

Language Programme Sustainability:

A case study of two schools

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“No other subject has to justify its existence like languages do”

(Language Teacher Participant A, 25/07/2005).

Abstract

This qualitative case study investigates the factors that affect the sustainability of a language programme within a Tasmanian primary school setting. The study has a specific focus on Indonesian language programme sustainability.

Two schools took part in this study: School A, a primary school with a discontinued Indonesian language programme; and School B, a primary school with a continuing Indonesian language programme. The research methodology involved conducting six semi-structured interviews with six key participants. Participants included: Department of Education personnel involved in language programme implementation; senior staff members and language teachers from each school. Data were analysed using typological analysis.

Findings were that system level and school level factors have the most influence on primary school language programme sustainability.

Recommendations of the study are that primary school leadership be given more information about how they can sustain a language programme, and greater access to government funding for language education. The study also recommends an increase in emphasis on language teacher training in Tasmanian pre-service teacher education.

Declaration

I certify that this dissertation contains no material which has been accepted for the award of any other degree or diploma in any institutes, college, or university, and that, to the best of my knowledge and belief, it contains no material previously published or written by another person, except where due reference is made in the text of the dissertation.

Anita Alexandra Das Gupta

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Chapter 1: Introduction

1.1 Contextual background of the study

Nationally, the relevance of language education* has been recognised in the *Adelaide Declaration* (Ministerial Council of Education, Employment, Training and Youth Affairs (MCEETYA), 1999) which proclaims that languages are a part of the Eight Key Learning Areas of curriculum to which Australian students should be exposed. Goal 3.5 of the *Adelaide Declaration* (MCEETYA, 1999) affirms that:

...all students understand and acknowledge the value of cultural and linguistic diversity, and possess the knowledge, skills and understanding to contribute to, and benefit from such diversity in the Australian community and internationally (Goal 3.5, no page number).

The national recognition of the importance of language education for Australian students is symptomatic of larger discussion about the place of language education in Australian schools. In response to this affirmation of the importance of language education, language programmes have been introduced into primary schools in Australia at a previously unprecedented level. In Tasmania, the number of primary school students engaged in

* Language(s) education refers to the teaching and learning of Languages Other Than English (see 1.12)

language programmes has risen from 9,166 students in 1998, to 22,889 students in 2002 (Department of Education, Tasmania, 2002a).

This study examines the factors that contribute to the sustainability of language programmes in Tasmanian primary schools, with a particular focus on Indonesian language programmes. As the implementation of language programmes are based on language policy, both National and Tasmanian language policies become part of the contextual background to this study.

1.2 National language policy

Since the late 1970's, Australian language education has been influenced by "explicit" language policy, that is policy that relates directly to languages (Lo Bianco, 2001). Explicit language policy in Australia has emerged from three key trends: firstly, the removal of language prerequisites for entry to tertiary study in 1968 and the subsequent decline in enrolments in language courses; secondly, due to Australia's Indigenous and ethnic populations advocating the need for language policy; and thirdly, a shift in Australia's trade focus from Europe to Asia in the 1970's (Lo Bianco, 2001).

Explicit language policy has promoted the relevance and benefits of language education in Australian schools. At the forefront of explicit language policy in Australia was the *National Policy on Languages* (Lo Bianco, 1987). Lo Bianco (1987) explains that the policy was intended to be a framework of goals for language education that Australia's states and territories could share. The *National Policy on Languages* (Lo Bianco, 1987) declares that:

The study of at least one language in addition to English ought to be an expected part of the educational experience of all Australian students, ideally continuously throughout the years of compulsory education (p. 120).

The *National Policy on Languages* (1987) has been followed by two subsequent language education policy documents: *Australia's Language: the Australian Language and Literacy Policy* (Department of Employment, Education and Training, 1991, cited in Lo Bianco 2001); and the *National Statement on Languages Education in Australian Schools* (Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), 2005).

Explicit language policy has influenced strategies for language teaching and learning, and the shape of language programme implementation in Australian education, as indicated by the publishing of the *Australian Language Level (ALL) Guidelines* (Vale, Scarino & McKay, 1991) which takes a goal based approach to language teaching and learning. This document was a key for translating the theory about primary school language education found in the *National Policy on Languages* (Lo Bianco, 1987) into a pedagogical framework accessible to language teachers. The *ALL Guidelines* (Vale, Scarino & McKay, 1991) gave direction to primary school language teachers about how to achieve six key goals of language learning: communication; sociocultural understandings; learning-how-to-learn; language and cultural awareness; and general knowledge.

The *National Asian Languages and Studies in Australian Schools (NALSAS) Strategy* (Council of Australian Governments (COAG), 1994, cited in the Department of Education (DoE), Tasmania, 2002b) has been an influential strategy for language programme implementation in Australian schools. The *NALSAS Strategy* provided necessary financial support to primary schools wishing to implement a language programme.

At the state level, two key factors have influenced language programme implementation in Tasmania. The *NALSAS Strategy* (COAG, 1994 cited in the Department of Education, Tasmania, 2002b) and the *Tasmanian LOTE Policy* (DEA, 1995) have both supported the phased introduction of languages into Tasmanian primary schools from 1996 to 2002. The *NALSAS Strategy* and *Tasmanian LOTE Policy* are discussed in the following sections of this chapter.

1.3 The NALSAS Strategy

The implementation of the *National Asian Languages and Studies in Australian Schools (NALSAS) Strategy* was the result of a report by the Council of Australian Governments (COAG) entitled *Asian Languages and Australia's Economic Future*. This report foregrounded the importance of Asian language and culture studies in Australian schools (Lo Bianco, 2001). The *NALSAS Strategy* has had great influence on the implementation of language programmes in Tasmanian primary schools in terms of language choice and the provision of funds for language programmes.

The *NALSAS Strategy* aimed to promote the study of four key Asian languages in Australian schools: Chinese, Indonesian, Japanese and Korean. Each language was selected “on the basis of regional economic forecasts made by the Department of Foreign Affairs and Trade” (Australian Government Department of Education, Science and Training, 2003, paragraph 2). The intention of the *NALSAS Strategy* was to create a generation of “Asia literate” (Rudd, 1995, p. 24) students, or students proficient in Asian languages. According to the Council of Australian Governments, “Asia literate” students would boost Australian trade with Asia (Rudd, 1995).

The *NALSAS Strategy* set clear targets for the future of language learning in Australian schools. In particular, an aim of the *NALSAS Strategy* was that by the year 2006 all students from Grades 3 to 10 would be studying a language, with 60% of these students studying Chinese, Indonesian, Japanese or Korean (DoE, 2002b). The *NALSAS Strategy* determined that these targets would be best achieved by exposing students from Grades 3 to 10 to 2.5 hours of language instruction per week. Students in years 11 and 12 were to receive 3 hours of language instruction per week (DoE, 2002b). The *NALSAS Strategy* also stressed the importance of language learning pathways, from primary school to high school. Such provision would ensure that students had continuous language learning opportunities throughout their years of schooling (DoE, 2002b).

To reach its targets, the *NALSAS Strategy* introduced languages into Australian schools through a funded implementation of language programmes in primary schools (DoE, 2002b). The *NALSAS Strategy* provided schools with access to

centrally funded language teachers (DoE, 2002b). Schools were also supplied with funds for resources as part of the *NALSAS Strategy* funding cycle (DoE, 2002b). The *NALSAS Strategy* provided support to teachers wanting to gain skills in Asian languages and culture teaching through the provision of relevant professional learning courses (DoE, 2002b).

The Federal Government no longer provides the *NALSAS Strategy* with the same level of funding that it did between 1995 and 2002. In addition, the school level funding that *NALSAS Strategy* provided was discontinued in 2002 (Australian Government Department of Education, Science and Training, 2003).

Henderson (2002) believes that the *NALSAS Strategy* (COAG, 1994, cited in DoE 2002b) was “fraught with difficulties because of the significant misconceptions that distorted its implementation in practice” (p. 18). Misconceptions surrounded the targets for language proficiency, models of language programme implementation, and the qualifications of staff needed to implement the *NALSAS Strategy* (Henderson, 2002). Henderson (2002) also notes that the *NALSAS Strategy* neglected to focus on the processes of language learning. Wilson (1995, cited in Henderson, 2002) suggests that the goals set under the *NALSAS Strategy* were too ambitious for language education in Australia, particularly as little research had been carried out about the best means of achieving the stated goals. It is within the context of the *NALSAS Strategy* that the *Tasmanian LOTE Policy* (Department of Education and the Arts (DEA), 1995) was formulated and implemented.

1.4 The Tasmanian LOTE Policy

The *Tasmanian LOTE Policy* (Department of Education and Arts (DEA), 1995) has been the most influential language policy in terms of language programme implementation in Tasmania. As such it is a significant contextual factor for this study into the sustainability of language programmes in Tasmanian primary schools. The *Tasmanian LOTE Policy* (DEA, 1995) did not make languages compulsory in Tasmanian government schools, but “strongly supported and encouraged” (p. 1) language education within the general curriculum. The *Tasmanian LOTE Policy* (DEA, 1995) provided Tasmanian schools with the opportunity to offer students from Grades 3 to 8 a guaranteed pathway of French, German, Indonesian, Japanese, or Auslan (Australian sign language) language learning. The Department of Education also supported languages such as Modern Standard Chinese, Korean, Spanish, Italian, and Aboriginal languages at the secondary level of schooling (DEA, 1995).

The *Tasmanian LOTE Policy* was, in part, funded by the *NALSAS Strategy*, and “committed funds jointly with the Commonwealth Government to support the implementation of LOTE in Tasmania” (Department of Education, Community and Cultural Development (DECCD), 1998, p. 5). Due to this commitment from the Tasmanian Department of Education to the Commonwealth Government funded *NALSAS Strategy*, the content of the *Tasmanian LOTE Policy* was reflective of *NALSAS Strategy* goals. The Tasmanian LOTE Policy (DEA, 1995) aimed to provide a continuous pathway of language learning for students from Grades 3-12. In addition, the *Tasmanian LOTE Policy* stated targets that by the year 2007:

- 60% of students in Year 10 will be studying an Asian LOTE;
- 40% of students in Year 10 will be studying a European or Aboriginal language or Auslan;
- 15% of Year 11 and 12 students will be studying an Asian language; and
- 10% of Year 11 and 12 students will be studying a European or Aboriginal language or Auslan (p. 3).

Funding to government schools consisted of:

- access to a staffing provision of 0.05 per 30 students (1.25 hours). Phased introduction was to occur with this provision. Over four years, starting with Grade 3, Grades 3 to 6 were to be introduced to language, then staffing was to be phased out one grade per year. The school was to then maintain the language programme;
- resources and materials worth \$1000 per school, for each of the first four years of implementation;
- support for language teachers from school, school cluster, district and state levels; and
- relief allocation for professional development (DoE, n.d.a, p. 3).

Schools also received a computer with video conferencing software and hardware.

The Tasmanian LOTE Policy intended that Tasmania language programme implementation would be supported by state, district, and school level leadership.

To this end two full time Senior Education Officers with state wide responsibilities were appointed. In addition, each education district received

funding to create the position of District LOTE Co-ordinator (0.2 full-time equivalent).

The *Tasmanian LOTE Policy* also emphasised the need for greater training and professional development of Tasmanian teachers. This professional development included liaison with the University of Tasmania to ensure that relevant language education courses were included in primary teacher training from 1997 onwards (DEA, 1995). Qualified teachers were provided with additional opportunities to train, or retrain as language teacher specialists through the *Graduate Certificate of LOTE Teaching* or *Graduate Diploma of LOTE Teaching* (DoE, 2005c).

This summary of national and state language education policy and the *National Asian Languages and Studies in Australian Schools (NALSAS) Strategy* provides contextual information for this research project.

1.5 Aims of the research

This qualitative case study examines the factors that affect a language programme's sustainability within a primary school setting. The study has a specific focus on Indonesian language programme sustainability in Tasmanian primary schools. Indonesian is the most prevalent language taught in Tasmanian primary schools partly because Tasmania's language programmes received funding through the *National Asian Languages and Studies in Schools (NALSAS) Strategy* (Department of Education, Tasmania, 2002b). According to the Department of Education, Tasmania (n.d.a), in 2002, 43% of Tasmanian primary school students were studying Indonesian, followed by French (24%). Indonesian

is also chosen to complement the researcher's expertise in Indonesian language and culture studies. The experiences of two Tasmanian primary schools will be analysed: one primary school with a continuing language programme; and one primary school with a discontinued language programme, both with a specific focus on Indonesian language programme sustainability.

1.6 Significance of the research

Nationally, a new and significant language policy document has been endorsed by all federal, state and territory Education Ministers in 2005. The *National Statement for Languages Education in Australian Schools* (MCEETYA, 2005) stresses the importance of language study for Australia to be able take its place in an increasingly interdependent world. This document also launches the four-year *National Plan for Languages Education in Australian Schools*, (MCEETYA, 2005) with particular emphasis on:

- teaching and learning;
- teacher supply and retention;
- professional learning;
- programme development;
- quality assurance; and
- advocacy and promotion of languages learning (p. 11).

This research study will make recommendations about factors that support the sustainability of language programmes in primary schools. These recommendations will be relevant to national projects, arising from suggestions

about future directions for language education contained in the *National Statement on Languages Education in Australian Schools* (MCEETYA, 2005).

At a state level, the year 2005 marks a decade since the emergence of the *Tasmanian LOTE Policy* (DEA, 1995). The Department of Education, Tasmania (2004a) has launched *LOTE Plan 2004*, which recognises the past emphasis on the *Tasmanian LOTE Policy* (DEA, 1995), and the future focus on the *Essential Learnings Framework 2* (DoE, 2003). *LOTE Plan 2004* (DoE, 2004a) aims to promote sustainable and quality language programmes in Tasmanian schools through connections made to the *Essential Learnings Framework 2*. This research project has potential to inform key stakeholders in Tasmanian language education about the past implementation and sustainability of language learning, and thus influence future directions for language education in Tasmania.

New decentralised structures for decision-making about education in Tasmania introduced as a result of the *Essential Learnings for All (Atelier) Report* (DoE, 2004b) may see further impacts on primary school language programmes in the future, as school clusters are given more decision-making opportunities. At the state level, this research can inform curriculum decision-making at the school level, and influence funding decisions that will affect language programme sustainability at the cluster level. At the school level this research can inform school leadership about conditions that affect language programme sustainability.

This study is also significant in that it will address a gap in research on language education. Research conducted by Harbon (2001) examined how implementation

of the Tasmanian LOTE Policy (DEA, 1995) was intended to occur, how implementation occurred in practice and why this happened as it did. Harbon's (2001) work does not, however, consider factors related to the sustainability of language programmes in Tasmanian primary schools.

A Victorian study on language programme sustainability conducted by Susanto (1996), examined the factors that hinder language programmes in regard to one Melbourne school. Susanto (1996) collected data from the principal, language teacher, LOTE officer and sixty children through survey and interview. Susanto's (1996) work found similar results to factors that will be mentioned in sections 2.1, 2.2 and 2.3 of the review of literature. This study will differ from Susanto's research as it will examine two schools, with contrasting different experiences of language programme sustainability. Unlike Susanto's research, this study will provide more detail on the influences of system level decision making, and the specific factors that led to the discontinuation of one the language programmes.

This study fills a gap in the research about language programme implementation and sustainability. The research in this study will investigate language programme continuation and discontinuation, from system and school level, thus building on the work of Harbon (2001) and Susanto (1996).

1.7 Research questions

The research questions are framed as follows:

Overarching research question:

What factors affected the sustainability of language programmes in two Tasmanian primary schools?

Research sub-questions:

1. What system level decisions affected the sustainability of language programmes in two Tasmanian primary schools?
2. What school level factors affected the decision to continue or discontinue language programmes in two Tasmanian primary schools?
3. What factors in the wider community affected the sustainability of the language programmes in two Tasmanian primary schools?

1.8 Research paradigm

The nature of this study is qualitative, using case study methodology and descriptive data obtained from participants during semi-structured interviews. This case study functions within the constructivist paradigm identified in Hatch (2002). According to Hatch (2002) the constructivist paradigm produces case studies, narratives, interpretations and reconstructions. The same author also suggests that the constructivist paradigm constructs “multiple realities” (Hatch, 2002, p. 13) between the researcher and participants. This study examines the perspectives of six participants using semi-structured interviews. Perspectives are then synthesised to evaluate what factors affected the language programme sustainability in two Tasmanian primary schools.

1.9 Theoretical framework

This study operates within the broader framework of educational theory developed by writers in the field of curriculum implementation (Brady, 1995; Marsh, 2004), and educational change (Cuban, 1992; Fullan, 1997; Skilbeck,

1991). Theoretical frameworks for language curriculum implementation and change remain relatively underdeveloped. However, this study uses theories of effective language teaching (Curtain & Dahlberg, 2004) and language programme sustainability (Rosenbusch, 1995), to form a relevant theoretical framework.

1.10 Research design

This research is a case study of factors that affected the sustainability of the Indonesian language programmes in two primary schools; one school with a discontinued language programme; the other school with a continuing language programme.

To obtain data, semi-structured interviews were conducted with six participants. The participants were selected due to their experience in system level or school level primary school language programme implementation and management. The participants were:

- two Department of Education personnel, involved in language programme implementation;
- a language teacher and a senior staff member from a school with a discontinued language programme; and
- a language teacher and a senior staff member from a school with a continuing language programme.

The experiences of each participant were examined using typological analysis to determine what factors led to the continuation or discontinuation of the schools' language programmes.

1.11 Limitations of the research

This study has the following limitations:

- the nature of case study means that the results of this study are not generalisable. The results are specific to the situations of the primary schools involved. This study is intended to inform stakeholders about language programme sustainability, and to offer findings about the two schools' experiences;
- the number of participants involved is limited. Data were collected from system level decision makers, senior staff, and language teachers. Stakeholders such as parents and students were not interviewed.
- The semi-structured interview process obtains data that participants wish to provide. Likewise, data collected were limited to what participants could remember.

1.12 Definitions of key terms

The following key terms are frequently used in this study.

Cluster	A group of schools, geographically close together, that teach the same language. Under the terms of the <i>Tasmanian LOTE Policy</i> (DEA, 1995), each school had to agree on a language that the whole cluster would study. Such an arrangement supported manageability of funding, staffing, and continuity of language teaching and learning from primary school to high school.
Curriculum	A set of learning experiences that students complete under the guidance of schools (Marsh, 2000).
Feeder high school	A high school in a cluster that takes in students from nearby primary schools (Department of Education and the Arts (DEA), 1995).
Generalist classroom teacher	A classroom teacher who is responsible for teaching all general curriculum areas (Department of Education and

	Science, 1978).
Implementation	Putting a new curriculum, policy or learning programme into practice (Marsh & Stafford, 1988).
Itinerant	A visiting specialist teacher, who teaches a fractional load in two or more schools (Department of Education, Tasmania, n.d.a).
Language(s)	Refers to the learning of a language that is not English. Recent documents such as the “ <i>Report on Intercultural Language Learning</i> ” prepared by Liddicoat, Papademetre, Scarino, and Kohler (2003) state that “ <i>language</i> ” is a better referential term as opposed to <i>LOTE (Languages Other Than English)</i> “highlighting a view that a learning area is best described by what it is, rather than what it is not” (p. 2). The phrase <i>Languages Other Than English (LOTE)</i> will be used when directly quoting from literature or policy documents.
Language programme	A programme undertaken by a school to implement and support the learning of language (Rosenbusch, 1995; Curtain & Dahlberg, 2004).
Maintenance funding	State government funding for schools that have finished their seven year <i>NALSAS Strategy</i> funding cycle (S. Tolbert, personal communication, June 28, 2005).
Online schools	A school with a state/federally funded language programme that supports a pathway of language learning (DEA, 1995).
Pathway	A cluster based plan of language programme continuity, ensuring students have access to the same language from Grades 3 to 10 (DEA, 1995).
School level factors	Decision making and planning that occurs within schools (Brady, 1995).
School level planners	School level personnel involved in the planning and development of general curriculum, or language curriculum.
Stakeholders	Those involved in the outcomes of education (Marsh, 2004).
Sustainability	Careful planning and management to ensure that language have a continued role within school curriculum (Dellit, 2002; Simpson & Norris, 2000).
System level factors	Decision making and planning that occurs within the state and federal government agencies (Brady, 1995).

System level planners	System level personnel involved in the planning and development of general curriculum, or language curriculum.
Wider community level	Decision making that is influenced by factors in the wider community such as parents, demographics, politics, and government (Skilbeck, 1991).

1.13 Chapter outlines

Chapters in this study consist of:

- **Chapter 1: Introduction**

Chapter 1 introduces the contextual background to the study. Policy documents that have influenced language programme implementation in Tasmania are outlined. The significance of the study is discussed. Research questions are introduced and limitations of the study are detailed. Key terms used within the study are defined.

- **Chapter 2: Literature review**

Chapter 2 provides a review of literature pertaining to the three research sub-questions that frame this study. The review of literature details system level factors, school level factors and wider community factors that affect the sustainability of primary school language programmes.

- **Chapter 3: Methodology**

Chapter 3 presents the research design and methodology used in this study. A timeline of the study is given. The choice of study participants is detailed. The procedures for gathering and analysing data are described.

Chapter 3 concludes with discussion of the descriptive validity, trustworthiness and credibility of the study.

- **Chapter 4: Findings and discussion**

Chapter 4 presents the results of the data collection. Data are arranged according to the three sub-questions of this research. Discussion details how the results pertain to key factors identified in Chapter 2.

- **Chapter 5: Conclusion**

Chapter 5 addresses the overarching research question. The chapter concludes by identifying recommendations of the study, and suggestions for further research.

1.14 Conclusion of Chapter 1

This chapter has described the contextual background and significance of the study. The following chapter will present the review of literature, which synthesises relevant research about language programme sustainability. The review of literature pertains to the three research sub-questions of this study.

Chapter 2: Literature Review

2.1 Chapter overview

Chapter 2 provides a review of literature relevant to this research into factors affecting the sustainability of Indonesian language programmes in Tasmanian primary schools. This chapter provides key points that will inform the discussion of research findings in Chapter 4.

The organisation of this chapter is reflective of the work of Cuban (1992) who suggests that any form of curriculum sustainability is open to internal and external influences. Cuban describes internal influences as factors that exist within the education community at system and school levels, while external influences include political and economic factors and powerful groups in society.

Accordingly, this review of the literature is organised under three major headings:

- **(2.2) System level decisions that affect the sustainability of language programmes.**

This section discusses system level influences on primary school language programmes such as: language policy; models of language programme delivery; system level leadership; articulation between primary school and high school; language teacher supply and retention; and access to resources.

- **(2.3) School level factors that affect the sustainability of primary school language programme.**

This section addresses school level influences on primary school language programmes such as: active, engaged leadership; whole school approaches; a supportive working environment for the language teacher; the effective language teacher in the sustainable language programme; and language programme continuity in a primary school.

- **(2.4) Factors in the wider community that affect the sustainability of language programmes.**

This section examines the influences that economics, politics, culture, society and parents have on language programmes.

The first section in this review of literature concerns the system level factors that influence language programme sustainability.

2.2 System level factors that affect the sustainability of language programmes

This section will detail the system level factors that affect the sustainability of language programmes. The key points in this section have been synthesised from a variety of sources and are arranged according to the following notions:

- (2.2.1) Language policy and language education curriculum frameworks;
- (2.2.2) Models of language programme delivery;
- (2.2.3) System level leadership;
- (2.2.4) Articulation of a language programme between primary school and high school;

- (2.2.5) Language teacher supply and retention; and
- (2.2.6) Access to resources.

2.2.1 Language policy and, language education and curriculum frameworks

This section will discuss:

- (2.2.1.1) Language policy; and
- (2.2.1.2) Language education and curriculum frameworks.

2.2.1.1 Language policy

Chapter one of this study (see section 1.1) established that the importance of language education is recognised in policy documents at the national level within Australia. These policies include the *Adelaide Declaration* (MCEETYA, 1999) and the *National Statement for Languages Education in Australian Schools: National Plan for Languages Education in Australian Schools 2005-2008* (MCEETYA, 2005). It is within this broader national context that the Tasmanian Department of Education has recognised the importance of language study through the *Tasmanian LOTE Policy* (DEA, 1995) (see also 1.4). Harbon (2000) believes that the *Tasmanian LOTE Policy* (DEA, 1995) held some strengths including:

- strong leadership to guide language policy implementation in Tasmania;
- a well planned rationale on which to base the importance of language policy; in Tasmania;
- “incrementally” planned implementation;
- a detailed policy framework; and

- access to resources such as materials and trained personnel (paragraph 14).

Harbon (2000) suggests that the *Tasmanian LOTE Policy* (DEA, 1995) also failed to consider aspects of curriculum policy implementation such as:

- monitoring the policy over periods of time;
- the importance of teacher networking;
- the level of qualifications language teachers were required to have;
- models of language teaching methodology best used in the classroom; and
- support for language teachers to reflect on their language teaching beliefs and practices (paragraph 14).

In addition, Harbon (2000) believes that the *Tasmanian LOTE Policy* (DEA, 1995) was too focused on the goals that the Department of Education, Tasmania wished to achieve. This focus on specific targets meant that the Department of Education neglected to suggest to schools the best means of achieving their goals (Harbon, 2000). She (2000) suggests that schools needed information to guide implementation of the *Tasmanian LOTE Policy*, such as language teaching methodologies, appropriate qualifications for language teachers, and how to evaluate language teaching and learning (paragraph 15).

2.2.1.2 Language education and curriculum frameworks

In its information brochure, the *Essential Learnings and LOTE Learning Area*, the Tasmanian Department of Education (2004c) highlights connections between language education and the Tasmanian curriculum framework the *Essential Learnings Framework 2* (DoE, 2003). The *Essential Learnings Framework 2*

(DoE, 2003) does not specifically dedicate a “*Key Element Outcome*” or “goal of learning” (DoE, 2003b, p.5) to language education. Instead, the *Essential Learnings Framework 2* opts to integrate language learning outcomes into Key Element Outcomes such as “Valuing diversity” and “Being literate”.

The Key Element Outcome “Valuing diversity” states that:

Students who value diversity,

- acknowledge and celebrate diversity and difference in self and others;
- have the courage to promote difference when achieving personal and shared goals; and
- describe the complex ways in which people are similar and different (DoE, 2003, p. 25).

Language education complements the “Valuing diversity” Key Element Outcome through its emphasis on intercultural language learning. ‘Culture’, ‘diversity’ and ‘difference’ are central concepts of intercultural language learning (Asia Education Foundation, 2005, p. 11). “Valuing diversity” reflects the goals of intercultural language teaching and learning stated in the *Report on Intercultural Language Learning* (Liddicoat, Papademetre, Scarino & Kohler, 2003). The goals of intercultural language learning are:

- understanding and valuing all languages and cultures;
 - understanding and valuing one’s own language(s) and culture(s);
 - understanding and valuing one’s target language(s) and culture(s);
 - understanding and valuing how to mediate among languages and cultures;
- and

- developing intercultural sensitivity as an ongoing goal (Liddicoat et al., 2003. p. 49).

The *National Statement for Languages Education in Australian Schools* (MCEETYA, 2005) also promotes the connection between intercultural language learning and appreciation of diversity. The *National Statement* (MCEETYA, 2005) states that “intercultural language learning helps learners to know and understand the world around them” (p. 3). The *National Statement* promotes intercultural language learning as a way to increase the cultural, linguistic and social enrichment of students in Australia.

The Department of Education, Tasmania’s (n.d.b) information brochure *Intercultural Language Learning*, confirms the importance of intercultural language learning with regard to the “Valuing diversity” Key Element Outcome. The brochure states that intercultural language learning leads to “an appreciation of language and culture diversity” (DoE, n.d.b, paragraph 5), which is also reflected in “Valuing diversity”.

A connection to languages education is also embedded in the *Essential Learnings Framework 2* (DoE, 2003) “Being literate” Key Element Outcome. In that document a key statement about being ‘Being literate’ is that:

Literate students access the resources involved in being a competent communicator and use these resources in interconnected ways with the focus always on making meaning and communicating. The resources involve being able to:

- work with the codes in which texts are constructed;
- participate in making meaning of texts;
- use texts; and
- critically analyse and transform texts (DoE, 2003, p. 6).

The outcomes for “Being literate” are reflective of Freebody and Luke’s “Four resources model” (1990, cited in McKay, 2000), which identifies the “four roles of a reader” (McKay, 2000, p. 11). Freebody and Luke (1990, cited in McKay, 2000) believe that a reader is:

- i) a code-breaker – a text must be decoded by the reader;
- ii) a text-participant – a text has topical and textual knowledge;
- iii) a text-user – a text has a purpose, it can be used to respond and write;
and
- iv) a text-analyst – a text has an underlying purpose to persuade readers
(McKay, 2000, p. 11).

McKay (2000) also suggests that language learning assists literacy development, especially when connected to Freebody and Luke’s (1990, cited in McKay, 2000) “Four resources model”. McKay (2000) claims that language development:

- assists “code-breaking” through metalinguistic awareness “fostering an understanding that language exists” (p. 11). Language also assists code breaking by fostering “a love of language learning” (p. 11);
- assists “text-participation” by developing learning strategies and a “realisation of difference...about other people and other ways of life...that language reflects such difference” (p. 11);

- assists “text-use”, or communication through the development of “resources for and knowledge about appropriate ways to respond and write” (p. 11); and
- assists “text-analysis” through “critical understanding of language and culture” (p. 11). This understanding leads to cultural and socio-cultural agendas in text. Text-analysis also perceives “how the text constructs the reader” (p. 11).

The Department of Education, Tasmania’s information brochure “*Intercultural Language Learning*” (DoE, n.d.b) also emphasises the links between language education and English literacy development. The brochure states that language learning develops students’ understanding of “their own and others’ languages, thus extending their range of literacy skills, including skills in English literacy” (DoE, n.d.b, no page number). The brochure adds that language learning assists the development of critical and analytical thinking skills in students. Critical and analytical thinking skills are reflected in the Freebody and Luke’s “Four resources model” (1990, cited in McKay, 2000).

Coherent and connected language policy is a contributing factor in successful language programme implementation. Clear links between language education and Australian and Tasmanian general curriculum policy documentation help to embed language education in the broader curriculum. National and state policy documents that highlight contributions that language education can make to curriculum content, help to sustain a language programme (Dellit, 2002; Curtain & Dahlberg, 2004).

2.2.2 Models of language programme delivery

Marsh (2004) explains that many past curriculum policies have failed because they were implemented “unintelligently” (p. 65). Likewise, Fullan (1997) and Brady (1995) contend that any curriculum policy that does not consider system level responsibilities and constraints such as staffing for curriculum programmes, leaves school level leadership to contend with a poorly planned and limited policy. Rosenbusch (1995) suggests that many language programmes in the United States of America have been discontinued because schools have been left to implement programmes that were “inadequate in design” (p. 2). Therefore, system level decision-makers must consider the models of language programme delivery that will support the implementation of curriculum policy in schools.

The importance of an appropriate model of language programme delivery is reflected in the notion of “coherent policy and operational framework” (Asia Education Foundation, 2004, p.191). A coherent operational framework accounts for organisational details such as staffing, student groupings, time allocation and resource support.

The Department of Education, Tasmania, (n.d.a), put forward twelve models of language programme delivery, suggesting that a language teacher could be someone who is on staff permanently, part-time, or itinerantly to deliver language teaching. Other suggestions from the Department of Education to manage the delivery of a language programme are: combining classes together; online delivery; or moving students from one school to another once or twice a week for language lessons.

The Department of Education (n.d.a), do not promote one preferred model of language programme implementation, opting instead to detail the most common method of language programme delivery in Tasmanian primary schools as a guide. From 1996 until 2002, the most common method of delivery is based on the standard implementation of the *National Asian Languages Studies in Australian Schools (NALSAS) Strategy*. This method of delivery involved a seven year cycle of centrally funded resources. Four of the seven years during this cycle provided schools with: a language teacher of 0.05 per cohort of 30 students; one thousand dollars worth of resources for each of the four years; and a computer with internet capabilities (see also 1.3;1.4).

The work of Dellit (2002) offers detailed models of delivery from a South Australian perspective. Dellit (2002) indicated that there is no “preferred model” (p. 4) of language programme delivery. Dellit (2002) suggests that education systems should provide schools with various models of delivery to choose from, so that school level leadership can determine the model that will best suit their school’s contextual needs. This is supported in Rosenbusch (1995) who believes that primary schools should be able to consult with system level planners about the advantages and limitations of each programme model before implementing a language programme.

In terms of the operational factors affecting the sustainability of language programmes, Dellit (2002) stresses that system level planners should consider the sustainability of language teacher supply, ensuring that the proposed models of delivery are manageable. Dellit (2002) adds that system level planners must

consult with primary schools, secondary schools, academics, key advisory bodies, and members of the community with relevant language background, to ensure that models of language programme delivery are sustainable and relevant to school situations.

Dellit's (2002) and Rosenbusch's (1995) views establish that models of language programme delivery must not be overlooked by system level language policy planners. To assist language programme implementation, education system personnel must support schools by providing suggested models of language programme delivery.

2.2.3 System level leadership

Brady (1995) contends that curriculum implementation should include the provision of support to schools in terms of leadership. Strong support from dedicated system level personnel is needed to implement language policy in a sustainable manner. Simpson and Norris (2000) suggest that system level personnel who support schools in the implementation of a language programme should provide:

- information to schools about what a good language programme and effective language teaching will resemble;
- quality, relevant professional development; and
- access to funding for resources such as language teacher specialists, curriculum materials, and information technology.

Scarino, Vale, McKay and Clark (1988) believe there is need for system level personnel who are able to assist the process of implementation through guiding the networking of language teachers, clarifying answers to questions, and by working with schools to seek solutions to problems associated with the implementation of language programmes.

Without strong system level leadership, language programme implementation is difficult. System level leadership can guide schools implementing language programmes through the provision of professional development and resources. Strong leadership at the system level can also support long term continuity of a language programme by providing feedback and advice.

2.2.4 Articulation of language programmes between primary and secondary schools

Language programme implementation should also be articulated across school sectors according to Curtain and Dahlberg (2000) and Rosenbusch (1995). Articulation ensures that students studying a language have a clear transition of language learning from primary school to secondary school. This transition process is especially important for secondary school students, as secondary schools often receive students from several primary schools with various language backgrounds and levels of linguistic capabilities. Rosenbusch (1995) adds that successful primary school to secondary school transition results in students with “higher levels of fluency in the language” (p. 2).

Tolbert (2003) examines the Tasmanian experience of primary to secondary school transition in languages education, and finds that globally, features of successful transition are:

- (2.2.4.1) Communication between sectors;
- (2.2.4.2) Knowledge and understanding of styles, approach, teaching method, and levels attained in each sector;
- (2.2.4.3) Recognition of children's prior learning; and
- (2.2.5.3) Professional development of teachers (p. 27).

Each feature is discussed in the points to follow.

2.2.4.1 Communication between sectors

A study carried out by Steigler-Peters, Moran, Piccioli and Chesterton (2003) determines that “cooperation, communication, and support amongst partner schools” is a major factor that contributes to the sustainability of primary to secondary school transition in New South Wales. Similar emphasis on communication between sectors is found in Scarino (2003) who believes that communication provides language teachers with the chance to “negotiate, exchange ideas, present possible scenarios” (p. 7).

2.2.4.2 Knowledge and understanding of styles, approach, teaching method, and levels attained in each sector

Students moving from primary school to high school will most likely be engaged in a new and different set of language learning experiences (Low, Brown, Johnstone, and Pirrie, 1995; Scarino, 2003). Successful primary school to high school transition requires teachers from both school sectors to discuss student

learning interests and needs. Language teachers from primary school and high school sectors must also communicate their teaching styles, teaching approach, and teaching methods. This communication between sectors will establish how students have learnt language in the past, and how they will learn in the future (Scarino, 2003).

2.2.4.3. Recognition of children's prior learning

Low, Brown, Johnstone and Pirrie (1995) establish that primary to secondary school transition is important for maintaining students' interests in language education. From a Scottish perspective, Low et al. (1995) identify that repeated material and different language teaching techniques are the most common causes of frustration in primary to secondary school transition for Scottish students. Students stated that repeated material and an emphasis on grammatical and written language learning in secondary school made secondary school language studies boring.

2.2.4.4 Professional development of teachers

Steigler-Peters et al. (2003) find that teacher expertise is a factor that assists primary to high school transition. Professional development needs to be provided to develop "qualified, skilled, and committed teachers" (Steigler-Peters et al., 2003, p. 33) who are aware of transition issues and make informed decisions to enhance the process. Professional development to encourage communication between school sectors is also recommended by Steigler-Peters et al. (2003).

The management of primary to secondary school transition is a system level factor that influences language programme sustainability. This transition is especially relevant to the Tasmanian LOTE Policy (DEA, 1995) which aims to promote “language learning pathways” between primary and secondary schooling.

2.2.5 Language teacher supply and retention

System level decision makers need to consider the supply and retention of language teachers. Brady (1995) states that for curriculum implementation to be successful, constraints such as teacher supply must be considered and rectified if a short fall occurs. Marsh (2004) reflects on the need for quality teachers that provide positive opportunity for high levels of student achievement. Similarly, the importance of training language teacher specialists is emphasised in the work of Rosenbusch (1995), Simpson and Norris (2000) and Curtain and Dahlberg (2000) as a factor affecting language programme sustainability.

Curtain and Dahlberg (2000) believe that a specialist language teacher should have adequate training in teaching foreign languages and be proficient in using the target language. The same authors suggest that a specialist language teacher should have sufficient skills to plan lessons that are developmentally appropriate, engaging and meaningful to students. Curtain and Dahlberg (2000) add that a native speaker of the language is not an effective language teacher without some training in language teaching pedagogy. Furthermore, Rosenbusch (1995) believes that many language programmes in the United States of America were discontinued during the 1950’s and 1960’s due to a lack of qualified language teachers with relevant skills.

From an Australian perspective, the training of language teachers is documented as a factor affecting language programme sustainability by the Australian Primary Principals Association (APPA) (2002) and the *Review of the Commonwealth Languages Other Than English Programme* (Erebus Consulting Partners, 2002). The *Review of Commonwealth Languages Other Than English Programme* states that teacher supply and retention is “probably the most significant issue affecting the provision of LOTE by almost all jurisdictions” (Erebus Consulting Partners, 2002, p. 64). The *National Statement for Languages Education in Australian Schools* (MCEETYA, 2005) acknowledges that access to qualified language teachers sustains language programmes. To sustain language programmes it is necessary for education systems to monitor and evaluate data relevant to the language teacher workforce, including teacher supply and retention (MCEETYA, 2005). The *National Statement* (MCEETYA, 2005) suggests that education systems develop incentives to supply and retain language teachers through scholarships, in-country study, permanent employment and tertiary training.

In Tasmania, the response from system level planners has been to offer teachers the opportunity to train, or upgrade qualifications as language teachers through participation in the *Graduate Certificate in Education (Primary LOTE Teaching)* and *Graduate Diploma of Education (LOTE Teaching)*. These certificates take approximately 18 months to complete, and are subsidised by the Department of Education, Tasmania for teachers in government schools. On completion of the certificate, teachers will have improved their foreign language in listening, speaking, reading and writing skills and have gained proficiency in language

teaching methodologies. As an incentive, both certificates can be credited towards a Master of Education degree at the University of Tasmania (DoE, 2005).

In addition to initial teacher training and retraining, another issue affecting the supply of language teachers is the retention of these teachers within the school system. Breen, Briguglio and Tognini (1996) report several factors affecting language teacher retention in the Australian setting. Factors that mitigate against the retention of language teachers include: a lack of training follow-up from system level curriculum personnel; feelings of professional teacher isolation; and the stresses of teaching situations in schools. Language teachers cite stresses such as moving from class to class and having limited time with students. Breen, Briguglio and Tognini (1996) found that many itinerant teachers have the additional stresses of travel to and from schools, and the lack of suitable support to make or purchase teaching resources. Itinerant language teachers report that they need greater system level and school level support (Breen, Briguglio & Tognini, 1996).

Nationally, the supply and retention of adequately qualified language teachers is an issue that affects the sustainability of language programmes (APPA, 2002). System level planners need to consider teacher supply and retention when implementing a language policy or programme. Supply and retention must take into account the training and professional development options available to teachers. System level support is also needed to maintain the supply and retention of language teachers in stressful teaching situations such as itinerant placements.

2.2.6 Access to resources

The availability of suitable and sufficient educational resources is an influential factor in curriculum sustainability. Brady (1995) suggests that any plans to implement a curriculum should consider the resources made available to schools. Rosenbusch (1995) and Gilzow (2002) claim that adequate funding of resources greatly assists the implementation and maintenance of a language programme. The Australian Primary Principals Association (APPA) (2002) acknowledges the importance of resourcing to the sustainability of language programmes and suggests that in the past government levels of support for language education have been inadequate. A shortfall in funding at the system level leads to insufficient funding for resources in schools.

Resources that language programmes require include:

- (2.2.6.1) Information communication technology;
- (2.2.6.2) Time allocation; and
- (2.2.6.3) Curriculum materials.

Each resource is detailed below.

2.2.6.1 Information communication technology resources

Nationally, the National Board of Education and Training's (1996) commissioned report, *The Implications of Technology for Language Teaching*, recognised the potential benefits that access to information technology resources could give to language learning. The National Board's (1996) report recognises that information communication technology can positively impact language teaching

and learning. The report encourages technology use in the language classroom to provide students with an “interactive environment for language learning” (National Board of Education and Training, 1996, p. 45). Technology can also provide rapid communication with other countries which allows “networks to be established amongst people who are distant in time and space” (National Board of Education & Training, 1996, p. 45).

Access to information technology resources is important to language learning, as it helps to broaden students’ cultural understandings and their language capacity. Information technology resources provide students with the opportunity to communicate with other language users, including native speakers, using tools such as, chat, email, messaging, online meetings, discussion forums and video conferencing (Dellit, 2005; Tolbert & Browett, 2000). Internet research also gives students access to authentic texts and cultural resources (Dellit, 2005; National Board of Education & Training, 1996).

Dellit (2005) recommends the use of language based computer games and programs to assist student language learning, due to the simulated language environment that computer games can offer. Dellit (2005) notes that language based computer games empower students by providing them with the opportunity to choose the activities they wish to complete, and to self-assess their learning.

Puhfahl, Rhodes and Christian (2001) and Dellit (2005) agree that use of multimedia resources can assist language teaching and learning. Puhfahl, Rhodes and Christian (2001) also mention that videos, television shows, music and

movies can offer students a wealth of cultural and language learning opportunities.

In addition, Tolbert and Browett (2000) suggest that technology can assist teacher development. Videoconferencing software such as *ShareVision* which provides “audio, video, and data transfer between remote sites” (Tolbert & Browett, 2000 p. 27) has been used to assist student learning and teacher development throughout Tasmania. Tolbert and Browett (2000) mention that technology such as videoconferencing and email assists teacher professional development by providing collegial support to language teachers in remote areas.

The use of information technology resources provides additional purposes for language education, as learners make authentic connections beyond their school setting. Information technology also provides multimedia and independent learning opportunities that enhance learning for students. Additionally, information technology supports teacher development, collegial support and professional development through email and videoconferencing. The provision of such resources to schools, by education systems, supports the sustainability of language programmes.

2.2.6.2 Time allocation

Sufficient time should be dedicated to a language programme to optimise students’ language learning. According to Curtain and Dahlberg (2004) and Rosenbusch (1995), this means ensuring that language lessons are not too infrequent. Curtain and Dahlberg (2004) suggest that the ideal language

programme would have daily language classes of 30 to 40 minutes duration, as this frequency is linked to higher levels of language acquisition.

The allocation of time to language programmes by system level planners has implications for the sustainability of language programmes. The amount of time dedicated to a language programme influences the results of student learning. When implementing language policy, system level planners must consider the frequency and duration of language lessons. System level planners must also consider how much time school level leadership is willing to contribute to language programmes. Such considerations will affect whether system level outcomes for students' language learning are achievable; a factor that impacts on the perceived success of the language programme.

2.2.6.3 Curriculum materials

System level funding for curriculum materials has been identified in Rosenbusch (1995), Simpson and Norris (2000), Dellit (2002) and the APPA (2002) as influencing language programme sustainability. A budget provided to the school for curriculum resources supports the purchase and development of materials, equipment and facilities needed for any school learning programme (Brady, 1995).

Curtain and Dahlberg (2004) stress that a language programme should have access to resources such as:

- a white board;
- stationery including paper, pens, glue, and scissors;

- stickers and stamps for rewards;
- language learning games;
- flash cards, maps and posters that are written in target language, or represent the target culture;
- resource books with songs, activities and black-line masters;
- a CD/audiocassette player/recorder; and
- computers with internet access.

Breen, Briguglio, and Tognini (1996) mention that while schools in the past have been funded by the system level for language programmes, many teachers have felt that they were using a great deal of their own funds to create and to buy day-to-day teaching items such as flash cards, stickers, calendars and games.

Access to curriculum materials assists language programme sustainability. System level planners must consider the resources that are available to schools implementing language programmes. Additionally, system level planners should consider whether schools have sufficient funding to provide adequate resources, and may need to encourage schools to establish a school budget for language teaching and learning resources.

2.2.7 Summary of Section 2.2

This section has detailed the system level factors that affect language programme sustainability. It is evident that system level support for primary school language programme sustainability needs to consider a range of factors including: policy formation and implementation; the type of leadership provided to schools;

articulation between primary and secondary sectors; teacher supply and retention; and access to resources.

The next section of this chapter will address school level factors that affect the sustainability of primary school language programmes.

2.3 School level factors that affect the sustainability of primary school language programmes

To investigate the school level factors that affect the sustainability of primary school language programmes, the works of key authors in the field of language education will be synthesised. Where necessary, these notions will be supported with writing from the broader field of education, especially from the areas of school based management and school effectiveness. School level factors that influence language programme sustainability to be addressed in this section are:

- (2.3.1) Active, engaged leadership;
- (2.3.2) Whole school approaches to language education;
- (2.3.3) A supportive working environment for the language teacher;
- (2.3.4) The effective language teacher in the sustainable language programme; and
- (2.3.5) Language programme continuity within a primary school.

2.3.1 Active, engaged school based leadership

Dellit (2002) emphasises the need for strong school level leadership to sustain a primary school language programme. The principal of a primary school is the most influential staff member with regard to sustaining a language programme.

From a school based management perspective, Wohlstetter (1997) and Fullan and Hargreaves (1991) support the notion that active, engaged leadership has a positive effect on the sustainability of curriculum change.

Active, engaged school based leadership creates a positive school culture around language education (Asia Education Foundation, 2004; Browett & Spencer, in press). A positive school culture builds a vision for language education and includes the language programme in school curriculum, in whole school planning and in operational provision (Asia Education Foundation, 2004; Browett & Spencer, in press). This means that a principal who does not see languages as a valued part of a curriculum may influence school level language programme sustainability in a negative manner.

School leadership needs to consider how operational support can assist a positive school focus on language education. Simpson and Norris (2000) and the Asian Education Foundation (2004) mention structural details for the language programme, such as staffing, time allocation, and class numbers, across the whole school. Browett and Spencer (in press) suggest that school leadership allocate:

- non-contact time for collective school discussion;
- access to teacher aide time;
- provision of time to visit schools with well sustained language programmes; and
- opportunities for professional development.

Additionally, Browett and Spencer (in press) contend that operational support should provide access to resources. A school budget may be required to supply resources such as “multimedia, teacher support materials, language reading books and display materials” (Browett & Spencer, in press, no page number).

Active, engaged leadership also needs to advocate the language programme to relevant stakeholders. This advocacy should occur on three levels. Firstly, school leadership should consult with parent bodies when implementing and sustaining the language programme (Simpson & Norris, 2000). Secondly, school leadership should advocate school level requirements of funding, staffing, and professional development to system level personnel (Dellit, 2002). Thirdly, school leadership, through their professional association, could make university teacher education faculties aware of the need for graduates with training in language education (Curtain & Dahlberg, 2004).

A sustainable primary school language programme is assisted by having active, engaged leadership that offers practical and operational support. Language programme sustainability is also linked to active, engaged leadership that values and advocates languages within, and beyond the school community

2.3.2 Whole school approach

Puddu (2003) stresses that a whole school approach is needed to sustain a language programme. While the language teacher is an essential part of a language programme, the school community as a whole must come together to support a language programme. A whole school approach is characterised by a

strong rationale for language education, and a language programme connects to the school curriculum.

Any school implementing a language programme should ensure that the language programme rationale connects to the school's philosophies and practices (Rosenbusch, 1995). Dellit (2002) believes that a strong rationale is arrived at by consultation with stakeholders about the purpose of language education. A strong rationale is also communicated widely throughout the school community. Commitment to the language programme rationale is achieved through on-going professional development and the involvement of the whole school, including all staff, and parents, in decision making (Simpson & Norris, 2000).

A language programme connection to the school curriculum is carried out through teacher collaboration and trans-disciplinary learning. The *National Statement for Languages Education in Australian Schools* (MCEETYA, 2005) contends that teacher collaboration, particularly collaboration between the language teacher and generalist classroom teacher, increases the values placed on language learning within the general curriculum. Trans-disciplinary learning assists student language learning by allowing links to be made with other curriculum areas. Browett and Spencer (in press) stress that trans-disciplinary learning allows students "to build coherent and sophisticated understandings about interculturality through a range of conceptual links" (no page number). Trans-disciplinary learning is also dependent upon co-operation and communication between staff (Steigler-Peters, Moran, Piccioli, & Chesterton, 2003), and so the provision of

time for collaborative planning between the language teacher and classroom teachers is important for a strong language programme.

A whole school approach to language education helps to sustain a language programme within a school. Without a whole school approach to language education, a language programme is more likely to be run in isolation from other school curriculum and school planning. Isolation of the language programme may lead to misunderstanding about the language programme's purpose and the benefits to the learner.

2.3.3 A supportive working environment for the language teacher

The provision of working conditions that assists the language teacher is influential to language programme sustainability (Breen, Briguglio & Tognini, 1996; Curtain & Dahlberg, 2004). Key writers in the field of language education believe that such support entails access to curriculum resources and reduction in professional isolation. Curtain and Dahlberg (2004) and Breen, Bruguglio and Tognini (1996) add that access to curriculum teaching resources, professional development and a positive school environment are all necessary to support the work of the language teacher.

In Western Australia, Breen, Briguglio and Tognini (1996) conducted a case study on language teacher conditions that reports a major source of frustration for language teachers is working in a school that does not value and support language learning. Breen, Briguglio and Tognini's (1996) results highlight that many such schools neglect to make language teaching resources available. This lack of

whole school support for language programme resourcing made language teachers feel they were ‘making ends meet’ with the school’s generic resources, or what they as a language teacher could provide themselves.

Another factor influencing the professional life of language teachers is the issue of teacher isolation. Breen, Briguglio and Tognini (1996) suggest that a language teacher should be “a contributory member of the school community” (p. 88). Language teacher isolation may be reduced through professional development, language teacher networks and associations, mentoring, and collaborative planning (Liddicoat et al., 2005, p. 34).

A supportive working environment for language teachers assists the language programme sustainability of a school language programme. However, Liddicoat et al. (2005) suggest that effective language teaching can only occur if the language teacher is provided with a working situation that optimises their ability to teach. Factors such as teacher isolation and a lack of school resources for the language programme hinder language programme sustainability.

2.3.4 The effective language teacher in the sustainable language programme

The work of Fullan and Hargreaves (1992) on school management suggests that a characteristic of an effective school is effective teaching from dedicated and well-supported staff. Similarly, the work of Rosenbusch (1995), Simpson and Norris (2000), Dellit (2002) and Curtain and Dahlberg (2004) asserts that effective teaching influences the sustainability of primary school language programmes.

The effective language teacher, according to Curtain and Dahlberg (2004), is a teacher that is competent in a number of aspects, including:

- knowledge of language acquisition;
- professional development and proficiency in the target language and culture; and
- an understanding of the primary school environment

A language teacher who has an understanding of first and second language acquisition assists language programme sustainability (Curtain & Dahlberg, 2004; Liddicoat et al., 2005). The American Council on the Teaching of Foreign Languages (1988, cited in Curtain & Dahlberg, 2004) believe that a language teacher who has an understanding of first and second language acquisition can deliver a language programme that is suited to students' linguistic development needs.

A sustainable language programme also needs a language teacher that is proficient in the target language and culture. Liddicoat et al. (2005) explain that language proficiency is shaped by the "ability to use language appropriately to achieve communicative goals" (p. 11). The ability to use language proficiently is also influenced by understandings of culture and how well an individual overcomes difference between cultures. According to Simpson and Norris (2000) and Curtain and Dahlberg (2004), a language teacher that is proficient in the target language and culture can provide an engaging and relevant learning situation, suited to students' developmental needs.

Effective language teaching involves an understanding of the broader primary school curriculum and of the language curriculum operating in the primary school setting (Curtain & Dahlberg, 2004; Simpson & Norris, 2000). This understanding enables the language teacher to deliver lessons that are developmentally appropriate to students and relevant to the broader curriculum.

It is also important that a language teacher has an understanding of general classroom teaching pedagogy. Curtain and Dahlberg (2004) and Liddicoat et al. (2005) believe that a language teacher with generalist teacher training can teach languages more effectively due to their understanding of “generic teaching strategies” (Liddicoat et al., 2005, p.8). These generic teaching strategies include classroom management, lesson planning and encouraging student motivation.

An effective language teacher contributes significantly to language programme sustainability. Ensuring that a language teacher is proficient in language, culture, language teaching methodologies and general classroom practice, helps to create a language learning experience that is motivating and relevant to student learning.

2.3.5 Language programme continuity within a primary school

School level programme continuity is important to language programme sustainability. Politzer (1991, cited in Curtain & Dahlberg, 2004) emphasises that teachers should never repeat material that students have learned and mastered, thus ensuring that students are always motivated.

Similar emphasis is found in Stohl (1992) and Simpson and Norris (2000) who believe that programme continuity should encompass programme evaluation, including the assessment of student work samples, and teacher observations of linguistic and cultural development. Careful tracking of student progress ensures that language learning is relevant to students' needs and to their development levels.

A sustainable language programme builds on students' prior learning in a coherent, carefully planned manner. To maintain student and staff interest in the language programme, school level programme continuity needs be ensured.

2.3.6 Summary of section 2.3

This section has identified the school level factors that influence language programme sustainability. Factors that influence primary school language programmes include: active, engaged leadership; whole school approaches towards the language programme, including access to resources and school budget allocations; a supportive working environment for the language teacher, effective language teaching in the sustainable language programme; and language programme continuity within the primary school.

The next section of this chapter will address factors in wider society that influence the sustainability of language programmes.

2.4 Wider community level factors that affect the sustainability of language programmes

This section will identify factors in the wider community that influence the sustainability of primary school language programmes. Brady (1995) believes that external influences are critical factors to consider in relation to curriculum sustainability, as external influences are often harder to change than factors at the school and system level.

This section also reflects Townsend's (1995) view that a school's community is made up of various people who have agendas that they wish to be met through schools. Townsend (1995) defines community as "the staff, students, parents and administrators directly involved with the school, but may also include members of the school's local community and the society as a whole" (p. 147).

Based on the work of relevant authors this section will address four key themes:

- (2.4.1) Economic and political influences that influence language programmes;
- (2.4.2) Cultural influences that influence language programmes;
- (2.4.3) Societal influences that influence language programme sustainability; and
- (2.4.4) Parental influences that influence language programme sustainability.

Each theme will be considered in turn.

2.4.1 Economic and political influences that influence language programmes

Skilbeck (1991) supports the notion that economic and political trends influence the content of curriculum and elaborates that governments will use their influence on education and curriculum as a means of achieving a political or economic agenda. Skilbeck (1991) also notes that fluctuations in a nation's economic and demographic stability will determine the level of funding that a government will allocate to education.

The *National Statement for Languages Education in Australian Schools* (MCEETYA, 2005) outlines an agreed federal, state and territory government position on languages education until the year 2008. The *National Statement* (MCEETYA, 2005) proposes that at the national level language education will “contribute to our strategic, economic and international development” (p. 2). At the individual level, language education is seen to provide greater employment and career prospects for Australian students (MCEETYA, 2005).

Past language policy implementation in Australia has also been influenced by government political and economic agendas. Djitè (1994) mentions that from the 1980's, a shift in Australian government attitude recognised the use of “language as a resource” for possible economic and political ties with Asia (Djitè , 1994, p. 9). The same author contends that this recognition of languages as a resource led to “economic rationalism” (p. 9), or language education being used as an economic tool. Ingram (1992, cited in Djitè) describes “rationalism” as an “understanding of the issues involved” (p. 67) leading to the development of a

theory to solve a set of problems. This “economic rationalism”, or use of languages as an economic tool, emerged during the years 1988 to 1992, when a decline in Australia’s economic prosperity led to a push from the Asia Studies Council for trade with Asia (Djitè, 1994).

From the mid 1990’s, many school language programmes in Australia were implemented through, and influenced by, the *National Asian Languages Studies in Australian Schools (NALSAS) Strategy* (Council of Australian Governments (COAG), 1994, cited in Lo Bianco, 2001) (see also section 1.1). Rudd (1995) emphasises that the *NALSAS Strategy* was implemented due to a government economic agenda to increase trade with Asia. Rudd (1995) states that:

...the proposition which we need to therefore examine is whether a comprehensive approach to Asian languages and cultures education in Australian schools will enhance the capacity of the next generations of Australians to engage more effectively in regional economic opportunities... (p. 24).

As a result the *NALSAS Strategy* aimed to fund the provision of four Asian languages deemed to be most important to Australian trade: Korean; Chinese; Japanese; and Indonesian. In the period of 1996 to 2005, Indonesian became the most prevalent language taught in Tasmanian primary schools, followed by French and Japanese.

The *NALSAS Strategy* intended to offer financial support for the provision of Asian languages in Australian schools until the year 2006. *The Review of the Commonwealth Languages Other than English Programme* (Erebus Consulting

Partners, 2002) reports that funding for the *NALSAS Strategy* ceased in the year 2000, after debate about whether continued funding would see the programme completed or would be “throwing good money after bad” (p. 49).

The Australian Government Department of Education, Science and Training website (2003) does not mention the discontinued funding of the *NALSAS Strategy* as it applies to language education programmes in schools. The Australian Government Department of Education, Science and Training (2003) instead states that the Australian government committed \$208 million to *NALSAS Strategy* from 1994 to 2002, and continues to annually fund the Asia Education Foundation with a core grant of \$1.2 million. The Australian Government Department of Education, Science and Training website (2003) further mentions that this core grant is to promote the study of Asia across all curriculum areas.

Federal economic and political interests have influenced the implementation and sustainability of language programmes in Australia. A particularly dominant influence has been government trade agendas. Changes in federal government interests have varied the amount of funding provided for Asian language programme implementation in Australia.

2.4.2 Cultural influences that influence language programmes

Skilbeck (1991) and Brady (1995) believe that cultural influences impact upon general curriculum implementation. Brady (1995) mentions that an increase in migrant intake, particularly migrants from Non-English Speaking Backgrounds, has influenced the content of curriculum in Australia.

Djitè (1994) suggests that a great deal of Australian language policy development and implementation has stemmed from shifts in Australian multicultural policy in the 1970's. According to Djitè (1994), abandoning of the *White Australia Policy* in the 1970's brought about a shift in Australian language policy, with more migrants demanding the right to learn languages in schools.

Decades later, multiculturalism is still a relevant issue in Australian society. This is evident in the work of the National Multicultural Council (1999, cited in Lo Bianco, Liddicoat & Crozet, 1999) that stresses that multiculturalism should reach all Australians “whether born here or overseas and whether of English – or non English speaking origin” (p. 3). Lo Bianco, Liddicoat and Crozet (1999) suggest that one way of involving all Australians in multiculturalism is through language education.

The *National Statement on Languages Education in Australian Schools* (MCEETYA, 2005) reflects upon the need for students to be able to interact in multilingual and multicultural settings. The *National Statement* (MCEETYA, 2005) declares that language learning will enable “learners to communicate across cultures” (p. 2). The *National Statement* (MCEETYA, 2005) also states that language education will benefit multiculturalism in Australian by “further developing the existing linguistic and cultural resources in our community” (p. 2).

Cultural shifts in Australian society have influenced the recognition given to language education in Australian schools. From the 1970's, an increased migrant intake in Australia has contributed to a growing focus on multiculturalism in

Australian society and increased the demand for language education in Australian schools.

2.4.3 Societal influences that influence language programme sustainability

Skilbeck (1991) and Hargreaves (1997) indicate two key influences in society that impact upon curriculum implementation and sustainability. These societal influences are demographic change and shifts in the values held by society. Demographic influences that have impacted on language education in Australian society are largely related to the cultural composition of the Australian population. The influences have come about from increased migrant intake (see 2.4.2). This section will focus on how a shift in societal values has influenced language education in Australia.

Saunders (2005) contends that from the beginning of formal secondary education until the 1970's, Australian society valued language education as "an essential part of a well-rounded education" (p. 4). Saunders (2005) also mentions that until the 1970's Australian society regarded language education an important part of pre-tertiary study, as many tertiary institutions used languages as a pre-requisite for entry. Most tertiary institutions abandoned this practice in 1970's, meaning that in the 1980's languages were only studied by students deemed to be 'academic' (Saunders, 2005). It was not until the 1990's that language education was again recognised as part of a "well-rounded" education. Saunders (2005) indicates this new focus on languages is for all students, across all grades.

Australian society's regard for language education is more recently reflected in the *National Statement on Languages Education in Australian Schools* (MCEETYA, 2005). The *National Statement* (MCEETYA, 2005) identifies that language education in Australian society will build "social cohesiveness through better communication and understanding" (p. 2).

Hargreaves (1997) mentions that societal values influence the way in which people view schooling. Societal values also influence the way in which people view language education. Until the 1970s, languages were considered a necessary part of schooling. It has not been until the 1990s that society has once again recognised the value of language learning.

2.4.4 Parental influences

Parents are an important influence on all aspects of education, including language education. Marsh (2004) contends that parental support can be a positive factor in curriculum implementation. Similarly, Epstein (1997) highlights the benefits of partnerships between school, family and community in terms of curriculum sustainability.

Scarino and Papadametre (2001) suggest that past language policy and curriculum development in Australia has failed to give adequate consideration to parental attitude. These authors argue that multicultural education and language policy have been imposed on parents. Parents have not been given the opportunity to engage in informed debate or to contribute to the formation of language policy.

Simpson and Norris (2000) contend that parents should be involved in other language programme decision making processes, especially at the school level. Parents can express their expectations of the language programme and provide useful input about their children's language background and learning needs.

Providing parents with the opportunity to participate in informed language programme decision making will increase their awareness of the teaching and learning being offered to students, and of the value of language education.

2.4.5 Summary of section 2.4

This section has outlined factors in the wider community that influence the sustainability and implementation of language programmes. Particular attention has been given to the influences on primary school language programmes from: economic and political forces; Australia's cultural profile; the manner in which society views language education; and parental sense of ownership of school language programmes. Each of these influences impact on the broader issue of language policy and on the implementation and sustainability of language programmes.

2.5 Conclusion of Chapter 2

This chapter has identified factors from the system level, the school level and the wider community that may influence the sustainability of primary school Indonesian language programmes. Cuban (1992) particularly believes that these factors are most influential on curriculum sustainability. This synthesis of factors

will be used in Chapter 4 to discuss the factors that influenced the sustainability of the two primary school language programmes featured in this study.

The following chapter in this study will present the research methodology.

Chapter 3: Methodology

3.1 Overview

This chapter will outline the methodology used to implement this study on language programme sustainability, and will discuss research procedures, concentrating on:

- (3.2) A re-statement of the research questions;
- (3.3) An overview of the study;
- (3.4) Selection of participants;
- (3.5) An overview of data collection and data analysis;
- (3.6) Procedures for data collection and analysis; and
- (3.7) Descriptive analysis, trustworthiness and credibility.

3.2 Re-statement of the research questions

The overarching research question is as presented below:

- What factors affected the sustainability of language programmes in two Tasmanian primary schools?

In order to investigate the overarching question, three sub-questions were used to guide the research. These questions are:

1. What system level factors affected the sustainability of language programmes in two Tasmanian primary schools?
2. What school level factors affected the decision to continue or discontinue language programmes in two Tasmanian primary schools?

-
3. What factors in the wider community affected the sustainability of the language programmes in two Tasmanian primary schools?

3.3 Overview of the study

Case study methodology is selected as the primary means of conducting this research. Stake (1995) asserts, that a case study is “the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances” (xi). In this study, the case is the particular experiences of two schools within the same Education District, one school with a continuing Indonesian language programme, the other school with a discontinued Indonesian language programme. Within this case study framework the experiences of teachers, school level leadership and Department of Education personnel are examined.

Stake (1995) also reflects that case study methods are not useful for generalisation that is, producing results that will be replicable in all circumstances. Instead, this case study uses the researcher’s interpretation to present the perspectives of six key participants in a manner that is “patient, reflective and willing to see another view” (Stake, 1995, p. 12). This approach uses what Stake (1995) identifies as multiple realities, ensuring that the individual views of each participant are “preserved” (p. 12). The end result of this research is a case study that provides insight into the views of the participants involved.

Stenhouse (1984, cited in Bassey, 1999) further divides the nature of case study according to the intention of the research. Stenhouse’s (1984, cited in Bassey,

1999) description of “evaluative case studies” reflects the goal of this study, which is to provide “educational actors or decision makers with information that will help them judge the merit of and worth of policies, programmes or institutions” (p. 28). Stenhouse’s (1984, cited in Bassey, 1999) explanation of evaluative case study also indicates that this study will not provide a generalisation that is applicable to all primary schools. This study will instead inform stakeholders about possible causes of language programme continuation or discontinuation.

Due to the nature of a case study and the requirement for detailed information, qualitative research methods were used in this study. The particular qualitative methods used will be detailed later in this chapter.

3.4 Selection of participants

The research aimed to document and analyse the complexities of running a language programme within two different primary schools: one school with a language programme, and one school with a discontinued language programme.

To document and analyse the cases of each school, six participants were selected to contribute data to this study. These six participants were:

- two Department of Education personnel who had responsibility for supporting the implementation of language programmes at a district level;
- a language teacher and a senior staff member from the school with a discontinued language programme; and

- a language teacher and a senior staff member from the school with a continuing language programme.

The criteria for inclusion in the study were that the participants needed to have been involved with a primary school language programme that taught Indonesian, and had around five years of experience in their position. Ensuring that participants had approximately five years experience at teaching or directing language programme implementation meant that interview questions could be answered with insight. Details of schools and of Department of Education personnel were found using the “LOTE” section on the Department of Education’s website. Potential participants were approached according to ethical procedures, detailed in section 3.6.2.

3.5 Overview of data collection and data analysis

The use of semi-structured interviews allowed the experiences of study participants to be captured in detail. Typological analysis is used to analyse data from semi-structured interviews. Hatch (2002) explains that typological data analysis involves “dividing the overall data set into categories or groups based on predetermined typologies” (p. 152). These categories are identified through “theory, common sense, and/or research objectives” (Hatch, 2002, p. 152). Further details of the data collection and analysis process are given in section 3.6.5 of this chapter.

3.6 Procedures for data collection and analysis

Procedures for data collection and analysis occurred as a series of five phases.

Each phase is addressed in the table (Table 3.1) that follows:

Table 3.1: Phases of data collection

Phases of data collection		
Phase	Months	Tasks
1 Construction of the study	February – March	Conduct background reading Devise a suitable methodology Write research proposal Conduct review of relevant literature Construct semi-structured interview questions
2 Presentation of study to relevant ethics committees	March – May	Finalise research proposal, complete with semi-structured interview schedules, and information for participants Approach relevant ethics committee with research proposal
3 Pilot study	May	Pilot semi-structured interview questions Alter aspects of research procedures and interview questions
4 Data collection	June – August	Approach potential participants Conduct semi-structured interviews and member checking
5 Data analysis	August – October	Analyse data and draw conclusions

The procedures for each phase will now be detailed in the sub-sections to follow.

3.6.1 Phase 1: Construction of the study

Phase 1 consisted of the preparation of the written documentation and background reading needed to implement this case study. A review of relevant literature formed an important beginning to data collection in this study as it synthesised recent relevant literature and created a framework for devising interview questions (Yin, 1994).

3.6.2 Phase 2: Presentation of study to relevant ethics committees

All research in this study was carried out with full approval from the relevant University and Department of Education ethics committees. The research methodology was constructed with consideration of the small population size of the language education community of Tasmania. Mackey and Gass (2005) emphasise the importance of researchers minimising the risks, stresses and discomfort to participants when carrying out research. The same authors also stress that the researcher should take steps to ensure participant anonymity by not revealing participant identity, and by storing data in a secure location.

This research project ensured participant comfort and anonymity by taking the following measures:

- not naming participants in the research;
- storing all data in a secure location at the University of Tasmania for a period of five years, after which the data will be destroyed;
- providing participants with a consent form that both the researcher and participant would sign (Appendix A), explaining how data from the semi-structured interview would be used;

- reminding participants in the opening preamble of the interview that they were under no obligation to answer anything that made them feel uncomfortable; and
- informing participants that they may request the tape recording be paused at any time or to strike anything from the record if they wished.

These steps were outlined in the research proposal presented to the relevant ethics committees. Ethics approval was granted following minor adjustments to the wording of participant information sheets and consent forms.

3.6.3 Phase 3: Pilot study

Janesick (1994) emphasises the importance of commencing a pilot study prior to data collection in order to reflect on the suitability of questions and the interview format. Stake (1995) believes that a pilot study prepares the researcher with a “mental rehearsal” (p. 65). In this study, a pilot study was conducted before the commencement of the six main semi-structured interviews.

The pilot study trialled the semi-structured interview questions on a consenting individual at the University of Tasmania who had significant experience as a language teacher, a senior staff member, and as a Department of Education LOTE Officer. The pilot study provided an opportunity to evaluate the preparation and implementation of the interview process. Denscombe (1998) suggests that a researcher should consider: the appropriateness and relevance of the interview questions; the interview procedures to be used; the duration of the interview; and the means of recording the interview.

The pilot study participant found the semi-structured interview structure appropriate, so no alterations were made to questions or the interview duration. However, adjustments were made to the seating arrangements, ensuring that the interviewer was not sitting directly opposite the participant and that the tape recorder microphone was unobtrusively positioned in the direction of the participant. Following the aforementioned suggestions made by Denscombe (1998) adjustments were also made to the interview procedures. Future interviews incorporated: verbal prompts to encourage participant response; the use of probing questions to delve into emerging topics; and checks to correctly interpret participant response (Denscombe 1998).

The pilot study allowed the interview process to be rehearsed before carrying out further semi-structured interviews. Amendments to interview procedures enhanced the quality of the data gathered. The pilot study also provided a set of data to use for the procedures of initial analysis, and for analysis of the larger data set (see 3.6.5).

3.6.4 Phase 4: Data collection

Data collection in Phase 4 considered the following factors:

- (3.6.4.1) Recruitment of participants
- (3.6.4.2) Semi-structured interviews
- (3.6.4.3) Interview questions
- (3.6.4.4) Interview procedures

Each factor is detailed in the following sections.

3.6.4.1 Recruitment of participants

The first stage of Phase 4 involved the recruitment of participants. As detailed in section 3.4, six informants each participated in one semi-structured interview for this study. The participants included:

- two Department of Education personnel who supported language programmes at a district level;
- a senior staff member and language teacher from a school with a continuing language programme; and
- a senior staff member and language teacher from a school with a discontinued language programme.

The process for participant recruitment was “purposeful sample selection” (Merriam, 1998, p. 61). Purposeful sample selection allows the researcher to select participants “from which the most can be learned” (Merriam, 1998, p. 61). To obtain a sample that could provide the most information to this study, participants were recruited from the education system level, school leadership level and school teaching level.

Potential participants, identified through a Department of Education website, were sent letters of invitation to participate in the study (see Appendix B). Potential participants were also sent information sheets to inform them of the research process (see Appendix C).

3.6.4.2 Semi-structured interviews

Mackey and Gass (2005) define the semi-structured interview as “an interview in which researchers use written lists of questions as a guide, but can digress and probe for more information” (p. 365). The work of Denscombe (1998) justifies the selection of a semi-structured interview approach for this study, by suggesting that it is ideal for collecting detailed and privileged information, giving the informant time to develop ideas and to reflect on issues. Burns (2000) adds that semi-structured interviews allow participants to offer information that is free from the imposition of the researcher’s view, and using language that is natural to the participant. The use of semi-structured interview also ensured that participants were able to add data that they considered to be necessary about language education in Tasmanian primary schools.

3.6.4.3 Interview questions

Merriam (1998) stresses that when constructing interview questions the researcher should avoid asking multiple questions at the same time, or leading questions that reveal bias. A ‘closed’ yes or no response question is similarly unhelpful for eliciting rich interview data (Merriam, 1998). In this study all questions were reviewed to remove multiple, leading or closed questions. As a result, the interview questions used in this study are open questions, which allowed participants to determine the information that they wished to provide.

In this study the semi-structured interview questions were informed by the literature review. Questions were specifically designed to investigate what led to each school’s experience of implementing a language programme. The overall

content of the semi-structured interview questions reflect the research sub-questions of this study. The following table gives examples of semi-structured interview questions that participants were asked, and the research sub-questions to which they pertain.

Table 3.2: Samples of interview questions

Research questions	Sample interview questions
<p>Research sub-question 1: <i>What system level factors affected the sustainability of language programmes in two Tasmanian primary schools?</i></p>	<p>During 1995, the <i>Tasmanian LOTE Policy</i> emerged. What sort of goals did the Department have for primary language studies in Tasmania?</p> <p>In what ways has the district / DOE continued to support primary language programmes?</p>
<p>Research sub-question 2: <i>What school level factors affected the sustainability of language programmes in two Tasmanian primary schools?</i></p>	<p>Please tell me about the decision making processes that surrounded the introduction of the programme.</p> <p>What curriculum structures underpinned the programme?</p>
<p>Research sub-question 3: <i>What factors in the wider community affected the sustainability of language programmes in two Tasmanian primary schools?</i></p>	<p>What factors in society and at the political level impact on Indonesian language study in schools?</p> <p>In an ever increasingly crowded curriculum, some people would suggest that language studies, especially Indonesian is of little relevance to students today. What is your opinion about that statement?</p>
<p>Overarching research question: <i>What factors affected the sustainability of language programmes in two Tasmanian primary schools?</i></p>	<p>What factors do you think led to the discontinuation/continuation of your school's language programme?</p>

The semi-structured interview questions were prepared with additional questioning prompts. Prompts were used in instances where the participant could not think of a response to an interview question, and when the researcher needed

further detail from participants. Full interview schedules, with prompting questions, are included as Appendix D of this study.

3.6.4.4 Interview procedures

Each interview was held at a date, time and location negotiated between the participant and the researcher. Locations for the interviews were at the participants' homes, the researcher's home, or at the participant's place of employment. Times for interviews were after 3pm, as most participants were free from teaching and work commitments after this time.

A week before the date of the semi-structured interview, participants were sent a copy of the researcher's interview schedule (see Appendix D). This schedule provided an overview of the questions that would be asked in the semi-structured interview. This action enabled participants to reflect on information they possibly wished to give and whether there were any questions they felt uncomfortable answering. Each interview lasted approximately forty-five minutes, depending on the depth of answers given by participants, and whether there were any additional issues that they wished to raise.

After each interview was recorded, a transcript of all conversation was made. Janesick (1994) suggests that interview transcripts should be member checked by an outsider or individual to verify information is valid and reliable. As records of transcripts were to be kept confidential in this study, all interview schedules were sent back to each individual participant to member check data. During this stage participants could alter or withdraw any information they wished from the

transcript. When participants were finished member checking the transcripts they were sent back to the researcher to be included as data in the study.

3.6.5 Phase 5: Data analysis

This study analyses data using typological analysis, that is, analysing data according to set themes (Hatch, 2002). Hatch (2002) suggests that typological analysis is conducted by following nine steps. These steps are:

- 1. identify the typologies to be analysed;
- 2. read the data and mark entries related to the typologies;
- 3. read the entries by typology, recording the main themes in a summary sheet;
- 4. look for patterns, relationships, themes that emerge within the typologies;
- 5. read the data and code entries according to patterns identified;
- 6. decide if the data supports the patterns;
- 7. look for relationships between the patterns;
- 8. construct sentences to generalise the patterns; and
- 9. select data samples to support the generalisations (Hatch, 2002, p. 153).

Typological analysis was selected for this research as it provided an opportunity to synthesise the views of participants according to the themes identified in the review of literature. The typologies for data analysis in this research were identified using the review of literature (see Chapter 2). These typologies were themes that were reported to affect language programme sustainability. These

typologies were then used to code participants' interview transcripts and to devise a data analysis summary sheet. The data analysis summary sheet was arranged according to the research sub-questions, and addressed all the pre-determined typologies within this study. The use of the data analysis summary sheet enabled all relevant data to be recorded against the participants' comments. The data analysis summary sheet had four columns containing:

- a code number to be marked on the interview transcripts;
- an element of language programme sustainability addressed in the review of literature (which corresponded to the code number);
- any comments made by the informant regarding the element of language programme sustainability; and
- a general positive, neutral, negative code (marked P, Neu or Neg) to indicate whether the participant had a positive, neutral or negative experience with each element of language sustainability.

Space was left at the end of each table to note any other significant and new typologies that had emerged in participant semi-structured interviews.

A sample section of the data analysis summary sheet is shown in Figure 3.1 on the following page.

DATA ANALYSIS SUMMARY SHEET

Research sub-question 1: How did system level decisions affect the sustainability of language programmes in two Tasmanian primary schools?

Code No.	Language programme sustainability element	Comments made....	Seen in a positive, negative, or neutral light?
1.1	Articulated framework in district		
1.2	Teacher education and development provided		
1.3	Strong policy/ rationale to stakeholders from the system		

Figure 3.1: Data analysis summary sheet

The use of the data analysis summary sheet enabled the data to be analysed for patterns and themes, while also recording themes that pertained to each research sub-question. In this way, the main ideas that emerged from the data, patterns in the data and supporting data entries were all available in the one accessible format.

The completed summary sheet allowed data to be organised according to key points, and cross referenced to participants. The summary sheet also allowed participant opinion to be compared. Factors that influenced each school's language programme sustainability could be identified, and relevant data to support the findings of this study were easily obtained.

When conducting this research, attention was also given to aspects of credibility and trustworthiness, these issues will be detailed in the next section.

3.7 Descriptive validity, trustworthiness and credibility

The research elements of trustworthiness and credibility were the most relevant means of maintaining the integrity in this qualitative case study. Both trustworthiness and credibility link to what Smith and Deemer (2002) describe as descriptive validity. Descriptive validity ensures that descriptive accounts within qualitative research are not misconstrued by the researcher (Smith and Deemer, 2002). The same authors contend that the researcher must check the “factual accuracy of an account” (Smith & Deemer, 2002, p. 882). Member checks and cross referencing the responses of participants have been used in this research to maintain factual accuracy.

3.7.1 Trustworthiness

Stake (1995) highlights the need for trustworthiness in case study research to prevent researcher bias. Stake (1995) suggests that one way of ensuring trustworthiness is to use multiple perspectives to obtain data within a study. This means that the data in the study may not lead to one correct and final view. Yin (1994) believes that the researcher must synthesise and analyse all sources of information together, in order to “converge information from different sources” (p. 91).

Trustworthiness was obtained through six key perspectives; two Department of Education personnel; two senior staff members; and two language teachers. The

inclusion of six participants ensured that the study had a balanced view of participants' experiences (Patton, 2002). To ensure further trustworthiness, and that data transcribed in the semi-structured interviews were not misinterpreted by the researcher, each transcript was member checked by the participant (Janesick, 1994).

3.7.2 Credibility

Every effort has been made in this research to present the data in a way that is believable and creates a credible account of the situation. Patton (2002) contends that credibility is reflective of "fairness and balance" (p. 576), which has been an identified goal of this study. He believes that credibility is a contentious issue, and is subject to what the researcher is trying to achieve. To maintain fairness, balance and credibility, this study gathers data from multiple participants. Patton (2002) also implies that the underlying philosophy of credibility is to present data in a truthful manner. These two points from Patton's (2002) work were relevant to this case study, to guard against the risk that the researcher would become unduly influenced by the study participants. Two cautions were exercised to avoid this possibility.

Firstly, Patton (2002) suggests that the methods used to obtain data within a study should be "rigorous" (p. 566). This rigor involves analysing all perspectives, using trustworthiness, and "keeping data in context" (p. 566). To keep data within its context, the use of multiple perspectives allowed greater trustworthiness, and multiple viewpoints to be incorporated into this study, thus increasing credibility. The data analysis summary sheet (see 3.6.5) also allowed

data to be kept in context according to the typology and particular research sub-questions.

Secondly, Patton (2002) believes that the researcher can influence the nature of the qualitative data obtained from participants. In this study interview questions were open-ended, so that the researcher's background and bias were unobtrusive. Similarly, the way a researcher approaches participants and the affect the researcher has on participants in situations such as interviews, is recognised as potentially hazardous to research credibility (Patton, 2002). The recruitment of participants was detailed in section 3.6.4.1 of this study, and emphasises the voluntary nature of selection.

This section has examined factors of trustworthiness and credibility within descriptive validity, and how these considerations have influenced the construction of this study. This section has established that the researcher must endeavour to present the truth of a situation, but must also accept that multiple truths will emerge, and that these may be at variance with authoritative views.

3.8 Conclusion

This chapter has provided an overview of the methods used in this case study, with particular focus on the procedures for data collection and analysis. Data collection and analysis for this study has been based on qualitative research, using semi-structured interview and typological analysis. Data obtained from the semi-structured interviews were analysed on a data analysis summary sheet, which

arranged participant's responses according to the research sub-questions of this study.

The following chapter, Chapter Four: Findings and Discussion, will present the findings of this study, with discussion and reference of the review of literature given in Chapter 2.

Chapter 4: Findings and Discussion

4.1 Overview

This chapter will present findings and subsequent discussion regarding the three research sub-questions of this case study on primary school Indonesian language programme sustainability. The three research sub-questions, and the overarching research question, are re-stated in the figure below:

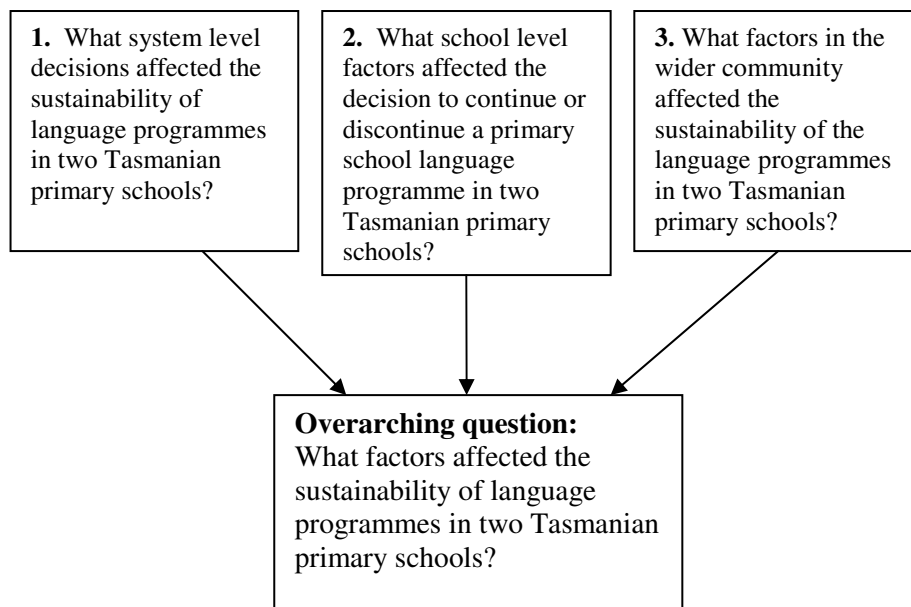


Figure 4.1: Restatement of research sub-questions and overarching question

This chapter is arranged according to:

- (4.2) Participant background;
- (4.3) Findings and discussion pertaining to research sub-question 1;
- (4.4) Findings and discussion pertaining to research sub-question 2; and
- (4.5) Findings and discussion pertaining to research sub-question 3.

A table summarising the salient findings of the three research questions is found on the final page of this chapter (see Table 4.4).

Firstly, this chapter will provide relevant details of the two schools and of the participants taking part in the study.

4.2 Participant background

This section clarifies the role that each study participant had in the language programme implementation in the two schools involved in this case study. Details of participants and of the two schools' involvement are included in the three tables (4.1; 4.2 & 4.3) to follow:

Table 4.1: Background of Department of Education participants

Department of Education Personnel , both participants are/were involved in District, Cluster and School level language programme implementation.	
DoE Participant A	A former District LOTE Co-ordinator, and primary school teacher of Indonesian.
DoE Participant B	A former District LOTE Co-ordinator, and current high school teacher of Indonesian.

Table 4.2: Background of participants from School A

Staff from School A , a school with a discontinued language programme. School A came online under the <i>NALSAS Strategy</i> in 1996 and discontinued language studies at the end of 2004.	
Language Teacher Participant A	A former primary school itinerant teacher of Indonesian and a current teacher of high school Indonesian. Language Teacher Participant A came to School A three years after the language programme had commenced. Language Teacher A worked as a language teacher in School A and at the cluster feeder high school.
Senior Staff Participant A	The current principal of School A. Senior Staff Participant A came to School A after the language programme implementation had commenced.

Table 4.3: Background of participants from School B

Staff from School B , a school with a continuing language programme that was school funded for two years prior to coming online under the <i>NALSAS Strategy</i> in 1996.	
Language Teacher Participant B	A fulltime member of staff at School B. Language Teacher Participant B has teaching roles other than Indonesian in the school.
Senior Staff Participant B	The Advanced Skills Teacher 3 of School B. Senior Staff Participant B has an Indonesian language learning background. Senior Staff Participant B came into School B when the language programme had already been established. Senior Staff Participant B has had experience in small, isolated primary schools.

Each participant individually took part in a semi-structured interview that addressed a number of factors relevant to the research sub-questions. Details of the semi-structured interview process are found in Chapter 3 (see 3.6.4.2).

This chapter will now synthesise the findings and discussion of the three research sub-questions in turn. Section 4.3 details the system level factors that affected the sustainability of two Tasmanian primary school language programmes.

4.3 Findings and discussion pertaining to sub-question 1:

What system level factors affected the sustainability of language programmes in two Tasmanian primary schools?

The responses of all participants indicated four major factors that affected the sustainability of the two primary school language programmes involved in this case study. System level strengths that emerged are:

- (4.3.1) Strong leadership from District Languages Co-ordinators; and
- (4.3.2) Evidence of language pathways.

Participants also identified two system level factors that negatively impact on language programme sustainability. These factors are:

- (4.3.3) Access to funding resources; and
- (4.3.4) Access / flexibility to hire qualified language teachers.

Findings and discussion resulting from these key themes are detailed in the following sections.

4.3.1 Leadership from District Language Co-ordinators

Strong leadership from District LOTE Co-ordinators is a factor that was mentioned in all participants' responses. Department of Education (DoE) Participants A and B both reflected on their leadership roles in implementing primary school language programmes and the continued support that was offered to all schools within their language education district. DoE Participants A and B mentioned that schools were able to contact them for language programme support, for access to district newsletters and information about professional learning. DoE Participant A stated that in Tasmania "there is always (language programme) support offered. Whether it's taken up or not, is another story" (15/07/2005).

School level participants had no criticism of the system level leadership available to them. Senior Staff Participant A acknowledged that District LOTE Co-ordinators had provided networking opportunities for language teachers. Structures that District LOTE Co-ordinators provided included regular professional development sessions during which language teachers engaged in

learning and shared information, both formally and informally. A system level language newsletter *LOTE NET* also provided a forum for language teachers to find out about professional learning and to communicate ideas for language teaching.

System level leaders provided the information about effective language programmes, and access to professional development that Simpson and Norris (2000) see as necessary to support language programmes. These findings support Harbon (2000) who believes that language programme implementation in Tasmania has been supported by strong system level leadership.

4.3.2 Evidence of language pathways

All school level study participants indicated that the language programmes in their respective schools were implemented under the provisions of the *National Asian Languages and Studies in Australian Schools (NALSAS) Strategy* (COAG, 1994, cited in, DoE, 2002b). This ensured that the language programmes at School A and School B had links to a feeder high school.

Language Teacher Participant A was the Indonesian teacher at not only School A, but also at the feeder high school. This enabled Language Teacher Participant A to provide a primary school language programme that had a smooth transition to the feeder high school. Language Teacher Participant A reflected that primary school to high school transition “was really good because having seen the kids from Grade 3... I knew them really well, and I knew where they had been at” (25/07/2005).

Language Teacher Participant B also endeavoured to provide a continuous language learning pathway for students at School B. Language Teacher Participant B had regular contact with the Indonesian language teacher at the cluster feeder high school. Language Teacher Participant B also provided written information to the feeder high school about the material her students had covered.

The language programmes at School A and School B have both demonstrated that a coherent language pathway exists for their students. The language teachers place emphasis on the recognition of students' prior learning, and communication between primary school and high school sectors. Chapter 2 of this study noted that successful primary school to high school transition incorporated clear communication between schools, language teacher knowledge about teaching styles employed in each sector, and the recognition of prior learning by students (Tolbert, 2003).

4.3.3 Resources and funding

All participants emphasised the benefits of Federal Government funding from the *National Asian Languages and Studies in Australian Schools (NALSAS) Strategy*. The *NALSAS Strategy* provided access to: a computer with *ShareVision* software and internet capabilities; a thousand dollars worth of resources for the first four years of the *NALSAS Strategy* funding cycle; and salary for a language teacher that did not come from the school's budget for the first four years of the cycle. According to all school level personnel involved in this study, the discontinuation of *NALSAS Strategy* funding is a factor strongly influencing the sustainability of primary school language programmes in Tasmania.

DoE Participants A and B acknowledged that there has been a significant reduction in the amount of resources provided to schools, but maintained that it is a schools' responsibility to sustain a solid language programme. Both DoE Participants A and B, the District LOTE Co-ordinators, suggested that as *NALSAS* funding provided resources to schools in the initial stages of language programme implementation, schools were not used to dedicating a proportion of the school budget to the language programme. DoE Participant A stressed that:

The impact has been from principals who believe the press they've been given (about the discontinuation of the *NALSAS Strategy* seven year funding cycle being the end of school language programme funding), and so some have used that as an excuse to say "no money - can't do it" (DoE Participant A, 15/07/2005).

Senior Staff Participant A emphasised that diminishing resources, particularly outside funding, led to the language programme at School A being discontinued. In the initial establishment of School A's language programme, Language Teacher Participant A mentioned that the programme had been set up "fantastically", with Indonesian wayang shadow puppets, a shadow puppet screen, and Indonesian clothing. Language Teacher Participant A further suggested that during her time as language teacher at School A she only needed to "top up" resources. Funding also covered two forty-five minute language lessons a week.

The end of the *NALSAS Strategy* funding cycle discouraged Senior Staff Participant A from continuing the language programme at School A. He commented on this situation by stating that the *NALSAS Strategy* was:

Predicated on the assumption that we would see the value of languages to the point where would just pick up the resourcing...at that point in time, that was politically naïve... It (the *NALSAS Strategy*) wasn't built in a sound, sustainable way to grow LOTE. (Senior Staff Participant A, 19/07/2005).

Senior Staff Participant A explained that in an attempt to keep the programme running, the school had taken steps along the way to assist funding. Language Teacher Participant A and Senior Staff Participant A both mentioned that language classes were cut back to Grade 6 when *NALSAS Strategy* funding discontinued. When the Tasmanian State Government then provided maintenance funding, School A provided language lessons for Grades 5 and 6.

At the end of 2004, Language Teacher Participant A decided it was time for her to leave the school. At this time, Senior Staff Participant A decided to discontinue the school's language programme. According to Language Teacher Participant A:

The primary factor that affected our school was financial. The school didn't want to go into the school's budget to fund LOTE. They wanted outside sourcing (Language Teacher Participant A, 25/07/2005).

In contrast, School B's language programme was self funded for two years prior to coming online as a *NALSAS Strategy* funded school. The language programme at School B was initiated after the school community recognised that language education was about to become an emphasised curriculum area.

Language Teacher Participant B believed that the *NALSAS Strategy* funding and resources helped to strengthen School B's language programme. Language Teacher Participant B noted that with the *NALSAS Strategy* funding the school was able to provide two 45 minute Indonesian lessons to students per week, with the generalist class teacher staying in the classroom, offering support. This has now been reduced to one 45 minute lesson per week, with the classroom teacher using the lesson as non-contact time.

Senior Staff Participant B also emphasised the benefits of government funding. Senior Staff Participant B's experiences in School B and a number of smaller, remote schools made her believe that:

Funding has a huge impact. If you had to ask me how much, I would say it has a 9 out of 10 value if funding is given to have a LOTE teacher there in the school...Principals don't have access to resources to keep buying in LOTE teachers. It's one of the first things to be dropped (Senior Staff Participant B, 16/08/2005).

The funding issues identified by staff at both School A and School B are not uncommon system level factors affecting the sustainability of language programmes in Australian primary schools. As detailed in Chapter 2, between the years 1996 to 2002 the *National Asian Languages and Studies in Australian Schools (NALSAS) Strategy* implemented a seven year cycle of language learning in Australian schools. In Tasmania during this seven year cycle, the *NALSAS Strategy* provided schools with four years of funding for a language teacher. During the last three years of the cycle, funding given to schools by the *NALSAS*

Strategy was reduced. This action was taken in order to prepare schools for taking responsibility for their own language programme (Department of Education, Tasmania (DoE) 2002b). The seven year funding provided to schools through the *NALSAS Strategy* was discontinued in 2002.

Once *NALSAS Strategy* funding was phased out, the Tasmanian state government continued to support language through maintenance funding. DoE Participant A explained that maintenance funding was for schools that had finished their seven year *NALSAS Strategy* funding cycle. With maintenance funding, the Department of Education would support one grade of students within a school, as long as the school made equal contributions to another grade. According to DoE Participant A, in 2004 the Department of Education would support the provision of language to Grade 6 students, as long as the school contributed by supporting the language studies of Grade 5 students. DoE Participant A mentioned that in 2005, the Department of Education would support both Grades 5 and 6, if schools provided equal funding for Grade 4 students.

The staff at both School A and School B acknowledged the maintenance funding offered by the Tasmanian government to support language programmes. However, maintenance funding still requires schools to make a contribution equal to the funding provided. The details given by staff at School B indicate that maintenance funding and a school level budget are currently sustaining their language programme. Senior Staff Participant A reported investigating maintenance funding to continue the language programme at School A, but not

wanting to use the school's budget for language education, decided to discontinue the language programme.

The Australian Primary Principals Association (APPA) (2002) stress that funding support is a factor that is nationally influencing the sustainability of primary school language programmes. Their report states that resourcing is “essential for the success of LOTE and current levels are inadequate” (APPA, 2002, p. 7).

4.3.4 Access / flexibility to hire qualified staff

Staffing was an influential factor acknowledged by all participants. Both DoE Participant A and DoE Participant B noted that there was a current struggle in the Department of Education to access qualified language teachers, that is a teacher with training in a language, language teaching methodologies, and knowledge of general teaching and curriculum areas (Curtain & Dahlberg, 2004; Liddicoat et al., 2005) (see also 2.3.3).

The school community at School A had access to Language Teacher Participant A, who was an itinerant language teacher and taught language at the cluster feeder high school. In this case, there was not a problem with a lack of a qualified language teacher. There were, however, budgetary factors concerning the staffing of various specialist teaching positions within the school.

Senior Staff Participant A explained that from a staffing perspective, it is hard to keep a language teacher on staff, as there are staffing quotas to be filled, with “permanent staff that must have a place”. Senior Staff Participant A had made

other staffing commitments within School A to employ a full time librarian, and teachers for physical education and music programmes. Senior Staff Participant A explained the decision to discontinue language by commenting that:

It's not until you sit down and try and staff a school with the staffing that you've got and look at and assess the competing demands, that you really appreciate in the end you make decisions you might not necessarily be happy with ... It's regrettable. I suppose LOTE was a casualty in that process (Senior Staff Participant A, 19/07/2005).

Senior Staff Participant A's reflection attends to a theme that was not identified in the review of literature, but does arise from this study: the flexibility to hire language teachers. While access to a language teacher in School A's district was highly probable, Senior Staff Participant A felt that there was not the flexibility within staffing quotas to hire a language teacher. Pressure from competing curriculum commitments meant that language would be the 'specialist' subject no longer on offer. This indicates a view that language was seen as a 'specialist' subject, and not as part of the core curriculum.

The language programme at School B has a full time member of staff available to teach Indonesian. Both Language Teacher Participant B and Senior Staff Participant B felt that this factor contributed to language programme sustainability in School B. Language Teacher Participant B had been involved in School B's language programme since implementation, meaning that the language programme has been strengthened as part of School B's core curriculum. Senior Staff Participant B commented on School B's situation:

It helps to have a LOTE teacher who is on staff, full time. It is a more attractive package to principals to pick up somebody who has a LOTE and is flexible to take a number of classes (Senior Staff Participant B, 16/08/2005).

Senior Staff Participant B also mentioned that she knew of other schools that had no access to a language teacher of any sort, emphasising that the availability of a qualified language teacher is a key factor in language programme sustainability.

The responses provided by all participants indicate that the availability of suitable teachers influences language programme sustainability in Tasmania. DoE Participants A and B mentioned that there was currently difficulty within the Department of Education to provide qualified language teachers. Similar difficulties are reflected in documents authored by the APPA (2002) and Erebus Consulting Partners (2002) that highlight access to qualified language teachers as an issue affecting language programme sustainability throughout Australia. Research conducted by the APPA, found that of 119 schools with discontinued language programmes surveyed, 43.5% reported that this was due to a lack or loss of a language teacher specialist. Erebus Consulting Partners (2002) reported that during the years 2000 and 2001, eight students were to graduate from the University of Tasmania's Bachelor of Teaching programme with a *NALSAS Strategy* language. Sixteen students were expected to graduate with a proficiency in broader range of languages during the same years.

Furthermore, the experiences of the participants from School A and School B indicate that budgetary flexibility for staffing is a factor that has influenced language programme sustainability. Senior Staff Participant A felt that competing curriculum commitments prevented the school from having the financial flexibility to hire a language teacher. Senior Staff Participant B highlighted the advantages of having a language teacher who was a full time member of staff, but suggested that many schools did not have the flexibility with staffing quotas to allow this. Senior Staff Participant B believed this was because there were not enough generalist teachers leaving university that were proficient in a language and had understandings of language teaching methodology.

This section indicates that access to qualified language teachers has contributed to the sustainability of language programmes at School A and School B. This section has also established that a school's capacity to employ a suitably qualified language teacher is influenced by the provision of system level funding.

4.3.5 Summary of research sub-question 1

Research sub-question 1 has investigated the system level factors that affected the sustainability of two Tasmanian primary school language programmes. Findings are that the provision of effective system level leadership and the management of primary school to high school transition have had positive influences on the language programmes operating in both School A and School B. As shown in Table 4.4 (see page 115) findings from research sub-question 1 have also identified two system level factors that have the potential to have a detrimental effect on language programmes in School A and School B, these factors being

access to sufficient funding, and the flexibility of schools to use staffing allocations.

The next section of this chapter will identify and discuss findings about school level factors that influenced the sustainability of language programmes in two Tasmanian primary schools.

4.4 Findings and discussion pertaining to sub-question 2:

What school level factors affected the decision to continue or discontinue a primary school language programme in two Tasmanian primary schools?

The responses of all participants indicated that school level decisions affect the sustainability of primary school Indonesian language programmes. DoE Participant A highlighted the importance of school level factors by explaining that it is decisions made in schools that ultimately decide whether a primary school language programme will continue or discontinue. Factors that influenced the sustainability of language programmes in School A and School B include:

- (4.4.1) Leadership within the school;
- (4.4.2) Whole school approach to language programmes;
- (4.4.3) Links to other curriculum areas;
- (4.4.4) The language teacher within the school; and
- (4.4.5) Links made to the target language and culture beyond the school.

The findings of these key themes are analysed and discussed in the sections to follow.

4.4.1 Leadership within the school

DoE Participant A and DoE Participant B explained that a quality language programme should be valued by the senior staff within a school. Both DoE Participants A and B believed that having school leadership that values language education is a necessary condition for language programme sustainability.

According to Language Teacher Participant A, the discontinuation of the language programme at School A was decided solely by the school leadership. Language Teacher Participant A noted the difference in value placed on the language programme when it was fully funded by the *NALSAS Strategy*. Language Teacher A reflected that school leadership “was more than prepared to back it (language), and they did back it really well when there was outside money coming in” (25/07/2005).

Senior Staff Participant A acknowledged the benefits that language education could offer students, especially through connections with the *Essential Learnings* as:

...there is an orientation with the new curriculum – I think, towards preparing children for the future. And that future for Australia... includes Australia and Asia... and you can see a natural place for it, for those people who speak more than one language (Senior Staff Participant A, 19/07/2005).

However, Senior Staff Participant A justified the decision to discontinue the language programme at School A because of other commitments to curriculum areas that needed staffing. He stressed that if:

LOTE funding had diminished at the same time as some of those other funding sources (for the library, physical education programme and music programme) were freed up as well, you might have had a very different discussion” (Senior Staff Participant A, 19/07/2005).

Senior Staff Participant A also mentioned that the “door was still open” (19/07/2005) for language studies at School A, but the difficulty was in “finding an appropriate place and way to deliver (language), particularly in the primary (school) environment” (19/07/2005).

Senior Staff Participant A mentioned that “the school did have choices” (2005), but felt that competing demands for staffing and curriculum needs within the school were a pressure that primary schools face these days. He commented that in his position:

You feel like you’ve got such a tiny amount of resource to juggle around...I don’t think we’ve got enough flexibility to ride out some of the little rough patches” (Senior Staff Participant A, 19/07/2005).

Senior Staff Participant A also reflected that from the years 2001 to 2004, the language programme was run by the language teacher, rather than the staff as a whole, stressing that he was, “not at all critical of our staff because at that time

you've got the *Essential Learnings* coming on, you've got information technology skills coming on..." (19/07/2005).

The language programme at School B has been led by strong school leadership. Senior Staff Participant B stressed the importance of language in School B's curriculum, in particular that "LOTE is a part of the curriculum, and it's expected we teach LOTE" (16/08/2005). Senior Staff Participant B mentioned that as she had learnt Indonesian herself, she was able to support the LOTE programme in her general classes, stating "I can embellish the programme of the LOTE teacher here, and add to it. So it (LOTE) is not a once a week 45 minute session" (16/08/2005).

The actions of leadership have a strong effect on the amount of value that is placed on a language programme within a primary school. Active, engaged leadership is important to language programme sustainability, especially when the role that language education is to have within the school community and curriculum is being established (Asia Education Foundation, 2004).

The Senior Staff Participants at School A and School B both expressed the positive value that they place on language education within the general curriculum. In School A the value placed on other curriculum areas by school leadership was greater than that assigned to the language programme, as shown in choices made about specialist teaching commitments. In contrast, in School B the language programme continues to be led by strong school leadership who actively

promote the importance of language education and express an expectation that the school teaches language.

Findings in this section indicate that a sustainable language programme needs school leadership that not only values language, but explicitly prioritises language within the curriculum. This prioritisation of curriculum commitments is also closely linked to funding and staffing available to schools, in terms of the programmes that schools feel they can offer. Findings from this study reinforce the Asia Education Foundation (2004) and Browett and Spencer's (in press) claim that advocacy of the language programme by the school leadership helps to ensure that language has a valued place in the school curriculum.

4.4.2 Whole school approach to language programmes

Study participants' responses indicated that broad support from within the school for the language programme also determines sustainability. DoE Participant A and DoE Participant B both stressed that a "quality" language programme is one that is supported by the whole school.

Senior Staff Participant A explained that while the language programme was running at School A there were always some staff who were more enthusiastic about language than others. However, Senior Staff Participant A suggested that the majority of the Grade 3 to Grade 6 teachers would have done anything to help the language programme "when asked...but more often or not the driver was the LOTE teacher" (19/07/2005). Networking with other schools and Department of Education personnel mostly occurred through Language Teacher Participant A.

Senior Staff Participant A also reflected on the language teaching that occurred within the school, in particular that the language teacher had done “a terrific job in doing things that stayed on as part of the classroom programme” (19/07/2005). Senior Staff Participant A noted that displays, activities and greetings in Indonesian were evident in the school. In these ways the language programme had a continuing presence in School A, through the initiative of the language teacher.

Indonesian was also included on student reports, as a modified “tick-a-box” (Language Teacher Participant A, 25/05/2005) style report that was briefer than reports for other curriculum areas. This modified report was designed to assist Language Teacher Participant A, who saw 500 students per week. Language Teacher Participant A commented on the report situation as being set up for her “really easily...so I didn’t have to write comments - if I had to write comments it would have been nervous break down time” (25/07/2005).

The language programme at School B also had a strong presence in the school through displays, activities, assembly items organised by the language teacher. However, Language Teacher Participant B mentioned that most staff were supportive of the language programme’s presence in the school and tried to “follow up with completing (Indonesian lesson) work” (19/08/2005).

Language Teacher Participant B organised connections for School B with other schools, which included participation in cluster based cultural activities days. The school community at School B hosted some of these activities days. In addition,

the language programme at School B showcased language learning to parents through Indonesian performances they could watch at the cluster feeder high school.

Assessment and evaluation were also important to the language programme at School B. Each student's school report included an assessment of Indonesian learning. Senior Staff Participant B believed that parents of students at School B "probably don't have a second language themselves and maybe don't have a huge understanding of why, but they do appreciate the efforts we make" (16/08/2005). Including Indonesian as a part of student reports reiterates the expectation at School B that language is part of the curriculum they offer to students.

Additionally, Language Teacher Participant B mentioned that the staff at School B conduct a yearly evaluation of specialist teaching within the school. Language Teacher B explained this evaluation as:

At the end of the year we have a staff meeting where we value everything and depending on budget constraints, we look at whether we are continuing with specialist teachers, whether we will continue with Music, P.E., LOTE, etc (Language Teacher Participant B, 19/08/2005).

Language Teacher Participant B suggested that these yearly evaluation sessions helped to establish the curriculum content that is valued in School B. The continuation of the language programme at School B indicates that the language

programme is valued by staff. Language has continued to be offered as a part of School B's curriculum content for eleven years.

Senior Staff Participant B and Language Teacher Participant B noted that since the *NALSAS Strategy* funding cycle had finished at School B, State Government maintenance funding and school budgets were sustaining the language programme. The school budget annually dedicates one thousand dollars to the language programme for guest performers, books and CDs. This was seen by participants at School B as an indication of whole school support.

Puddu (2003) stresses the importance of a "whole school approach" in order to sustain a language programme. A whole school approach ensures that the whole school community comes together to support the language programme. Comparison of the language programme experiences of School A and School B indicate that a "whole school approach" (Puddu, 2003) has a positive influence on language programme sustainability.

Senior Staff Participant A reflected that the "driver" of the language programme at School A was Language Teacher Participant A. This statement suggests that a whole school approach was missing in the language programme at School A. The work of Simpson and Norris (2000) suggests that a whole school approach involves all school staff in decision making regarding the language programme. According to Language Teacher Participant A, the teachers at School A were not consulted when Senior Staff Participant A decided to discontinue the language programme.

Senior Staff Participant B and Language Teacher Participant B both reflected on whole school involvement in the language programme at School B through assembly performances, cluster based activities, and school budget allocations to the language programme. A whole school approach to language in School B is strongly evidenced by Language Teacher Participant B's description of the school-wide yearly evaluation that is carried out, especially as this evaluation involves all staff.

This section has identified a clear distinction between the approaches to the language programme at School A and School B. The language programme at School A was largely led by the language teacher, with limited involvement from other staff. The language programme at School B has involved all staff in decision making surrounding the language programme, thus integrating language as part of the culture of the whole school.

4.4.3 Links to other curriculum areas

DoE Participant A mentioned that a sustainable school language programme should make cross curricular links. DoE Participant A explained that the Department of Education had run professional development on the links that could be made between language education and the general curriculum.

Language Teacher A explained that at times she tried to make cross curricular links, so that language classes reflected what was being taught in the general classroom. As an itinerant teacher, Language Teacher A found that content covered in class regularly changed, and it was hard for her to prepare lessons. At

the peak of the *NALSAS Strategy* funding cycle she was teaching Grades 3, 4, 5 and 6, plus classes at the cluster feeder high school, making cross curricular planning a huge task. Language Teacher Participant A also mentioned that during her time in the school, staff members were not really interested in collaboration between subject areas.

Cross curricular links between the general curriculum and language teaching were acknowledged by Senior Staff Participant B and Language Teacher Participant B as a successful part of School B's language programme. While both members of staff reflected that cross curricular links could not always be made, there was an intention that language teaching would link with general classroom teaching. During Language Teacher Participant B's own time, or in team staff meetings, Language Teacher Participant B attempted to discuss what the children were studying in general classes and to make links with the content of the language programme. Language teacher B admitted:

I try to (make cross curricular links). I don't always succeed. It's becoming a lot more difficult to do it... It works much better if you can link it to what they (students) are doing in the classroom, it seems to work much better when related to class interests (Language Teacher Participant B, 19/08/2005).

Links to other curriculum areas and trans-disciplinary learning have been identified as a factor that assists language programme sustainability (Dellit, 2002; Puddu, 2003; Simpson & Norris, 2000). Links made between the rest of the curriculum and the language programme is another factor of difference between

the language programmes at School A and School B. The findings of this section have identified that the ability for a language teacher to make cross curriculum links depends on the amount of time that the language teacher spends within the school, and on the provision of dedicated time for teams of teachers to plan together.

4.4.4 The language teacher within the school

DoE Participants A and B emphasised that a sustainable primary school language programme has a teacher who is proficient in the target language, understands the pedagogy needed to teach the target language, and can engage students in language learning. DoE Participant B also suggested that a language teacher's personality helps to sustain a language programme.

Within School A, Language Teacher Participant A reflected that she felt valued as a member of staff, but suggested that this may have been due to her personality, and the way in which she endeavoured to interact with other staff at School A.

In her role as an Indonesian teacher at School A, Language Teacher Participant A based her teaching strategy around building students' Indonesian vocabulary and making language an enjoyable experience for students. Language Teacher Participant A explained her teaching strategy as:

I wanted to have a routine set, so the kids knew where we were starting all the time...and I wanted to start up a vocabulary data base, so that we were just adding each week a bit more (Language Teacher Participant A, 25/07/2005).

During the semi-structured interviews, Senior Staff Participant B also stressed the value that was placed on Language Teacher Participant B's role and presence in School B. Senior Staff Participant B believed that the sustainability of the language programme at School B was largely assisted by:

Having a language teacher that really knows the students, and isn't itinerant. So although they are not a classroom based teacher, they are part of the school and seen as that, and therefore, know the students, their needs, and behaviour management (Senior Staff Participant B, 16/08/2005).

Language Teacher Participant B reflected on her teaching approach as something that makes students see the value of language. As a part of Language Teacher Participant B's language programme, students are given a task in which they explore the value and benefits of learning a language:

I have had some students – some Grade 6 students who have asked me the relevance of why we are learning Indonesian... I think I have thrown it over to them and given them the opportunity in groups to look at: why we might learn a LOTE; what advantages would there be for us later in life for having studied a LOTE; does learning another language help us with our first language; and what skills from their first language would they use to learn a second language (Language Teacher Participant B, 19/08/2005).

Additionally, Language Teacher Participant B believed that the consistency of language teaching within a school language programme assists sustainability, especially if the language programme is delivered by a fulltime member of staff.

The review of literature in Chapter 2 of this study addressed the need for qualified and proficient language teachers to sustain a primary school language programme. In particular it was noted that a qualified and proficient language teacher has knowledge of language acquisition, proficiency in the target language and culture, an understanding of the primary school environment, and an understanding of the language programme within the primary school (Curtain & Dahlberg, 2005; Liddicoat et al., 2005). The experiences of Language Teacher Participant A and Language Teacher Participant B reflect that language teacher expertise alone is insufficient to sustain a language programme. The findings of this section validate the claim made by Liddicoat et al. (see 2.3.3) that a language teacher can only be effective if they are provided with a working situation that optimises their teaching.

4.4.5 Links made to the target language and culture beyond the school

DoE Participant A reflected on the idea that a feature of an effective language programme is student engagement. In order to engage students in learning Language Teacher Participants A and B sought connections with other Indonesian language users from outside their respective schools. They took this action in order to enhance the relevance and interest of the language programme for students.

During her time at School A, Language Teacher Participant A endeavoured to make two links beyond the school community. One of these links was through another staff member at School A who had a family member living in Indonesia. Students were provided with accounts of the cultural experiences of an Australian living in Kalimantan and caring for orang-utans. The second link was a pen-pal exchange with another school learning Indonesian in Melbourne. Senior Staff Participant A mentioned that some cluster based activities and performances had occurred in the early stages of implementation, but had not been maintained.

The language programme at School B made a number of district and local cluster based links. At one time a parent of a student at School B, who was Indonesian, was willing to teach the students Indonesian dance. Language Teacher Participant B continues to be involved in cluster based activity days. On activity days, Language Teacher Participant B and other language teachers within her cluster, involve parents and students in Indonesian culture through participation in dance, music, cooking, art and craft. The language district in which School B is located has also initiated an Indonesian camp. Each school in the district sent two to six students (depending on school size) to participate in a two day camp focussing on cultural and language activities.

Language Teacher Participant A sought two links, one link to Indonesia, and one to another school studying Indonesian. Language Teacher Participant B made links with other schools in the community studying Indonesian. Both approaches had advantages.

Students at School A were exposed to informal learning about culture through the international contact that was made with Kalimantan. Students were also able to use their language for authentic purposes to exchange letters with a school in Melbourne. The pen pal exchange gave students the opportunity to use language for real purposes (Curtain & Dahlberg, 2004; McKay, 2000).

At School B, the emphasis placed on sharing language activities and experiences at the local level had a number of advantages for the language programme. Activities days, with parents included, are an example of action that promotes the language programme in the wider community. Activity days also encouraged cluster articulation of primary school language programmes by developing communication and support between schools (Steigler-Peters, Moran, Piccioli & Chesterton 2003) (see also 2.2.4).

The findings in this section suggest that establishing links beyond the school's immediate boundaries can assist language programme sustainability. This is evident in the case of the language programme at School B, which is strongly supported by communication and articulation with nearby primary schools studying Indonesian.

4.4.6 Summary of research sub-question 2

Research sub-question 2 examined the school level factors that influenced language programme continuation, or discontinuation at School A and School B. As shown in Table 4.4 (see page 115), findings from this section indicate that numerous school level factors play a large role in a school's decision to continue

or discontinue a language programme. The notion of whole school approaches to language learning has had the most impact on language programme sustainability at School A and School B.

Senior Staff Participant A and Language Teacher Participant A reported that they could see the value of language studies. However, when outside sources for funding diminished, Senior Staff Participant A felt that language studies could not continue at School A. There also appeared to be a lack of communication about the language programme between staff in School A. This was reflected in the comment by Senior Staff Participant A that the language teacher was the “driver” of the language programme. Language Teacher Participant A also mentioned that the teaching staff at School A were not informed that the language programme was to be discontinued. Links between School A’s language programme and other primary school language programmes were not maintained at the local level.

Senior Staff Participant B and Language Teacher Participant B indicated that a strong whole school approach to language education had contributed to the language programme sustainability at School B. The descriptions both Language Teacher Participant B and Senior Staff Participant B gave during semi-structured interviews reflected a school language programme that is part of the school’s culture and involves all staff in decision making processes. Furthermore, the language programme at school B is articulated with other primary schools in the local cluster.

This chapter will now focus on the findings of the third research sub-question, factors in the wider community that influence language programme sustainability.

4.5 Findings pertaining to sub-question 3:

What factors in the wider community affected the sustainability of the language programmes in two Tasmanian primary schools?

Participants reflected on a number of factors in the wider community that they believed may possibly influence the sustainability of language programmes.

These factors focussed on the influences of:

- (4.5.1) Parental opinion; and
- (4.5.2) Current events in Indonesia.

The findings and discussion about parental opinion will be the first influence detailed in this section.

4.5.1 Parental opinion

DoE Participant A explained that parents and guardians had to approve of the introduction of a language programme as a necessary first step in implementing a primary school language programme. DoE Participant B reflected that she knew of schools in which language programmes had discontinued due to a lack of support from senior staff and parents.

The senior staff at School A had investigated parental and guardian reaction towards the school's language programme through a parent and guardian survey.

Senior Staff Participant A reported that:

To be fair, there was never, in the time that I have been here, a strong parent reaction for one way or the other (towards language). For the overwhelming majority of parents it would have been more of a silent response to LOTE than an active one... in having said that, there were enthusiasts for children to have an opportunity to do foreign language...but that was just the response of a couple. On the other side of that are people who were not so keen on LOTE...probably equal in numbers to the ones who were in favour of it (Senior Staff Participant A, 2005).

Language Teacher Participant A believed that the lack of value placed on language learning by parents may have influenced the language programme in School A. Language Teacher Participant A reflected that School A was located in an area where learning about other cultures and languages was not really valued, and so parents had little involvement in the programme. This lack of parent reaction did not appear to deter Language Teacher Participant A, who believed that children could shift attitudes in society. She stated that “if you can get one group started to carry it (a tolerance of multiculturalism) on to the next generation, then that’s really breaking the back of it” (Language Teacher Participant A, 25/07/2005).

Language Teacher Participant A also expressed her belief that parental attitude is important to language education. She mentioned that as a child, parental attitude influenced her decisions to learn languages because she came from a family that travelled and learned languages. Language Teacher Participant A commented that

School A was located in an area where many families could not afford to travel, and occasionally students had a “what do you need to learn that for” (Language, Teacher Participant A, 25/07/2005) attitude towards learning a language.

Language Teacher Participant A also mentioned that parents were not involved in the decision to discontinue the language programme at School A. Language Teacher Participant A felt that an outcry from parents may have allowed the programme to continue. Instead, Language Teacher Participant A has found that:

Parents still come up to me now, six months after the start of this year and say “oh, why aren’t you teaching Indonesian?” and it’s only just occurred to them that their kids are not getting Indonesian (Language Teacher Participant A, 25/07/2005).

School B is also located in an area where multiculturalism is not seen as the norm. Senior Staff Participant B reflected that parental attitude had not really influenced School B’s language programme, mentioning that students were the best way of influencing parental attitude. When discussing multiculturalism in School B’s location, Senior Staff Participant B stressed that “it’s important we send that (multicultural) message to our kids, and our kids will teach their parents” (16/07/2005).

Language Teacher B reflected that she had never experienced parents or guardians questioning the relevance of language learning. Language Teacher Participant B mentioned that occasionally she heard a racist comment she felt originated in the students’ home, but on the whole:

It (Indonesian) is just accepted as the LOTE and as part of the school. They (parents and guardians) were quite happy for it to be introduced. Some of them used to come in and say “I’ve got so and so coming home and teaching his little brothers how to count in Indonesian” (Language Teacher Participant B, 19/08/2005).

Parental influence has not appeared to have greatly impacted the language programmes operating in School A or School B. All school level participants reflected that parents were relaxed towards Indonesian language programmes being offered in School A and School B. However, participants could not offer any information about how parents were involved in the implementation of the language programme.

Simpson and Norris (2000) note the importance of parental involvement in language learning. The same authors suggest that parents should be involved in the language programme, particularly with decision making processes about the programme. The Senior Staff at School A had made some attempt at gaining parental opinion through surveys, but opted not to consider parental involvement when deciding to discontinue the language programme. Meanwhile, the staff at School B had opted for a different approach to engaging parents in language learning, with both Language Teacher Participant B and Senior Staff Participant B suggesting that children are the best advocates for the language programme.

4.5.2 Current events in Indonesia

Current political events in Indonesia did not appear to have any direct negative influence upon the language programme sustainability at School A or School B. However, all participants offered an opinion regarding Indonesian language learning and current events in Indonesia.

DoE Participant A explained that political instability in Indonesia had prevented in-country trips by teachers for either recreation or professional development. DoE Participant B believed that politics and the media were possibly influencing the perceptions of students:

They see Indonesia as Muslim which means terrorist. I mean kids still think about the Bali bombing, they still think about Muslims being “terrorists” ... We really need to get to know Indonesians, get to know them as friends and family...” (DoE Participant B, 21/07/2005).

In the opinion of Senior Staff Participant A, political relations between Australia and Indonesia had not influenced the sustainability of School A’s language programme. However, Language Teacher Participant A noted that in general, political relations were reducing support for primary language programmes:

People were keen (about learning Indonesian) but after the bombings, that has turned a lot of people off. I have noticed that interest has waned a lot since then and not as many schools now do Indonesian. It has got a lot smaller over the last four years ... The

scaremongering on the telly and stuff has made it harder to sell
(Language Teacher Participant A, 24/07/2005).

Senior Staff Participant B and Language Teacher Participant B mentioned that political relations and media perceptions of Indonesia had not impacted on School B's language programme. Language Teacher Participant B mentioned that on a school level, there was not much response from students, parents or staff about the place of Indonesian language studies in School B, even after the Bali bombing. Language Teacher Participant B only recalled one experience with a parent at parent-teacher interviews:

I also teach Grade 3 on a Friday, and one father, it was the first time I had ever met him (at parent teacher interviews), I mentioned the work we had been doing in Indonesian, and he sort of went "Indonesian, what do you mean Indonesian?" and his wife very quietly said "its alright, it's the LOTE that they do here, the boys do it in their classes," and he just sort of settled down, and I think they just accept it, that it is part of our school programme"
(Language Teacher Participant B, 19/08/2005).

Findings from this section indicate that current political events have not affected the sustainability of language programmes in School A and School B. However, the responses from DoE Participant B and Language Teacher Participant B suggest that Indonesian political instability is influencing general support for primary school Indonesian language programmes.

4.5.3 Summary of research sub-question 3

Research sub-question 3 investigated the wider community factors that affected the sustainability of language programmes in School A and School B. As shown in Table 4.4, no clear wider community influences have affected the language programme sustainability in either school.

4.6 Conclusion of Chapter 4

This chapter has presented findings and discussion regarding the three research sub-questions of this study. The three sub-questions of this study identify themes that will address the overarching research question of this study: What factors affected the sustainability of language programmes in two Tasmanian primary schools, to be discussed in Chapter 5.

Table 4.4 on the following page provides a summary of findings pertaining to the three research sub-questions. The table organises key factors from the system level, the school level and society that influenced language programme sustainability in School A and School B.

Table 4.4: Factors that influenced the sustainability of language programmes in School A and School B

Summary of findings regarding continuation or discontinuation in School A and School B.			
Factor of influence		School A	School B
System level factors	Resources: funding and staffing	Lack of outside funding led to the decision to discontinue School A's language programme.	Emphasises the benefits of funding, but now self-funds programme with state government maintenance funding.
	Strong system level leadership & cluster articulation	Evidence of strong system level leadership and cluster articulation were reflected in participant interviews.	Evidence of strong system level leadership and cluster articulation were reflected in participant interviews.
School level factors	School Leadership	Values language study, however organisational details were left up to the language teacher.	Shows signs of strong leadership. Explicit expectation in the school that language must be taught.
	Whole school approach	Whole school community appeared to value language but there was no strong advocacy of the programme.	Whole school community has strong value towards language education. Some cross-curricular planning and communication.
	Language teacher	Had an itinerant language teacher who was seen as the "driver" of the school language programme.	Has a language teacher as a full time member of staff, which is seen by senior staff as a strength of the language programme.
	Links beyond the school	Links to Indonesia and pen-pals with interstate school.	Camps, activity days, and links to schools locally.
Wider community factors	Influence of parents	No clear attempt to involve parents in language programme decision making, however, conducted surveys of parent opinion. Parents did not have any explicit response to the language programme within the school.	No clear attempt to involve parents in language programme decision making. Advocated programme to parents by inviting parents to Indonesian based performances by students. Parents did not have any explicit response to the language programme within the school.
	Current events in Indonesia	Participants offered personal opinions however, Indonesian current events had no apparent influence on school level decision making about the language programme.	Participants offered personal opinions however, Indonesian current events had no apparent influence on school level decision making about the language programme.

The next chapter of this study, Chapter 5: Conclusions, will report on findings of the overarching research question: What factors affected the sustainability of language programmes in two Tasmanian primary schools? Chapter 5 will also make recommendations about increasing the sustainability of language programmes in Tasmania, and will suggest areas for further research.

Chapter 5: Conclusions

5.1 Overview

This chapter will present conclusions about the overarching research question of this study: *What factors affected the sustainability of language programmes in two Tasmanian primary schools?* This chapter also will be used to identify recommendations for language education in Tasmania, and suggest areas of further research. This chapter is arranged according to the following sub-headings:

- (5.2) Conclusions about the overarching research question
- (5.3) Recommendations for language education in Tasmanian primary schools
- (5.4) Recommendations for further research
- (5.5) Conclusion

5.2 Conclusions about the overarching research question

What factors affected the sustainability of language programmes in two Tasmanian primary schools?

In Chapter 4: Findings and discussion, the three research sub-questions of this study were addressed. This section will synthesise the most prominent findings from Chapter 4 to determine the factors that affected the sustainability of language programmes in two Tasmanian primary schools.

This section will highlight the following system level factors:

- (5.2.1) Access to system level funding; and
- (5.2.2) Access / flexibility to hire qualified language teachers.

This section will also attend to the following school level factors:

- (5.2.3) A whole school approach; and
- (5.2.4) School level leadership.

5.2.1 Access to system level funding

The language programmes at School A and School B have both been influenced by the availability of funding. Both schools came online as *NALSAS Strategy* funded schools, and have used maintenance funding to sustain their language programme. Senior Staff Participant A had trialled maintenance funding but decided not to use the school budget for language education. The language programme at School B is now supported by a combination of maintenance funding provided by the Department of Education and a school budget allocation of funds.

The experiences of School A and School B suggest that the provision of outside funding to schools helps to implement, resource, and sustain a language programme. The responses from all school level participants indicate that without financial assistance, many schools are limited in the specialist teaching that they can offer. These findings are supported in research conducted by the Australian Primary Principals Association (APPA) (2002), which states that funding is a factor that strongly influences language programme sustainability in Australia. The APPA (2002) adds that in order to guarantee that all primary school students

have some access to language education, funding needs to be “universally resourced ensuring equity for all schools, without impacting upon the overall curriculum” (p. 10). The provision of *NALSAS Strategy* funding ensured that the two Tasmanian primary school’s language programmes were “universally resourced” as suggested by the APPA (2002, p. 7). While the *NALSAS Strategy* funding lasted, both schools’ language programmes were sustained.

5.2.2 Access / flexibility to hire qualified language teachers

Flexibility with staffing can only occur if Tasmanian language teacher supply and retention is maintained. Language teacher supply and retention in Tasmanian is limited by the lack of encouragement for pre-service teachers to learn a language at university. Senior Staff Participant B summed up the situation by stating that:

There aren’t as many teachers coming through who can teach a LOTE...the push from the uni (university) is not there either...without that I don’t think it (language) is a viable option (for schools) (Senior Staff Participant B, 16/08/2005).

These findings have indicated that access to suitably qualified teachers, and flexibility within school staffing quotas, can influence school leadership decisions to continue, or discontinue a primary school language programme. This notion is supported in the *Review of the Commonwealth Languages Other Than English Programme* (Erebus Consulting Partners, 2002) that states that “teacher supply and demand issues continue to be a concern for several jurisdictions (within Australia)...Principals continue to identify teacher shortage and staffing difficulties in LOTE as an area of concern” (p. 50). The cases of School A and

School B imply that this is a factor that indeed impacts on Tasmanian language education in the government school sector.

5.2.3 A whole school approach

The approaches taken by the staff at School A and School B, have affected their respective language programmes. The findings indicate that the language programme at School A was seen as a specialist area “predominantly driven by the presence of a LOTE teacher” (Senior Staff Participant A, 2005). Language Teacher Participant A reported that while she was valued as a teacher in School A, when it came to collaboration about the language programme, staff “weren’t really interested” (2005). This hindered the trans-disciplinary curriculum links and collaborative planning at School A. The decision to discontinue the language programme at School A was decided by Senior Staff Participant A, without consultation with teaching staff.

However, the language programme at School B was part of school culture. Through cluster links, and cross-curricular planning between the language teacher and general classroom teachers, Indonesian has been shifted from a ‘specialist’ to a ‘normal’, expected part of the school curriculum at School B. The yearly full staff evaluation of all specialist teaching at School B, including language, indicated the existence of a whole school approach to the language programme.

A whole school approach has a positive influence on language programme sustainability (Asia Education Foundation, 2004; Browett & Spencer, in press). The findings of this study indicate that, at the school level, simply voicing support

for languages education is not sufficient to ensure the language programme's sustainability. A language programme also requires a school community that is willing to incorporate the programme as part of the school's culture, and to explicitly support it.

5.2.3 School level leadership

The school level leadership decisions and actions taken by School A and School B influenced their respective language programmes in different ways. The school level leadership at School A made contributions to the language programme in the form of the provision of curriculum materials, but left the day-to-day running of the language programme in the control of Language Teacher Participant A. The decision to end the language programme was taken unilaterally by school leadership. At School B, the school leadership explicitly advocated the importance of language learning and took an active interest in the daily running of the programme. Decision making surrounding the continuation of the language programme was shared more broadly among teaching staff who shared ownership of the language programme.

School level leadership impacts greatly on the role that language education is to have within a primary school (Simpson & Norris, 2000). The actions and attitudes surrounding school leadership, influences the value that is placed on a school's language programme and how this may influence language programme sustainability. The ways in which decisions are made regarding a primary school's language programme's future operation are critical factors in language programme sustainability.

5.2.4 Summary of section 5.2

This study has identified that system level and school level factors have an interrelated affect on language programme sustainability. This study has found that conditions imposed upon schools by the system level will, in turn, influence school level decision making. The schools involved in this study indicated that there are two system level factors affecting school level decision making in Tasmanian primary schools. These factors are access to system level funding, and access / flexibility to hire qualified language teachers.

At the school level, the schools in this research were influenced by school level leadership, and whole school approaches. This study found that school level leadership influences the value placed on language education within a school. This study has also supported the notion that a whole school approach requires consideration of: collaborative planning between the language teacher and generalist teachers; trans-disciplinary links; and the provision of a working environment that supports the language teacher.

Based on these conclusions, the next section of this chapter will make recommendations for language education in Tasmania.

5.3 Summary of the research

The case of School A and School B indicate that a combination of school level and system level factors can make a significant impact on primary school language programme sustainability.

On the following page is Figure 5.1, which displays the influence that system level factors, school level factors, and wider community factors have on language programme sustainability. Further clarification of Figure 5.1 is found on the proceeding pages of this chapter.

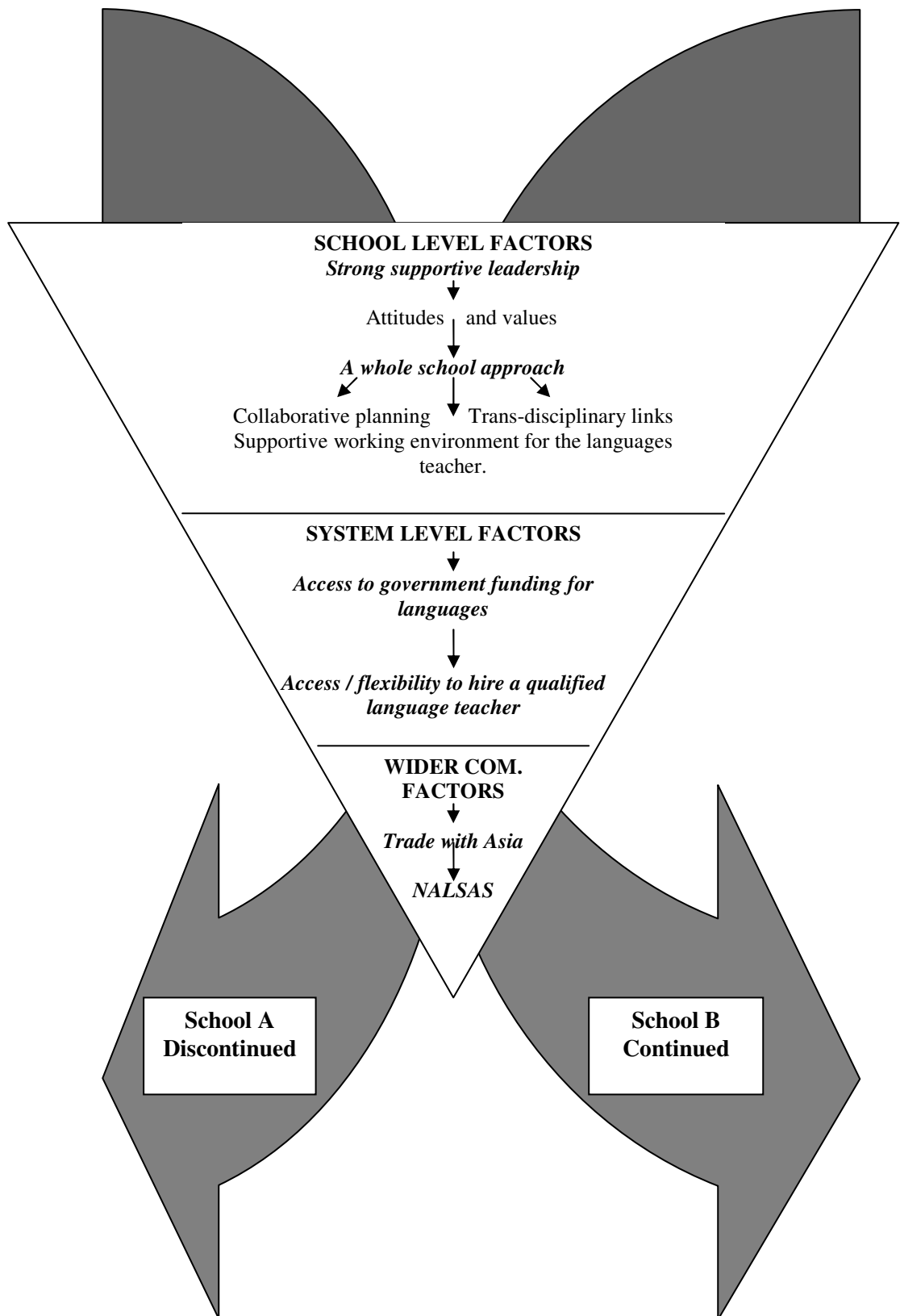


Figure 5.1: Factors that influence language programme sustainability

The inverted triangle in Figure 5.1 represents a funnel of factors that the language programmes at School A and School B passed through to reach their current status of continuation, or discontinuation.

School level factors that affect language programme sustainability are found in the top, larger portion of the inverted triangle. This is to emphasise the prominent effects that school level factors, in particular school level decision making, has on primary school language programmes.

System level factors are placed in the middle, second largest portion of the inverted pyramid. This is to represent that system level factors are influential to language programme sustainability, but not as influential as school level factors.

Wider community level factors are placed at the lower, smallest portion of the inverted triangle to display the minimal, but significant impact that wider community factors have on language programme sustainability. Both schools in this study used *National Asian Languages and Studies in Australian Schools (NALSAS) Strategy* funding to sustain their language programme. Without a wider community focus on trade with Asia, there would not have been a *NALSAS Strategy*.

It is important to note that at times, some of the factors on the inverted triangle may be interrelated.

5.4 Recommendations for language education in Tasmania

This study makes the following recommendations for language education in Tasmania.

- **The development of professional learning for all primary school leaders and all primary school teachers to increase awareness of factors that sustain primary school language programmes.** Key content of this professional learning would address: whole school approaches to implementing and sustaining language programmes; and factors that contribute to language programme sustainability.
- **Joint action between the Department of Education and University of Tasmania to overcome issues of teacher supply and retention.** Joint action would mean that the Department of Education and the University of Tasmania would work together to promote languages as a liberal study for pre-service teachers, or would provide incentives such as scholarships, or reimbursements of Higher Education Contribution Scheme (HECS) loans for students studying a language. The University of Tasmania should consider flexibility with study/work loads to encourage teacher education students to study a language. The current unit loading of the Bachelor of Education prevents students from studying languages in third and fourth year university. Students are strongly discouraged to overload with language study units due to class timetabling and practicum.
- **The inclusion of units on language programme sustainability, and trans-disciplinary links between languages and other curriculum areas in pre-service teacher training at the University of Tasmania.**

This would increase the value that new generalist teachers place on language education.

- **Incorporate parental involvement into future language education planning and decision making.** In particular, more explicit advocacy should occur by inviting parents into language classes, conducting information evenings, and motivating students to actively tell their parents what they are learning in language classes.
- **Greater discussion between primary school principals and system level planners about alternate ways of funding and staffing primary school language programmes.** This could be done through Education District forums, or joint forward planning between principals in school clusters and system level planners.
- **Regular evaluation of language education in Tasmania by the Department of Education to assist state-wide language programme sustainability.** Such evaluation could be achieved by surveying primary school principals, primary school language teachers and primary school generalist teachers about their current attitudes and perspectives about language education in Tasmania.
- **The development of a state wide audit of the costs associated with sustaining a language programme.** This would examine the funding needed by schools to access a language teacher and resource a language programme.

Each of these recommendations has resulted from key findings of this study.

5.5 Recommendations for further research

The following are possibilities for further research on language education in Tasmania.

- **A larger scale study of factors that influence primary school language programme sustainability.** A larger sample would compare the language programme sustainability experiences of metropolitan and rural Tasmania and identify whether language programme sustainability is a more significant issue in rural Tasmania.
- **Research into factors that affect high school and secondary college language programme sustainability.** This research may address the affects of primary to high school transition on language programme sustainability and factors that influence subject choices made by high school students. Such a study would inform the sustainability of language learning pathways in Tasmania, and how language programme sustainability affects students' subject selections.
- **A study into factors that affect teacher supply and retention in Tasmania,** and how these factors impact on language programmes;
- **A research project on pre-service teachers' perceptions of language education** would comment on how pre-service teachers can be recruited into language teaching.
- **Research into the attitudes of key education stakeholders towards the learning of languages in Tasmanian primary schools** would provide insight into how language education is currently valued in Tasmania.

Each of these research recommendations would enable further research on language education in Tasmania to be studied and strengthened.

5.6 Conclusion

This research has achieved its aim of analysing the system level, school level and wider community level factors that influence language programme sustainability in School A and School B. This study highlights the interrelated, diverse, and complex nature of language programme sustainability. The research further suggests that if language programmes in Tasmanian primary schools are to become truly sustainable, then the system level, school level, and wider community need to work together to sustain primary school language programmes. The role of senior staff is a key in this endeavour.

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Appendices

Appendix A: Consent form



UNIVERSITY
OF TASMANIA

CONSENT FORM FOR PARTICIPANTS

Case Study on Language (LOTE) Programme Sustainability

Student researcher: Anita Das Gupta

Supervisor: Dr Julie Browett

1. I have read and understood the 'Information Sheet' for this study.
2. The nature and possible effects of the study have been explained to me.
3. I understand that the study involves meeting with the researcher at negotiated location and time to participate in a voice recorded interview, lasting approximately 45 minutes depending on the issues raised. I understand that after the interview I will have the opportunity to alter/withdraw data in the interview transcript.
4. I understand there are no foreseeable risks involved with this study.
5. I understand that all research data will be securely stored on the University of Tasmania premises for a period of 5 years. The data will be destroyed at the end of 5 years.
6. Any questions that I have asked have been answered to my satisfaction.
7. I agree that research data gathered for the study may be published provided I am not named as a participant.
8. I understand that my identity will be kept confidential by the researcher and that any information I supply to the researcher will be used only for the purposes of the study.
9. I understand that while the researcher will endeavour to protect my identity I have been selected from a small sample of the Tasmanian language education community and no total guarantees of anonymity can be assured.
10. I agree to participate in this investigation and understand that I may withdraw at any without any effect, and if I so wish, may request that any data I have supplied to date be withdrawn from the research.

Name of participant: _____

Signature of participant: _____ **Date:** _____

Statement by investigator:

11. I have explained this project and the implications of participation in it to this volunteer and I believe that the consent is informed and that he/she understands the implications of participation.

Name of investigator: _____

Signature of investigator: _____ **Date:** _____

Appendix B: Invitation to participate

LETTER TO POTENTIAL DEPARTMENTAL PARTICIPANTS



UNIVERSITY
OF TASMANIA

Date

Dear (Potential Participant),

My name is Anita Das Gupta and I am currently undertaking a Bachelor of Education (Honours) with the University of Tasmania. For my honours dissertation I am conducting a case study under the supervision of lecturer Dr. Julie Browett. Your expertise would be of value to this study and I am therefore sending you this letter as an invitation to participate.

The case study will investigate the sustainability factors that affect the continuation or discontinuation of a primary Indonesian language (LOTE) programme. Participants will be asked to take part in a voice recorded interview lasting approximately 45 minutes.

Attached is an information sheet with the details of the study for your perusal. Should you wish to participate, please sign the consent form also attached and return in the stamped self-addressed envelope provided. Signing the consent form will indicate you have volunteered to participate in this study.

For any further information please do not hesitate to contact myself, or my supervisor on the email /addresses/contact numbers provided. Participation is voluntary and you are under no obligation to take part.

Thank you for your time,

Yours sincerely,

Anita Das Gupta (Honours student)
Email: aadas@postoffice.newnham.utas.edu.au
Phone: 0417 576 952

Julie Browett (Lecturer in Languages and Literacy Education)
Email: Julie.Browett@utas.edu.au
Phone: 6324 3006

Appendix B: Invitation to participate (continued...)**LETTER TO SCHOOL PRINCIPALS**

UNIVERSITY
OF TASMANIA

Date

Dear Principal,

My name is Anita Das Gupta and I am currently undertaking a Bachelor of Education (Honours) with the University of Tasmania. For my honours dissertation I am conducting a case study under the supervision of lecturer Dr. Julie Browett.

Your school's experiences would be of value to this case study and I am therefore sending you this letter as an invitation to participate.

The case study will investigate the sustainability factors that affect the continuation or discontinuation of a primary Indonesian language (LOTE) programme. Participants will be asked to take part in a voice recorded interview lasting approximately 45 minutes.

Should your school wish to consider participation, two interviews would be conducted: one interview with a senior staff member, and one with your school's current (or last) LOTE teacher.

Enclosed with this forwarding letter are two letters of invitation, two consent forms, two stamp self-addressed envelopes and two information sheets for a senior staff member and LOTE teacher should they agree to participate in this study. These will give your a fuller indication of what the study involves. If you agree for your school to participate, could you please forward these documents on to the relevant persons.

For any further information please do not hesitate to contact me, or my supervisor using the contact details provided below. Participation is voluntary and you are under no obligation to take part.

Thank you for you time,

Yours sincerely,

Anita Das Gupta (Honours student)
Email: aadas@postoffice.newnham.utas.edu.au
Phone: 0417 576 952

Julie Browett (Lecturer in Languages and Literacy Education)
Email: Julie.Browett@utas.edu.au
Phone: 6324 3006

Appendix B: Invitation to participate (continued...)**LETTER TO SCHOOL BASED PARTICIPANTS THAT HAS COME THROUGH PRINCIPALS**

UNIVERSITY
OF TASMANIA

Date

Dear (Potential Participant),

My name is Anita Das Gupta and I am currently undertaking a Bachelor of Education (Honours) with the University of Tasmania. For my honours dissertation I am conducting a case study under the supervision of lecturer Dr. Julie Browett. Your expertise would be of value to this study and I am therefore sending you this letter through your school principal as an invitation to participate.

The case study will investigate the sustainability factors that affect the continuation or discontinuation of a primary Indonesian language (LOTE) programme. Participants will be asked to take part in a voice recorded interview lasting approximately 45 minutes.

Attached is an information sheet with the details of the study for your perusal. Should you wish to participate, please sign the consent form also attached and return in the stamped self-addressed envelope provided. Signing the consent form will indicate that you have volunteered to participate in this study.

For any further information please do not hesitate to contact me, or my supervisor using the contact details provided. Participation is voluntary and you are under no obligation to take part.

Thank you for your time,

Yours sincerely,

Anita Das Gupta (Honours student)
Email: aadas@postoffice.newnham.utas.edu.au
Phone: 0417 576 952

Julie Browett (Lecturer in Languages and Literacy Education)
Email: Julie.Browett@utas.edu.au
Phone: 6324 3006

Appendix C: Information sheet for participants



UNIVERSITY
OF TASMANIA

INFORMATION SHEET

Title of investigation:

Language programme sustainability – a case study of two Tasmanian primary schools

Name of student investigator:

Anita Das Gupta
Honours Student
Faculty of Education
University of Tasmania

Name of chief investigator:

Dr Julie Browett
Lecturer in Languages and Literacy Education
Faculty of Education
University of Tasmania

Purpose of the study:

The purpose of this study is to satisfy the requirements to fulfil a Bachelor of Education (Honours). The study aims to case study the language sustainability experiences of two primary schools: one school with a language programme that has been continued; and one school with a language programme that has been discontinued. Both schools will be from the same cluster, with an Indonesian language focus.

Participant benefit:

Participants in this study will have the chance to have their concerns/opinions with regard to language policy documented. As the number of participants in this study will be limited, any information a participant offers will form a pivotal part of this study.

Inclusion criteria:

Participants approached for this study have been selected due to their position in the education system. In no way have privacy laws been breached in selecting participants. Selection has been based upon government lists of schools with or without Indonesian language programmes.

Study procedures:

Each participant will be asked to partake in a semi-structured interview which will be voice recorded. The semi-structured interview will consist of the researcher putting forward a number of topics to be addressed. The interview questions will be based around following topics:

- Language programme implementation in Tasmania
- Personal experiences of involvement with language programmes
- Personal reflections on what factors contribute to the continuation or discontinuation of a language programme within a school
- The future of languages education in Tasmanian schools

Participants will be asked to give their opinion, but will also have the opportunity to reflect and put forward any agenda they deem important. Participants will be sent an interview agenda prior to their interview.

Each interview will take approximately 45 minutes, depending on how much of the interview agenda the participant wishes to reflect on and any additional information that they wish to add. The location and time of the interview will be negotiated between the participant and the researcher.

Interview participants will be sent a transcript to examine for any data that they wish to be changed or withdrawn.

Possible risks or discomforts:

No foreseeable risks or discomforts are anticipated with this study. However, if a participant should feel uncomfortable with any issues/questions raised, they are under no obligation to answer. Should this happen, the participant may ask the researcher to pause the tape. The participant may then strike any data from the record.

Confidentiality:

In the compilation of this study, departmental personnel and school staff will be given pseudonyms to assist anonymity of participants. No reference will be given to the names of the schools or school clusters involved.

However, participants should note that they have been selected from a small sample of the Tasmanian language teaching community. Whilst the researchers will use pseudonyms, this does not guarantee total anonymity of participants. By signing the consent form with this information sheet participants are acknowledging that there is no full guarantee of total anonymity.

For this reason participants who chose to enter this study will have choice as to which interview questions they wish answer. Participants may refuse to answer any question at any time within the interview. As mentioned, participants will also be given the opportunity to view the interview transcript and alter/withdraw data.

All data resulting from the interviews and study will be kept in a locked cabinet at the University of Tasmania for five years and then destroyed at the end of this time.

Freedom to refuse or withdraw:

Participation in this study is completely voluntary, and is evidenced by signing a consent form. In any event, participants may, without explanation, withdraw at any time, with any data that they have given.

Contact persons:

Dr Julie Browett
Lecturer in Languages and Literacy Education
Faculty of Education
University of Tasmania
Locked Bag 1307
Launceston TAS 7250
Ph 63243006
Julie.Browett@utas.edu.au

Anita Das Gupta
Bachelor of Education (Honours student)
42 Heathcote St
Ulverstone TAS 7315
Ph 0417 576952
aadas@postoffice.newnham.utas.edu.au

Statement regarding approvals:

This project has been approved by the Human Research Ethics Committee (Tasmania) Network, and by the Department of Education.

Concerns or complaints:

If participants have any concerns of an ethical nature or complaints about the manner in which the research is conducted, they may contact the Executive Officer of the Human Research Ethics Committee (Tasmania) Network. The Executive Officer can direct participants to the relevant Chair that has reviewed the research.

Executive Officer:

Amanda McAully
Ph. 03 6226 2763
Amanda.McAully@utas.edu.au

Results of the investigation:

On request from participants, the researcher will supply results of the study. A public presentation of the study will be held in November, all participants are welcome to attend and will be informed of the details closer to the event.

Appendix D: Full interview schedules / Schedules sent to participants

*** Note: Prompting questions were not sent to participants**

INTERVIEW SCHEDULE: LANGUAGE TEACHER FROM A SCHOOL WITH A DISCONTINUED LANGUAGE PROGRAMME

Preamble:

To begin, thank you for participating in this interview today. The interview schedule I sent you will form the basis of the questions we discuss. I'd like to remind you, you are under no obligation to answer anything you are not comfortable with. If you would like me to pause the tape or strike anything from the record, at any time, please say.

Interview segment	Questions / Discussion starters	Possible prompting questions
General background	<p>Let's start with some general information about the school and the programme.</p> <p>Please provide some background about the language programme in the school.</p>	<p>How many years had the programme been running?</p> <p>Which grades were involved?</p> <p>How was the programme funded?</p>
Early beginnings	<p>Please tell me about the decision making processes that surrounded the introduction of the programme.</p>	<p>What was the rationale that underpinned the introduction of the language programme?</p> <p>How were stakeholders such as parents and the community involved?</p>
Implementation	<p>Please describe how the programme was implemented in the school.</p>	<p>What curriculum structures underpinned the programme?</p> <p>In what ways were links made between the language programme and other curriculum areas?</p> <p>Please comment on timetabling and any changes that were made.</p> <p>In what other ways was the programme resourced?</p> <p>To what extent were you able to collaborate with classroom teachers?</p> <p>How did the programme articulate to the local high school?</p> <p>What links were made beyond the school, for example, to the wider</p>

community or to Indonesia?

Teacher experiences

Please tell me about your role in the implementation of the programme?

At what stage did you join the programme?

What was your experience of being involved in the language programme?

How were you feeling: in regard to support and being valued?

The discontinuation of the programme

What factors do you think lead to the discontinuation of your school's language programme?

In your opinion what sort of impact does outside funding (or lack thereof) have on a language programme?

What factors might have allowed the program to continue?

In an ever increasingly crowded curriculum, some people would suggest that language studies, especially Indonesian is of little relevance to students today? What is your opinion about that statement?

How has the introduction of the Essential Learnings impacted on language programs?

What factors in society and at the political level impact on language study in schools in general?

What factors in society and at the political level impact on Indonesian language study in schools?

Are there any other related matters that you would like to address in this interview today?

I'd like to thank you for your time today. I have valued your insight and experience for this study. This recording will be transcribed as soon as possible, and I will have a transcript for you to check - this is to ensure that the record that I make of the interview is correct.

Appendix D (continued...): Full interview schedules / Schedules sent to participants

*** Note: Prompting questions were not sent to participants**

INTERVIEW SCHEDULE: LANGUAGE TEACHER FROM A SCHOOL WITH A CONTINUING LANGUAGE PROGRAMME

Preamble:

To begin, thank you for participating in this interview today. The interview schedule I sent you will form the basis of the questions we discuss. I'd like to remind you, you are under no obligation to answer anything you are not comfortable with. If you would like me to pause the tape or strike anything from the record, at any time, please say.

Interview segment	Questions / Discussion starters	Possible prompting questions
General background	Let's start with some general information about the school and the programme.	How many years had the programme been running? Which grades are involved?
	Please provide some background about the language programme in the school.	How is the programme funded?
Early beginnings	Please tell me about the decision making processes that surrounded the introduction of the programme.	What was the rationale that underpinned the introduction of the language programme? How were stakeholders such as parents and the community involved?
Implementation	Please describe how the programme is implemented in the school.	What curriculum structures underpin the programme?
		In what ways are links made between the language programme and other curriculum areas?
		Please comment on timetabling and any changes that have been made.
		In what other ways was the programme resourced?
		To what extent are you able to collaborate with classroom teachers?
		How does the programme articulate to the local high school?
		What access to resources do

		you have?
		What links are made beyond the school, for example, to the wider community, or to Indonesia?
Teacher experiences	Please tell me about your role in the implementation of the programme?	At what stage did you join the programme?
	What is your experience of being involved in the language programme?	How do you feel in regard to support and being valued?
	Would you describe a typical Indonesian lesson in your class for me?	
The future of the programme	How do you see the language programme in the future?	In your opinion what sort of impact does outside funding (or lack thereof) have on a language programme?
	What steps are being taken to support the continuation of the language programme?	
	In an ever increasingly crowded curriculum, some people would suggest that language studies, especially Indonesian is of little relevance to students today. What is your opinion about that statement?	
	How has the introduction of the Essential Learnings impacted on language programs?	
	What factors in society and at the political level impact on language study in schools in general?	
	What factors in society and at the political level impact on Indonesian language study in schools?	

Are there any other related matters that you would like to address in this interview today?

I'd like to thank you for your time today. I have valued your insight and experience for this study. This recording will be transcribed as soon as possible, and I will have a transcript for you to check - this is to ensure that the record that I make of the interview is correct.

Appendix D (continued...): Full interview schedules / Schedules sent to participants

*** Note: Prompting questions were not sent to participants**

INTERVIEW SCHEDULE: SENIOR STAFF MEMBER FROM A SCHOOL WITH A DISCONTINUED LANGUAGE PROGRAMME

Preamble:

To begin, thank you for participating in this interview today. The interview schedule I sent you will form the basis of the questions we discuss. I'd like to remind you, you are under no obligation to answer anything you are not comfortable with. If you would like me to pause the tape or strike anything from the record, at any time, please say.

Interview segment	Questions / Discussion starters	Possible prompting questions
General background	<p>Let's start with some general information about the school and the programme.</p> <p>Please provide some background about the language programme in the school.</p>	<p>How many years had the programme been running?</p> <p>Which grades were involved?</p> <p>How was the programme funded?</p> <p>What led the school to decide upon Indonesian as the language to be taught?</p>
Early beginnings	<p>Please tell me about the decision making processes that surrounded the introduction of the programme.</p>	<p>What was the rationale that underpinned the introduction of the language programme?</p> <p>How were stakeholders such as parents and the community involved?</p>
Implementation	<p>Please describe how the programme was implemented in the school.</p>	<p>What curriculum structures underpinned the programme?</p> <p>Please comment on timetabling and any changes that were made.</p> <p>In what other ways was the programme resourced?</p> <p>To what extent were language teachers and classroom teachers able to collaborate?</p> <p>In what ways were links made between the language programme and other curriculum areas?</p>

		What links were made beyond the school, for example, to the wider community or to Indonesia?
		How did the programme articulate to the local high school?
The teacher's role	Please describe the role of the language teacher within the school.	
The discontinuation of the programme	<p>What factors do you think led to the discontinuation of your school's language programme?</p> <p>What factors might have allowed the program to continue?</p> <p>In an ever increasingly crowded curriculum, some people would suggest that language studies, especially Indonesian is of little relevance to students today. What is your opinion about that statement?</p> <p>How has the introduction of the Essential Learnings impacted on language programs?</p> <p>What factors in society and at the political level impact on language study in schools in general?</p> <p>What factors in society and at the political level impact on Indonesian language study in schools?</p>	In your opinion what sort of impact does outside funding (or lack thereof) have on a language programme?

Are there any other related matters that you would like to address in this interview today?

I'd like to thank you for your time today. I have valued your insight and experience for this study. This recording will be transcribed as soon as possible, and I will have a transcript for you to check - this is to ensure that the record that I make of the interview is correct.

Appendix D (continued...): Full interview schedules / Schedules sent to participants

*** Note: Prompting questions were not sent to participants**

INTERVIEW SCHEDULE: SENIOR STAFF MEMBER FROM A SCHOOL WITH A CONTINUING LANGUAGE PROGRAMME

Preamble:

To begin, thank you for participating in this interview today. The interview schedule I sent you will form the basis of the questions we discuss. I'd like to remind you, you are under no obligation to answer anything you are not comfortable with. If you would like me to pause the tape or strike anything from the record, at any time, please say.

Interview segment	Questions / Discussion starters	Possible prompting questions
General background	Let's start with some general information about the school and the programme.	How many years has the programme been running?
	Please provide some background about the language programme in the school.	Which grades are involved? How is the programme funded?
Early beginnings	Please tell me about the decision making processes that surrounded the introduction of the programme.	What was the rationale that underpinned the introduction of the language programme?
		How were stakeholders such as parents and the community involved?
		What led the school to decide upon Indonesia as the language to be taught?
Implementation	Please describe how the programme is implemented in the school.	What curriculum structures underpinned the programme?
		In what ways are links made between the language programme and other curriculum areas?
		Please comment on timetabling and any changes that were made.
		In what other ways is the programme resourced?
		To what extent is the language teacher able to collaborate with classroom teachers?

		How does the programme articulate to the local high school?
		What links are made beyond the school, for example, to the wider community or to Indonesia?
The teacher's role	How would you describe the role of the language teacher within the school?	
The future of the programme	How do you see the programme in the future?	In your opinion what sort of impact does outside funding (or lack thereof) have on a language programme?
	What steps are being taken to support the continuation of the language programme?	
	In an ever increasingly crowded curriculum, some people would suggest that language studies, especially Indonesian is of little relevance to students today. What is your opinion about that statement?	
	How has the introduction of the Essential Learnings impacted on language programs?	
	What factors in society and at the political level impact on language study in schools in general?	
	What factors in society and at the political level impact on Indonesian language study in schools?	

Are there any other related matters that you would like to address in this interview today?

I'd like to thank you for your time today. I have valued your insight and experience for this study. This recording will be transcribed as soon as possible, and I will have a transcript for you to check - this is to ensure that the record that I make of the interview is correct.

Appendix D (continued...): Full interview schedules / Schedules sent to participants

*** Note: Prompting questions were not sent to participants**

INTERVIEW SCHEDULE: DISTRICT LOTE PERSONNEL

Preamble:

To begin, thank you for participating in this interview today. The interview schedule I sent you will form the basis of the questions we discuss. I'd like to remind you, you are under no obligation to answer anything you are not comfortable with. If you would like me to pause the tape or strike anything from the record, at any time, please say.

Interview segment	Questions / Discussion starters	Possible prompting questions
General background	As I understand it, your position is / was to support language policy implementation. So that I have a deeper understanding of your position in the Department, please briefly describe what your job entails /ed.	How long have you been in the position?
	During 1995, the Tasmanian LOTE Policy emerged. What sort of goals did the Department have for primary language studies in Tasmania?	
	To what extent were key stake holders involved in the formulation of the LOTE policy?	
	What was the position of languages education in primary schools at that time?	
Implementation	Please describe the implementation process of Indonesian language education within a cluster?	What support was given to schools beginning language studies?
	How did language policy implementation link to the rest of the curriculum?	How was the programme articulated across the cluster?
	In what ways has the district / DOE continued to support primary language programmes?	
Sustainability	What factors lead to the discontinuation of a primary language programme?	Whose decision is it to disband a language programme within a school?
	What factors support the continuation of a primary language programme?	What sort of support do schools receive from the

district / DOE if they find their programme is struggling to continue?

How does the provision of outside funding (or lack thereof) impact on a primary language programme?

The future of the programme

How do you see the future of language studies in Tasmanian schools?

In an ever increasingly crowded curriculum, some people would suggest that language studies, especially Indonesian is of little relevance to students today. What is your opinion about that statement?

How has the introduction of the Essential Learnings impacted on language programs?

What factors in society and at the political level impact on language study in schools in general?

What factors in society and at the political level impact on Indonesian language study in schools?

Are there any other related matters that you would like to address in this interview today?

I'd like to thank you for your time today. I have valued your insight and experience for this study. This recording will be transcribed as soon as possible, and within the next week I will have a transcript for you to member check, this is just to ensure all comments I have here are correct.