' comprehension. This requires extensive preparation. As the literature points out, sheltered teachers need additional release time in which to prepare and revise materials (Crandall et al, 1987; Crandall & Tucker, 1989). A point that Mrs. MacDonald brought up in

the August and December interviews is that she had been given no additional release time in which to develop additional support material. This shortcoming in the current sheltered English course would obviously have adverse affects on both the teacher and the students.

4.) *Role of teacher*

The teacher of the sheltered English class saw her role as multi-faceted. She noted that she was required to:

- (a.) meet the needs of the students, as well as those requirements of the school/province and the universities;
- (b.) provide help, support and exposure to academic materials at an appropriate level;
- (c.) provide a model of English language in varied academic contexts in the class;
- (d.) help students further develop academic language skills;
- (e.) and encourage the students by providing a supportive environment.

5.) *Role of students*

The students in the sheltered course, according to Mrs. MacDonald, are encouraged to be actively involved to get the most out of this course. For example, during one period when the researcher observed the class, the students worked in small groups to complete a graphic organizer of the

key concepts from a chapter in Anthem. Although Mrs. MacDonald indicated that it was a high priority for her that students take a key role in the activities, in retrospect she noted that if she were to offer this course again, she would have the students involved in more group work.

It was interesting to note that in the interview that was held with Mrs. MacDonald in August, she stated that she did not anticipate any behavioral problems with the sheltered students. Nonetheless, as the year progressed there appeared to be certain students who seemed to lack motivation. Their class attendance was often sporadic and they seemed quite withdrawn in class, choosing to distance themselves from the other students and not participate in the discussions. Therefore, it was apparent during classroom observations that Mrs. MacDonald's role of providing encouragement also included a motivational role in some instances. It may have been that these students who seemed to lack motivation, had already graduated from high school in their respective countries and, therefore, they did not feel pressured to achieve the Canadian equivalent. Some of the students were taking the TOEFL exam throughout the year when it was offered in Halifax and, in some cases, the sheltered course was merely a means to this end.

6.) Course content, sequencing, activities and tasks

With regard to course content, sequencing, activities and tasks, the

sheltered English teacher perceived that the sheltered course differed from the mainstream class primarily in the speed with which the content could be covered, and in the variety of activities and numbers of tasks which were required of students. Mrs. MacDonald pointed out that "...what we may need to sacrifice in numbers of texts, variety of approaches to the same skills, will be more than compensated for by the clarity of focus on certain end results - the depth in which each necessary skill is developed so as to become part of everyone's repertoire." She concluded by stating that the same sorts of academic tasks and activities must parallel those completed in the mainstream class.

During the observation periods, it was apparent that the tasks being completed were at a high academic level, but with a great deal of repetition in order to reinforce the key concepts. Furthermore, the activities and tasks focused on the practice of academic skills that students need for success in their academic courses.

7.) Assessment

Finally, Mrs. MacDonald cited the need for non-threatening forms of assessment to be used in the sheltered class to avoid damaging students' self-confidence, particularly in the beginning of the course. Two forms of assessment that she discussed for use in the sheltered or the mainstream English course were the process approach to essay writing and the

portfolio approach, which would allow students to demonstrate what they were able to produce throughout the year. In the current sheltered course, the process approach was used for the mid-term examination in January. The process approach is one in which students are given a topic and over an allotted period of time are asked to write an essay and then go through a revision process prior to submitting a final draft. Although Mrs. MacDonald indicated an interest in using portfolios with the sheltered students, time did not allow her to use this approach. During the April interview, she stated "I need to be inserviced on portfolios. I just didn't have time to access all that good material." Throughout the course, students were required to complete assignments such as personal response papers to readings and these were then handed in to the teacher to be graded.

Based on the information that was provided by the sheltered English teacher and those observations made by the researcher, there appear to be some key differences between the grade 12 pilot sheltered English course and the mainstream grade 12 English course. First, the mainstream English teacher would be aware of what materials the Canadian native English speakers might have completed prior to grade 12. The sheltered English students, however, may have studied a whole array of literary works differing significantly from those in the Canadian curriculum.

Because of the sheltered students' inexperience in dealing with the Canadian curriculum, especially the cultural information that is often conveyed in literary works, the sheltered English teacher would need to provide key information to serve as a bridge for the sheltered students and hence facilitate their comprehension of the authentic materials. It must be pointed out, however, that even though these students may have difficulty in comprehending their English materials, they may come from a rich literary background that the sheltered teacher has difficulty accessing because of the linguistic and cultural barriers.

Second, as Mrs. MacDonald indicated, the sheltered students would concentrate more on how to deal with the representative materials, as opposed to their mastery. Therefore, her role as facilitator was to provide students with the knowledge they need in order to approach the material.

Finally, although the students might not cover the same number of texts as the mainstream classes, the depth in which they deal with them allows all the students to master the skills being taught. It is important to note that by making these changes in the sheltered classroom, the ESL students are able to complete the same material as the mainstream students and therefore they do not academically lag behind their peers.

A key point that arises from the preceding discussion is that students' chances of succeeding in the sheltered course are enhanced due to the

instructional adjustments. But, is this necessarily true for all L2 learners? The literature pointed to the fact that students participating in a sheltered course should be beyond a beginner proficiency level (Burger, 1989; Fichtner, Peitzman & Sasser, 1991; Krashen, 1984; Krashen, 1985; Sasser & Winningham, 1991). This created an interesting scenario in the current study, given that the students' English proficiency levels ranged from virtual non-speaker to quite advanced. This issue will be addressed in the discussion of the second research question which focused on the changes that the sheltered students experienced over an eight-month period in several different areas, as outlined below:

- B. For students in the sheltered English pilot program, will there be changes over an eight-month period with respect to:**
- 1.) English proficiency?
 - 2.) confidence in their use of English in an academic environment (as indicated on students' self-measures)?
 - 3.) attitudes towards:
 - a.) sheltered course?
 - b.) content courses?
 - c.) learning English?
 - 4.) use of learning strategies?

1.) English proficiency

The students' English proficiency levels appeared to be a central factor in dictating how this sheltered course would unfold. The literature on this topic clearly indicated the need for students to have more than a beginner English proficiency level prior to entering the sheltered course. This implies that ESL students might need to be given some sort of pre-entry assessment/placement test to ascertain their language level. This type of measure was not completed prior to the student's enrollment in the pilot course. Rather, all those students who were in need of ESL support and who were age appropriate for grade 12 were put into the pilot sheltered course. The initial CanTEST scores (Table 35) reflected a variation in English proficiency from 1.375 (very low proficiency) to 4.75 (very high proficiency), out of a potential score of 5.0. Given the preceding discussion, it was not surprising that after the January examination the sheltered English teacher made the decision that only students of higher English ability (score of 3.5 or more) would continue to work towards acquiring the grade 12 academic credit. Those students of lower English ability (score below 3.5) would first need to improve their *general* language skills and therefore would not be receiving a grade 12 academic credit.

It is worth noting that before the beginning of the academic year, the

sheltered English teacher had already indicated that she expected a wide divergence in proficiency levels. At that point, she was most concerned about not having the time she needed to tailor the materials/instruction so that everyone would have a fair chance to succeed. Although the lack of preparation time was noted again in the December interview, Mrs. MacDonald stated at this point that the divergence in English proficiency levels was "the most problematic" aspect of class. Nonetheless, because of the reduced number of grade 12 age-appropriate ESL students at St. Pat's High School, Mrs. MacDonald acknowledged that she would have had to accept all of the students or risk not having the sheltered class to teach. It is important to emphasize that it was under these less-than-ideal circumstances (a wide divergence in proficiency levels, the "catch-22" of accepting all or no students and no additional release time for the teacher) that the grade 12 pilot sheltered English course proceeded.

During the first term, there obviously had to be some sort of balance as Mrs. MacDonald attempted to fulfill the objectives and thereby validate this course as an authentic grade 12 credit and yet meet the linguistic requirements of such a diversified group of ESL students.

In the December interview, Mrs. MacDonald made several references to the compromises that she had to make to deal with this dilemma. For example, Mrs. MacDonald indicated that "the people with

adequate English level are bored sometimes and feel I'm going much too slow and the other people aren't in the picture at all." She went on to say that "I don't know where to pitch my lessons half the time and the text is too difficult, as I've said, for the lower level. I really don't have the bottom half of the class anywhere where I can do something for them." There was obviously an attempt being made to accomodate all of the students in the pilot sheltered English course. Although in the August interview Mrs. MacDonald indicated the need for students to be realistic about their own expectations, she seemed more decisive with her own expectations during the second interview: "... I have to modify what I'm doing to try to include everybody and I think I'm at the point where I'm going to give up on including everybody because it's not realistic. I might like to think that, but I knew from the beginning, I think, that the newcomers couldn't do grade 12." It seemed that it was only a matter of time before a change had to be made in the pilot sheltered English class.

This leads to a discussion of the changes the students experienced in English proficiency during the eight-month period of the study. An examination of the October and March CanTEST scores (Table 35) indicates that apart from student no. 10 (whose score was averaged over three components), all student's March CanTEST scores were higher than their initial scores in October. Of the eight students whose *complete* scores

for October and March are shown, seven showed improvement in their listening comprehension. Results for the oral interview were more varied. One student's score decreased, two remained the same, while five increased. Recalling the BICS/CALP distinction that Cummins (1984) makes, one might expect that the scores for listening and speaking would increase for those students who had arrived within approximately the past 24 months. Six of the eight students had arrived in Canada within that time frame. The results indicated that of these six students, five of their listening scores and five of their oral scores had increased during the course of this study.

A comparison of results for the reading section of the CanTEST showed that in March two of the eight students had a higher score than that achieved in October. Four students obtained the same reading score, while one had decreased. More change occurred in the writing scores. Five students received a higher writing score, two had an equal result, while one score decreased. It is interesting to note that students indicated the sheltered course was helping most with their writing skills (Table 44). This constructive feedback hints at the positive role the pilot sheltered English course may have played in the increase in student's writing ability.

2.) Confidence in student's use of English in an academic environment

The data from the student's self-ratings of their English (in the four

skill areas) (Table 28) indicated a fractional increase in their speaking and writing measures during the period of October to December. The rating for 'I speak English' increased from 2.46 to 2.73 (answered on a five-point scale ranging from 1 = 'not at all' to 5 = 'like a native speaker'). Although we may deduce from this that students were feeling slightly more confident about their spoken English, this rating was still quite low. It was not surprising, then, that during periods when the researcher observed the sheltered class, most students seemed quite reluctant to participate orally.

The rating for 'I write English' saw a bigger increase, going from 3.00 to 3.53. However, it should be noted that in indicating how much emphasis had been placed on the skills in previous English classes, writing was at the top of the list. Therefore, it was understandable that the rating for the writing skill was the highest of the four skill areas.

Further to this, when the data was broken down into the two proficiency groups, the most significant change occurred for Group B students in the measure for 'I write English'. (Please refer to Tables 29 and 30.) This mean increased during the October - December period from 3.25 to 4.40. It was surprising that students who had scored below 3.5 on their English proficiency test would rate themselves so highly in writing. An examination of the October and March CanTEST scores (Table 35), however, revealed that students in Group B consistently received either the

highest or the second highest scores for the writing component. It would seem logical, then, that these students gave themselves high self-ratings for this particular skill. The fact that the mean for writing in April had fallen to 3.71 may indicate that some students had come to realize other skills were improving more quickly than their writing. (Please note the increases in listening and speaking scores for the March CanTEST in Table 35). Furthermore, in January students would have completed their mid-year exams and their results may have caused students to re-examine how they rated their English skills.

In April when the class rated themselves in the four skill areas (Table 28), the only increase was for understanding English. As the previous discussion of students' CanTEST scores indicated, the area in which most students improved throughout the study was listening comprehension. This might validate the higher score that students gave themselves in April for understanding English.

It was interesting to compare each student's initial self-ratings on these four skill areas to the scores on the CanTEST. Although most students seemed to accurately assess their English language ability, there was an equal number of instances where students either underestimated or overestimated their ability. It may have been that certain students came into the sheltered course with somewhat unrealistic perceptions of their

own English ability. In the December interview, however, Mrs. MacDonald alluded to the fact that students were realizing their own limitations. She stated that, "... they work quite hard, but I think, too, that some of them, the newcomers, for example, are realizing that they can't do this. And I think we should say this to each other straight out because they have sort of withdrawn from the material. They can't do it."

Despite this realization for certain students, other measures indicated an increase in confidence for the class. Based on the ratings students gave themselves in comparison to other students in their English class and to native speakers (Tables 32, 33 and 34), the sheltered English students appeared to gain in confidence. Nonetheless, it is also important to point out that these ratings, especially the comparison to native speakers of English, were quite low. Group A students collectively gave a rating in December of 2.00, while Groups B students gave a rating of 1.20. In April, the rating that students in Group B gave increased to 1.57 which was again quite a low score.

In a question that directly asked students to rate how relaxed and confident they were in their courses at school, the findings indicated that those courses which had more mathematical content (i.e. chemistry, math, physics) were also those in which students indicated they were most at ease. Please refer to Table 36. It may be that students could more easily

comprehend the subject matter in these courses, given the heavier focus on numbers instead of extensive written texts. In fact, in December three of the students explicitly stated that the use of numbers makes the subject matter easier to comprehend. The fact that ESL and English received the lowest ratings might lend further support to this hypothesis.

Furthermore, when students' marks from all their first term courses were examined, some interesting patterns were discernible. In four of nine instances, either English or ESL was the student's lowest mark. As well, in four of nine instances the highest mark that a student achieved was in one of the mathematically-based courses (chemistry, math or physics). Both the ratings of their courses and their first term marks seemed to imply that students were able to perform better and, hence, had more confidence (or vice versa) in those courses where numbers were a prevalent focus.

Recall that students were also asked if they would be interested in taking other sheltered courses and, if so, in what subject areas (Table 52). In December, the subject areas in which students expressed the most interest were math, physics and chemistry, while in April the top responses were math and chemistry. The fact that students indicated they were most at ease in these mathematically-based courses and yet wanted additional sheltered courses to be offered in them raises the issue of how relaxed and confident they actually were. It might be that the sheltered students

thought they could perform even better if they were grouped with only international students.

3.) Attitudes towards:

a.) Sheltered course

In December, the students were asked to indicate if they felt the sheltered course was helping them in other courses. (Please refer to Table 41.) Of the fifteen responses to this question, seven answered 'Maybe' and seven answered 'Yes'. This seemed to reflect the quite positive role this course was playing in teaching the students the skills which were applicable in other disciplines. When asked how they thought this course was helping (Table 42), six of thirteen respondents explicitly indicated that they were acquiring skills for other courses.

In April, students were even more convinced that the sheltered course was helping in other courses (Table 41). Of thirteen respondents, three answered 'Maybe' while ten said 'Yes'. The two top reasons given in support of their answers (Table 44) were that (a) it helps students practice writing skills (5 respondents) and (b) it helps them understand English (4 respondents). It is possible that as the year progressed, students realized that in the sheltered course they were able to get more individualized writing attention and the teacher could take more time to explain than in some of their other courses. Therefore, in April more students indicated

that the sheltered course was helping them acquire skills they could transfer to other disciplines.

Another question asked if it was preferable that only international students were in the sheltered class. (These results may be found on page 133). The class mean in December was 2.71. Those students who were in favor of this set-up indicated that they liked being in class with students of a similar level because it was easier for them to learn. The primary reason for students not being in favor of this set-up was that they believed they needed to have contact with Canadians in order to improve their English.

When students answered this question at the end of the study, the class mean was 3.39 indicating a slightly more favorable response than the December rating. Students noted they were in favor of this type of learning situation because (a) others in the class could help (3 respondents) and (b) they would learn from other cultures (2 respondents). This latter response was an interesting comment on cross-cultural communication. Although one student again indicated that s/he did not like the set-up of the course because of limited contact with Canadians, other students pointed out the value of learning in a culturally diverse classroom.

Finally, students were asked to indicate if they were interested in taking other sheltered courses. In December, the class mean for this question was 2.93 (Table 52). It should be noted that this mean included

data from four students who later withdrew from the course. When the data was broken down into Group A and Group B findings (and hence the data from the four students who withdrew was disregarded), the mean for this question increased. The mean for Group A (students of higher proficiency) was 3.20, while the mean for Group B was 3.60. It was not surprising that students of lower proficiency might be more in favor of taking additional sheltered courses. It would seem that the students of higher proficiency might have both the confidence and the ability to function with less ESL support. The Group B students, however, may welcome other sheltered courses as a safe haven in which they would feel less intimidated.

In April, there was an even wider divergence in the responses to this question. The rating given by students in Group A was 2.00, while the mean for Group B was 3.71 (Table 52). Again, it might be that as the English proficiency of Group A students neared the requisite level for university entrance, they were more willing *and* able to rely less heavily on their sheltered support class.

b.) Content courses

As a previous discussion indicated, students appeared to be most at ease in those courses which were mathematically-based (chemistry, math, physics) (Table 36). Students gave a variety of reasons why they were

more relaxed and confident in certain courses. Of the fifteen students who answered the question in December, six indicated that 'an interest in the subject area' was an important factor indicating how they felt in the course. (Please refer to page 120.) Three students indicated that the 'use of numbers makes it easier'. Those explanations given by at least two students included: 'uses pictures or less English', 'student is comfortable asking for explanation', 'understand the teacher', and 'supportive staff and students'.

Findings from the April questionnaire (Table 36) reflected similar ratings on the courses in which the students were most relaxed and confident (chemistry, math and physics). In offering reasons why they felt this way (see page 120), four students stated that they 'understand well'. At least two students gave the following reasons: 'pay attention in class', 'know what I'm doing' and 'do well on tests'. The primary reason why students did not feel relaxed and confident in certain courses was that they did not understand (4 responses) (see page 119).

The reasons that students gave to support why they were relaxed and confident were an interesting mixture of interpersonal and extraneous factors. For example, the reasons given in December seem to be a balance between the two. In April, however, the reasons given by the students were all interpersonal. It may be that students were accepting more responsibility for their own learning. Furthermore, this willingness to take

control of their learning may be indicative of greater self-confidence in their own ability.

c.) Learning English

The class results on attitudes towards learning English (Table 22) show that there were no significant differences between the two periods when the questionnaire was administered. This seems to indicate that students' attitudes toward the use and study of English had not changed greatly throughout the course of this study. It was noteworthy that when the October data for the class was analysed, the students most strongly disagreed with 'Working in small groups in class helps students learn more' (Mean = 4.15). This seems to indicate that students preferred to work either independently or to rely more heavily on their teacher for their learning. During the December interview, Mrs. MacDonald acknowledged that the students preferred a more teacher-centered type of instruction. "I try to get them to work in groups, to have somebody be responsible for a section of the book and that way eliminate the need for them to cover so much material on their own. But it's quite difficult. They don't trust each other. And they want to hear it from the front of the room." This may be indicative of the prior schooling experiences of these students.

An examination of Group A and Group B October findings showed significant differences in attitudes between the two groups. Please refer to

Tables 23 and 24. Findings from the students in Group A reflected a strong sense of self-assurance with their English ability. They strongly disagreed with the statements 'Students should not speak English if they make mistakes' and 'Students waste time when they work in small groups'. It would seem logical that students of higher English proficiency would take on this more assertive role in their acquisition of English. Students from Group A also strongly agreed with the statement 'Speaking out loud in class is a good way of learning'.

Furthermore, there were two significant differences when responses to the October and April questionnaires for students of Group A were compared. They showed stronger agreement with the idea of the teacher always following a written lesson plan. This may have been influenced by prior schooling experiences which may have been very traditional with teachers following a prescribed text and lesson plan. The students disagreed more strongly with the idea that taking tests in class helps students to learn English. The response to this question was intriguing as one would expect that these international students would be accustomed to taking tests. They may possibly have felt that taking tests was not the best manner for them to adequately display their knowledge of English.

Conversely to what Group A indicated in October, students of Group B strongly disagreed with the statement 'Speaking out loud in class is a

good way of learning'. It would seem logical that these students of lower proficiency might prefer to take on a more passive role in learning English until their language ability increases. These students also strongly disagreed with the statements 'Working in small groups in class helps students learn more' and 'Students should make suggestions about what to do in class'. It would seem that the students of lower English proficiency preferred a very teacher-centered approach. Again, this is not surprising, given their lower English ability.

Another question asked students to indicate how important it was for them to become proficient in English (Table 25). Although the students gave this quite a high rating in October ($M = 4.23$), the response in December was less enthusiastic ($M = 3.93$). In April, the rating of 4.39 exceeded the October response. This increase in April may possibly be attributed to the fact that students were focusing on plans for the upcoming year.

4.) Use of learning strategies

When the data for learning styles was examined, there were no significant differences (± 1.00) between the October and March class data. All significant differences manifested themselves when data was broken down into Group A and Group B findings. With respect to 'preferred classroom activities', Group A students indicated less support

for the idea of listening to and using cassettes in class. The mean decreased from 3.00 in October to 2.00 in April (Table 2). It may be that these students of higher proficiency did not find this task academically oriented enough.

Students in Group B, however, indicated more support for this same activity. The rating they gave it increased from 2.25 in October to 3.67 in April (Table 3). These students of lower English proficiency may have liked this more passive mode of learning. It may also be that improving their listening skills was a higher priority for these students because of their lower level of English. At the end of the study, the students in Group B also rated listening and notetaking as more important than they had in the earlier questionnaire. This mean increased from 3.00 to 4.00.

The largest increase for Group B students was for the statement 'I like to have my own textbook'. Whereas their rating for this statement had been surprisingly low in October ($M = 2.00$), it increased significantly in March ($M = 3.67$) (Table 3). The students of lower proficiency may have initially been unable to comprehend a lot of their texts and therefore placed little emphasis on having their own copies to work with. As their English proficiency level increased, however, the importance of having textbooks might also have gone up and hence the higher rating in April.

Tables 8 and 9 in the learning styles questionnaire show means and standard deviations for different types of group learning: pairs, group,

class. It is interesting to note that the March ratings for both Group A and Group B showed significant differences for the statement 'I like to learn English with the whole class.' It seemed that as the year progressed, students placed more value on input they received from their classmates in the pilot sheltered English course. This was reflected in the reasons students gave to explain why they were in favor of having only international students in the class (please see the results on page 134). Three students stated that others in the class help them, while two said that they learn from other cultures. Despite the students' desire that the teacher deliver a teacher-centered lesson plan (as Margaret MacDonald alluded to in her December interview), it appeared that students were more willing to interact with their peers.

In the final section of the learning styles inventory, students rated a series of statements on the use and study of English. Tables 20 and 21 show significant differences that occurred for the Group A and B data. There was a significant change for Group A students on the statement 'When I don't understand something in English, I ask someone to explain it to me'. The mean for this statement increased from 3.40 in October to 4.50 when students rated it in April. The fact that these students were making more use of this strategy may indicate an increase in self-confidence.

The results for students in Group B also showed several significant differences in the use and study of English. It is noteworthy that the rating for the statement 'I watch people's faces and hands to help me understand what they say' decreased from 4.00 in October to 3.00 in March. It is possible that the students in Group B initially needed to rely more heavily on this tactic because of their weaker listening comprehension. As this skill increased, however, they might have been less in need of relying on the nonverbal cues.

To summarize, the majority of the significant differences in the section on learning styles seemed to occur with Group B students. It is probable that the students of higher proficiency were already well-versed in the strategies that best suited their learning styles and, for this reason, there were fewer significant differences found in their data. The students of lower proficiency, on the other hand, were possibly expanding and developing their use of learning strategies all the time, hence the more obvious changes in their data.

At the end of the study, the sheltered English teacher and the students in the pilot course were asked to evaluate different aspects of the program, as outlined in the following research question. The ensuing discussion includes data from questions posed to students in the questionnaire at the end of the study and comments that Mrs. MacDonald made in interviews

with the researcher.

C. How do students and the sheltered English teacher evaluate the program with respect to:

- 1.) content covered?
- 2.) materials that were used?
- 3.) sequencing of materials? pace of materials?
- 4.) activities and tasks?
- 5.) assessment?

1.) Content covered

In the questionnaires, the students were not asked directly to evaluate the content covered in English 441. Instead, in December and April the students were asked to rate the amount of help they received from the sheltered course in 31 academic skill areas (Tables 46, 47 and 48). The data for Group A students (Table 47) revealed significant differences between the December and April ratings in the following five skills: 'reading from a textbook', 'reading English magazines & newspapers', 'reading with a time limit', 'writing papers' and 'writing tests'. Given the variety of literary works that were studied in the sheltered 441 English course (The Moon is Down, Animal Farm, Lord of the Flies, Anthem, Death of a Salesman and All My Sons), it was not surprising that the rating for reading from a textbook increased

significantly. When the researcher visited the sheltered class while they were studying Anthem, the students were involved in finding examples from the text in order to answer questions requiring both inductive and deductive reasoning skills. It is possible that the students were more confident in reading from a textbook at the end of the year because of the emphasis that was placed on this in the sheltered course.

It is noteworthy that the significant differences for Group A occurred only in the reading and writing sections. It may have been that these students of higher proficiency were not challenged enough in the areas of listening and speaking because the teacher had to adjust her teaching style in order to accommodate the students of lower English proficiency.

The Group B April ratings (Table 48) indicating how much help the sheltered course had provided showed one significant difference for 'writing practice'. This score increased from 3.40 in December to 4.43 in April. It is possible that much of the work completed in this course was too difficult for these students of lower English proficiency and hence there were fewer significant differences in the data for these academic skill areas.

Mrs. MacDonald indicated in the interview at the end of the study that she was quite pleased with the content of the pilot sheltered English

course. She supported this by stating that she felt the materials worked well and that the theme (power) was a good one. Furthermore, Mrs. MacDonald indicated that with the knowledge gained from teaching this pilot sheltered English course, she knew more about how materials could be used in a more efficient manner. If she were given the opportunity to teach the course another year, she stated that she would be able to develop additional support materials, including items such as graphics that she may have once thought impossible. (In the interview, for instance, she used the example of developing a graphic for symbolism.) She concluded by stating that there were lots of things she could improve.

2.) Materials

In April, students rated the level of difficulty of their English 441 textbooks. As Table 53 shows, Group A students indicated that they found the texts easier ($M = 2.83$) than did students of Group B ($M = 2.33$). Given the higher English proficiency level of students in Group A, these results were not surprising.

The students also indicated how much assistance they felt was provided by the support materials such as charts, diagrams and outlines. Please refer to Table 54. One might expect that as a student's proficiency level increased, their need to rely on support materials might decrease. In this respect, the results were predictable in that students of lower

proficiency indicated that these learning tools were more helpful ($M = 4.00$) than did students of Group A ($M = 3.33$). As their open-ended comments indicated, these visual organizers facilitated comprehension of the textbook.

In August, Mrs. MacDonald raised questions about the choice of materials for the English 441 course. A major concern that she had was that some of her colleagues would incorrectly view the sheltered course as a watered-down version of English 441. Within this context she stated, "I've been at pains to choose texts that are grade 12 texts that everybody uses so that they can see that I'm not changing the textbooks. I'm not doing grade 10 here. I'm not doing less." This was apparent when the researcher was observing the sheltered English class. The materials that were being used were obviously in keeping with those found in an academically-oriented grade 12 classroom. Furthermore, the activities which Mrs. MacDonald had the students complete demanded higher order thinking skills.

It should also be noted that Mrs. MacDonald was actively involved in building up supplementary materials that could be used to facilitate the students' understanding in the sheltered classroom. In the December interview she indicated:

"I bring in outside material. I try to build up, as I did with other books, some knowledge which they can apply to the textbook. I

bring in material on, say the establishment of democratic institutions. [...] So, if I bring in auxiliary material, then I think I can make the text ideas more accessible and, of course, we're using all the graphic organizers that I can find and video materials."

These comments that Mrs. MacDonald made in December were important as they clarified the extent to which materials development was an integral part of the preparation that she undertook for this pilot course. The common thematic elements that Mrs. MacDonald sought in all the materials, coupled with the visual presentation of them, may have facilitated students' understanding of the concepts and skills that she was teaching. The amount of time required to find and adapt additional support materials for such a course must not be overlooked.

In another question, students were asked to rate how much they understood of the reading materials that they used in class (Tables 49, 50 and 51). It is interesting that students in Group A seemed quite confident in the rating they gave in December ($M = 4.17$). Nonetheless, when students answered this same question in April the mean had decreased slightly to 4.00. Conversely, the results for the students of lower proficiency were lower in December ($M = 3.40$) than those for the April rating ($M = 3.71$). Ironically, the March CanTEST scores (Table 35) for students in Group B indicated that the reading score was consistently the lowest of the four skills. It might be that the higher rating given by Group B students at the end of the study is more indicative of their increased self-

confidence, as opposed to their actual ability.

The consistently lower ratings given by Group B students in this instance might be further clarified by comments that Mrs. MacDonald make in the December interview with respect to the English 441 materials. She stated:

" But I just think that at this point in the year, there are some students for whom that book [Lord of the Flies] is an impossibility. Everything I've done is an impossibility and it's because of their inability to function at that level - symbolic level, descriptive use of words, the necessity to write essays not only on content, but on using world knowledge and involving more than one source. They just can't do it. The best that some of them can do is to take chunks out of the text and copy them for me. And they're trying. That's the best they can do."

It was apparent from these comments that the low English proficiency levels of certain students in the class compounded the difficulty they experienced when they tried to deal with literary texts in English 441.

3.) Sequencing of materials / Pace of materials

Students in both groups seemed to like the order in which they had completed their English 441 texts (Table 55). One student indicated the order was favorable because of the similar theme found in the series of novels they used. Mrs. MacDonald also felt that the order of the texts was suitable. She identified that pace was a problem area because she was trying to make the class inclusive for all students and therefore slowed down too much. For this reason, she indicated they she did not get through

as much as she could have with the more capable students.

4.) *Activities and tasks*

The students gave a positive response to the question of whether the activities and tasks in English 441 were helping develop their academic English skills (Table 56). The rating Group A students gave was 3.50, while Group B students rated it at 4.17. Group B students may have given it a higher rating because they were forced to work at a more advanced level. In striving to meet the challenge of doing this work, they seemed to find the activities and tasks useful. Conversely, because Mrs. MacDonald initially worked at a level that would accomodate both groups, the higher proficiency students may not have been pushed to their potential, and hence the lower rating.

Although the sheltered teacher indicated that she was generally pleased with the activities and tasks in the English 441 class, she pointed out two areas in which she would have liked to have had them devote more time and energy to: oral work and peer/group work. Even though she felt she had done a reasonably good job, she also indicated that she could probably do better. Given the nature of a *pilot* course, one would expect that the instructor would be taking note of things that could/should be revamped for the follow-up to this course. Mrs. MacDonald did so and this information helped provide a focus for the recommendation section

that follows. In the April interview, however, Mrs. MacDonald explained that it was highly unlikely that the sheltered course would be re-offered in its current form during the 1994/95 year due to budgetary constraints.

5.) Rating of tests/assignments

The students in both groups gave a mediocre response in their rating of the value of tests and assignments (Table 57). It is surprising that Group B students gave them a higher rating ($M = 2.71$) than did Group A students ($M = 2.67$) and thereby indicating that the tests/assignments were easier.

Mrs. MacDonald also recognized a need to make changes to the tests and assignments, such as more writing early in the course and the use of portfolios to evaluate students' work. The sheltered English teacher indicated, however, that she needed to be inserviced on portfolios.

D. Recommendations / Suggestions for further research

The following recommendations are based on findings from the pilot sheltered English course:

1. Placement of ESL students.

- a.) That students being considered for a sheltered course complete some form of English language proficiency measure prior to being admitted to the course (eg. CanTEST).
- b.) That students with a minimum intermediate English proficiency level be enrolled in sheltered courses, thereby allowing them to continue

to improve their English language without academically lagging behind their grade level peers.

- c.) That students who are not yet at an intermediate English proficiency level be enrolled in general ESL classes which would concentrate on improving their English language ability in the four skill areas: reading, writing, listening and speaking.

2. Sheltered course offerings.

That additional sheltered courses be offered in other disciplines, taking into consideration those subject areas suggested by students in the current pilot sheltered course.

3. Revamping a pilot course.

In any type of pilot program such as this sheltered course, there will be areas which need to be revamped (content covered, pace of materials, activities and tasks, assessment). Therefore, Mrs. MacDonald should ideally be allowed to reoffer the sheltered course in order to allow her to implement the changes she identified.

4. Class size.

Given the financial cut-backs in the Halifax District School Board, it is highly unlikely that a sheltered course will be offered at St. Pat's High School next year because of insufficient enrollment of grade 12 ESL students at that location. A possible solution is to

offer a sheltered course at St. Pat's High School for both students from this school and the neighboring Queen Elizabeth High School. This would appear to be a feasible undertaking as there are already students who take classes in both schools.

5. Teacher preparation time.

That those teachers involved in offering sheltered language instruction be offered additional release time, given the extensive amount of time that is required to prepare and revise materials.

6. Teacher inservices.

That those teachers who are working with students through the sheltered approach to language learning attend inservices (on such topics as program planning, materials adaptation, language strategy instruction, assessment including the portfolio approach, etc.) conducted by experts in the ESL field.

6. Suggestions for further research.

If the recommendations put forth in this study are implemented in another sheltered course, another study should be undertaken to monitor its progress. This would provide further valuable information about this particular approach to second language teaching in the local context.

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Appendix A

Student Questionnaire - October

1. Are you a visa student? Yes _____ No _____
2. How old are you? _____
3. Male? _____ Female? _____
4. What grade level are most of your courses in? 10 _____ 11 _____ 12 _____
5. Please indicate how many years of education you have completed:
- | | | |
|-------------------------|-------------|--------------|
| school | _____ years | where? _____ |
| university | _____ years | where? _____ |
| college | _____ years | where? _____ |
| Other (please indicate) | _____ years | where? _____ |
6. What country are you from? _____
7. Did you go to school in your country in:
- | | |
|-------|-----------------------------------|
| _____ | a village (about 500 people) |
| _____ | a town (about 5000 people) |
| _____ | a city (about 50 000 people) |
| _____ | a big city (about 500 000 people) |
8. What is the first language you learned to speak? _____
9. Please check the language(s) you spoke at home in your country:
- | | | | |
|-------------------------------------|------------------|-----------------|-----------------|
| _____ Chinese | _____ Korean | _____ Russian | _____ Urdu |
| _____ Vietnamese | _____ Portuguese | _____ Kurdish | _____ Krio |
| _____ Amharic | _____ Polish | _____ Armenian | _____ English |
| _____ Arabic | _____ Spanish | _____ Hungarian | _____ French |
| _____ Persian | _____ Greek | _____ Lebanese | _____ Tigrinian |
| _____ Other (Please indicate) _____ | | | |
10. Which language(s) did you study in your country? _____
11. Did you study English in your country? YES NO
- If YES, where did you study English? _____ at school
_____ at university
_____ other (Please indicate) _____
- If YES, did native speakers teach you? YES NO
12. Did you study English in a country other than Canada or your native country? YES NO
- If YES, in what country? _____
13. I have studied English for: _____ less than one month
_____ 2 - 5 months
_____ 6 - 12 months
_____ 1 - 2 years
_____ more than two years. Please indicate how many years: _____
14. I have studied English: _____ mainly by myself
_____ mainly in school outside of Canada
_____ mainly in school in Canada
_____ mainly in ESL classes that were NOT at school
_____ I have never formally studied English
_____ other (Please indicate) _____

15. How long have you been in Canada? _____ years _____ months
16. How many English courses have you completed in Canada? _____
17. Where did you take these courses? _____
18. Do you speak English at home in Halifax?

never _____ some of the time _____ most of the time _____ always _____

19. Complete the following sentences by circling the number in the appropriate column.

1 = not at all 3 = fairly fluently 5 = like a native speaker
2 = a little 4 = very fluently

I speak English	1	2	3	4	5
I understand English	1	2	3	4	5
I write English	1	2	3	4	5
I read English	1	2	3	4	5
My mother speaks English	1	2	3	4	5
My mother understands English	1	2	3	4	5
My mother writes English	1	2	3	4	5
My mother reads English	1	2	3	4	5
My father speaks English	1	2	3	4	5
My father understands English	1	2	3	4	5
My father writes English	1	2	3	4	5
My father reads English	1	2	3	4	5

20. Compare yourself to other students in your English class. How do you rate your English? (Circle one)

Poor Fair Good Very Good Excellent

21. Compare yourself to native speakers of English. How do you rate your English? (Circle one)

Poor Fair Good Very Good Excellent

22. How important is it for you to become proficient in English? (Circle one)

Not at all Somewhat Average Very Extremely
important important importance important important

23. In other English classes that you have taken, please indicate how much emphasis was placed on the following areas:

1 = none at all 3 = average 5 = very heavy emphasis
2 = a little 4 = quite a bit

Grammar	1	2	3	4	5
Listening	1	2	3	4	5
Speaking	1	2	3	4	5
Reading	1	2	3	4	5
Writing	1	2	3	4	5

24. In this English course, how much help would you like to get in the following areas:

1 = no help

2 = a bit of help

3 = average

4 = quite a bit of help

5 = a lot of help

GRAMMAR/VOCABULARY

grammar	1	2	3	4	5
vocabulary	1	2	3	4	5

SPEAKING

speaking (conversation skills)	1	2	3	4	5
pronunciation	1	2	3	4	5
asking questions in class	1	2	3	4	5
discussion of academic topics (politics/social issues/science)	1	2	3	4	5
oral presentations	1	2	3	4	5

READING

reading English magazines and newspapers	1	2	3	4	5
reading from a textbook	1	2	3	4	5
understanding reading material	1	2	3	4	5
reading with a time limit	1	2	3	4	5
reading and interpreting questions	1	2	3	4	5

LISTENING

listening practice in class	1	2	3	4	5
listening practice in a language lab	1	2	3	4	5
understanding the teacher	1	2	3	4	5
understanding directions in class	1	2	3	4	5

WRITING

writing practice	1	2	3	4	5
taking notes in class	1	2	3	4	5
writing papers	1	2	3	4	5
writing tests	1	2	3	4	5
paraphrasing-putting answers in your words	1	2	3	4	5

STUDY SKILLS

CanTEST / TOEFL preparation	1	2	3	4	5
information on Canada and Canadians	1	2	3	4	5
understanding homework	1	2	3	4	5
organizing and following a schedule	1	2	3	4	5
understanding graphs, charts, maps	1	2	3	4	5
using the library	1	2	3	4	5
working with a computer	1	2	3	4	5
preparing for tests	1	2	3	4	5
working in groups	1	2	3	4	5
working independently	1	2	3	4	5

OTHER

Please list any other areas that you would like help with in your English class.

other _____	1	2	3	4	5
other _____	1	2	3	4	5
other _____	1	2	3	4	5

Appendix B

Learning Styles Questionnaire* - October / March

Below is a list of statements. Please indicate how you feel about each by circling the number in the appropriate column.

1 = not at all 2 = only a little 3 = average
4 = fairly well 5 = very much

How do you learn best in your English class?

Example:

I like to learn by listening to songs. 1 2 3 4 5

- | | | | | | |
|--|---|---|---|---|---|
| 1. In English Class, I like to learn by reading. | 1 | 2 | 3 | 4 | 5 |
| 2. In class, I like to listen and use cassettes. | 1 | 2 | 3 | 4 | 5 |
| 3. In class, I like to learn by games. | 1 | 2 | 3 | 4 | 5 |
| 4. In class, I like to learn by conversations. | 1 | 2 | 3 | 4 | 5 |
| 5. In class, I like to learn by pictures, films, video. | 1 | 2 | 3 | 4 | 5 |
| 6. I like to write everything in my notebook. | 1 | 2 | 3 | 4 | 5 |
| 7. I like to listen and take notes. | 1 | 2 | 3 | 4 | 5 |
| 8. I like to read and make notes. | 1 | 2 | 3 | 4 | 5 |
| 9. I like to copy from the board. | 1 | 2 | 3 | 4 | 5 |
| 10. I like to have my own textbook. | 1 | 2 | 3 | 4 | 5 |
| 11. I like to correct my own work. | 1 | 2 | 3 | 4 | 5 |
| 12. I like to have other students correct my work. | 1 | 2 | 3 | 4 | 5 |
| 13. I like to have the teacher correct my work. | 1 | 2 | 3 | 4 | 5 |
| 14. I like to do written tests. | 1 | 2 | 3 | 4 | 5 |
| 15. I like to have the teacher tell me if I'm improving. | 1 | 2 | 3 | 4 | 5 |
| 16. I like to make tapes and have the teacher grade them. | 1 | 2 | 3 | 4 | 5 |
| 17. I like the teacher to explain everything to us. | 1 | 2 | 3 | 4 | 5 |
| 18. I like the teacher to give us problems to work on. | 1 | 2 | 3 | 4 | 5 |
| 19. I like the teacher to help me talk about my interests. | 1 | 2 | 3 | 4 | 5 |
| 20. I like the teacher to tell me all my mistakes. | 1 | 2 | 3 | 4 | 5 |
| 21. I like the teacher to correct me immediately in front of everyone. | 1 | 2 | 3 | 4 | 5 |
| 22. I like the teacher to correct me in private (alone). | 1 | 2 | 3 | 4 | 5 |
| 23. I like the teacher to let me find my mistakes. | 1 | 2 | 3 | 4 | 5 |
| 24. I like to study English by myself (alone). | 1 | 2 | 3 | 4 | 5 |
| 25. I like to learn English by talking with a partner. | 1 | 2 | 3 | 4 | 5 |
| 26. I like to learn English in a small group. | 1 | 2 | 3 | 4 | 5 |
| 27. I like to learn English with the whole class. | 1 | 2 | 3 | 4 | 5 |
| 28. I like to learn English by doing projects outside of class. | 1 | 2 | 3 | 4 | 5 |
| 29. I like to go out with the class and practise English. | 1 | 2 | 3 | 4 | 5 |
| 30. I like to learn English by using computers. | 1 | 2 | 3 | 4 | 5 |
| 31. I like to study grammar. | 1 | 2 | 3 | 4 | 5 |
| 32. I like to study English by doing homework. | 1 | 2 | 3 | 4 | 5 |
| 33. I like to learn many new words. | 1 | 2 | 3 | 4 | 5 |
| 34. I like to practise the sounds and pronunciation. | 1 | 2 | 3 | 4 | 5 |
| 35. I like to learn languages. | 1 | 2 | 3 | 4 | 5 |
| 36. I like to learn English words by seeing them. | 1 | 2 | 3 | 4 | 5 |
| 37. I like to learn English words by hearing them. | 1 | 2 | 3 | 4 | 5 |
| 38. I like to learn English words by doing something. | 1 | 2 | 3 | 4 | 5 |
| 39. I like to learn English words by repeating them. | 1 | 2 | 3 | 4 | 5 |
| 40. I like to learn English words by memorizing them. | 1 | 2 | 3 | 4 | 5 |
| 41. I like to learn English words by copying them. | 1 | 2 | 3 | 4 | 5 |
| 42. At home, I like to learn by reading newspapers, etc. | 1 | 2 | 3 | 4 | 5 |
| 43. At home, I like to learn by watching TV in English. | 1 | 2 | 3 | 4 | 5 |
| 44. At home, I like to learn by listening to English radio. | 1 | 2 | 3 | 4 | 5 |
| 45. At home, I like to learn by using cassettes. | 1 | 2 | 3 | 4 | 5 |
| 46. At home, I like to learn by studying English books. | 1 | 2 | 3 | 4 | 5 |

47. I like to learn by talking to people in English.	1	2	3	4	5
48. I like to learn by watching, listening to Canadians.	1	2	3	4	5
49. I like to learn by using English in stores.	1	2	3	4	5
50. I like to learn English by visiting the library.	1	2	3	4	5
51. When I don't understand something in English, I ask someone to explain it to me.	1	2	3	4	5
52. If something in English is too difficult for me, I try to listen to some part of it.	1	2	3	4	5
53. I watch people's faces and hands to help me understand what they say.	1	2	3	4	5
54. When I'm reading - if I don't understand a word, I try to understand it by looking at the other words.	1	2	3	4	5
55. When I am not in class, I try to find ways to use my English.	1	2	3	4	5
56. I am happy to use my English even if I make mistakes.	1	2	3	4	5
57. I think about what I am going to say before I speak.	1	2	3	4	5
58. I feel comfortable when using English.	1	2	3	4	5
59. At times I am afraid that by using English I will become like a foreigner.	1	2	3	4	5
60. If I don't know how to say something, I think of a way to say it, and then I try it in speaking.	1	2	3	4	5
61. When I am speaking English, I listen to my pronunciation.	1	2	3	4	5
62. I wish that I could speak English very well.	1	2	3	4	5
63. If I learn a new word, I try to put it into my conversation so I can learn it better.	1	2	3	4	5
64. If someone does not understand me, I try to say it in a different way.	1	2	3	4	5
65. I like the sound of English.	1	2	3	4	5
66. My language is much better than English.	1	2	3	4	5
67. I try to find my special problems in English, and I try to fix them.	1	2	3	4	5
68. I ask myself how well I am learning English, and I try to think of better ways to learn.	1	2	3	4	5
69. I try to understand the Canadian way of life.	1	2	3	4	5

* This questionnaire has been adapted from Willing (1988) and Jackson Fahmy & Bilton (1992)

Appendix C

What do you feel about these statements. Circle the letters that match your own feelings.

SA = I strongly agree
 A = I agree
 O = I don't know
 D = I disagree
 SD = I strongly disagree

Example:

Canada is a good place to live and learn English. SA A O D SD

- | | | | | | |
|---|----|---|---|---|----|
| 1. A good language learner never makes errors. | SA | A | O | D | SD |
| 2. Working in small groups in class helps students learn more. | SA | A | O | D | SD |
| 3. Taking tests in class helps students to learn English. | SA | A | O | D | SD |
| 4. ESL teachers should always tell students what to do in class. | SA | A | O | D | SD |
| 5. ESL students learn most by speaking to others in English. | SA | A | O | D | SD |
| 6. Students learn most through listening to information in class. | SA | A | O | D | SD |
| 7. Speaking out loud in class is a good way of learning. | SA | A | O | D | SD |
| 8. ESL students should not remain in their own cultural groups. | SA | A | O | D | SD |
| 9. Doing a lot of writing in class does not help ESL students. | SA | A | O | D | SD |
| 10. Students waste time when they work in small groups. | SA | A | O | D | SD |
| 11. Students should continue to learn English until they speak perfectly. | SA | A | O | D | SD |
| 12. Students do not learn much English from reading books. | SA | A | O | D | SD |
| 13. ESL students should not talk about themselves in class. | SA | A | O | D | SD |
| 14. Making mistakes in a foreign language is natural. | SA | A | O | D | SD |
| 15. Students should make suggestions about what to do in class. | SA | A | O | D | SD |
| 16. Teachers should always follow a written lesson plan. | SA | A | O | D | SD |
| 17. Students should not speak English if they make mistakes. | SA | A | O | D | SD |
| 18. Students only need to learn English so that they can understand others. | SA | A | O | D | SD |
| 19. It is good to stay in your own first language group out of class. | SA | A | O | D | SD |
| 20. Any student who wants to learn English will be successful. | SA | A | O | D | SD |

Appendix D

Needs Assessment (December / April)

This question is intended to find out what areas you find difficult in your grade 12 English course. Please indicate how much help you need in each area.

1 = no help 3 = average help 5 = a lot of help
2 = a bit of help 4 = quite a bit of help

GRAMMAR/VOCABULARY

grammar	1	2	3	4	5
vocabulary	1	2	3	4	5

SPEAKING

speaking (conversation skills)	1	2	3	4	5
pronunciation	1	2	3	4	5
asking questions in class	1	2	3	4	5
discussion of academic topics (politics/social issues/science)	1	2	3	4	5
oral presentations	1	2	3	4	5

READING

reading English magazines and newspapers	1	2	3	4	5
reading from a textbook	1	2	3	4	5
understanding reading material	1	2	3	4	5
reading with a time limit	1	2	3	4	5
reading and interpreting questions	1	2	3	4	5

LISTENING

listening practice in class	1	2	3	4	5
listening practice in a language lab	1	2	3	4	5
understanding the teacher	1	2	3	4	5
understanding directions in class	1	2	3	4	5

WRITING

writing practice	1	2	3	4	5
taking notes in class	1	2	3	4	5
writing papers	1	2	3	4	5
writing tests	1	2	3	4	5
paraphrasing-putting answers in your words	1	2	3	4	5

STUDY SKILLS

CanTEST / TOEFL preparation	1	2	3	4	5
information on Canada and Canadians	1	2	3	4	5
understanding homework	1	2	3	4	5
organizing and following a schedule	1	2	3	4	5
understanding graphs, charts, maps	1	2	3	4	5
using the library	1	2	3	4	5
working with a computer	1	2	3	4	5
preparing for tests	1	2	3	4	5
working in groups	1	2	3	4	5
working independently	1	2	3	4	5

OTHER

Please list other areas you find difficult in your grade 12 English course.

other _____	1	2	3	4	5
other _____	1	2	3	4	5

Appendix E
Student Questionnaire: Content Courses (December)

1. How relaxed and confident are you in the courses you take at school? In the blanks below, please list the courses you take. Then circle the number that corresponds to how you feel about each course.

1 = not at all confident
2 = not very confident
3 = OK

4 = quite confident
5 = extremely confident

	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

2. In the courses where you do not feel relaxed and confident, why do you feel this way?

3. In the courses where you do feel relaxed and confident, why do you feel this way?

4. Complete the following sentences by circling the number in the appropriate column

1 = not at all 3 = fairly fluently 5 = like a native speaker
2 = a little 4 = very fluently

I speak English	1	2	3	4	5
I understand English	1	2	3	4	5
I write English	1	2	3	4	5
I read English	1	2	3	4	5

5. Compare yourself to other students in your English class. How do you rate your English? (Circle one)

Poor Fair Good Very Good Excellent

6. Compare yourself to native speakers of English. How do you rate your English? (Circle one)

Poor Fair Good Very Good Excellent

7. How important is it for you to become proficient in English? (Circle one)
- | | | | | |
|-------------------------|-----------------------|-----------------------|-------------------|------------------------|
| Not at all
important | Somewhat
important | Average
importance | Very
important | Extremely
important |
|-------------------------|-----------------------|-----------------------|-------------------|------------------------|
8. Do you believe that this course is helping you in your other courses?
- No _____ Maybe _____ Yes _____
9. How do you think this course is helping you in other courses? _____
- _____
- _____
- _____
- _____
- _____
- _____
10. If you do not think this course is helping you in your other courses, why not? _____
- _____
- _____
- _____
- _____
- _____

11. Is your grade 12 English course helping you improve in the following areas? Please indicate by circling the number that corresponds. If you have not worked on a particular skill in this class, please circle N/A.

1 = not at all 3 = average 5 = a lot
2 = a bit 4 = quite a bit N/A = does not apply

GRAMMAR/VOCABULARY

grammar	1	2	3	4	5	N/A
vocabulary	1	2	3	4	5	N/A

SPEAKING

speaking (conversation skills)	1	2	3	4	5	N/A
pronunciation	1	2	3	4	5	N/A
asking questions in class	1	2	3	4	5	N/A
discussion of academic topics (politics/social issues/science) and presentations	1	2	3	4	5	N/A
	1	2	3	4	5	N/A

READING

reading English magazines and newspapers	1	2	3	4	5	N/A
reading from a textbook	1	2	3	4	5	N/A
understanding reading material	1	2	3	4	5	N/A
reading with a time limit	1	2	3	4	5	N/A
reading and interpreting questions	1	2	3	4	5	N/A

LISTENING

listening practice in class	1	2	3	4	5	N/A
listening practice in a language lab	1	2	3	4	5	N/A
understanding the teacher	1	2	3	4	5	N/A
understanding directions in class	1	2	3	4	5	N/A

WRITING

writing practice	1	2	3	4	5	N/A
taking notes in class	1	2	3	4	5	N/A
writing papers	1	2	3	4	5	N/A
writing tests	1	2	3	4	5	N/A
paraphrasing/pasting answers in your words	1	2	3	4	5	N/A

STUDY SKILLS

CamTEST / TOEFL preparation	1	2	3	4	5	N/A
information on Canada and Canadians	1	2	3	4	5	N/A
understanding homework	1	2	3	4	5	N/A
organizing and following a schedule	1	2	3	4	5	N/A
understanding graphs, charts, maps	1	2	3	4	5	N/A
using the library	1	2	3	4	5	N/A
working with a computer	1	2	3	4	5	N/A
preparing for tests	1	2	3	4	5	N/A
working in groups	1	2	3	4	5	N/A
working independently	1	2	3	4	5	N/A

OTHER

Please list other areas that you believe you are improving because of your English class						
other	1	2	3	4	5	
other	1	2	3	4	5	

12. Do you like that only international students are in this English course?

Not at all _____ A bit _____ Average _____ Quite a bit _____ A lot _____

Please explain why or why not.

13. How much of what Mrs. MacDonald says do you understand? Please check one.

Nothing _____ A bit _____ Average _____ Quite a bit _____ Everything _____

14. How much of the reading material in this class do you understand? Please check one.

Nothing _____ A bit _____ Average _____ Quite a bit _____ Everything _____

15. Would you be interested in taking other courses like this? (For example, math, social studies or science with only international students)?

Not at all _____ A bit _____ Average _____ Quite _____ Extremely _____

16. If you answered *Maybe* or *Yes* to question 15, which course or courses would you like to take? (Please indicate).

Appendix F

Student Questionnaire: April

1. How relaxed and confident are you in the courses you take at school? In the blanks below, please list the courses you take. Then circle the number that corresponds to how you feel about each course.

1 = not at all confident

4 = quite confident

2 = not very confident

5 = extremely confident

3 = OK

	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

2. In the courses where you do not feel relaxed and confident, why do you feel this way?

3. In the courses where you do feel relaxed and confident, why do you feel this way?

4. Complete the following sentences by circling the number in the appropriate column.

1 = not at all

3 = fairly fluently

5 = like a native speaker

2 = a little

4 = very fluently

I speak English

1 2 3 4 5

I understand English

1 2 3 4 5

I write English

1 2 3 4 5

I read English

1 2 3 4 5

5. Compare yourself to other students in your English class. How do you rate your English? (Circle one)

Poor

Fair

Good

Very Good

Excellent

6. Compare yourself to native speakers of English. How do you rate your English? (Circle one)

Poor

Fair

Good

Very Good

Excellent

7. How important is it for you to become proficient in English? (Circle one)

Not at all Somewhat Average Very Extremely
important important importance important important

8. Do you speak English at home in Halifax?

Never Some of Most of Always
the time the time

9. Do you believe that this course is helping you in your other courses?

No _____ Maybe _____ Yes _____

10. How do you think this course is helping you in other courses?

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

11. If you do not think this course is helping you in your other courses, why not?

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

12. Is your grade 12 English course helping you improve in the following areas? Please indicate by circling the number that corresponds. If you have not worked on a particular skill in this class, please circle N/A.

1 = not at all 3 = average 5 = a lot
2 = a bit 4 = quite a bit N/A = does not apply

GRAMMAR/VOCABULARY

grammar	1	2	3	4	5	N/A
vocabulary	1	2	3	4	5	N/A

SPEAKING

speaking (conversation skills)	1	2	3	4	5	N/A
pronunciation	1	2	3	4	5	N/A
asking questions in class	1	2	3	4	5	N/A
discussion of academic topics (politics/social issues/science)	1	2	3	4	5	N/A
oral presentations	1	2	3	4	5	N/A

READING

reading English magazines and newspapers	1	2	3	4	5	N/A
reading from a textbook	1	2	3	4	5	N/A
understanding reading material	1	2	3	4	5	N/A
reading with a time limit	1	2	3	4	5	N/A
reading and interpreting questions	1	2	3	4	5	N/A

LISTENING

listening practice in class	1	2	3	4	5	N/A
listening practice in a language lab	1	2	3	4	5	N/A
understanding the teacher	1	2	3	4	5	N/A
understanding directions in class	1	2	3	4	5	N/A

WRITING

writing practice	1	2	3	4	5	N/A
taking notes in class	1	2	3	4	5	N/A
writing papers	1	2	3	4	5	N/A
writing tests	1	2	3	4	5	N/A
paraphrasing-pulling answers in your words	1	2	3	4	5	N/A

STUDY SKILLS

CanTEST / TOEFL preparation	1	2	3	4	5	N/A
information on Canada and Canadians	1	2	3	4	5	N/A
understanding homework	1	2	3	4	5	N/A
organizing and following a schedule	1	2	3	4	5	N/A
understanding graphs, charts, maps	1	2	3	4	5	N/A
using the library	1	2	3	4	5	N/A
working with a computer	1	2	3	4	5	N/A
preparing for tests	1	2	3	4	5	N/A
working in groups	1	2	3	4	5	N/A
working independently	1	2	3	4	5	N/A

OTHER

Please list other areas that you believe you are improving because of your English class.

other	1	2	3	4	5
other	1	2	3	4	5

13. Do you like that only international students are in this English course?

Not at all _____ A bit _____ Average _____ Quite a bit _____ A lot _____

Please explain why or why not.

14. How much of what Mrs. MacDonald says do you understand? Please check one.

Nothing _____ A bit _____ Average _____ Quite a bit _____ Everything _____

15. How much of the reading material in this class do you understand? Please check one.

Nothing _____ A bit _____ Average _____ Quite a bit _____ Everything _____

16. Would you be interested in taking other courses like this? (For example, math, social studies or science with only international students?)

Not at all _____ A bit _____ Average _____ Quite _____ Extremely _____

17. If you indicated an interest in taking other courses with only international students, which course or courses would you like to take? (Please rank your choices by putting 1 beside the course in which you would be most interested, 2 beside your second choice, etc).

☐ Math ☐ Economics ☐ Physics ☐ Phys 141
☐ History ☐ Chemistry ☐ Biology ☐ Geography
☐ French ☐ Computer ☐ Other (please indicate) _____

18. How difficult are your English 441 textbooks? (Please circle one)

Very Difficult OK Easy Very
 Difficult Easy

Please explain why. _____

19. Does the support material (charts, diagrams, outlines) help you *better* understand the English 441 textbooks?

Not at all _____ A bit _____ Average _____ Quite a bit _____ A lot

Please explain why. _____

20. Did you like the order in which you completed the texts in your English course?

Not at all _____ A bit _____ Average _____ Quite a bit _____ A lot

Please explain why. _____

21. Are the *activities* and *tasks* in English 441 helping you develop your academic English skills?

Not at all _____ A bit _____ Average _____ Quite a bit _____ A lot

Please explain why. _____

22. How do you rate the types of assignments / tests that you did in English 441? (Circle one)

Very Difficult OK Easy Very
 Difficult Easy

Please explain why. _____

23. Your comments are very valuable. If you would like to make further comments about your English 441 course in your first language or in English, please write them in the space below. Thank you.

For example: **What did you like about this course?**
 What changes would you make to this course?

[The page contains horizontal scan artifacts.]

Appendix G

CanTEST and first term marks of all grade 12 pilot sheltered English students

Student	CanTEST (October)	CanTEST (March)	Math	Chem	Phys.	Eng.	SSL	Bio.	Ec.	Cleng	Comp	Av.
(5)	4.75***	-	-	-	-	-	-	-	-	-	-	-
(10)	4.625 *	4.5	77	78	88	72	60	-	-	-	83	WDP
(2)	4.375***	-	-	-	-	-	-	-	-	-	-	-
(12)	4.0 *	4.25	84	-	-	89	70	-	81	77	80	-
(14)	4.0 *	4.5	-	-	-	-	-	-	-	-	-	-
(6)	3.875 *	4.0	87	83	80	65	80	77	-	-	-	-
(8)	3.625 *	4.0	70	-	-	80	80	-	83	80	80	-
(13)	3.5 *	-	43	58	41	58	-	73	-	-	-	-
(4)	2.625**	3.125	-	-	-	-	-	-	-	-	WDP	-
(9)	2.625**	-	45	63	66	42	50	-	-	-	77	-
(7)	2.5**	2.875	55	81	70	MD	60	-	-	-	-	-
(3)	1.75**	2.625	27	NMG	40	MD	40	-	-	-	NMG	-
(1)	1.5**	2.125	95	54	66	MD	40	-	-	-	INC	-
(11)	1.375***	-	-	-	-	-	-	-	-	-	-	-
(15)	.....**	2.375	NMG	NMG	-	MD	MD	20	-	-	NMG	-
(16)	.....**	2.875	NMG	NMG	TRA	MD	MD	-	-	-	NMG	-
(17)	.....*	3.875	NMG	NMG	MD	MD	MD	-	-	-	NMG	-

* Students in group A

** Students in group B

*** Students who discontinued the English course

MD = mark deferred

NMG = no mark given

WDP = withdraw passing

WDF = withdraw failing

TRA = transfer

INC = incomplete

Appendix H

Interview With Margaret MacDonald - August 31, 1993

1. Please give me a brief overview of how you envisage the sheltered grade 12 English class to be.
2. How many students will be selected for the grade 12 English course?
3. Will the class have a maximum size number?
4. In general, do you anticipate any problems with the class?
5. Will there be linguistic barriers? Will any students be in the class who have very little or no English?
6. How do you expect to deal with that problem?
7. Are most of these students aspiring on to university?
8. What do you find exciting about doing this grade 12 class?
9. What are you looking forward to most?
10. What are you not looking forward to?
11. Do you expect resistance from the grade 12 ESL students themselves about going into the course because of how others might perceive it?
12. What strategies do you have for delivering the material to the students?
13. It seems that the ESL students, then, are very aware of what other classes are getting in their grade level and what they're getting or not getting.
14. How will you handle materials development?
15. Do you expect that some of the students who are in the grade 12 class will also be in the general ESL class?
16. How will you assess the students in the grade 12 sheltered English?
17. Will the students within the grade 12 sheltered have ESL throughout the year (from September to June)?
18. How often will you meet the students every week?
19. Do they come into the class expecting you to concentrate on certain skills?
20. Do you have any other comments?

Interview With Margaret MacDonald - August 31, 1993

1. Please give me a brief overview of how you envisage the sheltered grade 12 English class to be.

Well, I think that . . . when I think about it early in September, it's going to be small. I expect it will be mostly male simply because most of the visa students end up being boys. And I expect that the other students in the class besides visa students will be Vietnamese. So, I'm looking at . . . my preconceived idea is two major groups and mostly male. But, if it starts out small, I expect it to grow through the month. It'll take about a month.

2. How many students will be selected for the grade 12 English course?

Back in June when I asked the registrar how many had already been registered into it, he said he had pulled students from grade 11 who were non-native speakers and so there were already half a dozen to ten names that he had in mind. And I think what will happen this fall is that there will be students from some other schools. There will be newly-registered visa students and I think they'll be selected on the basis of last year's teacher recommendation and just the registrar trying to be aware, I hope, of new names and non-native speaking backgrounds.

3. Will the class have a maximum size number?

There will be, I think, a maximum of 20.

4. In general, do you anticipate any problems with the class?

I don't anticipate any problems that are surprises. I think the problems will be arranging the help - to tailor it to the need of each student, so that'll be a time problem. I think that's my major problem, not with the students. I don't anticipate behavioral problems or motivational problems really because generally I take time to try to make sure that everybody's motivated. And if they feel . . . if I see they're getting down about something then I'll try to remedy that situation one on one. But I think the problem will be time getting people, not pigeon-holed, but assessing needs for one thing and for that class, tailoring the methods that I'll have to use so that everybody will have a fair chance because there will be, even though it's a grade 12 class and everybody has somehow reached that class, I think there will be a wide divergence in the background.

5. Will there be linguistic barriers? Will any students be in the class who have very little or no English?

If they're newly-registered-in visa students or new immigrants who might have graduated in their own country, yes, there will be some who don't speak any English.

6. How do you expect to deal with that problem?

A lot of time! If you're asking about methodology, well, I'd sort of have to start with them the same way I would with any student. But, I will, I think, take pains to try to communicate to everybody in that grade 12 class what will be realistic to expect for them. I don't want to discourage

anybody, but if somebody comes in speaking no English, it's the rare grade 12 student who will go from zero to passing the TOEFL and into university.

7. Are most of these students aspiring on to university?
In my experience, most of them do, yes.

8. What do you find exciting about doing this grade 12 class?
I guess I like the idea of doing something that's new. I like it for me and having had experience in ESL with grade 12 students in the high school, I like it for them. It's at least a nod to recognizing that somebody is going to have to give these students some extra help, some specialized help - the best I can do it. And, I like the idea of having a class of kids who are really motivated - that's been my past experience. And they won't be staying in the school for the third year to play football. They'll be trying to study. So that's pretty exciting just in itself.

9. What are you looking forward to most?
Trying to see if I can make it work, I think that's the most exciting thing. All the things that I've been learning about, trying to put them into use and I know I'm going to fall on my face some in the first year. But, at least I will, I hope, by the end of the year be able to say 'well, I did a good job for this person and that person and I developed - I started developing - some really good materials' even if I'm not really happy with how it went for everybody, but that'll be fun.

10. What are you not looking forward to?
The only thing I'm not looking forward to is, perhaps, the attitudes of some of my colleagues and having to establish the class as a legitimate grade 12 because I think some of the teachers and some of the other students, if not even the guidance counsellors, will see this class as a watered-down English class. And so, in the thinking I've done about it so far, I've been at pains to choose texts that are grade 12 texts that everybody uses so that they can see that I'm not changing the textbooks. I'm not doing grade 10 here. I'm not doing less. And so I think what I'll like least is I expect there will be some innuendo and some sort of undercurrent: 'well in your class you're not doing quite as much or you're not doing the same as I'm doing. So, and you have it easy, you don't do this or that.' I expect that. Maybe I'll be pleasantly surprised and maybe it won't be as pervasive as I think it might be.

11. Do you expect resistance from the grade 12 ESL students themselves about going into the course because of how others might perceive it?
I expect to have to answer questions from them on why are we all here together? What books are we doing? Is this exactly the same as everybody else's? Is this a university credit? Is anybody going to ask us questions and say that it's less in value or less in difficulty? Yes, I'm ready for that.

12. What strategies do you have for delivering the material to the students?

Well, I'm trying very hard to keep up with what's happening in Toronto and Vancouver and I have pulled out all my visual organizers, everything I ever had for advance organizers and trying to adapt it to the framework approach, the knowledge framework and I have tried, in choosing the grade 12 textbooks, to start thinking about how I can organize the major concepts and the themes - there's also a theme-based approach to what I'm trying to do. So I would expect that maybe I'll have to go more slowly because I have more to do along the way. But, strategies, I guess I'm going to have to say I'll do them. . . partly I know what I want to use, but partly it's ad hoc. I have to see the class. I have to find out who can read quite readily and who can't, who needs help to write from the word go, just sentences. Maybe others have already written essays and know something about that. One of the students I spoke to already who may be in my class said 'I didn't get any poetry last year' and he thought that was a flaw where he was last year. And so, that's why I say I have to. . . well that's materials, I know, but even the strategies for delivering the materials. . . I really, to some extent, have to wait and see what stage they're at.

13. It seems that the ESL students, then, are very aware of what other classes are getting in their grade level and what they're getting or not getting.

I think so. That's why I'm hoping if I do a decent job of selling the class in the beginning of the year that word may spread and they'll understand that this could be something really good, not something less that they're getting. And I want to do a decent PR job for them so that they'll understand this is legitimate, this is for them and it's a credit and it's not ESL. This is getting credit for doing your English.

14. How will you handle materials development?

Nightly! It'll be every day. I've taken out all my materials on the books that I've decided to use and I'm in the process of trying to adapt those materials to the kinds of organizing techniques that I know I should be using for these students. So, it will be on a thematic basis, but it will also be skills-based and it will have to be content-based as well. So trying to balance, drawing all those threads together, is going to be, I don't like to say ad hoc, but it'll be nightly, it'll be weekly and I just can't do it all in advance. And it's going to take a lot of time and I hope I don't fall on my face because I can't find the time to do it all because I'm also trying to revamp the ESL class and my grade 10 classes.

15. Do you expect that some of the students who are in the grade 12 class will also be in the general ESL class?

I would think if it's their first time in a school here then I think maybe they would be there too, because there we would develop more the, concentrate more on the BICS level of communication. I think that's more what I do there. We do more talking and not so much concentration on skills, except for when exam periods are coming up and they have to do reports or they ask me to help them with different skills. Mostly we're developing their own skill levels in ESL, not on grade level and not connected to any textbook in particular. I don't do their homework for them. So it's

whatever they tell me they need, that's the needs assessment and totally individually based in ESL. So, materials development in the 441 is going to be, I expect it to take a real lot of time, which is why, when I spoke to Cami Chandler, I said I hope you're willing also, just not crossing my bridges, but saying have I got 2 years here? Because the first year, I'm not going to be totally pleased with what I'm doing, I just know. There won't be time enough. And when I look at the Vancouver material and realize they've been inserviced and helped with university liaison and I'm not going to have the time officially given for any of that, then I think well if I make it through by myself with just doing link-up with the university on my own, then I think that'll be pretty good.

16. How will you assess the students in the grade 12 sheltered English?

I think that I'm going to use the portfolio approach and that will account for as much as I know now. See, I should explain that there's a new timetable in the schools. There's a new assessment period. I'm not sure whether the exams will be the same as what I was used to the year before last. But, if they are, the exams are the same, then they were worth 30%. So 70% of what a student does is in my hands. And I can build up portfolios and do my assessment in that way. And, pretty much, it's up to me. I don't think that I have to be in step with anybody else, so I intend to use portfolios for them from the word go.

17. Will the students within the grade 12 sheltered have ESL throughout the year (from September to June)?

Yes, it was suggested that I do a first semester of ESL and then in a second semester the 441 supported. And I told my department head that that wasn't really feasible. You can't, I can't expect the grade 12 students to cram a whole year's development into 5 months, really 4 months, like the native English speakers will be able to do. I don't think they can do that. I would try it if they were going to let me repeat in the second semester, do them both in the first semester. But, as it is this year, I'm doing it all year long.

18. How often will you meet the students every week?

This is something else I don't know for sure. I think, it looks like, maybe, 3 times a week. The classes are 65 minutes long, so they're longer than we've been used to. And I think 65 minutes is a good length, not to tire them out too much. It's long enough for us to do a variety of activities in the class. I think it won't be too bad, but portfolio approach with a traditional exam is, well it's not even a traditional - we do the process exam and I would certainly do that. I like to have the students, if possible, select their own essay subjects for the exam and maybe spend only part of that 30 exam marks on any kind of test. If there's something in the work we're doing that can be tested, then I'll do that. If it's more theme-based ideas, discussion and their own take on a novel, then it'll be writing. So they'll have a lot of practice in writing.

19. Do they come into the class expecting you to concentrate on certain skills?

I will ask them what skills they think they need to concentrate on. I know

that some of them may say I need to practice my speaking because most of them want to learn to speak like other people their age. But, I'm also bound by some of the constraints of it being a grade 12. They should, by the end of the year, try to have skills at oral presentation, and they should try to write well. So, I think those things are sort of in line with developing the non-native speaker skills because by the end of grade 12, they should be able to do those things - the native English speakers as well, and some of the native English speakers aren't very good at anything like that either. So, a variety. I hope I can be eclectic and get in something for everybody.

20. Do you have any other comments?

Only that, I hear that this new program, as you can tell by my figure of seeing them three times a week instead of every day or five days out of seven, my time is actually less in the classroom with this system. And I need more time with these students. So, I'm just a little bit apprehensive about time constraints. In fact, quite a lot apprehensive not only in the classroom, but for myself. I'm just hoping I can keep on top of all the things I'd like to do because I've been given no time that anybody else doesn't have. The staff didn't feel that they could free up any time for me to take over this 'problem' for them. And I know where they were coming from. But, all the same, it makes it very difficult for me to say "Well, I'm super teach. I can do all this." I'm going to try. I don't know that I can do it all. That's my apprehension. But, I think it's going to be fun to try.

Appendix J

Questionnaire - M. MacDonald (November)

Goals, Objectives and Materials

1. What, in your opinion, is the overall aim of your sheltered class?
2. What objectives have you established for the Gr. 12 sheltered English program?
3. How does the grade 12 pilot sheltered English course differ from a mainstream grade 12 English course with respect to:
 - a.) objectives?
 - b.) syllabus?
 - c.) materials (authentic/adapted)?
 - d.) role of teacher?
 - e.) role of student?
 - f.) course content, sequencing, activities and tasks?
 - g.) assessment?
4. How do the course materials that you have chosen for the sheltered class relate to your overall aim and objectives?

Sheltered Course Overview

5. Please give a brief description of the composition of the class. (No. of students, male/female ratio, countries of origin, language proficiency)
6. Did you encounter any particular problems with the class at the beginning of the year?
7. What is the language level of the students? Are there mixed levels? Is this problematic? How do you deal with this?
8. What seem to be the attitudes of the students towards taking this sheltered course?
9. What teaching strategies are proving to be effective?
10. What pertinent information did your initial needs assessment reveal? Do your objectives coincide with the needs that your students identified?
11. Have you begun to formally assess the students? In what manner? Have you started to gather materials in portfolios? What materials have you included in these or what materials will you potentially include?
12. Please add any other comments that you feel are pertinent.

Questionnaire - Margaret MacDonald - November

Goals, Objectives and Materials:

1. What, in your opinion, is the overall aim of your sheltered class?

The overall aim of my sheltered 441 English class is to facilitate the goal of my students - namely, to get as good a high school leaving mark in English as they can. I hope to be able to help the students cope with the demands of a 441 English class by using supportive methods and materials, while furthering the learning of the L2 necessary for the academic orientation of this class. I hope the end result will be students who are better prepared to deal with whatever future academic demands are placed on them, that students who have had only ESL support at some time or other, and who've had to try to survive in an "un-supported" 441 English class.

2. What objectives have you established for the Gr. 12 sheltered English program?

The objectives for my 441 sheltered English program are:

- a.) to build on non-native speakers' prior academic backgrounds/strengths/interests.
- b.) to make "English" literature, poetry, writing, speaking and listening in academic contexts more accessible to students.
- c.) to foster students' interests where choices of material are feasible.
- d.) to build students' confidence in academic skills needed for post-secondary work.
- e.) to teach relevant study skills and learning strategies concurrently, as well as the necessary vocabulary.
- f.) to try to strike a balance appropriate to the language levels of my students, between challenging and enriching their usage of L2.
- g.) to bring the students to a place where they can deal with most academic demands through a familiarity with how to cope with required work, as opposed to a less skills-based approach to literature, the media, etc.

3. How does the grade 12 pilot sheltered English course differ from a mainstream grade 12 English course with respect to:

- a.) objectives?
- b.) syllabus?
- c.) materials (authentic/adapted)?
- d.) role of teacher?
- e.) role of student?
- f.) course content, sequencing, activities and tasks?
- g.) assessment?

a.) Traditionally, the objectives of a mainstream 441 English class tend towards mastery of presented materials, based on past knowledge and build-up of skills; the sheltered course objectives are geared more towards learning how to deal with representative materials, than towards demonstrating a mastery of form based on (often) irrelevant criteria and materials.

b.) Syllabus - the grade 12 pilot course syllabus differs/will differ from the

mainstream course in that I must introduce into the "content" a number of "bridges" pieces of work, to develop, fill gaps in knowledge, etc., before the mainstream syllabus can be dealt with by the students (see outline). The syllabus must, however, be seen to be a genuine 441 level syllabus, in that it incorporates a representative number of "traditional", or alternate yet demanding texts, requirements, assignments, etc.

c.) Materials - the materials must be authentic. By this I mean that the texts we are aiming at coping with must be seen to be the authentic ones which have to be dealt with by every other 441 student; otherwise, students will have no regard for the course, and neither will the staff, nor will universities. The students do not want to be patronized by being fed less-than-authentic grade 12 materials. The choice as to which authentic materials are suitable for a sheltered class is an important factor in making materials accessible, rather than using such texts (only) as Coles notes or Lamb's Tales from Shakespeare or some such adaptation. These may be used as bridges, but I think they advance the student very little further on the road to self-sufficiency in handling authentic materials. There are more useful ways of approaching difficult materials.

d.) I consider my role to be that of facilitator, in a broad sense. I want to tailor the course as much as possible to develop the needs they have expressed, as well as those imposed by the school/province, and university demands "down the road". I provide as much help, support, and exposure to materials and skills as I can; I try to model academic use of language in varied contexts in the class; I try to provide the students with opportunities to practice such skills as I feel the need; and I try to encourage when the going gets tough, as it must. (This should all be the same for mainstream 441 classes, but because of attitudinal differences as well as background factors, mainstream teachers "expect more" of their students in a different sense, and end up usually trying to enforce expectations.) Non-native speakers usually have few attitude problems, making the teacher's role a more rewarding one.

e.) The role of the student in the sheltered class is, as I see it, to be actively involved - to participate as fully as possible. Only by so doing can the student avail him/herself of all the course has to offer. I think this is what I expect of the mainstream student too - though I have less chance of getting such involvement, again because of attitudinal differences in many cases.

f.) With regard to course content, sequencing, activities and tasks - I see the sheltered course differing chiefly from the mainstream course in the speed with which content may be covered, and in the variety of activities and numbers of tasks which are required of students. It seems to me that a mainstream class teacher can assume that there are some givens with regard to background and the "bridges" needed in sequences of materials; the activities and tasks in a mainstream class are often determined by the need for creative and varied approaches to doing more of a particular skill development. In the sheltered course, I feel that what we may have to sacrifice in numbers of texts, variety of approaches to the same skills, will be more than compensated for by the clarity of focus on certain end results - the depth in which each necessary skill is developed so as to become part of everyone's repertoire. I see sequencing as being more important to the sheltered class student than to the mainstream student, who can make his/her own connections, or can grasp them with minimal effort because of

background; however, the same sorts of tasks and activities must be seen to be done.

g.) I feel that quite non-threatening forms of assessment must be used at the start of the supported class. It seems to me that the students need time to build some self-confidence rather than having to face that they "don't know" - they know that already! Therefore, I have delayed formal assessments somewhat, but when they do occur, they must be seen to comply in most ways with mainstream assessment. We use a process approach to essay writing, which is very much suited to aiding the non-native speaker's efforts to write well (extra time can be given, etc.). In the mainstream class, one could justifiably begin assessment in a "formal" way almost immediately. (I will have more to say on assessment soon - it's about to happen!) I hope to use a type of portfolio approach to assessment, so as to help students see for themselves where work is needed.

4. How do the course materials that you have chosen for the sheltered class relate to your overall aim and objectives?

I have chosen to begin with the theme(s) of Power - abuse of, how to get it, why people want it, how to keep it, what good it can do, etc. Related ideas are dictatorship, revolution, democracy, aggression - pros and cons. To support these themes I have chosen an article, a short story, the novel The Moon is Down by Steinbeck, Animal Farm by Orwell, and Lord of the Flies by Golding. I feel that these materials can be presented in a meaningful way because of the theme link, building on students' prior knowledge and experiences (most ESL students know more about power and its abuses than do the native speakers!) Also, these themes and materials for Term 1 are relatively free of difficult cultural bases for understanding, such as would be the case in The Great Gatsby or Son of a Smaller Hero, or Inherit the Wind. Yet the styles of the chosen texts and materials are valuable as teaching material, as well as being of a high level of English usage, yet the vocabularies are not of an excessively high level. It remains to be seen whether my choices are good ones - I hope they are! (Students want to know that we are doing some novels and plays in common with everyone else.)

Sheltered Course Overview

5. Please give a brief description of the composition of the class. (No. of students, male/female ratio, countries of origin, language proficiency)

The 441-S class is composed at present of 15 students (one registered, whom I've met once, but who hasn't returned lately, and one who is at present just "auditing"). There are eleven young men, and three young women, in regular attendance. They come from Iran, the Magdalens, Hong Kong, Vietnam, Germany, Ethiopia and Iraq. Their language proficiency varies, but at least all can function - one student is fairly low in both speaking and writing, but gaining all the time; then they range all the way to high proficiency in both spoken and written English.

Appendix L

Interview Questions For Margaret MacDonald - December

1. What pertinent information did your initial needs assessment reveal? Do your objectives coincide with the needs that your students identified? In retrospect, would you have altered your initial needs assessment procedures? If so, how?
2. What material are you currently covering? How are students coping with this material?
3. What adjustments, if any, are you making to the materials to make them more comprehensible?
4. What teaching strategies have been effective? Why? Which have not been effective? Why not?
5. Is it problematic to have students with various language levels in the sheltered English class? How do you deal with this?
6. How are you formally assessing the students? Have you started to gather materials in portfolios? What materials have you included in these or what materials will you potentially include?
7. Will students be writing an exam at mid-year? What type of exam is this likely to be?
8. Did you encounter any particular problems with the class at the beginning of the year? In the first semester?
9. In retrospect, what changes would you have made at the outset of the course with respect to:
 - a.) objectives
 - b.) composition of the class
 - c.) materials chosen and their sequencing
 - d.) assessment
10. What are the attitudes of the students towards taking this sheltered course? Have their attitudes changed from the beginning of the course to this point? If so, how?
11. How would you evaluate the success of the sheltered course so far?
12. Will your objectives for the sheltered course be altered for the second half of the year? How?
13. What materials do you intend to use after the exam? Why have you chosen these materials?

Interview with Margaret MacDonald - December 16, 1993

1. What pertinent information did your initial needs assessment reveal? Do your objectives coincide with the needs that your students identified? In retrospect, would you have altered your initial needs assessment procedures? If so, how?

Well, there was a lot of pertinent information. I think I did a needs assessment overload at the beginning and should have had my own needs assessment instrument - an assessment instrument, academically, as well as all the other questions I asked because I did a lot of questions via interview and questionnaire on preferred learning strategies and where they thought they needed the most help and things like that. And I think perhaps I should have balanced what they said with an assessment instrument for myself, not that it would have made a lot of difference because I had to have the kids there. My objectives coincide, I think, with the needs that the students identified because their overriding need is to get a grade 12. Those who come from other countries and the one who doesn't, still want to pass the grade 12 English. The other students want to improve academically and so most of the things I'm doing, my goals, are to improve them academically. The ESL class looks after the other objectives. Would I have altered my needs assessment procedures? Yes, I think so. I would have wanted to speak to them ideally before they were put into my class, not after. And I would have wanted to really have something fairly concrete about their academic abilities, which was not possible given the way things were set up. Things were set up so that every student of grade 12 age-appropriate status was put into my class whether that student spoke any English or not and some of them didn't, still speak very little but are making progress but are not going to get a grade 12 and therefore should not have been registered into grade 12. But if I hadn't accepted them, I wouldn't have the class to try out this year.

[Interviewer: Was there any discussion about looking at language levels before students were admitted to the class?]

None. No, only that they had graduated in their own countries and/or were age appropriate. Some, as a matter of fact, are in grade 11 in everything else but are in my grade 12 class because it's being taught by me. And therefore nobody else in the high school has to cope with non-native speakers in grade 12, which they're happy about. So if, if I were to be doing it again next year I would make some changes. But, there's no way, number one, that I'm going to get to do it and there would also be no way I would get to make changes. So there are no choices.

[Interviewer: Why do you think you might not get to do it next year?]

Given the current worsening fiscal climate, the notification from the board that every teacher must teach 150 students, that means that unless something really unforeseen would happen, I can't have a class of 15 students next year. I will have to have a class of at least 25. So I may keep the ESL, maybe. I don't expect to keep the sheltered class.

[Interviewer: Although I know last year in working with some of those students, there were students who came over from Queen Elizabeth High School. Would it

be feasible for the school to take all the grade 12 students from both schools to create a sheltered course?]

I think it's a good idea. I don't know that there's going to be any support for the idea downtown. I don't know how other high school ESL teachers would regard it. There has been a conscious effort, I think, by downtown ~~not~~ to differentiate among programs in the high schools.

[Interviewer: Have any of the other teachers, though, at St. Pat's commented to you about the sheltered course? Have they inquired about it?]

Yes, they inquire about it - just as to how well it's going and how am I doing and am I seeing progress. I have begun a library unit with the librarian. We had an exchange with a grade 12 math teacher. The math teacher has provided me with an alphabetized list of mathematical terms which his students came up with in their class and which he came in and explained to my class - sort of across-the-grade-level mathematical terms. And the science one is in the offing for after Christmas. So, they do come and ask me about how people are doing but that might be more connected with ESL than the sheltered class. I don't think anybody cares to know much about what I'm doing.

[Interviewer: When would staffing come up for 1994? When would courses to be offered come up?]

It's going to start right away. The registrars will start looking at numbers of students in February, after the exams and staffing is an issue already. We've had a departmental meeting. We know that we're going to lose people and we know that our classes are going to get bigger and we're all going to have to take more classes.

[Interviewer: So, if the sheltered course were not there next year, what would happen to all the students who would be in need of English language support? Maybe they'll have ESL, generalized ESL. Other than that, they'll be placed in somebody's English class. If they're lucky, they'll be placed in mine - if I get a grade 12; I know something about how to provide them with support.

[Interviewer: Will they be dispersed, do you expect, or together in one class?]

The registrar might try to put them in my class, together with me. But that will be a class of native speakers as well. Just to make up the numbers, there will have to be 25 to 30 or 35 in the class. But at least they know that I can give them extra help. So they might do that. I think they try to place them with people that they know will help them because one or two other people in the past have been sort of the focal points for putting them into class. But, it happens that sometimes they get put with a couple of other teachers and then they just sit there. The teachers don't know what to do with them.

[Interviewer: Do other teachers in the school, across any of the subject disciplines, ever come to you asking for assistance - what do they do with these students in the class - if these students are coping or aren't coping?]

Yes, the chemistry teacher, for example, didn't know how to mark a project that was handed in and really I can understand why. The content wasn't very good and the presentation was not good at all. So they don't know what to do with them. They don't know how to assess them.

[Interviewer: Has there ever been any move made within the high school to offer

an inservice, for instance, to teachers with respect to dealing with international students whose proficiency might be lower?

No, there's been no apparent interest in that at all. No, I think there has been not even any opportunity at staff meetings to ask people if they'd like some help. And to tell you the truth at this point in the year with the load I'm carrying, I wouldn't have time to go to their classes and help them - as much as I might want to. And you know, before I can help people out in that way with some cross-content visuals and things like that, I'd have to be given a little time and it's not going to happen, as far as I know.

2. What material are you currently covering? How are students coping with this material?

In the sheltered class, I am currently working in Lord of the Flies and the students are finding it difficult for different reasons. It's difficult because of the nature of the book even for the half of the class that I think should be working on it. But native speakers find it difficult - so I'm prepared for that and I can help them - I know what the difficulties are with the understanding of the book, so I am prepared to deal with all those. But I just think that at this point in the year, there are some students for whom that book is an impossibility. Everything I've done is an impossibility and it's because of their inability to function at that level - symbolic level, descriptive use of words, the necessity to write essays not only on context, but on using world knowledge and involving more than one source. They just can't do it. The best that some of them can do is to take chunks out of the text and copy them for me - and they're trying. That's the best they can do. They can't offer opinions because they don't have any background in reading books like this. I can make the subject accessible but they can't read the text and they can't talk about it. So some of them will find it hard but they'll work at it with help and others will work at it and be terribly frustrated because they can't do it, which is why I think I'm going to have to say to some of the students "Let's be realistic now. It's halfway through the year and we're working on your English skills. We can't give you grade 12. You won't expect to get it this year." So the students cope by working - they work quite hard, but I think, too, that some of them, the newcomers for example, are realizing that they can't do this. And I think we should say this to each other straight out because they have sort of withdrawn from the material. They can't do it.

3. What adjustments, if any, are you making to the materials to make them more comprehensible?

Well, the materials are the text. I bring in outside materials. I try to build up, as I did with the other books, some knowledge which they can then apply to the textbook. I bring in material on, say the establishment of democratic institutions. I'll bring in material on our society, the problem of whether children are corrupted by society or does society, in fact, keep the lid on basic human evil. These are big questions, but everybody has an opinion on them. So, if I bring in auxiliary material, then I think I can make the text ideas more accessible and, of course, we're using all the graphic organizers that I can find and video materials. We have the video tapes. I have taped material from television programs about children. I have newspaper articles and all of that is ready to use. So, I'm hoping that that will make the text not so foreign by itself - that the poetic use of the language will be seen to have some relevance to real things. And for the lower levels, I had a thought about trying to write out every chapter, as a summary but I don't like that. I don't like the more accessible versions of

Shakespeare and whatever it is that's out there - Cole's notes fashion or those little books that are Shakespeare-made-easy, because the other students have to deal with the language as it is. And these students want to feel that they are learning up to a certain level. They don't want Lamb's Tales from Shakespeare and I think I can't call it a 441 either if I adapt everything. We work out our own summaries, outlines and things like that. So I don't think that I can change the text. I can certainly add to it and talk about it and we can do different things with it. So, I think, as far as I can go without changing the text, I think they still have to deal with the text - the authentic text - they have to cope with it.

[Interviewer: Have you been working with any learning strategies which would facilitate their comprehension?]

I try to get them to work in groups, to have somebody be responsible for a section of the book - and that way eliminate the need for them to cover so much material on their own. But it's quite difficult. They don't trust each other. And they want to hear it from the front of the room. I try to have them do some work on their own on special parts of the book. I'll pick out a certain section and then we discuss it. But, because of the ability level of some of the people in the class, it's very difficult to have some of them work with the others. It's really not fair. There's no stimulation for the better students. So, it's been very difficult to apply learning strategies when the basic question is can they read it. And many of them can't read it. So I'm talking about it and that way they learn it. But they can't read it. So it's been really hard to get them to work together. Some will work together. The others are really ... I think it's beyond them. They can't work together because they don't have the basis. They just can't get the text read in time to do anything. But those are about 8 or 10 and then there's the other half dozen - they can't do it. So it doesn't really matter what strategy I use, I think, because the text is just beyond them. So was the Moon is Down. So was Animal Farm. And I can't get any simpler than that. In Vancouver Project, they were doing Of Mice and Men, but that's still Steinbeck. And I really think that maybe the newcomers needed this term just to begin to fit in. And I just have to be clear with them that they don't expect a grade 12 because they won't get it. They're making amazing progress in speaking and relating to other people and that was important because they just - they didn't even know numbers or our weekdays or our months or the year. They didn't know what year they were born in, you know, in this calendar. A lot of progress, but not enough for this.

4. Which [strategies] have not been effective? Why not?

Well, that's why not. I just have too far apart the poles in the class. Now, the others I've given predictive strategies, for example, and asked them to write personal responses, to do journals, to do context questions, world knowledge questions, other sorts of things and they can do that and work quite well at it. But the others can't. All they can do is copy from the book.

5. Is it problematic to have students with various language levels in the sheltered English class? How do you deal with this?

This is the most problematic thing because, given that some of the students can truthfully expect to be treated at a grade 12 level and some of them have graduated in their own language, but haven't enough English to do grade 12, I have no common ground on which to approach some of them. And the people with the adequate English level are bored sometimes and feel I'm going much too slow and the other people aren't in the picture at all. So the divergence between

the two levels is just too much. So I don't know where to pitch my lessons half the time and the text is too difficult, as I've said, for the lower level. I really don't have the bottom half of the class anywhere where I can do something for them. So they are better off in ESL because they needed to start to talk and to make friends and to realize that they have things to contribute to other people and ask more general questions and learn too some of the general skills. But they're not going to be at a level to cope with grade 12 - maybe by next fall maybe. They've only just begun to bring their dictionaries to class and to try to read. Other than that, it wasn't part of what they felt they could do everyday. And maybe not even now.

[Interviewer: If you went back to the people who gave the initial go-ahead for the sheltered course and explained this to them at this point - that research shows that students, once they get into a sheltered course, they should probably be beyond a beginner level, at an intermediate level, what do you think their reaction would be?]

I think they would say "Well..." I know what one person said "We give you what you want and then you complain." I think the reaction is "You got a nice small class of cooperative students. What do you want?" I think the reaction is "That's the best you're going to get. They're happy there. They're getting support from you. You want to help them. So that's the way it's going to be." Without those students there, there wouldn't be a class. They wouldn't even look at it under 10 or 12.

[Interviewer: Would there ever be the possibility though, for instance, using the sheltered English class, a theme-based approach, as you're doing - use that to get the students to an intermediate level and then once you know the students would be able to function in a sheltered class, to put them into a sheltered class another year?]

There might be some support for that. So you're thinking that there'd be the ESL which is general and does theme-based things. But then, say, I have a sheltered class and within it, just determine through working with the kids what level they are in. And so it would be a non-credit, but an English skills development.

[Interviewer: Or, for instance, in working with the three levels in the general ESL this year, you obviously know the students and what level they're at. So in another year, you would know, for instance, that students would be capable of functioning in a sheltered English class.]

That would be nice if I could register in myself who I think should be there from the ESL class and have some say about who gets into it from September registration. That would be nice. That would be ideal because then we could be on the level about what's supposed to be happening. Whereas it's been almost polarized in the class right from the start, because it's not that people didn't like each other but some people want desperately to forge ahead. And I have to modify what I'm doing to try to include everybody and I think I'm at the point where I'm going to give up on including everybody because it's not realistic. I might like to think that, but I knew from the beginning, I think, that the newcomers couldn't do grade 12. But I was happy to have them there. They're very pleasant and they work hard. But I'm going to have to tell them now what we're doing.

[Interviewer: Do you expect then within the sheltered English class that you would have them work on general ESL skills, so you'd actually be developing two lessons for every sheltered class?]

I think so, yes, unless during that time period I only do the grade 12 and I ask the other students who need the more general English skills development to meet me at another time. That might be a possibility which would mean that we'd use up a spare period trying to do skills development just with them in a small group. That would be beneficial for them. Because in ESL it's not just reading that I would do. So I don't know.

[Interviewer: Is there any way of having an outside person, someone come in and support you in the sheltered course? Someone who could work with the students who are not as proficient?]

I think so. I'm hoping that I might look at ... I'm hoping to do that too because I've had offers from people who would like to come in and just work with the students. And if I could get them on a regular basis, that would be great because also half the class wants to do TOEFL, more than half the class and I haven't worked on TOEFL at all with them. So I'd like to do TOEFL practice or CanTEST work or/and work up to the exams in the 441 and development of English skills. You know, maybe, it makes sense to do that with people because some of the newcomers shouldn't be in grade 10. Although, if I determine that's where they were, that's ... some people would say that's where they should be. But I wouldn't see putting them back there. So it's really problematic. They should be with somebody who could have sort of a carte blanche to say "Well, this person is at a grade 10 level now, but he can be in the class with people his own age." The grade 10 classes are terrible. They would be horrified to be in them and it wouldn't do them a bit of good. So, yes there's always individualizing of approach that needs to be done to benefit them most. So, how do I deal with this? I'm trying to think of the ways.

6. How are you formally assessing the students? Have you started to gather materials in portfolios? What materials have you included in these or what materials will you potentially include?

I have begun to formally assess the students. They have had short writing assignments. They have had daily journals. They have had to make responses to reading. They have had to prepare little presentations for class and they have had end of unit tests. And no, I haven't begun to gather materials in portfolios yet because of this problematic disparity among the students. But I will because I am going to, as I've said, separate the class in some way. And then for the students who remain the next half of the year will be portfolio and more involvement, I think, more interactive involvement because they will be able to relate to each other more on a level which is really difficult now. Right now I either have the students paired with like ability or I keep on pairing them with those who need help. And I don't think that's working. There's too big a difference, too big a gap. And what materials will I potentially include? I will include the journal work and my responses. I will include ... I hope to develop more of the library unit and have them working somewhat on their own in the library. At least a little bit of the time. And I would include assigned writing pieces. I have a number of ... for example, in *Lord of the Flies*, I have some quotes. There's a quote from Strider, a quote from McArthur, for example, on whether people are naturally war-like or how do they learn to love. Another one on the balance of good and evil in people and these are developmental things that I would get

them to write on and we would talk about and I would incorporate those in their portfolio. I need to bring myself up to speed on what should be in a portfolio. I have to review that. But everything I get them to do should be in there.

7. Will students be writing an exam at mid-year? What type of exam is this likely to be?

I think I will give them all the option of trying the mid-year exam in January. I have about six classes when we go back in January during which I can speak to them all individually and get to grips with this problem in language ability and if they want to try it, those who are not very good, I'll let them try it just for the experience. But we have to have an understanding about what the trying means - that it's just for experience and that they shouldn't be terribly upset and frustrated because they can't do it. The others will be writing an exam. It will be a process sort of essay exam. It will take three days including the exam day. So that's four and a half hours. And if they need more time, they can have it. I will supervise them for that. I hope that they will choose with ... in collaboration with me their own subjects for the essay and that they will be able to incorporate *Lord of the Flies*, some of *The Moon is Down*, if they want or the *Animal Farm* and any other pieces of work we've brought to the book. So it should be somewhat tailored by them, but I'll make sure that it's at a level that's going to get them the marks they want.

8. Did you encounter any particular problems with the class at the beginning of the year? In the first semester?

The biggest problem was and continues to be the language level separation. On the part of the people who can't cope with the language, there was, I think, a lack of realization that continued or maybe it was the same problem - I was going to say a lack of realization that continued about the work that had to be done and they just can't get to that work at all. So things didn't come in from those people which makes sense because they just couldn't get through the reading to start with and that's the only problem. They are all willing to work. The sad thing is the people with the least language will sit there and just stare at it and think they're going to get somewhere. And so we have to be realistic about where they will get to by the end of the year. So I think that's the only problem. The only other problem was at the very beginning when we didn't know who would be scheduled into it and maybe some very lackluster native speakers were going to be put in there. But that wasn't in the class itself. I didn't have a problem selecting texts for the first term. I'm going to give more thought to the second term because we're not doing Shakespeare. That's about it. I can continue with poetry and things like that so that won't be a problem.

9. In retrospect, what changes would you have made at the outset of the course with respect to:

- a.) objectives
- b.) composition of the class
- c.) materials chosen and their sequencing
- d.) assessment

a.) I would certainly be clearer in my own mind because now I know how far back I should start and what I should stress and how long I should stay with it. Whereas I think what I have done is, I've done maybe three things at the same time and that's hard. I should concentrate on clearcut, very clearcut separations of tasks and I think, with the students who are quite good, I tended to give a few

things all at once. And I ... I would have the sequence of events in my own head for the kids much more clearly outlined the next time I go about it. And, objectives, I think I would, with students who were more on a level for language ability, I could be more on a level with them in telling them what sorts of things I expect of any grade 12 so they would know exactly where we were heading and I didn't do that. So I can do that in the next term.

b.) And composition of the class, well we've dealt with that pretty much.

c.) Materials chosen and their sequencing? I'm still pretty happy with what I've done that way this term. I think ... I like the materials that I used. I would expand my library units so that their world knowledge that they could bring to a text, they could better see how that works and value that kind of thing more. The sequencing, I think, was OK too. In another year, if there weren't ... we spent how many classes on testing? Quite a few. Yes, so in a sense, that sort of broke up a sequence of events. But that was necessary and valuable too so there would be time to do more developmental things in another term.

d.) And assessment. Yes, if I, at the beginning was able to be clearer with them and in my own mind with my objectives and have them really clearly set out, then I would be able to assess better because we would all be clearer on who was going to be ... had to be able to do what by such and such a time. And that sort of kept getting pushed back because of the people who couldn't keep up. So I wasn't very happy with that. But assessment will eventually have to be seen to be the same as everybody else so I wouldn't change that, but just the way I got there.

10. What are the attitudes of the students towards taking the sheltered course?

I haven't asked them so I don't really know. Maybe some of the better students at this point, I would suspect that they wish they were with native speakers simply because we've had to move more slowly than I should have. And I wonder if they think they're going to get their money's worth, so to speak, because they know - because they've said to me, some of them - "You know we should do more of this or that" because they know what they've done in their studies in their own language, some of them. And they're driving to get somewhere and they want to work so hard and I think they think that we're moving slowly. So I wouldn't be surprised if there is that attitude. But they've been very cooperative and maybe I haven't asked them either about whether they're more relaxed in this class and feel better able to speak so I don't know. No, I will when I'm doing the personal interviews, I'll ask them. And I always try to tell them that I'd like their suggestions so that I can take it under advisement and incorporate it into what I'm doing. And a couple of them are forthcoming with ideas like that. So, but I think maybe once we split the class up, that they'll be a little bit more challenged and therefore feel that they're learning a bit more, I hope.

Have their attitudes changed from the beginning of the course to this point? If so, how?

I haven't noticed any. Once in awhile the only person whose attitude I may notice, it's probably the best three. You know, there's the top three. And one doesn't really count because this doesn't matter to her. She wants to pass and she wants to do well but she doesn't need this. The other two do. I think they're the people I'm sort of referring to when I think I'm not pushing them hard enough. I'm not making them do what they want to do. And so if there is that feeling.

that they might have ... they've come in thinking "Yes, I'm going to get a lot of help" and that's still there, but I wonder if they want more than that. And if they do, then they have reason for that because that's the way the class just fell out. But that can change. So, maybe if they want to be more challenged and they want to work harder and see more results than that'll happen next term.

11. How would you evaluate the success of the sheltered course so far?

Well, I can only judge by two people coming into it who are at the level where they should be and I think they feel that this is better and that they know they couldn't cope well with the other one because the teachers didn't take time to explain in enough detail or allow them the time they need for the reading. So if I'm looking at their attitudes, then I think maybe it's successful because I haven't had any ... I don't think ... if there's any doubt about how fast we're moving. I don't think that overbalances the help that they know they can get. And so I still think that's OK. From my point of view, the success of the sheltered course is brought down by the language level problem because I've said to you that I wonder if the results will bear out all the work that's gone into it, simply because the students who were put in there can't do the work. So I'm not going to have this wonderful success rate in the assessment of all of them. You know, but then anybody who understands would know that it wouldn't work anyway because the newcomers, I couldn't work miracles with them. That's silly. It's ... I'm happy to be doing it so far because I think my experience in grade 12 in the past and with these textbooks makes it possible for me to make adaptations that the students wouldn't get in the other classes. I know that if I were doing a class of native speakers, I'd be pushing them in different ways and in ways that have to do with the language of the text - the symbolic use of the language, metaphoric and all the connotative things that are supposed to be picked up by a native speaker which the teacher would not develop with the native speaker. So I'm happy with some of the approaches I've been able to work up. It can be better.

12. Will your objectives for the sheltered course be altered for the second half of the year? How?

Yes, my objectives for the second half of the year are going to be clearer in my mind because some of them are a re-presentation of the same sorts of skills that I started off with. And if I have clarified the goals of different segments of the class, I'll be able to do it in a more properly sequenced and timed way and also in the second half of the year, I think the class will feel ... the academic part of the class will feel more cohesive and we'll all be looking at university at the end. I don't think that otherwise my objectives will be altered. I still want the same things. I just think I'll be able to do them more effectively, given a better language base with the students. And to be a little more organized myself wouldn't hurt. But that's about all I can think of at this point unless, well until I see what the exam is like. That'll be the acid test. Once I can see what they can do given all the time and help to write, reviews before the exams and texts to work with to see what they can do, then I'll know for sure what I need to do next term. The exam, I like this exam because it's formative, as well as summative, and it's educational for them - it's not just a test of memory work. It's something they need to know how to do anyway. So I think the exam will be a gauge and informative for me. And as I work through it with them, I'm allowed to help them in some facets of the writing so it'll be a good thing to have. It'll be evidence of the things that I think I already know.

[Interviewer: Are all the grade 12s using the process approach to writing exams?]

Everybody in grade 12, 11 and 10 uses that. We've used it for a long time and it's good because the students are learning the exam is a learning thing and not just a ... something threatening that they have to perform out of memory. And if they don't know how to perform, they can't do it. It should be ... I like the process exam because the time constraint is pretty well removed. It can be as elastic as the teacher wants. And you get good results. It gives the kids every fair chance. They can use dictionaries, they can use textbooks, they can prepare notes. They can't bring in notes from outside. You have to guard against that because people want to bring in canned essays but they're not allowed to do that. So we make that clear. But other than that they can ask questions, they can learn how to apply what we've been talking about. So it should be a good assessment. We'll have some good evidence of where they are and therefore where they ought to go, I think, after the exam.

13. What materials do you intend to use after the exam? Why have you chosen these materials?

This is still up in the air. I haven't really had time to look at the available textbooks. All I know is that I am not going to put the class through Shakespeare in detail. They might actually want to do MacBeth because they always want to be seen to be doing what everybody else does. But MacBeth is sort of an international Shakespeare. You know, there's the Japanese RAN and the Russian one and I think the Polansky one, they would enjoy to see the video tape of. And the theme there is an international one. So it's not so culturally laden that they can't do it. I would think about Lear, but it's too long, much too long to even take bits out of. Hamlet is good too. Just depends on where we are at the end of the term. I might be able to look at some Shakespeare by the end, but I'm not going to drag them through one from cover to cover if I think we can't benefit from it. Other than that, there will be concentration, to some extent, on the poetic use of language because even though we're going to be looking at non-fiction or factual writing. I think to say that they have done the same as everybody else, they had better be aware of the connotative values in the language. So we'll look at that - different sorts of poetry, not the romantics or anything like that. Nobody does that, not even the native speakers. Media unit, the making of the news. I might use that because that's something again that they can all relate to. And I have some good video bits and pieces on that and supplementary materials on the distortion of the language and distortion through images as well. And that would fit in with what we've already started to do, for example, in Lord of the Flies, which I'm not finishing by the exam, by the way. We're going to continue on with it. So the exam is only part of the process really, more so for these kids than the others. There is the power of language theme. So we can just continue on with that. So I don't know exactly what other texts I might get to but that will depend on time and what the exam shows me. I would hazard a guess that since the exam takes us to the end of January, then there's February, March, April and May - four months. Four months equals out to about forty classes. That's not as long as it sounds if you take out the things that have to be taken out and all the interruptions. So if there's some Shakespeare at the end, there might be another novel in there - something that would tie in with the library unit and media work. And some other assigned readings, shorter perhaps. But I'll know more about that in January.

14. Did you have any other comments?

No, not really. Just that it's been really interesting to try to do this and it would be nice if I thought I were going to get to do it next year. But I think the writing's on the wall, that I won't. On the other hand, if the school department and registrars put all the non-native speakers in grade 12 into my class, then what I'm doing would certainly stand me in good stead with developing the course for the non-native speakers if I think I can manage two going at the same time - two grade 12s because that's what it'd be. Because the things for the non-native speakers, that's what the principal and the guidance didn't understand, they just thought whatever I use for native speakers to support them would work with the non-native speakers and they're not the same kinds of things. Because they're not looking to develop the same things. So, but no, I mean I have no regrets about doing it and I think it's really interesting. I'm still happy to be doing it. But I will have to make that change in the class for it to work at all ... for some of them.

Appendix N

Interview with Margaret MacDonald - March 3, 1994

The following is the tapescript of an interview held with Margaret MacDonald, the teacher of the pilot sheltered English course. During this interview, Mrs. MacDonald commented on the following topics which were discussed in the review of the literature:

- Instructional Guidelines that were used for the Sunnyside Sheltered English Program in Arizona (Freeman et. al)
- Common characteristics of schools effectively responding to the needs of ESL students (Minicucci & Olsen)
- Instructional techniques that could be used in sheltered instruction (Oberst)
- Steps to developing a sheltered English lesson plan (Valdez Pierce)

In order to facilitate the reading of the interview, the lists dealt with each of the above topics are reproduced prior to Mrs. MacDonald's comments.

Instructional Guidelines for the Sunnyside Sheltered English Program in Arizona (Freeman et al.)

- (1) Work on developing basic concepts of the content area, moving from concrete to abstract. Avoid memorization of facts, dates, and so on.
- (2) Expand concepts through reading and writing to ensure maintenance.
- (3) Develop the students' ability to read texts in the content area, including the ability to summarize, categorize, pick out main facts, make inferences and judgments, compare and contrast, analyze and synthesize, and so on.
- (4) Develop the students' ability to solve problems related to the content area.
- (5) Develop an improved self-concept and increased self-confidence in the students as the result of competence in the content area. (Freeman et al., 1987, p.364).

"I like the look of these guidelines because, I guess, they were for me simpler and more to the point than, for example, the Oberst guidelines. Maybe that's a function of the fact that I'm feeling a little overwhelmed at all the things I'd like to be doing and am not able to do. But, number one concept in the guidelines was that work on developing basic concepts of the content area, moving from concrete to abstract, avoid memorization, etc. And this is what I'm trying to do and have tried to follow up one of the graphic organizers that I gave in the fall which was an attempt to show that if we move from the specifics of one story we can generalize and make therefore conclusions about how to approach any story. And the same for one novel and then any novel or most novels that they're likely to meet. So, I've tried to develop maybe, for example, little basic charts that show how character is developed in one area and how sequence is developed, how chapters are put together and move from that into generalizing and

expanding the concepts.

Number two was expanding concepts through reading and writing to ensure maintenance. I certainly tried to do that one. I try to work in the redundancy, to have them read and write pretty much on the same sorts of things that I've been trying to talk about in class.

The third one - develop the students' ability to read texts in the content area including ability to summarize, categorize, pick out main facts, make inferences and judgements, compare and contrast, analyse and synthesize and so on. These are, it seems to me, directly related to the language development in the Language Framework in Mohan's Framework. And moving from summarizing, sequencing, picking out facts, that is content-based stuff that has to do with the novel and then moving through to the more difficult kinds of questions and finally evaluating and judging. I think those are the things that I'm trying to get them to do. Those are directly in line with the grade 12 curriculum anyway.

And number four, developing the students' ability to solve problems related to the content area. The problems related to English are the ability to understand a general organizational pattern in both reading and writing and to be able to say something about the use of language for certain purposes and that's exactly what I'm trying to do with, for example, talking in *Anthem* about the use of description to convey something about a character. And I would like to think that eventually we'll get down to number five. Because if they do those things, then number five will follow - develop an improved self-concept and increase self-confidence as a result of competence in the content area. In the library project that we started work on yesterday, I think they're fairly daunted by it. But if they can do it and realize of what value it will be to expand the background knowledge that they would bring to the novel, I think that would result in more confidence. I'm hoping it will."

Common characteristics of schools effectively responding to the challenge of meeting the needs of ESL students:

- (1) attempts to build a shared school-wide vision which includes English learners;
- (2) a culturally supportive school climate;
- (3) ongoing training and staff support involving all teachers in the preparation for and planning of programs for students learning English; and
- (4) coordination and articulation between the ESL/bilingual department and other departments, and between different grade levels (Minicucci & Olsen, 1992, p. 15).

"I was really interested when I looked through this list because, of course, I don't think that our school meets any of them. Number one says that the school attempts to build a shared school-wide vision which includes English learners. I don't know that there's any conscious effort to do that. In fact, including English learners as a recognized part of the school is not something that's aimed at at all. There is a multi-cultural association, there are associations for the black students. But multiculturalism for the non-native speaker happens outside the school. The only way in which they're

welcomed to the school is in the ESL class. Other than that they have to make their own way and many of the ESL kids are involved in their own communities' cultural associations which don't ... they don't come into the school per se.

Number two mentions a culturally supportive school climate. Well, for the same reason we don't have that. We don't have any sort of recognition, except what little I can do, that there are cultural differences, some of which are really positive and valuable. Kids ask me questions in class about whether in this culture you can say that 'He is my good friend. I love him.' This, from a boy. There are cultural differences which are not made clear to the rest of the school and sometimes the kids are misunderstood because of that. So, no, there's no supportive school climate. But, I guess we could say that there's no supportive school climate for any of the kids. There's just ... somehow we don't recognize that kids do come from different backgrounds and there's never any encouragement to share what sorts of things in their backgrounds they value. That would only happen in a small classroom setting.

Ongoing training and staff support involving all teachers in the preparation for and planning of programs for students learning English? Nil. I got support in preparation for and planning during my sabbatical year in that I was given the sabbatical year and prior to that, I was given a short-term study leave. But since I have returned, no, there will be no ongoing training. And, there has been no staff support, no departmental support. I've been able to have no free time for planning, for linking up with other teachers. And there's been no way to involve any other teachers except for one of two whom I was able to invite into the English as a second language class. So, no, in the high schools at least, it is not a priority. It is not even on the agenda.

Fourth, coordination and articulation between the ESL/bilingual department and other departments and between different grade levels. No, only insofar as I'm able to understand on my own hook what goes into grade ten level work, eleven and twelve. And therefore, maybe be able to do something to help the ESL kids. But, what I'm doing is on a very - probably a very ineffective level. And I'm quite isolated in doing it. Nobody is interested, except that I have the students in the group. And, for the most part, 99% of the ESL students in the school are in my classes. So, they're not of concern to anybody else in the English department; there are on-going concerns re. their progress in content-area classes but I am given not time to help out with those."

Other instructional techniques that can be used in sheltered instruction.

1. Students' English oral language development and comprehension are emphasized.
2. Teacher uses only English.
3. Lesson pacing and schedule are modified to form bite-sized units of instruction.
4. Teacher uses natural language but simplifies his/her language to match the level of student comprehension.
5. Teacher uses props to demonstrate what is said:
 - a. gestures, body language, physical action
 - b. media: visuals, charts, overheads, filmstrips

- c. manipulatives, realia
- 6. Teacher confirms students' comprehension of lesson by frequent checks of student responses.
 - a. non-verbal: physical action or product
 - b. verbal
- 7. Teacher adapts materials:
 - a. selects key ideas from lesson to teach
 - b. reads aloud and discusses key ideas from text
 - c. utilizes picture reading for texts and study prints
 - d. summarizes orally main points of lesson
 - e. selects worksheets which are highly visual
 - f. turns off sound and narrates filmstrips
- 8. Language experiences reading approach is used for initial literacy skills in L2 (quoted in Weinhouse, 1986, p. 58).

" This is a good list. It just daunts me because I think 'Oh, I should be doing all of these and I can't do most of them most of the time.' The criteria which deal with the oral development of language, I really feel I haven't done very well at that. Many of my students don't want to talk, especially the Oriental students. And, I'm at a position right now where I'm forcing them by placing a mark on oral participation. And, a couple of them are frightened to death. So, I'm going to have to spend time outside of class coaching them and even then, they'll probably lose their voice. They'll be afraid to speak. That's difficult. I keep on working on it and I don't like it to seem like a threat. So marks are a coercion that they understand, I guess. Otherwise, they just depend on each other and they appoint their own spokesperson, usually a male.

Teacher uses only English? Yes, it's the only language I know.

Lesson pacing and schedule are modified to form bite-sized units of instruction. No, not always. It would be nice, I think ... perhaps I'm driven by the idea that I moved so slowly last term there is an awful lot to cover this term. We are almost at the second mid-term already. And after that, there's the exam. And up to that time I really have to be pushing them to get up to where I can say 'Now you write the same exam as everybody else.' And be able to do some independent work which the other students could be expected to do. So, I guess, what I give them each day is probably not in any way bite-sized. I have to fill up my hour. And most of the time I try to change approaches or subjects and sometimes don't do very well at it.

Number four. Teacher uses natural language, but simplifies his/her language to match the level of student comprehension. To a point, but looking at it from the other end is that I should be ... being redundant, yes, and simplifying to start. But then I have to bring them up to the terms that have to be used. And for some of them, I think something that has to be considered also is giving them language that is just a little bit higher than where they are so that they keep wanting to know what that means. They learn a little more that way too.

Number five. Props to demonstrate what is said. Well, sometimes gestures. Maybe some body language. Visuals, I try to work in whenever I can and whenever, I guess, I have the time to develop some. And charts are useful. Overheads, sometimes. I can't always get an overhead projector. Filmstrips, videotape. I use videotapes when I can make my

own. When I can find a film that's suitable. There are a number I want to buy, but I haven't got the money right now. Manipulatives and realia. No, not in my subject. There just isn't anything that I see so far that would help. Everything that I do is pretty abstract unfortunately.

Number six. Teacher confirms student's comprehension of lesson by frequent checks of student responses. Well, on the non-verbal level, sometimes, yes, I can check by looking at somebody, making eye contact. They nod or they indicate. Verbal, I don't get a lot of verbal response from some people in the room. And from some people I do. So, I guess there are probably, if I was keeping a track of it, there are probably in each lesson some kids who don't respond one way or another. And maybe I don't ask so I could be more aware of that.

Teacher adapts materials, selects key ideas from lesson to teach. I try, but then I have to cover a lot of key ideas. I can't do it on as simple a level as possible. Reads aloud and discusses key ideas from text. Sometimes I do that. Utilizes picture reading for texts and study prints. There aren't any. I don't have any. Summarizes orally main points of lesson. At the end of lesson, sometimes I do that. Usually I'm quite redundant as I'm going through it so everybody, I hope, gets the point and often I use the board so that I'm writing down main points as I go. Selects worksheets which are highly visual. If I have a visual that I can use, I do. And if I have to just draw a kind of chart, I try that. There isn't always a visual way to do it or else I don't have time to do it. No, for 'f' - turns off sound, narrates filmstrips, no. I haven't done that.

And languages experiences reading approach. Not for these readers, I don't think I've tried that. I can see using that for rank beginners. But, their drive after the last exam was to use the text. And, I wanted to have them feel a little more certain that what I'm doing is not babying them and not starting with them. They want to start with the text. And they want to feel they have some mastery of it. I think that would help build their confidence so I'm not using language experience approach. They have to do rough work for me which I will then go over with them. So, maybe we're starting from where they are, at least to that extent."

Four steps to developing a sheltered English lesson plan (Valdez Pierce):

1. Study the mainstream curriculum and textbooks and consult with mainstream teachers as to what they think are the most important units, vocabulary, and skills needed for successful completion of a course of study (eg., math, science, social studies).
 2. Identify key concepts and vocabulary needed to teach each lesson.
 3. Select activities and resource materials that demonstrate the vocabulary and concepts to be taught.
 4. Construct a semantic map by representing topics and subtopics as branches radiating out from the central theme or topic.
- (Valdez Pierce, 1988, pp. 6-7).

"Number one, I did. Study the mainstream curriculum and textbooks, consult what are the most important units, vocabulary skills

needed for successful completion of the course of study. Since I have taught grade 12 for years, I think I know pretty much what the other kids would have to do and would have to know. So, I have selected materials that are at a grade 12 level, but ones that don't have the cultural baggage-ones that I think would really snow them under with having to have every word explained.

Key concepts and vocabulary needed? Again, I think I'm trying to do that. Sometimes the 441s don't get my best lesson of the day. Somebody else does. ESL had a couple of good ones lately.

Select activities and resource materials that demonstrate the vocabulary and concepts to be taught. I probably need to spend more time trying for activities. Resource materials? I spend as much time as I can. We're working in the library. That took the librarian and me about three hours last week and it'll take a couple more. And then, if the students can use those materials they will understand the novel a lot better.

And number four is a good idea and I will do that as a review tactic, I think. I should have done it at the beginning. I did for The Moon is Down; I didn't do it for Anthem. Constructing a semantic map to represent topics and sub-topics and I think that's a good idea to show where everything that we've done fits in. So, I'll do that.

Appendix O

Interview Questions - M. MacDonald (April)

1. What materials do you foresee covering during the remainder of the year?
2. How will students be evaluated during the rest of the year?
3. Now that you have completed 3/4 of the pilot sheltered English course, how would you evaluate the course with respect to:
 - a.) content covered?
 - b.) materials that were used?
 - c.) sequencing of materials? pace of materials?
 - d.) activities & tasks?
 - e.) assessment?
4. How do you think the students will evaluate the course, having completed 3/4 of the year?
5. Would you want to teach the grade 12 sheltered English course again? Why or why not?
6. What changes would you make if you were re-offering the course next year?
7. What changes, if any, do you feel need to be made at an administrative level in order to provide the best learning situation for these ESL students?
8. Do you know if the course will be offered again next year? When might this be decided?

Appendix P

Interview with Margaret MacDonald (April, 1994)

1. What materials do you foresee covering during the remainder of the year?

Well, we're presently finishing Anthem and I think all we will have time for to the end of the year will be two plays by Arthur Miller: All My Sons and Death of a Salesman. Some poetry, maybe; but I think chiefly those two plays. And maybe a little bit of McBeth, but I don't think time will allow.

2. How will students be evaluated during the rest of the year?

Well, I've had to realize that my approach - if you remember, I said I would try portfolio - portfolio was something I didn't get to this year. So, I think for the rest of the year I will evaluate on a skills basis. I will look back at all the things I tried to have them do. And they're pretty good at them. So I think I will have them do evidence of the kinds of things which I think I have accomplished. And before the end of the year, they will have to do another full-length essay, process style. The end-of-the-year exam, we have all decided in the department, is going to be a shorter thing because of time constraints. We've lost a couple of days for marking purposes and the grade 12 marks are the first that have to go in. So, we're going to have a grammar or proof-reading small part which I think my students should be able to walk away with. And the rest of the exam will be a context-based response which everyone will have to do and they will have to do it the same as everybody else.

3. Now that you have completed 3/4 of the pilot sheltered English course, how would you evaluate the course with respect to:

- a.) content covered?
- b.) materials that were used?
- c.) sequencing of materials? pace of materials?
- d.) activities & tasks?
- e.) assessment?

a/b.) I'm pretty pleased with the content that I've based the course on. I wonder about Lord of the Flies for next year, but I'll have more to say about next year because we've been talking about that at school. I like the books that I chose to do. I think they worked pretty well. I would use them again. And the theme, I think was good. I just think that I know more now about how I would put things together so that I could be more efficient in getting through that material. But, given all the constraints that we've been talking about, I think it was pretty good. I think I don't have to be too upset about it. I would be able to develop more support materials in another year, I think too, because I've begun. But there are a lot of things I've realized that as I was going through them - for example, presenting to the TESL the other night made me realize I could do graphics for

symbolism. But I just didn't do that this year. So there are a lot of things I can improve on.

c.) I think I would do pretty much the same order again. I think that the order in which I chose them was suitable. I would step up the pace a little bit because, due to people coming into the class so late last term and those people being non-speakers, trying to make the class inclusive, I think I slowed down too much. So, I didn't get through as much as I could have, with the people who were capable.

d.) I would work harder at getting students to do more oral work. I think I have not done adequately on that one for some of them. Some of them are great. But I didn't do it. They were already good at it. And I think I could focus more on peer work, group work. But, all of those things still don't mean that I think I didn't do a pretty good job. I think I did a pretty good job with the content and all that sort of thing. Never as good as I could do.

e.) I would like to have more writing right from the start which I didn't do. I think I would focus more on the skills that I found need more work right from the start. And I don't know that I could build up a portfolio given the fact that my students have to write the same exam as everybody else. That's been made very clear. So - but I can think about that. I need to be inserviced on portfolios. I just didn't have time to access all that good material. Not too bad. I give myself a 70.

4. How do you think the students will evaluate the course, having completed 3/4 of the year?

I don't know. I think some of them will be glad for the help they've had. But, others will wonder about (1.) the questions about assessment that have come up through the year and (2.) they will wonder about the interruptions just for our assessment - working with the program that we're doing. They will wonder about the testing and they might wonder about the pace because they haven't been in another grade 12. They might wonder how they actually compare and they have no way of knowing. How they think of me personally and the program? I don't know. I think that they would have thought that the materials were OK. And I'm always giving them help when they want it. But I really don't know how they're going to focus on the course looking back at it. It's hard to say.

5. Would you want to teach the grade 12 sheltered English course again? Why or why not?

Yes, I wish I were going to teach it again. But, I was speaking with guidance this morning. It doesn't seem that I will. It doesn't seem likely and we have meetings coming up on Thursday which might clarify that matter. Yes, I would like to teach it again simply because, if it were the ideal situation, then I'd be able to really test my materials and theories and everything. Ideal meaning that I wouldn't have non-speakers in there. It would give me a chance to prove to myself that I could really put together a good course. I don't think that'll happen though. And, I still find -

maybe I'll answer this in #7 - there would be some constraints operating. So in the ideal situation, I'd love to do it again. I may be able to operate in a different capacity next year.

6. What changes would you make if you were re-offering the course next year?

If I were, I would be much more involved, I would hope, in the prior assessment and I think that would make all the difference. I would like to be able to be allowed to or invited to speak to my department head and the administrators in the school, guidance counsellors and so on. I'd like to be able to tell them what it is that the course means. That would be a change. I mean, speak to them as if I actually knew what I was talking about. That they would expect that I would have something different to say about the course. I don't think I'd make too many changes in the content. I would certainly make changes in some of the ways I presented some of the material because I realize it was not as well paced as I could have done it. I could have had more graphics developed. But that was, again, given time and I didn't have that. So I would make changes to improve the course, I hope, if I were doing it next year. I'm still going to try to do that.

7. What changes, if any, do you feel need to be made at an administrative level in order to provide the best learning situation for these ESL students?

What happened in a discussion I had this morning was that, probably I won't have it - the sheltered - but, I might be the person who gets all the non-native speakers in my grade 12 class. The grade 12 class will have all levels in it. And it will have native speakers as well. That's the only way that the numbers will rise to the appropriate level. I think that will happen whether I speak to administration or not. At an administrative level, if I were going to have the ideal situation, it would be nice if I were able to explain to them that it doesn't work to put people, even if age appropriate, it doesn't work to put all the speakers of different levels of fluency in the same class. It detracts from what the class is supposed to be about. A person was saying to me that it's better for them to be there, that's the only place for them to be and that it doesn't matter whether they're grade 10, 11 or 12, but they should be with me in the grade 12. And I said, "Yes, I'm able to help them some, but I have had to take on me the responsibility of telling them that no, you're not going to get a grade 12 and you may not even get a grade 11. You are only here to work at your English which is improving. but, you're not going to get an 11 or 12 credit." That was left to me to explain when they were registered into a grade 12 class. And it was also left to me to try to explain when the people who chose to be in grade 10 wondered how come the friend is in grade 12 and has only just arrived? It is not seen to be equitable and the administration don't seem to understand that. And it doesn't matter, I think, what I say. I am constantly having 'the way it's going to be' explained to me. And nobody's listening. So I'm constantly saying to myself 'Don't be annoyed because they preach to you.' They don't understand that there's anything to the subject to understand. And that's really frustrating. So, at an administrative level, it would take something to be said to the administrators from the board level

so that they could understand that I actually know something and am doing something. Nobody at the school yet understands that. All they understand is put the students in the class with Margaret because she'll help them. You know, they just don't know about the subject area. And, given all the constraints, they're not going to want to know because we'll never get the ideal situation.

8. Do you know if the course will be offered again next year? When might this be decided?

So, what might happen next year is that I probably could have a 10 with all the non-native speakers in it. I don't know about grade 11. I said maybe you should give me a 10, an 11 and a 12 and put all the non-native speakers in those grade levels. Then I could help them more appropriately. And, the person pointed out to me that I would then have 3 different subject preparations. Maybe we're going to have that anyway. Plus the ESL. I still think I might have the ESL. I don't know. So, when might it be decided whether the course will happen or not? It could be already decided. It could be decided in discussions this week. Maybe I won't know until the fall. Because, at least I was told that there have already been several Hong Kong visa students OKed and they'll be put in a class together which I will probably get. If there were going to be a whole lot, the situation might change. Because it would be seen that I was able to work with them. On the other hand, maybe nobody in the administration will see that I did anything because my pass rate of all the people who are going to be there is not going to be fantastic. As we know, there's only going to be half a dozen at the most out of 14 students who might pass the grade 12. So, on paper it won't look as if I did anything at all.