An Evaluation of the Language and Culture Immersion Experiences (LCIE) for Teachers Programmes: Their impact on teachers and their contribution to effective second language learning

REPORT FOR

THE NEW ZEALAND MINISTRY OF EDUCATION

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Dr Sharon Harvey

Annelies Roskvist

Deborah Corder

Karen Stacey

ACRONYMS AND DEFINITIONS

ACENZ	Association of Colleges of Education in New Zealand
AFS	American Field Service
CEFR	Common European Framework of Reference for Languages
CSLT	Case study long-term sojourner
DELF	Diplôme d'études en langue Française
ERF	Effectiveness reporting framework
FL	Foreign language
IC	Immersion country
ICC	Intercultural communicative competence

The knowledge, skills, attitudes and behaviour required to interact effectively and appropriately with people from other cultures, be it at a national, social, institutional or individual level. This involves the ability to move beyond stereotypes and to respect and accommodate individual differences and perspectives. ICC requires critical reflection on one's own cultural identity, how it shapes one's world view and influences the extent to which one's interaction (verbal and non-verbal) with others is appropriate.

iCLT	Intercultural communicative language teaching

Teaching not just linguistic competence and factual cultural information, but providing experiential learning experiences appropriate to the students' level, that fosters development of ICC. The emphasis is not on achieving native speaker competence but on gaining an understanding of and the ability to reflect on the important role of culture in language, how individual cultural frameworks and world views, including one's own, influence verbal and non-verbal communication, and being able to adapt accordingly to communicate effectively.

IL	Immersion language
ILANZ	International Languages Aotearoa-New Zealand
ILT	Intercultural language teaching
INSET	In-service teacher training
IP	Immersion programme
IRDPX	Input Recognition Discrimination Production Extension

LCIE	Language and culture immersion experiences
L1	First language
L2	Second language
Langsem	Regional seminars for language teachers
LIA	Language immersion awards
LOTEM	Language other than English or Māori
LT	Long-term
NCEA	National Certificate of Educational Achievement
NZALT	New Zealand Association of Language Teachers
NZCTE	New Zealand Council for Teacher Education
PD	Professional development
QSST	Qualitative study short-term sojourner
RFP	Request for proposal
SA	Study abroad
SLA	Second language acquisition
SPSS	Statistical Package for the Social Sciences
ST	Short-term
TL	Teaching language
TPDL	Teacher professional development languages

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ABSTRACT

This report presents findings from a New Zealand Ministry of Education-funded research evaluation that investigated the role of language and cultural immersion experiences (LCIEs) gained through immersion programmes (IPs) in developing teachers' language proficiency and intercultural communicative competence (ICC), their language teaching practices and language learning opportunities and outcomes for students.

The evaluation comprised three parts:

- a comprehensive qualitative and quantitative questionnaire administered at the end of 2008 to 114 participants in immersions from 2005
- a qualitative study of ten short-term immersion programme teachers (two weeks to three months) conducted through the second part of 2008 and early 2009
- four case studies of long-term (ten months to one year) immersion programme teachers conducted through the second part of 2008.

These data were supplemented with analysis of the many milestone reports available from the two key contracting agencies (AFS and Accent Learning of Victoria Link Ltd).

The evaluation found that, as a result of the immersion programmes, teachers' immersion language proficiency improved in most instances. Teachers' perceptions were that gains were most noticeable in speaking, followed by listening and, to a lesser extent, in reading and writing. Teachers also noted gains in confidence, and in their becoming more autonomous as language learners. Teachers appeared to be confident and comfortable talking about the development of their cultural knowledge, but they were less confident about their understanding of the relationship between language and culture. While some teachers appeared to be familiar with the concept of ICC in terms of interaction with people of other cultures, awareness of differences and similarities and of preventing overemphasis on foreignness and stereotypes, understanding was varied, with no articulated links to ICC theory and research, nor to intercultural language teaching.

The immersion experience had a major effect on teachers' confidence in their language teaching and for some there was an increase in their understanding of language teaching as well. In addition, student language learning and other student outcomes were reported to be strengthened, particularly in regard to attitudes to learning and increased use of the immersion language. Other gains were also evident, such as greater student retention, increased numbers of students learning languages and an increased interest by students in undertaking an immersion experience themselves. Perceptions of a change in students' attitudes to ICC were least positive, with 70% of teachers seeing

no or minimal positive change, which may well reflect teachers' own uncertainty about ICC.

While there were a number of reported and observed gains from the language and culture immersion experiences, the full potential of immersion programmes was not harnessed as well as it might have been. The evaluation highlighted the need for more structure to immersion experiences, including the need for a higher level of pre-departure information for teachers, goal-setting support and more information and learning about the Ministry of Education's expectations for intercultural language teaching. Also important is the need for a full debriefing following time overseas, structured opportunities for dissemination of experiences and learning, and a programme for ongoing professional development.

CHAPTER ONE: INTRODUCTION

This report presents findings from a research evaluation funded by the New Zealand Ministry of Education (the Ministry). The research investigated the role of language and cultural immersion experiences in developing teachers' language proficiency and ICC, their language teaching practices, and language learning opportunities and outcomes for students. Concomitantly, the research was also to provide the Ministry with evidence about the programme's contribution to effective teaching.[1]

In 2007, the Ministry identified Learning Languages as a new learning area in *The New Zealand Curriculum* (Ministry of Education, 2007a). This initiative was aimed at extending and improving the quality of provision of language learning in schools so that by 2010 all New Zealand students in Years 7 to 10 could be offered an additional language (additional to Māori and English). The introduction of Learning Languages (Years 7–10) as a curriculum area in its own right has resulted in a growing demand for language teachers of languages other than Māori and English.

Significant in the promotion of language teaching and learning is the government's international education agenda (Ministry of Education, 2007c). Two goals particularly relate to language learning and these are: Goal One, 'New Zealand students are equipped to thrive in an interconnected world' and Goal Two, 'New Zealand receives wider economic and social benefits'. The point is made by the Ministry of Education:

> Global links are significant for New Zealand owing to its small size, but difficult to build and maintain due to its relative geographic isolation from other countries and markets. Language learning helps to maintain global links in an open, knowledge–rich economic environment and increases the attractiveness of New Zealand as a place in which to invest, work and live. Increasing language learning is one way of actualising the Government's economic, social and cultural goals, whilst enhancing the institutions and structures that support the internationalisation of the New Zealand economy. (Robb, 2009a, p. 29)

That language is acquired through use is a fundamental concept. Indeed the core strand of Learning Languages is communication (Ministry of Education, 2007a, p. 24). Opportunities for authentic language input and engagement in communicative activities where the focus is on meaning are critical for the development of language proficiency. This is as important for teachers learning, maintaining and extending their teaching language/s as it is for students learning a language at school. As Gibbs and Holt (2003) report, teacher proficiency in both teaching language and in language teaching

[1] Effective teaching focuses on maximising learning outcomes for all learners in every situation. Effective teaching requires knowledge of subject and teaching practice. The heart of effective teaching is where these three areas of influence intersect (Ministry of Education, 2007f, p. 29).

methodology are key factors in delivering successful language programmes. National curriculum developments since that report mean that teachers now need to integrate ICC into language learning and teaching, alongside the integration of the key competencies (Ministry of Education, 2007a).

An important element in the Learning Languages area is that of cultural knowledge, within which ICC plays an integral role. Significantly, Sercu (2005) argues that it is not enough for teachers to teach *about* the target culture. Rather, in the current international and national contexts of unprecedented travel, migration and interconnectivity, it is important for language teachers to enable learners to reflect on their own identity, on cultural differences and on how cultures relate to and affect each other (Castro & Sercu, 2005). This shift in emphasis in language teaching from linguistic communicative competence only to the wider concept of ICC (ICC) which includes and adds to linguistic competence, presents a challenge to traditional teaching delivery and assessment practices (Sercu, 2005; Kohonen, 2005). The emergence of different expectations demands a shift in paradigm from the traditional teacher-centred focus on cultural knowledge to new approaches that have cognitive, affective and behavioural components. Rather than teaching students what Byram (1997) terms *savoirs* (just describing and comparing facts about other cultures), teachers need to include the other dimensions of ICC (for example, *savoir-apprendre, savoir-s'engager*) incorporating reflection and analysis, and drawing very much on the experiential learning approach (Kohonen, 2005). These issues need to be considered in preparing teachers for immersion experiences and other forms of professional development (Sercu, 2004a). Moreover, Timperley, Wilson, Barrar, and Fung (2007) argue that the efficacious structuring of any professional development opportunities for teachers is a crucial factor in translating teacher professional development into positive learning outcomes for students.

This is the contextual background to two key professional development initiatives put in place by the Ministry of Education to raise the standard and amount of language teaching in New Zealand in preparation for 2010. One is the Teacher Professional Development in Languages Programme (TPDL) (for a comprehensive evaluation of this programme see Harvey, Conway, Richards, and Roskvist, 2009). The other mechanism is the funding and support of immersion experiences for teachers (language and culture immersion experiences, or LCIE). In addition, the Ministry of Education has appointed five national language advisors and a director employed through International Languages Aotearoa-New Zealand (ILANZ), as well as nine regional language advisors and a national languages coordinator.

During the course of the research, Emeritus Professor Mike Byram (University of Durham), advisor for this research, was invited to New Zealand at the beginning of 2009 for two weeks. Mike Byram first coined the term ICC and has published and presented widely in the area. He is currently the editor of the Routledge Encyclopedia of Language Teaching and Learning and is a programme advisor to the Council of Europe Language Policy Division. Professor Byram worked with the AUT research team, travelled to Wellington to advise Ministry of Education officials on language policy and featured as keynote speaker at an AUT University seminar organised for local language teachers (see Appendix One).

1.1 Background to the language and culture immersion experiences (LCIEs)

The evaluation examined the experiences of teachers on the two immersion programmes available to New Zealand language teachers. The first programme is known as the language immersion awards (LIAs) which the New Zealand government has been funding and coordinating for language teachers since 2005. The LIAs are administered through AFS (American Field Service). In addition, for many years there has also been a range of different immersion opportunities administered first through New Zealand Council for Teacher Education (NZCTE), then the Association of Colleges of Education in New Zealand (ACENZ) and now Accent Learning of Victoria Link Ltd (Victoria University) The contract is known as International Languages Aotearoa-New Zealand (ILANZ).

The different arrangements enable language teachers to spend varying amounts of time in a country where their teaching language is used as a first language. Sojourns range from two weeks to one year and the countries visited include Japan, Germany, Samoa, Spain, Argentina, Chile, Tahiti, France, China and the Cook Islands. In 2005, the Ministry of Education appointed a language advisor to coordinate the ILANZ and AFS contracts. The funding has come from the Growth and Innovation Framework (Clarke, 2002) 'to support the development of language skills considered necessary for New Zealand's growth as an . . . economy that is globally connected' (Robb, 2009a, p. 29).

Through its contract with the Ministry of Education, AFS administers three teacher-immersion award programmes: a one-month teacher programme, a three-month teacher programme and a one-year teacher programme. The numbers of awardees have varied from year to year since 2005. In 2009, nine one-month participants, six three-month participants and four one-year participants were selected. Increasing emphasis has been placed on ensuring that teacher applicants from a spread of languages and school deciles are represented across the awards, and, where possible, teachers from Years 7 to 10 are chosen (Robb, 2009a, p. 29).

The Ministry contracts Accent Learning of Victoria Link Ltd to administer a number of immersion programmes sponsored by other governments, principally the Ministry of Education of the People's Republic of China, the Embassy of France, the Embassy of the Federal Republic of Germany and the Goethe-Institute, the Embassy of Japan and the Japan Foundation, and the Spanish Ministry of Education. Accent Learning also facilitates the sojourns by paying for teacher-release time (through New Zealand government funding) where necessary. These immersion awards vary from between two weeks to two months in duration. Both Accent Learning and AFS administer other activities for the Ministry of Education which are discussed here.

While the received, or uncritical, view is that language and culture immersion experiences are inarguably beneficial, Ehrenreich (2006) observes that the empirical literature does not always support this stance. Moreover, she makes the point that the field of evaluation of teacher language and culture immersion sojourns is characterised by a relative dearth of research and this is even more so in the case of effects on student learning (Harbon, 2005). Indeed, on the basis of her research looking at the experience

of German foreign-language student teachers living and working in English-speaking countries as German language assistants, Ehrenreich (2006) states:

> The findings of [the] study show how both the experiences of the assistant year itself and its evaluation are subject to a whole range of internal and external factors, making a clear cut assessment of its educational and professional impact on teachers' lives impossible. (p. 195)

Ehrenreich's study was based on semi-structured retrospective interviews with a small sample of 22 student teachers. Her research indicated that more work is required on the evaluation of overseas professional development sojourns for language teachers, and that studies probably need to be of mixed-methods design to capture a diversity of perspectives. The current study takes just such an approach.

1.2 Numbers of students learning languages

More students learning languages is one of the 'priority goals' of the LIA scheme (Ministry of Education, 2009b). Between 2006 and 2008, there was an increase in all languages and particular gains in French, Spanish and Samoan. The July 2009 figures, however, have dropped back considerably. The Ministry of Education states that in July 2009:

1. There has been a decrease in the number of Year 1 to 8 students learning one or more languages, other than English or Te Reo Māori, for 30 hours or more per year.

2. There were 14,811 enrolments, the majority at Year 7 to 8 (10,979 enrolments). This is a decrease of 4,458 enrolments (23.1%) since July 2008.

3. There were 150 schools offering languages for 30 hours or more per year. This is a decrease of 35 schools since July 2008.

4. There were seven schools offering Pacific languages for 30 hours or more per year. This is an increase of three schools since July 2008.

(Education Counts, 2009)

Moreover, as Table 1 shows, for language enrolments at the primary level, Spanish, Samoan and Chinese are the only languages to have experienced increases, while French, Japanese and German have experienced a relatively large drop in numbers.

Numbers of students learning language in Years 1–8 (mainly 7–8)	2006	2008	2009	+/- (2008-2009)
French	27,438	31,070	25,979	-5,091
Japanese	19,803	19,936	17,647	-2,289
Spanish	17,764	23,627	23,778	+151
German	11,319	11,503	8,830	-2,673
Samoan	877	1,680	2,212	+532
Chinese	2,874	4,362	4,838	+476
Total	**80,075**	**92,178**	**83,284**	**-8,894**

Table 1: Numbers of students learning language in Years 1–8
Source: Education Counts, 2009**.**

The picture is similar in Years 9 to 13, where all numbers have decreased except for Chinese and Spanish. Given the recent investment in teacher professional development in language teaching and the expectations of *The New Zealand Curriculum,* this very recent drop in language learning numbers is cause for concern and warrants closer study.

Numbers of students learning language in Years 9–13	2006	2008	2009	+/- (2008-2009)
French	27,614	28,245	27,197	-1,048
Japanese	18,486	18,157	17,304	-853
Spanish	8,100	10,900	11,167	+267
German	6,686	6,251	6,085	-166
Chinese	1,728	1,891	2,077	+186
Samoan	2,168	2,311	2,161	-150
Total	**64,782**	**67,755**	**65,991**	**-1,764**

Table 2: Numbers of students learning language in Years 9–13
Source: Education Counts, 2009.

1.3 Organisation of report

This report is divided into nine chapters. Chapter Two describes the design of the research, relevant ethical issues and the limitations of the project. Chapter Three presents comprehensive demographic data on the research participants and Chapter Four analyses the effect of the language and culture immersion experiences on teacher immersion language proficiency. Chapter Five examines the effect of the language and culture immersion experiences on teachers' cultural knowledge and then goes on to consider their developing understandings of ICC. Teacher improvements in language teaching pedagogy and teachers' understanding of the curriculum as a result of the immersion programmes is discussed in Chapter Six. Chapter Seven looks at the effect on language learning opportunities and outcomes for students. Chapter Eight considers the structure of the immersion programmes and how a more efficacious framing of the programmes might result in even greater gains for teachers while on immersion sojourns. The final chapter, Chapter Nine, summarises our findings and presents recommendations for the Ministry of Education to consider.

CHAPTER TWO: DESIGN OF RESEARCH

2.1 Background

This study examined the efficacy of New Zealand and other government-sponsored awards for language and cultural immersion sojourns for New Zealand language teachers and their pedagogical practices once they returned to New Zealand classrooms. The scope for the evaluation was wide, because of the potential number of participants, the varying lengths of sojourns, the levels of teacher target-language proficiency, the countries and range of languages involved, and the variation in provider programmes. It follows that there were a number of ways that the study could have been conducted. Risager (2005, p. *ix*) cites the need for 'in-depth qualitative studies of [language] teachers and their perception of their overall situation', while the strength of large-scale quantitative studies as demonstrated by Sercu's international comparative work on foreign language teachers and ICC is evident (Castro & Sercu, 2005). In her study on a short-term overseas in-service teacher training (INSET) programme, Bridges (2007) calls for a principled research base for the design of immersion programmes, a recognition of their specificity and context dependency (and a concomitant need to avoid generalisations), and a hybrid approach to data gathering and analysis. In New Zealand, the relatively large numbers of teachers that have taken part in the government-sponsored immersion programmes lend themselves to quantitative analysis. Yet the only way to find out what is really going on for language teachers and learners in the classroom *is* through a qualitative approach. The final design was arrived at with these tensions in mind. We have undertaken a mixed-methods approach which balanced a broad view of the gains and issues for teachers and students with some close examinations of what happened in classrooms when language teachers returned from language and culture immersion experiences.

2.2 Research questions

The key research questions were derived in consultation with the Ministry of Education and were as follows:

- What is the effect of the immersion programmes on the development of teachers' language fluency and cultural knowledge?
- What is the effect of the immersion programmes on the development of teachers' intercultural awareness and competence?
- What is the effect of the immersion programmes on teachers' second-language teaching practice?
- How does teacher experience in the immersion programmes bring about improved language learning opportunities, experiences and learning outcomes for students?
- What are the key factors and processes in the immersion programmes that determine whether or not the goals and objectives are achieved?

2.3 Design of study

The study comprised three parts:

- a comprehensive qualitative and quantitative questionnaire administered in December 2008
- a qualitative study of 10 short-term immersion programme teachers (two weeks to three months) conducted through the second part of 2008 and early 2009.
- Four case studies of long-term (10 months to one year) immersion programme teachers conducted through the second part of 2008.

These data were supplemented with analysis of the many milestone reports available from the two key contracting agencies (Accent Learning and AFS). There were 39 milestone reports available in all.

2.3.1 Instruments and response rates

The data for the study consisted of four components:

1. A comprehensive qualitative and quantitative questionnaire for all returnees from 2005 up to, and including, 2008 (*n* = 114).

   The questionnaire was administered in December 2008. It was informed by the key research questions and the detailed questions in the request for proposal (RFP) (Ministry of Education, 2007b; Appendix Six). It was also informed by issues that arose during the course of teacher interviews and observations (which were mainly completed by the time the questionnaire was sent out) and key literature on language acquisition, ICC, teacher immersion experiences and teacher professional development (Ellis, 2005a & 2005b; Erlam, 2005; Gibbs & Holt, 2003; Crozet & Liddicoat, 1997; Dornyei & Czizer, 1998; Harmer, 2002; Byram, 2007; Ehrereich, 2006; Timperley et al., 2007). Important issues included: motivation, language input and output, language pedagogy, knowledge of language, knowledge of culture and an understanding of ICC. The questionnaire also collected baseline and biographical data. Each questionnaire was assigned a code and was tracked through the code rather than through individual teachers' names. While this did not provide anonymity for respondents (the research team could, if required, identify individual responses) it did increase the level of participant confidentiality (see Appendix Four).

2. A qualitative study of short-term (two weeks to three months) immersion programme teachers.

   This component of the evaluation consisted of interviews and classroom observations for 10 teachers returning from short sojourns (defined as two weeks to three months) in 2008/9. Teachers were interviewed and observed before departure and about a month after their return. The teachers were purposively selected to comprise as representative a sample as possible across the two schemes, AFS and ILANZ, and across language groups, proficiency levels, countries visited,

decile levels and geographical locations in New Zealand. Interview questions were semi-structured and aimed to examine the key research questions in depth. The interviews enabled the researchers to probe teacher understandings to gather their feelings, views and attitudes towards their immersion experience and the effects it was having in their classrooms. Tolich and Davidson (1999) suggest observation guides can be drawn up from a range of sources. The researchers developed the observation prompts from key literature (including: Krashen, 1981; Erlam, 2005; Gibbs & Holt, 2003; Ellis, 1993; Crozet & Liddicoat, 1997) and milestone reports. Data were recorded through note-taking. Because the presence of a researcher in the room with teacher and students may in itself be intrusive (Labov, 1972) the team did not digitally record teaching sessions as this may have introduced further distractions (see Appendix Four).

3. Four case studies examining the changing practices of teachers who participated in the one year LIA scheme.

   These teachers (n = 4) returned in 2007 and had been back in the classroom for enough time to have started to consolidate their post-immersion practices. There was only a limited number of teachers who had returned from long-term sojourns by early 2008 and several were not available to participate in the study. The researchers therefore recruited from the few who were available. This meant that the range of languages available was restricted as was the number of countries participants had been to. In this sense the long-term sojourner participants were opportunistically rather than purposively selected. The long-term participants were interviewed and observed three times in semester two of 2008. The intention had been to spread the case study research over the whole of 2008; however the late signing of the contract mitigated against this. Interviews and observations were constructed broadly the same as those for the second component of the evaluation (discussed above), with some amendments to the interview schedules to account for the different experiences of the long-term sojourners. In the second and third interviews, researchers followed up on issues raised in the former interview for teachers to clarify, expand on and update the researcher (see Appendix Four).

4. Documentary research, including milestone reports, relevant data from the Ministry's data management unit and research reports and literature.

   The milestones were analysed and integrated into the writing of this evaluation. The milestone reports were supplied by Ministry of Education from AFS (2005–2009), Accent Learning (2006– 2009), the national coordinator (2005–2006) and ACENZ (2005).

All qualitative and case study participants participated in the entire study and no one withdrew. The research team would like to acknowledge the teachers who were willing to participate. The case study (long-term sojourner) and qualitative study (short-term sojourner) teachers in particular were generous with their time and information.

2.4 Ethical issues

In this section we outline some of the specific issues that arose in relation to ethical review for this project. Prospective participants were firstly identified through Ministry of Education information on the language and culture immersion experiences. In relation to consent, all case study participants (long-term sojourners) and qualitative study (short-term sojourners: two weeks to three months) individually volunteered their participation. Principals were asked for research access to schools for the case study and qualitative research only after teachers had volunteered to participate. All questionnaire participants responded voluntarily and there was a relatively low number of responses: 55 from a possible pool of 140 immersion programme (IP) participants.

As part of the ethical approval process, the research team was required to consider the relevance of the Treaty of Waitangi to the research. We noted that some teachers who took part in the case study research or those filling out the surveys could be Māori. The team explained that all participants would be given adequate time to consider the invitation to participate and that Māori may want to discuss their involvement with whānau. In the event, no participants identified themselves as Māori. Further, it was envisaged that the results of the research could be of interest to te reo teachers working in kura kaupapa Māori and mainstream classes with children acquiring Māori as a second language. While there are obviously no possibility of teachers travelling abroad, there is the possibility of near-immersion experiences in certain (probably rural) communities in parts of New Zealand. The research might also be of interest to educators designing professional development for teachers of te reo. Because this research was carried out for the Ministry of Education, the research team will discuss with them ways of sharing findings with te reo programmes and other relevant stakeholders.

In regard to issues of a conflict of interest, the researchers judged that they were unlikely to have any existing relationships with the immersion programme participants. The only perceived coercive influence could be that the research was funded by the Ministry of Education which was also sponsoring many of the awards (albeit at arms' length through Accent Learning and AFS). The researchers were therefore careful in the documentation and their interactions with teachers to point out their independence from Ministry and the fact that Ministry would not know who participated and who did not. The Ministry of Education have not had access to any raw data.

The research team felt that the ethical risks to participants were minimal. However, we acknowledged that the case study and qualitative study participants may have felt uncomfortable being interviewed and observed especially if they were new to language teaching, and if they felt self-conscious about teaching and speaking the teaching language. Some teachers may have felt uneasy about being observed if they did not have a well-behaved or engaged class. The researchers therefore explained to teachers that their particular data would form part of a much larger picture and the Ministry would have access to this rather than any specific detail relating to individuals. The team also reiterated the privacy and confidentiality protections in the research design which safeguarded individual identity. Furthermore, the researchers explained that they

themselves were language teachers and language teacher educators who were used to observing teachers with different levels of experience and proficiency in the teaching language. Finally, teachers were able to withdraw from the research with no adverse consequences for their future professional development. As noted above, the four case study teachers and 10 qualitative study teachers remained in the study throughout.

Two teacher release days were paid to schools where teachers participated in the case studies and qualitative study.

2.5 Research analysis

The research team analysed data in the following ways:

1. The surveys were quantitative and qualitative in design. Quantitative data were analysed using Statistical Package for the Social Sciences (SPSS) (*SPSS for Windows*, 2007) with correlational analysis where appropriate. Qualitative survey data were entered into digital files and manually coded for significant themes related to the key research questions.

2. The interview and observation data were recorded in note form and transferred into electronic transcripts by the researchers. Data were analysed in terms of the key research themes. Further sub-themes were identified on an ongoing basis. Analysis was gradual, incremental and initially tentative so that premature explanation and conclusions were avoided (Tolich & Davidson, 1999). Non-identifying quotations from the interview data were extracted to highlight findings and enrich the final research narrative.

3. Data from the 32 observations were analysed by mapping components of observed teaching on to a grid. The observation grid called for responses to key components of effective language teaching: language input and output, focus on the form of the teaching language (TL), instruction related to culture, student motivation, and learning strategies (see Appendix Four). The grid was a way of systematising the interpretation of the observational analysis and it enabled comparison between each of the observations for a particular participant. Furthermore, the researchers kept a running record of the lesson, including direct quotations where possible.

4. Milestone reports from the Accent Learning and AFS programmes were available from the Ministry of Education. These were coded for themes and data incorporated into the report where relevant.

2.6 Limitations and clarifications

The research had several limitations. The first was associated with the signing of the contract, which occurred on 7 May, 2008. The initial timeline allowed nearly a full school year for collection of data. By the time ethical approval was received and recruitment had been completed, there was only one semester in which to collect data and this reduced the length of time during which the long-term sojourners (case studies) could be studied.

Another limitation of the study was the relatively low representation of Asian languages. Of the 55 questionnaire respondents, only 16 teachers taught an Asian language. Few of these offered to participate in the case studies and in the event, the team was only able to secure one teacher of an Asian language for the long-term case studies and two teachers of Asian languages for the qualitative study.

Even more limited were teachers of Pacific lsland languages, as few teachers had been on language and culture immersion experiences to the Pacific Islands. No long-term case study teachers were Pacific Island language teachers and only one short-term qualitative study teacher was.

The participants in the research were overwhelmingly female (82%) and so we have chosen to refer to all participants as 'she' so as not to identify male participants.

Throughout the report, the number of respondents to any one question in the questionnaire varied and in some cases responses were invalid. For this reason we have given the number of valid responses (*n* =) in every instance.

Among other things, the Ministry of Education wanted to find out through this evaluation, the outcomes for students learning languages in Years 7–10 as a result of language teachers undertaking immersion sojourns. While Chapter Seven does address issues that we have been able to assemble through teacher perceptions and some milestone data, the research was not designed to ascertain student outcomes through primary data collection. Data on student progression for language students in these years is not easily available on a national level and schools themselves have variable (and generally minimal) approaches to assessing achievement and reporting progression in learning languages. Moreover, it was not within the scope of this research to seek ethical approval to engage students themselves as research participants. This would be possible, however, in a further study.

In an effort to ensure that confidentiality of participants was preserved, especially that of qualitative and case study participants, we have mostly had to leave out references to particular languages and countries. Had we included references to languages, and particularly Asian and Pacific languages, participants would have been easily identifiable. As language teachers ourselves we regret this because including more detail about the actual utterances used and related contextual information would have provided more 'colour' and specificity to the report.

Finally, as we have analysed the data, it has become apparent that some differences exist between outcomes for teachers and students in Years 7–8 (usually intermediate school in New Zealand) as compared with Years 9–13 (secondary school). Additional languages are a much smaller part of the curriculum in Years 7–8, sometimes occupying as little as 45 minutes, once a week for one semester. Consequently, the level of language proficiency required by teachers is not great and the scope for teachers to exercise their new found knowledge can be more circumscribed. We have commented on differences as they have become apparent but it has not been within the scope of this report to systematically analyse and compare outcomes for the two groups of teachers.

CHAPTER THREE: DEMOGRAPHIC INFORMATION RELATED TO RESEARCH PARTICIPANTS

3.0 Introduction

This chapter presents a range of demographic data about the three groups of research participants: questionnaire respondents, case study participants who had been on long-term immersion experiences (case study long-term sojourner, or CSLT) and qualitative study teachers who had been on short-term (generally a month) sojourns (qualitative study short-term sojourners, or QSST).

3.1 Type of award

More than 140 teachers have undertaken immersion programmes (IPs) of different types and lengths since 2005; of these, 55 responded to the questionnaire. The majority of respondents were females (82%). Forty-eight were teachers who had undertaken short-term immersion programmes (two weeks to three months). Seven teacher respondents had been on longer immersion programmes (ten months to one year). AFS was the main contractor responsible for the organisation of 43% (23 teachers of the 54 questionnaire respondents) of the respondents' immersion programmes. ILANZ was the organiser for 16 teachers (i.e., 30% of the total respondents). All seven long-term (one-year) immersion programme teachers who responded to the questionnaire had been on the AFS programme while 16 of the short-term sojourn teachers had travelled through AFS. Eight teachers listed other awards including Goethe Institute and Stage d'hiver. immersion programmes organised by AFS were generally either a month or a year; however, a three-month award was introduced for 2009 with priority given to teachers of Japanese and Chinese (see Figure 1).

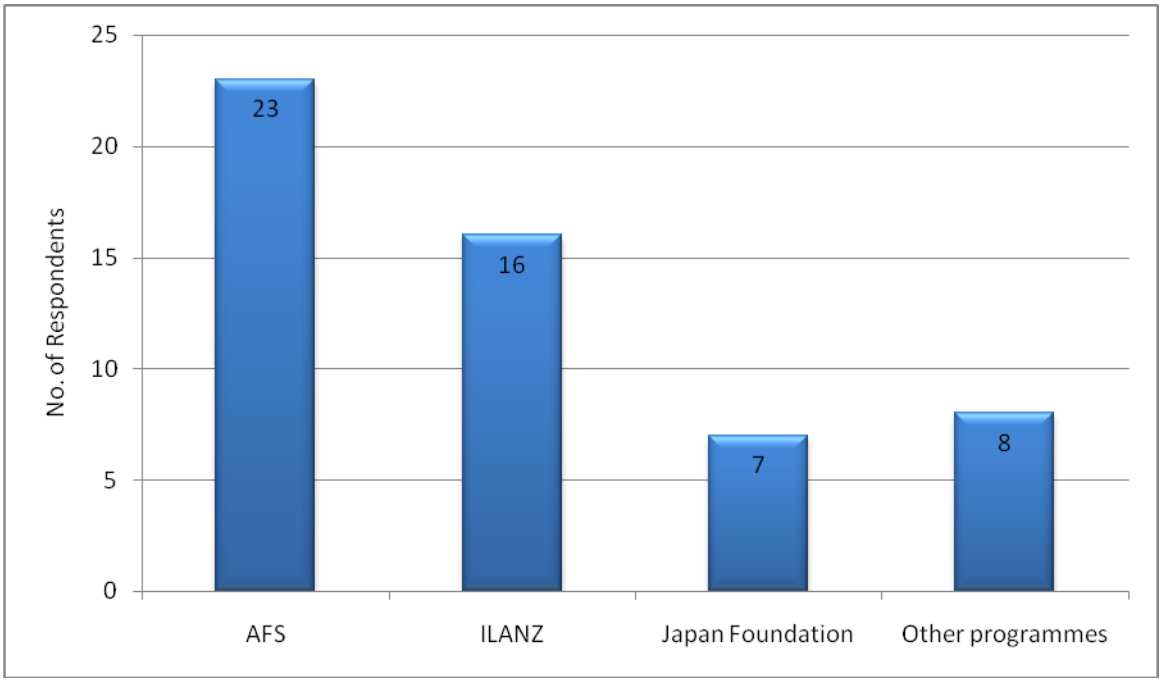

Figure 1: Immersion programmes in which the teacher questionnaire respondents participated (*n* = 54)

3.2 Languages taught by immersion programme teachers

Most questionnaire respondents (at the time of their immersion programmes) were teachers of European languages, with French the predominant teaching language. Japanese was the second most popular language, with German in third place. Some teachers taught more than one language: for example, eight teachers taught both French and German. Spanish, a relatively new language taught in New Zealand, has quickly gained in popularity especially in the pre-high school sector, and was taught by 11 of the teacher respondents. The number of teachers of Chinese was low, reflecting the small numbers of students studying the language nationally. In 2008, there was, for the first time, one teacher of a Pasifika language. Four teachers were not teaching the immersion language at the time of the questionnaire; reasons for this included moving into management roles, taking maternity leave or undertaking relief teaching. One teacher said she was teaching the language less often than before because of timetable constraints. Mention should be made also of the teacher who was invited to participate in the research but was unable to do so as, although she had been on a year-long language immersion award, she had not yet had the opportunity to teach the immersion language in her school. The school had intended to begin offering the language on her return but did not do so.

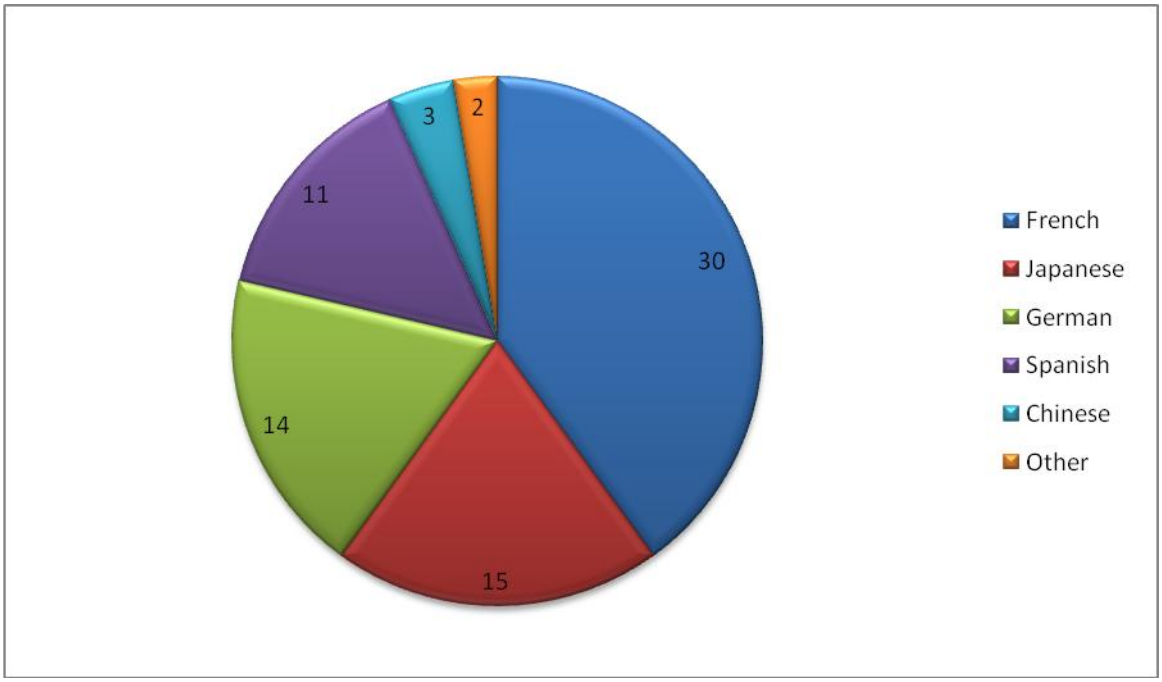

Figure 2: Languages taught by teachers before immersion programme
Note: Some teachers taught more than one language.

3.3 Time spent in immersion country

The majority of teacher respondents had spent some time in the immersion country before their language and culture immersion experiences, with almost half of the respondents having spent up to three months in the past in a country where the immersion language was spoken; close to a third (16) had spent more than a year.

3.4 School decile levels

In terms of the decile ratings of the schools at which teachers who answered the questionnaire taught, there was a weighting towards higher decile schools with teachers in schools with deciles 6–10 accounting for 75% of the awards. It was suggested in AFS Milestone Thirteen (Robb, 2009a, p. 7) that the weighting towards the higher decile schools for teachers on one-month programmes could be a reflection of the 'greater number of teachers at those levels and the demands of higher socio-economic groups in respect of language curriculum provision'. Importantly, AFS Milestone Thirteen reported 'a significant change' among teachers on one-year programmes 'with the number of teachers being selected . . . from decile 1 to 5 schools increasing significantly' (Robb, 2009a, p. 70). Despite this, almost 65% of awards for 2009 were allocated to teachers in schools of decile 6 and higher (Ministry of Education, 2009a).

3.5 School levels taught

About half of the questionnaire respondents were teachers of Years 9–13 (secondary school) students and a similar number were teachers of intermediate-level students (Years 7–8), with three teachers of Years 1–6. Most teachers taught more than one level.

Of relevance here is an explanation of the difference between the two groups of teachers. Teachers of languages at secondary school are very likely to be specialists in their subject area, that is, languages, and would likely spend a good part of their week teaching the immersion language across various levels. Intermediate and primary school teachers teach most subjects across the curriculum, with the immersion language just one of these. An intermediate or primary teacher might teach the immersion language once or twice a week, and this may or may not be for the whole year. However, these teachers also have the freedom to integrate language learning into other parts of the curriculum and into daily routines. For example, their class could write the date, day and time in the immersion language.

Five of the teachers who had been teachers of Years 7–8 before the immersion programme were teaching at Years 9–13 after the immersion programme at the time of answering the questionnaire. Another teacher changed from teaching Years 7–8 to teaching Years 5–6 after the immersion programme.

A high number of respondents (36 of 55 respondents; i.e., 65%) were members of the New Zealand Association of Language Teachers (NZALT) with almost half of all respondents (25) seeing themselves as active members who, for example, attended NZALT events. Of these 25 teachers, more than 90% were high school teachers.

3.6 Participants' professional experience and qualifications

Most of the questionnaire respondents (36 of 55 teachers; i.e., 65%) were experienced teachers with more than 10 years' teaching experience, while 15% (eight teachers) had less than seven years teaching experience (Figure 3).

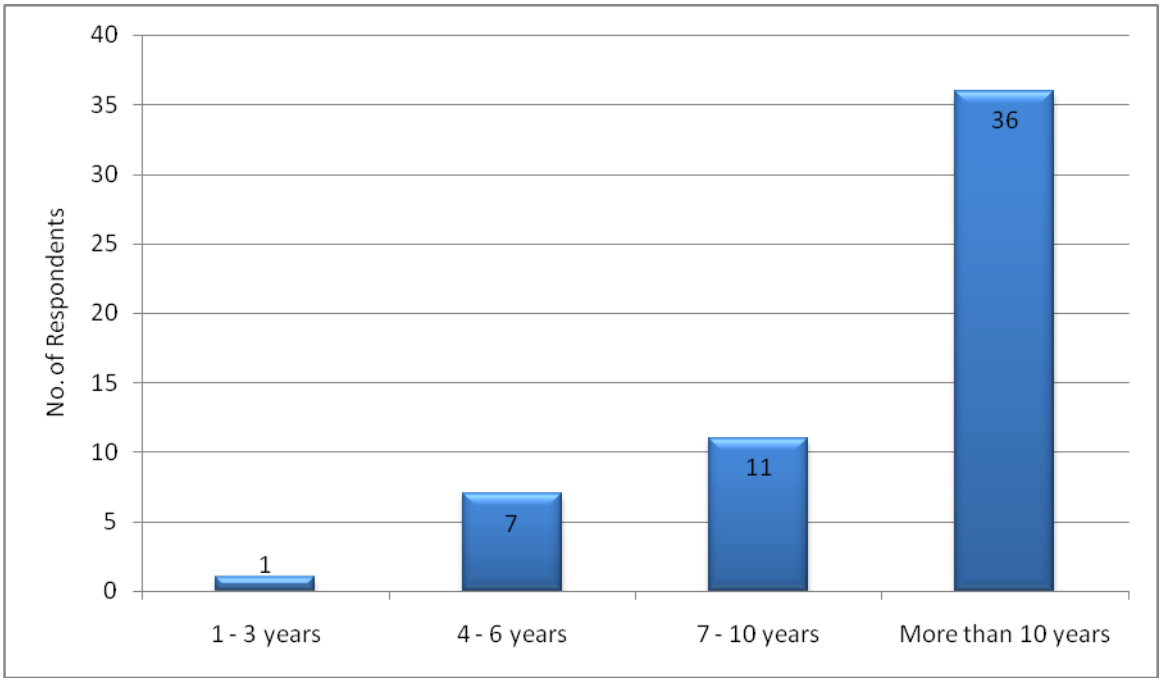

Figure 3: Length of time in the teaching profession for questionnaire respondents (*n* = 55)

In terms of experience in teaching the immersion language (Figure 4), 28 teachers had more than seven years teaching experience and the majority of these were high school teachers. It is noteworthy, however, that close to one-third of all teachers (15 of 55 respondents) were relatively new to teaching the immersion language; that is, they had between 1–3 years experience (Figure 4). For one teacher it was her first year teaching languages, although she had been in the teaching profession slightly longer. Just over half of the 23 teachers of primary (Years 1–6) and intermediate level (Years 7–8) students had less than three years' experience teaching the immersion language. This is not surprising considering that the government's relatively recent initiative to expand languages teaching in schools has been concentrated to a large degree on Years 7–8, which have traditionally not offered languages additional to English and Māori.

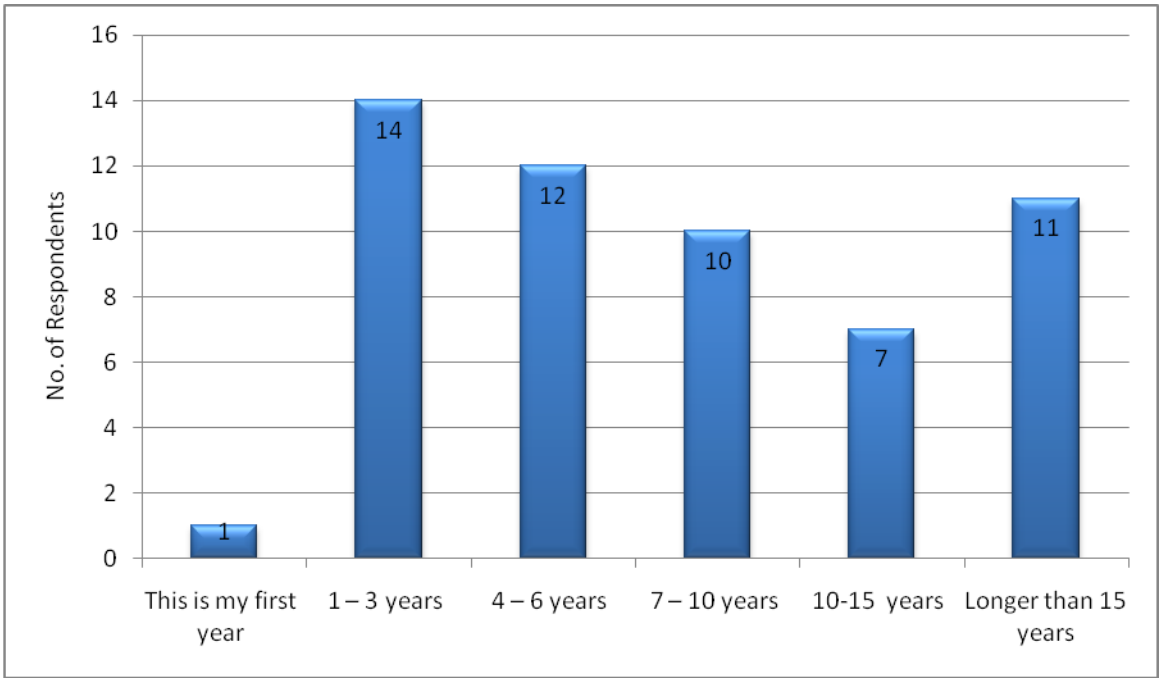

Figure 4: Length of time teaching the immersion language (*n* = 55)

The formal qualifications of the questionnaire respondents (Figure 5) were diverse. The general qualifications of the immersion programme teachers who responded to the questionnaire ranged from University Entrance (one respondent) to PhD (two respondents). Twenty-two teachers who indicated the 'other' categories cited a variety of qualifications including Bachelor of Music, Master of Engineering and Master of Commerce. Including the information from the 'other' category, there were 12 masters'-level qualifications and 36 bachelors'-level qualifications.

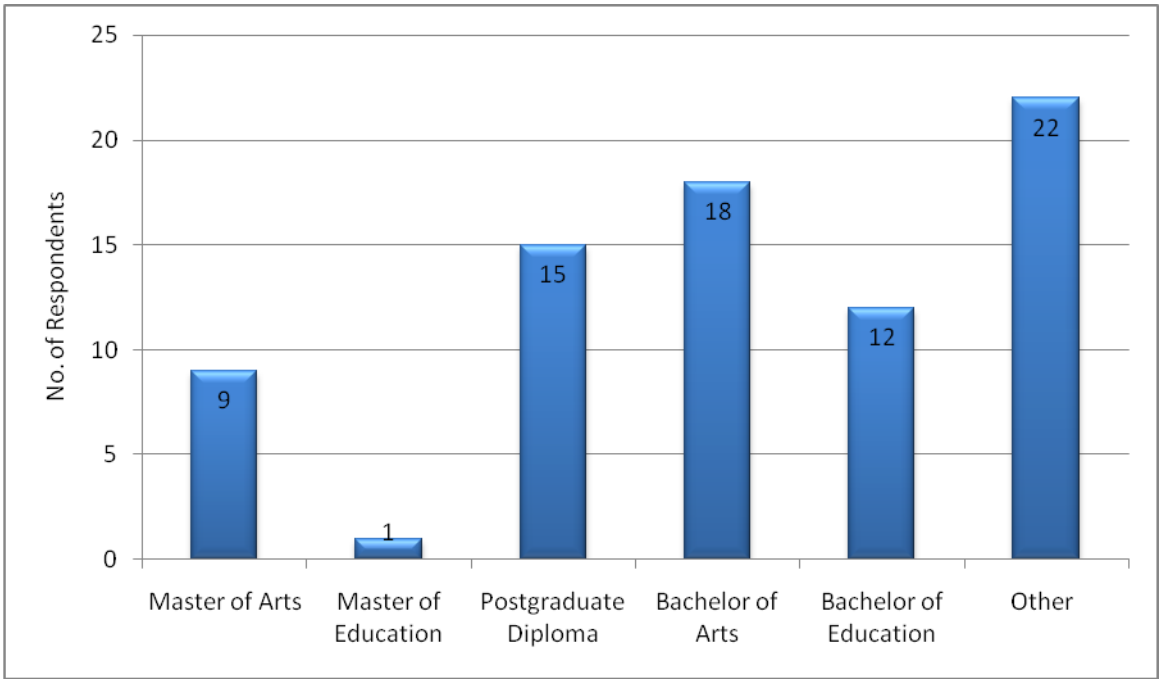

Figure 5: Formal qualifications of immersion programme teachers
Note: Some teachers ticked more than one qualification.

In terms of their highest formal qualification in any language, more than half (26 of the 47 respondents) indicated that they had language(s) (including English in one case) as a component subject or major in a bachelor's degree. Six immersion programme teachers had a masters'-level qualification in languages, one had a PhD, two had postgraduate diplomas (both in English), two had a Diplôme d'études en langue Française (DELF) and eight indicated that the highest qualification they had in any language was at pre-degree level.

Specific data was sought on the respondents' highest formal qualification in the immersion language. As this question was open-ended, a range of responses resulted. The data are summarised in Table 3.

Qualification type	Number of respondents
PhD	1
Master of Arts (Hons) (x 4), Master of Arts (x 2)	6
Bachelor of Arts (Hons) (x 3), Bachelor of Arts (x 12), Bachelor of Social Sciences in immersion language (x 1)	16
Immersion language, part of Bachelor level study	10
Graduate Diploma in Arts	1
Specific language Certificate/qualifications, for example, DELF, Goethe Institute, Certificate in Japanese Studies, School Certificate	9
Bursary (x 2), University Entrance (x 3), NCEA Level 2(x 1)	6
No formal qualification, 3-4 years of night classes	1

Table 3: Respondents' highest formal qualification in the immersion language
Note: Some teachers ticked more than one qualification.

The data regarding the respondents' highest formal qualification in the immersion language reflected the same pattern as participants' highest formal qualification in any language. Over half (26) of the respondents had studied the immersion language at a bachelor degree level, six at master's level, one at a doctoral level and another as part of a graduate diploma. A range of specific language qualifications were reported by nine respondents. Secondary school qualifications were mentioned by six respondents and one person noted that she had no formal qualification in the immersion language.

A range of language teacher training qualifications were held by the questionnaire respondents (Figure 6). They were able to select more than one option, and 11 respondents chose 'other'. Two respondents identified a master's level teaching qualification and one 'other' respondent commented that she had one teaching paper at this level. Some form of postgraduate diploma in teaching was nominated by 14 respondents and 12 respondents in total (two from the 'other' category) also indicated they had a Diploma in Teaching. There were 31 bachelor's level teaching qualifications in all. Three 'other' respondents indicated they had no specific language teaching qualification; however, one of these teachers noted that she was soon to complete the Teacher Professional Development Language (TPDL) programme; this made three TPDL-qualified respondents in total. A qualification from another country was mentioned but no indication of the level or type of qualification was disclosed.

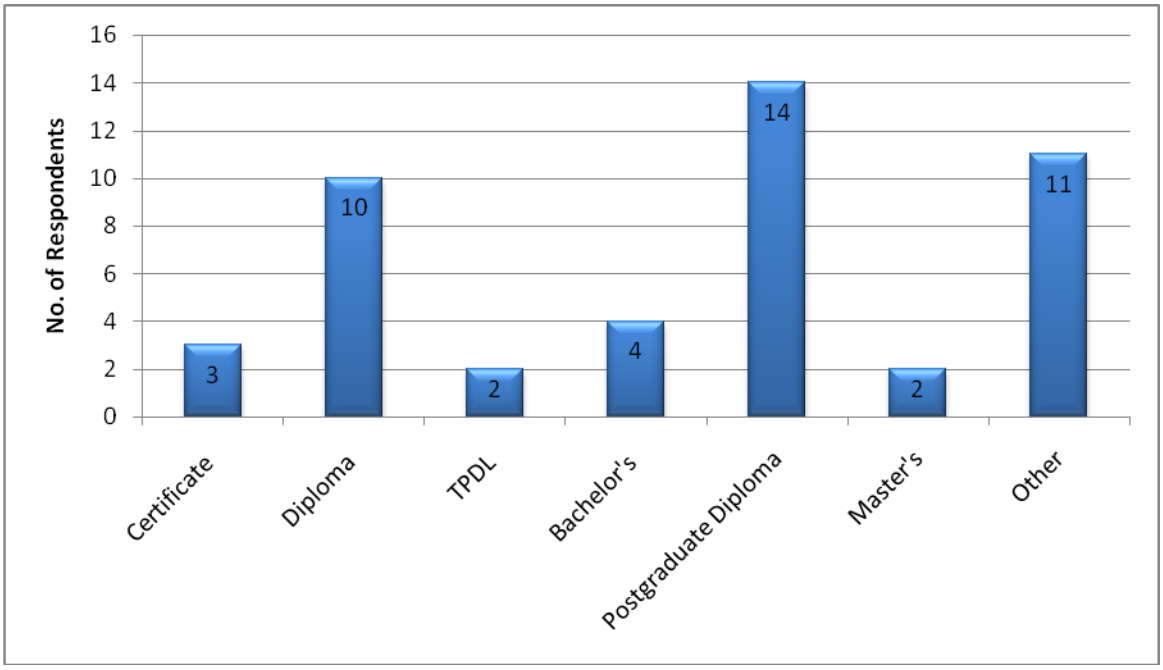

Figure 6: Formal language teacher training qualifications of questionnaire respondents
Note: Some teachers ticked more than one qualification.

3.7 Case study (CSLT) and qualitative study (QSST) teachers

The researchers held interviews and classroom observations with 14 teachers, four of whom had been on one-year immersion programmes (CSLTs) while the remaining 10 had shorter immersion experiences, generally of a month (QSSTs). The majority were female and all 14 were from city schools. Half of each group were from the high school sector and the other half were primary or intermediate school teachers.

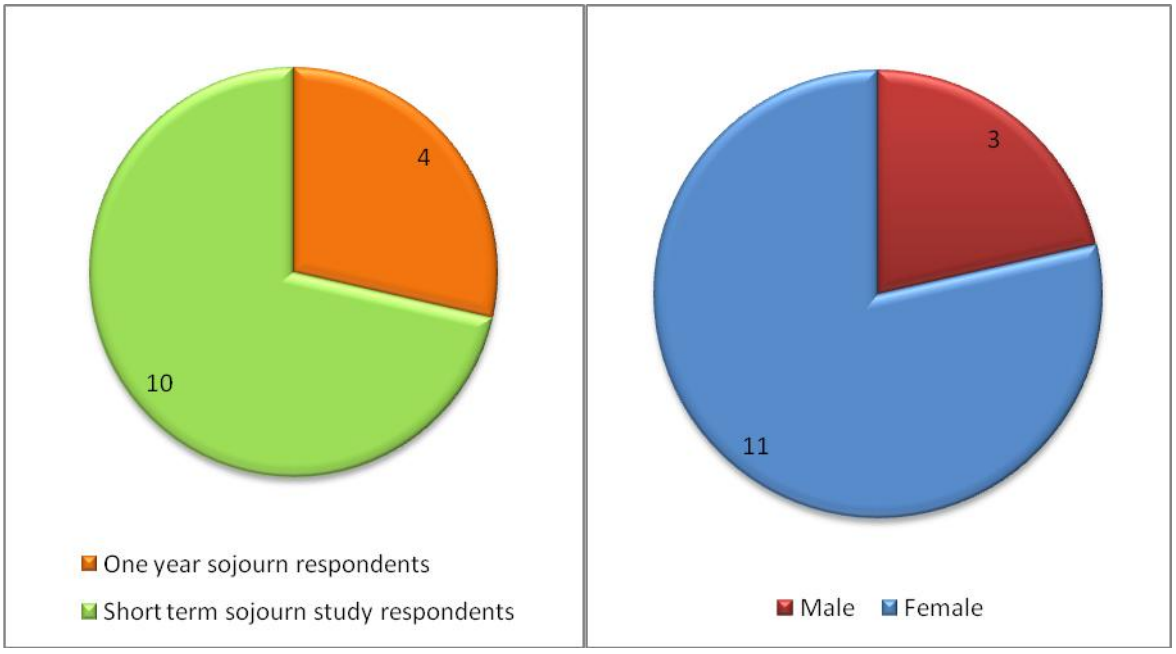

Figure 7: Sojourn length of case study and qualitative study participants and gender of case study and qualitative case study teachers

Table 4 provides further information on the four CSLT and 10 QSST immersion programme participants.

	CSLT participants One year (x 3) Ten months (x 1)	QSST participants Three weeks (x 2) One month (x 7) Three months (x 1)
Immersion language	European language (x 3) Asian language (x 1)	European language (x 7) Asian language (x 2) Pacific language (x 1)
Years teaching immersion language	1–5 years (x 2) 6–10 years (x 1) 10+ years (x 1)	1-5 years (x 9) (three in second year of teaching Immersion language) 6–10 years (none) 10+ years (x 1)
Type of school and class level	 Intermediate/Years 7–8 (x 2) High School/Years 9–13 (x 2)	Primary/Full Primary/Years 5–6 and Years 7–8 (x 2) Intermediate Years 7–8 (x 3) High School (x 5)

Table 4: Further information on case study long-term sojourners and qualitative short-term sojourners

The information provided in this chapter shows the diversity of the research participants. Aspects of this range affected the immersion programme experiences of the teachers; this is analysed in the following chapters.

CHAPTER FOUR: THE EFFECT OF THE IMMERSION PROGRAMMES ON TEACHERS' DEVELOPMENT OF LANGUAGE PROFICIENCY

> The ability to use the target language fluently, competently, confidently, and with a high degree of accuracy is an essential qualification for FL [foreign language] teachers.
>
> (Schulz, 2000, p. 518)

4.1 Introduction

It is recognised that teacher language proficiency (i.e., knowledge of subject) is critical in effective language teaching (Schulz, 2000; Gibbs & Holt, 2003). Teacher language proficiency is important because as Kim and Elder (2008, p. 167) point out, the teacher's use of the language is often the key 'source of comprehensible input for students as well as a facilitator of meaningful interaction'. They go on to say that the way that teachers use the immersion language in classrooms 'almost certainly plays a crucial part in determining the success (or otherwise) of classroom second language (L2) learning' (Kim & Elder, 2008, p. 167). Research literature is supportive of the value of overseas immersion programmes in increasing immersion language proficiency of students (Paige, Jorstad, Siaya, Klein, & Colby, 2003; Allen, Dristas, & Mills, 2007) but there is a relative dearth of research in the area of immersion programmes for language teachers already in service (Harbon, 2005). However teachers are also language learners so many aspects of the student study abroad research is relevant.

The effectiveness of the language and cultural immersion experiences (LCIEs) for New Zealand teachers can be determined in terms of several components including the teacher participants' development in 'language fluency' (Ministry of Education, 2007b, p. 3). Both the terms 'fluency' and 'proficiency' are used in the request for proposals and appear to be used interchangeably. It is useful at this point, therefore, to clarify the difference between the terms. Fluency is seen as one factor contributing to overall language proficiency. Usually contrasted with accuracy, fluency is generally associated with the productive skills of speaking and also (although usually to a lesser extent) of writing. Components of spoken fluency include rate of speech, the number of pauses/hesitations and the frequency of fillers used in a stretch of text. More recently, Oya, Manalo and Greenwood (2009) also included vocabulary knowledge as a factor determining fluency. Language proficiency, in contrast, is made up of the four macro-skills of reading, writing, listening and speaking and includes micro-skills such as vocabulary and grammar. This report focuses on the broader construct of language proficiency which includes fluency.

In this chapter, we consider the gains reported by teachers in their immersion language proficiency as a result of their immersion programme (IP) experiences and this is followed by a discussion of factors and practices that fostered and hindered gains. Finally the ways in which teachers are maintaining or intend to maintain their language are considered since this has relevance to ongoing language proficiency development and, as a result, effective classroom teaching.

4.2 Teachers' perceptions of improvements to immersion language proficiency levels

4.2.1 Questionnaire respondents

Teachers were asked in the questionnaire what particular skills/knowledge they had wanted to increase during their immersion programme and to rank the top three. The desire to improve speaking in the immersion language was clearly the most important, with 62% of the teachers (28 of 45 teachers who responded) indicating speaking as their first choice. Listening was a clear second choice and vocabulary and cultural knowledge equal as third choices. Ten teachers did not answer this question.

When teachers were asked what they had improved as a result of their immersion programme, results were roughly similar to their rankings before their departure (Figure 8). For Rank 1, the clear first choice was speaking, with 21 teachers (of 45 respondents); followed by listening (nine), vocabulary and then cultural knowledge (an increase from three teachers to six teachers for both). Listening was ranked as second choice by 13 teachers, with speaking close behind (12 teachers). Cultural knowledge was ranked as third choice by 10 teachers with vocabulary lagging slightly behind. Improvements in reading, writing and grammar were mainly ranked as third choices and only by a few teachers. Overwhelmingly, then, speaking was viewed as the most improved skill area with listening perceived as the second most improved.

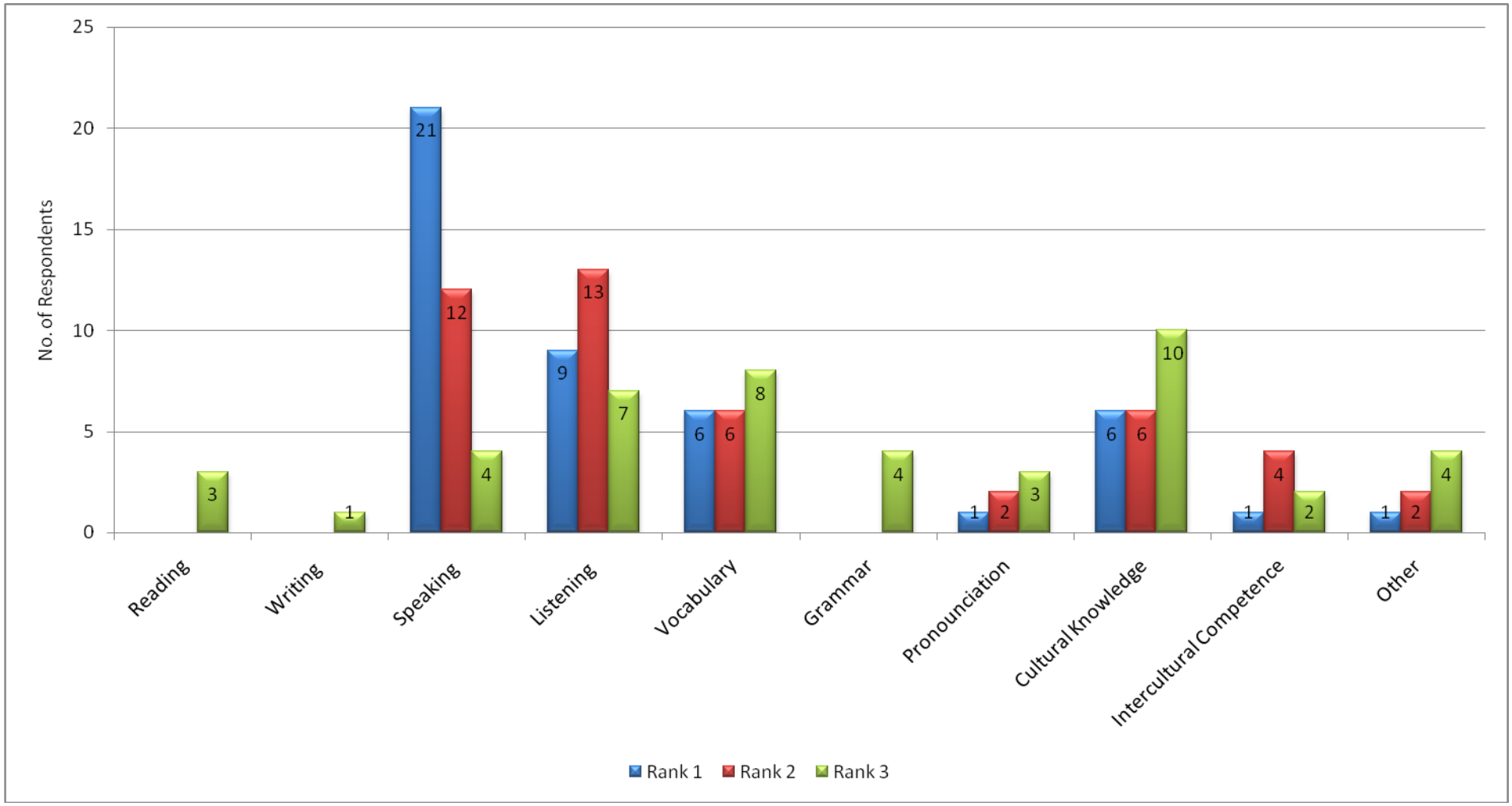

Figure 8: Teachers' ranking of areas/skills they perceived they had improved as a result of the immersion programme (Rank 1: *n* = 45, Rank 2: *n* = 45, Rank 3: *n* = 46)
Note: 45 teachers ranked three.

The questionnaire also asked teachers for their perceptions of their immersion language proficiency levels in the four macro-skills of speaking, listening, reading and writing before and after their immersion programme. Gains in proficiency were reported across all skill areas; however speaking showed by far the greatest perceived gain. Before the immersion programme, almost 40% (22 teachers) viewed their immersion language speaking proficiency as at 'beginner' or 'elementary' levels. In contrast, after the immersion programme, no teachers saw themselves at 'beginner' level in speaking and 20% (11) perceived themselves at an 'elementary' level of proficiency. The number of teachers who saw their proficiency in speaking as 'advanced' or 'expert user' level increased from 19 to 27. Teachers' perceptions of the greatest gains being in speaking resonates with research studies which have shown that immersion experiences are particularly useful in increasing oral skills (Freed, Segalowitz, & Dewey, 2004).

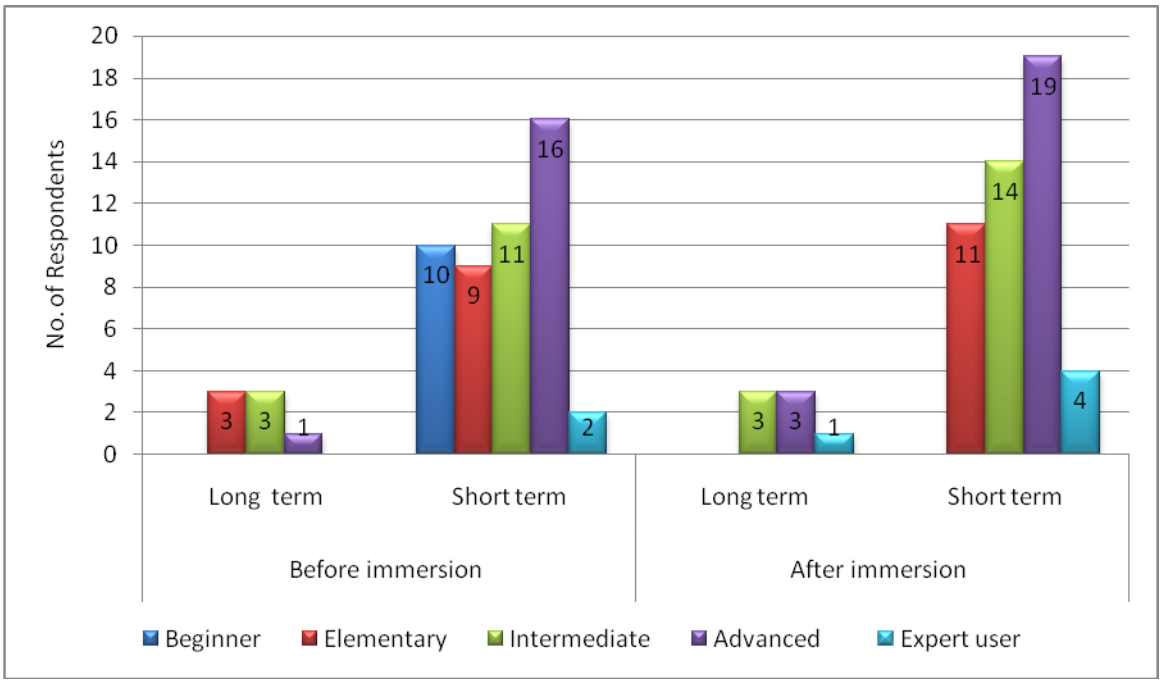

Figure 9: Teachers' perceptions of speaking levels before and after the immersion programme (*n* = 55)

The questionnaire respondents on long-term immersion programmes all saw themselves as having made significant gains in their immersion language speaking proficiency level. Teachers who had been 'elementary' or 'intermediate' felt they had become 'intermediate' and 'advanced' while the teacher at 'advanced' level before the immersion programme later saw herself as an 'expert user'. When looking at just the 48 short-term immersion programme teachers' speaking, perceived gains in proficiency were also very apparent. This is potentially significant given the lesser commitment of time and resources required for short-term sojourns. Thirty-seven teachers (77%) saw themselves at 'intermediate' level or higher after the immersion programme (Figure 10).

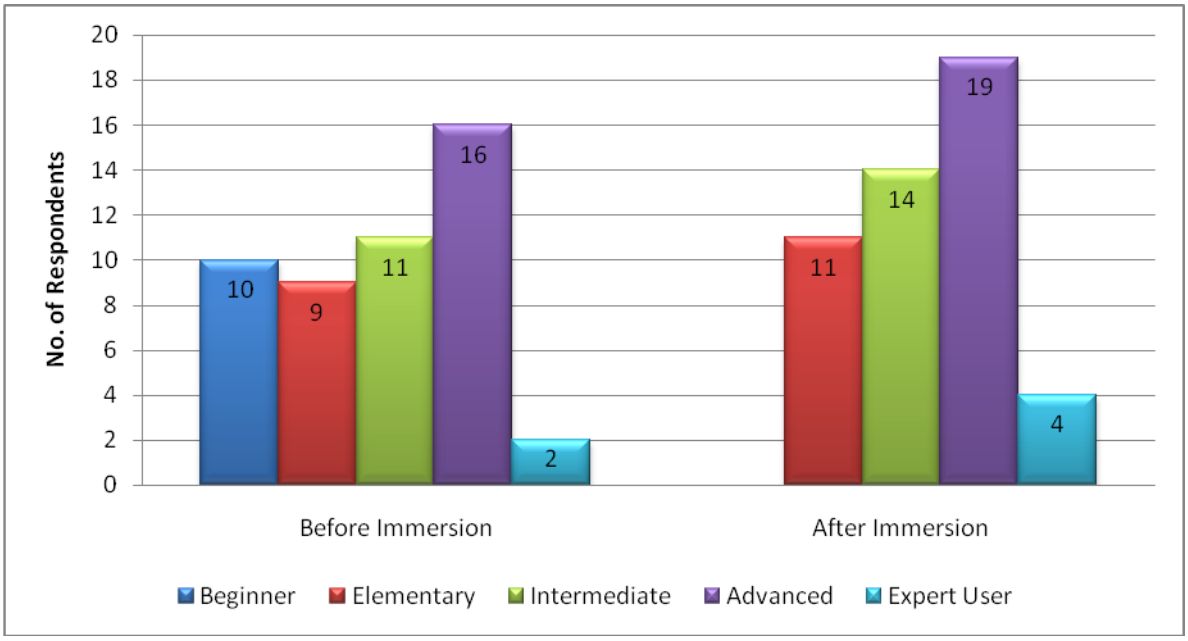

Figure 10: Short-term immersion programme teachers' perceptions of gains in speaking (*n* = 48)

Gains in listening for the questionnaire respondents were higher than in reading and writing. While nearly 40% (21) of all teacher respondents (*n* = 55) saw themselves at 'beginner' or 'elementary' levels in listening before the immersion programme, this decreased to 16% (9 teachers) after the immersion programme, with a corresponding increase in the number of respondents who perceived themselves to be at higher levels. A perceived increase in listening skills was apparent for those at the highest levels too, with the number of teachers seeing themselves at 'advanced' or 'expert user' level increasing from 19 to 29; that is over half of the 55 respondents saw themselves as being at 'advanced' or 'expert user' level post-immersion programme. Writing skills appeared to show the least change although an increase for several teachers at beginner level proficiency was noted. Figure 11 details teachers' perceptions of immersion language proficiency gains in writing, reading, speaking and listening before and after the immersion programme.

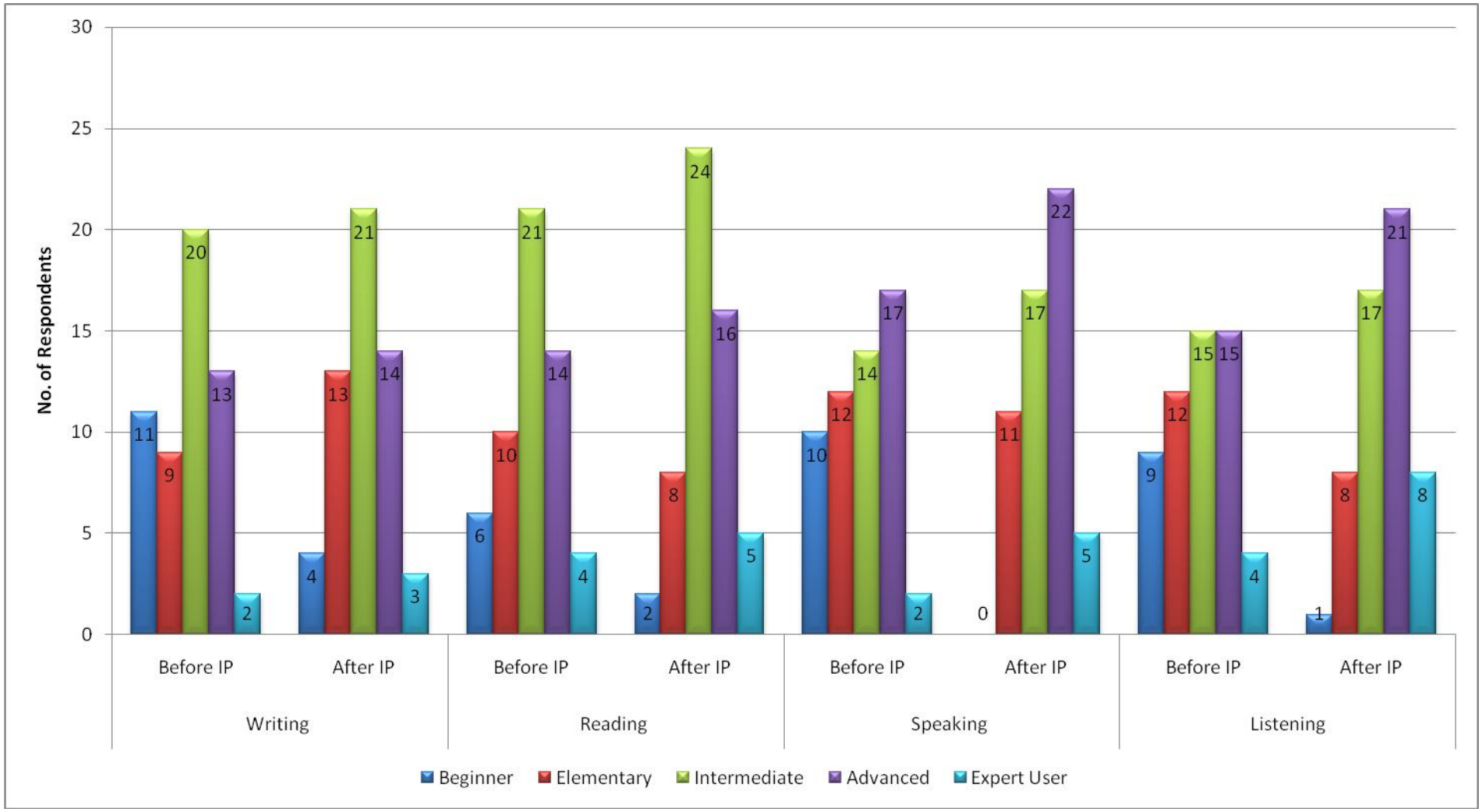

Figure 11: Teachers' perceptions of their immersion language proficiency in writing, reading, speaking and listening before and after the immersion programme (IP) (*n* = 55)

AFS Milestone Thirteen reported on 14 teachers' self–assessed language gains (2008 cohort) using the European Language Passport, part of the European Language Portfolio developed by the Council of Europe (see Appendix Two). In contrast to our cohort, the teachers showed listening as the greatest improvement (93%), with spoken interaction and spoken production increasing to the same extent as writing (85%). Reading showed the least improvement (only 70%) (Robb, 2009a, p. 153).

With regard to teachers' perceptions of overall levels of language proficiency post-immersion, more than 77% (42 teachers) saw themselves at 'intermediate' level or higher with almost half of the total of 54 respondents at 'advanced' or 'expert' user level.

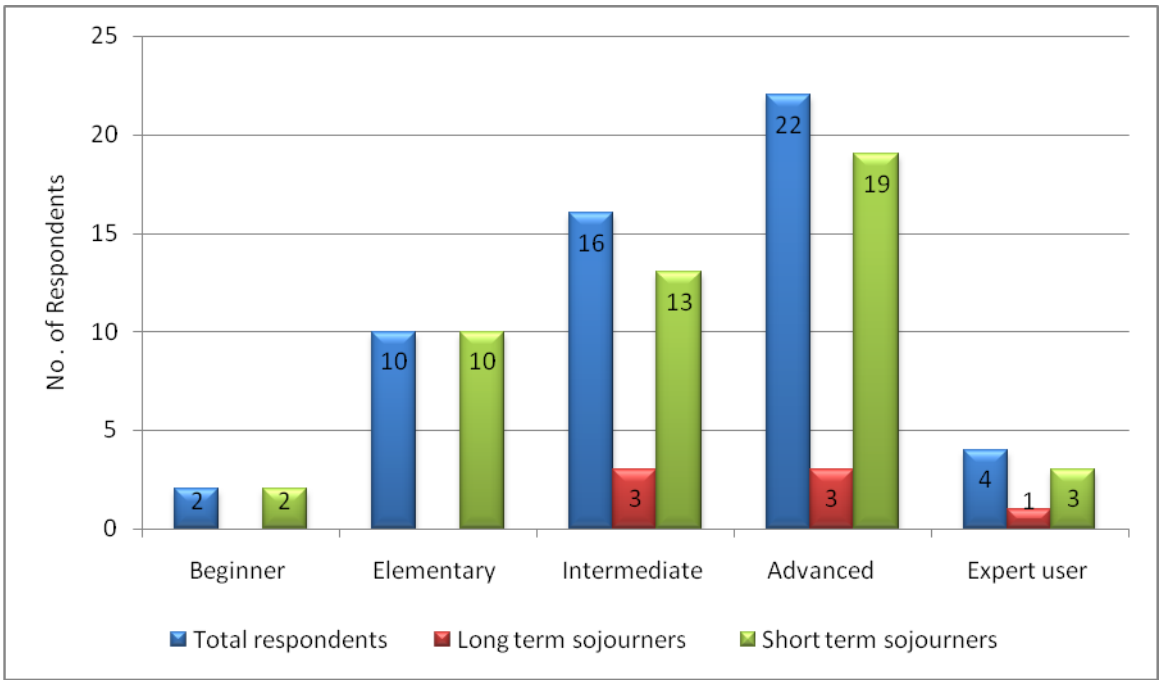

Figure 12: Teachers' perceptions of their post-immersion language proficiency (*n* = 54)

While it is positive that there have been perceived gains in language proficiency, 12 teachers (22 %) are still at elementary or beginner levels. This raises the question of whether or not the teachers' knowledge of the language (i.e., their subject knowledge) is sufficient to meet the Ministry of Education's *Statement of Intent 2007–2012* (Ministry of Education, 2007f) regarding effective teaching. Eleven of these teachers were teachers of Years 7–8. One of the eleven (with beginner–elementary level of proficiency) said she believed she had enough language for her students (Years 7–8) and only if she was teaching at secondary school would she need more language proficiency. Another suggested that as she was teaching Years 7–8, (intermediate school level) she did not need to improve her proficiency: 'I don't teach enough [immersion language] to warrant taking papers'. It is a Ministry of Education position that teachers of Years 7 and 8 may be learning the teaching language alongside their students, supported by TPDL (Ministry of Education-funded professional development for teachers of languages) and the Ministry of Education's Learning Languages series (a multi-media resource for teachers to facilitate learning a new language). However, as indicated above, there appears to be a perception among some teachers of pre-secondary school students that

they do not need higher levels of immersion language proficiency. This view is at odds with the *Statement of Intent* (Ministry of Education, 2007f) which notes that knowledge of subject is one of three conditions for effective teaching. Consequently, more needs to be done to facilitate teachers' ongoing language learning, particularly those with low levels of proficiency.

Correlation of questionnaire data indicated, a strong positive relationship between teachers' level of language proficiency after the immersion programme and the number of years teaching the immersion language (r = 0.518 $p<0.01$). It also showed a moderate positive relationship with length of time as a member of NZALT; that is, those with higher levels of proficiency were more likely to be members of NZALT (r = 0.407, $p<0.01$).

4.2.2 Case study and qualitative study teachers' perceptions of changes in immersion language proficiency resulting from immersion programmes

The four case study long-term (CSLT) teachers and 10 qualitative study short-term (QSST) teachers were interviewed as to their perceptions of changes in immersion language proficiency resulting from their immersion programme. Table 5 summarises their responses. The four one-year immersion programme teachers all clearly indicated significant increases in language proficiency. For a number of those who participated in short-term programmes, the gains were first and foremost in confidence; gains in knowledge of colloquial language were also noted. Two teachers (one short-term and one long-term) who were expected to teach several hours of English daily reported dissatisfaction with their progress. In fact the QSST teacher believed her language proficiency had deteriorated as a result of her English language teaching commitment. However another teacher (with a more advanced level of proficiency and on a one-year immersion programme) found the teaching commitment to be useful: '*It gave me a real purpose. I was useful and could contribute'.* It is perhaps significant that this teacher was on a longer immersion programme and therefore had time to also achieve her other goals. Factors that assisted or hindered language proficiency gains will be discussed further in the next section.

Length of immersion programme	Perceived change in language proficiency	Sample teachers' comments
Short-term	• From beginner to post-beginner • Became more confident in pronunciation	*I was teaching English all day.* *Wanted language classes.* *AFS think you can just turn up in a country and learn the language [but this was not the case]*
Short-term	• Became more spontaneous • Confidence levels increased from semi-confident to very confident	*I couldn't have a simple conversation by the time I left but could go to the shop to purchase things. Didn't have enough time to practise.*
Short-term	• Pre-immersion programme: two steps ahead of the students • Some disappointment with level of proficiency post- immersion • Gained 'teacher speak', i.e., greater familiarity with classroom instructions	*I didn't have the proficiency I thought I had before I went. I thought I would have got on better.* *Spent three quarters of the time speaking English – I felt my [immersion language] deteriorated.*
Short-term	• Improvement noted • More confident with tones and pronunciation	
Short-term	• Greatly improved in listening • Speaking also improved – greater fluency	*I'm pleased with what I could do.*
Short-term	• Noted change in attitude rather than proficiency • Now more confident and prepared to '*have a go*' • Considerable improvement in vocabulary knowledge	*I know there is still a huge amount to go – I'm not quite conversational yet.*
Short-term	• Re-affirmed that she is proficient and fluent • Vocabulary, in particular idiomatic phrases, improved	*Spending time with friends – best place for idiomatic exposure highlighted what I'd forgotten.*
Short-term	• Already a native speaker • Achieved goal to improve formal language	
Short-term	• Considerable change noted • Post immersion – more fluent and greater knowledge and use of colloquial language	*Increased fluency has been noticed by native speaker colleague. Before the experience I couldn't have carried on an extended conversation.*

Short-term	• Updated her language, i.e., improvement in particular in colloquial language • Understanding of the language moved to advanced level and production to intermediate	*Was attached to a school and had to speak French – even taught lessons about New Zealand in French*
Long-term	• Significant change in proficiency from before immersion programme to after (post-immersion programme probably C1 of the European Language Framework (see Appendix Two) • Speaking: intermediate→ advanced • Listening: intermediate→ advanced • Writing: intermediate → advanced • Reading was already advanced level	*In the beginning it was challenging to watch TV but then in the end I could understand and talk to anyone.*
Long-term	• Feels language has improved hugely • Much more confident • Progressed to intermediate level overall (from elementary in speaking and listening and beginner in reading and writing) • However, by time of third interview near end of year, teacher viewed language proficiency as 'down a notch'	*Being immersed in the culture helped language to develop – I could use everything learnt in class out in the street.* *I'm not fluent by any means but I got to the stage where I was thinking in [the language].*
Long-term	• Improved incredibly from advanced→ beginner • Speaking and listening: elementary/intermediate → advanced	*Taught a lot of English classes – 28 hours a week.*
Long-term	• Now fluent	*My level of language proficiency has changed dramatically. I used to think I was good at French – now I'm fluent.* *Sat in on French classes at least two periods a day as a student – a junior class where they do all the grammar.*

Table 5: Perceived changes in language proficiency for case study long-term sojourners and qualitative study short-term sojourners

4.3 Factors and practices that fostered the improvements in language proficiency

4.3.1 Interaction with native speakers

All 55 questionnaire respondents provided qualitative data identifying factors which helped them improve their immersion language proficiency. As shown in Table 6, interaction with native speakers and being immersed in the language (including participating in homestay) were listed by most respondents as being key factors.

Number of teachers	Factors that fostered improvement in language proficiency	Sample teachers' comments
46	• Interaction with native speakers (including homestay) • Total immersion	*To improve proficiency you have to mix with French speakers and that is one of the reasons why I loved working practically fulltime at the school* *Being able to speak Japanese 24/7* *Being forced into situations where I had to communicate* *Complete immersion so English was not in forefront of my mind*
15	• Studying the language in classes	*Attending a language school with a French teacher prepared to modify the programme to answer our personal requests* *Teachers were excellent*
2	• Personal motivation	*I was very motivated to learn* *Made the most of every opportunity*
5	• Visiting schools	*Visits to schools and observing, talking to language teachers* *Working in schools*
1	• Being able to speak; i.e., teacher's current level of proficiency	*Being able to speak in the first place* *My fluency developed at a fast rate*
1	• Regaining confidence	*Regaining confidence in my language ability*

Table 6: Factors that fostered improvement in language proficiency
Note: Some teachers listed more than one factor.

DuFon and Churchill (2006), in their research on study-aboard (SA) students, note the value of being involved with expert users: 'Social networks with native speakers allow the SA learner expanded opportunities for interaction' (p. 257). In a recent New

Zealand–based study by Oya, Manalo and Greenwood (2009) of 73 native speakers of Japanese studying English in language schools in Auckland, findings support the value of language contact situations which provide opportunities for speaking practice and enhancing speaking performance. Furthermore, the study found that time spent speaking the immersion language outside classes seemed to have 'a positive influence on both fluency (as measured by speech rate) and complexity' (p. 18). The authors note that it is the experiences in the world outside the classroom that are likely to provide not only opportunities for more speaking practice but also 'challenges for more complex communication' (Oya, Manalo, & Greenwood, 2009, p. 18). This resonates with the views of some questionnaire respondents who talked about the value of being in immersion situations and being forced to use their own linguistic resources: '*We had to interact in formal language situations which I don't often do here or have not done while living in* [immersion country] *previously. This was good experience for me'.*

For some teachers, working in a school proved to be a valuable experience providing access to 'native-speaker' communities which had linguistic, cultural and social benefits. Paula, a teacher on a one year programme is an excellent example (Figure 13).

Paula is an experienced secondary school language teacher who was awarded a one-year language immersion award. She believed the immersion programme had a significant effect on her immersion language proficiency, cultural knowledge, and her understanding of and confidence in teaching languages. She attended language classes as well as pedagogy courses during her immersion programme and spent a considerable amount of time at a school teaching English but also engaged in extra-curricula activities with other teachers. As a result of being part of the school community, she was asked to join teachers from the school on a marking panel in another city and she was also invited into teachers' homes. Paula felt her immersion language proficiency increased significantly from intermediate level in all skills (except reading where she perceived herself to be already at an advanced level) to advanced level in all skills (C1 of the European Framework). Paula believes that '*making the most of every single opportunity'* as well as language study helped her to improve her language proficiency the most. *'To improve proficiency you have to mix with French speakers and that is one of the reasons why I loved working practically fulltime at the school*'. Since her return Paula has worked to maintain her language proficiency by interacting face-to-face with native French speakers such as exchange students and overseas visitors, maintaining contact with immersion country contacts through email and Skype, and through accessing internet resources.

Figure 13: Case study participant's practices that fostered improvements in language proficiency
Note: 'Paula' is a pseudonym.

4.3.2 Accommodation – homestay

Accommodation options appear to have considerable bearing on opportunities for interaction and thus language development. Homestay was the main type of accommodation used by questionnaire respondents. As Figure 14 below shows, more than 35 of the questionnaire respondents had the opportunity to stay in homestay situations for at least some of the immersion programme. Hostel/dormitory accommodation was used by 17 respondents. Other accommodation included private board, pensions and hotels.

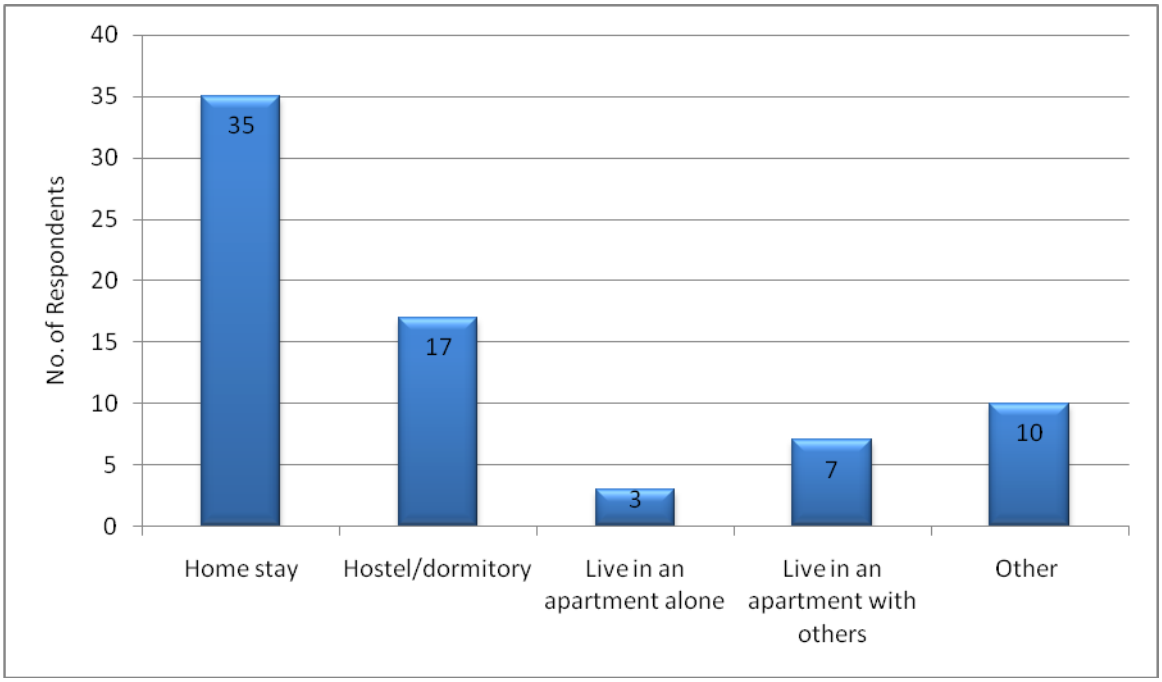

Figure 14: Type of accommodation teachers had during their immersion programme
Note: Some teachers stayed in more than one type of accommodation in the course of their programme.

The majority of teachers in the questionnaire who indicated they stayed in homestays, spoke very positively of the effect on language development. As one teacher said: '*Living with my host family was critical to success'*. When asked what accommodation was preferable and why, responses were overwhelmingly in favour of homestays because of the linguistic and cultural exposure and opportunities. One teacher said: '*The cultural experience gives you personal understanding that cannot be matched',* while another teacher said that homestays provided more opportunity to talk in the language. Additionally, some teachers viewed homestays as providing socialisation opportunities which had the added benefit of preventing homesickness. Certainly the research literature is supportive of the linguistic and cultural benefits of homestays with some even suggesting they are 'the optimal environment for enhancing students' linguistic and cultural learning while studying abroad' (Allen, Dristas, & Mills, 2007, p. 191). Homestays were seen by the teachers as offering links to all sorts of places and activities that they would not normally know of, as well as real life experiences. Crew and Bodycott (2001) describe homestay as a key factor when looking at the effect of the short-term immersion programme on participants. In addition to the wide-ranging linguistic benefits and depth of insight into the everyday culture, they list 'the development of strong emotional attachment to the host family members and the establishment of a life-long bond which is often revisited and developed further over the years' (Crew & Bodycott, 2001, p. 145).

However, as one of three teachers whose homestay experience was unsatisfactory noted, it depends on the homestay. One teacher said she didn't think her homestay host was interested in her or in helping her to improve her immersion language: '*My homestay person didn't try and interact with me – we hardly did anything together'.* Another said her homestay family wanted to practise their English and so limited her opportunities to speak the immersion language. These experiences mirror what has

been noted in research. Freed, for example, talks of the 'homestay myth' saying that conversation in the homestay context can be restricted to 'brief and formulaic exchanges', which are 'less linguistically rich, challenging and motivating than was once assumed' (2008, p. 118). The value of homestay also depends to some extent on the person being hosted. Ife (2000) points out, albeit in talking about study-abroad university students, the 'hostee' needs to be motivated and have some desire to integrate socially (Ife, 2000, p. 33). A number of teachers indicated that it was also helpful to experience both homestay and hostel accommodation. A CSLT teacher considered homestay to be good for the first month to get acclimatised. Another saw dormitory or hostel accommodation as presenting opportunities for companionship.

A few teachers both in the questionnaire and in the interviews mentioned their own lack of confidence as inhibiting their immersion language progress, and another talked of her own laziness. One teacher identified personal qualities needed for a positive immersion experience: '*You need to be outgoing, positive minded and confident to take risks/interact'.*

4.3.3 Language classes

Attendance at language classes was an important factor identified by questionnaire respondents as enhancing the development of language proficiency. Just over half of the questionnaire respondents (29 of 55) attended language classes. All of the seven one-year teachers attended but fewer than half of the short-term teachers were able to (46%, i.e., 22 of 48 teachers). Language classes varied in length. Obviously those on one-year immersion programmes were able to undertake longer or more programmes of study. One CSLT teacher did not have access to as many classes as other CSLT teachers in her year and so paid for private language tuition herself.

Of 39 teachers who responded to the question regarding the value of the classes, 56% (22 teachers) found the classes to be 'very useful'. It should be noted that five teachers answered 'not applicable' and 16 teachers did not answer the question. The positive factors teachers identified included competent teaching staff, being grouped according to ability and the opportunity to have questions about grammar answered. All but one of the long-term immersion programme questionnaire respondents saw the classes as very useful.

Long-term immersion programme teachers' views are encapsulated in comments such as this: '*They are essential unless you are totally fluent* and *most of my improvements in language proficiency were made during these courses'*. The teacher who did not see the classes as useful decided the reason was that the immersion country was not set up to teach the immersion language as a second language (unlike Spain, for example) so there were limited resources and no course material at the appropriate level. Sixteen teacher respondents who had been on short-term immersion programmes were positive about the language classes, indicating they were 'very useful' and five saw the classes as of 'some use'. Specific mention was made by several QSST teachers of the competence of the teachers of these classes and the relevance of the classes. One teacher commented that '*the classes helped back up what I was picking up in home stay'*. Six of the short-term immersion programme teachers (questionnaire) did not see the language classes as useful or considered them just 'a little' useful. Reasons included poor quality teaching

staff (two teachers) and inappropriate class placements. Some attended classes but were disappointed as the classes were not interactive.

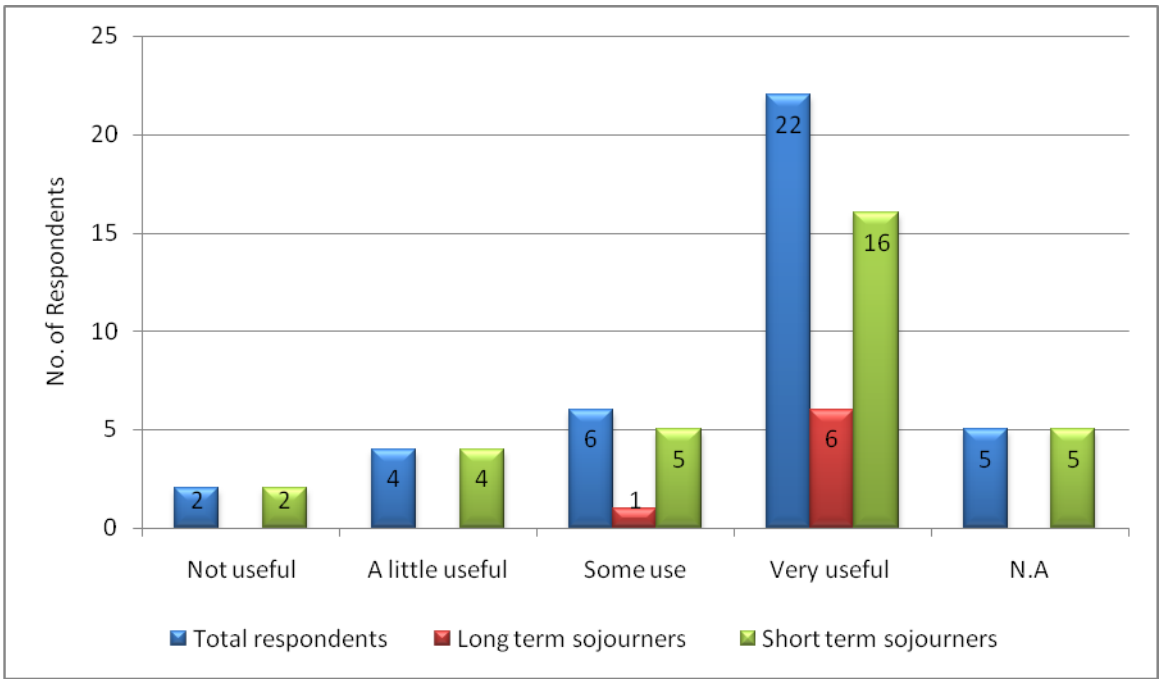

Figure 15: Teachers' perceptions of the usefulness of the language classes (*n* = 39)

Four of the 10 qualitative study short-term (QSST) teachers had language classes during their immersion programme and their experiences were variable. For two teachers, the language classes were highly regarded with relevant language taught, while for another the teaching was uninspiring and disappointing. One teacher who had not attended classes believed that a language class would have benefited her because of her low level of immersion language proficiency (a beginner). Two other QSST teachers who did not attend classes commented that this was not problematic since the classes would have taken time away from cultural activities whose value they appreciated.

Some teachers, in both the questionnaire and QSST interviews, were disappointed they did not have the opportunity to attend language classes. The key immersion programme contractor, AFS, has recognised that the language study component is important. 'The study component is an important part of the programme and AFS New Zealand is becoming more knowledgeable in respect of host country opportunities' (Robb, 2009a, p. 9). AFS is now seeking advice from various sources, including advisers, former participants, embassy personnel, websites and from persons within the host country, about programme planning (Robb, 2009a).

4.4 Factors and practices that hindered improvements in language proficiency

4.4.1 Length of stay

In respect to factors or practices that hindered improvements in language proficiency, 32 teachers responded in the questionnaire (Table 7). Five of these said nothing hindered their improvement. For the remaining 27, the main negative factor was the length of the programme with 12 teachers (38% of respondents) indicating that the programme was too short. DuFon and Churchill argue that although short–term programmes do lead to gains, 'longer programmes have the potential to benefit learners more particularly in the areas of pragmatics, pronunciation and fluency' (2006, p. 26). This was noted by the teachers who had been on longer immersion programmes. Oya, Manalo & Greenwood, in their study of Japanese students learning English, found that the length of stay in immersion language speaking countries correlated positively with the 'complexity in speaking performance' (2009, p. 14).

4.4.2 Speaking English

Speaking English rather than the immersion language was also identified by eight teachers as something that inhibited potential language gains: '*I didn't get a lot of opportunity to practise – they wanted to hear about NZ . . . I did about 5–6 lessons per day – taking lessons in English'.* Three teachers also commented on their low level of language proficiency and consequent use of English as a negative factor' for example: '*I didn't have enough* [immersion language] *to have a conversation with people'.*

Interviews with the four case study participants showed similar findings to those described above. For the QSST teachers, the length of the immersion programme was the prime negative factor which inhibited the amount of language gain that could be made. Teachers believed they would have benefited from a longer immersion programme. Having to teach English for several hours daily, as mentioned above, was reported as a factor hindering development of language proficiency by two of the 10 short-term teachers. One teacher was expected to teach up to five hours of English per day and reported dissatisfaction with her immersion language progress. Another teacher (QSST) noted: '*I spent three quarters of the time speaking English – I felt my* [immersion language] *deteriorated'.* The recommendation of one of the long-term immersion programme teachers (questionnaire response) is pertinent: '*The school in the immersion country needs to be given clear guidelines about what the immersion programme entails. The school where I was, thought my role would be mainly to teach English to the students . . . it put me in an awkward situation because we both had different expectations'.*

Number of teachers	Factors that hindered improvement in language proficiency	Sample of teacher comments
12	• Length of programme; i.e., too short	*Length of time was enough to refresh but not enough to become an expert user.* *Only being there for one month. I was just starting to 'fly' with the language by week 4 – such a shame to come home at this stage.*
8	• Speaking English instead of immersion language • Not enough immersion	*My host family and their friends are quite proficient in English.* *Speaking English ¾ of the time.* *I watched English TV – big mistake.* *Lived with one woman. I would have been better in a family – more family outings, chances to converse.*
5	• Nothing	*Nothing. I made the effort to apply myself in all sorts of different situations in order to improve it.*
3	• Lack of confidence	*Lack of confidence in giving it a go at times.*
6	Other: • Language classes: low quality (x 3) • Language classes: inappropriate proficiency groupings (x 3) • Lack of language proficiency (x 3) • Immersion language placement was not in an area where the immersion language was widely spoken (x 1)	*Lecture style lessons. Being in a class with people who were at a different levels.* *I could possibly have learnt more if the other participants had had better language skills so I could learn from them.* *Maybe not knowing some of the vocab but that improved.* *Lack of capability.* *Feeling so incompetent – no formal preparation.*

Table 7: Factors that hindered improvements in language proficiency
Note: Some teachers gave more than one response.

Interviews with the four case study participants showed similar findings to those described above. For the QSST teachers, the length of the immersion programme was the prime negative factor which inhibited the amount of language gain that could be made. Teachers believed they would have benefited from a longer immersion programme. Having to teach English for several hours daily, as mentioned above, was reported as a factor hindering development of language proficiency by two of the 10 short-term teachers. One teacher was expected to teach up to five hours of English per day and reported dissatisfaction with her immersion language progress. Another teacher (QSST) noted: '*I spent three quarters of the time speaking English – I felt my* [immersion language] *deteriorated'.* The recommendation of one of the long-term immersion programme teachers (questionnaire response) is pertinent: '*The school in*

the immersion country needs to be given clear guidelines about what the immersion programme entails. The school where I was, thought my role would be mainly to teach English to the students . . . it put me in an awkward situation because we both had different expectations'.

4.4.3 Minimum language level

When asked what minimum level of language a teacher should have before undertaking an immersion experience, most teachers (82%) indicated that 'elementary' or 'intermediate' levels were the minimum levels. About half of those who responded believed a teacher should have at least an intermediate level of immersion language proficiency. One of the QSST teachers who saw herself as having close to an intermediate level of proficiency believed her level was sufficient but said she felt strongly that it was the minimum necessary and that the LIA organisers should consider requiring minimum proficiency levels. Two QSST teachers commented on their low level of proficiency and the effect this had; that is, they lacked confidence and did not make as much progress as they had hoped: '*I didn't have much confidence in negotiating across cultures – my language level was too low'*. DuFon and Churchill (2006) argue that learners with lower level language proficiency do have the potential to be able to make gains in terms of immersion language proficiency. However they say it is those with more advanced proficiency who are 'more likely to find themselves in contact situations facilitative to language acquisition through initiatives of their own or by the ways they are received by NSs [native speakers], or most likely because of some interaction between the two' (2006, p. 26).

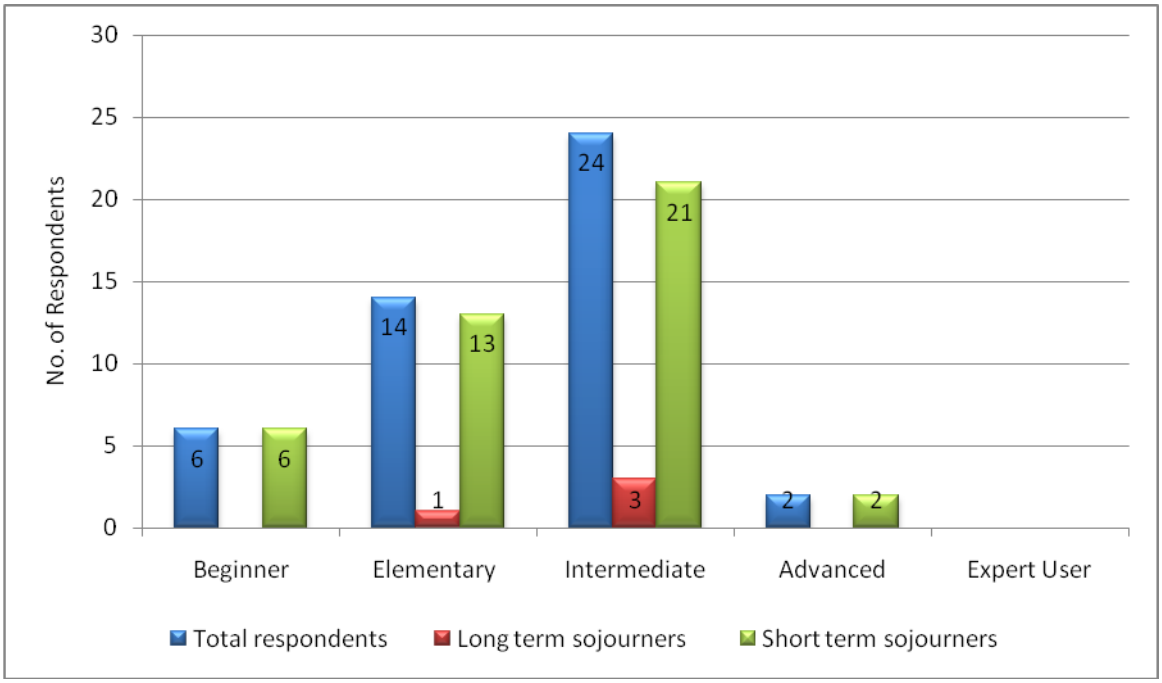

Figure 16: Teachers' views of minimum proficiency level required to undertake an immersion programme (*n* = 46)

4.5 Factors that contributed to motivation during the immersion programme and to maintaining immersion language development after the immersion programme

Motivation is an important factor in language learning and is seen as having responsibility for 'why people do something, how long they are willing to sustain the activity and how hard they are going to pursue it' (Dörnyei, 2001, p. 8). Teachers in the questionnaire and in the case and qualitative studies appeared overall, to maintain motivation during the immersion programme. For a few teachers, a lack of confidence was cited both in the questionnaires and in interviews with QSST teachers as affecting their progress during the immersion programme. Some teachers also reported that they did not make the most of opportunities to communicate because they thought their immersion language proficiency was not sufficient. Confidence in one's ability and a concomitant willingness to communicate appear to be critical variables. DuFon and Churchill (2006, p. 16) make an interesting observation:

> [It] may not be the previous language learning experiences and the resulting proficiency levels in themselves that interact with motivation, but rather the learners' perception of their abilities once they find themselves in the host culture.

4.5.1 Maintenance of the immersion language

A number of teachers in the questionnaire spoke of the positive effect of the immersion programme on their motivation to continue to improve their language. All but three teachers answered in the affirmative, showing a high level of motivation to continue their language learning. One example is seen in this teacher's comment: '*I joined a weekly conversation workshop. I have a one hour drive to get there and I have to pay for it myself – it is absolutely invaluable and keeps the immersion alive'.* Figure 17 indicates that using the internet and other digital resources were the main means of maintaining proficiency, followed closely by reading (literature, media) and also maintaining links with immersion country contacts and interacting with a language community here in New Zealand. Several of the 10 QSST teachers were making an effort to speak to immersion language speakers (at school and in the community) and building greater connections with other language teachers. However, two teachers (Years 6–8) noted that they had made only a minimal effort to maintain their language proficiency and were disappointed that their level of language proficiency was decreasing. The demands of being back in the classroom especially for teachers of Years 7–8, where they were teaching most other areas of the curriculum, was a factor contributing to the lack of maintenance.

The four case study long-term (CSLT) teachers showed a strong commitment to maintaining the immersion language after their immersion programme. In recognising the importance of maintaining the language one of the teachers (secondary school teacher) said: 'Y*ou need to work to maintain the language. If you don't work at it, then the change is a loss to your language proficiency'.* This teacher expends considerable time and energy to maintain her high level of proficiency. She has had a French native speaker to stay and undertaken weekend activities with her, had French exchange students in class with whom she talked and watches French movies and YouTube

regularly. She also emails friends she made in the immersion country. Another teacher uses Skype to keep in contact with friends she made on the immersion programme. Two teachers, both intermediate school teachers, expressed in the latter part of the year that their immersion language proficiency had slipped and were disappointed with this. One teacher who had made some effort to maintain language proficiency did not feel particularly motivated to put more time into improving language proficiency because the students were at a low level of proficiency: '*I want to improve my* [immersion language] *but then I would want to be in a position to use it'.*

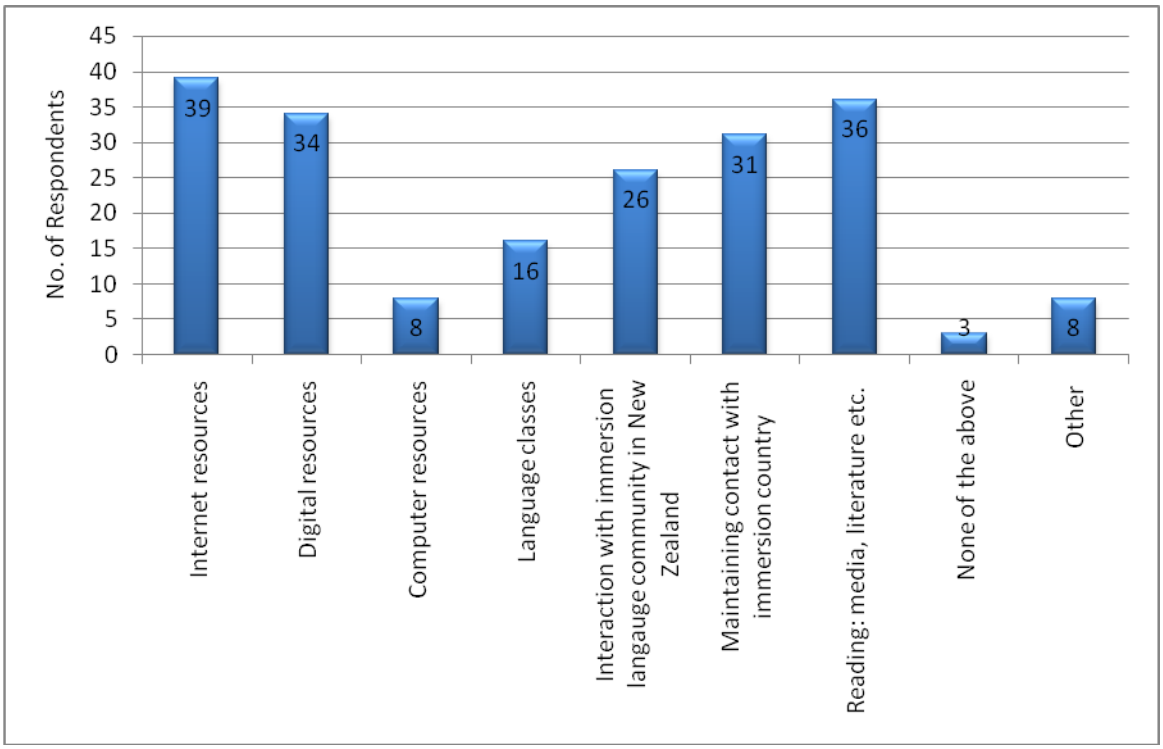

Figure 17: Teachers' methods of immersion language proficiency maintenance post immersion programme
Note: Some teachers gave more than one response.

AFS Milestone Thirteen, reporting on the one-month teachers' 2006 and 2007 post-six month return reports, records more than 80% of teachers had increased their 'interactions with other speakers of the language through such activities as attending cultural events, joining language groups , interacting with student native speakers in the classroom'. However, the milestone report also notes that 'basically, despite increased fluency and confidence, opportunities have not magically increased for people in more rural/provincial areas' (Robb, 2009a, p. 16). This was the case for one of the short-term immersion programme teachers in this research project who said in the questionnaire: '*I live in an isolated area in New Zealand and there are not many* [immersion language] *speakers. It is therefore challenging to extend my language skills'.* Online or virtual communities of practice may be one answer to this isolation.

It is relevant here to discuss data elicited from the questionnaire on the use of language learning strategies post-immersion programme (i.e., strategies that teachers had not

used before the programme). Close to 70% of the 53 respondents saw the immersion programme as helping them to become more autonomous as language learners 'to some extent' or 'considerably'. A key strategy identified by teachers was seeking opportunities for immersion language input. Teachers gave examples such as internet use to access immersion language media. They also actively sought output opportunities and gave examples including joining Alliance Française. This is important since learner autonomy including effective language learning strategies facilitates ongoing learning as well as helping to maximise language learning opportunities.

4.6 Conclusion

Without doubt, the immersion programmes have had a positive effect on teachers' immersion language proficiency. Teachers' perceptions were that gains were most noticeable in speaking followed by listening, and to a lesser extent in reading and writing. Teachers also noted gains in confidence, and becoming more autonomous as language learners. Overall more than 77% of questionnaire respondents perceived themselves at intermediate level or higher following their immersion programme. However the language proficiency of 12 (22%) was reported to be below intermediate level. With the Ministry of Education's *Statement of Intent 2007–2012* (Ministry of Education, 2007f) listing subject knowledge as one of three conditions for effective teaching to occur, more needs to be done to improve the language proficiency of these teachers.

Key factors identified by teachers as enhancing their linguistic gains were the opportunities to interact with native speakers. Homestays in particular were seen to give teachers rich experiences both linguistically and culturally. However there were also some instances where the homestay benefits were not realised. Language classes, for those who had the opportunity to attend, were well regarded in the main with the majority of teachers finding them very useful. Where they were seen as not useful, reasons were the poor quality of teaching and inappropriate class placements. There was some disappointment expressed by a number of short-term immersion programme teachers who were not able to attend classes and AFS (one of the immersion programme contractors) is seeking to rectify this.

Factors hindering gains in language proficiency identified by teachers were immersion programmes not being long enough, and insufficient interaction opportunities in some cases caused by schools in the immersion countries expecting teachers to teach a number of English classes. Poor quality language classes, a lack of language proficiency and low levels of confidence were also seen by some teachers as negatively affecting gains in proficiency during the immersion programme.

Teachers believed a minimum level of elementary proficiency in the immersion language before the immersion programme was necessary to benefit from the sojourn and nearly half of the teachers saw an intermediate level as the minimum.

Overall, teachers were very motivated to improve their immersion language proficiency while on the immersion programme. In cases where motivation was not as high, this was due to a perceived lack of language proficiency and a concomitant lack of

confidence, which suggests that the notion of a minimum level is worthy of consideration. Teachers' views of their own linguistic abilities appeared to have an effect on their motivation to use the language. The majority of teachers indicated motivation to continue improving their language proficiency following their immersion programme. They planned to or were already using internet or digital resources, literature and the media as well as contacts with immersion country contacts. Language learning strategies had improved as an outcome of the immersion programme and were being used to enhance language development.

4.7 Recommendations

We make the following recommendations:

- given the importance of teacher language proficiency in effective languages teaching and the fact that 12 teachers (22%, and all short-term recipients) in this study reported post-immersion programme proficiency levels below intermediate level, it is important that teachers be provided with avenues for further language development before and after the immersion programme. Scholarships to enrol in language classes, either face-to-face or online could be made available. Pre-immersion programme attendance at local intensive courses could also be considered as part of the development of a minimal entry level

- low proficiency language teachers may need more explicit guidance and support for getting the most out of their immersion experience in terms of language development. Factors that are important here are willingness to communicate, maximising opportunities to interact with expert users and understanding all the learning strategies successful language learners undertake

- given the largely positive response from immersion programme teachers regarding language classes during the programme, the contracting agencies should ensure all teachers have the opportunity to attend immersion language classes

- membership of NZALT or local Langsem groups could have benefits for teachers of students at Years 7–8. A stronger focus in these groups on languages teaching in upper primary and intermediate schools could help this group of teachers, many of whom are relatively new to languages teaching

- both immersion programme participants and the immersion country schools they are attached to need to have clear guidelines on the extent of English language teaching that immersion programme teachers are able to commit to. While there are recognised benefits for teachers on longer term immersion programmes (three months or more), teachers on short-term (one month or less) immersion programmes should be expected to teach classes in English only minimally or not at all

- with the Ministry of Education's limited funding resources, the Ministry could give consideration to awarding immersion programmes to teachers with a minimum language proficiency level of elementary so that they have the minimal interactional

skills to be able to take advantage of learning opportunities while on the immersion programme

- with a number of teachers on short-term immersion programmes believing the programme was too short for strong gains in language proficiency, the Ministry could consider the benefits of longer immersion programmes.

CHAPTER FIVE: EFFECT OF THE IMMERSION PROGRAMMES ON THE DEVELOPMENT OF THE TEACHER'S CULTURAL KNOWLEDGE, INTERCULTURAL AWARENESS AND COMPETENCE

> Language learning may not be sufficient for culture learning.
> Cultural contact does not always lead to significant reduction of stereotypes.
> Cultural contact does not necessarily lead to competence.
> Cultural knowledge does not equal cultural competence.
>
> (Bennett, 2008)

5.0 Introduction

The shift in language teaching from communicative competence to intercultural communicative language learning and teaching (iCLT) goes beyond developing linguistic, sociolinguistic and pragmatic competences and challenges well-established notions of culture teaching (Sercu, 2004a). To be able to shift to intercultural communicative language teaching, teachers themselves need to have 'acquired ICC to a reasonable level' (Byram, 2008, p. 83). One of the aims for the research, as set out in the Request for Proposals, was therefore to determine the effectiveness of the immersion programme for developing participants' cultural knowledge as well as their intercultural awareness and competence (Ministry of Education, 2007b, p. 3).

The focus of this chapter is to look at the effect of the immersion programmes on participants' perceived increase in cultural knowledge, how much their reported understanding of ICC increased, and whether there was a related improvement in their understanding of the relationship between language and culture. It also analyses data for observable evidence of intercultural awareness and competence, and whether it is possible to determine the characteristics of a teacher who is likely to have improved their ICC as a result of the immersion programme (Ministry of Education, 2007b, p. 7).

The research has indicated evidence of the effect of the immersion programme on the participants' perceived increase in their level of cultural knowledge. Moreover, to a lesser extent, it has also shown increases in perceived levels of understanding of the meaning of ICC. However apart from the pre- and post-data for the 10 qualitative short-term (QSST) participants, it was not possible to capture the development of teachers' intercultural awareness and competence over a period of time, nor to use tools such as journals, portfolios or blogs which are recognised as being effective for identifying shifts in cultural perspectives from intercultural experiences. Byram's (2008, p. 230) model of ICC has therefore been used as a framework (see Appendix Five) to analyse the statements made by teachers in the questionnaire, interviews and observed classes, to determine whether 'subcompetencies' (Byram, 2009) of ICC and awareness resulting from immersion programme experiences can be identified.

There are a number of models for assessing ICC, namely compositional (essentially typologies), co-orientational (focusing on interactional achievement of intercultural

understanding), developmental (stages of development), and adaptational (a shift in attitude, behaviour and understandings), all of which have commonalities (Spitzberg & Changnon, 2009, p. 10). In addition, there are many hundreds of terms and concepts relating to ICC, all falling under general labels such as motivation, skills, and knowledge. As a general guide, a model should incorporate a least five components, namely 'specific conceptualization of interactants' motivation, knowledge, skills, context, and outcomes, in the context of an ongoing relationship over time' (Spitzberg & Changnon, 2009 p. 44). Byram's model has been used for a number of reasons: firstly, it is considered to be influential (Spitzberg & Changnon, 2009, p. 17) and has several of the commonalities of the co-orientational model as well as the minimum five components (skills, knowledge, behaviour and critical cultural awareness). Secondly, it was developed specifically for foreign language teaching (Byram, 1997), and has objectives (outcomes) that can be used as guidelines to analyse development.

It might be argued that the notion of 'culture' and 'culture in language' should not be separate from ICC (Harbon, 2005, p. 23). The constructs have been separated for this report with the understanding that they are both elements of ICC and intercultural communicative language teaching, in order to be able to determine, in line with the RFP, the extent of development of participants' knowledge and understanding in each of the elements. Culture still needs to be taught and, in fact, Crozet (2007) argues that teachers' knowledge of culture should be even greater in order to be able to teach from an intercultural perspective.

It is well-known that the focus in language teaching has tended to be on 'knowledge' and the teaching of culture has focused on 'objective culture' (Sercu, 2004a & 2004b). In other words, teachers have focused on the products and institutions of a culture as opposed to 'subjective culture' which consists of the learned and shared communication styles, patterns of beliefs, behaviour, values, and world views of groups of interacting people. Subjective cultural knowledge provides the theoretical frameworks, knowledge and skills to better understand underlying cultural factors of behaviour in interaction with others, and hence improve ICC (Deardorff, 2009). Teachers need to have knowledge and understanding of both objective and subjective culture, even those who are teaching at the lower levels where an objective culture approach might be more effective initially, in order to plan a coherent progression in their teaching (Byram, 2008). We can use the analogy of ICC being like a symphony: students cannot be expected to master a whole symphony; they have to start with the chords. However teachers, like conductors, need to understand the overall symphony and the role of the different movements and instruments in order to be able to build necessary knowledge and skills. They need to know the difference between 'culture specific' (which includes objective and subjective constituents of the host culture) and 'culture general' (all movements in the symphony). 'Culture general' consists of intercultural experiences one is likely to encounter in another culture, such as adjustment, adaptation, culture shock, acculturation and assimilation (Paige & Goode, 2009). The different instruments would be the subcompetencies of ICC such as attitudes, behaviour, skills and knowledge (Byram, 2009).

5.1 Participants' perceptions of the extent to which their knowledge of the immersion country's culture increased

One of the expected outcomes for teachers on the immersion programme is the development of 'their curiosity and knowledge about the host culture(s)' (Ministry of Education, 2007b, p. 5). Likewise, 'Increased knowledge, understanding and skills in the target culture(s)' is an expected outcome listed in the effectiveness reporting framework (ERF) (Ministry of Education, 2007d). The first section of this chapter analyses participants' perceptions of the extent to which their knowledge of the immersion country's culture has increased, what this increased knowledge consisted of, together with the factors participants have identified as contributing or hindering an increase in their understanding. As discussed above, the term 'culture' has different components, and these are reflected in the responses of the participants.

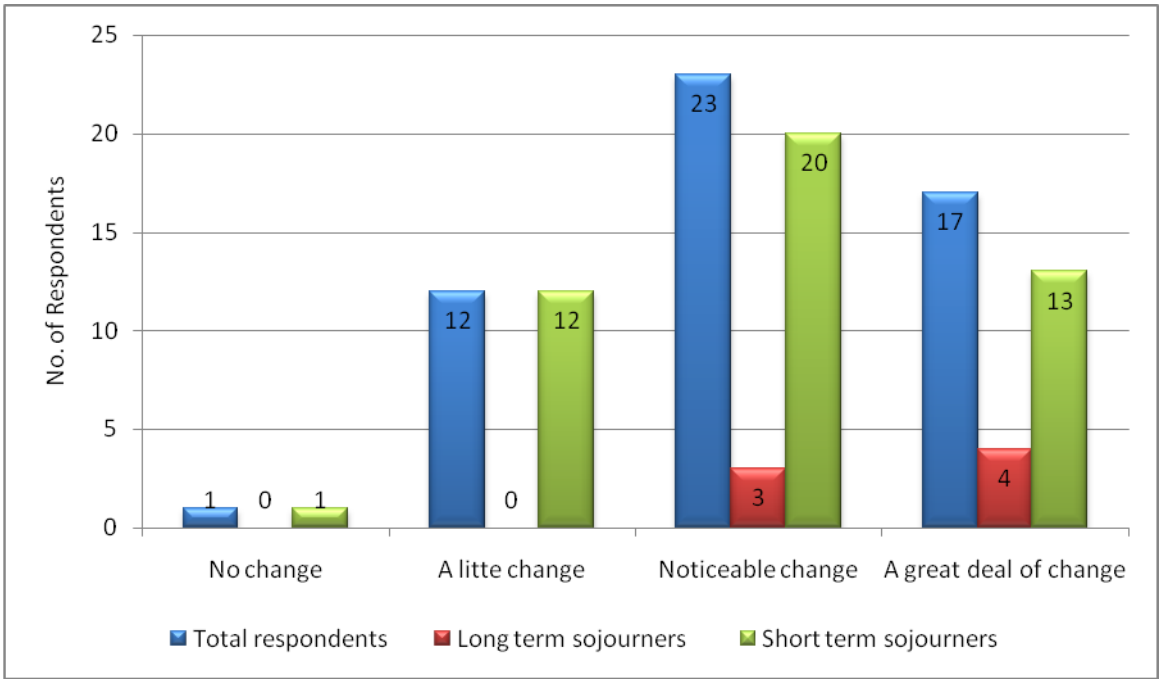

Figure 18: Teachers perceptions of the extent to which their knowledge of the immersion country's culture increased (*n* = 53)

In the questionnaire, participants were asked to what extent their knowledge of the immersion country's culture had increased since the immersion experience. Out of 53 responses to this question, 52 respondents (98%) believed that their cultural knowledge had increased, with the greatest number falling in the 'noticeable change' and 'a great deal' categories (75%) (Figure 18). Broken down into long-term and short-term participants, of the seven long-term respondents, three (43%) recorded 'a noticeable change', and four (58%) 'a great deal of change'. Of the 46 valid short-term responses, 33 (72%) recorded 'noticeable change' and 'a great deal of change'. However, 12 (26%) recorded 'a little change', and one recorded 'no change'. The latter response can be explained by the fact that the teacher was a native speaker. The fact that a quarter of short-term respondents only perceived 'a little change' in their cultural knowledge is clarified by analysis of their comments in section 5.1.2.

5.1.1 Participants' perceptions of ways in which their knowledge of the immersion country's culture had increased

The respondents were asked to provide examples of ways in which they believed their cultural knowledge had increased, and were guided to give examples of what they had learnt or had greater awareness of compared to before the immersion programme experience. Most of the examples fell into 'the four Fs: food, fairs, folklore and statistical facts' (Kramsch, 1991) or objective culture, often also called 'culture as background' or 'Landeskunde' (Crozet, 2007; Liddicoat, 2002; Sercu, 2004a). A few respondents talked about language and culture although they did not make the links explicit to indicate how the language constituted cultural influences such as norms and social practices (Crozet, 2007). A number of responses mentioned knowledge and skills relating to subjective culture/ICC, such as attitudes, values, behaviour (noticing), social expectations and identity. However teacher responses were at the descriptive level with no analysis of underlying beliefs and expectations and the effect on their own experience. This is show in this statement from a short-term participant who had placed herself in the 'noticeable change' category:

> *[C]ultural awareness increased due to living with a family and discussing cultural matters, noticing cultural aspects of life and exploring aspects of those where possible. In addition, host family made great effort to share . . . culture and take me to specific places representative of this.*

Table 8 provides a range of statements from respondents divided into four categories: food, festivals and daily life; social, political and geographical facts; examples that could be linked to elements of subjective culture/ICC; and language and culture, according to whether the respondent had answered 'a little change', 'noticeable change' or 'a great deal of change' in their cultural knowledge of the immersion country. Some respondents gave multiple examples from a number of categories, others only one.

Extent of change in cultural knowledge as indicated by respondent	A little change (*n*= 12)	Noticeable change (*n* = 23)	A great deal of change (*n* = 17)
Food, festivals, folklore and statistical facts (x 22) Of the 22 who mentioned these aspects of culture, 11 respondents referred to these alone, including two long-term respondents.	*I had lived in Japan previously so I was very culturally aware.'*(short-term) *French school system, way of life, French food.'* (short-term)	*Having actually lived through 4 seasons and been involved in the different festivals etc that occur through the year. (long-term)* *How to do Japanese kendo, tea ceremony, Ikebana. (short-term)* *I am more aware of everyday life in Japan and now know much more about some tradition Japanese culture as Kabuki theatre/sumo.* *How Chinese people live, eating out is very common, when they eat at home how they wash their dishes (cold water, little or not soap). The different types of food eaten, such as duck's tongues and duck's blood. Lack of queuing at counters. (long-term)*	*Things like how Easter is celebrated, how the 6th of January La Fête des Rois is celebrated – including bring back fêtes and crowns, not tooth fairy – little white mouse, Christmas, 11 November . . . I loved living through the calendar year. (long-term)* *I had never been to Europe so it was great to be able to see and experience every aspect of French and Belgian life. I am able to talk from my experience about kids at school, shopping, chateaux etc. (short-term)* *History, food, geography, tourist sites, festivals – La Fête des Rois, customs. (short-term)* *Much greater knowledge base of daily routines, school life, adolescent goals and activities, able to make valid comparisons for my New Zealand students. (short-term)*
Social facts (x 27) Of the 27 who mentioned these aspects, 17 referred to these alone, including one long-term	*I did gain a more in-depth understanding of the local regional differences in the two quite distinct places I was sent to, knowledge of society, politics, economies of the host country. (short-term)*	*I have a greater knowledge of the social problems being experienced, for example, employment, racial issues (especially with the younger disaffected youth in the suburbs of the bigger cities). (short-term)* *Having experienced family life in Paraguay*	*Aware of the educational system in Chile. Aware of hardships faced by many in Chile. Aware of significant historic events that have shaped Chile. (long-term)* *The wonderful literature and musical*

respondent.	*Some historical events – due to specific museums visited/new places visited. (short-term)*	*previously it was good to be able to experience the same in Spain – daily routine/education/machismo in action etc. (short-term)*	*knowledge the average German has. Their art appreciation. Their openness to other cultures even though they have a magnificent culture themselves. How isolated NZ is in regard to cheap, high class musical shows, art exhibitions etc. (short-term)* *More in-depth knowledge of some 'quartiers' in Paris, more in-depth knowledge of Provence – Nice, villages, tourist attractions, living in an apartment in an old apartment block DVDs shown in Paris – aspects of French history through Les Indigenes. (short-term)*
Possible links to subjective culture/ICC (x 16) Of the 16 respondents who mentioned these, 10 of the respondents commented on these only, including two long-term. **Possible links to subjective culture/ICC/continued**	*Got to know Japanese people (home stay families) more intimately than ever before. Also saw quite a variety of schools. (short-term)* *I have already lived in Germany for an extended period of time but this time I learned more about culture in formal situations rather than at university where I was previously. (short-term)* *It is difficult to answer this because the culture of the Quebecois is definitely not like France! I definitely learnt a lot about how the French/Canadians culture is different to the Canadian/English speaking Europeans. (ST)* *Was there at time of soccer world cup so*	*So many untrue stereotypes, so much out of date info (long-term)* *Knowledge about the school system and education in general. Greater awareness of cultural habits/differences in values and behaviour (e.g., food, daily routines, politics) learning about the history of the region. (short-term)* *The stereotypical information I had was not always accurate, for example, all French drink wine, eat snails and frog legs. Relationships between people – paxing system. Travel. (short-term)* *Meeting/greeting, food and attitude, types of food eaten. What it is like living in a*	*Life in France, French humour/attitudes, French food etc. (long-term)* *Awareness of just how conforming/help each other do the 'right' thing. It's a very monoculture society compared to NZ. The stereotype 'Nazi' is a gross exaggeration of today's times. The rest of Europe has to let it go and NZ has to catch up. (short-term)*

	experienced Germany and German in throes of football fervour - definite transformation in terms of willingness to exhibit national pride, display flags etc. shows that culture and responses shaped by history and yet most unexpected events can change the responses of the nation. Interesting polarisation of national opinion in response to nationalism in context of football. (short-term)	*French family. (short-term)* *Knowledge of customs such as social gatherings, that is, birthdays, expectations of parents/families, influence of families on decision making, just day to day living in Argentina. (short-term)*	
Language and culture (x 2)		*Political situation, social structure, reflection of culture through language structure, for example, the subjunctive. (short-term)* *Using colloquial/idiomatic expressions in Spanish which reflect the culture of Spain. (short-term)*	

Table 8: Teachers' examples of how their understanding of the immersion programme country's culture had increased matched with their perceived extent of increase in knowledge

Examples given in the interviews were similar. Case study long-term (CSLT) participants talked about increased knowledge of local history, society and culture, with some having taken formal study at a local university, and some examples were more from an ICC perspective. A secondary school teacher said she had not known anything about the culture of her immersion programme country and that she had learnt a 'phenomenal' amount about behaviour and the 'language culture' such as the minimal use of sarcasm. Since returning she was reflecting constantly about culture because she was still in touch with family and friends in the immersion country and the conversations provided the stimulus for the reflection.

About half of the QSST participants spoke about an increase in cultural knowledge mainly in terms of greater understanding of daily life, social and cultural events. Greater understanding of family life was the goal for a primary school teacher. A secondary school teacher who had been to the immersion programme country before, said the immersion experience reaffirmed what she knew, and she just wanted to immerse herself in social life and visit places of cultural interest. About half of the participants talked from a subjective culture or intercultural perspective; for example, a secondary school teacher talked about her deepened knowledge of values and way of life of the immersion country. She had what she termed an unexpected experience because she had not understood what the expectations of her were, and that she 'should've expected the unexpected'. A primary school teacher talked about social and cultural taboos, and some 'new information' but could no longer remember what these were. Unfortunately none of the teachers expanded on their experiences and their comments remained at the descriptive level. They appeared to lack the theoretical knowledge and metalanguage to explore experiences in depth.

Comparisons of the comments from the 12 participants who had recorded 'a little change' in their cultural knowledge with those of teachers who had placed themselves in the 'a great deal of change' category, indicated very different perspectives on perceived needs from the immersion programme. This was particularly the case with value of gaining subjective cultural knowledge, and would seem to indicate that the choice of category might not necessarily reflect the real gains. Three participants in the 'a little change' category said they had already lived in the immersion programme country before so had already gained cultural knowledge. This contrasts with the perspective of one who had also been to the immersion programme country before but had put herself in the 'great deal of change' category. She said she had gained:

> *. . . up to date knowledge of Japan. I had not visited since 1997 so I was able to talk about my experience with my classes and be confident about what Japan is like in [year]*.

Another in the 'a little change' category said:

> *I did gain a more in-depth understanding of the local regional differences . . . knowledge of society, politics, economies of the host country.*

One other said:

> *Got to know Japanese people* (host stay families) *more intimately than ever before. Also saw a variety of schools.*

Yet another said:

> *I met Japanese teachers from other countries. I made new Japanese friends.*

The goals teachers set may also have influenced their perceived gains in knowledge. When asked in the questionnaire to rank what they wanted to improve during the immersion experience, improved competency in language was the main focus for participants, and culture and ICC were not ranked highly. Of the 12 who had said they had only gained 'a little' in cultural knowledge, only one had ranked culture first, two had ranked it third, and one had ranked ICC third. One did not respond to the question. When asked what specific goals they had set, only one of the twelve mentioned culture, saying:

> *. . . to discover ways in which I could best transmit vivid experiences within certain culture contexts for my students in the New Zealand classroom to further increase their culture awareness*.

However it is questionable whether it is possible to evaluate increased understanding of a culture without more clearly defined goals and measurable outcomes. The issue of goals is discussed further in Chapter Eight.

Another factor influencing teachers' perceived needs and hence possibly goal setting, is the issue of assessment. Byram (2008) points out that culture should be assessed so that teachers can justify the time spent on teaching it. However a CSLT participant said that since culture was not assessed it tended to be dropped from lessons because there were so many other things that needed to be assessed.

5.1.2 Factors that helped participants to increase their knowledge of the immersion country's culture

The participants were asked to give examples of factors that helped them to increase their knowledge of the immersion country's culture. Out of 51 responses to the questionnaire, seven of which were from long-term respondents, 46 were related to being immersed in the culture and being able to interact with people, whether it was talking, getting to know people, having meals, meeting and socialising, and living with locals. Specifically mentioned were homestay or the host family (16). Other factors mentioned were talking to people or asking questions (10). Being able to visit places of interest was mentioned by (13) of the questionnaire respondents, three of which were visits to schools. Three of the respondents indicated active self-development such as preparing for the sojourn by prior reading, or reading newspapers and reflection to develop knowledge while in the immersion country.

QSST and CSLT participants also identified the importance of homestay for increasing their understanding of the immersion country's culture. Although only two of the CSLT had had an initial homestay, all four mentioned the importance and benefits of a family

or homestay experience either for help with practicalities for settling into the country or for maximising opportunities for interaction. One teacher emphasised that the homestay 'must not be changed'. Five out of 10 of the QSST participants mentioned the value of homestays in helping to increase their cultural knowledge. One said that being with a host family was 'critical to success' and she forced herself to do what the family did. She felt it was 'important to be fully involved', to 'live it' even though it was out of her comfort zone. Also mentioned as important was formal study, and for the native speaker, having the time to focus on resource gathering, and talking to people were important. One teacher said that being part of this research project and doing professional development had highlighted the culture aspect for her.

Table 9 shows sample statements indicating what helped increase knowledge of the immersion culture, according to whether the respondent had answered 'a little change', 'noticeable change' or 'a great deal of change' in their cultural knowledge of the immersion country.

Factors that helped develop cultural knowledge	A little change (*n* = 12)	Noticeable change (*n* = 23)	A great deal of change (*n* = 17)
Being immersed in the culture (x 2 long-term, x 16 short-term)	*The fact that I had a month there, in one place with time to get to know people, culture, places, customs.* *Being there and getting out and about as much as possible.* *Living and working (teaching English) in Japan previously.*	*Being immersed in the culture.* *Living with locals.*	*Living with local people. Having opportunities to get out and explore rather than be at a school all the time.* *The fact that I lived there for a month – in your face all the time.*
Homestay (x 16 short-term)	*Spending time with a French family (my hosts) spending time in the city Papeete.*	*Living with a family but also having the opportunity to extend my stay and travel on my own.*	*Talking with hosts after experiences during the day.*
Interaction with locals – socializing, cultural events. (x 5 long-term, x 20 short-term)	*Time spent with Germans rather than course participants.*	*Being involved in festivals etc plus visiting places in France.* *By living in the city and hanging out socially with local people.*	*Meeting and socialising with the French, working French schools.* *Getting to know people who were generous with their time in showing us around, having us for meals and talking to me.*
Visiting – schools, places of interest (x 8 short-term	*I travelled a lot around Quebec and experienced many great places, people interactions etc.*	*. . . plus 2 weeks of tourist travel.* *. . . noticing differences in the places we visited.*	*Experiencing things I did not have a chance before, for example, Kabuki, Japanese calligraphy, visiting primary and secondary schools, talking to Japanese students etc.*
Formal study (x 1 long-term, x 6 short-term)	*Activities set as part of the Goethe Institute course, interaction with other teachers on the course and comparing points of view.*	*Having a great group of tutors at Toulon and Sevres.* *Conversations at language school, home stay couple.*	*Reading newspapers, talking to the people there, visiting schools, lectures at the university, reading at university library, observations of life in general.*
Self informing – asking questions, reading, noticing, reflecting. (x 6 short-term)	*The ability to ask questions while there, my own active involvement, by informing myself prior to time there and while there.*	*Daily visits, reading newspapers, speaking with people, being alert and noticing things, reflecting on differences.*	*Reading, home stay, looking round Tokyo.*

Table 9: Sample statements from long-term and short-term respondents of what had helped increase their knowledge of the immersion country culture

5.1.3 Factors that made it difficult for participants to increase their knowledge of the immersion country's culture

The questionnaire responses indicated that the key factor that made it difficult for participants to increase their knowledge of the immersion country's culture was the inability to fully interact or participate with people. This reinforces the positive factor of interaction mentioned in the previous section. The reasons were similar in both the questionnaire and the interviews. Out of 41 questionnaire responses, time related factors were mentioned by 71% (29) of participants. These ranged from the shortness of the immersion programme to demands on time.

Shortness of time was specifically identified by 11 (30%) of the short-term participants; for example, one said:

> *[T]he short stay period. I was there less than 2 weeks and of that I was fully immersed* (living with a French family) *for one week.*

Another commented that 'obviously the longer you are there the more you experience'. Sixteen short-term participants linked the time factor and home stay: *'The short length of stay – 2 weeks and the first week spent with colleagues'*. This participant went on to say that two weeks with a family would have been more beneficial. Demands on time were indicated by a number of participants, for example a long-term respondent said that '*teaching English 8–4 each day or studying (same hours) compounded by not living with a host family'* hindered the increase in her knowledge of the culture. A QSST participant also mentioned '*Too many hours in class, compulsory homework and not enough freedom to explore'.* Eleven (27%) of the questionnaire respondents mentioned language issues, either their own limited ability or not being allowed to use their immersion language (because of an expectation to speak English). Significantly, two respondents said that they were not able to understand the language because they had been placed in an area where the immersion language was not spoken. One long-term and one short-term participant mentioned money as a negative factor. For them, the stress of financial worries detracted from the experience. A number of long-term and short-term participants identified a lack of preparation before the departure as a hindering factor, with the short-term participant saying '*at times there were some cultural aspects that were assumed that I would know (e.g., taking part in a tea ceremony). Some previous explanation would have been good.*'

The remaining responses from teachers who had indicated 'a noticeable change' or 'a great deal of change' were varied and included lack of independence mainly from not being able to get to places easily on their own, and one CSLT participant mentioned less exposure to the culture than she would have liked because of the lack of a homestay. It is an interesting paradox that the participants had indicated that they had changed, but that there were still inhibiting factors. However eight participants, including two who had said 'a little change', said there were '*no difficulties at all'.* One who had said 'a little change' commented '*nothing, I loved every part'*, and a participant who had said 'a great deal of change' remarked '*nothing really as I spent time with students in a school out in the community exploring and experiencing as well as living with a host family'*.

The findings in this section appear to be indicating two main themes that have affected a teacher's ability to maximise the experience. These are participant preparation and organisation of the experience.

Firstly in terms of preparation, there seem to be contradictions between teachers' ranking of the extent of the increase in their cultural knowledge against their actual comments; for example, low rankings linked to comments that would seem to indicate there had been substantial gains in knowledge. There is no significant connection between the length of stay and the examples of the nature of the increase in knowledge, whether it was the '4 Fs', facts or aspects of ICC. It does seem, however, that teachers would benefit from explicitly understanding the kinds of intercultural skills they need to try and acquire while overseas. In addition to having a greater understanding of the theory of ICC, training in ethnographic analysis before their immersion programmes may also be useful. Training in ethnographic skills is gaining increasing recognition as a way of maximising immersion experiences for students (Jackson, 2006). Ethnographic skills would provide teachers with a structure around which to develop Byram's subcompetence of 'skills discovery and interaction' (Byram, 1997). Teachers would not only develop clear objectives (a purpose for their immersion) but also important reflective and analytical skills. As Jackson (2006, p. 137) points out:

> Within the context of study and residence abroad, ethnography can identify the individual, contextual and cultural factors that influence language and cultural learning by capturing the sojourners' views about their goals and experiences (e.g. their intercultural contact, attitudes towards members of the target culture). An ethnographic approach can monitor changes in the sojourners (e.g. their intercultural adjustment, the development of their ICC) and ascertain how the various elements of the study and residence abroad have or have not influenced their thinking and/or behaviour.' This can then be used to improve the design of the programme in terms of objectives, organization and learning.

Linked to the issue of preparation is the level of language ability, and low ability was mentioned by nine (24%) of the short-term participants as an inhibiting factor to gaining cultural knowledge.

In terms of organisation, the shortness of the stay was identified specifically by 16 of the short-term participants as an inhibiting factor in terms of gains in cultural knowledge. If the target for all participants is to achieve 'a great deal of change', then the difference between the long-term participants (58%) and short-term participants (28%) is significant. If the target is 'noticeable change', then the result for both the long-term and short-term participants is 43%. The question for policy makers to consider is whether these results for either long-term or short-term participants is optimal.

The benefit of homestay was very clearly identified as a factor in gaining cultural knowledge. Sixteen of the short-term participants who specifically mentioned shortness of time as a hindrance, also specifically mentioned the benefits of homestay as a positive factor. Four of them ranked themselves at 'a great deal of change', 10 as 'noticeable change' and two as 'no change'.

5.2 Immersion programmes and the relationship between language and culture

Kramsch (1998) maintains that language is the most sensitive indicator of the relationship between individuals or between an individual and a given social group. Linguistic indicators of cultural differences are apparent in, for example, registers, speech acts, intonation, timing, politeness strategies and non-verbal communication, with world views reflected in the meaning of words. Understanding these indicators and developing strategies to deal with expected behaviour is necessary to avoid constant misunderstanding in intercultural interactions (Sercu, 2004b).

5.2.1 Perceptions of changes in the understanding of the relationship between language and culture

In the questionnaire, participants were asked to indicate the extent to which their understanding of the relationship between language and culture had changed as a result of the immersion experience. Their responses indicated much less perceived increase than there had been in their perceived increase in cultural knowledge of the immersion country. Six of the seven long-term participants, and 45 of the short-term participants responded to the question, with 59% of all respondents in the 'no change' and 'a little change' categories, and 35% in the 'noticeable change' category. Three were in the 'a great deal of change' category, none of whom were long-term respondents.

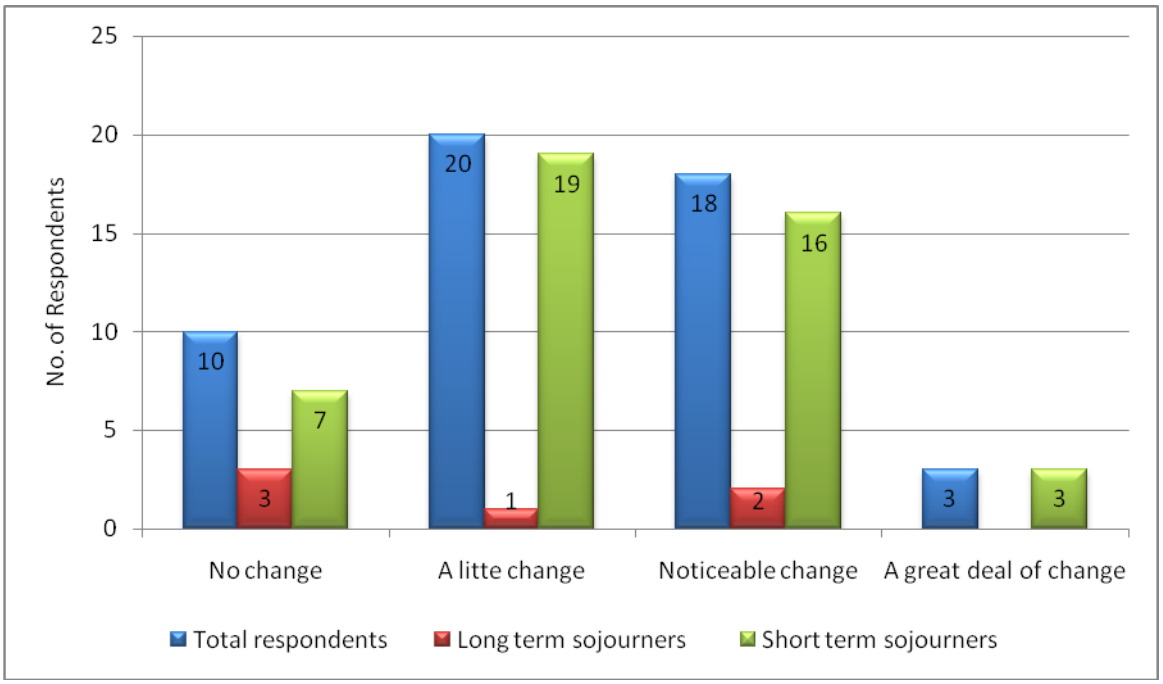

Figure 19: Respondents' perceptions of the extent to which their knowledge of the relationship between language and culture had increased as a result of the immersion (*n* = 51)

Thirty-five of the 51 respondents commented on their choice of category. Apart from two, all of them seemed to be familiar with the notion of the relationship between language and culture, which might explain the bias towards the lower levels of change in knowledge. However, although a number of teachers responded that they had always

understood the relationship, their comments in most cases did not provide any clear indication of what this understanding was, as can be seen from Table 10.

These comments indicate that while many teachers were aware that culture is a feature of language, they may not have had the theoretical knowledge (Sercu, 2004b) and related terminology to be able to identify examples of the relationship between language and culture. This is illustrated by the following comment from a long-term participant who had not indicated any category of change in her understanding:

> *Having lived in a number of countries I am aware of the relationship between language and culture. The greater the language, the easier and more enjoyable it is to interact with the locals and hence become part of the country.*

A case study long-term (CSLT) teacher talked about increased understanding of '*language culture'* such as the directness of language and how this had hurt her feelings initially until she understood that words of affection were used sparingly and that it was quite a '*blunt*' culture in which you '*say what you mean'*. Examples given by the qualitative study short-term (QSST) participants in their interviews included greetings, and how language is accompanied by gestures such as kisses rather than hugs, and the directness of language in certain cultures. Although one teacher said she '*didn't pick up much'*, she noticed different levels of language use for '*different stratas of society'* in different locations; for example, the language used in the Forbidden City (China) was very different to that used in other places. Another talked about how the language differs between the Spanish speaking countries, and that '*Chileans don't conjugate their verbs and often drop 's' on end of words'*. The majority of the other examples given by QSST participants to show their increased understanding of the relationship between language and culture related to cultural practices such as tipping, and collecting realia.

Observations indicated that the focus in the classroom was still on language acquisition and that teachers did not take advantage of opportunities to explore the cultural underpinnings of the language being taught. For example, in the teaching of vocabulary for family members, the cultural significance of having two words for brother in German, or special words for elder brother and sister and younger brother and sister in Chinese, was not explored. The effect on teaching is discussed more fully in Chapter Six. However, it is important to note that a lack of theoretical knowledge is an important factor to be considered, and reinforces the findings in the previous section in terms of the need for preparation before the immersion programme both in terms of intercultural theory and level of language.

Extent to which understanding of the relationship between language and culture had changed	No change (*n* = 10)	A little change (*n* = 20)	Noticeable change (*n* = 18)	A great deal of change (*n* = 3)
Already had an understanding (x 4 long-term, x 15 short-term)	*I already had a good understanding of link between the two. (long-term)* *I had a good idea beforehand. (long-term)* *I have always understood and stressed the links so no real change to this aspect but more examples of the relationship were seen and studied.* *Always been aware of strong relationships which in New Zealand is so visible with Te Reo/Tikanga Māori.*	*Coming from another culture with a different first language has already given me a first hand experience in this.* *It has enhanced my understanding rather than changed my understanding.* *I have always known that you cannot teach the language effectively without teaching the culture.* *I had already spent time in Quebec before the Lang. Immersion so not much changed for me.* *I come from an intercultural background anyway and this is a strength of mine.*	*It just confirms what I always thought. You cannot separate language and culture.* *I developed further confidence in using formal language in formal situations.*	
Varying degrees of increased awareness (x 32 short-term)	*The merging of linguistic skills (to the level of competence) within cultural contexts with the desired outcome of understanding/being aware of the interaction of both: language and culture going together along with all that this concept enhances such as cultural tolerance, comprehension of socio/political/economic and cultural terms in language.*	*Living in a French speaking country helped to place the language in the cultural context.* *I developed further confidence in using formal language in formal situations.*	*Japanese anime, fashion and the culture of the younger Japanese.* *We looked closely at the new words/expressions (verlan) initiated by the younger generation but used increasingly within the wider community. Influence of Arab culture on language.* *What is said when meeting people, meal times etc.*	*More understanding of their way of thinking.*

Table 10: Sample statements respondents commenting on the extent of change in their understanding of the relationship between language and culture (*n* = 51)

5.3. Participants' understanding of ICC and evidence of its increase

One of the 'indicators of effectiveness' in the effectiveness reporting framework (ERF) of the immersion programmes is 'teachers demonstrating increased ICC', and 'possible sources of evidence' include 'teacher reflection and comment', 'teacher application of theory and research', and 'self-assessment' (Ministry of Education, 2007d). This section firstly discusses the perceived changes to participants' understanding of ICC as a result of the immersion programme, and secondly whether there is evidence of development of ICC from their comments in the questionnaires, interviews and observations of teaching. It also discusses characteristics of teachers who were likely to have increased their ICC.

5.3.1 Participants' understanding of ICC

In the questionnaire, the participants were asked to indicate their level of understanding of ICC before and after the immersion programme. Apart from one who did not respond to the post-immersion programme question, all long-term participants perceived they had increased their understanding of ICC, as indicated in Figure 20.

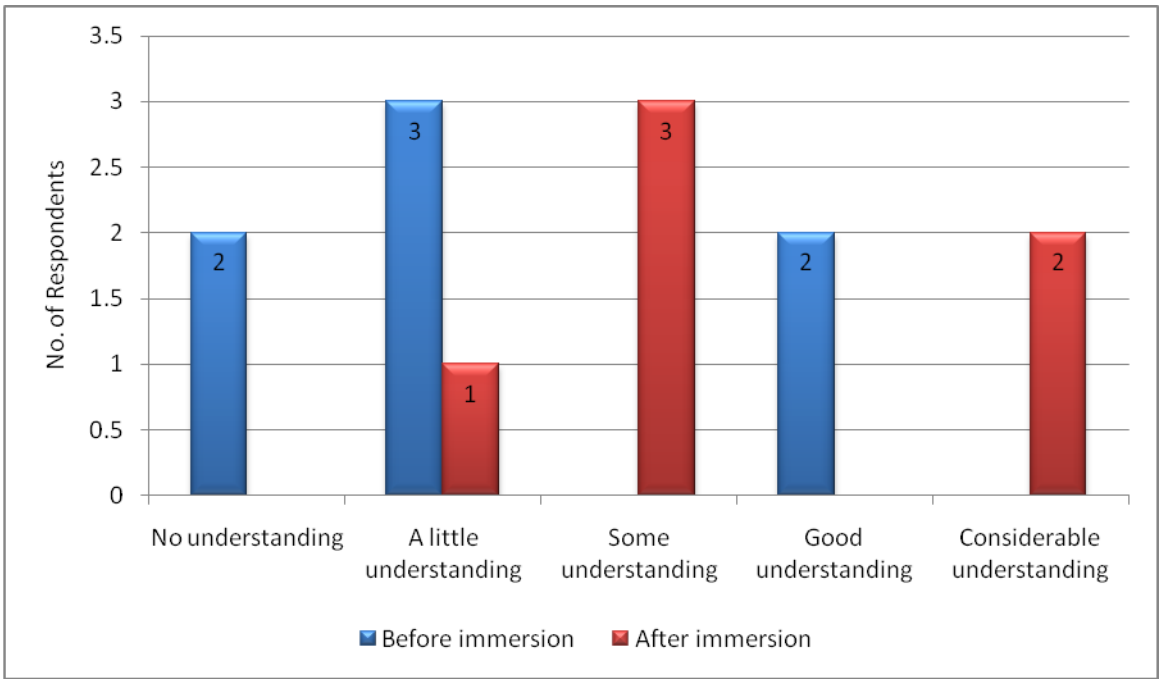

Figure 20: Long-term participants' understanding of ICC before and after the immersion programme [before immersion (*n* = 7) and after immersion (*n* = 6)]

There were 44 and 46 responses respectively to pre- and post-questions from the short-term participants about their level of understanding before and after the immersion programme experience (Figure 21). The most marked increase was in the 'considerable understanding' category, which doubled from five out of 44 responses to 10 out of 46 responses. Although there was only a reduction from six (13%) to four (less than 10%) with 'no understanding', the responses would seem to indicate an overall shift to increased understanding of ICC.

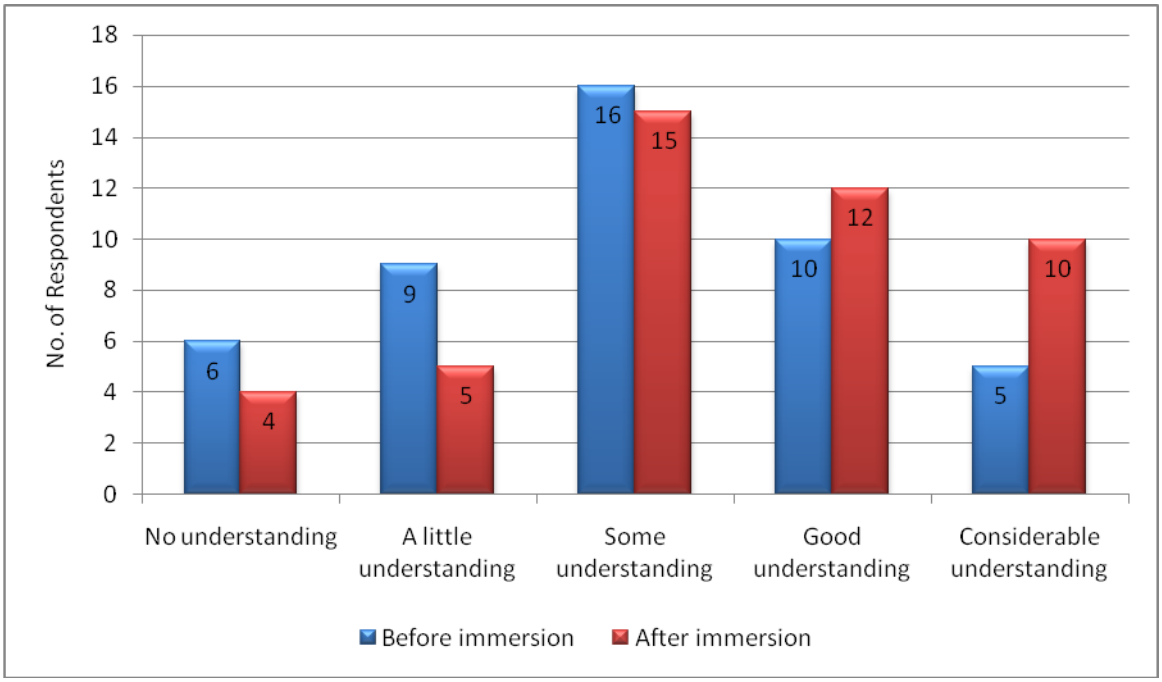

Figure 21: Short-term participants' understanding of ICC before and after the immersion programme (*n* = 46)

Out of 44 valid short-term responses to understanding after the immersion programme, only 20 (45%) perceived they had actually increased in their level of understanding from before the immersion programme. Of these, five (11%) had moved up by two categories, one by three, and the other five had indicated 'considerable understanding' before the immersion programme. In contrast, in the other categories, there had been no increase in understanding for 17 (39%) of the respondents, two of whom had stayed at 'no understanding'.

Of possible concern is that seven (16%) of the respondents felt their understanding had gone down, one of whom had gone from 'good understanding' to 'no understanding', and one had gone from 'a little understanding' to 'no understanding'. As seen in 5.1.2, perceived needs and goals might have been a factor in choice of category: four of the seven had been among the 12 who had indicated only 'a little increase' and 'no increase' in cultural knowledge, the latter being the native speaker. In addition, only the native speaker and one other teacher had wanted to improve their ICC (ranked 3) during the immersion programme.

Correlation of the data for increases in perceived knowledge of the immersion programme culture and in understanding of ICC indicated that an increase in teachers' knowledge of the culture did not translate into an increase in understanding of ICC. Indeed, it seems there was a small negative correlation (r = -.291, $p<0.05$) and that with a greater knowledge of culture there was slightly less understanding of ICC.

Teachers who reported 'a great deal of change' in knowledge of culture were less convinced about their understanding of ICC than those who reported 'a noticeable change' in knowledge of the immersion country's culture. Table 11 contains sample

statements of what teachers perceived their understanding of ICC to be, shown against the level they had indicated for their understanding.

The level of understanding of ICC, therefore, was very varied and choice of category by the teachers to indicate their level of understanding was not always a reliable indicator of actual understanding. An example of this inconsistency is the references to ICC terminology and subcompetencies by the teachers who had ranked themselves lower in terms of understanding. For example, they mention '*appreciating different outlooks on life and the way people think'* and '*being non judgemental where one's own cultural values and another's differ. Being able to accommodate the other person's cultural perspective and being constructive in my attitudes towards this'*. If the aim of ICC is to be able to interact with members of other cultures while being aware of differences and similarities and preventing overemphasis on foreignness and stereotypes (Elola & Oskoz, 2008), many of the teachers appeared generally to have understood this, and there were references to verbal and non-verbal communication, attitudes and cultural identity.

However there was a bias towards knowledge of social practices and communicative competence. There was also an absence of references to what would seem to be well-known concepts such as individualism and collectivism, and high and low context cultures, and a noticeable absence of concepts of ICC theory. These include the 'savoirs', 'the third place' (Kramsch, 1993), the role of looking at other cultures through understanding one's own culture, and that 'otherness' does not just refer to nationality or ethnicity but also includes social, institutional and individual unique perspectives (Byram, 2008; Sercu, 2007). This might suggest that teachers' choice of category was influenced by individual levels of confidence in explicit knowledge of theory and terminology rather than as an indicator of the extent of their understanding of the aims of ICC, or even their own ICC.

The interviews and observations also indicated varied understanding of ICC. When asked whether their understanding had increased, one CSLT participant said she had never heard of the term, and two were not sure. When asked in what ways they thought their ICC had improved, one teacher said she knew more about register, the importance of gift giving when visiting a family for dinner, appropriate greetings to people with different status, and the different foods in different seasons. She said: '*I saw what I had read about'.* Examples from others included references to gestures and colloquial expressions, understanding business etiquette, and a*s 'kiwis because we live in a multicultural society we're more aware of these things'.*

No understanding (*n* = 4)	A little understanding (*n* = 6)	Some understanding (*n* = 18)	Good understanding (*n* = 12)	Considerable understanding (*n* = 12)
(Only one in this category commented) *Appreciating different outlooks on life and the way people think.* *Recognising differences between countries and being able to accept, adapt to or recognize these.*	*Differences in the ways we do things, for example, kiwi 'popping in' to each others homes at any time, French being much more formal and planned around visiting each other. (long-term* *To me, it means you can live another culture because you can speak their language. (short-term – down from 'some understanding')* *Being able to understand and be aware of the differences between two cultures and to adopt the ways of the immersion culture so as to blend in ways to greet people, show appreciation. (short-term)* *I guess being able to function in another culture,*	*My understanding is that it means the difference between cultures, what is acceptable in one culture is not necessarily accepted in another. (long-term)* *Being able to fit into another culture and accept what they do differently. Don't offend. Learn, accept and perform cultural traditions and try to use the language. (short-term)* *Being sensitive to cultural difference, being non judgemental where one's own cultural values and another's differ. Being able to accommodate the other person's cultural perspective and being constructive in my attitudes towards this. (short-term – down from 'good understanding)* *Understanding appropriate levels of language to use in appropriate circumstances/situations. Understanding people's mindsets and expectations in everyday social and business*	*Being able to participate fully in a range of social situations – acting and speaking appropriately. (short-term)* *The ability to interact with people from different cultures, verbally as well as non-verbally, adequately (e.g., without offending anyone through inappropriate words or gestures) on the basis of a sound knowledge of value systems, traditions and language. (short-term)* *Ability to 'relate to' different cultures is most basic level of IC. Tolerance and respect key features but require experience of other cultures (no just head learning) language opens a door to meet people beyond or possible viewing of a culture from the outside. IC includes understanding of protocols, traditions, formal processes. (short-term)* *Ability to understand attitudes/positions of other cultures and accept these so they are not barriers to understanding/communicating, including withholding judgement until comprehension is reached.*	*By understanding the what/how/why of another culture I can anticipate or modify behaviour/language without feeling the need I have to be a fluent native speaker to communicate effectively. (short-term)* *. . . one is free from prejudice so one has an open mind to others viewpoints, feelings and understanding of life and situations and culture can shape these. . . (short-term)* *The ability to move easily and sensitively between cultures. (short-term)* *Being aware of cultural mores and how to adapt your personal speech/behaviour to a. fit it* *b. ease interaction* *c. increase understanding* *d. get what you need etc. (short-term)* *It comes from living and doing things the same way from immersion, for example, going to church, watching adverts,*

	retaining own identity but being able to take on aspects of the target culture .(short-term)	*contexts. (short-term)* *Understanding and acceptance of cultures other than your own. To easily live in another culture. (short-term)* *Understand the play on words in a newspapers article heading. Once it was broken down for us, the clever reference to the political world was apparent. There is a need to experience the life and daily workloads in the immersion country so that concepts have reality. What we understand as an apartment is not what the French understand. (short-term)* *Understanding the culture not only the language but customs and way of life. (short-term)*	*Ability to adapt the culture of the target language compatibility without giving up your own cultural identity. To be able to try new things with others. (short-term)* *It is successful communication with people from other cultures. (short-term)* *Celebrating the differences between cultures, that is, noting the differences or way of doing things and comparing them to our own way of doing things. (short-term)*	*emphasis of tour guides content compared to ours etc. (short-term)* *It's a kind of social an emotional intelligence, knowing how to behave in a foreign culture, for example, bowing, taking shoes off, using the correct 'tier' of Japanese, eating etiquette etc. (short-term)*

Table 11: Sample statements of teachers' understanding of ICC (ICC) shown against the teachers' perceived level of understanding shown in Figures 20 and 21

None of the qualitative study short-term (QSST) participants was able to talk confidently about ICC before their immersion programme. For the most part, there was lack of knowledge or understanding of ICC, and discussion was largely focused on language and culture, and the pragmatics of being able to communicate, interact and function in the immersion country. Pre-immersion, one teacher (Years 7–13) said she had never understood the term, even after attending a Langsem (regional seminars for language teachers) session on it. Post-immersion she said she did not know how it linked to the classroom, that she was not sure where to start and that she needed more professional development in ICC.

Other teachers demonstrated shifts in thinking but they did not talk about these in any depth nor analyse the effect on their immersion programme experience (see 5.3.3). An intermediate school teacher said she understood ICC to involve '*deeper thinking emotions*' and how it felt to be a '*minority*' and the need for '*a sense of humour'.* A secondary school teacher said it was knowing about the '*values*' of a country, and another secondary school teacher said she had difficulties '*negotiating across cultures*' because her language level was too low. When the term ICC was explained by the interviewer, a secondary school teacher said: '*I'm that kind of person. Maybe it seems a natural thing to me to reflect on my own country'*. However, she then talked about elements of objective culture (Sercu, 2004a & 2004b) rather than ICC. The native speaker appeared to have greater understanding. Although she had never heard of the term, she was able to define ICC as '*understanding their way of life, integrating, communicating, and understanding differences and individuals'*. For her, going to the immersion country would enable her to understand changes in social practices that were taking place. In the post-immersion programme interview, she said she believed she was already competent living both cultures in New Zealand, was married to a New Zealander, and had New Zealand friends.

5.3.2 Evidence of development of ICC

From an analysis of comments in the questionnaire and interviews, it has been possible to identify whether these incorporated aspects of Byram's savoirs (1997 & 2008). The savoirs most relevant to the data were 'knowledge', 'attitudes', 'skills' (discover and/or interact), and 'education' (critical cultural awareness). In their questionnaire responses, participants' gave examples of factors that helped increase knowledge of the immersion country's culture that were very relevant. They also gave many examples of how they had increased language proficiency. The high number of comments identifying the importance of being able to interact and engage in various ways with the local community as much as possible (homestays, socialising, taking part in local activities) would indicate that many of the participants were demonstrating objectives within the subcompetencies of 'attitudes' and 'skills of discovery and interaction'. Specifically these objectives are 'willingness to seek out or take up opportunities to engage with otherness. . . . [r]eadiness to experience the different stages of adaptation to and interaction with another culture during a period of residence . . . [u]se in real-time an appropriate combination of knowledge, skills and attitudes to interact with interlocutors from a different country and culture' (Byram, 2008, pp. 230–232). These are among the outcomes sought in the request for proposals and the effectiveness reporting framework (Ministry of Education, 2007b, 2007d) and their development is best achieved on a sojourn or from independent learning situations (Byram, 1997).

The same willingness to engage in the sojourn experience and shifts in cultural frameworks were evidenced in interviews. For example, a QSST intermediate school teacher talked about having discussions with students in the immersion country about outsiders' concepts compared to how they saw themselves. Another teacher (Figure 22) described the shift in her cultural framework and demonstrated the objective of 'Willingness to seek out or take up opportunities to engage with otherness . . . [u]se in real-time an appropriate combination of knowledge, skills and attitudes to interact with interlocutors from a different country and culture' (Byram, 2008, pp. 230–232).

Kate is an intermediate school teacher and recipient of a short-term award. She had left for her sojourn with very stereotypical views of the immersion programme country, largely influenced by her upbringing. She said she had no understanding of what the people were really like. Post-immersion, she said she understood a lot more, and that her whole attitude to the immersion programme culture and society had changed as a result of the immersion experience. Despite not having travelled much before, feeling some financial constraints and finding the language a challenge, she 'got out' as much as possible, went on public transport, and talked to people whenever she could. She found seeing movies and then discussing them with the locals, especially with her host family who could speak English, was very beneficial. Her host family were great travellers, very social and enjoyed discussing a wide range of things including traditions of the immersion programme country. She found the immersion programme society conforming and the language very direct, but for Kate the immersion was a very positive experience and she found the people very caring. She said she would be able to share her insights and change in attitude with students and family.

Figure 22: Qualitative short-term sojourner's cultural account of her immersion programme
Note: Kate is a pseudonym.

5.3.3 Characteristics of a teacher likely to have increased ICC

In interviews, teachers were asked what advice they would give to someone embarking on an immersion programme. The following is a compilation of their advice. It could be argued that the points would also be good indicators of characteristics and strategies of teachers who were likely to have developed their ICC.

- Have a positive attitude towards making the most of the experience and difficulties. It is not necessary to have a high level of language competence, but this would depend on the individual:

  Get as much out of it as possible. Watch TV all you can, listen to the radio, read the newspapers. Even if you can't understand much it is important to throw yourself into the deep end head first. . . . To sum it up, 'live the life'.

- Keep an open mind to differences in cultures, including facing one's own stereotypes and expectations:

  You need to have a sense of humour, be easy going, tolerant, expect differences. Some cultures are anti other cultures – need to be warned about this. Go with an open mind/spirit/heart even for the hard bits.

- Ensure there is resilience to be able to deal with isolation and loneliness of being on one's own, homesickness and culture shock, as well as the reverse culture shock of coming back into New Zealand:

  > *Be brave. Don't mull over things when they go wrong. Note, 'I've been insensitive' and move on.*
  >
  > *Talk to people who have been through culture shock. Best thing to buy/see /do – to make the most of it. Be homesick – bawl – get over it – go do something.*

- Have a plan for how the time will be spent:

  > *But you need to consider how you are going to spend your time – working in a school brings lots of opportunities – studying, improving outcomes for your students along with your own personal knowledge, your goals and how you are going to meet them.*

- Make friends, but not English-speaking friends, and accept all invitations to socialise:

  > *It is easy to feel very isolated at times in a foreign country. To the people at home it might seem that you are on a wonderful holiday, and at times it does feel a bit like that, but at other times it is a big challenge.*
  >
  > *Never say NO! For example, a board games evening – was so much fun – not something I would usually do. People and relationships are the key to the success of the whole experience.*

As can be seen, some of the comments refer to culture shock, an important element of cultural experience, which can involve psychological and physical consequences of being immersed in another culture (Paige & Goode, 2009). Participants did have to deal with negative intercultural experiences, some of which were due to not having enough information before the immersion programme. However, very few of the immersion programme participants, especially in the questionnaire, mentioned negative emotional experiences. Negative experiences included issues with money or problems adjusting such as loneliness, as explained by one short-term teacher: '*I underestimated how lonely it would be and because I had too much free time it was quite difficult at times'*. Ehrenreich (2006) notes that immersion participants tend not to talk about these aspects as they are signs of 'failure'. In the case of the immersion programme participants, it might also be not wanting to be negative because of '*a sense of obligation'*. In the interviews some teachers talked about negative emotional aspects but only one talked about adjustment difficulties during her sojourn experience (see Figure 23).

Amie is a primary school teacher and recipient of a short-term award. She talked about the benefits of the immersion programme especially for her language development, and felt confident to talk about the negative effects of experiencing culture shock. Amie was able to clearly identify contributing factors. She had noticed difference in almost everything, but particularly the food, and she said that 'nothing back in New Zealand could have prepared her for that'. Initially she liked the cultural differences, which were far greater than she had expected them to be, but then felt resistance, which led to loss of interest in the experience. She attended a course every day during the week which, although very good, was intensive with expectations of homework, and meant she was not able to explore or see as much of the country as she had wanted – she wanted to experience life outside the classroom. Experiences were becoming familiar and losing their novelty. She was also frustrated by her own lack of fluency, and found not being able to communicate was challenging. She found the time away from home quite stressful, and the pollution, the cold and also the dirty areas had a negative effect on her attitude.

Figure 23: Qualitative short-term sojourner discussing adjustment difficulties during sojourn
Note: Amie is a pseudonym.

Factors such as language and cultural differences identified by this teacher fall within Paige's (1993) 10 situational variables and personal factors that can cause intense emotions and psychological stress, negatively affecting the experience. The opportunity to discuss these emotions with a mentor while on the immersion programme experience might have enabled the participant to better interpret what was happening at the time and to develop the competence to deal with the resistance to differences or the stress of being away from home. A study by Pedersen (2010) on study-abroad students indicated that those who received a greater amount of 'cultural mentoring' and guided reflection experienced greater intercultural gains.

5.3.4 Lack of theoretical knowledge and terminology and critical cultural awareness

From an analysis of comments from the questionnaire and interviews (5.3.1), there is not a great deal of evidence of the theoretical knowledge dimension of Byram's (2008) 'knowledge' subcompetence, nor the 'critical cultural awareness' subcompetence. Essentially this is the ability to critically evaluate 'perspectives, practices and products in one's own and other cultures and countries' (Byram, 1997, p. 53) and involves reflection and self-assessment. This reflection enables new knowledge and understanding of experiences to take place by bridging practical experience and theoretical conceptualisation (Kohonen, 2005). Theoretical knowledge includes knowledge of models, frameworks and concepts that provide tools for the analysis and reflection required to demonstrate 'critical cultural awareness'. In a number of post-immersion programme reports in Milestone Report Thirteen (Robb, 2009a), even with structured questions and prompts to self-assess their personal development, teachers did not demonstrate the ability to reflect at any depth or to analyse. Robb (2009a, p. 17) expressed concern that 'many teachers don't really display an understanding of ICC and this is an issue that needs to be addressed'.

Interviews showed that teachers did not seem to be aware of the links with ICC in their own behaviour and knowledge. A CSLT secondary school teacher said nothing more had come to mind about the development of her ICC because she had not had '*any more*

immersion experience'. However she then talked with great enthusiasm about continuing to Skype her friends in the immersion programme country. She said she was constantly reflecting on and sharing teaching practice with an immersion programme country teacher, discussing differences such as student and teacher relationships and behaviour. Another CSLT intermediate school teacher talked about having difficulty with the indirect approach that Chinese and Japanese have towards, for example, complaining, and the '*real cultural differences'* she was observing in the behaviour of homestays. She had identified feelings of irritation, and was finding it tiresome to have to have to keep explaining things repeatedly. However she then reflected that '*perhaps people felt the same about me when I was in [country] – having to explain things all the time'*. The same teacher said she had noticed that her awareness of things she had experienced in the immersion country had increased since returning to New Zealand because she was being asked questions about her experiences. She was now better able to understand the extent of the '*difference'* she had seen in the immersion country, such as the apparent lack of awareness of others as people rode their bikes or sat in buses.

Responses to the questionnaire indicated that 16 teachers kept a journal or blog. However, these were as a result of the teachers' own initiative with no guided reflection. Without prior preparation and guidance, there is the danger that the journals or blogs become 'travelogues', as was the case of one of the participant's blog. Guided reflection would enable teachers to identify and analyse intercultural experiences when they happen and to analyse the significance of the experiences on their own behaviour and development, especially if they could also draw on theoretical knowledge and associated understandings. Having the opportunity and the theoretical knowledge to be 'able to reflect on, conceptualise and articulate their views of cultural identity and cultural otherness' (Ehrenreich, 2006, p. 194) would also permit the teachers to talk about the negative aspects of their immersion programme experiences without feeling they were failures, and to realise that these were all valuable experiences and part of the process of adjusting to another culture (Ehrenreich, 2006). In addition to the benefits of guided reflection indicated in the study by Pedersen (2010) mentioned above, a study by Elola and Oskoz (2008) demonstrated the effectiveness of creating a community of learners in motivating and guiding reflection of study-abroad students. The students became the mediators between the immersion country for their classmates, and questions from classmates provided the catalyst for the study-abroad students to notice cultural phenomena and to reflect on things they were taking for granted. One of the immersion programme interviewees expressed disappointment that there were so few comments in her blog despite a high number of views, so the creation of a community of learners could be mutually beneficial for the immersion programme participant and the teachers or students back in New Zealand.

Surprisingly, perhaps, correlation of data showed less understanding of teaching ICC as understanding of ICC increased, indicating that teachers were not yet confident in intercultural communicative language teaching (iCLT). Observations confirmed that teachers did not appear to be aware of the various instructional strategies to foster ICC (Sercu, 2007).

While some of the teachers demonstrated sound cultural knowledge, links to students' own culture were limited, with no opportunities to explore subjective culture (Sercu,

2004b) such as values, norms and stereotypes and their own perceptions and attitudes to understand other cultures. One example was Diane:

Diane is an intermediate school teacher and recipient of a one-year immersion award to China. In the classroom Diane demonstrated impressive cultural knowledge drawing on personal experience of interacting with the locals and with local authorities, and conveying impressions of the country that had influenced her experience. These included the political undercurrents, social and political inequalities, the idiosyncrasies of the health system, the bartering system, the ubiquitous cigarette smoking, the curiosity towards foreigners and the respect for authority. She was able to talk about the immersion programme country without creating a stereotypical view of life in that country, and her students showed genuine curiosity and willingness to learn. She also integrated cultural aspects effectively into language teaching, for example, the underlying beliefs with respect to numbers, and how some are viewed as being lucky and unlucky because of their sound. Since the immersion programme she feels that the students have greater respect for her as a teacher of Chinese and continues to maintain interaction with friends through the internet and regularly has homestays.

Figure 24: Qualitative short-term sojourner teaching objective culture
Note: Diane is a pseudonym.

Unfortunately there was no opportunity for Diane's students to explore and discuss their own viewpoints. This would have taken time, which was very limited anyway and appeared to be the case for most of the teachers either because of curriculum demands at the secondary level or limited contact time in the intermediate and primary levels.

Another example was a lesson on 'time' in which a QSST teacher asked her intermediate students to think about daily routines in Spanish-speaking countries. She asked her students to think about what Spanish teenagers might do compared to New Zealand teenagers, and how climate and space might affect what they do. This activity was effective from the point of view of acquisition of cultural knowledge, and would have been effective for iCLT had the comparison activity included students' cultural frameworks or opportunities for cultural exploration and reflection. An added difficulty is that few students have an understanding or opinions of their own culture and evaluating their objective or subjective culture is new to many of them (Sercu, 2004b).

It is presumably because ICC involves attitudes, behaviour, values, critical awareness and shifts in cultural frameworks, that Crozet (2007) and other ICC researchers believe that unlike cultural knowledge, it cannot be 'taught'. Crozet (2007, p. 5) believes ICC is best modelled by the teacher, and that intercultural learning:

> is not in essence about learning new knowledge but about becoming a different student/person. For both teachers and learners it is about letting new culture/language input turn inward and letting it shift/transform their original world view.

If this is the case, teachers need to have conceptual frameworks for their own cultural understanding along with familiarity of teaching approaches for iCLT (Byram, 2008; Ehrenreich, 2006).

The findings in this section strongly indicate that the immersion programme participants did not have knowledge of ICC theory or the terminology in order to be able to describe, interpret or evaluate their intercultural experiences. Fay and Davcheva

(2007, p. 201) found that the terminology used by teachers who had studied some ICC theory went from a limited range ('target culture, cultural perceptions, cultural identity and breaking through stereotypes') to 'third perspective, clash of identities, intercultural speaker, masculine and feminine cultures, power distance, uncertainty avoidance, and savoirs' (Fay & Davcheva, 2007). Research is indicating that it is not sufficient just to send someone to another culture in order for them to develop ICC, and that there must be adequate preparation beforehand. In other words, there must be more 'intentional' development of ICC (Deardorff, 2009, p. xiii).

5.4 Conclusion

To some extent, the findings in this chapter reflect the ongoing transition to intercultural communicative language teaching (iCLT) in New Zealand as much as the effectiveness of the immersion programmes for development of teachers' cultural knowledge and intercultural awareness and competence. Findings have evidenced positive gains for teachers from the immersion programmes in terms of knowledge of culture and, to some extent, development of their own ICC. However, the full potential of immersion programmes in this respect has not been harnessed as well as it might have been. Participants appeared to be confident and comfortable talking about the development of their cultural knowledge, but they were less confident about their understanding of the relationship between language and culture. While some teachers appeared to be familiar with the overall aim of ICC in terms of interaction with people of other cultures, awareness of differences and similarities and preventing overemphasis on foreignness and stereotypes (Elola & Oskoz, 2008), understanding was varied and largely descriptive with no links to explicit ICC theory and research, nor to iCLT. The application of Byram's 'savoirs' confirmed that while teachers appeared to demonstrate the subcompetencies relating to willingness to engage and interact with people of the immersion programme country, a lack of knowledge of theory and terminology affected teachers' ability to identify and reflect on the development of their own ICC.

In using Byram's 'savoirs' (2008) to analyse teachers' comments, there was evidence of the development of ICC, particularly in the subcompetencies of 'attitudes' and 'skills of discovery and interaction'. In addition, it was also possible to identify characteristics and strategies of teachers who were likely to have increased in ICC. These people had a positive attitude towards the immersion programme experience, engaged as fully as possible, had an open mind and the ability to develop strategies to deal with emotions and psychological stress. Unfortunately, there was no demonstration of other subcompetencies, such as discussion of social practices from the perspective of the teacher's own culture. In addition there was a lack of evidence of 'critical cultural awareness' and the theoretical knowledge objective of the 'knowledge' subcompetency. Byram (2008, p. 162) believes the former to be 'the central concept in a definition of ICC' and observes that it involves reflection and self-assessment. Theoretical knowledge provides the conceptual frameworks for one's own cultural understanding required for reflection and self-assessment of ICC development. A further study monitoring development over time and using additional tools such as reflective journals or blogs, would provide a more holistic evaluation of the development of ICC. The paucity of explicit teacher knowledge about ICC also appeared to have implications on how teachers integrate ICC into their teaching. Classroom observations as we will see in the

next chapter indicated also that a considerable area of the effect of the immersion programme was in cultural knowledge, yet very little was in the area of iCLT.

The findings in this chapter indicate that there have been lost opportunities for teacher development in both cultural knowledge and ICC on the immersion programme as a result of:

- a lack of preparation before the immersion programme with respect to goal setting both in terms of professional and personal goals, and debriefings after the immersion programme; the appointment of a language advisor in early 2009 was a positive step to address the goal setting issue

- a lack of theoretical background and conceptual frameworks, particularly in ICC, to enable appropriate preparation and planning before the immersion programme, and to provide the knowledge and metalanguage to explore experiences at depth during and post immersion programme

- a lack of training, structure and mentoring during the immersion programme to enable participants to be able to critically analyse or reflect on their immersion programme experiences as an ongoing developmental process.

There was also an inter-relationship between the extent to which teachers perceived their cultural knowledge and understanding of ICC had developed, and length of stay, level of language before the immersion programme, and homestay opportunities. All these affected the extent to which participants could interact or participate during the experience.

5.5 Recommendations

We recommend the following actions:

- ensure structured pre immersion programme preparation including goal setting that builds an understanding of theory and research. Use of websites such as the Peace Corps website (Coverdell, P., n. d.) or the Interculture Project (http://www.lancs.ac.uk/users/interculture/index.htm) are a possibility. A useful list of suggested texts linked to each 'savoir' is provided in Byram 2008, p. 234

- consider ethnographic training for participants to give them the skills to increase cultural knowledge and provide a greater focus on analysis and structure while on the immersion programme (see Jackson, 2006, or Roberts, C., Byram, M., Barro, A., Jordan, S. & Street, B, 2001)

- consider the use of reflective journals/blogs pre-, during and post-experience, and the establishment of a learning community and a mentoring system. A similar concept described by Elola and Oskoz (2008) could be used, with the community being either awardee teachers and/or colleagues and even students back in New Zealand

- consider the concept of immersion in New Zealand in a culture participants are not familiar with, in order to foster development of knowledge and skills in ICC, particularly critical cultural awareness and reflection as preparation for an overseas sojourn

- review the language immersion award selection and interview information, and possibly the priority goals (Ministry of Education, 2009b) to include iCLT and ICC

- review the reporting frameworks to include clearer links to ICC/iCLT and goals, outcomes and outcome indicators

- consider what would be an optimum minimal period of stay in terms of the intended goals and outcomes of the immersion programme

- consider the possibility of a minimum language level.

CHAPTER SIX: EFFECT OF THE IMMERSION PROGRAMMES ON THE TEACHER'S SECOND LANGUAGE TEACHING PRACTICE

> Effective teaching focuses on maximising learner outcomes for all learners in every situation. Effective teaching requires knowledge of subject and teaching practice. The heart of effective teaching is where these three areas of influence intersect.
>
> (Ministry of Education, 2007f)

6.0 Introduction

Opportunities for teachers to engage in professional learning and development can have a substantial effect on student learning (Timperley et al., 2007). A myriad of opportunities for professional development are part of an immersion programme and are unique to each individual participant's context. The main focus of this chapter is to report on the effect the immersion programme had on participants' second language teaching practice. It begins by exploring the effect of the immersion programme on the participants' language teaching, and any changes in teachers' confidence. Understanding of students' second language acquisition, the teaching of cultural knowledge and the development of ICC in learners are all considered. We report on any new learning and teaching tasks introduced since the immersion programme. We also examine new initiatives taken by participants to become part of a wider language/teaching/learning community and how they have been able to promote further interest in language learning in their school. Finally, we discuss changes in participants' understanding of the requirements of *The New Zealand Curriculum* (Ministry of Education, 2007a) and the language-specific guidelines, in terms of language teaching, teaching the immersion culture and developing students' ICC.

6.1 Language teaching practice

6.1.1 Teacher perceptions of an increase in their confidence in language teaching

Confidence in language teaching, although not in itself a measure of a teacher's language teaching ability, does indicate language teachers' belief in their ability to meet the needs of the learners in their classes. Teachers' self-disclosures on whether their confidence in teaching their chosen subject had increased as a result of a professional development programme were used as one indicator of teacher efficacy in a study by Ingvarson, Meiers and Beavis (2005). In our research, the respondents' confidence in their language teaching clearly increased as a result of the immersion experience. All but one respondent reported an increase in confidence in their language teaching since their immersion experience, a very positive outcome (Figure 25). The one short-term respondent who reported no increase in her confidence in teaching as a result of the immersion programme had a very short two-week experience and stated that her main aim was to establish an inter-school exchange, so she possibly did not focus on her teaching.

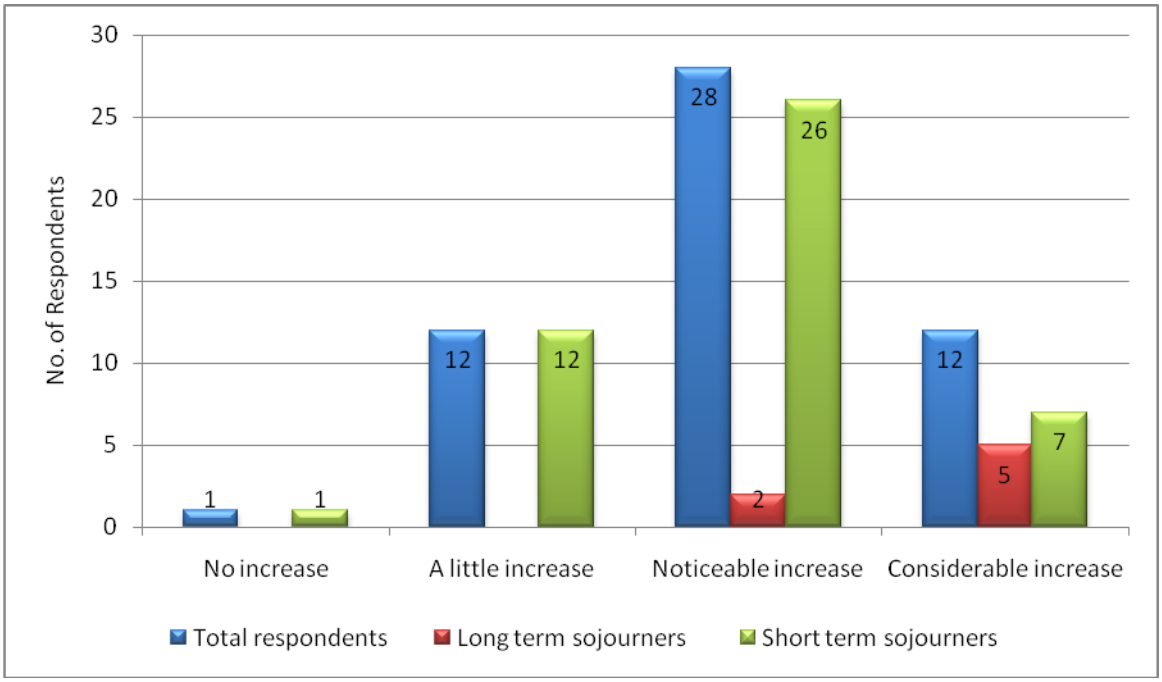

Figure 25: Changes in confidence in language teaching since the immersion programme (*n* = 53)

In fact, the majority of the respondents, 40 (75%), reported either a noticeable increase or a considerable increase in their confidence in language teaching. Of the seven long-term respondents (see Figure 25), two indicated a 'noticeable increase' and five a 'considerable increase'. Similarly the majority of the 46 short-term respondents also reported an increase in teaching confidence, with 33 (72%) of them showing either a 'noticeable' or 'considerable increase'.

Data were collected on the perceived changes in the respondents' language proficiency in the four language skill areas of writing, reading, speaking and listening. This was then collated into an aggregated score. Correlation of the aggregated language proficiency scores and the perceived increases in confidence in language teaching showed a moderate positive correlation(r = 0.468, $p<0.01$) indicating those respondents who reported an improvement in (aggregated) language proficiency were also likely to have reported an increase in confidence in their language teaching.

6.1.2 Teachers' perceptions of their understanding of how students learn an additional language

Understanding how to teach an additional language is greatly facilitated by an understanding of how students learn an additional language, both in regard to cognitive engagement and through a developing awareness of the sociocultural aspects of language use. According to Ellis (2009), 'All language teachers need to develop a clear understanding of how an L2 is learned' (p.141). Participants were therefore asked whether their understanding of second language acquisition had changed as a result of the immersion programme.

All except two (very short-term respondents) of the 54 questionnaire respondents felt there had been some increase in their understanding of how students learn a second

language. However, 27 (57 %) of the short-term respondents and three (43%) of the long-term respondents (see Figure 26) thought that the increase had been only small. A 'noticeable' or 'considerable increase' in understanding of how students learn another language was reported by 22 (41%) of the respondents as a result of the immersion programme, with three long-term respondents indicating a 'considerable increase'. Further analysis indicated a moderately high positive relationship between the questionnaire respondents' increase in understanding of how students learn a second language and their perceived increase in confidence in language teaching (r = 0.620, $p<0.01$).

While it is possible to surmise that 'no' or 'a little increase' in the understanding of how students learn a second language could be connected to the relatively short time spent in the immersion country, it is interesting to note that three long-term respondents also thought there had been only 'a little increase' in their understanding of how students learn a second language.

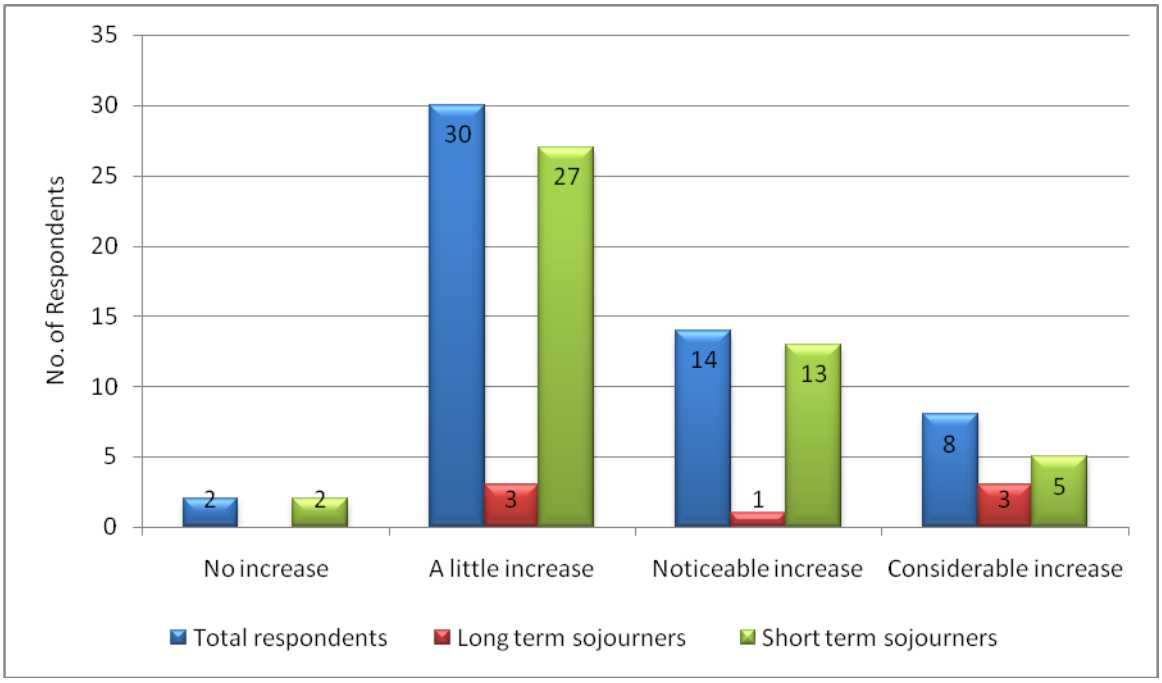

Figure 26: Change in understanding of how students learn another language as a result of the immersion programme (n = 54)

The relatively large number of 30 (56%) respondents who thought that their understanding of how students learn a second language had increased only 'a little' may have been because of a range of factors associated with the immersion programme, including their level of understanding of second language acquisition (SLA) before the immersion programme, their level of immersion language fluency and their personal goals for the immersion programme. Moreover, whether they were able to attend an immersion language or language teaching methodology class would have influenced any change in their understanding. An individual's level of awareness of the role of active reflection in comparing and contrasting their own language learning experiences and the experiences of their students could have been another important factor. Maintaining

a focus on the student perspective and the 'understanding of the relationship between their teaching and student learning' is seen as one of the key effective features of professional development for teachers (Timperley et al., 2007, p. xxxv).

6.1.3 QSSTs' perceptions before the immersion programme of how they might improve their language teaching

The 10 qualitative study short-term (QSST) participants were the only ones who could be interviewed before and after their immersion programme (unlike the questionnaire respondents and the case study long-term participants). Before they left on their immersion programme, the 10 QSST teachers were asked to identify ways they could improve their language teaching. The majority, nine (see Table 12), reported that they felt they could improve on the way they taught the immersion language by developing their own language skills and by using more immersion language in the classroom. Four of them linked perceived weaknesses in their current teaching practice to their lack of confidence in particular aspects of language competence and hoped that the immersion experience would provide an opportunity for them to become more confident and address these limitations. Collecting realia and authentic resources for use in the classroom on their return was also seen by four short-term sojourn participants as a way they could improve their teaching practice.

Areas of possible improvement	Comments from 10 QSSTs	Number of comments
Immersion language use in the classroom (x 9)	• Develop own language fluency	3
	• Use more immersion language	2
	• Give more instructions in immersion language	3
	• Improve proficiency in teaching grammar	1
Develop confidence in immersion language	• Doing superficial stuff, insecure, don't have soundness of knowledge • Don't teach to full capacity because unsure • Be able to correct students more confidently • Speaking and listening are not my skill areas (strength)	4
Focus on students	• Getting students to speak more and independently • Giving time for students to practice • Provide more listening practice	3
Resources (language and culture)	• Collect and make better use of authentic resources	4
Culture	• Get students to set up a cultural ceremony and write appropriate speeches	1

Table 12: QSSTs' perceptions of areas of possible improvement in teaching practice indicated before the immersion experience
Note: Teachers included more than one area in their replies.

Importantly, three comments focused on how the QSSTs could, through a change in their language teaching, bring about a change in what the learners did in the classroom by providing more opportunities for speaking and more listening practice. One

participant said: '*I need to provide more listening practice, I tend to do more reading and writing because speaking and listening are not my strong areas'.*

6.1.4 Perceptions of changes in participants' understanding of language teaching after the immersion programme

After their immersion programme experience, the 10 QSSTs were asked if the immersion experience had changed their understanding of language teaching. Six of the participants believed it had. A more tentative response was given by two teachers, with comments such as '*yes and no'* and '*a little bit'*. The remaining two teachers felt that their understanding had '*not really'* changed. One of these was an experienced teacher who had spent time in an immersion language country previously. She explained that while she learnt a lot culturally on the three-week course she attended, she felt she was not exposed to anything innovative or different in language teaching. The technology used on her course was basic, and the grammar teaching was uninspiring, consisting of a stack of worksheets that the lecturer worked through. The other teacher already taught another language in which she had high proficiency. This person already considered herself to be a proficient language teacher and was more interested in the sojourn for building proficiency in her new teaching language. Moreover, she was not able to join any language teaching courses while on her sojourn.

6.1.5 Changes to language teaching practice: New language teaching and learning activities

All participants were asked how their language teaching practice had changed following their immersion programme. In addition, the QSSTs were observed before and after their sojourn. Data from the questionnaires and interviews with both the CSLTs and QSSTs has been summarised, combined and presented in Table 13.

An increased use of the immersion language by teachers in the classroom was identified as one of the major changes in their language teaching by 29 (58%) questionnaire respondents. Increased fluency, accuracy and confidence in their immersion language use and teaching of the language were also noted. Renewed enthusiasm for teaching, increased confidence, and an awareness from their own experiences of the reality of being in a language learning situation, were credited by some participants for their making the learning more lively, enjoyable and relevant for the students. Teachers observed that they were now providing activities that increased the production of the immersion language by students, encouraging them to take risks and use more guesswork in language classrooms. Furthermore, teachers indicated an increased awareness of the need to take into account the range of student abilities and needs, offering a greater range of tailored activities, making learning more incremental, not too difficult, and scaffolding the tasks. Other teachers itemised specific areas of language learning they were focusing on, including vocabulary acquisition, pronunciation, identifying high frequency chunks of language (Lewis, 1993) and teaching grammar through dialogues on CDs. The other major area of change identified was the increased use of technology and related authentic immersion language resources available through technology, reported by 20 of the questionnaire respondents, two of the CSLTs and six of the QSSTs.

Two Year 7 and 8 intermediate school teachers felt that to do a good job of teaching the language and to introduce more new learning and teaching activities, they would need to teach language more regularly. However, they felt this was not always possible because of the constraints of timetabling at intermediate level.

A summary of changes to language teaching practice by questionnaire respondents, CSLTs and QSSTs can be seen in Table 13. The table provides an overview of the changes to participants' awareness, their understanding of teaching another language, and their teaching practice as a result of their immersion programme experience. Many of these changes reflect several of Ellis' (2007) general principles for designing effective language programmes, in particular principles 6, 7 and 8 (Figure 27).

1.	Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence
2.	Instruction needs to ensure that learners focus predominantly on meaning
3.	Instruction needs to ensure that learners also focus on form
4.	Instruction needs to be predominantly directed at developing implicit knowledge of the L2 while not neglecting explicit knowledge.
5.	Instruction needs to take into account the learner's 'built-in syllabus'.
6.	Successful instructed language learning requires extensive L2 input.
7.	Successful instructed language learning also requires extensive L2 output.
8.	The opportunity to interact in the L2 is central to developing L2 proficiency.
9.	Instruction needs to take account of individual differences in learners
10.	In assessing learners' L2 proficiency, it is important to examine free as well as controlled production.

Figure 27: Ellis' general principles for designing effective language programmes (Ministry of Education, 2007e)

Reported Changes to Language Teaching Practice	Questionnaire Total (n = 50)	CSLT Interviews (n = 4)	QSST 2nd Interview (n = 10)
Generally using more teaching language.	**29**		**2**
More confident speaking the teaching language.	**5**		
Speaking the teaching language more fluently and accurately.	**3**		
Increased confidence in teaching.	**3**	**1**	
Being able to talk more knowledgeably- makes a richer programme for students.			**1**
Respondents' enthusiasm for teaching, classes more fun.	**5**		
More awareness of students' SLA process/students' needs.	**2**		**1**
Trying to scaffold activities.		**1**	
Use more techniques, activities nothing like being a student sitting still for so long.			**2**
Need to take it incrementally – not to make it too difficult.			**1**
Getting students to use as much immersion language as they can/ conversation.	**5**	**3**	**1**
Getting students to take risks and guess more.	**2**		
Greater emphasis on vocabulary acquisition.	**3**		
Pronunciation.	**2**		
Focus on more verbs and structures so learners can learn to use language creatively.			**1**
Looking more at high frequency 'chunks' that can be used in different contexts.		**1**	
Teaching grammar using dialogue on CD.		**1**	
Teaching more about cultural difference /culture in general/culture and use of IL .	**5**		
Greater use of technology (email , pen friends, internet, websites, data shows, YouTube, power point for IRDPX).	**10**	**2**	**3**
Using their own, more authentic resources,(DVDs, CDs, textbooks, books, readers).	**10**		**3**
Using songs /rap.		**2**	
Using video differently and more often.		**1**	
Follow current events more –can see the significance.			**1**
More aware of limits of programme they were using, i.e., 'Ya' 'Oui'.			**3**
Need to teach IL more regularly- not always possible in Intermediate. Can see ways of integrating IL teaching across the whole programme. Possible school trip.			**2**

Table 13: Reported changes and new language teaching and learning activities used after the immersion programmes.
Note: Each response may have contained comments on more than one theme.

QSST observations summarised in Table 14 generally reinforced the teachers' reported changes to their language teaching practice seen in Table 13. While some individual QSST teachers may have followed a similar lesson structure or topic in both the first and second observation, the researchers perceived them to be more confident and using more immersion language during the lesson. This was particularly evident with the Year 7 and 8 QSST teachers who had started with a lower level of immersion language fluency. These teachers, who only teach the immersion language for a short period once or twice a week, were observed using more immersion language for greeting interactions, classroom management, instructions, praise and other feedback. Students from two Year 7 and 8 classes were observed preparing emails and personal profiles to exchange with students from the immersion language country. These exchanges were the direct result of contacts made by the QSST teachers during their immersion programme.

The incidental and planned use of photographs and realia, as well as teachers sharing personal experiences, were observed in many lessons. This authentic material was used for both language teaching and cultural input. In one secondary class, students discussed the differences between teenagers from the immersion language country and New Zealand and the teacher provided anecdotes from her immersion programme to verify or challenge the students' perceptions.

Year level Taught. Length of IP	Pre-IP Observation	Post IP Observation
Years 7-8 **3 weeks** **Ob1 – 24sts** **Ob2 – 26sts**	Teacher used formulaic expressions in instructions as well as praise. Students engaged. Students used IL in role play and in songs. No cultural or ICC focus. Good variety considering limited time.	Yrs 5-6 teacher using more IL and with greater confidence. Improvement in teacher pronunciation noted. Students engaged, revising, learning, and applying new vocabulary. Minimal opportunities for language output, phrases for greetings. Photo of teacher in calligraphy class led to discussion. No development of ICC observed.
Year 8 **3 months** **Ob1- 22sts** **Ob2 – 26sts**	Teacher lacked confidence in IL. Used formulaic expressions and instructions where possible. Some students engaged. Minimal opportunities for language output.. Some cultural input.	Teacher more confident in IL. Improved pronunciation noticeable. Most students engaged. Drills and repetition after teacher. No development of ICC observed. Culture input - chopsticks, talked about experiences, students practised with chopsticks.
Years 7-8 **4 weeks** **Ob - 22 sts**	Teacher used formulaic expressions and instructions as well as praise. IL input through video and teacher input –revision of numbers Repetition of numbers, number game. Students engaged. No cultural focus or ICC.	Teacher using more IL with more confidence. Revision of vocabulary elicited previously for the task. Students engaged, individual activity. creating a personal profile in IL to send to class in immersion country. No development of ICC observed. Brief incidental cultural input.
Year 8 **4 weeks** **Ob1 -28sts** **Ob2 -29sts**	Teacher used IL most of the time: formulaic expressions and instructions as well as praise. Student output: days of week, phrases for game. Students motivated and engaged. Student made links with their own lives and culture.	Teacher noticeably more confident and fluent. IL used 80% of time. Student output: writing email to school in immersion country as well as through songs and group interview activity. Level of engagement: Students motivated and engaged. Development of ICC through email activity: reflecting / comparing.
Years 7-8 **4 weeks** **Ob - 24 sts**	Two separate IL level groups. Different activities. Teacher moved between groups. Revision of numbers, happy families, parts of body-oral practice. All students engaged. Cultural focus/ICC: some focus on greetings.	Three separate IL level groups – different activities. Teacher more confident. Student output: oral group games provide increased opportunity for IL use – question and answer. All students engaged.
Years 11-13 **4 weeks** **Ob1- 5 sts** **Ob2 -9sts** **Mixed levels**	Teacher used immersion language most of the time; high level of proficiency. Student output: used IL to ask questions. Students motivated and engaged. No cultural input observed. Exam paper revision, exam strategies.	Fluent confident use of IL by teacher. Some students engaged-fluent in IL. Students with less IL knowledge less engaged. Teacher led question and answers; elicitation of vocabulary forms from students. Cultural focus/ ICC: high and low status vocabulary. Vocabulary, Exam paper revision, exam strategies.

Year 11 **4 weeks** **Ob - 33 sts.**	Elicitation of daily routines of IL country –times. Teacher IL input-class discussion. Teacher fluent. Student output: answering teacher's questions; reading from textbook. Students interested and engaged. Cultural focus/ ICC: teacher talked about her time in IL country.	Oral review of homework, writing four sentences with teacher input as required. Teacher- student interaction in IL. Teacher confident, fluent. Students mostly engaged (large class). Cultural focus/ ICC: Comparing IL teenagers and NZ teenagers. Considerable cultural input. Students asked teacher to verify their ideas from her experiences.
Year 10 **4 weeks** **Ob1- 11 sts** **Ob2- 5 sts**	Considerable use of English with some use of immersion language but low level of proficiency. Further IL input from DVD Student output: repeating after teacher and DVD, writing sentences. Some students engaged for the most part. No cultural input observed.	Noticeable improvement in teacher proficiency and confidence; using IL more for instructions . Pronunciation practice, revision of vocabulary-location/place, writing. Most students engaged (small group 5 students). Used an immersion country map.
Year 11 **3 weeks** **Ob1 -11 sts** **Ob2 – 6 sts**	Considerable immersion language input for students. Teacher used Immersion language most of the time; high level of proficiency. Reading, writing, comprehension, grammar focus. Students motivated and engaged. No cultural focus/ ICC observed.	Noticeable improvement in proficiency and confidence; using IL more for instructions. Students read dialogue, engage in shop role play, write dialogue. Repeat teacher modelled language. Students totally focussed. Cultural focus/ ICC: Polite language, forms of address in shops. Cultural input: Large amount of realia from IE used for shopping topic.
Year 10 **4 weeks** **Ob - 18 sts**	Teacher used immersion language for some instructions and classroom management. Listen and repeat but limited opportunities for output, reading Students motivated and engaged. No cultural focus/ ICC observed.	Noticeably more use of IL, greater confidence and fluency especially in giving instructions. Student output: Focus on development of receptive skills. No opportunities observed for students to explore the relationship between language and culture. Students asked questions about the area she was in.

Table 14: Classroom observations of classrooms pre- and post-immersion with regards to immersion language input, student opportunities for output, level of student engagement, cultural input and opportunities to develop ICC.

6.1.6 Language teaching methodology classes

Of the 53 questionnaire respondents who provided data on whether they attended classes on how to teach languages (language pedagogy) as part of their immersion programme, 32 (60%) did not attend and 21 (40%), including only one long-term respondent, attended some form of language teaching methodology class. It seems unfortunate considering the extended time spent in the immersion country that six of the seven long-term respondents indicated they did not attend any language teaching methodology classes. As can be seen in Figure 28, all but one short-term respondent who attended classes found them useful. Nine respondents (43%) found the classes of 'some use' and eight (38%) found them 'very useful'.

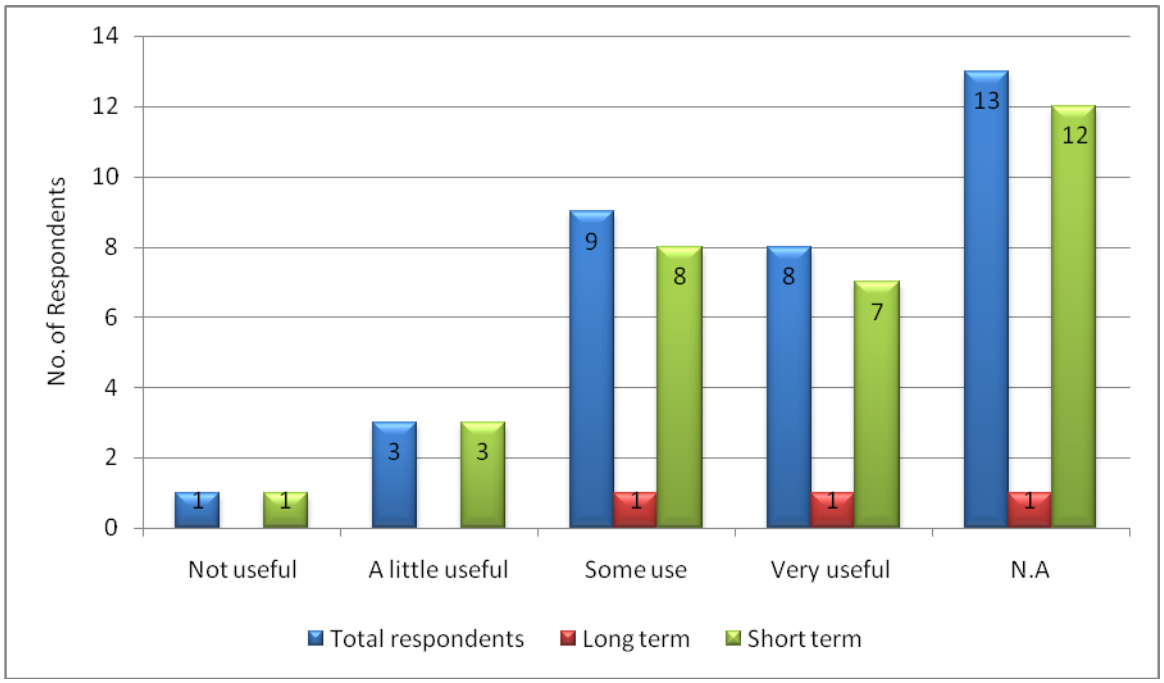

Figure 28: Respondents perceptions of the usefulness of language teaching pedagogy classes (total *n* = 34; relevant *n* = 21)

Positive comments on how useful or interesting the language teaching pedagogy classes were and how they stimulated discussion among multi-national classmates were made by 10 of the 17 respondents who commented on the pedagogy classes. Contrasts and comparisons of the philosophies and pedagogies of the immersion country with New Zealand interested two of these respondents, one of whom felt '*it was interesting to compare pedagogy, there were interesting cultural differences'.*

Finding out about and collecting useful resources was noted by four questionnaire respondents. Use of innovative resources attributable to the immersion programme, was also evident in the observations of the QSST and CSLT teachers. One questionnaire respondent, who lived in a smaller town in New Zealand and was shown new resources to

use, for example, films and literature, felt that this was particularly beneficial for teachers in her situation. She said that she did '*not have the support of resources, time or money to indulge in exploring* [immersion language] *newspapers, literature etc. so this was great. The resource then opened up different approaches'.*

Four questionnaire respondents, one long-term and three short-term, thought that the immersion country's methods were dated and that New Zealand was '*further ahead in most pedagogy'.* Another short-term respondent who had attended language teaching pedagogy classes for three hours each day specifically mentioned technology. She reported that an overhead projector was the only technology used in the classes she attended and that '*most activities wouldn't work in* [her] *school teaching situation in New Zealand'.* A concentration on grammar experienced by one teacher, was, she felt, excessive and would not be used in New Zealand. One CSST felt that in the classes she attended she had not experienced anything new. Although one short-term respondent did not attend language teaching pedagogy classes during her immersion experience, she explained that '*doing professional development* (TPDL) *in teaching languages after* [her] *immersion experience was fantastic and helped so many things 'slot' into place'*.

The lack of consistency of opportunities for all participants to attend teaching pedagogy courses and the array of quality and relevance of any such courses to the New Zealand context affected changes in understanding and practice of teaching pedagogy. Because of this, individual participants need to be made aware of the importance of being able to actively reflect on all their experiences both positive and possibly negative to gain the most learning they can to develop their teaching practice.

6.2 Culture teaching practice

While the expected outcomes of the immersion programme clearly state that the participant will 'develop their curiosity and knowledge about the host culture(s)', the listed outcome for teaching practice does not specifically mention culture. The participant is expected to 'apply their new knowledge, skills and learning to their subsequent teaching practice to increase student motivation knowledge and achievements' (Ministry of Education, 2007b). This outcome presumably subsumes the importance of culture and the interrelationship between culture and language under the term 'teaching practice'. The second area of teaching practice explored in this chapter is the teaching of culture.

6.2.1 Attendance at other kinds of professional or cultural courses during the immersion programme

As well as being immersed in the culture of the immersion country in their daily life, some teachers had opportunities to observe or participate in specific cultural workshops and courses. Participation in some form of cultural course or event was noted by 21 questionnaire respondents. Of the respondents who included comments on their extra cultural activities, all the long-term respondents, and most (15) of the short-term questionnaire respondents were positive about the benefits of the classes or activities.

They described the benefits in terms of their own understanding and five respondents referred directly to the benefits for their teaching with comments such as '*very useful for conveying to my students, we have introduced such activities to our school*' and '*now I am able to teach my students calligraphy'.* Japanese tea ceremonies, calligraphy, and ikebana were specifically named by 10 of the questionnaire respondents while another three referred to visits to particular geographical areas, state buildings, museums, and festivals. Pottery, dance, clothing, music and tai chi were classes also mentioned by individual respondents. Some of the immersion programme teachers drew on the new cultural knowledge they developed from participation in these cultural events and short courses.

6.2.2 Teacher perceptions of changes in their understanding of the teaching of the culture of the immersion country

The majority of the respondents felt there had been some change in their understanding of the teaching of culture (see Figure 29). Of the short-term respondents, however, just under half (48%) reported a 'noticeable' or 'considerable increase' in their understanding of the teaching of the immersion culture and slightly more (24 or 52%) felt there had been 'no' or 'a little increase' in this area. However, five of the long-term respondents noted a 'noticeable' or 'considerable increase' in their understanding of the teaching of the immersion culture. The one long-term respondent who indicated only 'a little increase' in understanding was a Year 7 and 8 specialist subject teacher teaching the immersion language in spare periods. She no longer taught the immersion culture; the classroom teacher was responsible for this. One long-term respondent believed there had been no increase in her understanding of the teaching of the culture particularly when she had indicated a noticeable change in her personal knowledge of the immersion culture.

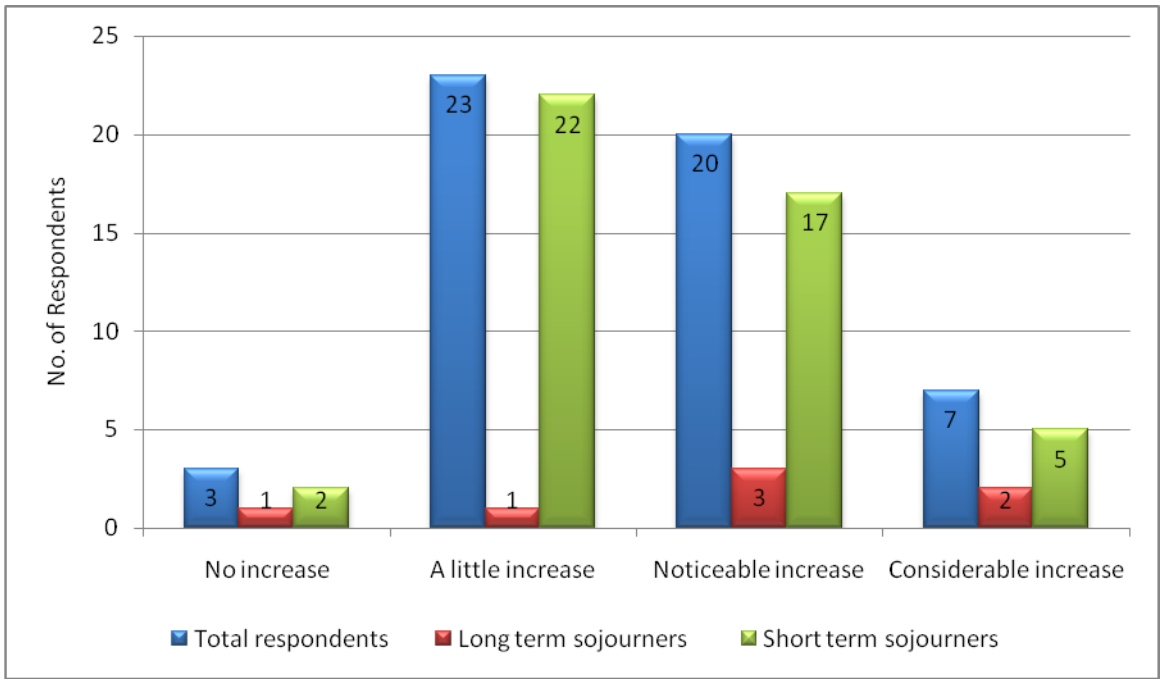

Figure 29: Changes in understanding of the teaching of the culture of the immersion country (*n* = 53)

6.2.3. Activities used by teachers to develop students' cultural knowledge that were not used before the immersion experience

In terms of improving student learning opportunities around culture, AFS Milestone Thirteen (Robb, 2009a, p.16) included teachers' reports of 'increased cultural knowledge'. Teachers used this knowledge to use relevant realia, including photos and videos, in class and to organise events such as target language camps (ILANZ, 2009). Researchers observed teachers deploying cultural items and their new knowledge in class on several occasions.

Analysis of the quantitative data from the questionnaire showed a moderately strong positive relationship between an increase in cultural knowledge and an increase in understanding of the teaching of culture ($r = 0.597$, $p < 0.01$). Despite the correlation, only three respondents specifically mentioned an increase in confidence in their cultural knowledge in relation to the types of learning and teaching activities they were using after the immersion programme to develop learners' cultural knowledge (see Table 15).

However, incorporating information and anecdotes of their experiences and using resources they learnt about or brought back from the immersion country was identified by the majority of respondents (35 or 73%) as part of the learning and teaching activities they were using after the immersion programme to develop their students' cultural knowledge. This type of sharing of information, both planned and incidental, was also seen by the researchers in the observations. An increased use of technology-related resources was identified by 22 (46%) respondents and included the use of websites, YouTube, new software, songs, email exchanges, video clips and so on. Some respondents reported using activities they had participated in during their immersion experience, for example, a tea ceremony and calligraphy, as new activities they were organising for students. One of the important aspects of the cultural knowledge strand of the Learning Languages curriculum area is to compare and contrast cultural practices. This was identified by only four respondents as forming part of the new activities introduced after the sojourn.

Types of learning and teaching activities used after the IP to develop cultural knowledge.	Number of comments	
	Total	**Long-term**
Retelling personal experiences, using personal photos, authentic realia, games.	**25**	**5**
DVDs, videos, films, songs, music, texts- from/about the immersion country.	**10**	**1**
Web, internet, email, You Tube, software related.	**12**	**1**
Specific mention of penfriends letter or IT exchanges.	**2**	**1**
Specific mention of comparison and contrast of an aspect of NZ and the immersion country.	**4**	**1**
Hands on activities, including calligraphy, meals , food, tea ceremony etc.	**4**	
Role plays.	**4**	
Using more resources – general, not identified as directly related to IP.	**4**	
Units based around cultural topics e.g. famous people, more in depth studies of immersion language regions.	**3**	
Specific mention of an increase in confidence	**3**	
Utilising the knowledge of students who had been to IP country, or IP country students in class.	**2**	
Invited immersion language guest speakers to class.	**2**	

Table 15: Language and teaching activities used by questionnaire respondents to develop students' cultural knowledge that they did not use before the immersion experience (*n* = 48)
Note: Each response may have contained comments on more than one activity.

Only eight teachers mentioned activities that appeared to be student-centred or involving inquiry-based learning such as internet searches, writing letters to school children in the immersion language country, blogs, or calling on students to talk about cultural differences from their school trips. Three questionnaire respondents implied that they were not using any new teaching activities to develop their students' cultural knowledge. One respondent wrote about what she might do in the future: '*Will have to think about this and how I would, maybe by photos of visit, anecdotes etc'.* Another felt that she did not '*do any new ones, I just do them better because I'm more knowledgeable',* and the third noted that she thought she had already developed a lot of related skills as she had previously lived in the immersion country.

Greater confidence and ability to relate experiences were reported during interviews by the CSLTs and QSSTs. In observations, the CSLT participants demonstrated good cultural knowledge and use of authentic materials including songs and movies which students appeared to enjoy. Participants were able to talk about their experiences and the culture of the country with confidence and felt it made classes more interesting for their students. Observations of the 10 QSST participants indicated that in most teaching environments there was an increased cultural input in lessons between pre-immersion and post–immersion. Some good examples were observed such as one teacher who used photos and pictures of teenagers engaged in leisure time activities in the immersion country and elicited information from students based on these. Comparisons were made with the

activities of teenagers in New Zealand. Another teacher asked students to prepare an email to send to an immersion country school but before doing that, she asked them to think about what the immersion country students might want to read about New Zealand. One teacher also facilitated a discussion about politeness strategies used in the immersion country. Such a discussion helped students to meet the achievement objective (level 3) 'Use cultural knowledge to communicate appropriately' (Ministry of Education, 2009).

However, although a few of the CSLT and QSST teachers encouraged their students to make comparisons with their own cultures, on the whole there were limited opportunities for students to do this and for the most part culture was taught as background to language acquisition and focused primarily on the 'four Fs': food, fairs, festivities and facts.

In terms of teaching environments, some classrooms pre-immersion were 'culture rich' with maps, posters in the language, formulaic expressions, DVD and magazine lending libraries. This was true for some secondary school classrooms but not all (one secondary school teacher wheeled her texts and resources in a trolley from class to class). Some primary and intermediate schools (Years 5-8) had immersion language corners in their rooms and others carried out their teaching in classrooms where there were no visuals related to the immersion language, culture or language learning. Researchers noted several classrooms having more on display in the classroom after the immersion programme. In one school, a section of the library had a display of the immersion country with books as well as photos and a DVD of the teacher's experience.

6.3 Developing students' ICC

The analysis of data and the in-depth discussion on ICC in Chapter Five outlined the transitional situation surrounding the teachers' understanding of ICC and their limited awareness of developing such competence in their students. Figure 30 shows that the majority of questionnaire respondents felt there had been only 'a little increase' in their understanding of the teaching of ICC.

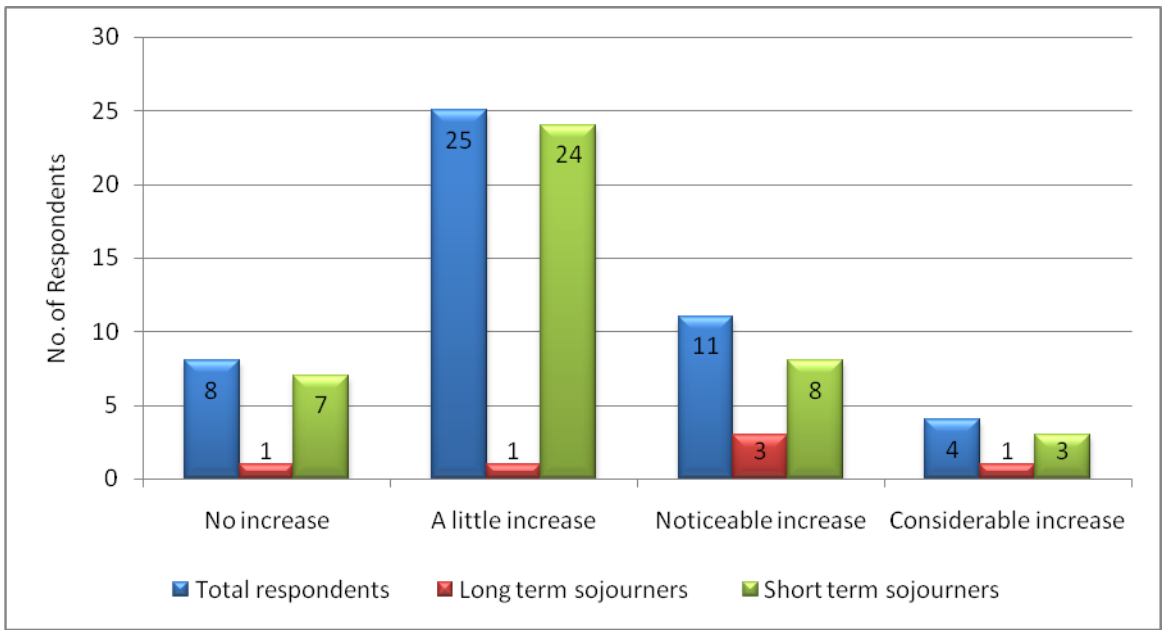

Figure 30: Changes in understanding of the teaching of ICC (*n* = 48)

Overall, 33 respondents (69%) reported that there had been 'no' or 'a little increase' in their understanding of the teaching of ICC. Nearly three-quarters (74%) of the short-term questionnaire respondents felt there had been 'no' or 'a little increase' in their understanding of the teaching of ICC. Whereas just over a quarter (26%) of the short-term questionnaire respondents felt there had been 'a noticeable' or 'considerable increase' in their understanding of the teaching of ICC.

Of the six long-term questionnaire respondents, four indicated a 'noticeable' or 'considerable increase' in their understanding of the teaching of ICC and the other two, noted 'no increase' and 'a little increase'. Although this was only two of six people, it is of interest because the respondents had been in the immersion country for nearly a year. Both these long-term respondents taught Year 7 and 8 students. The respondent who reported some understanding of the term ICC and 'a little increase' in her understanding of the teaching of ICC had responsibility for teaching only the immersion language since her return from the immersion programme. The classroom teacher was, at the time of the research, teaching the immersion country culture. This type of division appears artificial. As is generally accepted 'every message a human being communicates through language is communicated in a cultural context' (Liddicoat, 2004, p. 71) and the separation of language and culture teaching makes the development of the understanding of the connection between language and culture difficult.

The long-term respondent who reported 'no increase' in her understanding of the teaching of ICC acknowledged elsewhere in the questionnaire that she had only 'a little' understanding of the term ICC. This long-term respondent was also one of the case study group and her main goal for the immersion programme was to improve her own language

proficiency and cultural awareness. In the third interview, she said she had not really found out any more about ICC. As discussed elsewhere in this report, a number of participants in the research were confused about the term ICC and hence whether they did actually incorporate ICC into their teaching to develop their learners' ICC. Another long-term respondent, however, stated that '*I think the two* [i.e., the teaching of culture and developing students' ICC] *are perhaps, rightly or wrongly, becoming for me one and the same'.*

6.3.1 New learning and teaching activities used by questionnaire respondents to develop students' ICC

Thirty-six questionnaire respondents provided further information on activities they were using to develop their students' ICC that they were not using before the immersion experience. Many of these activities, summarised in Table 16, were also reported as being used to develop students' cultural knowledge (see Section 6.2.3, Table 15). Two respondents felt they were already developing students' ICC and had not developed any new activities. Some respondents (four) were not sure they understood the term ICC or whether they were, in fact, developing students' ICC.

Some form of contrast or comparison was involved in the teaching and learning activities noted by 10respondents. Like the data collected regarding the teaching of the immersion language and culture, 11 of the respondents reported there had been an increase in teaching and learning activities that involved sharing the experiences they had overseas with the students and using realia they had collected. Once again an increased use of the internet and other technologies was listed as part of the new activities several (nine) teachers were using with students.

The activities listed by respondents could be used for teaching both culture as background or for developing students' intercultural communicative competency. While the teaching activities may be helpful in the teaching about immersion country culture, teachers would need to take the activities further to develop the students' intercultural communicative competency. Observations did not show that teachers were optimally developing these activities.

As discussed in Chapter Five, this research has shown some of the confusion about intercultural communicative competency. However, there were also encouraging signs that some participants were moving (consciously or unconsciously) to further developing their own ICC and their understanding of how to develop ICC in their students.

Types of learning and teaching activities used after the IP to develop students' ICC	Number of comments
Some form of comparing and contrasting.	**10**
Talking about the trip, sharing experiences, realia, authentic material etc.	**11**
Using the internet, You tube, etc.	**4**

DVDs, videos, films, songs, music, visual images.	**5**
Role plays, mock ups.	**4**
Oral storytelling, informal discussions talking about cultural topics in the TL. Using gesture and informal everyday phrases while teaching the TL.	**4**
Native speaker visitors; exchange students from TL countries; and the many cultures represented in the class.	**3**
The Cranes for Peace project*(x 1), penfriends (x 1), using research(x 1).	**3**
Was already doing this.	**2**
Not sure they were doing this; didn't understand ICC; or hoped to start in the future.	**4**
Able to offer a new point of view to the question 'Why learn a language?	**1**
Not to be hung up on absolute correctness – manners are fairly universal.	**1**
The two [cultural knowledge and ICC] were becoming 'one'.	**1**

* The Cranes for Peace Project is organised by the Massey Sasakawa Fellowship Fund for Japanese Language Education. It is based on the story of Sadako Sasaki who was two years old when Hiroshima was bombed and the Japanese legend that involves folding 1000 paper cranes to please the gods who grant wishes. School children fold paper cranes as a wish for peace. The paper cranes can be sent to Japan to commemorate Hiroshima Day or displayed in schools.

Table 16: Activities used after the immersion programme to develop students' ICC
Note: Respondents could answer more than one question.

6.4 Becoming part of a wider language/teaching/learning community

Increasing professional networks was one of the expected outcomes for teachers on the immersion programmes and the long-term participants in particular were expected to develop online contacts, for example between teachers and students in host countries and New Zealand (Ministry of Education, 2007b). The effectiveness reporting framework lists indicators of effectiveness which are to be used to gauge if the immersion programme teachers are meeting the expected outcomes of the immersion programme. After the immersion programme teachers were expected to be 'participating in networks, clusters, events, opportunities for their own continuing professional learning, locally, nationally and internationally, and actively contributing' (Ministry of Education, 2007d, p. 2).

Professional communities for language teachers have long been seen as important for support, sharing knowledge and resources, professional development, motivation, keeping abreast of change and maintaining language fluency. However, Timperley et al. (2007), while acknowledging the importance of teachers having opportunities to process new learning, also discuss the limitations of the professional communities in terms of showing improvement in student outcomes. Their research found that communities that provided 'opportunities to process new understandings and their implications for teaching, the introduction of new perspectives and challenging of problematic beliefs, and an unrelenting focus on the impact of teaching on student learning' (Timperley et al., 2007, p. 205) were more effective in promoting student learning. Just providing teachers with 'time to talk' was not considered enough 'to promote either their own learning or that of their students' (Timperley et al., 2007, p. 205).

New initiatives taken by the respondents to become part of a wider language teaching/learning community are shown in Figure 31. Seven respondents had joined a professional language teaching association since their immersion programme, 12 had joined an informal network and 10 had established sister school relationships with the immersion country.

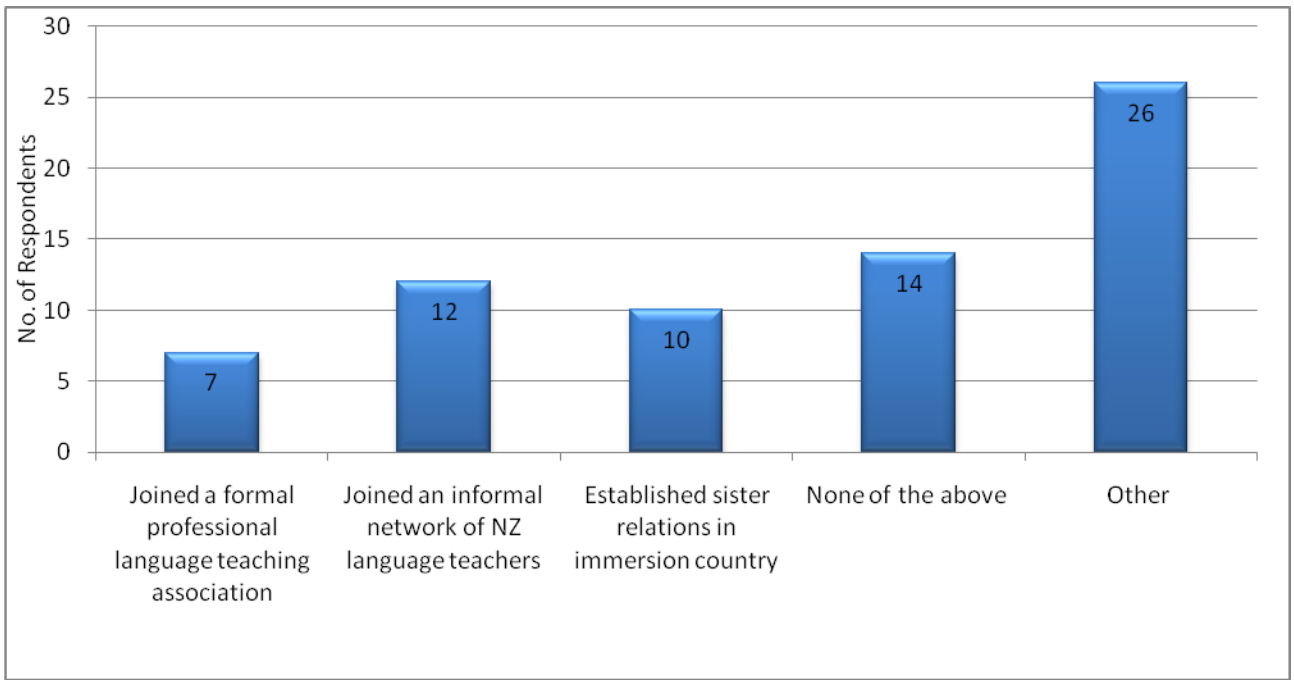

Figure 31: New initiatives taken by respondents to become part of a wider language teaching/learning community (*n* = 50)
Note: Some teachers ticked more than one response.

A summary of the 24 valid responses that provided further information in the 'other' category (see Table 17) showed the range of initiatives taken by respondents to become part of a wider language teaching/learning community. Seven of the respondents had joined or reactivated membership in a professional group or listserv. Some form of exchange between students from New Zealand schools and immersion country schools or ongoing interaction with colleagues from the immersion schools was mentioned by four respondents. The range of other activities including professional development and sharing resources can be seen in Table 17.

Comments	Number of comments
Reactivated membership – joined cluster group/local–national organisation/immersion language listserv (one of these respondents visited another cluster but this was not useful)	**7**
Organising an exchange/correspondence with sister school/letter writing	**4**

exchange/contact with immersion language colleagues	
Further language learning/professional development/language exams qualifications	**3**
Attended/presented at conferences	**3**
Plans to visit/visits back to immersion language country	**2**
Developed and shared resources/kept in contact with others	**2**
Started teaching an after school immersion language classes at another school	**1**
Initiated professional development for language teachers	**1**
Performer of traditional immersion culture music	**1**

Table 17: Comments from questionnaire respondents who included further data for the 'other' category

Case study long-term (CSLT) and qualitative study short-term (QSST) participant comments (Tables 18 and 19 respectively) captured a fuller picture of the situation that immersion programme teachers experienced on their return. The position of the primary and intermediate teachers (Year 7 and 8) became clearer when data from both the QSSTs and CSLTs were considered. Of the seven (one primary and six intermediate) teachers, six had not become members of a local language learning community. Reasons provided for this included '*no local cluster*'; '*no other local school teaches the IL'*, and '*not much of a local IL community'.* One intermediate teacher had maintained contact with her TPDL colleagues, and another planned to join the immersion language teachers' association. Some of these intermediate teachers had kept in contact with immersion language colleagues, host families and other immersion language country contacts but as one teacher said, she '*feels the need for a local community of practice'.*

CSLTs	Comments
Teacher 1 Intermediate	Not much contact with other teachers of IL. No other school in area teaches the IL and no local cluster. Knows one short-termer with the same IL in another town. There was an email list but mainly for secondary teachers. Attended a local evening for language teachers, but she was the only teacher of the IL.
Teacher 2 Intermediate	Maintained contact with TPDL colleagues. Enrolled in IL class at a polytechnic Has stayed in contact with English teachers and landlady from the immersion country – emails in IL. Has a homestay and friend who both speak IL.
Teacher 3 Secondary	Was part of wider community in NZ before the IP. Network is international now. Very fortunate to have international support, confers with IL teachers in immersion country. Maintains regular contact with teachers in immersion country. Travelled back to immersion country since the IP, aims to do this once a year. Support and contact with another local teacher who has been on IP.
Teacher 4 Secondary	Was part of wider community in NZ before the IP, attends meetings – NZALT, local cluster, IL teachers' Association. Uses listserv – over 300 teachers. She contributes to ILANZ website. More open to having IL visitors to stay now. Speaks to IL native speakers in NZ. Reads IL books, watches IL videos, calls IL country once or twice a month.

Table 18: CSLTs' initiatives to becoming part of a wider language learning community

However the situation for the seven (QSSTs and CSLTs) secondary teachers was different. Only one secondary teacher reported not being part of a wider community. Three indicated they were part of a wider language learning community in New Zealand before the immersion programme and two had become part of a community since the immersion

programme. The other QSST secondary teacher had attended one meeting of a local cluster group and had contact with supportive teachers. The two CSLTs were particularly active in both their local and international communities with one having travelled back to the IL country and the other contributing teaching materials to the ILANZ website and attending many cluster and NZALT meetings.

Although the sample size is small (14), these differences reflect the different teaching contexts of language teachers in the primary and intermediate schools, and language teachers in the secondary schools. The advent of *The New Zealand Curriculum* (Ministry of Education, 2007a) and the aim of extending the provision of language learning to Years 7-10 has meant that more intermediate schools are now teaching languages other than English and Māori (LOTEMs). Many Years 7 & 8 language teachers are also classroom teachers, may be the only IL language teacher and in some cases, the only language teacher in their school. Frequently they are not supported by a well established languages department like most secondary schools and thus do not necessarily have a built in language learning community within their school.

QSSTs	Comments
Teacher 1 Primary Year 7	Very busy. Plans to become part of wider community – will join IL Teachers' Association in the future.
Teacher 2 Primary/Intermediate specialist Languages extra	Disappointed she has not really become part of wider community. Can talk with another teacher in the school and the advisor. Attending course to maintain language learning but teaching [IL] basics repeatedly is treading water.
Teacher 3 Intermediate and classroom teacher	Almost lost contact with local IL community. Since IP has more of an international community- keeps in touch with host family and friends.
Teacher 4 Intermediate specialist teacher Languages extra	Not really. Keeps in touch with an IL teacher, host family and a few others. Continues to attend local cluster. Gave a presentation about the IP at a three day convention, spoke to School Board of Trustees. Feels she can contribute to professional development days.
Teacher 5 Intermediate classroom teacher	Not yet become part of wider community but can see the possibility. Some contact with immersion country but feels the need for a local community for practice. There is a local IL Society. Learners in her class have two-way communication with her IL school. Feels she needs the support of other teachers.
Teacher 6 Secondary Years 7-13	Was part of wider community in NZ before the IP. Has been involved in a range of activities, for example, Ministry, local meetings, parents, guest speakers, teacher graduations. She thinks it's important to know what is going on through networking.
Teacher 7 Secondary Language teacher	Not really part of a wider community. Not much of a local IL country community. There is an IL community from another geographic area but she feels an outsider and has family commitments.
Teacher 8 Secondary Lang teacher	Yes, is part of a wider community since the IP. Now there is a network of teachers from the course on a worldwide server. Watches IL videos, looks IL for music online, stays in contact with IL speaking friends through Facebook and in the local community.
Teacher 9 Secondary Language teacher	Had been to one meeting of a local IL cluster group. Other teachers are really supportive.
Teacher 10 Secondary Language teacher	Is part of a wider community since the IP. Contact with IL community- host family, school community. Exchanges emails, plans to set up an exchange programme. Can get resources from IL country community.

Table 19: QSSTs' initiatives to becoming part of a wider language learning community

6.5 Promotion of language learning in schools

An important role of language teachers, given the government's clearly stated intention in the Learning Languages area of *The New Zealand Curriculum,* is to support the promotion of language learning. Language teachers who have been on an immersion programme are in a unique position to speak with even more authority on the benefits of learning another language. With their renewed enthusiasm and sometimes higher profile in the school and possibly the local community, they are well placed to promote language learning and respond knowledgeably to the question in *The New Zealand Curriculum (2007)* (Ministry of Education, 2007a), 'Why study a language?'

As seen in Figure 32, the majority of both short-term respondents (29 or 65.5%) and five of the seven long-term respondents had been able to promote further interest in language learning at their school 'to some' or 'a considerable extent' since their return.

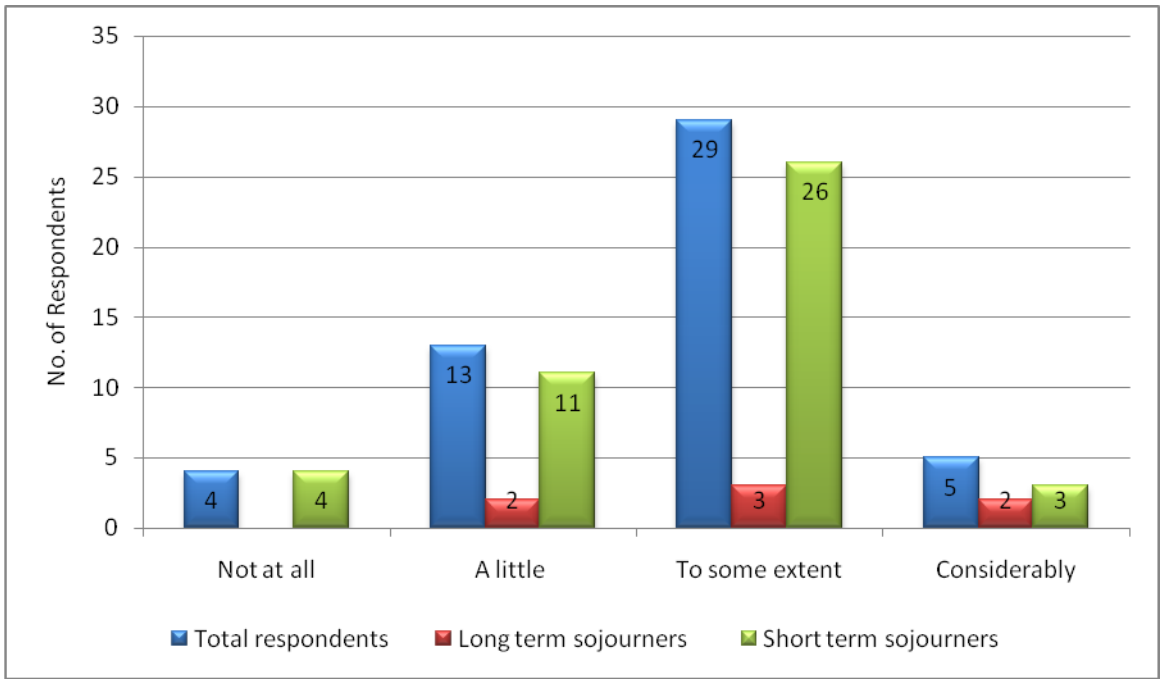

Figure 32: Promotion of further interest in language learning in schools (*n* = 51)

Nine questionnaire respondents felt that nothing was preventing them from promoting language learning in their school, with comments such as '*there is a wide range of activities within the school to promote language learning'.* The enthusiasm of teachers was credited with providing support for language learning in their schools by two respondents. Most language teachers at one school had completed TPDL; the increased teaching of languages at intermediate schools and the increased number of multilingual immigrants to New Zealand were also seen as having a positive influence.

The main factors preventing the promotion of language learning in their schools indicated by 12 respondents were time constraints, timetable restrictions and school systems. Negative attitudes to language learning among students and in society, plus the fact that languages were not compulsory and there was competition from other subjects, were mentioned by nine respondents. A list of other factors identified by individual teachers included the lack of a sister school and the need for more support within the department as well as the high cost of travel for school trips, which was included by two teachers. One difficulty highlighted by an intermediate teacher, which has been a problem in the past and may be of further concern in the future, was that the receiving secondary school was not offering the immersion language taught at the intermediate school (Table 20).

Factors preventing promotion of language learning	Number of respondents	
	Long-term	Short-term
Time constraints/ school language policy/timetable restrictions	**1**	**9**
Second language learning not valued in the school	**1**	
Teaching language not offered at the receiving local secondary school	**1**	
Languages not compulsory, competition with other subjects	**1**	
Lack of sister school	**1**	
Intermediate teacher restricted to teaching only her class	**1**	
Negative attitude in current society re language learning		**3**
Attitude of students		**2**
High costs of travel for school trips		**2**
Teacher preferences to teach specific languages/ lack of recognition of the modern significance of languages		**2**
Decline in numbers of new students subsequent to introducing tasters in intermediate		**1**
No physical spaces for more classes		**1**
Need more support from within the department to promote language learning		**1**
Number of new students decreased		**1**

Table 20: Factors preventing respondents from promoting interest in language learning (*n* = 28)

Only 12 questionnaire respondents (Table 21) provided information about factors that had encouraged them in promoting interest in language learning in their schools. Five indicated that there was nothing preventing them from promoting language learning in their schools. Other information from six respondents had an underlying theme of a positive whole school or group approach to the promotion of interest in language learning. An external factor, the increase in the number of multi-lingual migrants was included by one respondent.

Factors supporting teachers in promoting interest in language learning	Number of respondents	
	Long-term	Short-term
Strong promotion of languages in the school	1	
Most teachers in the school have completed TPDL	1	
Nothing was preventing the teacher from promoting interest in language learning		5
Personal enthusiasm and the enthusiasm of other teachers		2
A wide range of activities within the school to promote language learning		1
Increased teaching of languages at intermediate		1
Increased number of multi-lingual immigrants to New Zealand		1

Table 21: Factors supporting teachers promotion of interest in language learning (*n* = 12)

6.6 Effect of the immersion programme on the teachers' understanding of curriculum requirements

Improvements to teachers' curriculum knowledge as a result of the immersion experience, was one of the areas explored in this research. Respondents to the questionnaire indicated the extent to which their understanding of the requirements of the curriculum (Ministry of Education, 2007a) and the language-specific guidelines (Ministry of Education, 2007e) had changed as a result of the immersion programme. Changes in teachers' understanding of the requirements in terms of language teaching, teaching immersion culture and the development of ICC were explored.

As can be seen from Figure 33, the majority of the short-term (31or 67%) and six of the seven long-term respondents reported 'no' or 'a little increase' in their understanding of the requirements of the Learning Languages area of *The New Zealand Curriculum* as a result of the immersion programme. Similarly, a majority of both short-term (34 or 74%) and long-term (5 of 7) questionnaire respondents reported that they had 'no' or 'only a little increase' in their understanding of the requirements of the Learning Languages area of the curriculum in relation to the teaching of culture as a result of the immersion programme.

In terms of developing ICC as a result of the immersion programme, a majority of both the short-term (34 or 77%) and the long-term (6 of 7) respondents reported that they had 'no' or 'a little increase' in understanding of the requirements of the Learning Languages area of curriculum.

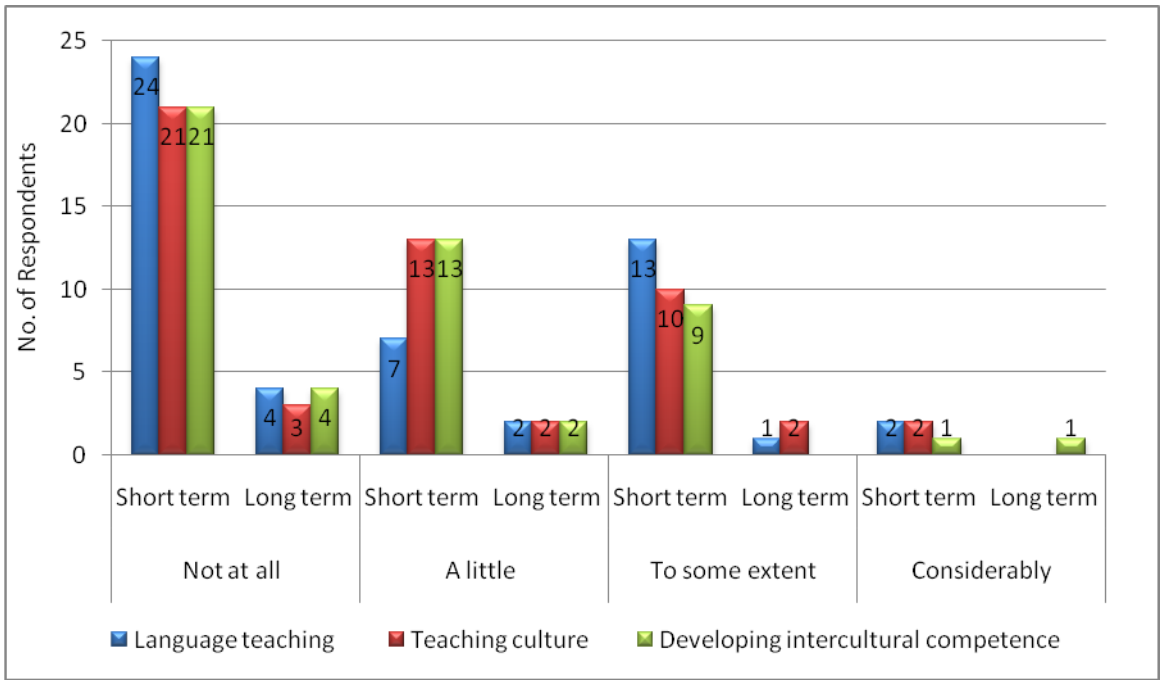

Figure 33: Increase in understanding of the requirements of the curriculum in relation to language teaching, culture and developing ICC (n=53)

Comparable data (Figure 34) was found in respondents' perceptions of their increase in understanding the requirements of the language-specific guidelines. Over half (25 or 53%) of the short-term and five of the seven long-term questionnaire respondents indicated 'no increase' in their understanding of the requirements of the language-specific guidelines in the area of language teaching as a result of the immersion programme. A majority of both the short-term (34 or 74%) and of the long-term respondents (five of the seven) reported 'no' or 'a little increase' in their understanding of the requirements of the language-specific guidelines in relation to teaching culture as a result of the immersion programme.

Likewise, the majority (35 or 79%) of the short-term and five of the seven long-term questionnaire respondents indicated there had been 'no' or 'a little increase' in their understanding of the requirements of the language-specific guidelines in relation to the development of ICC as a result of the immersion programme.

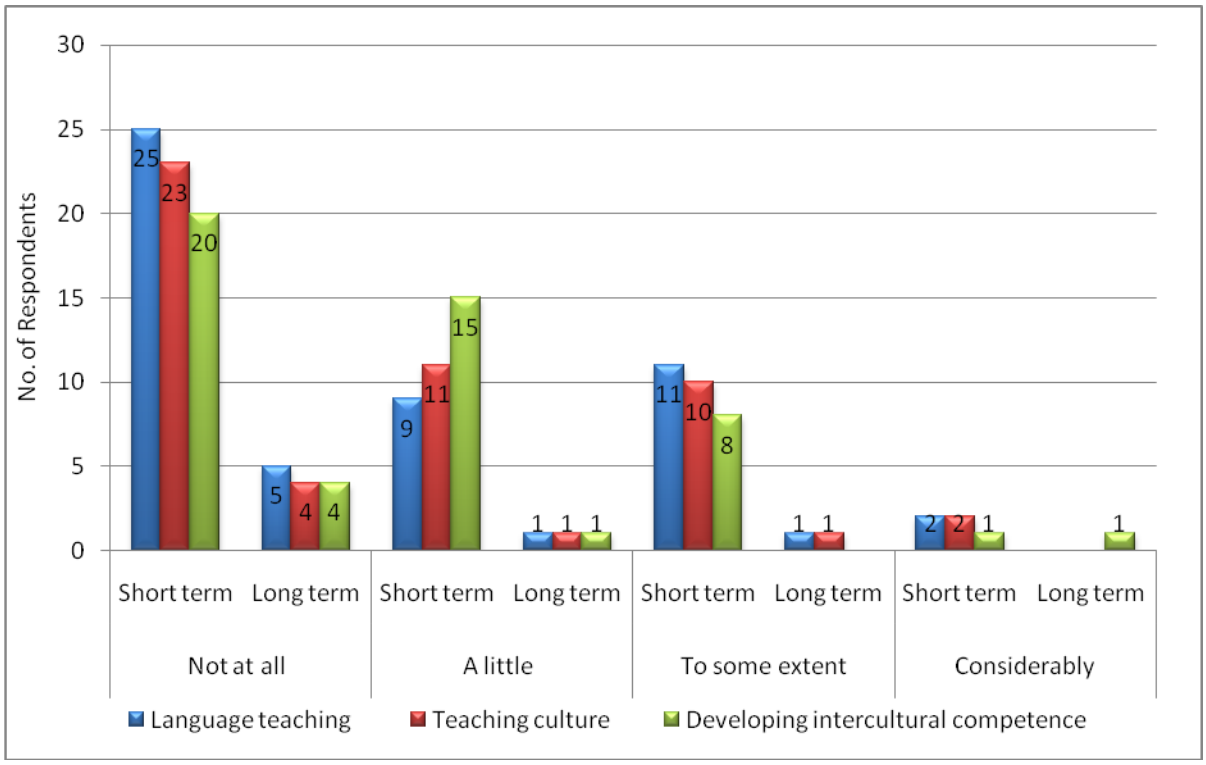

Figure 34: Change in understanding of the requirements of the Language Specific Guidelines (n=54)

Forty-two questionnaire respondents (37 short-term participants and five long-term participants) commented on what had helped or hindered the development of their understanding of the requirements of the curriculum as a result of the immersion programme. A summary of comments that related directly to respondents' immersion programme experience can be seen in Table 22. A few comments about individual school structures, the content of the curriculum and specific NCEA exams have not been included.

Comments	No. of respondents	
	Long-term	Short-term
Not part of the immersion programme to focus on the curriculum/no opportunities	**3**	**15**
Already familiar with the curriculum		**7**
Time constraints		**2**
Teaching at a lower level- requirements simple/don't follow curriculum		**2**
Interest in the European Framework	**1**	**2**
Have reviewed/found out more/TPDL course – since returning	**1**	**2**
Increased confidence in teaching, in language, in culture; – resources, classes and the total experience	**2**	**4**

Table 22: Aspects of the immersion programme that helped or discouraged respondents from increasing their understanding of the requirements of the curriculum
Note: Respondents could answer more than one question.

Some of the 18 respondents who felt that *The New Zealand Curriculum* (Ministry of Education, 2007) was not a major focus of the immersion programme (Table 22) made strong comments; for example, '*it was not part of the immersion experience to study the requirements of the curriculum'* and '*I did not go on the course to understand the requirements of the curriculum for heaven's sake!'* Other comments included: '*I was focusing on language acquisition, the curriculum was the last thing on my mind'* and '*my curriculum awareness had zip to do with the experience'.* Other respondents indicated that the courses they attended while in the immersion country did not have a curriculum component. There were seven respondents who reported that they already had a good understanding of *The New Zealand Curriculum* (Ministry of Education, 2007a) and three short-term respondents who mentioned time constraints as a factor that influenced their ability to gain a greater understanding of the requirements of the curriculum. Two respondents, both working with pre-secondary learners at a lower level and one using the 'Ja' kit noted that the beginners' requirements were simple and they did not follow the language-specific guidelines.

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (see Appendix Two) interested three respondents; one purchased a copy of the document and supporting texts and books specifically aimed at different levels and another found '*it was useful to be able to compare what we do with what they do – similar aims and objectives'.* Three respondents had on their return either reviewed their teaching programme in light of the new curriculum, been involved in professional development in their school, or, like one respondent, attended a TPDL course (i.e., languages professional development). This particular respondent found the TPDL course was a '*fantastic follow-up to* [the] *immersion experience and helped understanding of curriculum and best practice'.*

Changes relating to an increase in teachers' confidence in their own language skills, teaching, language and culture, development of new resources and the effect of the whole

experience, are also salient as they have increased in some way the respondents' ability to effectively implement the requirements of the curriculum.

6.6.1 Qualitative short-term sojourners (QSSTs)

The 10 QSSTs were asked about their understanding of the curriculum before they left on their immersion programmes. Half of the short-term sojourners reported having some understanding of the requirements of the curriculum with three comments that indicated a '*good',* or '*sufficient'* understanding and others that indicated teachers were familiar with levels of the curriculum they taught or were developing an understanding. Four of the qualitative short-term teachers acknowledged that they had very little understanding with comments that included phrases such as '*not very familiar', 'weak in this', 'very little – not at all'* and *'not too familiar'.*

After returning from the immersion programme, the QSSTs were asked if the immersion experience had helped them to understand the requirements of the curriculum. Over half, seven of the QSSTs, responded that the immersion experience had not directly helped their understanding of the curriculum. Three QSSTs reflected on how the immersion experience had indirectly increased their understanding of the curriculum or helped them meet the requirements of the curriculum, with comments such as '*but immersion did flesh it out*, *it made it easier for me to deliver curriculum expectations for cultural teaching'* and '*can do the Achievement Objectives better now because of increase in language ability'.*

6.6.2 Case study long-term sojourners (CSLTs)

When the four CSLTs were asked, over the three interviews, if the immersion programme helped their understanding of the requirements of the curriculum, their replies were divided. Two CSLTs teaching pre-secondary learners felt that the immersion programme had not helped them to understand the requirements of the curriculum, although one did indicate that the new curriculum came out while she was in the immersion country and she had looked at it but not in much detail. She continued to teach the immersion language as she had before the immersion programme, but was no longer teaching the culture as another teacher had taken over this responsibility. This CSLT felt more confident to use new resources with her learners; for example, an immersion language book on phonetics for brief drilling sessions. The second CSLT in this group indicated that the most important gain for her in terms of meeting the requirements of the curriculum was having the confidence to speak to the learners in the immersion language.

On the other hand, the two CSLTs teaching languages full-time in secondary schools both believed they already had a good understanding of the curriculum; one said she '*reads the curriculum all the time'* and that she '*made an effort to find out about the European Framework and get new resources with the Achievement Objectives of The New Zealand Curriculum in mind'.* This CSLT's aim for the immersion programme was to study immersion language teaching methods and she attended a methodology course which she found very valuable. As a result of the course, this teacher developed skills, including computer skills that enabled her to contribute to the immersion language web site and

share her resources with other language teachers on her return to New Zealand. The second CSLT took a copy of the curriculum with her because she wanted to look at how it tied in with her experience: '*how to deliver the curriculum and meet the achievement objectives'.* She felt the biggest resource she gained was her contacts as she was able to discuss her teaching topic and the achievement objectives with a teaching friend in the immersion country and use resources from the immersion school. The immersion country teacher was also going to make recordings of her learners using the immersion language for the CSLT.

In their second and third interview, the four CSLTs were asked if they had seen and used the generic framework for teaching and learning languages in English-medium schools (Ministry of Education, 2007e). Only one CSLT had seen the chart at the time of the second interview. She reported that it was on the wall in the languages staff office and the document was being used to write a proposal with the aim of getting languages to have more teaching time scheduled, to be equal with other subjects.

6.7 Conclusion

The immersion experience had a major effect on participants' perceived confidence in their language teaching. Statements mentioning an increase in confidence arose frequently in reports on many aspects of teaching practice and particularly as a recurring motif in examples of changes since the immersion programme. This increase in confidence was also apparent in the observations. All questionnaire respondents (except for one very short-termer) reported an increase in confidence in their language teaching, with 75% reporting a noticeable or considerable increase in confidence. Likewise, the majority of the QSSTs (six out of 10) clearly saw the immersion programme as having increased their understanding of language teaching.

With reference to new language teaching and learning activities, an increased use of the immersion language in the classroom was one of the major changes perceived by teachers and was seen by researchers in the observations. Increased confidence and enthusiasm for teaching was also credited with making learning more lively and enjoyable for learners. A greater focus on outcomes for learners by providing activities that increased immersion language production, and encouragement of risk taking and prediction were noted as initiatives introduced since the immersion programme. In addition, a large number of teachers were making greater use of technology and using more authentic materials gathered during the immersion experience in their language teaching.

A slightly different picture emerged in teachers' perceptions of an increase in understanding of the teaching of culture. While nearly all questionnaire respondents reported some change nearly half (49%) felt there had been 'no' or 'a little increase' in their understanding of the teaching of culture. However, when the long-term respondents were considered separately, it was apparent that five of seven of them thought there had been a 'noticeable' or 'considerable' increase in their understanding of the teaching of culture.

Confusion over the relatively new notion of ICC was reflected in the findings. A sizeable number (33, or 69%) of questionnaire respondents reported 'no' or 'a little increase' in their understanding of the teaching of ICC. A more detailed discussion of ICC can be found in Chapter Five.

Evidence of the effect of language teaching methodology classes in the immersion country on teaching practice appears somewhat inconclusive. Nine of the 21 respondents who attended some form of language teaching methodology class found them of 'some use' and eight found them 'very useful'. Attendees appreciated opportunities for discussion with multinational classmates and comparisons they could make with the pedagogy and philosophy of the immersion country and New Zealand. Participation in cultural courses and activities were seen as beneficial by most of the 21 respondents involved. They developed their own cultural knowledge and some respondents felt they would be able to pass this on to their students. Observations indicated an increase in cultural input after the immersion programme and evidence of teachers using personal information and realia in the classroom.

Teachers who experienced an immersion programme were able to share their experiences and disseminate valuable information to teaching colleagues through professional associations and during cluster meetings and conferences. This provided the added advantage of processing their new learning. They were (and are) also well placed to support the promotion of language learning in schools. Among the questionnaire respondents, there were 36 members of NZALT, with 45% of these active members. Organised exchanges and interactive relationships with immersion language schools, colleagues and host families were reasonably common. A few respondents had undertaken, attended or presented at conferences and developed and shared resources with other teachers, with one teacher making a particularly notable contribution to a language learning web site.

Interesting data which exposed differences between the primary/intermediate and secondary teachers was provided in the combined interviews with the QSST and CSLT. The primary/intermediate teachers have been less successful in becoming part of a wider language learning community. They are more likely to be the only immersion language teacher in their school and thus do not have the ongoing support and stimulation from a large language department as do the secondary teachers. The majority (67%) of questionnaire respondents had been able to promote language learning in their school to '*some*' or '*a considerable extent*'. Time constraints, the school language policy and practices, and timetable restrictions were the most commonly mentioned factors preventing this promotion.

Questionnaire and interview data indicated that the majority of the participants felt that the immersion programme had very little effect on their understanding of the requirements of either *The New Zealand Curriculum* (Ministry of Education, 2007a), or the language-specific guidelines (Ministry of Education, 2007e). While in a few cases this may have been because the teachers already had a good understanding of the curriculum

requirements, participants' comments indicated that many of them believed that gaining a greater understanding of the requirements of curriculum or the language-specific guidelines was not part of their expectations for the immersion programme particularly if their personal goals had been to increase their personal language fluency and cultural knowledge.

Although understanding the requirements of the curriculum can be seen as an essential component of teachers meeting the needs of their language learners, it is not clearly stated in the expected outcomes for teachers participating in a language and cultural immersion programme. The effective reporting framework (Ministry of Education, 2007d), although it includes reference to an expected increase in knowledge and theory relating to effective language teaching and learning, does not include specific statements on an expected increase in understanding of the requirements of either curriculum or the language-specific guidelines. While curriculum knowledge could be considered to be subsumed in the expected knowledge and theory relating to effective language teaching and learning it is not explicit.

6.8 Recommendations

It is recommended that:

- the situation for immersion programme primary/intermediate language teachers be explored more fully and cognisance taken of their situation and need for different types of support in implementing their new learning

- consideration is given to rationalising departure and return dates so that groups of participants depart for their immersion programme at the same time. This would facilitate the development of group pre- and post-departure support and professional development to maximise the immersion experience for the teachers

- some form of active reflective practice framework (perhaps an ethnographic study) be developed and introduced for use during the immersion programme, to enable participants to make more conscious connections between their own experiences of language learning, culture and development of ICC, and how they can translate this into classroom practice

- because *The New Zealand Curriculum* sets the direction for teaching and learning in New Zealand schools, and the key competencies, values and learning languages achievements together show the expected outcomes for students learning languages, the Ministry of Education and immersion programme providers clarify and reinforce the expectation that any professional development undertaken by teachers teaching languages is aligned to students' learning outcomes. This could be clearly stated in the expected outcomes for the immersion programme and the effectiveness reporting framework (Ministry of Education, 2007d).

CHAPTER SEVEN: PERCEIVED EFFECT OF THE IMMERSION PROGRAMME ON LANGUAGE LEARNING OPPORTUNITIES AND OUTCOMES FOR STUDENTS

> Opportunities for teachers to engage in professional learning and development can have a substantial impact on student learning.
>
> (Timperley et al., 2007, p. xxv)

7.0 Introduction

A key focus of this research is evaluating 'the effectiveness of the programmes . . . in terms of the teacher participants' development in language fluency and cultural knowledge; intercultural awareness and competence; second language teaching practices; and subsequently in terms *of the impact on students' second language learning'* [our emphasis] (Ministry of Education, 2007b, p. 3). The Ministry's policy emphasis on the importance of students gaining ICC through the Learning Languages strand of the curriculum (Ministry of Education, 2007a), implies that ICC be integrated into the learning of language.

This chapter analyses the perceived effect of the immersion programme on the learning opportunities and outcomes for students' language, culture and ICC. It is important to note that the design of the study has not enabled the researchers to collect data on individual or aggregated student academic achievement and learning. Findings were limited to teachers' perceptions, gained through the questionnaire from both long-term and short-term sojourn teacher respondents, interviews and observations with the four case study long-term sojourners (CSLT) and10 qualitative study short-term sojourners (QSST), and the Milestone Reports from AFS and ILANZ.

The term 'outcomes' encompasses more than academic achievement outcomes. It also includes increased interest in the immersion language and culture, and social outcomes such as an enhanced sense of personal identity, improved self-esteem, and more positive attitudes towards learning (Timperley et al., 2007; Guskey, 2002). Outcomes can also include increased student engagement, motivation and, on a wider level, more students learning languages, improvement in retention rates for senior classes and new interaction opportunities including participation in student exchanges and visits to immersion countries (Robb, 2009a, p. 17).

The chapter begins by looking at teachers' perceptions of the effect of their professional learning on students' language knowledge and use, and follows that by considering the teachers' assessment of student progress and the effect on student achievement. The effect on students' cultural knowledge and ICC is also explored. Finally, we examine teachers' perceptions of the effect of their learning on their students' attitudes to language learning and motivation. We also consider factors teachers identified as being most useful in

changing their practice to improve students' language learning opportunities and outcomes.

7.1 Teachers' perceptions of the effect of the immersion programme on students' language knowledge and use

Teachers on immersion programmes (regardless of length) are expected 'to apply their new knowledge, skills and learning to their subsequent teaching practice to increase student motivation, knowledge and achievements' (Ministry of Education, 2007b, p. 5). Teachers were asked in the questionnaire to what extent they perceived their students had increased their language knowledge and use as a result of their immersion programme.

As Figure 35 shows, of 44 valid responses, the majority (90%), saw an increase. Eight teachers (18%) believed their students had increased their language knowledge and use 'considerably' and 17 teachers (38%) indicated 'to some extent'. Fifty-six percent of teachers, therefore, perceived 'some' or 'considerable' increase. A smaller proportion, 15 teachers (34%), reported 'a little' increase while four teachers saw no effect at all. It may be of concern that about 40% of teacher respondents saw 'no' or only 'a little' increase. However, there were factors that should be taken into account. As mentioned in Chapter Three, one teacher, whose immersion programme was only two weeks in length, reported her '*focus was to establish an exchange programme';* that is, it was not to increase immersion language proficiency.

The timing of the questionnaire for some respondents was also a factor as some did not respond until February when they would have been teaching their classes for only a few weeks; that is, they said it was too early to see an effect on students.

Only two of the five long-term respondents who answered this question viewed their students as having increased their language knowledge and use 'considerably' and the three others saw 'some' or 'a little' increase. The two teachers who did not answer said they were unable to comment because it was too soon to tell or they did not have the same students they had before their departure. One teacher who perceived the effect to be 'a little' specified that the students' pronunciation was more accurate and this was probably because of her own increased proficiency. In this case, the students had had only 10 lessons in the entire year (this was an intermediate school with students at Years 7–8) and a greater increase was probably unrealistic over such a small number of lessons. The teacher who recorded no increase was the secondary school teacher mentioned earlier whose goal had been to establish an exchange programme. When looking at the responses of the short-term respondents, it appeared that the teachers were generally positive about the effect of the immersion programme on their students' language knowledge and use. While only six teachers (15% of 39 short-term respondents who answered the question) saw a 'considerable' increase, 16 teachers (41%) saw an increase 'to some extent'; that is, close to two-thirds of the respondents perceived a notable increase, with 13 (33%) noting only 'a little' increase. Significantly, however, nine teachers (about 20%) did not respond to the

question. One indicated that the question was difficult to answer because the school had altered its teaching approach and another had already had several immersion experiences so perhaps did not believe that this immersion programme had made a particular difference.

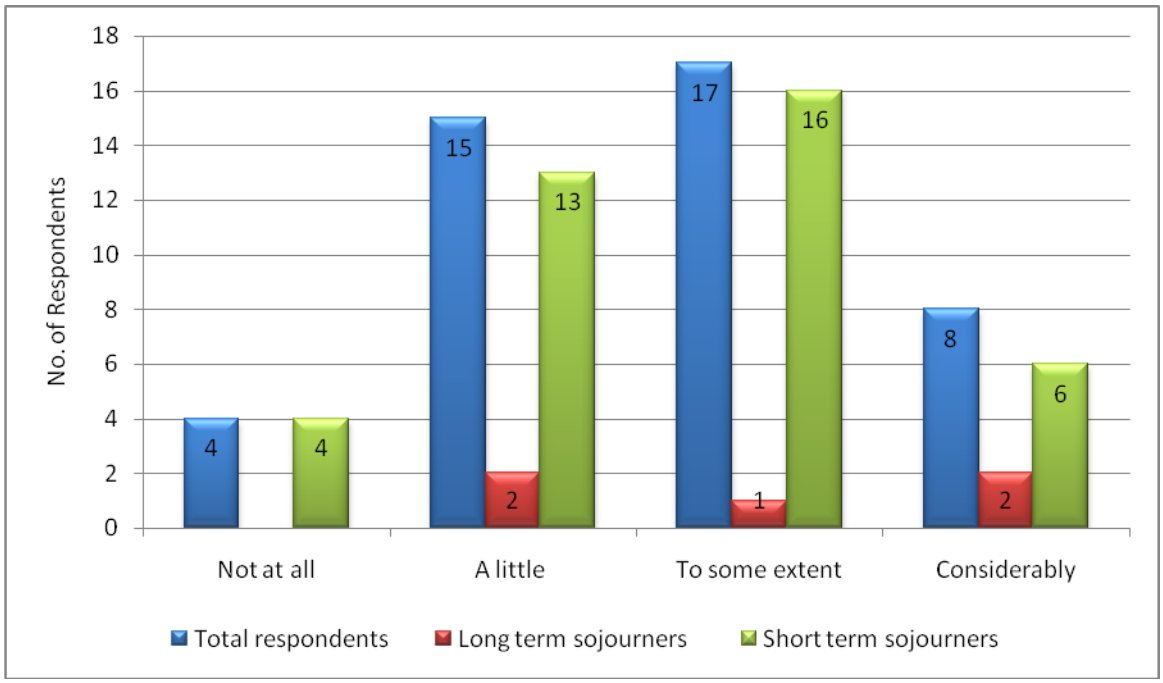

Figure 35: Teachers' perceptions of students' increase in their language knowledge and use as a result of the immersion programme (*n* = 44)

As indicated in Chapter Four, more than half of all the respondents to the questionnaire (28 of 54) saw their immersion language proficiency after the immersion programme as at intermediate level of proficiency or lower. With 12 teachers at beginner or elementary levels, it is perhaps not surprising that the perceived effect on students' language knowledge and use was not more notable since, as Gibbs & Holt (2003) point out, teacher immersion language proficiency is a key determinant in the quality of student language learning. Concomitant with their increase in immersion language proficiency, teachers reported increased teacher output which in turn provided greater quantity and quality of language input for students. Some of the input for students was provided by digital media which a few teachers reported as an outcome of the immersion programme (ILANZ, 2009, p. 50). For example, the use of YouTube was observed in the classroom of one CSLT teacher. Increased immersion language input for students also resulted from teachers integrating the immersion language with other subjects. A teacher of Year 7–8, for example, reported integrating the language in social studies lessons.

A number of questionnaire respondents observed, as a result of their immersion programme, increased student immersion language use especially in the areas of vocabulary, and in particular, formulaic language. Several teachers described enhanced

student confidence in immersion language use while other improvements noted included better pronunciation and fluency. In addition to teachers' own observations of improvements, two teachers reported '*specific student feedback during teaching evaluation'* while two others referred to '*improved assessment results'*. Twelve teachers (about 20%) who responded to the questionnaire were not able to provide evidence of an increase in student language use. Reasons included those mentioned previously; that is, few lessons in the immersion language to date as it was too early in the year, or the number of lessons per week had been reduced, or teachers did not have the same students so could not compare. Two teachers said they did not know if their students had increased their language knowledge and use, one because no assessment was undertaken while another said she could not '*assume such a connection'*. There were also some caveats: two teachers whose students had been on school trips to the immersion country were unsure of the extent their own immersion experience had had on improving student immersion language knowledge and use or if the gains were from the immersion experiences of their students. Table 23 summarises the findings and provides examples of teachers' comments.

Teachers' perceptions of evidence their students had increased their language knowledge and use as a result of the immersion programme (questionnaire)	***Sample comments from teachers (questionnaire)***
Language Proficiency • Increased use of immersion language by students (x 8) • Students requesting more vocabulary and then observed using it (x 6) • Greater use of formulaic expressions (x 2) • Increased use of current/up –to-date language (x 2) • Increased confidence in speaking (x 7) • More fluency (x 10) • More accurate pronunciation (x 1) • Improved listening (x 1)	*They want to use more target language in the classroom because I am more confident with it.* *They greet me, ask me how my day is in the language.* *They are showing greater confidence to speak in class and participate in role plays with enthusiasm, using as much vocab as possible and seeking ways to say things that are beyond their current experiences.* *Because I am using such a wide range of resources, topical, up to date language, topical up to date resources, their language knowledge and use forcibly is improving. I am teaching in a better way.*
Motivation • Increased motivation (x 3)	*They were very motivated to learn prior to their trip [to immersion country].* *They come to class with information they have found.* *General motivation has made them improve their skills.*
Assessments/Tests • Improved results (x 3)	*Internal assessment results are higher.* *Improvements especially in speaking between practice sessions and actual assessment because I am more able to personalise what the students' needs are.*
Feedback • Direct feedback from students (x 2) • Parental feedback (x 2)	*Specific student feedback during teaching evaluation.*
Networks/Interaction opportunities • Visits to Immersion countries with school groups (x 2) • Greater interest in exchange programmes for students (x 2)	*More are interested in going on an exchange.* *Some have had their own immersion/exchange experiences too so it's hard to measure difference my experience may have made as their own experience has the greater influence on students.*
Other	*Able to complete all units of the Ministry language 'kit'.*
No increase noticed (x 6)	*We have only had one lesson/too soon to tell.* *Unable to comment as I do not have the same students.* *I don't know but I can't assume such a connection.* *Don't know, we don't assess.*

Table 23: Teachers' perceptions of evidence that students had increased their language knowledge and use as a result of the immersion programme (*n* = 43)

Note: Many teachers recorded more than one form of evidence.

7.1.1 Evidence from teachers of student use of the immersion language

For instructed language learning to be successful, students need 'opportunities for output' (Ellis, 2005b, p. 39). Observed opportunities for student immersion language output as a direct result of teachers' immersion programmes included students in a Year 10 class writing profiles of themselves in the immersion language and exchanging these with a school where the immersion programme teacher had been. Another opportunity for authentic immersion language output was observed in a Year 8 class where students were seen discussing the content of an email they were sending to students in a school with which their teacher had had contact while on the immersion programme.

Increased student use of the immersion language was also a key difference between pre-and post-immersion noted by the four CSLT teachers in interviews and this was supported by interview data from most (but not all) of the QSST teachers. Table 24 records teachers' perceptions of what their students were doing differently. One teacher's comment that '*the students are more enthusiastic because I am more enthusiastic . . . students are more engaged and show more use of* [immersion language] *because I am using it a lot more'* is indicative of the perceptions of a number of teachers. Most observations of the classes of QSST teachers post-immersion programme also demonstrated increased student output, with students engaged in activities such as creating dialogues in the immersion language, asking questions and writing profiles.

CSLT teachers' perceptions of what their students were doing differently as a result of the immersion programme	QSST teachers' perceptions of what their students were doing differently as a result of the immersion programme
Teacher 1: *Using the immersion language more.* *Hearing/reading more up-to-date language through DVDs, books, CDs* (all of which can be borrowed by students). *Greater engagement and enthusiasm in class.* *Retaining more formulaic language heard in songs and rhymes.* *Greater interest in using technology, for example, web sites, YouTube.*	Teacher 1: *Using the immersion language more.* *Asking more questions*.
	Teacher 2: *Hearing more language in class.*
	Teacher 3: *Making greater effort to use the language both in class and outside.*
	Teacher 4: *Using the language more.* *Using email to communicate.*
Teacher 2: *Greater engagement* (through teacher story telling). *Hard to tell if the students are doing things differently now as it is a different group of students*.	Teacher 5: *No changes really as it is a different group this year.* *Good pass rate and we aim to do better this year.*
	Teacher 6: *Learning at a faster pace*.
Teacher 3: *Hearing more immersion language.* *Guessing more.* *Using more* [immersion language] *in the playground and in singing*.	Teacher 7: *Using language slightly more even the different and lower class and using it better*.
	Teacher 8: *Exploring the language on their own more.* *More enthusiastic.*
Teacher 4: *Communicating more.* *Doing more role plays.* *Seem to be enjoying it more.* *Students keener to travel and taste for themselves.* *Listening skills improving.*	Teacher 9: *No change noted yet* (teacher believes because of level).
	Teacher 10: *Using the language for what they want to say.* *More engaged.*

Table 24: CSLT (*n* = 4) and QSST (*n* = 10) teachers' perceptions of what their students were doing differently as a result of the immersion programme

7.1.2 Assessment of students' progress in immersion language knowledge and use

Formative assessment plays a critical role in learning. It is seen 'as a powerful component of professional development in terms of impacting on student outcomes' (Timperley et al., p. 189). Teachers in the questionnaire reported on assessment activities used to measure changes in students' immersion language knowledge and use. This is shown in Figure 36.

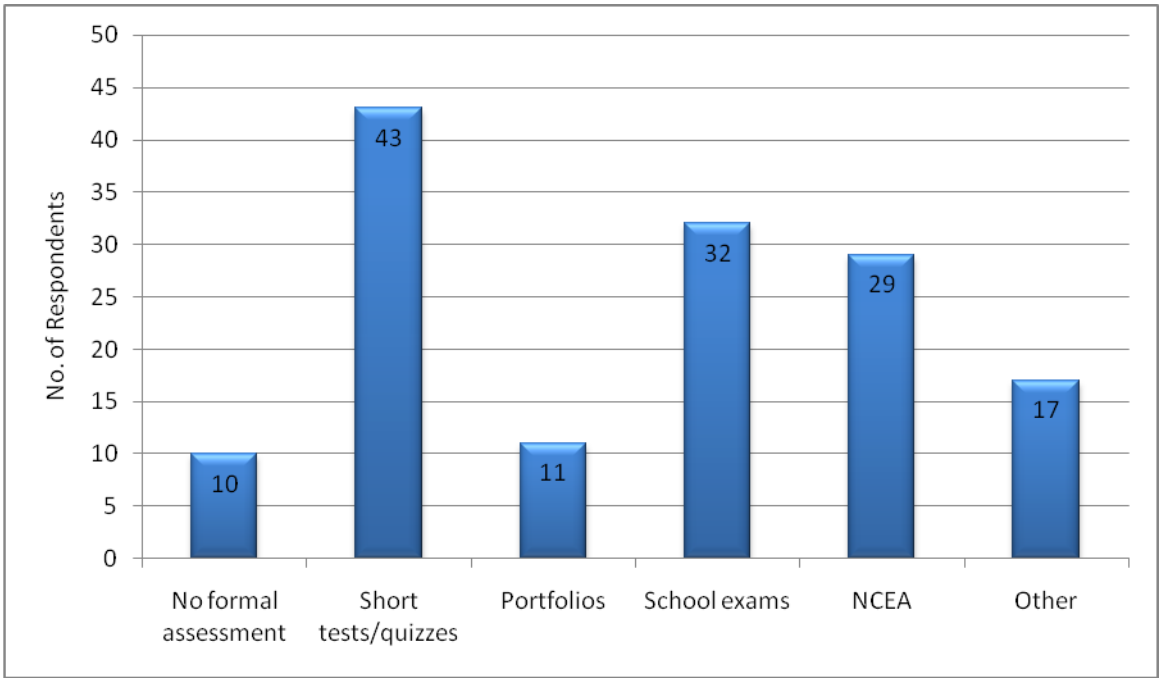

Figure 36: Assessment activities used by questionnaire respondents to measure changes in students' immersion language knowledge and use
Note: Teachers were able to record more than one form of evidence.

It can be seen that the most frequently used forms of assessment were short tests and quizzes, followed by school exams and national examinations such as National Certificate of Educational Achievement (NCEA) (Figure 36). Portfolios were also used by 11 teachers, most of whom were secondary school teachers. Teachers of students in Years 5–8 who reported using assessment activities relied mainly on short tests and quizzes, although a few also reported using informal observations of oral activities. Ten respondents indicated they did not undertake formal assessment at all to measure changes and these were all teachers of Years 5–8 learners. One QSST teacher (a teacher of Years 7–8 whose students had two lessons of 30 minutes per week for the year) commented on assessment in the following way:

> *Again, as* [immersion language] *at this level is a topic of interest and not part of the curriculum, I don't assess them as stringently as I would compared to maths for example. I will have something along the lines of a word knowledge assessment towards the end of each term for the different classes that I teach.*

The above findings regarding assessment were supported by data from interviews with both the 10 QSST and four CSLT teachers. Teachers reported formal assessments such as NCEA results figuring more at higher levels (Years 11–13), along with professional observations and '*usual*' school tests such as vocabulary tests and listening assessments. Open book unit tests as well as less formal means such as the use of profiles were also employed to test student language proficiency. At pre-secondary school levels (Years 5–8), teachers reported using self-assessments (by students), listening exercises, checking students' exercise books and speaking assessments. One QSST teacher believed she should be assessing more but did not feel confident in how to do this and acknowledged a need for professional development in assessment.

7.1.3 Teachers' perceptions of student achievement

Some teachers reported improved formal assessment outcomes and several indicated they anticipated improved results in school exams and events such as speech contests as a result of their immersion programme experience. Reports to the Ministry of Education from the contractors, AFS and ILANZ, contain some comments on teachers' perceptions of their students' progress. AFS Milestone Thirteen records teachers' comments in their post-six month returns which included evidence of success and achievement in internal assessments especially for speaking and listening and improved NCEA results (Robb, 2009a, pp. 17-18). One teacher reported the average grade for students in a particular year increased from 'achieved' to 'merit' (Robb, 2009a, p. 262) while another teacher who had been on a short-term immersion experience through the Goethe Institute noted '*a very strong outcome in the Australian Language Competition results*' (ILANZ, 2008, Appendix Five). Teachers who had been on the Stage d'hiver in January 2008 also reported monitoring the effect on students' learning through formative and summative assessment and noted advances in students' aural comprehension and in their willingness to communicate (ILANZ, 2008, Appendix Five). These improved assessment outcomes are of significance since, as Coleman, Galaczi and Astruc (2007, p. 245) argue, that there is a strong link between students seeing themselves as successful learners and increased motivation:

> Well-motivated language learners perceive the progress they are making, and are motivated by it to further effort and further success, in a virtuous circle which language teachers have always recognized and which may be the strongest motivation of all.

7.2 Teachers' perceptions of changes in students' attitudes to learning about the culture

One of the key goals of an immersion programme is for teachers to increase their cultural knowledge, and this aspect has been discussed in Chapter Five. The importance of cultural knowledge for teachers in relation to student outcomes is stated by Paige, Jorstad, Siaya, Klein, and Colby (2003, p. 201):

> If a teacher's personal experience with the target culture is limited, this restricts the teacher's ability to teach culture, leads students to question the credibility of the teacher to act as a cultural informant, and this constrains the teacher's ability to help students bridge the home and target cultures.

Teachers in the questionnaire were asked to identify the extent to which there had been a positive change in their students' attitudes to learning about the culture and what students were doing differently after the immersion programme in this regard. Of the 50 teachers who responded, almost all identified a positive change of some sort. Half (25) saw the change as positive either 'to some extent' or 'considerably' while close to half (23) of the total respondents viewed the change as 'a little'. Four of the seven respondents who had been on one-year immersion programmes saw their students' attitudes as having changed 'considerably' or 'to some extent', while one saw 'a little' change and one teacher, 'no change'. One teacher did not answer as she felt unable to comment since she did not have the same students as before going on the immersion

programme. The view of limited or no positive change held by two teachers who had been on a one-year language immersion award (LIA) is perhaps a little surprising given the length of time the teachers had spent in the immersion country. However, as mentioned in Chapter Four, in one of these cases, the students were learning about the culture from another teacher, that is, not the language teacher, and this resulted in 'no positive change' being recorded.

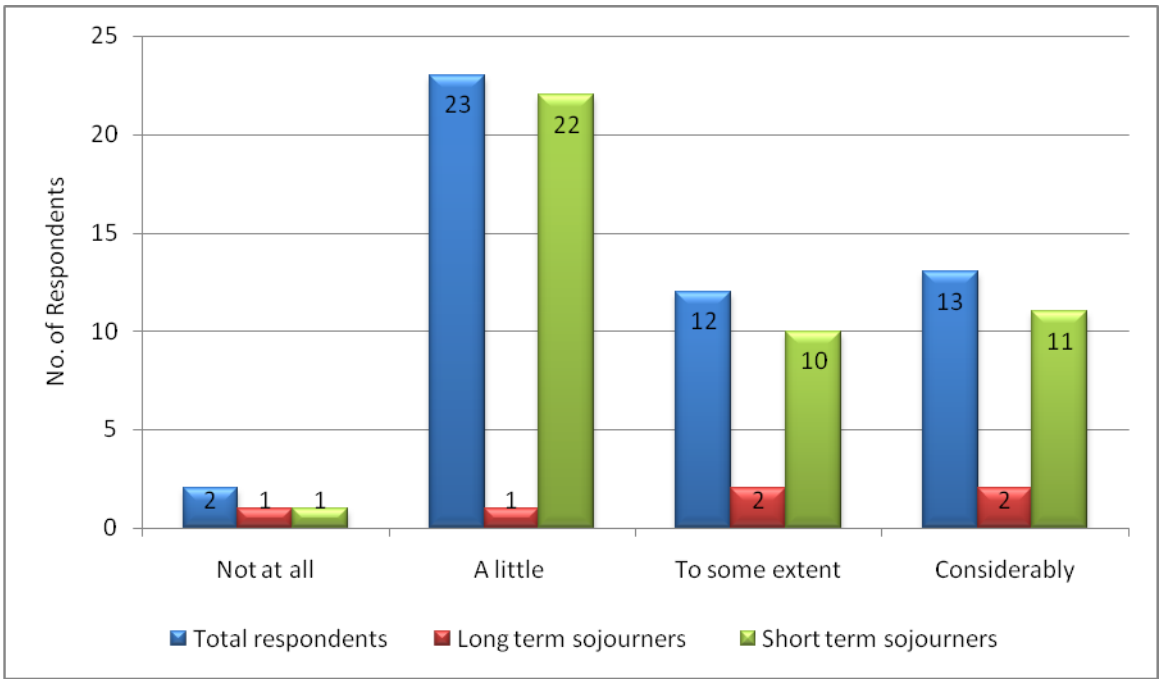

Figure 37: Teachers' perceptions of positive changes in their students' attitudes to learning about the culture as a result of teachers' immersion programme (*n* = 50)

Correlation of questionnaire data showed a moderate positive relationship between teachers' perceptions of an increase in their own knowledge of the immersion country's culture (77% viewed the change as 'noticeable' or 'a great deal') and their perceptions of their students' positive change in attitudes to learning about the culture ($r = 0.485$, $p<0.01$). As teachers gained in understanding of the culture, they increased in confidence in talking and sharing with their students about it. Also, they more frequently used authentic resources, all of which helped the culture to '*come alive*' for the students. In total, 43 teachers responded to the question about what changes they saw in their students, with the majority of positive changes centred on students asking a lot more questions and showing curiosity and interest. Several teachers believed this resulted from students now seeing them as more knowledgeable and as a cultural resource. In this sense, the immersion experience seemed to have a positive effect on teacher performance. In turn, this improved student motivation in their learning of language. This was commented on by teachers and observed in a number of lessons. As one teacher noted in the questionnaire: '*Students see me in some way as more authentic – knowing that I lived there for a year. They know my experience is up to date. They ask a lot more questions about a range of things, they are especially interested to know about teenagers, school, what they do'.* Teachers talked about the importance of having experienced the culture: '*Now it is something 'lived' rather than just known'.* This is

supported by teachers' comments in reports such as the final report on the Peking University China Scholarship Programme, where one teacher noted:

> Chinese language and especially cultural experiences make it much more 'real' as opposed to an academic exercise. I will teach from the heart, from experience and with enthusiasm
>
> (Chinese Language Foundation, 2008, p. 4)

Table 25 shows teachers' responses with regards to positive changes in their students' attitudes to learning about the culture.

Number of comments given by teachers	Examples of positive changes in their students' attitudes to learning about the culture as a result of teachers' IP (Questionnaire data)
20	Increased interest: • *Asking questions about the culture, and about teac120* • *hers' experiences* • *Showing curiosity and interest/asking for more cultural lessons.* • *Desire to know more about the culture* • *Wanting to visit the immersion country or go on a student exchange*
6	More '*noticing*': • *Increase in noticing e.g. similarities between Māori and Tahitian* • *Bringing in articles from newspaper about the immersion country* • *Comparing everyday culture of the country with NZ culture*
5	Increased use of immersion language: • *Desire for and/or participating in more interactional opportunities with immersion language users through exchanges, email, MSN, Facebook, Tsunagaru (online messenger system)*
3	Enhanced willingness to communicate: • *Greater willingness and more proficient engagement with native speakers*
3	Greater use of resources: • *Using teacher's materials enthusiastically* • *Reading books, watching DVDs and films in immersion language*
2	• *Seen to be more comfortable with some aspects of the culture*
2	• *Using technology to find answers*
1	• *Doing more creative tasks*
3	Teachers unable to say: • *Too soon; new class; teaching a different class now*

Table 25: Positive changes in their students' attitudes to learning about the culture as a result of teachers' immersion programme
Note: Some teachers listed more than one change.

The four CSLT teachers described students being more engaged and interested and this was manifested in students borrowing DVDs to watch at home, and their increased enthusiasm about school visits to immersion language countries and for hosting students from the relevant countries. Similarly, post-immersion QSST teachers said that students displayed higher levels of engagement, a keenness to continue with learning the language and visit the immersion country. In addition, they asked questions about

the culture, made comparisons more frequently and showed more interest in news items about the immersion country.

In terms of assessing students' change in the learning of culture, questionnaire respondents reported primarily using presentations. One teacher reported students using PowerPoint for a presentation on a particular region, with the students making a worksheet activity for other students to complete. Role plays were the second most popular means of assessing cultural knowledge. Other methods included story telling, portfolios, blogs, informal conversation posters and booklets. Five teachers reported not measuring or assessing and these were all teachers of students in Years 7 and 8. Six teachers did not respond.

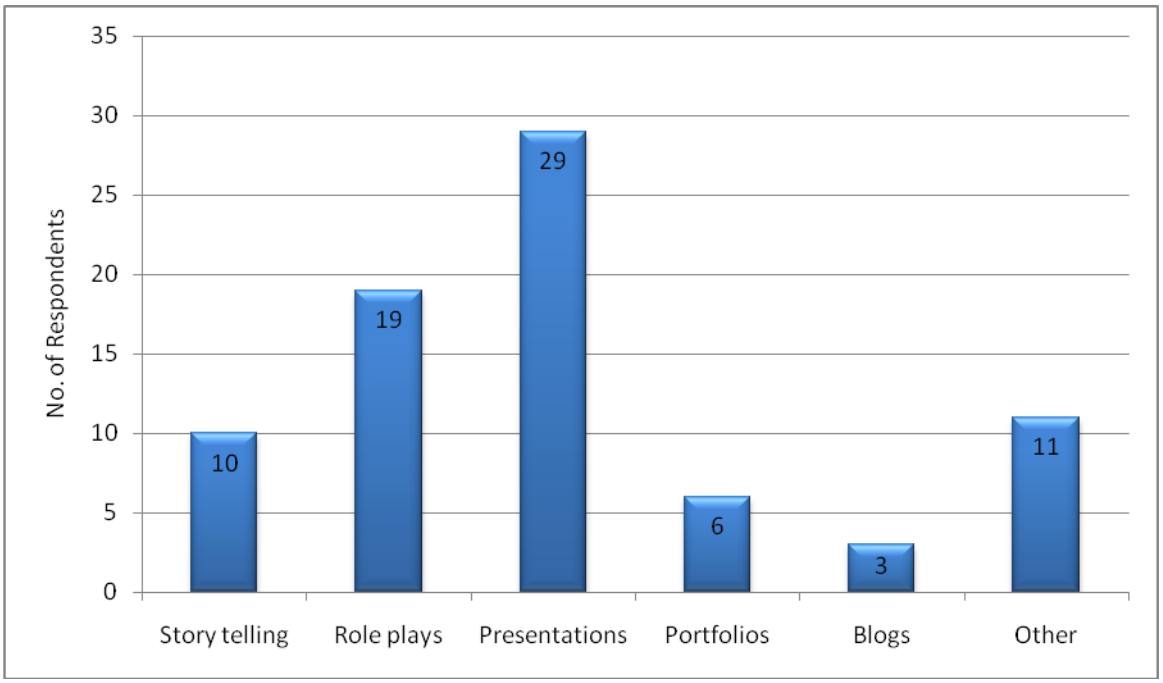

Figure 38: Methods of assessment used by teachers to measure students' change in the learning of culture
Note: Teachers were able to tick more than one category of assessment.

As noted in Chapter Five, teachers overall believed that they themselves had increased their cultural knowledge, with 75% saying that the change was 'noticeable' or 'a great deal'. Many commented on the value of the resources they had brought back from the immersion country. Indeed for some teachers, this was one of the key benefits and viewed as making the culture '*real*' for students.

7.3 Perceived effect of the immersion programme on students' ICC

One of the expected outcomes of the effectiveness reporting framework (ERF) (Ministry of Education, 2007d) is the development of students' ICC as a result of teachers' implementing changes in classroom practice. Teachers are expected 'to demonstrate that their students have increased their language knowledge and use for effective communication and [increased their] ICC' (Ministry of Education, 2007d). Despite the fact that the effectiveness reporting framework has been in use since the end of 2007,

few teachers in the questionnaire, case studies and qualitative studies appeared to have used it.

Questionnaire respondents were asked if there had been a positive change in their students' ICC as a result of their (the teachers') immersion programme. Of the 38 valid responses, half of the teachers (19) perceived their students had a positive change in their ICC to 'a little' extent while 18% (7 teachers) reported no positive change at all. That means that 68% of teachers saw no or minimal change. Additionally, there were 16 non-responses and this may well be noteworthy since it is likely (based on qualitative comments from questionnaire respondents and interview data) that many teachers were unaware of what ICC was, and therefore chose not to reply. These findings were not surprising given that the development of ICC had not been a visible goal of the immersion programme until recently, and that minimal professional development on it had been available.

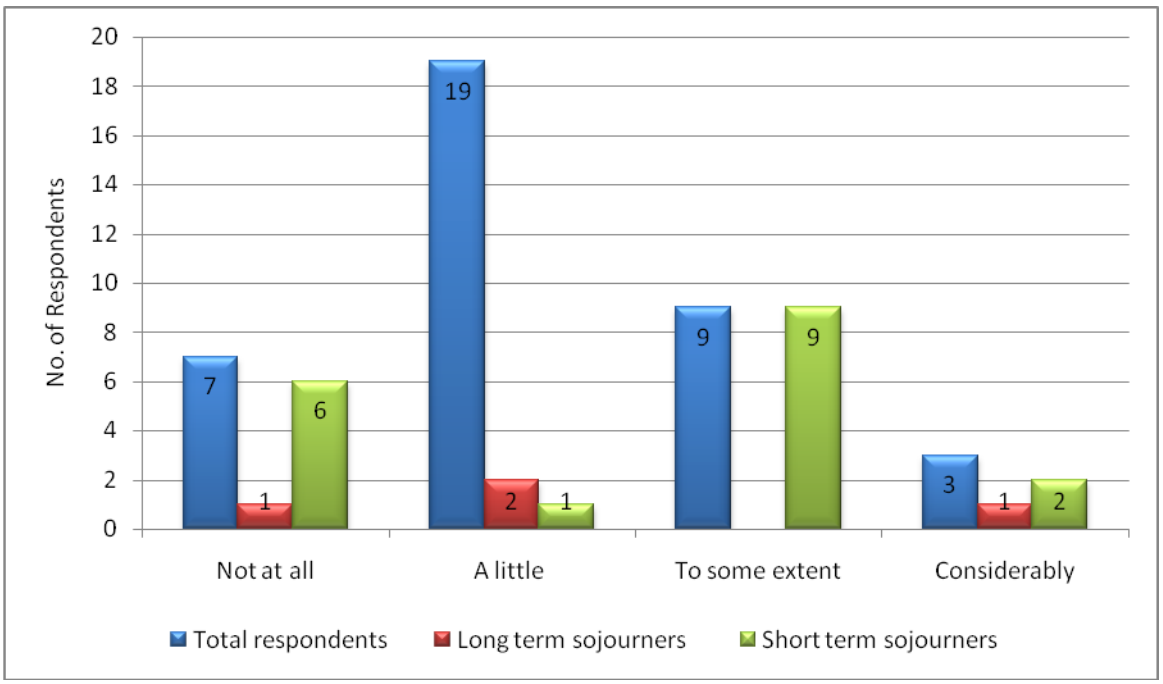

Figure 39: Teachers' perceptions of positive changes in students' ICC as a result of the teachers' immersion experience of questionnaire data (*n* = 38)

Only 30 questionnaire respondents (of 52, that is, 58%) answered the question regarding what their students were doing differently in the area of ICC after the immersion programme. For those teachers who appeared to have some understanding of ICC, an increase in students' awareness was a common theme. Students were seen to be more aware of the immersion culture generally and noted similarities and differences between the known culture and the immersion culture. For example, one teacher noted '*appreciation for the German culture and how it is different to ours*'; another observed students were '*making links more explicitly'.* One teacher talked of an '*attitude change, for example, great interest and open mindedness towards non-English speaking cultures, expresses itself mostly in more curiosity, higher level thinking questions from students*'.

A number of teachers seemed to confuse increased knowledge of the culture with ICC. As Newton, Yates, Shearn, Nowitzki, Dickie and Winiata acknowledge, however, intercultural language teaching 'does not preclude traditional approaches to culture, which involve information about a country, its institutions, society and history' (2008, p. 70). However, it is, as Newton also says, 'most emphatically not just about transmitting information about culture. Instead, it focuses on raising awareness of culture and culture-in-language in the lived experience of the students as well as in the lives of people in the target language community' (2009, p. 2). For most teacher questionnaire respondents, although they perceived positive changes in their students' understanding of the immersion language culture, ICC did not feature. Demonstrating minimal understanding in response to the question on ICC, one teacher said that '*they know where* [immersion country] *is now because I showed them on the map'*. These findings were supported by AFS Milestone Thirteen, which identified that a good number of teachers show limited or no understanding of ICC and this was an issue that requires addressing (Robb, 2009a, p. 17). As Göbel's (2009) research indicates, teachers' own intercultural experiences seem to be important in developing students' intercultural learning and development.

7.4 Perceived effect of the immersion programme on students' attitudes to learning and student motivation to learn the immersion language

A positive attitude to learning and using the immersion language is critical for successful language acquisition. Teacher respondents were very positive about the effect of the immersion programme on students' attitudes to learning and to using the immersion language, with 71% (35) indicating a 'considerable' change and a change 'to some extent' (Figure 40). Of these 35, twelve teachers reported a 'considerable' change. These were for the most part, teachers who had been on short-term programmes. Of the seven teachers who had been on one-year programmes who responded to the questionnaire, four reported positive changes 'to some extent' while only two reported 'considerable' change.

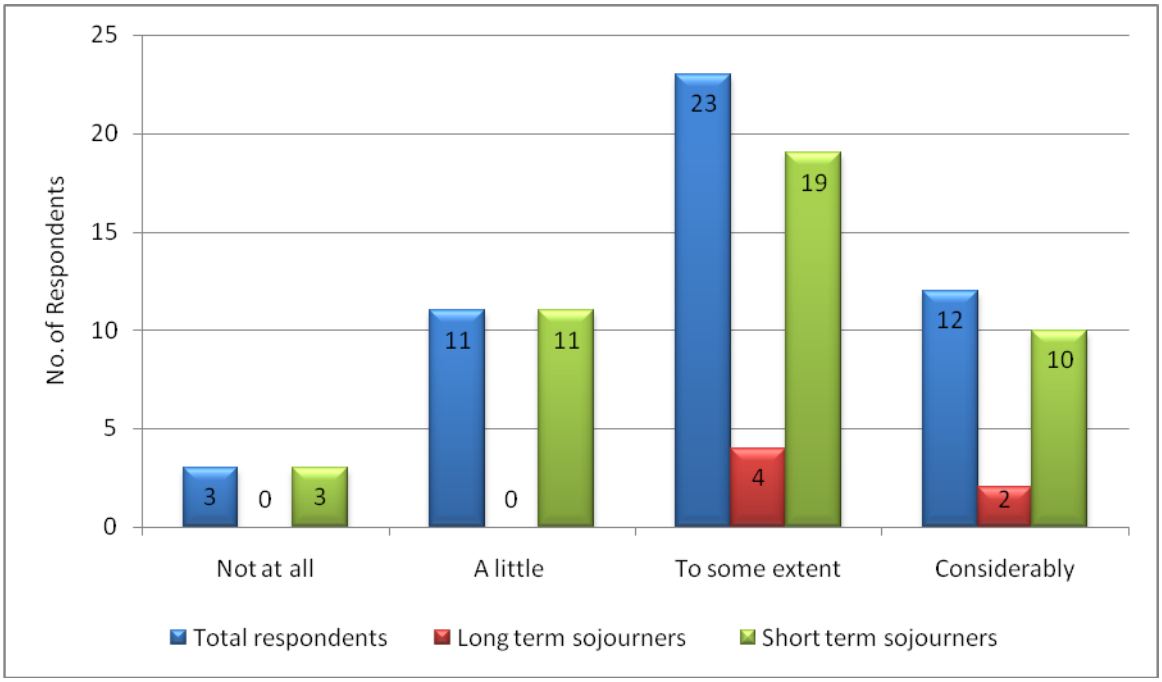

Figure 40: Teachers' perceptions of positive changes in their students' attitudes to learning and to using the immersion language as a result of teachers' immersion programme (*n* = 49)

As discussed in Chapter Six, questionnaire respondents noted an increase in confidence in teaching the immersion language (almost 75% reported a 'noticeable' or 'considerable' increase) as a result of the immersion programme. Correlation of questionnaire data indicated a positive relationship between an increase in teacher confidence and their perceptions of positive changes in students' attitudes to learning and using the immersion language (r = 0.499, $p<0.01$). A moderately high positive relationship was also noted between teachers' views of positive changes in their knowledge of the immersion culture and perceived positive changes in students' attitudes to learning and using the immersion language (r = 0.592, $p<0.01$) and to students' positive attitudes to learning about the culture (r = 0.485, $p<0.01$).

Forty-nine teachers in the questionnaire provided examples of what their students were doing differently after the immersion programme, many of which centred on students' increase in quantity and quality of immersion language use. Some teachers made direct links between their own increased confidence in using the language and their students' increased output. One teacher said, for example, '*they want to use more target language in the classroom because I am more confident with it'.*

Number of responses	Positive changes in students' attitudes to learning and using the immersion language: Examples from teachers of what their students were doing differently (questionnaire)
20	Increased immersion language output/increased quality of output: • *using the language more frequently/ more interaction* • *using the language more spontaneously* • *requesting extra vocabulary* • *speaking better, that is, more accurate pronunciation* • *higher achievement levels* • *confidence/willingness to attempt the language*
15	Enhanced links : • *high level of interest in visit to immersion country* • *interest in sister schools* • *greater awareness that languages takes you places* • *stayed with host families as direct result of teacher's immersion experience* • *made friends with speakers in immersion country*
6	Increased interest in culture : • *more questions mainly about the culture*
6	Higher level of engagement/motivation/interest: • *excitement about talking to real people*
3	Receiving more input: • *more exposure to language input. Listening more carefully* • *exposure to recent events, materials, trends, music*
2	• *increased number of students studying the language and continuing with language study.*
2	• *nothing* (in one case as teacher is no longer teaching same class)
1	• *more use of technology for language learning*
1	• *more contextual learning*

Table 26: Positive changes in students' attitudes to learning and using the immersion language. Reports from teachers of what their students were doing differently after the immersion programme

Note: Some teachers gave multiple responses

The above findings were reinforced by those collected in interviews with CSLT teachers as well as QSST teachers. CSLT teachers reported similar increased use of the language by students. Greater effort and enthusiasm also figured significantly along with an interest in using the resources teachers had brought back such as DVDs and magazines. Regarding QSST teachers, the following changes in attitude on the part of students were reported in post-immersion programme interviews. Eight (of the ten QSST) teachers reported their students demonstrating greater interest and enthusiasm in class, including a more positive attitude to language learning and '*excitement about talking to real people'*. Also noted were more students wanting to continue studying the language and to visit the immersion country. AFS Milestone Thirteen reinforced this. It reported teachers' (one-month sojourners) perceptions that their students' language learning opportunities were more effective post-sojourn through teacher use of realia and new teaching resources such as videos (one teacher had set up a DVD library in addition to updating the language lending library), more immersion language input, greater cultural knowledge and increased enthusiasm (Robb, 2009a, pp. 201–202). Additionally,

teachers reported greater networks and new interaction opportunities for their students (for example, penpal exchange, and sister school relationships which resulted in student visits).

Motivation is considered to be 'one of the most significant predictors of success in foreign language learning' (Coleman et al., 2007, p. 245). In relation to student motivation, a number of teachers in the questionnaire and in interviews reported increases. One teacher, who had been on an immersion programme through the Goethe Institute in 2008, identified the use of digital media (as a result of her sojourn) as one factor that had had the greatest effect on student motivation and that had also resulted in a further outcome, completion of more work online (ILANZ, 2009, pp. 49–50). Another indication of motivation and increased interest was the greater numbers of students wanting to learn languages. One teacher in the questionnaire noted '*more students studying* [immersion language] *this year'*, while another said '*word is getting around that* [immersion language] *is a good option'.* Although other factors in the social context cannot be ruled out, it appears that teachers' attitudes and increased enthusiasm were having a positive effect on the numbers of students wanting to study languages, as well as on students' attitudes to learning and using the immersion language. Finally, as discussed earlier in the chapter, it is worth noting that motivation is linked to students experiencing a sense of success. As students see themselves being successful in their language learning, they are motivated to put in even more effort.

7.5 Teachers' perceptions of what was useful in changing their practice to improve students' language learning opportunities and outcomes

Teachers were asked in the questionnaire what components of the immersion programme they saw as being most valuable in changing their practice to improve students' language learning opportunities and outcomes. Many of the 51 teachers who responded identified their improved language proficiency, which in turn led to increased language use in the classroom mainly by the teachers themselves (i.e., immersion language input) but also increased oral production by students. Increased teacher input is important since as Ellis says, 'in general, the more exposure [learners] receive, the more and the faster they will learn' (2005a, p. 38). Increased teacher proficiency and concomitant increased input for students was strongly linked with reported increases in teacher confidence. One teacher talked of '*a boost in confidence because of my speaking'.*

Number of teachers reporting	Components of the immersion programme identified by teachers as being most valuable in changing their practice to improve students' language learning opportunities and outcomes
29	Language gains resulting in greater use of immersion language in the classroom: • Increased language proficiency/knowledge • Increased fluency
11	Opportunity to develop confidence
8	Formal study: • Language study in formal classes in Immersion country (x 4) • Classes on aspects of the immersion country's culture (x 2) • Classes on pedagogy (x 2)
5	Increased cultural knowledge: • Having first-hand experience of the country /real experiences • Being able to talk to students about the immersion culture
5	Resources: • Authentic resources from the immersion country • Up-to-date resources
4	Contacts with schools in immersion country
3	Professional dialogue: • Opportunity to discuss distance learning strategies with overseas colleagues; e.g., online teaching and resources • Opportunity to observe teaching in French schools • Informative discussion with other language teachers

Table 27: Components of the immersion programme identified by teachers in questionnaire as being most valuable in changing their practice to improve students' language learning opportunities and outcomes
Note: Some teachers gave multiple responses.

In relation to benefits for students that teachers saw themselves bringing to the classroom, interviews with CSLT and QSST teachers indicated similar findings, as can be seen in Table 28. Benefits were first and foremost linguistic. All teachers reported enhanced immersion language proficiency which translated into increased immersion language input for students. Other benefits included teachers' experiences of the culture, authentic resources for teaching language and culture, their increased confidence and enthusiasm as well as links with immersion language speakers. One teacher noted that '*my enthusiasm tripled*' while another said '*I am more effective and appear more authentic to students*'. Bringing back new resources was mentioned by a number of teachers. For one teacher, it was not just the new resources, it was '*knowing how to make more effective use of them*'. All these benefits make valuable contributions to enhanced language and culture learning opportunities for students.

Years	CSLT responses	QSST responses
9–13	Considerably increased immersion language input *'including more everyday phrases'* *'Confidence'* Pedagogy: '*Uses different ideas about teaching which she learnt from teachers overseas; relies less on text*' Resources: '*Uses the media more now'*	*'Enthusiasm'* *'Up-to-date knowledge'* *'Effectiveness'* *'Authenticity'*
		Greater use of the Immersion language including '*instructional language'* *'Confidence'* *'Authentic resources'* Keenness to develop '*own language proficiency'*
	'Enthusiasm first and foremost' *'Significant increased immersion language input including up-to-date language skills'* Authenticity: *'You are more authentic to your students'* Resources: *'DVDs, books, magazines'*	*'Greater fluency'* *'Confidence'* *'Greater understanding of the resources I already had and how to use them well'* Exchange programme possibility
		Different resources; for example, '*more stories related to immersion country'*
		Authentic cultural material, for example, visual documentation
7–8	Considerably increased immersion language input Pedagogy: *getting students to guess more as people do in real life* *Bringing the 'life stories' into the classroom*	Real-life experience. Lots of stories but opportunities to use these has not yet evolved
		Resources/photos First-hand experiences
	Considerably increased language input (now 80% of input) Confidence Real life experience and authenticity Links: *has organised a school visit to immersion country*	*'Enthusiasm tripled'* *'Awareness of the importance of conversations as well as vocab'* *'More* immersion *language use in classroom'* Improved ways of learning vocabulary Resources: songs, different media
		Authentic language Integrating resources into the programme Variety – '*now change the situation to suit children and their interests'* Enthusiasm Confidence
		Greater knowledge of culture Confidence in using the language

Table 28: Benefits teachers can bring to the classroom (identified by teachers: CSLT and QSST, in interviews)

Teachers' reports of increased immersion language input for students was supported by classroom observations of the 10 QSSTs after their immersion programmes. Most teachers were observed using more immersion language and with greater confidence and fluency. Improvements in teachers' pronunciation were noted as well.

7.6 Other outcomes

Teachers reported further positive outcomes for students. One of these was more students continuing to study the language (increased retention) and this appears to be linked to some extent at least with increased teacher enthusiasm. Teachers in the questionnaire, for example, indicated increased retention both from Year 9 to 10 and higher and from Years 7 and 8 to secondary school. In talking of her Year 8 class, one teacher said that the students '*can see that language takes you places. My enthusiasm has rubbed off. Many (girls at least) will go on to do French at high school'*. Another reported an '*increased number of students studying Japanese this year. Talk around is that Japanese is a good option'.* AFS Milestone Thirteen (Robb, 2009a, p. 203) reported Year 9 to Year 10 retention increasing by 90% in one school and that a new class was created in Year 10 in another school.

Two teachers who responded to the One-Year Teacher Programme Post-return Report 2006–07 indicated outcomes for students that included all students in a particular year attending language camp, all students in Years 11 and 12 enrolling for the Australian Language Certificate, and a keenness by 75% of students in one class to improve their language by attending after-school language classes (Robb, 2009a, p. 262).

An obvious feature of immersion sojourns is that teachers may need to leave their class with a reliever for a period of time depending on the time and length of the sojourn. Of 48 short-term respondents to the questionnaire, the immersion programmes of 20 teachers overlapped completely or significantly with school holidays and relievers were not needed. Most other responses were neutral: '*I looked for a reliever and set relief for the four weeks',* or positive: '*a replacement German teacher was found which was great'.* Several comments noted that although the reliever was good or at least adequate, the students missed their usual teacher: '*She was good but the students missed me'.* There was just one strongly negative comment amongst the short-term teachers: '*AFS paid for a long-term reliever who was chosen by* [the school]. *Their reliever was incompetent and my class did not get much learning done due to misbehaviour'*. Some teachers had the task of setting all the relief lessons for their absence, which added considerably to their preparations for departure: '*I had relief for the time away but had to set three weeks work for my classes'.*

Not surprisingly, covering the extended absence of a teacher with competent relief for a long-term immersion programme required a lot more effort and organisation. Out of five long-term questionnaire respondents, this did not appear to be problematic in four cases but for one of these (a teacher of Years 7–8), the relief teacher was not a language teacher and so no additional language was taught in that year of absence. Another one of these teachers talked about having to '*plug the gaps'* in student knowledge when she returned. For a fifth teacher, the effects for the target language in her school and for her students appeared to be dire. She had this to say:

> *The first reliever left prior to NCEA exams. The second reliever also left. The decision was made to put students in Years 11, 12, 13 on correspondence. Most students did relatively little, only 3-4 handed in 7 sets. Since I have been back I feel like I have been in damage control. Results were not good, numbers were down. Students lost confidence and motivation and did very little in any work in TL* [target language] *for over a year. I lost contact time due to reduced numbers and lost use of my TL specialist room in one option line. This has been a hard year for students trying to do two years work in one.*

Outcomes for students in this case included students dropping out that year, poor exam results and a decrease in the number of students who continued studying the subject the following year. Students in their feedback to AFS about their teachers' time away also reported discontinuing the language and losing focus and enthusiasm for learning (Robb, 2009a, p. 264). It seems, then, that where relief arrangements are unsatisfactory and students do not have continuity of quality teaching, language learning will suffer negative effects which may, in fact, outweigh the positive effects of the teacher immersion sojourn, at least in the short-term.

Another factor affecting student outcomes was the timing of the sojourn experiences. This was especially true for teachers of senior students who went to Europe on long-term sojourns. One CSLT left just five weeks before national exams and returned at the same time to a new class the year after. Moreover, on returning to her senior students, one CSLT noted that her expectations were too high as she '*was still thinking 80% IL*[immersion language]*'.* A CSLT teacher of Years 7–8 also noted that because the sojourn stretched over two New Zealand school years, the disruption to students was amplified.

7.7 Conclusion

The immersion experiences of teachers have undoubtedly played a role in strengthening student language learning and student outcomes. Findings from the questionnaire, interviews and observations indicate that the teachers' immersion experience had a positive effect on students' attitudes to learning and use of the immersion language, with 70% of teachers perceiving the increase to be 'to some extent' or 'considerable'. The teachers also appeared optimistic about the extent to which students had increased their knowledge and use of the language, with the majority (60% of teachers) perceiving 'some' or 'considerable' increase. Achievement data were not available but some teachers in the questionnaire and in interviews reported improved formal assessment outcomes such as in school exams and speech contests. Teachers' perceptions of students' attitudes to learning about the culture were positive but less so compared with attitudes to learning the language. This was somewhat surprising when considering teachers' positive comments about their own enhanced cultural knowledge. The challenge for teachers may be implementation in the classroom. Perceptions of students' attitudes to ICC were least positive, with 70% of teachers seeing no or minimal positive change, which may well reflect teachers' uncertainty or levels of understanding about ICC themselves.

In addition to the improvements listed in the previous paragraph, some teachers' feedback, as well as the milestone reports, indicated other gains such as greater student retention, increased numbers of students learning languages and students' increased interest in undertaking an immersion experience themselves. Some negative effects were also reported as a result of poor relievers while the teachers were on the immersion programmes.

Despite overall positive outcomes for students' language learning, in light of the findings that some teachers noted only 'a little' effect from their immersion programme on student language knowledge and their students' cultural knowledge and ICC, we query whether the immersion programme is being used to best advantage for improving student learning experiences and outcomes. The immersion programme does lead to teachers' improved fluency and confidence in language use and a greater knowledge of the culture which results in better learning opportunities for students. However, immersion programmes have the potential to have an even more positive effect on student learning outcomes and experiences. For this to be achieved, teachers need opportunities to process and reflect on what they have learned and consider the implications for their classroom practice. As one teacher commented, '*the challenge is to put all that was learned into use'* (Robb, 2009a, p. 155). Timperley et al.(2007, p. 201) see this processing and reflection as best undertaken in a community of practice; that is, with colleagues:

> The opportunity to process the meaning and implications of new learning with one's colleagues appears to be fundamental to the change process, where that change impacts positively on student outcomes.

Hallmark's report (2005) also made reference to student outcomes, stating the need for 'clear expectations of linkage to improved student learning experiences and outcomes [and that these] should be made part of the conditions of participant acceptance on to an immersion . . . programme' (p. 5). Hallmark also observed that teachers were 'still learning how to articulate the resultant changes in their practice and their students' learning, this last extrapolation being the greatest challenge' (p. 4). This appears to still be the case. As mentioned, the adoption of the effectiveness reporting framework at the end of 2007 provided a positive step towards improving outcomes for students. More recently, changes have been made to the one-month post-return report. These include alignment with three goals that focus on language, culture and pedagogy, alignment with the effectiveness reporting framework, separating personal from professional goals and keeping the 'focus sharp on the immersion experience; the goals of intercultural language learning . . . and teacher LEARNING' [emphasis in original] (Robb, 2009b, p.21). The apparent lack of consistency in the information gained from contractors involved in the immersion programmes as to the effect of the immersion programme and what it contributes to quality teaching and learning also appears to have been dealt with. It is worth noting too that the information which now appears on the Ministry of Education's web site regarding language immersion awards is more comprehensive. Not only are teachers encouraged to look at and reflect on the effectiveness reporting framework, and in particular on how their goals support outcomes for students, but the site also contains useful links to other references and former recipients' postings (Ministry of Education, 2009a).

In relation to the effect of immersion programmes on student outcomes, therefore, teachers need to be aware of the desired outcomes (by the Ministry of Education) if the teachers are to have an effect on student learning. When teachers in the questionnaire were asked for suggestions for changes to the immersion programme to improve teaching and to maximise language learning opportunities and outcomes for students, one long-term immersion programme teacher said: '*more focus on exactly that aspect* [student outcomes], *prior to departure, and during the experience'.* Such a focus on outcomes in a pre-immersion programme – or what Harbon (2005, p. 29) describes as 'pre-departure briefings where discussions about how the programs will impact on students' learning experiences and learning outcomes (which) are made explicit from the beginning' – would be of value. As Timperley et al. (2007, p. 8) point out:

> Targeted outcomes for students may be relatively narrow, typically involving the learning of specific knowledge and skills. They also may be broad: comprehending text, learning how to learn, developing collaborative skills, or improving well-being. Whether narrow or broad, they must be clear to the teachers engaging in professional learning experiences. Otherwise, the teachers' engagement is not likely to make a difference for their students.

Finally, the effect on students has been, for the most part, based on teachers' perceptions augmented by researcher observations. A more in-depth study of changes in student outcomes, achievement and experiences would yield valuable data that would show evidence of the efficacy of immersion programmes for teachers.

7.8 Recommendations

It is recommended that:

- further research is commissioned to gather student achievement data, so that further information can be garnered as to the efficacy of the language immersion awards and other forms of professional development for language teachers (e.g., TPDL)

- teachers who are beginners in teaching languages and who wish to undertake an immersion programme would benefit considerably from programmes such as the Ministry of Education–funded Teacher Professional Development Programme Languages (TPDL) which enables a teacher 'to be an effective languages teacher, improve language proficiency and understand and effectively apply second language teaching methodology' (Thomson, W., n.d.). To maximise the value of the immersion programme, teachers new to language teaching should be encouraged to enrol in the TPDL programme before going on an immersion programme

- to further enhance substantive student outcomes, a pre-immersion programme with an emphasis on ways in which the programme will have a positive effect on outcomes for students would be useful in sharpening the focus of teachers on immersion programmes

- to ensure changes in practice result in improved student learning and outcomes, immersion programme participants should enrol in a post-sojourn programme facilitated by someone with expertise in language teaching, ICC and an in-depth understanding of the new curriculum. Such a programme would have a strong focus on implementing changes in the classroom as well as support for teachers to achieve this

- satisfactory relief arrangements are made for teachers on immersion programmes so that students are not negatively affected by the absence of their classroom teacher. The Ministry of Education may wish to consider immersion programmes up to a maximum of six months, thus reducing the potential negative effects for students while their teachers are away.

CHAPTER EIGHT: KEY FACTORS AND PROCESSES IN THE IMMERSION PROGRAMMES THAT DETERMINE WHETHER OR NOT GOALS AND OBJECTIVES ARE ACHIEVED?

> [There is a] shared responsibility of the participant, the home institution/jurisdiction and the in-country program for making immersion experiences valuable;
>
> (Harbon, 2005, p. 4.)

8.0 Introduction

The efficacious structuring of immersion experiences is an important (perhaps the most important) component in working towards ensuring that learning takes place. Consequently, if funding institutions such as the Ministry of Education require particular outcomes for students and teachers, teacher immersion programmes need to be framed in particular ways that enable explicit understanding by teachers as to why they are going, how they can most efficaciously prepare for their sojourn, how they should approach learning while overseas and what the expectations are of them on their return. Bridges (2007), in her research on a short-term INSET study abroad programme, argued that long-term learning should be explicitly incorporated into even short-term programmes. She particularly identified post-INSET follow-up as a key concern. This chapter examines a number of issues identified by teachers that relate to programme design that affected the quality of their experiences and, to some extent, their (and therefore student) learning.

8.1 Sojourn information, preparation and support for teachers before departure

Preparing for the sojourn is a crucial time for teachers. They need to balance preparing students for their departure, organising relievers if necessary, arranging their personal affairs, including, in some cases, organising care for children and renting out their house. Teachers also need to consider what they can learn before departure that will enhance their experiences while away.

As we saw in Chapter Three, teachers came to the immersion sojourns with a wide range of experience in travel, language teaching and target language proficiency. The support, advice and information received from the sending agency was therefore crucial in many cases to the quality of the experience, especially for those who had not travelled much. All research participants were asked about the level of support and preparation they were assisted with by the contracting agency before departing for their immersion country. The level of information given to participants seemed to have been minimal in many cases. As can be seen from Table 29, a detailed itinerary was the most frequently received means of support. However, only 35 received one. Two participants reported receiving all nine forms of support (participants travelling with Japan Foundation and ILANZ). Significantly, low numbers of participants received help

with some crucial aspects of their immersion experience such as information on school placement (eight), help with locating suitable language courses (nine), cultural information (nine), and an orientation session (eight) and/or language instruction (four).

	Number of Respondents
Detailed itinerary	**35**
Information on visas etc.	**31**
Orientation session	**8**
Language instruction	**4**
Cultural information	**9**
Help with accommodation choice	**21**
Help with locating suitable language courses	**9**
Information on school placement	**8**
Mentoring	**1**
Other	**5**

Table 29: Information received before departure
Note: Respondents were able to tick multiple answers

There were just five comments in the 'other' category. One participant identified preparations she had made herself such as going to night school and reading books. Another said she received some information from people who had been on the course previously, two others noted that they felt that they received very little information. One said, '*felt in the dark till right at the end'.*

For the long-term sojourn questionnaire respondents (*n* = 7), one person was given information about her homestay before leaving and was told of one of her school placements (however, she had two). Another respondent said that she had concerns about the level of preparatory information she received. She had documented her concerns to the sending agency fully and realised that there were problems because she was in one of the first one-year cohorts. This person was nevertheless concerned that the issues still seemed to be happening for new sojourners. Another respondent wrote that '*support was patchy, wasn't told about visa requirements which were huge'.*

From the short-term sojourn questionnaire respondents (*n* = 34), nine commented negatively on the support and information they received before departure. These comments ranged from the fact that the sending organisation had no real understanding of the situation of the country they were sending the teacher to, to receiving too little information too late and receiving incorrect information. One comment was as follows: '*Information was very minimal – had no idea of my programme when I arrived so made it very difficult to prepare beforehand'.* In addition, some short-term respondents were required to pay their own airfare and the delays in information meant that they had to pay far higher prices for their air tickets than was necessary and than they had expected to.

Twenty five short-term respondents were more positive, with some stating that they had received collated information from previous sojourners and '*a comprehensive*

booklet of information notes'. However, even when information had been received, respondents commented that it was perhaps minimal *'useful information from previous (participants). Good to have had contact with them as well. Outline from (organising institution) . . . but not a lot of detail'.*

When asked what kind of support they would have liked (that they did not get), long-term participants mentioned a detailed itinerary for the first few weeks, help with organising study, help with visa preparation and an orientation session. These comments overlapped with those of the short-term sojourners, who said they would have liked more information and support in the areas itemised in Table 30.

Information about host family and expectations of living in a homestay environment
Help with understanding what would be good to bring back for students (realia, course materials)
Contact with other award recipients in the same city
More, and more specific information (one person was staying in two towns but was only given pre-departure information on one)
Negotiation over the school placements, amount of work and expectations. One respondent said: '*I was sent to work in two schools in one city and in the second half of the month I went to every school, preschool, special needs (IHC), high schools, polytechnics, night schools in the area! Too much. I couldn't get to know the students at all, just be ambassador for NZ giving speeches, morning, afternoon and night.'*
Pre-departure meeting to clarify expectations
Post immersion debriefing
Earlier information for planning
Locating suitable language courses
Possible expectations of participants: '*At the time I wasn't too sure exactly what I was to do or what I was to learn. I kept my own diary which was great and a blog site which was excellent for my class.'*

Table 30: QSST responses on what kind of information they would have liked pre-departure

The four case study long-term (CSLT) participants interviewed and observed in this research were all part of the first cohort of government-funded long-term language immersion awards. Pre-departure support does not seem to have been adequate for this first cohort and work has been done to improve this since. For teachers leaving the country for 10 months to a year, their personal and professional commitment is substantial and they need to be well prepared for such a major undertaking. Comments from the CSLTs on the nature of their pre-departure support were mostly negative and are summarised in Table 31. Responding to another question, however, one of the CSLTs noted that she found a green sheet explaining culture shock from the sending agency very helpful. The participant acknowledged feeling considerable culture shock and the information helped to confirm that what she was going through was natural and to be expected, and would pass.

CSLTs	Comments
Teacher 1	*'There was no pre-departure support. It would have been good to have had a list of cultural differences and essential phrases for those who were not proficient in the language.'*
Teacher 2	*'Forewarned is forearmed right? I knew nothing except who my (host) family was, town and departure date, needed heaps more information. None from the programme in New Zealand. Did have some contact with host family but none with school. We had an orientation day when I arrived. I was put in with another programme of 'young workers'. Felt unsupported when I was looking for an apartment and somewhere to study – was left to organise this for myself. No buddy person. I asked four times. When they got around to it I had already started to make friends.'*
Teacher 3	*'Asked language advisor and got information from web site. No information from … (disappointing) and indeed felt the overall preparation by … was poor. CSLT3 felt it was like sending people into a void. Expectations weren't clear and this could lead to misunderstandings.CSLT3 was told she would have five hours teaching per week but the people in the host school had other expectations (for her to teach much more).'*
Teacher 4	[The sending agency was] *hopeless, totally incompetent and unprofessional. There should be a lot more preparation for teachers, they should be told where they are going well in advance to prepare.'* She said that they *'stuffed up passports, dates and visa money'.*

Table 31: Comments from CSLTs on pre-departure support

One CSLT said she would have liked beforehand:

- a meeting with a language advisor to get the maximum benefit from the experience instead of being left to her own devices
- a clear indication of expectations
- feedback on the goals she submitted (that is, a professional approach with some input from the language advisor).

Reports by qualitative study short-term (QSST) participants on pre-departure support were also largely negative. The following vignette explains the frustration and difficulty one QSST experienced because of the quality of pre departure support.

In 2008, Carolyn was an experienced language teacher of eight years learning an additional teaching language and she was in her third year of teaching this. Her one month sojourn was in a country where her new teaching language was spoken. Because she specifically asked before departure, Carolyn was put in touch with a teacher who had already been to the same place she was going. This teacher gave her good information on what to expect and Carolyn appreciated this. However, she said she was ringing the sending agency on a weekly basis before departure and got her information about the placement only 10 days before. This only gave her time to send one email to her host family and she would have liked more time than this to establish contact. She received a generic booklet from the sending agency which gave advice about what books to take and so on. She also received a page of information on the country she was travelling to. Before departure, Carolyn felt she had only a vague idea about what she was expected to do on a regular basis when she reached her destination. When she rang to ask, she was told that she was expected to teach five hours a week at the local school. This ended up being 25 hours per week. To her disappointment there were no language or culture classes in the town where she was placed. Carolyn felt that if she had not persistently asked, she would not have been told anything by the sending agency. Even though she had travelled previously she felt out of her comfort zone before departing for her sojourn.

Figure 41: QSST account of pre-departure support

8.2 Goals setting and outcomes

An important aspect of structuring an immersion experience is that participants understand why they are going on the sojourn and what they should achieve while they are away. When asked about the clarity of intended outcomes, responses were mixed although Figure 41 indicates that the majority (84%) were either 'relatively clear' or 'very clear' on the intended outcomes from the immersion experience. One of the long-term participants was worried that she would have to be fully fluent in the immersion language on return to New Zealand and was relieved when told that this was not the case. Another noted she had received no guidance at all and felt it would be useful to have had someone else to talk to about setting goals.

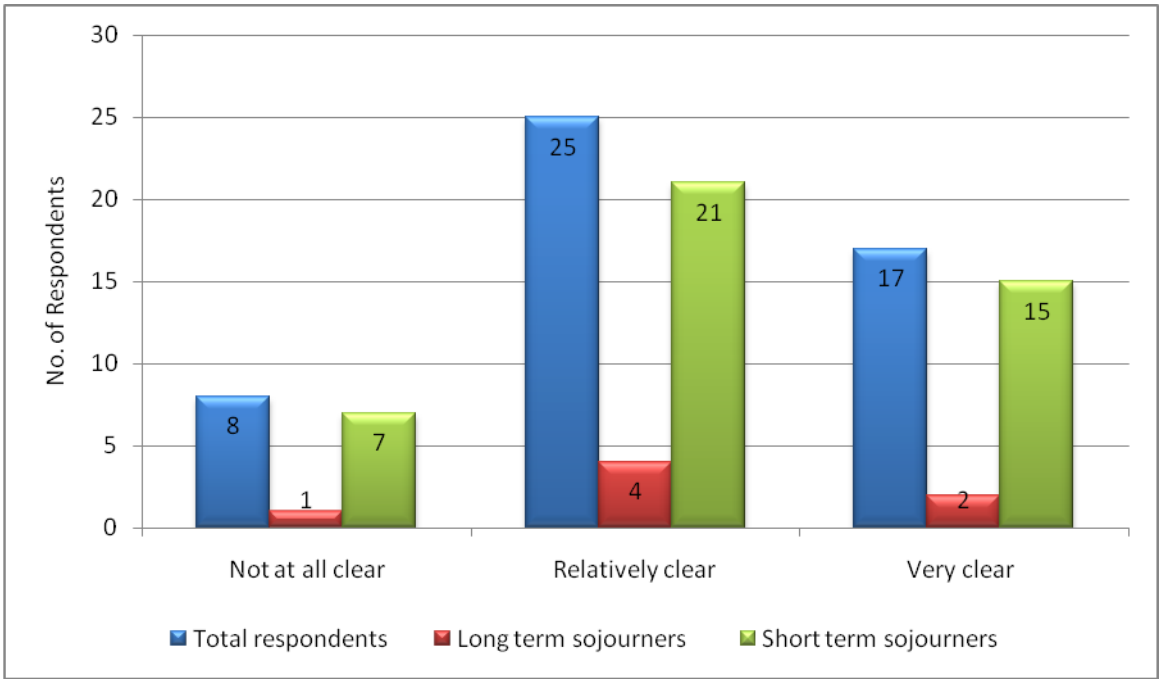

Figure 42: Clarity of intended outcomes from immersion experience (*n* = 50)

A key aspect of the government sponsored immersion programmes is that participants are required to set goals (Robb, 2009a) for their sojourn. Up until 2008, this was a process participants carried out by themselves. On the whole, goals were not sufficiently specific or personalised to helpfully direct teacher learning. From 2009 (and largely as a result of findings emerging from this research) a second language acquisition advisor has been appointed to assist teachers.

The advisor has five specific tasks:

- participation in selection processes, including selection panels for teachers
- provision of effective professional advice to award recipients, regarding appropriate goals for the award that are consistent with research and current policy
- provision of advice to teachers regarding strategies to employ and practical steps to take to support achievement of their goals for the immersion experience

- provision of advice to teachers to support post-return implementation of changes to pedagogy arising from the professional learning gained from the immersion award
- provision of advice regarding the design of reporting.

(Ministry of Education, 2009b)

Questionnaire participants were asked what goals they set for themselves. Long-term questionnaire respondents (*n* = 6) were mostly general in their answers, covering language fluency, and cultural awareness. One person specifically wanted to make resources to share with other teachers. She did this and has them available for teachers on the teacher resources web site for that language. Information about the CSLTs' goal setting was as follows:

CSLT	Comments about goal setting
1	Could have spoken to another French teacher about goal setting but didn't take up this opportunity. Goals for the programme were to improve own language and cultural knowledge and CSLT1 felt she met these. She also wanted to share what she learned. There were some time constraints put on meeting her goals because of the amount of teaching she was doing (28 hours of English a week for much of her sojourn).
2	Did not set any goals but considered the programme outcomes had been met.
3	Wanted to improve language fluency and competency, create links with a school(s) so she could establish relationships with own school for exchange links. She also wanted to increase and improve her teaching capabilities.
4	Stated that in every respect she met her goals.

Table 32: CSLTs goal setting

It is important to note that although three of the CSLTs appeared not to have set very formal goals and all CSLTs felt dissatisfied with the amount of support they were able to receive before leaving New Zealand, they were very clear about how valuable they found the opportunity to spend an extended period of time learning and living in another country. They all felt that the outcomes for the programme and any goals they had set had been (more or less) met.

When asked what goals they achieved while on their sojourn, long-termer questionnaire respondents focused particularly on the increase in their language proficiency, for example, *'language proficiency – went over DELF Level A1, sat and passed B1 in France and I increased my vocabulary, speaking and listening skills, reading and writing ability'.* One person discussed cultural learning: '*I felt I became one of the locals because I immersed myself in the culture. I travelled around and visited numerous places. I experienced different festivals and important days. My cultural awareness increased'*. And another teacher mentioned making friends and contacts.

Short-termer questionnaire respondents' goals could be categorised into the following key areas:

- gather resources to support classroom learning
- improve language proficiency, in particular speaking as much as possible (with an emphasis on correcting grammar, improving pronunciation and extending vocabulary)
- increase cultural knowledge
- travel around and learn as much as possible.

Some examples of written goals for the short-term respondents were:

> *Link back with my class – blog. Try something new every day. Seize all opportunities. Take photos of signs.*
>
> *To learn the language to the best of my ability, come top of my class and do well in the language test*.

And

> [T]o *get re-excited about my job. Teaching is a tough job especially 7 levels. It wears you down! To get my language level back up in skill areas. To learn the latest – update teaching methodology from Japanese experts.*

Short-termer responses as to whether they had met their goals or not seemed to reflect on general gains rather than on specific goals crafted before departure. Areas of emphasis were:

- language proficiency (particularly vocabulary improvement, confidence, grammar, speaking and listening)
- resource gathering
- understanding and being able to explain the sociocultural and historical context
- establishing school and class links.

Many of these respondents also mentioned how they were including these gains in their classroom teaching back in New Zealand; for example, '*use of speaking in my classroom much more, interaction with exchange students in immersion language, better at listening and setting up links between classes. Lifting confidence. Bringing back resources. Learning about culture so able to talk confidently about it'.*

Perhaps because goals were relatively vague, 48 (92%) respondents felt they had met their goals when they returned 'to some extent' or 'considerably' following their immersion programme (see Figure 43). Notably, five of the seven long-term sojourner respondents felt they had met their goals 'considerably' indicating how much more can be achieved in a longer time frame.

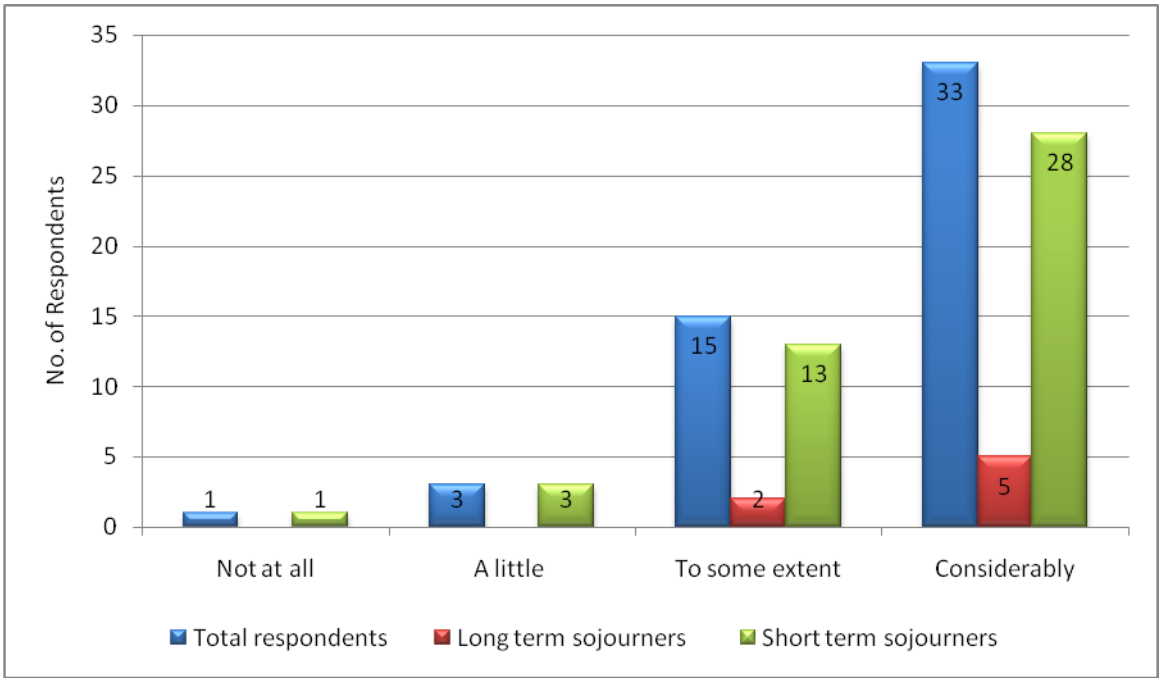

Figure 43: The extent to which respondents thought they met their goals on their return (*n* = 52)

An important determiner of the success of goal setting, of course, is that it is enabling and not limiting. While the difficulty of unspecific goals may be that teachers do not think carefully enough about how they will fulfil their goals and therefore may not be focused in their pursuits while on their sojourn, the opposite problem could arise with very specific goals. If teachers set goals that are too tightly focused, there is a risk they will not leave themselves open to the unexpected, the myriad of unpredictable yet potentially positive learning experiences that can happen while on an overseas sojourn. Several people mentioned the importance of a mentor while overseas. Being able to discuss and renegotiate goals with someone back in New Zealand while away might be one way to support people to clarify and usefully pursue more specific goals which could be modified when appropriate.

8.3 Keeping a reflective record of the sojourn

As has been noted in Chapter Five, keeping a reflective account of a sojourn experience can be a useful heuristic both during and following the experience. Immersion participants were asked by some sending agencies to keep a diary or reflective journal of their experiences. Teachers did this in different ways. Five long-term sojourn respondents said they all kept reflective journals although one said she only did this for six months. Of the 48 short-term sojourn respondents to the questionnaire 28 said they did keep some kind of record of their trip. One person wrote: '*I kept it in French and it was a useful way to think about what was happening and practice my written French too'.* Two other teachers set up an electronic form of contact with their class in New Zealand, in the form of a blog, a personal journal and a wiki, through which they could share their experiences.

Those short-term respondents who did not keep a record were usually constrained by time or the intensity of their course. Comments included: *'too busy doing assignments. I was in the top group so these were challenging. Also I went out photographing etc as much as possible'* and *'too busy with activities, little time left in a day. A full on four weeks'.*

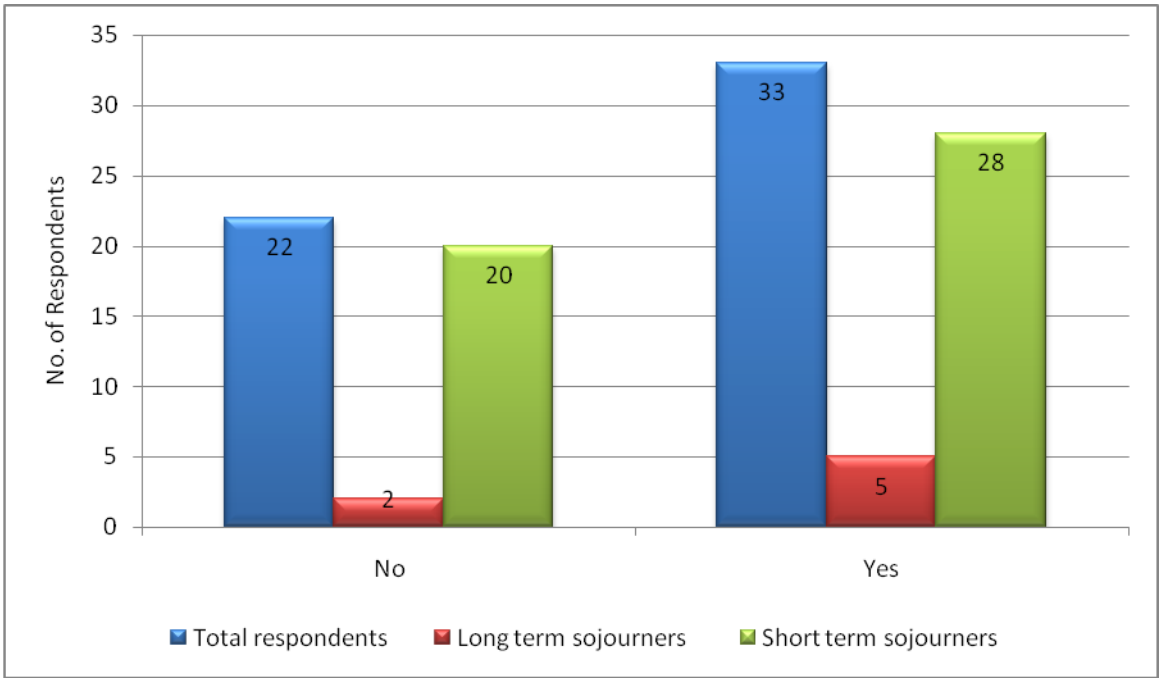

Figure 44: Number of people who kept a reflective blog/journal during their sojourn (*n* = 55)

One CSLT who kept a blog of her experience in the immersion country wrote up her experiences every day for the first semester. This reduced in the second semester '*as things got a bit repetitive'.* She really enjoyed getting 'hits', some from people she didn't know. She was disappointed not to get more comments from readers.

8.4 Contact with school in immersion country

A significant part of the sojourn experience for many teachers (although not all) was having contact with a school. Contact with schools while on the immersion programme could be immensely productive for teachers. It led to long-lasting relationships with other teachers, new understandings of language teaching and learning, hands-on teaching experiences in the immersion language, and access to new teaching materials. The relationships forged with immersion programme schools also led to longer term relationships, student exchanges and repeat visits by teachers. However, like many immersion programme experiences the contact needed to be carefully negotiated and the goals for the activities of the teachers while in the school needed to be mutually agreed and understood. This seemed to hardly ever be the case. Nevertheless, school contact on the immersion programme, while varied in nature, tended to be positive for teachers, both short-term and long-term participants alike. A few teachers, however, were burdened with seemingly excessive hours of teaching English (up to 28 hours per week) which prevented them from making the most of being immersed in their teaching language and culture.

In Figure 45, we can see that the majority of contact for questionnaire respondents consisted of brief visits and observations. Given the larger numbers of short-term sojourners among participants this is not surprising. However several short-term respondents indicated a strong interest in more sustained visits to schools over the period of their stay.

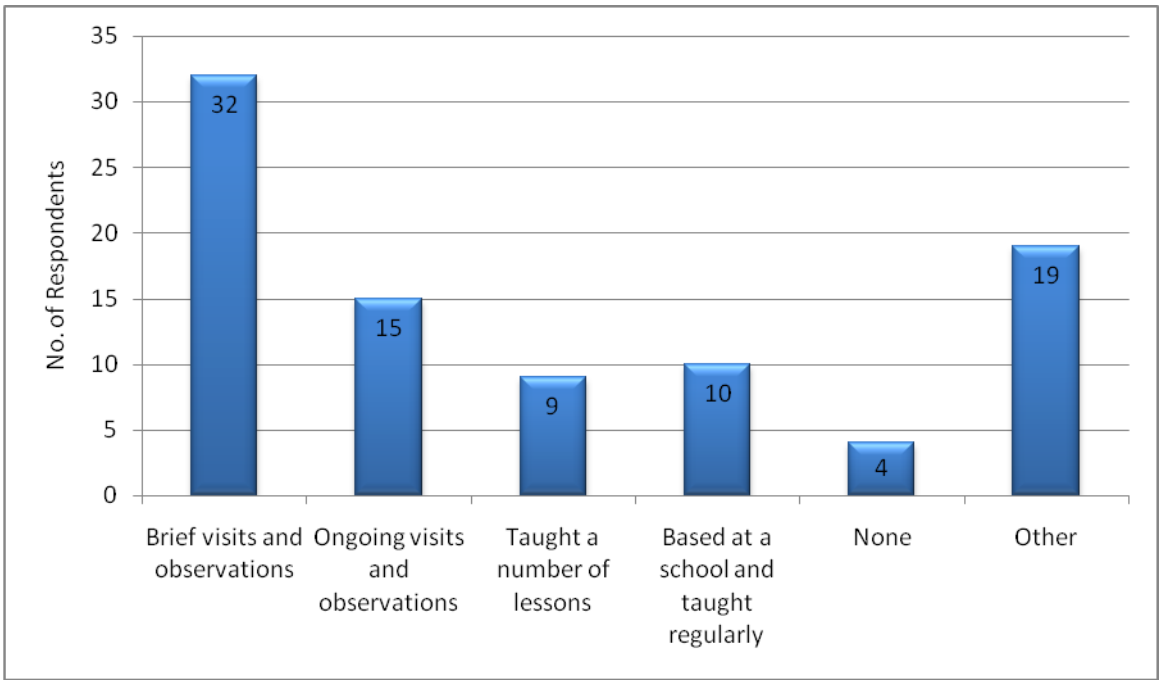

Figure 45: Nature of contact with a school in the immersion country
Note: Respondents were able to tick more than one box.

In the 'other' category, teachers noted a number of points about the nature of their school contact. They also recorded this information in response to an open question asking about the usefulness of the contact with a school. Table 33 merges these comments for participants and categorises the comments as 'positive', 'factual' and 'negative'. Teachers have been identified as long-term (LT) sojourners or short-term (ST) sojourners.

Positive	Somewhat neutral	Negative (to some extent)
First semester I taught 5 hours a week and studies full time. The second semester I taught 20 hours a week and did two papers part time (18 hours is full time in France). Even was a reliever for a colleague for two weeks which I thoroughly enjoyed. I loved it. Being part of a school community, working with a range of students, meeting lots of people, being invited into people's homes, on holiday, even going with teachers on a marking panel to another city for three days, going on school trips, it gave me real purpose. I was useful and could contribute. (LT)	*Visited a variety of schools. (ST)*	*Too much teaching! Made friends/have colleagues now in France with whom I am in sporadic contact. (LT)*
This was fab. The one visit to a high school and I made friends with the class teacher and he has now brought students to our school… It was a great beginning! We also visited a primary school. I use the experience with Year 7 and 8. I took a lot of photos. (ST)	*Spent the afternoon in a lycee in Nice. We made a DVD with interviews between us and the kids. (ST)*	*…felt very committed. I was at school everyday. I felt it was too much. I had few other days during the week to explore. (ST)*
Visited briefly a school which is the setting for a text I use - a brilliant experience! I wish I had been able to spend a few days there rather than a few hours. (ST)	*Visited 3 schools and observed lessons, took part in cultural activities. Presumed the schools would be interested in establishing student exchange but no interest was shown. In fact, they seemed surprised that we wanted to discuss such a proposal. (ST)*	
I visited many schools - varying lengths of time, I also attended a school based course on teaching English – very interesting. I saw a huge variety of schools – private and public. I met some wonderful teachers with whom I still communicate – email/skype. (ST)	*16 hours per week as assistant teacher. (LT)*	
Was meant to teach (I thought) but observed only. Gave me a good insight into Japanese education. (ST)	*I spoke in English, took a DVD of the Bay of Plenty along and told about eight high school classes about New Zealand. (ST)*	
I had two placements for two weeks each. Good to see how schools are run in another country, interesting for New Zealand students to hear. (ST)	*Only spent an afternoon at the high school. It would have been better to have spent several days there to get more of an opportunity to experience school life in France. (ST)*	
I taught about NZ but had to do this in English & French teachers translated in French. It was brilliant because I was able to visit all age groups and all subjects. I taught Māori music, stick dance to music students. (ST)	*Interesting in terms of seeing how the education system works. (ST)*	

Organised my own visits – spent a whole day at an inner city school, very interesting. (ST)	*Our visit was to a school in a real 'banlieue' which had been very proactive in turning around its physical environment. The visit to the class allowed us to reflect on the teaching methodology/approach/facilities. (ST)*	
Only because I had organised this myself - visited the school that has hosted the two school trips I have taken to Germany. Maintaining contact, discussing approaches to teaching and learning and to senior management – comparing and contrasting. Fascinating and mutually beneficial. (ST)	*It would have been good to have spent more time there. (ST)*	
My teaching experience was quite demanding but it did increase my confidence in speaking to crowds in the TL. It was necessary for me to be fully up to date with all types of information about New Zealand…I am sure that students found this interesting as they responded with enthusiasm and curiosity…. I received very warm receptions and farewells and received a framed tribute from the Mayor.(ST)	*Firsthand and up close experience of the education system. (ST)*	
..welcomed by school (high school). Timetabled for the month, to sit in on a variety of classes (immersion). Did not teach except to talk about New Zealand students. Great to have a base and be welcomed/included each day. However, we had the autonomy to make other arrangements ourselves as well. (ST)	*I spent time in a bilingual English class in a high school helping with such questions as 'why did ANZACS go to Gallipoli?' etc. I could understand the German in primary school. (ST)*	
It was great to be part of a school for a day to see classes and be part of activities that take place in a school day. I can show students photos of the school. (ST)	*Spent a couple of days with high schools and made resources. (ST)*	
A full assembly was resented, complete with school band- it was very exciting and the students were charming. (ST)	*Not enough! It was interesting and something I shared with my students here but not useful in a measurable sense. (ST)*	
	… even if just to see how different education is approached and the importance that is placed on a good education of a high standard.(ST)	
	It was my first time visiting primary and secondary level. (ST)	
	It was the first time I had been in a Japanese primary school and senior high school. (ST)	
	Wish I'd been able to spend a few days there rather than a few hours. (ST)	

Table 33: Teacher comments about their time in a school in the immersion country.

When asked about the overall usefulness of their contact with a school in the immersion country, the majority of teachers found the experience 'considerably' useful or useful 'to some extent' (70%). However a substantial minority (22%) found the experience 'not at all' or 'only a little' useful. Given the positive experiences of many teachers, it seems that more systematically establishing activities for immersion teachers in schools would enhance both the long-term and short-term immersion programmes and the long-term value that teachers and students receive from them.

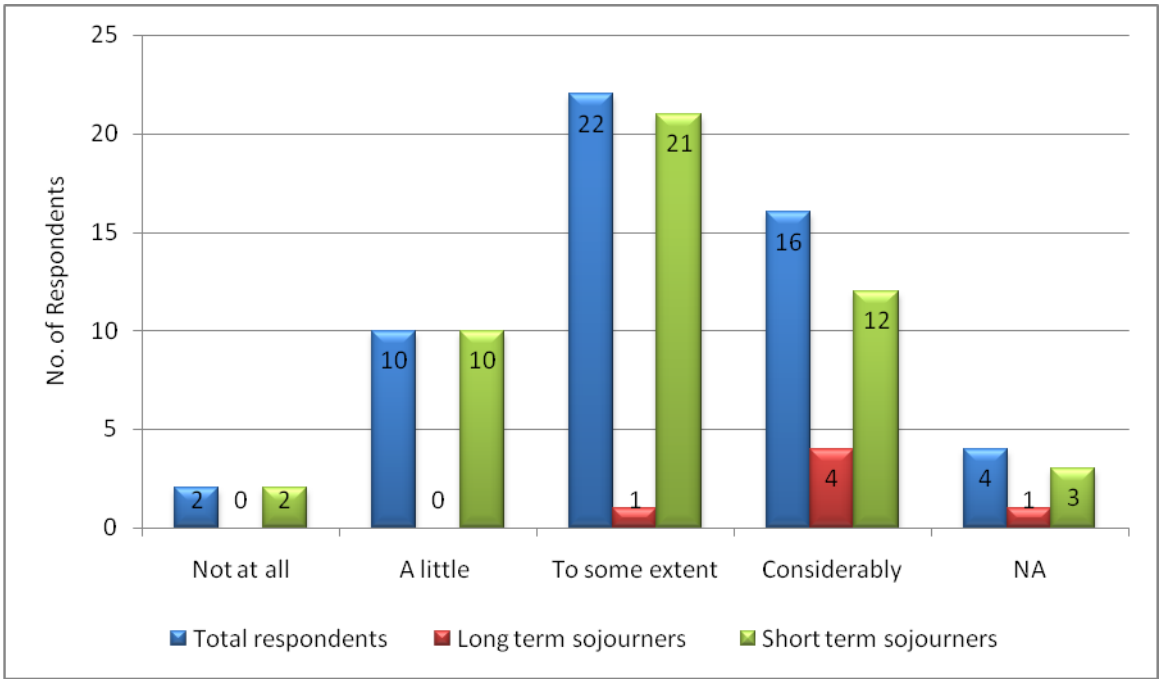

Figure 46: Usefulness of contact with school in immersion country (*n* = 54)

8.5 Teacher readiness for an immersion experience

Participants were asked about their perceptions of how personally ready they were to participate in the immersion experience. In particular there was some speculation (by teachers and the researchers) over whether teachers needed a certain level of language proficiency before they undertook an immersion programme. Overwhelmingly respondents (*n* = 54) said they were ready. One long-termer wrote:

> *Yes I love travelling and meeting new people. It was a perfect time for me to build on the knowledge I had acquired. Nothing beats living in a country to gain confidence and experience - amazing things that change your life forever.*

Three selected comments from short-term respondents were as follows:

> *Very. Felt as though I learned more in these four weeks than my whole university degree.*

> *Yes it was a good time in terms of my language teaching career – refreshing and affirming.*

Yes, I was so ready. I was overdue. I was becoming a creature of the bell, it changed my life professionally speaking.

There were only a few partly negative responses and these related to wanting more time on the immersion programme to gain a higher level of language proficiency and struggling in social situations because of a low level of language proficiency or loneliness:

Yes but should have been for the recognised three month basic period for any long-term language improvement.

In some ways yes [I was prepared] *as I had lived there before but I underestimated how lonely it would be and because I had too much free time it was quite difficult at times.*

Yes [I was prepared] *but in hindsight I think my language capability was too low and I struggled to communicate fluently in social situations.*

8.6 What enabled participants to benefit from the immersion programme

In terms of what enabled participants to benefit from the immersion programme, long-term participants responding to the questionnaire mentioned the following:

- having a tolerant family back in New Zealand who made it easy for them to leave for such a long time
- the hospitality and generosity of their programme, homestay and school hosts
- their own personal motivation to make the most of the experience
- being part of a strong school community.

Short-termer responses mentioned the importance of the following:

- the quality of the programme including a well organised schedule with a variety of activities
- supportive programme hosts
- home stay experiences and being part of family life
- positive co-participants
- personal motivation to take advantage of all possible opportunities and especially a willingness to communicate in the immersion language
- supportive tutors and teachers where people were undertaking courses.

8.7 What hindered participants from getting the most from their immersion programme

Long-term participant responses on issues that hindered them getting the most from their immersion programme were:

- the lack of opportunity to experience a homestay situation

- a negative homestay experience where the host did not really interact with the sojourner
- not having enough direction with goal setting
- not being able to maximise learning in school contexts either because of having to teach English or only being allowed to 'observe' classes and not being integrated into school life.

For the short-term participants, responses could be summarised as follows:

- very intense short-term courses that allowed little or no free time or time for independent exploration
- hostel accommodation that did not foster contact with the immersion culture or language
- being placed into inappropriate class levels in terms of language proficiency (too low or too high)
- poor teaching on courses
- lack of personal motivation
- course too short
- lack of confidence to interact and speak immersion language
- placement in an area where teaching language was not spoken
- little information on the programme beforehand
- not understanding gift giving practices
- not being in a homestay
- no structured programme within a school.

Six short-term questionnaire respondents said that there was nothing that hindered them during the immersion programme. Perhaps these views are best summed up by the comment, '*nothing, I wrung it dry'.*

8.8 Return debriefing

A key factor in the long-term learning that Bridges (2007) sees as necessary for INSET to be effective is follow-up after the programme has been completed. It is particularly advantageous when participants can join or establish a 'learning community' (Lave & Wenger, 1991) that revises their experience, enables them to codify knowledge acquired while on their sojourn and supports them to continue their learning. Having established in the interviews with teachers that they had received little follow-up support on their return to New Zealand, the researchers asked questionnaire respondents about the nature of their debriefing. Significantly, 32 respondents had no debrief, three had a phone call and three had an invitation to meet with other participants. In the 'other' category some teachers mentioned an evaluation form they had to fill in and others said they wrote a report. One person mentioned that there were no guidelines for the report. Several were very vague, for example, '*I honestly can't remember. Maybe there was an email?*' Two teachers said that they 'fed back' to other teachers through a structured session: a '*feedback session where the scholarship participants present new ideas they have picked up to other teachers of German at the Goethe Institute'.*

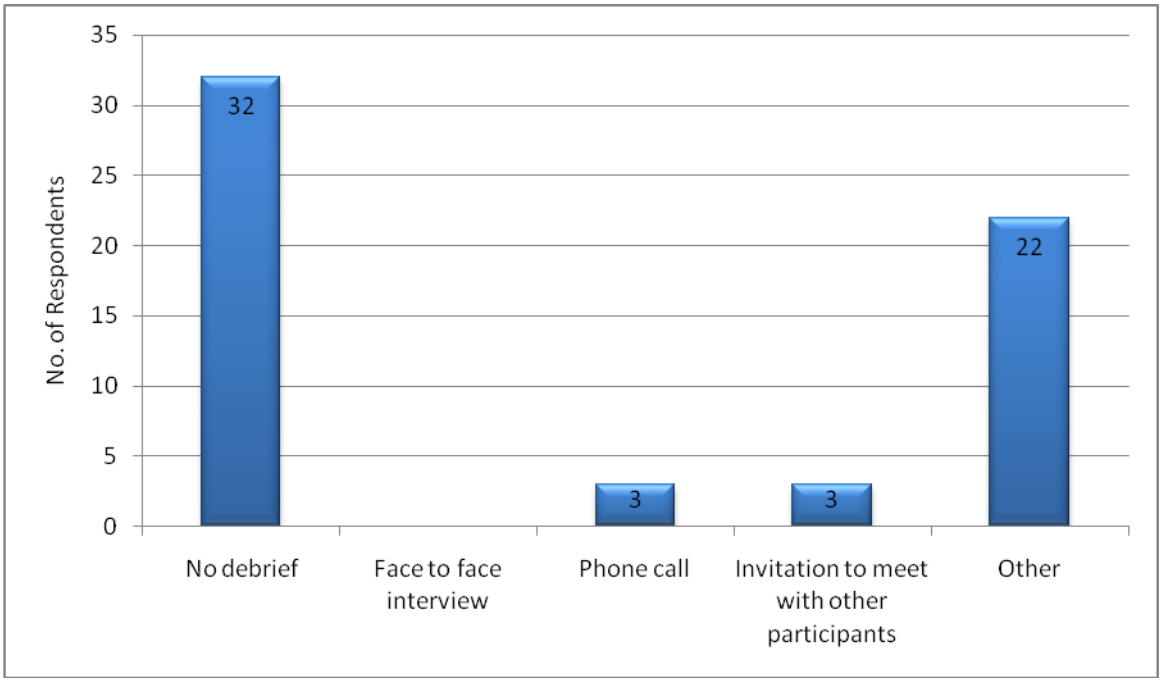

Figure 47: Manner of debriefing after the immersion programme
Note: Respondents could tick more than one answer.

The CSLTs were asked about possible follow-ups or debriefings for their sojourn experience. One CSLT said that she had been sent a six-month questionnaire but hadn't filled it in and there had been no other follow-up. Another said she had written two substantial reports but had had no follow-up apart from that. She noted that there had been no direction about what was expected or wanted as a result of her language immersion award. The third and fourth CSLTs said that they had had nothing apart from the current research evaluation and AFS newsletters.

All the CSLTs were surprised at the shock they experienced returning to New Zealand. One person said: '*You have reverse culture shock coming back to New Zealand – has been the most difficult thing settling back into New Zealand and still finding it a challenge now'* (seven months later). Part of this reverse culture shock was the considerable affection for the immersion country that had grown on participants after such a long time away. One CSLT emphasised: '*A warning needs to be given to participants – one gets addicted to the country'.* Where people had to get off the plane one day and be in the New Zealand classroom several days later it was almost too much:

> *The time of year for leaving and coming home – diabolical. Coming home was one of the hardest things I've ever done. Come home Thursday – back in class on Monday. Change of teacher for the students right before exams, difficult for colleague, culture shocked, jet lag, nowhere to live, no car. Even people who have their own home have to sort all that out.* [The sending agency] *hadn't had experience with adults. Kids come home to families, adults have left something well established. First three months home was really difficult.*

8.9 Impetus for further professional development

Almost all questionnaire respondents had an intention to continue their professional development as a result of their sojourn. However, for most, what was important was increasing language proficiency rather than learning about other aspects of language teaching. In fact, one respondent currently participating in TPDL noted: '*Its all generalised stuff about ICCs and curriculum – fuddly bitting. I want grunty real language teaching related stuff'.*

Some teachers were considering formalising their learning by taking relevant university papers; for example, '*I am considering more university papers and have started learning Spanish'*. Several were even inspired to take a whole degree in their immersion language; for example, '*I would love to do a degree in Spanish'*. Some teachers were taking TPDL (teacher professional development: language) while others were engaging more in independently organised direct and indirect contact with the immersion community: '*I have joined a taiko drumming group after seeing this in Japan'* or *'exploring the internet web sites, for example, Allocine, TV5, Le Monde etc'.*

Some teachers were vague about their intentions; for example, *'would like to go back for further studies, just wondering what my next steps could be'.* Planned follow-up and perhaps even mentoring following the longer sojourns in particular (more than one month) may have assisted teachers to map their future learning with more certainty. Some participants seemed to be prevaricating because of the cost of study: '*I would also like to go back to Alliance Francaise language classes but can't afford it at the moment'.*

It was obvious from many responses that despite some setbacks in organisation and other issues about their programmes immersion, awardees felt a great deal of gratitude for having been able to go on the sojourn. They believed they had personally benefitted and so had their students. And although follow-up learning was not a structured part of programmes, most participants saw themselves continuing with their learning in one form or another.

8.10 Advice for future teacher sojourners

Following an interview, one CSLT voluntarily provided the researchers with this comprehensive list of advice for others embarking on an immersion programme (Table 34). Although some of the advice applies to long-term respondents in particular, other points are useful for everyone.

Find someone to be a mentor – to help you with your goals and plan for the year.
It is the opportunity of a lifetime. I wouldn't change my experience – I had the best time. But you need to consider how you are going to spend your time – working in a school brings lots of opportunities, studying – improving outcomes for your students along with your own personal knowledge, your goals and how you are going to meet them.
Make the most of every opportunity, accept all invitations that come your way especially from people at school. Lots of course providers also offer excursions, day trips or weekends to tourist destinations.
When you are there keep on top of AFS requirements – your goals, the reports that need to be done.
Get in touch with the National Advisor or the relevant Embassy to find out if there are language courses available in your area.
If not, consider summer courses – there is funding available for you to study *Find out what documentation you will need for enrolment i.e., birth certificate, academic transcript, these may need to be translated- which may be easier to organise prior to departure.*
Some course providers can even help you with accommodation – hostel, private boarding etc.
In some cases you can pre-enrol on line.
Check whether the Ministry and AFS can supply you with a laptop and make sure you have all the email addresses, phone numbers and addresses that you will need.
Start trying to get organised as soon as you can because before you know it you will be on the plane!
Find out if you will need documentation to be able to fulfil the legal requirements necessary to stay in the country, for example, in France you need a carte de séjour.
Find out if you need vaccinations – some of these need to be done well in advance. You may also need a record of vaccinations.
If you need particular medication you may need to organise a year's supply and appropriate documentation for customs.
Put the AFS insurance documentation in a safe place, sort out pre-existing conditions, and clarify the process of Dr's visits/reimbursement with AFS.
Find out from AFS if there are other people going to the same country as you and get in touch with them before you go – it is really good to talk things over with people who are going to do similar things as you, and also you can meet up when you are there.
Think about all your commitments in NZ, for example, insurances, car registration – bills that still need to be paid when you are away and organise direct debits or pay in advance. Organise something with your mail, and you may want to give someone signing rights on your accounts in case of bills. If you don't have a will, probably a good time to sort that out.
If you want to drive overseas, organise an international driver's licence and some countries need a record of your insurance before they will agree to insure you: • *check the expiry date on your drivers licence to make sure it doesn't expire when you are away.*
Make the most of your placement in a school : • *this is a great way to make friends* • *this gives you the opportunity to work with students and also gives you first hand experience of a different education system* • *you need to have resources/materials to talk about New Zealand.*
Think about gifts and souvenirs to take : • *it is nice to have a book or something to give to the school* • *a gift for the homestay family* • *little souvenirs for students or other people that you meet.*
Try and organise necessary documentation in order to be able to open a bank account:

• *check the expiry date on your credit card* • *you may be able to access your funds using your Eftpost card* • *or you may want to have your salary direct credited to your new bank account* • *you need to have some cash reserves as often you need to pay out and then get reimbursed* • *ask for funding schedules so that you know what funding is available to you, for example, courses, accommodation, resources, living costs* • *keep accurate financial records and all receipts for reimbursement.*
Your luggage allowance is usually 20 kg: • *think about what you need* • *you will probably need to send some things over e.g. Winter clothing and this can be very expensive.*
Some months prior to return consider how you are going to get your personal effects and resources home: • *check out the postal system, some countries have special deals, for example, In France you can send mailbags full of books at a cheap rate* • *check out shipping companies and customs requirements.*
Check teacher registration requirements with the Teachers Council: • *clarify what will be required when your Teacher Registration is due for renewal. If you are out of the country for a year you will need to provide a police check from the country you have been in – this is a lot easier to organise when you are actually in the foreign country.*

Table 34: Advice to immersion programme sojourners

8.11 Conclusion

This chapter has considered aspects of programme organisation from the sojourners' point of view to consider what would more efficaciously support teachers when they undertake immersion programmes. From participant responses it does seem that there is much that could be done to improve the experiences of teachers and outcomes from the immersion programmes. The most pressing issue seems to be the amount of preparation and information sojourners are given before departure. Some of the very difficult experiences happened as late as the second half of 2008 when the contracting agency had had several years' experience administering the language immersion awards. Ideally immersion programme participants should receive timely and accurate advice and information on the following: their itinerary, visas and other travel requirements, suitable orientation sessions, language instruction in the immersion country, cultural instruction in the immersion country, help with accommodation, school placement and mentoring (during and perhaps after the sojourn).

Another important pre-departure issue was that of goal setting. On the whole participants set vague goals for themselves which tended to focus on improving their language proficiency. Other areas they were interested in working on were cultural awareness and collecting suitable resources. The sentiment for most seemed to be that they simply wanted to go and make the very most of their experience. Because many had goals that were vague to begin with, most people felt they had met their goals by the end of their immersion programme. Several commented on wanting feedback on their goal setting before departure as they wondered whether they were doing the right thing but that they were not able to get this. In 2009 a second language acquisition advisor was appointed to assist teachers to set their goals and discuss other pedagogical issues associated with their sojourn. This person is also available for advice about how

to implement new learning when teachers return. She will also advise on reporting frameworks for teachers on their return. Sojourn diaries and blogs are considered to be an effective aid to teacher reflection and learning, and information on how to undertake these effectively while away, maintain momentum and then deploy them fully on return would be of benefit to immersion programme teachers.

One area that strongly affected teacher perceptions of their sojourn was whether or not they had contact with a school in the immersion country. Some teachers felt they would have benefited from more, and more regular, contact with a school. Others enjoyed the contact they had and felt that it helped them forge valuable relationships and gain useful knowledge. However, a few teachers were expected to teach many hours of English each week and this interfered with their own language proficiency gains in the immersion language, their ability to watch others teach and their ability to engage in interesting cultural pursuits.

A key factor in promoting ongoing learning and the integration of teachers back into their schools, particularly after a year away, is the quality of debriefing teachers can engage in. Debriefing seemed to be nonexistent in some cases and patchy in others. More consistency in this area could have very positive effects on teachers' ongoing professional development and the ease with which they integrate back into the school.

8.12 Recommendations

It is recommended that:

- immersion programme participants should have access to timely and good quality information about their sojourn well before leaving New Zealand

- immersion programme teachers receive assistance with goal setting before departure, and information on creating reflective blogs and diaries during their sojourn. Access to a mentor while away could also be beneficial. It would be valuable for teachers to have someone as an ongoing contact to discuss future languages professional development and classroom strategies with on their return

- the nature of contact with schools needs to be understood by a range of stakeholders before departure, including the immersion country school and, most importantly, the immersion programme teacher. It would be helpful if teachers were able to make contact with schools before they leave New Zealand

- a well structured debrief be integrated into all teacher immersion experiences. This may consist of a number of factors: a recount of the teachers' experiences while away; advice and support on integrating back into New Zealand and how to continue with professional development in language teaching. Good use could also be made of well synthesised advice from returned teachers.

CHAPTER NINE: CONCLUSION

The immersion programmes have had a positive effect on language teachers and their classroom practice to an extent. Particular gains have been made in language teacher proficiency in the immersion language, skill in language teaching and language outcomes for students. However, one area that has not been addressed through the language immersion awards has been that of ICC. Many teachers do not seem to have explicitly understood the parameters for developing their own ICC, nor that of their students. In carrying out this evaluation, also, it became clear that there was scope for enhancement in the way programmes were organised and structured. If improvements could be made as suggested in the recommendations then teachers' experiences could be maximised and gains for students would increase concomitantly.

9.1 Language proficiency of teachers

As a result of the language immersion awards, teachers' immersion language proficiency was reported to have improved in most instances. Teachers' perceptions were that gains were most noticeable in speaking followed by listening, and to a lesser extent in reading and writing. Teachers also noted gains in confidence, and becoming more autonomous as language learners. Of concern, however, were the 22% whose language proficiency was seen to be below intermediate level. With the Ministry of Educations' *Statement of Intent 2007-2012* (Ministry of Education, 2007f) listing subject knowledge as one of three conditions for effective teaching to occur, more needs to be done to improve the language proficiency of these teachers.

1. Key factors identified by teachers as enhancing their linguistic gains were the opportunities to interact with native speakers. Homestays in particular were seen to give teachers rich experiences both linguistically and culturally. However there were also some instances where the homestay benefits were not realised.

2. Language classes, for those who had the opportunity to attend, were well regarded in the main with the majority of teachers finding them very useful. Where they were seen as not useful, reasons were the poor quality of teaching and inappropriate class placements. There was some disappointment expressed by a number of short-term immersion programme teachers who were not able to attend classes and one of the immersion programme providers is seeking to rectify this.

3. Factors hindering gains in language proficiency identified by teachers were: immersion programmes not being long enough, insufficient interaction opportunities in some cases caused by schools in the immersion countries expecting teachers to teach a number of English classes. Poor quality language classes and a lack of language proficiency and confidence were also seen by some teachers as negatively affecting gains in proficiency during the immersion programme.

4. Teachers believed a minimum elementary level in the immersion language before the immersion programme was needed to make the most of the experience, and nearly half of the teachers saw an intermediate level as the minimum. However, it should be noted that even low proficiency teachers who went on immersion programmes believed they had gained from the experience.

5. Overall, teachers were very motivated to improve their immersion language proficiency while on the immersion programme. In cases where motivation was not as high, this was because of a perceived lack of language proficiency and a concomitant lack of confidence. Teachers' views of their own linguistic abilities appeared to have an effect on their motivation to use the language.

6. The majority of teachers indicated having the motivation to continue improving their language proficiency following their immersion programme. They planned to or were already using internet and other digital resources, literature and the media, as well as interactions with immersion country contacts. Language learning strategies had increased as an outcome of the immersion programme and were being used to enhance language development.

9.2 Culture and ICC learning by teachers

The research has shown there were positive gains for teachers from the immersion programmes in terms of knowledge and understanding of culture and to some extent the development of ICC. However, the full potential of immersion programmes has not been harnessed as well as it might have been. Participants appeared to be confident and comfortable talking about the development of their cultural knowledge, but they were less confident about their understanding of the relationship between language and culture. Some teachers appeared to be familiar with the overall aim of ICC in terms of interaction with people of other cultures, awareness of differences and similarities and preventing overemphasis on foreignness and stereotypes (Elola & Oskoz, 2008). However, understanding was varied and largely descriptive, with no links to explicit ICC theory and research, nor to intercultural communicative language teaching (iCLT). The application of Byram's 'savoirs' (Byram, 2008) to categorise their skills and knowledge confirmed that while teachers appeared to be demonstrating the subcompetencies relating to a willingness to engage and interact with people of the immersion programme country, a lack of knowledge of theory and terminology affected teachers' ability to identify and reflect on the development of their own ICC.

1. Many teachers appeared to have understood generally the overall aims of ICC in terms of the importance of effective interaction with members of other cultures. They were aware of the concept of 'difference' and there were references to verbal and non-verbal communication, attitudes and cultural identity. However, interviews revealed that some teachers had never heard of the term ICC and that there was no change as a result of the immersion programme for those involved in the short-term programme.

   In using Byram's 'savoirs' (Byram, 2008) to analyse teachers' comments, however, evidence of the development of ICC was present, particularly in the

subcompetencies of 'attitudes' and 'skills of discovery and interaction'. In addition, it was possible to identify characteristics of teachers who were likely to have increased their ICC. These people had a positive attitude towards the immersion programme experience, engaged as fully as possible, had an open mind and the ability to develop strategies to deal with emotions and psychological stress. Unfortunately, there was no demonstration of other subcompetencies, such as discussion of social practices from the perspective of the teacher's own culture. There was also a lack of evidence of 'critical cultural awareness' and the theoretical knowledge objective of the 'knowledge' sub-competency. Byram (2008, p. 162) believes the former to be 'the central concept in a definition of ICC' and involves reflection and self-assessment and theoretical knowledge as the basis for the conceptual frameworks for one's own cultural understanding required for reflection and self-assessment of ICC development. A further study monitoring development over time and using additional tools such as reflective journals or blogs, would provide a more holistic evaluation of ICC development.

2. The paucity of explicit teacher knowledge about ICC not unexpectedly had implications for how teachers integrated ICC into their teaching. Classroom observations indicated that a considerable area in which the immersion programme had an effect was in cultural knowledge, yet very little or none was in the area of intercultural communicative language teaching (iCLT).

3. There have been lost opportunities for teacher development in both cultural knowledge and ICC on the language immersion awards as a result of:

    - lack of preparation before the immersion programme in goal setting (in both professional and personal goals), and lack of debriefing after the immersion programme. The appointment of a language advisor in early 2009 was a positive step to address the goal-setting issue

    - lack of theoretical background and conceptual frameworks particularly in ICC, to enable appropriate preparation and planning before the immersion programme, and to provide the knowledge and metalanguage to explore experiences in depth during and after the immersion programme

    - lack of training, structure and mentoring during the immersion programme to enable participants to critically analyse or reflect on their immersion programme experiences as an ongoing developmental process.

9.3 Language and culture teaching

The immersion experience had a major effect on participants' reported confidence in their language teaching. Statements mentioning an increase in confidence arose frequently in reports on many aspects of teaching practice and particularly as a recurring motif in examples of changes in teaching methods since the immersion programme. This increase in confidence was also apparent in the observations. All questionnaire respondents (except for one very short-termer) reported an increase in

confidence in their language teaching, with 75% reporting a noticeable or considerable increase in confidence. Six out of 10 of the QSSTs saw the immersion programme as having increased their understanding of language teaching.

1. With reference to new language teaching and learning activities, an increased use of the immersion language in the classroom was one of the major changes perceived by teachers and which was also seen by researchers in the observations. Increased confidence and enthusiasm for teaching was also credited with making learning more lively and enjoyable for learners. A greater focus on outcomes for learners by providing activities that increased immersion language production, and encouragement of risk taking and prediction were noted as new initiatives introduced since the immersion programme. In addition, a large number of teachers were making greater use of technology and using more authentic materials gathered during the immersion experience in their language teaching.

2. The contribution to these changes from experiences during the immersion programme is, however, not unambiguous. Evidence on the effect of pedagogy classes in the immersion country on teaching practice appears inconclusive. Nine of the 21 respondents who attended some form of language teaching class found them only of some use , with eight finding them very useful.

3. A somewhat nuanced picture emerged in teachers' perceptions of their understanding of the teaching of culture. While nearly all questionnaire respondents reported some change, nearly half felt there had been 'no' or 'a little increase' in their understanding of the teaching of culture. However, when the long-term sojourn respondents were considered separately, it was apparent that five of seven of them thought there had been a 'noticeable' or 'considerable increase' in their understanding of the teaching of culture.

   Confusion over the relatively new notion of ICC was apparent in the findings. A sizeable number (33 or 69%) of questionnaire respondents reported no or a little increase in their understanding of the teaching of ICC.

4. Participation in cultural courses and activities were seen as beneficial by most of the 21 respondents involved. Teachers developed their own cultural knowledge and some respondents felt they would be able to pass this on to their students. Observations indicated an increase in cultural input after the immersion programme and evidence of teachers using personal knowledge, experiences and realia in the classroom.

5. Teachers who experienced an immersion programme were able to share their experiences and disseminate valuable information to teaching colleagues through professional associations and during cluster meetings and conferences. This provided the added advantage of processing their new learning. They were (and are) also well placed to support the promotion of language learning in schools. However, the research highlighted differences between the primary/intermediate and secondary teachers. The primary/intermediate teachers have been less successful in becoming part of a wider language learning

community. Moreover, they are more likely to be the only immersion language teacher in their school and thus do not have the ongoing support and stimulation from a large language department as do the secondary teachers.

6. Participants felt that the immersion programme had very little effect on their understanding of the requirements of either *The New Zealand Curriculum* (Ministry of Education, 2007a), or the language-specific guidelines (Ministry of Education, 2007e). While in a few cases this may have been because the teachers already had a good understanding of the curriculum requirements, many participants believed that gaining a greater understanding of the requirements of curriculum or the language-specific guidelines was not part of their expectations for the immersion programme particularly if their goals had been to increase their personal language fluency and/or cultural knowledge.

9.4 Outcomes for students

The immersion experiences of teachers have undoubtedly played a role in strengthening student language learning and student outcomes.

1. Findings indicated a noticeable positive effect as a result of the teachers' immersion programme on their students' attitudes to learning and using the immersion language, with 70% of teachers perceiving the increase to be 'to some extent' or 'considerable'.

2. Teachers also appeared relatively optimistic about the extent to which students had increased their knowledge and use of the language, with the majority (60% of teachers) perceiving 'some' or 'considerable' increase. Achievement data were not available but some teachers in the questionnaire and in interviews reported improved formal assessment outcomes such as in school exams and speech contests.

3. Teachers' perceptions of students' attitudes to learning about the culture were positive but less so compared with attitudes to learning the language. This was somewhat surprising when considering teachers' positive comments about their own enhanced cultural knowledge. The challenge for teachers may be implementation in the classroom.

4. Perceptions of students' attitudes to ICC were least positive, with 70% of teachers seeing no or minimal positive change, which may well reflect teachers' uncertainty or levels of understanding about ICC themselves.

5. In addition, some teachers' feedback as well as milestone reports indicated other gains such as greater student retention, increased numbers of students learning languages and increased interest by students in undertaking an immersion experience themselves. Some negative effects were also reported resulting from poor relievers while the teachers were on the immersion programmes.

6. Finally, the effect on students has been, for the most part, based on teachers' perceptions augmented by researcher observations. A more in-depth study of

changes in student outcomes, achievement and experiences would provide stronger evidence of the efficacy of immersion programmes for teachers.

9.5 Programme organisation

From participant responses it seems that there is much that needs to be done to improve the experiences of teachers and outcomes from the immersion programmes.

1. The most pressing issue seems to be the amount of preparation and information sojourners are given before departure. Ideally immersion programme participants should receive timely and accurate advice and information on the following: an itinerary, visas and other travel requirements, suitable orientation sessions, language instruction, cultural instruction, help with accommodation, school placement and mentoring (during the sojourn).

2. As mentioned above, another important pre-departure issue for participants was that of goal setting. On the whole participants set vague goals for themselves which tended to focus on improving their language proficiency. Other areas they were interested in working on were cultural awareness and collecting suitable resources. The sentiment for most seemed to be that they simply wanted to go and make the very most of their experience. Because many had goals that were vague to begin with most people felt they had met their goals by the end of their immersion programme.

   In 2009, a second language acquisition advisor was appointed to assist teachers to set their goals and discuss other pedagogical issues associated with their sojourn. This person is also available for advice about how to implement new learning when teachers return and on reporting frameworks. Sojourn diaries and blogs are considered to be an effective aid to teacher reflection and learning and information around how to undertake these effectively while away, maintain momentum and then exploiting them fully on return would be of benefit to immersion programme teachers.

3. There seemed to be a great deal of variation over expectations of teachers while on their sojourn. One area where this was most prominent was in contact with a school in the immersion country. Some teachers felt they would have benefited from more, and more regular contact with a school. Others enjoyed the contact they had and felt that it helped them forge valuable contacts and gain useful knowledge. A few teachers were expected to teach many hours of English each week and this interfered with their own language proficiency gains in the immersion language, their ability to observe others teach and their ability to engage in cultural pursuits.

4. A key factor in promoting ongoing learning and integrating teachers back into their schools particularly after a year away is the quality of debriefing teachers can engage in. Debriefing seemed to be nonexistent in some cases and patchy in others. More consistency in this area could have very positive effects on teachers'

ongoing professional development and the ease with which they integrate back into the school.

9.6 Recommendations

9.6.1 Before departure

It is recommended that:

- given the largely positive response from immersion programme teachers regarding language classes during the immersion programme, the providers should ensure that all teachers have the opportunity to attend immersion language classes

- providers ensure that there is structured pre-immersion programme preparation including goal setting that builds an understanding of theory and research, with use of web sites such as the Peace Corps web site (Coverdell, P., n.d.) one possibility

- to further enhance substantive student outcomes, a pre-immersion programme with an emphasis on ways in which the programme will have a positive effect on outcomes for students would be useful in sharpening the immersion programme teachers' focus

- teachers should have access to timely, detailed and accurate information about their sojourn well before leaving New Zealand.

9.6.2 During the sojourn

It is recommended that:

- the nature of contact with schools in the immersion country needs to be understood by a range of stakeholders before departure, including the immersion country school and, most importantly, the immersion programme teacher. It would be beneficial if teachers were able to make contact with schools before they leave New Zealand. In addition, both immersion programme participants and the immersion country schools they are attached to, need to have clear guidelines as to the extent of English language teaching that immersion programme teachers are able to commit to. While there are recognised benefits from doing some teaching for teachers on longer term immersion programmes (three months or more), teachers on short-term (one month or less) immersion programmes should be expected to teach classes in English only minimally or not at all

- consideration is given to the use of reflective journals, blogs, or ethnography projects (Jackson 2006) pre-, during and post-experience, and to the establishment of a learning community consisting of awardee teachers and/or colleagues and even students back in New Zealand

- if the Ministry of Education requires participants to reflect on the requirements of *The New Zealand Curriculum,* the language-specific guidelines or the generic framework for teaching and learning languages in English-medium schools, this needs to be made clear to participants and be stated in the expected outcomes for the immersion programme and *The Effective Reporting Framework* (Ministry of Education, 2007d). Teachers might, for example, be asked to carry out a comparative study of curricula in the immersion country and in New Zealand

- satisfactory relief arrangements are made for teachers on immersion programmes so that students are not negatively affected by the absence of their classroom teacher.

9.6.3 Post-sojourn

It is recommended that:

- given the importance of teacher language proficiency in effective languages teaching and the fact that 22% of teachers in this study had post-immersion programme proficiency levels below intermediate level, it is critical that teachers be provided with avenues for further language development after the immersion programme. Scholarships to enrol in language classes, either face-to-face or online, would be beneficial. Pre-immersion programme attendance at local intensive courses should also be considered

- membership of NZALT and local Langsem groups could have benefits for teachers of students at Years 7–8. A stronger focus in these groups on languages teaching in upper primary and intermediate schools could assist this group of teachers, many of whom are relatively new to language teaching

- reporting frameworks are reviewed to include clearer links to ICC and intercultural communicative language teaching (iCLT), and to goals, outcomes and outcome indicators

- the situation for immersion programme primary/intermediate language teachers be more fully examined to understand their more isolated situation and the need for different types of support in implementing their new learning as a result of the immersion programme

- a well structured debrief be integrated into all teacher immersion experiences. This may consist of a number of factors: opportunities for teachers to share their immersion programme experiences; advice and support on integrating back into New Zealand; and advice on how to continue with their professional development in language teaching.

9.6.4 Further

It is recommended that:

- with the Ministry of Education's limited funding resources, the Ministry could give consideration to the awarding of immersion programmes to teachers with a minimum language proficiency level of elementary

- with a number of teachers on short-term immersion programmes believing the immersion programme was too short, the Ministry could consider the benefits of six-week immersion programmes. The amount of funding could be maximised by reducing the one-year immersion programmes to six months maximum (i.e., two school terms). A six-month programme as opposed to a year may also prove to be less disruptive to students

- consideration be given to the concept of immersion in New Zealand in a culture participants are not familiar with, to foster development of ICC, knowledge and skills, particularly through ethnographical study and reflection, as preparation for an overseas sojourn

- there be a review of the language immersion award selection and interview information, and possibly the priority goals (Ministry of Education, 2009b), to include ICC and intercultural communicative language teaching (iCLT)

- consideration be given to rationalising departure and return dates so that groups of participants depart for their immersion programme at the same time. This would facilitate the development of group pre- and post-departure support and professional development to maximise the immersion experience for the teachers

- efforts be made when organising immersion programmes, to take the differences in the dates of academic year in the northern hemisphere into consideration to help maximise the positive experiences of the teachers and students

- further research be commissioned to gather student achievement data (Years 7–10), so that student generated information could be used to ascertain the efficacy of the language immersion awards and other forms of professional development for language teachers (e.g. TPDL)

- teachers who are beginners in teaching languages and who wish to receive a language immersion award would benefit considerably from programmes such as the Ministry of Education-funded Teacher Professional Development Programme in Languages (TPDL) which enables a teacher 'to be an effective languages teacher, improve language proficiency and understand and effectively apply second language teaching methodology' (Thomson, W., n.d.).

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APPENDIX ONE: ICC AND COMMUNICATION SEMINAR

ICC and Communication

Saturday, 14th February, 2009

Programme

9.30am -10.00am Registration		
10.00am – 11.00am	Keynote presentation: Professor Mike Byram	WA224b
11.00am – 11.45am	Presentation by Glenda Koefoed (Senior Adviser, Languages, Ministry of Education)	WA224b
11.45am – 12.30pm Lunch		
12.30pm – 1.15pm	Feedback on research: (Parallel Sessions)	
The impact of the Language and Culture Immersion Experience on language teachers' classroom practice and contribution to improved student language learning. (Annelies Roskvist, Debbie Corder, Karen Stacey & Sharon Harvey)		WA224b
Evaluation of Teacher Professional Development Languages in Years 7-10 and the impact on language learning opportunities and outcomes for students. (Clare Conway, Heather Richards, Sharon Harvey & Annelies Roskvist)		WA224a
Attaining ICC – PhD research in-progress. (Leo Hitchcock)		WA608
1.15pm – 2.00pm	Innovative approaches to language teaching: (Parallel Sessions)	
	Japanese (Sonja Moffat, Dallas Nesbit & Debbie Corder)	WA224b
	Chinese (Susan Sun)	WA224a
	Spanish (Gloria Vazquez)	WA608
2.00pm – 2.30pm Afternoon tea		
2.30pm – 3.30pm	ICC and communication workshop: Professor Mike Byram	WA224b

Venue: Conference Centre, WA224b, Ground Floor, WA Building, Corner of Mayoral Drive and Wellesley St East

Brief Bio of Professor Mike Byram

Mike Byram is currently a Professor Emeritus at Durham University and a Programme Adviser to the Council of Europe Language Policy Division. He began his career teaching French and German at secondary school level and in adult education in an English comprehensive community school. After being appointed to a post in teacher education at the University of Durham in 1980, he carried out research into the education of linguistic minorities, foreign language education and student residence abroad. He has also supervised doctoral students in intercultural studies, language teaching and comparative education.

Selected list of publications

Byram, M.S. 2008. *From foreign language education to education for intercultural citizenship. Essays and Reflection*. Clevedon: Multilingual Matters.

Alred, G., Byram, M. & Fleming, F. 2003. *Intercultural experience and education (Languages for intercultural communication and education, 2).* Clevedon: Multilingual Matters.

Byram, M. 2001. *Routledge encyclopedia of language teaching and learning*. London: Routledge.

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Abstracts

The impact of the Language and Culture Immersion Experience on language teachers' classroom practice and contribution to improved student language learning

Annelies Roskvist, Debbie Corder, Karen Stacey & Sharon Harvey

Since 2005, the Ministry of Education has provided funding to support immersion awards for language teachers with the aim of improving teaching practice in ways that contribute to improved student learning. In 2008, the Ministry of Education contracted a research team from AUT's School of Languages and Social Sciences, to carry out an evaluation of the Immersion Programme. This presentation outlines the theoretical background to the research and presents initial findings related to teacher participants' development in language fluency and cultural knowledge; intercultural awareness and competence; second language teaching practices; and as a result, on students' language learning opportunities, experiences and learning outcomes.

Evaluation of Teacher Professional Development Languages in Years 7-10 and the impact on language learning opportunities and outcomes for students

Clare Conway, Heather Richards, Sharon Harvey & Annelies Roskvist

Clare Conway and Heather Richards will report on an evaluation of the Ministry-sponsored TPDL programme being offered nationally. The programmes involves teachers of years 7-10 who are teaching languages other than Maori and English (currently Chinese, French, German, Japanese and Spanish). The TPDL programme aims to improve both teachers' language teaching skills and their proficiency in the teaching language to enable them to teach the Learning Languages area of the New Zealand Curriculum. The Curriculum has three main strands: Communication, Language Knowledge and Cultural Knowledge. In this presentation, we will give a brief summary of the main findings of the evaluation of the TPDL programme to date, with a focus on the interrelationship between culture and language.

Attaining ICC: A phenomenographic analysis of a cultural immersion study abroad programme (PhD research in-progress)

Leo Hitchcock

How shall I talk of the sea to a frog if it has never left its pond?
How shall I talk of the frost to a bird of the summerland if it has never left the place of its birth?
How shall I talk of life to a sage if he is a prisoner of his doctrine?
Chung Tsu, 4th Century B.C. (in Fantini, 2000)

This presentation will outline the details of my in-progress report PhD. The research aims to examine and analyse the effects of experiences of study abroad high school exchange students:

- Experiences that can transform a sojourner's worldview from ethnocentric to interculturally competent
- The perceptions that arise from these experiences to extract those that lead to ICC (IcC) and those that have other effects

In this presentation, the literature reviewed to date is outlined, the research methodology and the data collection and analysis methods are outlined, along with an update of the current status of the project.

Innovative approaches to language teaching: Japanese, Chinese & Spanish

Although these sessions are based on specific languages, the focus is on learning and teaching, and the content is transferrable to any language.

Japanese: Strategies and tools for effective learning

Sonja Moffat, Dallas Nesbit & Debbie Corder

This workshop will showcase student work based on activities using ICT to demonstrate acquisition of language skills and development of cultural knowledge and ICC. There will also be a demonstration of Strategies and Tools for Effective Learning. As well as delivering content, the teacher can improve student learning by introducing learning strategies and by making sure students have the required 'tools' for activating those strategies.
We will present a plan for introducing learning strategies taking up minimum classroom time and give some ideas for linking strategies, theories and ideas with suitable learning tools.

Chinese: Computer Assisted Chinese Language Learning - Electronic Flashcards, Character Writing Video Clips, and some basic Voice Tools

Susan Sun

This workshop demonstrates how to make CALL materials, namely flashcards and character writing video clips, which will promote students learning. They are easy-to-learn (to make), useful and effective in the teaching of Chinese in the increasingly ICT-inclined education setting of today. Towards the end of the workshop, we will also demonstrate some basic online voice tools used in Chinese program at AUT. Brief instruction and reference will be given as to how to create and use these materials/tools.

Spanish: Teaching Beyond the textbook and motivation

Gloria Vazquez

This session will introduce practical ideas, strategies and tools for effective teaching that will help our student's motivation and success. The session will encourage discussion and will also include a list of handy games and communicative activities that can be used to cater for most learning styles in the classroom.

APPENDIX TWO: EUROPEAN LANGUAGE PORTFOLIO: SELF ASSESSMENT GRID

On the grid below, highlight the descriptors that you think apply to you in each of the language modes. You may highlight a whole box or individual sentences and/or phrases within a box. Please be as accurate as possible. A repeat of this exercise will be requested mid-term (for YP Teachers) and post-return (for YP and IP Teachers) from your experience, as part of the evaluation process to determine whether your participation in the Award programme has made any difference to your language and skills.

		A1	A2	B1	B2	C1	C2
UNDERSTANDING	**Listening**	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

S P E A K I N G	**Spoken Interaction**	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

W R I T I N G	**Writing**	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

(Council of Europe, n.d.)

APPENDIX THREE: ETHICAL APPROVAL

Ethical approval: Case study long-term interview and observations 1

M E M O R A N D U M

Auckland University of Technology Ethics Committee (AUTEC)

To: Sharon Harvey
From: **Madeline Banda** Executive Secretary, AUTEC
Date: 26 March 2008
Subject: Ethics Application Number 08/35 **Evaluation of the language and culture immersion experiences for teachers programmes - their impact on teachers and their contribution to effective second language learning.**

Dear Sharon

I am pleased to advise that the Auckland University of Technology Ethics Committee (AUTEC) approved your ethics application in stages at their meeting on 10 March 2008. Your application is now approved for a period of three years until 10 March 2011.

The approval for this research has been granted in stages and this approval is for the first stage only, namely, the interviews and observations of one year sojourners.

I advise that as part of the ethics approval process, you are required to submit to AUTEC the following:

- A brief annual progress report using form EA2, which is available online through *http://www.aut.ac.nz/about/ethics*. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 10 March 2011;
- A brief report on the status of the project using form EA3, which is available online through *http://www.aut.ac.nz/about/ethics*. This report is to be submitted either when the approval expires on 10 March 2011 or on completion of the project, whichever comes sooner;

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided to participants. You are reminded that, as applicant, you are responsible for ensuring that research undertaken under this approval occurs within the parameters outlined in the approved application.

Please note that AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to make the arrangements necessary to obtain this. Also, if your research is undertaken within a jurisdiction outside New Zealand, you will need to make the arrangements necessary to meet the legal and ethical requirements that apply within that jurisdiction.

When communicating with us about this application, we ask that you use the application number and study title to enable us to provide you with prompt service. Should you have any further enquiries regarding this matter, you are welcome to contact Charles Grinter, Ethics Coordinator, by email at charles.grinter@aut.ac.nz or by telephone on 921 9999 at extension 8860.

On behalf of the AUTEC and myself, I wish you success with your research and look forward to reading about it in your reports.

Yours sincerely

Madeline Banda
Executive Secretary
Auckland University of Technology Ethics Committee

Cc: Debbie Corder, Annelies Roskvist, Karen Stacey, Frank Smedley

Ethical approval: Case study long-term interview and observations 2

M E M O R A N D U M

Auckland University of Technology Ethics Committee (AUTEC)

To:	Sharon Harvey
From:	**Madeline Banda** Executive Secretary, AUTEC
Date:	22 September 2008
Subject:	Ethics Application Number 08/35 **Evaluation of the language and culture immersion experiences for teachers programmes - their impact on teachers and their contribution to effective second language learning.**

Dear Sharon

I am pleased to advise that as the Executive Secretary of the Auckland University of Technology Ethics Committee (AUTEC) I have approved the subsequent stage of your ethics application allowing the second round of interviews for the one year sojourners. This delegated approval is made in accordance with section 5.3.2 of AUTEC's *Applying for Ethics Approval: Guidelines and Procedures* and is subject to endorsement at AUTEC's meeting on 13 October 2008.

I remind you that as part of the ethics approval process, you are required to submit the following to AUTEC:

- A brief annual progress report using form EA2, which is available online through *http://www.aut.ac.nz/about/ethics*. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 10 March 2011;
- A brief report on the status of the project using form EA3, which is available online through *http://www.aut.ac.nz/about/ethics*. This report is to be submitted either when the approval expires on 10 March 2011 or on completion of the project, whichever comes sooner;

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided to participants. You are reminded that, as applicant, you are responsible for ensuring that research undertaken under this approval occurs within the parameters outlined in the approved application.

Please note that AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to make the arrangements necessary to obtain this. Also, if your research is undertaken within a jurisdiction outside New Zealand, you will need to make the arrangements necessary to meet the legal and ethical requirements that apply within that jurisdiction.

When communicating with us about this application, we ask that you use the application number and study title to enable us to provide you with prompt service. Should you have any further enquiries regarding this matter, you are welcome to contact Charles Grinter, Ethics Coordinator, by email at charles.grinter@aut.ac.nz or by telephone on 921 9999 at extension 8860.

On behalf of the AUTEC and myself, I wish you success with your research and look forward to reading about it in your reports.

Yours sincerely

Madeline Banda
Executive Secretary
Auckland University of Technology Ethics Committee

Cc: Debbie Corder, Annelies Roskvist, Karen Stacey, Frank Smedley

Ethical approval: Case study long-term interview and observations 3

M E M O R A N D U M

Auckland University of Technology Ethics Committee (AUTEC)

To:	Sharon Harvey
From:	**Madeline Banda** Executive Secretary, AUTEC
Date:	7 November 2008
Subject:	Ethics Application Number 08/35 **Evaluation of the language and culture immersion experiences for teachers programmes - their impact on teachers and their contribution to effective second language learning.**

Dear Sharon

I am pleased to advise that the Chair of the Auckland University of Technology Ethics Committee (AUTEC) and I have approved the subsequent stage of your ethics application allowing the third round of interviews for the one year sojourners. This delegated approval is made in accordance with section 5.3.2 of AUTEC's *Applying for Ethics Approval: Guidelines and Procedures* and is subject to endorsement at AUTEC's meeting on 8 December 2008.

I remind you that as part of the ethics approval process, you are required to submit the following to AUTEC:

- A brief annual progress report using form EA2, which is available online through *http://www.aut.ac.nz/about/ethics*. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 10 March 2011;
- A brief report on the status of the project using form EA3, which is available online through *http://www.aut.ac.nz/about/ethics*. This report is to be submitted either when the approval expires on 10 March 2011 or on completion of the project, whichever comes sooner;

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided to participants. You are reminded that, as applicant, you are responsible for ensuring that research undertaken under this approval occurs within the parameters outlined in the approved application.

Please note that AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to make the arrangements necessary to obtain this. Also, if your research is undertaken within a jurisdiction outside New Zealand, you will need to make the arrangements necessary to meet the legal and ethical requirements that apply within that jurisdiction.

When communicating with us about this application, we ask that you use the application number and study title to enable us to provide you with prompt service. Should you have any further enquiries regarding this matter, you are welcome to contact Charles Grinter, Ethics Coordinator, by email at charles.grinter@aut.ac.nz or by telephone on 921 9999 at extension 8860.

On behalf of the AUTEC and myself, I wish you success with your research and look forward to reading about it in your reports.

Yours sincerely

Madeline Banda
Executive Secretary
Auckland University of Technology Ethics Committee

Cc: Debbie Corder, Annelies Roskvist, Karen Stacey, Frank Smedley

Ethical approval: Qualitative short-term interview and observations 1

M E M O R A N D U M

Auckland University of Technology Ethics Committee (AUTEC)

To:	Sharon Harvey
From:	**Madeline Banda** Executive Secretary, AUTEC
Date:	5 June 2008
Subject:	Ethics Application Number 08/35 **Evaluation of the language and culture immersion experiences for teachers programmes - their impact on teachers and their contribution to effective second language learning.**

Dear Sharon

I am pleased to advise that as the Executive Secretary of the Auckland University of Technology Ethics Committee (AUTEC) I have approved the second stage of your ethics application allowing interviews and observations of the short-term sojourners. This delegated approval is made in accordance with section 5.3.2 of AUTEC's *Applying for Ethics Approval: Guidelines and Procedures* and is subject to endorsement at AUTEC's meeting on 16 June 2008.

I remind you that as part of the ethics approval process, you are required to submit the following to AUTEC:

- A brief annual progress report using form EA2, which is available online through *http://www.aut.ac.nz/about/ethics*. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 10 March 2011;
- A brief report on the status of the project using form EA3, which is available online through *http://www.aut.ac.nz/about/ethics*. This report is to be submitted either when the approval expires on 10 March 2011 or on completion of the project, whichever comes sooner;

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided

to participants. You are reminded that, as applicant, you are responsible for ensuring that research undertaken under this approval occurs within the parameters outlined in the approved application.

Please note that AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to make the arrangements necessary to obtain this.

When communicating with us about this application, we ask that you use the application number and study title to enable us to provide you with prompt service. Should you have any further enquiries regarding this matter, you are welcome to contact Charles Grinter, Ethics Coordinator, by email at charles.grinter@aut.ac.nz or by telephone on 921 9999 at extension 8860.

On behalf of the AUTEC and myself, I wish you success with your research and look forward to reading about it in your reports.

Yours sincerely

Madeline Banda
Executive Secretary
Auckland University of Technology Ethics Committee

Cc: Debbie Corder, Annelies Roskvist, Karen Stacey, Frank Smedley

Ethical approval: Qualitative short-term interview and observations 2

M E M O R A N D U M

Auckland University of Technology Ethics Committee (AUTEC)

To: Sharon Harvey
From: **Madeline Banda** Executive Secretary, AUTEC
Date: 4 September 2008
Subject: Ethics Application Number 08/35 **Evaluation of the language and culture immersion experiences for teachers programmes - their impact on teachers and their contribution to effective second language learning.**

Dear Sharon

As Executive Secretary, I am pleased to advise that I have approved minor formatting changes to the 'Interview 2 Question Prompts' document. This delegated approval is made in accordance with section 5.3.2 of AUTEC's *Applying for Ethics Approval: Guidelines and Procedures* and is subject to endorsement at AUTEC's meeting on 13 October 2008.

I remind you that as part of the ethics approval process, you are required to submit the following to AUTEC:

- A brief annual progress report using form EA2, which is available online through *http://www.aut.ac.nz/about/ethics*. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 10 March 2011;
- A brief report on the status of the project using form EA3, which is available online through *http://www.aut.ac.nz/about/ethics*. This report is to be submitted either when the approval expires on 10 March 2011 or on completion of the project, whichever comes sooner;

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided to participants. You are reminded that, as applicant, you are responsible for ensuring

that research undertaken under this approval occurs within the parameters outlined in the approved application.

Please note that AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to make the arrangements necessary to obtain this. Also, if your research is undertaken within a jurisdiction outside New Zealand, you will need to make the arrangements necessary to meet the legal and ethical requirements that apply within that jurisdiction.

When communicating with us about this application, we ask that you use the application number and study title to enable us to provide you with prompt service. Should you have any further enquiries regarding this matter, you are welcome to contact Charles Grinter, Ethics Coordinator, by email at charles.grinter@aut.ac.nz or by telephone on 921 9999 at extension 8860.

On behalf of the AUTEC and myself, I wish you success with your research and look forward to reading about it in your reports.

Yours sincerely

Madeline Banda
Executive Secretary
Auckland University of Technology Ethics Committee

Cc: Debbie Corder, Annelies Roskvist, Karen Stacey, Frank Smedley

Ethical approval: Questionnaire

M E M O R A N D U M

Auckland University of Technology Ethics Committee (AUTEC)

To:	Sharon Harvey
From:	**Madeline Banda** Executive Secretary, AUTEC
Date:	19 November 2008
Subject:	Ethics Application Number 08/35 **Evaluation of the language and culture immersion experiences for teachers programmes - their impact on teachers and their contribution to effective second language learning.**

Dear Sharon

I am pleased to advise that a subcommittee of the Auckland University of Technology Ethics Committee (AUTEC) approved your ethics application at their meeting on 17 November 2008. This delegated approval is made in accordance with section 8.1 of AUTEC's *Applying for Ethics Approval: Guidelines and Procedures* and is subject to endorsement at AUTEC's meeting on 8 December 2008.

This approval is for the third stage of the research only and full information about any remaining stages needs to be submitted to AUTEC for approval before data collection for those stages may commence.

I remind you that as part of the ethics approval process, you are required to submit the following to AUTEC:

- A brief annual progress report using form EA2, which is available online through *http://www.aut.ac.nz/about/ethics*. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 10 March 2011;
- A brief report on the status of the project using form EA3, which is available online through *http://www.aut.ac.nz/about/ethics*. This report is to be submitted either when the approval expires on 10 March 2011 or on completion of the project, whichever comes sooner;

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided to participants. You are reminded that, as applicant, you are responsible for ensuring that research undertaken under this approval occurs within the parameters outlined in the approved application.

Please note that AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to make the arrangements necessary to obtain this. Also, if your research is undertaken within a jurisdiction outside New Zealand, you will need to make the arrangements necessary to meet the legal and ethical requirements that apply within that jurisdiction.

When communicating with us about this application, we ask that you use the application number and study title to enable us to provide you with prompt service. Should you have any further enquiries regarding this matter, you are welcome to contact Charles Grinter, Ethics Coordinator, by email at charles.grinter@aut.ac.nz or by telephone on 921 9999 at extension 8860.

On behalf of the AUTEC and myself, I wish you success with your research and look forward to reading about it in your reports.

Yours sincerely

Madeline Banda
Executive Secretary
Auckland University of Technology Ethics Committee

Cc: Debbie Corder, Annelies Roskvist, Karen Stacey, Frank Smedley. AUTEC Faculty Representative, Applied Humanities

APPENDIX FOUR: RESEARCH TOOLS

Case study long-term sojourner: Letter to participant

Faculty of Applied
Humanities Office
Private Bag 92006
Auckland 1142, NZ
T: +64 9 921 9659
F: +64 9 921 9631
www.aut.ac.nz

Date 2008

Dear Language Immersion Award Participant

The Ministry of Education has recently commissioned some research to evaluate how the Language and Culture Immersion Experiences for Teachers Programme that you were part of in 2005/2006 contributes to effective second language teaching. This will help the Ministry with future planning and resourcing for teaching and learning languages in New Zealand schools.

We are the researchers for this project and are sending you information about the research.

Attached is a:

1. Participant Information Sheet about the research
2. Consent Form

Please take time to read the material and contact Dr Sharon Harvey if you have any questions.

We look forward to hearing from you.

Yours sincerely,

Dr Sharon Harvey (with Debbie Corder, Annelies Roskvist and Karen Stacey)

Faculty of Applied Humanities

sharon.harvey@aut.ac.nz

Case study long-term sojourner: Letter to principal

Faculty of Applied
Humanities Office
Private Bag 92006
Auckland 1142, NZ
T: +64 9 921 9659
F: +64 9 921 9631
www.aut.ac.nz

Date

Dear (Principal name)

The purpose of writing this letter is to indicate that a language teacher in your school who was awarded a one year Ministry of Education funded Language Immersion Award in 2005 has indicated a willingness to take part in a research project.

The Ministry of Education has recently commissioned this research to evaluate how the Language Immersion Award programmes impact on teachers and their contribution to effective second language learning. This will help the Ministry with future planning and resourcing for teaching and learning languages in New Zealand schools.

Three AUT University researchers (Debbie Corder, Annelies Roskvist, and Karen Stacey) and I will be carrying out the research in the schools between March 2008 and February 2009.

…….. (name) has indicated a willingness to take part in the research. This would mean we would like to interview and observe them in their language teaching class at your school, three times during 2008. These interviews and observations would be within the same visit (three visits in total) and with the same class. The visits would be arranged at a mutually convenient time, once in May/June, once in July August and finally in October/November. All recording of data will be done through note taking and there will be no electronic recording. We will try to be as unobtrusive as possible while we are in your school. We are also interested in accessing any aggregated student achievement and progression data your school may hold for the language group the teacher research participant is teaching although we understand that this may not be possible in every school we work with.

Your school will receive the payment of two teacher release days (TRDs) for compensation of the teacher's involvement in the research. Please note that the participation in the research is voluntary.

We will be aggregating the data we collect in order to evaluate the impact of the language immersion experience programmes on teachers and their contribution to effective second language learning. We want to assure you that we will protect the teacher's identity and that of your school at all times. All the information gathered will be confidential to the research team. Your teacher's name and your school will not be identified in any research report, presentation

or publication and we will also mask any other identifying details in the write up of the case studies.

Ethics approval for this research has been gained from the AUT Ethics Committee and we will be following their procedures throughout the course of the research.

I or one of my co-researchers will be contacting you soon to ascertain whether you are willing for the research to go ahead in your school.

If you would like to clarify any points or discuss the research further please feel free to contact me on (09) 921 9659.

Yours sincerely,

Dr Sharon Harvey

Faculty of Applied Humanities

sharon.harvey@aut.ac.nz

Case study long-term sojourner: Participant information sheet

Participant Information Sheet

(One Year Sojourners)

DATE INFORMATION SHEET PRODUCED:

27 MAY 2008

PROJECT TITLE:

Evaluation of the Language and Culture Immersion Experiences for Teachers Programmes – Their impact on teachers and their contribution to effective second language learning.

AN INVITATION

We would like to invite you to participate in a research project for the Ministry of Education. The project aims to determine the effectiveness of the Language and Culture Immersion Experience for language teachers. Participation in the project is completely voluntary and you can withdraw from the project at any time. If you withdraw there will be no adverse consequences for you or your participation in any other professional development.

WHAT IS THE PURPOSE OF THIS RESEARCH?

The purpose of this research is to provide the Ministry with information about how immersion programmes contribute to effective language teaching. This will help the Ministry with future planning and resourcing for teaching and learning languages in New Zealand schools. We intend to produce an evaluation report with recommendations for the Ministry of Education and a two page report sheet for everyone who participates in the research. We may also communicate key findings from the research to the wider education community through conference presentations and academic publications.

HOW WAS I CHOSEN FOR THIS INVITATION?

You were chosen for this part of the research because in 2005/2006 you participated in a one year Intercultural Language and Culture Immersion Programme.

WHAT WILL HAPPEN IN THIS RESEARCH?

We would like to interview you and observe you in your language teaching class at your school, three times during 2008. The visits would be arranged at a mutually convenient time, once in May/June, once in July/August and finally in October/November.

We would like to interview you for up to an hour each time. The interviews will be in your school at a time mutually agreed between us and we will take written notes during the interview. There will be no audio or video recording

We would like to observe you in a language teaching situation with the same class on three occasions. The observations would be within the same visit as the interview (three visits in

total) and with the same class. During the visit we would also like to collect any handouts and materials you give out during the class.

WHAT ARE THE DISCOMFORTS AND RISKS?

We hope there is a low risk of you feeling uncomfortable, but there is a chance that you may feel embarrassed about being interviewed and observed. You may also be concerned that you might be identifiable from information gained. We will be writing up case studies from the data, but we want to assure you that we will protect your identity and that of your school at all times. We are interested in gaining a detailed picture of language teaching practices in a variety of situations and places throughout New Zealand rather than in you and your teaching particularly.

WHAT ARE THE BENEFITS?

The benefits are that we will be able to present to the Ministry of Education a comprehensive evaluation of the effectiveness of language and culture immersion programmes and recommendations for future programmes. This will be useful to the Ministry for their future planning for language teaching professional development. You may also find that when completing the interviews your reflections on the influence of the programme are personally and professionally beneficial.

HOW WILL MY PRIVACY BE PROTECTED?

Protecting your privacy and confidentiality will be our priority. All the information gathered will be confidential to the research team and will not be used in any way where you could be identified at any time. Your name and your school will not be identified in any research report, presentation or publication and we will also mask any other identifying details in the write up of the case studies.

WHAT ARE THE COSTS OF PARTICIPATING IN THIS RESEARCH?

Your time will be the main cost.

1. We will need to interview you three times for up to one hour each time.

2. We will need to observe three language teaching sessions with the same class. (up to an hour each time), each time

3. We may need to contact you briefly to clarify details from interviews, but this will be kept to a minimum.

.IF YOU AGREE TO TAKE PART IN THE CASE STUDIES, WE WILL SEND YOUR PRINCIPAL A LETTER OUTLINING YOUR INVOLVEMENT IN THE PROJECT. YOUR SCHOOL WILL BE PAID THE EQUIVALENT OF TWO TEACHER RELEASE DAYS (TRDS) TO COMPENSATE FOR THE TIME YOU HAVE SPENT ON THE PROJECT WITH US.

WHAT OPPORTUNITY DO I HAVE TO CONSIDER THIS INVITATION?

We would like to give you a week to consider the invitation to take part in the case studies and then we will contact you by phone or by email to see if you are interested in participating.

HOW DO I AGREE TO PARTICIPATE IN THIS RESEARCH?

If you agree to participate in these interviews and observations for this part of the research, please phone or email us to indicate your willingness. Also, complete the Consent Form and we will pick it up when we come to interview you.

WILL I RECEIVE FEEDBACK ON THE RESULTS OF THIS RESEARCH?

We intend to compile a two page report sheet for you which we hope to be able to distribute by the end of this school year. The full evaluation report and recommendations will be available from Ministry in November 2009.

WHAT DO I DO IF I HAVE CONCERNS ABOUT THIS RESEARCH?

Any concerns regarding the nature of this project should be notified in the first instance to the Lead Researcher, Dr Sharon Harvey, sharon.harvey@aut.ac.nz, 921 9659, Faculty of Applied Humanities, Auckland University of Technology.

Concerns regarding the conduct of the research should be notified to the Executive Secretary, AUTEC, Madeline Banda, *madeline.banda@aut.ac.nz* , 921 9999 ext 8044.

WHOM DO I CONTACT FOR FURTHER INFORMATION ABOUT THIS RESEARCH?

Researcher Contact Details:

Debbie Corder deborah.corder@aut.ac.nz 921 9999 x6080, School of Languages and Social Sciences, Auckland University of Technology.

Annelies Roskvist annelies.roskvist@aut.ac..nz 921 9999 x6089, School of Languages and Social Sciences, Auckland University of Technology

Karen Stacey, Karen.stacey@aut.ac.nz 921 9999 x 6049,School of Languages and Social Sciences, Auckland University of Technology

Project Supervisor Contact Details:

Dr Sharon Harvey Sharon.harvey@aut.ac.nz, 921 9659, Faculty of Applied Humanities, Auckland University of Technology

Approved by the Auckland University of Technology Ethics Committee on 10 March 2008, AUTEC Reference number 08/35

Case study long-term sojourner: Consent form

CONSENT FORM Interviews and observations.	

Project title: **Evaluation of the Language and Culture Immersion Experiences for Teachers Programmes - Their impact on teachers and their contribution to effective second language learning.**

Project Supervisor: **Sharon Harvey**

Researchers: **Sharon Harvey, Debbie Corder, Annelies Roskvist, Karen Stacey**

- ○ I have read and understood the information provided about this research project in the Information Sheet dated 27th May 2008.
- ○ I have had an opportunity to ask questions and to have them answered.
- ○ I understand that notes will be taken during the interviews and observations.
- ○ I understand that I may withdraw myself or any information that I have provided for this project at any time prior to completion of data collection, without being disadvantaged in any way. I understand that if I withdraw there will be no adverse consequences for my participation in the Language and Culture Immersion Programme or any other professional development.
- ○ If I withdraw, I understand that all relevant information including notes will be destroyed.
- ○ I agree to take part in this research.
- ○ I wish to receive a copy of the summary of the research (please tick one):

  Yes ○ No ○

Participant's signature .....

Participant's Name: .....

Participant's Contact Details: .....

.....

Phone :.....

Email : .....

Date:

Approved by the Auckland University of Technology Ethics Committee on 10 March 2008 AUTEC Reference number 08/35

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

Case study long-term sojourner: Interview 1

Evaluation of the Language and Culture Immersion Experiences for Teachers Programmes –Their impact on teachers and their contribution to effective second language learning

One year sojourners

Interview 1

Question prompts

Teacher participant's language fluency, cultural knowledge and ICC

1. How do you feel your language proficiency level has changed? What things helped you to improve? What things made it difficult? Do you think that the language you learnt prepared you for the language you experienced?

2. Did your understanding of the culture change? What things helped you to improve? What things made it difficult?

3. As a result of your experience in the programme, do you think you have a greater understanding of ICC? Can you give examples of how you think your ICC has improved?

4. What strategies would you suggest to someone leaving on the programme next month to make the most of their immersion experience?

Second language teaching practice (methodology, content, networking and dissemination)

1. Has the experience changed your understanding of teaching a foreign language and how to integrate opportunities to develop ICC? What new things have you learnt about teaching a foreign language, culture and developing ICC?

2. Did the programme help you to understand the requirements of the curriculum? Can you explain how?

3. Do you think the programme helped you become more autonomous/independent as a language teacher? Can you give some examples?

4. Has the experience enabled you to become part of a wider language learning community? Can you give examples? Are you doing anything to maintain the momentum of the learning that took place in the programme?

Language opportunities and outcomes for students

1. What would you say has been the greatest benefit of the immersion programme that you can bring to the classroom for your students? What are you doing that is different from what you would have done previously? Are you still drawing on the experience?

2. What are your students doing differently now in terms of language learning as a result of the things you are doing differently in the classroom? Can you give some examples of how you are identifying or measuring changes and improvements?

3. Have you noticed a change in the attitude of your students to language learning?

4. What changes do you think have taken place in terms of your students' ICC? Can you give some examples?

Programme structure, design and processes

1. Tell me about the support and training you had prior to departure and during the programme to develop your language and cultural knowledge. Do you think the programme met the intended outcomes that were explained to you? What were the goals you set for the programme ?

2. To what extent were your goals for the programme met?

3. What was useful/not useful for developing techniques and materials for an intercultural communicative teaching approach.

4. Do you have any suggestions for changes to the programme?

Have you got any questions you would like to ask?

Case study long-term sojourner: Interview 2

Evaluation of the Language and Culture Immersion Experiences for Teachers Programmes –Their impact on teachers and their contribution to effective second language learning

One year sojourners

Interview 2

Question prompts

A. Teacher participant's language fluency, cultural knowledge and ICC

1. Have there been any changes in your language proficiency level since the last interview? Why has this happened?

2. Since the last interview, you've done more teaching and had more time to reflect on your immersion experience? Has anything more surfaced in relation to your cultural understanding?

3. In the last interview, we talked about ICC. Have you been able to find out more about it? If so, what have you found out and from where? Has this had any impact on your teaching?

B. Second language teaching practice (methodology, content, networking and dissemination)

4. Since our last interview, have you tried any interesting learning/teaching activities you would like to share with me, especially ones you might not have tried had you not gone on the immersion experience? How did they go? What would you do differently?

5. Have you seen a copy of the Generic Framework for Teaching and Learning Languages in English Medium Schools Chart? How have you used this?

6. Have you been into the TKI website? What impact if any have these had on your teaching? If so, how have they helped you?

7. Are you familiar with the curriculum achievement objectives? What about the key competencies?

8. Have you done anything about tying them in to your learning and teaching activities? Can you give examples?

9. Has any information on or resources about the new curriculum or specifically language teaching come to the school? Do you have access to it?

10. In relation to the above, has the immersion experience been useful/will it be useful in helping you to integrate the information or resources in order to meet the requirements of the curriculum?

11. Have there been any changes in your networking to support your language/culture learning and teaching? Can you give examples of what these changes have been?

12. Have you been able to promote language learning in your school since your return? What have you been doing?

13. Are you planning to increase your understanding of second language teaching methodology in the future?

C. Language opportunities and outcomes for students

14. Have you noticed anything students are doing differently (language/culture) as a result of the different activities you have introduced since the immersion experience?

15. Can you give some examples of how you are assessing/measuring any improvements that have been a direct result of your immersion experience?

D. Programme structure, design and processes

16. In the previous interview, we talked about the programme and the pre- and post departure support. We would like to explore this a bit further.

    What did you expect from the pre departure preparation and support? What more could have been done?

17. Since you came back, what contact, for example debrief, follow-up, workshops, has there been from anyone (Ministry, school, programme organizer, etc)?

18. What didn't happen that would have been useful or that you would have liked or needed that would have enabled you to get more out of the experience in terms of improving student learning outcomes?

19. What advice would you have to give to other teachers embarking on a one year sojourn?

    Do you have any questions?

Case study long-term sojourner: Interview 3

Evaluation of the Language and Culture Immersion Experiences for Teachers Programmes –Their impact on teachers and their contribution to effective second language learning

One year sojourners

Interview 3

Question prompts

A. Teacher participant's language fluency, cultural knowledge and ICC

1. Have there been any changes in your language proficiency level since the last interview? Why has this happened?

2. Since the last interview, you've done more teaching and had more time to reflect on your immersion experience? Has anything more surfaced in relation to your cultural understanding?

3. In the last interview, we talked about ICC. Have you been able to find out more about it? If so, what have you found out and from where? Has this had any impact on your teaching?

B. Second language teaching practice (methodology, content, networking, dissemination and curriculum knowledge)

1. Since our last interview, have you tried any interesting **language** learning/teaching activities you would like to share with me, especially ones you might not have tried had you not gone on the immersion experience? How did they go?

2. Have you introduced any teaching/learning activities that specifically address **cultural knowledge**?

3. Have you introduced any teaching/learning activities that specifically address **ICC**?

4. Has any information on or resources about the **new curriculum** or specifically language teaching come to the school? Do you have access to it?

5. How do you make use of the Generic Framework for Teaching and Learning Languages in English Medium Schools Chart?

6. Have you visited the TKI website recently? What impact if any has this had on your teaching? If so, how has it helped you?

7. Are you familiar with the curriculum achievement objectives? What about the key competencies?

8. Have you done anything about tying curriculum achievement objectives in to your learning and teaching activities? Can you give examples?

9. Has the immersion experience been useful/will it be useful in helping you to integrate the information or resources in order to meet the requirements of the curriculum?

10. Have there been any recent changes in your networking to support your language/culture learning and teaching? Can you give examples of what these changes have been?

11. Have you been able to promote language/culture learning in your school recently? What have you been doing?

12. Have you got any further plans to increase your understanding of second language teaching methodology in the future?

C. Language opportunities and outcomes for students

1. How did the school organize for your absence during your sojourn and how did it affect student learning?

2. Have you noticed anything students are doing differently in their **language learning** as a result of the activities you have introduced since the immersion experience?

3. Have you noticed anything students are doing differently in their learning of the **culture** as a result of the activities you have introduced since the immersion experience?

4. Have you noticed anything students are doing differently in their **intercultural learning** as a result of the activities you have introduced since the immersion experience?

5. Can you give some examples of how you are assessing/measuring any improvements that have resulted from your immersion experience?

D. Programme structure, design and processes

1. Is there anything more you'd like to discuss about pre departure support?

2. Can you please describe how your days and weeks were mostly structured while you were on your sojourn?

   Note to researchers: Can you please draw a plan (with detail, where appropriate) as to how this worked.

3. Can you please describe how the year sojourn (time away) was mostly structured?

   Note to researchers: Can you please draw a plan (with detail, where appropriate) as to how this worked.

4. How would you have liked the programme to have been different, if at all?

5. Since you have come back what contact has there been from anyone related to the programme (Ministry, school, programme organizer, etc), for example, debrief, follow-up, workshops?

6. What would you have liked to have been done differently regarding support for and during your return to New Zealand and the classroom (e.g. advice on budget available for resources, excess luggage, reintegration into New Zealand school life)?

7. What advice would you give to other teachers embarking on a one year sojourn?

Case study long-term sojourner: Observation prompts

Evaluation of the Language and Culture Immersion Experiences for Teachers Programmes –Their impact on teachers and their contribution to effective second language learning

One year sojourners

Observation Prompts

Name of teacher

Date

Level of class

Stage of the course

Number of students

Length of lesson

Resources used (e.g. textbooks, video, computers etc)

Physical environnent (desk arrangement, wall visuals etc.)

Observation prompts

How is the teacher delivering the lesson?

How is the teacher managing the class

What opportunities does the teacher provide for students to get meaningful input of target language linked with opportunities to develop ICC?

What opportunities does the teacher provide for student output of the target language linked with opportunities to develop ICC?

How do students engage in the lesson?

What effective teaching approaches and activities are being used for developing ICC/oral or written?

Observation 1

Guidelines for researchers

Aim is to look at what the teachers say about their Language and Culture Immersion Experiences for Teachers Programmes in their interview, and then compare their responses with what they are doing in class.

The focus is on the teacher's approach to teaching the foreign language and developing ICC in their students.

Suggested procedure:

Keep the observation prompt sheet at hand.

Take detailed running notes in exercise book of observation in 2 columns: Teacher/Student

Following the observation and interview, read through notes and transfer key information on to grid attached.

Grid: observation 1

The teacher's approach to teaching the foreign language and developing ICC in their students.

Classroom management	Teacher input	Student output	Student engagement	ICC
Organises the lesson Is prepared Presents lessons systematically Manages the class well Keeps adequate records	Shows subject knowledge Recyles language Uses graded target language Provides encouraging feedback Uses a variety of approaches e.g. modeling)	Asking questions Pair/group work Discussions/presentations Completing exercises/ activities (including a range of student-centred activities especially those that develop	Students are motivated Students use the target language They make links with own lives and culture They are demonstrating skills, behaviour and attitudes that characterize ICC - savoir faire,	Exposure to target language and culture Authentic, useful and relevant tasks and language Opportunities to focus on form Opportunities to apply appropriate language and behaviour to authentic situations Language focused feedback Guidance on learning strategies Provision of time for thinking and to express own views <u>Output: students need</u>:

Includes all students in the lessons	Creates a good physical learning environment (eg visual) Provides variety in lessons Is creative with resource Integrates resources relevant to development of ICC	ICC – development of criticality)	apprendre, comprendre, engager, etre as well as savoirs) What are the most effective teaching approaches and activities for developing ICC/oral or written?	Interaction – work in pairs, groups, online or face to face Multiple opportunities to practise and communicate Opportunities to have restricted language practice (eg picture matching, songs etc) Opportunities to have free language practice (eg dialogue building, letter writing, access all known language) Opportunities to negotiate meaning (eg through info gap, discussion of task) Opportunities for recycling target language (repetition of same structures in stories, vocab recycling) Opportunities to explore the relationship between language and culture Opportunities to explore differences and similarities between their own culture and those of others Opportunities to explore concepts and models, such as values, norms and stereotypes Opportunities to explore their own perceptions and attitudes to understand other cultures Opportunities to record learned work (eg vocab notebook, workbook, worksheets, computer)

Observation 1

Researcher to receive from teacher copies of materials and handouts at start of lesson.

Name of teacher

Date

Level of class

Stage of the course (eg ….nth lesson)

Number of students

Length of lesson

Resources used (eg textbooks, videos, computers)

Physical environment (desk arrangement, wall visuals etc)

How is the teacher delivering the lesson?

Describe what happens.

How is the teacher managing the class?

Organises the lesson

Is prepared

Presents lessons systematically

Manages the class well

Keeps adequate records

Includes all students in the lessons

What opportunities does the teacher provide for students to get meaningful input of target language and develop ICC?

Shows subject knowledge

Recyles language

Uses graded target language

Provides encouraging feedback

Uses a variety of approaches (eg modelling)

Creates a good physical learning environment (eg visual)

Provides variety in lessons

Is creative with resource

Integrates resources relevant to development of ICC

What opportunities does the teacher provide for student output of the target language and for developing ICC?

Asking questions

Pair/group work

Discussions/presentations

Completing exercises/activities (including a range of student-centred activities especially those that develop ICC - development of criticality)

How do students engage in the lesson?

Students are motivated

Students use the target language

They make links with own lives and culture

They are demonstrating skills, behaviour and attitudes that characterize ICC - savoir faire, apprendre, comprendre, engager, etre as well as savoirs)

What effective teaching approaches and activities are being used for developing ICC/oral or written?

Teacher needs to give students the following opportunities:

<u>Input: students need</u>:

Exposure to target language and culture

Authentic, useful and relevant tasks and language

Opportunities to focus on form

Opportunities to apply appropriate language and behaviour to authentic situations

Language focused feedback

Guidance on learning strategies

Provision of time for thinking and to express own views

Output: students need:

Interaction – work in pairs, groups, online or face to face

Multiple opportunities to practise and communicate

Opportunities to have restricted language practice (eg picture matching, songs etc)

Opportunities to have free language practice (eg dialogue building, letter writing, access all known language)

Opportunities to negotiate meaning (eg through info gap, discussion of task)

Opportunities for recycling target language (repetition of same structures in stories, vocab recycling)

Opportunities to explore the relationship between language and culture

Opportunities to explore differences and similarities between their own culture and those of others

Opportunities to explore concepts and models, such as values, norms and stereotypes

Opportunities to explore their own perceptions and attitudes to understand other cultures

Opportunities to record learned work (eg vocab notebook, workbook, worksheets, computer)

Qualitative short-term sojourner: Letter to principal

Faculty of Applied
Humanities Office
Private Bag 92006
Auckland 1142, NZ
T: +64 9 921 9659
F: +64 9 921 9631
www.aut.ac.nz

Date

Dear (Principal name)

The purpose of writing this letter is to indicate that a language teacher in your school who has been awarded a one month Ministry of Education funded Language Immersion Award in 2008 has indicated a willingness to take part in a research project.

The Ministry of Education has recently commissioned this research to evaluate how the Language Immersion Award programmes impact on teachers and their contribution to effective second language learning. This will help the Ministry with future planning and resourcing for teaching and learning languages in New Zealand schools.

Three AUT University researchers (Debbie Corder, Annelies Roskvist, and Karen Stacey) and I will be carrying out the research in the schools between March 2008 and February 2009.

……. (name) has indicated a willingness to take part in the research. This would mean we would like to interview and observe them in their language teaching class at your school, twice during 2008, once before they leave for the sojourn and again one month after they return. The interviews and observations would be within the same visit (two visits in total) and with the same class. The visits would be arranged at a mutually convenient time. All recording of data will be done through note taking and there will be no electronic recording. We will try to be as unobtrusive as possible while we are in your school. We are also interested in accessing any aggregated student achievement and progression data your school may hold for the language group the teacher research participant is teaching although we understand that this may not be possible in every school we work with.

Your school will receive the payment of two teacher release days (TRDs) for compensation of the teacher's involvement in the research. Please note that the participation in the research is voluntary.

We will be aggregating the data we collect in order to evaluate the impact of the language immersion experience programmes on teachers and their contribution to effective second language learning. We want to assure you that we will protect the teacher's identity and that of your school at all times. All the information gathered will be confidential to the research team. Your teacher's name and your school will not be identified in any research report, presentation

or publication and we will also mask any other identifying details in the write up of the case studies.

Ethics approval for this research has been gained from the AUT Ethics Committee and we will be following their procedures throughout the course of the research.

I or one of my co-researchers will be contacting you soon to ascertain whether you are willing for the research to go ahead in your school.

If you would like to clarify any points or discuss the research further please feel free to contact me on (09) 921 9659.

Yours sincerely,

Dr Sharon Harvey

Faculty of Applied Humanities

sharon.harvey@aut.ac.nz

Qualitative short-term sojourner: Letter to participant

Faculty of Applied
Humanities Office
Private Bag 92006
Auckland 1142, NZ
T: +64 9 921 9659
F: +64 9 921 9631
www.aut.ac.nz

Date

Dear Language Immersion Award Participant

The Ministry of Education has recently commissioned some research to evaluate how the Language and Culture Immersion Experiences for Teachers Programme that you were involved in, contributes to effective language teaching. This will help the Ministry with future planning and resourcing for teaching and learning languages in New Zealand schools.

We are the researchers for this project and are sending you information about the research.

Attached is a pack that includes:

1. Participant Information Sheet about the research
2. Consent Form
3. Copies of the observation schedules and indicative interview questions

Please take time to read the material.

We look forward to hearing from you.

Yours sincerely,

Dr Sharon Harvey (with Debbie Corder, Annelies Roskvist and Karen Stacey)
Faculty of Applied Humanities
sharon.harvey@aut.ac.nz

Qualitative short-term sojourner: Participant information sheet

Participant Information Sheet

(Short-term sojourners)

DATE INFORMATION SHEET PRODUCED:

13th June, 2008

PROJECT TITLE:

Evaluation of the Language and Culture Immersion Experiences for Teachers Programmes – Their impact on teachers and their contribution to effective second language learning.

AN INVITATION

We would like to invite you to participate in a research project for the Ministry of Education. The project aims to determine the effectiveness of the Language and Culture Immersion Experience for language teachers. Participation in the project is completely voluntary and you can withdraw from the project at any time. If you withdraw there will be no adverse consequences for you or your participation in any other professional development.

WHAT IS THE PURPOSE OF THIS RESEARCH?

The purpose of this research is to provide the Ministry with information about how immersion programmes contribute to effective language teaching. This will help the Ministry with future planning and resourcing for teaching and learning languages in New Zealand schools. We intend to produce an evaluation report with recommendations for the Ministry of Education and a two page report sheet for everyone who participates in the research. We may also communicate key findings from the research to the wider education community through conference presentations and academic publications.

HOW WAS I CHOSEN FOR THIS INVITATION?

You were chosen for this part of the research because you will be participating in a short stay Intercultural Language and Culture Immersion Programme in 2008. The teachers have been selected to comprise a representative sample across the two schemes (AFS Intercultural Programmes and ILANZ) and across language groups, proficiency levels and host countries.

WHAT WILL HAPPEN IN THIS RESEARCH?

We would like to interview you and observe you in your language teaching class at your school, twice during 2008. The visits would be arranged at a mutually convenient time, once before you leave for your sojourn and again one month after you return from your sojourn.

We would like to interview you for up to an hour each time. The interviews will be in your school at a time mutually agreed between us and we will take written notes during the interview. There will be no audio or video recording.

We would like to observe you in a language teaching situation with the same class on two occasions. The observations would be within the same visit as the interview (two visits in total) and with the same class.

WHAT ARE THE DISCOMFORTS AND RISKS?

We hope there is a low risk of you feeling uncomfortable, but there is a chance that you may feel embarrassed about being interviewed and observed. You may also be concerned that you might be identifiable from information gained. We will be writing up case studies from the data, but we want to assure you that we will protect your identity and that of your school at all times. We are interested in gaining a detailed picture of language teaching practices in a variety of situations and places throughout New Zealand rather than in you and your teaching particularly.

WHAT ARE THE BENEFITS?

The benefits are that we will be able to present to the Ministry of Education a comprehensive evaluation of the effectiveness of language and culture immersion programmes and recommendations for future programmes. This will be useful to the Ministry for their future planning for language teaching professional development. You may also find that when completing the interviews your reflections on the influence of the programme are personally and professionally beneficial.

HOW WILL MY PRIVACY BE PROTECTED?

Protecting your privacy and confidentiality will be our priority. All the information gathered will be confidential to the research team and will not be used in any way where you could be identified at any time. Your name and your school will not be identified in any research report, presentation or publication and we will also mask any other identifying details in the write up of the case studies.

WHAT ARE THE COSTS OF PARTICIPATING IN THIS RESEARCH?

Your time will be the main cost.

4. We will need to interview you twice for up to one hour each time.

5. We will need to observe two language teaching sessions with the same class (up to an hour each time).

6. We may need to contact you briefly to clarify details from interviews, but this will be kept to a minimum.

   If you agree to take part in the research, we will send your principal a letter outlining your involvement in the project. Your school will be paid the equivalent of two teacher release days (TRDs) to compensate for the time you have spent on the project with us.

WHAT OPPORTUNITY DO I HAVE TO CONSIDER THIS INVITATION?

We would like to give you a week to consider the invitation to take part in the research and then we will contact you by phone or by email to see if you are interested in participating.

HOW DO I AGREE TO PARTICIPATE IN THIS RESEARCH?

If you agree to participate in these interviews and observations for this part of the research, please phone or email us to indicate your willingness. Also, complete the Consent Form and we will pick it up when we come to interview you.

WILL I RECEIVE FEEDBACK ON THE RESULTS OF THIS RESEARCH?

We intend to compile a two page report sheet for you which we hope to be able to distribute by the end of this school year. The full evaluation report and recommendations will be available from Ministry in November 2009.

WHAT DO I DO IF I HAVE CONCERNS ABOUT THIS RESEARCH?

Any concerns regarding the nature of this project should be notified in the first instance to the Lead Researcher, Dr Sharon Harvey, sharon.harvey@aut.ac.nz, 921 9659, Faculty of Applied Humanities, Auckland University of Technology.

Concerns regarding the conduct of the research should be notified to the Executive Secretary, AUTEC, Madeline Banda, *madeline.banda@aut.ac.nz* , 921 9999 ext 8044.

WHOM DO I CONTACT FOR FURTHER INFORMATION ABOUT THIS RESEARCH?

Researcher Contact Details:

Debbie Corder deborah.corder@aut.ac.nz 921 9999 x6080, School of Languages and Social Sciences, Auckland University of Technology.

Annelies Roskvist annelies.roskvist@aut.ac..nz 921 9999 x6089, School of Languages and Social Sciences, Auckland University of Technology

Karen Stacey, Karen.stacey@aut.ac.nz 921 9999 x 6049,School of Languages and Social Sciences, Auckland University of Technology

Project Supervisor Contact Details:

Dr Sharon Harvey Sharon.harvey@aut.ac.nz, 921 9659, Faculty of Applied Humanities, Auckland University of Technology

Approved by the Auckland University of Technology Ethics Committee on *5th June, 2008*, AUTEC Reference number *08/35*

Qualitative short-term sojourner: Consent form

CONSENT FORM Interviews and observations.	

Project title: **Evaluation of the Language and Culture Immersion Experiences for Teachers Programmes - Their impact on teachers and their contribution to effective second language learning.**

Project Supervisor: **Sharon Harvey**

Researchers: **Sharon Harvey, Debbie Corder, Annelies Roskvist, Karen Stacey**

- ○ I have read and understood the information provided about this research project in the Information Sheet dated 27th May 2008.
- ○ I have had an opportunity to ask questions and to have them answered.
- ○ I understand that notes will be taken during the interviews and observations.
- ○ I understand that I may withdraw myself or any information that I have provided for this project at any time prior to completion of data collection, without being disadvantaged in any way. I understand that if I withdraw there will be no adverse consequences for my participation in the Language and Culture Immersion Programme or any other professional development.
- ○ If I withdraw, I understand that all relevant information including notes will be destroyed.
- ○ I agree to take part in this research.
- ○ I wish to receive a copy of the summary of the research (please tick one):

  Yes ○ No ○

Participant's signature .....

Participant's Name: .....

Participant's Contact Details: .....

.....

Phone :.....

Email : .....

Date:

Approved by the Auckland University of Technology Ethics Committee on 10 March 2008 AUTEC Reference number 08/35

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

Qualitative short-term sojourner: Interview 1

Evaluation of the Language and Culture Immersion Experiences for Teachers Programmes –Their impact on teachers and their contribution to effective second language learning

Short-term sojourners

Interview 1

Question prompts

Teacher participant's language fluency, cultural knowledge and ICC

1. What would you say about your language proficiency level now? What do you think are your strengths and weaknesses? Do you think you are an effective language learner? How have you been maintaining your language level?
   [Researcher prompt: written, speaking reading, listening; good strategies, autonomous.]

2. How do you think your language proficiency might change as a result of the immersion programme? What would you want to improve in particular?

3. What aspect of the culture do you expect the immersion experience will help you to understand more deeply? In your case, what particular aspect of cultural knowledge would you want to improve?

   [Researcher prompt: current level of cultural knowledge and what the teacher will be focusing on during the sojourn]

4. How do you think this experience will change your understanding of the relationship between language and culture?

5. What is your understanding of 'ICC'? Can you give examples of how you think your immersion experience will help you to develop your ICC?

   [Researcher prompt: understanding of IC/ICC and current level of IC/ICC ie the intercultural dimension of communicative competence]

Second language teaching practice (methodology, content, networking and dissemination)

1. In what ways do you think you could improve on the way you teach another language? What about ways that you might integrate learning and teaching opportunities to develop ICC?
[Researcher prompt: reflection on own teaching and ICLT (intercultural communicative language teaching); awareness of theory and research].

2. What is your current understanding of the requirements of the curriculum? [Research prompt: includes understanding of language teaching and intercultural language teaching]

3. In what ways do you expect the immersion programme will help you become more autonomous/independent as a language teacher? Can you give some examples?
[Researcher prompt: more effective strategies, know how to access resources]

4. Are you currently involved in any language networks? If you are, what are the benefits? If not, would you like to be and why?
[Research prompt: sharing resources and ideas]

5. What is the interest in language learning in your school? Have you been able to promote it in any way? Can you give some examples?

Language opportunities and outcomes for students

1. What attitude do your students have towards language learning?

2. How would you describe your students' level of ICC? Can you give some examples?

3. How do you think the immersion programme will improve what you can bring to the classroom for your students? What do you think you will be able to do differently from what you are doing now?

4. What would you like to see your students doing differently in terms of language learning as a result of the things you might do differently after the immersion programme? How do you think you might identify or measure changes and improvements?

Programme structure, design and processes

1. Tell me about the support and training available for you leading up to your departure? What will be available during your time away to develop your language and cultural knowledge?

2. Have the intended outcomes of the immersion programme been explained to you and do you think they are realistic?

3. What goals have you set yourself?

4. Would you have liked anything different so far?

5. Have you got any questions you would like to ask?

Qualitative short-term sojourner: Interview 2

Evaluation of the Language and Culture Immersion Experiences for Teachers Programmes –Their impact on teachers and their contribution to effective second language learning

Short-term sojourners

Interview 2

Question prompts

A. Teacher participant's language fluency, cultural knowledge and intercultural competence

1. How do you feel your language proficiency level has changed? How are you maintaining it?

2. Before you left, you identified what you wanted to improve. Were you able to do this? What things helped you to improve? What things made it difficult? Do you think that the language you had prepared you for the language you experienced?

3. Did your understanding of the culture change? Were you able to improve your knowledge of the aspects you had identified before you left? What things helped you to improve? What things made it difficult?

4. Has your understanding of the relationship between language and culture changed? Can you give some examples?

5. As a result of your experience in the programme, do you think you have a greater understanding of ICC? Can you give examples of how you think your ICC has improved?

6. What strategies would you suggest to someone embarking on the programme, to make the most of their immersion experience?

B. Second language teaching practice (methodology, content, networking and dissemination)

1. Has the experience changed your understanding of teaching a foreign language? In what ways?

2. Has the experience changed your understanding of how to integrate learning and teaching opportunities to develop ICC? What new things have you learnt about teaching culture and developing ICC?

3. Did the programme help you to understand the requirements of the curriculum? Can you explain how?

4. Do you think the programme helped you become more autonomous/independent as a language teacher? Can you give some examples?
[Researcher prompt: more effective strategies, confidence, resources]

5. Has the experience enabled you to become part of a wider language learning community? Can you give examples? Are you doing anything to maintain the momentum of the learning that took place in the programme?

6. Do you feel you would be able to promote the learning of languages more effectively now than before you left? Could you give some examples?
[Researcher prompt: enthusiasm, greater knowledge]

C. Language opportunities and outcomes for students

1. What would you say has been the greatest benefit of the immersion programme that you can bring to the classroom for your students? What are you doing/plan to do that is different from what you would have done previously?

2. What are your students doing differently now in terms of language learning as a result of the things you are doing differently in the classroom? Can you give some examples of how you are identifying or measuring changes and improvements?

3. Have you noticed a change in the attitude of your students to language learning?

4. What changes do you think are taking place in terms of your students' ICC? Can you give some examples?

D. Programme structure, design and processes

1. Tell me about the support and training you had prior to departure and during the programme to develop your language and cultural knowledge. Do you think the programme met the intended outcomes that were explained to you?

2. What was useful/not useful for developing techniques and materials for effective intercultural communicative teaching.
3. Do you have any suggestions for changes to the programme?

4. Have you got any questions you would like to ask?

Qualitative short-term sojourner: Observation 1 and 2

Evaluation of the Language and Culture Immersion Experiences for Teachers Programmes –Their impact on teachers and their contribution to effective second language learning

Short-term sojourners

Observation 1 and 2

Name of teacher

Date

Level of class

Stage of the course

Number of students

Length of lesson

Resources used (eg textbooks, video, computers etc)

Physical environnent (desk arrangement, wall visuals etc)

Observation prompts

How is the teacher delivering the lesson?

How is the teacher managing the class?

What opportunities does the teacher provide for students to get meaningful input of target language linked with opportunities to develop ICC?

What opportunities does the teacher provide for student output of the target language linked with opportunities to develop ICC?

How do students engage in the lesson?

What effective teaching approaches and activities are being used for developing ICC/oral or written?

Observation

Guidelines for researchers

Aim is to look at what the teachers say about their Language and Culture Immersion Experiences for Teachers Programmes in their interview, and then compare their responses with what they are doing in class.

The focus is on the teacher's approach to teaching additional language and developing ICC in their students.

Suggested procedure:

Keep the observation prompt sheet at hand.

Take detailed running notes in exercise book of observation in 2 columns: Teacher/Student

Following the observation and interview, read through notes and transfer key information on to grid attached.

Grid: observation

The teacher's approach to teaching the foreign language and developing ICC in their students.

Classroom management	Teacher input	Student output	Student engagement	ICC
Organises the lesson Is prepared Presents lessons systematically Manages the class well Keeps adequate records Includes all	Shows subject knowledge Recyles language Uses graded target language Provides encouraging feedback Uses a variety of approaches eg modeling) Creates a	Asking questions Pair/group work Discussions/presentations Completing exercises/activities (including a range of student-centred activities especially those that develop ICC – development	Students are motivated Students use the target language They make links with own lives and culture They are demonstrating skills, behaviour and attitudes that characterize ICC - savoir faire,	Exposure to target language and culture Authentic, useful and relevant tasks and language Opportunities to focus on form Opportunities to apply appropriate language and behaviour to authentic situations Language focused feedback Guidance on learning strategies Provision of time for thinking and to express own views <u>Output: students need</u>:

students in the lessons	good physical learning environment (eg visual) Provides variety in lessons Is creative with resource Integrates resources relevant to development of ICC	of criticality)	apprendre, comprendre, engager, etre as well as savoirs) What are the most effective teaching approaches and activities for developing ICC/oral or written?	Interaction – work in pairs, groups, online or face to face Multiple opportunities to practise and communicate Opportunities to have restricted language practice (eg picture matching, songs etc) Opportunities to have free language practice (eg dialogue building, letter writing, access all known language) Opportunities to negotiate meaning (eg through info gap, discussion of task) Opportunities for recycling target language (repetition of same structures in stories, vocab recycling) Opportunities to explore the relationship between language and culture Opportunities to explore differences and similarities between their own culture and those of others Opportunities to explore concepts and models, such as values, norms and stereotypes Opportunities to explore their own perceptions and attitudes to understand other cultures Opportunities to record learned work (eg vocab notebook, workbook, worksheets, computer)

Observation

Researcher to receive from teacher copies of materials and handouts at start of lesson.

Name of teacher

Date

Level of class

Stage of the course (eg ….nth lesson)

Number of students

Length of lesson

Resources used (eg textbooks, videos, computers)

Physical environment (desk arrangement, wall visuals etc)

How is the teacher delivering the lesson?

Describe what happens.

How is the teacher managing the class?

Organises the lesson

Is prepared

Presents lessons systematically

Manages the class well

Keeps adequate records

Includes all students in the lessons

What opportunities does the teacher provide for students to get meaningful input of target language and develop ICC?

Shows subject knowledge

Recyles language

Uses graded target language

Provides encouraging feedback

Uses a variety of approaches (eg modelling)

Creates a good physical learning environment (eg visual)

Provides variety in lessons

Is creative with resource

Integrates resources relevant to development of ICC

What opportunities does the teacher provide for student output of the target language and for developing ICC?

Asking questions

Pair/group work

Discussions/presentations

Completing exercises/activities (including a range of student-centred activities especially those that develop ICC - development of criticality)

How do students engage in the lesson?

Students are motivated

Students use the target language

They make links with own lives and culture

They are demonstrating skills, behaviour and attitudes that characterize ICC - savoir faire, apprendre, comprendre, engager, etre as well as savoirs)

What effective teaching approaches and activities are being used for developing ICC/oral or written?

Teacher needs to give students the following opportunities:

<u>Input: students need</u>:

Exposure to target language and culture

Authentic, useful and relevant tasks and language

Opportunities to focus on form

Opportunities to apply appropriate language and behaviour to authentic situations

Language focused feedback

Guidance on learning strategies

Provision of time for thinking and to express own views

Output: students need:

Interaction – work in pairs, groups, online or face to face

Multiple opportunities to practise and communicate

Opportunities to have restricted language practice (eg picture matching, songs etc)

Opportunities to have free language practice (eg dialogue building, letter writing, access all known language)

Opportunities to negotiate meaning (eg through info gap, discussion of task)

Opportunities for recycling target language (repetition of same structures in stories, vocab recycling)

Opportunities to explore the relationship between language and culture

Opportunities to explore differences and similarities between their own culture and those of others

Opportunities to explore concepts and models, such as values, norms and stereotypes

Opportunities to explore their own perceptions and attitudes to understand other cultures

Opportunities to record learned work (eg vocab notebook, workbook, worksheets, computer)

Questionnaire: Letter to participants

Faculty of Applied Humanities Office
Private Bag 92006
Auckland 1142, NZ
T: +64 9 921 9659
F: +64 9 921 9631
www.aut.ac.nz

19th November, 2008

Dear TPDL (Teacher Professional Development Languages) Participant

The Ministry of Education has recently commissioned some research to evaluate how the TPDL programme that you are enrolled in contributes to effective language teaching. This will help the Ministry with future planning and resourcing for teaching and learning languages in New Zealand schools.

We are the researchers for this project and are sending you information about the research. We hope that you will find time to complete the survey.

Attached is a pack that includes:

1. Participant Information Sheet about the research
2. Consent Form
3. Survey

Please take time to read the material.

We look forward to hearing from you.

Yours sincerely,

Dr Sharon Harvey (with Heather Richards, Clare Conway and Annelies Roskvist)

Faculty of Applied Humanities

sharon.harvey@aut.ac.nz

Questionnaire: Participant information sheet

Participant Information Sheet

(Questionnaire)

DATE INFORMATION SHEET PRODUCED:

19th November, 2008

PROJECT TITLE:

Evaluation of the Language and Culture Immersion Experiences for Teachers Programmes – Their impact on teachers and their contribution to effective second language learning.

AN INVITATION

We would like to invite you to participate in a research project that has been commissioned by the Ministry of Education. The project aims to determine the effectiveness of the Language and Culture Immersion Experience for language teachers. Participation in the project is completely voluntary and you can withdraw from the project at any time. If you withdraw there will be no adverse consequences for you or your participation in any other professional development.

WHAT IS THE PURPOSE OF THIS RESEARCH?

The purpose of this research is to provide the Ministry with information about how immersion programmes contribute to effective language teaching. This will help the Ministry with future planning and resourcing for teaching and learning languages in New Zealand schools. We intend to produce an evaluation report with recommendations for the Ministry of Education and a two page report sheet for everyone who participates in the research. We will also communicate key findings from the research to the wider education community through conference presentations and academic publications.

HOW WAS I CHOSEN FOR THIS INVITATION?

You were chosen for this part of the research because you have participated in an Intercultural Language and Culture Immersion Programme since 2005.

WHAT WILL HAPPEN IN THIS RESEARCH?

We would like you to fill out the attached questionnaire and return it to us with the consent form (also attached). This is a long questionnaire and may take up to an hour to complete.

What are the discomforts and risks?

We hope there is a low risk of you feeling uncomfortable, but there is a chance that you may feel uneasy thinking back on aspects of your immersion experience. You may also be concerned that you might be identifiable from the information we collect. Please be assured that although we

will be able to match questionnaires with names through our coding system we envisage doing our analysis with no reference to individuals. We are interested in gaining an overview of immersion experiences and their relationship to outcomes for language learners in New Zealand schools rather than in you and your particular immersion experience. In addition, all information we collect will only be available to the researchers (Sharon, Annelies, Debbie and Karen). No one else will have access to primary data.

WHAT ARE THE BENEFITS?

The benefits are that we will be able to present a comprehensive evaluation of the effectiveness of language and culture immersion programmes and recommendations for future programmes to the Ministry of Education. This will be useful for planning for future immersion awards for teachers. You may also find that when completing the questionnaires, your reflections on the impact of the programme are personally and professionally beneficial.

HOW WILL MY PRIVACY BE PROTECTED?

Protecting your privacy and confidentiality will be our priority. All the information gathered will be confidential to the research team and will not be used in any way where you could be identified at any time. Your name and your school will not be identified in any research report, presentation or publication.

WHAT ARE THE COSTS OF PARTICIPATING IN THIS RESEARCH?

Your time will be the main cost. You will need to put aside half an hour to an hour to complete the questionnaire.

HOW DO I AGREE TO PARTICIPATE IN THIS RESEARCH?

Just fill in the questionnaire and consent form and return them to us as soon as possible (within a week would be great).

WILL I RECEIVE FEEDBACK ON THE RESULTS OF THIS RESEARCH?

We intend to compile a two page report (synopsis of progress to date) for you which we hope to be able to distribute by the end of this school year. The full evaluation report and recommendations will be available from Ministry after November 2009.

WHAT DO I DO IF I HAVE CONCERNS ABOUT THIS RESEARCH?

Any concerns regarding the nature of this project should be notified in the first instance to the Lead Researcher, Dr Sharon Harvey, sharon.harvey@aut.ac.nz, 921 9659, Faculty of Applied Humanities, Auckland University of Technology.

Concerns regarding the conduct of the research should be notified to the Executive Secretary, AUTEC, Madeline Banda, *madeline.banda@aut.ac.nz* , 921 9999 ext 8044.

WHOM DO I CONTACT FOR FURTHER INFORMATION ABOUT THIS RESEARCH?

Researcher Contact Details:

Debbie Corder deborah.corder@aut.ac.nz 921 9999 x6080, School of Languages and Social Sciences, Auckland University of Technology.

Annelies Roskvist annelies.roskvist@aut.ac..nz 921 9999 x6089, School of Languages and Social Sciences, Auckland University of Technology

Karen Stacey, Karen.stacey@aut.ac.nz 921 9999 x 6049,School of Languages and Social Sciences, Auckland University of Technology

Project Supervisor Contact Details:

Dr Sharon Harvey Sharon.harvey@aut.ac.nz, 921 9659, School of Languages and Social Sciences, Faculty of Applied Humanities, Auckland University of Technology

Approved by the Auckland University of Technology Ethics Committee on *17/11/2008*
AUTEC Reference number *08/35.*

Questionnaire: Consent form

CONSENT FORM
Questionnaire

Project title: **Evaluation of the Language and Culture Immersion Experiences for Teachers Programmes - Their impact on teachers and their contribution to effective second language learning.**

Project Supervisor: **Sharon Harvey**

Researchers: **Sharon Harvey, Annelies Roskvist, Karen Stacey, Deborah Corder**

- ○ I have read and understood the information provided about this research project in the Information Sheet dated 19th November, 2008.
- ○ I have had an opportunity to ask questions and to have them answered.
- ○ I understand that I may withdraw myself or any information that I have provided for this project at any time prior to completion of data collection, without being disadvantaged in any way. If I withdraw I understand that there will be no adverse consequences for my participation in the Evaluation of the Language and Culture Immersion Experiences for Teachers Programmes or any other professional development.
- ○ If I withdraw, I understand that all relevant information will be destroyed.
- ○ I agree to take part in this research survey.
- ○ I wish to receive a copy of the report from the research (please tick one):

  Yes No

Participant's Signature .....

Participant's Name: .....

Participant's Contact Details : .....

.....

Phone :.....

Email : .....

Date:

Approved by the Auckland University of Technology Ethics Committee on 17/11/2008

AUTEC Reference number 08/35

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

Questionnaire: Form

Evaluation of the Language and Culture Immersion Experiences for Teachers Programmes –Their impact on teachers and their contribution to effective second language learning

Questionnaire

The Ministry of Education is seeking an evaluative report of the Language and Culture Immersion Programmes and how they contribute to effective language teaching.

This questionnaire invites you to provide information about the immersion programme in which you took part and the influence it has had on your language and culture teaching and on student learning outcomes.

In particular we are focusing on the effectiveness of the programme in terms of the following:

a. Teacher participants' language fluency, cultural knowledge and ICC
b. Teacher participants' second language teaching practices
c. Language learning opportunities and outcomes for students

Please note:

The language you were using during your immersion experience is referred to as 'the immersion language'; any other languages that you teach are referred to as 'other languages'.

The terms 'ICC' and 'ICC' are used more or less interchangeably in language teaching. 'ICC' is used in this questionnaire.

The information you provide will be seen only by the AUT research team. The identity of individual teachers and schools will not be revealed in the reports which are provided to the Ministry of Education nor in any related publications.

On return of the completed questionnaire, you will be placed in a prize draw to win one of five $30 book vouchers. This draw is to show our appreciation for the time you have taken to complete this questionnaire.

Although the questionnaire is long, it requires mostly ticks in boxes and will not take you more than 45 minutes.

Please return the completed survey (with the consent form) in the enclosed envelope by Friday 27th February, 2008.

Unless otherwise indicated, please complete the survey by ticking the ONE box that best describes your answer

SECTION A: Demographics

This section asks about your background and current teaching situation.

1. Male [ ] Female [ ]
2. What was your country of placement? _____
3. What is your immersion language? _____
4. What was your month and year of departure? _____
5. What was your month and year of return? _____
6. Which immersion programme did you participate in?

   AFS (American Field Service) [ ]
   ILANZ (International Languages in Aotearoa-New Zealand [ ]
   Japan Foundation [ ]
   Other _____

7. In addition to the country of your immersion experience, which other countries have you stayed/ lived in and for how long?

   Countries: 1_____ 2_____3_____

   Length of time: 1_____ 2_____3_____

8. How much time had you spent in a country where the **immersion language** was spoken (teenage years onwards) before your immersion experience?

   Less than one month [ ] 1- 3 months [ ] 4-6 months [ ]

   7-12 months [ ] 1-2 years [ ]

   If more than two years, please specify _____

9. Name of your School _____Decile: _____
10. How long have you been in the teaching profession?

    1 – 3 years [ ] 4 – 6 years [ ] 7 – 10 years [ ]

    More than 10 years [ ]

    If longer than 10 years, please specify _____

11. How long have you been teaching the **immersion language**?

    This is my first year [ ] 1 – 3 years [ ] 4 – 6 years [ ]

7 – 10 years [ ] 10-15 years [ ]

If longer than 15 years, please specify _____

12. How long have you been teaching languages?

This is my first year [ ] 1 – 3 years [ ] 4 – 6 years [ ]

7 – 10 years [ ] 10-15 years [ ]

If longer than 15 years, please specify _____

13. What formal qualifications do you have?

MA [ ] MEd [ ] PostGrad Dip [ ] BA [ ] BEd [ ]

Other _____

14. What is your highest formal qualification in the **immersion language**?

_____

15. What is your highest formal qualification in any language?

Qualification: _____

Language: _____

16. What formal **language teacher** qualification do you have?

Certificate [ ] Diploma [ ] TPDL [ ] Bachelors [ ]

Post Graduate Diploma [ ] Masters [ ]

Other _____

17. Are you a member of the New Zealand Association of Language Teachers (NZALT)?

Not a member [ ]
Passive member (do not attend events) [ ]
Active member (attend events) [ ]

Number of years _____

<u>Before your immersion programme</u>:

18. What language(s) did you teach? (*You may tick more than one answer*)

Chinese [ ] French [ ] German [ ]
Japanese [ ] Spanish [ ]

Other _____

19. What year class(es) were you teaching your immersion language to? (*You may tick more than one answer*)

Years 1 – 4 [ ] Years 5 - 6 [ ] Year 7 [ ] Year 8 [ ] Year 9 [ ]

Year 10 [ ] Year 11 [ ] Year 12 [ ] Year 13 [ ]

After your immersion programme:

20. What language(s) do you teach **now**? (*You may tick more than one answer*)

Chinese [ ] French [ ] German [ ]
Japanese [ ] Spanish [ ]

Not teaching immersion language [ ]

Other _____

21. What year class(es) are you **now** teaching the immersion language to? (*You may tick more than one answer*)

Years 1 – 4 [ ] Years 5 - 6 [ ] Year 7 [ ]

Year 8 [ ] Year 9 [ ] Year 10 [ ]

Year 11 [ ] Year 12 [ ] Year 13 [ ]

Not teaching immersion language [ ]

22. If you are no longer teaching the immersion language, please explain why.

_____

_____

_____

SECTION B: Knowledge, Language, Culture, ICC

Before your immersion programme:

23. What was your proficiency level of the immersion language **in writing before** your immersion experience?

Beginner [ ] Elementary [ ] Intermediate [ ]

Advanced [ ] Expert user [ ]

24. What was your proficiency level of the immersion language **in reading before** your immersion experience?

    Beginner [ ] Elementary [ ] Intermediate [ ]

    Advanced [ ] Expert user [ ]

25. What was your proficiency level of the immersion language **in speaking before** your immersion experience?

    Beginner [ ] Elementary [ ] Intermediate [ ]

    Advanced [ ] Expert user [ ]

26. What was your proficiency level of the immersion language **in listening before** your immersion experience?

    Beginner [ ] Elementary [ ] Intermediate [ ]

    Advanced [ ] Expert user [ ]

27. What did you want to improve **during** your immersion experience? (*Choose three and rank them 1, 2 and 3*)

    Reading [ ] Writing [ ] Speaking [ ] Listening [ ]
    Vocabulary [ ] Grammar [ ] Pronunciation [ ]

    Cultural knowledge [] ICC [ ]

    Other _____

28. How much understanding of the term **ICC** did you have **before** your immersion experience?

    No understanding [ ] A little understanding [ ]

    Some understanding [ ] Good understanding [ ]

    Considerable understanding [ ]

<u>After your immersion programme:</u>

29. What was the proficiency level of your immersion language **in writing** when you **first returned** from your immersion experience?

    Beginner [ ] Elementary [ ] Intermediate [ ]

    Advanced [ ] Expert user [ ]

30. What was the proficiency level of your immersion language **in reading** when you **first returned** from your immersion experience?

    Beginner [ ] Elementary [ ] Intermediate [ ]

    Advanced [ ] Expert user [ ]

31. What was the proficiency level of your immersion language **in speaking** when you **first returned** from your immersion experience?

    Beginner [ ] Elementary [ ] Intermediate [ ]

    Advanced [ ] Expert user [ ]

32. What was the proficiency level of your immersion language **in listening** when you **first returned** from your immersion experience?

    Beginner [ ] Elementary [ ] Intermediate [ ]

    Advanced [ ] Expert user [ ]

33. What did you improve as a result of your immersion experience? (*Choose three and rank them, 1, 2 and 3*)

    Reading [ ] Writing [ ] Speaking [ ] Listening [ ]
    Vocabulary [ ] Grammar [ ] Pronunciation [ ]

    Cultural knowledge [] ICC [ ]

    Other _____

34. What helped you improve the proficiency of your immersion language the most?

    _____

    _____

    _____

35. What hindered the improvement of the proficiency of your immersion language?

    _____

    _____

    _____

36. What is the proficiency level of your immersion language **now**?

    Beginner [ ] Elementary [ ] Intermediate [ ]

Advanced [ ] Expert user [ ]

37. To what extent has the immersion experience helped you to become more autonomous/independent as a language learner (do you have more or better language learning strategies)?

    Not at all [ ] A little [ ] To some extent [ ] Considerably [ ]

38. What language learning strategies do you use **now** that you did not use before your immersion experience? Please give examples.

    _____

    _____

    _____

39. How have you been maintaining your **immersion language**?

Internet resources: websites, TV	[ ]
Digital resources: DVDs	[ ]
Computer software	[ ]
Language classes	[ ]
Interaction with immersion language community in NZ	[ ]
Maintaining contact with immersion country (email, Skype etc)	[ ]
Reading: media, literature etc.	[ ]
None of the above	[ ]

    Other _____

40. How much did the immersion programme increase your knowledge of the immersion country's **culture**?

    No change [ ] A little change [ ] Noticeable change [ ]

    A great deal of change [ ]

41. In what ways has your cultural knowledge increased? (What do you know now/have a greater awareness of that you didn't have before the immersion experience?) Please give examples.

    _____

    _____

    _____

42. What helped you to increase your knowledge of the immersion country's **culture**?

    _____

_____

_____

43. What made it difficult for you to increase your knowledge of the immersion country's **culture**?

_____

_____

_____

44. How much has the immersion programme changed your understanding of the relationship between **language** and **culture**?

No change [ ] A little change [ ] Noticeable change [ ]

A great deal of change [ ]

Please comment further:

_____

_____

_____

45. How much understanding of the term **ICC** do you have **now**?

No understanding [ ] A little understanding [ ] Some understanding [ ]
Good understanding [ ] Considerable understanding [ ]

46. What is your understanding **now** of **ICC**? Please give examples.

_____

_____

_____

_____

SECTION C: Language teaching practice

47. How much has your confidence in **language teaching** increased **since your immersion experience**?

No increase [ ] A little increase [ ] Noticeable increase [ ]

Considerable increase [ ]

48. How much has your understanding of how **students learn a second language** increased **since your immersion experience**?

    No increase [ ] A little increase [ ] Noticeable increase [ ]

    Considerable increase [ ]

49. What things are you doing **now** in your **language teaching** that you did not do before the immersion experience?

    _____

    _____

    _____

50. How much has your understanding of the **teaching of the culture** of the immersion language increased **since your immersion experience**?

    No increase [ ] A little increase [ ] Noticeable increase [ ]

    Considerable increase [ ]

51. What learning and teaching activities do you use **now** to develop your students' cultural knowledge that you did not use before your immersion experience? Please give examples.

    _____

    _____

    _____

52. How much has your understanding of the **teaching of ICC** increased as a result of the immersion experience?

    No increase [ ] A little increase [ ] Noticeable increase [ ]

    Considerable increase [ ]

53. What learning and teaching activities do you use **now** to develop your **students' ICC** that you did not use before your immersion experience? Please give examples.

    _____

    _____

    _____

54. What **new** initiatives have you taken to become part of a wider language/teaching/learning community since your return from the immersion experience?

Joined a formal professional language teaching association e.g. NZALT [ ]
Joined an informal network of NZ language teachers (e.g. language teaching clusters [ ]
Established sister relations in immersion country [ ]
None of the above [ ]

Other _____

55. How much have you been able to promote further interest in language learning in your school since the immersion?

No increase [ ] A little increase [ ] Noticeable increase [ ]

Considerable increase [ ]

56. What is preventing you from/encouraging you in promoting interest in language learning in your school?

_____

_____

_____

57. How much has your understanding of the requirements of the **curriculum** in relation to **language teaching** increased **as a result of** the immersion programme?

(a) Learning Languages Area (2007 Curriculum)

Not at all [ ] A little [ ] To some extent [ ] Considerably [ ]

(b) Language specific guidelines

Not at all [ ] A little [ ] To some extent [ ] Considerably [ ]

58. How much has your understanding of the requirements of the **curriculum** in relation to **culture** increased **as a result of** the immersion programme?

(a) Learning Languages Area (2007 Curriculum)

Not at all [ ] A little [ ] To some extent [ ] Considerably [ ]

(b) Language specific guidelines

Not at all [ ] A little [ ] To some extent [ ] Considerably [ ]

59. How much has your understanding of the requirements of the **curriculum** in relation to the development of **ICC** increased **as a result of** the immersion programme?

(a) Learning Languages Area (2007 Curriculum)

Not at all [ ] A little [ ] To some extent [ ] Considerably [ ]

(b) Language specific guidelines

Not at all [ ] A little [ ] To some extent [ ] Considerably [ ]

60. From the immersion experience what helped you to/discouraged you from increasing your understanding of the requirements of the curriculum?

_____

_____

_____

61. What components of the immersion programme do you think have been most valuable in changing your practice to improve **your students' language learning opportunities** and outcomes?

_____

_____

_____

62. Has there been a positive change in your **students' attitudes to learning and using the immersion language** as a result of your immersion experience?

Not at all [ ] A little [ ] To some extent [ ] Considerably [ ]

63. What are your **students** doing differently now? Please give examples.

_____

_____

_____

64. How much have your **students** increased their **language knowledge** and use, as a result of your immersion experience?

Not at all [ ] A little [ ] To some extent [ ] Considerably [ ]

How do you know? Please give examples.

_____

_____

_____

65. How are you measuring changes in **your students' language knowledge** and use (what type of assessment activities are you using)? (*You may tick more than one answer*)

    No formal assessment [ ] Short tests/quizzes [ ] portfolios [ ]

    School exams [ ] NCEA [ ]

    Other _____

66. Has there been a positive change in your **students' attitudes** to learning about the **culture** as a result of your immersion experience ?

    Not at all [ ] A little [ ] To some extent [ ] Considerably [ ]

67. What are your **students** doing differently now? Please give examples.

    _____

    _____

    _____

68. How are you measuring **your students'** change in the learning of **culture** (what type of assessment activities are you using)? (*You may tick more than one answer*)

    Story telling [ ] Role plays [ ] Presentations [ ]

    Portfolios [ ] Blogs [ ]

    Other _____

69. Has there been a positive change in **your students' ICC** as a result of your immersion experience?

    Not at all [ ] A little [ ] To some extent [ ] Considerably [ ]

70. What are your **students** doing differently now? Please give some examples.

    _____

    _____

    _____

    _____

    _____

SECTION D: Immersion programme

Before the immersion experience

71. What support/information did you receive leading up to your departure? (*You may tick as many answers as you like*)

    [ ] Detailed itinerary
    [ ] Information on visas, inoculations and legal requirements for living in immersion country
    [ ] Orientation session (preparation for living in another country, culture shock
    [ ] Language instruction
    [ ] Cultural information
    [ ] Help with accommodation choice
    [ ] Help with locating suitable language courses
    [ ] Information on school placement
    [ ] Mentoring

    Other _____

72. Please comment on any other aspect of the support/information you received.

    _____

    _____

    _____

73. What extra information/support would you have liked that you did not get?

    _____

    _____

    _____

74. How clear were the intended outcomes of the immersion experience programme to you before you left?

    Not at all clear [ ] Relatively clear [ ] Very clear [ ]

    Please comment further on the intended outcomes:

    _____

    _____

    _____

75. What key goals did you set yourself?

_____

_____

76. How did the school organize for your absence during your sojourn and how did this affect student learning?

_____

_____

_____

During the immersion experience

77. Did you keep a reflective journal/blog during your immersion experience?

Yes [ ] No [ ]

Please comment further (if applicable):

_____

_____

_____

78. What contact did you have with a school in the immersion country?

Brief visits and observations [ ] Ongoing visits and observations [ ]

Taught a number of lessons [ ] Based at a school and taught regularly [ ]

None of the above [ ]

Other _____

_____

_____

79. How useful was this contact with a school in the immersion country?

Not at all [ ] A little [ ] To some extent [ ]
Considerably [ ] N.A [ ]

Please comment further (if applicable):

_____

_____

_____

80. Did you attend immersion language classes?

Yes [ ] No [ ]

81. What kind of immersion language classes did you attend (if applicable)?

_____

_____

_____

82. How many hours a day/week (if applicable)?

Number of hours per day _____ Number of weeks _____

83. How useful were the language classes?

N.A [ ] Not useful [ ] A little useful [ ]

Some use [ ] Very useful [ ]

Please comment further on the usefulness of language classes in the immersion country (if applicable).

_____

_____

_____

84. In your opinion, what level of immersion language proficiency should a teacher have before undertaking an immersion experience?

Beginner [ ] Elementary [ ] Intermediate [ ]
Advanced [ ] Expert user [ ]

Please explain why.

_____

_____

_____

85. Did you attend classes on how to teach languages (language pedagogy)?

Yes [ ] No [ ]

86. How useful were the language teaching pedagogy classes – if applicable?

N.A [ ] Not useful [ ] A little useful [ ]

Some use [ ] Very useful [ ]

Please comment on the usefulness of language teaching classes in the immersion country (if applicable).

_____

_____

_____

87. Did you attend any other kind of professional or cultural courses during your immersion experience e.g. cooking classes, tai chi classes?

Yes [ ] No [ ]

88. What kind of professional or cultural courses did you attend (if applicable)?

_____

_____

_____

Please comment on the usefulness of professional or cultural courses in the immersion country (if applicable).

_____

_____

_____

89. Do you think you were personally ready to go on the immersion experience? Please explain why or why not.

_____

_____

_____

90. Please describe how most of your week days were structured during the immersion experience.

_____

_____

_____

91. Please describe how your immersion year was broadly structured.

_____

_____

_____

92. What sort of accommodation did you have? (*You may tick more than one answer*)

Homestay [ ] Hostel/dormitory [ ] Lived in apartment alone [ ]

Lived in apartment with others [ ]

Other _____

93. In your opinion, which accommodation is preferable and for what reasons?

_____

_____

_____

94. Who arranged the accommodation?

Self [ ] AFS [ ] ILANZ [ ] Host family [ ]

Other _____

95. What enabled you to benefit from the immersion experience?

_____

_____

_____

96. What hindered you from getting the most benefit from the immersion experience?

_____

_____

_____

After the immersion experience

97. To what extent do you think the programme met the intended outcomes that were explained to you?

    Not at all [ ] A little [ ] To some extent [ ] Considerably [ ]

98. To what extent do you think you have met the goals you set for yourself?

    Not at all [ ] A little [ ] To some extent [ ] Considerably [ ]

99. Can you give some examples of the goals you achieved.

    _____

    _____

    _____

100. What helped you to achieve your goals?

    _____

    _____

    _____

101. What hindered you from achieving your goals?

    _____

    _____

    _____

102. What kind of debrief did you have on your return?

    No debrief [ ] Face to face interview [ ] Phone call [ ]

    Invitation to meet with other participants [ ]

    Other_____

    _____

_____

103. What kind of follow-up support would maximise the benefits of the immersion experience for your teaching, and for the learning outcomes for your students?

[ ] No follow-up
[ ] Links to language teacher clusters
[ ] Invitation to join a learning/teaching community
[ ] Invitation to take part in further professional development
[ ] Invitation to form part of immersion award alumni group with associated activities

Other _____

_____

104. In what ways did the immersion experience differ from a trip or time overseas that you could or would have been able to plan for yourself ?

_____

_____

_____

105. Do you think the immersion programme would benefit from being linked to a credit bearing university professional development programme for language teachers?

Yes [ ] No [ ]

Please comment further:

_____

_____

_____

106. What suggestions would you give for changes to the programme in order to improve your teaching, and to maximise the language learning opportunities and learning outcomes for your students? (ie. add in language learning opportunities)

_____

_____

_____

107. Has the immersion experience motivated you in any way to continue with your

professional development?

Yes [ ] No [ ]

Please comment further:

_____

_____

_____

108. Is there anything else you would like to tell us?

_____

_____

_____

_____

_____

Thank you very much for taking the time to answer these questions

APPENDIX FIVE: BYRAM'S (2008) MODEL OF ICC

ICC (Byram, 2008, Appendix 1)

	SKILLS interpret and relate *(savior compredre)*	
KNOWLEDGE of self and other; of interaction: individual and societal *(savoirs)*	EDUCATION political education critical cultural awareness *(savoir s'engager)*	ATTITUDES relativising self valuing other *(savoir être)*
	SKILLS discover and/or interact *(savoir apprendre/faire)*	

Factors in intercultural communication

Attitudes:
curiosity and openness, readiness to suspend disbelief about other cultures and belief about ones' own.

Objectives

- willingness to seek out or take up opportunities to engage with otherness in a relationship of equality, this should be distinguished from attitudes of seeking out the exotic or of seeking to profit from others;
- interest in discovering other perspectives on interpretation of familiar and unfamiliar phenomena both in one's own and in other cultures and cultural practices;
- willingness to question the values and presuppositions in cultural practices and products in one's environment
- readiness to experience the difference stages of adaptation to and interaction with another culture during a period of residence;
- readiness to engage with the conventions and rites of verbal and non-verbal communication and interaction;

What I have in mind here is the kind of learner many teachers will have noticed when they take a group to another country. It is the curiosity and wonder expressed in constant questions and wide-eyed observations, in the willingness to try anything new rather than cling to the familiar. In the classroom, these attitudes are sometimes evident in the willingness to improvise in using the language, or in the question at the end of a lesson about something noticed in a textbook, or in the learner who talks about what they have heard from relatives about another country. Among university students spending a period of residence in another country, there are those who become fully engaged with their environment rather then live almost encapsulated in the links with home. Often such learners are not the ones most successful in academic work, in the acquisition of linguistic accuracy in the classroom, for example.

I also want to distinguish this kind of engagement with otherness from the tourist approach, where the interest is in collecting experiences of the exotic, and the from the commercial approach where the interest is in a business arrangement and the making of a profit. Both of these have a rightful place in international relations but they are not conducive to developing ICC.

Knowledge:
of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction.

Objectives (knowledge about/of)

- historical and contemporary relationships between one's own and one's interlocutor's country;
- the means of achieving contact with interlocutors from another country (at a distance or in proximity), of travel to and from and the institutions that facilitate contact or help resolve problems;
- the types of cause and process of misunderstanding between interlocutors of different cultural origins;
- that national memory of one's own country and how its events are related to and seen from the perspective of one's interlocutor's country;
- the national memory of one's interlocutor's country and the perspective on it from one's own;
- the national definitions of geographical space in one's own country and how these are perceived from the perspective of other countries;
- the national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own;
- the processes and institutions of socialisation in one's own and one's interlocutor's country;
- social distinctions and their principal markers, in one's own country and one's interlocutor's;
- institutions, and perceptions of them, which impinge on daily life within one's own and one's interlocutor's country and which conduct and influence relationships between them
- the processes of social interaction in one's interlocutor's country;

Much of the knowledge involved here is relational, e.g. how the inhabitants of one country perceive another country and what effect that has upon the interaction between individuals. It is also related to socialisation, since perceptions of others are acquired in socialisation. In learning the history of one's own country, for example, one is presented with images of another; in learning about the geography of one's own country, the boundaries with other countries are the defining characteristics. As an example, an English learner of French inevitably meets at some point the two versions of the story – rather the history - of Joan of Arc. The French collective, national memory of this story is different from the English, and the historical relationships between the two countries encapsulated in the difference form the kind of knowledge envisaged here. There are doubtless similar examples in every country.

There is also a more theoretical kind of knowledge. Behind the example just mentioned, is the socialisation process itself, and an intercultural speaker needs to understand how this creates different perceptions, rather than having to acquire knowledge of all specific instances and examples. Awareness that one is a product of one's own socialisation is a pre-condition for understanding one's reactions to otherness. Similarly, awareness of how one's 'natural' ways of interacting with other people are the 'naturalised' product of socialisation, and how parallel but different modes of interaction can be expected in other cultures, is part of the knowledge an intercultural speaker needs.

Skills of interpreting and relating:
ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own.

Objectives (ability to)

- identify ethnocentric perspectives in a document or event and explain their origins;
- identify areas of misunderstanding and dysfunction in a interaction and explain them in terms of each of the cultural systems present;
- mediate between conflicting interpretations of phenomena.

Documents depicting another culture - television reports, tourist brochure, autobiographical travellers' tales, or even language learning textbooks – may honestly claim to give an 'impartial' or 'objective' account. Knowledge about the ways in which ethnocentric perspectives are acquired in socialisation is the basis for developing the skills of 'reading' such documents, and identifying the sometimes insidious and unconscious effects of ethnocentrism. Similarly, an intercultural speaker will notice how two people are misunderstanding each other because of their ethnocentrism, however linguistically competent they might be, and is able to identify and explain the pre-suppositions in a statement in order to reduce the dysfunction they cause.

Skills of discovery and interaction:
ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.

Objectives (ability to):

- elicit from an interlocutor the concepts and values of documents or events and to develop an explanatory system susceptible of application to other phenomena;
- identify significant references within and across cultures and elicit their significance and connotations;
- identify similar and dissimilar processes of interaction, verbal and non-verbal, and negotiate an appropriate use of them in specific circumstances;
- use in real time an appropriate combination of knowledge, skills and attitudes to interact with interlocutors from a different country and culture, taking into consideration the degree of one's existing familiarity with the country and culture and the extent of differences between one's own and the other;
- identify contemporary and past relationships between one's own and the other culture and country;
- identify and make use of public and private institutions that facilitate contact other countries and cultures;
- use in real time knowledge, skills and attitudes for mediation between interlocutors of one's own and a foreign culture.

These are the skills that enable some people quickly to establish an understanding of a new cultural environment and the ability to interact in increasingly rich and complex ways with people whose culture is unfamiliar to them. They are able to draw upon whatever knowledge they have, but above all they have the skills of the ethnographer entering into a new 'field' of study, whether in a remote community, in a street corner gang or in the staff room of a school. The foreign correspondent of newspaper or television is another example of someone who develops such skills, quickly discovering the streams of thought, power,

influence underlying the events that they are to report. The intercultural speaker has different purposes from the ethnographer and the correspondent, but operates similar skills under similar constraints of time and place.

Critical cultural awareness/political education:
an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries.

Objectives (ability to):

- identify and interpret explicit or implicit values in documents and events in one's own and other cultures;
- make a evaluative analysis of the documents and events that refers to an explicit perspective and criteria;
- interact and mediate in intercultural exchanges in accordance with explicit criteria, negotiating where necessary a degree of acceptance of them by drawing upon one's knowledge, skills and attitudes.

The important point here is that the intercultural speaker brings to the experiences of their own and other cultures a rational and explicit standpoint from which to evaluate. Teachers are familiar with learners of all ages who condemn some particular custom in another country as 'barbaric'. They have no rationale other than that of the original meaning of 'barbaric', i.e., that it is different and from beyond the limits of our 'civilised' society. Although the teacher may not wish to interfere in the views of their learners, for ethical reasons, they can encourage them to make the basis for their judgments explicit, and expect them to be consistent in their judgments of their own society as well as others.

(Byram, 2008, Appendix 1)

Evaluation of the Language and Culture Immersion Experiences for Teachers Programmes- Their impact on teachers and their contribution to effective second language learning.

APPENDIX SIX: REQUEST FOR PROPOSAL

November 2007

Ministry of Education
Curriculum, Teaching and Learning - Design
Level 1, St Paul's Square
45-47 Pipitea Street,
PO Box 1666, Thorndon
Wellington

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1: INTRODUCTION

1.1 Introduction

The Ministry of Education (Ministry) is seeking proposals from individuals or organisations with appropriate experience and expertise to provide research and evaluation services to determine the effectiveness of the language and culture immersion experiences for teachers programmes. The effectiveness of the programmes is to be determined in terms of the teacher participants' development in language fluency and cultural knowledge; intercultural awareness and competence; second language teaching practices; and subsequently in terms of the impact on students' second language learning.

The information will provide the Ministry with evidence about the programme's contribution to ***Effective Teaching***[2]

The duration of this project will be from February 2008 to mid 2009. Proposals should budget for spending up to approximately $100,000 in total (exclusive of GST), with approximately $50,000 (exclusive of GST) for the period February 2008 to mid 2008 and $50,000. (exclusive of GST) for the period from mid 2008 to mid 2009.

1.2 Background

1.2.1 Learning Languages in the New Zealand Curriculum

Learning Languages is the new learning area in the *New Zealand Curriculum* (2007). All schools should be working towards offering students opportunities for learning a second or subsequent language in years 7-10. It is likely that the requirement to offer languages will become mandatory, and, in the longer term, the range of years in which languages are to be offered may be increased.

1.2.2 Government's International Education Agenda

The government's International Education Agenda (2007) has as its first goal: *New Zealand students are equipped to thrive in an interconnected world.* Reaching this goal will be reflected in these outcomes:

- New Zealand students will have well developed cultural knowledge, especially of Asia and the Pacific rim;
- they understand and respect other cultures;
- they have the skills to succeed in multicultural and multilingual settings in New Zealand and overseas; and
- they are enterprising and outwards looking.

Achieving this goal includes the requirement for good teachers with access to high-quality internationally focused teaching/learning resources, and appropriate professional development.

1.2.3 Impact of language and culture immersion experiences – research evidence

[2] The Ministry of Education defines effective teaching (Statement of Intent, 2006-2011:29) as: *Effective teaching focuses on maximising learning outcomes for all learners in every situation. Effective teaching requires knowledge of subject and teaching practice. The heart of effective teaching is where these three areas of influence intersect.*

In 2005 the Ministry commissioned research into the reporting of language and culture experiences, and how explicit the contributions to society and effective teaching are. (Harbon, Lesley A., (2005) *Language teachers' professional development immersion experiences: their contribution to quality teaching and learning* Wellington: Ministry of Education *and* Hallmark, Sally, (2005) *Language teachers' immersion professional development experiences: the contribution to quality teaching and learning.* Wellington: Ministry of Education.) Broadly, this research found that reporting was largely centred on teachers' experiences as a personal rather than a public good, and that the reporting of the effectiveness of their experiences in terms of improved teaching and learning was negligible. The research made recommendations aimed at improving immersion participants' understanding of the need to report the social benefits of their professional learning. The programme managers of the immersion experiences have this responsibility.

Hallmark (2005) made recommendations that:

- clear expectations of linkage to improved student learning experiences and outcomes should be made part of the conditions of participant acceptance onto an immersion professional development programme. This expectation could be referenced to evaluation feedback to contract managers, and could be carried across to articles in publications; and
- the outcome indicators in Ministry contracts be developed to include indicators of improved student learning.

Harbon (2005) recommended that jurisdictions/agencies:

- adapt existing tests and other data collection strategies, or design tests and data collection instruments specifically for a particular context which will allow meaningful data to be gathered, to allow reporting on past programmes, and informed planning for future programmes; and
- set out well-considered sets of indicators, informed from both literature and from the intended outcomes or objectives of such programs, that will allow an examination of achievement of programme goals.

The research report, *The Teaching of International Languages in New Zealand Schools in Years 7 and 8: An Evaluation Study* (Gibbs &Holt, 2003) identified teacher competency as critical to the successful implementation of teaching and learning programmes in second languages at years 7-8, and recommended prioritising and increasing the range of professional development avenues currently available to teachers.

1.2.4 National Co-ordinator

To implement the recommendations detailed above the Ministry of Education established a national co-ordinator (0.4 position 2005-2007) responsible for assisting the two programme managers contracted to the Ministry to design, implement and monitor an effectiveness reporting framework. The aim of the framework was to:

- improve participant understanding of the nature and purpose of the professional learning opportunities; and
- improve the quality of information provided to the Ministry on programme outcomes through taking into account existing information and research.

1.2.5 Teacher Language and Culture Immersion Experience Programmes

The Ministry supplies funding to support initiatives for in-country language and culture

immersion learning experiences for New Zealand teachers to travel off-shore to improve their fluency levels and experience of the culture(s), so that their subsequent teaching practice improves in ways that contribute to improved student learning

These programmes are managed on contract for the Ministry. Current providers are:

- International Languages in Aotearoa-New Zealand (ILANZ) with Victoria Link Ltd, the contract arm of Victoria University; and
- Ministry of Education Languages Immersion Awards with AFS Intercultural Programmes Ltd.

1. Expected outcomes for the contract managed by ILANZ are that teacher participants in the language and culture immersion experience will be enabled to:

- reflect critically on, and change, their practice in ways that impact on student learning; and
- extend their use of the target language and culture in appropriate contexts.

2. Two programme options are offered by the contract managed by AFS – a one month programme and a one year programme. Expected outcomes for this contract are that teacher participants in the language and culture immersion experiences will:

One-month programme:

- extend their knowledge of the language and its context of use;
- improve their language fluency in both written and oral skills;
- critically reflect on their own and others' classroom planning, practices and achievements, and plan changes to introduce on their return;
- develop their curiosity and knowledge about the host culture(s);
- increase their networks in terms of teaching and learning;
- apply their new knowledge, skills and learning to their subsequent teaching practice to increase student motivation, knowledge and achievements; and
- share their new knowledge and understandings by promoting their language within their school and the wider education community.

One-year programme:

- All of the outcomes expected for the participants of the one-month programme listed above
- prepare suitable resources, including web based resources for improved teaching (self and others) and student learning; and
- develop on-line contacts, for example between teachers and students in host countries and New Zealand.

1.2.6 References

Hallmark, S. (2005) *Evaluation of language teachers' immersion professional development experiences: the contribution to quality teaching and learning*, Wellington: Ministry of Education

Harbon, L. (2005) *Language teachers' professional development immersion experiences: their contribution to quality teaching and learning*, Wellington: Ministry of Education.

Ministry of Education *Statement of Intent,* 2006-2011

Ministry of Education (2007) *New Zealand Curriculum (2007)*, Wellington: Learning Media.

Gibbs, C. & R. Holt (2003) *The Teaching of International Languages in New Zealand Schools in Years 7-8: An Evaluation Study* Wellington: Ministry of Education

1.3 Research/Evaluation Intent

- The purpose of the research is to analyse the impact of the language and culture immersion experiences for teachers programmes on the development of the teacher participants' language fluency and cultural knowledge, intercultural awareness and competence, and second language teaching practices; as well as on students' language learning opportunities.

- The information will provide the Ministry with evidence about the programmes' contribution to **Effective Teaching.** This will in turn inform the design of future Ministry of Education's language and culture immersion initiatives for teachers and decisions around long-term planning for *Learning Languages.*

- Interested parties also include:

-contractors who provide teacher language and culture immersion experience programmes;

-school leaders and teachers of languages;

-national co-ordinators for teacher education support and exchanges;

-languages advisors; and

- other organisations supporting the teaching of second languages in New Zealand.

2. KEY OUTCOMES

2.1 Outcomes Summary

The main aim of the evaluation of the language and culture immersion experience for teachers programmes is to determine the impact of the programmes on:

- the development of teachers' language fluency and cultural knowledge;

- the development of teachers' intercultural awareness and competence;

- teachers' second language teaching practices; and

- language learning opportunities and good quality language teaching and learning..

Conclusions and Implications will include:

a) Summary of key findings and issues;

b) Implications from Evaluation; and

c) Recommendations for future Ministry teachers language and culture immersion initiatives and long-term planning for replication and sustainability.

2.2 Research and Evaluation Questions.

In order to assess the value and effectiveness of the programmes, evaluation questions have been grouped into four main areas:

a) Teacher participants' language fluency, cultural knowledge and ICC.

b) Teacher participants' second language teaching practices.

c) Language Learning Opportunities and Outcomes for Students.

d) Recommendations.

The following evaluation questions are, however, a guide only. The specific evaluation questions will be negotiated with the successful proposer and take account of the different language and culture immersion programmes being offered.

a) Teacher participants' language fluency, cultural knowledge and ICC.

- What improvements to participant language proficiency levels occurred? What are the factors/practices that fostered/hindered the improvements?
- What improvements to participants' knowledge understanding and skills in the target culture(s) occurred? What are the factors/practices that fostered/hindered the improvements?
- What improvements to participant ICC occurred? What are the factors/practices that fostered/hindered the improvements?
- What are the characteristics of teachers who improved their ICC during and after the immersion experience?
- What are the factors that contribute to continued motivation or lack of motivation during the immersion experience?
- What are the key qualities and skills of the immersion programme contractors (ILANZ and AFS evaluated separately) required for effective facilitation of raised teacher language skills and culture knowledge.

b) Teacher participants' second language teaching practices.

- What improvements to teachers' understandings of second language acquisition methodology occurred? What are the factors that fostered/hindered the improvements?
- What improvements to teachers' knowledge of theory/research relating to effective language teaching and learning occurred? What are the factors that hindered/fostered the improvements?
- What improvements to curriculum knowledge occurred? What are the factors that fostered/hindered the improvements.
- In what ways has the programme helped are teachers to inquire into, and support, their own practice in teaching languages?

- What changes in the professional practice of the participants occurred as a result of the immersion learning (including classroom practice, professional networks, professional contribution?)
- What components of the programmes are perceived by participants as being most valuable to changing their practice?
- How well does the programme enable the key characteristics of effective professional learning to occur?
- To what extent are teachers engaged in their own ongoing learning and in taking language teaching forward?
- What are the characteristics of teachers who have provided increased learning opportunities for all students, including those deemed to be at risk?

c) Language Learning Opportunities and Outcomes for Students

- What value have the immersion experiences of their teachers brought to strengthening student language learning?
- To what extent can teachers show that their students have increased their language knowledge and use in order to communicate effectively, as a result of the teachers' improved practices?
- To what extent can teachers show that their students have increased their ICC as a result of the teachers' improved practices?
- What impact has the participants' professional learning had on their students? (motivation, learning, and achievement).

d) Recommendations

- What are the aspects of the programmes that worked or did not work well, in order to bring about the intended outcomes?
- How effective are the programmes in bringing about their intended outcomes?
- In what ways could the programme design, management, and reporting be improved in order to maximise cost effectiveness for improving the skills and talents of New Zealanders?
- What are some of the factors that might impact on sustainability of the programmes?

2.3 Methodology

The evaluation methodology will be designed by the evaluators to suit the evaluation questions and intended outcomes of the language and culture immersion experience programmes.

Milestone reports from the programmes and associated evidence, relevant data from the Ministry's data management unit, and relevant research reports listed in this RFP will be available. Evaluators will need to obtain additional information from a sample (or all) of participating teachers and from the AFS and ILANZ project directors.

2.4 Timeframe

Initial scoping meeting with Ministry and confirmation of agreed objectives/methodology	February 2008
Progress report with preliminary findings	August/September 2008
Draft final report	June 2009

2.5 Funding

The duration of the project will be from January 2008 to mid 2009. Proposals should budget for spending up to approximately $100,000 in total (exclusive of GST), with approximately $50,000 (exclusive of GST) for the period February 2008 to mid 2008 and $50,000. (exclusive of GST) for the period from mid 2008 to mid 2009.

3 PROPOSAL REQUIREMENTS

3.1 Proposal Content

Giving examples of relevant past experience where appropriate, proposals should address the following:

3.1.1 **A Broad Outline of the Proposed Approach** to achieve the different components of the project.

3.1.2 **A More Detailed Action Plan** that shows how the approach outlined above will be translated into action. The Action Plan should be in table format and show the key Outcomes, Tasks and Success Indicators.

3.1.3 **A Breakdown of Key Tasks** to be undertaken by project personnel and the approximate number of person hours/days these tasks will take.

3.1.4 **The Project's Schedule of Six Milestones** for the duration of the project, showing the tasks to be performed by the proposed dated of delivery, for example:

1.1 Expected completion of Milestone 1 …….

1.2 Details of the tasks to be completed by the Provider to achieve this milestone are…..

1.2.1 Scoping meeting with the Senior Advisor assigned to this project;

3.1.5 **Assigned personnel** - This should outline:

- the name, title and contact details of the proposed contracting organisation, if applicable, and the capability of the organisation to manage, deliver and monitor the project;
- the name, title and contact details of the researcher(s)and their capability to manage, deliver and monitor the project.

3.1.6 **A curriculum vitae** of the researcher(s), and, if applicable, the project director, showing how far their knowledge and experience match project expectations.

3.1.7 **A Budget**. This section of the proposal should be no more than two pages in length and must provide an estimation and/or breakdown of a final cost as a means of satisfying the Ministry that the proposed programme is practical and cost effective.

The Ministry will, however, negotiate the final cost for the project with the successful proposer. Financial negotiations will cover, and proposers should have considered:

- *professional fees:* remuneration for professional services of contractor and assigned personnel;
- *professional and other direct costs:* e.g. travel of assigned personnel;
- *project operating costs:* (secretarial, postage, stationery etc);
- funding provision for meeting/professional development costs (where applicable); and
- goods and services tax (GST)

3.1.8 Names, designations, addresses, telephone and fax numbers of two referees who can be contacted regarding the contractor's competence to carry out the contract.

3.1.9 Declaration **of any possible conflict of interest** from the proposer in relation to this project.

3.1.10 **Quality Assurance and Ethical Processes** A description of the processes your organisation will use to monitor the quality of contract delivery and ensure high performance. Please also include a description of how you will ensure the research/evaluation is conducted in an ethical manner.

3.1.11 **Covering letter –** a letter of introduction. This should be approximately one page in length, and include the name and address of the individual(s) or organisation submitting the proposal (or each organisation submitting a joint proposal). The name, address, telephone and email details of the contact person should be included.

3.1.12 **Table of contents** identified by sequential page numbers.

3.2 RFP Principles

3.2.1 The entire RFP process, including communications and negotiations, is confidential to the Ministry and the proposer. Information relating to the examination, clarification, evaluation and comparison of proposals and the recommendations for selection of

proposers is confidential to the Ministry and will not be disclosed to proposers or any other persons not officially concerned with such process.

3.2.2 While information will be treated in confidence, proposers should be aware that the Ministry may be required to disclose information if requested to do so in terms of the Official Information Act 1982, or possibly the Privacy Act 1993.

3.2.3 This RFP is issued on the understanding that no charge will be made for the preparation of the proposal or other information that may be supplied.

3.2.4 The information provided in the proposal will be considered to form the basis of the contract in the event that the proposal is accepted.

3.2.5 There is no intention to create legal relations by this RFP. The request may result in negotiations for the award of a contract, but of itself is not an offer that applicants/proposers accept by submitting a proposal. To avoid doubt, no process contract will arise by the issue of this RFP.

3.2.6 Proposer information, proposals and contracts may be reviewed by other government bodies such as the State Services Commission, the Treasury, and the Office of the Controller and Auditor-General.

3.2.7 The Ministry reserves all rights in relation to proposal selection. The lowest or any proposal will not necessarily be accepted.

3.2.8 The Ministry reserves the right to negotiate for only selected parts of any offered proposal.

3.2.9 The Ministry reserves the right to request additional information about any proposal from the proposer.

3.2.10 The Ministry reserves the right to undertake background checks on the financial viability of successful proposers prior to contract negotiation.

3.2.11 Preference will be given to proposals that meet the specified requirements and demonstrate an understanding of the Ministry's needs, exposures and risks.

3.2.12 The Ministry has used reasonable efforts in compiling this RFP. It will not be liable to proposers for any inaccuracy or omission in the RFP or in any additional information the Ministry may provide.

3.2.13 The Ministry reserves the right to

- cancel, amend, re-issue or withdraw all or part of this RFP and/or process under it at any stage prior to completion of contract negotiations without incurring any liability.
- negotiate with any proposer or other person after the deadline for receiving proposals has closed.
- seek additional proposals.
- not proceed with any or all components of the services in respect of which a proposal is made.
- re-issue a request for proposal, in respect of any or all components of the services for which the original request for proposal was received.

3.2.14 Should additional information be considered appropriate at any point during the selection process, all proposers will be contacted, given an outline of what is to be provided, any other relevant information and the date, time and place for delivery of the information.

3.2.15 No advertising, press release or other information relating to this RFP or the subsequent acceptance of any proposal shall be published or otherwise made public without prior written acceptance by the Ministry.

3.2.16 This RFP and any contract arising from it will be construed according to and governed by New Zealand law.

3.2.17 No proposal will be deemed to have been accepted or rejected unless and until acknowledgment of such acceptance or rejection has been notified in writing by the Ministry.

3.2.18 All organisations sending in proposals will be informed in writing of the Ministry of Education decisions.

3.3 Key Dates

1	RFP document available on GETS website	3 December 2007
2	Closing date for receipt of proposals	14 January 2008 5:00 PM
3	Preferred proposer advised	1 February 2008
4	Enter into contract negotiations	Beginning February2008
5	Contracts signed and Project commences	Early February 2008

3.3.1 Please note that this timetable may be subject to change at the discretion of the Ministry of Education, and that the date by which accreditation is confirmed may be subject to policies and procedures determined by the appropriate quality assurance body.

3.4 Estimate of Costs

The proposal must provide a full quotation of proposed expenditure for the duration of the contract.

3.5 Inquiries

3.5.1 All inquiries related to these Proposal Specifications must be directed to Glenda Koefoed, Senior Advisor Languages at (04) 463 8966 or glenda.koefoed@minedu.govt.nz No Ministerial personnel other than the official liaison persons may be contacted by the individual or organisation responding to these Proposal Specifications without prior arrangements having been made either by the liaison person or Tony Turnock, Manager, Design and Learning Outcomes.

3.6 Dispatch Proposals and Closing Date

3.6.1 Six hard copies of the proposal headed "**Evaluation of the Language and Culture Immersion Experiences for Teachers Programmes – their impact on teachers and their contribution to effective second language learning".** and one electronic copy of the proposal should be sent to arrive by **5pm Monday 14 January 2008** to:

Glenda Koefoed
Senior Advisor
Learning Languages
Curriculum, Teaching & Learning – Design
Level 1 St Paul's Square
45-47 Pipitea Street
PO Box 1666
Thorndon,
Wellington.
Glenda.Koefoed@minedu.govt.nz

3.6.2 The closing date for receipt of proposals is **5pm 14 January 2008.** The Ministry of Education reserves the right to extend the closing date for RFP responses and to accept or decline late or incomplete proposals at its discretion.

4. Evaluation and Selection of Proposals

4.1 Consideration of Proposals

4.1.1 Proposals will be short listed if over 10 are received. Short-listing will be based on whether all required information is included in the proposal in order to make an informed decision on its quality.

4.1.2 A Selection Panel will be convened to assess the proposals.

4.1.3 The proposal should contain the information requested in sections headed "Key Outcomes"(page 4) and "Proposal Requirements" (page 9). Compliance with these matters will be part of the assessment of proposals by the Ministry of Education. Non-compliance may indicate a lack of attention to necessary detail.

4.1.4 The Ministry of Education may wish to contact organisations for further details about proposals.

4.2 Criteria for Evaluation

4.2.1 The proposals will be evaluated using the criteria below:

- *The overall quality of the proposal.*
- *Confidence in the ability of the proposer to put together an expert team, and the capacity and capability of the research/evaluation personnel to do the work within the contract specifications, budget, milestones and timeline.*
- *The demonstrated experience and capability of the proposed evaluator/researcher to undertake the work including to:*

- *develop a strong understanding of the purpose and aims of the project;*
- *understand current issues and research base concerning effective second language teaching and learning;*
- *carry out the project scoping, including reviewing project documentation, engaging the participation of teachers, and conducting interviews with key personnel; and*
- *carry out the research/evaluative activities, including reviewing immersion programme milestone reports and associated evidence.*

- *Confidence in the proposer's quality assurance processes, including processes for developing ethical protocols.*
- *Confidence in the proposed financial plan including a breakdown of budgets.*

4.3 Request for Contact Details

4.3.1 Those organisations considering lodging a proposal are asked to forward promptly to Glenda Koefoed a contact name and contact details.

4.4 Notification

4.4.1 All proposers will be notified by letter as soon as the Selection Committee has agreed on a preferred proposal or proposals. All submitted proposals and any material submitted by the proposer become the property of the Ministry of Education and will not be returned to the proposer at any stage irrespective of the outcome.

4.5 Privacy Ethics and Confidentiality of Information

4.5.1 It is expected that the successful proposer and the Ministry of Education will actively manage privacy concerns and comply with the Privacy Act 1993.

4.5.2 In entering into any agreement with the Ministry of Education, the successful proposer will follow any specific privacy or ethical requirements/practices specified in the contract, and establish processes to manage the ongoing confidentiality of identifying information held in relation to the services delivered.

5. CONTRACT NEGOTIATION

5.1 Negotiations

5.1.1 Following the proposal evaluations, the preferred proposer will be contacted and invited to enter into negotiations with a view to entering into a contract. Such an invitation is not a formal contract offer.

5.1.2 The following shall apply to these negotiations:

- both parties will negotiate in good faith;
- the Ministry will introduce a contract draft for negotiation;
- the preferred proposal will be incorporated into the draft contract;
- the Ministry will treat all proposals in the strictest confidence; and
- negotiations will include: details of the programme; the tasks to be completed at each milestone; performance measures; and costings.

5.2 Requirements and Responsibilities

Ministry of Education

5.2.1 The Ministry will:

a. appoint the Senior Advisor who will administer all aspects of the contract for the Ministry. She will be the official Ministry representative who will liaise with the contract project director/national co-ordinator;
b. monitor the contractor's work through a series of reports at agreed milestones;
c. evaluate the programme(s) by such other means as it considers appropriate; and
d. be responsible for payment to the contractor.

Contractor

5.2.2 The Contractor will be required to:

a. work in close liaison with the Ministry Senior Advisor Learning Languages,
b. act professionally, present views that reflect current Ministry of Education policy, understand the role of policy advice to Government and respect confidentiality;
c. prepare, present, evaluate and modify as necessary, programme(s) which meet the objectives of the contract;
d. prepare and submit written progress reports at agreed intervals to the contract manager; Progress reports will outline:
    i. work completed to date;
    ii. general observations, as well as any formal measures used to improve performance and outcomes;
    iii. reflection on progress, including any issues arising, and any plans to modify the programme(s) in the light of these;
    iv. statement of financial position; and
    v. any other points of significance relating to the project.
e. carry out all administrative work associated with the programme(s);
f. administer the project budget efficiently;
g. be registered for GST with the Inland Revenue Department;
h. deliver the draft evaluative report and case studies on the agreed date;and
i. submit a final report on the programme at a date to be agreed.

5.3 Method of Payment

5.3.1 The Ministry intends to make progress payments to the successful proposer on the basis of completion of milestones (to be agreed with the successful proposer) and on receipt of a GST invoice.

5.3.2 The satisfactory completion of a milestone is dependent upon formal acceptance of the milestone report by the Ministry. The Ministry reserves the right to make part payment for work that it regards as being unsatisfactory.

5.3.3 Extra work outside the scope of the contract undertaken without the written approval of the Ministry's contract manager will be deemed as gratuitous effort by the contractor who shall have no claim against the Ministry for such work.