BRIDGING THE GAP: CURRICULUM PRACTICES IN COMMUNITY LANGUAGE SCHOOLS AND THEIR CHALLENGES

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Abstract

This study investigated curriculum practices in Queensland community language schools and how these practices are supported by government policy. The conceptual framework drew on Giles et al.'s (1994) theory of ethnolinguistic vitality, and Glatthorn et al.'s (2009) curriculum typology. The research design involved conducting case studies of two language schools of different sizes, comparing their curricular resources and challenges, and exploring how the schools operated in the current policy context. Data collection included interviews with principals, teachers, parents and an experienced community language school member, in addition to classroom observations. Cross–case analysis of the case study schools revealed contrasting curriculum practices, and different capacities to access and benefit from what policy support was available. This study suggests some implications and possibilities to better support quality curriculum practices in community language schools.

Table of Contents

Keywords ii

Abstract iii

Table of Contents iv

List of Figures vii

List of Tables viii

List of Abbreviations ix

Statement of Original Authorship x

Acknowledgements xi

CHAPTER 1: CURRICULUM IN COMMUNITY LANGUAGE SCHOOLS 2

1.1 Introducing community language schools 2
- 1.1.1 Researcher background 3
- 1.1.2 Background information of community language school sector 4

1.2 State policy governing the Queensland community language school sector 7
- 1.2.1 State level coordination of the sector 8
- 1.2.2 Coordinating government support for community language curriculum 8
- 1.2.3 ESAQ contribution to fostering curriculum quality 10
- 1.2.4 Factors influencing community school curriculum quality 11
- 1.2.5 Community language school classes and instructors' professional status 11
- 1.2.6 Community language schools and their voluntary contribution 12
- 1.2.7 Dismantling of Education Queensland's LOTE/AHES Unit in 2012 13
- 1.2.8 Community language schools' existing arrangements 13

1.3 Curriculum quality in community language schools 16

1.4 Objectives of the program of research and investigation 19
- 1.4.1 Significance of the study 20

CHAPTER 2: LITERATURE REVIEW 22

2.1 Community language schools – international research 23

2.2 Community language schools – Australian research 25

2.3 Community language schools – Queensland research 31

2.4 Significance of research on community language schools in Queensland 35

2.5 Summary of literature review 36

CHAPTER 3: THEORETICAL FRAMEWORK 38

3.1 Bilingualism 38
- 3.1.1 Sequential bilingualism 39

3.2 Ethnolinguistic vitality 41

3.3 Curriculum and its dimensions 45

3.4 Current Queensland community language curriculum 47

3.5 Conclusion 52

CHAPTER 4: METHODOLOGY 55

4.1 Methodology and research design 55
- 4.1.1 Naturalistic inquiry 55

4.2 Research design 57

4.3 Data collection methods ... 59
4.3.1 Semi-structured interview ... 60
4.3.2 Selecting informants ... 60
4.3.3 Non-participant observation and field notes ... 62
4.3.4 Document collection ... 63
4.4 Staging the research design ... 64
4.4.1 Sample selection ... 66
4.5 Data analysis ... 69
4.6 Validation, reliability and generalisation ... 71
4.7 Ethical considerations ... 72
CHAPTER 5: LOW VITALITY COMMUNITY LANGUAGE SCHOOL CASE STUDY ... 75
5.1 Introduction ... 75
5.1.1 Park School history and operations ... 77
5.1.2 The classroom observations ... 78
5.2 Park School analysis ... 81
5.2.1 Written curriculum ... 81
5.2.2 Supported curriculum ... 85
5.2.3 Taught curriculum ... 86
5.2.4 Tested curriculum ... 88
5.3 Summary of Park School analysis ... 90
5.4 Interview with a senior member of the Ethnic Schools Association Queensland ... 91
5.4.1 Summary of the ESAQ senior member interview ... 94
CHAPTER 6: HIGH VITALITY COMMUNITY LANGUAGE SCHOOL CASE STUDY ... 96
6.1 River School history and operation ... 96
6.1.1 River School class levels and teachers ... 96
6.1.2 The classroom observations ... 97
6.2 River School analysis ... 101
6.2.1 Written curriculum ... 101
6.2.2 Supported curriculum ... 104
6.2.3 Taught curriculum ... 107
6.2.4 Tested Curriculum ... 109
6.3 Summary of River school analysis ... 111
CHAPTER 7: CONCLUSION ... 112
7.1 Overview of case studies ... 113
7.2 Cross case analysis of case study schools and written curriculum ... 117
7.2.1 Written curriculum in Park School and River School ... 118
7.2.2 The issues of community language schools' student enrolments ... 120
7.3 Cross case analysis of supported curriculum, taught curriculum, and tested curriculum ... 123
7.3.1 Supported curriculum in Park School and River School ... 123
7.3.2 Taught curriculum in Park School and River School ... 126
7.3.3 Tested curriculum in Park School and River School ... 129
7.3.4 Misalignment of written and taught curriculum ... 130
7.4 Implications for enhancing support to foster curriculum quality ... 132
7.4.1 Better access to policy support ... 132
7.4.2 Language recognition for senior level examination ... 133
7.4.3 Sharing mainstream school resources ... 134
7.4.4 Importance of professional development opportunities ... 135
7.4.5 Language recognition and wider community support ... 136
7.5 Supporting vulnerable community language schools ... 137
7.6 Limitations of the study ... 143

7.7 Directions for further research 144

BIBLIOGRAPHY 146

APPENDICES 152

Appendix A: Unpacking the research questions 152
Appendix B: Research process and time frame 157
Appendix C: Generic AHES year 6 - sample extract 159
Appendix D: Ethics application approval 162

List of Figures

Figure 1 State and Federal government support to the community language school sector 6
Figure 2 A taxonomy of the structural variables affecting ethno linguistic vitality 43
Figure 3 Relationships between types of curricula 46
Figure 4 Methodology and research design 57
Figure 5 Interview questions and main themes and sub themes 62
Figure 6 Three stages of research design 64
Figure 7 Comparing current situation of River School versus Park School 140
Figure 8 Three stage support plan for different levels of community language schools 141

List of Tables

Table 1 Professional status of Queensland community language school teachers, 2004 and 2013 12

Table 2 Queensland Ethnic schools statistics over the last two decade 14

Table 3 Languages taught in Queensland 2013 15

Table 4 Five language planning declarations and their impact on community language teaching 18

Table 5 Summary of community language activity and state contribution in 1997 and 1991 28

Table 6 Moving from theory to analysis 54

Table 7 RQs and related data sources and analytical considerations 68

Table 8 Coding process in inductive analysis 70

Table 9 Contrasting dimensions of the case study community language schools 76

Table 10 Summary of Park School and River School data analysis 114

List of Abbreviations

The following acronyms are used in this report

ACARA	Australian Curriculum, Assessment and Reporting Authority
AFESA	Australian Federation of Ethnic Schools Associations
AHES	After Hours Ethnic Schooling Program
CLA	Community Languages Australia
DET	Department of Education and Training
ESAQ	Ethnic Schools Association of Queensland
EQ	Education Queensland
LOTE	Language other than English
L1	The first or native language or 'mother tongue', learned from birth
L2	A second language acquired after the first language
MCEETYA	Ministerial Council of Education, Employment, Training and Youth Affairs
MAQ	Multicultural Affairs Queensland
PEM	An independent review by Performance Edge Management
QCAA	Queensland Curriculum and Assessment Authority

Statement of Original Authorship

The work contained in this thesis has not been previously submitted to meet requirements for an award at this or any other higher education institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

QUT Verified Siganture

Signature: ___________________________

Date: _12/02/16___________________

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Chapter 1: **Curriculum in community language schools**

Language is critical to individual and social life. Language is the tool humans use to negotiate and create meaning, to articulate their perceptions and experiences, and to build both an identity and a community. Language is the primary source for communal sharing of knowledge and past achievements. Language is considered the key to national and cultural identities (Cavallaro, 2005). In today's modern world, technology and mobility have deeply affected social relationships, cultural groupings, and the social participation that support strong community languages. Under these more fractured and changing conditions, democratic societies have a major obligation to ensure that their citizens, whatever their origins, can attain competence in their cultural community's language to protect and promote their rights, and enhance opportunities for both individuals and migrant groups.

The aim of my research is to investigate curriculum practices in Queensland community language schools and how they can be better supported. Several authors such as Clyne (1991), Baldauf (2005) and Lo Bianco (2009) have highlighted the importance of sustainable funding, adequate resources, and policy support for the sustainability of community language schools. Therefore, this study will also examine existing funding arrangements for community language schools. This chapter outlines the current Federal, State and community support for Queensland community language schools and the challenges facing these schools in their effort to sustain migrant linguistic and cultural heritage.

1.1 INTRODUCING COMMUNITY LANGUAGE SCHOOLS

Community language schools are also known as ethnic languages schools. They have long been part of the mosaic of Languages other than English (LOTE) educational provision in Australia. Community language schools are voluntary, non-profit schools organised by non-English speaking groups, usually parents, to teach their children the language and culture of their group. Their classes are held outside

normal school hours, after 4 p.m. on weekdays and more often on Saturdays. Hence they are sometimes called 'Saturday schools' or 'after hours ethnic language schools'.

Jurisdictions use a range of terminology to describe community organisations that promote and teach community languages in Australia. ‘Ethnic schools’, ‘after-hours ethnic schools’, ‘ethnic schooling’ and ‘community languages schools’ are among the terms used to describe language maintenance programmes that are conducted outside of normal school hours. In some states, the term ‘insertion classes’ is also used, as community languages classes are ‘inserted’ into the mainstream school teaching program. For national purposes, ‘the term “community languages schools” is recommended’ (CLA, 2007, p. 11).

The term 'community languages school' will be used in this study. The community languages schools are considered complementary providers of languages education in Australia (CLA, 2007). The intention of this research is to map the central issue and challenges that stakeholders identify in enacting, sustaining and growing quality curriculum for community language programs. It will involve case studies of two programs drawn from the Queensland community languages schools and interviews with key stakeholders such as program co-ordinators or Principals, teaching staff, and volunteers. The case studies will allow an examination of these issues in the current policy climate in relation to specific sites and how policies affect the quality of educational experiences for the young people in these programs.

1.1.1 Researcher background

I bring to this project my multicultural work experiences, and my personal experiences. As a project officer at the Ethnic Schools Association of Queensland (ESAQ), a registered teacher in Queensland, a recent migrant from Singapore who speaks three languages (English, Tamil and Hindi), I am also capable of understanding basic business communication in Mandarin and Malay. I have multicultural and multilingual work experience and appreciate the different cultures that languages give me access to. In addition, I am a mother of two children who attended community language schools in Queensland. I have strong links with the community schooling sector, and am concerned about protecting and enhancing the quality of community language teaching. I am undertaking this project to investigate how the shifting landscape of government support and funding regulations has impacted on curriculum in this non-mainstream educational sector. It is a complex

issue but at the same time, this project can contribute to sustaining a vibrant multicultural society in Queensland.

On a more personal level, my children have displayed a lack of interest in attending community language schools citing the teaching approaches, the nature of the learning tasks, and the lack of interactivity in classes that they enjoy in mainstream schooling. As a parent, a migrant and a teacher, I am concerned about the future of my mother tongue. Unfortunately, in today's globalised world, migrants are faced with similar conflicting pressures in teaching their mother tongue to their children. All these factors have brought me to this research project.

This chapter builds the context for this study across four sections. The next section briefly describes interrelationships between the national body, Community Language Australia (CLA), and the community language schools sector. It presents background information about CLA, state-based ethnic schools associations and community language schools. Section 1.2 outlines the Queensland government's After Hours Ethnic Schooling Program (AHES) and its framework of community language guidelines, curriculum and funding requirements for ethnic schools. It also presents the Ethnic Schools Association of Queensland's (ESAQ) contribution to fostering ethnic language schools. Furthermore, this section highlights some of the key historical constraints such as: reduced funding; the withdrawal of state support through the dismantling of the Language Other Than English (LOTE) - AHES unit; the expectation of volunteer contributions; language student enrolments and ESAQ's support to AHES. This section gives a statistical profile of the size and nature of the community language school sector in Queensland, its funding, enrolments and teacher qualification profile. Section 1.3 briefly outlines recent changes to Federal and State government support to community language schools and factors which have affected curriculum quality in community language schools. The final section presents the research questions and sub questions and the significance of this research.

1.1.2 Background information of community language school sector

The community language school sector is supported and governed by a number of government agencies, and coordinating organisations. Community Languages Australia (CLA) advocates for the AHES Program at the national level. It is made up of representatives from all states and works closely with the Australian Federation of

Ethnic Schools Australia (AFESA). A schematic overview of the community language school sector across Australia and its governance is shown in Figure 1. It maps the interrelations between State and Federal government links and support to the respective ethnic schools associations and ethnic schools.

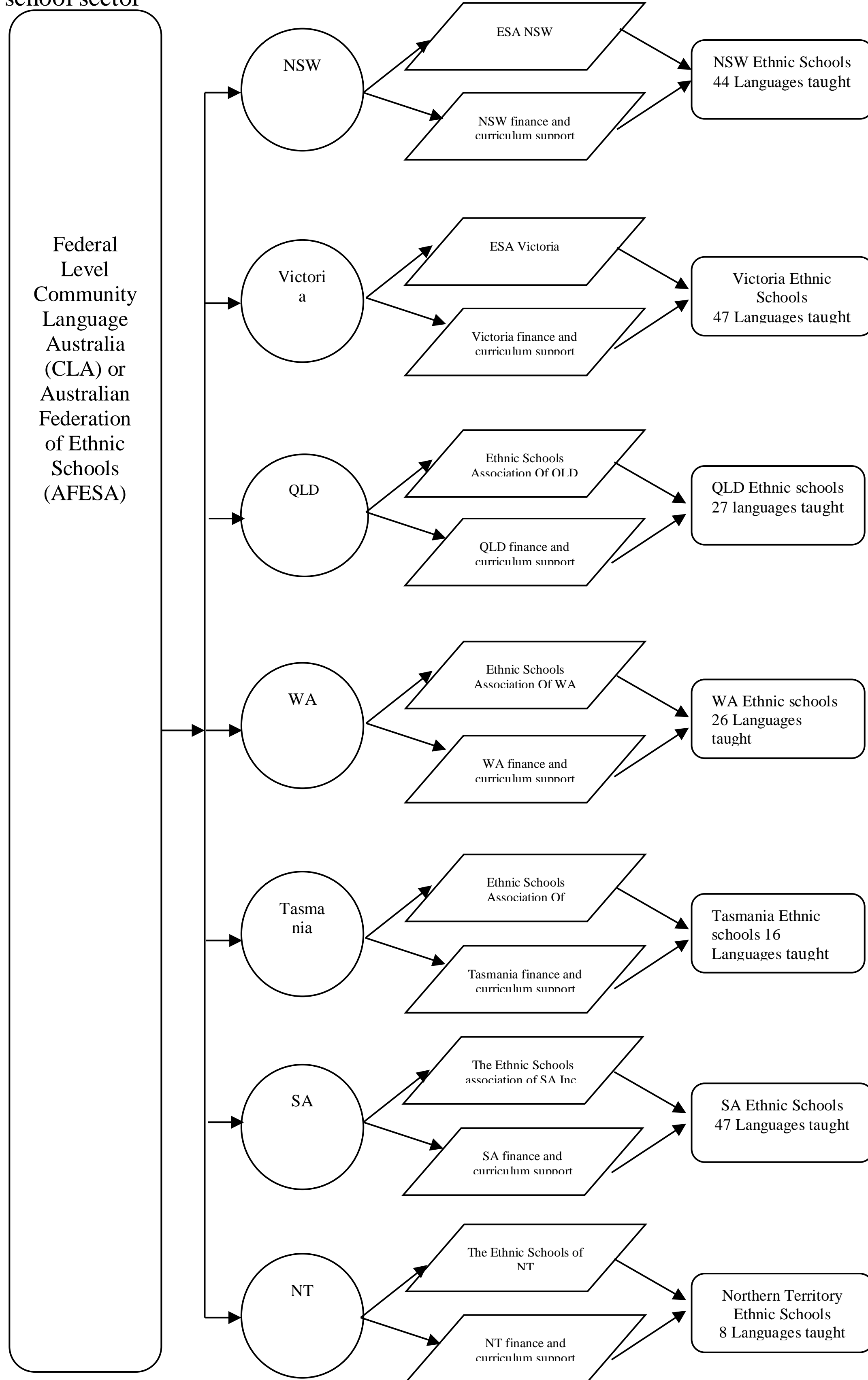
On the national scale, Community Language Australia (CLA) (also known as the Australian Federation of Ethnic Schools Associations, AFESA) is an umbrella body designed to unite and represent the community language schools of Australia, and their administrative state-based bodies, consolidating them beneath a single organizational banner. In the process CLA carries out a number of crucial roles in the creation, maintenance, and coordination of Australia's community language school sectors, which includes over 1,000 schools that provide language maintenance in 69 languages to in excess of 100,000 school age children (Community Languages Australia, 2013). CLA has been in operation since 1957.

Australia's community language schools have been one of the many tools used to consolidate Australia's identity as a multicultural society – a society concerned with embracing and celebrating diversity in backgrounds, histories and heritages amongst citizens, in an atmosphere that values tolerance and acceptance. They provide training and instruction in a diverse range of languages, with a view to preserving and celebrating the culture and traditions of Australia's multicultural population (Community Languages Australia, 2013).

A recent report by Community Languages Australia (2013) indicates that community language schools receive funding through the Australian government's school language programme which distributes funding to state and territory education jurisdictions. Figure 1 shows the interrelations between state and federal government links and supports to the respective state-based ethnic schools associations and local community (ethnic) language schools. 'The community language schools are non-profit institutions, open to all students' regardless of their linguistic backgrounds, and are operated and managed by communities in accordance with state and territory requirements' (CLA, 2007, p. 7). Ethnic schools associations and federations of community languages schools have formed in each state and territory to represent the interests of these community languages schools as shown in Figure 1. Some state and territory departments of education provide additional

funding. Parents supplement the running of schools by paying fees and conducting fund raising events to meet the additional costs of conducting classes.

Figure 1 State and Federal government support to the community language school sector



1.2 STATE POLICY GOVERNING THE QUEENSLAND COMMUNITY LANGUAGE SCHOOL SECTOR

In Queensland, community language schooling has existed for over 50 years, with many new schools commencing in the 1980s. Community groups and volunteer organisations would generally form small schools to teach their language to their children. In 1992, Education Queensland established a formal link with many ethnic schools and produced a policy document to support the After Hours Ethnic Schooling (AHES) program in line with national multicultural policies (Brändle, 2001). The partnership helped in formalising funding sources from the Commonwealth Government which were then supplemented with state contributions. Since then, many communities have established After Hours Ethnic Schooling establishments with instruction provided by parents and teachers with a range of qualifications and backgrounds

Currently there are programs in 27 languages funded under Education Queensland's AHES program (AHES, 2013). This program of funding has been administered by Education Queensland's AHES unit. A report by Education Queensland LOTE unit (DET, 2012) highlighted that the purpose of providing community language classes outside regular schooling hours was to reflect Queensland's multicultural diversity and to provide all students' with access to a broad range of second languages and cultures. The funding guidelines in EQ's AHES program stipulate the requirements and processes for gaining accreditation for learning programs, funding, use of Education Queensland (EQ) facilities and insurance. In addition, the funding available through EQ to community language schools requires that language programs align with mainstream syllabuses and that the teaching is learner-centred.

Currently, there is a generic community language school curriculum module available. The work program is only available in English. Due to a lack of in-house English language competency, some community language schools face acute difficulties translating these materials to develop their own language curriculum. This seems to be the predominant dimension of curricular inequality within the ethnic language school sector in Queensland. Factors influencing the quality of community language schools' curriculum are discussed further in Section 1.3 below.

A national quality assurance report by CLA (2007) argued the importance of learner-centred approaches in language education. The report explained learner-centred approaches to mean education focusing on the needs of the students', rather than those of others involved in the educational process, such as teachers and administrators. This approach has many implications for the design of a curriculum, course materials and pedagogy. Broadly speaking, community language schools are currently far from implementing a learner-centred approach due to a lack of appropriate teaching resources and teachers' professional preparation. Section 1.2.4 profiles the size and nature of the community language school sector in Queensland, its funding, enrolments and teacher qualifications.

1.2.1 State level coordination of the sector

In parallel to government programs, the sector's many schools have formed an association to progress their shared vision of a strong community language school sector. The Ethnic Schools Association of Queensland (ESAQ) was established in 1992, and has been closely associated with the progress, development, and support of the Queensland government's AHES Program (Community Languages). Multicultural Affairs Queensland (MAQ) has also provided guidance and information for various grants that can be accessed by different schools.

ESAQ is a non-profit, community-based, public organisation whose members provide after-hours language and cultural education for all students'. ESAQ draws members from different language groups, and liaises with Community Languages Australia (CLA) on behalf of the schools. ESAQ provides ongoing representation on behalf of community language schools in Queensland through its affiliation with CLA.

ESAQ's functional structure shows ESAQ forms partnerships with state level government bodies to support AHES (Community Language Schools) providers. In this way the After Hours Ethnic Schooling Program is conducted by volunteer organisations in partnership with Multicultural Affairs Queensland, Education Queensland and the Ethnic Schools Association of Queensland.

1.2.2 Coordinating government support for community language curriculum

Three decades ago, Lo Bianco (1987) documented the complexities which were making national planning for community language teaching difficult in

Australia. In 2015, Community Language Australia highlights how language schools continue to deal with these same complexities. This section outlines some of the key policy constraints which beset the community language schools sector. This section will provide information about state and federal policies. Community Language Australia (2007) stated that the Australian Government's School Languages Program (SLP) ought to strengthen national coordination and promotion of ethnic languages and ethnic language schools and promote the quality of teaching and learning practices in such schools across Australia. However, the national program has benefited some community language programs more than others.

The Queensland government's AHES Program is a cost effective government and community partnership. The ethnic language provider's multicultural activities assist in developing a network within the ethnic communities, which provides an interface for closer integration with the wider community. Community language schools make a significant contribution to fostering ethnic languages in multicultural Queensland. Languages other than English are taught in mainstream schools but those programs offer only a limited number of high profile languages. However, the AHES Program, which is supported by EQ and MAQ, increases the number of languages taught and supports volunteer organisations to teach their own languages and cultures. This strengthens and sustains cultural traditions within Queensland's multicultural communities. Queensland is an increasingly multicultural society being home to people who speak more than 220 languages, hold more than 100 religious beliefs and come from more than 220 countries. More than 4186 students' and 317 language instructors are currently involved in the teaching and learning process (AHES, 2013).

According to Education Queensland (2013) AHES statistics, Queensland's community language sector includes up to 85 volunteer organisations from different ethnic communities, ranging in size from 12 to 700 students'. However, not all language schools are in Education Queensland's AHES program. In 2013, there were approximately 27 language schools currently receiving funding, among them 20 language schools which were ESAQ members (AHES, 2013). Most operate language classes outside normal school hours. Working hours range from 2 hours to 4 hours per week, mainly on weekends, using community centres or state school premises. Grants have been provided to assist schools that have registered with

Education Queensland and submit reports annually. Reporting requires such details as language work programs, hours of contact, and attendance sheets for eligible students', and evidence of public liability insurance.

In terms of community language education in Queensland, there is a growing disparity in economic and professional resources between the larger well-established programs and smaller programs, which can create a sense of unnecessary competition for scarce funds between these language providers. Tension between the different scales of establishment discourages social cohesiveness and shared efforts in their common goal to sponsor inclusion into the wider Australian community (CLA, 2007).

1.2.3 ESAQ contribution to fostering curriculum quality

Not all community language programs experience the same problems. This is due to the fact that some languages are at present relatively well supported while others are relatively poorly supported (Lo Bianco, 1987, 2009b). Some languages need additional attention and bolstering as well. The relatively poorly supported languages need meaningful teaching resources, enrichment of pedagogy and assistance to improve their language programs. On a smaller scale, ESAQ as the umbrella organisation for ethnic schools has undertaken steps to address these issues. As a stepping stone, a curriculum project to enhance pedagogic quality in ethnic language schools was implemented in 1996 in collaboration with Education Queensland's LOTE unit. The aim of this project was to translate the generic English curriculum language module into the corresponding community languages. The Module Project has culminated in generic curriculum modules as guidelines for use in other ethnic schools in Queensland or across Australia (Nand, 2004).

The idea of developing learning/teaching modules was introduced by Narendra Nand, the President of ESAQ, in March 2002. It was accepted as the best way to provide long-term strategic solutions in view of the vulnerability and voluntary nature of the community language schools funding, inconsistency in student attendance, learning and achievements, teacher qualifications, and low morale amongst parents. Consultants were hired and a curriculum framework was written. From this curriculum framework, generic modules were developed. This was complemented by a series of workshops. The professional development workshops were funded by Education Queensland (EQ) and coordinated by its LOTE unit staff.

Out of 21 community languages so far modules for only 2 languages, Chinese and Vietnamese, have since been completed (Nand, 2004). A 'lack of professional translators and inadequate funding' (Nand, 2004, p. 8) were considered the predominant factors for the limited impact of this module translating project. The State and federal governments are committed to addressing these issues and this study hopes to contribute insights to inform the necessary steps that have to be taken to address the various challenges regarding curriculum quality in the community language school sector.

1.2.4 Factors influencing community school curriculum quality

From the community language schools' perspective, curriculum quality ultimately depends on the strength of student enrolments and the degree of resourcing and support which education authorities are able to provide. Community language schools want the AHES program to be ongoing, and well supported to avoid or minimise disruptions. A number of factors influencing the quality of the curriculum for those schools include instructors' professional status, voluntary demands, and minimal policy support.

1.2.5 Community language school classes and instructors' professional status

Community language school teachers vary in their professional qualification, table 1, offers an indicative breakdown of the professional status of community language school teachers as collected by Nand (2004) and AHES (2014). It clearly shows how community language school lessons are conducted mostly by volunteer teachers, who may more properly be called 'instructors' (CLA, 2007, p. 5), as many are neither qualified in the subject area nor would qualify for teacher registration.

Table 1 Professional status of Queensland community language school teachers, 2004 and 2013

AHES Instructors	Teachers (2004)	Teachers (2013)
Incomplete data	-	26
Australian Qualified & Queensland registered	55	55
Overseas Qualified	65	50
No Teaching Qualification	96	67
Other Professionals	118	119
Total number of Language Instructors	334	317

Adapted from Nand (2004, p. 8) and unpublished EQ AHES data summary (2013).

Given the absence of teaching qualifications for many community language school teachers, the development of syllabus and materials, curriculum planning and course assessment can be a significant challenge for some community language schools (Nand, 2004). This research investigates the constraints around community language schools' curriculum. In this way, the study outcomes will inform ESAQ and the community language school sector more broadly about challenges for improving curriculum practices.

1.2.6 Community language schools and their voluntary contribution

The social and economic benefits of community language schools are difficult to quantify. However, ESAQ (2003) estimated that ethnic schools' voluntary contribution was approximately 80 per cent of the cost of the programs. This estimate was based on teacher wages of $20 per hour at the time and the average cost of running ethnic schools (Nand, 2004). Beyond this heavy voluntary contribution, the continued involvement of the members of the community increases interaction with different cultures, enhances understanding and tolerance of other languages and cultures, and supports the building of resilient societies in multicultural Queensland. Ethnic communities become major stakeholders in providing language education when it would otherwise be very difficult to offer formal courses in these languages. My personal interaction across the sector suggests that language school communities and ESAQ committee members feel comfortable in dealing with issues regarding

their language and all agree that community language schools are the best way to provide diversity in language learning. In this way, all communities (including emergent communities) should have an equal opportunity to develop and establish their own language schools.

1.2.7 Dismantling of Education Queensland's LOTE/AHES Unit in 2012

In 2012, the Queensland government under Premier Campbell Newman dismantled the After Hours Ethnic Schooling program (AHES), Teaching and Learning Branch within the Department of Education and Training. This was the unit that was responsible for community language schools curriculum support. ESAQ and this LOTE/AHES unit had shared responsibility in developing curriculum and professional development for AHES.

In the absence of the LOTE/AHES unit, ESAQ inherited an enormous responsibility to sustain the quality of community language schools. Currently, ESAQ is working directly with Education Queensland school operation unit to help community language school providers through these changes. ESAQ is continuously working with state and federal government, to provide additional support and guidance for the community language schools curriculum support. This study will help inform these efforts.

1.2.8 Community language schools' existing arrangements

This section profiles the sector in Queensland in terms of students' enrolment, languages that are funded and languages taught. This section also reflects on the instability of community language schools' student enrolments, and disparities in access to funding which can jeopardise curriculum quality in language learning. Table 2 summarises the number of schools and enrolment numbers in the Queensland community language sector over the past two decades. It shows how the number of students' enrolled has declined slowly, and how the number of language schools funded by the government has fluctuated. Certain languages are taught in more than one school in Brisbane, while some languages have only one provider. On the other hand, some language schools have ceased operation for unknown reasons. Since language learning is a cumulative process, proficiency can only be attained if continuity is assured, so the demise of a school is a concern. Australia's total trade with non-English speaking countries greatly exceeds its trade with English speaking

countries. This economic shift which has occurred over the last three decades has coincided with a general reduction in second language learning and teaching in Australia (Lo Bianco, 2008). Community Language schools could provide the community with an authentic cultural context for language teaching and authentic native speaker models for students'. On the other hand, community language schools are poorly resourced, often use unqualified teachers and suffer from other administrative and educational limitations.

Table 2 Queensland Ethnic schools statistics over the last two decades

Year	No. of Ethnic Schools	Community Languages under EQ- AHES funding	No. of Teachers	No. of students'
1993	47	26	218	4650
2004	41	31	350	4500
2008	31	31	333	4500
2010	37	35	332	5432
2012	31	31	300	4000
2013	70	27	317	3869

Source adapted from unpublished EQ AHES statistics (AHES, 1993, 2004, 2010, 2012, 2013)

Table 3 lists the languages taught in Queensland across different schooling sectors. Japanese, German, French are well established languages in both mainstream and community sectors. Asian languages are less well established than the European languages; these differences may contribute to the language shift in Asian communities.

Table 3 Languages taught in Queensland 2013

Languages Taught in Main- stream schools	Languages Taught in AHES -Partially funded by the Government	Languages Taught in AHES- Self funded
Japanese	Arabic	Afghani
German	Chinese	Bangla
Indonesian	Filipino	Bengali
Mandarin	Modern Greek	Bosnian
French	Hindustani	Croatian
Italian	Hungarian	Dutch
Korean	Japanese	Ethiopian
Spanish	Korean	Fijian
	Samoan	Finnish
	Sinhalese	French
	Tamil	German
	Vietnamese	Gujarati
		Hebrew
		Italian
		Kurdish
		Latvian
		Maori
		Persian
		Polish
		Portuguese
		Punjabi
		Romanian
		Russian
		Serbian
		Spanish
		Swedish
		Turkish
		Ukranian
		Ungarit

Sources adapted from unpublished EQ AHES statistics, 2013.

Table 2 shows there has been recent decline in both the number of languages taught and the number of students' at community language schools. The shrinkage in the community language sector is possibly a result of constant policy changes. The official recognition of the benefits that cultural and linguistic diversity brings to Australia is encouraging. However, the political discourse has mainly focussed on the economic argument and the government's priority has typically been to support economically beneficial languages (Brändle, 2001).

A review of the Commonwealth Languages Other Than English program (Erebus, 2002) stated that the challenges faced by the Australian community language schools included inadequate per capita funding, under-funded professional development and a lack of information about funding formulae and processes. The report also identified some of the strengths of community language schools including the strong input by communities and volunteers. It recommended further input by the Commonwealth and state jurisdictions to promote awareness in the community of the benefits of bilingualism and biculturalism. The report highlighted the importance of making community language curriculum more relevant for children in Australia through appropriate professional development for teachers and more contemporary resources for Australian students'. It also recommended seeking input from students' on best practices they have experienced to provide insight into what is required to maintain their interest and making the learning process more relevant to their everyday life experiences.

It is evident from the above section, in cases where there is low demand for the language as a second language and low probability of adequate resourcing, community language schools will have to rely on unqualified volunteers and community language school administration. With these considerations in mind, the next section addresses how government policies have influenced the community language school sector over the past decade.

1.3 CURRICULUM QUALITY IN COMMUNITY LANGUAGE SCHOOLS

This section briefly describes some of the key factors which have influenced curriculum practices in community language schools over the past decade. Lo Bianco wrote the 1987 National Policy on Languages which was adopted as a bipartisan national plan for English, Indigenous languages, Asian and European languages, and

interpreting and translating services. Many countries now use the NPL as a model for national language planning. Lo Bianco (1987) critically observed that:

> ...there is a major concern about teacher supply to cater for the expansion in language programs. In the policy reports, it is documented clearly, that languages are at the crossroads. Teacher quality is also an issue and the need for teacher professional development is paramount. (p. 25)

The same author further noted that: 'decision making processes in the area of policy development and resource allocation at both federal and state level are not transparent ... and commonwealth funding is restricted to Asian languages and studies' (p.26).

Crawford (1999) emphasised 'a potential weakness of the National Policy and the proposed national curriculum was their top-down nature' (Crawford, 1999, p. 15). Crawford (1999) further highlighted that the policy changes over the last two decades have resulted in potentially very different expectations with regard to the outcomes of language programs and these in turn have challenged traditional approaches to language teaching. Earlier study findings by Lo Bianco (1987) are consistent with those of Crawford (1999) and Lo Bianco (2009b). Lo Bianco (2009b) reviewed five policy reports which had been formally adopted as policy texts making them official policy. The five policies are briefly summarised below in table 4. Lo Bianco (2009b) identified the shifts in federal policy since 1984 in terms of 'political forces and instituted public support for complementary language providers, the so-called ethnic schools' (Galbally Report, 1984) to 'a language other than English for all' (NPL report, 1987) and then to 'eight of fourteen priority languages were to be chosen by each state' (ALLP report, 1991). Finally, the Commonwealth Literacy Policy (1997) stated, a 'new literacy approach had the effect in many schools of diverting resources and energy away from second languages and ESL and towards English language teaching' (Lo Bianco, 2009b, p. 22).

Table 4 Five language planning declarations and their impact on community language teaching

Language Policy	Impact Summary
The Galbally Report, 1978	Under post-Galbally policy there were also extensive increases in funding for multilingual services.
The National Policy on Languages (NPL), 1987.	The NPL was fully funded and produced the first programs ever in the following areas: deafness and sign language, Indigenous languages, community and Asian languages, cross-cultural and intercultural training in professions, extensions to translating and interpreting services, multilingual resources in public libraries, media, support for adult literacy and ESL.
Australian Language and Literacy Policy (ALLP), 1992	The ALLP initiated a financial incentive scheme to stimulate language learning. Eight of fourteen priority languages were to be chosen by each state from this list of choices: Aboriginal languages, Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Russian, Spanish, Thai and Vietnamese.
The National Asian Languages and Studies in Australian Schools (NALSAS),1994–2002	NALSAS made available extensive federal funds for four languages: Chinese (Mandarin), Indonesian, Japanese and Korean. NALSAS conceived Asian languages in strictly foreign, rather than community, terms.
Commonwealth Literacy Policy, 1997	The new literacy approach diverted resources and energy away from second languages and ESL and towards English language teaching.

Adapted from Lo Bianco (2009b, p. 22)

From table 4, it is evident that the social, cultural and policy changes outlined above have each resulted in potentially very distinctive possibilities with regard to language programs. These shifts in language policy over the

decades also potentially impact on curriculum quality in community language schools sector:

> Unfortunately the large number of reports and programs represents too much chopping and changing and has served to weaken the place of languages due to continual shifting of priorities and ineffective interventions. (Lo Bianco, 2009b, p. 6)

This section has focussed on Australian community language learning policies, curriculum quality in community language schools, disparities of funding for language schools and government initiatives to plan and fund language programs. However, the Australian language policy long term goals such as developing planned language curriculum for all national languages has not yet been achieved (Lo Bianco, 2009b). Lo Bianco (2009b) further argued that to address the planned language national curriculum requires time, resources and thorough planning, otherwise the curriculum quality and fostering multiculturalism through community language school could prove counter-productive in the long term.

1.4 OBJECTIVES OF THE PROGRAM OF RESEARCH AND INVESTIGATION

Language is the most important component in the maintenance and propagation of an ethnic culture, and in the resilience of families and societies (CLA, 2007; Lo Bianco, 2009b). Ideally, students' should experience well designed and well supported mother language programs, taught by well trained and well supported language teachers, in schools that actively support language teaching linked to universities that are fully committed to widespread and successful language study (Baker, 2011; CLA, 2007; Lo Bianco, 2009b). CLA (2013) emphasized that when learning another language, students' are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving the world. Furthermore, learning languages provides opportunities to reflect on and adjust ethical points of view.

Drawing from the discussion in the previous sections, my research will address the following research question:

How does the current policy climate in Queensland impact on community language schools' curriculum practices?

This research question will be approached through a number of sub-questions:

a. How does state policy currently understand and support quality language education in community language schools?
    i. How does the size of a community language school affect the support available to it?

b. What curriculum is used in community language schools?
    i. How does the size of a community language school impact on its curriculum practices?
    ii. How do community language schools use the curriculum resources supplied by state government?

Hammersley and Hargreaves (2012) define curriculum practices as the teachers' preparation to support their students' learning. For this study the term 'practices' refers to a variety of learning activities undertaken within a community language school to design and resource the students' program of learning. This concept of curriculum practices is developed further in chapter 3 with reference to different dimensions of the curriculum.

1.4.1 Significance of the study

Community language maintenance and development effectively take place in the home and in the community language schools run by immigrant organisations, particularly in the case of the smaller languages, and in the few bilingual schools. Community language schools are typically operated by community-based volunteers (Antonia, 2010). The issue of curriculum quality in Queensland community language schools needs to be considered critical if this sector is to sustain its work to build and maintain bilingualism. Minority languages are often marginalized within policies because they have a small numbers of speakers. The numbers of speakers are rapidly declining because the language may be erroneously regarded as inadequately sophisticated in technical and scientific registers when compared with the dominant language (Kaplan & Baldauf, 1998; Kirsch, 2012). However, some scholars (e.g.

Fishman, 1991, 2001; Hornberger, 2008) have argued that community languages can be saved through community language schools.

This research has the capacity to inform policy debates at the organisational, state and federal levels. The key research issues centre on a number of questions to do with language learning, the strength of community language schools, their economic viability, issues of institutional support and recognition, and their relations with mainstream education. This study also explores what impacts on the quality of curriculum and pedagogy.

This research will explore the connections between current education policy and the strength of a language community, and their effects on curriculum practices in Queensland community language schools. Additionally, this study will investigate the challenges for community language schools in developing curriculum. This research study can thus contribute to strategic plans to improve the curriculum practices of language teaching and promote bilingualism more broadly in Queensland.

Conclusion

This chapter outlined the background context of Queensland community language schools and associated state policy support mechanisms. Furthermore, this chapter highlighted the challenges facing community language schools' existing arrangements such as instructor's professional status and lack of policy support. Additionally, this section explained how the language policy changes might impact on community language schools' curriculum practices. In the next chapter, I will review relevant literature which focuses on some of the important social processes associated with the community language school sector in Australia and overseas.

Chapter 2: **Literature Review**

The aim of my research is to investigate the dynamics underlying curriculum quality in Queensland community language schools and how it might be better supported. This chapter outlines the study then assembles and reviews relevant empirical literature to situate the study in larger ongoing scholarly debates.

This literature review focuses on some of the important social processes associated with the community language school sector in Australia and overseas. Previous discussion in chapter 1 suggested some of the constraints of the present policy framework. In recent years, there has been a gradual shift of interest away from the community language sector. However, in Australia recent studies on ethnicity have contributed to an Australian discourse on language policy which has highlighted many often problematic relations to community languages. There has been substantial research regarding the influence of policy on community languages over the past three decades, providing extensive Australian studies, such as policy-related studies of ethnic language (Lo Bianco, 2008, 2012), language minority constraints (Clyne, 1991; Clyne & Kipp, 1997b; Clyne 1997), multilingualism and bilingualism in social contexts (Ingram, 2008), and language policy and planning (Lo Bianco, 2009b).The goal of this review is to assess pertinent research that has documented community language schools or similar settings across Australia and overseas.

This chapter is divided into four sections, each of which critically reviews literature related to curriculum quality in community language schools. The first section reviews key international studies about community language schools. The second section reviews Australian studies about community language schools and curricular reform. The third section reviews relevant literature about Queensland language policy and its impact on curriculum quality, bilingualism, cultural heritage and multicultural education. The final sections critically review cultural core value theory and outline the significance of the existing research for this study into curriculum practices in Queensland community language schools.

2.1 COMMUNITY LANGUAGE SCHOOLS – INTERNATIONAL RESEARCH

This section reviews research from overseas about community language schools to acquire a deeper understanding of community language schools' operations. I highlight three major foci across the international research regarding community language schools. They are curriculum quality, teacher's professionalism and policy constraints.

A research project was commissioned by the Ministry of Education in New Zealand, and was conducted by Erlam (2008). It highlighted the impacts of language teachers' professional development and teaching practice on foreign language learning. The aim of this research was to help language teachers to connect theory and practice, in the belief that this would help to improve the quality of the language teaching practice of primary and secondary school language teachers. The methodology used was a qualitative survey and the participants were ten New Zealand in mainstream second language learning programs, and two foreign language learning programs. French and Japanese were the two foreign languages studied in this research. The research project concluded that there is a substantial gap in second language learning and language teachers' professional practice in New Zealand. The research findings highlighted the necessity for language teacher professional development to achieve well planned language curriculum and to enhance teachers' professional practice to better enable second language learning. The finding of this study affirmed that language teacher professionalism is associated with language curriculum quality. The outcome of this study is consistent with Ingram and O'Neill's (1999) Queensland case study, which will be discussed in Section 2.3.

An ethnographic case study conducted in the Lao People's Democratic Republic by Cincotta-Segi (2010) reported the importance of effective language pedagogical planning as the solution to linguistic problems and the need to provide adequate and up-to-date language teacher training in the effective use of the mother tongue in teaching. The participant in this case study was a Laotian ethnic minority teacher, who was not a professionally qualified teacher. The case study focussed on classroom teaching constraints. The analysis stressed that the pedagogic knowledge base of the language teacher deeply affected the quality of language learning.

Following the discussion of the Lao teacher’s classroom practice, the case study illustrated the teaching constraints arising from having an unskilled teacher and poor teaching resources. Cincotta-Segi’s (2010) investigation in the Lao Democratic Republic argued that education researchers, policy-makers, planners and development practitioners need to examine local language teaching practices and pedagogic quality to achieve a sustainable multicultural society. In addition, the research evidence pointing towards a positive association between language teachers’ professional knowledge and pedagogic quality was also mentioned by Lo Bianco (2009b). These study findings assert that teacher professionalism strongly impacts on curriculum quality. Although this study was conducted in mainstream schooling in the Lao Republic, the study findings are relevant to my current research. In Queensland community language schools 80% of language teachers are volunteers, and most of them have no opportunities for professional development (Nand, 2004).

A case study conducted in United States by Wu, Palmer, and Field (2011), examined how four Chinese heritage languages teachers constructed culturally relevant pedagogy in their language instruction. This research was undertaken at the Dragon Chinese School (a pseudonym) in South Texas, with 153 students' from pre-school through 12th grade. Since this school is community-based, students', teachers and parents met for only two hours every Sunday. Students' were taught to speak Mandarin and read and write traditional scripts. The teacher participants were selected by purposeful sampling, based on the Chinese language teachers’ background information: their teaching experience, cultural and educational background and personal commitment to the program. The teachers chosen had taught in the Chinese school for at least one year, and were educated in Taiwan. The evidence from interviews and classroom observations showed that the teachers shared authority with students', valued students’ perspectives and had a desire to involve students’ voices. Such instruction not only recognized students' as active learners but also established the understanding and implementation of culturally relevant pedagogy. Wu et al. (2011) concluded: 'Chinese schools can truly help heritage language students' value their heritage languages and cultures and to understand their cultural identity' (p.13). This study argued that a community-based curriculum represented an effective way to harness the wealth of knowledge and experiences that students' bring to the classroom and to respond to their goals

regarding their heritage language. This US case study reveals that community language policy in US is similar to Australian language policy. However, this study focussed only on one community language. The researchers concluded their research by advocating for official bilingual policy at the federal level and state governments for reasons of bilingualism sustainability and cultural heritage. These study findings confirmed that minority and heritage language education is hardly possible without the collaboration of both governments and community. This case study methodology and international field of study is highly relevant to my research.

These studies are taken from very different settings which all highlight the importance of language teacher's professionalism, curriculum quality and policy support. Furthermore, these overseas studies will reinforce my study's focus on policy support available to community language schools.

2.2 COMMUNITY LANGUAGE SCHOOLS – AUSTRALIAN RESEARCH

This section reviews research literature about curriculum quality, language policy and planning, and community support in Australian community language schools. The research papers in this section address problems for community language schools in other states of Australia, current challenges, and federal government initiatives to address the emerging needs of community language schools. This analysis will broaden the context for my study.

There are a number of studies about the challenges and opportunities facing community language programs. Cardona, Noble, and Di Biase's (2008) scoping study mapped the central issues, challenges and themes that stakeholders identified in community languages program. It involved interviews with key stakeholders drawn from the NSW community languages school board, with officers in the NSW Department of Education and Training and other educational facilities, and with staff, students' and their parents from a small sample of community languages schools. The participants of this scoping study were recruited in four community language schools teaching Arabic, Chinese (Mandarin), Italian and Spanish. Cardona et al.'s (2008) research found that one of the biggest challenges identified by principals, teachers and other key stakeholders in community language schools concerned the financial viability of the program under current funding allocations which have deeply impacted pedagogic quality.

These research findings are consistent with those reported in a Commonwealth Review (Erebus, 2002), which found that community languages schools are insufficiently funded and heavily dependent on a fee paying system and the significant contribution of volunteers to be able to operate their programs. This study reported that in the community languages schools the per capita grant covers less than 20% of the cost and the other 80% needs to be funded by parents and the community. Research evidence indicates a heavy voluntary contribution, with and lessons are conducted mostly by volunteer teachers, who the authors suggest may more properly be called 'instructors' (CLA, 2007, p. 5) as many are neither qualified in the subject area nor would qualify for teacher registration in Australia. The findings resonate with Queensland community language schools' operational constraints. A study carried out in Queensland by Ingram and John (1990) similarly suggested that community language schools are facing tremendous constraints due to external policies relying on migrant families to implement quality language curriculum. However, none of these findings deeply analyse the many factors which could impact community language schools curriculum practices and their sustainability.

Baldauf (2005) has conducted research on teaching in New South Wales community language schools and their state government support. Baldauf's (2005) findings revealed that the community language schools' programmes depend on community voluntary support and he suggested professional training is needed for community language teachers to improve curriculum quality and cultural skills. Baldauf (2005) concluded that Commonwealth and State support for community language programmes has improved their quality and provides students' with opportunities to study community languages at the senior secondary matriculation level. He makes specific recommendations for greater investment in language teachers' professional qualifications. This study argued that better professional qualifications would improve the quality of community language schools. Furthermore, this study documents how state support to New South Wales community language schools has advanced the planned language curriculum up to the secondary matriculation level. In contrast, in Queensland, only a few community languages have developed adequate curriculum up to matriculation level and State level support has not supported all community language schools to do so. Baldauf

(2005) offered a summary of community language school provision across Australia and State government support as shown in table 5 which outlines a complex, uneven patchwork with different states showing different language profiles and government support. Baldauf's (2005) research findings align with the Queensland experience in some aspects, but in regards to the details of curriculum and state support, Queensland and NSW differ. Further investigation is required in terms of Queensland’s state level support, curriculum support for smaller and larger ethnic schools, and community support.

Table 5 Summary of community language activity and state contribution in 1997 and 1991

State	No. of languages taught after hours	No. of students in after-hours community language schools	State contribution
ACT	20 languages [14 in 1991]	1200 (20% non-CL background in 27 schools) [2534 in 1991]	$500 start up grant $30,000 (33% match)
NSW	44 languages [33 in 1991]	32,659 (1999 teachers 425 schools) [60,414 in 1991]	Top up CLE funds by c. 40%; No charge for after-hours use of school premises (valued at $320,000)
VIC	47 languages [36 in 1991]	28,000 [90,513 in 1991]	54.5% (plus parents contribution)
QLD	27 languages [18 languages in 1991]	Not provided [17,249 in 1991]	Provides funds for PD and admin of Ethnic Schools Association
SA	47 languages [28 languages in 1991]	8,527 [8,622 in 1991]	Provide additional money
WA	26 languages [15 languages in 1991]	Not provided (15% of funds) [9,484 in 1991]	Intention to take responsibility for all insertion classes
TAS	16 languages [5 languages in 1991]	513 (17 schools) [348 in 1991]	$60 per student
NT	8 languages [4 languages in 1991]	Not provided [382 in 1991]	Matching grant

Based on Baldauf (2005, p. 137).

In contrast, a community language study conducted by Pauwels' (2005) in Western Australia revealed that any interest in the maintenance of Australian immigrant languages has been suppressed due to a broad lack of interest in second language learning. The researcher investigated the various factors affecting language maintenance in immigrant families in Western Australia. The participants of this study were ethnic minority school students', parents and volunteers in Western Australia's community language schools. The qualitative survey findings revealed migrant family members felt a very heavy burden, especially on nuclear families with limited access to an extensive network of relatives and that those migrant families were extremely reluctant to raise their children bilingually. Some of the migrant families expressed their frustration with the lack of success in community language maintenance once the children reached adolescence.

Finally, Pauwel (2005) argued that supportive policies and educational provisions will only be of value if the family initiates community language acquisition and provides a practice ground for its continued use. She concluded with suggestions for greater attention to the role of adolescents and of technology in community language maintenance. This study found that the sustainability of community language education relies on migrant family support. However, this study failed to reveal the root factors which discourage the migrant families and produce the community disengagement from community language maintenance.

Pauwel's study provides evidence of ethnic schools' sustainability as an issue linked with external conditions. This research study's findings thus contrast with the previous NSW community language case studies. Most community language case studies (Baldauf, 2005; Cardona et al., 2008; Ingram, 2008) and a literature review (Bianco, 2008) pointed to the language policies and lack of curriculum quality as leading to an inevitable language shift away from minority community languages. In contrast to the previous research findings Pauwels' (2005) findings revealed that the migrant families also contribute to community language maintenance efforts. Further research investigation is needed to examine the factors which impact on the quality of community language curriculum and its sustainability. In my research, I will examine the three dimensions beyond the migrant family support: policy support, community support and curriculum practices to identify the challenges facing Queensland community language schools.

At the sector's national level a report was prepared by Erebus International (2008) on behalf of Community Languages Australia, to make recommendations around improving the quality of community language schools' curriculum. This document outlines the guidelines and the quality assurance framework in community language schools. Erebus (2008) formulated national coordination and quality assurance of the ethnic schools project. The aim of the project was to strengthen and promote the quality of teaching and learning practices in after-hours ethnic schools across Australia. The report identified eight dimensions in the Quality Assurance framework: student well-being, teaching practice, monitoring and evaluation, leadership and governance, family participation, school/community links, purposeful learning, and language curriculum. These were considered the crucial factors for strengthening and promoting community language schools' curriculum quality. The framework insisted that 'the dimension and elements of language curriculum linked to the relevant State/Territory curriculum structures and documents and the school's curriculum is appropriately resourced to promote student learning' (p. 14).

However, in Queensland community language schools there has been no evidence of any significant impact from this project's recommendation. My research investigation will probe unexplored policy impacts in Queensland community language schools and the challenges involved in accessing funding, language teaching resources and professional development.

In 2013, an independent review was undertaken by Performance Edge Management (PEM), to evaluate the impact of Commonwealth funding on the improvement of quality outcomes in community languages schools. The final evaluation of activities by PEM (2013) concluded:

> ... that many Community Languages schools nationally have now become established in terms of their key processes and structures and are operating as genuine educational establishments. As a result of this development, the emerging priority for the vast majority of community languages schools would appear to be focused in the classroom, where there is an increasing need to ensure that teachers are satisfactorily skilled to provide a range of teaching methodologies that ensure students' are motivated, engaged and able to demonstrate genuine learning improvement. This represents a significant challenge for

many schools, particularly where they continue to be staffed by volunteers. (p. 35)

In Queensland's community language schools, research is needed to inform strategic solutions to enriching voluntary staff contributions, developing quality curriculum, and preparing teaching-learning resources to support parents and teachers in the community language classrooms for a sustainable community language sector.

2.3 COMMUNITY LANGUAGE SCHOOLS – QUEENSLAND RESEARCH

This section reviews research literature about curriculum quality, language policy and planning and community support in Queensland community language schools and other relevant local settings.

An earlier study conducted by Smolicz (1984) acknowledged the challenges of multicultural education in Queensland. Smolicz (1984) categorised multiculturalism into three types - 'transitional', 'residual' and 'stable'. The significance for this study is the distinction between 'residual' and 'stable' multiculturalism. Smolicz (1984, p. 123) explained the terms as follows. **'Transitional'** multiculturalism takes the form of providing instruction in ethnic languages and cultures, or even bilingual education, but only as a kind of temporary scaffolding while '**Residual'** multiculturalism views ethnic culture as simply one type of subculture amongst many within a pluralist society. This framework firmly rejects any notion that multiculturalism is solely ethnic multiculturalism. '**Stable**' multiculturalism supports the retention of the core values, including language, of ethnic minority groups.

Smolicz (1984) argued that the federal Government's approach to multicultural support reflected 'stable' multiculturalism, while the Queensland State Education Department's approach is more closely related to the 'residual' type. Smolicz's (1984) study highlighted Australia's multicultural dimensions and Queensland's bilingual education challenges. Furthermore, this study highlighted the misalignment between federal government multiculturalism and the Queensland state education approach. This study will examine how existing policy support for Queensland community language schools is distributed.

Another study by Ingram and John (1990) investigated the languages and cultures in Queensland and language education policy for Queensland schools. The

study focussed on the relationship between language education planning in Queensland (state level), language education planning in Australia (federal level), and the rationale for teaching languages and cultures in schools (local or organisational level). This study illustrated the need for quality curriculum and language teacher's professional preparation. Furthermore, of particular relevance to my research, this study affirmed the close link between program sustainability and well planned curriculum. The document concluded with summaries of recommendations for improving curriculum quality in community language program.

Ingram’s (1990) suggestion is consistent with Lo Bianco and Aliani (2013) and earlier work by Moore (1996). Moore (1996) stated that multilingualism was being increasingly advocated in Australia at the time. Conferences were organised in different States to develop support for a 'National Language Policy'(NLP) which recognised 'the importance of developing Australia's already extensive language resources' (p. 12) through a 'co-ordinated set of policies on language matters' which encompasses English, Aboriginal, ethnic community and international languages.

Ingram’s (1990) study also made some recommendations for improving the quality of language curriculum. However, this study focused on the influences of language policies in Queensland and curriculum quality with regards to the instruction of Languages Other Than English (LOTE) in mainstream schools rather than the curriculum quality in after hour's community language schools, where the challenges could be considered greater.

However, Ingram (1990) has conducted several other studies related to Queensland community language schools. Ingram (2008) conducted a qualitative survey in both Japan and Australia. The study participants were all year 10 students', with 598 students' from Brisbane and 630 students' from Japan, and their teachers. This study included some target language speakers and migrant groups. The survey questions were designed to elicit the language students’ attitudes towards language teachers, target community beliefs (i.e., Australians and Japanese) and migrant groups. His findings revealed that language learning is strongly related to a positive cross-cultural attitude. Furthermore, his findings confirmed that language learning does not automatically achieve proficiency or positive cross-cultural attitudes but rather the pedagogy is important and could better be designed both to foster positive cross-cultural attitudes and to develop proficiency. Ingram (2008) concluded that

pedagogy should derive from a rational understanding of its basic determinants: the nature of language, the nature of the language learner, and the relationship between the learner and the society. This study highlighted the factors influencing second language learning and argued the importance of pedagogic quality in second language learning. Nonetheless, this study fails to reveal deeper insights into the challenges for community language schools to develop and deliver well planned curriculum. My proposed research study aims to explore any slippage between official written curriculum (at federal or state level) and the actual taught curriculum (at the community school).

In considering the work of community language schools, it is important to also keep the wider context of ethnic language sustainability to the fore and take a holistic approach to language policy development. The earlier work of Kaplan and Baldauf (1998) focussed on a language ecology framework. They argued that educational agencies have important roles to play in supporting the use of multiple languages in the ecolinguistic system. 'Ecolinguistic' here refers to role of different languages in a particular environment. These studies were consistent with Lo Bianco (2009b), who argued that policy and planning are shaped by cultural and political beliefs, and these factors are accountable to language curriculum planning, more specifically, the implementation of language education programs, and developing language teacher's professional knowledge. These research studies acknowledged that curriculum quality in community language education impacts ultimately on the sustainability of multiculturalism. Some research evidence shows successful preservation of minority languages – for example, Maori in New Zealand; Catalan in Spain; Quechua in Peru, Bolivia, and Ecuador; and others – but there are many other far less successful efforts in Navajo and other native American languages in the USA, Gaelic in Ireland, Aboriginal languages in Australia, and Indigenous African languages across the entirety of Africa (Kaplan & Baldauf, 1998).

Lo Bianco (2013) designed a framework to examine vitality of languages. The framework specified three conditions necessary for language vitality and revitalization: Capacity Development, Opportunity Creation, and Desire (COD). Lo Bianco (2013) defined capacity development as, ' the level of proficiency in the language that is developed through formal teaching and informal transmission of the language'(Lo Bianco, 2013, p. 3). Opportunity creation was envisaged as actions by

both public authorities and community organisations to maintain languages. Desire was understood as an integral component of heritage language activity relating to individual learners and their personal motivation for language learning so as to become a competent user of that language. My study aims to contribute some insight into this framework by investigating the level of curriculum support and language teachers' professional development in community language schools and the degree of community motivation towards maintaining their language.

Teachers' professional development has been suggested as one of the factors influencing the maintenance of minority languages within community language schools. Crawford (1999) conducted a mixed-method research on teacher response to policy and practice in the teaching of LOTE (Language Other Than English) in Queensland. The purpose of the study was to investigate the impact of policy changes on languages other than English in primary and secondary schools. The first phase of the study involved a broad quantitative survey of LOTE teachers across the state by using a self-report questionnaire designed to explore teachers' views of the place of LOTE in the curriculum. The second phase of the study used a qualitative methodology using focus groups interviews to explore policy changes. The participants of the focus groups were primary and secondary teachers. Teachers were invited to comment on issues identified through the survey and ongoing changes in the LOTE program such as the development and trialling of a new syllabus. Crawford (1999) concluded that,' The study outcome data indicate that there is some mismatch between teachers and policy makers with regard to the need for increased proficiency outcomes in language programs' (Crawford, 1999, p. 61).

Crawford (1999) further highlighted that lack of formal qualifications may also effect this group's adaptability to innovations such as the expansion of LOTE into a key learning area. This study stressed the impacts of policy change on language teaching and importance of language teacher's qualifications. In this way Crawford's (1999) study is closely aligned with my research focus on the impacts of language education policy change and importance of language teachers' professional practice. However, Crawford's (1999) study focussed only on language teaching in mainstream schools. In addition this study used survey interview. My current study aims to explore curriculum practices in community language schools through classroom observation and individual teacher's interviews.

Crawford's (1999) and Lo Bianco's (2009b) research findings similarly argued that language curriculum has been paid insufficient attention over the past few decades. Community language maintenance and cultural heritage development often take place in after hours schools run by immigrant organisations, particularly in the case of the smaller minority languages. Nonetheless, the community language schools' curriculum quality and its challenges remain an unexplored research area in Queensland. My study aims to explore the current challenges in implementing quality curriculum in Queensland community language schools.

2.4 SIGNIFICANCE OF RESEARCH ON COMMUNITY LANGUAGE SCHOOLS IN QUEENSLAND

The importance of community language schools education is echoed by several scholars (Lo Bianco, 2008; Clyne, 1997; Smolicz, 1984). Drawing on extensive involvement in the field, they argued strongly that community language schools are vital to the life and structure of ethnic communities. The amount of time, energy and resources devoted to them by their communities is testimony to their appreciation of the role of these schools. They are a major vehicle for the communities to provide their children with knowledge and appreciation of their linguistic and cultural heritage, thus strengthening the children's sense of identity and self-esteem. Nevertheless, the community language schools' sustainability and curriculum quality have remained relatively neglected issues over the decades. In order to progress Australian multilingualism and to resist the still widespread 'monolingual mindset' (Clyne, 2005, p. 35), research will also need to look beyond the boundaries of the immigrant communities themselves to explore the investment in immigrant languages by Australians of different backgrounds (Antonia, 2010). The following section will address literature that relates cultural core value to language maintenance.

Language maintenance and cultural core value

Cultural core value theory explains how each cultural group has particular cultural values that are fundamental for its language sustainability (Smolicz, 1984). The cultural group rejecting these cultural values will face language shift. Clyne (2005) affirmed that language is a more crucial core value to some cultures and ethnic groups than to others. According to Clyne (2005), Greeks and Chinese hold

language as a cultural core value and therefore maintain their language in a minority situation, while the Dutch rapidly lose their language under similar situations. Baker (2011) and Joshua (1998) argued that some minority languages such as Russian, Polish and Hungarian maintain their language in home settings. These languages benefit from a strong link between religious and secular activities to promote the use of their community language. However, Lo Bianco (2009b) stressed that language maintenance in the home can be supported by outside learning opportunities. Language maintenance outside home settings is promoted by social gatherings, community welfare, folk singing, dance, sports and other recreation with other migrants who are more proficient and with whom they identify. Several researchers such as Pauwel (2005), Baldauf (2005) and Nand (2004) suggested that the future of community language maintenance depends on home language maintenance tapping the resources of language maintenance institutions such as community language schools.

Mainstream schooling does not teach the minority community beliefs and values (Clyne, 2005). Ultimately, the community language schools play a vital and unique role in fostering multiculturalism. This study will address the curriculum issue that stakeholders identify as challenges to the Queensland Community Languages Program.

2.5 SUMMARY OF LITERATURE REVIEW

This literature review has reviewed research into the issues around curriculum quality in community language schools in Queensland, Australia and other nations. However, none of the studies address the particular challenges currently facing Queensland community language schools in their curriculum practices. My research may not be comprehensive in addressing all the issues facing community language schools but it takes a systematic approach to issues of curriculum quality. This literature review opened by focusing on issues of curriculum quality in other nations' community language schools. Like Australian research, the New Zealand and US studies affirmed that quality language curriculum plays an important role in maintaining cultural heritage. This exploration of the context for community language schools overseas concluded with the recommendation for more research to identify the relationship between government policy and community language schools' practice.

The literature review then addressed the issue of curriculum quality in Australian community language schools. The studies conducted by Baldauf (2005) and Cardona et al. (2008) revealed differentiated organisational and government support for community language schools. Additionally, this group of studies outlined discrepancies in state government support which impact on community language schools' curriculum quality and sustainability. Erebus (2008) developed a Quality Assurance framework to identify spaces for Federal government support to strengthen the community language schools sector.

The third group of studies addressed issues of curriculum quality in Queensland community language schools. The literature review indicates that the role of language education in Queensland community language schools is substantially impacted by policy changes. The studies cited generally argued that language teacher knowledge and skills become more crucial for curriculum quality in community language schools. An earlier study by Smolicz (1980) outlined three stages of multiculturalism. This section points to underpinning government policies as the factor contributing to the nature of curriculum and school sustainability. Further investigation is necessary to identify the range of factors which are currently influencing the curriculum quality of Queensland community language schools. The next chapter will provide a conceptual framework for this study to understand and investigate curriculum practices in community language schools.

Chapter 3: **Theoretical Framework**

This chapter is concerned with assembling the theory with which to understand the challenges in fostering bilingual proficiency, and cultural and linguistic maintenance through the curriculum in Queensland community language schools. This theoretical framework conceptualizes the requirements for a quality curriculum as relevant to this sector by examining: the conditions under which bilingualism thrives; relevant theory informing language teaching; and the different dimensions within curriculum. The research is accordingly informed by three theoretical concepts to address the research questions. The first section presents the concept of sequential bilingualism (De Houwer, 2009) to help explain the function of Queensland community language schools. The second section draws on Giles, Bourhis, & Taylor (1987) ethnolinguistic vitality theory to explain the dynamics of language in ethnic intergroup relations and cultural/linguistic maintenance. The third section presents seven aspects to curriculum (Glatthorn, Boschee, & Whitehead, 2009a; Kelly, 2009) and their relevance to the context of community language schools. The chapter then concludes by revisiting the research questions and explicating their connection with the identified theories.

3.1 BILINGUALISM

Bilinguals exist in every country of the world, in every social class and in all age groups (Baker, 2011). Bilingualism is a common and increasing phenomenon in present day society which can be studied from different perspectives. In common sense terms, bilingualism is the ability to speak or write two languages. People may become bilingual by acquiring two languages at the same time in childhood, or by learning a second language sometime after acquiring their first language (Joshua, 1998). However, there is no agreed-upon definition of bilingualism among researchers. Researchers often defined bilingualism as 'native-like control of two languages' (Bloomfield, 1983, p. 53). However, Bloomfield’s (1983) perception of bilingualism has become controversial, and the term 'native- like' fluency is considered to be too complex to operationalise. Several other researchers include in

their definition of bilinguals those individuals who have varying degrees of proficiency in both languages.

Baker (2011) argued that bilingualism begins at the point where the speaker of one language can produce complete meaningful utterances in the other language. Joshua (1998) defined it as the alternate use of two or more languages. For this research the concept of sequential bilingualism (De Houwer, 2009) is more appropriate, and will be discussed in the following section.

3.1.1 Sequential bilingualism

De Houwer (2009) described two forms of bilingualism in terms of the order in which they are acquired, namely: simultaneous and sequential bilingualism. Simultaneous bilingualism occurs when children learn two languages from birth (Thompson, 2000), whereas sequential bilingualism occurs when the child is exposed to the first language (L1) at birth and then exposed to the second language (L2) after about three years of age. For this reason, research into sequential bilingualism often uses age of second language acquisition as a marker (Baker, 2011). Such a conceptualisation of sequential bilingualism producing 'competent bilinguals through informal educational means' (Baker, 2011, p. 136) acknowledges that successful bilingualism may be achieved through many programs including those run by religious organisations, language communities and embassies that teach the new language on Saturdays and Sundays (Baker, 2011).

Sequential bilingualism provides an opportunity for minority/community language groups to advance proficiency in a second language and to foster the associated cultural identity (Trudell, 2009; Whitmore & Crowell, 2005). In this way, community language schools are playing a vital role to help maintain bilingualism (Clyne, 2005). However, successful sequential bilingualism will rely upon the social, cultural and political context to support effective second language acquisition (Baker, 2011).

The complexity around the possible combinations of language use by community language school students' remains challenging. With several aspects and possibilities, such as: how is the mother tongue being used at home? Have they spoken their language from birth? In addition, another consideration is whether, after starting their school in Australia, some migrants' children consider their mother

tongue only as a second language to enjoy economic and social benefits,. Thus, whether community language school students' are referred to as sequential or simultaneous bilinguals will depend on individual family circumstances.

The purpose of this study is to investigate the curriculum practices of the community language schools analysing language school students' language use at home is beyond the scope of this study. For consistency and clarity, I will be referring to community language school students' as a second language sequential bilingualism, in this way the present study will address Queensland community language schools as promoting sequential bilingual education.

Understandings of sequential bilingualism build on theory proposed by Peal and Lambert (1962), Fishman (1970) and Baker (2011). Baker (2011) argued that voluntary language learning classes, community classes and Saturday school classes are routes to sequential bilingualism and minority language maintenance. Thus community language schools offer a 'vehicle of voluntary classes … [which] provide the opportunity for a second or foreign language acquisition' (Baker, 2011, p. 136). This form of bilingualism was classified by Fishman (1970) as either folk bilingualism or elite bilingualism. Folk bilinguals are language minority groups whose own language does not have a high status in the dominant language society in which they reside, whereas elite bilinguals are those who speak a dominant language in a given society and who also speak another language which gives them additional value and status within the society (Fishman, 1970).

Within the category of sequential bilingualism, Peal and Lambert (1962) make a further distinction between additive bilingualism and subtractive bilingualism. Bilinguals who can enhance their L2 (second language) without losing L1 (first language) proficiency have been referred to as additive bilinguals. Both languages can become well developed. Subtractive bilingualism refers to cases where learning a second language interferes with the learning of a first language. In these cases, the second language eventually replaces the first language. The difference between additive or subtractive bilingualism is often related to the different status associated with the two languages in a society (Baker, 2011). To be additive bilinguals, both of the languages learned by bilingual individuals must be valued in the society in which they reside. Crawford (1999) noted that 'additive bilingualism typically applies for English speakers and subtractive bilingualism for language minorities' (Crawford, 1999, p. 210). Baker similarly states that, ‘subtractive bilingualism occurs among

immigrant bilinguals, where the politics of the country favours the replacement of home (community) language by the majority language (e.g. Spanish being replaced by English in the US)' (Baker, 2011, p. 4). It is thus important to note that dimensions of bilingualism and community status are often interrelated. In this way Baker (2011) contended that a bilingual program's efficacy is dependent upon the complex relationships between a number of different factors, encompassing the individual person, classroom practices, school policies and the specific communities involved.

To acknowledge the complexity behind achieving and maintaining bilingualism, the next theoretical concept focuses on some of the sociological factors that can impact and shape sequential bilingualism.

3.2 ETHNOLINGUISTIC VITALITY

Every language reflects a unique world-view and culture complex (Wurm, 1991). Loss of a language ultimately entails a loss of a culture. This nexus is captured in the conflated adjective, 'ethnolinguistic'. Fishman (1973) argued that a community can shift over time from using one language for most purposes to using a different one. Queensland community language schools are examples of sequential bilingual program that support home language maintenance and aim to deter such a shift within migrant communities. Community language schools remain an important force in the maintenance of minority community languages and cultures, however the strength of this force depends ultimately on community and institutional support (Hornberger, 2003).

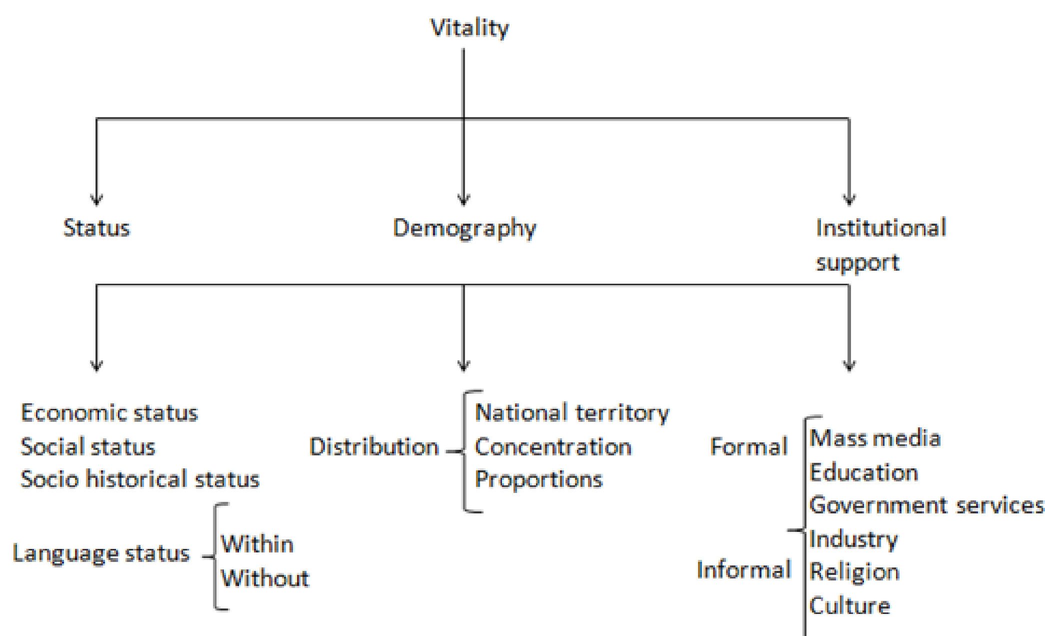
The sociolinguistic theory of ethno linguistic vitality (Giles, Bourhis, & Taylor, 1987) helps conceptualize the impact of community dynamics on the work of community language schools. Giles et al.'s theory was formulated to examine the relationship between different ethno linguistic groups in a multi-cultural/linguistic society. Ethno linguistic vitality theory uses socio-cultural variables to understand social processes that impact on language maintenance. These variables include inter-group relations, cross-cultural communication, second language learning, mother tongue maintenance, institutional support, and language shift and language loss. The concept of ethnolinguistic vitality refers to an ethnic group's strength or lack of strength within its larger social environment. This vitality determines to a great

extent the behaviour of group members both amongst themselves and in interactions with members of other groups. Giles et al. (1987) suggest that a group with weak vitality loses the desire of group members to act as a collective. Individuals do not seem to have enough motivation to nurture their language, which is perceived to be socially unimportant. On the other hand, in a group with strong vitality, the members of the group do not feel as threatened and should thus express a less negative attitude towards other groups. Group members in this position share a language which is considered safe; therefore, there would be less linguistic risk and bilingualism could be promoted more successfully than in linguistic groups in a more vulnerable position (Giles & Johnson, 1987). Giles & Johnson (1987) observed that it is before a language attains a weak level of vitality that the perception of linguistic endangerment might help to stimulate efforts to protect the language.

The concept of linguistic vitality is used in this study to consider the differences between minority linguistic groups in the same society. For this reason, community language schools serving strong and weak linguistic vitality language groups will be sampled in this study. With this design, this study will be able to explore the contrast between strong and weak linguistic vitality groups' community language schools and their capacity to support curriculum quality.

The concept of ethno linguistic vitality captures processes behind language maintenance and changes on a macro social level. Ethno linguistic vitality theory connects with social and structural factors to explain language maintenance and shift within a community (Landry & Allard, 1994). Giles and Johnson (1987) outline three main factors in assessing the vitality of different ethno linguistic groups. These are: status, demography, and institutional support (See figure 2).

Figure 2 A taxonomy of the structural variables affecting ethno linguistic vitality



Adapted from Giles et al., (1987, p. 309)

Giles et al.'s model of ethnolinguistic vitality elaborates a number of variable components under each of these three factors. The first factor is status in terms of economic status, self-perceived social status, socio-historical factors such as the group's ability to cope with minority status over time, and the status of the language. The second factor refers to demographic aspects, such as population numbers and group distribution. The third factor is institutional support, such as support from government, and informal community and religious support .Though Giles et al.'s ethno linguistic vitality model refers to large scale social variables, it is also appropriate and useful for the analysis of language maintenance decisions and investments at the micro-level in terms of individual attitudes, expectations and perceptions.

According to ethnolinguistic vitality theory, a language will last longer and remain strong in a community based on the combination of three criteria. The first criterion is whether the social status of the target language speakers remains high. The second criterion is whether the number of people using the target language remains large. The final criterion is whether institutional support to the target

language remains high. The vitality of Queensland community language groups could similarly be assessed in each of these domains to understand ethnolinguistic groups as demonstrating indicators of low, medium or high vitality.

Low to medium vitality groups are understood to be at risk of experiencing linguistic shift over time. This linguistic assimilation could further lower vitality to the point of no longer being considered a distinctive collective (Bourhis, Giles, & Rosenthal, 1981). In contrast, high vitality groups are likely to maintain their language and distinctive cultural traits in multilingual settings. Giles, Ytsma, and Viladot (1994) argued that if group members identify strongly with their community, in spite of perceptions of low ethnolinguistic vitality, a minority group might find an adequate strategy for the survival of the group's language. Recent minority education studies by Yagmur and Kroon (2003) and Smolicz and Hudson (2001) proposed ethnolinguistic vitality and language maintenance trajectories may be better understood by collecting data on both objective measures and subjective indicators. Yagmur and Kroon (2003) and Smolicz and Hudson (2001) argue that two quite distinctive types of social indicators are appropriate for measuring social and individual wellbeing. One type has been generally referred to as 'objective measures' and has been characterized by measures such as numbers and concentration of speakers, the distribution of speakers in rural and urban areas, degree and type of language transmission to younger generations, degree of language standardisation, and aspects of language. The second type of indicator of societal or individual wellbeing is commonly referred to as 'subjective measures' (Kusel, 2001). These include: identity, relationships, language attitudes, history and background of the groups as well as the languages in the region, degree and extent of official recognition of the languages, speakers' attitudes and involvement regarding language education, language representation in the media, institutional support and language teaching practices. Giles et al.'s (1987) model requires both objective and subjective vitality data on the linguistic groups studied.

Given the constraints on this research, two Queensland community language schools were chosen: one representing a small language community with an expected low or medium degree of ethnolinguistic vitality, and another one representing a larger language community with an expected high degree of ethnolinguistic vitality, as indicated by 'objective' measures. In this way ethno linguistic vitality theory

underpinned the comparative aspect of this study to understand the context of social, political, cultural, and community factors behind the different community language schools' efforts in language maintenance. The next section develops a theoretical conceptualization of curriculum as the site where institutional support becomes most evident.

3.3 CURRICULUM AND ITS DIMENSIONS

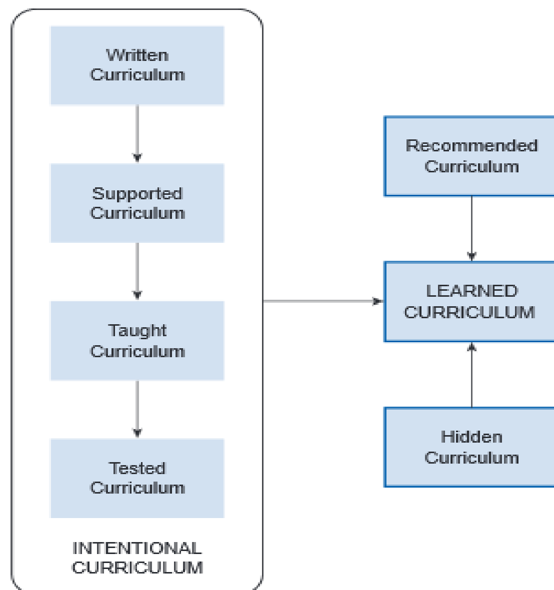
This research is concerned with curriculum practices in community language schools and the challenges in ensuring quality. Curriculum is thus a key concept for this research. The term curriculum has been used with a variety of quite different meanings. According to Stenhouse, 'a curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice' (Stenhouse, 1975, p. 23). However, Stenhouse's definition is complex to operationalise. Other scholars define curriculum in other ways. Tyler (1957, p. 79) defines curriculum as; 'all the learning experiences planned and directed by the school to attain its educational goals'. Saylor, Alexander, and Lewis (1981, p. 8) defined curriculum as 'a plan for providing sets of learning opportunities for persons to be educated', and Parkay (2006, p. 28) considers the 'purpose of curriculum is to achieve broad goals and related specific objectives that have been developed within a framework of theory and research, past and present professional practice, and the changing needs of society'. Luke, Woods, and Weir (2013, p. 10) defined 'Curriculum as the sum total of resources-intellectual and scientific, cognitive and linguistic, text book and adjunct resources and materials, official and unofficial '. However, all the definitions described above are of limited use to examine the dimension of quality in community language schools' curriculum.

The purpose of this study is to assist community language schools in their work of language and maintenance by providing insight for improving curriculum quality. Thus the curriculum definition that will inform this study is 'curriculum is the interaction of purpose, subject matter, methods and evaluation' (Gatawa, 1990, p. 34). Gatawa (1990) explains that these elements emerge from the social, political, economic, technological and environmental context to constitute a curriculum.

To further theoretically unpack curriculum quality and implementation, it is helpful to use the typology proposed by Glatthorn, Boschee, & Whitehead (2009a)

then adapted by Kelly (2009). Glatthorn et al. (2009a) distinguish seven articulated dimensions or types of curricula in any education field, as shown in Figure 3. These include:

Figure 3 Relationships between types of curricula



Sourced from Glatthorn et al. (2009a, p. 35)

- The **recommended curriculum**, being the one officially recommended by scholars, professional associations, and reform commissions; it also encompasses the curriculum requirements of policymaking groups, such as federal and state governments.

- The **hidden curriculum** refers to what might be considered to be the side effects of an education, which are learned but not openly intended 'such as the transmission of norms, values, and beliefs conveyed in the classroom and the social environment' (Glatthorn et al., 2009a, p. 24).

- The **learned curriculum** refers to the intersection of the recommended and hidden curricula and consists of four components. These are the written, the supported, the taught and the tested curriculum, which he packages as the ‘intentional curriculum’.

Glatthorn et al. (2009a) the described these four components of the intentional curriculum as follows. The written curriculum is the curriculum embodied in

approved state and district curriculum guides. The supported curriculum is the curriculum as reflected in, and shaped by, the resources allocated to support or deliver the curriculum. Four kinds of resources seem to be most critical in the supported curriculum: time allotted to a topic, learning materials and equipment, teachers and classroom settings. The taught curriculum is the delivered curriculum, a curriculum that an observer would see in action as the teacher teaches. The tested curriculum is the components of the curriculum which determine the coordination between what is taught and what is learned. Glatthorn et al. (2009a) defined the term **learned curriculum** as,' to denote all the changes in values, perceptions, and behaviour that occur as a result of school experiences' (p.17). The **intentional curriculum** thus refers to the combination of the written, the supported, the taught, and the tested.

Glatthorn et al. (2009a) emphasised that the four components in the intentional curriculum are the 'set of learnings that the school system consciously intends, in contrast to the hidden curriculum, which by and large is not a product of conscious intention' (Glatthorn et al., 2009a, p. 6). Figure 3 depicts these layers of curricula and their interrelationships. Furthermore, Figure 3 illustrates how the intentional curriculum and the hidden curriculum contribute to the learned curriculum.

This typology will be helpful in understanding the relationships, slippage and discrepancies between different aspects of the curriculum in practice. The four dimensions of intentional curriculum allow an analysis to unpack the nature and emphasis of the curricula enacted in Queensland community language schools, not just as prescribed or intended by the funding bodies. This typology will be helpful in understanding the curricula dimensions, their alignments and misalignments across Queensland community language schools of different capacities. Examining the intentional curriculum will be most appropriate for this research because it involves four key elements: written curriculum, supported curriculum, taught curriculum and tested curriculum. This typology will be elaborated in the next section by applying it to the curriculum operating in Queensland community language schools.

3.4 CURRENT QUEENSLAND COMMUNITY LANGUAGE CURRICULUM

The curriculum typology that was introduced in the former section helps to analyse curriculum practices in community language schools. Currently the

recommended language curriculum in Queensland community language schools is taken from the Australian Curriculum, Assessment and Reporting Authority (ACARA, 2011) at the federal level and Queensland Curriculum, Assessment and Reporting Framework (QCAR, 2013) at the state level. The Australian Curriculum Assessment and Reporting Authority (ACARA) is an independent authority providing a national approach to education through the new national curriculum, national assessment program and national data collection and reporting program (ACARA, 2011, p. 3). Language curricula have been designed for three levels namely beginners, elementary and lower intermediate (QCAR, 2013). QCAR is a Queensland government education initiative, developed by the QSA (Queensland Studies Authority), Queensland and the Department of Education, Training and the Arts. QCAA (2013) supports teachers across Queensland's schooling sectors by aligning curriculum with assessment and reporting requirements.

Recommended Curriculum

The recommended curriculum contains the original assumptions and intentions of the designer, or goals for all topics to be learned by pupils in the school. According to ACARA (2014), for successful language programs the following conditions are necessary:

- recognition by the school and the wider community of the value of languages;
- appropriately qualified teachers who are supported by ongoing professional learning that is linked to current and best research;
- appropriately sequenced curriculum and assessment guidance and support;
- adequate teaching and learning resources;
- Appropriate time allocation: language learning requires significant time, regularity, and continuity. (ACARA, 2011, p. 8)

Written curriculum

This type of curriculum represents the concrete curriculum materials, such as student materials and teacher guides that are developed based on the recommended curriculum. According to QCAA (2013), the goals of language education curriculum in the beginner, elementary and lower intermediate stages are to:

- gain access to other peoples' ideas and ways of thinking.

- become interested in and respectful of other cultures.
- develop social and cognitive skills that will help them in other areas of the curriculum.
- Improve future employment and economic opportunities.

For each level, QCAA's (2013) curriculum information guide outlines the essential processes of students' ways of working to develop and demonstrate their knowledge and understanding. Furthermore, the guide states that students' should demonstrate evidence of their learning over time in relation to assessable elements, such as knowledge and understanding, comprehending texts, composing texts, intercultural competence and reflecting. The written curriculum materials provide the main content for student learning. At this level, the written curriculum is generic, designed for all community languages.

However, community language schools or teachers who need language specific materials for teaching, assessment, and learning resources are required to develop them themselves. As discussed in chapter 1, currently, the community language schools generic curriculum module and work program is only available in English. Due to a lack of English language competency, some community language schools face acute translating difficulties when developing their own language curriculum and assessment tasks. This has been shown to become the predominant dimension of difference in curriculum practices between community language schools in Queensland (Brändle, 2001; Nand, 2004).

Lo Bianco (2009a) and CLA (2007) both reported that the current community language schools' learning materials reflects a lack of quality and that policy has broken down because it has failed to take adequate account of the quality and supply of community language teachers. This has been an ongoing problem. In 2001, D. Ingram and O'Neill (2001) documented how successive language education policies in Australia have also broken down because of an acute shortage of language proficient teachers with specialist training in language teaching methods. Community language lesson materials often rely on learner materials prepared by individual community language school teachers within their limited skills. Therefore, for most community language schools, the goals of the recommended curriculum such as appropriately sequenced curriculum and assessment guidance and support are far

from achieved. In Glattthorn's et al.'s (2009a) terms, the gap between the recommended curriculum and the written curriculum of community language schools is widening.

Supported curriculum

This type of curriculum relates to the aspects of the curriculum that are supported including the time allotted to a topic, learning materials and equipment, teachers skills and classroom settings. In the state curriculum QCAA (2013), it is presumed that teachers design and prepare lesson plans in the form of a year-plan, quarterly plan for each term and weekly lesson plans. However, due to a lack of quality learning materials, community language teachers' lack of professional qualifications and the lack of commercially available teaching resources, it becomes the individual community language schools responsibility to arrange and develop all requirements in the lesson plan (CLA, 2007; Lo Bianco, 2008). The smaller communities of low ethnolinguistic vitality will carry the larger burden in this regard. Hence, most community language schools will find it hard to meet the requirements of the recommended curriculum.

Furthermore, the QCAA curriculum (2013) suggests that teachers should use ICT enrichment materials for pupils who have difficulty in learning languages. However, very few community language schools have sufficient funding to conduct these kinds of activities in addition to their normal teaching responsibilities.

Taught curriculum

This type of curriculum refers to the approach chosen by the teacher to engage pupils in the learning process. It relates to the use of teaching methods and assessment strategies. The QCAA guide (QCAA, 2013) stipulated that the role of teachers is to teach the pupils and to help them understand the language tasks. In addition, teachers are supposed to use teaching strategies that will motivate active involvement of their pupils. However, according to Nand (2004), Queensland community languages lessons are typically taught by volunteer teachers. This suggests that the taught curriculum may not align closely with the written or recommended curriculum. One of the predominant tasks of Community Languages Australia (federal level policy) is to implement a 'quality assurance framework'

(Erebus Consulting Partners & CLA, 2008), to support 'pedagogical improvements' across this highly disparate sector (Erebus, 2008, p. 10).

Lo Bianco (2009b) argued that:

> The ultimate target of all language education planning and policy work is the effectiveness of the teacher, such as the skills they are able to marshal and their persistence in their roles. Good teaching is the single most important controllable variable in successful language learning and this in turn depends crucially both on the receptiveness of schools hosting language programs and the quality of teacher education, ultimately determined by university and federal government support (Lo Bianco, 2009b, p. 28).

Thus, the concept of the taught curriculum helps to identify the role of the teacher's contribution to the quality of curriculum practices. According to ACARA, language curricula that are not developed as part of the Australian curriculum ‘can continue to be offered under existing state and territory arrangements’ (ACARA, 2011, p. 39). Queensland community language school teachers are, however, facing enormous challenges to prepare language work programs, modules, and create learning resources to teach their language (Nand, 2004).

Tested curriculum

The tested curriculum (or learning outcomes of the pupils in community language education) mainly refers to students’ achievements. It is mentioned in the curriculum guide (QCAA, 2013), that in order to determine the achievement of the pupils, teachers should evaluate the pupil both during and at the end of the instructional process. Therefore, measurement of learning outcomes places an emphasis on the cognitive part of learning outcomes. Changes in attitudes are not taken into consideration as learning outcomes in this frame. However, CLA (2013) suggests that most community language teachers do not focus on formative evaluation (during the instructional process), but only on summative evaluation (at the end).

Based on this analysis according to Glatthorn's typology, it can be expected that there will be considerable disconnection between the recommended and taught curriculum, as well as between the written and the tested curriculum. This also

suggests that there will be a gap between the recommended community language curriculum and the learned curriculum with less resourced community language schools in particular at risk of a wider gap in this regard.

Several researchers (Glatthorn, 1994; Glatthorn et al., 2009a; Kelly, 2009) highlight the importance of curriculum alignment, that is, agreement between what is written, taught, and tested. It is expected that adherence to a well aligned curriculum will result in greater student success and greater student learning. Baker (2011) similarly emphasized that bilingual school effectiveness will reflect its intake of students', staffing and staff professional development, a challenging curriculum, a supportive ethos and home/school collaborations. Kelly (2009) further highlighted that learning will be enhanced by a tightly aligned, articulated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. Only children who are good at learning languages, or whose parents or relatives speak that language, will take much benefit from a weekly lesson provided by the community language school. Weak forms of bilingual education functioning with weak curriculum and teaching methodologies tend to show 'less effectiveness' (Baker, 2011, p. 280).

In conducting assessment, moreover, the QCAR curriculum explicitly suggests that students' demonstrate evidence of their learning over time in relation to the following five assessable elements: knowledge and understanding, comprehending texts, composing texts, intercultural competence and reflecting (QCAR, 2013). However, in most cases, community language teachers have reportedly been unable to follow or understand QCAR assessment guidelines given that the language teachers are volunteers. Hence, it is highly likely that there will be a discrepancy between the written curriculum and the tested curriculum.

3.5 CONCLUSION

This study's theoretical framework has assembled relevant concepts that help to conceptualise curriculum quality in the community language school sector. De Houwer’s (2009) concept of sequential bilingualism helps to understand the project of bilingualism within minority language communities, and of education for bilingualism. Giles et al.'s (1977) ethnolinguistic vitality theory identifies the critical social and attitudinal factors which can impact on the sustainability of community

languages, and their associated schools. Glatthorn et al.'s (2009a) model of curriculum dimensions helps to understand dimensions of curriculum quality and implementation. It also helps to analyse the degree of alignment between recommended curriculum and learned curriculum. In summary, the process of moving systematically from the theoretical frame and concepts to the empirical data is summarised in table 6. This theoretical framework has been formulated to provide a broad understanding of the relationships that exist between curriculum quality and community language school sustainability.

Queensland community language schools play a vital role in promoting bilingualism. Bilingualism has a positive impact on children's cognitive and social growth, and their understanding of diverse peoples and cultures (Clyne,1991). However, the literature review in chapter 2, and the theoretical framework in this chapter support that Queensland community language schools could face challenges in the current policy climate related to the three factors: the community language's social status, demographic strength and access to institutional support. These problems are understood to potentially stem from a gap between the recommended curriculum and intended curriculum. This study investigated how this gap impacts on the school's effort in language maintenance and identified possible solutions to rectify the gap.

Table 6 Moving from theory to analysis

Research Questions	Theoretical Concept	Analysis Question
a. How does state policy currently understand and support quality language education in community language schools?	Language maintenance/shift/ sequential bilingualism •Prescriptive curriculum •Written curriculum •Intended curriculum	How does the state government policy and its prescriptive/supported curriculum seek to support sequential bilingualism in migrant groups?
i. How does the size of a community language school affect the support available to it?	High and low ethnolinguistic vitality	How does the state government policy and prescriptive/supported curriculum recognise the difference between high and low vitality community language schools?
b) what curriculum is used in AHES schools? i. How does the size of a community language school impact on its curriculum practices?	•Supported curriculum •Taught curriculum •Assessed curriculum •Learned curriculum •Ethnolinguistic vitality •Teacher professionalism •Curriculum quality alignment	How does the taught/learnt/ curriculum differ from the prescribed written/intended curriculum?
ii. How do community language schools use the curriculum resources supplied by state government?		How does the taught curriculum measure up in terms of curriculum quality for strong bilingual education?

How does the current policy climate in Queensland impact on community language schools 'curriculum practices?

Trochim (2006) argued there are two domains in research - theory and observation. Trochim (2006) defined theory as what is going on inside the head of the researcher, while observation is what goes on in the real world where data can be collected. Qualitative research has the capacity to investigate complex and sensitive issues. The chapter 4 will develop a suitable methodology to conduct this research.

Chapter 4: **Methodology**

In this chapter I provide a description and rationale of the methodology in this study. In section 4.1, I begin by outlining the broad methodological paradigm informing the research methodology. In the second section (4.2) I then explain the research design. The third section (4.3) describes the methods that I have used for data generation. The fourth section (4.4) presents the research design stages. The fifth section briefly outlines the considerations in making the case selection. The sixth section describes how the data were analysed, and in the last section I discuss the ethical considerations of the research.

4.1 METHODOLOGY AND RESEARCH DESIGN

Qualitative inquiry and case study design were used in this study to gain a rich and complex understanding of how community language schools operate in the current policy context. Qualitative inquiry research is a mode of inquiry which is appropriate to gain a complex and deeper understanding of social phenomena (Travers, 2004). Schutt (2011) describes qualitative inquiry as useful for describing or answering questions about particular contexts and the perspectives of a participant group. This study's methodology is designed to explore community language schools' existing curriculum practices and investigated any underlying challenges in their efforts to promote and sustain bilingualism in migrant communities. Furthermore qualitative inquiry emphasizes seeing the world through the eyes of the participants (Patton, 2005). This qualitative inquiry analyses the experiential knowledge of the community language school participants and pays close attention to how they understand the influence of the social and political contexts (Travers, 2004). For these reasons, qualitative inquiry informs this research.

4.1.1 Naturalistic inquiry

This research design also draws on a naturalistic inquiry approach. According to Lincoln and Guba (1985), naturalistic inquiry focuses research endeavours on how people behave in natural settings while engaging in life experiences. I have chosen naturalistic inquiry for this research to learn about community language schools'

curriculum practices because I seek to understand and interpret participants' experiences and challenges in engaging with curriculum and policy frameworks in their actual practice. The goal of naturalistic research is to develop an understanding of context-specific realities for key participants. This research involves studying community language school participants in their particular contexts and on their terms. In this way, the researcher will better understand a lived phenomenon (Bowen, 2008).

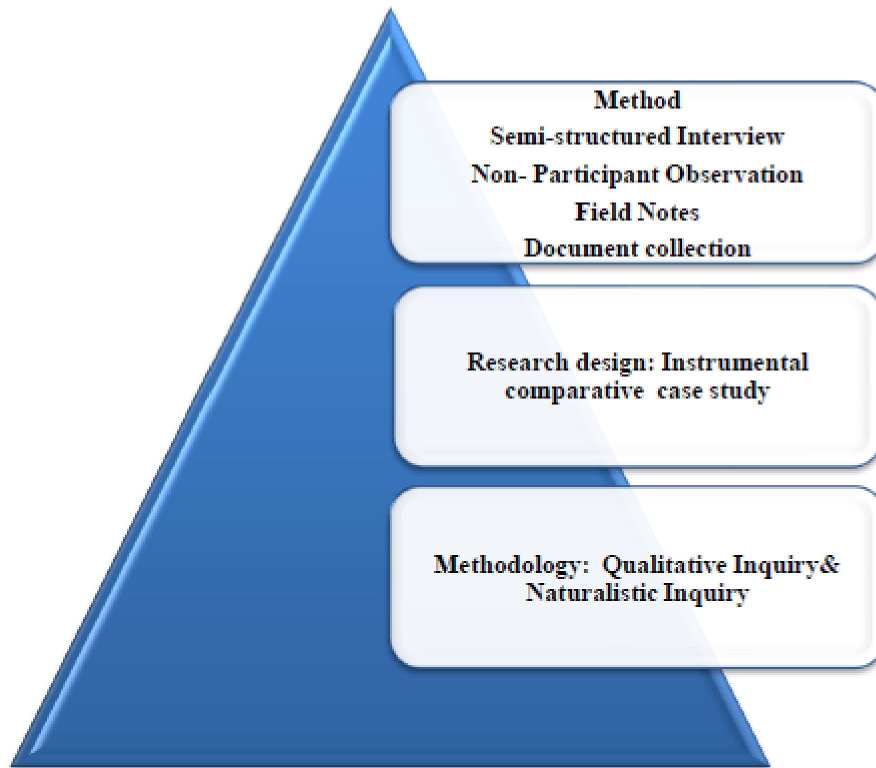
Lincoln (1985) summarized the key characteristics of naturalistic inquiry designs as:

- Collaborative throughout the process of research with the individuals whose stories are being reported
- Describing the context or setting for the individual stories
- involves coding for themes

However, in naturalistic inquiry research 'humans' become the primary data collection instrument, hence the researcher should be concerned not with what he/she thinks is significant, but with what the respondents think and consider significant (Guba & Lincoln, 1982). I have therefore checked my emerging interpretations of the data with the participants to ensure that I am reflecting their viewpoints and meanings.

For this research I was the sole investigator. This means that who I am has inevitably impacted on the data collection. As a certified Queensland teacher with a wealth of multicultural work experience, I have been able to bring sympathetic and informed dispositions appropriate to the research and naturalistic inquiry mode. Figure 4 summarises the methodological design of this research. The pyramid shows how the research methodology and design build from the broad base of qualitative inquiry and naturalistic inquiry methodology. This is further refined as a research design of comparative instrumental case studies, with the top of the pyramid indicating the particular methods of data collection for this study such as semi-structured interview, non-participant observation, field notes and document collection. The research design and methods are discussed in the subsequent sections.

Figure 4 Methodology and research design



4.2 RESEARCH DESIGN

This research uses a case study design. Several authors offer a definition of case study from different perspectives. Creswell (2007) explained that case study research involves the 'study of an issue explored through one or more cases within a bounded system' (Creswell, 2007, p. 414). Stake (2006) explained case study is not a methodological choice but a choice of what is to be studied. Others have highlighted that case studies attempt to learn more about a little known or poorly understood situation (Leedy & Ormrod, 2001). For Merriam (1998), case study is an intensive description and analysis of a phenomenon. However, I will build from Yin's (2009) case study definition, because he chooses to view the case study as an empirical inquiry and this is well suited to this study because I seek to understand contrasting situation of two community language schools phenomenon.

According to Yin (2009, p. 18), a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident

Yin (2009) explained that the distinctiveness of case study included examining the context and other complex conditions related to the cases. Additionally, case study output produces a wide range of topics to be covered by any given case study. In this sense, case study research goes beyond the study of isolated variables resulting in new learning about actual behaviour and its meaning. Furthermore, Yin (2009) suggested that the outcomes of case study research can provide rich, vivid and holistic descriptions ('thick description') and portrayals of events, contexts and situations through the eyes of the participants. Informed by Yin's (2009) case study features, this study produced case studies of two language schools of different sizes then compared the curricular resources, practices and challenges for these contrasting cases. In brief, case study allows an investigation to retain the holistic and meaningful characteristics of real-life events (Yin, 2009).

There are different types of case study design. A distinction is commonly made between intrinsic case studies and instrumental case studies. 'Intrinsic study is undertaken because one wants better understanding of a particular case' (Denzin & Lincoln, 2008, p. 121), while for an instrumental case study,' a particular case is examined to provide insight into an issue to draw a case generalisation' (p.123). Instrumental case studies was adapted in this research to investigate the curriculum practices and challenges in community language schools at different ends of the ethno linguistic vitality spectrum. In this study, the unique situations are the schools' polarized conditions of access to professional support and funding. The main purpose of this study is to facilitate understanding of community language schools' curriculum challenges, rather than the particularities of the specific case study schools. Thus this study is framed as instrumental case studies in order to build knowledge of this issue and to gain broader understanding of the community language school sector from these case study schools.

Additionally, this study is designed as a comparative instrumental case study. In order to investigate a phenomenon, better theorizing and better understanding can be derived from a number of cases studied simultaneously, that is, a multiple case study (Denzin & Lincoln, 2008). This comparative design allows the study to

identify the differing features of the language schools and the different experiences of schools servicing low and high vitality language communities. This study employs a comparative case study design in order to explore, compare and contrast two cases of differing capacity. The strength of the intrinsic comparative case study design is that it facilitates simultaneous analysis and comparison of individual cases for the purpose of identifying a range of curriculum processes across larger and smaller community language schools.

Yin (2009) and Stake (1995) both stress the importance of setting boundaries of the case, or what is to be considered part of the case. I have considered many factors in this research design to avoid such methodological pitfalls. Two of the considerations that I focused on particularly were: recognition of a research problem suitable for a case study; and multiple data sources for methodological triangulation (Travers, 2004). Thus, this study is structured as a case study to gain broader understanding of contrasts in community language school curriculum practices. Further, the data for this case study were gathered from multiple data sources involving semi-structured interviews with a principal, teacher, parent in each case study school and a senior member of ESAQ with a long involvement in the community language school sector.

Another problem with an instrumental case study can be getting access to the data or people to interview in order to better understand a particular phenomena (Duff, 2008). I overcame this difficulty by producing a pragmatic and systematic time table to gain access to the field sites.

4.3 DATA COLLECTION METHODS

Travers (2004) defined method as the tools, techniques, or procedures used to generate data (Travers, 2004). In this section, I explain how I have deployed semi-structured interviews and classroom observations in this study.

Denzin and Lincoln (2008) suggest that case studies can produce data through semi- structured interviews and observations. Non-participant observation is appropriate for collecting data on naturally occurring behaviours of participants in their usual contexts (Merriam, 1998; Yin, 2009). In addition, interviews are optimal for collecting data on individuals' perspectives on personal teaching challenges, perspectives, and experiences (Merriam, 1998). For this study, data were collected

in the forms of semi-structured interviews, non- participant observations, and collection of documents. The following sections present details about the primary methods of collecting data for this research.

4.3.1 Semi-structured interview

Yin (2009) describes research interviewing as a conversation with a purpose. In this study semi-structured, open-ended interviewing was preferred to allow for more flexibility and responsiveness to emerging themes for both the interviewer and respondent (Patton, 2005).

I included interview and probe questions using a naturalistic inquiry approach, which enabled the participant to feel safe and comfortable about sharing their individual teaching experiences and challenges (Lincoln & Guba, 1985). This strategy helped me to understand the interviewees' perspectives on their experiences in their own words. The interviews were semi-structured, so that I prepared a sequence of topics to be covered, but at the same time maintained openness to a change of sequence and question forms to follow up the answers given by the interviewee (Kvale, 2008). I framed my interview questions with respect to both the thematic and dynamic dimensions. According to (Kvale, 2008), the 'thematic dimension' refers to producing knowledge to address the research question; whereas 'dynamic dimension' refers to building an interpersonal relationship through how questions are posed in the interview (Kvale, 2008, p. 57). While research questions are formulated in theoretical language, the interview questions are expressed in the everyday language of the interviewees (Bodgan & Taylor, 1975; Kvale, 2008).

Paralinguistic features are also important in semi-structured interviewing, as the researcher has to be able to interpret 'vocalization, facial expression and other body gestures' (Kvale, 2008, p. 11). To avoid issues of cross-cultural interpretation, several precautionary measures were adopted such as confirmation checks with the interviewee, as well as clarification checks to ensure a shared understanding of the interviewee's intended meaning.

4.3.2 Selecting informants

A key feature of semi-structured interviews is the partial pre-planning of the question. In qualitative research, the term' semi -structured interview' refers to every day conversation with the participants, but as a 'professional interview it has a

purpose and it involves a specific approach and technique' (Kvale, 2008, p. 11). This interview technique is a powerful method to understand informants' perspectives on their lives, experiences or situations as expressed in their own words (Bodgan & Taylor, 1975, p. 88). The interviewees in each case study were the community language school class teacher, principal/co-ordinator and a parent/volunteer. The individual interviews with the language teacher, principal/co-ordinator and parent/volunteer lasted approximately 20 minutes for each participant and they were conducted at their respective community language school.

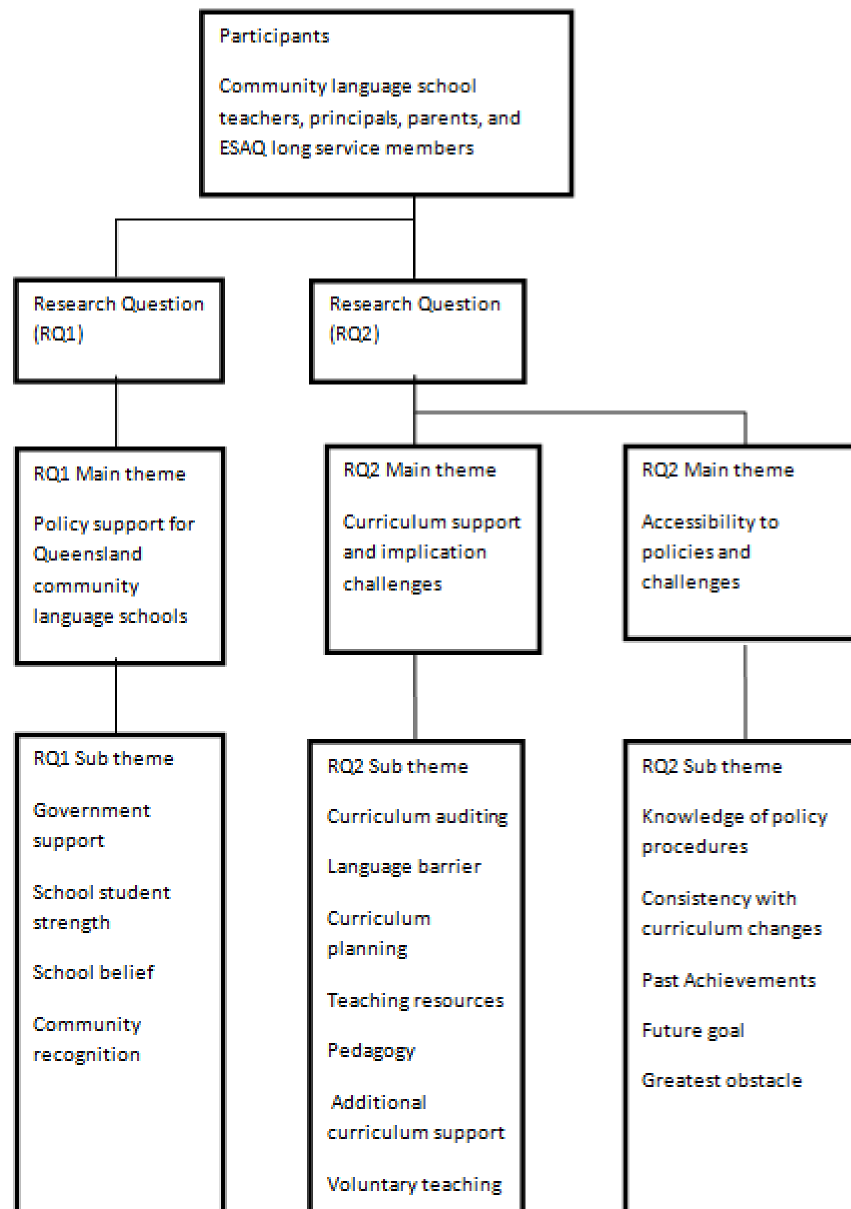
The interview started by asking open ended, descriptive questions. To establish rapport with informants, I first asked nondirective questions to learn what is important to informants before focussing on research questions (Kvale, 2008). According to Kvale (2008), descriptive questions should be concrete and simple, to enable the researcher to sense the immediate meaning of an answer. In this study, descriptive questions allowed participants' to express their feelings about bilingualism and the meanings that they attach to their participation in the community language school.

The interviews were conducted in English as the common shared language, audio-recorded and later transcribed. The interviewees were given an informed consent form to read through and sign. This informed them that their identity would remain confidential and that they could withdraw from the study at any point if they wished to. None of the interviewees requested to exit the study.

The interview questions for individuals developed for this study are based on three main topics: policy support for Queensland community language schools, curriculum support, and accessibility to policies. The main topic consists of several potential probes as shown in Figure 5. Appendix A outlines the overall interview questions design, participants, and purpose. The research questions are abbreviated as research question 1 (RQ1), and research question 2(RQ2). Each research question generated several interview questions based on the main and sub themes. Themes were generated from the literature review and aligned to the research questions so as to enhance clarity (Creswell, 2012; Denzin & Lincoln, 2008). The Appendix A interview questions include the following sub themes as shown in Figure 5. The sub themes are : questions about government support, school's enrolment, school aims, community recognition, curriculum auditing, language barriers, curriculum

planning, teaching resources, pedagogy, additional /voluntary support , challenges in achieving quality curriculum, policy fundamentals, consistency with curriculum changes, past achievements and future goals.

Figure 5 Interview questions and main themes and sub themes



4.3.3 Non-participant observation and field notes

In a qualitative research approach, interviewing has much in common with non-participant observation but the differences lies in the settings and situations in which it takes place (Kvale, 2008). The purpose of non-participant observation in this study is to learn about community language school curriculum practices. The

observation data serve as an adjunct to interview data to achieve deeper understanding of each case. Immersion in the setting permits the researcher to hear, to see, and to begin to experience reality as the participants do (Marshall & Rossman, 2010b):

> Observation is a fundamental and highly important method in all qualitative inquiry. It is used to discover complex interactions in natural social settings (Marshall & Rossman, 2010b, p. 99).

The observations also documented the community language classroom contexts where the children were learning their mother tongue from the language teacher. I conducted the observations as a non-participant observer after the interview with the teacher had taken place. They were carried out in the community language school classrooms during two language classes. I took detailed field notes during and after the observations. The aim of these field notes was to track the development and phases of the class, the curriculum materials introduced, the class room situation, and for planning and organising new strategies (Cisero, 2006; Riley-Douchet & Wilson, 1997). The field notes have been treated as confidential, and pseudonyms replaced the names of people and organisations.

Field notes allow the researcher to record and describe his/her observations. Observation is a fundamental and highly important method in all qualitative inquiry (Marshall & Rossman, 2010b). According to Cisero (2006) and Tanner and Tanner (1995), the use of field notes adds rigor to qualitative inquiry as the investigator is able to record his/her reactions, assumptions, expectations, and biases about the research process. Observations were recorded in English to maintain the confidentiality of the two case study schools.

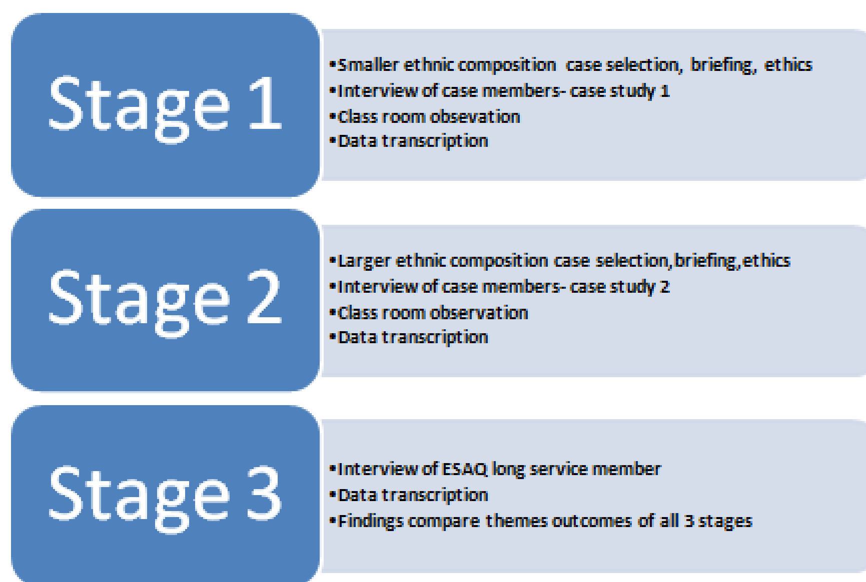
4.3.4 Document collection

The documents gathered for this study include all available documents that relate to the case study schools' curriculum (written or taught) and pertinent policy guidelines and official curriculum documents. In order to understand curriculum practices in each site, the community language school principal was asked to provide copies of their school syllabus, assessment materials, and any other curriculum related documents. These documents were photo copied with any identifiable information masked. The original documents were returned to each school.

4.4 STAGING THE RESEARCH DESIGN

This research was conducted in three stages each addressing a different group of participants, as depicted in Figure 6.

Figure 6 Three stages of research design



The first stage in this research design was to produce the case study of a community language school servicing a low ethno linguistic vitality community. Data collection for this case study involved semi-structured interviews with a principal, teacher and a parent, and classroom observations over two classes. For Phase 1, semi-structured interviews were held with the teacher and the co-ordinator/ principal which focused on curriculum practices. The community language teacher was interviewed about his/her existing curriculum practices, the intended curriculum and their constraints and challenges. Secondly, the school co-ordinator/ principal was interviewed about the available supported curriculum, translation requirements in preparing written curriculum materials, and policy or funding support for the school. Thirdly, an interview was conducted with one school volunteer/parent to explore their perspectives and experiences of language classes and community support. Finally, two classes in this community language school were observed, to identify the written, supported, taught and tested curriculum in this setting. I also collected some examples of curriculum planning documents. In the second stage, the same

steps were followed with another community language school which services a high ethno linguistic vitality community.

In the third stage, I interviewed a long serving member of the ESAQ, being the collective association of community language schools. This semi-structured interview explored the broader policy context and the interviewee's perceptions of community language schools' curriculum practice and government support for community language schools over the past decade. The aim of this Stage 3 interview was to tap a different source of information in order to increase the validity of the study (Marshall & Rossman, 2010a). Furthermore, this ESAQ senior member community language school ceased its operation two years before this interview, due to constant decrease in student enrolment. Therefore, I considered this school is an example of risky situations associated with low vitality community language school and discussed the ESAQ senior member interview analysis in chapter 5.

The Stage 3 interview thus contributed to data triangulation, as a method of increasing validity (King & Horrocks, 2010). Triangulation is used by qualitative researchers to check and increase the validity in their studies by analysing a research question from multiple perspectives (Guion, Diehl, & McDonald, 2011). Thurmond (2001) affirmed that the advantages of data triangulation are increasing confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings and providing a clearer understanding of the problem (Thurmond, 2001). However, Patton (2005) cautions that it is a common misconception that the goal of triangulation is to arrive at inconsistency across data sources. In Patton's (2005) view, these inconsistencies should not be seen as weakening the evidence, but should be viewed as an opportunity to uncover deeper meaning in the data. In this way, the benefits of data triangulation using multiple data sources may produce better understanding of the challenges facing community language schools.

With this validation strategy, the data from case study 1 and 2 interviews were analysed alongside data from Stage 3 to identify common challenges shared across the community language school sector. The Stage 3 interview added historical depth as well as strengthening the study and assisting me to identify important issues that the sector shares.

4.4.1 Sample selection

In order to gain deep knowledge from a minimal sample given the constraints of this project, this study focused on purposive sampling. A sample is a smaller collection of units from a population used to determine truths about that population (Morse & Field, 1995). The advantages of judgmental sampling or purposive sampling include the researcher choosing the sample based on who they think would be appropriate for the study. This study has targeted two community language schools, one smaller and one larger, to represent low and high ethno linguistic vitality migrant communities.

The two schools were selected based on community vitality as indicated by number of students' enrolled and the degree of government funding they attract. The selection of two cases with contrasting dimensions has allowed an empirical exploration of the range within curriculum practices in community language schools. The Queensland community language schools were identified with the assistance of the ESAQ and they were invited to participate through the appropriate and ethical channels. In qualitative research, gatekeepers are used to assist the researcher in gaining access and developing trust with the community of study (Hatch, 2002).

Similarly, this study relied on 'key informants' and 'gatekeepers' who could provide access to people and places. The gatekeeper (an ESAQ office bearer) contacted the selected schools that met the case selection criteria following ethical approval from the university, and asked them if they would consider participating in the study. When the two schools agreed, the gatekeeper scheduled a visit with the schools, so I could explain to them the purpose of the study and what participation entailed. The research methods, data sources and analysis are indicated below in table 7. The table provides a brief summary of the data collection methods, theoretical concepts, and steps involving data analysis. The next section will address analysis in more detail.

Table 7 RQs and related data sources and analytical considerations

No	Research Questions	Data sources	Analysis/issues/risks
RQ1	How does state policy currently understand and support quality language education in community language schools? How does the size of a community language school affect the support available to it?	Interview, Focus discussion, class room observation, and Reflective journal.	Use of inductive analysis to identify community language schools curriculum quality and its challenges Coding of patterns, themes and sub themes. Availability of policy documents related to AHES and language curriculum framework. Researcher possible translation error
RQ2	What curriculum is used in community language schools? How does the size of a community language school impact on its curriculum practices? How do community language schools use the curriculum resources supplied by state government?	Interview, Focus discussion, class room observation, and, Reflective journal	As above As above Privacy and confidentiality of the participants must be assured and maintained. Participant willingness and other cultural issues

4.5 DATA ANALYSIS

'Data analysis in qualitative research consists of preparing and organizing the data for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussion' (Creswell, 2007, p. 148). Several authors highlighted that the data analysis procedures occur simultaneously and iteratively with data collection, data interpretation and report writing (Creswell, 2002; Miles & Huberman, 1984). Yin (2009) discusses dominant phases of data analysis such as pattern matching, explanation building and cross case synthesis. Patton (2005) presents inductive analysis of coding and synthesis. Yin (2009) and Patton (2005) highlight the core element of coding the data and combining the codes into broader categories or themes, and displaying and making comparisons in the discussion. King and Horrocks (2010) argue that thematic analysis means defining 'theme'. In their words 'Themes are recurrent and distinctive features of participants' accounts, characterizing particular perceptions and/or experiences, which the researcher sees as relevant to the research question' (p. 150).

There are a wide range of procedures and different perspectives in qualitative data analysis, and in this study the data analysis was informed by Creswell's (2007) inductive analysis and coding, and Yin's (2009) cross case syntheses because this study focuses on description and comparison of cases. Creswell (2007, p. 154) suggests that 'Inductive analysis begins with the raw data consisting of multiple sources of information and then broadens to several specific themes and on to the most general themes '. According to Creswell (2007), inductive analysis refers to approaches that primarily use detailed readings of raw data to derive concepts, themes, or a model through interpretations made from the raw data by a researcher. The inductive approach is a systematic procedure for analysing qualitative data in which the analysis is summary of sub themes derived by specific main themes. For the data analysis and coding, the research followed the five phase guidelines for conducting inductive thematic analysis (Creswell (2007). The five phases of conducting inductive thematic analysis are preparation of raw data files, close reading of text, creation of categories, overlapping coding and un-coding text and continuing revision and refinement of the category system. An overview of the coding process is shown in table 8. Additionally, I have used NVivo software to manage the data. Main themes such as policy support, curriculum support and Accessibility were coded as a primary node. Secondary nodes such as student enrolment, curriculum planning, teaching resources, volunteers support, challenges were

coded as expressed by these study participants. In Appendix A I have mapped this study's detailed thematic coding to the associated research question.

Table 8 Coding process in inductive analysis

Initial read through text data	Identify specific segments of information	Label the segments of information to create categories	Reduce overlap and redundancy among the categories	Create a model incorporating most important categories
Many pages of text	Many segments of text	30-40 categories	15-20 categories	3-8 categories

Adapted from Creswell (2003, 2007).

According to Creswell (2007), the intended outcome of the process is to create a small number of summary categories (e.g., between three and eight categories) to capture the key aspects of the themes identified in the raw data. These are assessed to be the most important themes given the research objectives.

This study's data analysis began with transcription of individual school interviews. I transcribed all interviews, observations, documents, and field notes. The process of transcribing allowed the researcher to become closely acquainted with the data (Fereday & Muir-Cochrane, 2008). The transcripts were read several times to identify themes and categories. Inductive approaches were intended to aid an understanding of meanings in a complex data set through the development of summary themes or categories from the raw data ('data reduction') (Creswell, 2007). In this study all data were analysed for major and sub themes for coding comments that are directly linked with community language school curriculum practices such as curriculum support, policy support, student enrolment numbers and accessibility constraints. This means that the data was not coded sentence by sentence or paragraph by paragraph, but coded for themes as shown in table 8. According to Johnson and Onwuegbuzie (2004), 'immersion in the details and specifics of the data to discover important patterns, themes, and interrelationship; begins by exploring, then confirming, guided by analytical principles' (p. 362).

Secondly, this study incorporates Yin's (2009) cross case synthesis. Yin (2009) advocates a strategy called cross case synthesis as an analytic technique when the researcher studies two or more cases. This strategy identifies issues within each case and then looks for

common themes that transcend the cases. This study involves comparative case study analysis, hence individual case study school descriptions and themes within, then across, the cases will be analysed. Yin (2009) suggests that a word table can be created to display the data from individual cases according to some uniform framework. The implication of this is that the researcher can then look for similarities and differences across the cases. Finally, the researcher develops generalizations that the researcher can draw from the case either for themselves or to apply to a population of cases (Yin, 2009). This instrumental comparative case study addresses the meaning of the cross case synthesis, which comes from learning about the issues within the case study schools.

4.6 VALIDATION, RELIABILITY AND GENERALISATION

'Validity and reliability are concerns that can be approached through careful attention to a study's conceptualization and the way in which data are collected, analyzed, and interpreted, and the way in which the findings are presented' (Kirk & Miller, 1986, p. 45).

Thomas (2006) suggested two checks for the validity of an inductive approach in qualitative data analysis. These include consistency checks (for example, having another coder take the category descriptions and find the text which belongs in those categories) and credibility or stakeholder checks. According to Thomas (2006) stakeholder checks can be done during the data analysis stage, with feedback from the stakeholder groups compared to determine areas of agreement as well as areas of divergence. Validity questions are cumulative. Thus, qualitative researchers utilize various validation strategies to make their studies credible and rigorous (Creswell & Miller, 2000).

There are several strategies to enhance validity, such as comparisons with previous research on the same topic. The usefulness of the research findings for policy and services planning are another possible credibility check. In this study, data triangulation has been carried out with the various forms of data that were collected in this study (i.e., interviews, observations, documents and field notes). Furthermore, in this study ' thick' rich description was achieved by presenting the participants' voices under each theme and by providing detailed description of each of the cases to allow the reader to assess the empirical evidence for claims.

According to Denzin (1997), triangulation is one of the best practices to protect validity. Denzin (1997) proposes four types of triangulation for validity such as multiple

methods, multiple sources of data, multiple investigators and multiple theories to confirm emergent findings. The research method and instrument of this research comprises three stages (Fig. 4.4) which comprises multiple sources of data from two community language schools. These findings will be compared and analyzed with the data collected through the ESAQ member's interview. I have also employed triangulation by using three methods of data collection interviews, classroom observation and documents analysis.

External validity is described as a type of evaluation of your research that asks whether your study results apply to populations and situations that are different from those of your experiment (Lincoln & Guba, 1985). Lincoln and Guba (1985) suggest the notion of transferability, in which the burden of proof lies less with the original investigator than with the person seeking to make an application elsewhere. The original inquirer cannot know the sites to which transferability might be sought, but the appliers can and do. The investigator needs to provide sufficient descriptive data to make transferability possible (p.298). Several authors (Brinberg & Hirschman, 1986; Maxwell, 1992) insisted that to enhance external validity thick descriptions are crucial. In this research, thick description has been achieved in the case studies through the implementation of semi-structured interviews, classroom observation and document analysis.

4.7 ETHICAL CONSIDERATIONS

To a large extent, the validity and reliability of a study depends upon the ethics of the investigator. Patton (2005) identifies the credibility of the researcher along with rigorous methods and a fundamental appreciation of qualitative inquiry as three essential components to ensure the credibility of qualitative research. According to Patton (2005), the credibility of the research is dependent on training, experience, track record, status, and presentation of self. Credibility also involves intellectual rigor, professional integrity, and methodological competence.

This study was designed to meet the protocols for ethical review of research, and approval was granted by the Queensland University of Technology Research Ethics Committee before data collection commenced. There were some risks for participants in this study, such as the risk of participants' discomfort and maintaining confidentiality. In addition, with classroom observations, there was an additional low risk of disruption to the learning underway. I was particularly mindful of interacting with immigrant families and the

importance of intercultural sensitivity as well as ethical standards. Research participants were invited to participate in this study voluntarily, without any coercion. This study deals with immigrant families, who may feel some pressure to answer all the questions designed for the interview given that the researcher holds a position of power. Kvale (2008) recommended that ethical concerns should be taken into consideration at every stage of the research process. This research study's interviews entailed cross-cultural interviewing. Ethical treatment of cultural differences and empathy with participants was of central importance in my study and to me as a researcher. The respectful treatment of cultural differences and diverse perspectives was a foundational principle of my study. Every caution was taken to ensure that all the participants felt safe, comfortable, and had the freedom to withdraw from the study if they felt the need to, following the prescribed QUT ethical process for informed participant consent. These risks were assessed as low or minimal, while the potential benefits of the project. This research will improve broader community cohesion, individual language learning, and preserve cultural heritage. This research outcome will suggest broader community language schools to improve their language curriculum. On the broader spectrum, it will promote Australia's multiculturalism.

This low risk research project, complies with all relevant policies, procedures and regulatory obligations at the QUT code of conduct for research. Furthermore, this research investigation also complied with the National Statement on Ethical Conduct in Human Research 2007 (Updated March 2014). Anderson (2011) reported that 'Respect for human beings is the common thread through all the discussions of ethical values' (p. 9).

CONCLUSION

This chapter has presented the comparative case study design and methodological considerations relevant to this study. Additionally, this chapter highlighted the sample selection procedures, data collection methods, data analysis stages and ethical considerations to protect the participants of this study. The significance of the study depends on the sampling of two contrasting community language schools.

In chapters 5 and 6, I analyse and discuss the data obtained from two contrasting community language schools and a senior member of the ESAQ committee. In the next chapter I will provide an introduction to the two case study sites, then present the analysis of the low vitality community language school (case one) and the ESAQ senior member

interview, whose viewpoints shed further light on the situation faced by low vitality community language schools in Queensland.

Chapter 5: **Low vitality community language school case study**

5.1 INTRODUCTION

The theory of ethno linguistic vitality of Giles et al. (1987) helps to conceptualize the impact of community vitality and its dynamics on the work of community language schools. The concept of linguistic vitality allows this study to consider the differences between language schools serving low vitality and high vitality minority language groups in the same urban context. Accordingly, in this research, two Queensland community language schools have been chosen: one school representing a small language community with low or medium degree of ethno linguistic vitality, and another school serving a language community enjoying a high degree of ethno linguistic vitality. With this design, the analysis explores the contrast between high and low linguistic vitality groups' community language schools, their access to institutional support and their capacity to support curriculum quality. Additionally, this chapter concludes with analysis of the ESAQ member interview data, which outlines the policy history for community language schools and adds further insight into the context for low vitality community language schools. As an overview and introduction to the two research sites, table 10 contrasts relevant dimensions of the case study community language schools, including funding support, student enrolment, school location and the number of registered teachers.

From these profiles, it can be seen that the sampled schools offer contrasting cases based on their communities' demographic strength, professional resources within the community and the level of government support. I have broadly characterised the first case study school as a low vitality community language school and the second as a high vitality community language school. The low vitality community language school displays no government support, and a limited demographic strength in numbers or growth. Nevertheless, the school has successfully operated on a voluntary basis for 12 years. In contrast, the high vitality community language school exhibits a strong and growing demographic base, a high degree of professional resources within the community, and access to government support in terms of its venue and additional funding. Hereafter, in this report the low vitality community

language school will be referred to by the pseudonym Park School and the high vitality community language schools will be referred to by the pseudonym River School respectively.

Table 9 Contrasting dimensions of the case study community language schools

Dimension	Case study school 1 (Park School)	Case study school 2 (River School)
Population speaking language at home in Brisbane, 2011*	3263	30,839
Population speaking language at home in Brisbane, 2006*	2942	20,007
Change in population speaking language at home in Brisbane (2006 -2011)*	+321	+ 10832
Language offered in main stream schools as LOTE program.	No	Yes
Years of operation**	12 years	17 years
Total student numbers, 2014**	60	500
School venue	Religious hall	State school premises
School operating time and day**	Saturdays from 3 p.m.-6 p.m.	Saturdays 9:30 a.m. – 16:50 p.m. Sundays 9:30 a.m. – 16:50 p.m.
Number of teachers working in the school**	3	27
Remuneration for teachers	A token honorarium to cover travel costs	Individually negotiated contracts.
Queensland registered teachers on staff	None	25
Number of schools in Brisbane for this language community	1 school in Brisbane	5 schools in Brisbane.
Number of classes	Three levels offered: Lower (3-5 years) Middle (5- 9 years) Higher -(10-14 years)	Prep to year 12. Some year levels have more than one class;
Student annual fees **	$50	$500
Government support***	No government support.	EQ funds $35 per student per year.
Curriculum support	No official curriculum available for this language	Official curriculum is available for this language

** Source: Australian Bureau of Statistics, Census of Population and Housing 2006 and 2011.*
*** Source: Case study school's website.*
****Source: ESAQ AHES statistics (2014).*

In this chapter, the first section and Section 5.2 will present a description of a low vitality community school, Park School, outlining its history and curriculum practices drawing on my classroom observations and interviewees' reflections. The third section will address the analysis of Park School's participants' interview. This chapter concludes with an analysis of the ESAQ member interview data, which outlines the policy history for community language schools and adds further insight into the context for low vitality community language schools. Furthermore, this chapter outlines major challenges for low vitality community language school and its disruption to language school functioning. The next chapter will address River School's description and analysis.

5.1.1 Park School history and operations

Park School community language school was established in 2002. It is a non-profit school fully administered by volunteers. Lessons are held every Saturday at the community's religious hall. Lessons are conducted between 3 p.m. to 5:30 p.m. After the language classes, religious classes are also conducted at the same venue between 5:30 p.m. to 6 p.m. Currently this school has 60 students', and three overseas qualified teachers.

Students' between the ages of 3 and 15 may enrol in this school. Anyone who is interested in this language school may also enrol. The children are divided into 3 groups, 3-5 years, 6-9 years and 9-14 years old. Language education is offered to each child for $50 per year. Currently, the community's religious management committee supplies the school's accommodation at no cost. School expenses such as teacher honorariums to cover their travel costs, class books and stationery are covered by students' enrolment fees and funds rose from cultural events.

The young beginners group focuses mainly on building oral language through rhymes and learning songs. For the second intermediate level, the main teaching objective is basic reading and writing. The last group is more advanced, with the goal to learn how to read and write their language's script and study its grammar. More generally, all groups learn their country of origin's patriotic songs and folk dancing. The classes are held simultaneously in three different spaces. The beginner and intermediate classes operate in the same hall next to the kitchen. The classes are separated by a vertical retractable board. At the time of my observations, the school employed three teachers one for each of the three levels.

Park School teachers migrated from the country of origin during the year 1980. All the teachers had graduated from University in their country of origin with a degree in arts, economics and political science disciplines with an ancillary subject in their home language. The medium of instruction was their mother tongue. All the teachers had qualifications in another field; none of the teachers had trained as a language teacher. Although one of the teachers has experience in lecturing in his subject back home, he did not have regular professional development opportunities for language teaching in Queensland.

As discussed in chapter 2.2, in other states of Australia such as Victoria and South Australia, community language school teachers have the opportunity to attain language teacher's certification and regular professional development opportunities through supporting agencies like the Ethnic Schools Association. However, in Queensland opportunities for community language school teachers' professional development are limited. Thus, none of the Park School teachers are formally recognised as a language teacher in Australia.

5.1.2 The classroom observations

With the informed consent of the principal, class teacher, students' and parents', I observed the advanced class in the Park School on two occasions. The teacher offered to meet a few minutes before the first class to give me a brief overview and preliminary information about the class. The class teacher is overseas qualified and a novelist. We discussed the class size and level; there were 17 students' in the advanced level class, with ages ranging from 9 years to 14 years old. There were 7 girls and 10 boys in the class. The teacher described the focus of this class as reading, writing, grammar and interpreting poetry. The teacher then briefed me on the activities that they were going to be doing that day.

Park School's classroom was located in a faded and dingy hall, offering a drab setting for the learners in a space that was only approximately 15 square metres with no natural light. The classroom was equipped with heavy metal desks, metal chairs, a whiteboard and markers. Desks were arranged in rows facing a white board at the front of the wall. The students' did not have adequate space to store their books and belongings. The seating was cramped and offered no back support for the physical comfort of the children. There were no technological facilities such as data projector, computers or internet access.

I observed the advanced class for two lessons of approximately 1 hour 45 minutes duration in order to observe the curriculum practice. The first lesson I observed was about a

poem and its meaning. First the teacher introduced me to the class and I briefly explained my research. The children welcomed me, then I sat at the corner of the class to minimise any disruption for the students'. There were no wall hangings or students’ work displayed in the class room. Most of the students' had their own text book, exercise book and stationery. Some students' shared a text book with their peers. The text book was published in 2014 and was imported from the country of origin. The class proceeded across five phases:

- The teacher and students' talked in their mother tongue about the topic of the previous lessons and the set homework for five minutes. The teacher then checked some students’ note books, and some students' apologised for not completing their homework.
- The teacher then introduced the next stanza of the poem being studied and the students' followed the text as the teacher read the text aloud. The teacher paused in between stanzas to allow the students' to read for themselves. Occasionally, the teacher asked some students' to read and to verify their understanding. The teacher wrote selected words on the white board from the poem and asked the students' to pronounce the words. This phase of the lesson took approximately 40 minutes, after which the students' had a ten minute break.
- After the break, the teacher distributed a photocopied comprehension task sheet based on the poem to all the students'. The teacher advised me later in the class that he sourced the task from online resources. The activity involved answering multiple choice questions, short questions and filling in the blanks. The teacher asked some students' to complete all the given activities, while others were asked to do one or two of the activities. The teacher followed that strategy to cater for different age groups. Some students' focussed on the tasks, others seemed to be off task. I observed some students'
- having discussions with their friends, and a few of them asked permission to leave the classroom. As the only teacher he was fully occupied helping the less proficient students'. Meanwhile, the children that had left the class with the teacher’s permission returned and showed some signs of disengagement like rocking on chairs and playing with their peers. This lesson phase continued for about 20 minutes.
- Once the students' finished their tasks, one student was asked to write his answers on the board while the rest of the students' checked their own answers. The teacher told

the students' to look at some examples provided in their textbook of different words with the same sound. Another strategy the teacher used in the lesson was switching to English to name an object, and then the students' had to identify and name the object in their mother tongue. This lesson phase lasted approximately ten minutes.

- To close the lesson, the teacher assigned the next week's homework from the text book.

The whole lesson lasted 1 hour 45 minutes excluding the ten minute break.

The following week, during my second classroom observation the teacher started the lesson by asking a few questions about the previous week's poem and revisiting some of the words the class had discussed. After 10 minutes of discussion, the teacher introduced a new set of grammar rules in an activity from the text book. Continuing this focus on grammar rules, the teacher wrote some sentences on the white board and underlined the appropriate verbs. The teacher then encouraged the students' to write five sentences and check their answers with their friends. Some students' worked on the task independently, however most students' raised their hands for assistance. As the only teacher in a multi-age classroom, the teacher tried to attend to all the students' queries. This first lesson phase took approximately 50 minutes.

After the short break the teacher started with an entertaining mini- quiz that included tasks such as identifying words that start with the same letter or same sounds, and finding missing letters. After this fun activity in which the students' were all engaged, the teacher assigned a new task from the text book for those who had completed the grammar exercise. The task involved writing a paragraph of story and applying the grammar rules. Some students' wrote a paragraph and read it to the class. These students' were rewarded with great applause. The teacher then began a new poem and asked a few questions to brainstorm ideas about the next topic. Fresh home work was set for the students' at the end of the class. This second lesson session lasted for approximately 50 minutes.

In summary, the curriculum resources I observed in this class were a text book sourced from the country of origin with other curricular practices such as the online sheet and classroom activities. The printed activity sheets sourced from online resources. The teacher supplemented the textbook curriculum focused on the comprehension of literary text, building vocabulary, grammar rules, and pronunciation. There was no formal assessment

observed or mentioned, but the teacher was closely involved with minute by minute monitoring of each learner's needs and progress on tasks during the lesson.

The Park School classroom observation suggests that language learning took place under the conditions of minimal curricular resources. The unavailability of Australian curriculum materials or any official alternative in Park School pointed to the absence of written curriculum and some impact on the taught curriculum. The Park School teacher checks students' level of understanding by questioning and simple multiple choice questions. Nonetheless, no formal assessment was implemented in the learning phases observed, indicating the lack of a tested and supported curriculum.

5.2 PARK SCHOOL ANALYSIS

In this section, I present the Park School parents', teachers' and principals' perspectives together with my class room observation reflections based on Glatthorn et.al's (2009a) curriculum typology. In particular I focus on the sub-categories under their concept of the intentional curriculum: written curriculum, supported curriculum, taught curriculum and tested curriculum. I use these sub-categories to structure my analysis. Examining these four curricula will be helpful in understanding the relationships, slippage and discrepancies between different aspects of the curriculum.

Accordingly, I first examine materials such as the AHES curriculum [Queensland language generic curriculum] and teacher guides available as evidence of the written curriculum. Secondly, I consider the time allotted to a topic, the learning materials and equipment available, classroom size and language school's teaching resources, drawing on the supported curriculum. Thirdly, I analyse the nature of the second language teaching approach observed in the classroom, as evidence of the taught curriculum. Finally, as evidence of the tested curriculum I consider assessment strategies and the participants' perspectives on students' achievements.

5.2.1 Written curriculum

In chapter 1, I outlined how the Queensland government's AHES generic curriculum had been developed to provide a curricular resource to guide community language schools. However, as a generic resource, it requires each language community to develop their translated resources for classroom use. In this research, the written curriculum refers to AHES curriculum materials and teacher guides, from which teaching activities are expected

to be developed. Park School, however, adapted an overseas text book as the 'de facto' curriculum for their students'. The overseas textbook is the government approved textbook listed for primary and secondary schools in their country of origin. These books have been recommended by their country of origin education department and designed as per their country's education system curriculum guidelines. Hereafter, in this report the written curriculum refers to the AHES curriculum and the 'de facto' curriculum refers to the overseas textbook. The Park School participants highlighted five key issues in adapting the written curriculum. The key issues were: translating the AHES generic written curriculum; the school's vulnerable status; lack of policy support; limited financial resources; and complex funding application requirements. I have analysed these themes in the following paragraphs.

In regard to issues in translating generic written curriculum, when I asked about what curriculum guides they used, the Park School principal stated that they were not using or adapting any Australian curriculum 'No. Not at all'. When asked about accessing the Queensland generic curriculum, he emphasised the point that professional teachers and technology are the vital factors necessary to implement the Australian Curriculum and its associated assessment system. The Park School principal added 'there is no textbook available in Australia. That's why we are importing our language school books from overseas.' As indicated by the Park School principal's account, it is evident that there is an absence of any local written curriculum in Park School. As Queensland's generic language curriculum is only available in English, with the absence of translating support, producing a language-specific written curriculum remains unachievable to low vitality community language schools. Thus, the need to translate the generic curriculum into their language falls heavily on small language schools with limited resources. Park School did not have staff who were able to provide this translation. Therefore, Park School did not use a local written curriculum. Instead, Park School adopted their textbooks from their country of origin as their 'de facto' written curriculum. Hereafter, in this report, such use of overseas textbooks will be referred to as the overseas curriculum.

Another issue raised by the Park School principal was that the status of his school is vulnerable:

> We are having three teachers; we are a good team. If any of us leaves, then we have a problem. Because it is not recognised, it is not regulated, it is not funded, lots of different things, lots of different risks around.

In this quote, the principal highlights two challenges for this small school's sustainability: the lack of government support evident in the lack of funding and in the lack of government regulation of school processes. The second point is the concern about losing volunteer teachers, which leads to a 'risky' situation. As a minimum for the school to function, they require school principal, competent teachers, a suitable physical environment and learning resources. In Park School, all the operational roles such as principal and teachers were held by volunteers; hence no workplace obligations could be imposed on any of them given the risk that they might withdraw their participation. The Park School principal mentioned, 'It [Park School conventional school workplace conditions] is not regulated'. The standard school workplace conditions, such as the requirement of a current blue card and first aid certificate, are hard to apply in Park School without government funding support. In Queensland, school staff is required to hold blue cards to protect the safety and wellbeing of Queensland children and young people. Similarly, appropriate facilities and first aid trained personnel are required to ensure that effective first aid can be rendered in a timely manner during all school related workplace activities. The principal remarked that imposing such demands on volunteer teachers might lead them to end their involvement with the school. Thus, the Park School principal mentioned, 'the biggest challenge is the teachers because if one of them is leaving we don't have replacements. We don't have the money to train them as per rules'. The vulnerable status of the Park School means there is a greater risk of a volunteer teacher or principal resigning at any time without notice. If this happened, it might jeopardise the viability of the language school. The school operates in a very uncertain and risky climate.

In regards to seeking government funding, the Park School principal reported that, 'I went to the parliament house and talked to the ministers and Education office [Education Queensland] and I didn't get any support from them.' The Park School principal thus conveys a sense of inadequate policy support for their language school. The Park School principal highlighted that policy support such as curriculum, finances and a venue for school accommodation was necessary for a language school's sustainability. Park School has been operating in a religious hall over the 12 years; nevertheless all the efforts taken by the Park School principal to a secure comfortable school location had failed.

Regarding access to policy support, the Park School teacher explained:' I don't get any support from the Australian government to teach our language. We don't get any support

from outside, except our school religious management committee.' In the absence of a written curriculum, the Park School teacher relies upon the overseas [country of origin] text books. Accordingly, the Park School teacher highlighted the necessity of technology resources to satisfy minimum curriculum requirements as:

> We will be happy with a computer with internet in our classroom. We need internet to access our language books. I have to copy every time and every lesson when I come here. If I have a computer, I would ask the students' to open the website and ask them to read our language books from the internet. [Park School teacher, interview].

On the other hand, the parent I interviewed expressed high expectations of the school: 'I expect the language school to be done professionally and I expect it should be taught as (if) it were in a mainstream school environment'. Together, these different voices suggest both a demand and a vacuum of policy support to enrich the curriculum. In their interviews, the Park School principal and teacher highlighted how the lack of policy support, a shortage of potential language teachers, and the lack of curriculum support impacts on curriculum planning.

In regards to accessing funding applications, the Park School principal stated that, 'We didn't apply for any grants, because it is too difficult for us especially for completing the application. Particularly, the exam part [assessment part]'. As per DETE regulations for AHES [community language school] funding, community language schools have to complete 32 pages of the funding application. The Park School principal highlighted that some of the criteria in the AHES funding applications such as students' attendance rolls, student's results, annual financial statement and language programmes were complicated. Additionally, it was time-consuming to gather necessary documents to satisfy the AHES funding application requirements. Park School teachers' and principal are volunteers; hence investing extra time to satisfy such AHES application criteria is impossible to them. Complicated AHES funding application procedures significantly impact on Park School capacity of secure AHES funding and it has not received any funding from the EQ over the 12 years of its operation. Thus, Park School's operating costs are covered by annual student enrolment fees and annual fund raising events. Currently, in Park School there are 60 students', with an annual enrolment fee of $50. Accommodating the expenses related to translating the generic AHES curriculum is extremely challenging within this limited financial support. It is evident that student

enrolments directly influence financial support, consequently the financial support results in multiple issues related to developing the written curriculum.

Park School participants' interview data reported that the unavailability of a prepared relevant language curriculum, complicated procedures involved in the funding application and limited financial support were crucial factors which limited Park School's capacity for language education planning. The AHES curriculum is only offered in English, minority language groups do not stand a chance of accessing funding. Additionally, the Park School principal and teacher's voice echoed that a written curriculum is an elusive goal for Park School and thus attaining a formal written curriculum that satisfies the eligibility conditions for government funding may be an unreachable target.

5.2.2 Supported curriculum

I turn now to consider the supported curriculum in Park School. Supported curriculum refers to complementary instructional materials available in Park School, such as textbooks, software, and multimedia resources developed and used in class activities. Park School participants highlighted lack of teaching resources and classroom facilities. The following sections will address these issues.

In regards to the availability of teaching resources, the Park School teacher mentioned that, 'I don't use any other resources except books. But during the class, I will use multiple choice questions, the students' has to choose the correct answers from the four choices'. In this way the Park School teacher acknowledged that while the available teaching resources were limited, he designed and prepared further classroom activities suited to student's level of understanding.

My classroom observation revealed that Park School's advanced level class has students' from seven years old to 14 years old. With the limited learning resources, lesson preparation required thoughtful planning, which took time, especially given the multi-age class. Furthermore, this quote indicates the lack of supporting materials to help differentiate according to individual learners' proficiency levels.

The supported curriculum also encompasses the affordances and functionality of the physical classroom setting. The classroom observation established that the classroom lacked many of the facilities now taken for granted in mainstream schools. The Park School principal stressed that, 'we have a small class up there, and we have 10 kids in a room space

of 15 Square metres with a teacher'. The Park School parent agreed that the classroom was less than ideal and she stated that:

> Space is very limited, so the kids are scattered everywhere. The classroom is near the kitchen, so the classes are frequently distracted. So the classroom facilities are not ideal, the kids are upstairs in the room, when it is cool it is okay. When it is hot they are overheated.

In regards to teaching resources, the Park School parent highlighted the advantages of implementing modern technology resources in language teaching. The Park School parent advocated visual learning and its role in enhancing language learning:

> In terms of teaching activities, if there was technology it would be nice. I find that kids and their involvement in doing hands on stuff - they are more involved. They can't do with this on a piece of paper. It is very hard. The teacher doesn't have a computer. So they can't even look at anything visually. May be with more technology activities in the language lesson, I am sure they would enjoy the language lesson.

These reports by the various Park School stakeholders indicated poor classroom facilities and limited teaching resources. Together these factors can be interpreted as a minimal layer of supported curriculum for this program. These limitations in the supported curriculum placed greater demand on the time and ingenuity of the volunteer teacher to compensate.

5.2.3 Taught curriculum

In this study, the taught curriculum refers to the nature of the second language teaching approach observed in the classroom. Accordingly, the following sections will examine data on the aspect gathered from the Park School classroom observation and the participants' perspectives.

My classroom observation revealed that teaching activities were restricted because of the complexities of trying to work within the multi-age range in the classroom. The Park School teacher explained his challenges in handling the learning needs in the multi-age classroom as;

> I am trying to find questioning in the middle to find their knowledge and understanding. Like not asking difficult questions for 7 year olds and not so easy questions for 13 year olds. It is something in the middle. That is a difficult task for

> teachers. And here every Saturday 1 hour and 45 minutes, I am preparing for class [for a] minimum [of] 2 hours. The preparation time is more than the teaching time.

In this quote, the Park School teacher expressed his biggest challenge in the demands of lesson preparation, which is catering to the range of ages and ability in the class. As the only teacher he managed the multi-age, multi-level classroom by using text book tasks and a few multiple choice question task sheets. The minimal teaching resources and restricted space significantly impacted on opportunities to vary student's learning activities such as using communicative group activities. Possibly as a result of this restricted range of activity, some of the students' in the classroom seemed inattentive and they were observed to leave the class one by one for a short break, and then return after five minutes.

The interviews with the Park School participants and the classroom observation clearly indicate the complexities impacting on the taught curriculum. The curriculum resources, I observed in this class were limited to a text book sourced from the country of origin with other curricular practices such as the online sheet and classroom activities. The classroom activities focused on the comprehension of literary text, building vocabulary, grammar rules, and pronunciation. My earlier discussion about Park School lessons focussed on language learning elements such as: words, grammar and writing. In chapter 3.4, analysis of the Queensland community language schools curriculum highlighted that language taught in mainstream schools from foundation level to year 10 focussed on a set of band descriptions, content descriptions, and achievement standards for each level (ACARA, 2014). Furthermore, in the AHES curriculum one of the crucial evidence of students' learning is intercultural competence and reflecting on their progress in language learning. Park School's pedagogy focuses on 'learning about language' rather than applying the knowledge in real-life contexts. This essentially is a traditional 'grammar translation' approach rather than a communicative language teaching approach (Davies & Pearse, 2000). Park School classroom observation and participants' perspectives suggested that the absence of a written curriculum and a limited supported curriculum has strongly influenced Park School's taught curriculum.

In summary, the two classroom observations revealed that the lesson planning was organized based on the few available teaching resources. Additionally, more motivating pedagogical approaches such as peer learning and inquiry learning were not included in the lesson planning, which significantly impacted on the Park Schools' taught curriculum. Furthermore, lack of teaching resources in Park School creates a challenging situation to the

Park School teacher to deliver quality taught curriculum in a multi-age classroom. Current students' enrolled in Park School are also attending mainstream schools where they experience differently resourced class room environments with well-planned curriculum, professionally trained teachers, better physical resources and more recent technology resources. In these ways, Park School students' mainstream classroom experiences contrast strongly with the situation in the community language classes, which potentially causes student disengagement in the lesson such as rocking on chairs and playing with their peers. Regrettably, Park School was neither equipped nor supported with necessary resources to implement blended learning strategies in teaching. Teachers' professional development, helping them to keep updated on theories of language learning emphasising interactive and communicative approaches in the classroom is essential so that the teachers can engage with the learning expectations and needs of contemporary students'. It is a challenging situation for one teacher in the multi-age classroom to cater to all levels of students', despite their best endeavours.

5.2.4 Tested curriculum

The tested curriculum is the final sub-category in Glatthorn et al.'s (2009a) concept of the intentional curriculum. This refers to the tests and performance measures such as class room tests, and standardised tests to evaluate students' performance. In my classroom observations, no reference was made to any summative testing such as an end of year exam.

The AHES curriculum explicitly suggests that students' demonstrate evidence of their learning over time in relation to the following five assessable elements: knowledge and understanding, comprehending texts, composing texts, intercultural competence and reflecting (AHES, 2015). Summative assessment plays an important role in providing feedback to the teacher to evaluate student's performance. However, in most cases, community language teachers have reportedly been unable to follow AHES assessment guidelines given the language teachers are volunteers with minimum training. Hence, it is highly likely that there will be a discrepancy between the written curriculum and the tested curriculum.

In his interview, the Park School principal explained:

> We have teachers, students' and books but we have no assessment. If we have assessment it has negative effects. Without assessment, [there is] no pressure for

parents and students', they [students'] enjoy it. In that way we can increase the student numbers.

Further, the Park School principal declared that community language schools are not equipped to deal with the challenges involved in preparing assessment: 'We have only three teachers with a minimal wage, they need more time to prepare this assessment. Also we need a proper place and technology to prepare this'. The Park School principal mentioned that lack of technology resources and a limited pool of suitable language teachers were crucial factors which limited Park School's capacity to plan and conduct an assessment. As discussed in the supported curriculum, the Park School teacher used multiple choice questions to check the student's understandings and that was the only assessment technique to judge the students' knowledge. Furthermore, limited assessment tasks in Park School indicated the lack of supporting materials to help differentiate according to individual learners' proficiency levels.

The Park School teacher explained how the learning goals of the curriculum are broadly negotiated around the specific students' perceived proficiency levels at the beginning of the year:

> We don't have any exams [assessment]. We know exactly how many students' we have and we plan what to teach this year. Next year, in the beginning of the year we [all the teachers] make some plan what is our goal [teaching plan] for teaching this year.

In his interview, the Park School teacher reported that no assessment portfolio is kept for individual students'. However, I observed that a few formative assessments occurred occasionally in the classroom such as; teacher questioning, observing student's written work, reading and simple multi choice questions. As discussed in chapter 3.4, the AHES curriculum explicitly suggests that students' demonstrate evidence of their learning over time in relation to the following five assessable elements: knowledge and understanding, comprehending texts, composing texts, intercultural competence and reflecting (AHES, 2015). Nevertheless, the Park School principal remarked on the negative effects in regards to tested curriculum on student's enrolment. Park School principal explained negative effect as,' Parents may feel bad if we give low marks, also it makes some competition between students'. Sometimes they don't feel happy. It will make the students' drop down [out] in our school'. The Park School principal's perspective revealed that implementing assessment carried risk which might lead to students' drop out from the language school. Thus, comments

by the Park School teacher and principal suggested that the Park School community held negative beliefs about assessment.

The Park School interviews and classroom observations demonstrate that the school is only sustained by voluntary contributions. In order to maintain student numbers the Park School promotes students' to the next level based on the teacher's judgement without any standard assessment protocol. Though the AHES language curriculum advocates the importance of assessment, due to several constraints, formal assessment skills and standards were unable to be implemented in Park School.

5.3 SUMMARY OF PARK SCHOOL ANALYSIS

In summary, effective learning will be accomplished when the necessary curriculum elements align with each other, that is the written, supported, taught and tested curriculums work together. In regards to written curriculum, Park School is disadvantaged with regards to relevant curriculum and financial support. I witnessed immense community support (such as community fund raising events) among the Park School parents for educating their children to learn their community language. Nevertheless, the Park School classroom observations indicate that Park School is operating under a challenging situation given the absence of mutually supportive curriculum elements to support quality curriculum practices. In the absence of sufficient capacity to access or use the government's generic written curriculum, this school was relying on textbooks sourced from the country of origin to serve as their written curriculum. This suggests that Park School faced a double jeopardy situation, being a vulnerable school most in need, yet least able to access the curricular support and learning resources sponsored by government programs.

In regards to the supported curriculum, children in mainstream schools are motivated frequently by connecting with the school surroundings such as colourful posters, accessible space to perform interesting activities, interesting subject related books, drawings, crafts etc. By contrast Park School's physical environment was restricted as well as lacking supporting teaching elements. Interviews and classroom observation data revealed the thin resources of the supported curriculum.

A Lack of policy and financial support for Park School meant minimal opportunity for teacher's professional development. In order to implement new teaching strategies and reflect on teaching and learning the Park School teachers need greater access to professional development programs. The Park School taught curriculum was premised on dated

approaches to language learning. To maintain student enrolments, Park School abandoned formal assessment system. The Park School Principal highlighted the adverse effects of assessment on parents and students'. Nevertheless, in the absence of a tested curriculum, documenting students' performance for EQ's AHES grant application would be difficult.

In summary, the Park School participants' interviews and the classroom observations revealed the both the strength of purpose and voluntarism sustaining the school, and the constraints they experienced accessing government support. Furthermore, the interview revealed inadequate state government funding and complex application procedures which restricted their possible access to state government funding. Thus, Park School has been operating for the last 12 years entirely with volunteers. Funds were raised by modest fees for student enrolments and an annual fundraising event. Maintaining student enrolments played a significant role in the Park School language program, thus their reluctance to introduce formal assessment that might deter students' from coming. Overall, Park School participant perspectives highlighted evidence of misalignment of the necessary curriculum elements as proposed by Glatthorn (2009).

5.4 INTERVIEW WITH A SENIOR MEMBER OF THE ETHNIC SCHOOLS ASSOCIATION QUEENSLAND

The aim of this section is to analyse the perspectives of a single case member, who has a wealth of knowledge about community language schools' policy history and their curriculum. The key informant for this analysis is the senior member of the Ethnic Schools Association Queensland [ESAQ]. I have discussed ESAQ's structure and its predominant role in supporting community language schools in chapter 1.2.3. In addition to a role in ESAQ, the interviewee has also been the principal of a low ethnolinguistic vitality community language school.

Having obtained this person's informed consent beforehand, a semi-structured interview was scheduled at a time convenient to the participant. The aim of interviewing this senior member of ESAQ was to provide insight into the broader policy context and the interviewee's perceptions of community language schools' curriculum practice and government support for community language schools over the past decade. This interview analysis has added historical depth as well as strengthened the study and assisted the researcher to identify important issues that the sector shares.

The ESAQ senior member has been associated with the ESAQ since 1990. She joined a community language school in 1990 as a student, and then over time she became a principal of the same language school. She is a competent bilingual speaker in English and her mother tongue. However, this particular community language school ceased operation two years before this interview, due to a constant decrease in student enrolments. The ESAQ senior member stated her reasons for becoming a member of ESAQ:

> I first became involved with the ESAQ because we were trying to get some sort of curriculum assistance. There was no assistance. I sought assistance from ESAQ in the early 90's I think it was. And I found the only school that was operated in an approved curriculum was the **** [One of the European language schools]. From there I asked them to give me a copy of curriculum to develop our own curriculum. But they didn't share it.

This account highlights the earlier situation of language school constraints such as limited curriculum resources, lack of inter community support and the absence of government agencies to support vulnerable community schools. In regards to funding support to community language schools she mentioned that,

> The funding hasn't changed for years. We still get the same amount from 1990. I think it is $35 per student per year. It was not very easy to get funding because of all you have to do: Prove that you have language school and it is operating for 2 hours per week and you had a teacher who was coming in for teaching. That was the funding requirements. You handed in your cost, your account sheet, your attendance roll and basically that was it. There was so much paper work that took I don't know somebody nearly two days to sit down and fill up the paper work once. That's too hard. It's been simplified now. But with regards to policies, policies changed all the time. It is an evolving thing. Policy is changing because the climate is changing.

The ESAQ senior member mentioned that funding levels had stayed the same over the decades. She also outlined the complex demands involved in completing funding applications. ESAQ senior member perspectives indicated that funding application criteria became extremely complex for language schools to accomplish with volunteers. Nevertheless, this ESAQ senior member was optimistic that the changing climate policy and

funding guidelines might make the process achievable. She mentioned curriculum planning in earlier days [i.e. from 1990] as,

> In those days [1990's], the curriculum department [Education Queensland] did everything in English. They didn't have many materials in all languages. So we [language school volunteers] developed conversational stuff [language speaking skills] until we get enough curriculum. In 2002, we [ESAQ] produced a curriculum module for each language produced from the generic curriculum [language curriculum in English]. From then on, it was more difficult to get funding [to translate the generic curriculum] then the project stopped.

The ESAQ member's statement indicated that since 2002 there has been less language curriculum support for communities in need. As discussed in chapter 1, the idea of developing learning/teaching modules was introduced by ESAQ to provide long-term strategic solutions to support communities. Nonetheless, the project was not accomplished due to inadequate funding.

In regards to the availability of policy guidelines, the ESAQ interviewee explained that,' that was secret information'. This statement implies that available policy was not explicitly available to all the language school. As discussed earlier, the Park School principal and teacher highlighted some crucial issues such as: complex funding procedures, constraints involved in implementing Australian language curriculum and challenges in retaining language teachers. Similar issues were identified by the ESAQ member. Considering Park school and the ESAQ member, data analysis suggested that low ethnolinguistic vitality community language schools remain unable to access the necessary support to continue their operation.

The ESAQ senior member emphasised the importance of language teachers' professionalism:

> Now, it is becoming more and more focussed on having people [language teachers] qualified, so that we can maintain our standard for our teachers and students'. 5 or 6 years ago, we [ESAQ] did some research for the language teachers to get a qualification; it would have cost about $200. Unfortunately, LOTE [EQ] didn't agree with this.

This statement has highlighted the necessity of language teacher's professional standards to have a more effective language curriculum. Furthermore, this ESAQ senior member indicated the constant pressure from language schools and ESAQ for professional development for language teachers and to have language teachers' skills recognised. The ESAQ member's perspectives confirmed that language teachers' professionalism links to the effective language curriculum. Despite the huge challenges around finding and keeping trained language teachers in low ethnolinguistic vitality community language schools, over the last few decades, many of these language schools continue to operate with strong support from their communities.

Nevertheless, the ESAQ senior member mentioned the reasons for her school ceasing its operation from 2011 as

> We don't have funding. We needed to find funding by ourselves. We find it more difficult to get teachers to come along and do things for free. After a while they would come one week and not able to come next week. So we have to fill up someone to fill them [language teachers]. That was not satisfactory [to language school students' and parents]. At the end we had only a few other ethnic group people who wanted to learn our language [ESAQ senior member]

5.4.1 Summary of the ESAQ senior member interview

The interview with the ESAQ senior member highlighted three factors that resonated with Park School. The first one is funding and its complexities. The second one is recruiting and retaining skilled language teachers. The last one is the erosion of community support. The ESAQ member's words highlighted the vulnerability of community language schools with low ethnolinguistic vitality that have insufficient funding to continue their work. Secondly, community language schools such as Park School and the ESAQ senior member's previous language school lack of funding to recruit and retain language teachers can be seen to significantly impact on student enrolment. Thirdly, community support is a crucial factor for language schools' maintenance. In the absence of community support, such language schools cannot be sustained.

CONCLUSION

This chapter highlighted the challenges of two low vitality community language schools: Park School; and the ESAQ senior member's former community language school.

As discussed earlier in this chapter, despite many challenges Park School continues to survive because of consistently strong community support. There are many similarities between Park School and the ESAQ senior member's description of her previous school; however, community support and teacher commitment are the two vital factors accountable for Park School's sustainability. In the next chapter, I will analyse the high vitality community language school data.

Chapter 6: **High vitality community language school case study**

6.1 RIVER SCHOOL HISTORY AND OPERATION

River School was established in 1997, a not-for-profit language school in Brisbane, Queensland, Australia. River School is one of the largest community language schools in Queensland, with five branches in different Brisbane locations and over 500 students'. The school is partially funded by the Department of Education and Training [DETE] under the after-hours ethnic schooling [AHES] program, which provides a per capita grant for each child of $35 per year. Apart from government funding, River School has implemented an individual enrolment fee system. Accordingly, to enrol a child in River School, the annual school fee is $125 for ten weeks, with additional charges for textbooks, communication book and exercise books. The fee structure varies depending on the student's year level. The school operates in a mainstream state school premise. River School works on Saturdays and Sundays from 9.30 a.m. - 4.50 p.m. during school terms. Every language lesson is conducted for two hours.

The River School premises enjoy all the facilities of the mainstream school in which it is situated. As River School operates in state school building all the staff, parents, students' and volunteers are covered by public liability insurance. In Queensland, public liability insurance is recommended for all volunteer organisations to protect them against the financial risk of being found liable to a third party insurance claim for death or injury, loss or damage to property or economic loss resulting from your negligence. Education Queensland provides public liability insurance in the name of community language classes for those schools using Education Queensland mainstream school premises.

6.1.1 River School class levels and teachers

River School's mother tongue is taught in mainstream schools in Queensland from year five. However, River School parents prefer community language schools to start the language for their children earlier and to enhance deeper level language skills. River School offers several different levels of language courses for year one to year 12 students'.

Additionally River School offers special courses such as: year 12 exam language coaching class, specially designed language classes for early learners and adults, art, drawing, dancing, music, magic, English and Maths. The River School's future plans include other programs such as language, history, script writing, and chess to enhance the students' knowledge and their interest in learning their community language.

River School teachers are community language speakers and most of them are Queensland registered teachers. The River School principal mentioned that teachers are recruited based on their Australian teaching qualifications and skills in relevant language teaching experience. There are 32 teachers employed in River School. Out of them, 25 of these teachers are Queensland registered teachers, having graduated from Australian universities majoring in their languages and Mathematics, and seven teachers are overseas award winning teachers in heritage arts, culture and teaching.

On the day of my field visit to River School, I was welcomed by the River School principal. The principal explained to me about River School's general school administration routines and class room procedures. River School has a temporary office space which was well equipped with resources such as; four computers with internet access, a printer, a scanner and a stationery cupboard. I saw teachers printing and scanning materials for their classes. Most of them talked in their mother tongue. I had an opportunity to meet my teacher participant in this study. She was a 30 year old, year 10 class teacher and a second generation migrant. She started her schooling in Australia when she was 14 years old. She is bilingual and a Queensland registered teacher. Currently, she is a relief teacher in Queensland state schools teaching her mother tongue and Mathematics. She mentioned that there were 11 students' in the year 10 classes at River School, most of them aged between 15 years to 16 years old. Seven students' were recent migrants from the overseas country of origin. Four students' were Australian born community language speakers.

6.1.2 The classroom observations

With the informed consent of the principal, class teacher, students' and parents, I observed the year 10 class at the River School on two occasions. The teacher met me a few minutes before the first class to give me a brief overview and preliminary information about the class. The teacher told me that the focus of the class was in ancient culture, war and a great emperor's history. The teacher briefed me on the activities that they were going to be doing that day. In the classroom, the teacher introduced me to the class, and I briefly

explained my research. The children welcomed me, and then I sat in the corner of the class to minimise any disruption for the students'. I witnessed excellent facilities relating to space, buildings and furniture. River School's active classroom environment encouraged the students' to connect with the learning context. The classroom comfortably accommodated the number of children. The classes contained easily relocated and convenient furniture to perform group activities. The classroom had natural ventilation, and was well-lit by natural daylight. River School was equipped with all necessary technology resources such as fan, air conditioner, data projector and internet access.

The first lesson I observed was about the history of a ruler and his reign. In this section, a chronological description of events including students' and teacher interaction during my observation of the class is given.

- As the bell rang, the students' entered the class, the teacher marked attendance. The teacher discussed last week's activity, and essay writing. When asked, most of them raised their hands to indicate their homework completion. Only two students' had not completed this. I noticed all the students' had an overseas textbook and an exercise book. Some students' used their laptop to write their language tasks. The teacher advised the students' to check their homework with their peers. Meantime, the teacher had a chat with the students' who had not completed their homework. Next the teacher instructed the whole class to discuss the key points to be included in the homework task sheet. This lesson phase continued for about 20 minutes.
- In continuation of last week's lesson, the teacher wrote some language letters on the board and asked the students' to pronounce the letters. Students' tried the new words and pronunciation. All the students' perform the same sound like the teacher. Later, the teacher narrated a story in the heritage language and English. Thus, code-switching occurred in the class to understand the mother tongue. The River School teacher used code switching to teach unknown complex language words into the known first language. Most students' understood the history words in English. For example: swords, war, battle, etc. This lesson phase continued for about 20 minutes.

- The Teacher used the data projector to show a video clip. The video clip was about a king and his battle in a war Zone. The King bravely fought with his enemies and captured the territory. The war zone depicted ancient clothes, weapons, and language. Everyone in the class watched the video quietly. The video clip played for 9 minutes
- The teacher set a task for students' to identify five words from the video clip and write the words in their exercise book. Meanwhile, some students' asked permission from the teacher to use their tablet to view the video again. The teacher replied, 'Sorry, I will give you a link at the end of the class. But you can use your tablet for your class work'. Some students' used their tablet to write the words. Others wrote in their exercise book. Students' seemed very motivated while typing the heritage language on the computer. The teacher helped some students' to write the letters accurately. This phase of the lesson took approximately 11 minutes, after which the students' had a ten-minute break.
- After the break, the teacher asked the students' to read the textbook for 10 minutes. Later she asked questions about the reading. The teacher had chosen ten words from the book for a spelling test. Students' were encouraged to work in a group to learn the words. While the students' engaged in spelling activity, the teacher helped some students' to pronounce and write the complicated words. This lesson phase continued for about 15 minutes.
- The teacher alerted the students' about the end of reading time and dictated the spelling list words one by one. The students' quietly wrote the words in an exercise book. At the end of the spelling test, the teacher collected the notebook and asked the students' to form a group to write some interesting story using those ten words. This lesson phase continued for about 30 minutes.
- Meantime, the teacher checked all the students' notebook and asked the students', if they were ready for sharing their stories. There were three groups involved in the activity. Everyone agreed to share, and then there was an active storytelling session. The sessions seemed a lot of fun with active engagement. Some students' imitated the King and narrated their story. The teacher interrupted and told the students' that they could continue in their next class. The teacher gave some tips to complete their summative assignment.

The bell rang, and the class dispersed. This lesson phase continued for about 30 minutes.

The whole lesson lasted 1 hour 45 minutes excluding the ten-minute break.

The following week, during my second observation, the teacher started the lesson by asking questions about last week's history terms and recalled some words. After ten minutes of discussion, the teacher assigned time to complete the summative assessment for term 3. As they were heading towards the end of the term, the students' were asked to prepare and share their discussion in the class for one hour. The summative assessment was to write an essay about the ancient culture. The teacher told me the purpose of that assessment was to enhance the student's language in terms of writing, speaking, reading, and talking.

The teacher encouraged the students' to work in groups and present their ideas after the tea break. The students' used their tablets, books and some colourful magazines for the presentation. They worked in groups actively while the teacher monitored individual groups and scaffolded the task for some students'. Mostly, the students' were independent and engaged in their tasks actively. After the tea break, different groups presented their assessment tasks outline before the class. Teacher and peers shared their thoughts after each group presentation. Each group has taken 20 minutes to present their assessment tasks. Each group was rewarded by appreciative applause. The teacher individually praised each student and instructed the students' to submit the assessment in hard copy in the following week.
In summary, I observed a variety of teaching strategies in River School. River School students' were actively involved in exploring new ideas while they were working as a team. An important aspect of River School activities was active and communicative collaboration between teacher and students'. The River School teacher included many activities in her teaching using technology and textbooks. River School students' were encouraged to use their bilingual skills to learn new language words. I witnessed a student-centred approach in River School classroom, where the students' were the focus of all the teaching activities. Additionally, I found consistent formative and summative assessment components in which students' were provided opportunities to reflect. Peer learning successfully occurred in the River School during the group presentation and feedback session after the presentation.

6.2 RIVER SCHOOL ANALYSIS

In this section, I present the perspectives of a River School's parent, teacher and the principal together with my classroom observation reflections based on Glatthorn, Boschee, and Whitehead's (2009b) curriculum typology. In particular, I focus on the sub-categories under their concept of the intentional curriculum which comprises: the written curriculum, the supported curriculum, the taught curriculum and the tested curriculum. I use these sub-categories to structure my analysis.

Accordingly, I first examine materials such as the AHES curriculum [Queensland language generic curriculum] and teacher guides available as evidence of the written curriculum. Secondly, I consider the time allotted to a topic, learning materials and equipment available, classroom size and language school's teaching resources drawing on the supported curriculum. Thirdly, I analyse the nature of the second language teaching approach observed in the classroom, as evidence of the taught curriculum. Finally, as evidence of the tested curriculum I consider assessment strategies and the participants' perspectives on students' achievements.

6.2.1 Written curriculum

In this research, the written curriculum refers to the AHES curriculum materials and teacher guides, from which teaching activities are developed. AHES curriculum materials refer to Australian language curriculum from Prep to year ten, which was available for River School's language in QCAA [Queensland Curriculum and Assessment Authority] website. Additionally, senior external examination resources are also available on the QCAA website. River School has adopted an overseas text book as the 'de facto' curriculum for recently migrated students', while using the AHES curriculum for Australian-born students'. The overseas textbook is on the approved textbook list for primary and secondary schools in their country of origin. These books have been recommended by their country of origin education department and designed according to their country's education system curriculum guidelines. Hereafter, in this report the written curriculum refers to the AHES curriculum and the 'de facto' curriculum refers to the overseas textbook.

River School participant interviews highlighted two themes in regards to the written curriculum. The first one is adapting AHES and the de facto curriculum to retain student numbers; secondly I discuss River School's capacity to cater for the academic demands of newly arrived migrants. In the following paragraphs, I will briefly analyse these themes.

In regards to River School's existing curriculum materials, the principal stated that,

> We are using overseas books. We give five textbooks to year one students'; from year 2 to year 12 we will give them three textbooks for each level. For each level, we have at least two textbooks and one assessment book. All these books are imported from overseas. We have a teaching plan for each term. We will give the books to the students', and the teacher will follow the teaching plan.

The River School principal outlined how their school was adopting overseas text books. In my two classroom observation sessions, I noticed that the River School students' brought their own book. Each student worked on their own books and the teacher checked and signed the assessment books. I observed a systematic learning approach in the River School. Additionally, all the students' in the class had the same textbook and assessment book appropriate to their age group. River School students' books were imported from the overseas country of origin and sold to the students'.

It became evident that River School was adapting two curricula namely: Overseas and AHES curriculum. According to DETE-AHES policy [Queensland education department], one of the preliminary requirements to secure EQ funding is that, the community language school should follow Queensland AHES curriculum. River School is receiving the per capita funding of $35 per student from EQ, despite the fact of adopting overseas curriculum in the class. When I raised the question to the River School principal about the reason for adopting the overseas curriculum in the school, she replied,

> That's the very hard part. We have a teacher to write this program [Australian curriculum]. We follow this program [Australian curriculum] for some classes. We can't follow this program for all classes. Because, most of our students' recently arrive from **** [overseas home country] people. If we follow curriculum [Australian Curriculum] over here, then those students' [Overseas

> students'] won't come to our school, because the Australian curriculum is not matched to their level. Because it is too easy for them.

This statement from the River School principal cited that in order to meet the academic demands of overseas students', River School embraces the overseas curriculum. Furthermore, River School principal added the risks of student's withdrawal from the school in following AHES [written curriculum] curriculum. River School principal interview suggested that addressing local and international students' learning needs was crucial for maintaining this language school. In Queensland mainstream schools, learning a second language is mandated from year 5. The language curriculum for year 5 focuses on comprehending texts, composing texts and intercultural competence and reflection. By contrast students' from overseas were competent in those aspects earlier than Australian second language students'. The students' who have started their language learning earlier can be expected to gain high-level competency than the others. Thus, there was an enormous knowledge gap between Australian-born children and immigrant children. In this manner, River School is adopting two curricula to retain the students' enrolment and to secure DETE AHES funding.

The River School principal justified following both the Australian and overseas curriculum as:

> In our school, if we follow an Australian curriculum, we will lose students'. We really need students'. This program [Australian curriculum] is suitable for non- background students'. We are following an Australian curriculum for those non-background students', which is easy to follow up.

Thus, the River School principal justified adopting two curricula in order to satisfy the local and international language learners. The River School principal interview revealed that two significant advantages of adopting the Australian curriculum are to cater for Australian born ethnic students'. This statement demonstrated that River School has the capacity to address the AHES curriculum standards, as well as overseas academic standards.

In regards to EQ funding, the River School principal mentioned that,′ We have student numbers, assessment, learning materials, so we have no problem. But I find it difficult to fill up the long application. Because I have to search all papers'. This statement affirmed that EQ- AHES funding application has lengthy criteria. Completing EQ- AHES

application might be challenging to community language schools owing to the heavy voluntary contribution. Additionally, most of the community language schools have been operating in a temporary office space. River School has no permanent office to store the school records. Thus, storing and retrieving the necessary school information might be a demanding process. When I asked about existing financial support, the River School principal stated that,

> I think government support is very important to us. We are getting some money from students' enrolment. Based on that we are managing the school. We need more support from the government, if the government gives per kid, that's good. We worry more for rent [annual school premise rental cost]. Because the rent is going higher. There might be a problem to us.

The River School principal stated the need for additional financial support to maintain their language schools. She insisted that annual rental increase might be a potential threat to their language school's sustainability. Another fact identified from this statement was that the strong student enrolment fee compensates towards River School's current financial burden. The River School principal would like additional funding from the government to meet the annual rental cost.

As seen from the River School principal and teacher perspective, it is evident that the written curriculum is available and widely implemented in River School. Although, River School is predominantly focussing on the overseas curriculum, Australia's written curriculum is also positioned actively in language teaching to secure EQ AHES funding. Thus, the River School participants highlighted that they have the capacity to meet both the overseas and local students' learning needs. Thus, the choice of structured written curriculum significantly elevates River School as a high standard language school.

6.2.2 Supported curriculum

For this study the supported curriculum analysis focuses on complementary instructional materials available in River School, such as textbooks, software, and multimedia resources developed and used in class activities. Major themes which emerged from the River School participants are adequate support resources and links to active learning. In the following sections, I will analyse the significance of the supported curriculum practices in the River School classrooms.

In regards to available teaching resources, 'I usually search online by myself. They [overseas education department] have an official website [free online language resources], and you can download the resources for each class '. The River School teacher stated that freely available overseas learning resources enabled her to prepare the lessons tailored to individual learner needs. Furthermore, the River School teacher is a registered Queensland teacher, and she mentioned that she could build upon the lesson structure based on student levels. I raised a question with the teacher in regards to following two curricula at River School, and she answered my question as, 'It [following two curricula] depends on the student's level. If you find if this textbook finds hard for them then I will prepare my own materials for them. So I think it is not a big problem for me to follow either Australian curriculum or overseas curriculum'.

In regards to supported curriculum, the River School teacher stated that,

> I also like download like especially for this lesson I downloaded some video like related to the previous lesson. So, that they could have an idea. All those things are in the textbook as an abstract but if I use video, they feel 'oh, I know what is going on that previous lesson. I normally use videos, games that kind of things a lot [River School teacher, interview].

The River School teacher employed technical resources in the learning sequences. Furthermore, the teacher actively embedded the various supporting resources to the students', which make them explore and generate new ideas. Thus, the supporting resources promote individual students' imaginative efforts and make them think 'out of the box'. Learning a language is a unique skill, which responds well to a positive learning environment. As discussed in chapter 1, not all community language schools are well supported. Hence, the individual community language schools learning resources and funding supports are varied according to the language recognition and the students' enrolment. Overall, River School has a well-supported curriculum.

In regards to lesson preparation, the River School teacher mentioned that:

> Especially for language curriculum it starts from the basic thing and then you go up. And then like it depends on the students' level. If you find if this

> textbook finds hard for them then I will prepare my own materials for them. So I think it is not a big problem for me.

The interview with the River School teacher affirmed her professional expertise in auditing students' levels and preparing learning resources according to the learner needs. Additionally, the River School teacher prepares her own teaching materials for the needed students' with the help of River School supporting learning resources such as photocopying and printing from the online resources.

During my classroom observation, I noted that all the River School students' were provided with a self-access exercise book in which the students' can engage on their own with minimum scaffolding from the teacher, allowing them to work on their own or with other children. Furthermore, I witnessed that River School has a temporary teacher's office space which included four computers with the internet, printers and scanners. I observed teachers scanning, photocopying and printing the lesson materials before the class. Thus, River School is equipped with necessary supporting resources to teach their language. This is a community language school which is well resourced.

The River School teacher also mentioned about building relationships with external professional networks:

> I think we have regular meeting every weekend when coming to the school, and they provide you some idea of good resources from other language schools, probably we can use it some good activities for higher level students'. Like that, I learn some teaching resources from the meeting as well.

The River School teacher interview data suggested that they were building relationships with external language schools, to promote wider learning experiences. Thus, the River School teacher's active external collaboration provided them abundant learning resources for their students' and enhanced opportunities to promote their local community. Such collaboration and sharing of resources enhances River School supported curriculum. Considering the River School teacher's perspective together with my classroom observations, River School demonstrated necessary supported curriculum elements to meet the demands of international and Australian-born community language learners.

6.2.3 Taught curriculum

In this study, the taught curriculum refers to the second language teaching approach evidenced through the activities as observed in the classroom. Accordingly, the following sections will examine themes gathered from the River School's classroom observation and participants' perspectives. From my classroom observation, it was evident that the River School teacher acts as an organised facilitator throughout the class. I noticed that there was an active collaboration between the River School teacher and students' in their learning activities. Teaching activities and assessments were focussed on student-centred learning.

My observation resonated with the River School teacher’s statements,

> I am not actually the dominant one in the classroom, and I will let the students' interact more. And I will prefer like more games like so that the students get more chance to interact with me.

My observations supported her claim to design for active learning. Most of the students' were engaged in their tasks. I witnessed active discussion among the students', peer learning and inquiry learning frequently occurring during the class time. The River School teacher is bilingual, and she used her bilingual skills in to teach complicated language words in English.

The River School teacher applied a variety of teaching strategies to teach and to assess the students'. The River School teacher prepared two sets of learning materials: one for the more advanced group and the other for the learning difficulties group. During my classroom observation, I noticed that while the students' worked in groups, the teacher attended to this particular group often and helped them to complete their task. The River School teacher scaffolded individual students' and groups whenever they needed it. The River School teacher stated that,

> The level of students' can be very different. Especially, for the lower level students' I would like to prepare worksheets for them, and sometimes I will let those students' with higher ability students' to work in groups. I will work with the students' who are having learning difficulties.

The River School teacher is also currently working as a relief teacher in Queensland state schools. She has gained bilingual proficiency, expertise in assessment strategies, cultural knowledge, planning and delivery of instruction, and continues to develop her professionalism through ongoing professional development courses. Thus, the River School teacher demonstrated high standard of taught curriculum aspects throughout her class engagement.

The River School principal talked about the recruitment process for employing teachers as:

> Most of our teachers are having Queensland teacher's registration, and the non-qualified teachers are having more than ten years of **** [language] teaching qualification. I will be stricter in choosing language teachers, if the teachers are not good then parents complain. Because we have tough competition with other **** [same language taught in different school] schools. To maintain the standard, we will teach the lessons with qualified and experienced teachers.

Thus, the River School principal affirmed that teacher's professional standards are a high priority in maintaining River School's academic reputation. Additionally, the River School principal highlighted the need for professional teachers to overcome three main challenges: to meet the parent's expectation, to maintain a high-level academic standard and to compete with other community language schools. Thus, the professionalism of River School teachers is crucial to overcome these challenges which in turn will increases the River School student numbers.

However, the River School principal mentioned constraints involved in recruiting teachers:

> The main problem is budget. Because we need to pay for certified teachers. Lots of teachers are doing a good job. To keep the teachers in this school, we need to pay good money to them. Otherwise, the teachers will jump from here to other schools. If no good teachers, the students' won't come here. I think this is very important. Yeah! Good teacher can attract more students'.

It is evident from the River School principal's statement that the role of the professional teacher is essential in language teaching to meet the parents' and students' demands. Additionally, River School is teaching the students' how to use the language in social contexts. In that way, River School's taught curriculum is more productive than Park school. However, the River School principal statement revealed that insufficient wages for the teachers could lead to teachers' resignation. Therefore, the River School principal cautioned that the lack of skilled teachers could cause a challenging situation to the principal and students'.

6.2.4 Tested Curriculum

The tested curriculum is the final sub-category in Glatthorn et al.'s (2009) concept of the intentional curriculum. In this study, tested curriculum refers to the tests and performance measures such as classroom tests and standardised tests to evaluate student's performance. In Queensland, QCAA recognises River School's language as one of the languages to be taught in selected mainstream schools as a second language subject. Thus, River School students' have the opportunity to sit the senior external examination [year 12 examination]. The corresponding language results in senior external examination subjects can count towards the Queensland Certificate of Education [QCE] and in the calculation of student's tertiary entrance score. In Queensland QCAA conducts a common state-wide test designed for year 12 students' every year. An overall performance [OP] score is awarded to student's state-wide rank. The students' are ranked based on their overall achievement in authority subjects. OP-eligible students' in Queensland are placed in one of the 25 OP bands from OP1 [highest] to OP25 [lowest].Thus, the senior level exam offered at River School is considered as one way to promote wider community participation.

As mentioned earlier, River School is currently adopting both an overseas and Queensland curriculum to meet the students' and government's requirements. As a researcher, I asked the teacher what curriculum she had been using with the River School students'. The River School teacher responded, 'I think I do teach based on overseas curriculum, we don't do any specific things [for Australian curriculum]. When test [senior external examination] time comes, I will prepare some materials [based on Australian assessment criteria] for them to practise those different discipline areas'. The River School teacher interview revealed that although teaching was based on the overseas curriculum,

River School assessment standards and criteria predominately focused on Australian assessment criteria.

My classroom observations and River School participants' perspectives both pointed to the importance of assessment to audit individual students' learning capacity. The River School teacher stated in regards to assessment practices in River School that:

> Usually by the end of each term we have one assessment [summative], but in between the term we have writings tasks [formative] like, I will ask them to write an essay about what we have learned. It will start half way through the term till the end of the term.

I witnessed in my observation River School students' presenting their formative assessment outline before the class. They received feedback from their peers and the teacher at the end of their presentation. Thus, constructive feedback supported the River School student's further learning.

In regard to students' being promoted to the next level, River School teacher stated, 'the students' are promoted according to the test result. We have test paper, if they can pass; it means they are ok to go to the next level. Otherwise, they will be in the same grade; usually it will happen at the end of the year'. Thus, the River School teacher interview affirmed that formative and summative assessments are a fundamental part of their learning to promote the students' to the next level.

From my classroom observation and River School participants’ statements, an assessment item was implemented at all levels to reflect language learning objective. The teachers audited the student's knowledge and skills through summative assessments such as asking questions, instantaneous spelling test and assess their pronouncing words. Furthermore, the River School year 10 class students' concurrently worked on formative assessment. River School students' were provided an opportunity to reflect their learning objective. Furthermore, the teacher delivered frequent constructive feedback to support the students' further learning. River School assessment practices equip the students' to prepare for the senior level external examination. River School parent mentioned, 'Our kids are learning our culture and heritage together here. If they learn our language, it is good for their career.

We wish our school should service like this to make our kids sit for the final year 12 examination'. River School parent mentioned the importance of the heritage language learning and its recognition. River School parents' perspective reflected that language recognition towards senior level examination would create a brighter future for their children. Furthermore, he believed that there is professional advantage derived from their language learning. Apart from that, the River School parent was confident in year 12 senior examination achievement, which will allow their children to compete effectively in the future global economy. Thus, the tested curriculum in River School encourages wider community support in language learning.

6.3 SUMMARY OF RIVER SCHOOL ANALYSIS

As seen from the above analysis, it is clear that River School has effectively demonstrated the four sub-components of the intentional curriculum namely: written curriculum, supported curriculum, taught curriculum and tested curriculum. Nevertheless, River School participants identified some risks. According to the River School principal, recently migrated overseas students' are demonstrating high levels of academic standards in their own language. In order to maintain the student enrolments, River School is embracing both Australian AHES curriculum and overseas text books as the 'defacto' curriculum. The River School principal voiced concerns about the emerging financial constraints such as; an annual surge in school premise renting cost and expert teacher's recruitment. Additionally, River School principal stressed the importance of retaining professional language teachers in order to maintain academic reputation and to strengthen student's enrolments. The River School parent's interview data revealed the importance of having the heritage language included as a subject for assessment in the mainstream senior school examination.

CONCLUSION

This chapter highlighted how the high vitality language school is successfully preserving their language. Fewer challenges were identified by the River School participants, and overall River School interview analysis and my classroom observation revealed that River School is successfully implementing the intentional curriculum as per the AHES [written curriculum] language curriculum. In the next chapter, I will conclude my research summary by providing a cross case synthesis of the data analysis from River School and Park School.

Chapter 7: Conclusion

This study asked how the current policy climate in Queensland impacts on community language schools' curriculum practices. To this end, the research investigated curriculum practices in two community language schools and their challenges. Additionally, this study explored the existing policy support for community language schools in Queensland. Chapter 1 highlighted the significance of this study's research questions and historical efforts to improve the curriculum practices of Queensland community language schools. Chapter 2 critically evaluated the literature related to the curriculum practices of community language schools in overseas, other states of Australia and Queensland. This literature review produced insights into the common issues around curriculum quality in community language schools in Queensland, Australia, and other nations. However, none of the studies addressed the current challenges facing Queensland community language schools. To conceptualise the factors which are currently influencing curriculum practices across the Queensland community language school sector, chapter 3 outlined the conceptual framework of ethnolinguistic vitality theory (Giles & Johnson, 1987) and a nuanced curriculum typology (Glatthorn et al., 2009a). Chapter 4 presented the qualitative comparative case study design, which allowed this study to explore, compare and contrast two cases of language schools, one serving a low vitality community, the other a high vitality community. These case studies of community language schools of varying size and resources allow a comparison and contrast of their curricular resources, policy support and challenges. Chapter 5 and 6 then reported on the individual case studies of Park School (serving a low linguistic vitality community) and River School (serving a high linguistic vitality community).

This chapter has six sections. The first section summarises the case studies. The second and third sections present the comparative analysis based on Yin's (2009) cross-case synthesis along the dimensions of the curriculum typology. The fourth section highlights the implications of this study. The final section addresses the limitations of this study and raises further research questions.

7.1 OVERVIEW OF CASE STUDIES

Yin (2009) argues that to investigate a phenomenon, better theorizing and better understanding can be derived from a number of cases studied simultaneously. Accordingly, Park School and River School have been examined simultaneously to understand how the current policy settings impact on diverse community language schools' curriculum practice. Furthermore, Yin highlighted that cross-case synthesis should identify issues within each case and then look for common issues that transcend the cases. Furthermore, Yin emphasised that each individual case in the cross-case synthesis be treated as a separate case. Accordingly, this study presented the case study of Park School in chapter 5 and that of River School in chapter 6. To draw cross-case generalisations, the themes emerging from Park School and River School case studies will be compared in this chapter. Table 11 presents an overview of Park School and River School to illustrate their contrasting situations. The detailed cross-case analysis of each case study schools' theoretical concepts such as written, supported, taught and tested curriculum will be explored in the subsequent sections.

The process of moving systematically between the theoretical frame and the empirical data was summarised in chapter 3.5. This theoretical framework provided a broad explanation of the relationships between curriculum quality and community language school sustainability. Glatthorn et al. (2009a) distinguish seven articulated dimensions or types of curricula in any education field. The three major components include the written curriculum, intentional curriculum, and the hidden curriculum. Glatthorn et al. (2009a) then further divided the intentional curriculum as follows: written curriculum, supported curriculum, taught curriculum and tested curriculum. This study's findings will focus on those four sub-categories of the intentional curriculum. Accordingly, in the following sections each research question and associated theoretical concepts will be addressed drawing on the case studies.

Table 10 Summary of Park School and River School data analysis

Theoretical concepts	Park School	River School	Aspects in common	Differing Aspects	Access to Policy support
Written Curriculum	• Australian (AHES) curriculum not developed for this language school. • Issues and constraints in translating and adapting the AHES curriculum. • Current AHES policy guidelines are considered complex and not well understood by Park School.	•Working on both overseas text book and Australian (AHES) curriculum. •No issues identified in adapting and translating AHES curriculum	•Both schools working on overseas text books as a 'de facto' curriculum. •Both schools feel constrained by their financial resources.	• Park School did not develop an official written curriculum. • River School uses and supplements official written curriculum available in DETE website.	• Available financial support is considered not sufficient for either school. • For Park School, student enrolment fee is the only source of financial support. Struggling to maintain their language school with their limited financial source. •No additional support is available to Park School. • River School has two sources financial support: AHES funding per student and student enrolment fees, however annual increases in operational costs are challenging to cope within the available financial support.

Supported curriculum	Overseas text books and printed materials, no classroom technologies	Technology resources, text books, exercise books, assessment books, online resource access, printed materials and well supported classroom facilities.	Both schools seek additional policy support to develop supported curriculum materials	• Park School had access to limited supporting resources. • River School used variety of supporting resources and capacity to source, develop and adapt the AHES generic language curriculum.	
Taught curriculum	•Park School taught grammar, vocabulary and literature, i.e. teaching about language.	•River School taught communicative activities, i.e. teaching learning to use language.	•No evidence of regular teacher professional development •Both schools sought regular professional development opportunities to enhance quality of teaching.	• Park School taught curriculum is limited due to lack of qualified teachers and limited access to paid professional development. • River School taught curriculum showed strong taught curriculum aspects, and significantly stronger every year.	• Park School teachers are overseas qualified, but no bridging course is available in Queensland to be a certified community language teacher.

Tested curriculum	No formal assessment to evaluate the student's performance. The students' are promoted to the next level based on teacher's judgement.	Formal formative and summative assessment used to promote the students' to the next level.	No aspects in common.	• In Park School, standard Australian assessment system has not been implemented in order to maintain student's motivation and enrolment numbers. • In River School, assessment playing a predominant role for student enrolment.	•Recognition of community language schools in wider community. • There is policy support for all community language schools to gain recognition such as; Senior year 12 language exams certification and promoting language education through mainstream schools, using the generic AHES curriculum.

7.2 CROSS CASE ANALYSIS OF CASE STUDY SCHOOLS AND WRITTEN CURRICULUM

The first research question were:

a. How does state policy currently understand and support quality language education in community language schools?

i. How does the size of a community language school affect the support available to it?

The key finding to the first research questions stems from the conditions inherent in the Queensland policy supporting community language education. The case studies analysis revealed that in Queensland under EQ's AHES scheme the funding allocation of $35 per student per capita grant is available for a community language school, and that this funding level had stayed the same over decades. EQ-AHES funding is calculated by student enrolment numbers. The various concerns raised by the participants included not only the limited funding provided but also the complex 32 page application form and criteria. Low vitality community language schools such as Park School and the ESAQ senior member school were in effect unable to access any government funding owing to these complexities and as a result, remained vulnerable. Therefore, the following analysis will focus on how the size of the community language school affects its access to policy support.

Another issue identified in the Park School case study was the absence of any funding support to translate the generic AHES curriculum. While the generic curriculum was the key to both accessing funding, and improving curriculum practices, there was considerable preliminary work involved in developing curricular materials in the target language. The complete lack of financial support in Park school meant there was no capacity to invest in translating the generic AHES curriculum.

Another crucial fact that emerged from both the Park School and River School case studies was how the rise and fall of student enrolment significantly impacted on community language school's financial viability. Both case studies highlighted the importance of student enrolments not only to shaping up the curriculum but also to maintain their language school. Park School has no certified assessment process to maintain their school's sustainability;

while River School has additional curriculum to attract migrants and local Australian students'.

Park School and River School case studies revealed crucial links between student numbers and financial support. Accordingly, the following section examines the significance of student enrolment in Park School and River School.

7.2.1 Written curriculum in Park School and River School

The predominant central challenge identified in both case studies was the importance of retaining students'. Park School and River School interviews and class room observations revealed that student enrolments play a vital role in curriculum planning and language school sustainability. In chapter 5, table 9 highlighted that student enrolment is showcased as a major financial resource to both Park School and River School. Although, both case study schools' annual statistics data revealed an increase in students' numbers, the case study data revealed that there was an ongoing challenge associated with retaining those student numbers.

The Park School case study revealed that their minimal student enrolments link to three challenges: financial constraints, multi-age classrooms, and minimal curriculum resources. In the absence of government funding support, Park School relies completely on the student enrolment fee to meet operational costs. The Park School principal stated that they needed skilled teachers to implement the official AHES written curriculum. From the principal's perspective, existing financial constraints prevent Park School from recruiting skilled teachers and implementing the available written curriculum.

Another issue which emerged from the Park School's classroom observation was how low student enrolments push the school to combine students' of different ages in a multi-age classroom. This will be a problem in any low vitality community school. In Park School, there were only three levels of language classes, namely: beginners, intermediate and advanced. Classroom observation revealed that student's ages ranged from 9 years to 14 years old in the senior level language classroom. The age difference in multi-age classrooms made implementing and practicing an engaging, common curriculum a huge challenge. In Queensland state schools multi-age classroom or composite classes typically mix students' of no more than one grade level in the same class, for example year 4 with year 5. Thus Queensland state schools only deal with a one to two year age difference in students', and

multi-age classrooms are perceived to be quite effective in helping students' by tailoring curriculum for individual students' learning capacities. Nevertheless, individual tailored written curriculum is not possible in Park School owing to the age differential, proficiency levels of the language learners, and expertise of the volunteer teacher. Thus the smaller school faces significant challenges but has not yet received any support from the Education department.

Park School student enrolments reflected marginal growth over its history and the school was running entirely on volunteer support. In the absence of a written curriculum, Park School relies on overseas text books. Therefore, in Park School there was no actual written curriculum; rather the textbook serves as the de facto written curriculum. The Park School principal suggested that the likelihood of them being able to achieve an official written curriculum in the future is very doubtful.

In contrast, River School worked from a written curriculum. The River School principal explained the importance of the language curriculum and its close link to student enrolments, adding that they were equipped with the fundamental resources to implement both the Australian written curriculum and overseas curriculum as desired by their community. The River School principal highlighted how maximising student enrolments acted as a catalyst for not just one but two written curricula. River School incorporates the Queensland written curriculum to satisfy funding requirements and the overseas curriculum for its academic reputation. Annual statistics reported by the River School principal demonstrated a significant increase in student enrolments from both recent migrants and second-generation Australian students'. Vigorous growth in student enrolments at River School substantially enhanced the level of funding the school received from both the (greater) enrolment fee and government support.

Accordingly, the common theme identified in the cross-case analysis is that both case study schools are building upon a 'de facto' curriculum (overseas text books) to meet their particular demands and challenges. Secondly, student enrolments increase schools' access to financial support which in turn can promote quality in curriculum planning. The contrast identified in this study was that the larger River School could access the necessary curriculum and financial support, whereas the more vulnerable Park School operated with inadequate funding and no curriculum support. Queensland community language schools are

playing a vital role in enhancing language education among the minority community languages. However, the challenges faced by emerging and vulnerable community language schools have not changed over time. This section demonstrated that the extent of financial support available to the individual community language school depends ultimately on the strength of student enrolment. This in turn impacts on the quality of written curriculum. Thus, in the following section, I will analyse the influence of student enrolment in Park School and River School.

7.2.2 The issues of community language schools' student enrolments

A common theme from both case studies was the importance of maintaining student numbers. Analysis suggested that student enrolment numbers in Park School and River School significantly impacted on financial and policy support. The following paragraphs will summarise the impacts of student enrolment on curriculum practices in Park School and River School.

The Park School case study analysis highlighted the absence of financial support to develop and implement the AHES curriculum. The lack of financial support was often mentioned by participants in their interview. The Park School principal mentioned the complexities involved in adapting the AHES curriculum such as; translating the generic curriculum, recruiting skilled teachers and the difficulty of meeting the AHES criteria in terms of assessment practices. Furthermore, the Park School principal considered additional funding necessary to overcome these challenges. Park School had introduced a student enrolment fee, and fund- raising events such as an annual function and weekly volunteer stall to meet the annual rise in language program costs. Considering the limits of the Park School community, the collective financial outcome was still considered insufficient to meet all Park School operating costs, thus it was considered impossible for Park School to incorporate the official written AHES curriculum. Despite limited resources, Park School is nevertheless surviving with strong community support. The Park School principal emphasized that due to a heavy voluntary contribution, their school operates in an uncertain and risky climate. This status is consistent with the review by (Erebus, 2002) as discussed in chapter 2, which reported that community languages schools are insufficiently funded and heavily dependent on a fee paying system and the significant contribution of volunteers to be able to operate their programs. In the community languages school sector, it has been reported that the per

capita funding covers less than 20% of the cost and the other 80% needs to be funded by parents and the community (Nand, 2004). Volunteerism is thus both a strength and weakness for the community language schools, especially for low vitality community language schools like Park School.

Another fact identified in the Park School case study was their inability to apply for AHES funding, owing to lengthy and complex AHES application requirements. AHES program guidelines stipulate that, to start an AHES-funded program, one of the criteria is that a language school should have a minimum student base. Therefore, student enrolments acts as a key to financial resources in two ways; raising resources through student enrolment fees, and qualifying for higher AHES funding. However, the Park School principal mentioned the additional difficulties in completing the application documents, owing to their lengthy and time-consuming requirements. In that way, Park School was unable to access AHES funding from the government.

Implicit policy guidelines was the other issue identified by the Park School's principal. He mentioned that the existing AHES curriculum was not available to their school. Currently, community language schools AHES funding has been managed by Education Queensland. However, at the time of writing this report the information about AHES program requirements, curriculum and assessment strategies could not be found on the Education Queensland website (http://education.qld.gov.au/). In QCAA website (Queensland Curriculum and Assessment Authority) syllabus, assessment guidelines were found only for certain languages (https://www.qcaa.qld.edu.au/588.html). Necessary information for community language schools operation, funding guidelines and AHES application requirements could not be found in designated government websites. In the words of the ESAQ senior member, AHES policy guidelines remain an 'open secret'. The ESAQ senior member also suggested that available policy support is not made explicit to all language schools. As discussed in chapter 2, (Lo Bianco, 2009b) stressed that,' The term policy is not as straightforward as the word implies and contemporary policy analysts accept a wide definition of what constitutes an actual policy' (Lo Bianco, 2009b, p. 17). The ESAQ senior member’s account suggested that the annual maintenance cost of the language schools increases substantially every year; nevertheless the AHES-EQ funding has remained stagnant over decades. Thus the community language schools’ funding allocation and implicit policy

guidelines can significantly impact on curriculum practices of community language schools. Currently, community language schools AHES funding application and curriculum materials are overseen by DETE (Department of Education and Training). However, the existing AHES information is not available to all community language schools, particularly in low vitality community language schools such as Park School and the ESAQ senior member's former language school.

In contrast, River School's stronger student enrolments garner greater financial support which in turn enables more effective curriculum planning not for one but two curricula. River School is acquiring substantial AHES funding as a result of its strong student enrolment. However, the River School principal still raised concerns over meeting annual operational costs such as school premises rental, teacher's remuneration, and learning resources. Nevertheless, in the current policy climate, River School's student enrolments yield additional financial income to meet the growing costs. Thus, student enrolments significantly enhance River School's financial status and enables effective language curricula.

This contrasted case study data analysis revealed the absence of policy support for vulnerable community language schools in the current policy climate. As discussed in chapter 2, Community Languages Australia (CLA, 2007) reported that in terms of AHES language education in Queensland, there is a growing disparity in economic and professional resources between the larger well-established language schools and smaller language schools, which can create a sense of unnecessary competition between these language providers. The one - size fit all funding rate fails to acknowledge the particular challenges faced by smaller language schools serving low vitality communities.

In summary, student enrolment numbers in community language schools contribute to curriculum quality and effectiveness through their mediation of policy support and funding. This comparative study suggests that student enrolment in Park School and River School significantly impacted on curriculum practices. In regards to written curriculum both case study schools are following overseas curriculum for distinct reasons. However,the case study data show that limited policy support is available in Queensland to support vulnerable community language schools. Another fact emerging from the data analysis suggested that existing policy support is not explicitly available and accessible to low vitality community language schools.Current case study analysis evidenced that AHES policy is supporting River

School in every aspect, and strong student enrolments act as a catalyst to boost the school's financial status, whilst, Park School remains locked out from policy support. The ESAQ senior member revealed the importance of community support for the language school's sustainability. However, policy support could also foster quality curriculum practices in vulnerable community language schools.

7.3 CROSS CASE ANALYSIS OF SUPPORTED CURRICULUM, TAUGHT CURRICULUM, AND TESTED CURRICULUM

In this section, I address the second research question which is;

What curriculum is used in community language schools?

i. How does the size of a community language school impact on its curriculum practices?
ii. How do community language schools use the curriculum resources supplied by state government?

In other words, the purpose of this section is to understand how the student enrolment numbers impacted on the two community language schools' written, supported, taught and tested curriculum. The key theme that emerged from the RQ1 analysis was student enrolments were heavily linked to the community language school's financial status and potential. Therefore, a rise or fall in student enrolments subsequently can lead to financial instability in the school operations. Therefore, the following sections will address how the financial status of community language schools also shapes the supported, taught and tested curriculum. This section is organised into five sub sections. The first section outlines the significance of the supported curriculum and how the supported curriculum enhances curriculum elements in the case study schools. I then present how the taught curriculum was delivered in the case study schools and how this aligned with the written curriculum. Finally, I highlight how the tested curriculum plays contrasting roles in Park School and River School and the significance of this for the written curriculum. The final section addresses the issue of misalignment between written and taught curriculum in the two case study schools.

7.3.1 Supported curriculum in Park School and River School

As discussed in chapter 2, the findings of Baldauf (2005) and Cardona et al. (2008) suggested that community language schools needed more supporting resources to complement their language and culture. Nevertheless, not all community language schools

are equipped with those kinds of facilities. Accordingly, this case study analysis also revealed that the lack of funding impacts on community language schools' teaching resources. In this section, I will compare and contrast Park School's and River School's language learning resources.

A crucial issue identified by the Park School's principal was insufficient learning resources. The Park School principal stated that insufficient funding led to the absence of fundamental teaching resources such as computers, data projectors, and minimum internet access for their school. As discussed in chapter 2, Erebus (2008) formulated a project for the national coordination and quality assurance of community language schools. The aim of the project was to strengthen and promote the quality of teaching and learning practices in after-hours ethnic schools across Australia. Erebus (2008) report identified eight dimensions in the Quality Assurance framework: student well-being, teaching practice, monitoring and evaluation, leadership and governance, family participation, school/community links, purposeful learning and language curriculum. These were considered the crucial factors for strengthening and promoting quality in community language schools' curriculum. Erebus (2008) highlighted the dimension, purposeful learning: 'Teachers create an environment where learners are constantly exposed to the target language and culture in real life situations' (p. 66).The classroom observations indicated that the limited learning resources in the Park School classroom significantly impacted on student motivation and learning. The Park School teacher mentioned the challenges involved in planning the lessons for multi-age classroom with limited teaching resources. The teacher needed a variety of teaching resources to deal with multi-age classroom, in order to engage the students' especially for after-hours classes. As mentioned in chapter 5, the Park School teachers were volunteers. The Park School teacher explained that he had spent more than two hours preparing the lessons and photocopying relevant learning resources. Without any supporting teaching resources and inadequate professional development opportunities, Park School teachers were using their own limited resources to prepare their lessons. Preparing multi-age learning resources and planning the lessons were challenging for the Park School's volunteer teachers as they were using their own unpaid time. My classroom observation revealed that the majority of the students' got distracted in the class due to lack of activities. Thus, lack of teaching resources significantly affects Park School's supported curriculum.

Restricted classroom space was another issue identified during my classroom observation at Park School. A Park School parent mentioned that classroom facilities and supporting resources were critical for language schools to motivate the language learners. In order to have a more active learning process as suggested by Erebus (2008), a positive learning atmosphere must be created in which the students' are provided with opportunities for group work, hands-on activities and problem solving questions, which would allow the students' to generate and communicate new ideas in the target language. Nevertheless, Park School's restricted space meant the teacher was unable to implement such activities. As a result of the confined classroom facilities and minimal teaching resources Park School's classroom featured a limited supported curriculum.

In contrast River School has a distinct advantage in having satisfactory learning resources. In my classroom observation, I noticed adequate supporting resources such as individual text books, technology resources, class room facilities and additional exercise books. The River School teacher mentioned that she had been designing lessons with lots of teaching resources and a variety of teaching strategies to enhance active learning. The River School teacher interview explained the significance of supporting resources in enhancing active learning. My classroom observation in River School affirmed that the students' were actively engaged throughout the lesson. I observed that the teacher was successfully building student's knowledge using various resources and strategies, which resonates with the dimension of Erebus (2008) purposeful learning. Thus, River School learning activities could be understood to be formulated on a communicative, learner-centred approach, while the Park School learning was more a literature-based approach.

The Park School case study reveals prolonged challenges such as: minimal financial support and inadequate learning resources, little prospect of change in these circumstances, and limited opportunities for students' to use their mother tongue. This double jeopardy of small numbers and limited funds could be expected to occur in other vulnerable community language schools serving low vitality or emerging communities. In chapter 2, Clyne (2005) and Joshua (1998) also cautioned that emerging communities from war- torn countries and refugees have limited institutional resources and policy support for language maintenance and thus accessing any available policy support is extra challenging for them. In summary, from the cross-case analysis, the low vitality school and the high vitality school were

differently positioned to access policy support and learning resources. Of particular concern, the Park School case study suggested that the limited financial status and teaching resources significantly impacted on the quality of the curricular practices to support language learning. In conclusion, schools' financial status depended on student enrolments in a number of ways. Strong student enrolment, for example at River School, strengthened its financial status, which in turn resourced its supported curriculum. In contrast, Park School received minimum income, no financial support and thus could develop limited learning resources, resulting in a minimally supported curriculum.

7.3.2 Taught curriculum in Park School and River School

In regards to the taught curriculum, the two major themes identified in this case study analysis were constraints involved in recruiting teachers and the lack of professional development opportunities for the community language school teachers. In this section, I will explore these two themes one by one.

Lo Bianco (2009b) stated the challenges of community language schools as,

> The picture of which languages are provided, studied and learnt involves a complex interplay, ecology, of interacting and therefore dynamic forces. There are top-down pressures and bottom-up pressures. There are constraints in availability of needed resources, such as suitably qualified teachers (p. 27).

This quote indicates that community language schools are experiencing pressure in all directions and highlights the challenge to recruit qualified teachers. The most important element in the quality of taught curriculum is having skilled teachers. At Park School, only three language teachers were available to teach multi-age classrooms. The three teachers were volunteers and none of them was qualified as a language teacher. Park School teachers spent three hours per week volunteering, and all these teachers worked in different occupations during weekdays. Thus, linguistic competency and their own cultural interest have made the teachers become devoted volunteers at Park School. As discussed in chapter 2, teacher professionalism plays a vital role in well-planned language education (Erebus, 2008) . Erebus (2008) formulated a nationally coordinated quality assurance project for community language schools. The aim of the project was to strengthen and promote the quality of teaching and learning practices in after-hours ethnic schools across Australia. However, owing to the several constraints in Park School such as recruiting skilled teachers

and the lack of professional development opportunities there was no evidence of any significant impact from the Erebus (2008) quality assurance project. The Park School principal emphasised the uncertainty of teacher's availability due to their volunteer service. From the Park School principal's perspective, heavy contribution expected from the volunteers might jeopardise his school's sustainability.

Another crucial factor emphasised by the participants in both case studies is the lack of any funding for language teachers' professional development. Ongoing opportunities for professional development remain unattainable. The Park School teacher and principal voiced the opinion that it would be highly regarded, if national or state level policy could support them to meet the associated costs to support language teachers' professional development. Park School's prevailing financial conditions meant that the school was struggling to meet the basic language program operation costs. Under these circumstances, teachers at the low vitality community language schools such as Park School teachers had neither an opportunity to upgrade their professional skills nor any government support available to guide them with multi-age classroom teaching strategies. Park School case study suggested that the taught curriculum lacked elements such as: student's communicative activities, informed by the teacher's awareness of current theories of second language learning and teaching. Lack of professional development denied these volunteer teachers the power of engaging with current debates and issues underpinning contemporary understandings of effective second language learning. The Park School teacher described the additional challenge for one teacher in the multi-age classroom where he has to cater simultaneously to all levels of students'. The lack of any professional development opportunities have also significantly constrained the taught curriculum to the kinds of activities the voulunteer teachers could design. Overall, the lack of skills, time and resources to develop written(AHES) curriculum and limited professional development opportunities of the voulunteer teachers limits the quality of the vulnerable community language schools curriculum like Park school.

In regards to the taught curriculum in River School, the teacher demonstrated activities informed by communicative approaches to language teaching that reflected and responded to diverse student's needs. Several factors contributed to the richer taught curriculum in River School such as peer learning, inquiry learning, and similar age grouping in classes, the teacher's scaffolding technique, and well-resourced classrooms, underpinned

by the teacher's professional preparation in language teaching. The River School principal explained that the teachers were experienced professionals and made their decisions regarding the taught curriculum on the basis of students' needs. The River School teacher had the use of technology resources in their classrooms in addition to language text books. The River School teacher mentioned that they considered the textbook was only one of several sources for planning and instruction. My classroom observations revealed that the lessons pursued a learner-centred approach. Furthermore, each lesson employed blended learning strategies, integrating the use of information technology. Lessons were designed to provide opportunities for the students' to develop both their cognitive skills and communicative abilities.

Additionally, the River School principal highlighted the necessity of employing professional teachers for the school's academic reputation. River School is adapting both the overseas and AHES curriculua to cater for recent migrant and Australian-born students'. Thus, teachers' professionalism, learning resources and classroom facilities enriched River School's taught curriculum.

This case study highlighted how community language school teachers needed specific language teaching skills to maintain the student numbers. Furthermore, some of the case study participants highlighted the importance of skilled teachers in the classroom to engage the students' and thus sustain the community language schools. In high vitality language schools like River School, most of the teachers are professionally qualified teachers and thus they have an opportunity to participate in regular professional development workshops, which in turn enhanced the richness of their taught curriculum. Nevertheless, in low vitality schools like Park School teachers are volunteers, and none of them were professional language teachers. Skilled language teachers play key role in the language schools' maintenance. However, low vitality community language schools are struggling to recruit skilled teachers and to provide regular professional development opportunities within their limited financial resources. Case study analysis suggests that disparities between high and low vitality community language schools regarding professional development opportunities, qualifications and teaching experience of their teachers might lead to contrasting curriculum practices within the community language school sector.

7.3.3 Tested curriculum in Park School and River School

The final curricula dimension in Glatthorn et al.'s typology is the tested curriculum. In this section, I highlight how the tested curriculum played a different role in Park School and River School.

The Park School case study suggested that tested curriculum has been avoided over the years as a strategy to retain the students', and thus protect school sustainability. The principal and teacher mentioned that a tested curriculum partially contributes to 'negative effects' amongst the community. Park School participants described the negative effects as student and parent dissatisfaction and unnecessary competition among the students'. From the participants' perspectives a tested curriculum would indirectly impact on student enrolments because testing the children in Saturday classes might cause stress or resistance. However, in Queensland to apply for AHES funding, language assessment is an integral part of the application guidelines. In the absence of a tested curriculum in Park School, gaining EQ-AHES funding becomes impossible. Thus, Park School operates without any government support. The main point here is how Park School's ongoing community support plays an important role in their school's sustainability over the years.

This is consistent with the findings of Pauwel (2005) study as discussed in chapter 2 which found that the sustainability of community language education relies ultimately on family support. The ESAQ senior member similarly highlighted the necessity of maintaining community support for the sustainability of community language schools. In the case of Park School they abandoned the tested curriculum to retain students'.

In River School, there were 27 language teachers, 25 of whom were Queensland registered teachers. Most of them were also working in mainstream schools. The River School principal's interview and classroom observation revealed the adoption and adaptation of systematic mainstream schooling procedures such as: annual work programs, weekly teacher's meetings, summative assessment each term, routine formative assessments, and external school collaboration.

The River School case suggested that the teachers were highly attuned to the tested curriculum. River School participants explained the importance of the tested curriculum to evaluate River School student's performance and to gain high achievement in year 12

examinations. The River School parent stated that his children’s language exam achievement would serve as a professional advantage in the future global economy. Thus, the tested curriculum elevated the student enrolments and wider community support at River School.

The comparison between the Park School and River School case studies revealed that the tested curriculum played contrasting roles. In Park School, the tested curriculum was absent in order to retain students'. Park School participants highlighted the negative effects of having a tested curriculum.In contrast, in River School; the tested curriculum played a significant role for the annual increase in River School student numbers. In River School, tested curriculum was considered to strenthened the language school’s operation. The River School parent highlighted the importance of the year 12 certificate for his children’s future.

The comparative analysis suggests that the tested curriculum can strengthen student enrolment in high vitality community language schools. On the other hand, it can weaken student enrolments in low vitality community language schools. Furthermore, the contrasting roles of tested curriculum revealed that each community language school is potentially unique, similarly its educational ideologies and aspiration can also be unique. However, current 'one size fits all' policy treatment for low and high vitality community language schools indirectly disadvantages the more vulnerable community language schools. The next section will turn to key issues which impacted on the case study schools' curriculum practices.

7.3.4 Misalignment of written and taught curriculum

This study's predominant focus is curriculum practices in Queensland community language schools and their challenges in maintaining language education. I shall discuss in the following sections some of the critical factors identified in my case study schools data analysis to answer RQ2.

Student enrolment impacts on written, supported, taught and tested curriculum. As discussed earlier, Park School has not developed the generic AHES curriculum for its language, due to the lack of funding. The previous analysis showed how student enrolment was directly linked to the financial status of the community language schools. The key point that emerged from the analysis was that lack of supported curriculum which impacted on the quality of the taught curriculum in terms of designing rich teaching activities. Park School's

vulnerable financial status not only impacted on written curriculum but also on the supported curriculum and subsequently the taught curriculum. School size as indicated by student enrolment acts as a crucial enabling condition for the community language schools, therefore lack of finance significantly impacts on the written, supported , taught and supported curriculum.

Park School's only financial source was the student enrolment fee. Park School thus faced several constraints such as recruiting teachers, and providing resources for the teachers. Under these circumstances, preparing lessons for multi-age classrooms are demanding. Park School's taught curriculum focuses on 'learning about language' rather than applying the linguistic knowledge in real-life communicative contexts. To retain student numbers, the Park School has no tested curriculum. Park School principal mentioned that the same condition had existed over the decades and suggested that this will continue over the coming years. In Park School, the taught curriculum was not aligned with the written(AHES) curriculum. The absence of a tested curriculum and limited supported curriculum significantly impacts on curriculum quality. Nevertheless, Park School has managed to sustain its operations over the decades with significant community support.

In River School, the taught curriculum was aligned with the written (AHES) curriculum as well as the defacto curriculum. Case study analysis suggested that both the tested curriculum and the supported curriculum resourced the taught curriculum's quality. Additionally, the students' were learning how to use the language. Potential success factors revealed in River School data analysis were: classroom facilities, teacher's professionalism and language recognition for the senoir level exam. However, the majority of these factors were absent in Park School. River School has wider community support to enhance its curriculum effectiveness.

As seen from the comparative analysis, low and high vitality community language schools are operating in accordance with their individual school capacities. Therefore, the curriculum practices also depend on individual community language schools resources, teachers professionalism, student enrolments and wider community recognition. Existing policy support for community language schools does not match the different needs of low and high vitality community language schools. Thus, high vitality community language schools such as River School curriculum are implementing well-planned language curriculum.On the

other hand, low vitality community language schools like Park School are struggling to access professional support. As a result, such communities could gradually face language shift like ESAQ member's former language school community. In the following sections, I draw some implications to protect the more vulnerable community language schools and to provide more targetted support for all community language schools.

7.4 IMPLICATIONS FOR ENHANCING SUPPORT TO FOSTER CURRICULUM QUALITY

Cross case analysis of the Park school and River School cases made evident the contrasting scenarios for curriculum practices in the two schools. Therefore, the challenges of the community language schools cannot be treated as the same. Park School, as a small vulnerable school servicing a low vitality community, is facing different challenges from River School. The range of issues raised by Park School’s case is identical to those cited for low vitality community language in the literature reviewed in chapter 2. In this section, I draw out some implications regarding community language school curriculum practices and their challenges. Five major issues surfaced in this study. They are: Access to community language school policy support; language recognition for senior level examination; professional development opportunities for the community language school teachers; sharing mainstream school resources; and wider community support. I will analyse these issues in the following paragraphs. I then suggest some possibilities for further research.

7.4.1 Better access to policy support

In Queensland, low vitality community language schools are experiencing greater challenges than high vitality community language schools. This study analysis suggested that curriculum effectiveness of the community language schools depends ultimately on the individual community language school’s capacity. Bianco (2009) identified how changes to language policy over the decades have failed to support and improve the functioning of community language schools. In Queensland, 15 community languages are eligible and receiving government funding under Education Queensland’s AHES program, while 28 other language schools are operating without EQ- AHES funding support (AHES Statistics, 2014). These statistics suggest most of the community language schools rely on their individual communities’ strengths, resources, expertise and financial capacity. Accordingly, Park School and the interview with the ESAQ senior member highlighted that different levels of ability to access funding and develop curriculum materials influence their curriculum

practices and the sustainability of their language schools. Well established schools like River School are equipped with the necessary learning resources and have more secure financial status which actively enhances their language schools' sustainability. In the absence of any policy support, Park School is relying heavily on community support to maintain their school. The predominant point emerging from this cross-case study analysis was how the greater challenges low vitality language schools face are compounded by their difficulty in accessing and benefiting from the policy support available, such as the generic curriculum. . Unfortunately, there are no specific guidelines that take account of the particular circumstances of low vitality language schools.

This analysis indicated that not all community language schools are facing identical challenges in maintaining their language schools, which varies according to their individual community strength. This raises the necessity of having additional supporting resources, strategies and policy in place to support the more vulnerable community language schools. These schools, like Park School, are relying on community support as the primary source of funding to maintain their school, which constrains their capacity to support quality curriculum practices. Several authors (Clyne & Kipp, 1997a; Fishman, 1970) have cautioned that inadequate support to vulnerable community language schools may contribute to language shift. Other authors highlighted the lack of policy support to community language school. Smolicz (1980) noted the smaller degree of support available to new emerging community languages, Clyne (1991) reported language shift in minority community language schools and Bianco (2009) highlighted the poor policy support to community language schools. Accordingly, this study suggests that the existing policy guidelines are not adequately tailored to serve all the community language schools resulting in diminished access to the most vulnerable communities. To support and enrich all community languages in a culturally diverse Australia, not just the dominant ones, policy could benefit from a tiered or differentiated design that allows for additional support and consideration in application processes for smaller, more vulnerable language schools serving low ethnolinguistic vitality communities.

7.4.2 Language recognition for senior level examination

A crucial factor surfacing in this study is that language recognition by state education departments encourages mainstream schooling students' and wider ethnic community students' to attend community language schools. As discussed in chapter 6, in Queensland,

local curriculum authority [QCAA] recognises River School's language as one of the languages taught in mainstream schools as a second language subject. Thus, River School students' have the potential to take a year 12 examination to certify their learning. Their results can then contribute to their tertiary entrance score. In this way River School is preparing students' for a year 12 examination. With the incentive of this recognition, enrolments at River School have been steadily increasing annually due to the eligibility for the year 12 examinations. This capacity builds an active partnership between River School, the community, parents, students', and mainstream schooling which supports student enrolments, and student achievement. Overall, the River School case suggests that mainstream recognition of community language learning through examinations can support quality curriculum practices. This study suggests policy support for all language schools must be made eligible for senior level examination would entice parents and students' to participate actively in after-hours community language schools. However, the comparative analysis in this study revealed the contrasting roles of the tested curriculum in low and high vitality community language schools. Low vitality community languages schools are facing more challenges in maintaining their language schools and thus implementing the tested curriculum might be an additional burden on them. However, language education without assessment may not yield any significant benefit to the language learners. This study suggests the necessity of additional support for low vitality community language schools like Park School to experiment and benefit from the tested curriculum.

7.4.3 Sharing mainstream school resources

The River School participants emphasised the importance of inter-community cohesion for enhancing the supported curriculum learning resources. The River School teacher also mentioned that she had benefited from other community language schools' learning resources and sharing of technology techniques. Additionally, River School had established a positive relationship with the mainstream school whose premises they used. Thus, River School has the advantage of using learning resources available in the mainstream school. Furthermore, this study analysis revealed how such resources significantly enhanced the supported and taught curriculum. Building such productive relationships between mainstream schools and community language schools, and with strategic planning to access the mainstream school resources, would partially relieve some of the curricular constraints of the smaller community language schools.

7.4.4 Importance of professional development opportunities

The River School case study revealed that the quality of curricular practice largely depended on the teachers, their skills, qualification and professional development opportunities. River School maintained its reputation by appointing well- qualified teachers and providing training to the teachers to meet the students' needs and parents' expectations. In contrast, Park School is concerned about retaining language teachers owing to their voluntary status. This case is consistent with Lo Bianco's (2009) findings as discussed in chapter 2 which highlighted the importance of language teacher's professionalism:

> The ultimate target of all language education planning and policy work is the effectiveness of the teacher, such as the skills they are able to marshal and their persistence in their roles. Good teaching is the single most important controllable variable in successful language learning and this in turn depends crucially both on the receptiveness of schools hosting language programs and the quality of teacher education, ultimately determined by university and federal government support. (Lo Bianco, 2009b, p. 28)

Accordingly, this comparative case study revealed that community language schools' language education and teachers' professionalism vary in accordance with individual language schools' capacity. The Park School principal argued that no opportunities were available for community language teachers in Queensland to attend professional training workshops. The lack of professional development opportunities for community language school teachers is one of the issues identified by study participants. In Queensland's community language school sector, about 80% of language teachers are volunteers, and most of them have no opportunity for professional preparation or development (Nand, 2004). As discussed in chapter 2, an ethnographic case study conducted in Lao People's Democratic Republic by Cincotta-Segi (2010) argued that education researchers, policy-makers, planners and development practitioners need to attend to local language teaching practices and pedagogic quality. Sections 7.1 and 7.2 above revealed the importance of quality in the taught curriculum to retain student numbers. Interviews with the ESAQ senior member, Park School and River School participants and expressed the opinion that having professional language teachers was essential to meet the parents' and student's' expectations. However, the examples of Park School and ESAQ senior member's school as low vitality community

language schools show how they were unable to pay for qualified language teachers and relied on volunteers such as parents and community members to teach in multi-age classrooms. There is a limited availability of potential volunteers in low vitality community language schools, who are willing to dedicate their time and skills, which increases the vulnerability of these schools. The ESAQ senior member explained how the predominant reason for their language school's shutdown was the loss of committed volunteer teachers. Therefore, the cross-case analysis of the two case studies revealed that skilled community language teachers are the key resource for this sector, but their availability is not always secure. My findings are consistent with Baldauf's (2005). This research on teaching in New South Wales community language schools and their state government support argued that professional training is needed for community language teachers to improve curriculum quality.

Parent interviews at both schools emphasised the importance of teachers professionalism in their capacity to motivate young language learners. Lo Bianco (2009) argued that quality community language teaching across the nation would require 'investment in specialised and more substantial preparation for language teachers, considerably more time devoted to second language teaching in schools, significant increases in the number of bilingual and immersion programs, and co-ordination of effort across school and post-school sectors' (p. 13). However, there is a huge disparity between the capacity of Park School and River School to recruit qualified teachers. Ultimately, Park School's case made evident the constraints in the shortage of qualified language teachers. The interview with the ESAQ senior member highlighted the importance of language teachers' professionalism and its contribution to language schools sustainability. Cardona et al. (2008) reported that in Victoria, training for community language school teachers has been conducted in a collaboration between the Department of Education and Training and the Victoria Ethnic Schools Association. A similar strategy could be successful in Queensland for providing professional development opportunities for community language school teachers.

7.4.5 Language recognition and wider community support

For Park School and River School parents, language is a carrier of their culture. In their interviews, they articulated how raising bilingual children requires persistence and

commitment from parents and that language learning is a unique way to promote children's cultural heritage and pride and it takes dedication. To raise their children bilingually, every Saturday afternoon, parents and students' spend three hours in community language school to learn their languages and to mingle with their own ethnic communities. Despite the demands of time and money, community language schools are successfully surviving with the support of dedicated parents who wish to preserve their culture and values. Thus, community language schools not only enhance proficiency in the mother tongue but also strengthen community cohesion. Clyne (1997) and Baker (2011) highlighted the importance of preserving the community language school sector for its key role in promoting bilingualism and inter-community cohesion.

The River School case demonstrated the wider community support that can enhance curriculum effectiveness. Both the River School principal and teacher articulated the importance of collaborating with other language schools and mainstream schools. In my classroom observation it was evident that River School enrolled a considerable number of students' from other ethnic communities. Thus, River School had a strong reputation in the wider community and could attract children from other ethnic communities to learn their language. As discussed in chapter 2, Smolicz (1980) and Clyne (2005) stated that each ethnic group has unique cultural core values that are integral to its continued existence and those rejecting these values risk language shift. Similarly, these case studies revealed the necessity of inter- community support and wider community support to preserve community language schools. Nevertheless, the Park School principal expressed several constraints that meant the school was facing a risky situation with limited inter-community support and a lack of wider community support. On the other hand, with the support of wider community and inter-community, River School was thriving.

7.5 SUPPORTING VULNERABLE COMMUNITY LANGUAGE SCHOOLS

Smolicz (1984) outlined the significance of community language schools:

> Ethnic schools are vital to the life and structure of ethnic communities. The enormous time, energy and resources devoted to them by the communities is testimony to their appreciation of the role of the schools. These are a major vehicle for the communities to provide their children with a knowledge and

> appreciation of their linguistic and cultural heritage, thus strengthening the children's sense of identity and self-esteem, and lessening the possibility of their estrangement from older members of their family and community. (p. 30)

Smolicz (1984) thus emphasised the vital role of community language schools in promoting multiculturalism. Additionally, this quote acknowledges the enormous effort of family and community to establish and maintain community language schools. Several authors such as Clyne and Kipp (1997b), Lo Bianco (2009b) and Baker (2011) also emphasised the significance of community language schools in promoting bilingualism. Nevertheless, low vitality community language schools such as Park School and ESAQ member data analysis articulated that maintaining community language schools entirely by community support could jeopardize its sustainability.

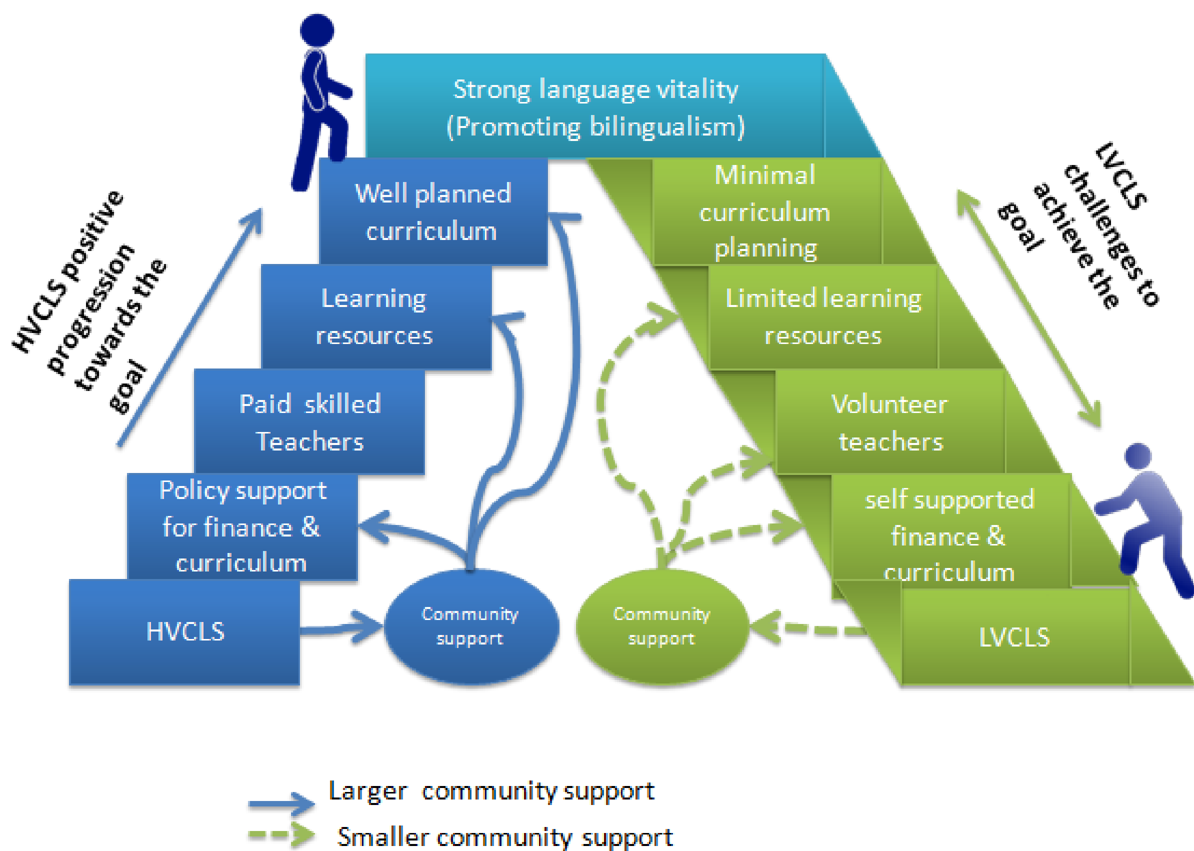
Community language schools only exist with the support of migrants from diverse backgrounds and community support. Community language schools strengthen the community cohesion, language maintenance and cultural values. Nevertheless, this study analysis identified how vulnerable some language schools can be given limited attention and consideration in the current policy conditions. Clyne (1997) and Lo Bianco (2009b) also stressed the need for establishing language policies that ensure that vulnerable communities have similar opportunities to sustain their language. The Park School principal explained how their limited resources and capacity act as a barrier to attract more students' to their language school and how their language school’s future remains uncertain owing to the possible decline in volunteer contributions. As discussed in chapter 2, a report by Community Languages Australia (CLA, 2007) identified the issues in assisting emerging community language schools to adopt national curriculum framework as, 'wide range of differing social, educational and financial needs in some communities'(p. 11). However, this report and my study findings augment with Pauwels' (2005) study conducted in Western Australia. In chapter 2, Pauwels' (2005) findings suggested that supportive policies and educational provisions will only be of value if the family initiates community language acquisition and provides a practice ground for its continued use. Pauwels' (2005) concluded that the sustainability of community language education relies on migrant family support. However, my research study has revealed how vulnerable community language schools are struggling

to maintain their language schools with the limited policy support. The report by the ESAQ senior member revealed the importance of policy support to preserve vulnerable community language schools. Thus, policy support and community support together could enhance language schools' sustainability. Park School has continued to operate over the years mainly because of volunteers and community support. Strong community support was seen in both case study schools; however, it varied in accordance with each community's ethnolinguistic vitality. As displayed in table 5.1, basic demography plays a vital role underpinning student enrolment in Park School and River School. Accordingly, the student enrolment and community support also varies according to community strength. Although, Park School services a low vitality minority ethnic community, it has been operating over the years entirely by community support.

As discussed in chapter 2, several authors (Clyne & Kipp, 1997a; Joshua, 1998; Smolicz & Hudson, 2001) argue that language maintenance in the minority situation is underpinned by the individual community's cultural core values and attitudes. However, the Park School principal warned of the risks involved when minority community language schools rely entirely on volunteer support. Furthermore, the Park School principal argued the necessity of policy support to preserve their language school for the next generation of students'. As discussed in chapter 2, Community Language Australia (CLA, 2007) and Nand (2004) mentioned that high profile languages are taught in more than one school in Brisbane while low profile languages have only one school to service their communities. Due to the limits to volunteer contributions, some low profile language schools have ceased operation. Since language learning is a cumulative process, proficiency can only be attained if continuity is assured, so the demise of a minority community language school is a concern. The major conclusion emerging from this comparative case study analysis is community support enhances student enrolments in community language schools, and quality provision relies on these numbers in a number of ways. Policy support ought to be an integral part of appropriate planning for language school sustainability. This research has highlighted several issues facing the Queensland community language schools and these issues needs to be considered in particular to protect vulnerable community language schools serving low vitality communities. To conclude, I want to propose some strategic ways forward for the future of the community language schools.

In Figure 7, I have modelled the Park School and River School current situations, based on the perspectives of each case study schools participants. Figure 7, shows River School is climbing on the positive steps of a well-planned curriculum to reach the goal of strong sustainability. In contrast, Park School is distinctly disadvantaged in its capacity to climb the steep slope of limited resources and minimum curriculum development. Thus, Park School is struggling to reach the goal of the well-planned curriculum, or to sustain growth in its curricular practices.

Figure 7 Comparing current situation of River School versus Park School



In order to support vulnerable communities like Park School, the following steps could enhance their chance of survival and growth:

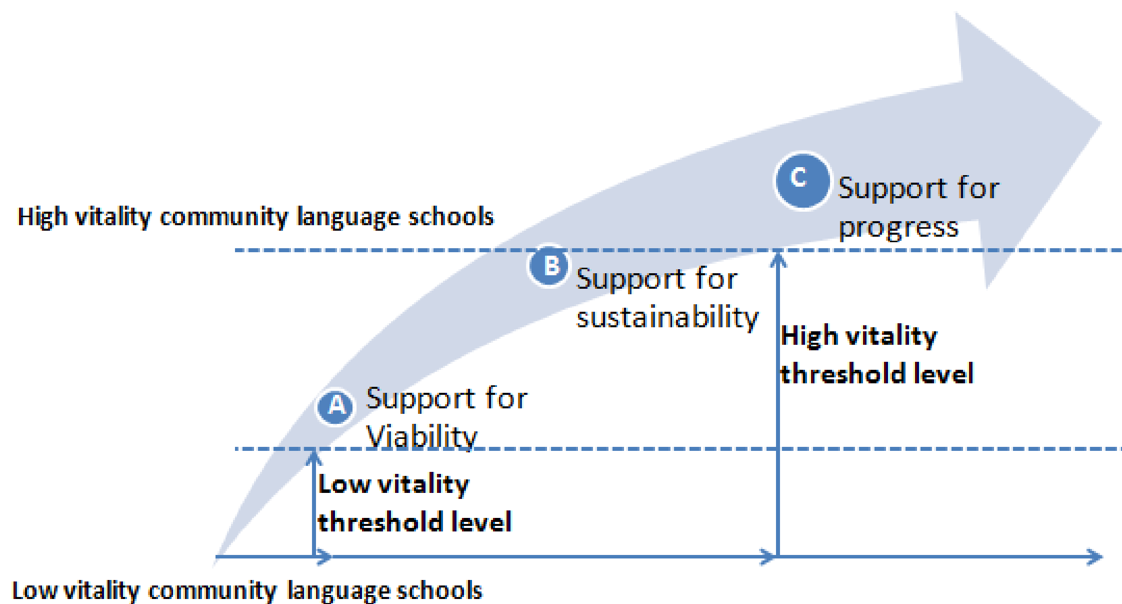
- Better financial support to community language schools that acknowledges the smaller population basis hence limited funding capacity for these minority communities.
- Explicit uniform policy guidelines to support community language schools' operation.
- Identifying and guiding vulnerable community language schools.

- Initial training and professional recognition for community language teachers.
- Strengthening relationships with mainstream schools.

Early literature warned that 'the linguistic fate of Australia will depend on the continuing interplay between minority initiatives, on the one hand, and governmental policies, on the other' (Smolicz, 1984, p. 39). My study revealed how inequalities develop between low vitality and high vitality community language schools, particularly in regard to accessing and benefiting from policy support.

I propose a support plan that is differentiated by three stages, to enhance the chance of survival of vulnerable community language school and their growth to be viable, sustainable with ongoing progress in the quality of their curricular practices. Figure 8 shows the different levels at which low and high vitality community language schools operate, and map a progression curve for associated aims of support

Figure 8 Three stage support plan for different levels of community language schools



The bottom of the progression curve represents Point A, which is the threshold level for school viability. The first stage of support is to achieve viability. This is the crucial period to support low ethnolinguistic communities to overcome significant challenges. Low vitality community language schools such as Park School are constrained by several factors such as limited funding, teacher professionalism and curriculum support. To overcome these factors they need more intense, tailored assistance to work towards AHES curriculum development and warrant greater funding support per student. In that way the emerging school can reach the threshold level for viability. To attain viability, community language schools would have to reach a threshold level, for example, demonstrate that they have achieved a minimal number of students' in their communities. Preliminary strategies such as identifying these small community language schools and providing individual assistance for preparing funding applications and curriculum assistance would enhance these community language schools' viability.

The middle point on the progression curve is point B, the level of sustainability. In this position, community language schools have achieved satisfactory curriculum and policy support; however annual consultation may be necessary to review challenges to the school's progress. The top position of the curve is Point C, which is the level of supporting ongoing progress. Community language schools like River School, serving high ethnolinguistic vitality communities would fall in this category. Community language schools in Point C are considered well-resourced and with high quality curriculum practices, and could be supported to continue to improve.

The aim of my research was to investigate curriculum practices in Queensland community language schools and how they could be better supported. The above model proposes three levels of support in recognition of the different conditions, potentials and circumstances across the sector. Baldauf (2005) reported that 'the context for community language programmes that have been developed and funded in Australia goes back to World War II' (p. 133). The majority of the community language schools are surviving thanks to ongoing community resilience; however, some community language schools are facing growing uncertainty owing to several constraints. Community language schools play a vital role in building Australia's multilingual future. Nevertheless, as Lo Bianco (2009b) has stated, shifts in language policy over the decades have impacted on the curriculum quality in

the community language schools sector. Community language schools have existed for over 50 years in Queensland, with many new schools commencing in the 1980s. However, there are several challenges in maintaining a high quality community language schools sector. This study has suggested some practical solutions to these issues. More research is needed to monitor and more fully understand the key issues.

This final chapter synthesised the contrasting case studies. A model was developed to provide a policy plan and staged priorities to support vulnerable community language schools. The findings from this cross case analysis provided evidence that supports the need for differentiated policy support to foster community language schools, especially vulnerable community language schools. The following sections will address the limitations and the directions of further research.

7.6 LIMITATIONS OF THE STUDY

The contributions made by this study have to be considered in the context of its limitations. The time taken to complete the field work for this study was six weeks. Queensland community language schools only operate on Saturdays during school terms. Most of the community language schools are administered by volunteers and thus seeking permission to participate in this study takes longer than might be expected. I was cautious that this study could place additional burdens on the participants, yet these study participants generously expressed their willingness to invest their time to participate in this study. This study could have been extended for more weeks to observe the curriculum practices of community language schools classrooms in each term, which would enhance the evidence base of this study. I acknowledge all the participants of this study, who have dedicated their time and effort for their interviews.

This study has only provided data from two contrasting community language schools. The study could have been strengthened by additional case studies of schools of different size and capacity for insights into future goals, challenges and curricular practices.

I observed classrooms on two occasions of each case study. My predominant focus in the classroom observation was to record lesson phases and how they were delivered. I gathered the necessary data to support my research questions. However, recruiting co-

researchers with proficiency in each language would significantly enhance the understandings of curricular practices in the community language schools.

7.7 DIRECTIONS FOR FURTHER RESEARCH

This study has examined the curriculum practices of community language schools of different sizes and capacities. The analysis has identified several issues that impact on community language schools' curriculum practices. These included differential access to policy supports, a lack of professional development opportunities, limited financial and professional resources and different approaches to assessed curriculum. The study showed how uniform policy guidelines did not help small schools serving low vitality communities overcome their particular challenges.

To further the understanding of factors promoting quality curriculum practices, further research could investigate:

1. Alternative models of policy support for this sector in the other states and national settings. The present study focussed on cross case analysis of two contrasting community language schools. Detailed case study explorations of other state community language schools curriculum practices could identify additional successful and challenging factors influencing other state community language schools.

2. More case studies to understand the variable range of schools' operational conditions. Such research could pursue detailed investigation of a wider range of case studies to identify potential successful and challenging factors.

3. The impact of interventions to increase curricular quality, for example, after a professional development program, for example, conducting an intervention or trial in a case study site to find the impacts of different policy support in regards to community language school teachers' professional development workshops.

4. The language use at home and language learning at school to reflect on the bilingual/multilingual context.

This design of this research in the community language school sector may also inform research in other community-based sectors, where one-size-fits-all policy fails to acknowledge the particular challenges for smaller agencies. The three phase model for support may apply in these sectors as well.

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Appendices

Appendix A: Unpacking the research questions

Research Questions	Stage 1 & Stage 2 Individual interview questions (Thematic Dimension) For researcher's purpose	Stage 1 & Stage 2 Individual interview questions (Dynamic Dimension) Participant: Community Language teachers, Parents/ Volunteer, principal or School Co-ordinator	Individual Interview Stage 3: Individual Interview Participant: ESAQ Senior member	Main Themes/ Sub theme coding	Identifying Problem/ Unknown in knowledge
RQ1 a. How does state policy currently understand and support quality language education in community language schools? i. How does the size of a community language school affect the	1. How does your school strength impact on securing government support? 2. What type of government support do you expect for well planned language curriculum? 3. How will the government support enhance community language curriculum and cultural heritage? 4. What is your	1. This is an interview about (name of the community language school). Is it a well established language school? Why? * Can You tell me about your language school working hours, number of teachers and years of establishment? 2. Could you please describe how you maintain your language school over the last ---- years? * Can you tell me more	1. Do you think access by community languages schools to DET funding, resources, training and support is straight forward? Please elaborate the strengths and weakness of LOTE policy towards Queensland community language schools. 2.How economically viable are Community Languages schools under current funding arrangements?	**Main theme** G-Policy support for Queensland community language schools **Sub theme** • G-st :school student strength • G-be: school belief • G-re: community recognition	• understanding student strength impacts on government funding • understanding the expectation of community language school current government support and future vision • understanding volunteer support and recognition

support available to it?	school/community volunteer's contribution towards maintaining your language school recognition? 5. What are your school community volunteer's contributions towards maintaining your language school recognition?	about available financial support? *Tell me about your school student enrolment over last 4 years? *Student enrolment numbers increasing or decreasing * Tell me more about reason for increasing/ decreasing of student enrolment *Could you say something more about lesson planning and available books? 3. What is your opinion about your school current situation? * Tell me more about funding application guidelines * Knowledge of application details, Education Queensland requirements * knowledge of other government support agencies	3. How substantial is institutional support of the Community Languages Program		
RQ2	6. Do you have language curriculum for all levels?		2. Does EQ (Education Queensland) consider	**Main theme** C -Curriculum support	• understanding what type of curriculum in

b. what curriculum is used in community language schools? i. How does the size of a community language school impact on its curriculum practices?	7. What language is the generic curriculum? Do you have any constraints in following or translating the generic curriculum? 8. Do you have opportunities to improve your community language curriculum and professional development? 9. What sort of teaching resources did you use/need? 10. Do you receive any curriculum support from overseas/intrastate? If so please elaborate? 11. How do you teach your language? 12. What challenges are dominating in language teaching?	4. How long have you been working in this school? 5. How do you plan your lesson? * What do you teach? * How do you teach these lessons? *Any assessment for these lessons? *Does this assessment cater for different age and abilities? 6. Do you have any supporting materials other than books (e.g. charts, cards, computer, interactive activities etc) 7. Can you tell me more about: * source of resource * selection of resource * Professional support 8. How do you decide good teaching resource or activity?	recognition and accreditation of community language students' results for High School Certificate purposes? 3. Does the program provide recognised quality of curricula and pedagogy? 4. What are the challenges they are facing to implement quality curriculum? 5. How does the current curriculum in the community language school contribute to foster home language development and cultural heritage for a vibrant multicultural society?	and challenges **Sub Theme** • C-au: Curriculum auditing • C-lb: language barrier • C-pl: curriculum planning • C-re :Teaching resources /Pedagogy • C-ov: Additional curriculum support • C-vo: Voluntary teaching support	community language school • understanding the language barrier for translating the generic module • understanding the process of language curriculum planning • understanding what type of teaching resources available • understanding any overseas or interstate curriculum support • understanding voluntary teaching support and constraints

		* please explain your opinion in detail 9. Can you please explain what type of books or syllabus does your school use? * Tell me more about teaching materials /books availability, contact details			
RQ2 ii. How do community language schools use the curriculum resources supplied by state government?	13. Can you Please explain the process of curriculum support/ funding support? 14. Each community language class has different age group children. Did these challenging mixes of students' age groups work? 15. What are some of the successes? 16. what's your hope for the future? 17. What are the schools' voluntary contributions to language teaching, cultural maintenance, community cohesion, and how well do they cope with the changes in Australian curriculum?	10. What does the principal want to teach? *Could you please give some example 11. What do the parents wants to teach? *Could you please give some example 12. Can you tell me more about other help/support get from your school/elsewhere to help you with your teaching? 13. What preparations have you had to teach? 14. In your opinion, what might help you do a better	4. What is your vision for community language school? 5. What is the biggest challenge to sustain community language schools ? Why? 6.What would be your vision with regards to community language schools sustainability	**Main Theme** A(Accessibility to policies and challenges) **Subthemes** • A-kn: knowledge of policy procedures • A- ch: Consistency with curriculum changes • A-ag: Challenging mix of age groups • A-pe: Peer collaboration • A-cm: Children's motivation • A-ach: Past Achievements • A-fg: Future goal • A-bo: biggest obstacle	• Understanding and investigating knowledge of policy procedures in funding and curriculum support. • Understanding and evaluating curriculum support and in align with other states. • understanding and investigating challenges in mix age group class and constraints • understanding and investigating peer support from other community language schools • Understanding and investigating past achievements in achieving quality curriculum

18. Do they foster productive pathways for young people, including language skills in cultural translation and transformation?	job? 15. How do you judge your language school in future? *Please elaborate rise and fall of student enrolment *Lesson planning *Support from parent and government support etc	• Understanding and investigating future vision of improving curriculum quality • Understanding and investigating the biggest obstacle in achieving quality curriculum.

Appendix B: Research process and time frame

Time frame	Process	Resources/ Participants
Week 1	**Research field work orientation** • Gate keeper (researcher) will Contact DCLS and SSLS • Briefing the case study schools about the research and get the consent form signed through email • Making an appointment with the respective school members	• Consent form • Gate keeper/Researcher
Week 2	**Case study 1(Personal interview and class room observation)** • Visiting the first case study school • Personal interview with the language teacher • Class room observation • data transcription	• Recorder • Writing materials • Laptop • Language school teacher • Researcher
Week 3	**Case study 1 (Personal interview and class room observation)** • Visiting the first case study school • Personal interview with the School Principal/ co-ordinator • Personal interview with the parents volunteer • Class room observation • data transcription	• Recorder • Writing materials • Laptop • Language school teacher • School coordinator/Principal • Parent volunteer • Researcher
Week 4	**Case study 1(Member checking)** Researcher presents the findings back to the case study- 1, participants in order to increase the validity of this research	• Recorder • Writing materials • Interview transcripts • Laptop

	and to verify the degree of coincidence to the participant's perspective on the current research question.	• Language school teacher • School coordinator/Principal • Parent volunteer
Week 5- Week 8	**Case study 2** Same procedures for case study school-2 from week 5 to week 8	Same as above
Week 9	**ESAQ senior member Interview** • Briefing the research to the ESAQ senior member and get the consent form signed • Making an appointment with the ESAQ senior member • ESAQ senior member Interview • data transcription	• Recorder • Consent form • Writing materials • Laptop • ESAQ senior member • Researcher
Week 10-week 18	**Data Analysis** Transcribing the interview and analysing using thematic analysis	• Case study 1 interviews transcripts • Case study 2 interviews transcripts • ESAQ senior member interview transcripts • Documents from case 1 and case 2 schools • Reflective journal

***Please note: Case study schools interviews will be conducted on Saturdays during school terms.**

Appendix C: Generic AHES year 6 - sample extract

Semester 1

- Preface
- Overview
- Curriculum Planners with TL examples
- Teaching and Learning Focus

Unit 1: *Let's go shopping!*

- Detailed Unit Overview including assessment information
- Formative Assessment Products (these examples to be prepared by AHES Program writers)
- Summative Assessment Products with TL texts

Unit 2: *Let's join in!*

- Curriculum Planners with TL examples
- Teaching and Learning Focus
- Detailed Unit Overview including assessment information
- Formative Assessment Products (these example to be prepared by AHES Program writers)
- Summative Assessment Products with TL texts

- ➢ Taken from Part 1: Semester Booklet for relevant semester of language learning. (For some languages the TL examples or texts will need to be written in Target Language)
- These materials are to be developed by individual AHES program writers.

PREFACE

Alignment: Curriculum, Pedagogy, Assessment

The driver of alignment of our teaching and learning practice can be summed up in the following questions:

- *What* do I know about my students'?
- *What* do my students' need to know and do? How will I find out?
- *How* do I teach what my students' need to know and do?
- *How* will I know that my students' have learned what they need to know and do?

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What is the key to our curriculum; the *how* is key to our pedagogy, informed by our assessment.

The alignment of these elements should be seen in the context of the following diagrams:

The evidence of the effectiveness of our teaching and our students' learning throughout the semester will best be seen in the results of the students' tasks, which should be introduced early in the unit and referred to often, both as a guide and an encouragement to students' learning.

Curriculum

This Semester Booklet supports the teacher by providing a Curriculum Planner based on the elements of the Scope and Sequence for KLA LOTE for each unit of work covered in the semester.

There is a developmental sequence both within each Semester of Learning and across the Semesters of Learning for the programs at each Entry Point.

Pedagogy

Teachers use their professional judgment for the pedagogy employed in delivering each unit of work. In doing this, teachers must ensure an appropriate balance between:

- the use of authentic, proficient target language in the classroom;
- the use of English to teach the metalanguage required for students' to achieve in all aspects of **assessment**.

A Teaching and Learning Focus is provided for each unit of work to help both teachers and students' unpack key questions to chart their planning and progress.

Assessment

It is vital that teachers integrate **formative** and **diagnostic** assessment instruments into their planning and their pedagogical repertoire so that students' are appropriately prepared for the independent performance of their **summative** assessment tasks.

A Description and its Standards and Criteria Grid are included for each summative assessment product.

Authentic language-specific texts are provided for summative assessment products that require listening or reading comprehension. Procedural instructions and worksheets are also provided for these products.

Appendix D: Ethics application approval

Ethics Application Approval-- 1400000481
QUT Research Ethics Unit <ethicscontact@qut.edu.au>
Tue 5/08/2014 2:09 PM
To: Catherine Doherty <c.doherty@qut.edu.au>; Erika Hepple <e.hepple@qut.edu.au>; Revathi Vaidyanathan <revathi.vaidyanathan@student.qut.edu.au>;
Cc: Janette Lamb <jd.lamb@qut.edu.au>;

Dear A/Prof Catherine Doherty and Mrs Revathi Vaidyanathan

Project Title: Bridging the gap - Curriculum practices in community language schools and their challenges

Ethics Category: Human - Low Risk
Approval Number: 1400000481
Approved Until: 8/08/2016 (subject to receipt of satisfactory progress reports)

We are pleased to advise that your application has been reviewed and confirmed as meeting the requirements of the National Statement on Ethical Conduct in Human Research.

I can therefore confirm that your application is APPROVED.
If you require a formal approval certificate please advise via reply email.

CONDITIONS OF APPROVAL
Please ensure you and all other team members read through and understand all UHREC conditions of approval prior to commencing any data collection:
> Standard: Please see attached or go to www.research.qut.edu.au/ethics/humans/stdconditions.jsp
> Specific: None apply

Decisions related to low risk ethical review are subject to ratification at the next available UHREC meeting. You will only be contacted again in relation to this matter if UHREC raises any additional questions or concerns.

Whilst the data collection of your project has received QUT ethical clearance, the decision to commence and authority to commence may be dependent on factors beyond the remit of the QUT ethics review process. For example, your research may need ethics clearance from other organisations or permissions from other organisations to access staff. Therefore the proposed data collection should not commence until you have satisfied these requirements.

Please don't hesitate to contact us if you have any queries.

We wish you all the best with your research.

Kind regards

Janette Lamb on behalf of the Chair UHREC
Research Ethics Unit | Office of Research | Level 4 88 Musk Avenue, Kelvin Grove | Queensland University of Technology
p: +61 7 3138 5123 | e: ethicscontact@qut.edu.au |