Teachers' awareness and use of scales to map the progress of children who speak English as an Additional Language or Dialect

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Abstract: *With the development of the English as an Additional Language or Dialect (EAL/D) Teacher Resource, the educational needs and outcomes of refugee and immigrant children have been placed on the national mainstream teaching agenda. This new national resource sits alongside a plethora of other resources, known as scales and standards, which have been developed and mandated for use by various state and territory governments. Six months after the release of the national resource, this project was initiated to identify the extent of teachers' knowledge and use of scales and standards available for EAL/D learners, including the national resource, and the ways in which these resources are used.*

The project was initiated in two phases. The first one was conducted through a web-based survey of 105 teachers from the Australian Capital Territory (ACT), Queensland and South Australia. On the basis of preliminary findings from the survey, the second phase was undertaken through in-depth interviews with seven teachers from the states and territories who had been involved in the web-based survey.

Results from this project corroborate research from almost twenty years ago that found that resources for EAL/D learners are underused. The position of the new national resource in relation to other available resources is unclear. The research also indicates that unless measures are taken by educational authorities, such as stronger commitment in developing the capacity of teaching staff to use the EAL/D resources, the efficacy of the resources remains a desire.

Keywords: *Assessment, schools, English language learners, scales*

Introduction

In 2011 Australia began its rollout of an Australian Curriculum in which content is described for all learners from K-12. This was an historic first for Australia, as previously each State and Territory had constructed its own curricula (or Standards or Syllabi). Currently the Curricula for English, History, Mathematics, Geography, Civics, Health, the Arts and Science have been released and are being phased in around the country with each state and territory operating its own implementation schedule.

Much faith has been placed in the Australian Curriculum as a means for closing an increasing achievement gap in Australian schools, with PISA results indicating a three year gap between high and low achieving students (Thomson, De Bortoli, Nicholas, Hillman & Buckley, 2010). Low achieving students are marked particularly by their low socioeconomic status, and their ethnicity, either as indigenous students or immigrant students. Barry McGaw, Chair of the Australian Curriculum, Assessment and Reporting Authority, characterised Australia's education system as "high-quality, low-equity", with a high average performance but a relatively steep social gradient' (McGaw, 2010).

One response to addressing this achievement gap has been the development of an EAL/D teacher resource to accompany the Australian Curriculum (ACARA, 2012b). The EAL/D teacher resource aims to help mainstream teachers of *all* learning areas, not just specialist language teachers, to make curriculum content accessible for EAL/D students and maximise their educational opportunities. As the ACARA website states, the resource is intended to "provide an overview for teachers who may not have specialist training in the area of EAL/D or access to specialist EAL/D teachers" (ACARA, 2012b). As such, the development of the EAL/D teacher resource has once more placed the educational needs and outcomes of refugee and immigrant students on the national mainstream teaching agenda in Australia. It seems likely it will impact significantly on how teachers of EAL/D students plan curriculum and assess progress.

Importantly, the new ACARA EAL/D teacher resource sits alongside a plethora of variously termed "scales", "profiles", "continua" and "standards" which have been published and/or mandated for specialist use with EAL/D students in Australia over the past two decades. ACARA states explicitly that the new EAL/D resource does not replace these documents: "it draws on but does not take the place of existing state and territory resources which remain important references for more detailed information" (ACARA, 2012b, p.6).

As a result, Australian teachers currently have a wide selection of documents fulfilling varying purposes, but all dealing with some aspect of English language teaching. The study reported in this article aimed to understand how these various documents are sitting in the educational landscape. It is the first large-scale study of the use of EAL/D Scales and Standards in Australia since 1996 and with the release of the ACARA document in early 2012, just six months before the commencement of this study, we were interested to see what tools were currently used and whether the new resource was on the horizon as yet. As such the study provides a useful benchmark for future studies as the Australian Curriculum rolls out across the country.

Context

In 1994, two competing documents were developed at national level: the NLLIA ESL Bandscales (McKay, Hudson & Sapuppo 1994) and the ESL Scales (Curriculum Corporation, 1994). Each state and territory in Australia has either used or adapted these scales and/or conducted their own research and audits to create scales for use in their schools. The main resources referred to in this study are:

1.   ESL Scales (AEC, 1994)
2.   ESL Scope and Scales (SACSA)[1]
3.   ESL companion to the English VELS (VCAA, 2005)
4.   ESL continuum for the VELS (DEECD, 2007)[2]
5.   EAL/D Teachers Resource, companion to the Australian Curriculum (ACARA, 2012b)
6.   ESL Bandscales (McKay, Hudson & Sapuppo, 1994)
7.   Bandscales for ESL learners[3] (Education Queensland)
8.   NLLIA ESL Bandscales (McKay, 1992)
9.   Bandscales for ATSI Learners (Education Queensland, 1999)

These state and territory documents are primarily used as assessment and planning tools for EAL/D specialist teachers. The ESL Scales (AEC, 1994) were primarily a description of Language Learning development—as is the EAL/D resource Language Learning Progression (ACARA, 2012b)—whilst the Bandscales (McKay, 1992 and subsequent iterations) offered some curriculum planning tools and the ESL continuum (DEECD, 2007) suggested some teaching strategies and provided annotated work samples. However, despite this wide selection of EAL/D documents, evidence from Australian

1   Replaced in 2013 by the Language and Literacy Levels.

2   Now known as the "EAL continuum"

3   Since renamed the "EQ Bandscales for EAL/D learners"

research (Arkoudis & O'Loughlin, 2004; Breen et al., 1997) indicates that many teachers, even some specialist EAL/D teachers, either do not know of the existence of the different documents, or else choose not to use them.

The ACARA EAL/D Teachers resource joined this collection of resources in 2011 with the release of the Australian Curriculum. The resource was commissioned by ACARA in 2010, and was guided by an EAL/D working group, comprising of representatives from each state and territory, and each schooling sector, as well as the Australian Council of TESOL Associations (ACARA, 2013). The resource consists of:

- An overview and rationale
- An English language learning progression described across 4 phases of development and three stages of schooling
- Annotated samples of student work to illustrate the phases of language learning
- Linguistic and cultural annotations for the curriculum content descriptors for English, History, Mathematics and Science

This resource has some key features that differentiate it from the existing EAL/D documents. Firstly, the ACARA resource is a federally mandated national document rather than a state document. Ultimately, in Australia, state and territory governments have jurisdictional responsibility for education, and how it will deliver nationally mandated documents. However, the ACARA resource has a federal mandate as a national document, approved in 2011 by the federal Ministerial Council on Education, Employment, Training and Youth Affairs, later known as the Ministerial Standing Council on School Education and Early Childhood (SCSEEC) (ACARA, 2012a), and now as the Education Council.

Secondly, unlike the existing EAL/D documents, the ACARA resource was written specifically for mainstream teachers, and was conceived of as a planning resource to help mainstream teachers adjust the content of the Australian Curriculum to meet the needs of EAL/D students in mainstream classrooms. To achieve this aim, the EAL/D resource connects directly to the Australian Curriculum. It provides explanatory cultural and linguistic annotations for each of the Australian Curriculum Content Descriptors for Maths, English, History and Science (ACARA, 2012b).

As such, ACARA's national EAL/D resource was specifically written as a curriculum support document, and not as an assessment tool. Nor was it written as a replacement to existing State and Territory

EAL/D documents, as the document itself states:

> It is not intended to provide an assessment or reporting tool or to replace existing specialist state and territory resources that teachers currently use to assess and report on EAL/D students' progress and to ensure that EAL/D students receive instruction targeted at their specific needs. (ACARA, 2012b, p.11)

Nonetheless, the country's biggest educational jurisdiction, New South Wales, has investigated and ratified use of the resource as an assessment and reporting tool (Statistics Unit, 2013), and the possibility of its use as a national assessment tool has been investigated by the ACARA English Language Proficiency Working Group (ACARA, 2013).

Alongside the various EAL/D documents, a number of English language and literacy continua have been written, designed to describe the progress in English of English speaking children in mainstream classrooms. Many teachers report that they use these mainstream documents for the assessment of EAL/D students (Rohl, 1999).

Internationally, the literature on the topic of scales and standards in language testing points to the dearth of research that has been conducted into how teachers actually use scales and standards in their assessment of EAL/D students (Llosa, 2011). Concerns are also raised about the need for professional development in interpretation of scales, and the validity of the use of teacher assessment informed by scales, especially where considerations such as funding and progression of students may depend on students achieving (or not achieving) certain standards (Gándara, Maxwell-Jolly & Driscoll, 2005; Llosa, 2005)

The study
The study reported in this article aims to provide some understanding of this complex landscape of multiple EAL/D documents and the ways in which they are understood and utilised by teachers. Specifically, the questions this phase of the study addressed were:

1. What is the extent of teachers' knowledge of scales and standards for EAL/D learners?
2. How do schools and teachers respond to and use the scales?
3. Are mainstream and EAL/D teachers using the new National EAL/D Resource, and in which ways?

This study involved teachers in selected schools in three jurisdictions: South Australia, Queensland and the Australian Capital Territory. They were in a variety of settings: metropolitan and regional

areas, mainstream primary school classes, and new arrivals classes.

Method

The study comprises two stages and employs mixed methods. Stage 1 was a web-based survey of teachers (n = 105), analysed using descriptive statistics and correlations. Stage 2 is a series of follow up interviews with selected teachers from the initial survey, who were asked to discuss their use of scales in general and their impressions of the new national resource and its appropriateness for their work. Only the first stage of the study is reported in this paper.

A web-based questionnaire was designed, using the Tellus2 software. A paper version of the questionnaire was piloted with a group of experienced EAL/D professionals, before being placed online. The online version was then trialled by two teachers in Victoria, and further refined before the final version was published. The survey consisted of 43 questions: introductory demographic information, followed by multiple choice and free response questions on the use of scales. At the very end of the survey were four final items providing statements made by teachers in the Breen et al. (1997) study, which our survey respondents were invited to respond to. A second survey was created just for the Queensland teachers, who joined the study after the first survey had been closed. At the end of the survey, respondents were invited to opt in to be interviewed in stage two of the project.

Ethics permission was first obtained from the University's Human Research Ethics Committee, and then from the Education Departments of each State and Territory involved in the study. The project had been initially planned to involve teachers in South Australia, the ACT and Victoria, but due to industrial bans in Victoria, we were not able to obtain any data other than that from our pilot participants. After the Victorian bans on survey participation were imposed, we obtained permission to invite Queensland teachers to participate.

Recruitment was carried out by emailing the invitation to participate to state and territory education departments and regional offices, and also to the relevant professional associations. The first survey was sent to South Australian and ACT teachers. Responses to the first survey came in between 2/5/2012 and 25/8/2012. Responses to the second (Queensland) survey came in from 19/9/2012 to 16/10/2012. 105 teachers responded to the survey, 12 from South Australia, 54 from the ACT, 37 from Queensland and the two pilot responses from Victoria.

Data analysis

Responses exported from the Tellus2 software were collated on to a master spread sheet. The first column of the sheet contains the participants' codes, and the following columns record information from the questionnaire. The columns were arranged according to the sequence of the questions in the questionnaire, which had been deliberately structured to facilitate the interpretation of the information later on. The organisation of the master spread sheet allowed for the description of information given by each participant while facilitating the correlation of the same information across participants of information from related questions. The use of the spread sheet also allowed for the calculation of quantitative data and for quick clustering of information. The analysis was conducted on both paper- and computer-based spread sheets. The responses to the final four "reaction" questions, were analysed qualitatively, using content analysis.

The participants

The participants worked in a variety of educational settings, with a mix of mainstream and EAL/D teachers, as shown in Table A1 (in the Appendix). The survey respondents were generally highly experienced, with the majority of them having been teaching for 10 years or more. Many of them even have more than 30 years of experience. These are shown in Table A2.

Most participants had either a 4-year Bachelor of Education or a Bachelor's degree followed by a Diploma of Education. A few more recent graduates had a 2-year pre-service Masters qualification. Table A3 shows the distribution of qualifications.

As TESOL is often not available as a pre-service option, and ESL teachers tend to gain their specialist qualifications after their initial teacher preparation, the teachers were asked if they had undertaken any professional development or university study in the TESOL area. The responses of those who had done some further study are seen in Table A4.

The respondents taught in classrooms which reflect the diversity of Australian schools, where an average of 25% of students are from a language background other than English. In view of this diversity, it was perhaps surprising to find that 20 teachers had done no professional learning in TESOL, although a lack of qualifications in EAL/D teachers has been reported elsewhere (Arva & Medgyes, 2000; Seastrom et al., 2004). Also, it should be noted that many of the in-service courses undertaken by some of the recipients could be credited

towards a graduate qualification (e.g. ESL in the Mainstream).

Respondents were asked which subjects they taught, and their free responses were clumped into categories. The subjects are shown in Table 1 below:

Table 1
Subjects Taught

Subject taught	Number
ESL English	17
All (or most) primary subjects	29
Literacy or English	19
LOTE	3
Administration staff	2
ESL (across curriculum)	7
EAL/D support	11
Other subjects, HPE, Dance etc. (and no ESL)	3
No response	2

Teachers were asked, "If you are working in a mainstream primary or secondary school, how many students in your class have English as an Additional Language or Dialect?" Teachers were asked to respond with answers such as "18/22". These figures were then converted to percentages. Where a teacher did not specify a class size, but only listed a number of EAL/D students, the class size was assumed to be 25. Of the 38 teachers who answered this question, the majority (11) reported having 10 - 40% EAL/D students, with 10 saying they had between 40 and 60%. Only four teachers, all in Queensland, indicated they had more than 80% EAL/D students, and only two, both in the ACT, had no EAL/D students.

Findings

In order to establish which documents are used in local contexts the participants were first given a free response item: "When you are writing reports on your students' progress in English, what measures or scales do you report against?" Respondents were not prompted with a list of Scales or Standards so as not to influence their responses. Their knowledge of specific documents was surveyed in later questions. As the measures used in each state or territory are different, these results are reported for each jurisdiction separately in Table 2 below.

Table 2

Use of Scales for Assessment

ACT teachers		
EAL/D Resource	EAL/D teachers	Mainstream teachers
Regular mainstream English syllabus/ PM Benchmarks/ Australian curriculum (English)	9	19
ESL scales	5	3
ACT EAL/D moderation tasks/language performance ratings/ EAL/D program manual/ ACT BSSS ESL framework	4	3
I don't write reports/NA or no response		
EAL/D companion to Australian curriculum	3	1
Queensland teachers		
EAL/D Resource	EAL/D teachers	Mainstream teachers
Regular mainstream English syllabus – A-E	1	0
NLLIA ESL Bandscales	7	1
Queensland ESL Bandscales *	12	1
Both Bandscales and A-E (A-E for school, Bandscales for district)	6	1
ISQ bandscales		1
I don't write reports/NA or no response	0	3
South Australia teachers		
EAL/D Resource	EAL/D teachers	Mainstream teachers
SACSA ESL Scope and Scales	4	6
Achievement Standards (A-E Grades)	1	1

* Note to table – where Qld teachers just wrote "Bandscales" it was assumed they meant the current Education Queensland Bandscales

The survey asked respondents to indicate which EAL/D scales they had heard of. Ninety-two indicated that they had heard of at least one from the list provided, but 11 indicated they had not heard of any of them. The results, broken down according to the two surveys, are shown in Figure 1 below.
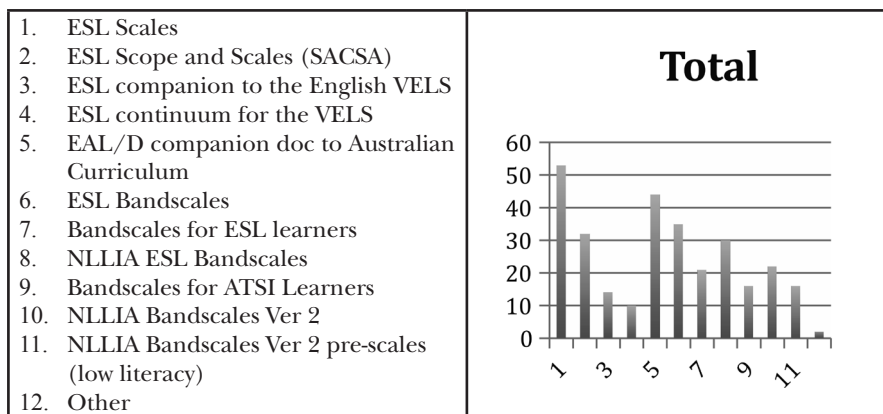
1. ESL Scales 2. ESL Scope and Scales (SACSA) 3. ESL companion to the English VELS 4. ESL continuum for the VELS 5. EAL/D companion doc to Australian Curriculum 6. ESL Bandscales 7. Bandscales for ESL learners 8. NLLIA ESL Bandscales 9. Bandscales for ATSI Learners 10. NLLIA Bandscales Ver 2 11. NLLIA Bandscales Ver 2 pre-scales (low literacy) 12. Other	**Total** (bar chart with values ranging 0–60)

Figure 1. Q. 17. Scales respondents had heard of (Total)

An example of "other" was the West Australian First Steps document—developed for English first language students.

We next asked respondents which of the listed (or other) scales they had actually used. Twenty-seven respondents had used none. The results for the others are found in Figure 2 below. Note that respondents were allowed to choose more than one item.
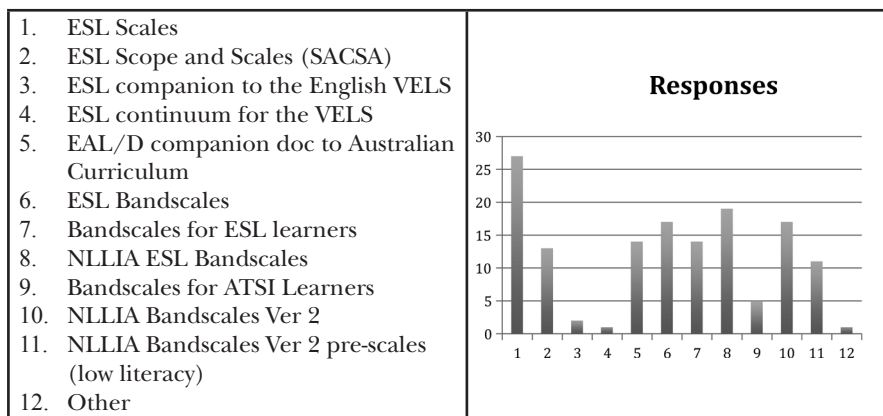
1. ESL Scales 2. ESL Scope and Scales (SACSA) 3. ESL companion to the English VELS 4. ESL continuum for the VELS 5. EAL/D companion doc to Australian Curriculum 6. ESL Bandscales 7. Bandscales for ESL learners 8. NLLIA ESL Bandscales 9. Bandscales for ATSI Learners 10. NLLIA Bandscales Ver 2 11. NLLIA Bandscales Ver 2 pre-scales (low literacy) 12. Other	**Responses** (bar chart with values ranging 0–30, categories 1–12)

Figure 2. Scales respondents had used (Total)

Our observations about these data are that the older national documents are well-known by the respondents regardless of jurisdiction, which can perhaps be explained by the years of experience of the respondent cohort and the original intent of those documents as national ones. Not surprisingly the local documents, developed after the original two 1994 national documents, are more likely to be known by those in the jurisdictions they were developed in, for example the NLLIA documents are well-used in Qld, but not at all

in the ACT or SA. Interestingly, despite its relative newness the new national ACARA EAL/D document enjoys a high level of awareness.

In order to see teachers' levels of self-efficacy in using scales, respondents were asked, "How would you rate your knowledge of the scales you have used?" Several teachers rated their knowledge of more than one scale. The majority of Queensland teachers stated they knew the Queensland ESL scales either "quite well" or "very well" and similarly South Australian teachers were mostly confident in their knowledge of the SACSA Scope and Scales. Twelve ACT teachers showed a spread of responses, with roughly a third indicating no or little knowledge of the local scales, and the majority indicating they knew the scales "a little" or "quite well". In contrast, the best knowledge of the ACARA EAL/D document was indicated in the ACT, with six teachers indicating some familiarity with it. Only one Queensland teacher knew it "quite well" and no teacher in South Australia indicated capacity to use this resource. So, although teachers were aware of the resource, at the time of data collection, few were using it yet.

The literature reports that the scales/standards and curricula are utilised by teachers in a variety of ways. In this survey the respondents were asked to rate the use of scales against a variety of purposes drawn from the literature, which are listed in the table below. 98 of the participants responded to these questions. The results from these questions are displayed in Table 4 below. Participants were also asked to describe other purposes for the documents and to say which document they used for which purpose, and we have included teachers' free response to that question in our discussion of this table.

Table 4

Purposes for Use of Scales

Purpose	Not important	Quite important	Very important
to monitor progress	3%	42%	55%
to inform classroom practice	3%	49%	46%
to report to parents	21%	50%	29%
to make decisions about each child's future	18%	40%	42%
to provide information for the teachers at the child's next school	8%	39%	53%
to provide information for the school principal	13%	49%	38%
to provide information for the education system at a State level	11%	42%	47%
for discussions with the student's mainstream teacher about progress	8%	41%	51%

We note from these results that using the scales for reporting to parents is least preferred by the teachers surveyed. As one respondent said, "[t]he parents often do not understand how the learners are being scaled and it seems like mainstream teachers do not take the time to look at the learners' reports". The most preferred options are monitoring progress, as "[t]he document helps provide parameters for accurately assessing a students' linguistic progress" and providing information for the child's next school. Teachers also gave high ratings to the use of scales to inform classroom practice and "to understand the stages of learning language and articulate that to colleagues who do not understand the needs of these students". "To receive funding" was another response to this question, as "funding is based on scale gap". "Placement tests" was another reason for using the scales, "to stream students into the appropriate ESL English class".

Our interpretation of these results is that teachers predominantly value documents that assist with curriculum planning and monitoring progress, rather than for summative reporting. This is essentially because they have some concerns about the capacity of parents and some mainstream teachers to understand the complexity of additional language learning and therefore to read reports correctly. As one teacher commented, "it only considers the finished product and does not take into consideration the effort the learners have put in their writing or their background".

The complexity of the situation in schools relating to the use of scales was revealed by teachers' responses to our question, "Which document do you use for which purpose?" 38 teachers responded that they used only the locally mandated ESL document, either for all the purposes we listed or for some. Most responses indicated that the scales are mostly used to discuss student progress with fellow professionals, rather than in reporting to parents. As one teacher noted, "It is occasionally used to explain English language progress to parents when it appears that the students are 'low' on the school report". EAL/D teachers find the scales particularly useful "when planning with class teachers, to provide classroom teaching strategies, activities and assessment tasks suitable for the students' current English literacy skills" and "to assist mainstream teacher understand where ESL student is that, to allow them to differentiate learning".

Eight teachers were required to know and use two or three different documents. One ACT teacher described that they "use the ESL scales [to] inform practice; LPRs [for] reporting [and the] EALD companion document to the Australian curriculum [for] discussions with teachers and PD for teachers. We have to use LPRs for reporting

to the system and they come to you when we are doing other reporting so are handy then and the new document is shared knowledge—all our staff are learning about together". Another wrote that "ESL scales are used for IEC reports, ACARA EALD resource for colleague discussions, Victoria for ideas and words". This was the only example of someone using an EAL/D document from another state. A pattern is emerging from the questionnaire data and the later interviews to support the comments from this teacher that the "EALD companion document to ACARA [is used] to inform teaching practice and educate mainstream teachers. Bandscales for ESL learners [are used for] reporting on current students."

Two teachers were using only the ACARA EAL/D document and four were not using any ESL resources for reporting. An additional five teachers were using only mainstream English documents. One of these noted using the "Australian curriculum—to monitor progress against common average".When asked if the use of a specific EAL/D or English scale is optional, 33 replied yes, and 51 said no. Twenty-one made no response. Of the 50% who said they were required to use a specific scale, a number had some concerns about the appropriateness of the mandated document. Examples were teachers being required to use a document designed for K-10 learners for students in Years 11 and 12, or finding the EAL/D documents did not always allow them to describe more nuanced learning of their more advanced learners.

A common response from those using a specific scale across the three jurisdictions was that this was necessary because of the funding requirements, as one respondent said, "[w]e must provide this information along with other ESL student details to obtain funding". This use of EAL/D scales to identify students for funding purposes is a common practice but presents problems, as there is a gap between EAL/D students who have been identified through these processes as needing funded support, and those who actually receive the support. Put simply, governments do not offer adequate funding to cover all identified students (Lawley, 2012).

Discussion
Three questions were addressed in this study

1. What is the extent of teachers' knowledge of scales and standards for EAL/D learners?
2. How do schools and teachers respond to and use scales?
3. Are mainstream and EAL/D teachers using the new National Resource, and in which ways?

The extent of teachers' knowledge of scales and standards for EAL/D learners

The majority of respondents, close to 90%, did know that there were special measures to be used with EAL/D children. However, 27 of the teachers, even if they had heard of an ESL scale, had not used one. The results confirm the results from the 1997 Breen et al. study. Eighteen years on, some teachers remain unaware of the resources at their disposal for the teaching of EAL/D students. As one ACT teacher commented, "[m]ost teachers are not familiar with the scales, [which are] used by school's EAL/D teacher only".

How do schools and teachers respond to and use scales?

Whilst the respondents responded positively to all of our suggested purposes, the three purposes for use of ESL scales which received the highest ranking were: to monitor progress, to inform classroom practices and for discussions with the students' mainstream teacher about progress. Free comments indicated that "for funding purposes" was also important, as found by Llosa (2005, 2011) in the US studies.

Respondents noted that use of the scales was usually the responsibility of the EAL/D specialist in the school and that mainstream teachers were not required to have knowledge of them. Perhaps because of their lack of knowledge of EAL/D scales—possibly due to a lack of opportunity for professional learning about them— several of the teachers surveyed—even some EAL/D teachers— indicated that they used the mainstream English assessment tools with all their children, rather than differentiating and using different measures according to student language development.

A number of teachers indicated that they were required to use both the mainstream assessment measures (A-E) *and* the local ESL scales—usually they used A-E for reporting to the school, and the ESL scales for reporting to the district for funding purposes. Others noted that the scale was used for moderation, but was optional at school level.

The following response from an ACT Mainstream teacher highlights the challenges faced by teachers using multiple documents to meet multiple purposes:

> The EAL/D document is useful to me as a teacher—to assess levels, assess progress and plan future work. There is a strong focus on First Steps at our school and I am meant to be using that—however, it is not always relevant to the EAL/D students' needs.

Are mainstream and EAL/D teachers using the new National Resource?
As noted in the results about teachers' self efficacy in relation to knowledge of the different scales, fewer than half of the respondents had heard of the new resource and only one teacher indicated knowing this resource "quite well". These responses were gathered only six months after the introduction of the resource so a low response may be expected. Nonetheless this result is a warning and a benchmark for future research. Further information about the use of the national resource is emerging in the interviews which are currently in progress with selected teachers in each jurisdiction, and will be discussed in future reports of this project.

In summary, this study indicates that the EAL/D landscape in Australia remains a complicated one, with a wide variety of scales and curricula being used for a variety of purposes. There appears to be patchy knowledge of the different documents, and their uses. It seems apparent that without professional learning and commitment from educational authorities there will be limited teacher capacity to make the most of the substantial guidance these various documents offer teachers of EAL/D students. It also remains unclear how the new national document will fit into the array of current local documents, and its take up and use by mainstream teachers is an area requiring further research.

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APPENDIX A

Table A1: Educational settings

Setting	Sub-category	Number
Mainstream PS		7
Mainstream HS		14
Special ESL school		18
ESL specialist in school	Pull out classes	14
	Parallel classes	13
	Team teaching	25
Other		27
Total		**118**

* Note to table. The total number of settings is larger than the number of respondents, as some selected more than one setting. Examples of responses in the "other" category were "pre-school ESL and mainstream", "teacher librarian", "itinerant hearing support" and "literacy coordinator".

Table A2: Years of teaching experience

Years	Qld	SA	ACT	Total	Total (%)
Less than 5	4	2	7	**13**	**13%**
5 > 10	5	3	9	**17**	**18%**
10 > 20	9	0	14	**23**	**17%**
20 > 30	10	0	14	**24**	**18%**
30 and over	9	7	10	**26**	**34%**
Total	**37**	**12**	**54**	**103**	**100%**

Table A3: Pre-service qualifications

Qualifications	Qld	SA	ACT
4 year B.Ed.	11	5	28
Bachelor degree + Dip. Ed.	14	3	8
Bachelor degree + 2 year Master/Bachelor of Teaching	3	2	4
Other qualifications	9	2	13
No qualification	0	0	1

* Note to table. Examples of qualifications classified as "other" were an "Associate Diploma in Social Science (Child Care)", a "Bachelor of Applied Science" and a "Masters in Teacher Librarianship."

Table A4: Further qualifications in TESOL

Course undertaken	Number
ESL in the mainstream (2 'for Early Years')	43
Teaching ESL Students in Mainstream Classrooms	22
Graduate Certificate in TESOL	20
Graduate Diploma in TESOL	8
Certificate in English Language Teaching to Adults	4
Teaching English to New Arrivals	2
How language works	6
Masters of Education/TESOL/Applied Linguistics	6
Other	26
None	20

* Note to table. Examples of qualifications classified as "other" were "Tactical teaching: Reading", "Certificate in Linguistics" and "Certificate IV in TESOL."

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