IMMIGRATION AND SECONDARY MAINSTREAM
ACADEMIC COMMUNICATION AND INSTRUCTION:
THE EXPRESSED CONCERNS OF RICHMOND SCHOOL DISTRICT (RSD)
EDUCATORS

by

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ABSTRACT

The purpose of this study was to determine the expressed immigrant student academic communication and instruction concerns of Richmond School District (RSD) secondary mainstream educators. A participant-observation (Bruyn, 1966; Denzin, 1970, 1978) research design, including a secondary mainstream educator Likert-type Scale survey (N=36), 13 secondary mainstream educators standardized open-ended interviews, and 20 secondary English as a Second Language (ESL) and 40 secondary mainstream content area one hour classroom observations, was used.

The findings of this study can be summarized as follows:

1. Although RSD secondary mainstream educators are aware of the number of immigrant students in their classrooms, their knowledge of the educational and cultural backgrounds of these students is limited.

2. Differences exist between the academic communication and instruction needs of immigrant and mainstream students.

3. Immigrant student language-related difficulties are affecting secondary mainstream communication and instruction in the RSD.

4. The cultural backgrounds of immigrant students are an issue in the secondary mainstream classroom.

5. Eighty-three percent of the RSD secondary mainstream educators surveyed reported making instructional
methods adjustments in their teaching to accommodate the immigrant students in their classrooms.

6. Although two-thirds of the survey sample group felt their current teaching practices were adequate to accommodate all learners, two-thirds also felt they had to make additional instructional methods adjustments to accommodate the immigrant students in their classrooms.

7. Although the presence of immigrant students in the classroom does not make RSD secondary mainstream educators uncomfortable, two-thirds are experiencing academic communication and instruction difficulties with immigrant students because they are unaccustomed to dealing with immigrant students in their classrooms.

8. The three major immigration and academic communication and instruction concerns expressed by the RSD secondary mainstream educators were: (a) immigrant students are being integrated into the secondary mainstream classroom before their English language level is equal to content demands, (b) a lack of communication, or coordination of efforts, or both, between ESL and mainstream teachers, and (c) a district-wide need to acknowledge and respond to the changes immigration is making in the RSD.
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CHAPTER I
INTRODUCTION

Background to the Problem

In 1991 the government of Canada implemented a five year Immigration Levels Plan (1991-1995) to sustain current Canadian population levels. In total, it is expected 1,220,000 immigrants (around one percent of the population per annum) will arrive in Canada between 1991 and 1995 (Fleras & Elliot, 1992; Rivers & Associates Consultants, 1991). Traditionally, British Columbia (BC) has attracted 14% to 15% of Canada's new immigrants, and immigrants under 18 years of age have represented 24% of all immigrants coming to BC. In the five years between 1991 to 1995, it is estimated approximately 32,000 school-age immigrant students will arrive in BC. Sixty-seven percent of these children will be unable to speak English (Rivers & Associates Consultants, 1991).

According to a British Columbia Teachers Federation (BCTF) study, eight Vancouver lower mainland school districts are providing almost 90% of the English as a Second Language (ESL) and English as a Second Dialect (ESD) programming and instruction in BC; Abbotsford, Burnaby, Coquitlam, North Vancouver, Richmond, Surrey, Vancouver, and Victoria (BCTF, 1994). The Vancouver School District (VSD) remains by far the largest single provider of ESL/ESD services with approximately 47% of the district's 55,000 plus students receiving varying degrees of ESL and ESD assistance (BCTF, 1994). However, there
appears to be some slowing of the rate of growth in Vancouver, as compared to most of the remaining seven lower mainland school districts noted in the BCTF study. The Richmond School District (RSD) tops the list for ESL/ESD growth since 1987-88. At the start of the 1993-94 school year, 39% of the district's approximately 22,500 students were receiving English language assistance or instruction. This figure marks a 2,581% increase in ESL/ESD services enrollment in just six years (BCTF, 1994).

In the RSD, 95% of new immigrant children require some English language assistance (Richmond School District No. 38, 1994). In accordance with district policy, ESL/ESD support staff are assigned to all district schools on the basis of student need. It is expected the ESL/ESD personnel at each school will work with classroom teachers to ensure immigrant students develop the English language skills, cultural awareness, and learning strategies necessary to master the regular school curriculum (Richmond School District No. 38, 1994). The district advocates the language through content (Chamot & O'Malley, 1986; Early, Thew & Wakefield, 1986; Mohan, 1986) ESL/ESD teaching and learning paradigm, and uses a 5-point English language ability scale; 1 = beginner, 2 = lower intermediate, 3 = upper intermediate, 4 = advanced, 5 = fluency, to assess, monitor, and guide the integration of ESL and ESD students into mainstream content classrooms (Rivers & Associates Consultants, 1991; Richmond School District, No. 38, 1994; BCTF, 1994).
The high proportion of immigrant students in the RSD, and district policy: "neighbourhood schools, inclusive as much as possible; integration with pull-out; no reception classes; ESL/ESD acquisition through content" (BCTF, 1994, p. 34), make almost every teacher responsible for providing ESL and ESD assistance. Some ESL reports and resources suggest, however, mainstream educators are experiencing degrees of professional frustration, difficulty, and ineptness in the classroom as a result of coping with ESL and ESD students integrating into their classrooms (Ashworth, 1978; Ashworth & Wakefield, 1978; Board of Education for the City of Toronto, 1989; Early, 1990; Law & Eckes, 1990; Penfield, 1987). For some mainstream high school educators, dealing with and addressing the diverse lingual, cultural, familial, and educational needs of immigrant youths is a new experience (Law & Eckes, 1990). Accustomed to a teacher-student relationship founded in a shared culture, history, language, and formal education background, high school educators in the Vancouver lower mainland are now working with students from over 80 different countries (Ashworth, Cummins, & Handscombe, 1989; Sullivan, 1988).

In a VSD survey (Reid, 1988), one-third of the secondary ESL pupils in the VSD were many grade levels behind their age-peers in understanding and speaking English. Two fifths were behind in English reading ability, and about half in English writing ability. Like the VSD, the RSD immigrant student population is mostly Asian. Asia has been the source of a
relatively high percentage of school-age immigrants. During the period from 1988 to 1990, Asia was the source of 71% of all school-age immigrants in BC, and the source of 81% of all school-age immigrants in BC who were unable to speak English (Rivers & Associates Consultants, 1991).

Immigration and secondary mainstream academic communication and instruction is the focus of this study. To understand what effect increased immigration is having on the secondary mainstream classroom, this study will convey the expressed immigrant student integration and instruction concerns of RSD educators via three data collection methods: (a) a secondary mainstream educator survey, (b) a secondary mainstream educator standardized open-ended interview, and (c) secondary mainstream and ESL classroom observations. It is the investigator's hope that the findings of this study: (a) accurately represent the expressed immigrant student integration and education concerns of the RSD sample group educators, and (b) may be used to benefit future teacher pre and in-service immigrant student academic communication and instruction programs.

Significance of the Study

The significance of this study is based on three observations:

1. Canadian immigration patterns are likely to increase the number of ESL students in RSD secondary mainstream classrooms;
2. Current RSD ESL learner integration practices are likely to continue because of the provincial education budget and because the BC Ministry of Education has approved language acquisition theories and practices (Collier, 1987; Cummins, 1979, 1980; Early et al., 1986; Mohan, 1986) that promote integration; and,

3. If RSD high school mainstream educators are encountering academic communication and instruction difficulties in their classrooms, information for educational planning (i.e. supply useful sources) must be provided.

A brief discussion of each point follows.

1. Prior to 1967, Canada's immigration laws discriminated against Asians and those from third world countries (Ashworth et al., 1989). A change in the Immigration Act opened the door to those who had been denied entry due to race or nationality. It also allowed people in Canada to sponsor relatives who had been left behind, and it established a generous policy towards refugees (Ashworth et al., 1989).

   The rationale behind this measure was threefold: economics, demographics, and politics. In 1967, Canada, a relatively young and natural resource rich country, faced an alarming reality. The population growth figures for the country had slowed considerably (Fleras & Elliot, 1992). Canada's thriving economic growth and developing world-wide reputation as a First
World leader was in jeopardy. The decision was made to increase immigration.

Since 1967, Canadian immigration figures have recorded an annual average of about 90,000 newcomers to Canada per year (Fleras & Elliot, 1992). Recently however, a federal government five year (1991 to 1995) immigration plan has increased the annual immigration figure to a quarter million people per year entering Canada. The expected total number of newcomers to arrive during this period is around 1,220,000 persons (Rivers & Associates Consultants, 1991). It is estimated that of the 1,220,000 immigrants, approximately 14%, or 166,200 persons, will be destined for BC. It is anticipated at least 21,300 of the immigrants will be school-aged children without the ability to speak English. About 80% of these immigrant children will be enrolled in Vancouver lower mainland schools. Experts feel all of these figures are conservative (Rivers & Associates Consultants, 1991).

Immigration is important to Canada. It helps maintain the standard of living, it keeps the tax base firm, and it keeps the number of young and old in Canada somewhat balanced (Fleras & Elliot, 1992). The demographic forecast is Canada will significantly reduce its immigration flow around the year 2010 (Fleras & Elliot, 1992). But until then, immigration is a Canadian reality.

2. In a recent BC provincial government public television broadcast (Harcourt, 1993), the premier announced education
would receive a 3% increase in government funding for the 1993-94 fiscal year. With this funding well below the BC annual inflation rate, with teacher contracts forever outstanding, with two budgetary submission deadlines per year (Ashworth et al., 1989), and with the reality of an ESL student's education costing an additional $800.00 per year (Rivers & Associates Consultants, 1991), the financial situation of education in BC looks tenuous at best.

Ashworth et al. (1989, p.23) point out the link between an increasing immigrant student population and educational financing: "failure to acknowledge this fact [link] creates an artificial division that ultimately serves the interests neither of staff nor students and results in a proliferation of expensive 'add-on' programs". Consequently, as the immigrant student population in the Richmond School District becomes the mainstream, the RSD has attempted to integrate ESL students into the school mainstream as early as possible. The RSD practices integrating the teaching of language and content within the instructional program of the regular classroom whenever possible (BC Ministry of Education, 1986).

Beyond the reality of an ESL mainstream lies the need for teachers to understand the time needed for ESL students to acquire cognitive academic skills equal to those of their English-speaking counterparts. According to the BC Ministry of Education (1986, p. 3) "it now must be acknowledged that the second language acquisition process takes time: expecting quick
and full-fledged competence is unrealistic." Language acquisition theorists, (Collier, 1987; Cummins, 1979, 1980), now feel it takes six to seven years for an ESL student to master academic English. The integration time and cost-per-student implications of this view of second language learning in schools, underscore the importance of quality mainstream high school classroom instruction.

3. The literature seems to suggest that the teacher is the key to program implementation, and ultimately to the success of students in academic programs (Eisner, 1983; Miller & Seller, 1990; Parish & Arends, 1983; Penfield, 1987; Tiedt & Tiedt, 1990). Programs are likely to falter if teachers are encountering academic communication and instruction problems in their classrooms. Do RSD secondary mainstream educators have sufficient teaching skills, teaching resources, teaching time, or teacher aides to facilitate immigrant students in their classrooms?

If the cultural pluralist assumption that ethnic minorities have unique learning styles is true (Banks, 1981), teachers may need to know how to revise their teaching strategies so that they are "more consistent with the cognitive and lifestyles of ethnic group students" (Banks, 1981, p. 63). If teachers are struggling socially in their classrooms (feeling out of place), they may need more cross-cultural background knowledge. And if teachers are feeling uneasy or reluctant to address the challenges heterogeneous classes pose, they may need to be
helped to see the situation as challenging instead of threatening (Ashworth, 1978; Rivers & Associates Consultants, 1991).

With a 1989 provincial high school drop-out rate of 34.9% (Maclean's Magazine, 1993), responsive high school education in BC is critical in the following way: if our schools are the chosen agents of regulation and social change (Rodrigues, 1992), and our teachers the experts, to ensure responsive education, it makes sense to involve teachers in education innovation and change. ESL education is no exception. The expressed concerns of teachers thus provide an important source of information for change and innovation in immigrant student education.

Overview of the Study

The first chapter has provided an introduction, some background, and a rationale for the study. The second chapter is a review of the related literature. Chapter III will include a statement of the problem, the five research questions to be answered, a definition of terms, and the study assumptions, delimitations and limitations. Chapter IV will present details regarding the research design and procedure, the population, the development of the data collection instruments, and the statistical methods used to analyze the data. The results of the study will be presented in Chapter V. The final chapter will include a summary of the findings, their implications for decision makers, program developers and teachers, as well as suggestions for further research.
CHAPTER II
REVIEW OF RESEARCH AND THEORY

Today's heterogeneous mainstream high school classroom is a complex environment. Hence, this research and theory review will be limited to three areas: (a) a historical perspective of ESL education in Canada, (b) a description of a key concept in second language acquisition of academic language (Cummins, 1981, 1983; Mohan, 1979, 1982, 1986) adopted by the BC Ministry of Education (1986), and, (c) a look at the scope and call for educator pre and in-service education related to teaching immigrant students in the mainstream classroom.

ESL Historical Perspective

The earliest official large-scale government provision for immigrants to Canada who wished to learn English, surfaced after the Second World War. A post-war influx of immigrants, primarily of European descent, triggered a need for a more coordinated and professional approach to ESL education. "Provincial governments began to provide language and citizenship programs for adult newcomers, school boards set up special language classes for immigrant children, and the growth of community colleges led to the development of ESL programs at the post-secondary level" (Allen & Swain, 1984, p. 7).

Early ESL programs were relatively uncomplicated. In most schools, immigrant children were simply mainstreamed in the
sink or swim fashion (Esling, 1989). Specialized language classes were a rare find in these early days of assimilation. Then, most second language (L2) theorists "assumed that knowing a language involved knowing a number of items and their potential arrangement; this item and arrangement grammar was just starting to be challenged by a notion of items and processes (rules)" (Spolsky, 1989, p. 31). The notion that L2 acquisition and proficiency was influenced by first language (L1) learning and cultural background was given little thought. The direct approach (Celce-Murcia, 1983), no use of mother tongue only the target language, was considered the way to learn a second language. Thus, in these early days, an immigrant student's first language was basically ignored and replaced by English. This English-only model prevailed until the late sixties.

The late 1960s and early 1970s were some of the most interesting years in Canadian education, and in the world. Canada became part of a much bigger world community. It was a time of heightened awareness and compassion. For example, a change in the Canadian Immigration Act (1967), opened the door to Asians and those from third world countries who had been denied entry to Canada due to race or nationality (Ashworth et al., 1989). As a measure of continued goodwill, 1971 marked Canada's first official multicultural stance (Royal Commission on Bilingualism and Biculturalism). This document recognized the minority members of Canada's fast growing multicultural
society, and encouraged minority group participation within the bilingual framework of Canada (Shapson & D'Oyley, 1984). As a result, soon after these announcements, a second, much more substantial, influx of immigrants, this time primarily made up of Africans, Asians, South and Latin Americans and Caribbean immigrants arrived in Canada (Ungerleider, 1986). In their midst was a sizable number of non-English speaking school-aged children.

As the number of ESL students in Canadian schools grew, a need for a more responsive and multicultural approach to ESL education arose. Faced with students from an assortment of cultural backgrounds, most far removed from the European continent, the *sink or swim* method of the 50s and 60s was out of the question. More specialized language classes appeared in schools. New ESL program aims came to include not only effective teaching of the majority language, but also help with understanding of the Canadian culture.

Towards the end of the 1970s ESL education in Canada was still struggling because of a shortage of ESL specialists, a lack of ESL materials, space, or funding. To compensate, immigrant students were mainstreamed again, this time, only part-time, and usually only into elective subjects like Physical Education, Art, or Home Economics. Surprisingly enough, this cost-effective integration move was supported by a number of prominent L2 acquisition theorists. Second language researchers were now convinced of a positive link between L1 and L2 learning
(Collier, 1987; Cummins, 1979; Spolsky, 1989). No longer was it believed that L1 interfered with L2 acquisition. Terms like five axioms (Labov, 1969), interlanguage, observable output (Selinker, 1969, 1971), approximate systems (Nemser, 1971), performance vs competence (Dickerson, 1974), study of errors (Corder, 1967), and Basic Interpersonal Communication Skills (BICS) vs Cognitive Academic Language Proficiency (CALP) (Cummins, 1982) hint at the way a learner's first and second language were linked in the minds of researchers during the 60s and 70s.

Continued immigration growth through the 1980s and into the 90s triggered a need for a more integrated and culturally inclusive approach to ESL education. Today's ESL programs, more sensitive of the needs of the culturally different ESL learner, are more sophisticated and thorough. Six programs of varying degrees of integration are used extensively for helping ESL students learn English and feel at home in Canada: (a) district reception classes, (b) self-contained classes (full and half-day), (c) pull-out classes (school-based and itinerant teachers, (d) in-class ESL support (elementary), (e) transitional classes, and (f) ESL and learning assistance (BC Ministry of Ed., 1981; 1993). To facilitate ESL students in the mainstream classroom, the use of content-based second language instruction models (Brinton, Snow & Wesche, 1989; Chamot & O'Malley, 1986; Mohan, 1986) that promote language learning through content are being used. A move to preserve and promote the union of L1-L2
language in the home and in school is also occurring. In the VSD, some heritage language elementary school classes do exist.

The preferred L2 acquisition model of the 80s and 90s is the communicative approach which grew out of the work of anthropological linguists like Hymes (1972) and Firthian linguists like Halliday (1973). The communicative approach to L2 acquisition is communication grounded; "[t]he purpose of language (and thus the goal of language teaching) is communication" (Celce-Murcia, 1983, p. 8). Using real language for real purposes in a more integrated and culturally inclusive classroom is the focus of L2 acquisition today.

**ESL Acquisition Theory**

The language through content ESL approach utilized by the BC Ministry of Education is oriented to the ideas of Dr. Jim Cummins and Dr. Bernard Mohan. Adopted for use in ESL curriculum planning, and for use in the classroom, Cummins' (1981, 1983) depiction of cognitive academic language proficiency (CALP), and Mohan's (1979, 1982, 1986) knowledge structures and use of key visuals in instruction make up the bulk of a BC Ministry of Education ESL K-12 Resource Book (1986), designed for use in both the ESL and the mainstream classroom.

Cummins (1979) argues that "cognitive/academic language proficiency is a key to academic success and a major factor in effective second-language education. If ESL students are to reach their potential for academic achievement, positive steps
must be taken to coordinate their development of cognitive skills and academic language" (Esling, 1989, p. 107). Cummins (1982) developed a two-tier L2 acquisition model: (a) social communicative proficiency (the first one to two years), and (b) academic communicative proficiency (years three to seven). The gap between interpersonal and social proficiency, and academic proficiency (that is if the L2 learner wishes to reach a level of proficiency in English comparable to that of native speakers of the same age) in the Cummins model is quite sizable -- as indicated by the greater amount of time learners need in order to achieve proficiency in academic subjects. "What is needed then to help students bridge the gap between social acquisition and full social and academic linguistic competency in the mainstream classroom is a carefully articulated approach and program which integrates the teaching of language and the teaching of subject-area knowledge" (Esling, 1989, p. 108).

In 1986, Professor Bernard Mohan developed a language and content integration model based on general activities and their relation to discourse. The model, called the knowledge framework, is comprised of six types of knowledge structures and thinking skills commonly found in general activities: (a) description, (b) sequence, (c) choice, (d) classification, (e) principles, and (f) evaluation. Mohan asserts that topics or content can be broken down into at least these six major structures of knowledge. He also asserts that each of these distinct knowledge structures has its own brand of discourse,
and can be represented graphically by key visuals. Key visuals (for example graphs, tables, diagrams) have no or lowered linguistic demands and can help both ESL and native English-speaking learners to understand content. The visuals have three major applications: (a) generative, to promote language generation (related to content), (b) representative or explanatory, to increase content understanding, and (c) evaluative, to evaluate content and language understanding (BC Ministry of Education, 1990; Esling, 1989). Mohan's knowledge framework and key visuals render content or subject matter knowledge into manageable "student tasks which integrate the development of academic discourse and the comprehension of content" (Esling, 1989, p. 110).

The foundation of the ESL theoretical framework adopted by the BC Ministry of Education is the simultaneous development of language and content knowledge. Whether regular high school classroom teachers are aware of this theory of ESL planning is one question this study hopes to answer.

**Mainstream Educator Pre and In-Service Education**

Immigrant education is hardly a new issue: especially in Canada. However, the idea of mainstream teachers having to significantly adjust their teaching styles to accommodate a growing immigrant student population is new. In the past, it was the immigrant learner who had to assimilate (Ashworth, 1978). But the changing culture of today's classrooms has initiated a need for the mainstream classroom teacher to reflect
and perhaps change. The word "initiated" is italicized because "training in multicultural education is a relatively recent phenomenon in teacher preparation" (Villegas, 1991, p. 44), pre-service or otherwise.

"In a preliminary report on what is to date the only attempt to survey nationally the work of Canadian faculties of education in the area of multicultural teacher education, Masemann and Mock (1986) could identify only two faculties (at the Universities of Ottawa and Alberta) that included in their pre-service programs compulsory courses in the area of multicultural education" (Henley, 1991, p. 24). At the school service level, a similar situation seems to exist. Educators in eight BC lower mainland school districts significantly affected by immigration were asked to rate the in-servicing provided by their districts on multicultural issues. "The 108 responses provided to this question indicate that few educators are enthusiastic about their districts' efforts at in-servicing on multicultural education issues" (Rivers & Associates Consultants, 1991, p. 70).

A need for more and improved teacher training is not restricted to Canada. A 1980-81 Teachers of Language Skills Survey (NABE News, 1984; O'Malley & Waggoner, 1984; Waggoner & O'Malley, 1985) of public school teachers in the United States revealed that "although half of all public school teachers had current or previous experience with LEP [limited English proficiency] students in their classes, only 6% had taken one or
more academic or nonacademic courses to learn how to teach such students" (Penfield, 1987, p. 21). The following citations from related education literature likewise evidence the need for more and improved mainstream teacher education:

Staff development should ensure that all in-service include as an objective the development of staff skills in working effectively with a multilingual/multicultural/multiracial population. (Ashworth et al., 1989, p. 37)

Special courses for teachers planning to work in intercultural situations giving some knowledge of the culture and some instruction in methodologies that might prove to be more effective than conventional ones. (Friesen, 1985, p. 80)

Many teachers lack classroom management skills vital to successful teaching of minority students. (Hill, 1989, p. vi)

Demographic changes increase demand for teachers training in multicultural education. (Oliveras & Lopez, 1991, p. 6)

More training in handling the LEP student must be provided for regular classroom teachers and administrators. (Penfield, 1987, p. 35)

Mandatory intercultural/cross-cultural training is recommended for pre-service and in-service public school teachers; as schools become sites for concentrated racial diversity, the teachers role is vital. (Simms, 1991, p. 26)

Teachers skilled in multicultural education are urgently needed now, and they will be even more necessary as minority children become the majority of the school-aged population in the near future. (Villegas, 1991, p. 44)

Teachers themselves have stated a need and desire for more and improved minority education teacher training:
All classroom teachers need information on multicultural issues and strategies for meeting the needs of ESL students in the "regular" classroom. (teacher unknown — Rivers & Associates Consultants, 1991, p. 73)

Main issues and attributes of the culture. Teaching strategies for general use in regular classes that would benefit ESL students while not depriving the others. (teacher unknown -- Rivers & Associates Consultants, 1991, p. 73)

These citations argue for a significant need for further teacher pre and in-service education to meet the challenges of today's mainstream classroom. But what of the current methods or attempts, their focus, and their level(s) of effectiveness?

'In a study conducted in the United States, Slavin and Madden (1979) found that changing educators' attitudes through workshops and revising the curriculum had almost no impact on measures of student behavior and attitudes. Similarly, Kehoe (1984, 1990) has stated:

There are two problems associated with cross-cultural programs designed to enhance the effectiveness and adaptability of educators working in multicultural classrooms. Programs designed to improve certain attributes among teachers typically teach about empathy, prejudice, and ethnocentrism. The assumption is that when you know what empathy is, you will become more empathetic. Second, teachers may be able to demonstrate knowledge of appropriate behaviour, but they may not be able to behave in a manner consistent with that knowledge. (p. 34)
On the other hand, there is literature to support the argument that "teachers can have a positive impact on the academic growth of minority students" (Villegas, 1991, p. 3). Rosenshine and Furst's (1971) analysis of some 42 (mostly co-relational) studies concluded that there were eleven teacher processes strongly and consistently related to student achievement or attitudes; one of the top five being providing students with the opportunity to learn which conveys a need for specialized immigrant student teacher training. Literature also suggests that teacher-student expectation levels and role-modeling have an effect on student attitudes and achievement (Garcia, 1978; Hill, 1989; Penfield, 1987; Villegas, 1991). If this is the case, teacher pre and in-service education will complement today's changing secondary mainstream classroom.

The purpose of this study is to generate the expressed immigrant student education concerns of a group of RSD secondary mainstream educators. In the next chapter, the focus, assumptions, and parameters of this study will be defined.
CHAPTER III
THE PROBLEM

Statement of the Problem

The problem to be studied is based on four questions:
(a) Is increased immigrant student integration in the RSD having an effect on secondary mainstream academic communication and instruction?; (b) If "Yes", what kind of an effect is being felt?; (c) How are RSD secondary mainstream educators handling increased immigrant student integration?; and, (d) What are the expressed immigrant student concerns of RSD secondary mainstream educators?

Research Questions to be Answered

This study will attempt to provide answers to the following questions:

1. Do RSD secondary mainstream educators know the quantity of immigrant students in their classrooms, and the academic, linguistic, and cultural backgrounds of these students?

2. Do immigrant students have different academic communication and instruction needs than English-speaking students?

3. Do RSD secondary mainstream educators feel their current teaching practices and levels of expertise are adequate to reach all learners?

4. Are RSD secondary mainstream educators comfortable
dealing with growing immigrant student integration?

5. What needs to be done for, or what additional support needs to be offered to, (or both), RSD secondary mainstream educators currently dealing with increased immigrant student integration?

Definition of Terms

1. IMMIGRANT STUDENT - Within this study, the term immigrant student refers to youths who:
a) are 13 to 19 years of age,
b) have been in Canada three years or less, and
c) arrived in Canada with little or no English language speaking ability.

2. ACADEMIC COMMUNICATION - Refers to the oral and written academic discourse between teachers and students (i.e., language used in academic contexts, learner's background knowledge applied to academic contexts).

3. ACADEMIC INSTRUCTION - Refers to the oral and written academic content instruction employed by teachers (i.e., direct one-way lecture, small learning groups, visual/graphic presentation).

Assumptions

For the purpose of this study, it is assumed that:

1. Secondary mainstream educator expressed concerns can be measured by means of the survey choice made of a position on a Likert-type 5-point scale.
2. The wording of the survey and interview items is such that the secondary mainstream educators will understand the meaning of the items.

3. Secondary mainstream educators will understand that this study is not an evaluation of the existing immigrant student integration policies and practices in the RSD but rather an attempt to uncover their expressed immigrant student academic communication and instruction concerns.

4. Secondary mainstream educators will answer according to their perceptions of what ought to be rather than what they feel the majority of education stakeholders would expect.

Delimitations

The present study is delimited in the following ways:

1. Since the secondary mainstream educators were from four of nine secondary school in the RSD, their expressed concerns and the observation data collected may reflect certain specific social, economic, and educational values not common to other secondary schools in the RSD or the Vancouver lower mainland. Therefore, the results of this study cannot be generalized beyond the population involved in the study.

2. The results of the study might have been different if data from teachers who declined to participate in the study was included.
Limitations

The investigator realizes that the following factors limit the study:

1. The collection of most of the data will be completed by recruiting, by meeting with, and by observing the volunteers. The fact that the teacher-volunteers meet the investigator might affect the way they respond. Although the respondents are assured of anonymity, a certain apprehension might direct them to answer or conduct themselves differently than they would if the investigator was more distant.

2. The wording and selection of the survey, interview, and observation items may reflect the investigator's secondary mainstream educator biases.

3. The survey questions ask teachers to look at their teaching assignment as a whole to determine their responses. An assessment based on teacher's participation may not accurately on the whole represent the individual classroom situations.

4. The interview results are subjected to the benefits and limitations of a standardized open-ended interview format.

5. Only 13 members of the secondary mainstream educators sample group will be interviewed. If the whole group was interviewed, the results might be different.

6. The classroom observations are obtained by a foreign
investigator and may be biased by that presence.

7. ESL secondary classroom observations are half the number of the secondary mainstream observations. Therefore, the ESL classroom observation data may be less reliable.

The research design selected for this study is outlined and discussed in chapter four. As well, the research procedure, the study population, the three research instruments, and the data collection and tabulation are also presented in chapter four.
CHAPTER IV
DESIGN OF THE STUDY

This section is divided into three parts: (a) the research design and procedure, (b) an overview of the study population and data collection instruments, and (c) a review of the data tabulation techniques.

The Research Design

Until the latter half of this century, the principles and criteria of research (seen fundamentally as scientific method) were solidly rooted in the empirical test of exacting experiences of the physical and biological sciences (Blumer, 1966). However, in the 1960s, the social and psychological sciences philosophically challenged the tested principles of scientific study (as) developed in the physical and biological sciences:

Such "principles" have not been clearly and firmly established. They cannot be wrapped up in a neat, packaged scheme, ready to give universally acceptable guidance to social scientists and psychologists. Instead, it is clear that social scientists and psychologists select, construct, and work with divergent and frequently inconsistent conceptions of the essence of scientific procedure (Blumer, 1966, p. v).

Since the 1960s, ethnographic research (a long established anthropological research method) has been gaining popularity and acceptance, especially in social science research (McMillan & Schumacher, 1989). An interactive approach, which requires extensive time in the field to observe, interview, and to record
processes as they occur naturally in the selected site, ethnographic research complements the naturalistic-phenomenological perspective of human behaviour in the social sciences. Ethnographic research has been called educational anthropology, participant-observation, field research, and naturalistic inquiry. The second term, participant-observation (Bruyn, 1966), is the preferred design title for this study.

In this study, the term, participant-observation, "signifies the relationship which the human observer of human beings cannot escape - having to participate in some fashion in the experience and action of those he observes" (Blumer, 1966, p. vi). The investigator is both a participant in and an observer of the society studied. There can be no separation of participant and observer if "what makes people human", and "the nature of man in society" are to be fully understood (Bruyn, 1966, xv). This phenomenological approach will provide an understanding of the effect increased immigration in the RSD is having on secondary mainstream academic communication and instruction from the teacher participants' views of their social realities (McMillan & Schumacher, 1989).

In order to examine and understand the perspectives of the teacher volunteers, the observer will learn to view and report the world of his/her subjects from their perspective. Preconceptions and stereotypes are forsaken; a flexible and relativistic stance will be adopted (Denzin, 1970). To ensure the reliability of the research findings, the participant-
observer will employ a multiple method procedural approach; document analysis (survey), interviews, and classroom participant-observations -- a triangulated methodology (Denzin, 1970, 1978). This triangulated methodology will allow a cross-validation among data sources, data collection strategies, time periods, and theoretical schemes. It gives the participant-observer the ability to weigh, compare, code, and select trustworthy evidence.

Some limitations of participant-observation research are: (a) gaining entry to, and acceptance by, the group to be studied, (b) maintaining objectivity in the face of new experiences, (c) recording and analyzing the data -- which are largely qualitative, and, (d) overcoming the ethical aspects of observation (Denzin, 1970). By the same token, those being observed may feel uncomfortable, threatened, or encouraged, and may act unnaturally. Their interview responses may be guarded or exaggerated. A reality of this study is that the majority of the data gathered is personal opinion. However, as mentioned above, the researcher will try to: (a) maintain a flexible and relativistic stance, (b) report the facts from the participants views of their own social realities, and, (c) use a triangulated methodological approach, to increase the validity and reliability of the study.
The Research Procedure

The triangulated methodology (Denzin, 1970, 1978) of this study included: (a) a secondary mainstream educators survey (N=36), (b) 13 secondary mainstream educator interviews, and (c) 40 secondary mainstream and 20 ESL one hour classroom observations. Data was gathered at four sites in the RSD over a period of ten weeks (February 10 - April 30, excluding one week of school vacation during Spring break).

The survey, the interview, and the observation instruments used to triangulate the findings of this participant-observation study were designed to reflect the five Research Questions to be Answered listed earlier. Four RSD secondary schools (three Junior High Schools and one Senior High School) where immigrant student mainstream integration is occurring were selected as study sites. A random group of teacher volunteers at each school participated in this study. However, the sampling was done opportunistically to reflect the variety of teaching specializations at the secondary level, the variety of teacher ages/experience at the secondary level, and a gender balance. Therefore, the random selection of volunteers for this study was not done in the traditional random sampling fashion. The sample (N=50) consisted of 36 secondary mainstream educators, nine secondary English as a Second Language educators, and five mainstream/ESL educators. Because of the fairly small sample group, generalizations to populations beyond the sample group itself are tentative.
Before conducting the survey, the interviews, and the classroom observations, the investigator briefed the volunteers on the purpose of the study and the research design and had each educator sign a participant consent form (see Appendix A - Participant Consent Forms). The investigator hand delivered all of the surveys and conducted all of the interviews and observations. The survey respondents were asked to mail (postage prepaid) their completed surveys to the investigator at their leisure. Interview participants were interviewed at their convenience. All classroom observations were scheduled.

The Population

Although the investigator realized that a study sample group is governed by people's willingness to participate, one of the investigator's goals was to involve a cross-section of teachers. With some assistance from the office personnel and the teaching staffs at the four school sites, the investigator recruited both male (N=19) and female (N=31) teacher volunteers, with various teaching assignments (Art to Writing Composition) and a range of 0.5 to 30 years of teaching experience.

Since the purpose of this study was to investigate and to report the expressed immigrant student academic communication and instruction concerns of RSD secondary mainstream educators, the majority (36 of 50) of the volunteer participants in this study were RSD secondary mainstream educators currently instructing immigrant students. Nine of the remaining 14 study participants taught ESL exclusively, and the final five taught
both mainstream and ESL classes. Two of the three instruments (the Likert-type Scale survey and the study interview) used in this study were used exclusively with, and focused exclusively on, the concerns of secondary mainstream educators.

Only secondary mainstream educators took part in the Likert-type Scale survey (see Appendix B - Secondary Mainstream Educator Survey). The investigator hand distributed ten secondary mainstream surveys at each of the four school sites (N=40). Thirty-six secondary mainstream educators completed and returned (by mail) the survey. The 36 surveys provide the data for the RSD secondary mainstream educators survey results.

The study interview (see Appendix C - Secondary Mainstream Educator Interview) involved only secondary mainstream educators. The 13 teachers who participated in the secondary mainstream educator interviews were recruited from the original 40 member secondary mainstream educators survey sample group. Twelve of the 13 interviewees returned a completed survey.

Fourteen RSD secondary mainstream, nine English as a Second Language, and five mainstream/ESL educators were involved in the 60 hours (40 mainstream and 20 ESL) of secondary classroom observation (see Appendix D - Secondary Mainstream and ESL Classroom Observation Notes Sheet). Eleven of the 14 secondary mainstream educators observed completed the study survey and interview. One of the mainstream/ESL educators completed the study survey and interview. Thus, 12 members of the study sample group participated in all three study instruments.
Instrument 1 - The Secondary Mainstream Educator Survey

The investigator's main concerns in designing the survey were: (a) length and ease of completion, (b) targeting the five research questions mentioned earlier, and (c) providing those with more to say with an opportunity to respond in writing.

The purpose of the first part of the survey was to obtain pertinent information regarding the following: (a) participants' current teaching assignment, (b) participants' BC public school teaching experience, and (c) the gender of the participant. This information was used to provide information about the population and to divide teachers into various subgroups for the analysis of the data. The school site, although not required on the survey, was also recorded for data sub grouping.

Survey items 1, 3, 4 and 6 are questions related to research question 1: Do RSD secondary mainstream educators know the quantity of immigrant students in their classrooms, and the academic, linguistic, and cultural backgrounds of these students? Items 13, 14 and 15 deal with research question 2: Do immigrant students have different academic communication and instruction needs than English-speaking students? The middle section of the survey, items 7 through 12 investigate research question 3: Do RSD secondary mainstream educators feel their current teaching practices and levels of expertise are adequate to reach all learners? Items 2, 5, and 16 address research question 4: Are RSD secondary mainstream educators comfortable dealing with growing immigrant student integration? The final
item, 17, gives the survey participants an opportunity to express in writing what needs to be done for, or what additional support needs to be offered to, (or both), RSD secondary mainstream educators currently dealing with increased immigrant student integration (research question five).

By using "Yes" and "No" answers, three Likert-type 5-point scales: one numerical scale, and two descriptive scales, ranging from a minimal to a maximal number or degree of expression, and a written summary question, it was hoped that a fairly accurate picture of the academic and instructional and integrated classroom perceptions of RSD secondary mainstream educators would be obtained.

**Instrument 2 - The Secondary Mainstream Educator Interview**

The investigator's main concerns when designing the interview were: (a) time verses information efficacy, (b) consistency with the survey questions, (c) gathering additional information regarding the five research question mentioned earlier, (d) uncovering a select group of RSD secondary mainstream educators perceptions of the reality of their classrooms, (e) potentially uncovering promising ideas, practices and solutions to immigrant student integration and education, and (f) promoting the teacher voice in this research.

The purpose of SECTION 1 of the interview was to obtain pertinent information regarding the following: (a) participants' current teaching assignment, (b) participants' BC public school
teaching experience, and (c) the gender of the participants. This information was used to provide information about the population and to divide teachers into various subgroups for the analysis of the data. The school site, although not required on the survey, was also recorded for data sub grouping.

Interview items SECTION 2 - a. through f., SECTION 3 - a., b., e., and f., and SECTION 4 - b. and g. are questions related to research question 1: Do RSD secondary mainstream educators know the quantity of immigrant students in their classrooms, and the academic, linguistic, and cultural backgrounds of these students? Items SECTION 3 - d., SECTION 4 - c., and SECTION 5 - a. deal with research question 2: Do immigrant students have different academic communication and instruction needs than English-speaking students? Three interview questions; SECTION 4 - d., and SECTION 5 - e. and f. investigate research question 3: Do RSD secondary mainstream educators feel their current teaching practices and levels of expertise are adequate to reach all learners? Item c. - SECTION 3, items a., e., f., h., and i - SECTION 4, and item d. - SECTION 5 address research question 4: Are RSD secondary mainstream educators comfortable dealing with growing immigrant student integration? The final items all found in SECTION 5 - b., c., g., and h. probe what needs to be done for, or what additional support needs to be offered to, (or both), RSD secondary mainstream educators currently dealing with increased immigrant student integration (research question five).
In the interest of time and the interest of ensuring the information gleaned via the interviews was study pertinent and free of investigator bias a standardized open-ended interview format was utilized. At the time of each interview, the interviewee was supplied with a copy of the interview question sheet to save time and to avoid confusion. Again to save time and to stay focused, the interview questions were arranged in a theme or section sequence; although items pertaining to each of the five research questions did appear in more than one section. A "Yes" or "No" answer format was used to eliminate wasting time. The misuse of time was a major consideration during the design of this study because the majority of the questions included in the interview required comments, descriptions, rationales, and lists of information.

The interview items were designed to uncover the sources of the participants' perceptions and opinions. To support the study's presupposed line of thinking (see Statement of the Problem), the investigator felt it important to reconstruct the impact increased immigrant student integration in the RSD is having on secondary mainstream academic communication and instruction by having secondary mainstream educators share their experiences. The data gathered herein is the what, how, why, and why not of increased immigrant integration in the RSD as described and reasoned out by the secondary mainstream educators directly effected.
**Instrument 3 - The Secondary Mainstream and ESL Classroom Observations**

The investigator's main concerns when designing the classroom observations were: (a) observing first-hand secondary mainstream and ESL academic communication and instruction at the four RSD study sites, (b) ensuring consistency and uniformity with what the classroom observation items and behaviours noted, and (c) compiling an observation data base for comparisons.

The 20 items and behaviours noted during the 40 hours of secondary mainstream classroom observations and the 20 hours of secondary ESL classroom observations fall under three headings: (a) working and learning conditions, (b) educational beliefs and practices, and, (c) curriculum. The working and learning conditions items observed were:

1. class size
2. teacher-student roles and responsibilities
3. student involvement/participation
4. student(s)-student(s) relationship
5. teacher assistance
6. tone/environment
7. pace or rate of content delivery
8. teacher/student successes and failures.

The educational beliefs and practices items monitored were:

1. teaching paradigm(s)
2. teacher expectation levels
3. teacher concerns
4. teaching strategy(ies)
5. cooperative learning methods
6. teacher-student(s) relationships
7. use of visuals
8. accommodation of ESL/culturally different students

The curriculum items reported were:
1. subject matter
2. academic discourse
3. use of prescribed texts
4. multicultural curricula.

The investigator felt the observation of these 20 items would provide a broad base for reporting the classroom dynamics of immigration and secondary mainstream academic communication and instruction.

As a participant-observer, the investigator's presence was known to those being observed. The investigator moved freely around the classrooms like a normal and acceptable person within the group's activities. The investigator took field and summary notes, and later synthesized the observation findings in a descriptive-analytical interpretation.

**Validity of the Instruments**

The validity of the instruments was established by consulting four professional educators who are involved in social and educational studies and bilingual education. These professionals were: Dr. John (Jack) Kehoe, Professor of Social Studies Curriculum, University of British Columbia (UBC)
Department of Education, Dr. Frank Echols, Associate Professor in Sociology of Education, UBC Department of Education, Dr. Richard Berwick, Associate Professor in Language Education, UBC Department of Education, and Dr. Stephen Carey, Director for the Center of Asia Pacific Languages, UBC Department of Education.

The professors were provided with a copy of one, two, or all three of the instruments for review and comment. The following suggestions are the main revisions that were incorporated into the final drafts of the data collection instruments:

1. Limit the number of survey questions and the number of possible responses.

2. A definition of an **immigrant student** should be provided to assist the teachers in completing the survey.

3. Whenever possible, the survey and interview items should be worded so that it be clear that the issues pertain to the immigrant student.

4. Avoid "Yes" and "No" interview questions that permit the interviewee to simply respond. Your questions need to make the respondents look introspectively, reflect and moreover, help you!

5. Use neutral language when constructing your interview questions.

6. Ensure the number of items you plan to observe is manageable.
7. Be consistent in your observation procedures if you hope to make comparisons. Also, see Appendix E - Additional Study Instrument(s) Comments and Revision Suggestions.

**Stability of the Instruments**

In March of 1993, the investigator piloted a preliminary draft of the secondary mainstream educator survey (instrument 1) and the secondary mainstream educator interview (instrument 2) in a Vancouver lower mainland secondary school which, similar to Richmond, is undergoing rapid immigrant student growth and unprecedented immigrant student mainstream integration. A co-ed sample group (three males and four females) of cross-curricular secondary mainstream educators (Business Education, Communications, English, Food and Nutrition, Keyboarding, Math, Physical Education, Science, and Social Studies) with a combined BC public school service record of 9.14 years participated in the pilot study.

Although the pilot study volunteers had few problems with the preliminary survey draft format, some survey question wordings, and the survey response format were altered to reflect the suggestions above. The pilot study interview draft received few changes before being used in the RSD study. In addition, very few procedural changes were made between the pilot study and the RSD study. However, a third data collection instrument (secondary mainstream and secondary ESL classroom observations) was used in the RSD study.
It is difficult to compare the findings of the pilot study with those of the RSD study because of the alterations made to the survey and interview instruments. However, both study groups reported encountering language related immigrant student academic communication and instruction difficulties because they were unaccustomed to dealing with immigrant students in their classrooms. Both study groups ranked listening comprehension, writing, speaking, reading ability as the greatest immigrant student challenges they face in their classrooms. The summary statements in each study pointed out the need for more teaching staff, for more teacher education, and for more BC Ministry of Education resources and leadership.

On the basis of the assumption that the RSD secondary mainstream educators expressed immigration and academic communication and instruction concerns could be investigated via a survey and an interview, the investigator found it fit to proceed with a final study survey and interview. A third RSD data collection instrument (secondary mainstream and secondary ESL classroom observations) was deemed necessary to comply with the study's triangulated methodology research design.

Collecting the Data

Instrument 1 - The Secondary Mainstream Educator Survey

For the collection of the survey data, the investigator had two alternatives from which to choose. First, the survey package (the informed consent letters, the survey cover letter, and the survey itself) could have been sent to the principal at
each RSD study site. The principals could have recruited the ten teacher volunteers, ensured each received a survey package, and then had the volunteers mail their completed forms back to the investigator. In this case, the return of the surveys would have depended entirely on the site volunteers. Second, the investigator could act as the Prime Administrator (PA) of the survey with the support of each site principal. In this second case, the PA would be responsible for recruiting the ten teachers per site and for distributing and monitoring the return of the mail-in surveys.

The second alternative was adopted because the investigator felt that:

1. The type of site principal involvement Alternative 1 required was too demanding.
2. Alternative 2 reflects the interactive phenomenological approach of this ten week on-site study.
3. The number of surveys returned would be greater because, by meeting the teachers face-to-face, a certain researcher-respondent relationship would be established and teachers would be more inclined to fill out and mail the surveys.
4. Explanations regarding certain items or words could be given by the investigator while on site.
5. The investigator could simultaneously recruit teacher volunteers for all three study data collection instruments.
The investigator therefore administered the teacher recruitment, the survey distribution, and the survey return. The principal and staff at each school site were informed in writing and verbally about the investigator's research plans. Shortly thereafter, the investigator visited each of the four research sites and obtained a volunteer stratified random sampling at each school. A stratified random sampling technique was used to reflect the cross-section of RSD district staff currently working with immigrant students at the secondary level. The purpose of the research and the extent to which each volunteer could be involved in the study was explained. The volunteers were given survey completion instructions and then asked if they would be willing to sit through the one hour interview and allow the investigator to observe their classrooms.

The teacher volunteers were given ten weeks to return their completed surveys (February 10 - April 30, excluding one week of school vacation during Spring break). Thirty-seven of 40 or 92.5% of the surveys were returned. Of this number, one was returned incomplete. Therefore, 36 of 40 or 90% of the total survey sample participated in the survey.

**Instrument 2 - The Secondary Mainstream Educator Interview**

For the collection of the interview data, the investigator had three alternatives from which to choose. First, the investigator could have used an informal conversational interview wherein the questions emerge from the immediate
context and are asked in the natural course of events; there is no predetermination of question topics or phrasing. In this case, the interview may have taken off in its own direction. Second, the investigator could have used the more regulated interview guide approach where topics are selected in advance but the investigator decides the sequence and wording of the questions during the interview. Both the informal conversational and the interview guide approach are relatively conversational and situational. Thus, the study research questions may or may not have been addressed. Third, the investigator could have used a standardized open-ended interview where participants are asked the same questions in the same order, thus reducing interviewer effects and bias. However, standardized wording of questions may constrain and limit the naturalness and relevancy of the response (McMillan & Schumacher, 1989).

The third alternative was selected because the investigator felt that:

1. This type of interview was the most time efficient and pertinent information evoking interview procedure.
2. This interview format would keep the participants on topic, and keep the already quite broad scope of this study in check.
3. A standardized line of questioning would reduce interviewer effects and bias.
The investigator conducted all of the interviews. The volunteers were interviewed at their convenience and an audio-tape of each interview was made. The interviews ranged from 25 to 55 minutes in length. Three educators at each of the three Junior High sites, and four at the one Senior High site took part in the interviews. Thirteen teachers in total sat through the interview and there were no participant disqualifications.

**Instrument 3 - Secondary Mainstream and ESL Classroom Observations**

For the collection of classroom observation data, the investigator had four research role alternatives from which to choose: observer, participant, observer-participant, and participant-observer. First, the investigator could have acted as an observer. The role of pure observer is that of one who is essentially a non-participant in the normal observation site routine. An example is that of an observer looking through a one-way window. Second, the role of pure participant is similar to that of living through an experience, recalling the experience and writing personal insights. Third, the observer-participant role is for the sole purpose of data collection. The researcher makes every effort not to impinge on the classroom's social system and resists any involvement outside of data collection (McMillan & Schumacher, 1989). Fourth, the participant-observer involves one who participates in some way in the observed environment. "It is the participant-observer's
intention to understand and participate in some fashion in the experience and action of those he observes" (Blumer, 1966, p. vi).

The fourth alternative was used in this study because it enabled the investigator to provide an understanding of the effect increased immigration in the RSD is having on secondary mainstream academic communication and instruction from the teacher participants' views of their social realities. In essence, the investigator acted as a sounding-board, a confidant, and a consultant for the teacher participants which allowed the investigator to gain a solid understanding of the teachers concerns. As well, the investigator circulated around the teachers' classrooms, observing and asking both the teachers and the students questions. The investigator was encouraged by some of the classroom teachers to participate in the classroom activities. Observing the teachers in action and participating in various classroom activities provided further insight into the social realities of immigration and the secondary mainstream classroom in the RSD.

The investigator conducted a total of 60 hours of classroom observations. Forty of those hours were spent in the secondary mainstream classroom, and 20 in the secondary ESL classroom. Twenty items were observed. During each lesson, both vague and descriptive notes (McMillan & Schumacher, 1989; p. 401) were recorded for each item. The field notes were later expanded
into an descriptive-analytical interpretation of the observed environments.

**Tabulation of the Data**

**The Survey**

Upon completion of the data collection, the secondary mainstream educator surveys were arranged into their four respective school site subgroups. The survey data underwent an item-by-item mode, median, and mean tabulation to determine the overall results for each subgroup. The surveys were then arranged under five curriculum content area headings and again an item-by-item mode, median, and mean tabulation was completed. A final item-by-item whole-group or four-school finding (mode, median, and mean) was determined as well.

**The Interview**

The audio-taped interviews were transcribed and the data was reviewed. Then interview-by-interview the investigator transferred the interviewees question responses onto a sample group interview data master list. Common responses were then grouped.

**The Observations**

The completed observation data was transferred onto two (one mainstream and one ESL) observation data master lists. The data for each observation item was reviewed and common responses
were grouped. The data from each master list was then merged and presented in a comparative fashion.

Chapter five presents the results of the data collection. The findings for each research instrument are first described and then summarized via data summary and comparison tables. The expressed immigrant student education concerns of the RSD secondary mainstream educators sample group are presented in the following chapter.
CHAPTER V

RESULTS OF THE STUDY

The aim of the study is to determine the expressed immigrant student academic communication and instruction concerns of Richmond School District (RSD) secondary mainstream educators. This study investigates how teachers are perceiving and reacting to increased immigrant student integration in the secondary mainstream classroom and how increased immigrant student integration is effecting classroom oral and written academic discourse and academic content instructional methods.

The results of the study will be presented in three sections. The first will include a question-by-question (1-16) report of the survey results, a summary of the survey results for research questions 1-4, four tables that summarize the four school and five subject area data gathered, and a list of 17 RSD educator immigration and mainstream education concerns. The second will include a question-by-question synopsis of the secondary mainstream educator interview findings, an interview summary/research questions statement, plus a table that highlights the interview results. The third will include an examination of the 20 secondary mainstream/secondary ESL classroom observation items, a summary of the observation findings, and a data comparison table. A final table that integrates the findings of the three research methods and a summary discussion will conclude this chapter.
Section 1a - Secondary Mainstream Survey Results  
(Questions 1-16)

Question 1

1. On average, what percentage of your students are immigrants?  
less than 20%  21-40%  41-60%  61-80%  81-100%

Eighteen, 50% of the survey sample group, felt 21-40% of the students in their classroom(s) were immigrants. The immigrant student percentages in one of the four selected study site schools (School 3 - the senior secondary), was a little higher with six of ten teachers reporting percentages of 41-60% (three teachers), 61-80% (one teacher), and 81-100% (two teachers). In the five content areas, Science recorded the highest percentage of immigrant students; then English, Math, Social Studies, and Life Skills.

Question 2

2. Do you feel an increased number of immigrant students in your classroom(s) has caused some difficulty in the delivery of your daily lessons?  YES  NO  If 'yes', to what degree?  
marginally somewhat measureably considerably immensely

Thirty-one of 36 teachers reported "Yes" their lesson delivery has become more difficult. Fourteen teachers felt their daily lesson delivery had grown "somewhat" more difficult. Nine teachers felt an increased number of immigrant students in their classroom(s) had "measureably" affected the difficulty level of daily lesson delivery. Six teachers felt their daily lesson delivery had become "considerably" more difficult. Two
of the 31 teachers reported more immigrants in their classroom only "marginally" affected and made more difficult the delivery of their daily lessons. The teachers at the secondary school study site (School 3) reported having the greatest difficulty. The English group was the only group that unanimously agreed they were having difficulty delivering their daily lessons because of increased immigrant student integration. The English group, along with the Social Studies group, reported the highest overall levels of immigrant student related content delivery difficulty.

Question 3

3. Have you encountered immigrant student language related difficulties in your classroom(s)?    YES  NO
If 'yes', to what degree?

seldom occasionally often daily continually

All 36 of the teacher respondents answered "Yes", they had encountered immigrant student language related difficulties in their classroom(s). When asked to what degree, 12 teachers reported that language related difficulties occur "daily" in their classroom(s). Nine teachers reported they "often" encounter immigrant student language related difficulties in their classroom. Another nine said they "occasionally" had language difficulties, and two reported "seldom" encountering immigrant student language related difficulties in their classrooms. Four teachers, however, an Art teacher, a senior level Science teacher, and two Social Studies teachers reported they "continually" encountered immigrant student language
related difficulties in their classrooms. Teachers in School 4 reported having the most language related difficulties in their classrooms. Of the five content area teacher groups Math recorded the lowest score for this question.

Question 4

4. Have you encountered immigrant student cultural background related difficulties in your classroom(s)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If 'yes', to what degree?

seldom occasionally often daily continually

Thirty-one teachers answered "Yes"; the majority (17 of 36) reporting "occasionally". Seven teachers did answer they "often" encounter cultural background related difficulties in their classroom(s). One teacher, senior level Science, reported "continually" encountering such problems. Six teachers replied they "seldom" encounter immigrant student cultural background related difficulties in their respective classroom(s). School 4 reported the highest level of cultural background related difficulties. The English teachers expressed the greatest level of immigrant student cultural background related difficulties concern.

Question 5

5. Have you encountered immigrant student academic communication and instruction difficulties because you are unaccustomed to dealing with immigrant students in your classroom(s)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If 'yes', to what degree?

seldom occasionally often daily continually

Twenty-three of the 36 teachers answered "Yes", they had encountered immigrant student academic communication and
instruction difficulties in their classroom(s) because they were unaccustomed to dealing with immigrant students. Eleven teachers reported this difficulty as occurring "occasionally" and seven said it occurred "often". One Math teacher indicated this difficulty occurred on a "daily" basis. A Life Skills and a Science teacher identified this difficulty as occurring "continually". Three teachers who answered "Yes" to question 5 added a written comment beside this question:

Even though I had ESL students for a number of years.
You are unaccustomed. I have much experience but still.
I've encountered the difficulty but not because I'm unaccustomed to dealing with it.

School 4 educators reported the highest level of immigrant student academic communication and instruction difficulties due to being unaccustomed to dealing with immigrant students in their classrooms. Math and Science recorded the highest score for this question.

Question 6

6. To what degree are you aware of the educational backgrounds of your immigrant students?

marginally somewhat measureably considerably immensely

Twelve of the respondents replied they were "marginally" aware of their immigrant students educational backgrounds. Sixteen answered they were "somewhat" aware. Five said they were "measureably" aware, and three reported they were "considerably" aware of the educational backgrounds of their
immigrant students. The Math teachers reported being the most aware of their immigrant students' education backgrounds.

Question 7

7. To what degree do you feel your classroom approach/methods complement the educational experiences of immigrant students?

marginally somewhat measureably considerably immensely

Nine felt their classroom practices "somewhat" complimented their immigrant students' educational experiences. Fifteen teachers felt their classroom approach/methods "measureably" complemented the educational experiences of their immigrant students. Seven teachers felt their classroom approach/methods and the educational experiences of their immigrant students were "considerably" complimentary. One person felt their classroom approach/methods were "immensely" in tune with the educational experiences of their immigrant students. Only two teachers felt their classroom practices were "marginally" complimentary to the educational experiences of their immigrant students. Two respondents answered they "did not know" if their classroom approach/methods complimented the educational experiences of their immigrant students. Little difference was noted between the four study sites' scores. The Math and Social Studies teachers reported the highest degrees of compliment between teacher classroom approach/methods and immigrant student educational experiences.
8. How much instructional time do you spend in direct one-way lecture?

less than 20% 21-40% 41-60% 61-80% 81-100%

10. On average, what portion of an hour of instructional time do your students spend in small learning groups?

less than 20% 21-40% 41-60% 61-80% 81-100%

12. When introducing new material, what percentage of the new information do you present visually (using graphic aids)?

less than 20% 21-40% 41-60% 61-80% 81-100%

Thirty-one members of the sample group responded they spent no more than 40% of their instructional time in direct one-way lecture. Twenty-seven educators indicated they spent no more than 40% of their instructional time in small learning groups. As for what percentage of the time the sample group introduced new material using graphic aids, the responses varied; less than 20% (four teachers), 21-40% (seven teachers), 41-60% (eight teachers), 61-80% (ten teachers), and 81-100% (seven teachers). School 4 recorded the lowest direct one-way lecture score and the lowest small learning groups score. It was School 2 however, that recorded the lowest use of visual aids when introducing new material. The English teachers reported the least use of direct one-way lecture. The Math group used small learning groups the least. Social Studies indicated the lowest use of visual aids when introducing new material.
Questions 9, 11

9. Indicate what percentage of the immigrant students you feel are able to comprehend at least 80% of your lecture content.

less than 20% 21-40% 41-60% 61-80% 81-100%

11. Indicate what percentage of immigrant students you feel are able to function at least 80% comprehension level while working in small groups.

less than 20% 21-40% 41-60% 61-80% 81-100%

Eight teachers felt the immigrant students in their classroom(s) were able to comprehend 21-40% of the lecture content. Twelve felt the percentage was as high as 41-60%. Thirteen teachers felt their immigrant students comprehended 61-80% of the lecture content. Three teachers felt their immigrant students understood 81-100% of the lecture content. School 4 recorded the highest direct one-way lecture comprehension scores. The teachers who indicated the higher levels of immigrant student lecture content comprehension were mostly from Math and Science. The lower immigrant student lecture content comprehension percentages came from the English, Life Skills, and Social Studies teachers. However, overall, the sample group felt immigrant students fare quite well in lectures. The small learning groups overall sentiment was not much different. Three teachers did indicate less than 20% of their immigrant students were able to function at at least an 80% comprehension level while working in small groups. Eight others reported only 21-40% of their students were functioning at at least an 80% comprehension. Eight teachers felt 41-60% of their immigrant students were able to function at at least an
80% comprehension level while working in small groups. The remaining 17 educators indicated they felt at least 61% -- 61-80% (twelve teachers) and 81-100% (five teachers) -- of the immigrant students in their classroom(s) were able to comprehend at least 80% of the small group learning. No particular school seemed to indicate a strength or a weakness in the small learning group performance of their immigrant students. No one content area group seemed more troubled with this either.

**Question 13**

13. Do you feel having immigrant students in your classroom(s) has slowed the pace of your lesson delivery?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

If 'yes', to what degree?

marginally somewhat measureably considerably immensely

Four teachers reported their pace of lesson delivery was only "marginally" affected by having immigrant students in their classroom(s). Ten teachers felt their pace of lesson delivery was "somewhat" affected. Four members of the sample group felt they had been "measureably" affected, three "considerably", and two "immensely". Thirteen educators answered "No", having immigrant students in their classroom(s) did not slow the pace of their lesson delivery. In total, 64% of the sample group did feel the pace of their lesson delivery was slowed because of the immigrant students in their classroom(s). School 2 teachers scores indicated their pace of lesson delivery was more affected than teachers in the other three schools and the Life Skills and Social Studies groups indicated more pace of lesson delivery difference than English, Math, and Science.
Question 14

14. Do you feel having immigrant students in your classroom(s) has increased your preparation time?  YES  NO

If 'yes', to what degree?

marginally  somewhat  measureably  considerably  immensely

Twenty of the 36 teachers surveyed felt having immigrant students in their classroom(s) had increased their preparation time. Four teachers said the impact was marginal. Ten said having immigrant students in their classroom(s) had increased their preparation time "somewhat". Three educators indicated a measureable increase in preparation time, two a considerable increase, and one an immense increase. School 4 educators reported the least preparation time increase. Five out of the six English teachers involved in this study felt their preparation time had been increased. Conversely, four of the five Math instructors who completed surveys said "No", they had not experienced increased preparation time. Likewise, three of the five Science teachers involved in this study said "No", they had not experienced increased preparation time. More Life Skills and Social Studies teachers than not felt they were putting in more preparation time, but not a marked increase.

Question 15, 16

15. Do you feel you have had to make instructional methods adjustments in order to accommodate the immigrant students in your classroom(s)?  YES  NO

If 'yes', to what degree?

marginally  somewhat  measureably  considerably  immensely
16. Do you feel you have to make additional adjustments to your instructional methods in order to accommodate the immigrant students in your classroom(s)? **YES** **NO** If 'yes', indicate how much more of an adjustment you feel you must make.

**less than 20%**  **21-40%**  **41-60%**  **61-80%**  **81-100%**

Thirty out of 36 teachers felt they had had to make instructional methods adjustments in order to accommodate the immigrant students in their classroom(s). The majority, 16 teachers, felt they had had to make "somewhat" of an adjustment. Eight felt they had made a *measureable* adjustment in their instructional methods in order to accommodate immigrant students. Three educators felt they had made a *marginal* adjustment, while three others felt they had made a *considerable* adjustment in their instructional methods. *School 3* educators reported having had to make the biggest adjustment, while *School 2* reported the smallest. The *English* and *Science* groups recorded the greatest level of adjustments to date.

Looking to the future, 23 out of 36 teachers felt there were more instructional methods adjustments to be made in order to accommodate the immigrant students in their secondary mainstream classroom(s). Seven teachers felt they needed to make a "less than 20%" adjustment in their instructional methods. Thirteen educators felt they needed to make a "21%-40%" adjustment to their instructional methods to accommodate immigrant students in their classroom(s). Two teachers (one with 28 years and one with 30 years of teaching experience), felt they had to make a "61%-80%" adjustments in their
instructional methods if they are to deal effectively with the immigrant students in their classroom(s). One teacher felt an entire overhaul was needed to deal effectively with immigrant students and indicated an 81%-100% instructional methods adjustment need. School 3 educators recorded the lowest future adjustments scores. The Social Studies group felt they had few further adjustments to make in their instructional methods to accommodate the immigrant students in their classrooms. The Science group reported the greatest need for further adjustments (see Tables 1 and 2).

Research Questions 1-5 Survey Results Discussion

The RSD secondary mainstream educator survey results presented above suggest teachers are aware of the quantity of immigrant students in their classrooms, but have limited knowledge of the educational and cultural backgrounds of these students. One hundred percent of the sample group reported encountering English language related immigrant student difficulties in their classrooms, and eighty-nine percent reported encountering immigrant student cultural background related classroom difficulties. The fact that teachers have limited knowledge of the cultural and educational backgrounds of the immigrant students in their classroom may be a source of the difficulties teachers are encountering in their secondary mainstream classrooms.

The sample group felt having immigrant students in their secondary mainstream classrooms: (a) slowed the pace of lesson
delivery, (b) required them to make changes in their instructional methods, and (c) "somewhat" increased their lesson preparation time. These findings may suggest students are being integrated into the mainstream classroom before they are able to handle the language and content demands of the mainstream content area classroom. The results also suggest immigrant students learn at a different rate than English-speaking students for various reasons; for example, the English language barrier, past educational experiences, and learning styles. However, the majority of the sample group reported making changes in their teaching methods to accommodate immigrant students in the secondary mainstream classroom which is encouraging.

The sample group indicated they felt their classroom approach/methods complemented the educational experiences of the immigrant students in their classrooms, and that most immigrant students were able to function at at least an 80% comprehension level in lecture and small group learning. The teachers reported using a mixture of lecture and small group learning. However, the wide range of answers question 12 (the use of visual aids to introduce new materials) gleaned may indicate three possible policy to practice shortcomings: (a) some teachers are still choosing not to acknowledge the immigrant students in their classrooms, (b) teachers may not know the value of, or how to use visuals to accommodate ESL students in their classrooms, and (c) teachers may be unaware of the second
language methods and theories (Cummins, 1981, 1983; Mohan, 1979, 1982, 1986) the BC Ministry of Education and the RSD have adopted. The results of this question may indicate a need for better communication between the Richmond School Board and its' secondary mainstream teaching staff, as well as more immigrant student academic communication and instruction teacher education programs.

The survey results suggest the secondary mainstream educators' growing immigrant student integration comfort levels are being taxed. Eighty-nine percent of the sample group felt the increased number of immigrant students in their classrooms had caused some difficulty in the delivery of daily lessons. Two-thirds of the teachers reported encountering immigrant student academic communication and instruction difficulties because they were unaccustomed to dealing with immigrant students in their classrooms. Two-thirds of the sample group anticipated having to make further adjustments to their instructional methods to accommodate the ESL learners. The responses to survey question 17 provide further insight into the five research questions.

Tables 3 and 4 illustrate the between school and between subject area findings for survey questions 1-16. The mode, median, and mean has been tabulated for each individual question and for each school and subject area. Overall, School 3, the lone secondary school study site, reported the greatest immigrant student integration instruction impact. Science and
English, two subjects with heavy language (vocabulary) demands, emerged as the content areas most affected by increased immigrant student integration.
Table 1

Richmond School District (RSD) secondary mainstream educator survey (questions 1-16) responses

Sample Group Profile:


*Average BC. Public School Teaching Experience: 10.8 years.
*Gender: 17 males, 19 females.

Survey Questions and Responses:

1. On average, what percentage of your students are immigrants?
   Mode: 21-40% (18) *less than 20%(7), 41-60%(7), 61-80%(2), 81-100%(2)

2. Do you feel an increased number of immigrant students in your classroom(s) has caused some difficulty in the delivery of your daily lessons? YES NO If 'yes', to what degree?
   Yes: 31
   No: 5
   Mode: somewhat (14) *marginally (2), measurably (9), considerably (6)

3. Have you encountered immigrant student language related difficulties in your classroom(s)? YES NO If 'yes', to what degree?
   Yes: 36
   Mode: daily (12) *seldom (2), occasionally (9), often (9), continually (4)

4. Have you encountered immigrant student cultural background related difficulties in your classroom(s)? YES NO If 'yes', to what degree?
   Yes: 31
   No: 5
   Mode: occasionally (17) *seldom (6), often (7), continually (1)
5. Have you encountered immigrant student academic communication and instruction difficulties because you are unaccustomed to dealing with immigrant students in your classroom(s)?
   YES  NO  If 'yes', to what degree?
   Yes: 23
   No:  13
   Mode: occasionally(11) *seldom(2), often(7), daily(1), continually(2)

6. To what degree are you aware of the educational backgrounds of your immigrant students?
   Mode: somewhat(16) *marginally(12), measureably(5), considerably(3)

7. To what degree do you feel your classroom approach/methods compliment the educational experiences of immigrant students?
   Mode: measureably(15) *marginally(2), somewhat(9), considerably(7), immensely(1), don't know(2)

8. How much instructional time do you spend in direct one-way lecture?
   Mode: 21-40%(16) *less than 20%(15), 41-60%(4), 61-80%(1)

9. Indicate what percentage of the immigrant students you feel are able to comprehend at least 80% of your lecture content.
   Mode: 61-80%(13) *21-40%(8), 41-60%(12), 81-100%(3)

10. On average, what portion of an hour of instructional time do your students spend in small learning groups?
    Mode: 21-40%(22) *less than 20%(5), 41-60%(4), 61-80%(3), 81-100%(2)

11. Indicate what percentage of immigrant students you feel are able to function at at least 80% comprehension level while working in small groups.
    Mode: 61-80%(12) *less than 20%(3), 21-40%(7), 41-60%(9), 81-100%(5)

12. When introducing new material, what percentage of the new information do you present visually (using graphic aids)?
    Mode: 61-80%(10) *less than 20%(4), 21-40%(7), 41-60%(8), 81-100%(7)
13. Do you feel having immigrant students in your classroom(s) has slowed the pace of your lesson delivery? YES NO
   If 'yes', to what degree?
   Yes: 23
   No: 13
   Mode: somewhat(10) *marginally(4), measureably(4), considerably(3), immensely(2)

14. Do you feel having immigrant students in your classroom(s) has increased your preparation time? YES NO
   If 'yes', to what degree?
   Yes: 20
   No: 16
   Mode: somewhat(10) *marginally(4), measureably(3), considerably(2), immensely(1)

15. Do you feel you have had to make instructional methods adjustments in order to accommodate the immigrant students in your classroom(s)? YES NO If 'yes', to what degree?
   Yes: 30
   No: 6
   Mode: somewhat(16) *marginally(3), measureably(8), considerably(3)

16. Do you feel you have to make additional adjustments to your instructional methods in order to accommodate the immigrant students in your classroom(s)? YES NO If 'yes', indicate how much more of an adjustment you feel you must make.
   Yes: 23
   No: 13
   Mode: 21-40%(13) *less than 20%(7), 61-80%(2), 81-100%(1)
Table 2

Richmond School District (RSD) secondary mainstream educator survey (questions 1-16) mode (Mode), median (Mdn), mean (M)
scores for (affirmative) survey responses

<table>
<thead>
<tr>
<th>Q.</th>
<th>1 &lt; than 20%</th>
<th>2 21-40%</th>
<th>3 41-60%</th>
<th>4 61-80%</th>
<th>5 81-100%</th>
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<td></td>
<td>marginally</td>
<td>somewhat</td>
<td>measureably</td>
<td>considerably</td>
<td>immensely</td>
</tr>
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<td>occasionally</td>
<td>often</td>
<td>daily</td>
<td>continually</td>
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<td>7</td>
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<td>2</td>
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<td>9</td>
<td>6</td>
<td>-</td>
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<td>9</td>
<td>9</td>
<td>12</td>
<td>4</td>
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<td>7</td>
<td>-</td>
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<td>5.</td>
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<td>11</td>
<td>7</td>
<td>1</td>
<td>2</td>
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<td>12</td>
<td>16</td>
<td>5</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>7. *</td>
<td>2</td>
<td>9</td>
<td>15</td>
<td>7</td>
<td>1</td>
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<td>16</td>
<td>4</td>
<td>1</td>
<td>-</td>
</tr>
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<td>9.</td>
<td>-</td>
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<td>4</td>
<td>10</td>
<td>4</td>
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<td>16</td>
<td>8</td>
<td>3</td>
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<td>7</td>
<td>13</td>
<td>-</td>
<td>2</td>
<td>1</td>
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</table>

* Indicates the two "don't know" answers received for this question (same for Tables 3 and 4).
Table 3

A four school per question (affirmative) survey responses mean (M) scores comparison for the Richmond School District (RSD) secondary mainstream educator survey (questions 1-16)

<table>
<thead>
<tr>
<th>Q.</th>
<th>SCHOOL 1 M</th>
<th>SCHOOL 2 M</th>
<th>SCHOOL 3 M</th>
<th>SCHOOL 4 M</th>
<th>4 SCHOOLS M</th>
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40.8  36.42  42.94  42.76  40.77
N=16  N=16  N=16  N=16  N=16
M=2.55 M=2.28 M=2.68 M=2.67 M=2.55
Table 4

English, Life Skills, Math, Science, Social Studies per question (affirmative) survey responses mean (M) scores comparison for the Richmond School District (RSD) secondary mainstream educator survey (questions 1-16)

<table>
<thead>
<tr>
<th>Q.</th>
<th>ENGLISH M</th>
<th>LIFE SKL. M</th>
<th>MATH M</th>
<th>SCIENCE M</th>
<th>SOCIAL M</th>
<th>ST. 4 SCHOOL M</th>
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Total:

ENGLISH: 41.73
LIFE SKL: 39.07
MATH: 40.65
SCIENCE: 47.95
SOCIAL: 38.36
ST. 4 SCHOOL: 40.77

N=16
X=2.61
Section 1b - Secondary Mainstream Survey Results  
(Question 17)

Question 17

17. **Summary statement:** What additional support do you feel secondary educators need to deal effectively with immigrant students in the mainstream classroom? Where can this support come from?

The final survey question gleaned 17 RSD educator immigration and mainstream education concerns. The concerns are presented below in order of frequency expressed. The first and greatest concern expressed by one-third of the sample group was (1) a call for specially trained ESL classroom aides/assistants.

1. Classroom assistants would make my job as a teacher much more effective. Having another adult in the classroom who is trained specifically to deal with ESL students would be a great benefit.

Many immigrant students require one-on-one instruction and mainstream teachers do not have enough time for this on a daily basis. Perhaps some classroom assistants could help out.

All teachers should have a classroom assistant to help ESL students. Now only high and low incident students have an aide of some sort.

Classroom assistants who have specialized in ESL should be available for teachers with a certain percent of ESL level 3 students and below.

Assistance is needed for one-to-one counseling to explain to students how to change their sentences and answers during a lab write-up session so that the answers make sense. Otherwise students fail that component.

In my H.E. [Home Economics] eight classes I have nine out of 24 level 1 or 2 ESL. Right now I have no support staff. An aide, that was consistent in my class, could help the students by explaining further what was to be done.
Low level ESL should not be in shop classes as often times they do not understand the safety implications. Classroom assistants could help this problem.

Assistance is needed during instruction delivery — more teachers in the classroom — especially during a Chemistry lab is important.

A second and third concern expressed by the sample group, and both relate to the first concern, were (2) immigrant students' English language abilities and the language levels guidelines ESL Departments use to initiate mainstream classroom integration, and (3) a call for a reduced number of immigrant students in one classroom.

2. ESL students should only be placed in a classroom when they have achieved Level 4 or 5.

I feel ESL 1's and 2's may be moving into the regular classroom too early.

Students repeating a course to upgrade is a serious concern. Perhaps students should not be allowed to take academic course until their English is better.

3. There is a very immense difference between having three or four immigrant students in your class and having 20-25 students. When the academic courses require so much material to be covered for a provincial exam, it is difficult to adjust the pace for the ESL students. With one or two, you can give extra help at lunch. However, the problem accelerates with numbers.

Since the main impact of these [immigrant] students is in the amount of time they require for individual assistance in class and after school, to have fewer per class would be desirable as a way of being able to deal with them as well as regular students.

The number of ESL students in a given class should be limited to a few. When you get a situation with 40% to 60% ESL students in one class it greatly limits teaching strategies.
Funding to reduce class size when a high number of immigrant students are placed in regular, non-ESL classes.

Four more interrelated concerns the RSD secondary mainstream educators expressed were (4) the extra marking time immigrant students' work requires, (5) a need for ESL grading standards, (6) the price regular mainstream students are paying, and (7) the increased preparation time having a growing number of immigrant students in one's class seems to generate.

4. Marking help! It's very hard to correct second language student work -- requires a great deal of attention and time because when correcting, the teacher wants to teach -- show the student errors that may be avoided in future.

In my subject area they [immigrant students] also take up more time with evaluation/editing/guiding their written work. Again, simply having fewer per class would already lighten the work load; no more than four per class.

Marking -- How to mark, for example, a Social Studies paragraph or essay for content when grammar, spelling, etc. is so poor.

5. There should be uniform standards across the district and through all districts with a high ESL population.

There needs to be some discussion of standards of acceptance of student achievement -- in ESL and in regular English.

All teachers must be instructed in proper evaluation methods.

6. Regular students sometimes feel held back, exploited, frustrated because they are being asked to tutor they have to hold back and wait for ESL students to arrive at the advanced level of understanding; they cannot help with written work to the extent that teachers or aides can; they are increasingly feeling themselves to be the objects (victims) of reverse discrimination.
I no longer make special lessons or use techniques aimed at only these [immigrant] students. The rest of the class deserves a regular lesson with varying strategies.

All too often because of eagerness, they [immigrant students] monopolize editing and proof-reading time provided in class.

A way and means to field trip experiences for all students.

7. More release time is needed for PRO-D and in-service. Our cultural plates are already overflowing. Students and teachers need to be educated about cultural differences to promote tolerance in the class.

I need PRO-D to help with methodology, I need time to prepare the simplified version of Canadian Law, and sources of information which are suitable for that reading level.

Nine members of the sample group stated the need for (8) more teacher in-servicing. The types of information and professional development these individuals felt was needed ranged from (9) more knowledge about the cultural and educational backgrounds of the district's immigrant students, to (10) instruction methods, (11) specialized immigrant student resources, and (12) support for the mainstream educator. As well, members of the sample group felt there was (13) a need for improved communications and a greater parallel in curriculum between the ESL and the mainstream classrooms.

8. Call for immigrant student teacher in-servicing:

In-service for teachers of ESL students (all subjects). I will go out on a limb and state that this in-service should be mandatory.

Training - financial support and time to do so.
Professional development in multiculturalism and ESL would help (or similar courses).

Multicultural workshops.

I could use some creative ideas (help) in delivering my program (in-service).

9. Immigrant student background information:

School Board records should provide more information about cultural background and nature of previous instruction.

Identification of special needs of differing immigrant students.

Information on cultural idiosyncrasies which might affect student/teacher interactions.

Sensitivity to cultural differences -- courses/workshops for teachers to increase awareness of the differences.

i.e. symbols In China, red is a symbol of prosperity and luck and white is a symbol for death.

10. Help with immigrant student teaching strategies:

I am also trying to do more cooperative learning, but some immigrant students do not seem comfortable working with other students. We could probably use some more cooperative learning strategies that are intended for immigrant students.

Vocabulary is a major problem for these students. They should have available a set of new language for the course plus translations. Could the district have someone available for developing ESL related materials? Thanks.

In Math classes, immigrant students in this district excel. Their skill level and understanding of Mathematics far surpasses that of other Canadian students. It is difficult to find resource materials that can be used to enhance lessons for these students. Some support could be used in finding these materials for these students.
11. Specialized resources:

Simplified reading material/resources as additional aids.

Resource package for specific language difficulties related to mother tongue language. i.e. Mandarin - tenses, pronouns, articles.

Learning center teachers.

Peer tutors.


Free language classes provided through the school district for school teachers.

12. Teachers at a loss:

Need more help and support in just dealing with frustrations.

i.e. What do you do when you can't understand a student's heavy accent or when they absolutely refuse to participate or when they are in your regular academic course but their cognitive and academic language skills are five years behind where they need to be to succeed in your course.

Everyone always says we need to appreciate the diversity that ESL students bring and to empathize with the difficulty they face in coming to a new country but no one ever asks what it's like for us teachers when 15 of our 30 students don't really speak English.

Often [immigrant] students are reluctant to ask for clarification or participate in discussion that may lead to further understanding of the material. This may be because they [immigrant students] are more accustomed to direct teaching -- teacher talks, students listen -- or because they are self-conscious about their language level or ability. Consequently I don't know how support could be offered for this problem.
The School Board should provide school based in-service to promote closer communication between ESL teachers and mainstream teachers; there seems to be a lot of animosity over funding for ESL students. Many teachers feel they [ESL students] are receiving more help (relatively speaking) then mainstream students; resentment leads to lack of effort.

Parents of ESL students must also become Canadianized. Some parents have totally unrealistic expectations and they, too, pressure their students and the teacher.

I am increasingly frustrated even though I have adapted my teaching to meet their needs.

I hope your research will make an enormous change. I have tried to welcome ESL students and treat them as people. However, they do not do the same in return!

This is a dream list on which I expect NO action or financial support.

13. Better ESL Programs:

Coordination between ESL and other departments.

I would like to see a change in the ESL program.

There is a need for some support by way of ensuring that immigrant students have been given adequate skills prior to entering the Arts related subjects, such as Social Studies.

Lack of oral experience definitely affects their participation in the classroom.

More time in the ESL classroom needs to be devoted to curriculum background.

I do not feel the current ESL situation addresses student needs. One problem I have is lack of background knowledge. i.e. ESL Level 4 students come into Socials 10 with little or no background of previous courses.

ESL teachers should be totally fluent themselves in grammar and literature.
Concerns number 14 and 15 express the positive and negative sides of educating immigrant students the secondary mainstream survey sample group gave in their summary statements.

14. The up-side to educating immigrant students:

At this time, I can say that I find the work ethic of most immigrant students to be commendable and that, with time and patience they achieve quite well. I must say that in Math instruction I spend far more time, phoning parents, homework detentions, after school tutoring with Canadian student (Caucasians) that I spend with the total of all immigrant student problems.

As the vast majority of immigrant students are from Hong Kong, their Math skills are considerably above average.

I have a very large immigrant population in grade 12 Math (about 80%) and a small one in Science and Tech (almost 0%). I find that I have to explain things a bit more clearly and sometimes a bit more simply but this to me seems like a benefit for everyone. If I am forced to consider the words and language I use more carefully then all of my students will benefit from; (a) more than one explanation, and (b) a carefully chosen explanation(s).

Generally I find immigrant students to be very hard-working and motivated; if they are having problems understanding they usually talk to me after class. They also take responsibility for their own learning by using dictionaries and other supplementary materials.

In P.E. I have all levels. Participation is good. Other kids help out.

Most students I get in Socials/Typing are level 3/4 -- quite capable.

15. Additional frustrations:

Too many ESL students expect A's, B's, C+'s, even C's for regular course work, even though they are not working at grade level.
I don't know how an ESL student can receive an A for a course when they are unable to participate orally in discussions or express themselves clearly on an individual basis! Teachers need to come together and be united and share common expectations.

*Cheating* is an immense concern. More supervision during testing periods is needed. There are usually two incidents of copying per test.

ESL students should not be using their first language or dependent on *translators* whether personal or mechanical.

For the first time we are beginning to see *Asians* who are weak in many subjects. It should be noted that students [immigrant] are immediately integrated into our Math class.

Because of the use of at-home tutors new problems are emerging; especially the huge discrepancy between *homework* and *classwork*.

Less emphasis is needed on *Union* rules and more of peoples' needs!

For the most part, 19 members of the sample group felt the source of the support they were seeking must come from the Richmond School Board (16), and 12 teachers felt the school they were working in must be the source of support (17).

The School Board should open lines of communication about available resources, ideas for instruction, etc. between teachers and the Learning Services Team (i.e. in-service/professional development, etc.).

The School Board should provide more school based time to observe other teachers (share ideas).

I believe the support must come from administrators, teacher on staff, classmates and from the individual mainstream learner. Administrators must provide the materials needed to adapt lessons so that these students are able to learn more effectively. i.e. overhead projectors, classroom space.
This support could come from just talking to other teachers — really needs to come from counsellors who use courses like Keyboarding as ESL dumping grounds when the student speaks no English.

Teachers on staff must be aware of teaching strategies and more importantly implement them consistently. Moreover, classmates must be used as buddies or even given responsibility (i.e. peer teaching/buddy system) over specific activities. Overall, it is the mainstreamed individual who has the power to change, adapt and excel in school; they must support themselves and be self-motivated. In order to do so, the support must come from themselves and the school.

The citations above indeed suggest this group of secondary mainstream educators feel the onus of dealing with increased immigration in the RSD lies with the district, not with the federal, provincial, or both governments.

The responses generated by survey question 17 provide an understanding of the effect increased immigration in the RSD is having on secondary mainstream academic communication and instruction from the teacher participants' views of their social realities. The number of responses and the quality of the responses indicate the sample group educators are excited about and feel they have something to contribute to the immigration and academic communication and instruction policies and practices in the RSD. The top three integration and education concerns survey question 17 gleaned were: (a) a call for specially trained ESL aides/assistants in the mainstream classroom, (b) a more stringent immigrant student English language ability mainstream classroom integration standard (and year-to-year consistency), and (c) a reduced number of immigrant
students in one class. These three top concerns suggest teachers are feeling overwhelmed by the increased immigration in the RSD and that they need structure and support to be effective in their classrooms. The results of a follow-up interview with 13 of the survey participants are presented in the next section.

Section 2 - Secondary Mainstream Interview Results

SECTION 1: Biographical Information

The results of SECTION 1: Biographical Information report the secondary mainstream interview sample group is made up of five males and eight females. The groups' BC public school teaching experience average is ten years. The group of 13 are teachers of: Biology, Chemistry, English, English as a Second Language, Geography, History, Humanities, Japanese, Law, Math, Physical Education, Science, Social Studies, Writing Comp..

SECTION 2: Language

Questions a., b.

a. Are you aware of the English language levels of the immigrant students in your classroom(s)?  
   Y  N
   How?
   Why not?

b. Do you feel a need to be?  
   Y  N
   Why?
   Why not?

Nine interviewees said "Yes" they were aware of the English language levels of the immigrant students in their classrooms. The remaining four indicated some level of awareness. Most named a notation on the general registry as their information
source, while others stated they either gathered an oral or written sample of students work early in the term to discover the language levels of the students in their classrooms. One criticism the sample group brought up time and again was the fact that the ESL student language level lists they receive at the on-set of the year are seldom up-dated. A second criticism was the teachers didn't exactly know what a Level 1 student should be able to do as opposed to a Level 3 student. A final criticism that emerged from this question was the actual integration formula/process. Some teachers felt, because of the pressure of increasing numbers, ESL students were entering the mainstream prematurely.

When asked, "Do you feel a need to be aware of the English language levels of the immigrant students in your classroom(s)?", 10 out of 13 teachers interviewed said "Yes", one said "Yes" and "No", and two said "No" because if the integration formula is followed, language should not be an issue in their classrooms. However, the majority of the sample felt it was necessary to know the language levels of the immigrant students in their classrooms so that they could anticipate language and concepts difficulties, adapt their lessons to ensure everyone was understanding, and ultimately so they could do a good job.

Question c.

c. Are you experiencing English as a Second (or Additional) Language related difficulties in your classroom? Y N Describe.
Twelve teachers gave an affirmative response to this question. The thirteenth teacher admitted "Yes" written test scores were weak, but had nothing but praise for the immigrant students' participation level. Those who answered "Yes" offered a number of reasons why they were experiencing ESL related difficulties in their classrooms. The inability of immigrant students' to understand simple instructions, to communicate, and to think critically were the chief ESL related problems reported.

Question d.

d. Rank order the following from 1 to 7, starting with the item (1) that seems to pose the greatest challenge in your classroom.

1. listening comprehension
2. speaking ability
3. reading ability
4. writing ability
5. classroom behavior
6. lack of common cultural background
7. lack of common academic background

The group identified "listening comprehension" as the greatest immigrant student secondary mainstream classroom challenge. "Speaking ability" was number two, then "writing ability", and number four "reading ability". A "lack of common academic background" was ranked number five, followed by a "lack of common cultural background", and finally "classroom behaviour". Three of the four schools represented in this interview data exhibited similar rankings. However, the School 2 ranked "classroom behaviour" as the number two immigrant student classroom challenge. School 2 ranked "speaking ability"
as number five, followed by a "lack of common academic background" and a "lack of common cultural background". A content area to content area comparison revealed little difference in rankings across the curriculum.

Question e.

e. Are you having a difficult time including immigrant students in classroom exercises because of their English as a Second (or Additional) language abilities? Y N
 Why?

Why not?

Eight teachers answered "Yes" to this question citing reasons such as immigrant student inability to understand, reluctance to participate, and their not being able to function well in a cooperative learning environment. The five teachers who responded "No" explained their responses with: (a) a feeling that immigrant students mixed well with the English speaking students, (b) the point that a large proportion of immigrant students is a fact of life so activities must fit the reality of the classroom, and (c) the position that they do not give their immigrant students a choice, but instead simply integrate them into the classroom exercises and expect to perform like any other student.

Question f.

f. Give a brief list of some tactics you have used to address the English as a Second (or Additional) language related issues in your classroom?
Assessing Immigrant Students:
- pre-test or assess students' language level via oral or written work
- have all students fill-out a *goal setting* sheet which includes what skills the students feel they have, and those they wish to acquire/improve during your course
- assess and fill-in the cultural and educational gaps -- teach social skills/behaviour and develop critical thinking skills

Teacher Adjustments:
- speak slower
- use gestures
- simplify and repeat instructions
- write instructions on board
- model language
- give examples of assigned tasks
- use visuals/graphics/mnemonics -- teach students to develop their own
- pull immigrant students into oral discussions
- get immigrants comfortable with raising their hand for help or to respond to a question
- call on everyone when questioning
- more comprehension checks
- give lots of quizzes to check for understanding
- consider test questions and format
- test orally or via observation
- do a thorough job of marking grammar/spelling
- set assignment expectation guidelines and rules for copying
- allow students to sit where they wish

Content and Instruction Strategies:

- preview lesson vocabulary to anticipate and adapt for possible language/knowledge shortcomings
- reduce content to common elements
- modify seat and homework
- more written then oral assignments -- gives immigrant students more time to work through the language barrier
- cooperative group work (or pairs); sometimes same-language; other times deliberately multilingual to encourage the use of English only
- oral presentations
- games
- encourage immigrant students to watch English television, to listen to English radio, and to read the English newspaper
- read articles, novels, etc., aloud and discuss the content as a group
- seat a new immigrant student beside an immigrant student with a higher level of English language proficiency
- try to reduce abstract language/concepts to something concrete
- have same language students interpret when problems arise
- vie for a teaching assistant who speaks Cantonese or Mandarin
- learn and use students' names and greet them outside of class.

SECTION 3: Culture

Question a., b.

a. Are you aware of the cultural backgrounds of the immigrant students in your classroom(s)?  Y    N
   How?
   Why not?

b. Do you feel a need to be?    Y    N
   Why?
   Why not?

Five interviewees answered "Yes", three "No", and five "Yes" and "No" to question a.. Those who said they were aware of the cultural backgrounds of the immigrant students in their classrooms attributed their awareness to conversing with these students, to information gained via written assignments, and through their own personal efforts such as reading, films, and travel. Those teachers who answered "Yes" and "No" agreed "Yes" they knew the stereotypic cultural backgrounds of the immigrant students in their classrooms, but beyond that, that they needed to know much more. Three teachers just simply were not aware of the cultural backgrounds of the immigrant students in their classrooms. When asked, "Do you feel a need to be aware" of the cultural backgrounds of the immigrant students in your classrooms, all 13 teachers answered "Yes". The sample group
offered a number of very important reasons why this need exists; such as, cultural knowledge would increase understanding and reduce awkwardness in the classroom(s) to the point of valuing immigrant students as people and making them feel welcome.

Question c.

c. Are the cultural backgrounds of the immigrant students in your classroom(s) an issue?  Y  N

Describe.

Nine of 13 teachers responded "Yes", one "Yes" and "No", and three "No". The sample group qualified their answers with a variety of viewpoints. Some said whether or not the cultural backgrounds of the immigrant students in their classrooms was an issue depended on the individual student. Some students do have social problems and this can become an issue for that individual, other students, and the teacher. The existence of racism and discrimination among students was mentioned by two teachers. One teacher explained how Canadian-born Chinese students were trying to distance and disassociate themselves from the new Chinese immigrants. The difficulty of getting English speaking and immigrant students to work together was cited as a spin-off of this racism. From the teachers' perspectives, the cultural backgrounds of immigrant students were both a positive and negative issue, positive in the sense that the Asian immigrant students' work level sets a great example for other students, and that having immigrant students in the mainstream classroom seems to pull the class together and make it more global, negative in the sense that cultural
background is just one of the many issues or factors mainstream teachers have to contend with when dealing with immigrant students in their classrooms; in addition to getting students to understand, getting them to do their own work and not copy verbatim out of reference books or from one another.

**Question d.**

d. Rank order the following from 1 to 7, starting with the item (1) that seems to pose the greatest challenge in your classroom.

- view on value of education
- self-esteem
- mannerisms
- behaviour
- sense of belonging
- communication methods/skills
- motivation level

As a group, the 13 teachers felt "communication methods/skills" were the greatest immigrant student secondary mainstream challenge. A "sense of belonging" was number two. "Self-esteem", as it relates to both the first and second responses above was number three. "Mannerisms", because of the differences in cultural behaviours and actions and continued misunderstanding or lack of awareness was number four. "View on value of education" was number five. Most teachers felt that immigrant students and their families had a positive view and placed considerable value on education. Number six, "motivation level", was not a big classroom challenge. Teachers said most immigrant students are quite motivated to achieve. And number seven, "behaviour" was identified as least challenging item; although some teachers hinted this was changing. School 2 once
again offered quite a different ranking than schools 1, 3, and 4. "Self-esteem" and "view on the value of education" were ranked two and three respectively by the School 2 educators. "Mannerisms" were number seven on the School 2 list. The Life Skills group ranked "mannerisms" as number two. Math and Science ranked "behaviour" as the third greatest immigrant student challenge. The Math group also indicated immigrant student "self-esteem" was not a top concern. The English teachers were the only group that had a bit of a problem with the "motivation level" of the immigrant students in their classrooms. They ranked it number five.

**Question e.**

e. Are you having a difficult time including immigrant students in classroom exercises because of their cultural backgrounds?  
Y         N  
Why?  
Why not?  

When asked this question, 10 of 13 teachers answered "No". Reasons why not ranged from leaving classroom work open-ended enough to accommodate all learners, to making classroom participation mandatory. Three teachers felt they were having a difficult time mostly because they were uncertain about how to be most effective in an integrated classroom (teaching styles), and because of the immigrant students reluctance to jump in and get involved (learning styles).
Question f.

f. Give a brief list of some tactics you have used to address the cultural background related issues in your classroom(s)?

Environment:
- have students complete a multicultural people search icebreaker at start of term
- recognize own personal biases
- bring in cultural objects, music, films from variety of countries
- give all cultures equal time and consideration

Equality:
- promote a global perspective
- model global thinking
- discuss the contributions immigrants have made to Canada throughout history
- talk about multiculturalism today

Strategies:
- consider and build on students' prior knowledge/experience
- use willing students as resident experts
- make cultural comparisons -- stressing similarities/acceptance
- use world literature
- use news items from many countries
- use multicultural names/places on tests, when giving examples, etc.
SECTION 4: The Classroom

Question a.

a. Do you think the presence of immigrant students in your class(s) makes you feel uncomfortable?  Y  N
Describe.

Two teachers answered "Yes", one had mixed feelings, and 10 answered "No". The first teacher who answered "Yes" felt uncomfortable because the presence of immigrant students in her mainstream classroom had slowed the learning rate and limited the types of activities this teacher would normally do in class. This teacher felt her classes are now boring, a second source of this educator's discomfort. The second teacher who answered "Yes", she did feel uncomfortable, cited immigrant students questioning and challenging the way content material was delivered and how students were evaluated as the source of her discomfort. The teacher took the immigrant students' challenges as a professional affront. The source of discomfort for the lone teacher with mixed feelings was immigrant student reluctance to get involved. The remaining ten teachers felt a multicultural classroom is today's reality and teachers must adjust, that every Canadian (excluding First Nations people) is an immigrant, and that immigrant students were no different than other kids.

Question b.

b. Can you describe what or how immigrant students in your class(s) may be feeling?  Y  N
Describe.
The responses to this question were more-or-less polarized. One group of subjects felt the immigrant students in their classrooms felt good, safe, happy, comfortable, able to achieve, supported, and recognized as having a different cultural voice. On the other hand, the remaining teachers felt the immigrant students in their classrooms were frustrated, overwhelmed, lost in a big way, shocked, bewildered, and intimidated.

Question c.

c. Please comment on the learning styles of the immigrant students in your classroom(s)?

Comments.

Some teachers mentioned they felt the immigrant students in their classrooms had excellent listening skills, good study habits, always handed work in and on time, and were ready to learn. However, four major immigrant learning styles were identified by the majority of the sample group: (a) teacher-centered learning; (b) rote memorization; (c) low level regurgitation, copying, or both; and (d) an emphasis on product not process. Also, the majority felt immigrant students lacked the ability to think for themselves, and to think critically. One teacher did mention however, the super rate of learning growth most immigrant students exhibit.

Question d.

d. Do you feel you have enough knowledge about learning styles to accommodate all of the students in your classroom(s)?

Y   N

Describe.
Three teachers answered "Yes", eight answered "No", and two were undecided about whether or not they had enough knowledge about learning styles to accommodate all of the students in their classrooms. Two of the three teachers who felt they had enough learning style knowledge said so because they had taken learning styles courses at university. The third teacher said "Yes" because s/he had dealt with immigrant students for a number of years and felt s/he was delivering a good program. The eight teachers who felt they needed to know more about learning styles felt they could use more general learning styles knowledge plus specific ESL strategies. Two teachers mentioned they were trying to accommodate individual student differences, but their time had been stretched because of the variety of learners they had in their classrooms. Overall, this group of eight teachers who thought they needed more learning styles knowledge, as expressed by one member, thought "[a]ny teacher who says they have enough knowledge is not a very good teacher....There is always something more to learn." The two teachers who had no definitive answer for this question felt "Yes" they had enough learning styles knowledge to accommodate the immigrant students in their classrooms, but not enough to enhance learning. They thought there was room for growth.

**Question e.**

e. Do you see the different learning styles of the immigrant students in your classroom(s) as a plus or a minus? + - Describe.
Four members of the sample group answered the different learning styles of the immigrant students in their classrooms were a plus, and nine saw the differences as half plus and half minus. Reasons teachers offered for the different learning styles being a plus were the immigrant students' behaviour and work habits were a good model for other students, the more learning styles in a classroom the better, and having immigrant students in the classroom makes content delivery more focused and comprehensive. The remaining plus/minus comments were of Asian students only wanting to learn via the direct lecture method, immigrant students being good with facts but not with interpretive or analytical types of assignments, too much focus on the teacher to give the message, too much copying, and the fact that these different learning styles compound classroom problems to almost an insurmountable level.

Question f.

f. Do you see the different cultural backgrounds of the immigrant students in your classroom(s) as a plus or a minus? 
+ - Describe.

Twelve of the 13 sample group members saw the different cultural backgrounds of the immigrant students in their classes as a plus. The common themes that ran through the responses to this question were: (a) we live in a multicultural, global world, (b) we can learn from others and become better people, and (c) the presence of immigrant students brings the world into the mainstream classroom. The thirteenth teacher had mixed
feelings about the different cultural backgrounds of immigrant students. This teacher thought the differences were a plus, but that too many of one people can be a minus.

**Questions g.**

g. Do you make a conscious effort to include immigrant students in classroom activities?  
  
  Y  N

How?

Why?

Eight teachers felt they did make a conscious effort to include immigrant students in classroom activities because immigrant students quite often do not understand, and are often shy or reluctant to speak, to participate, or both. The five teachers who responded "No" they do not make a conscious effort to include immigrant students said so because they generally make a conscious effort to include all students and because they do not want to single students out and make them appear different or favoured in the eyes of their peers.

**Questions h., i.**

h. Do you feel you treat the immigrant students in your classroom(s) differently?  
  
  Y  N

How?

Why not?

i. Do you feel a need to?  
  
  Y  N

Why?

Why not?

Eight teachers said they treated immigrant students differently. Some said they were more lenient with immigrant students because they have special needs. Some said they
treated them differently initially but not for long. Others said they gave the immigrant students more time to do their work, to answer questions, and that they offered them more assistance. The five teachers who answered "No", they do not treat immigrant students differently, felt immigrant students should be treated like everyone else, and that one student (English speakers) should not lose out at the expense of others (immigrant students).

Eight teachers also responded "Yes" to question i.. The group of eight felt a need, mostly initially, because often immigrant students do not understand. They also felt that immigrant students needed time to adjust and that the mainstream teacher can aid in this adjustment. The remaining five sample group members, however, felt it was important not to treat immigrant students differently because to do so may appear unfair to the rest of the students. One teacher who answered "No" to this question felt there was room for assisting immigrant students but not to the extent of revamping one's teaching.

SECTION 5: Addressing Classroom Instruction

Question a.

a. Please describe the types of difficulties you have experienced while teaching immigrant students.

A large part of the immigrant student teaching difficulties the sample group identified were related to English language, communication, and understanding. "Language acquisition",
"language barrier", "low English level", and "trying to get them to understand" were different ways the sample group expressed their immigrant student English language related difficulties. Related to this area of difficulties are the responses of another group of teachers who talked about the "extra time" it takes to cover content and how difficult or almost impossible it is "to make last minute verbal changes to classroom content (i.e. a reading, a worksheet, a lab)" because of the limited language abilities of the immigrant students in their classrooms. One teacher described her/his difficulty of trying to deal with "a sea of uncomprehending [immigrant student] faces", while another teacher told of the difficulty of coping with the frustrations immigrant students in her/his classes were experiencing. Learning styles and cultural differences were the last type of immigrant student difficulties the sample group identified. Members of the sample group listed "teacher-centered learning", "copying (cheating)", "a product rather than process orientation", "trying to get students to participate in classroom activities", "getting students to share", "strong competitiveness", "sometimes poor attendance", and "the trauma suffered by refugee students" as the types of immigrant student education difficulties they had experienced in their classrooms.

Question b.

b. Please describe the type(s) of training you feel you need to meet the instructional needs of the immigrant students your classroom(s).
Most of the 13 interview volunteers felt they needed to know more about the educational and cultural backgrounds of the immigrant students in their classrooms. They also felt they needed strategies to: (a) bridge the language barrier, (b) move immigrant students away from the one-way lecture mode, (c) encourage immigrant students to use more English, and (d) access existing resources. A number of teachers said they would like to take an English as a Second Language education course (or two) to learn the special ESL techniques needed to deal effectively with immigrant students. Instructional strategies, the use of visuals, observation techniques, culture and customs, and assessment tools were mentioned in particular. One teacher added knowing what is happening in the ESL classroom, perhaps having the opportunity to observe an ESL classroom, as a type of training that would be helpful. One teacher felt no additional training was needed to meet the instructional needs of the immigrant students in her/his classroom.

**Question c.**

c. Please describe the types of resources you feel you need to meet the instructional needs of the immigrant students your classroom(s).

The teacher above who felt no need for additional training to meet the instructional needs of immigrant students in the secondary mainstream classroom also felt additional or different resources were not necessary because of the implications of these resources for changing the curriculum. This teacher felt the use of additional or different resources would hurt all
students' chances of passing provincial exams. However, the remaining 12 members of the sample group did identify the types of resources they would like to have to meet the instructional needs of the immigrant students in their classrooms. Cross-cultural units, modified district resources/kits, language-reduced textbooks, supplementary resources, and more visuals were the most mentioned resources. A number of teachers also mentioned a classroom assistant/interpreter and smaller class sizes as essential resources. Special workbooks, multilingual and picture dictionaries, computer programs, and high-interest low-vocabulary books for pleasure reading were mentioned as secondary English language development resources. One or two teachers mentioned VCRs, videos, and tape recorders for their classrooms.

**Question d.**

d. Realistically, what do you feel needs to be done to ensure every child in the British Columbia Education System has an equal opportunity to learn?

Question d. was a difficult question for the interview survey group to answer. As one teacher put it, "Oh my God. That's a hard question. That's a really hard question." As a whole, the sample group embraced this egalitarian sentiment implied in the question. However, one teacher, being realistic, felt that the size and diversity of British Columbia and a lack of funds for education made the assurance of equality impossible. Another teacher immediately focused in on how unequal the current BC education system is, focusing on the
existence of have and have not districts. Yet, all 13 teachers had ideas about how to work towards an egalitarian education system in BC. Money and access seemed to emerge as the best avenues to ensuring every child in the British Columbia Education System has an equal opportunity to learn. A number of teachers felt better money allocation by School Boards was key to ensuring equal educational opportunity. In particular, teachers mentioned getting allotted monies to mainstream classrooms rather than spending large sums of money on special programs that serve only a few individuals. The idea of "regular" students losing out to special programs was voiced more than once.

The sample group felt money and access was needed for teacher training, resources, teacher aides, smaller class sizes, and for a support system for ESL students and teachers. One teacher felt it was time for the BC government and the Richmond School Board to declare the Richmond School District a special case and to funnel more ESL funds into the district to provide for the unprecedented immigrant student growth the district is experiencing. Another teacher presented the idea of having many schools within a school for better communication and to give students more personal attention. This idea involved dividing a school teaching staff and student population into smaller units. For example, a group of five teachers would be responsible for a group of approximately 140 students. The five teachers would teach the 140 students more-or-less exclusively, thus increasing
educator communication and hopefully providing more personal student attention. Similarly, one teacher felt in order to provide the equal opportunity to learn, timetables and student scheduling must become less uniform, and teachers must be given smaller classes and "time": time for individual development programs, time for conferencing and classroom observation, and time for marking and preparation must be supplied as keys to equal opportunity education. A final teacher felt that there needed to be less segregation of special programs and more overlap with mainstream programs so that resources and expertise could be shared, even enhanced, and so that loads of energy and money would not being spent reinventing the wheel. This teacher felt that if the ultimate goal of special programs is integration, why not work as a whole to benefit the whole. The sample group strongly agreed that the government has to come through with more money for education in BC and the Richmond School District. They also suggested a lot of improvements can be made at the school level to ensure all students have an equal opportunity to learn.

**Question e.**

e. Can this 'realistic' outlook be facilitated via teacher in-service sessions?  
Y  N  
How?  

Why not?  

Twelve teachers said "Yes", part of their BC education outlook could be facilitated via teacher in-service sessions. Most felt teacher in-servicing was possibly the only way to
facilitate quality and equal education in these changing times. However, there was some in-service skepticism as well. Members of the sample group felt they had been to too many teacher in-service sessions they deem "a waste of time and money". They felt that unless the teacher in-service session addressed their realities, was "made to order", and "ready to go on Monday", the in-service would not serve their needs. The notion of enticing reluctant teachers to in-service sessions with special perks like offering teacher in-servicing on PRO-D days instead of on a teacher's time was brought up as well. "Teacher resistance" towards ESL and "poor teacher attitudes towards ESL kids" were additional teacher in-servicing hurdles mentioned by the sample group. "Expense", the cost of teacher in-servicing, was also mentioned. The sample group did however express a need for (a) professional and emotional support, (b) ESL instructional techniques upgrading, (c) ESL assessment and evaluation methods, and (d) ESL/mainstream resources, to be met via teacher in-service sessions.

Question f.

f. Have you attended any teacher in-service sessions that specifically addressed mainstream immigrant student classroom instruction? Y N

Five teachers said they had attended an immigrant student mainstream classroom instruction in-service session. One of the five said s/he had attended an immigrant student in-service session in the Richmond School District a while back. However, the topic was more culture than classroom instruction. Another
teacher said s/he had actually given a school-based immigrant student instructional methods in-service to her/his staff some years ago. The third teacher who answered "Yes" had quite recently gone out of the RSD to attend an in-service which dealt specifically with the education of immigrant students. The last two teachers who indicated they had attended an immigrant student in-service, had also done so quite recently. One of the two said the session s/he had attended was culture-based not instructional methods-based, but added it was refreshing and a good reminder about the variety of learners and the specific needs that exist in today's diverse classrooms. The other teacher said s/he had attended an in-service session offered in her/his school (which made attending so much easier); this session did indeed address immigrant student instructional methods by illustrating how an identical lesson using mind-mapping would be delivered and received by a group of mainstream students and by a group of ESL students. This teacher felt the session was "bold" and "eye-opening" and "a decent start to getting teachers to recognize a need for special ESL training".

Question g.

Do you feel this type of in-servicing is valuable?  Y  N

Why?

Why not?

All 13 teachers felt immigrant student classroom instruction teacher in-servicing is valuable. Valuable if it is specific and allows for more teacher input, if the focus is
instruction and sharing ideas and not multiculturalism, if it is long-term and relevant (not prescriptive), and if it offers teachers strategies for being more sensitive to immigrant students and more effective without killing themselves. The "Why?" comments offered by the sample group for this question included the following: immigrant student classroom instruction in-services could "remind and refocus teachers", establish a support network for information and resources sharing, allow teachers to better understand where the students in their classrooms are coming from, and indicate how teacher and student can function most effectively.

**Question h.**

h. Summary statement: What additional support do you feel secondary educators need to deal effectively with immigrant students in the mainstream classroom? Where can this support come from?

Three major themes ran through the interviewees summary statement responses: (a) more money for smaller class sizes, teacher aides, in-servicing, and resources, (b) better communication and coordination between ESL programs and the mainstream, and (c) a need for mainstream teachers to recognize the need for change, to improve their discriminatory attitudes, and to play an active role in the change the district is undergoing, and will undergo. The sample group felt the four sources of support (and initiative) for dealing effectively with immigrant students in the mainstream classroom were: (a) the BC government, (b) the Richmond School Board, (c) RSD schools
themselves, and (d) RSD teachers. A summary of the interview results is presented in Table 5.

Research Questions 1-5 Interview Results Discussion

The interview results indicate the 13 member secondary mainstream sample group are aware of the English language levels of the immigrant students in their classrooms, but only somewhat aware of the students cultural backgrounds. The teachers reported experiencing both immigrant student language and cultural background related difficulties in their classrooms. Listening, speaking, writing, reading, and the lack of a common educational background ranked one to five respectively as the greatest immigrant student language related academic communication and instruction challenges in the mainstream classroom. The sample group reported having difficulties including immigrant students in classroom exercises because of English language problems, but not because of cultural background differences.

The lists of tactics teachers use to address the language and cultural background related issues in their classes indicate immigrant students do have different academic communication and instruction needs than their English-speaking peers. The immigrant student language, cultural, and classroom participation difficulties the teacher volunteers reported encountering in their classrooms, plus the need most teachers felt to treat immigrant students differently, as well as the specific immigrant student learning styles differences described
by the teachers, illustrate immigrant students have different educational needs.

Two-thirds of the sample group felt they did not have enough knowledge about learning styles to accommodate all of the students in their classrooms. The two lists of immigrant student language and cultural background tactics teachers provided, although commendable, reflect little immigrant student specific academic instruction know-how. The fact that most teachers agreed that more teacher in-service education was needed to deal with rising immigration, the point that few of the interviewees had ever attended an immigrant student instruction in-service, and the fact that all 13 teachers felt immigrant student classroom instruction teacher in-servicing is valuable, support the idea that RSD secondary mainstream educators are not adequately trained to reach all learners.

Seventy-seven percent of the interview sample group were comfortable with the presence of immigrant students in their classrooms. The group generally viewed the learning styles and cultural background differences of the immigrant students in their classrooms as a plus. Two-thirds of the group indicated they treated immigrant students differently, and that they needed to because of the language and cultural differences the students faced. However, the polarized descriptions teachers gave of how the immigrant students in their classrooms might be feeling project a degree of teacher discomfort. Some teachers felt the immigrant students in their classrooms were struggling
and this concerned them. As well, the diverse responses teachers gave with regards to the question of ensuring every child in the BC education system has an equal opportunity to learn, illustrate a degree of pessimism, of lost control, and a need to have some input into decisions that directly affect the working and learning conditions of the secondary mainstream classroom. Are RSD educators comfortable dealing with growing immigrant student integration? The results of the interviews suggest teachers are coping. However, their comfort level is being taxed.

So what needs to be done for, or what additional support needs to be offered to, (or both), RSD secondary mainstream educators currently dealing with increased immigrant student integration? The interview respondents felt they needed more knowledge of the educational and cultural backgrounds of the immigrant students in their classrooms. Strategies to bridge the English language barrier and to move students away from the one-way lecture mode were also needed. The teachers made mention of needing: (a) better access to ESL resources (curriculum materials and specialized personnel), (b) better communication with the ESL classroom, and (c) more immigrant instruction specific teacher in-servicing. In closing, the group felt the major onus for managing increased immigrant student integration in the RSD lies with the district itself.
Table 5

Richmond School District (RSD) secondary mainstream educator interview results

SECTION 2: Language

Question a. 69% of the interviewees responded they were aware of the English language levels of the immigrant students in their classroom(s).

Question b. 77% of the interviewees felt a need to be aware of the English language levels of the immigrant students in their classrooms.

Question c. 92% of the interviewees were experiencing English as a Second (or Additional) Language related difficulties in their classrooms.

Question d. The interviewees ranked the list of language related classroom challenges as follows:

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SCHOOL 1</th>
<th>SCHOOL 2</th>
<th>SCHOOL 3</th>
<th>SCHOOL 4</th>
<th>GRP. M</th>
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<tbody>
<tr>
<td>Listening Comp.</td>
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<td>3</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Speaking Ability</td>
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<td>1</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Reading Ability</td>
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<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Writing Ability</td>
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<td>3</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Classrm. Behaviour</td>
<td>7</td>
<td>2</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Lk. Cult. Bkgrd.</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Lk. Acad. Bkgrd.</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>
Question e. 63% of the interviewees were having a difficult time including immigrant students in classroom exercises because of their English as a Second (or Additional) Language abilities.

Question f. 50% of the interviewees shared comments about the adjustments they had made in their teaching to address English as a Second (or Additional) language related issues in their classrooms. 41% of the interviewees offered specific strategies.

SECTION 3: Culture

Question a. 39% of the interviewees were aware of the cultural backgrounds of the immigrant students in their classrooms. 39% of the interviewees answered "Yes" and "No" to this question.

Question b. 100% of the interviewees felt a need to be aware of the cultural backgrounds of the immigrant students in their classrooms.

Question c. 69% of the interviewees responded the cultural backgrounds of the immigrant students in their classrooms was an issue.

Question d. The interviewees ranked the list of culture related classroom challenges as follows:
<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SCHOOL 1</th>
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<th>SCHOOL 3</th>
<th>SCHOOL 4</th>
<th>GRP. M</th>
</tr>
</thead>
<tbody>
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<td>6</td>
<td>5</td>
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<tr>
<td>Self-esteem</td>
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<td>4</td>
<td>3</td>
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<tr>
<td>Mannerisms</td>
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<td>7</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Behaviour</td>
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<td>5</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Sense of Belonging</td>
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<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Com. Methods/Sk.</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Motivation Level</td>
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<td>6</td>
<td>5</td>
<td>6</td>
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</tbody>
</table>

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<thead>
<tr>
<th>ITEMS</th>
<th>ENG. LIFE SKL.</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>SOCIALS</th>
<th>GRP. M</th>
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</thead>
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<tr>
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<td>5</td>
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<tr>
<td>Self-esteem</td>
<td>3</td>
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<td>Mannerisms</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Behaviour</td>
<td>7</td>
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<td>6</td>
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<tr>
<td>Sense of Belong</td>
<td>2</td>
<td>4</td>
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<tr>
<td>Com. Methods/Sk.</td>
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</tr>
<tr>
<td>Motivation Level</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

37% of the interviewees were having a difficult time including immigrant students in classroom exercises because of their cultural backgrounds.

The strategies for addressing the cultural background related issues the interviewees shared dealt mostly with equal treatment and providing a safe classroom environment.
SECTION 4: The Classroom

Question a. 77% of the interviewees thought the presence of immigrant students in their classrooms did not affect their comfort level.

Question b. 50% of the interviewees described the immigrant students in their classrooms as feeling safe and relaxed. 50% of the interviewees described the immigrant students in their classrooms as feeling overwhelmed and frightened.

Question c. Comments the interviewees made about the learning styles of the immigrant students in their classrooms were:
1. they are good listeners;
2. they are more at home with teacher-centered learning;
3. they have great rote memory skills;
4. they seem to regurgitate and copy class examples or texts rather than produce their own work; and,
5. they are end product rather than learning process-oriented.

Question d. 62% of the interviewees felt they did not have enough knowledge about learning styles to accommodate all of the students in their classrooms. 15% said they had some learning styles knowledge, but not enough.

Question e. 69% of the interviewees saw the different learning styles of the immigrant students in their classrooms as both a plus and a minus. 31% saw the differences as a plus.

Question f. 92% of the interviewees saw the different cultural backgrounds of the immigrant students in their classrooms as a plus.

Question g. 62% of the interviewees make a conscious effort to include immigrant students in classroom activities.

Question h. 62% of the interviewees treat the immigrant students in their classrooms differently.

Question i. 62% of the interviewees felt a need to treat the immigrant students in their classrooms differently.
SECTION 5: Addressing Classroom Instruction

Question a. The types of immigrant student teaching difficulties the interviewees described they had experienced were mainly English language skills related (i.e. communication problems, students not being able to understand). However, a shortage of time and curriculum flexibility was also mentioned, along with different learning styles, cultural differences, and copying.

Question b. The interviewees felt they needed more immigrant student educational and cultural background training. They also felt a need for strategies to:
1. bridge the second language gap;
2. alter the immigrant students' one-way lecture preference;
3. help develop the immigrant students' English skills; and,
4. access available ESL resources.
The interviewees also felt they needed more instruction in teaching immigrant students and to see what is happening in the ESL classroom.

Question c. The types of resources the interviewees felt they needed were modified and supplementary materials, more teacher aides, and more audio-visual resources.

Question d. The interviewees felt that in order for every child in the British Columbia Education System to have an equal opportunity to learn there must be better money allocation (less money spent of just a few spent on the majority), better teacher training, more resources, teacher aides, smaller classes, and more overall support for education.

Question e. 92% of the interviewees felt some of the changes they suggested for an improved BC Education System could be facilitated by teacher in-service sessions.

Question f. 39% of the interviewees had attended some sort of a multicultural teacher in-service session.

Question g. 100% of the interviewees felt a teacher in-service session specifically designed to address the instruction of immigrant students in the mainstream
Question h. In summary, the interviewees felt the type of additional support secondary educators need to deal effectively with immigrant students in the mainstream classroom are more money for smaller classes, teacher aides, in-service training, and specialized resources. The group also feel there was a need for better communication between mainstream and ESL teachers, and a district-wide need to acknowledge a need for change in a changing district. The interviewees felt the support they were seeking should come first from BC government, second from the Richmond School Board, third from the schools in the RSD themselves, and fourth from the teachers.
Section 3 - Secondary Mainstream and ESL Classroom Observation Results

Both secondary mainstream and secondary ESL classroom observations were conducted in this study. The ESL observations were conducted to enable a mainstream/ESL academic expectations and level of content, and social climate comparison. The following observation results present the similarities and differences observed between 60 mainstream and 30 ESL classes. A point-form observation results comparison table can be found at the end of this section (see Table 6).

Class size:

The average number of students in the 40 cross-curricular secondary mainstream classrooms observed was 23.7 students. The number of students in the ESL classes observed was 18.7.

Teaching Paradigm(s):

In the 40 cross-curricular secondary mainstream classroom lessons observed, information processing models (Joyce & Weil, 1980) were used 58% of the time (23 of 40 lessons). Information processing models are models of instruction that influence how students process information from their environment. The major information processing model used was concept attainment. Designed primarily to develop inductive reasoning, but also for concept development and analysis, concept attainment involves presenting an array of instances or examples that are alike in some ways and different in others. At each encounter with an
instance or example, the person formulates and reformulates a hypothesis about the concept (Joyce & Weil, 1980). Lecture and independent learning (Saylor, Alexander & Lewis, 1981) were the primary tools of information processing and concept attainment. In 11 of the 20 observed ESL lessons, information processing models (Joyce & Weil, 1980) were used 55% of the time. Concept attainment was once again the most used information processing model. First group investigation and then lecture (Saylor et al., 1981) were the primary tools of information processing and concept attainment.

Teaching Strategy(ies):

The researcher noted the use of 35 different teaching strategies/tools in the 60 lessons observed. In order of use, the five chief strategies/tools used in the 40 cross-curricular mainstream classrooms were: (a) cooperative learning — group and pair work, (b) quizzes, (c) content worksheets, (d) content note taking, and (e) content review. In order of use, the five chief strategies/tools used in the 20 cross-curricular ESL classrooms were: (a) cooperative learning — group or pair work, (b) vocabulary development, (c) content worksheets, (d) comprehension question/answer, and (e) oral presentations, building listening skills, content note taking, and content review (four-way tie). Four teaching strategies/tools used in the cross-curricular mainstream classes that were not observed in ESL classes were: (a) USSW (Undisturbed Sustained Silent Writing), (b) role play, (c) jig-saw, and (d) idea and writing
structure outlines. Learning with/from prescribed texts, student-teacher conferencing, and critical thinking were hardly evident in the 20 ESL classes observed. The ESL lessons did however include more teacher language modeling, more listening skills development, and more language processing strategies.

**Cooperative Learning Methods:**

The use of four cooperative learning formations was noted in both the mainstream and ESL classrooms: (a) student-to-whole class, (b) pair work, (c) three to six persons group work, and (d) whole class work. In both classroom settings students were involved in brainstorming exercises in all four of the above mentioned formations. In the mainstream classes, many group discussions of a content and social inquiry nature were observed. The discussions allowed students to review and check their understanding, to share and express (with support) their opinions, and to interact with the teacher, the whole group, and the topic of discussion in a less formal, more natural fashion. Such informal, yet informative discussions were not as common in the ESL classroom. There were discussions in the ESL classrooms, but they were usually teacher-centered, thus less interactive and more transmissive in nature. The investigator did, however, from a whole group cooperative learning perspective, observe choral singing and choral language development in some the ESL classes.

Mainstream students were involved in group projects and activities including, group role play, laboratory assignments,
jig-saw learning, and athletic teams. Group activities for ESL students involved only group projects. As for pair work, mainstream students did some peer editing, worked on assigned tasks, marked each others' quizzes and worksheets, and conducted interviews. Pair activities for the ESL students involved some peer editing, work on assigned tasks, cooperative tutoring and translating, and conducting interviews. In the mainstream classes observed, students took a variety of student-to-whole class roles. In Math class, one student was selected each day to give the warm-up quiz. In Physical Education, one or two students led the warm-up exercises. In English classes, individual students read materials being studied aloud to the whole group. These students also read aloud their stories and poetry. In Social Studies, students did mini Current Events presentations. In Science class, a group representative reported group findings to the whole class. In the ESL classes, individual students gave oral presentations and answered questions when called upon.

Teacher-Student Roles and Responsibilities:

The chief roles and responsibilities of the mainstream teachers observed were:

- to structure, prepare, and moderate each lesson
- to set classroom expectations, rules, tone, and guidelines
- to teach content
- to impart, explain, give examples, and demonstrate content
- to review, test, and evaluate.

The chief roles and responsibilities of the mainstream students observed were:
- to actively participate in the educative process
- to be mature
- to be able to work independently
- to complete all work
- to mark, edit others work
- to think critically and to be able to question and argue a point.

The chief roles and responsibilities of the ESL teachers observed were:
- to structure, prepare, and lead most lessons
- to model the English language
- to encourage and develop English language skills
- to modify content
- to impart, explain, give examples, and demonstrate content
- to set classroom expectations, rules, tone, and guidelines
- to do the majority of the speaking and questioning.

The chief roles and responsibilities of the ESL (immigrant) students observed were:
- to listen and develop their language
- to complete assigned work
- to mark, edit others work
- to answer when called upon.

Teacher Expectation Levels:
The mainstream teachers' teacher expectation levels for students observed during this study were to:
- stay on task -- use their time wisely
- complete all work
- maintain ability appropriate grades
- be willing to share their ideas and work with the whole class
- be able to think critically and discriminatively
- be able to recall information taught
- be able to ask for help
- work well with others
- exhibit independence
- be creative, innovative, flexible
- be risk-takers.

The ESL teachers involved in this study expected students to:
- stay on task -- use their time wisely
- complete all work
- listen carefully and learn through listening
- take notes to enhance their comprehension
- understand main ideas
- be able to recall information taught
- learn with and from others
- speak English
- memorize content to enhance learning/understanding.

**Student Involvement/Participation:**

To measure how well mainstream and ESL teacher expectation levels matched perceived student behavior, involvement, and performance, *Student Involvement/Participation* was observed and noted. In the mainstream classes, students:
- actively participated in discussions, debates, role plays
- contributed ideas/information/opinions
- led activities -- Current Events, Math warm-up quiz, etc.
- contributed to classroom organization -- parent/student conferencing, Egypt Unit contents list, etc.
- monitored each other's behavior
- asked and answered questions
- presented materials in front of the class
- worked well in groups
- assisted one another via peer editing, quiz marking, etc.
- move on said tasks without teacher assistance
- worked well in jigsaw exercises, group projects, etc..

In the ESL classes, students:
- took notes diligently
- listened intently
- gave a number of oral presentations
- sang boisterously
- contributed to discussions
- took turns reading aloud
- asked questions
- assisted one another via peer editing, tutoring, translating, quiz marking, etc..

Teacher Assistance:

Teacher assistance whether one-on-one, small group, or whole group is pivotal in some students' education. During the 60 lessons observed the following notes about teacher assistance were made:

1. mainstream classes
   - the teachers circulate and assist students individually and in small groups; when whole group clarification is needed, it is given
   - the teachers provide lots of examples, analogies, and personal anecdotes to make understanding/task clear
   - the teachers simplify, highlight, demonstrate, model, review and summarize content
   - the teachers use probing and analytical questions to get students to think and to find answers
   - the teachers share their thought processes via diagrams, calculations, etc. done on the overhead or front board
   - the teachers give hints and point out common errors
   - the teachers re-teach a concept if students did not understand
   - the teachers act as partners in education with their students
- the teachers use body language, gestures, diagrams to get message/information across to students not following
- the teachers encourage and support their students

2. ESL classes
- the teachers circulate and assist students individually and in small groups; when whole group clarification is needed, it is given
- the teachers help students with their vocabulary and English pronunciation
- the teachers help students read and will often read along with a student/group of students
- the teachers facilitate and moderate discussions to ensure everyone is being understood
- the teachers model English constantly and conscientiously
- the teachers offer a lot of performance feedback
- the teachers use body language, gestures, diagrams to get message/information across to students not following
- the teachers encourage and support their students.

Tone/Environment:

In most cases, the teachers observed during this study set the tone of their classrooms. Most mainstream classrooms were relaxed, open, calm, light-hearted and humourous, but at the same time business-like, friendly, positive, collaborative, well-structured, and stimulating. As well, these classrooms were serious, studious, hard-working, and content-oriented, with
high teacher expectations. Very few of the 40 mainstream classes observed were unproductive or unruly.

In most instance, ESL students did not play a very active role in the mainstream classroom environment. Therefore, it was difficult to verify the immigrant student communication and instruction problems teachers had identified during the survey and interview portions of this study. Three possible reasons why the problems teachers had identified were difficult to detect are: (a) in some cases teachers did not address the needs of the immigrant students in their classrooms and simply taught around these students, (b) either the language levels of the immigrant students were sufficient to meet the academic demands of the mainstream content area classrooms or students received language and content help from other same native language speakers in the classes, and (c) the adjustments some teachers reported making to their teaching approaches to accommodate the immigrant students in their classrooms were meeting the needs of the immigrant students in these classrooms.

Very little disruptive behaviour was observed in the 20 ESL classes involved in this study. The tone of the ESL classes was calm, positive, safe, playful, light-hearted, fun, and supportive. The classes were also business-like, studious, cooperative, disciplined, and at times for some students, apprehensive.

The four research sites for this study were schools of various ages. Some classrooms were a great teaching/learning
space while in others the lighting was poor, it was impossible to control the room temperature, and outdoor sounds made teaching/learning difficult. All of the classrooms observed had some wall-coverings (posters, maps, students work, and pictures of students). In the mainstream classes, 17 of the teachers arranged their desks in pairs, ten in rows, nine in groups of three or more, and in the four Physical Education classes observed, the students were arranged as a group. In the ESL classes, 13 of the teachers arranged their desks in groups of three or more and seven in rows. For the most part, teachers used the overhead projector a little more than the blackboard. Fifty-two percent of the classrooms entered during this study were portable classrooms; 4 of 16 mainstream and 7 of 14 ESL.

Teacher-Student(s) Relationship:

In the mainstream classrooms, the three major teacher-student(s) relationship characteristics that emerged were: (a) a mature and academically ambitious union of teacher and student, (b) a positive, pleasant more socially-oriented relationship, and (c) in some instances, a distant and unpleasant struggle for both the teacher and the student. The ESL students in the mainstream classrooms were more teacher and same cultural group dependent than the mainstream students. They demonstrated a more passive, transmissive learning style. However, these students were never observed to be discipline problems.

The characteristics of the teacher-student relationship(s) in the ESL classroom were somewhat different. The ESL teachers
and their students shared a more passive relationship. For the most part, the teacher appeared the dominant figure in the relationship and the exchanges between the teachers and the students were quiet and restrained. Students and teachers worked well together, respected one another, and were courteous and supportive. These ESL classroom relationship(s) however, on the whole, did not seem very vibrant or mature and the students did not seem to contribute much to the learning process.

Student(s)-Student(s) Relationship:

Three major student-student relationship traits that emerged in the mainstream classroom were; (a) a mature, intellectual union, (b) an open, positive friendship, and (c) in a few instances, an immature, impatient, divided classroom. The immigrant students in the mainstream classrooms tended to associate more with their same cultural group peers and had only limited contact with the mainstream students. In the ESL classes observed, the students seemed happy, full of energy, and productive, although at times they did seemed quiet, close, and quite private. The classes were more racially integrated because of teacher intervention. More than once, the investigator noted students giggled at other students giving oral presentations.

There seemed to be three types of seating arrangements in the 60 classes observed: (a) fully integrated, (b) language segregated, and (c) gender segregated. In 21 of the 40 mainstream classes observed, students, immigrant and mainstream
alike, sat with their same language peers. In seven classes, the students seemed to segregate themselves by gender. In 12 of the observed mainstream classes, students were completely integrated. In 12 of the 20 ESL classes observed students were integrated, mostly because ESL teachers intervene and separate same language students so that the only common language is English. Gender segregation was noted in six classes. Own-language segregation was noted in two classes. It should be noted that more than one of the three above mentioned seating arrangements may have been present in a class at one time. However, only the most prevalent seating arrangements in each of the 60 classes observed was reported here.

**Subject Matter:**

The subject matter covered in the cross-curricular mainstream classes observed was mostly government prescribed. The content covered in these classes included: 10th to 15th-century European history, explorers, the Industrial Revolution, Canadian history (the Canadian Pacific Railway, Confederation, Louis Riel's Trial), Communism, Fascism, the Islamic Religion, geography, meteorology, moles, the respiratory chain, Factors, Equations, Torts, Shakespeare, novels, short stories, poetry, the Japanese language, and social issues based on the Sue Rodrigues case, Women's Day, and an incident that happened on a study site school ground. The content covered in the ESL classes observed included; Canadian history and geography, short stories, poetic devices, and the Isopod. Grammar, vocabulary,
oral language, and more rudimentary, even elementary, content seemed to be the subject matter focus in most of these classes. Most of the ESL classes observed during this study were English-oriented courses.

Academic Discourse:

The level and expected level of academic discourse in the mainstream classes was observed to be significantly higher than that of the ESL classes observed. Two apparent reasons for this difference were: (a) English language ability, and (b) content taught. In the mainstream classrooms students had to have some knowledge of law and human rights terms, anatomical terms, mathematical language, the periodic table, the processes of analysis and interpretation, creativity, oration, computers/video recorders, idioms, colloquialisms, and the language of sequence and description. In the ESL classes observed, the level of academic discourse was lower. Students were expected to have a strong knowledge of grammatical principles and to be able to memorize fact-oriented content. Students in the ESL classes were observed having to use the language of comparison and contrast and formal and informal letter writing. However, because language was difficult for these students and because the focus of most of the ESL classes observed was English language development, most subject matter was language and content-reduced, dissected for vocabulary, concrete as opposed to abstract, and deduced using the 5+Ws (Who? What? When? Where? Why? How?).
Use of Visuals:

Visuals were not the chosen teaching tool in either the mainstream or the ESL classrooms observed. Text seemed the favourite medium of content delivery, whether on the blackboard, the overhead, in a text, or on a worksheet. In the mainstream classes some use of computers, wall maps, charts, films, cartoons, objects, pictures in the text, and samples of project and assignment work from earlier years were observed. As well, some mainstream educators used mind maps, webs, outlines, and super diagrams to generate ideas and promote understanding. In the ESL classes observed, the teachers used newspapers, wall maps, charts, flashcards, videos, pictures in the text, the Oxford Picture Dictionary, lots of gestures, and brainstorming webs.

Use of Prescribed Texts:

In the 40 mainstream classes observed, the use of 27 different prescribed texts was noted. In addition, encyclopedias, reference texts and documents, National Film Board films, dictionaries, and thesauri were present and used in some classes. In the 20 ESL classes observed, the use of six texts was noted. Three of the six were mainstream prescribed texts. The remaining three were ESL texts. A National Film Board film was used in one ESL class. The type(s) of text(s) used in the mainstream classrooms were significantly more challenging than the materials used in the ESL classrooms.
Multicultural Curricula:

Given the multicultural student mix that exists in the Richmond School District (39% of RSD student population receives ESL assistance - BCTF, 1994), the lack of multicultural curricula used in the 60 classes observed was somewhat surprising. In the mainstream classes, most of the content was centered on European themes with the exception of a unit on Egypt, one on the Islamic Religion, and the mention of Communism in China and Cuba. A news article about the drug rings in Singapore was used, and some mention of the carnival in Brazil was made. In one English class the teacher did a cross-cultural look at symbols. But for the most part, even when it came to something as culturally sensitive as euthanasia, the topic was discussed from a Eurocentric perspective. In the ESL classes observed, one teacher did have a discussion with the class about multicultural holidays and cultural practices. One teacher used a video that contained some French. Another used a folk tale from Laos. Students in one class chose their own oral presentation topics and ended up talking about what they knew best -- Asia. However, the majority of the materials used in the observed ESL classes were Eurocentric in nature.

Pace or Rate of Content Delivery:

For the most part the pace or rate of content delivery in both the mainstream and ESL classes observed seemed appropriate for the demands it made on the students and expectations it
created. At times, the pace in the mainstream classes was extremely quick, but this was mostly in enriched and senior level courses. Only twice in 40 mainstream lessons was the pace noted as slow. In the ESL classes the pace was appropriate because the content was often language and content-reduced, there was frequent review, and the students were keen to stay on task and learn. On the investigator's scale of 1 to 10, the pace in the majority of the mainstream classes observed was 7.5. Using the same scale, and from a mainstream students' perspective, the pace in the majority of the ESL classes observed would be about 4.

**Accommodation of ESL/Culturally Different Students:**

The usual practice in most of the mainstream classes observed was to allow students to pair or partner up to complete assigned work. Students were also often divided into small groups so that they could divide up the work and so that they could help one another to understand and complete the assigned task(s). Sometimes the students were allowed to pick their own groups. Other times the teachers assigned the groups. This cooperative, collaborative approach worked well to accommodate ESL students in the mainstream classroom. It was also observed that students were encouraged to translate for one another or to pass along (translate) information from the teacher to a new ESL student. Some teachers did, however, frown upon students using their own language in class and said "English only". It was observed that in some mainstream classrooms teachers spoke
slower, explained more thoroughly, used step-by-step formulas, took the time to teach the more difficult vocabulary, and were willing to re-teach material one-on-one if any student needed such help. For the most part, the mainstream teachers circulated around the classrooms offering their help and checking over shoulders; in some cases, the first persons the teachers visited were the immigrant students. However, some teachers did wait for the students to approach them for help. The mainstream teachers pulled the immigrant students into class discussions by giving them easy questions to answer (lots of comprehension checks), having them read aloud, asking them their opinions, and asking them their resident expert points of view. ESL students for the most part were expected to do the same work as the mainstream students, but they appeared to receive more assistance from their teachers.

In the ESL classroom, cooperative learning pairs, small groups, and whole class, were prevalent. Sometimes students selected their mates, but for the most part the teachers intervened to ensure some English was being used. In one ESL class the students were organized into tutor/tutee pairs. In another class, during oral presentations, the teacher lowered the lights to make the presenters more comfortable. A different teacher stood close to the presenters during their oral presentations to offer support. In the majority of the ESL classes observed English language development was the focus. Therefore, the ESL teachers spoke slowly, explained and repeated
unfamiliar vocabulary, wrote lots of board notes, used a lot of
gestures and often read text aloud to the students. The smaller
ESL class size plus the occasional presence of teacher aides
allowed for lots of individual assistance. All of the efforts
to accommodate ESL/culturally different students listed above
appear to make sense and to work. However, at times ESL and
mainstream students and ESL and ESL students did seem reluctant
to work with one another. The noted efforts to accommodate
ESL/culturally different students listed above enhanced the
academic accommodation of immigrant students, but little was
noted in regard to cultural accommodation of ESL students.

Teacher-Student(s) Successes and Failures:

The teacher-student(s) successes observed in the mainstream
classes visited during this study were: (a) students
participating in and contributing to the learning process, (b)
students completing their work and producing some notable
finished products, and (c) students were working independently
thus allowing the teacher time to observe the learning
environment and to confer with individuals or groups of
students. Noted failures in the mainstream classes included
students being overwhelmed by the pace of some lessons, wasting
time because they were not held accountable, being unable to get
to work because they did not understand the lesson, and showing
occasional moments of disrespect towards teachers, fellow
students, and self. In the ESL classes observed the diligence
and cooperation of the students allowed things to run smoothly.
The classroom felt safe and close-knit. However, English was definitely the ESL students second language of choice in the ESL classes observed. Also, the students were extremely dependent on their teachers. The ESL classrooms were more teacher-centered, while the mainstream classes were more teacher-student interactive.

Teacher concerns:

The main concerns the observed mainstream teachers exhibited were: (a) understanding and internalization of content, (b) analysis and application of content, (c) developing independent and collaborative work skills, and (d) owning one's education. The main concerns the ESL teachers observed seemed to exhibit were: (a) providing lots of English language development opportunities -- especially oral language, (b) getting students to understand main ideas and concepts, (c) building students' vocabularies, and (d) encouraging and nurturing students in their new academic life.

Research Questions 1-5 Observation Results Discussion

The secondary mainstream and ESL classroom observations, the final component in this study's triangulated methodology, were an opportunity for the investigator to observe the teacher volunteers in their classrooms; to monitor how the educators are reacting and responding to increased immigration in the RSD. For the most part, there appeared to be few immigrant student disruptions in the mainstream and ESL classrooms. From time-to-
time, the pace of the lessons in the mainstream classrooms was slowed because the teacher had to stop and explain (a second time) something to an ESL student. However, this occurrence was not noticeably frequent. In both streams, immigrant students with a better command of English voluntarily, or at the teachers' request, worked with the newer immigrant students. The mainstream teachers (and of course the ESL teachers) appeared aware of the immigrant students in their classrooms, and offered these students the time and consideration they demanded. However, more mention and inclusion of the students' native languages and cultures was evident in the ESL classrooms.

The pace or rate of content delivery, the chosen teaching paradigms, strategies, subject matter, and level of discourse observed in the mainstream classrooms were considerably different than those observed in the ESL classrooms. The pace of the lessons in the mainstream classrooms was twice as fast as that of the ESL classrooms. Although information processing models (Joyce & Weil, 1980) were the chief teaching paradigm in both the mainstream and the ESL classrooms, concept attainment in the ESL classroom was more group oriented and teacher-centered. The teaching strategies used in the mainstream classrooms promoted more individual thought, critical analysis, and more student knowledge assessment than the group and language oriented activities in the ESL classroom. The subject matter observed in the mainstream classrooms was mostly
government prescribed, while the content observed in the ESL classrooms was generally more language acquisition focused. The difference in the level of academic discourse between the mainstream and the ESL classrooms was significantly different. Students in the regular classrooms were expected to know a wide variety of vocabulary sets (i.e. law and human rights terms, anatomy), while students in the ESL classrooms were taught the new vocabulary. The vast differences in the teaching styles and the learning experiences and expectations observed between the mainstream and the ESL classrooms suggest ESL students do have different academic communication and instruction needs than their English-speaking peers.

The mainstream observations demonstrated the content area educators observed used a variety of teaching strategies and cooperative learning methods. However, very little multicultural curriculum was evidenced, and little, besides pairing, seemed to be done to accommodate the ESL/culturally different student in the mainstream classroom. Most of the immigrant students required some teacher and peer assistance. The teachers' main concerns in the regular classrooms were content acquisition and achievement. At times, ESL students were unable to perform to this standard. There appeared to be some shortcomings in the secondary mainstream educators' levels of expertise to adequately reach all learners (i.e. little use of visual aids, few modified materials, English-only policies).
The focus was quite different in the ESL classrooms. Although a variety of teaching strategies and cooperative learning methods were used in the ESL classrooms as well, the ESL teachers' main concerns were language development and main idea acquisition. Lesson content was most often within the students' ability range and the tone of the classrooms was more relaxed and playful. The smaller ESL class size, the luxury of specialized materials, and the occasional ESL aide enabled the ESL teachers to reach more learners.

The ESL students in the mainstream classrooms were treated much like their English-speaking peers. The mainstream teachers prepared the lessons, set the classroom tone and student performance expectations levels, and encouraged student participation. One standard of behaviour and classroom involvement pertaining to all students was usually evident. Everyone was expected to actively participate in the educative process, to be mature, and to be able to work independently. At times, because of English language difficulties, the immigrant students were unable to act accordingly and this was a source of frustration for both the students and the teachers. The fact that most immigrant students prefer to work together was also trying for both the students and the teachers. And, finally, the teacher-centered learning environment immigrant students prefer also wore on some students and teachers. Consequently, two noted failures in the mainstream classes were students being
overwhelmed by the pace of some lessons and students not being able to get to work because they did not understand the lesson.

The ESL classroom teachers seemed much more comfortable dealing with the academic demands of the growing immigrant student population in the RSD. Because of a smaller language ability gap and less cultural background diversity in the ESL classrooms (plus the smaller student numbers, more assistance, more modified materials, and different performance and class involvement expectations), the ESL teachers did not seem to be experiencing the same level of discomfort some of the mainstream teachers were exhibiting. However, the teacher was the center of most learning activities that occurred in the ESL classrooms and this at times placed very heavy demands on the teachers.

While viewing the mainstream and the ESL classrooms, it became apparent to the investigator that the two streams were more different than similar. In BC, the ESL curriculum is supposed to parallel the mainstream curriculum as much as the English language barrier will allow. However, few corresponding features were evident to the observer. In the mainstream classroom, most teachers seemed unaware of the language through content (Chamot & O'Malley, 1986; Early, Thew & Wakefield, 1986; Mohan, 1986) ESL teaching and learning paradigm the RSD advocates. In the ESL classroom, some educators were unaware of the fact that the mainstream curriculum is the ESL curriculum. The programs did not seem to support one another, possibly making integration more difficult for immigrant students.
In closing, the investigator feels what needs to be done for, or what additional support needs to be offered to, (or both), RSD secondary mainstream educators currently dealing with increased immigrant student integration is more information about ESL policy and programming in the RSD, more classroom and curriculum support, and more communication and coordination of efforts with ESL classroom teachers.
**Table 6**

A comparison of the Richmond School District (RSD) secondary mainstream and ESL classroom observation results

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>MAINSTREAM</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class size</td>
<td>23.7 persons</td>
<td>18.7 persons</td>
</tr>
<tr>
<td>Teaching Paradigm</td>
<td>information process model</td>
<td>information process model</td>
</tr>
<tr>
<td></td>
<td>concept attainment</td>
<td>concept attainment</td>
</tr>
<tr>
<td></td>
<td>lecture/independent learning</td>
<td>group investigation/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>lecture</td>
</tr>
<tr>
<td>Teaching Strategies</td>
<td>1 cooperative learning</td>
<td>1 coop. learning</td>
</tr>
<tr>
<td></td>
<td>2 quizzes</td>
<td>2 vocabulary</td>
</tr>
<tr>
<td></td>
<td>3 worksheets</td>
<td>3 worksheets</td>
</tr>
<tr>
<td></td>
<td>4 notetaking</td>
<td>4 question/answer</td>
</tr>
<tr>
<td></td>
<td>5 review</td>
<td>5 oral presentation,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>listening skills,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>notetaking &amp; review</td>
</tr>
<tr>
<td>Cooperative Learning Methods</td>
<td>1 student-to-whole-class</td>
<td>1 student-to-whole-class</td>
</tr>
<tr>
<td></td>
<td>2 pairs</td>
<td>2 pairs</td>
</tr>
<tr>
<td></td>
<td>3 three to six in a group</td>
<td>3 three to six in a group</td>
</tr>
<tr>
<td></td>
<td>4 whole class</td>
<td>4 whole class</td>
</tr>
<tr>
<td></td>
<td>variety of activities,</td>
<td>oral presentations,</td>
</tr>
<tr>
<td></td>
<td>roles, and approaches</td>
<td>question/answer,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and group approach only</td>
</tr>
<tr>
<td>Teacher-Student Roles/Respon-</td>
<td>Teachers' R/R</td>
<td>Teachers' R/R</td>
</tr>
<tr>
<td>sibilities</td>
<td>structure/prep lesson</td>
<td>struct./prep lesson</td>
</tr>
<tr>
<td></td>
<td>moderate lesson</td>
<td>moderate lesson</td>
</tr>
<tr>
<td></td>
<td>set expectations/rules</td>
<td>set expectations/rules</td>
</tr>
<tr>
<td></td>
<td>set tone/guidelines</td>
<td>set tone/guidelines</td>
</tr>
<tr>
<td></td>
<td>teach content</td>
<td>teach content</td>
</tr>
<tr>
<td></td>
<td>impart/demo. knowledge</td>
<td>impart/demo. knowledge</td>
</tr>
<tr>
<td></td>
<td>review/test/evaluate</td>
<td>review/test/evaluate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students' R/R</strong></td>
<td><strong>Students' R/R</strong></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>participate in the educative process</td>
<td>listen and develop their English</td>
<td></td>
</tr>
<tr>
<td>complete all work</td>
<td>complete all work</td>
<td></td>
</tr>
<tr>
<td>mark, edit others' work</td>
<td>mark, edit others' work</td>
<td></td>
</tr>
<tr>
<td>work independently</td>
<td>work</td>
<td></td>
</tr>
<tr>
<td>think critically and argue one's point</td>
<td>answer when called upon</td>
<td></td>
</tr>
<tr>
<td>be mature</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teacher Expectation Levels</strong></th>
<th><strong>Teacher Expectation Levels</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>stay on task</td>
<td>stay on task</td>
</tr>
<tr>
<td>complete all work</td>
<td>complete all work</td>
</tr>
<tr>
<td>maintain grades</td>
<td>listen and learn</td>
</tr>
<tr>
<td>share ideas with class</td>
<td>learn from others</td>
</tr>
<tr>
<td>think critically</td>
<td>understand big ideas</td>
</tr>
<tr>
<td>recall knowledge</td>
<td>recall knowledge</td>
</tr>
<tr>
<td>ask for help</td>
<td>ask for help</td>
</tr>
<tr>
<td>be independent</td>
<td>take notes to learn</td>
</tr>
<tr>
<td>be creative/flexible</td>
<td>memorize to learn</td>
</tr>
<tr>
<td>take risks</td>
<td>speak English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Involvement/Participation</strong></th>
<th><strong>Student Involvement/Participation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>active participation in discussion/debates</td>
<td>will contribute to discussions</td>
</tr>
<tr>
<td>oral presentations</td>
<td>oral presentations</td>
</tr>
<tr>
<td>ask/answer questions</td>
<td>ask/answer questions</td>
</tr>
<tr>
<td>assisted one another via tutoring, marking</td>
<td>assisted others via tutoring, marking</td>
</tr>
<tr>
<td>contributed content and content planning</td>
<td>took turns reading aloud to class</td>
</tr>
<tr>
<td>led activities</td>
<td>sang with teacher</td>
</tr>
<tr>
<td>worked without teacher</td>
<td>listened intently</td>
</tr>
<tr>
<td>worked well in groups</td>
<td>diligent notetaking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teacher Assistance</strong></th>
<th><strong>Teacher Assistance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>individual, small and whole group assistance lots of examples, analogies, anecdotes simplify, highlight, model &amp; review content probing questions for understanding shares own thought processes gives hints and points out errors partners in education with students lots of body language gestures, diagrams</td>
<td>individ., small and whole group assist. with vocabulary and English skills teacher reads along with or to students teacher encourages the learner models English offers a lot of English language performance feedback teacher facilitates and moderates talk lots of body lang. gestures, diagrams</td>
</tr>
<tr>
<td>Tone/Environment</td>
<td>teacher sets this relaxed, open, calm and humourous serious, business-like, content-oriented few discipline problems wall-coverings pairs, rows, 3s overhead projector 1/4 in portable class</td>
</tr>
<tr>
<td>Teacher-Student(s) Relationship</td>
<td>partners in education respect-filled caring trying, distant and unpleasant existence</td>
</tr>
<tr>
<td>Students' Relationships</td>
<td>open and positive mature and demanding immature and exclusive language peer groups some segregation - (language/sex)</td>
</tr>
<tr>
<td>Subject Matter</td>
<td>mostly government prescribed</td>
</tr>
<tr>
<td>Academic Discourse</td>
<td>diverse vocabulary/ knowledge required abstract/inferential idioms/colloquialisms</td>
</tr>
<tr>
<td>Use of Visuals</td>
<td>few - text mostly some use of computers, wall maps, charts, films, objects and pictures</td>
</tr>
<tr>
<td>Use of Prescribed</td>
<td>yes, plus reference books, encyclopedias</td>
</tr>
<tr>
<td>Multicultural Curricula</td>
<td>mostly European some talk of the different religions and types of government in the world</td>
</tr>
<tr>
<td>Rate or Pace of Content Delivery</td>
<td>appropriate for the demands of the class on a pace scale of 1 to on the same scale</td>
</tr>
</tbody>
</table>
10 (investigator's own) of 1 to 10, these classes averaged a 7.5

Accommodation of ESL/Culturally Different Students

allowed to work in pairs to complete assignments
lots of small group work so can share task
students translate for one another
teachers spoke slowly
teachers offered help
teachers pulled immigrant students into discussions
expected to perform like other students

allowed to work in pairs to complete assignments
lots of small group work to share task
students translate for one another
teacher spoke slowly
lights lowered for oral presentations
teacher stood close to oral presenter
tutor/tutee pairing
lots of board notes
teacher reads materials aloud to students
smaller class sizes

Teacher-Student(s) Successes and Failures

students participating and contributing
completing work and producing notable finished products
working independently
students not held accountable at times
students sometimes lost because they are not understanding
some disrespect

diligence and co-operation
safe and close-knit environment
lots of native language heard
students dependent on teacher
learning teacher-centered
little disruptive behaviour
productive

Teacher Concerns

understanding and internalization of content
analysis and application of content
developing independent & collaborative skills
owning one's education and doing one's best

providing lots of English language development moments
getting students to understand main ideas
building students' vocabularies
encouraging and nurturing students in their new academic life
Integration of the Triangulated Methodology Data Results

The main purpose of the research question table that follows is to integrate the multiple method findings of this research and to generalize some main findings to the study population. However, given the nature of the data -- raw percentages and summaries of opinions -- very tentative conclusions from the data about policy direction for the RSD should be made.

A cross-validation of the three study instruments confirms secondary mainstream teachers do know the quantity of the immigrant students in their classrooms, but have limited knowledge of the educational and cultural backgrounds of these students. The greatest immigrant student academic communication and instruction challenge confirmed by the three study instruments was English language ability (see Table 7 - Research Question 1). The sample group reported and it was observed that immigrant students do have different education and instruction needs than their English-speaking peers. A preference for teacher-centered instruction and rote memorization tasks were two differences noted (see Table 7 - Research Question 2).

The mainstream educators gave quite an accurate assessment of their immigrant student teaching abilities. They reported in both the survey and the interviews that they needed to make further adjustments to their teaching approach/methods to accommodate the immigrant students in their classrooms. The mainstream classroom observations confirmed this need by
evidencing limited use of language teaching through content and use of key visuals. Content acquisition was primarily the focus in the mainstream classroom. Little expertise to adequately reach immigrant students was evidenced (see Table 7 - Research Question 3).

The secondary mainstream educators reported being comfortable in the presence of a growing immigrant student population. However, they did report, and it was observed, some teachers are unaccustomed to dealing with immigrant students in the secondary mainstream classroom. English language difficulties and cultural differences were an issue for the mainstream educator. One could interpret the expressed need for more immigrant student specific teacher training as a sign of a diminishing comfort level (see Table 7 - Research Question 4).

The document analysis (survey), the interviews, and the classroom observations that comprise the data results of this study confirm the following needs and required support for RSD secondary mainstream educators currently dealing with increased immigrant student integration: (a) more ESL training, (b) more resources (smaller class sizes and more specialized personnel), (c) access to ESL aids (curriculum and resources/resource people), (d) more recognition of the role mainstream teachers plays in the education of immigrant students and of the possible ESL program development/implementation contributions teachers could make, (e) more support from the board and the ESL staff in
the schools, and (f) better communication at all district levels (see Table 7 - Research Question 5).
Table 7

**Integrated survey, interview, and observation results for the five research questions**

<table>
<thead>
<tr>
<th>RESEARCH QUESTION 1:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do RSD secondary mainstream educators know the quantity of immigrant students in their classrooms, and the academic, linguistic, and cultural backgrounds of these students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results</td>
<td>Survey</td>
<td>Interview</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>quantity</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>academic background</td>
<td>somewhat</td>
<td>somewhat</td>
</tr>
<tr>
<td>linguistic background</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>cultural background</td>
<td>yes</td>
<td>somewhat</td>
</tr>
<tr>
<td>greatest challenge</td>
<td>language</td>
<td>language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESEARCH QUESTION 2:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do immigrant students have different academic communication and instruction needs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results</td>
<td>Survey</td>
<td>Interview</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>language difficulties</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>poor understanding</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>teacher-dependent</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>product-oriented</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>group-oriented</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>slow lesson delivery</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>prompt method changes</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>
RESEARCH QUESTION 3:

Do RSD secondary mainstream educators feel their current teaching practices and levels of expertise are adequate to reach all learners?

<table>
<thead>
<tr>
<th>Results</th>
<th>Survey</th>
<th>Interview</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>teaching practices</td>
<td>somewhat</td>
<td>somewhat</td>
<td>somewhat</td>
</tr>
<tr>
<td>levels of expertise</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>having difficulties</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>use of key visuals</td>
<td>some</td>
<td>some</td>
<td>some</td>
</tr>
<tr>
<td>need for ESL training</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

RESEARCH QUESTION 4:

Are RSD secondary mainstream educators comfortable dealing with growing immigrant student integration?

<table>
<thead>
<tr>
<th>Results</th>
<th>Survey</th>
<th>Interview</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>comfortable</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>unaccustomed to</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>having difficulties</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>cope with language</td>
<td>somewhat</td>
<td>somewhat</td>
<td>somewhat</td>
</tr>
<tr>
<td>cope with culture</td>
<td>somewhat</td>
<td>somewhat</td>
<td>somewhat</td>
</tr>
<tr>
<td>willingness to change</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>need more ESL training</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

RESEARCH QUESTION 5:

What needs to be done for, or what additional support needs to be offered to, (or both), RSD secondary mainstream educators currently dealing with increased immigrant student integration?

<table>
<thead>
<tr>
<th>Results</th>
<th>Survey</th>
<th>Interview</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>more ESL training</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>more resources</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>access to ESL aids</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>more recognition</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>more support</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>better communication</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>
The results of this study present a wealth of immigrant student instruction and secondary mainstream educator profession development concerns. The following, final chapter, will: (a) summarize the protocol and results of this study, (b) reiterate the main immigrant student education concerns expressed by the sample group, and (c) discuss the implications of the study's findings. Notes on further research will also be presented.
CHAPTER VI
SUMMARY, IMPLICATIONS AND FURTHER RESEARCH

Summary

Procedure

The problem in this study was to determine the expressed immigration and secondary mainstream academic communication and instruction concerns of Richmond School District educators. A multiple method participant-observation phenomenological (Bruyn, 1966) research design was implemented to record and to cross-validate the collected data. Also of interest to this study was what secondary mainstream educators need to effectively deal with the immigration and academic communication and instruction concerns they expressed.

Four RSD secondary school study sites were established. A stratified random sample group of ten secondary mainstream educators (one educator was mainstream/ESL) per study site was recruited. The 40 educators received the first study data collection instrument, the secondary mainstream educator survey. Thirty-six of the 40 surveys were completed and returned by mail. Thirteen of the original 40 secondary mainstream educator recruits completed study data collection instrument 2, the secondary mainstream educator interview. The 13 teachers also completed study data collection instrument 3, the secondary mainstream and ESL classroom observations. The classrooms of two additional mainstream teachers, four mainstream/ESL
teachers, and nine ESL educators were also observed. A minimum of one and a maximum of three observations were made in each class. In total, 50 RSD educators combined to complete the study's multiple method data collection.

*Data collection instrument 1* was designed by the investigator to permit RSD secondary mainstream educators to determine whether or not increased immigrant student integration in the RSD is having an effect on their education regime. The survey questions were designed to expose immigrant student integration obstacles, like language, culture, learning styles, teacher attitudes, that may be affecting daily instruction.

The survey asked teachers to respond to 16 5-point Likert-type Scale items and one long-hand summary statement item. The mean scores computed for the items and the categories were assumed to represent the expressed immigration and academic communication and instruction concerns of the sample group.

*Data collection instrument 2* also permits RSD secondary mainstream educators to define the relationship between immigration and secondary mainstream instruction. However, the main thrust of the interview is to relate the secondary mainstream educators' integration and academic communication and instruction reality and the concerns RSD educators have about being able to deal effectively with immigrant students in the secondary mainstream classroom.

The interview asked teachers to respond to 32 standardized open-ended questions. The interviews were audio-taped and later
transcribed. Then the combined responses for each question were compiled in paragraph or in point form notes and presented under the corresponding question heading.

*Data collection instrument 3* permitted the investigator to record first-hand the immigration and academic communication and instruction reality of both the secondary mainstream and the ESL classroom. The observations also allowed the investigator to examine the RSD immigrant student mainstream integration process and the expressed immigrant student concerns of RSD secondary mainstream educators.

Field and some summary notes were made during each observation. The raw data from both the secondary mainstream and the ESL classroom observations was later compiled in paragraph or in point form notes and presented under the corresponding item heading. An observation data comparison table was also prepared.

**Survey and Interview Results**

The results of the survey and interview disclose certain interesting facts regarding the expressed immigration and academic communication and instruction concerns of RSD secondary mainstream educators. *First*, the results establish that immigrant student language related difficulties are affecting classroom communication and instruction. One hundred percent of the survey and interview sample group members reported encountering immigrant student language related difficulties. Eighty-six percent of the survey sample group reported an
increased number of immigrant students in their classrooms has caused some lesson delivery difficulties. Sixty-four percent of the survey respondents felt having immigrant students in their classrooms has slowed the pace of their lesson delivery.

Eighty-three percent of the survey sample group reported making instructional methods adjustments in their teaching in order to accommodate the immigrant students in their classrooms. Sixty-four percent of the survey respondents and 92% of interviewees felt they had additional instructional methods adjustments to make. These results confirm that immigration is effecting RSD secondary mainstream academic communication and instruction.

Second, the results indicate the sample group is acutely aware of the percent of immigrant students in their secondary mainstream classrooms. Half of the survey participants indicated that the percent of immigrant students in their classrooms is between 21-40%; in 1993-1994, 39% of the students in the RSD were designated ESL. However, only 38% of the interviewees responded they were aware of the cultural backgrounds of the immigrant students in their classrooms. Only 22% of the survey respondents were measurably aware of the educational backgrounds of their immigrant students. Eighty-six percent of the survey respondents reported encountering difficulties related to immigrant student cultural background in their classrooms. Sixty-nine percent of the interviewees felt the cultural backgrounds of the immigrant students in their classrooms were an issue. These results clearly indicate that
the sample group has limited knowledge of their immigrant students' cultural and educational backgrounds.

Third, the results imply immigrant students have different academic communication and instruction needs than their English-speaking peers. The interview participants described the learning styles of the immigrant students in their classrooms as: (a) teacher-dependent, (b) based on rote memorization, and (c) low level regurgitation, copying, or both, and (d) emphasizing product not process. The majority felt immigrant students lack the ability to think for themselves, and to think critically. Only 31% of the interviewees saw the different learning styles of the immigrant students in their classrooms as a plus. Sixty-two percent of the interviewees felt they had to make a conscious effort to include immigrant students in classroom activities. Fifty-six percent of the survey group indicated having immigrant students in their classrooms had increased their preparation time. These findings confirm that the subjects have found differences between ESL and mainstream groups in term of academic communication and instruction.

Fourth, the survey results reveal that RSD secondary mainstream educators utilize a variety of communication and instruction strategies in their classrooms to reach all learners. Eighty-six percent of the survey sample group members use the direct one-way lecture method less than 40% of the time. Seventy-five percent use the small learning group approach less than 40% of the time. Sixty-nine percent of reported using
visuals when introducing new material. Seventy-two percent of the survey participants responded 41-60% (or greater) of the immigrant students in their classrooms were able to comprehend at least 80% of the lecture content and able to function at an 80% comprehension level while working in small learning groups. Sixty-four percent of the RSD secondary educator survey sample group felt their classroom approach/methods complimented the educational experiences of the immigrant students in their classrooms. However, the interview results indicate 62% of the interviewees are having a difficult time including immigrant students in classroom exercises because of the immigrant students ESL abilities. Sixty-two percent of the interviewees also felt they did not have enough knowledge about learning styles to accommodate all of the students in their classrooms. These results confirm that current teaching practices and levels of expertise are adequate to accommodate all learners.

Fifth, the study results demonstrate that the sample group members are comfortable dealing with growing immigrant student integration in their classrooms. In fact, 77% of the interviewees reported the presence of immigrant students in their classroom did not make them feel uncomfortable. However, the survey results show 64% of the survey respondents encountered immigrant student academic communication and instruction difficulties because they were unaccustomed to dealing with immigrant students in their classrooms. Sixty-two percent of the interview sample group reported feeling a need to
treat (and actually treating) immigrant students differently. These results confirm most of the sample group educators are comfortable in the presence of immigrant students. However, the results also signal a sample group classroom instruction uneasiness as a result of growing immigrant student integration.

Sixth, the survey and interview results contain the expressed immigration and academic communication and instruction concerns and needs of the secondary mainstream educator sample group. The first major concern is language. English language related difficulties were the chief contributor to the difficulties the sample group expressed. The educators felt one of two things needed to be done to reduce this concern: either the immigrant students English language mastery must equal the language demands of the class s/he is to be integrated into, or class sizes must be reduced (or a limit set on the number of immigrant students per class), teachers must have more preparation time, there must be more teacher aides, and educators must have access to special ESL training and resources. A second concern is communication. The sample group reported immigrant students are often identified on class registries and that immigrant student English language mastery guidelines for integration do exist in their schools. However, the sample group implied there was little communication or coordination of efforts between the ESL programs and the mainstream classrooms in their respective schools. A need for
more immigrant student background information, a need for a more exact explanation of what language skills and mastery level constitute a Level 1, 2, 3, 4 and 5 immigrant student in the RSD, a need for ESL grading standards, a need to know what is happening in the ESL classroom before or while an immigrant student is being mainstreamed, and a need for a clearer division of immigrant student academic development onus of responsibility between the ESL and mainstream educators were expressed. A third concern is acknowledgment. Presently 39% of the Richmond School District student population is receiving ESL assistance (BCTF, 1994). However, the sample group repeatedly mentioned teachers and district administration fail to acknowledge or respond to the changes immigration is making in the RSD at large and particularly in the secondary mainstream classroom. Consequently, some professional frustration, some feelings of professional inadequacy, or both (because of lagging support) was apparent in the study results.

Observation Results

The 40 hours of secondary mainstream observation confirmed the survey and interview results. First, the observations confirmed that immigrant student language related skills (listening, speaking, writing, and reading) pose the greatest challenges for secondary mainstream educators of English, Life Skills, Math, Science and Social Studies. Mainstream teachers were observed making a conscious effort to teach content vocabulary and to conduct an ample number of comprehension
checks to ensure all students were understanding. This practice and the use of student translators did sporadically slow the lesson delivery pace. Second, the observations confirmed the teacher survey and interview respondents were correct in stating the learning style or language gap of immigrant students is different. It was observed that immigrant students do prefer teacher-centered learning. The immigrant students in the secondary classrooms observed were passive and few contributed to the learning process, orally or otherwise unless called upon by the teacher. A product-over-process orientation among immigrant students was noted to effect the academic environment of the secondary mainstream classroom.

The results of the 20 hours of ESL secondary mainstream observation provide insight into the type(s) of academic communication and instruction immigrant students receive prior to, while being integrated, or both, into the secondary mainstream content area classroom. Information processing is the focus of both the ESL and the mainstream classroom. However, in the ESL classroom, group investigation and lecture (the first being group-oriented and the second teacher-centered), were the most prevalent teaching tools. The ESL classroom content observed was usually not BC Ministry of Education prescribed and the amount of content covered in an ESL lesson was less than the amount observed in the mainstream classrooms. In the mainstream, lecture and then independent learning (the first being teacher-centered and the second
student-centered), were the most prevalent teaching tools. Ninety percent of the mainstream classroom content observed was BC Ministry of Education prescribed and the pace of the content delivery was brisk. In the mainstream classroom, the students were expected to be active participants in the learning process. The development of critical and analytical thinking skills were encouraged. In the ESL classrooms, a more transmissive education approach was noted. The development of language skills was the chief focus. The academic discourse used in the majority of the ESL classes observed was language and content-reduced. On the other hand, mainstream students had to have a good subject area and personal vocabulary to grasp the lesson content.

Third, while the mainstream educators appeared confident and competent, their current teaching practices and levels of expertise did not appear adequate to reach all learners. The amount of extra teacher and peer help the immigrants required attests to the fact that teachers need more immigrant student specific academic communication and instruction training to accommodate all learners.

Fourth, the teaching practices used by the observed group of secondary mainstream educators imply teachers are coping with the growing student integration in the RSD. However, a limited use of the language through content teaching paradigm, a limited use of key visuals, the fact that little was done to accommodate ESL/culturally different students and that little
multicultural curriculum was used, plus the fact that the pace or rate of content delivery in the mainstream classrooms was rapid, and that active and assertive participation in the educative process that was expected, imply mainstream educators are not sensitive to the growing cultural diversity their classrooms. As a result, some immigrant students were unable to follow the lessons and were not on task. This caused some student and teacher frustration. At the present, it appears not all of the teaching practices exhibited by the mainstream educators complement the learning styles, background knowledge, and language abilities of the immigrant students in their classrooms. The teachers called for more training in the survey and interview portions of this study, and to some degree their classroom performances confirm this group of educators is not completely comfortable dealing with growing immigrant student integration in the RSD.

**Fifth,** the observations above convey some of what needs to be done for the RSD secondary mainstream educator if quality education practices and standards are to be maintained in the district. Needed are more teacher training sessions (i.e. language through content instruction, use of key visuals, cultural sensitivity/awareness), more ESL modified and multicultural materials, and ESL trained aides to offer extra help to students and teachers.
Preamble to the Study Implications

The investigator has included the following preamble to lend some perspective to the implications presented below. The vision and the shortcomings of the VSD example may be of some help to RSD decision makers, program developers and teachers.

Five years ago (Ashworth et. al, 1989), an external review team of language specialists examined and then made recommendations to the VSD about the district's existing ESL programs. The team recommended the VSB recognize that ESL should assume a central position in all aspects of the district's planning and operation (p. 5). Shortly thereafter, the VSD implemented a four year ESL Pilot Project to accommodate ESL students in their home schools rather than in the district classes that existed in 1988. The desired outcome of the VSD pilot project (Hooper & Hurren, 1992) was a gradual transition from a district ESL class orientation to a revised home school model of delivery for ESL students. The district aspired to implement language through content instruction, transition classes, long term ESL support, staff development, parent participation, and the sharing of ESL resource materials. As a pilot, the program worked well. However, due to a lack of money and specialized (ESL) personnel, the revised model of delivery for ESL students throughout the district was never fully implemented. The VSD does, however, have one of the most comprehensive ESL program in the province.
Implications

One of the reasons offered for the need for this study was the necessity of obtaining expressed concerns from RSD secondary mainstream educators with respect to specific issues and areas regarding immigration and academic communication and instruction. The investigator hopes to show that the results of the present study have far reaching implications for decision makers, program developers and teachers involved in immigrant student integration.

The implications of the findings will be presented in three sections in terms of the persons affected, namely the decision makers, the program developers and the teachers.

Decision Makers and RSD Educator Expressed Concerns

For the purpose of this discussion, principals, assistant principals, central office personnel and school board members will be referred to as decision makers.

The finding that increased immigrant student integration at the secondary level is affecting classroom instruction should encourage RSD decision makers at all levels to review the district's ESL policies, ESL program design(s), and the allocation of ESL funds. If the integration of immigrant students is detracting from the quality of education being offered to RSD secondary mainstream students, steps must be taken to rectify this situation.

One trend related to this issue is an emerging segregation of immigrant students in the RSD. In the schools visited, there
are two groups of teachers: those who are sympathetic towards the immigrant student and willing to work with integration, and those who refused to relinquish the high academic standards they have set in their classes to accommodate the immigrant student. It was observed that few immigrant students enrolled in the latter teachers classes. Conversely, the percent of immigrant students in some of the more sympathetic teachers classes exceeded 50%.

An important finding of the study is that the secondary mainstream educators involved in this study feel they need more staffing, or reduced class sizes, or both, to deal effectively with the immigrant student growth the district is currently experiencing. Teachers are beginning to feel overwhelmed. They hinted that rapid immigrant student growth is rushing the integration process, that the district's Level 1 through 5 immigrant student English ability integration guidelines had been relaxed by increased immigration, and that the mainstream classroom is being annexed to allow for more space in the ESL classrooms. The educators feel the decision makers could be doing more to ensure ESL staffing reflects the number of immigrant students in the district.

A third finding of interest to decision makers is that the secondary mainstream educators involved in this study feel there is little RSD acknowledgment of or support for the role content area educators play in the education of immigrant students. The findings show teacher frustrations which reflect a perceived
lack of district leadership. The teachers are feeling the effects of immigration in their classrooms, but know little about the district's immigrant student administrative decisions or efforts. It appears more public relations communication between the RSD and its secondary mainstream educators is necessary.

The finding that 92% of the teachers interviewed in this study feel they need specialized professional training, or instructional resources, or both, to effectively deal with immigration and academic communication and instruction in their classrooms should urge decision makers to make some ESL training for mainstream teachers a district goal. Access to and availability of training sessions, access to instructional resources and to immigrant education resource people, and the establishment of a teachers for quality (integrated) mainstream education panel were expressed by the secondary mainstream educator sample group.

In view of this study's 90% survey return rate, its' 100% interview completion rate, and the 60 hours of classroom observations at the four school sites, decision makers should recognize that secondary educators in the RSD have many serious immigrant student education concerns that need to be addressed. At the moment, a strong tide of secondary mainstream teacher willingness to make instructional methods adjustments and to professionally up-grade in order to accommodate the immigrant student in the mainstream classroom exists in the RSD. The time
to respond to the expressed concerns and needs reported in this study is now.

Program Developers and RSD Educator Expressed Concerns

For the purpose of this discussion, the term program developer will include all the persons such as teachers, administrators, consultants and supervisors who are actively involved in the development of programs.

The finding that secondary mainstream teachers are second guessing the district's immigrant student English ability integration guidelines (Levels 1 through 5) should be a cause of concern for RSD program developers. Program developers must ensure teachers do not lose confidence in these guidelines. If the guidelines are made clear to the mainstream educators and followed without fault, immigrant student integration in the RSD will continue to serve the best interests of all.

An important finding of this study is that the secondary mainstream and secondary ESL programs appeared segregated even though district ESL/ESD policy: "neighbourhood schools, inclusive as much as possible; integration with pull-out; no reception classes; ESL/ESD acquisition through content" (BCTF, 1994, p. 34) promotes integration. Program developers should know that both mainstream and ESL educators were curious about what was happening in the others' classrooms. Most of the educators feel they would benefit from observing a class or two in the other stream. The sample group felt there needed to be more communication and coordination between the two streams to
make the system whole. At the present, however, the study participants feel their busy work day does not allow for time to visit other classrooms and to talk with the teachers. Perhaps a series of ESL teacher led workshops devoted to immigrant student academic communication and instruction would bring the two sides closer together.

The study observations revealed a notable ESL curriculum discrepancy. The content taught in the majority of the ESL classes observed did not mirror the mainstream curriculum. In fact, some teachers asked the investigator if there was a BC Ministry of Education ESL curriculum. The program developers need to reiterate to the district's ESL staff that the mainstream curriculum is the curriculum. This clarification in turn should strengthen cross-stream communication and enhance the immigrant student integration process.

**Teachers and RSD Educator Expressed Concerns**

The finding that immigration had affected the academic communication and instruction practices of all of the secondary mainstream educators who took part in this study should reassure the teacher sample group that the concerns they expressed are valid. The results consolidate the expressed concerns of the RSD sample group and provide a platform for secondary mainstream educators to press for district support and assistance. It should be remembered the secondary mainstream educators play an important role in the education of immigrant students. It should also be remembered that the educators can contribute
useful advice to administrators in the district since their
experience in the classroom provides a record of the educational
changes, concerns, and needs increasing immigration in the RSD
is creating. The maintenance of quality academic communication
and instruction at the secondary level is a shared district
concern. The solutions put forth in this study address this
concern.

For Further Research

As a consequence of the findings of this study, the
following areas would appear to be particularly appropriate as
the focus of further research:

1. Similar studies could be conducted in other school
districts in BC where immigrant student integration
exists. The length of time a district has been dealing
with integration and the percent of immigrant students
in a district might yield different secondary
mainstream educator immigrant student instruction
concerns.

2. Since the present study included only secondary
mainstream educators' immigration and academic
communication and instruction concerns, a similar
research project could include and compare the concerns
of both mainstream and ESL educators.

3. In view of the fact that no data was available to do a
secondary mainstream educator mainstream
student/immigrant student educational concerns
comparison (Are the majority of the concerns similar or different?), another study that includes the educators' concerns for both student groups might be conducted.

4. Since the picture of secondary mainstream educators expressed immigration and academic communication and instruction concerns can be expected to change as a result of such factors as population mobility, changes in district and school policy and programming, or changes in the dynamics of the secondary mainstream educator community itself, the instruments used in this study or a more refined version of them should be implemented at regular intervals. The results obtained from such studies would make it possible for decision makers, program developers and teachers to satisfy the needs of the secondary mainstream educator community.

5. Another study could investigate, compare, and contrast the expressed immigrant student instruction concerns of secondary mainstream educators teaching in schools both touched and untouched by immigration. The findings of such a study might determine which teacher concerns are specifically related to immigration and which are universal concerns.

6. Since the data collection instruments included a survey based on Likert-type questions, a standardized open-ended interview, and a specified item(s) observation format, open-ended types of instruments might be
developed to determine if secondary mainstream educators expressed immigration and academic communication and instruction concerns involve more areas than those included in the instruments.
REFERENCES


APPENDIX A

Participant Consent Forms
INFORMED CONSENT TO PARTICIPATE IN A PROJECT

Note: The University and those conducting this M.A. Thesis project subscribe to the ethical conduct of research and to the protection at all times of the interests, comfort, and safety of subjects. This form and the information it contains are given to you for your own protection and full understanding of the procedures, risks and benefits involved. Your signature on this form will signify that you have received the document described below regarding this project, that you have received adequate opportunity to consider the information in the document, and that you voluntarily agree to participate in the project.

Having been asked by Graduate student Ms. Lisa Hebb of the Faculty of Education at the University of British Columbia to participate in a research project, I have read the description of the project and the procedures specified below:

Immigration and Secondary Mainstream Academic Communication and Instruction:
The Expressed Concerns of Richmond School District (RSD) Educators

The purpose of this study is to determine the expressed 'immigrant student' academic communication and instruction concerns of Richmond School District (RSD) secondary mainstream educators. It is the researcher(s) hope that the findings of this study will benefit future teacher pre and in-service 'immigrant student' academic communication and instruction education programs. In this portion of the study I will survey 90 RSD secondary mainstream educators about their level of 'immigrant student' awareness, about their academic communication and instruction practices, and about their expressed concerns of working with 'immigrant students'. It is estimated that the survey will take approximately 10 to 15 minutes to complete.

All data collected will be kept confidential. The names of the individuals will not be used in any reports, nor will any reporting be done in a way that any subjects in the study can be identified. The results of this study will be made available to any interested parties and may be submitted for publication.
INFORMED CONSENT TO PARTICIPATE IN A PROJECT

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All interviews will be audio taped. The audio tapes will be transcribed and the information analyzed at a later date. All data collected will be kept confidential. The names of the individuals will not be used in any reports, nor will any reporting be done in a way that any subjects in the study can be identified. The results of this study will be made available to any interested parties and may be submitted for publication.
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All observations will be documented and will be transcribed and the information analyzed at a later date. All data collected will be kept confidential. The names of the individuals will not be used in any reports, nor will any reporting be done in a way that any subjects in the study can be identified. The results of this study will be made available to any interested parties and may be submitted for publication.
APPENDIX B

Secondary Mainstream Educator Survey
Immigration and Secondary Mainstream Classroom Instruction Survey

Thank you for volunteering to complete the following survey. Please answer all questions.

Section 1 - Biographical Information

1. Current Teaching Assignment:
   Subject(s)          Grade Level(s)
   ____________________  ____________________
   ____________________  ____________________
   ____________________  ____________________

2. B.C. Public School Teaching Experience: _____ years

3. Circle one:    Male      Female

*****************************************************************************
IN THIS SURVEY, THE TERM 'IMMIGRANT STUDENT' MEANS A STUDENT WHO:
1. Is between 13 to 19 years of age;
2. Has been in Canada 3 years or less;
3. Arrived in Canada with little or no English language speaking ability.
*****************************************************************************

Section 2 - Descriptive Likert Scale Questions

Complete all questions by circling the answer that best describes:
a) your own situation; or
b) your feelings about your immigrant students.

1. On average, what percentage of your students are immigrants?
   less than 20%  21-40%  41-60%  61-80%  81-100%

2. Do you feel an increased number of immigrant students in your classroom(s) has caused some difficulty in the delivery of your daily lessons? YES  NO  If 'yes', to what degree?
   marginally  somewhat  measureably  considerably  immensely

3. Have you encountered immigrant student language related difficulties in your classroom(s)? YES  NO  If 'yes', to what degree?
   seldom  occasionally  often  daily  continually
4. Have you encountered immigrant student cultural background related difficulties in your classroom(s)?  
   YES  NO  
   If 'yes', to what degree?  
   seldom  occasionally  often  daily  continually

5. Have you encountered immigrant student academic communication and instruction difficulties because you are unaccustomed to dealing with immigrant students in your classroom(s)?  
   YES  NO  If 'yes', to what degree?  
   seldom  occasionally  often  daily  continually

6. To what degree are you aware of the educational backgrounds of your immigrant students?  
   marginally  somewhat  measureably  considerably  immensely

7. To what degree do you feel your classroom approach/methods complement the educational experiences of immigrant students?  
   marginally  somewhat  measureably  considerably  immensely

8. How much instructional time do you spend in direct one-way lecture?  
   less than 20%  21-40%  41-60%  61-80%  81-100%

9. Indicate what percentage of the immigrant students you feel are able to comprehend at least 80% of your lecture content.  
   less than 20%  21-40%  41-60%  61-80%  81-100%

10. On average, what portion of an hour of instructional time do your students spend in small learning groups?  
    less than 20%  21-40%  41-60%  61-80%  81-100%

11. Indicate what percentage of immigrant students you feel are able to function at at least 80% comprehension level while working in small groups.  
    less than 20%  21-40%  41-60%  61-80%  81-100%

12. When introducing new material, what percentage of the new information do you present visually (using graphic aids)?  
    less than 20%  21-40%  41-60%  61-80%  81-100%
13. Do you feel having immigrant students in your classroom(s) has slowed the pace of your lesson delivery? YES NO If 'yes', to what degree? marginally somewhat measureably considerably immensely

14. Do you feel having immigrant students in your classroom(s) has increased your preparation time? YES NO If 'yes', to what degree? marginally somewhat measureably considerably immensely

15. Do you feel you have had to make instructional methods adjustments in order to accommodate the immigrant students in your classroom(s)? YES NO If 'yes', to what degree? marginally somewhat measureably considerably immensely

16. Do you feel you have to make additional adjustments to your instructional methods in order to accommodate the immigrant students in your classroom(s)? YES NO If 'yes', indicate how much more of an adjustment you feel you must make. less than 20% 21-40% 41-60% 61-80% 81-100%

17. Summary statement: What additional support do you feel secondary educators need to deal effectively with immigrant students in the mainstream classroom? Where can this support come from?

Thank you very much for your help and cooperation! If you have any questions regarding this study, or any comments, please contact me at:

Researcher: Miss Lisa Hebb TEL: 224-3054
APPENDIX C

Secondary Mainstream Educator Interview
Framework for Teacher Interviews:

SECTION 1: BIOGRAPHICAL INFORMATION

1. Current Teaching Assignment:
   Subject(s)  Grade Level(s)
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________

2. B.C. Public School Teaching Experience: ______ years

3. Circle one: Male  Female

SECTION 2: LANGUAGE

a. Are you aware of the English language levels of the immigrant students in your classroom(s)?  Y  N
   How?
   Why not?

b. Do you feel a need to be?  Y  N
   Why?
   Why not?

c. Are you experiencing English as a Second (or Additional) Language related difficulties in your classroom?  Y  N
   Describe.

d. Rank order the following from 1 to 7, starting with the item (1) that seems to pose the greatest challenge in your classroom.

   ___ listening comprehension
   ___ speaking ability
   ___ reading ability
   ___ writing ability
   ___ classroom behavior
   ___ lack of common cultural background
   ___ lack of common academic background

e. Are you having a difficult time including immigrant students in classroom exercises because of their English as a Second (or Additional) language abilities?  Y  N
   Why?
   Why not?
f. Give a brief list of some tactics you have used to address the English as a Second (or Additional) language related issues in your classroom?

SECTION 3: CULTURE

a. Are you aware of the cultural backgrounds of the immigrant students in your classroom(s)? Y N
   How?
   Why not?

b. Do you feel a need to be? Y N
   Why?
   Why not?

c. Are the cultural backgrounds of the immigrant students in your classroom(s) an issue? Y N
   Describe.

d. Rank order the following from 1 to 7, starting with the item (1) that seems to pose the greatest challenge in your classroom.
   ______ view on value of education
   ______ self-esteem
   ______ mannerisms
   ______ behaviour
   ______ sense of belonging
   ______ communication methods/skills
   ______ motivation level

e. Are you having a difficult time including immigrant students in classroom exercises because of their cultural backgrounds? Y N
   Why?
   Why not?

f. Give a brief list of some tactics you have used to address the cultural background related issues in your classroom(s)?

SECTION 4: THE CLASSROOM

a. Do you think the presence of immigrant students in your classroom(s) makes you feel uncomfortable? Y N
   Describe.
b. Can you describe what or how immigrant students in your classroom(s) may be feeling?  
Y  N
Describe.

c. Please comment on the learning styles of the immigrant students in your classroom(s)?
Comments.

d. Do you feel you have enough knowledge about learning styles to accommodate all of the students in your classroom(s)?
Y  N
Describe.

e. Do you see the different learning styles of the immigrant students in your classroom(s) as a plus or a minus?  +  -
Describe.

f. Do you see the different cultural backgrounds of the immigrant students in your classroom(s) as a plus or a minus?  +  -
Describe.

g. Do you make a conscious effort to include immigrant students in classroom activities?  Y  N
How?
Why?

h. Do you feel you treat the immigrant students in your classroom(s) differently?  Y  N
How?
Why not?

i. Do you feel a need to?  Y  N
Why?
Why not?

SECTION 5: ADDRESSING CLASSROOM INSTRUCTION

a. Please describe the types of difficulties you have experienced while teaching immigrant students.

b. Please describe the type(s) of training you feel you need to meet the instructional needs of the immigrant students your classroom(s).

c. Please describe the types of resources you feel you need to meet the instructional needs of the immigrant students your classroom(s).
d. Realistically, what do you feel needs to be done to ensure every child in the British Columbia Education System has an equal opportunity to learn?

e. Can this 'realistic' outlook be facilitated via teacher in-service sessions?  
   Y    N
   How?
   Why not?

f. Have you attended any teacher in-service sessions that specifically addressed mainstream immigrant student classroom instruction?  
   Y    N

g. Do you feel this type of in-servicing is valuable?  
   Y    N
   Why?
   Why not?

h. Summary statement: What additional support do you feel secondary educators need to deal effectively with immigrant students in the mainstream classroom? Where can this support come from?
APPENDIX D

Secondary Mainstream and ESL Classroom Observation Sheet
In-Class Observations - ____/____ - Subject _____ - School _____

Class Size:

Teaching Paradigm(s):

Teaching Strategy(ies):

Cooperative Learning Methods:

Teacher-Student Roles and Responsibilities:

Teacher Expectation Levels:

Student Involvement/Participation:

Teacher Assistance:
Tone/Environment:

Teacher-Student(s) Relationship:

Student(s)-Student(s) Relationship:

Subject Matter:

Academic Discourse:

Use of Visuals:

Use of Prescribed Texts:

Multicultural Curricula:
Pace or Rate of Content Delivery:

Accommodation of ESL/Culturally Different Students:

Teacher-Student(s) Successes and Failures:

Teacher Concerns:

COMMENTS:
APPENDIX E

Additional Study Instrument(s) Revision
Comments and Suggestions
Additional Instrument Revision Suggestions

1. Exercise caution when using descriptive words that are open to interpretation on a Likert-type Scale survey.

2. Ensure the survey cover letter details the scope of the participants responsibilities.

3. Is the ethnic heritage of the teacher volunteers involved in this study important?

4. Survey item 8 should be changed to read, "How much instructional time do you spend in direct one-way lecture?".

5. Survey items 10 and 11 should consistently read, "small learning groups".

6. Survey item 12 should be worded, "When introducing new material, what percentage of the new information do you present visually (using graphic aids)?".

7. Survey item 13 and 14 should begin, "Do you feel having immigrant students in your classroom(s) has....".

8. Items b. and c. of Section 2 and 3, and items i. and j. of Section 4 are either redundant or need to be clarified.

9. The use of "language deficit related difficulties" in Section 2 may cause difficulties for the interviewees.

10. In item d. Section 2, you may have two qualitatively different categories there.

11. Avoid linking descriptive words like "tactics/alter-
ations". You may think they are the same (or help to illustrate what you mean) but the net result may be to produce ambivalent data.

12. Section 3 item a., the word "why" is best replaced with "how".